International Journal for Humanities and Social Sciences (IJHS)

Open-Access Journal

DOI https://doi.org/10.69792/IJHS.24.2.8

ISSN (Online): 2945-4271
No. 1 | Issue 2 | Dec. 2024

https://orcid.org/0000-0003-4276-9080

The Effect of ESA Model on Secondary School Students' Flow State

Duaa Jumaa Abd *

English Department/College of Education for Women/ Baghdad University/Iraq
Doaa.abd2203m@coeduw.uobaghdad.edu.iq

Asst. Prof. Dr. Hanan Dhia Alsalihi*

English Department/College of Education for Women/ Baghdad University/Iraq
Dr.hanan@coeduw.uobaghdad.edu.iq

Abstract:
English language has become an international language and a means of communication among people all over the world. EFL learners, particularly those who are in the earliest stages of language learning, find and face difficulties to understand spoken language and comprehending written texts. Iraqi EFL students are less proficient and less advanced in their English language acquisition for a variety of reasons, the primary one being the way English is taught. It appears that secondary schools' teachers use typical English teaching approaches, also learning is less successful when students are not emotionally invested in what is happening. Students suffer from anxiety and boredom, the flow is important to enhances focus, motivation and retention by making learning enjoyable. ESA is a model of how to build students interest in a topic considered problematic by a teacher in learning. Students move from passive to active participation in learning activities. One of the key goals and advantages of ESA is the idea of involving the students. So, this study aims to show the effect of ESA model on second intermediate school students' flow state. The data collected by selecting two groups randomly as experimental and control group and apply the ESA model on the experimental group in teaching English. The two groups exposed for flow state scale to know the effect of ESA model on their flow level. The data analyses by using SPSS v26 program. The results indicates that flow state levels of the experimental group, who are taught by using ESA, is better than the control group, who are taught using the traditional method .

Keywords: *ESA Model, Flow State, Effect, Secondary School*..

Received: 25/08/2024 **Accepted**: 10/10/2024 **Proofreading**: 20/10/2024 **Available online**: 31/12/2024

Introduction

English is an international language that expands people's chances for work and education (Roshid&Chowdhury, 2013) with its unique educational philosophies, approaches, and research, English language teaching and learning have rapidly advanced. (Tavoosy & Jelveh, 2019) assert that there are certain similarities in the approaches, techniques, and strategies used in teaching. In many regions of the world, innovations in education have been prompted by the shortcomings of traditional methods of instruction. Education reform and innovation are essential endeavors. Particularly, the conventional approaches to grammar instruction leave pupils less proficient in applying grammatical rules without understanding. Inadequate approaches and an incapacity to meet the needs of students result in a lack of grammatical knowledge, making it difficult for students to distinguish between spoken and written language and know when to apply grammatical rules in each situation (Sidney, 1996)One of the many problems with traditional education is that students have few options, which has a negative effect on their performance and makes them into passive consumers of prepackaged knowledge (Al-Atabi & Alsalihi, 2020). According to (Harmer, 2007), learning is less successful when students are not emotionally invested in what is being taught. One of ESA's key tenets is its emphasis on student engagement. The expectation was that ESA would increase students' interest in studying English ((Harmer, 1998). According to this, the ESA technique may increase learners' curiosity, interest, and emotions in learning a topic by drawing their attention and encouraging them to participate. Additionally, the ESA approach is recommended as an efficient way to boost students' interest and comprehension of the new course material. ESA, according to (Tomlinson, 2013), is a technique for increasing students' interest in a subject that a teacher deems problematic for them to study. The instructor ought to be able to create and manage it as well. In this situation, the learner should focus on motivating the teacher and the classmates. Additionally, this approach is advised so that students may effectively express their opinions, knowledge, and language. Curriculum and instruction are organized in a way that allows participants, teachers, and students to experience the Flow State, which is defined by (Csikszentmihalyi, 1990) as a peak experience marked by high motivation, high concentration, high enjoyment, creativity, innovation, dedication, self-development, and goal achievement. The media elements, the social setting, the individual skills, and the activity's challenges all contribute to the flow experience, according to the flow theory. In order to find

***Corresponding Author:**| **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

out the effect of ESA model on secondary school students' flow state, the researcher use flow state scale by (Rheinberg, Vollmeyer, & Engeser, 2003)), to measure flow experience for the experimental group who were taught by ESA model and the control group who were taught by conventional method.

The Problem and its significance

There are number of reasons why EFL students in Iraq are less proficient and less developed when it comes to learning the English language, the primary one is the approaches that Iraqi EFL teachers employ to teach the language (Khairulah , 2016). According to (Hussein & Albakri, 2019), EFL learners, especially those who are just beginning to learn the language, struggle to grasp spoken language and read written materials. According to (Abdulridha, 2015), students' performance in English is weak and below average when compared to their performance in other studying areas. Thus, it is imperative that these difficulties be addressed immediately. (Harmer, 2007) stresses that when learners are not emotionally engaged with what is going on, their learning becomes less effective.

Learning may function at its best when the right learning strategies are used. The ESA model (Engage, Study, and Activate) is one of the numerous learning models that is thought to be able to help students with writing challenges, such as creating descriptive texts, and with developing their speaking abilities. Flow offers several advantages for productivity at work. Along with improved motivation and productivity, it can result in faster and more accurate work. (Jackson, Ford, Kimiecik, & March, 2002) state that a motivated and engaged work ethic can also be facilitated by flow, which can result in more positive views towards one's job. Flow moods are linked to higher levels of creativity, enthusiastic involvement, and greater productivity at work. Furthermore, (Bhattacharya, Kumar, & Choudhury, 2013) discovered a positive correlation between flow moods and enhanced motivation and academic achievement.

The Value

The scientific value of the current study is for future research and for anyone interested in pertinent studies on student accomplishment is something the researcher happily anticipates. Furthermore, for researchers who are interested in looking into the effects of EFL attainment strategy, the analysis of the flow state and the influence of ESA model in this study may provide a great deal of clarification.

Objective of the study

The present study aimed to evaluate the impact of the ESA model on secondary school students' flow state.

Hypothesis

The present study hypothesized that the implementation of the ESA model significantly increases the flow state among secondary school students compared to traditional teaching methods.

Limits

This study is limited to:

1- the sample selected randomly from Sara Intermediate school female students from AL-Karkh /2 General Directorate of Education in the city of Baghdad during the academic year 2023-2024.
2- ESA model in teaching.
3- English for Iraq for 2nd intermediate level.
4- Flow state scale.

The Procedures

In order to achieve the aim of the study, the researcher followed scientific procedures start by selecting randomly two groups in the second intermediate grade one as experimental and the other as a control group. The researcher applied the flow state scale on both groups before applying the suggested teaching model. The experimental group taught by using the ESA model and the control group by using the conventional method. After teaching the students the researcher re-applied the flow state scale for the two groups to find out the effect of ESA model on students' flow experience through teaching. The data collected in qualitative method and the results analyzed statistically by using SPSS v26 program.

Theoretical Framework

ESA Model

ESA is a model of teaching includes three components (Engage-Study-Activate) which is created by Jeremy Harmer in 1998. According to (Tomlinson, 2013) ESA can help raise student interest in a subject that can be challenging for teachers to teach. It should be within the teacher's power to both create and manage. In this case, the instructor ought to receive encouragement and attention since they are the learners' primary focus. Additionally, it is advised that students use this model to assist them communicate their ideas, knowledge, and language in an efficient manner. Constructivist educators create the ideal learning environment by involving students in work within real-world contexts (Saalh , 2020) (Harmer, 1998), assert that the engage phase is a time in the teaching section where the teacher attempts to

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

pique the learner's attention, which also includes feeling. For example, teachers employ image media to encourage students to think in the target language. The second phase of the ESA learning model is termed study. The study phase is a learning activity in which students are asked to focus on language or information and how it is generated. The final phase of the ESA learning process is now active. The activation phase includes exercises and activities that encourage learners to use the language as freely and communicatively as possible.

(Tomlinson, 2013) states that ESA is a way for increasing student engagement in a difficult topic for teachers to teach. The teacher should be able to both build and control it. In this instance, the teacher, as the learner's focus, should be given attention and motivation. Furthermore, this model is recommended to help students to effectively express their opinions, information, and language.

(Harmer, 2007) suggests that the teaching sequences of ESA phases need to be present in most lessons, whatever the main focus of lesson. These phases are engaged, studied, and activated.

The Three Phases of ESA Model 2.1.1

1- Engage

Learning is far more effective when both our minds and hearts are engaged. Furthermore, it might be argued that arousal and affect are necessary for effective language learning. Regarding the aforementioned notion, the basic argument is that if learners are not emotionally involved with what is happening throughout the learning process, their learning will be less effective. The teacher's primary goal in this situation is to pique students' curiosity, attention, and interest, as well as to provide assignments or activities that keep them engaged. Visual aids, simulation activities, games, topics, music, discussions, dramatic stories, and so on are all examples of activities and materials that keep students engaged (Harmer, 2007).

(Shulman, 2002) emphasise the importance of student participation, stating learning begins with student engagement. According to (Newmann , 1992)engagement is the students' psychological investment in and effort directed towards learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote.

This phase is also known as the 'presentation' phase. According to (Ur, 1991)one of the teacher's responsibilities is to mediate the learning process so that students can access the materials they have been given. He refers to this process as 'presentation'. The word presentation refers to and includes the modeling of target language during the warm-up process in order to interest learners in tasks or topics of discussion. In this instance, learners can have adequate exposure to 'comprehensible input' in the form of spoken language. Presentation can also be used to give directions and explanations about the discussion task. Another contribution or necessity of presentation is that it can assist teachers activate and hold students' interest; intelligence, consciousness, and metacognitive skills that will support the learning process.

2- Study

The study phase of ESA explains instruction and representation of all language learning and teaching components with a primary focus on formation. This stage is primarily concerned with language form, and learners are required to complete exercises that center on form. These can be particular relative clauses, intonation patterns, or the construction or use of lexical phrases. Learners are expected to complete assignments linked to language practice activities throughout this phase of instruction, which is also known as the "language practice" phase. Practice, according to him, is the rehearsal of specific behaviors with the objective of consolidating learning and improving performance. In order to benefit from fluent understanding and self-expression, he claims that language learners must acquire an intuitive, automatized knowledge. The "learning of a skill" and linguistic practice are very similar. Additionally, he believes that acquiring a skill involves three stages: verbalization, automatization, and autonomy (Harmer, 2007).

The abilities that need to be learned are stated, explained, or shown in the first phase. The teacher might, for example, explain a word's definition or the rules governing a grammar structure along with how to apply them in a given context. In the second phase, the instructor guides the students in exhibiting the desired behavior while keeping an eye on their progress. The mistakes that the students made demonstrate the need for the teacher to practice telling or demonstrating more often. During this phase, the skillful behavior must be practiced repeatedly until it becomes automatic that is, done correctly without much thought. They are alleged to have "automated" the behavior at this point. They eventually employ the repertoire of behaviors they have previously mastered to progress on their own. At this point, students must practice more. Learners are considered "autonomous" when they complete tasks independently. this stage is actually a more sophisticated kind of practice because it involves receiving rather than production (Ur, 1991)

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

3- Activate

This phase describes any level at which students are encouraged to employ all or some of the language components they are familiar with. For instance, communicative challenges are designed to stimulate language knowledge in learners ((Khoshsima & Shokri, 2016)

According to (Harmer, 2007) learners become more independent in their usage of the many language components they have accrued in their brains the more opportunities they have to activate them. As a result, pupils consistently develop into independent language users and learners. It indicates that they can use words and phrases naturally and methodically without having to think about it too much. Most teachers in the classroom want to activate their students. Since it provides details on the learning process of the pupils, the teacher may identify the issues that the kids are having and assign remedial work as needed.

The Initiation-Response-Feedback, or "IRF," is a helpful strategy for activating or eliciting learner information, according to ((Ur, 1991) "IRF" is a practical and simple activation strategy that gives the teacher the knowledge about the students' prior knowledge that they need. With this method, educators can keep an eye on student learning and get feedback on their instruction. Asking questions is another often used activation approach in education. Mainly employed in the Initiation-Response-Feedback sequence is this approach.

Group work is another method utility to activate learners' knowledge, which is a more useful tool in oral fluency practice. Through group work, learners complete a learning assignment in this kind of activity there are several advantages to this kind of activity compared to full-class size activities. For example, students who are divided into five groups have five times more opportunities to speak out during class (p:23).

Role playing is the last, but certainly not the least, activation approach employed in a classroom. Role play, according to (Richards & Rodgers , 2001), is the term for activities in which students and teachers participate in a role that is expected of them. In addition, it may encompass the interpersonal and social dynamics amongst the role-players.

The Importance of ESA Model

ESA, is the best model to teach skills. Instructors can efficiently plan their sessions by using ESA. Students who participate in ESA are extremely motivated and focused on learning. Teachers have the freedom to run a classroom in an orderly and efficient manner by utilizing ESA. When it comes to teaching, ESA is crucial because it keeps the students engaged, inspired, and ready to learn more. Engage is the first phase that teachers should always begin a class with. During the engage phase, the instructor only prepares the students to take part in the lecture. In order to get the children thinking and speaking in English, you can engage them by using questions, contrasts, discoveries, discussions, and graphic displays ((Hasanuddin, 2021). The ESA model has become more and more well-liked in recent years because of its focus on student participation, interaction, and real-world application of language skills. Numerous research works have exhibited the efficacy of the ESA approach in diverse language acquisition scenarios. The practical application of language skills and student participation are prioritized in the ESA model. Through active student participation in the learning process, this method promotes the use of the target language in communicative contexts and helps students gain a deeper knowledge of language structures (Zhang, 2018)

Pupils are drawn in and encouraged to engage in the learning process during the Engage phase. Because it motivates students to actively practice the target language and develop their confidence in using it, this increased engagement is essential for improving students' abilities. In addition, the Study phase concentrates on language input and practice, giving students the chance to investigate and apply vocabulary and grammatical structures in a real-world setting. Teachers also provide specific feedback and direction to students, which aids in their language proficiency development. Lastly, the Engage phase pushes students to apply their newly learned information and abilities in practical settings by using the target language in a communicative environment. This stage encourages the development of communication techniques and the capacity for clear meaning delivery (Aprilia, Ainol, & kholili, 2023).

(Robertson, 2000) explained the importance of the ESA component

1. It provides an opportunity for students to practice English in a safe classroom setting, much like they would in the real world. In the classroom, students can practice their English before entering the real world.

2.By providing them with this type of practice, teachers can assist students in "switching" from the language they have been learning to a language they can use without having to think about it.

3.Students usually enjoy themselves during these kinds of activities. Making the classroom fun for the students aids in their learning.

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

4.A practical means of evaluating how well the class is progressing for both the teacher and the students.

5.Giving students appropriate assignments to do while utilizing a variety of languages has a beneficial and motivating influence on them.

The Advantages of ESA Model:

First, this model is suitable for classes of all levels since it incorporates a variety of media into the teaching process, including music, pictures, videos, and humorous anecdotes. Second, it can motivate students because the instructor did not employ a monotonous teaching style. Lastly, it can engage students in the learning process by simulating student expression of ideas through the use of media in the classroom (Daharia, 2016)

According to (Dunsmore, 2018) teachers can have the flexibility to run a classroom in an orderly and effective manner by utilizing ESA. Because it keeps students engaged, inspired, and eager to learn new languages, ESA is crucial. In addition, it integrates the four skills: speaking, listening, reading and writing.

Flow State Scale

When a performer is completely engrossed in their performance and their own abilities match the necessary hurdles, they enter the flow state, which is a good experiential condition. This is the state that professional athletes aim for. Often associated with exceptional performance and a deeply fulfilling experience, flow is the optimal psychological state that occurs when a performer believes that everything is coming together (Csikszentmihalyi, 1990). (Asakawa, 2004)described flow as the ideal mental state in which a person feels highly motivated, profoundly immersed, efficient with their cognitive abilities, and also enjoys themselves greatly. (Nakamura & Csikszentmihalyi, 2002) state that total immersion in one's work characterizes a good existence; hence, understanding and exploring the concept of flow is considered essential.

The perfect flow experience consists of these nine elements: Clear goals (a sense of knowing exactly what one is going to do), unambiguous feedback (an immediate and clear feedback about one's action), feeling of control (a sense of knowing that one can handle the situation because one knows how to respond to whatever happens next), challenge-skill balance (a sense of being challenged in a way that is appropriate for one's current ability), action-aware merging (a deep level of involvement that makes action feel spontaneous and almost automatic), loss of Transformation of time (a sense that time is twisted), autotelic experience (a sense that the action is intrinsically rewarding), and self-consciousness (lack of concern or worry about oneself. The "unstable and un-self-conscious" nature of subjective experiences such as flow makes assessing them challenging and intricate. But to address this problem, scientists have developed and used a range of flow evaluation methods that integrate qualitative and quantitative approaches (Nakamura & Csikszentmihalyi, 2002). in order to offer a measurement instrument that is easy to use in settings where physical activity occurs. The Flow State Scale (FSS) and the Dispositional Flow Scale (DFS) are two alternative self-report instruments that (Jackson, Ford, Kimiecik, & March, 2002) created to quantify flow sensations during physical activity. The multidimensional scales called the FSS and DFS measure each of the nine dimensions of flow. Data is collected immediately following the completion of an activity, and the goal of the FSS is to assess the flow experience during that particular activity. The DFS is a dispositional measure of flow that assesses the average frequency of flow that occurs throughout an activity.

Flow Theory

The 1980s saw the development of flow theory as a result of research on human happiness, or what (Csikszentmihalyi, 1990) called "optimal experiences." This entail focusing intently on a subject so that one's abilities and energies can "flow" freely. Another characteristic of activities that promote flow is the ability to describe the flow phenomenon. (Salanova, 2014) asserts that flow regulates a person's inner life and leads to happiness. In order to achieve this happiness, managing consciousness is the first step. Flow can be experienced more easily when consciousness is organized, which will enhance life's quality. "Even the usually boring routines of work become purposeful and enjoyable," according to structured consciousness. The ability to regulate psychic energy to bring consciousness into order is known as flow. Happiness, ecstasy, and self-fulfillment are all correlated with increasing self-discipline. Moreover, results in a fight to establish attention control. In conclusion, everybody who has ever been in a state of flow knows that sustained enjoyment necessitates focused attention. The information that passes through awareness and is constrained by attention serves as a means of exchange between the individual and their surroundings and helps to shape who they are. Thus, getting into and maintaining the flow depend heavily on paying attention. Making a connection between the past and the present allows one to enter the flow of attention. Like flow, apathy, boredom, and anxiety are mostly products of the way attention is organized at any one moment. The low level of challenge compared to talents leads to boredom and even more so to apathy, where attention might wander. Perceived challenges surpass capacities in anxiety. Attention turns

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

to the self and its flaws, especially in situations involving extrinsic motivation, which prevents participation in the difficulties. (Nakamura & Csikszentmihalyi, 2002). Another step towards happiness, according to (Csikszentmihalyi & Robinson, 1990), is becoming so engrossed in one's work that it almost becomes instinctive and spontaneous, and one loses consciousness of oneself as something distinct from the acts carried out. To experience the flight that leads to delight and happiness, an individual must meet certain requirements related to their personality, family, culture, and activity.

Flow Short Scale FSS

In the current study the researcher uses flow state scale (short version) consist of (13 items) by (Rheinberg, Vollmeyer, & Engeser, 2003)) to assess flow experience as a state variable. There are 16 items in the FSS in all. The three aspects that make up the flow experience are (1) Fluency, (2) Absorption, which are represented by items 1 through 13, and (3) The Worry component is the third factor. The demands-skill balance is measured by items 14–16. The responses to these 13 questions are to be provided on a seven-point Likert scale ranging from "strongly disagree" to "strongly agree." The balance of skill and demands is measured by three additional items (items 14–16; response format: nine points) ((Rheinberg, Vollmeyer, & Engeser, 2003). Ever since (Csikszentmihalyi & Larson, R, 1987)this balance has been utilized extensively as a flow-measure. The first 10 flow items can be used alone (as a pure flow-measure) or in conjunction with items 11–13 or 11–16, depending on the topic the researcher is trying to answer. (Csikszentmihalyi & Csikszentmihalyi, 1988) identified six components of the flow experience summarized by (Rheinberg, Vollmeyer, & Engeser, 2003)

1.Feeling of ideal challenge: the capacity to maintain control in the face of significant situational demands (demands – skill balance).

2.Individuals in flow regard the activity's requirements and feedback as obvious and unambiguous; they always know what to do and how to execute it naturally.

3.The action is perceived as flowing smoothly. As though directed by an internal logic, one step naturally leads to the next. This element is likely the source of the word "flow".

4.Concentration happens naturally, much like breathing, without the need for conscious effort or volition. All thoughts that are not directly related to the task at hand are blocked from awareness.

5.People in flow typically lose all concept of time, with hours passing by in the blink of an eye.

6.A person in flow loses self-awareness and self-reflection and feels a part of what they are doing and is fully engrossed in it "merging" of action and awareness.

Flow State Dimensions

(Nakamura & Csikszentmihalyi, 2002) proposed that the flow state experience consists of nine main dimensions.

1- Challenge-skills balance. According to (Csikszentmihalyi & Csikszentmihalyi, 1988)this dimension arises when a person's abilities are precisely what's needed to handle the demands of the scenario. A task can be enjoyed through passion for the activity itself when one has the challenge-skills balance, which is a major contributor to flow. This ultimate sense of competence leads to a state of engagement.
2- Clear Goals and Unambiguous Feedback. (Mitchell , Milne , & Tapley , 2015) discovered that, in both academic and athletic settings, flow state and performance objectives had beneficial connections. Getting clear feedback (usually from the task itself) enables us to modify our solutions in real time to satisfy the requirements. Positive feedback can come from many different places, but it always means the same thing which indicates that you are making progress towards your objective. Positive feedback can originate from many different places, but it always conveys the same information which is making progress towards their objective (Csikszentmihalyi & Csikszentmihalyi, 1988).
3- Action-awareness merging: In a flow state, we are entirely immersed in the present moment, to the point were participating in an activity becomes second nature - nearly instinctive.
4- Concentration on the task at hand: Total concentration, often known as immersion, is one of the most commonly stated flow dimensions. Focusing on the current moment helps us attain a state of flow by directing our attention and avoiding unnecessary distractions. In a flow state, we are completely focused on an activity, only conscious of what is relevant and discarding irrelevant elements (Mitchell , Milne , & Tapley , 2015).
5- Sense of control: In flow, a sensation of control exists without being deliberately exerted. Rather than being 'in control', (Csikszentmihalyi, 1990) proposed that this dimension is more of a sense of control' in which people believe they are unstoppable or capable of achieving anything. The sense of exercising control in difficult situations is

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

central to the flow experience; (Keller & Blomann, 2008)) discovered that individuals with stronger control characteristics were more likely to experience flow, whereas those with lower internal levels of control frequently failed to achieve a flow state.

6- Loss of self –Consciousness. We can spend a lot of time and energy worrying about how we appear to others, yet during flow, any concerns about ourselves go away as we become one with the activity. Simply said, in a flow state, we are too immersed in the moment to be concerned with protecting our ego; when we are free of self-consciousness, we may act naturally and confidently. The absence of self-preoccupation helps us to focus on the work at hand while rejecting unnecessary and selfish distractions (Mitchell , Milne , & Tapley , 2015)
7- Transformation of time. Have you ever been so involved in anything that you lost track of time? The sensation of flow state might perceptibly skew our perception of the typical passage of time since we are entirely immersed in the moment. When one is passionately immersed in an activity, time can seem to slow down, speed up, or become utterly unimportant (Hanin, 2000).
8- Autotelic experience. Autotelic experiences (endurances carried out for their own purpose, with no anticipation of a future gain, from the ancient Greek 'autós' meaning self' and 'télos' meaning result/outcome/end') are among the most fulfilling. (Csikszentmihalyi & Robinson, 1990) investigated receptive aesthetic experiences in museums, concluding that the outcomes of deep and autotelic involvement are characterized by sensations of personal wholeness, discovery, and human connectedness. In this situation, the intense focus of attention in response to a visual signal was only for the purpose of sustaining the experience. (Csikszentmihalyi, 1990) defines this dimension as the final outcome of being in a flow state, in which potentially entropic experiences are transferred into flow.
9- Unambiguous Feedback Feelings that everything is proceeding as planned are confirmed by prompt and unambiguous feedback.

Achievement of Flow Motive

The intrinsic part of the achievement motive is called the achievement flow motive. Taking proactive measures to address an external or internal standard of excellence, such as improving an object to meet quality standards, learning new information, or fulfilling requirements, is the fundamental component of the general achievement motive (Kuhli & Scheffer , 1999).

The mastery- and approach-oriented attempts to satisfy internal standards of excellence (i.e., difficulty) characterize the intrinsic component of the accomplishment motive. Curiosity and a desire to learn new things are perceived as the motivation behind these efforts. Therefore, the achievement flow motivator combines the sense of urgency to master tough tasks (seeing or seeking difficulty) with the mastery-approach implementation of those activities (mastering difficulty). Based on implicit cognitive-emotional networks of feasible actions (derived from autobiographical memory), motives can be carried out in a context-sensitive manner to satisfy demands in a range of circumstances. Reasons are implicit due to the extended nature of the underlying networks, hence apperception that is, need-related interpretations of perceptual input must be used to determine reasons rather than self-report. For instance, when presented with unclear images, people with a strong achievement flow motive tend to create more narratives where the protagonist becomes completely engrossed in challenging activities (Baumann, Kazén, & Kuhl, 2010)

One may already be able to access self-concepts of the need to experience flow using questionnaires that evaluate intrinsic interest in achievement. But in the majority of cases, we would anticipate the same pattern of weak or insignificant correlations that are frequently seen between measures of implicit and explicit motivation (Spangler, 1992)

Good access to one's implicit requirements is necessary for a meaningful association between implicit and explicit measurements, as implicit needs can be easily affected by situational and personal constraints (Baumann, Kazén, & Kuhl, 2010) Observed substantial connections between the implicit achievement flow motivation and flow experience across diverse tasks during an outdoor assessment center specifically built to allow for flow experience. It is important to note that describing such tangible examples of flow does not necessitate a clear understanding of or access to one's underlying motivations.

Previous Related Studies

This part includes the previous studies which are related to the current study in terms of aims and methodology. There are no studies in Iraq related to the current study. There are some studies related to the same variables such as a study conducted by (Hasanuddin, 2021) about the "The implementation of ESA (Engage, Study, Activate) method in teaching speaking skill at the eighth-grade

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

students of SMP Nurul Jadid" aimed to show the impact of use ESA (Engage, Study, Activate) method in teaching speaking skill. The research methodology used in this study was qualitative. The researcher employed a method that takes the shape of a non-test method that includes document examination, interviewing, and observation. The sample of this study consist of students at 8th grade school students in Indonesia. The result of this study improve that ESA method is a useful method for teaching English to students, particularly for improving speaking abilities.

A study by (Arifani, Setiadi, & Darmawangsa, 2020) entitled "Effect and students' perception of the ESA (Engage, Study, Activate) teaching method implementation in French writing class" aimed to examine the impact of ESA model on writing. This study used a quantitative approach using a pretest-posttest design in a pre-experimental setting with a single group. Students from the French semester of the 2018–2019 academic year in Indonesia were chosen for this study using random selection methods. In this instance, the researchers selected 26 students. Tests and questionnaires were employed as study instruments. The students' mean score on writing descriptive text increased when they used the ESA approach, according to the quantitative data analysis.

(Novianti , 2017) published the study "The use of ESA (Engage, Study, Activate) Technique in Teaching Reading Skill on Descriptive text". This study aimed to understand how students respond when reading skills are taught using the engage study activation technique on descriptive texts. In order to collect data for the study, the researcher employed a quasi-experiment with pre- and post-tests. The sample of this study consist of 84 students at 8th grade. This research is carried out at SMPN 1 Karang tanjung in Malaysia, on 8-24 May 2017. The study's findings present that there is significant difference between post-test for experimental and control group of students and shows that using Engage Study Activate (ESA) Technique has significant influence on teaching reading skill on descriptive text.

The last study by (Saragih, 2015)) entitled "The effect of Engage, Study, Activate technique on students' achievement in writing narrative text" This study aimed to finding out the effect of ESA model on writing skill. The experimental design was used in this study. A written test was the instrument utilized to get the data. Students in second year, of SMP N 1 Sei Rampah, Indonesia in 2015 comprised the population. The sample of this study divided in two groups, experimental group and control group; each group consist of 30 students. The computed t-test result clearly demonstrated that the Engage, Study, Activate technique has a significant impact on students' achievement in composing narrative texts.

The results of the present study correspond with earlier studies regarding the advantages of ESA model on language skills. The previous studies by (Hasanuddin, 2021), (Arifani, Setiadi, & Darmawangsa, 2020), (Novianti , 2017), and (Saragih, 2015) have shown that ESA model improve students' skills in English. This study expands on the content of previous studies. It adds to the increasing body of studies investigating the effectiveness of ESA model as an educational method for enhance students' skills in language.

Methodology

The experimental design was created to methodically investigate the impact of using ESA model on secondary school students' flow state. This study used an experimental design with two groups: one taught by using ESA model, while the other did not, the two groups answer the flow state scale to measure their flow state levels to show the effect of ESA model on their flow. The design of the experiment allows the researcher to test hypothesis and draw reliable conclusions regarding the relationships between independent and dependent variables. The objective of the experiment, the sort of variables to be manipulated, the conditions or limiting factors under which it is carried out, and a variety of other considerations all influence the design chosen. There are many different types of experimental designs. They can be classified based on the number of independent variables and how well they control threats to internal and external validity (Tavakoli, 2012).

The Population

The target population of this study consist of (125) EFL school students in second intermediate grade from Sara Intermediate school female students AL-Karkh /2 General Directorate of Education in the city of Baghdad during the academic year 2023-2024.

The Sample

The sample consist of 60 students, 30 were assigned to the experimental group and 30 to the control group.

Equivalence of the Study

The main reason for doing equivalency is to control the variables that may influence the results of the experiment. Equalization suggests that groups subsequently to be compared are on equal terms with regard to their basic characteristics at the investigation's inception so that a balance is struck and the internal validity of the study is fostered (Portes , 2002). To

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

equalize the two groups, the following variables were controlled: the students age in months, the scores of English in previous year and the parents educational level.

Instruments of the study

Flow state scale used to achieve the aim of the present study, flow state scale (short version) developed by (Rheinberg, Vollmeyer, & Engeser, 2003), which consist of 13 items to measure flow experience and the worry. See table 1

Table 1

Flow State Scale

No.	Items	Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	Strongly Disagree
	Flow Items							
1	I feel just the right amount of challenge.							
2	My thoughts/activities run fluidly and smoothly.							
3	I do not notice time passing.							
4	I have no difficulty concentrating.							
5	My mind is completely clear.							
6	I am totally absorbed in what I am doing.							
7	The right thoughts/movements occur of their own accord.							
8	I know what I have to do each step of the way.							
9	I feel that I have everything under control.							
10	I am completely lost in thought.							
	Worry items							
11	Something important to me is at stake here.							
12	I will not may any mistake here.							
13	I am worried about failing.							

Data Analysis

- Comparison between the Mean Scores of the Experimental Group and that of Control Group in Flow State Scale to achieve the aim of the study.

In order to find out if there is any significant difference between the mean scores of the experimental group and that of the control group, in the flow state scale after the experiment, all mean scores are obtained and compared. Statistics show that the mean score of the experimental group is 65.20 and that of the control group is 60.03, with standard deviations of 3.64 and 6.26, respectively. By using the t-test formula for two independent variables, the calculated t-value is found to be 3.907, while the tabulated t-value is found to be 2.000 at the degree of freedom 58 and level of significance 0.05. This indicates that there is a significant difference between the two groups in responding to the flow state scale and in favour of the experimental group. See table 2

Table 2

Means, Standard Deviation, and t-Values of the Two Groups

in Flow State Scale

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Sig. 0.05
				Calculated	Tabulated		
EG.	30	65.20	3.64	3.907	2.000	58	Sig.
CG.	30	60.03	6.26				

The results indicate that flow state levels of the experimental group, which are taught by using ESA model is higher and better than the control group, which are taught using the conventional method.

Conclusion

This study concludes that the ESA model can be a very useful teaching model for students it making learning more active and motivating. The levels of flow state for the experimental group who taught with ESA model is better than the control group who taught by conventional method. The researcher finds out that there is a statistical difference between the mean scores of the flow state of the experimental group and the control group in favor of experimental group. The positive environment is considered another factor which help to create successful lessons. ESA model can prepare a suitable atmosphere in which students be more interactive and cooperative. The integration of the four skills is helped students to complete their activities and achieve their goals easily. The ESA model helps to decrease the gap between teacher and students when cooperating together, and rise the flow state level. It is apparent that the majority of students are very motivated and interested in learning English, which is sufficient to make the teaching process beneficial. Teachers should use a variety of approaches, methods, and strategies when teaching English. Several teaching approaches, techniques, and strategies promote students' skills and competencies in a large number of learning classes. So, the improvement in learning will be high. The current study recommends that Iraqi English language teachers are invited to adapt ESA model in teaching because of its benefits in saving time and effort, achieved more management, and control on students.

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

References

Al-Atabi, F. K. T. E., & Alsalihi, H. D. (2020). Iraqi EFL university instructors' orientations towards online educational platforms. *Talent Development & Excellence, 12*(2), 2565-2574.

Abdulridha, E. (2015). The effect of brain-based teaching on Iraqi EFL secondary school pupils' achievement (Published M.A. thesis). University of Baghdad.

Aprilia, F. A., Ainol, A., & Kholili, A. (2023). The effectiveness of ESA engage study activate method on student's speaking ability of Eight –grade students of Islamic Junior High School of Syech. Journal of ELT Worldwide.

Arifani, D. N., Setiadi, R., & Darmawangsa, D. (2020). Effect and Students' Perception of the ESA (Engage, Study, Activate) Teaching Method Implementation in French Writing Class (3rd ed.). International Conference on Language.

Asakawa, K. (2004). Flow experience and autotelic personality in Japanese college students: How do they experience challenges in daily life? *Journal of Happiness Studies, 5*, 123-154.

Baumann, N., & Scheffer, D. (2009). Seeking flow in the achievement domain: The achievement flow motive behind flow experience. *Motivation and Emotion, 35*, 267-284.

Baumann, N., Kazén, M., & Kuhl, J. (2010). Implicit motives: A look from personality systems interaction theory. In O. C. Schultheiss & J. C. Brunstein (Eds.), *Implicit motives* (pp. 375–403). Oxford University Press.

Bhattacharya, U., Kumar, A., & Choudhury, S. (2013). Flow at work: A model of flow in organizations. *Journal of Management*.

Csikszentmihalyi, M (1990). Flow : The Psychology of Optimal Experience. Harper Perennial, London.

Csikszentmihalyi, M. (1991). *Flow: The psychology of optimal experience*. Harper Row.

Csikszentmihalyi, M., & Csikszentmihalyi, I. S. (Eds.). (1988). *Optimal experience: Psychological studies of flow in consciousness*. Cambridge University Press.

Csikszentmihalyi, M., & Larson, R. (1987). Validity and reliability of the experience-sampling method. *Journal of Nervous and Mental Disease, 175*(9), 526–536. https://doi.org/10.1097/00005053-198709000-00004

Csikszentmihalyi, M., & Larson, R. (1987). Validity and reliability of the experience-sampling method. *Journal of Nervous and Mental Disease, 175*(9), 526–536. https://doi.org/10.1097/00005053-198709000-00004

Csikszentmihalyi, M., & Robinson, R. E. (1990). *The art of seeing: An interpretation of the aesthetic encounter*. Getty Publications.

Daharia, A. (2016). Increasing students' vocabulary through Engage Study and Active method at the second grade of SMP 3 Lembang Pinrang Regency. *ETERNAL (English Teaching Learning and Research Journal), 2*(1), 122-133.

Dunsmore, L. (2018). ESA methodology - What is it and why should you use it in the classroom? Retrieved from https://www.teflcourse.net/blog/esa-methodology-what-is-it-and-why-should-you-use-it-in-the-classroom-ittt-tefl-blog

Hanin, Y. L. (2000). Individual Zones of Optimal Functioning (IZOF) Model: Emotion-performance relationship in sport.

Harmer, J. (1998). How to teach English. Harlow: Longman.

Harmer, J. (2007). The Practice of English Language Teaching. Harlow: Longman

Hasanuddin, M. (2021). The implementation of Engage Study Activate method in teaching speaking skill at the eighth-grade students of SMP Nurul Jadid in 2021/2022 academic year (Undergraduate thesis). Universitas Islam Negeri KH Achmad Siddiq Jember.

Hussein, N., & Albakri, I. (2019). Iraqi learners' problems in learning speech act of request in EFL classroom. *Journal of Education and Practice*, ISSN 2222-1735 (Paper)

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

ISSN 2222-288X (Online) DOI: 10.7176/JEP Vol.*10*(4).

Jackson, S.A., Ford, S.K., Kimiecik, J.C., & Marsh, H.W. (2002). Psychological correlates of flow in sport. *Journal of Sport and Exercise Psychology, *20(4),358-378.

Keller, J., & Blomann, F. (2008). Locus of control and the flow experience: An experimental analysis. *European Journal of Personality, *22(7),589-607.

Khairulah, S. (2016). "The impact of 5ES and 4IS instructional models on EFL large class secondary and classroom discipline". Published M. A Thesis. University of Baghdad.

Khoshsima, H., & Shokri, H. (2016). The effects of ESA elements on speaking ability of intermediate EFL learners: A task-based approach. *Theory and Practice in Language Studies, *6(5),1085.

Kuhl, J., & Scheffer D. (1999). Der operante Multi-Motiv-Test (OMT): Manual [Scoring manual for the Operant Multi-Motive Test]. University of Osnabrück.

Mitchell A.L., Milne A.K., & Tapley I. (2015). Towards an operational SAR monitoring system for monitoring environmental flows in the Macquarie Marshes. *Wetlands Ecology and Management, *23(1),61-77

Nakamura J., & Csikszentmihalyi M. (2002). The concept of flow. In Snyder & S. Lopez (Eds.), *Handbook of Positive Psychology*(pp.89-105). New York: University Press.

Nakamura J., & Csikszentmihalyi M. (2009). Flow theory and research. In S. J. Lopez & C.R. Snyder (Eds.), *Oxford Handbook of Positive Psychology*(2nd ed., pp195–206). Oxford University Press.

Newmann F.M.(Ed.). (1992). *Student Engagement and Achievement in American Secondary Schools. * Teachers College Press.

Novianti,K,R. 2017. *Using ESA (Engage Study Activate) Technique in teaching Reading skill on deskriptive text*. Thesis. Faculty of Education and Teaching Training. The State Institute for Islamis Studies Sultan Maulana Hasanuddin, Banten: unpublished

Portes A. (2002). Transnational entrepreneurs: An alternative form of immigrant economic adaptation. *American Sociological Review, *67(2),278-298

Rheinberg, F., Vollmeyer, R., & Engeser, S. (2003). Flow short scale. Motivation and Emotion.

Richards J.C., & Rodgers T.S. (2001). *Approaches and Methods in Language Teaching* (p204). Cambridge University Press

Robertson. (2000). *Action Plan for Teachers: A Guide to Teaching English. * London: BBC World Service.

Roshid, M. M., & Chowdhury, R. (2013). English language proficiency and employment: A case study of Bangladeshi graduates in Australian employment market. Online Submission, 3(1), 68-81.

Saalh S.M. (2020) The effect of flow as a strategy on EFL student-teachers' performance and their flow. *Asian EFL Journal, *27(4),152-172.

Salanova M. (2014). Flowing together: A longitudinal study of collective efficacy and collective flow among workgroups. *The Journal of Psychology, *148(4),435-455.

Saragih R., Masitowarni Siregar, Anni Holila Pulungan (2015) THE EFFECT OF ENGAGE, STUDY, ACTIVATE TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT. Journal of Applied Linguistics of FBS UNIMED *Vol 4, No 1 (2015)* DOI: https://doi.org/10.24114/genre.v4i1.3951

Shulman L.S. (2002) Making differences: A table of learning. *Change, *34(6),36-44.

Sidney G. (1996). *The Oxford English Grammar. * Oxford University Press.

Spangler W.D. (1992) Validity of questionnaire and TAT measures of need for achievement: Two meta-analyses. *Psychological Bulletin, *112(1),140-154.http://dx.doi.org/10.1037/0033-2909.112.1.140

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq

Tavakoli H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics. * Rahnama Press.

Tavoosy Y., & Jelveh R. (2019) Language teaching strategies and techniques used to support students learning in a language other than their mother tongue. *International Journal of Learning and Teaching, *11(2),77.

Tomlinson, B. (ed.) (2013), Applied Linguistics and Materials Development. Cambridge: Cambridge University Press.

Ur P. (1991). *A Course in Language Teaching: Practice and Theory. * Cambridge University Press.

Zhang L. (2018) A study on the application of the ESA teaching model in college English teaching. *Theory and Practice in Language Studies, *8(1),17-22.

***Corresponding Author** | **Email:** Doaa.abd2203m@coeduw.uobaghdad.edu.iq, Dr.hanan@coeduw.uobaghdad.edu.iq