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Do Pre-Reading Vocabulary Studies Have an Effect on Experiencing Flow in EFL Contexts?[1]

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ABSTRACT

Flow theory studies emerged following the studies in the field of psychology which have been carried out by discussing the activities people do in daily life. This experimental study aims firstly to investigate the effects of pre-reading vocabulary studies on experiencing flow in English as a foreign language (EFL) class, and secondly to investigate the key factors that affect flow experience in a secondary school context. The study was conducted in the first term of the 2019-2020 academic year for a 5-week period with 41 eighth-grade EFL learners. The weekly studies included seven steps; pre-reading vocabulary activity, teacher presentation of the target vocabulary, silent reading, post-reading activities, questionnaire, interview and a post-test. Results were analysed by using quantitative and qualitative methods. The findings revealed that pre-reading vocabulary studies affected students' flow experience positively and in different intensity.

Key words: Flow, vocabulary, pre-reading, pre-teaching.

1. Introduction

English has become widespread due to the fact that some reasons such as settler colonisation, slavery, trade and exploitation colonies so today people can often come across with English in their daily lives (Galloway, 2015). It is known that people encounter English contents in different cities where they live or go, on the streets, on traffic signs, on the warnings or similar places and this has made English a global language. Due to globalization, the language that has been learned or taught widely in international platform is English so these reasons increased the importance of learning English in Turkey, as well. People of all ages make an effort to learn English in Turkey (Yaman,2018) and almost all the students (98%) learn English as a first foreign language in Turkey (Genç,2004).

In Turkish education system English has been taught as a compulsory subject 2 hours per week from 2nd grade to 4th grade in state schools since the latest regulation that was published in 11. 04. 2012 (T.C. Resmi Gazete, 2012) and enforced since then by the Ministry of Education. English lesson class hour has increased from 2 to 3 hours per week in 5th and 6th grades whereas it has been applied as 4 hours per week in 7th and 8th grades. Moreover, "at the 2nd and 3rd grade levels, speaking and listening are emphasized; while reading and writing are incorporated in higher grades as students become more advanced" (İngilizce Öğretim Programları,2018, p.3).

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With the expansion of English language learning around the world, some problems have arisen in language learning. There have been many studies done so far about aiming to observe the reasons of failure in learning English as a second language. Musso Buendía & Ortega-Martín (2018) claimed that when the students are not motivated during the lesson, they find that subject is useless so they investigated diversity in the EFL classes and effect of motivation in learning a foreign language. Moreover, it is known that motivation has an important role on reading in English language classrooms. Colorado (2008) states that teachers must motivate students for reading and comprehending the text by creating some motivating activities in pre-reading stage. These activities are necessary as they enhance students' motivation.

Another factor that is effective on learning a foreign language can be accepted as internal and external factors. Researchers state that some students learn their subject for internal rewards, in other words activities that are done for their own sake and these internal factors can be categorized by some researchers as a sense of control, feedback, merging of action and awareness, loss of self -consciousness and an intense feeling of enjoyment (Chan and Ahern,1999; Csikszentmihalyi, 1975; 1982 ; 2014). External rewards such as getting high grades and passing their exams (Musso Buendía & Ortega-Martín,2018 ; Davis & Csikszentmihalyi, 1977; Csikszentmihalyi & LeFevre, 1989) has an important role on learning a foreign language. Then, considering that students' experience of flow can be effective in learning, the flow experience of learners in foreign language learning began to be explored (Larson,1988; Schmidt & Savage, 1992; Schmidt,1995; Schmidt, Boraie & Kassabgy, 1996; Wilkonson & Foster,1997; Whalen,1997; Abbot,2000; Egbert,2003; Tardy & Synder, 2004; Alperer,2005; Şentürk,2010; Chiru,2017; Yeşiltaş,2019).

Although studies on flow theory have started to be carried out in the field of psychology for more than 40 years, it has become popular in foreign language teaching as well. Flow studies give priority to research the quality of subjective experiences that ensure internally motivated and try to observe how people feel when they are engaged in activities. It has started to be discussed in the field of education and many flow researchers have conducted a number of studies on the existence of the flow experience in language classrooms (Schmidt and Savage, 1992; Schmidt, et al. 1996; Csikszentmihalyi, 2002; Abbot, 2000; Tardy and Snyder, 2004; Egbert, 2003). However, no study has focused on the existence of flow experiences in reading activities. The main objective of this study is to overcome the current shortcomings of reading activities in the course books, encourage students to comprehend reading texts in the target language, increase their motivation level and provide the students experience flow in EFL classes.

The significance of this study is threefold. First, very little attention has been paid on this issue in Turkey and there is no previous study investigating the elements of the flow experience in the field of education or EFL teaching contexts.

Second, the effects of pre-reading studies on EFL have been searched for many years. The effects of these pre-reading studies on student success, motivation and reading comprehension has been researched and it has been proven that they have various benefits such as activating background, increasing motivation and improving

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comprehension (Carrel & Eisterhold,1983; Anderson,1999; Taglieber, Johnson and Yarbrough, 1988; Brown,2001; Armbruster and Osborn,2002; Sarıçoban,2002; Mihara,2011; Ur, 2012; Brown and Lee, 2015; Mousavian & Siahpoosh, 2018). However, there is no definite information about whether pre-reading vocabulary study, has an effect on the flow experience of the students in the lesson so this study is important in terms of investigating the effects of pre-reading vocabulary studies on the flow experience during the reading activity in EFL classes.

Third, the significance of the present study derives from its methodological design in that it uses mixed methods research design and thus differs from most of the previous research on flow theory. Many studies on flow theory in EFL classes have used a quantitative research design. The validity of this research is maximized by using both qualitative and quantitative data (Dörnyei, 2007).

To sum up, this study becomes invaluable regarding to its context (the key factors of flow experience on EFL learners in Turkey); its main concern (the effects of pre-reading vocabulary studies on flow experience in EFL) and the methodological design (mixed method research). the present study fills the gap in the literature by investigating the effects of pre-reading vocabulary studies on experiencing flow and determining learner's view on the key factors of flow experience in EFL classes.

2. Method

There are two research questions in this study:

1. How do pre-reading vocabulary studies affect students' experience of flow?
2. What are the key factors that affect students' experiencing flow in the process of learning English?

In this study, the convergent parallel mixed method defined by Creswell (2014) was used. Both the quantitative data obtained from pre and post vocabulary tests and questionnaires and qualitative data gathered from students' interviews were collected at the same period. The findings obtained from the analysis made separately were compared to check whether there was any parallelism between them. According to Dörnyei (as cited in Yalçın,2019) the mixed method is important in order to minimize the disadvantages of a single method and therefore increases the validity of the research by using both qualitative and quantitative approaches together. Based on this explanation, both pre and post test results of target vocabulary and flow questionnaire results provided quantitative data. In addition, semi-structured interview results provided qualitative data so the validity of the study was strengthened.

Two 8th grade classes (41 students) in which the participants are at the same proficiency level (as the same teacher taught their English classes in the previous year) were chosen by using the convenience non-probability sampling method (Cohen, Manion & Morrison, 2007). Throughout the study (5 weeks), the course book which was provided by Ministry of National Education (MoNE) provided reading passages and the target vocabulary was chosen from that book. The units in the Upswing English Student's Book are Unit 3- In the Kitchen, Unit 4 On the Phone, Unit 5- The Internet and Unit 6-Adventures. Besides, the researcher provided pre-reading vocabulary activities and post-reading activities to the whole participants. In order to prevent misunderstanding, a pilot study was carried out to the whole participants. The study consisted of seven steps which were pre-reading activities including pre-test of

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vocabulary, presentation of the target words, silent reading, post-reading activities, questionnaire, interview and post-test of vocabulary that was applied as pre-test in pre-reading stage.

In the beginning of the study, the researcher applied a picture matching activity as pre-test and then target vocabulary was provided with vocabulary presentation. Later, students completed silent reading and completed post-reading activities. At the end of the lesson, all students completed a flow questionnaire and a semi –structured interview was applied during break time in order to "obtain more fine-grained image of their experience in class" (Chiru, 2017, p. 48) and strengthen the validity of the study (Dörnyei, 2007).

3. Findings

The findings of the study were analysed in three sections. In the first section, the results gathered from the pre-test and post-test of vocabulary rates at pre-reading stage were the focus and these results were analysed weekly. In the second section, the results gathered from the questionnaire conducted at the end of the reading activities were analysed weekly. First and second question in the questionnaire searched for sense of control; third and fourth question searched for merging of action and awareness; finally, fifth and sixth questions searched for loss of self-consciousness and awareness. In the third section, the results gathered from the students' interview were analysed and some inferences were made by exemplifying some sample quotations.

- **3.1. Weekly analysis of pre-post vocabulary tests**. For the pre-post vocabulary tests, 45 target vocabularies were chosen from the course book and 9 words were studied for each week. These words analysed with Microsoft Excell program and results were calculated weekly. Each weekly result reflects only one reading text so five reading texts were used through the study**.** Correct answers' rates for pre-test and post-test of vocabulary studies were turned into week-based percentage averages**.** The tables were constructed according to the weekly pre-post vocabulary tests' results in terms of correct answers' percentages and percentages' difference between pre-post vocabulary tests.

3.1.1. Week 1. Table 1 demonstrates unit 3-"How To Make sushi" target vocabulary correctness' percentages mean and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results for Week 1.

According to Table 1, among the nine target words, in the pre-test 16.66 percent of the students could answer *sprinkle* correctly at most; however, none of the students among 36 were able to give true answer for *wrap.* The percentage difference was positive and the highest score was calculated 63.89 for two words: *a sheet of seaweed, roll* and *firmly* although they were not scored the least during the pre-test. The lowest percentage difference was 38 for the word *remove* but its rate was not the highest in the pre-test as well.

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Table 1.

Pre-post vocabulary test correctness rates: Week 1

	Remove	*Mat*	*A sheet of seaweed*	*Wrap*	*Roll*	*Cover*	*Lenghtwise*	*Firmly*	*Sprinkle*
Pre-test	5,55	11,11	11,11	0	2,77	13,88	0	8,33	16,66
Post-test	44,44	63,88	75	50	66,66	58,33	58,33	72,22	75
Percentages' Difference Among Pre-Post Tests	38	52.777	63.89	50	63.89	44.45	58.33	63.89	58.34

3.1.2. Week 2. Table 2 demonstrates unit 3- "How To Make Noddle" target vocabulary correctness' percentages mean and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results for Week 2.

According to Table 2, among nine target vocabulary,71,05 percent of the students could answer beef broth correctly at most; but 10,52 percent of the students among 38 were able to give true answer for tender. The percentage difference was positive and the highest score was calculated 55,26 for the word: garlic. The lowest percentage difference was 7,89 for the word *beef broth* as its rate was the highest in the pre-test.

Table 2.

Pre-post vocabulary test correctness rates: Week 2

	Beef broth	*Toss*	*Ginger*	*Garlic*	*Tender*	*Beef*	*Pan*	*Corn starch*	*Combine*
Pre-test	71,05	34,21	44,73	26,31	10,52	42,1	50	31,57	34,21
Post-test	78,94	65,78	81,57	81,57	55,26	68,42	84,21	76,31	68,42
Percentages' Difference Among Pre-Post Tests	7,89	31,57	36,84	55,26	44,74	26,32	34,21	44,74	34,21

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3.1.3. Week 3. Table 3 illustrates unit 4-On the Phone target vocabulary correctness' percentages mean according to Week 3 results and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results of pre-reading vocabulary activities.

According to Table 3, among nine target words in the pre-test 77,77 percent of the students could answer transatlantic and cell phone correctly at most; but 8,33 percent of the students among 38 were able to give true answer for range. The percentage difference was positive and the highest score was calculated 50for three words: smoke signal, range and transmission. The lowest percentage difference was 5,56 for the word cell phone as its rate was the highest in the pre-test.

Table 3.

Pre-post vocabulary test correctness rates: Week 3

	Smoke signal	*Warn*	*Commander*	*Distant*	*Invent*	*Range*	*Transatlantic*	*Transmission*	*Cell phone*
Pre-test	19,44	19,44	52,77	27,77	22,22	8,33	77,77	11,11	77,77
Post-test	69,44	63,88	83,33	38,88	63,88	58,33	83,33	61,11	83,33
Percentages' Difference Among Pre-Post Tests	50	44,44	30.56	11,11	41,66	50	5,56	50	5,56

3.1.4. Week 4. Table 4 illustrates Unit 5- The Internet target vocabulary correctness' percentages mean according to Week 4 results' and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results of pre-reading vocabulary activities for Week 4.

According to Table 4, in the pre-test among nine target vocabulary,89,47 percent of the students could answer *live music* correctly at most; but 7,89 percent of the students among 38 were able to give true answer for *properly and broken.* The percentage difference between pre and post-test was positive and the highest score was calculated 55,26for the word *face to face.* The lowest percentage difference was 15,79 for the word *properly*. Although the word *live music* had the highest rate in the post-test, there is no percentage difference for this word as its rates in the pre-test and post-test were the same.

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Table 4.

Pre-post vocabulary test correctness rates: Week 4

	Face to face	*Properly*	*Broken*	*Live music*	*Take place*	*Probably*	*Graduation ceremony*	*Treat*	*Get a diploma*
Pre-test	18,42	7,89	7,89	89,47	10,52	34,21	50	26,31	60,52
Post-test	73,68	34,21	39,47	89,47	28,94	50	68,42	57,89	78,94
Percentages' Difference Among Pre-Post Tests	55,26	26,32	47,36	0	18,42	15,79	18,42	31,58	18,42

3.1.5. Week 5. Table 5 illustrates Unit 6- Adventures target vocabulary correctness' percentages mean according to Week 5 results' and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results of pre-reading vocabulary activities for Week 5.

According to Table 5, in the pre-test among nine target vocabulary, 42,1percent of the students could answered *to jump of something* correctly at most; but none of the students among 38 were able to give true answer for *landing*. The percentage difference between pre and post-test was positive and the highest score was calculated 31,57 for the word *landing.* The lowest percentage differences were2.63 for the word *to jump of something* and 2,64 for the word *experience.*

Table 5.

Pre-post vocabulary test correctness rates: Week 5

	To move on something	*To jump of something*	*To blow*	*Rope*	*Highlining*	*Base jumping*	*Cliff*	*Experience*	*Landing*
Pre-test	13,15	42,1	5,26	39,47	26,31	31,57	13,15	31,57	0
Post-test	31,57	44,73	34,21	60,52	34,21	34,21	31,57	34,21	31,57
Percentages' Difference Among Pre-Post Tests	18,42	2,63	28,95	21,05	7,9	7,9	18	2,64	31,57

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3.2. Analysis of Questionnaires. The data gathered from the questionnaire were analysed quantitatively and each question results were turned-into question-based percentage averages. The related flow elements of the questionnaire will be presented respectively according to the content of the questions in tables as three components of flow experience were assessed to ascertain students' experience of these components.

- **3.2.1. Sense of control**. Table 6 demonstrates the percentages' means according to the answers value given by all students for questions 1 and 2. Question 1 *"When you first started out, how optimistic were you about your ability to do the task?"* was asked to the students. Question 2 *"How good did you feel about what you were doing, while you were doing it?" was asked.*

According to Table 6; 43,24 percent of the students answered *somewhat optimistic* at most: questionnaires in Week 1 and Week 2; but 2,63 percent of the students answered *not very good* to the first question in two questionnaires: in Week 3 and Week 4. While 57,89 percent of the students answered *somewhat good* at most in the questionnaire Week 4 but 2.56 percent of the students answered *not at all good* to the second question in the questionnaire in Week 2 and none of the students answered *not at all good* in the questionnaire in Week 4.

Table 6.

Questionnaire Rates for Question 1 and 2

	Question 1					Question 2				
	5	4	3	2	1	5	4	3	2	1
Questionnaire WEEK1	27,02	43,24	16,21	5,4	8,1	32,43	43,24	5,4	10,81	8,1
Questionnaire WEEK 2	43,24	43,24	10,81	0	8,1	21,62	56,75	10,81	13,51	2,56
Questionnaire WEEK 3	36,84	42,1	15,78	2,63	2,63	26,31	50	7,89	5,26	10,52
Questionnaire WEEK 4	26,31	42,1	23,68	2,63	5,26	28,94	57,89	10,52	2,63	0
Questionnaire WEEK 5	27,5	37,5	22,5	5	7,5	30	35	17,5	10	7,5

3.2.2. Merging of action and awareness (MAA). Question 3 *How much do the following statements reflect your experience?* was asked to assess students' experience of MAA. Moreover, in order to bring clarity to the experience of MAA, students were asked the fourth question *"How much do the following statements reflect your experience?"*

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Table 7 illustrates the percentages' means of the answers value given by all students for the third and fourth questions in each questionnaire.

Table7.

Questionnaire Rates for Question 3 and 4

	Question 3					Question 4				
	5	4	3	2	1	5	4	3	2	1
Questionnaire WEEK1	18,91	35,13	32,43	5,4	8,1	43,24	37,83	10,81	5,4	2,7
Questionnaire WEEK 2	24,32	29,72	35,13	8,1	8,1	40,54	32,43	21,62	8,1	2,56
Questionnaire WEEK 3	31,57	26,31	23,68	10,52	7,89	42,1	36,84	13,15	5,26	2,63
Questionnaire WEEK 4	26,31	23,68	36,84	10,52	2,63	36,84	44,73	13,15	2,63	2,63
Questionnaire WEEK 5	15	37,5	27,5	10	10	40	30	22,5	2,5	5

3.2.3. Loss of self-consciousness. Question 5 *How often did you judge yourself negatively during the activity (for instance, "I'm no good at this", etc.?)* and for the question six *How often did you worry about others judging you during the activity? ("others" = your partner(s), other classmates, the teacher)* were asked. Table 8 illustrates the percentages' means of the answers value given by all students for the fifth and sixth questions in each questionnaire.

Table 8.

Questionnaire Rates for Question 5 and 6

	Question 5					Question 6				
	5	4	3	2	1	5	4	3	2	1
Questionnaire WEEK1	24,32	40,54	27,02	2,7	5,4	43,24	24,32	13,51	10,81	8,1
Questionnaire WEEK 2	18,91	40,54	27,02	13,51	5,4	43,24	18,91	24,32	8,1	10,81
Questionnaire WEEK 3	31,57	42,1	18,42	2,63	5,26	42,1	26,31	15,78	5,26	10,52

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Questionnaire WEEK 4	31,57	34,21	23,68	7,89	2,63	52,63	18,42	13,15	7,89	7,89
Questionnaire WEEK 5	30	35	27,5	7,5	0	57,5	20	12,5	2,5	7,5

3.3. Analysis of Student Interviews. During the study, all participants were interviewed separately after the lessons by asking seven questions and sample quotations were presented to gather qualitative data. The aim of the first question was to find out two components *by asking these questions: Did you get stuck at any point during the activity? and how did you feel about it?*. First aim was to find out whether students felt the balance between their skills and the challenge; second aim was to find out how students perceived their experience by prompting their own reflections. The responses to the first question was analysed in two parts; in the first part of this question, the interviewees' answers illustrated the participants' experience during the reading activities and although The responses given to the interview questions show that some students who stated that they did not get stuck at any point found the activities enjoyable and they felt happy, most of the participants responded that they got stuck at open-ended comprehension questions in post-reading activities. Second part of the question presented information about their feelings when they got stuck. This part revealed that a great majority of the students had difficulty in picture-matching activities applied in the pre-reading stage as they did not know the meaning of the words and this situation made them feel bad and they felt worried or unhappy when they had difficulty in doing comprehension questions.

The aim of the second question *Did you feel anxious while you were doing the task? If yes, when? Please tell me more about it" (Chiru,2017, p.48)* was to indicate whether they were anxious or in what situations they were anxious while performing their tasks. Considering the answers given to the second question, it can be said that most of the students were not worried about how to do the activities.

The aim of the third question *Were there any elements that made the task easier during the activity?* was to find out how the participants did their duties and how they found a solution to their impasse when they had difficulty. The answers showed that pictures used in the pre-reading stage facilitated learning and participants agreed that instructions given by the teacher helped them do the activities.

The aim of the fourth question *Did you get help from anyone in the class? If yes, from whom and when?* was to clarify in which situations the participants need help and from whom. Most of the participants who had difficulty understanding open-ended questions stated that they got help for part C in the post-reading activities.

The aim of the fifth question *How was the process for you while doing the activities? was* to reach the student perceptions about autotelic experience, which is one of the components of flow experience by showing *the students' own feeling* during the lesson process and their reflection on how they perceived their experience. Of the 40 students interviewed, 17 categorially stated that they "had fun", "had an enjoyable experience", or found the activities

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"useful" or "easy". They pointed out various characteristics of the pre-reading vocabulary studies and post-reading activities as engendering this pleasurable feeling by various sayings.

- The aim of the sixth question *How hard or amusing did you think the activity was? was to* search students' perception on one of the components of flow experience, "skills in balance with challenge". The interviewees' answers for this question revealed that the reading activity was at medium difficulty; neither too easy nor too difficult for the students and the participants usually agreed that the questions in the activities enable especially moderately hardworking students to motivate and enjoy the lesson.

- The aim of the seventh question *Did you need to look at the clock during the activity?* was to discuss students' perception about 'the passage of time', which is last component of flow experience. The answers showed that picture matching pre-reading vocabulary activities are enjoyable and motivating so during the activity students did not need to look at the clock as they were busy with doing them with high concentration.

4. Discussion, Conclusion and Recommendations

In line with the purposes of the study, definitions of the words were presented in the pre-reading stage by providing the same variables such as books and lessons' length to the participants. During the study, pre-test and post-test vocabulary tests were applied for weekly studies; the questionnaire was applied for each weekly studies and 40 interviews were held for all the participants. In order to find possible answers to the research questions of the study, quantitative representation was chosen for the data gathered from the pre-reading activities and questionnaires while qualitative representation was preferred for the data gathered from semi-structured interview.

The overall results of this study showed that pre-reading vocabulary activities were effective and motivating tools in the language classrooms for students to experience flow during the lesson in a secondary school context and provide students experience flow while reading as they help students understand the reading text; parallel with the results of previous researches about the effects of pre-reading activities on reading in L2 (Rima, 2016; Carrell & Eisterhold,1983; Salehi & Abbaszadeh,2017; Taglieber et al.,1988; Grabe, 1991; Grabe, 2010; Ekaningrum & Prabandari, 2015; Carrel, 1988;) and accordingly participants can easily concentrate when they are motivated so flow experience is observed in this situation which can be shown in many flow researches **(**Csikszentmihalyi, 1975; Csikzetnhmihalyi, 2014; Alperer, 2015; Yeşiltaş, 2019; Chiru, 2007; Şentürk, 2010; Egbert, 2003; Engesser & Rheinberg, 2008; Baumann, 2012; Jackson & Marsh, 1996; Quinn, 2005).

As an answer for the first question, the most obvious finding to emerge from the analysis of pre-post-test vocabulary tests results as is that almost all the participants increased their success after the implementation of the target

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vocabulary in each five weeks (See Appendix 7, 8, 9, 10, 11) and the percentage difference among pre-post-test vocabulary tests results are positive for all weeks.

When the percentages of weekly pre-test and post-test of vocabulary studies are compared in terms of the participants' success, it is obvious that the post-test of vocabulary study results improved positively in all weeks.

It can be thought that students developed themselves due to the nature of learning but when the results are evaluated together with the results of the interviews, it can be said that students experienced flow by catching the balance between skill and challenge by virtue of pre-reading vocabulary studies which proves that students improved themselves through the study and learning new words affected them positively so they found it useful and these statements which shows that students had autotelic experience.

When the findings of the second question are analysed, the overall responses regarding to flow experience was very positive. In other words, the participants mostly agreed that they were optimistic and they were feeling good while doing the activities on behalf of pre-reading vocabulary studies. This finding is consistent with the research related to pre-reading studies such as Ekaningrum & Prabandari (2015), Vazaka (2009), Toprak and Almacıoğlu (2009), Anderson (1999), Taglieber et al. (1988), Brown and Lee (2015), Armbruster and Osborn (2002), Colorado (2008), Mihara (2011), Mousavian & Siahpoosh (2018), Ibrakhimovna (2016), regarding to the students' answers to the interview questions, we can say that they felt less anxious after completing the pre-reading activities. Based on these statements, it can be concluded that sense of control which is one of the elements of flow experience was available on the students. This finding shows consistency with those of Csikszentmihalyi (1975), Egbert (2003), Csikszentmihalyi (2004), Dietrich (2015), Şentürk (2010) and Yeşiltaş (2019).

The analysis of third and fourth questions showed that most of the students were aware of their ability and they were concentrated on their studies. The data gathered from the interview confirms the results gathered from the questionnaire as the participants stated that they were aware of what they were doing and they had fun during the activity shows consistency with another element, merging of an action and awareness.

Interview data gathered from the students' interview show that students who are aware of their abilities and believe that they can do, can also concentrate on their studies. Also, distractions coming from the class environment do not distract them and made the tasks possible for them to enjoy. In this study, especially students with high academic success felt the condition of a centering of attention on a limited stimulus field, which is a characteristic feature of the flow experience. This finding is in parallel with the study of Csikszentmihalyi (1975;1990) and Chiru (2017). Csikszentmihalyi (1990) explains that the task done with a full concentration and attention brings enjoyment and distractions cannot enter into the brain.

Furthermore, when the findings of the 5th and 6th questions of the questionnaire are analysed, it has been observed that students mostly did not judge themselves negatively as % 42.1 of the students answered *very rarely* to the fifth question while only %2.63 of the students said *all the time.* In addition, these students do not seem to care about what others think of them in the classroom which can be concluded from the answers given to the sixth question.

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More clearly, %57.5 of the participants answered very rarely; %2.5 of them answered very frequently which shows that only a few students worried about their classmates' judgement themselves. As Csikszentmihalyi(1975;1982;2014), Chan and Ahern (1999) stated in their studies, these findings show that people who are in loss of self-consciousness learn for themselves or for internal rewards.

The interviewees stated that instructions given by the teacher and pre-reading activities resolved their impasse. It was also obtained from the interview that the pilot study guided them during the study. This finding reflects that goal clarification and feedback help students where to channel their energy and attention (Chiru, 2017). Also, Quinn (2005) states goal clarity has positive impact on concentration.

Another finding showed that out of 40 students, 17 categorically said that they found the activities enjoyable and they had fun during the study. They stated their pleasure for the activities by saying *"learning new words, learning new things affected me positively, rememberable words helped me, I thought I could do, I was not anxious about., pictures motivated me, asking some parts to my friends".* With these comments, students identified the discovery, collaboration, enjoyment and learning and they showed autotelic experience which means that people do an activity for their pleasure; not for a reward (Csíkszentmihályi, 1975; 1990).

Many of the interview questions contain statements that explain the balance between skill and challenge. What emerges from the participants' own words in the interview is that they found themselves intrinsically motivated. For instance, P19 stated that " I did it on my behalf". Second, unlike many students, whose goals were focused on external rewards, some of the students viewed the task as a game and they had fun so they were far from the fear of failure and judgement of classmates. P30, for instance, appeared to be more focused as she saw the activity as a game and she stated that she found it enjoyable, she was far from the fear of failure and having optimal experience which is defined by Csíkszentmihályi as:

> "a state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will continue to do it even at great cost, for the it." sheer sake of doing" (Csíkszentmihályi, 1990, p.4).

On the other hand, it is observed that there have been some individual differences in this study. When the answers given to the interview were analysed, it was observed that students felt flow in different intensity and they were not provoked into flow with the same experience. While some students found pre-reading activities enjoyable, some students enjoyed pictures used in vocabulary implementation process. Moreover, some students achieved remaining in the flow channel during the whole tasks; on the contrary, some of the students felt flow only in some stages of the tasks especially in which the skill was higher than the challenge like watching vocabulary presentation and trying to reconcile the pictures with the definition of the key words. It can be said that these individual differences in experiencing flow at different intensity was acceptable as Csíkszentmihályi has remarked that "flow exists on a continuum, from extremely low to extremely high complexity" (Csíkszentmihályi ,1975, p. 141).

- Finally, we can argue that using pre-reading vocabulary activities increases reading comprehension and keeps students motivated so these activities provide the 8th grade students stay in flow channel at the secondary school context so these activities should be used largely for reading activities.

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