



The Effect of ESA Model on Secondary School Student's Achievement in English

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<https://doi.org/10.36231/coedw.v36i3.1858>

Received: 3 June 2024; **Accepted:** 17 Nov 2024; **Published:** September 30, 2025

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. The inadequacy of traditional instructional approaches has prompted educational innovations in various places of the world. Educational innovations and renovations are necessary for education. Iraqi EFL students are less proficient and less advanced in their English language acquisition than students in neighboring countries for a variety of reasons, the primary one is the way English being taught. It appears that teachers use typical English teaching approaches, also learning is less successful when students are not emotionally invested in what is happening. One of the key goals and advantages of ESA (engage-study-activate) is the idea of involving the students. So, this study aims to show the effect of ESA model on second intermediate school students' achievement in English. The quantitative data collected by selecting two groups randomly as experimental and control group and apply the ESA model on the experimental group. The two groups exposed for post-test to know the effect of ESA model on their achievement in English. The data analyzed by using SPSS v26 program. The results indicated that English achievement of the experimental group, which are taught by using ESA, is better than the control group, which are taught by using the traditional method.

Keywords: achievement, activate, engagement, ESA, secondary school, study



أثر نموذج ESA على التحصيل لدى طلبة المرحلة المتوسطة في اللغة الإنكليزية

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تاريخ الإستلام: ٢٠٢٤/٦/٣، تاريخ القبول: ٢٠٢٤/١١/١٧، تاريخ النشر الإلكتروني: ٢٠٢٥/٩/٣٠

المستخلص :

أصبحت اللغة الإنكليزية لغة عالمية ووسيلة للتواصل بين الناس في جميع أنحاء العالم. يواجه متعلمو اللغة الإنكليزية كلغة أجنبية، وخاصة أولئك الذين هم في المراحل المبكرة من تعلم اللغة، صعوبات في فهم اللغة المنطوقة واستيعاب النصوص المكتوبة. أن عدم كفاية المناهج التعليمية التقليدية أدت الى ابتكارات تعليمية في أماكن مختلفة من العالم. وتعد الابتكارات والتجديدات التعليمية ضرورة في التعليم. يعد الطلاب دارسي اللغة الإنكليزية كلغة أجنبية العراقيون أقل كفاءة وأقل تقدماً في اكتسابهم للغة الإنكليزية من طلاب الدول المجاورة وذلك لعدة أسباب وأهمها طريقة تدريس اللغة الإنكليزية. ويبدو أن المعلمين يستخدمون مناهج تدريس اللغة الإنكليزية التقليدية، كما أن التعلم يكون أقل نجاحاً عندما لا تستثمر مشاعر الطالب أثناء التعلم.

أحد الأهداف والمزايا الرئيسية لنموذج الدراسة الحالية ESA هي فكرة مشاركة الطلاب في التعلم ولذلك تهدف هذه الدراسة الى إظهار تأثير النموذج على تحصيل طلاب مرحلة الثاني متوسط في اللغة الإنكليزية. تم جمع البيانات الكمية عن طريق اختبار مجموعتين عشوائياً التجريبية والضابطة وتطبيق النموذج على المجموعة التجريبية. خضعت المجموعتان الى الاختبار القبلي والبعدي لمعرفة أثر النموذج على التحصيل. تم تحليل البيانات باستخدام برنامج إحصائي مناسب وأشارت النتائج الى ان تحصيل المجموعة التجريبية، التي درست باستخدام النموذج ESA في اللغة الإنكليزية كان أفضل من المجموعة الضابطة التي درست بالطريقة التقليدية.

الكلمات المفتاحية: التحصيل، ادرس، المدرسة الثانوية، تفعيل، ESA

1. Introduction

Learning methods provide students opportunity to explore their knowledge, organize, compare and contrast information to develop their skills, many teachers want their students to be active in the classroom. It is clear that most students are not motivated to learn English, and this is due to unsuccessful teaching processing. When teaching English, teachers should use a variety of approaches, tips, and tricks. In a class setting, a variety of instructional approaches, techniques, and strategies foster students' abilities and competencies. Learning will therefore be greatly improved. Although educators are more aware than ever that English language learners need assistance to become proficient in the language, the achievement of these students generally appears to be lower than that of students in other school subjects. Around the world, educational innovations have been sparked by the insufficiency of traditional teaching methods. It is essential to innovate and renovate the educational system (Sidney, 1996). According to Pratini (2005) stated that achievement is the result of someone in learning activities. This means that the achievement can be seen in terms of the ability of the student. Harmer (2007) asserts that learning is less successful when students are not emotionally invested in what is happening. One of ESA's primary goals and assets is the idea of involving the students. The educational process faces numerous challenges brought on by societal shifts, which have a big influence on students' academic performance, abilities, and skills. This paper discusses the ESA (Engage-study-Activate) Model, a novel approach to education that could aid in achieving worthwhile results for students. ESA was expected to improve students' interest in studying English, Harmer (1998) states that ESA method may raise learners' interest curiosity, and emotions in learning a topic by attracting their attention and motivating them, to engage. To know the effect of ESA model on students' achievement in English, the researcher used post-test to distinguish between the experimental group who taught by ESA model and control group who taught by the conventional method. The data were analyzed statistically and the results of the experimental group were better than that of the control group. English language instruction as a foreign language is a crucial component of Iraq's overall educational framework. In order to become fluent in English, we must improve our speaking, listening, reading, and writing skills (Al-Bayati & Al-Bakri, 2024). The educational process these days suffers from many problems caused by changes in the community and have a significant effect on the achievement skills and behaviors acquired by students. The methods of teaching in Iraq are old and without deep understanding (Khudhair, 2013). The limited options available to students negatively impact their performance and transform them into passive consumers of prefabricated knowledge, one of the numerous drawbacks of traditional education (Al-Atabi & Alsalihi, 2020). When teaching English as a foreign language in nations like Iraq, it is typical to observe that most students still struggle to speak the language correctly even after twelve years of instruction (Al Sa'adi & Al Suea'adi, 2018). The inadequacy of traditional

approaches of teaching has led to innovations in education in many parts of the world. The educational system in Iraq suffers from a time limits problem, it is not appropriate for achieving the subject material especially the English lesson which ends within a short time. There are generally factors which affect achievement positively or negatively. Realizing these factors and the relationship they have with the achievement might facilitate understanding, and help identifying what problems the achievement faces.

Students' achievement is the most important aim in teaching process, so it must be the major matter of continuing debate among instructors, curriculum designer and policy maker. Experiential learning in language instruction has demonstrated that student participation in the process produces the best outcomes (AlNoori & Hassan, 2019). To investigate the effectiveness of ESA model, there is an urgent need to find out the effect of ESA model on secondary school students' achievement in English, and measure if there are differences between using ESA model in teaching and using the conventional method.

To investigate the purpose of the study the researcher selects randomly two groups in the second intermediate grade one as experimental and the other as a control group. The experimental group taught by using the ESA model and the control group by using the conventional method. The researcher applied the pre-test on both groups then instruction process, the applied the posttest to the two groups to distinguish their achievement in English. The data collected in quantitative method and the results analyzed statistically by using SPSS v26 program.

The researcher optimistically anticipates that the current study would be of scientific value for future studies and for those who are interested in relevant researches on students' achievement. Moreover, the study aims to find out the effect of ESA model on secondary school student's achievement in English and it hypothesizes that there are no statistically significant differences between the experimental and control group in their achievement in the posttest.

2. Theoretical Framework

2.1 ESA Model

Engage, Study, Activate, (ESA) Model is a model that includes three parts that learners require in order to learn: engage, study, and activate was developed by Jeremy Harmer in 1998 (Harmer, 1998).

According to Hidayah & Harjali (2017), ESA is one of the learning models that uses the phases given to help students learn well in language sessions. The ESA learning model consists of three phases: Engage, Study, and Activate.

Harmer (1998), asserts that the engage phase is a time in the teaching section where the teacher attempts to 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 stage of the ESA

learning model is termed study. Harmer (1998) defines the study phase as 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 activated. According to Harmer (1998), 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. Engaging students in work within real-world contexts is how constructivist teachers build the perfect learning environment (Saalh, 2020).

Harmer (2007) suggests that the majority of teaching sequences require specified characteristics or parts and these parts components are engaged, studied, and activated.

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) emphasizes 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

According to Ur (1991) who states that 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. Alsalihi H. (2020) asserts that the teacher should be able to shoot the information with

a definite end goal in order for students to understand and be seized and satisfied during the instruction and learning process inside the classroom.

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 step. 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 and this stage is actually a more sophisticated kind of practice because it involves receiving rather than production (Ur, 1991).

Activate

This stage 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 (Khoshsiman & 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 utilities 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 (23).

Role playing is the last, but certainly not the least, activation approach employed in a classroom. Role play, according to Richards & Rogers (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.

2.1.1 The Types of ESA Model Format

According to (Harmer, 2001), ESA comprises three fundamental lesson procedures:

A) Straight Arrows Sequence (E-S-A):

Once the students are engaged and interested in the material, the teacher attempts to activate the knowledge by having them put it into practice. Such a "Straight Arrows" example can be found here.

1. Engage: During the "engage" phase of the process, the teacher prompts students' interest or attention by offering a picture or scenario that helps the class join in the topic discussion.

2. Study: The lexical and structural forms of the language are thoroughly explained at the following step of the process, which is the research stage. The teacher must next engage the children in repetition exercises and rehearsal activities in addition to modeling the language.

The teacher presents the words "can" and "can't" in a sentence while displaying an image of a certain robot to the class. "It is capable, but it is not capable." The teacher checks that the kids can use proper grammar.

3. Activate: They eventually start using the newly learned language to construct their own sentences, which helps them to activate it. Students create their own robots in groups, then speak to the class on what their creations can and cannot accomplish.

The researcher selected this sequence of ESA Model in light of the fact that many students appear disinterested in English. They believe that learning and understanding English is tough.

B) Boomerang Sequence(E-S-S-A): this process resembles the deep-end or task - based procedure more. Here, the sequence is ESSA

1.Engage: The teacher engages the class first, by talking with students about interview-related concerns. How can one prepare for an interview? What specific questions does the interviewer wish to ask? The discussion piques the curiosity of the students.

2.Study: activates the knowledge of the learners through the assignment of a written activity, a topic, a communicative game, or a role play. During a role-play, students will act out an interview scenario as described by the teacher. The questions and possible solutions are prepared by the students, who approach the work as a real-world one rather than concentrating on language usage or other fancy vocabulary. The interview is then role-played. Throughout this activity, the instructor records any errors and challenges they have with their English.

3.Study: The teacher works with the students on the vocabulary and grammar that presented challenges during the role-play. They may attempt to determine (ascertain) for themselves where they went wrong by contrasting their language with more appropriate speech. They might practice the language under supervision.

4.Activate: Following completion of the activity, students analyze some linguistic elements that they did not understand or employed improperly. Students use the information they learned during the research phase to role-play another job interview.

C) Patchwork Sequences(E-A-A-S-A-S-E-A): which differ from the first two processes could go through several steps is composed of a few patches of ESA components. It's a series of episodes that build to a whole, consisting of both procedures and mini-procedures.

1. Engage: To attract students' interest, the teacher plays a clip from a science fiction movie about the internet. when students show a strong level of engagement with a task or topic, the teacher will encourage them to apply their knowledge before moving on to another language element and then returning to more engaging work.
2. Activate: They talk about how the internet has affected things.
3. Activate: They play a role-playing game called" internet friends".
4. Study: The teacher works with the text's terms in vocabulary exercises.
5. Activate: The students discuss what they think of the virtual environment.
6. Study: The teacher directs the students' attention to the text's usage of relative clause structure.
7. Engage: The students view a different relevant movie clip.
8. Activate: The students converse on effective internet usage. The teacher may give instructions to the students or they may initiate play with this collaborative learning. In the game, players can take part in the endeavor to teach one another how to solve difficulties. Methods that can be utilized in the classroom to enhance student learning since they

can inspire students to learn. Finally, the teacher will engage the students once more before moving on to more study, and so on.

2.1.2 The Importance of ESA Model

The ESA model has become more and more well-liked in recent years because of its focus on students participation, engaging, and real-world utilization of language skills. Numerous research works have exhibited the efficacy of the ESA model 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 model promotes the utilization 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 apply 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 et al., 2023)

2-1-3 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.

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.
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.

2.2 Achievement in English

Achievement is primarily defined as a person's level of competence in a subject; this competence is the outcome of numerous intellectual and nonintellectual factors (Salvador & Carmen, 2001). It relates to the extent to which learners acquired specific experiences during the instructional process (Alsalihi H., 2013). According to Richards and Schmidt (2010), achievement is the effort made to gauge a student's or anyone's level of knowledge in relation to a particular learning program, textbook, or teaching or instruction schedule. Henning (1987:6) notes, achievement test are used to gauge how much a student has learned in a given subject area, frequently in line with the program's clearly defined goals.

Furthermore, achievement is defined by Algarabel & Dasi (2001) as an individual's competency in a particular field of knowledge, While Hughes (2003) defines achievement as the degree to which individual students, student groups, or the courses themselves have been successful in reaching goals. Achievement tests in English are also utilized widely by educational institutions and districts to identify students who need assistance learning English, place them in programs, and reclassify them after they reach a proficiency level in the language (Brown, 2002).

2.2.1 Factors Influencing Student and School Students

The majority of EFL students only study English when the teacher is teaching it in class; after class, they won't pay attention to it and even don't set aside time for learning (Alsalihi H., 2020). Student or school achievement is influenced by a number of factors, including gender, place of living, family background, motivation, and attitudes towards learning; schools are affected by infrastructure, location, size, atmosphere, and number and composition of students; and teachers are affected by professional training, motivation, and cooperation, among other factors. All of these factors clearly demonstrate that specific parameters (Szell, 2013).

Student's academic achievement it is a social expectation and one of the most fundamental and important goals of educational institutions. As a result, educational institutions evaluate a variety of competencies in addition to academic accomplishment when establishing their aims and objectives. Achievement is making headway towards one's objectives (Wolman, 1973).

Achievement can be defined as the process of moving closer to the objectives set by organizations or people. For a student, success entails meeting the curriculum's stated objectives (Kazazoglu, 2013). However, in educational institutions, the goal of this achievement is to advance. and get better academically. The information, abilities,

accomplishment, and growth that teachers instill in their students in the classroom is known as academic achievements (Carter & Good, 1973). Academic achievement refers to a student's behavioral changes across the curriculum, with the exception of the psychomotor and emotional domains of behaviors (Ahmann & Glock, 1975).

According to Cox (1990), in order to facilitate academic success, students should be able to complete assignments with success, exhibit a perfectionist mindset, persevere through challenges, and devise plans of action to break through hurdles. According to Caprara et al., (2006), the role of the teacher is a decisive element in a student's academic achievement on the other hand, MacNeil et al., (2009) point out that school culture plays a significant part in enhancing and maintaining student accomplishment. Two separate studies, Boese & Shaw (2005) and Nepal (2016), mention that there is a favorable correlation between student learning achievements and well-maintained learning environments. Vijaya, Vijaya, and Rajeshkumar (2016), argue that parental involvement in their children's education has a good correlation with their academic success. The achievement benefits are more advantageous the more frequently parents participate in their children's education.

1. Teachers' Role: It is considered that teachers' roles can help students achieve high learning outcomes while also causing students to underachieve (Ngware, Oketch, & Mutisya, 2014). Teachers can also help students by providing them with successful feedback to help them develop their skills (Khalil, 2022). According to Chapman et al., (2010), whatever changes occur in education today are mostly determined by what the teacher believe and does. Heinz (2015) contends that effective teachers are who can motivate their students to find their own strengths. Effective teachers are aware that including their pupils in the learning process is one of their main responsibilities, according to Cooper (2011), a good teacher should familiarize himself or herself with new and emerging techniques (Alsalihi H., 2020). The teacher should be able to shoot the content with a definite end goal of pupils understanding it and being seized and satisfied during the instruction and learning process inside the classroom. Meanwhile, planners, practitioners, and evaluators are the three primary roles that teachers have according to Evans (2011), good teachers are those who can lead and mentor students, recognize and inspire them, maintain a positive learning environment in the classroom, showcase their abilities and interests, build strong emotional bonds with them, and identify their weaknesses. Jimerson & Haddock (2015) state that the same thing, stating that in order to become teachers, a person must possess a number of crucial abilities, including pedagogy expertise, broader knowledge in general and specifically in teaching, the capacity to impart knowledge to

students, effective communication skills, the capacity to stay current and a lifelong learning attitude.

2.School Culture: The learning process can be positively impacted by school culture. The reason for this is that it may gravely compromise the school's ability to fulfil its academic objective assert that a few key elements are the foundation of a positive school culture. The school's culture is primarily shaped by its past and traditions, and the conduct of its faculty, staff, and other employees is crucial to its success. While students are to create a healthy classroom environment, culture will provide teachers with guidance on how to conduct themselves throughout the entire educational process (Brankovic et al., 2012). According to Melesse & Molla (2018) the components of school culture often comprise written and unwritten norms, relationships, beliefs, perceptions, and attitudes that have an impact on every area of the school. In the meantime, Charoon (1991) believes that the facts, values, standards, and objectives that individuals come to share through interaction over time can be seen as the essence of school culture. Allen (2003) defined the school culture as a set of standards, values, and beliefs that are acknowledged by the general public, conscious behaviors and attitudes, and an atmosphere that fosters mutual understanding among all members of the school staff. Establishing and supplying a culture that is conducive to human learning is the school's primary goal. Staničić (2006) suggested that ways in which the school fosters employee connection, teacher collaboration, active communication among teachers, and parent-student cooperation are quantitative markers of school culture. Students come from a variety of backgrounds, teachers are receptive to their ideas, students have the chance to engage in decision-making, both teachers and pupils are taught to avoid and resolve conflict, teachers are aware of the popular goal, all school personnel work hard and professionally, and the community celebrates students' successes. It also has humor and joy in it.

3.Learning Facilities: The learning process is rendered ineffective in the absence of sufficient facilities. An excellent infrastructure has always been a foundation for the educational endeavor (Nepal, 2016). According to Earthman & Lemasters (2011), having access to learning resources is crucial to achieving efficacy in teaching pupils the content. Since the learning facilities are related to the primary media utilized to accomplish educational goals, they must be met. According to Blincoe's (2008) research, students' achievement levels tend to decrease as school buildings get older. According to Akomolafe & Adesua (2016), learning facilities comprise infrastructures and resources such as school libraries, classrooms, buildings, labs, offices, and restrooms that are likely to encourage and support students' quest for knowledge. The educational facilities

involve school buildings, classrooms, libraries, labs, and recreational equipment that piques kids' interest in studying (Earthman, 2002). On the other hand, Steve & Elaine (2005) contend that there are both non-physical and physical components to learning facilities. School buildings, labs, libraries, parks, the Internet, and multimedia learning are examples of physical components. Also, non-material elements like a secure setting, fresh, comfortable air, and a place away from car noise.

4. Parental Involvement: According to Dolgova et al., (2016), primary education occurs at home, with schooling serving as a supplement. Karibayeva & Bogar (2014) contends, however, that there should be continuity between education received at home and in schools, with parents serving as the link between the two. A positive parent-teacher relationship is a key factor in raising student achievement. Castro (2015) examined how parents engage in their children's education and discovered a strong correlation between parental participation and the completion of developmental tasks for children in both cognitive and other domains of development. Coleman (2000) asserted that the most effective way for parents and teachers to work together to assist children's education is for parents to be involved in their children's education. Involving parents can also lessen the burden that teachers have in the classroom. According to Fulton & Turner (2008), parents should be in charge of their children's finances and educational resources in addition to making time for them to attend school-sponsored events, pick up and drop off their kids, and respond to frequent invitations from the schools. Fan & Williams (2010) have classified the roles that parents play in their children's education into eight categories: 1) involvement in extracurricular activities, 2) parental advice, 3) communication between parents and schools regarding students' school problems, 4) school-initiated interact with parents, 5) parent-initiated interact with school, 6) parent participation in school functions, 7) family system, 8) parental aspiration for students' post-secondary education.

2.3 Related Works

There are some studies related to the same variables. The study conducted by Muhammed Hasanuddin (2022) about the "The implementation of ESA (Engage, Study, Activate) method in teaching speaking skill at the eighth-grade 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 employing 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.

Another study by Dewa Ayu Ari Wiryadi Joni, Putu Ayu Paramita Dharmayanti, Luh Ketut Sri Widhiasih, Niluh Putudiah Swandewi (2022) entitled "improving writing skill through ESA with video animation of the eighth-grade students". This study aimed to show the effect of ESA model on improving writing skill. The data for this study was gathered by the researchers using a variety of tools, including questionnaires, post- tests, and pre-tests. The sample of this study is eighth-grade students of secondary school that consisted of 33 students, 17 female and 16 males. The result of this study shows that through ESA and video animation, eighth-grade secondary school students' writing abilities could be enhanced.

A study by Dinda Novia Arifani, Riswanda Setiadi, Dante 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.

A study by Risma K. Novianti in (2017) entitled "The use of ESA (Engage, Study, Activate) Technique in Teaching Reading Skill on Descriptive text". This study aims 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 Rahmadayani Saragih, Masitowarni Siregar and Anni Holila Pulungan (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 this study correspond with earlier studies regarding the advantages of ESA model on language skills. The previous studies by

Muhammed Hasanuddin (2022), Dewa Ayu et al (2022), Dinda Novia et al (2020), Risma Novianti (2017), and Rahmadayani 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.

3. The Analytical Part

3.1 Methodology of the Study

The experimental design was created to methodically investigate the impact of using ESA model on secondary school students' achievement in English. This study used an experimental design with two groups: one taught by using ESA model, while the other did not. The data collected quantitatively by achievement tests. The two groups will receive pretest and posttest. Before the experiment the pretest will be administered. See table 1

Table (1)

The Experimental Design of this Study

Groups	Pre-test	Independent Variable	Post-test
Experimental	<i>Pre-test</i>	<i>ESA(Engage-Study-Activate)</i>	Post-test
Control	<i>Pre-test</i>	<i>Conventional method</i>	Post-test

It is the design of the methods that allows the researcher to test hypotheses 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 classed based on the number of independent variables and how well they control threats to internal and external validity (Tavakoli,2012).

The study 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. The target population of this study consist of (125) EFL school student in second intermediate grade 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. The sample consist of 60 students, 30 were assigned to the experimental group and 30 to the control group.

3.1.1 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

(Porte, 2002). To equalize the two groups, the following variables must be controlled: the students age in month, the scores of English in previous year and the parents' education level.

3.1.2 The Instruments of the Study

Pre and posttests used to achieve the aim of the present study. English achievement pre-post –test developed by the researcher. English achievement test is constructed in lights of the 2nd intermediate students' text- book written by Terry O'Neill and Peter Snow, to assess English achievement for second intermediate students to be suitable to their level and interest.

3.1.3 Validity of test

According to Gay et al. (2010), the degree to which a test measures what it is intended to assess and, as a result, allows for acceptable score interpretation, is known as its validity. According to Howitt (2001), it also refers to the agreement between the theoretical concept that is purportedly being assessed and the operational processes utilized in measurement. Furthermore, according to Leary (2012), validity can be defined as the extent to which a scaling process actually measures the intended outcome rather than anything else.

- 1- Face validity: To determine the study instrument's face validity, the exam was administered to a panel of jury members who are specialists in ELT, psychology, and linguistics. The jurors were asked to determine the face validity of the study instrument and the adequacy of the scoring method used.
- 2- Content Validity: Pennington (2003) defines content validity as how well it captures all characteristics of a specific notion.
- 3- The degree to which test items actually measure or are primarily concerned with the attribute for which the test was designed and used is referred to as content validity (Kahn, 2006). The material should include the difficulties, the actual formulation, the overall item design, and the necessary skills that a student demonstrates.
- 4- Construct Validity: Another type of validity examined in this study is content validity. It describes "the extent to which an instrument actually measures whatever theoretical construct it is supposed to". Construct validity can be attained empirically by examining the correlations between test items (Salkind and Rasmussen, 2010). As a result, the construct validity of this study's instrument is demonstrated by the following indicators.
- 5- Item Analysis:
 - Difficulty Level: Item analysis is the process of refining any test items by statistically assessing their properties, one of which is the item difficulty level. Essentially, if all of the participants receive high marks, the test items are easy, and determining ability level will be difficult because there is no range of

comparison, but the opposite is true (Farenga and Ness, 2005). Thus, in order to calculate item difficulty level, test items for high and low scoring participants are segregated from those with middle scores (Salkind and Rasmussen, 2008). The difficulty level is defined as the ratio of the students who answered correctly to each item (Rosas, 2000). Difficulty level is the degree to which an item seems challenging or facilitated for a specific number of tests is referred to as item difficulty. It simply shows the proportion of students who answer the question about the object correctly. According to Brown (2010), the ideal test item will have an item difficulty that ranges from 0.15 to 0.85. The DL of the test items was found to range from (0.33) to (0.70).

- Discrimination Power: It means "calculating how closely the results of a specific item match the test's overall findings (Alderson, 1995). This means that an object has weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students. Item discrimination is the degree of which an object makes a difference between good and weak testers. An object has good power of discrimination if it collects the right answers from the good pupils and the wrong answers from the bad pupils. The high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010). The outcomes obtained indicate that the test item DP ranges from 0.30 - 0.73. The table below clarify the test items in DP and DL:

Table (2)
Difficulty level and Discrimination power

Question	Item	Higher	Lower	Difficulty	Discrimination
Written					
Q1	1	24	3	0.58	0.70
	2	20	5	0.57	0.50
	3	15	3	0.60	0.40
	4	14	4	0.67	0.33
	5	27	8	0.52	0.63
Q2	1	28	4	0.53	0.73
	2	26	8	0.57	0.60
	3	30	9	0.65	0.70
	4	26	9	0.58	0.57
	5	22	8	0.50	0.47
Q3	1	30	8	0.40	0.73
	2	22	9	0.48	0.43
	3	25	9	0.43	0.53
	4	20	9	0.52	0.37
	5	22	8	0.50	0.47
Q4 A	1	15	3	0.40	0.40
	2	11	2	0.57	0.30
	3	14	3	0.43	0.37

	4	15	5	0.33	0.33
	5	13	2	0.50	0.37
Q4 B	1	20	4	0.40	0.63
Q4 C	1	14	3	0.40	0.73
	2	12	3	0.50	0.60
	3	14	5	0.47	0.60
	4	11	2	0.57	0.60
	5	13	4	0.50	0.60
Q5	1	30	11	0.40	0.63
	2	26	7	0.50	0.63
	3	28	8	0.48	0.67
	4	22	8	0.50	0.47
	5	25	6	0.52	0.63
Q6 Content	1	22	5	0.57	0.58
Organization & Coherence	1	25	8	0.57	0.49
Vocabulary	1	19	3	0.53	0.66
Grammar & Punctuation	1	18	5	0.43	0.65
Listening Comprehension					
Q7	1	24	3	0.70	0.55
	2	22	4	0.60	0.57
	3	20	2	0.60	0.63
	4	23	5	0.60	0.53
	5	18	4	0.47	0.63
Speaking					
Q8	1	22	2	0.60	0.67
	2	18	4	0.63	0.47
	3	16	6	0.63	0.33
	4	20	2	0.63	0.60
	5	24	6	0.50	0.60
Reading Aloud					
Q9 Fluency	1	18	4	0.63	0.47
Volume	1	20	4	0.60	0.53
Reading Performance	1	16	6	0.63	0.33
Expression	1	22	2	0.60	0.67
Presentation Skills	1	24	4	0.53	0.67

3.1.4 Reliability of the Posttests

The reliability of a test is essential component of a good test. When an exam's level of accuracy is constant and consistent throughout administrations to the same group of students in the same settings, it is considered reliable (Veram and Beard, 1981). One of the main characteristics of a good test is reliability. According to Alderson

(1995) that "reliability is the extent to which test scores are consistent". Ravitch (2007) states that the reliability is defined as "a measure of consistency in testing." For instance, a person should have received the same scores on both examinations if they took separate versions of the same exam on different days. Alpha-Cronbach formula and split-half reliability it is used to measure the reliability of the posttest. The Alpha-Cronbach coefficient reliability is found to be 0.86, for achievement test, while the reliability of flow state scale is 0.74, which refers for the homogeneity of the test questions.

3.2 Data Analysis

3.2.1 Comparison between the Mean Scores of the Experimental Group and that of Control Group in Posttest

To find if there is any difference between the mean scores of the experimental group and the control group in the posttest, all mean scores are obtained and compared. The statistical analysis find that the mean scores of the experimental group is 71.00 and that of the control group is 62.30, with standard deviations of 12.96 and 12.19, respectively. By using the t-test formula for two independent, the calculated t-value is found to be 2.677, while the tabulated t-value is found to be 2.000 at the degree of freedom 58 and level of significance 0.05. This means indicate that there is a significant difference between the achievement of the two groups and in favor of the experimental group.

The hypothesis of the study which states "there are no statistically significant differences between the experimental and control group in their achievement in the posttest" is rejected, as shown in table 3.

Table (3)

Means, Standard Deviation, and T-Values of the Two Groups Achievement in the posttest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Sig.
EG.	30	71.00	12.96	Calculated	Tabulated	58	Sig.
CG.	30	62.30	12.19	2.677	2.000		

The results indicates that English achievement of the experimental group, which are taught by using ESA, is higher and better than the control group, which are taught using the conventional methods.

4. Conclusion

The study concludes that the ESA model can be a very useful teaching model for students. It makes learning more active, and motivating. The post-test of the experimental group who is expose to ESA model is better than the control group who is taught by conventional method. The study finds out

that there is a statistical difference between the mean scores of the posttest 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 student's to completed their activities and achieve their goals easily. The ESA model helps to decrease the gap between teacher and students when cooperating together. 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.

5. Recommendations of the Study

The current study, present some recommendations can be drawn:

1. 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.
2. EFL teachers must assist and encourage students to be confident and bravery to develop their characters.
3. To keep student's interest in learning activities, teachers must choose attractive topics that are appropriate for the student's level.
4. The teachers must change their role from teachers who dominate the class into educators whose role is to help, encourage and support the students to acquire language.

6. Suggestions of the Study

There are some suggestions for the further studies:

1. Experimenting the efficiency of using ESA model in teaching other skills.
2. Conducting similar studies for teaching EFL by using ESA model at other academic stages.
3. The current study only included a small number of individuals, future research with a larger sample size may be necessary to produce conclusions that are more broadly applicable.
4. Since the present study is only conducted on the female participants, a similar study can be done on the males' gender or both together.

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