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The Impact of ESA Methodology on Students' Motivation when Learning a Foreign Language

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Resumen

El objetivo principal de esta investigación exploratoria bibliográfica fue determinar el impacto de la metodología “Engage, Study, Activate” (ESA) en la motivación de los estudiantes al aprender inglés como lengua extranjera. La información se recopiló a partir de veinte estudios los cuales aportaron información empírica y teórica. En efecto, todos los artículos utilizados se obtuvieron a través de diversas bases de datos en línea. Además, para la selección de los estudios de caso se consideraron distintos criterios tales como el aprendizaje o la enseñanza del inglés como lengua extranjera (ILE) con la aplicación de metodología “ESA”, teniendo en cuenta todos los niveles educativos y los países del mundo. Otro requisito para la elección de los artículos fue que debían estar publicados dentro de los últimos cinco años. En consecuencia, los objetivos se alcanzaron mediante el análisis de la influencia de la metodología “ESA” en la motivación de los estudiantes, las percepciones de los profesores hacia la aplicación de la metodología “ESA”, y la eficacia de la metodología “ESA” en el desarrollo de las habilidades del inglés como lengua extranjera. Los resultados de esta síntesis de investigación ilustran que la metodología “ESA” es beneficiosa para potenciar la motivación de los estudiantes y, por tanto, sus habilidades y subhabilidades lingüísticas. Evidentemente, esta metodología presenta más ventajas que desventajas y, asimismo, tanto los profesores como los alumnos tienen perspectivas positivas hacia dicha metodología. Por último, se presentaron algunas recomendaciones basadas en ciertas preocupaciones recogidas a través del análisis de datos que pueden ayudar a futuras investigaciones.

Palabras clave: Metodología ESA. Estudiantes. Profesores. Habilidades lingüísticas. Lengua extranjera.



Abstract

The main objective of this exploratory bibliographic research was to determine the impact of Engage, Study, Activate (ESA) methodology on students' motivation when learning English as a foreign language. The information was gathered from twenty studies that provided empirical and theoretical information, and all the articles used were obtained through online databases. Furthermore, the criteria for selecting the studies was based on learning or teaching English as a Foreign Language (EFL) with the application of ESA methodology, considering all levels of education and countries around the world. Another requirement for choosing the articles was that they had to be published within the last five years. Consequently, the objectives were achieved by the analysis of the influence of ESA on students' motivation, teachers' perceptions towards the application of ESA methodology, and the effectiveness of ESA methodology in the development of the English language skills in an EFL classroom. The results of this research synthesis illustrate that ESA methodology is beneficial to boost students' motivation, and therefore their language skills and subskills. Evidentially, this methodology presented more advantages than disadvantages, and likewise, both teachers and students hold positive perspectives towards ESA methodology. Lastly, some recommendations based on some concerns gathered through the analysis of the data that may help for future research were presented.

Keywords: ESA methodology. Learners. Teachers. English skills. EFL.



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Paula Pesántez

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Fabian Salinas



Introduction

In the teaching-learning process of a foreign language, the methodology plays a crucial role. As Williams and Williams (2011) state, the methodology to be used bears to the creation of an environment of optimal characteristics for learners that promotes the appropriate amount of motivation, engagement, and, therefore, learning. In addition, the methodology provides students the chance to be autonomous learners. Taking this into consideration, a suitable methodology that will enable instructors and learners to achieve the goals demanded in the educational field is called ESA (Engage, Study, Activate). This methodology was established by Jeremy Harmer, and it has been used for improving and fostering students' productive and receptive skills. Through ESA methodology, according to Khoshsima and Shokri (2017), students' motivation is directly influenced and consequently students' performance on the main skills will be enhanced. Considering this innovative methodology, this study attempts to find relevant information about the impact of ESA methodology on students' motivation in an EFL classroom. Also, it includes the perceptions of teachers towards the methodology and its effectiveness in the development of the four macro skills of the English language.

This research synthesis involves six chapters. The first chapter presents the background, statement of the problem, rationale, research questions, and objectives. The second chapter illustrates the theoretical framework; it entails the theories and definitions that support the present research synthesis. The third chapter proposes the literature review. The fourth chapter encompasses the methodology where the parameters used for selecting the studies are explained. The fifth chapter grasps the analysis of the information, dividing the studies into different categories based on the objectives and the research questions. Finally,



the sixth chapter states the conclusions and recommendations, which are relevant for further research.



Chapter 1: Description of the Research

1.1. Background

Jeremy Harmer, an important English teacher-trainer, developed a marvelous methodology which consists of three stages and it is best known as Engage, Study, Activate (ESA) methodology. In the Engage stage (E), instructors get their students involved with the topic, then in the Study stage (S), teachers familiarize the students with the new topic, and finally, in the Activate stage (A), students put in practice what they have learned and therefore solidificate their knowledge. This methodology can be applied in several ways due to the fact that it is flexible and allows teachers to adequate a lesson according to what they consider suitable for their students' level and interests. Consequently, teachers can combine these elements freely or apply the three main existing procedures which are Straight arrow. (E-S-A), Boomerang (E-A-S-A), and lastly, Patchwork procedure (E-A-S-A-S-E).

Furthermore, as Chaverra (2020) confirmed, ESA methodology is an excellent alternative for learning English as a foreign language since with this methodology teachers can manage a classroom actively; and therefore, fulfill all their goals regarding the target language. Also, the author states that teachers have positive perspectives towards ESA since they got better results than with traditional methods. Moreover, this study confirms that ESA represents a challenge for teachers since it is a latter-day methodology. Likewise, Huong (2019) explains that commonly, classes were monotonous and students seemed uninterested. Also, there was almost no interaction between teacher-students because they were limited to write down grammar structures and develop exercises. However, with the application of ESA methodology, the class changed completely. It was interactive, enjoyable, and students' attitude changed as well. They looked interested in what the teacher was explaining and



seemed to enjoy performing the tasks. Consequently, students were efficient and developed confidence when they were in front of their classmates. Hence, ESA changes students' attitudes helping to improve a foreign language acquisition. Aside, authors like Chimbolema (2019), Shokri (2017), Vikasari (2019), Wahyudi (2017), conducted different studies regarding English skills. Indeed, they have demonstrated that ESA is an efficient methodology that can boost the improvement and performance of the different English language skills and subskills. Despite all those benefits, there is insufficient evidence that demonstrates the usage of ESA methodology in Ecuador. Considering this, it will be helpful for Ecuadorian teachers to know the effects of this methodology on the learning process, to implement it in their classrooms, and change the students' opinions about the subject, as Khoshshima and Shokri state (2017b).

1.2. Statement of the Problem

Nowadays, teaching English in Ecuador has become more important than before; this happened after Ecuador reached one of the lowest scores according to Education First English Proficiency Index (EF EPI) score in 2019. The results show that Ecuador is in the 81st position out of one hundred countries around the world and has been ranked in the last place in Latin America. One of the causes of the low English proficiency level in Ecuador may be, as Calle, Calle, Argudo, Moscoso, Smith, and Cabrera (2012) mention in their study applied in public schools of Cuenca, that teachers apply traditional approaches and strategies during their English classes. For that reason, teachers should innovate and implement adequate methodologies to motivate students to learn the language.

Into the bargain, Calle et al. (2012) confirm that the main problem regarding Ecuadorian English learners is that almost any curriculum guideline has been achieved



since most students at the end of the learning process do not have the requirements proposed in the output profile. They affirm that even though the objectives of the curriculum are well planned, authorities have not contextualized the situation faced in the educational field. This study also mentions that there are several factors that bias students' motivation, such as inadequate infrastructure, overcrowded classrooms, and also economic students' issues. Moreover, it will address the fact that teachers commonly emphasize the development of certain skills, such as reading and writing, leaving aside speaking and listening.

This research intends to describe what the influence of ESA methodology on EFL students' motivation is. According to Chaverra (2020), with the application of ESA methodology teachers are able to create a classroom environment in which students feel engaged and motivated during the development of different activities. Furthermore, as Hidayah (2007), in her case study "*The Implementation of Engage, Study, Activate (E.S.A) in Teaching English for Senior High School*" states ESA methodology can be applied in any skill and lesson planning, and it immediately promotes better attitudes towards the subject. For that reason, it is important to revise different research studies related to this topic to clearly identify what happens with students' motivation when they are taught with ESA methodology.



1.3 Rationale

Studying English has become a global demand. In fact, it is of vital importance that students learn it since English will help them in their own development in the up-to-date society (Luo, 2007). There are different methodologies that can be used while teaching a foreign language such as Direct Method, Grammar Translation Method, Communicative Language Teaching (CLT), and so forth. Consequently, it is recommended that English teachers manage suitable techniques according to the students' needs as well as their realities. In fact, ESA has been an effective way to follow a class and has helped in the successful development of the four major skills. In addition, due to the application of this methodology, students, who were low motivated, changed their attitude toward learning English positively (Wahyudi, 2017).

Most of the articles and case studies analyzed have shown that the speaking skill is the most researched in the field. Moreover, according to Fithria and Ratmanida (2019), "... speaking is used in most daily interactions and transactions to get the goals in human relationship." Whereby, speaking has been positioned as a skill that should be completely developed in schools. Also, they confirm students struggle more with speaking activities since they are afraid of failing in public, but thanks to the application of ESA methodology, students have been more confident while practicing this skill, and as a result, they have gotten over it.

Furthermore, as Hidayah (2007) says, to keep students motivated in class is a challenge that teachers should face. One suitable way that teachers can use to engage their students is by applying ESA. Indeed, Nuzulul (2017) acknowledges that the application of this methodology is flexible; teachers can adapt it to any topic, any skill, and the most important according to the students' needs.



1.4 Research Questions:

How does the application of ESA Methodology influence on students' motivation when learning English as a foreign language?

What are teachers' perceptions towards the use of ESA methodology in an EFL classroom?

How can the application of ESA methodology boost the development of English language skills?

1.5 Objectives

1.5.1 General Objective.

To identify the impact of ESA Methodology on students' motivation when learning English as a foreign language.

1.5.2 Specific Objectives:

To determine teachers' perceptions towards the use of ESA methodology in an EFL classroom.

To describe how ESA methodology can boost the English language skills in an EFL classroom.



Chapter II: Theoretical Framework

This section contains relevant information and concepts that will provide theoretical support for this thesis. It explains different theories and concepts such as Motivation; Types of Motivation; Motivation in Education; Engage, Study and Activate Methodology; and Constructivism.

2.1 Motivation

According to the Oxford dictionary, motivation is defined as “the feeling of wanting to do something; especially something that involves hard work and effort”. Also, The Cambridge Online dictionary defines motivation as “the willingness to do something, or something that causes such willingness”. This is a term that is likeable within the research and educational fields. Furthermore, Guerrero (2015) states that motivation is indispensable to succeed in any matter. Indeed, to learn a second language (L2), motivation plays an important role due to the fact that it is associated with terms such as guarantee, passion, and perseverance. In fact, motivated students tend to enhance and cope in the learning process; thus, making the acquisition of L2 skills feasible. As reported by Dörnyei (1998), motivation contributes to the engagement of students at the beginning of the L2 learning process, and then, it grants a positive attitude throughout the long path since things are better learned if they are done with determination and enthusiasm. Harmer (2003) confirms in his book called 'The Practice of English Language Teaching' that motivation is viewed as an internal force that people have; it impulses people to complete planned objectives. Harmer's motivation definition encompasses both intrinsic and extrinsic factors. Indeed, all the previous



definitions of motivation will be useful for this research mainly focusing on Harmer's definition.

2.1.1. Kinds of Motivation.

For this research, it is feasible to focus on the following types of motivation: intrinsic and extrinsic.

According to Harmer's research, intrinsic motivation refers to an internal force that allows learners to take the dynamism to develop new skills; that internal force, also known as input, comes from the individual itself making enjoyable the learning process and thus fulfilling the need to feel better. Due to Harmer does not mention the factors that influence intrinsic motivation, it was vital to look for another author that might contribute with it.

Garner (2001) acknowledges that intrinsic motivation has been fundamental for learning a second language since long ago. His theory has three basic factors. Firstly, the effortness that students put into learning the language; second, the desire to achieve a goal, and finally, the enjoyment of the language learning process.

The first element regarding intrinsic motivation is the effortness that students put into learning a language. It refers to when students work hard, and also when they are aware of the personal benefits that they will get if they master the language. The second element that Garner mentions is the desire to achieve a goal. Students may have a desire to belong to another language community in which they will learn the culture and share knowledge and experiences with those people. The last element is the enjoyment of learning where students' willingness and interests will be crucial to achieve their own success. That refers to the feelings and attitudes that students have toward the learning process which make the acquisition of a second language and other subjects easy.



In addition, Harmer (2003) states that extrinsic motivation is an outside factor that drives learners to face new challenges. He affirms that there are several external sources which influence the students' environment. One of these is called the goal; it is often proposed by instructors at the beginning of a course; thus, students have to fulfill these goals for the need to finish the course. Meanwhile students may have other extrinsic goals that keep themselves inspired such as to have better job opportunities, to communicate in another language, or to travel to another country.

Another external factor that Harmer adds, which will influence the attitude of students toward the language process, is the society they live in. It refers to the importance given to the English Language in a certain place, furthering the cultural bond between the place where English is being taught and the language itself; and the decisions to learn English that have been developed through time. Besides, Harmer agrees that relatives and friends are key factors for increasing extrinsic motivation in relation to learning a new skill, for instance a language. The opinions of people, who surround students, about the English language will influence the decision of learning it; hence settling English over other subjects as paramount. Lastly, students' curiosity is taken into consideration due to this factor being connected with motivation in the same way. He also claims that students, at the beginning of a course, are curious about the new teacher, and how the teaching lesson will be carried out. This curiosity will guide teachers as well as students to increase their positive attitudes toward the language, and at the same time, the development of the course will be easier for all of them.

2.1.2. Motivation in Education.

Motivation is one of the most important factors for a quality education. According to Williams and Williams (2011), there are several elements that boost the students'



motivation. Those elements are the student, the teacher, the content, the method, and the environment. The first one is the student. Andrew Carnegie mentions “you cannot push anyone up the ladder unless he is willing to climb himself.” This quotation makes reference that even though the teacher provides a set of arranged learning tools to the students, they will not perceive that help if their willingness is not enough. Students need to be engaged and aware of their role in the learning process. They must be the protagonist of the whole program since without them the educational process could not be carried out.

The second element that is crucial for the development of motivation within the learning process is the teacher. Johnson (2017) states that since students' motivation is not enough, teachers have the duty to intervene to boost students' potential through motivational support. As Williams and Williams (2011) suggest, teachers are the role models that students perceive; thus teachers are influential in the class. In fact, the teachers' attitude will enhance students to get involved while learning. Teachers are in charge of keeping the initial students' motivation as well as to increase it during the whole process. Since teachers are the guides of the learning, they have to be well trained and have good teaching qualities and skills in order to engage students with any topic. Finally, teachers must have the capacity to maintain good relationships with students due to students learn and perceive the subject better when they feel comfortable with the teacher. By virtue of teachers' help, students can become owners of their knowledge, and also they can improve several skills regarding the different educational areas. (Johnson, 2017, p. 2).

Another vital element for increasing motivation is the content. Williams and Williams (2011) propose that the content has to fit students' needs and interests making it meaningful and purposeful. Once students have learned a certain topic, it is important to let them know their success; their confidence and achievement feeling will increase making the engagement subconscious. The content should be diverse in any manner and also it should be taught in a



creative way through different activities and methodologies that are adapted to the students' realities. As McClure (2012) remarks, awakening the desire and motivation to learn more about content can be achieved through the union of previous and new knowledge since in such a manner students will enjoy the learning process and therefore be able to assimilate new information more effectively.

The fourth element is the methodology. "Tell me and I forget, teach me and I remember, involve me and I learn". This Chinese proverb is important since it states that the way teachers instruct their students will determine the success in their lives. Williams and Williams (2011) remark that the method teachers choose is crucial for the development of motivation during the school year. Also, as Hmelo-Silver (2004) mentions that by applying the correct methodology, the teacher helps students to learn instead of just transmitting knowledge. As a consequence, students will engage in the learning process that an effective strategy has provided. Hmelo-Silver (2004) and Manzo (2010) agree that as technology is increasing in popularity, students are more likely to be in touch with it; thus, teachers have to take advantage of this technique, and make it a powerful tool to get students involved in the educational field.

The last element that enhances motivation in a classroom is the environment. Harmer (2003) mentions that the environment is not only a physical area where students attend classes, but also it is the mental and emotional state that promotes students' learning. The environment must be safe and friendly where students feel involved while learning. In agreement with Shamaki (2015), acquiring cognitive strategies is not enough to ensure students' academic success; they also need to thrive in a safe environment. An appropriate environment is vital for motivating students in pursuing their goals. Furthermore, all the elements mentioned above have to be harmonically related with the environment;



consequently, each one of them complements the other, and all the elements together help to accomplish the target goals.

2.2. Engage, Study and Activate Methodology

The Engage, Study, Activate (ESA) is a methodology established by Harmer (2007), in his book *“The Practice of English Language Teaching”*. It consists of three main procedures which teachers have to follow to develop a lesson successfully. The first element is called ENGAGE (E). This stage is one of the most important while learning due to the final results are greater when students seem to be hooked on the topic. In this step, the teacher performs some warm-ups or lead-ins to familiarize students with the content of the class or just to avoid laziness. Consequently, students start activating prior knowledge of the language. Furthermore, there are various ways to keep students engaged and motivated in the class such as the application of games according to their age, visuals that call their attention, dramatic stories, and others. Likewise, in this stage, to keep students engaged, it is important to consider their opinions that can be achieved by discussing students' preferences and displeasures.

The second stage is known as STUDY (S). In this stage, students build their knowledge regarding the language mainly focusing on how it is used, when it is used, and how it looks and sounds like. The teacher builds student's knowledge by applying guided and controlled tasks. Furthermore, here is where students will learn or review English language topics. This stage is carried out by making students be aware and by exposing them to the language itself. For instance, one way of applying this stage is making students repeat a set of words since they will be conscious and notice the appropriate way to pronounce those words. Another example might be that students inquire and practice



difficult grammar and vocabulary that appear in other stages because it will help them to use the new words in real context and therefore improve their pronunciation.

Finally, there is the ACTIVATE (A) stage which focuses on the free use of the target language. In this step, students use the language through different activities that help them to consolidate the knowledge acquired in the study stage. In this stage, the students also become autonomous, and therefore they decide which structures or features should be applied regarding the activity they are performing. In fact, activation is present in the four macro skills of the languages and plays an important role in the solidification of knowledge. Also Harmer mentions that in this stage, there is a personalization in which the study stage and the activate stage are put together. Moreover, there are various ways to accomplish the activation stage; for example, role plays, advertisement designs, debates, discussions, story or poem writing, and so forth.

ESA methodology can be applied in several ways. One of them is known as straight arrow. It consists of getting students' interest (E), then introducing a topic (S), and finally practicing what the students have learned (A). Also, there is a sequence called boomerang where the teacher gets students' attention (E); after that, students develop a task (A); then they analyze the structures used (S); and lastly, they perform a new task using the new grammar accurately (A). Besides, ESA methodology includes the patchwork procedure (EASASE) which is more complex since it involves the boomerang sequences (EASA) with the addition of two more stages which are study and engage (SE).

Harmer (2007) also claims that these steps can be adapted according to the students' needs allowing teachers to create their own sequence. Furthermore, as Khoshsima and Shokri (2017) mention, ESA methodology has provided an opportunity for teachers to fulfill the objectives planned and additionally to become guides rather than authorities. Moreover, these researchers also affirm that the ESA methodology has several benefits for



students. For instance, it raises their motivation that plays an important role in the development of their knowledge. Also, it helps students to become autonomous learners of the language since they provide feedback among themselves. Additionally, these researchers suggest that this methodology enables students to express their opinions or emotions and participate actively during classes fostering learners' performances. Besides, students change their perspective toward the language and start acquiring abilities to develop the four English macro skills.

2.3. Second Language Acquisition Theories

As Ortega (2019) mentions, different theories of how language is acquired have emerged during the last decades. These theories explain the process through which students acquire a second language. Besides, she states that each theory has different arguments and perspectives about Second Language Acquisition (SLA). However, the suitable theory for this work is the Constructivist Theory.

2.3.1. Constructivist Theory.

A study conducted by Mvududu and Thiel-Burgess (2012) explains the Constructivist theory developed by Piaget and Vygotsky. First, Piaget suggests that learners acquire and construct the language when they realize a self-analysis of their current knowledge, and therefore, they connect this prior cognizance to more complex structures. Indeed, EFL learners acquire new information effectively when that information is related with their context, experiences, and previous knowledge based on their First Language (L1). Thus, constructing knowledge based on previous experiences, providing relevant material, and engaging in critical thinking are



vital strategies that teachers can use to boost English Language Learners' (ELL) proficiency, especially in inclusive classrooms due to the fact that these classrooms include students of different backgrounds and realities. In addition, Vygostky mentions that learners acquire a target language accurately when they interact with society rather than in isolation since human beings have the need of communication, learning from each other, and being able to contribute among themselves. Moreover, in agreement with Vygotsky, Mvududu and Thiel-Burgess (2012) affirm that this theory emphasizes students' cultural and linguistic background as key elements for the acquisition of an L1 or a L2. The Constructivist theory also helps to maintain an excellent learning environment where students' participation and contribution is encouraged. Furthermore, according to Sivan (1986), since motivation plays an important role in the educational field, the constructivist theory presents some aspects that influence students' motivation in the learning process such as teacher-student relation, peer relation, and classroom structure. These elements should be considered because they create an impact on students' behavior, perceptions, and development while pupils are acquiring a L2.



Chapter III: Literature Review

The methodologies and strategies for learning and teaching English as a Foreign Language (EFL) have been investigated for many years in the educational field. One of the methodologies that is under analysis is the ESA method which aims to increase students' performance and attitudes toward English Language. Research papers that have supported this project have been divided into three categories. First, the effects of ESA methodology on an EFL classroom; second, the teachers' perceptions towards the use of ESA methodology in an EFL classroom; and third, the application of ESA methodology in the development of English language skills.

3.1. The Influence of ESA Methodology on Students' Motivation when Learning English as a Foreign Language

Several researchers have tried to look out for the influence that the application of ESA methodology creates, especially, on students' motivation.

Khoshsima and Shokri (2017a) conducted a case study in Iran, Western Asia. The main aim of this study was to analyze the impact of ESA methodology proposed by Harmer in one of the most important macro skills which is Speaking. In this case study, 15 Iranian EFL learners, both male and female, participated. All the participants had very similar English levels. For this case study, the method used was Qualitative since only in this way, it was possible to obtain information related to students' motivation. Khoshsima and Shokri (2017a) applied a pre and post-treatment questionnaire. After the treatment, students were given a First Certificate in English (FCE) speaking test to prove if there is a connection between motivation and students' performances in Speaking. After analyzing the ESA methodology, the results claimed that this methodology was effective since it mainly focused



on the students' interests, making students become the center of the learning process.

Students also felt surprised because with the implementation of ESA methodology, they received feedback in a friendly and kind manner. As a consequence, students got involved actively in all the tasks that the instructors planned during the lessons. Therefore, the findings demonstrated that ESA methodology was essential for boosting students' motivation and for enhancing learners' English-speaking performance.

Similarly, a case study conducted by Huong (2019) at the University of Ho Chi Minh Food Industry (HUFU) aimed to measure the effectiveness of the ESA methodology for increasing students' motivation bearing in mind students' personal interests, comprehension of the lesson, and usage of grammar in context. In this study, two classes of 50 students participated. Further, for collecting the data, a Mixed Method was applied. The instruments were observation sheets and questionnaires. The results regarding motivation stated that ESA methodology was efficient since students' motivation increased during classes; consequently, students were pleasant to dive into the English subject. Therefore, not only Hong (2019), Khoshima and Shokri (2017a), but also García (2017) concluded that ESA methodology changed positively students' attitudes towards the subjects and students' motivation increased. Besides, ESA methodology changed the students' perceptions toward the language, resulting in better performances in the main skills.

3.2. Teachers' Perceptions towards ESA Methodology

Koshima and Shokri (2017b) carried out a research in Chabahar Maritime University. Primarily, the main goal of this research was to find out the perceptions of teachers and students toward the ESA methodology and its effectiveness in boosting the speaking skill.



The participants of this study were ten TEFL instructors with four to five years of experience. Subsequently, to collect information, a Questionnaire, composed on five point 37 Likert-type close-ended items, was applied. Besides, the teachers were observed during class to see if they apply the concepts and instructions that ESA methodology provides. Consequently, the results showed that teachers preferred ESA over other methodologies since they got a positive attitude in the application of it. Furthermore, teachers realized that they could use ESA methodology as a main way to lead students to boost EFL skills.

Correspondingly, Vantage Siam Co., Ltd. (2018) interviewed a credentialed American teacher from an English as a second language academy in California. In the interview, the teacher mentioned that she had used different methodologies during her 18 years as instructor, and some of the ones used, resembled the ESA methodology. She, as teacher, experienced it as an engaging methodology for teachers and students. Indeed, she affirmed that ESA methodology is very flexible because it can be easy to apply not only for experienced teachers but also for novice teachers.

In addition, Daharia (2016) conducted a case study at SMP 3 Lembang Pinrang Regency. The aim of this study was to demonstrate if ESA methodology could increase students' mastering of vocabulary. The participants were students from the second grade. For this study, Qualitative and Quantitative strategies were used, and in order to collect the data, interviews, observation, and tests were applied. Finally, in terms of teachers' perceptions, results showed that teachers viewed that ESA methodology had many strengths, and that this method could be applied to all levels. Furthermore, teachers felt encouraged to change the traditional methodology to an active one such as ESA.

Similarly, a case study was directed by Ikhrom, Ruswan, and Fadlilah (2018) at Islamic Junior high school in Tugu and Ngaliyan District. The objective of this study was to improve teachers' English language skills by using ESA methodology. Moreover, the



participants were 25 people consisting of 19 men and 6 women. In order to collect data, a Qualitative Approach with a collaborative participatory model was used. The results stated that teachers were very motivated to acquire new meaningful knowledge, but in some sessions they felt tired. In other words, ESA methodology clearly helps teachers to improve in different areas, but this methodology by itself was not enough to achieve all the proposed objectives.

Likewise, Ilinawati (2018) led a study at STKIP Persada Khatulistiwa Sintang in the academic year 2017-2018. The aim of this study was to determine to what extent ESA methodology could improve speaking skill. The participants were 42 first year students of an English language study program. Furthermore, this research was a Classroom Action Research (CAR). The data was collected through observation and measurement techniques. Into the bargain. Finally, the results stated that ESA methodology was a complete success for both teachers and students regarding speaking skill focused on job interview performances. The participants could communicate fluently in English, mastering grammar, pronunciation and vocabulary features.

Authors as Chaverra (2020), Daharia (2016), Ikhrom, Ruswan, and Fadlilah (2018), Ilinawati (2018), Koshima and Shokri (2017b), and Vantage Siam Co., Ltd. (2018) agreed that teachers had a good perception of the ESA Methodology considering that teachers, who used it, found several benefits such as the engagement of the students in the different topics and the active participation of students on each task. To sum it up, teachers who participated in these studies considered ESA as a friendly methodology to transmit knowledge regarding the four main skills since it directly affected students' engagement while performing any task. As a consequence, students' enjoyment increased by developing innovative activities.



3.3. The Application of ESA Methodology in the Development of the English Language Skills

Some authors that have proved the effectiveness of ESA methodology in bolstering the four main skills are Azis (2020), Chimbolema (2019),García (2017), Fithria and Ratmanida (2019); Shokri (2017); Vikasari (2019); Wanhyudi (2017), and others. These authors have worked in specific skills like speaking, listening, writing, and reading, and some of them have carried out a study in all those skills.

3.3.1. Speaking Skill.

Fithria and Ratmanida (2019) conducted a research study at Junior High School. The main objective of this study was to test if ESA methodology can help students to overcome their problems regarding speaking since most students of this school felt stage fright when they had to communicate in English, and as a consequence, they struggled with speaking skill. These authors claimed that speaking is very important when learning a language since it represents the core part for communication. Indeed, to guarantee effective communication, teachers must solve the problems that students present in a class. Further, teachers have to focus on finding the best methodologies and strategies that will be useful for the students' mastering of the language, in this case, one of the most difficult skills which is speaking. This study was carried out with eight grade students. Aside, to collect information, Observation was the main method used during the application of ESA methodology. The results of this study showed that by applying ESA methodology students can master this skill. Therefore, students could learn to communicate in real life situations since within ESA methodology they were able to apply different activities that simulated the language used in the external



world. Besides, the findings of this study showed that learners at Junior High School felt motivated and engaged with the language learning process.

Moreover, Chimbolema (2019) directed a study in the Educational Institution “Dr. Arturo Freire”. The goal of this study was to determine the benefit from incrementing ESA methodology in oral skills. The participants were students of the ninth year EGB “A” and “B” grades. The researcher applied a Qualitative - Quantitative approach with a socio- educational modality, a descriptive level, and a field - bibliographic / documentary type. The results showed that these students had a very low speaking level. Consequently, the researcher suggested applying several activities based on the ESA methodology in order to achieve the desired results.

In addition, García (2017) carried out a study at Unidad Educativa Juan Benigno Vela, in Ambato City, aiming to establish a relationship between ESA teaching methodology and the communicative skills. The participants were 80 students and 2 teachers. For this research, a Quantitative Method with an Experimental Design was used, and to collect information, surveys and observations were applied. The results showed that ESA methodology was beneficial for improving students’ communicative skills. This goal was achieved thanks to the motivation that was increased in classes, students’ constant practice, and the effort that each student put in the learning process.

Furthermore, Rahmat (2019) led a study at Junior High School 26 (SMP Negeri 26 Makassar). The aim of this study was to evidence the improvement of students’ mastering of vocabulary regarding the speaking skill. For this research, 25 pupils were selected. Additionally, the data of this study was collected through a Speaking Test and an Observation Sheet. Eventually, the results showed that ESA methodology was a key factor for the students’ enrichment of vocabulary especially related to parts of speech such as nouns,



verbs and adjectives. Therefore, there was an evident improvement of students' speaking performance.

Aside, Azis (2020) operated a case study at Ma Muhammadiyah Malang with the aim of identifying to what extent ESA methodology, especially straight arrow model, influences students' ability to speak. In this study, 21 students were the target population. Furthermore, a Classroom Action Research (CAR) was used. Finally, the outcome was that the ESA straight arrow model successfully helped students to improve and overcome the problems presented at the moment of speaking.

In conclusion, there are many studies such as the ones carried out by Azis (2020), Chimbolema (2019), García (2017), Fithria and Ratmanida (2019), and Rahmat (2019) that can prove the effectiveness of ESA methodology when it is used to boost speaking skill. All these studies have similar findings; for instance, ESA improved students' speaking performance. Consequently, students became active learners with a higher comprehension level.

3.3.2. Listening Skill.

Wahyudi (2017) conducted a case study at State Senior High School I Tuntang which is located in Tuntang, Bringin, Semarang, Central of Java. The aim of the study was to evaluate whether ESA methodology can improve students' listening skill and to observe what happens when this methodology is applied while teaching listening at classes. The participants were selected from class X3. This class consisted of 36 students, twelve boys, and twenty-four girls. Besides, for this research, a Quantitative and Qualitative research design was carried out. The author mentioned that listening is not a passive skill, yet it has to be mastered in order to get a better comprehension of the language. Furthermore, Wanhyudi (2017) considered the listening skill as one of the most important because through listening



students are able to acquire other features of the language such as pronunciation, rhythm, stress and usage of it. Finally, the results of this study showed that ESA methodology amplified students' listening skill and improved students' environment making students engaged with the content.

3.3.3. Writing Skill.

Vikasari (2019) controlled a study at Public Junior School in Praya, Central Lombok. The main goal of this study was to increase the students' vocabulary by using ESA methodology and therefore to evidence an improvement in writing skill. In addition, the author selected 25 8th grade students, which consisted of 12 male and 13 female students, to apply ESA methodology during their classes. Along, the researcher methodology used was a Quasi-Experimental study that analyzed in detail the problems that students presented when they were acquiring new terms. This study collected data from students' performance regarding writing skill before and after the application of ESA methodology. Consequently, the results showed that most of the students paid a lot of attention when the teacher was explaining new terminology according to their language level. Based on the comparison between the results of the pre and post tests, the inquirer found that ESA was an effective tool for mastering vocabulary, and it can work for all students regardless of their level. In addition, students felt engaged, creative and motivated in writing activities. Indeed, the application of ESA methodology was helpful since it created a comfortable environment where students felt secure while learning.

Dharma (2016) managed a case study at MTs N1 Pontianak, West Kalimantan. The aim of this research was to establish clear differences between students' writing performance before and after using ESA methodology. The participants were eight grade students. They



were divided into two groups, the experimental group which uses ESA methodology and the control group which continue using the traditional methodology. The methodology used was an Experimental Research Design. Additionally, the instrument analysis of the study was a pre and a post-test for both groups. The results showed a marked improvement in students' writing skills after the implementation of ESA methodology.

Herdi and Ningsih (2018) led a research study at MTs Negeri 2 Pekanbaru. The aim of this study was to improve students' vocabulary through ESA methodology. For this study, 30 students at grade 8th were selected. Besides, this was a Classroom Action Research. Furthermore, the data was collected by three methods: a vocabulary test, an observation checklist, and field notes. The results stated that the ESA methodology was very effective in improving students' vocabulary since this methodology also helped the teacher to be more dynamic and also kept the students motivated throughout the different activities regarding this subskill.

Nurbaeti and Rostiana (2019) accomplished a research at MAN 3 Pandeglang in the 2018-2019 academic year. The objective of this study was to know the effect of the ESA methodology toward students' writing in narrative texts. The participants were 60 students. The author used a Nonequivalent Control Group Design with a sample of 30 students being the experimental class, and 30 students as the controlled class. Conclusions expressed that the application of ESA methodology really helps students' writing skills, especially in narrative texts since this methodology influences students' imagination positively.

3.3.4. Reading Skill.

Shokri (2017) led a case study at Chabahr, Maritime University. The aim of his research was to find out to what extent ESA methodology can develop reading



comprehension in EFL learners. This study was conducted with two intact groups containing 15 Iranian EFL learners. One group was taught with ESA methodology, and the other one was taught with a traditional approach. The methodology the researcher applied was a Quantitative Design in order to compare the results of both groups at the end of the course. Finally, the results of this study showed that ESA methodology fostered the development of the reading skill. Furthermore, students' engagement was increased since the group that worked with the ESA methodology presented better reading outcomes than the other group. Shokri (2017) confirmed the effectiveness of Harmer's ESA methodology in the development of reading comprehension tasks.

Similarly, Rahmi and Beniario (2018) directed a study at MA.KM.M Padang Panjang. This school is located in Kauman Street, near with FKIP UMSB. The general objective of this study was to demonstrate the effectiveness of ESA (Engage, Study, Activate) methodology on reading comprehension of report text. The population of this research was an entire Science 2 grade. Moreover, the researcher used a Quantitative method in which a pre and a post-test were applied. The results showed that ESA methodology created a positive impact on the participants since by applying this methodology, the motivation of the students increased and consequently, their reading English performance improved remarkably.

Besides, Novanti (2017) accomplished a study at the Second Grade Junior High School Karang Tanjung-Kab, Pandeglang. The objective of this research was to establish whether ESA methodology is effective or not while teaching reading skill with descriptive texts. For this study, 82 students from the second grade participated. Besides, the methodology used was a Quasi-Experimental Research. Furthermore, all data was collected through observations, questionnaires, and tests. Consequently, there was a rejection on the hypothesis that ESA methodology is not effective to teach reading skills. Instead, results



showed that ESA methodology was effective and that it helped students to teach reading skills with descriptive texts.

Likewise, Fidrian and Lismay (2021) conducted a research at Mts N Ganting Padang Panjang with the aim of analyzing the application of ESA methodology regarding reading comprehension. The participants were two teachers and their classes respectively. The methodology used was Descriptive Qualitative Research. Conclusions were drawn out proving that ESA methodology was effective to teach reading comprehension since this method helps instructors in the educational process.



Chapter IV: Methodology

In order to obtain the proper sources for the following exploratory bibliographic research, a complete research will be developed. Data will be collected from the following online databases: Google Scholar and EBSCO Information Services. The key terms for research will be: 1. ESA, 2. EFL, 3. English skills, 4. motivation, 5. impact, 6. learners, 7. learning, 8. methodologies, 9. students' perceptions and 10. teachers' perceptions. For our research synthesis, qualitative, quantitative, or mixed methods studies will be considered, and there will not exist any restriction related to the design of these studies. In addition, the sources will remain digital due to the difficulty to find physical studies in the area within our context.

The criteria to select the articles will be as follows: first, the articles must refer to strategies that focus on ESA methodology. Second, the articles must be empirical studies so we can get a better idea when we talk about the application of the ESA methodology. Third, we will exclude conference presentations, dissertations, research reports available only for a fee and unpublished research papers in order to make the present research synthesis more reliable because of the quality of the published studies. Fourth, we will seek for articles applied in EFL classrooms and publications in English and Spanish will be considered for our research. Finally, we are going to focus on articles from the last five years based on different strategies for the impact of ESA methodology on students' motivation when learning a foreign language.

Some journals that will be revised are the following: *Journal Pendidikan dan Pengajaran*, *Journal of English Language Teaching*, *International Journal of Applied Linguistics & English Literature*, among others that we consider important and reliable journals that will contribute positively to our research synthesis. Later, a relevant procedure may come off with



the purpose of classifying the articles according to different criteria that will arise through the analysis of them. After that conclusions will be carried out. Finally, based on these different processes, some recommendations and suggestions will be included in this exploratory bibliographic research.

**Chapter V: Analysis of the Data**

In order to answer the research questions proposed in the present study, twenty studies were gathered and divided into different categories for analysis. The studies were classified in the following way: year of publication, location, the ones with a focus on teachers' perceptions towards ESA methodology; the application of ESA methodology in the development of the English language skills, and the influence of ESA methodology on students' motivation when learning English as a Foreign Language. The analysis of the collected data is presented below.

5.1. Publication Year of the Studies

Table 1
Year of Publication of the Studies

Author/Year	Year of Publication	N	(%)
Dharma (2016); Daharia (2016); García (2017); Khoshsima and Shokri (2017a); Koshima and Shokri (2017b); Novanti (2017); Nurbaeti & Rostiana (2020); Wanhyudi (2017); Herdi & Ningsih (2018); Ikhrom, Ruswan, & Fadlilah (2018); Ilinawati (2018); Rahmi & Beniario (2018); Chimbolema (2019); Huong (2019); Fithria and Ratmanida (2019); Rahmat (2019); Vikasari (2019); Azis (2020); Chaverra (2020); Fidrian & Lismay (2021)	2016-2021	20	100

Table 1 shows the number of studies organized by the year of publication. This table displays that all the 20 studies (100%) were published from 2016-2020. The fact that the studies were



published within these years suggests that ESA methodology has become important for English language teaching and learning. This increase might have occurred because the application of ESA methodology boosts students' performance inside and outside the classroom (García, 2017). The table also suggests that in the last five years, ESA has gained popularity among researchers in the educational field which leads teachers to take into account this new methodology to boost students' English skills.

5.2. Location of the Studies

Table 2
Location

Author/Year	Location	N	(%)
García (2017); Chimbolema (2019)	South America	2	10%
Dharma (2016); Daharia (2016) ; Khoshsima and Shokri (2017a); Koshima and Shokri (2017b); Novanti (2017); Nurbaeti & Rostiana (2020); Wanhyudi (2017); Herdi & Ningsih (2018); Ikhrom, Ruswan, & Fadlilah (2018); Ilinawati (2018); Rahmi & Beniario (2018); Huong (2019); Fithria and Ratmanida (2019); Rahmat (2019); Vikasari (2019); Azis (2020); Chaverra (2020); Fidrian & Lismay (2021)	Asia	18	90%

Table 2 shows the location where different researchers conducted these studies. As the table presents, the majority of the studies were conducted in Asia (90%) whereas just two were carried out in South America (10%). These results also show that some of the non-



native English-speaking countries are considering the ESA methodology as a suitable alternative for learning English effectively as a Foreign Language. For instance, as Harmer (2003) states, ESA methodology should be implemented in education since in this way students from different parts of the world will feel interested in discovering new information, and therefore they will get excellent results in their English academic performance. On the other hand, table 2 shows that in Latin America, there is not much interest in the study of new methodologies such as ESA.

5.3 The Influence of ESA Methodology on teacher’s perceptions

Table 3

Teachers’ Perceptions towards ESA Methodology

Studies	Main Aspects			
	Positive Aspects			
	Active Learning	Students’ enjoyment	Teacher- student relationship	Empowerment of skills
Daharia (2016)	X	x	x	x
García (2017)	X	x	x	x
Khoshsima & Shokri (2017a)	X	x	x	x
Ikhrom, Ruswan, & Fadlilah (2018)	X	x	x	x



Ilinawati (2018)	x	x	x	x
Chaverra (2020)	x	x	x	x
Fidrian & Lismay (2021)	x	x		x

Studies	Main Aspects		
	Negative Aspects		
	Lack of Time	Careful Planning	Low results
Khoshshima & Shokri (2017a)	x	x	
Wahyudi (2017)	x	x	
Ikhrom, Ruswan, & Fadlilah (2018)	x		x

Table 3 presents the articles in which teachers' perceptions towards ESA methodology were analyzed. This table demonstrates that teachers present positive and negative attitudes regarding ESA methodology although more positive ones were found. Authors like Chaverra (2020), Daharia (2016), García (2017), Ilinawati (2018), Ikhrom, Ruswan, and Fadlilah (2018), Khoshshima and Shokri (2017a), and Fidrian and Lismay (2021) demonstrated that while applying this methodology in class, teachers were able to perceive an active learning while performing tasks since students were engaged from the beginning of the



lesson. This fact leads to the next perception that is students' enjoyment. Since this methodology cares about students' interests, there was a close relationship between teachers and students giving as a result, the empowerment and improvement of the English Language skill that was being applied. Furthermore, a positive perception of ESA methodology was found in an interview made to a teacher of an institute in the USA. That teacher had used many different methods to impart classes, but the one that suited the best for the teacher and for students was ESA. The teacher had a huge success by teaching through ESA and perceived it as a friendly methodology that all teachers should use because students enjoy it as well (Vantage Siam Co., Ltd. 2018).

On the other hand, there are negative perceptions regarding teachers while applying ESA methodology. Teachers have to develop a rigorous planning that fits students' needs and keeps them motivated by contextualizing the topic and considering their social and cultural influences (Khoshsima & Shokri, 2017a). Aside from that, although ESA methodology has been an effective methodology to lead a class, teachers have noticed that the time is not enough while teaching with ESA. It would be suitable to have more time to fulfill all the procedures planned due to the fact that most of the classrooms have a great number of students who are engaged and actively willing to contribute on each step of the lesson (Wahyudi, 2017). Moreover, Ikhrom, Ruswan, and Fadlilah (2018) demonstrated that ESA methodology was not effective since there was a minuscule increase on the results regarding the TOEFL exam that some people took. However, the results gathered display different factors that explain why students did not increase their scores. For instance, factors such as the environment, teachers' willingness, and students' attitude were the main agents that inhibit the reliability of ESA methodology.



5.4. The Influence of ESA Methodology on the Skills and Macro skills of the English Language

Table 4

ESA Methodology in the Development of the English Language Skills

Type of skill	N	Specific language skills	Author/Year	N
Receptive	7	Listening	García (2017); Wanhyudi (2017)	2
		Reading	García (2017); Novanti (2017); Rahmi & Beniario (2018); Shokri (2017); Fidrian & Lismay (2021)	5
Productive	11	Writing	Dharma (2016); García (2017); Vikasari (2019); Nurbaeti & Rostiana (2020)	4
		Speaking	García (2017); Khoshsima & Shokri (2017a); Khoshsima & Shokri (2017b); Chimbolema (2019); Fithria & Ratmanida (2019); Rahmat (2019); Azis (2020)	7
Sub skills	11	Vocabulary	Daharia (2016); Dharma (2016); García (2017); Khoshsima & Shokri (2017b); Novanti (2017); Herdi & Ningsih (2018); Vikasari (2019)	7
		Grammar	Dharma (2016); Huong (2019)	2



	Pronunciation	García (2017); Khoshsima & Shokri (2017b)	2
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Table 4 displays the studies that were used to illustrate the application of the ESA methodology in the development of the different English language skills and subskills. The results show that Speaking, which is a productive skill, is the most researched area. According to Fithria and Ratmanida (2019), this is due to the fact that Speaking is a very troublesome skill which requires a lot of effort since it is crucial for effective communication. These researchers also mentioned that for the students' improvement of this skill, it was necessary to adapt a new methodology, and in this case, ESA was the ideal one. For this table, it was suitable to divide the studies into the following categories: Receptive skills (reading and listening), Productive skills (writing and speaking), and Subskills (vocabulary, grammar and pronunciation). Indeed, some studies were used in more than one category.

5.4.1. ESA methodology in Receptive and Productive English Skills

Table 4 shows the results that confirm that ESA methodology is effective in bolstering students' English academic performance. According to Shokri (2017); Wanhyudi (2017); Khoshsima and Shokri (2017a); Khoshsima and Shokri (2017b); Fithria and Ratmanida (2019) and Vikasari (2019) and other important authors, ESA methodology has been of paramount importance for students to master the receptive and productive skills. Those skills are necessary for an optimal learning process in this case of the target subject which is English.



5.4.1.1. Receptive Skills.

Table 4 illustrates seven studies that proves the effectiveness of ESA methodology regarding the receptive skills. For instance, Wanhyudi (2017) states that ESA methodology has been fruitful for enhancing listening comprehension and motivation about acquiring new information. Moreover, Shokri (2017) asserts that ESA methodology helped the students to improve their reading comprehension. Owing to the fact that at the beginning of the class, the teacher was in charge of preparing activities that really motivated the students to continue participating actively with following tasks.

5.4.1.2. Productive Skills.

Likewise, this table shows that in eleven studies the results were positive concerning the productive skills. Indeed, Vikasari (2019) emphasizes that ESA methodology helps teachers to maintain the students engaged and motivated during the writing process. Clearly, it was a huge step for both the teacher and the students due to the fact that they started to get along in classes, and students obtained better academic results. Furthermore, García (2017); Khoshsima and Shokri(2017a); Khoshsima and Shokri (2017b); Fithria and Ratmanida (2019); Rahmat (2019) prove that ESA also is an excellent methodology to increase students' speaking mastery.

5.4.1.3. ESA methodology in the English Sub skills

In table 4, the English language sub skills are divided into the following categories: vocabulary, grammar, and pronunciation. In addition, several authors have proven that ESA methodology is also effective in the development of the different language sub-skills.

Certainly, Daharia, A. (2016); Dharma (2016); García (2017); Khoshsima and



Shokri (2017b); Novanti (2017); Herdi and Ningsih (2018); and Vikasari, R. (2019) confirm that ESA helps the students to acquire new and useful vocabulary that promotes a better understanding of the major English language skills. Similarly, Dharma (2016) and Huong (2019) point out that ESA methodology aids the students to comprehend better grammar structures while they are practicing the different skills especially reading and writing. Closely, García (2017) and Khoshsima and Shokri (2017b) suggest that when students are mastering the speaking skill using ESA methodology, they are also enhancing their English pronunciation. Indeed, this methodology brings with it a number of benefits for both students and teachers.

5.5 The Influence of ESA Methodology on Students' Motivation when Learning English as a Foreign Language

Table 5.

The Influence of ESA Methodology on Students' Motivation

Studies	Main Aspects			
	Students' engagement and interest	Comfortable environment	Active Class	Positive students' performance
Daharia (2016);	x	x	x	x
Dharma (2016)	x	x	x	x
García (2017)	x	x	x	x



Khoshsima & Shokri (2017a)	x		x	x
Khoshsima & Shokri (2017b)	x	x	x	x
Shokri (2017)	x	x	x	x
Wahyudi. (2017)	x	x	x	x
Ikhrom, Ruswan, & Fadlilah (2018)	x	x	x	x
Ilinawati (2018)	x	x	x	x
Rahmi & Beniario (2018)	x	x	x	x
Fithria & Ratmanida(2019)	x	x	x	x
Huong (2019)	x	x	x	x
Rahmat (2019)	x	x	x	x
Vikasari (2019)	x	x	x	x



Table 5 shows the articles in which the influence of ESA methodology on students' motivation when learning English as a Foreign Language is analyzed. As it is demonstrated, all the articles scrutinized present positive outcomes regarding motivation such as the fact that thanks to motivation, students keep engaged and interested during the whole class. Furthermore, motivation changed the classroom environment completely since students feel more comfortable and pleased with what they are doing. Lastly, bearing in mind that students are motivated and feel hooked with the topic, there is an evident active class where all students feel free to participate and contribute to the development of the topic. Students' ideas and interests have been taken into account. In this chart, there were no disadvantages found regarding students' motivation since in one of the ESA stages, ENGAGE, students get motivated no matter what. Consequently, this makes possible to raise students' interests about the subject and get them hooked with the topic. (Rahmi & Beniario, 2018)



Chapter VI: Conclusions and Recommendations

6.1. Conclusions

This exploratory bibliographic research is intended to identify the influence of ESA methodology on students' motivation when learning English as a foreign language. The effects were divided into ESA influence on students' motivation, teachers' perceptions toward ESA methodology, and the influence of ESA methodology in boosting the English skills in an EFL classroom. Furthermore, essential information from the theoretical framework was included in order to discern the conclusions. In this section, a detailed conclusion for each research question is provided.

Regarding the first question about the effectiveness of ESA methodology on EFL learners' motivation, Williams and Williams (2011) mentioned that the methodology is a vital element for increasing students' achievements; in addition, all the studies analyzed provided enough evidence to conclude that ESA methodology boosts students' English language performance and therefore motivates them to become active agents in the learning process (Daharia, 2016). Undeniably, as Wahyudi (2017) certified, this methodology has been successful in raising students' motivation in the classroom. This is due to the fact that in the Engage stage teachers take into account students' interests, feelings, and opinions, creating a comfortable environment where students feel happy, motivated, and, most important, competent in the four English macro skills. Hence, it can be drawn to a conclusion that ESA allows learners to achieve their planned goals since this methodology directly influences their motivation which is an essential factor in the educational field.



With respect to the second research question, teachers' perceptions towards ESA methodology play a crucial role since, as Johnson (2017) stated, teachers have the duty to increase students' potential; therefore, how the teacher perceives a certain methodology will be vital for the development of language learning. It can be assured that the current methodology has been viewed as an effective way to lead a class because it is a flexible procedure that teachers use according to what they consider suitable for their students' needs and goals. In agreement with Vikasari (2019), ESA methodology has been accepted positively by teachers since through the application of this methodology, they have accomplished excellent results in their target students. For instance, teachers perceived an evident active learning that leads to students' enjoyment; also teachers created a positive atmosphere (Wahyudi, 2017), and it made possible to construct and establish a better teacher-student relationship (Chaverra, 2020); and finally, teachers recognized ESA as an exceptional mechanism to empower the English skills since positive results have been gathered in different studies. Nonetheless, instructors who used this methodology have encountered some obstacles while applying it in classes. For instance Khoshshima and Shokri (2017a), Wahyudi (2017), and Ikhrom, Ruswan, and Fadlilah (2018) evidenced that the time required to correctly apply ESA is not enough. It has many procedures that have to be pursued in order to reach the effectiveness of this methodology. Aside, Khoshshima and Shokri (2017a) and Wahyudi (2017) revealed that ESA methodology requires further teachers' devotion since careful planning must be developed. Likewise, Ihram, Ruswan, and Fadlilah (2018) could not find distinguishable TOEFL results when students were coached with this current methodology. Lastly, in Wahyudi's (2017) research, teachers were able to identify that the time usually given to teachers is not enough when ESA comes into practice. However, overall positive teachers' perceptions outweigh negative ones supporting the fact that teachers have a positive perception towards the application of ESA methodology.



Finally, in relation to the third research question regarding the boosting of English skills through the application of ESA methodology, the studies analyzed agreed that ESA is an excellent way to overcome students' problems regarding the skills and subskills of the English language. For instance, as many authors stated, ESA methodology helps instructors and students to properly develop both receptive and productive skills. In consonance with receptive skills, as Shokri (2017) and Wahyudi (2017) claimed, the implementation of this methodology has been fruitful since teachers developed innovative and amusing reading and listening activities which arouse students' motivation and therefore helped students to enhance their competencies to get excellent scores in these two skills. Moreover, in respect to productive skills as Khoshsim and Shokri (2017) affirmed, with the implementation of this methodology in the educational field, students become more confident when performing speech acts, and as a consequence they beat stage fright. This aspect aids students to improve their oral communication that is crucial for leading relevant and useful conversations inside and outside the classroom. Similarly, Vikasari (2019) asserted pupils felt pleasant seeing their results in writing assignments considering that ESA methodology enabled them to acquire new vocabulary and to catch grammar structures easily. To sum it up, all the researchers mention that ESA is an excellent option for obtaining incredible and sprightly results when learning English as a foreign language.

6.2. Recommendations

After browsing the studies' recommendations respecting ESA methodology, some pertinent ideas are presented as follows. Since the methodology to be used is crucial in a classroom, it is recommended that EFL educators should be acquainted with ESA in order to apply it in their classes, and consequently, obtain the goals demanded in the education field. Furthermore, it is suggested to use ESA methodology in an EFL environment for the main



reason that students will master a foreign language easily since with this current methodology they have access to several activities, resources, and procedures inside the classroom.

Subsequently, students will increase and conserve their motivation for learning. On the other hand, most of the studies were conducted in individual skills in EFL classrooms, being the speaking skill the one with the most interest. Hence, for further research in this subject, it is recommended that investigators explore other skills such as listening, reading, and writing to have sufficient information about the effectiveness of ESA in all skills as equal. Aside, it is recommended to carry out new research in different settings to ensure the steadiness of the data; for instance, in Latin America.



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Appendix

List of Primary Studies for Analysis

Azis, A. (2020). Improving Student's Speaking Skill Through Esa Straight For Word Model At The Year 11th Students Of Ma Muhammadiyah 1 Malang. *English Department of FKIP, University of Islam Malang*.

Chimbolema, D. (2019). El método "Engage-Study-Activate (ESA)" en el desarrollo de la destreza oral del idioma inglés. *Universidad Central del Ecuador*.

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