

Using Advance Narrative Organizers to Improve EFL Learners' Narrative Writing and their Motivation towards this skill

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Abstract

This study aimed to explore the effect of Advance Narrative Organizers on the achievement of EFL sixth grade male students' narrative writing and their motivation towards it, in comparison with the conventional method implemented in teaching English language writing in Al-Salt Governorate using a quasi-experimental design. The sample of the study consisted of 50 students who were equally divided into two groups: experimental group with 25 students and control group which consisted of 25 students. The instruments of the study embraced a pre-posttest and a pre-post motivation questionnaire. The results revealed that there were statistically significant differences in the narrative writing mean scores of sixth grade students ascribed to the use of Advance Narrative Organizer. They also revealed that there were few differences, though not statistically significant, in the student's motivation towards narrative writing ascribed to the instructional method (Advance Narrative Organizer vs. conventional method). The study revealed a positive effect of narrative organizers in improving narrative writing skill among sixth-grade students and so recommends the use of narrative organizers in improving this skill.

Keywords: Advance Narrative Organizers, Narrative writing, motivation, sixth grade students

1. Introduction

In Jordan and worldwide, EFL scholars and teachers have been wondering how to improve students' narrative writing skills. Teachers of English have been searching for the best method to achieve this purpose. Research has so far highlighted the potential effect of advanced organizers in enabling learners to establish links with prior background knowledge about the learning topic. Recent language learning trends attempt to provide language learners with interesting and less stressful language input (Herron, 1994). In the relevant literature, Advance organizer is a comprehensive introductory material introduced to learners before learning presented at an abstract, general and comprehensive format (Ausubel, 1968). Other definitions of this concept indicate that it represents a framework that connects students' prior knowledge with new similar concepts (Horne, 2024). As several researchers affirmed, Advance Narrative organizers specifically use a story frame to communicate information where it may clarify course content by analogy or by changing main concepts into characters and building narrative to assist students to remember vital information' (Dawson, 2024). The researchers suggest advance narrative organizers in the context of the current stud to improve narrative writing skill development among English language learners.

Writing is a productive skill which is crucial for language instruction. It offers learners an opportunity to apply what they have learned in a more productive way. It assists learners to engage deeply into language learning, as they try to express themselves and convey their intended thoughts.

Further, writing opens avenues for learner creativity and self-expression in a way that guides them to be more confident in using the language to identify their voice and style of writing. Overall, for learners to enhance their confidence and proficiency in using the language, writing is a vital path for learner's linguistic development. Krashen (1993) emphasized that the writing skill extends beyond simple acquisition of knowledge to cover the ability to express thoughts and ideas effectively through the written words. It encourages learners to think critically

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about the language they wish to acquire. It also assists them to consolidate not only what they have learned, but also reflect upon their learning. (Krashen,1993, Alkhalaf, 2011, 2016).

As far as writing genres are concerned, Leki (1992) listed them into descriptive writing, expository, poetry and journals, as well as narrative writing. Narrative writing (henceforth, NW) is universally considered essential for mutual understanding and communication among people.

Bolton (2007) viewed NW as a significant skill of students' thoughts and ideas. Likewise, Brookhart and Moss (2012) valued NW as it encourages students to have a vivid imagination with a glimpse of innovation. By mastering this skill, a new line of communication can be developed by promoting critical thinking through the analysis of characters, settings, and events in a story. Students may be able to express their notions in a convincing and engaging way throughout the organization of their thoughts and ideas. Above all, NW assists learners as an effective and creative communication tool. (Morgan and Spreen, 2021, Alkhalaf, 2019).

NW is a type of writing that tells a kind of story or describes a sequence of events. It naturally involves characters, setting, plot and dialogue, and it could be imaginary or be based on actual events (Dawson, 2024).

Ausubel's (1963) theory of meaningful learning maintained that new learning material is easily grasped and understood if it is related to ideas and concepts that are presented in the learners' cognitive structure. The cognitive structure reflects the accumulation of learning experiences. As a consequence, new learning material is integrated into the learner's existing knowledge.

To illustrate further the advance organizer, it is considered as a cognitive structure that is built up in a way that allows learners to highlight key concepts, connections and vocabulary that help learners integrate new information into their existing schema. The Advance Organizer is principally a framework through which students can make connections between the new material and the existing material in their minds, which facilitates meaningful learning. Similarly, narrative writing is a powerful tool for learning and memory retention, as it allows individuals to organize and connect information into a meaningful structure or story. By creating a narrative piece of writing, individuals can synthesize new information with existing knowledge, enhancing their understanding and recall the material. Moreover, the act of storytelling has been shown to engage multiple areas of the mind, promoting deeper processing and preservation of information. Thus, NW can facilitate the process of incorporating new information into existing knowledge arrangements, eventually leading to more effective and meaningful learning.

Narrative Advance Organizers use stories to stimulate background information encouraging students, meanwhile, to make bridges with ideas they know before. This kind of organizer assists learners to activate learning (Horne, 2024). The utilization of Advance Organizers thus holds immense potential to promote effective and meaningful learning outcomes among students which this study seeks to explore its relevant effect on NW.

1. 2 Literature review

1.2.1 Studies on the Effect of Advance Organizers on EFL learners

Alizadeh and Jafarigohar (2019) probed the impact of advance organizers on EFL learners' writing performance. The participants were 60 Iranian undergraduate students, who were randomly assigned to an experimental group and a control group. The experimental group received a pre-writing advance organizer, while the control group did not. According to the findings, the experimental group demonstrated better writing performance compared to the control group, as indicated by the scores obtained in a writing assessment. The study suggested that advance organizers could be an effective tool for improving EFL learners' writing performance.

Ghavamnia and Khosravi (2019) conducted a study to assess the influence of advance organizers on EFL learners' self-regulation and writing ability. A total of 60 Iranian EFL learners participated in the study, and they were randomly assigned to either an experimental or control group. The experimental group received a pre-writing advance organizer, while the control group did not. The results revealed that the experimental group performed better than the control group in terms of writing ability and self-regulation, as measured by a writing test and a self-regulated learning questionnaire. The findings suggested that advance organizers can be an effective strategy for improving EFL learners' writing ability and self-regulation.

Chen and Lin (2015) conducted a study to investigate the impact of Advance Organizers on the FL learners' writing skills. The researchers implemented Advance Organizers as a teaching intervention and assessed the participants' writing performance through writing tasks. Additionally, a perception questionnaire was administered to gather learners' perceptions of the relevant learning experience. The findings of the study

demonstrated that the use of Advance Organizers positively influenced EFL college students' writing performance, as evidenced by improved writing outcomes. Moreover, the learners' perceptions indicated that the utilization of Advance Organizers enhanced their learning experience and fostered a more positive attitude towards writing. These findings suggest that integrating Advance Organizers in EFL instruction can be an effective approach to enhance writing skills and promote a favorable learning environment among EFL learners.

1.2.2 Studies on the Effect of Advance Organizers on EFL Learner's Motivation

The following studies reveal the effect of Advance Organizer on English language learners' motivation:

Shamsudin et al. (2020) investigated how advance organizers may affect the motivation of Malaysian ESL learners in learning the English language. The participants in the study were 50 secondary school students, who were randomly assigned to either the control group or the experimental group. The experimental group was provided with an advance organizer prior to the English lesson, while the control group did not receive any. The results indicated a significant difference in the level of motivation between the two groups, with the experimental group showing higher levels of motivation than the control group. These findings suggested incorporating advance organizers in English language instruction to enhance learners' motivation to learn English.

Lee and Cheng (2020) investigated the effects of advance organizers on Taiwanese EFL learners' motivation and English writing. A group of 76 college students participated in the study, and they were randomly assigned to either an experimental group or a control group. The experimental group received an advance organizer before the English writing task, while the control group did not. The results indicated that the experimental group exhibited better English writing performance and higher motivation levels compared to the control group, as measured by a writing test and a motivation questionnaire. The study implied that advance organizers could serve as a valuable technique for improving EFL learners' motivation and English writing skills.

Al-Shourafa (2012) conducted a study in Al-Karak Directorate of Education to investigate the influence of motivation on the English writing skills of 10th grade students in Jordan. The sample included 198 male and female students randomly selected from Al-karak secondary schools (for boys and girls). The researcher created a questionnaire that was guaranteed to be reliable and valid. The study's findings showed that the gender variable contributed to statistically significant variations in external and internal motivation. The degree of motivation among 10th grade students showed statistically significant variations in both extrinsic and intrinsic motivation.

1.2.2 Studies on the Effect of the Interaction between Motivation and Instructional Methods on Academic Achievement.

Broussard and Garrison's (2004) examined the relationship between motivation and academic achievement in classrooms with elementary school-aged children. They conducted a survey on students in grades 2-5 and found that students who were more motivated in the classroom tended to have higher academic achievement. The study suggested that motivation is a key factor in academic success and that educators should focus on fostering motivation in their students.

Deci, et al. (1999) conducted meta-analysis reviews experiments examining the effects of extrinsic rewards on intrinsic motivation. The authors argue that extrinsic rewards can actually undermine intrinsic motivation and lead to decreased interest in an activity. The study suggested that educators should focus on fostering intrinsic motivation, rather than relying on extrinsic rewards, to improve academic achievement.

Priniski, et al. (2018) explored the relationship between achievement goals and academic performance. The authors conducted a meta-analysis of 417 studies and found that mastery goals, which focus on learning and improving one's skills, were positively related to academic achievement. The study suggested that educators should focus on fostering mastery goals in their students to promote academic success. To sum up, there seems to be a research gap concerning the effect of advance narrative organizers on developing narrative writing. This study intends to fill this perceived research gap.

1.3 Statement of the Problem

Effective writing plays a crucial role in both communication and academic success. Many students encounter difficulty in developing their writing skill due to insufficient cognitive abilities and structures, particularly in recognizing how their existing knowledge and skills influence their writing achievement. These challenges may impede students' ability to effectively express their ideas, resulting in hardship in their academic conduct and future career prospects. As a teacher, the researcher believes that addressing these weaknesses in narrative writing is of utmost importance.

Numerous scholars have emphasized the incorporation of these skills in the enhancement of students' writing capability. Graham (2002) emphasized the criticality of employing explicit instructional methods within narrative writing courses to enhance students' writing skills, subsequently enhancing the competence of their narratives.

Students' motivation towards writing is considered a key factor in the performance of students' writing and is regarded as one of the factors to improve their writing skill. This study also investigates the effect of Advance Narrative Organizers on students' motivation towards NW which could result in providing a valuable insight on how to support, implement and design effective writing instruction. Therefore, the aim of this study is to examine the effect of Advance Narrative Organizers on the development of EFL sixth grade students' narrative writing and their motivation towards it.

1.4 Research Questions

This study addresses the following research questions:

- 1) Is there an effect of advance narrative organizers on Sixth Grade students' narrative writing that can be attributed to the instructional method (Advance Narrative Organizers vs. conventional method)?
- 2) Is there an effect of advance narrative organizers on Sixth Grade students' motivation towards writing in English that can be attributed to the instructional method (Advance Narrative Organizers vs. conventional method)?
- 3) Is there any effect of the interaction between students' motivation and the instructional method on Sixth Grade male students' narrative writing achievement?

1.5 Significance of the Study

The outcomes of this study will contribute to the existing body of research and provide opportunities for reconsidering important theories, such as Ausubel's theory, that are crucial for the improvement of EFL learners' writing skills. Also, this study seeks to be a resource for English teachers in teaching NW. Further, this study could provide a teaching strategy represented in the use of advance narrative organizers to improve students' narrative writing. Finally, schools' supervisors and coordinators may find interest in the outcomes of this study.

1.6 Operational Definitions of Terms

The purpose of narrative writing is to engage the reader and create a connection with the story being narrated. NW can take many forms, including novels, short stories, memoirs, and personal essays, and it is often used in creative writing, literature, and journalism (Bullok, 2013). Procedurally, it is defined by the researcher as the students' writing performance which is determined through the administration of a writing test, designed to assess the impact of Advance Organizers on their performance in narrative writing (NW).

Motivation: The internal drive or desire to engage in writing activities with the goal of improving one's narrative writing skill. Motivation towards the skill of writing can be influenced by various factors, such as intrinsic motivation (i.e., personal interest and enjoyment in writing process), extrinsic motivation (i.e., external rewards or consequences), self-efficacy (i.e., one's belief in their ability to write effectively) and perceived value of writing (i.e., the belief that writing skills are important and valuable) (Rijlaarsdam, 2016).

Motivation is operationally defined by the researcher as the quantification of students' inclination or drive towards narrative writing (NW) using a validated questionnaire instrument.

1.7 Limitations of the study

Human limitations: The study's sample was restricted to Sixth Grade male students.

Spatial limitations: The current study was undertaken in Al-Za'atary elementary school in Al-Salt.

Time limitations: The present study took place in the second semester, 2022/2023.

This study was also limited to the writing skill as the dependent variable. The tools utilized in this study were developed by the researcher based on the relevant literature.

2.1 Methodology

The present study was a quantitative quasi-experimental inquiry which aimed at investigating the effect of Advanced Narrative Organizers on students' narrative writing. The design of the study as will be explained in the following section will embody two groups.

2.2 Participants of the Study

The study included sixth-grade students from Al-Za'atary school in Balqa Directorate of Education, with a sample size of 50 male students randomly divided into two groups. The experimental group consisted of 25 male sixth-grade students who received instruction using Advance Narrative Organizers, while the control group included 25 male sixth-grade students who received conventional instruction as outlined in the Action Pack 6 Teacher's Book. At this stage level teachers make use of narrative writing. For the purpose of this study the participants were male students because male students' school was contacted by the researcher and agreed to take part in the study.

2.3 Instruments of the Study

The following data collection instruments were employed in this study.

1- Writing achievement test: To measure the achievement of students' narrative writing, a pre-posttest was used. The purpose of the test is to identify areas for development and improvement in the students' writing skill.

2- Questionnaire: To examine the participants' motivation towards NW before and after utilizing Advance Narrative Organizers, a set of questions were designed to collect relevant information. These instruments were considered by the jury of experts in the field of the study as satisfactory and useful to collect relevant data.

2.4 Variables of the Study

- 1) Independent variable: Advance Narrative Organizers
- 2) Dependent variables: Narrative writing and motivation

2.5 Scoring of the writing achievement test

Brookhart, (2013), Popham, (2011), Andrade, (2007) and Reddy& Andrade (2010) provided a foundation for effective rubric-based assessment in education. These sources provided the researcher with valuable insights and guidance on rubric-based assessment in English language learning.

2.6 Validity of the Writing Test

A panel of nine English language specialists: five university professors and four supervisors, reviewed the study's test. Their comments and recommendations were carefully considered to refine the writing test and ensure its suitability for the study. The values of the scale variance of the writing achievement test and its relation to the overall performance were between (0.89-0.95).

2.7 Reliability of the Writing Achievement Test

To measure the reliability of the writing achievement test, Cronbach's Alpha correlation was calculated as conducted on a (15) students from outside the sample of the study. Table (1) shows the reliability of the writing achievement test and the overall performance scores.

Table 1

Reliability of the writing achievement test and the overall performance scores

Reliability Statistics	
Cronbach's Alpha	N of Items
0.986	9

Table (1) indicates that the reliability was high, therefore the writing achievement test was adopted in its final version which consisted of nine criteria.

2.7 Motivation towards Narrative Writing Scale

To gauge the impact of Advance Narrative Organizers on students' motivation towards learning NW, the researcher developed a scale which was administered to both the experimental and control groups before and after the treatment.

2.7.1 Internal Consistency and Validity of the Motivation Scale

To test the consistency and validity of the motivation scale, Pearson correlation coefficient was calculated as to the domains of the scale and the overall performance scores. Relevant data indicate that the Correlation between the sub-domains of the scale and the overall performance scores varied between (0.35-0.96). Therefore, the motivation scale was adopted in its final version.

2.7.2 Reliability of the Motivation scale

The internal consistency of the scale items was quantified using Cronbach Alpha formula. The motivation scale consisted of two domains as mentioned above. The reliability of the items in the domain and the overall performance of the scale was measured as follows:

Table 2

Reliability of the items of the domains and the overall performance scale

Domain	Cronbach's Alpha	N of Items
First	0.955	8
Second	0.921	7

Table (2) indicated that the correlation among the items of the domain and the overall performance of the scale were high.

2.8 Statistical Analysis

The study sample's arithmetic means, and standard deviations were calculated beside the use of one-way analysis of covariance (ANCOVA) and multivariate analysis of covariance (MANCOVA).

3. Results and Discussion

This study probed the impact of Advance Narrative Organizers on the development of narrative writing among EFL Sixth-Grade students, in comparison with the control group's narrative writing.

3.1 Results of the first question: Are there any statistically significant differences at ($\alpha = 0.05$) between the experimental and the control group in the writing mean scores of Sixth Grade students attributed to the use of Advance Narrative Organizers vs. conventional method?

To address this question, means and standard deviations of the writing scores were measured among Sixth Grade students in the two groups pre-post test, Table (3) shows relevant results.

Table (3)

Means and standard deviations for the writing scores among Sixth Grade students in the two groups' pre-post test

Group	N.	Pre-test		Post-test	
		Means	Std.	Means	Std.
Experimental	25	1.60	0.636	2.27	0.773
Control	25	1.54	0.588	1.667	0.690
Total	50	1.57	0.607	1.959	0.787

Table (3) indicates that visible differences in the writing mean scores of Sixth Grade students can be ascribed to the instructional method (Advance Narrative Organizers), and to check if these differences are statistically significant, ANCOVA test was calculated. Table (4) below presents these results.

Table (4)**ANCOVA test results for testing the differences in the writing scores**

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	19.064	1	19.064	133.925	0.000	0.740
Group	3.704	1	3.704	26.018	0.000	0.356
Error	6.691	47	0.142			
Total	30.322	49				

Table (4) illustrates that there were statistically significant differences at ($\alpha = 0.05$) in the writing mean scores of sixth-grade students ascribed to the instructional method (Advance Narrative Organizers). Table (5) shows estimated marginal means for the two groups on the writing scores.

Table (5)**Estimated adjusted mean scores**

Group	Mean	Std. Error
Experimental	2.241	0.076
Control	1.696	0.076

3.2 Results of the second question: Are there any statistically significant differences at ($\alpha = 0.05$) in the mean scores of Sixth Grade students' motivation towards narrative writing in English that can be attributed to the instructional method (Advance Narrative Organizers vs. traditional)?

To address this question, the means and standard deviations of the motivation towards narrative writing among sixth-grade students in the two groups were calculated. The results are displayed in Table (6).

Table (6)**Means and standard deviations of the motivation towards writing among Sixth Grade students in the two groups' pre-post test**

Group	N.	Pre-test		Post-test	
		Means	Std.	Means	Std.
Experimental	25	2.67	0.508	3.04	0.351
Control	25	2.92	0.529	3.11	0.424
Total	50	2.80	0.528	3.08	0.387

Table (6) indicates that there are visible differences in the motivation towards narrative writing of Sixth Grade students that can be ascribed to the instructional method (Advance Narrative Organizers), and to explore if these differences are statistically significant ANCOVA test was calculated. Table (7) shows the results.

Table (7)**ANCOVA test results for discovering the differences in the motivation towards narrative writing**

Source	Sum of squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	3.415	1	3.415	41.683	0.000	0.470
Group	0.030	1	0.030	0.370	0.546	0.008
Error	3.851	47	0.082			
Total	7.335	49				

Table (7) indicates that there weren't any statistically significant differences at ($\alpha = 0.05$) in the motivation towards writing of Sixth Grade students ascribed to the use of advance narrative organizers. Table (8) shows estimated marginal means for the groups on the motivation towards writing.

Table (8)**Estimated marginal means for the two groups in the motivation towards writing**

Group	Mean	Std. Error
Experimental	3.102	0.058
Control	3.052	0.058

Additionally, the means and standard deviations of the motivation domains towards narrative writing among Sixth-Grade students in the two groups were calculated. The results are presented in Table (9) below.

Table (9)**Means and standard deviations for the domains of motivation towards narrative writing among Sixth Grade students in the two groups' pre-post test**

Groups		Domain 1		Domain 2	
Hotelling's Trace (0.101)					
F (2.265) Sig. (0.116)		Pre-test	Post-test	Pre-test	Post-test
Experimental	Mean	2.61	2.97	2.77	3.14
	Std. Deviation	0.49	0.39	0.60	0.34
Control	Mean	2.98	3.13	2.84	3.09
	Std. Deviation	0.49	0.40	0.64	0.52

Table (9) indicates that significant differences are noted in the domains of motivation in relation to writing of Sixth Grade students that can be ascribed to the instructional method (Advance Narrative Organizers), and to discover if these differences are statistically significant MANCOVA test were calculated as in Table (10) below.

Table (10)

MANCOVA test results for discovering the differences in the domains of motivation towards narrative writing

Source	Domains	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	Domain1 (The importance of constructing positive views about narrative writing)	0.698	1	0.698	6.795	0.012	0.129
	Domain2 (The importance of encouraging students' confidence towards narrative writing)	0.959	1	0.959	10.238	0.002	0.182
Group	Domain1 (The importance of constructing positive views about narrative writing)	0.001	1	0.001	0.007	0.933	0.000
	Domain2 (The importance of encouraging students' confidence towards narrative writing)	0.214	1	0.214	2.280	0.138	0.047
Error	Domain1 (The importance of constructing positive views about narrative writing)	4.727	46	0.103			
	Domain2 (The importance of encouraging students' confidence towards narrative writing)	4.309	46	0.094			
Total	Domain1 (The importance of constructing positive views about narrative writing)	7.684	49				
	Domain2 (The importance of encouraging students' confidence towards narrative writing)	9.292	49				

Table (10) indicates the absence of any statistically significant differences at ($\alpha = 0.05$) within the domains of motivation in relation to writing of Sixth Grade students ascribed to the instructional method. Table (11) shows estimated marginal means for the groups on the domains of motivation towards writing.

Table (11)

Estimated marginal means for the two groups in the domains of motivation towards writing

The domains	Group	Mean	Std. Error
Domain1 (The importance of constructing positive views about narrative writing)	Experimental	3.043	0.069
	Control	3.052	0.069
Domain2 (The importance of promoting students' confidence towards narrative writing)	Experimental	3.192	0.066
	Control	3.042	0.066

3.3 Results of the third question: Is there any statistically significant effect of the interaction between students' motivation and the instructional method on Sixth Grade male students' writing achievement?

To address this question, the researcher calculated the means and standard deviations for the writing achievement of Sixth-Grade students in the two groups' pre- and post-test, taking into account both the instructional method and students' motivation. Table (12) presents the findings.

Table (12)

Means and standard deviations for the effect of the interaction between the motivation and instructional method between sixth grade students for narrative writing

Group		Mean	N	Std. Deviation
Experimental	moderate	2.03	11	0.797
	high	2.46	14	0.725
Control	moderate	1.08	12	0.289
	high	2.21	13	0.471

Table (14) shows the lack of visible differences in the writing achievement of Sixth Grade students that can be ascribed to the interaction between students' motivation and the instructional method, and to discover if these differences are statistically significant 2- Way ANCOVA test was calculated. Table (13) indicates the results.

Table (13)

2-Way ANCOVA test results for the effect of the interaction between motivation and the instructional method in narrative writing achievement of the two groups

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	10.512	1	10.512	75.673	0.000	0.627
Group* motivation	0.018	1	0.018	0.131	0.719	0.003
Error	6.251	45	0.139			
Total	30.322	49				

Table (13) shows the lack of any statistically significant differences at ($\alpha = 0.05$) in the writing performance of Sixth Grade students ascribed to the interaction between students' motivation and the instructional method, and that based on F which is (0.131, sig.>0.05). Table (14) shows estimated marginal means for the groups on the writing achievement.

Table (14)

Estimated marginal means for the two groups in the narrative writing achievement

Motivation level	Group	Mean	Std. Error
moderate	Experimental	2.144	0.113
	Control	1.558	0.121
high	Experimental	2.323	0.101
	Control	1.818	0.113

4. Discussion, Conclusion and Recommendations

4.1 Discussion of the findings related to the first research question

Are there any statistically significant differences at ($\alpha = 0.05$) in the writing mean scores of Sixth Grade students that can be attributed to the instructional method (Advance Narrative Organizers vs. traditional)?

The study's findings indicate significant statistical differences in the narrative writing mean scores of Sixth Grade students due to Advance Narrative Organizers. Advance Organizers may provide students with an

organized structure which enables them to develop their NW. Advance Organizers can aid students to understand the logical structure and coherence of NW by providing a basis for organizing ideas. This may lead to the creation of more logically structured and coherent narrative writing (Fisher, 2008). Moreover, Advance Organizers may help students in triggering their prior knowledge and founding connections between new knowledge and their existing knowledge. As EFL students can rely on their experiences and knowledge when creating their stories, this process can encourage the creation of more detailed and nuanced narratives (Chen, 2012). Another possible explanation for the effectiveness of Advance Organizer is that they reduce cognitive load, which is the quantity of mental effort needed to process new information. Advance Organizers can lessen cognitive load and free up students to focus on the substance and organization of their narratives by giving a structure for organizing ideas (Sweller, 1988).

Compared to conventional methods, the utilization of Advance Narrative Organizers showed a significant impact on students' NW. This conclusion is consistent with earlier studies on second language writing by Cho (2015) and Liu (2016).

All the previous research findings indicated that utilizing an Advance Organizer has a positive impact on enhancing students' academic achievement in narrative writing. According to previous studies, the implementation of Advance Organizers can significantly improve students' narrative writing skills and enable them to draw on their previous knowledge and finally provide them with a framework for assimilating new information. (Liu, 2016)

4.2 Discussion of the findings related to the second research question

Are there any statistically significant differences at ($\alpha = 0.05$) in the mean scores of Sixth Grade students' motivation towards narrative writing in English that can be attributed to the instructional method (Advance Narrative Organizer vs. conventional method)?

The findings indicated that there were minimal statistically significant differences at ($\alpha = 0.05$) in the domains of motivation towards narrative writing of Sixth Grade students attributed to the instructional method.

It is likely that students' motivation towards NW remain stagnant despite their improvement. This could be attributed to student's point of view of writing narratives which is more like a task to be completed than as a creative outlet for self-expression. Lack of motivation can also be caused by factors such as, the pressure to perform well academically, a lack of time for personal writing, and disinterest in the given writing task.

While improvement in writing skills is certainly vital, it is equally essential for teachers to encourage a love of writing among students and to build a welcoming environment so that students can feel free to express themselves creatively through narrative writing.

Several responses to the motivation scale by the participants were deemed positive. For instance, most of them agreed on the following points:

- I like to learn English language Narrative writing through reading narrative texts
- I feel happy when I order the events in chronological order in narrative writing.
- I like the English language class because it gives me the chance to express myself in writing.
- I like to feel that I am supported and not alone in learning English.
- I enjoy becoming responsible for my own learning after I am helped to know how to start narrative writing.

Conversely, many participants of the study sample gave the following responses:

I find narrative writing a difficult subject.

- Writing in English makes me less confident.
- I only write for the sake of the mark.

The findings indicated that Advance Organizers enhanced students' essays, but had no considerable impact on their drive to write. Similarly, McKeown et al. (2015) handled motivation in their study to examine how Advance Organizers affected fifth-grade students' writing quality. Even though the students' writing motivation did not change, the researchers explored that Advance Organizers considerably raised the writing ability among the students.

This indicates that, even if Advance Organizers do not improve students' writing motivation significantly, they can be a useful tool for enhancing writing quality.

4.3 Discussion of the findings related to the third research question

Is there any significant effect of the interaction between students' motivation and the instructional method on Sixth Grade male students' narrative writing achievement?

The results of this research question indicated the lack of any statistically significant differences at ($\alpha = 0.05$) in the writing achievement of Sixth Grade students attributed to the interaction between students' motivation and the instructional method.

This result was revealed in the previous discussion of question two; these results underline the importance of taking into consideration a variety of variables when trying to enhance students' writing and imply that a more thorough strategy may be required to address both organizational and motivational issues. To better understand the underlying factors that affect students' ability to write narratives and to develop successful teaching methods, more research is required (Graham, 2012).

4.4 Conclusion and Recommendations

Based on the results of this study, the researchers recommend the following:

- Considering the use of Advance Organizers in EFL narrative writing instruction.
- Curriculum developers should take into consideration the use of Advance Organizers in designing writing teaching activities.
- Further research to incorporate a more comprehensive strategy to foster student's motivation towards narrative writing is needed.

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