# الدافع الداخلي في بيئة تعلم اللغة الإنكليزية: تأثير السرد القصصي على الشغف بالتعلم

## Intrinsic Motivation in an EFL Setting: The Impact of Storytelling on Passion for Learning

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**الملخص:**

تبحث هذه الدراسة في تأثير السرد القصصي على تعزيز الدافعية الذاتية لدى متعلمي اللغة **الإنكليزية** كلغة أجنبية (EFL). تعتبر الدافعية الذاتية أمرًا بالغ الأهمية لتعزيز الانخراط طويل الأمد في تعلم اللغة، حيث تنبع من المتعة الشخصية والاهتمام بدلاً من المكافآت الخارجية. تهدف الدراسة إلى استكشاف كيفية مساهمة السرد القصصي، كأداة تربوية، في تعزيز هذا النوع من الدافعية. ولتحقيق ذلك، تم استخدام منهجية مختلطة جمعت بين الاستبيانات القَبلية والبَعدية، والمقابلات، والملاحظات الصفية. كشفت النتائج عن زيادة ملحوظة في الدافعية الذاتية لدى الطلاب الذين شاركوا في أنشطة السرد القصصي. وأفاد هؤلاء الطلاب بأنهم شعروا بمزيد من التفاعل والارتباط بعملية التعلم، مما يشير إلى أن السرد القصصي يساعد على جعل تعلم اللغة أكثر متعة وذات معنى وحيوية. ومن خلال خلق ارتباط شخصي أعمق مع اللغة، يحفز السرد القصصي الطلاب على لعب دور أكثر فاعلية في تعلمهم. وتؤكد الدراسة على أهمية دمج السرد القصصي في صفوف تعليم اللغة **الإنكليزية** كلغة أجنبية لخلق بيئة تعليمية محفزة تعزز الاهتمام الذاتي لدى الطلاب وتشجعهم على التفاعل طويل الأمد مع تعلم اللغة.

**الكلمات المفتاحية**: السرد القصصي، الدافعية الذاتية، اللغة الإنكليزية كلغة أجنبية(EFL) ، تعلم اللغة، أداة تربوية، التفاعل.

**Abstract:**

This research investigates the impact of storytelling on enhancing intrinsic motivation in English as a Foreign Language (EFL) learners. Intrinsic motivation is crucial for fostering long-term engagement in language learning, as it arises from personal enjoyment and interest rather than external rewards. The study aims to explore how storytelling, as a pedagogical tool, can promote this type of motivation. To achieve this, a mixed-method approach was used, combining pre- and post-surveys, interviews, and observational notes. The results revealed a significant increase in intrinsic motivation among students who participated in storytelling activities. These students reported feeling more engaged and connected to the learning process, suggesting that storytelling helps make language learning more enjoyable, meaningful, and dynamic. By creating a deeper personal connection to the language, storytelling motivates students to take a more active role in their learning. The study emphasizes the importance of incorporating storytelling into EFL classrooms to create a motivating environment that encourages students' intrinsic interest and long-term language engagement.

**Keywords:** Storytelling, Intrinsic motivation, EFL, Language learning, Pedagogical tool, Engagement.

# Chapter One: Introduction

In EFL classrooms, student motivation is a critical factor in successful language acquisition. Intrinsic motivation, which involves the natural enjoyment and interest in an activity, is particularly important for fostering long-term engagement with language learning. Unlike extrinsic motivation, which is driven by external rewards or pressures, intrinsic motivation is more sustainable and effective in promoting continued learning. One powerful tool for enhancing intrinsic motivation is storytelling, which engages both the cognitive and emotional aspects of learners. By weaving narratives that resonate with students, storytelling can create a deeper connection to the language, making the learning process more engaging and enjoyable. This research aims to explore the role of storytelling in boosting intrinsic motivation among EFL learners. Through emotionally engaging and meaningful storytelling experiences, learners can find joy in the language acquisition process, shifting from viewing language learning as a task to seeing it as a rewarding activity. This study highlights the potential of storytelling to transform the EFL learning environment into a more dynamic and motivating space.

## 1.1. Literature Review

Intrinsic motivation plays a significant role in encouraging students to actively participate in classroom activities. This motivation stems from their personal enjoyment of the learning process or the satisfaction they gain from it—sometimes both (Ng & Ng, 2015). According to Self-Determination Theory (SDT), when individuals are placed in a supportive and healthy learning environment, they naturally develop a sense of autonomy, competence, and relatedness (Manninen et al., 2022). Human behavior is constantly influenced by external factors, which can lead to engagement, curiosity, and connection with the surrounding world—or, conversely, to disengagement and detachment. This concept is especially relevant in EFL (English as a Foreign Language) settings, where incorporating storytelling can be a powerful way to spark students' intrinsic motivation.

When students engage in storytelling, they are intrinsically motivated to become active participants in the learning process rather than passive recipients of information (Smed et al., 2021, as cited in Delepeleer, 2022). This active involvement requires them to pay close attention, stay focused, and make sense of their peers' narratives—processes that naturally arise when

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learners are internally driven by interest and curiosity (Safdarian, 2013). Over time, this internal engagement enables students to develop their abilities to interpret and analyze stories, enhancing their reflective thinking skills (Elkılıç & Akça, 2008). Through active listening, students also build cognitive competence, which deepens their engagement and supports their intrinsic desire to learn (Castro, 2002, as cited in Kalantari & Hashemian, 2016).

Furthermore, storytelling stimulates students' imagination and encourages them to create vivid mental images of story elements such as settings, characters, and events. This imaginative process fosters intrinsic motivation by allowing students to connect with the material on a personal level (Ghafar, 2024). As they relate stories to their own life experiences, students become emotionally and mentally involved with the characters and plotlines, which enhances their deep thinking and emotional investment (Wright, 2008, as cited in Procházková, 2016).

In addition to cognitive engagement, storytelling nurtures students' emotional involvement, which is a key driver of intrinsic motivation (Berry, 2000, as cited in Ibrahimi, 2022). When students are emotionally moved by a story, they tend to stay engaged throughout, driven by their inner emotional connection to the unfolding events (Wright, 2008, as cited in Povey, 2019). Whether they feel joy, anticipation, empathy, or sadness, these emotional responses act as intrinsic motivators, keeping them immersed and attentive.

Emotional engagement also leads to behavioral engagement, where students are more likely to collaborate, ask questions, and share their perspectives. This active participation reflects a strong intrinsic desire to connect and contribute, which keeps students deeply involved in classroom dynamics. The emotional connection to characters and storylines sustains their focus and enthusiasm.

In conclusion, storytelling is a powerful pedagogical approach that fosters intrinsic motivation by enhancing cognitive, emotional, and behavioral engagement. When students are intrinsically motivated, they immerse themselves fully—mentally and emotionally—into the story. They begin to relate narrative events to their own lives, experience a range of emotions, and become more invested in the learning process. These internal motivations make storytelling not only an enjoyable learning activity but also an effective means to sustain student attention, curiosity, and participation.

## 1.2. Objectives and Research Questions

This study seeks to understand how storytelling impacts intrinsic motivation in EFL learners. The primary objectives are to:

1. Explore how storytelling influences students' intrinsic motivation to learn English.
2. Investigate the relationship between storytelling and students' enjoyment of learning.
3. Examine how students' emotional engagement with storytelling affects their motivation levels.

The research questions that guide the study are:

1. How does storytelling influence intrinsic motivation in an EFL classroom?
2. What are students' perceptions of the storytelling activities in relation to their motivation to learn English?
3. How does the storytelling method create a more engaging and enjoyable learning environment for students?

## 1.3. Significance of the Research

This research is significant as it highlights how storytelling can effectively enhance intrinsic motivation in EFL learners. Understanding the impact of storytelling on motivation allows educators to create more dynamic, engaging, and student-centered learning environments. By fostering intrinsic motivation, storytelling not only increases student engagement but also promotes a deeper personal connection to the language, leading to improved long-term outcomes in language learning.

The findings from this study offer valuable insights that can inform teaching practices in EFL classrooms. Storytelling can be incorporated into various aspects of language teaching, from vocabulary building to speaking and listening practice, to enhance student motivation and make the learning experience more enjoyable and relevant. By engaging students emotionally and cognitively, storytelling can transform language learning from a mundane task into a meaningful and enjoyable process.

Ultimately, this research emphasizes the importance of considering motivation in language teaching. By integrating storytelling into language instruction, educators can create a

supportive and motivating environment that encourages students to engage with the language on a deeper level, fostering both their enjoyment and long-term success in language acquisition.

# Chapter Two: Materials and Research Methodology

## 2.1. Research Design

This study employed a mixed-methods design, combining both quantitative and qualitative approaches to provide a comprehensive evaluation of how storytelling influences intrinsic motivation in EFL learners. The quantitative aspect involved pre- and post-surveys to measure changes in intrinsic motivation. Meanwhile, qualitative data were collected through interviews and observational notes, which provided deeper insights into students' emotional engagement and perceptions of the storytelling activities.

The pre- and post-surveys measured students' motivation levels, enjoyment, and interest in learning English, while the interviews and observations helped explore students' personal experiences with storytelling and how it influenced their motivation.

## 2.2. Participants

The study was conducted in a public school in North-West Syria with 78 eleventh-grade students. These students came from various backgrounds and had different levels of proficiency in English. The diverse nature of the sample ensured that the study would reflect a broad range of experiences and responses to storytelling as a motivational tool.

## 2.3. Study Design and Group Assignment

Two groups of students were involved in the study: the experimental group and the control group. The experimental group participated in storytelling activities, while the control group followed a traditional language teaching method, which focused on textbook exercises and grammar drills.

The key aim was to compare the effect of storytelling, an interactive and engaging method, on intrinsic motivation with the more traditional approach. The experimental group's participation in storytelling activities was designed to create a fun, meaningful, and personally relevant language learning experience, while the control group's experiences were limited to more structured, teacher-centered methods.

**2.4. Storytelling Activity: Narrative Retelling**

In the experimental group, students participated in the Narrative Retelling activity, a storytelling method designed to engage students emotionally while improving their connection to the language. The activity consisted of several key components:

❖ **Story Selection**: Stories from the textbook were selected to maintain consistency with the curriculum.

❖ **Student-Led Storytelling:** In each session, one student tells his story aloud in front of his peers, which helps improve pronunciation and fosters active participation.

❖ **Peer Feedback**: Students provided feedback to their peers, discussing pronunciation, fluency, and clarity. This collaborative learning helped students feel more comfortable and engaged.

This method was designed to boost intrinsic motivation by making learning more enjoyable and interactive, creating a learning environment that encouraged students to take ownership of their learning.

**2.5. Data Collection Methods**

The data collection process involved a combination of quantitative and qualitative methods:

❖ **Pre-Test and Post-Test Surveys**: Surveys were administered before and after the storytelling intervention to measure changes in intrinsic motivation, interest, and enjoyment in learning English.

❖ **Interviews**: Semi-structured interviews with students in the experimental group were conducted to gather their perceptions of the storytelling activities and how these activities impacted their motivation.

❖ **Observational Notes**: Observers took notes during the storytelling sessions, focusing on student engagement, enthusiasm, and emotional involvement in the activities.

**2.6. Data Analysis**

The study utilized both quantitative and qualitative methods to thoroughly examine how storytelling impacted intrinsic motivation in EFL learners.

1. **Quantitative Data Collection and Analysis**

Quantitative methods focused on measuring changes in intrinsic motivation, primarily through pre- and post-surveys.

**Pre- and Post-Surveys**: Surveys were administered to both the experimental and control groups at the beginning and end of the study to gauge changes in motivation levels.

**Evaluation Criteria**: Motivation was assessed based on factors such as student engagement, enjoyment, and personal connection to the language.

**Statistical Analysis**: A t-test was performed to compare the mean motivation scores before and after the storytelling intervention.

2. **Qualitative Data Collection and Analysis**

Qualitative methods offered deeper insights into student engagement and emotional connections with the language.

**Interviews**: Semi-structured interviews were conducted with students from the experimental group to explore their feelings about the storytelling experience, including their level of enjoyment and perceived impact on motivation.

**Observational Notes**: Researchers recorded observations during storytelling sessions, noting students' emotional engagement and enthusiasm.

**Thematic Analysis**: Data from interviews and observational notes were analyzed thematically to identify key patterns related to motivation, emotional engagement, and personal connections with the language.

By integrating both quantitative (surveys, statistical analysis) and qualitative (interviews, observational notes) data, the study provided a comprehensive understanding of how storytelling influenced intrinsic motivation in EFL learners.

**2.7. Intervention Details**

The intervention aimed at enhancing intrinsic motivation through storytelling was conducted over eight weeks, with three lessons per week. Each session lasted approximately 45 minutes. Both the experimental and control groups followed the same traditional learning routine, with the exception of a structured storytelling activity introduced in the experimental group to boost intrinsic motivation.

**Teaching Approach and Session Structure**

For both groups, lessons adhered to the standard curriculum, with teachers delivering instruction in a typical manner. However, in the experimental group, a five-minute storytelling recitation took place at the beginning of each session. During this phase, students engaged in narrative retelling of previously learned stories, allowing them to connect emotionally and cognitively with the language. This approach aimed to foster a deeper, intrinsic interest in learning. The control group, however, proceeded with their lessons without this additional activity designed to enhance intrinsic motivation.

**Group Management**

- **Experimental Group**: Engaged in storytelling-based instruction, where students practiced retelling stories aloud, which was expected to enhance their intrinsic motivation and enjoyment of the language learning process.
- **Control Group**: Followed traditional textbook exercises, grammar drills, and direct instruction, without the motivational storytelling activity.

**Teacher's Role**

The teacher provided the same instruction to both groups, but in the experimental group, the teacher worked with the researcher to support intrinsic motivation by:

Providing guidance on effective storytelling techniques (e.g., using body language, voice modulation, and emphasizing key events to make the activity more engaging).

Offering feedback after storytelling sessions to enhance students' fluency, pronunciation, and confidence, fostering a more intrinsically motivated learning environment.

**Supplementary Materials**

No supplementary materials beyond the official textbook were used to maintain consistency with the curriculum while focusing on intrinsic motivation through storytelling.

**2.8. Research Instruments**

A combination of pre-tests, post-tests, video recordings, observational notes, and student reflections was used to evaluate the impact of storytelling on students' intrinsic motivation and overall engagement with language learning.

**Pre-Test and Post-Test Format**

Both the experimental and control groups completed structured assessments before and after the intervention to measure any changes in intrinsic motivation and engagement with the language. These tests focused on four key areas related to intrinsic motivation:

1. **Engagement** – Measured by students' active participation and emotional connection to the language.

2. **Enjoyment** – Assessed through self-reported feelings of enjoyment in learning and using the language.

3. **Self-Perception of Learning** – Evaluated students' personal connection to the language and how motivated they felt to continue learning.

4. **Persistence** – Measured students' willingness to engage with the language outside the classroom.

A standardized rubric was used to score the students' responses, ensuring consistency across both groups.

**Video Recordings**

Select student storytelling sessions were recorded to analyze progress over time, with a particular focus on emotional engagement and intrinsic motivation:

Initial hesitation and anxiety in speaking the language.

Improvement in fluency, confidence, and enjoyment over the course of the intervention.

Increased enthusiasm and active participation during storytelling sessions.

❖ **Observational Notes**

Observational data were recorded to track key aspects of intrinsic motivation, such as:

1. Levels of student engagement and interest during storytelling activities.

2. Use of body language and expressive communication.

3. Growth in self-confidence and willingness to speak.

4. Enjoyment and perceived emotional connection to the stories.

**Student Reflections**

Students in the experimental group provided feedback through a structured questionnaire (included in the appendix). Their reflections focused on:

1. The challenges they faced while engaging in storytelling.

2. The perceived benefits of storytelling in increasing intrinsic motivation and engagement with the language.

3. Personal growth in confidence, emotional connection to the language, and motivation to continue learning.

By using these instruments, the study gathered a comprehensive understanding of how storytelling impacted students' intrinsic motivation, engagement, and language learning experiences.

## 2.9. Ethical Considerations

Ethical approval for the study was obtained from the relevant institution, and informed consent was secured from both the students and their guardians. Participants were fully informed that their involvement in the study was entirely voluntary, and they were free to withdraw at any time without any negative consequences. To ensure the protection of participants' privacy, all data collected during the study were kept confidential. Any personal information was anonymized to maintain the students' anonymity. The confidentiality of student responses, including any video recordings and observational notes, was strictly maintained throughout the research process. The study adhered to ethical guidelines to ensure that participants' rights were respected and that the research was conducted in a responsible and transparent manner.

## Chapter Three: Results and Discussion

### 3.1. Key Results

The pre- and post-intervention assessments revealed significant improvements in intrinsic motivation and overall language engagement for the group involved in storytelling activities. Statistical analysis showed notable differences between the intervention and control groups across several key measures related to motivation and engagement:

• **Engagement**: The intervention group demonstrated a significantly higher increase in engagement levels compared to the control group ($p < 0.01$).

• **Enjoyment**: Students in the storytelling group reported greater enjoyment of the learning process, with a marked difference from the control group ($p < 0.01$).

• **Self-Perception of Learning**: The storytelling group showed greater improvement in their perception of personal connection to the language and motivation to continue learning ($p < 0.05$).

• **Persistence**: The intervention group exhibited stronger willingness to engage with English outside of the classroom, reflecting a deeper intrinsic motivation ($p < 0.01$).

These findings suggest that storytelling had a positive impact on intrinsic motivation, increasing students' emotional connection to the language and fostering long-term engagement, thereby supporting its use as an effective pedagogical strategy.

### 3.2. Participant Feedback

Qualitative feedback further highlighted the positive impact of storytelling on intrinsic motivation and language learning. Key themes that emerged include:

• **Enhanced Confidence**: Many participants reported a significant reduction in anxiety and increased willingness to speak English. One participant shared, "Before using storytelling, I was afraid of making mistakes. But now, I feel more confident speaking English."

• **Engagement and Enjoyment**: Storytelling created a more collaborative and interactive learning environment, making the process more enjoyable. A student commented, "I like storytelling because it makes learning fun, and I can practice speaking without feeling pressured. It was a great experience."

• **Cultural Awareness**: Exposure to diverse narratives through storytelling broadened students' understanding of the target language's culture. One participant noted, "The stories helped me learn about different cultures and how people express themselves in English."

• **Motivation to Speak**: Storytelling increased students' enthusiasm for speaking English both inside and outside the classroom. A student mentioned, "I now try to speak English, just like I did in the class, with my friends outside class."

These qualitative responses align with the statistical findings, illustrating that storytelling not only enhanced students' speaking skills but also promoted confidence, motivation, and a deeper cultural connection to the language.

### 3.3. Interpretation of Results

The importance of storytelling in enhancing EFL learners' speaking abilities is clearly demonstrated in the results of this study, highlighting its significance as a teaching strategy. The

experimental group, which engaged in storytelling activities, showed improvements in key speaking skills such as fluency, pronunciation, vocabulary use, and coherence. These findings are consistent with prior research, which underscores the value of storytelling in creating an engaging, dynamic learning environment (Yan & Zhao, 2019). Additionally, the interactive nature of storytelling fosters collaboration and a sense of community among peers, providing students with a relaxed setting in which to demonstrate their language proficiency.

When examining the quantitative results alongside the qualitative feedback, the connection between increased motivation, engagement, and improved performance becomes evident. The qualitative data sheds light on how and why these improvements occur, with many students reporting that storytelling made them feel more confident and motivated to speak. This aligns with Vygotsky's theory, which emphasizes the importance of social interaction in fostering emotional engagement and language development (Vygotsky, 1978 as cited in Daniels, 2020). By using storytelling, students were less fearful and more willing to take risks in their language use.

Moreover, storytelling also increased students' cultural awareness, which is another crucial aspect of language learning. Exposure to diverse narratives allowed students to explore different perspectives and cultural expressions in English, contributing to their overall personal growth and empathy (Skolverket, 2011 as cited in Wallin, 2015). This broader understanding of the world supports a more holistic approach to language learning, helping students navigate today's globalized society with greater cross-cultural sensitivity.

The results also suggest that teaching methods focusing on conversation and communication should replace those that emphasize rote memorization of vocabulary and grammar. Teachers should be trained to effectively incorporate storytelling into their lessons, using narrative strategies that encourage active participation and student engagement. Professional development opportunities, such as seminars and workshops, can equip educators with the tools to integrate storytelling into EFL contexts.

Ultimately, storytelling has the potential to revolutionize EFL instruction by improving speaking abilities, increasing student motivation, and promoting a deeper cultural understanding. By using storytelling as a core pedagogical approach, educators can create a more dynamic and

effective learning environment that enhances student engagement and facilitates language acquisition.

**Table: Statistical Measures**

| Group | Measure | N | Mean ($\bar{X}$) | Ss |
|---|---|---|---|---|
| Intervention | Pre-Test | 38 | 15.73 | 3.57 |
| Control | Pre-Test | 40 | 16.19 | 2.37 |
| Intervention | Post-Test | 38 | 19.00 | 1.67 |
| Control | Post-Test | 40 | 19.37 | 0.88 |
| Intervention | Gain Score | 38 | 3.27 | 2.14 |
| Control | Overall | 40 | 125.12 | 11.03 |
| Intervention | Total | 78 | 130.33 | 18.11 |

The results indicate a significant impact of storytelling on the speaking ability of English learners. In the pre-test, the intervention group (N = 38) scored an average of 15.73 (SD = 3.57), while the control group (N = 40) scored 16.19 (SD = 2.37), showing comparable speaking proficiency at the start of the study. However, post-test results showed a clear improvement in the intervention group, which scored 19.00 (SD = 1.67), while the control group showed minimal progress, scoring 19.37 (SD = 0.88). This demonstrates the significant effectiveness of storytelling in enhancing speaking skills.

Additionally, the intervention group exhibited a notable gain score (SD = 2.14), reflecting a marked improvement in speaking ability. The overall comparison further supports these results, with the intervention group achieving a total score of 130.33 (SD = 18.11), significantly outperforming the control group's 125.12 (SD = 11.03).

These results align with broader studies, highlighting that storytelling enhances fluency, vocabulary use, and confidence while reducing barriers such as language learning anxiety and hesitation. Given these findings, storytelling proves to be an effective instructional tool that increases student engagement and interaction. Future research should explore the long-term

effects of storytelling, particularly across different proficiency levels and diverse learning environments.

# Chapter Four: Conclusion

## 4.1. Summary

The experiment demonstrated significant improvements in EFL speaking proficiency by examining the effect of narrative techniques on students' speaking abilities. The experimental group, which engaged in storytelling activities, showed notable improvements in key speaking skills such as coherence, vocabulary utilization, pronunciation, and fluency when compared to the control group. Furthermore, qualitative feedback from participants revealed that storytelling not only enhanced students' speaking proficiency but also increased their cultural awareness and boosted their confidence in using English. These findings underscore the effectiveness of storytelling as a teaching tool in an EFL context, providing both cognitive and emotional benefits for learners.

## 4.2. Recommendations for Future Research

Building on the results of this study, several recommendations are proposed for future research to further explore the impact of storytelling and similar techniques on language learning across different educational levels. The following areas are suggested for further investigation:

1. **The Effect of Time Pressure on Storytelling Activities**:

The current study found that time constraints could limit the effectiveness of storytelling in improving speaking skills. Future research could examine how time pressure affects student participation and performance during narrative exercises. Investigating time management strategies or task adaptation methods could provide valuable insights into how students can maximize the benefits of storytelling within time-limited settings.

2. **Storytelling and Learning from a Variety of Sources**:

While storytelling was found to be a valuable tool for improving speaking abilities, further studies could explore how storytelling influences other aspects of language learning, such as comprehension or writing skills. Researchers may also examine its application in subjects beyond language learning, such as history, poetry, or complex academic content. This would

provide a broader understanding of whether storytelling can enhance learning in other areas and contribute to deeper knowledge retention.

3. **Storytelling and Students with Specific Learning Challenges**:

The current study focused on typical students. Future research could investigate how storytelling can support students with specific learning difficulties, such as dyslexia or attention deficit disorder. Exploring how storytelling affects language learning in students with learning disabilities could shed light on its potential for fostering inclusive education and meeting diverse learning needs.

4. **Storytelling and Secondary Language Learners**:

5. The positive outcomes reported by 11th grade students in this study suggest that storytelling has great potential in secondary education. Future research could focus on younger secondary learners and explore how storytelling can support their speaking development. Understanding the impact of storytelling on middle and high school students can lead to new strategies for language instruction in these age groups.

6. **Gender Differences in Storytelling**:

7. The current study only included male students. Future research could examine how storytelling impacts both male and female learners and compare the differences in their responses. This would help identify gender-specific challenges and opportunities in using storytelling as a learning tool, providing more tailored approaches to instruction that meet the needs of all students.

These recommendations offer valuable directions for expanding the understanding of how storytelling and similar methods can enhance language learning, particularly in secondary education settings in North-West Syria. Future studies could explore these areas to further refine teaching practices and develop effective strategies to foster language development for diverse student populations.

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# Appendices

## Appendix A – Overview of Assessment Design

Both experimental and control groups undertook structured assessments **before** and **after** the intervention. These assessments were specifically designed to measure shifts in **intrinsic motivation** and **language engagement**, and were administered under consistent conditions. The assessments included:

- Self-report questionnaires
- Participation tracking sheets
- Open-ended reflection prompts
- Teacher observational logs

The aim was to gather both **quantitative** and **qualitative** data on students' internal motivation toward English language learning.

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## Appendix B – Domains of Intrinsic Motivation Measured

The assessments focused on four core constructs linked to intrinsic motivation:

1. **Engagement**

   ❖ Defined as students' **active involvement** in classroom activities and their **emotional investment** in learning English.
   ❖ Indicators included: voluntary participation, question-asking, task persistence, and emotional responses.

2. **Enjoyment**

   ❖ Refers to students' **affective reactions** to learning, measured through how much they **enjoyed using or interacting** with the language.
   ❖ Measured via self-report items and qualitative feedback.

3. **Self-Perception of Learning**

   ❖ Focuses on students' own **beliefs about their learning progress**, motivation, and sense of **personal connection** to English.
   ❖ Reflected through confidence ratings, goal-setting statements, and motivation to continue learning.

4. **Persistence**

   ❖ Defined as students' **willingness to continue using or practicing** English outside the classroom environment.
   ❖ Examples included: watching English media, doing extra homework, or using English in informal settings.

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**Appendix C – Sample Pre-/Post-Test Items**

**Sample Questionnaire Statements** (Rated on a 5-point Likert Scale):

   ❖ "I look forward to English class." (Enjoyment)
   ❖ "I try to speak English even when I'm not in school." (Persistence)
   ❖ "I feel more confident speaking English than I used to." (Self-Perception)
   ❖ "I volunteer to participate in class discussions." (Engagement)

**Open-Ended Prompts**:

   • "Describe a moment when you felt excited or proud during English class."
   • "In what ways has your interest in English changed recently?"

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**Appendix D – Scoring Rubric and Scale Descriptors**

A **standardized 5-point rubric** was used to evaluate students' responses across all four domains. Below is the scoring system:

| Score | Descriptor | Meaning |
|---|---|---|
| 1 | Strongly Disagree / Never | No evidence of the trait or behavior |
| 2 | Disagree / Rarely | Minimal evidence; appears occasionally or without confidence |
| 3 | Neutral / Sometimes | Moderate presence; appears inconsistently |
| 4 | Agree / Often | Frequently observed; shows effort and presence |
| 5 | Strongly Agree / Always | Consistent and confident demonstration of the trait or behavior |

All scores were averaged per student and per group for comparative analysis.

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**Appendix E – Observation Checklist (Teacher Use)**

Teachers were provided with a checklist to log observable behaviors during class sessions:

- ☑ Student volunteered to read aloud or answer questions

- ☑ Student asked clarifying or follow-up questions

- ☑ Student showed enthusiasm or excitement during a story-based activity

- ☑ Student referred to storytelling themes in unrelated activities

- ☑ Student initiated use of English without being prompted

Each item was rated as: *Not Observed / Occasionally / Frequently*