

The Effects of Digital Storytelling on Iraqi Primary School EFL Students' Writing Accuracy and Motivation

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Abstract

This study investigated the effects of digital storytelling on Iraqi primary school EFL students' writing accuracy and motivation. Using the quasi-experimental method, the study was carried out on 70 male and female EFL learners at the primary level of education at a private language institute in Najaf, Iraq. Participants were allocated into two groups: an experimental group that benefited from digital storytelling in writing classes, and a control group that took traditional writing classes. For data collection, researchers used the placement test, the pre- and post-writing task, and the questionnaire for measuring learners' motivation. Analytic accuracy rubric was used to measure the level of learners' writing accuracy, and Likert scale was used for evaluating changes in learners' motivation. As revealed by findings, learners who benefited from digital storytelling showed statistically significant gains in writing accuracy and motivation compared to those who had traditional writing lessons. Hence, digital storytelling appears as an interesting approach that creates enjoyment for learners as well as helps them improve their linguistic competence in terms of writing. Thus, it can be recommended as an effective strategy for developing primary EFL learners' writing skills and motivating them to learn English.

Keywords: digital storytelling, Iraqi EFL learners, motivation, primary students, writing accuracy.

آثار السرد الرقمي على دقة الكتابة ودافعية تعلم اللغة الإنجليزية كلغة أجنبية لدى طلبة المرحلة الابتدائية في العراق
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المخلص

هدفت هذه الدراسة إلى استقصاء أثر السرد الرقمي (Digital Storytelling) في دقة الكتابة ودافعية تعلم اللغة الإنجليزية لدى تلاميذ المرحلة الابتدائية العراقيين الذين يتعلمون الإنجليزية بوصفها لغة أجنبية (EFL) واعتمدت الدراسة المنهج شبه التجريبي، حيث أجريت على عينة مكونة من ٧٠ متعلماً ومتعلمة من المرحلة الابتدائية في معهد لغات أهلي بمحافظة النجف، العراق. وُرِّع المشاركون إلى مجموعتين مجموعة تجريبية استفادت من توظيف السرد الرقمي في دروس الكتابة، ومجموعة ضابطة تلقت دروس الكتابة بالطريقة التقليدية. ولجمع البيانات، استخدم الباحثون اختبار تحديد المستوى، واختباراً قبلياً وبعدياً للكتابة، بالإضافة إلى استبانة لقياس دافعية المتعلمين. كما استُخدمت استمارة تحليلية لقياس دقة الكتابة لتقييم مستوى الدقة الكتابية، في حين استُخدم مقياس ليكرت لقياس التغيرات في دافعية المتعلمين وأظهرت النتائج أن المتعلمين الذين تلقوا تعليمًا قائمًا على السرد الرقمي حققوا تحسناً ذا دلالة إحصائية في كل من دقة الكتابة والدافعية للتعلم مقارنةً بالمتعلمين الذين درسوا بالطريقة التقليدية. وتشير هذه النتائج إلى أن السرد الرقمي يُعد أسلوباً تعليمياً جاذباً يضيف المتعة على عملية التعلم، ويسهم في تنمية الكفاءة اللغوية للمتعلمين، ولا سيما في مهارة الكتابة. وبناءً على ذلك، توصي الدراسة باعتماد السرد الرقمي بوصفه



استراتيجية تعليمية فعالة لتطوير مهارات الكتابة باللغة الإنجليزية لدى متعلمي المرحلة الابتدائية، وتعزيز دافعتهم نحو تعلم اللغة الإنجليزية.
الكلمات المفتاحية: السرد الرقمي، متعلمو اللغة الإنجليزية بوصفها لغةً أجنبية في العراق، الدافعية، طلبة المرحلة الابتدائية، دقة الكتابة

1 Introduction

English writing skills can be regarded as one of the most difficult skills for learners of English as a Foreign Language (EFL). The difficulties with English writing are particularly evident in academic contexts when learners are asked to demonstrate the ability to convey ideas in a clear, coherent, and accurate manner. Indeed, writing is not simply about remembering grammar rules or vocabulary items; on the contrary, writing is a cognitively and socially complex activity characterized by such steps as generating ideas, composing sentences, revising ideas, and self-monitoring language use within certain standards (Raimes, 1983; Coulmas, 2013). Looking at a wider picture, it may be argued that writing is affected by many factors, including target readers' expectations, communicative purposes, and the context of writing, and thus learners should develop not only skills to write grammatically correct sentences but also skills to communicate ideas to readers (Hyland, 2019). For many learners of English as a foreign language, writing becomes an arduous process.

Second language writing research has repeatedly indicated that writing competence can be achieved only when there is a combination of knowledge of language and the actual involvement in the writing activity (Martínez et al., 2020). For example, in many EFL settings, learners may possess content to write about, yet they find it difficult to communicate their thoughts effectively because of various errors in grammar, poor vocabulary, or inadequate editing capabilities (Hassan et al., 2021; Pasand & Haghi, 2013). This challenge is more pronounced in primary EFL settings like Iraqi language institutes where English is mainly taught as a foreign language and learners lack real-life writing experiences. Consequently, while learners may acquire basic sentence writing skills, they may continue to encounter difficulties in creating effective written pieces.

Writing accuracy is one of the components of writing quality which has attracted much interest among linguists working in the field of applied linguistics. Writing accuracy may be defined as the degree of accordance between the learners' written language and the norms of grammar, vocabulary and mechanics (Seow, 2002). Writing accurately is crucial for the learners since numerous mistakes may affect the clarity of the message conveyed by them, and thus create an unfavorable impression about their writing skills (Brown, 2001; Hyland, 2019). Looking from a developmental point of view, writing accuracy is not the absence of mistakes but a certain level of proficiency in using various linguistic forms appropriately (Bulté & Housen, 2012).

Despite the significance of accuracy, most EFL students find it challenging to improve their ability to write correctly. Writing training usually places an



emphasis on the output, focusing more on identifying mistakes after completion of the task as opposed to teaching learners how to write. This process of teaching through correction may result in excessive reliance on the teacher's input to achieve accurate outputs without equipping the learner with editing and monitoring abilities (Seow, 2002). In several EFL environments, such as the Middle Eastern education system, inadequate concern for learner autonomy and creativity is cited as one cause of the difficulties in writing accurately (Alshammari et al., 2017).

One of the most widely acknowledged ways of teaching in the last few decades is the technique of Digital Storytelling (DST). The technique of digital storytelling entails combining conventional techniques of writing stories with various multimedia features, including photos, sounds, and other basic computer applications. It gives the learners the opportunity to develop creative writing abilities in addition to developing their language proficiency through the use of more entertaining methods. Learners will be able to develop their linguistics, as well as enhance their critical thinking skills by planning, organizing, and presenting their stories through the use of visual and verbal communication.

Besides cognitive factors and instruction, motivation serves as an essential component for students' growth in writing skills. It shapes the amount of effort learners are prepared to put into their work, their perseverance when experiencing problems, and their attitude towards writing tasks (Dörnyei & Ushioda, 2021). Writing and, particularly, writing in a foreign language could appear stressful and boring and lead to reduced motivation levels on the part of learners (Song & Song, 2023). According to educational studies, approaches to instruction aimed at promoting creativity, autonomy, and participation have a considerable impact on increasing motivation in students (Fan & Zhang, 2024). The connection between DST and motivation lies in the fact that DST allows learners to experience ownership, fun, and expression that are conducive to intrinsic motivation in learning English.

While many earlier studies have considered writing accuracy, motivation, and digital storytelling independently, very little research has been conducted on the effect of digital storytelling on both the writing accuracy and motivation of learners. It is necessary to conduct research on this topic since experiences during early learning stages can help shape future attitudes toward the writing process. Thus, the goal of this study will be the investigation of the impact that digital storytelling has on the writing accuracy and motivation of primary school EFL learners in Iraq. The research questions of the study are as follows:

RQ₁: Does digital storytelling affect the Iraqi primary school EFL students' writing accuracy?

RQ₂: Does digital storytelling affect the Iraqi primary school EFL students' writing motivation?

2 Literature Review



In the past few years, DST has gained increasing recognition in the realm of foreign language education as a teaching methodology that integrates storytelling with the use of media technologies. DST has been regarded not merely as a technical development but also as a teaching methodology that could facilitate both linguistic learning and the emotional involvement of learners. While most of the early research centered on the enhancement of oral communicative competence, modern research has started examining the potential of DST in fostering written expression and motivating learners.

Among the earlier attempts to study the effects of DST on English learning, Alemi et al. (2022) considered the influence of DST on the writing skills of young EFL learners and their motivation to write. The authors utilized a mixed method design and included both a pre- and post-writing test along with interviews as their research instruments to track changes in the performance of 22 participants during a ten-week DST practice involving story creation using pre-taught vocabulary and grammatical structures. The results showed an observable improvement in the performance of the students in terms of writing and an obvious improvement in the attitudes of the learners towards writing activities.

Similar findings were observed by Zarei and Navidinia (2024) in relation to an online learning setting after the pandemic of COVID-19. The research conducted by them included 40 Iranian tenth-graders studying English as a foreign language who went through 24 writing lessons using DST techniques. Results gathered from their essay writing, questionnaire, and interview responses indicated a substantial increase in their writing performance in the post-test compared to the pre-test. In addition to improved language skills, DST was well-received by learners who found aspects of DST appealing like creativity, cooperation, self-confidence, and motivation.

By broadening the research area from only the skills related to writing, Tamimi (2024) examined digital storytelling with respect to the educational success of students at the secondary level, critical thinking, and motivation. Using a quasi-experimental method with pre- and post-tests, Tamimi compared an experimental group engaged in DST to a control group receiving traditional lessons. Quantitative and qualitative results showed that DST played a significant role in improved academic results and higher levels of motivation. The use of culturally specific stories was another factor that helped learners engage better with their tasks.

A further linguistic analysis was conducted by Ajabshir (2024), which explored the relationship between digital and conventional storytelling in relation to CALF factors such as complexity, accuracy, lexical richness, and fluency. Using the sample group of 45 intermediate students studying in college, it was shown that both types of storytelling led to an improvement in writing proficiency overall, but in the case of DST, there was more progress made in the aspects of syntactic complexity, accuracy, and lexical diversity, whereas fluency did not



change significantly. The agentive level of engagement of students was the highest of all four categories considered according to the results of questionnaires and interviews.

Motivation, which is a key affective component of language acquisition, has likewise been extensively studied as one of the effects of digital storytelling. In one of those studies, Temel and Yilmaz (2025) investigated the impact of generating digital stories on the level of L2 motivation of university preparatory students. With the help of both surveys and interviews in a mixed methods study, the findings indicate that there was a statistical improvement in motivation for the experimental group who were engaged in DST, while there was a slight decline in the level of motivation in the control group. It appears that there is no correlation between motivation and factors like gender and computer self-efficacy, showing that DST can have the same motivational effect on different individuals.

In their experimental study, Ölmez and Aran (2025) explored the two-way effect of DST on writing performance and FLA among high school students. The results revealed that DST had a positive effect on improving writing ability but failed to result in any statistically significant decrease in anxiety. However, according to learners' perceptions, DST contributed to alleviating their anxiety and increasing enjoyment and motivation. This study suggests the need to take into consideration an interesting point: despite the fact that scores on the anxiety questionnaire may not change significantly, learners feel much more relaxed when using DST.

The literature has shown consistently that the use of digital storytelling is related to positive outcomes in terms of writing achievement, learner involvement, and motivational dispositions regardless of the age range and educational environment. Nevertheless, previous studies have mainly involved secondary or tertiary level learners, leaving out a more in-depth analysis of younger EFL learners, especially those in Middle Eastern countries like Iraq. In addition, writing competence and motivation have separately received attention from researchers, although there are few studies that have considered both factors together. This study aims to fill this research gap by analyzing how digital storytelling may affect writing accuracy and motivation in primary EFL learners.

3 Methodology

3.1 Design

In this study, the quasi-experimental pretest-posttest design involving an experimental group and a control group was employed. This research design was chosen since the subjects were already divided into intact classes, and individual random assignments would not be appropriate for this type of study. Pretests on writing ability and motivation measures were administered to both the experimental and control groups prior to the implementation of the treatment; the posttests were given to both groups following the treatment session. The experimental group received writing lessons through digital storytelling, while



the control group was provided with the standard writing instructions from the institute.

3.2 Participants

Participants of the research included 70 primary level male and female EFL learners attending a private language institute in Najaf, Iraq. The learners were children at the elementary level of learning English language with approximately ages ranging from 9 to 11. These learners had comparable academic backgrounds and learned English as a foreign language in their curriculum. The sampling process depended on availability and permission from the language institute for conducting the research, and parental permission was acquired before collecting the required data. The mixed gender sample is reflective of classrooms within private language institutions of the region.

3.3 Instrument

3.3.1 Cambridge Assessment English

The pre-test was used in order to ensure equal competence of the students in the experimental and control groups. This pre-test was adopted based on the materials published by Cambridge Assessment English (2018) and was tailored specifically for young learners. The test was primarily focused on assessing students' initial competence of English language.

Since the test subjects were quite young and lacked experience with using the English language, most of the items were taken from Pre-A1 Starters and A1 Movers tests which are developed especially for kids. These tests include easy-to-perform tasks, which include picture-related listening activities, recognizing vocabularies and very simple readings or word-matching tasks. It is worth noting that the test was prepared for younger students who should not be burdened with long test activities.

For ensuring the uniformity and consistency throughout the test procedure, the placement test was carried out using uniform conditions for each class. Whenever possible, the same classroom setting was used and teachers were asked to follow identical instructions in writing in order to avoid discrepancies in their explanations. This ensured that results obtained during the placement test were based purely on the learners' language proficiency levels.

3.3.2 Writing Task

A short writing task was used as a pre-test/post-test tool to measure the effectiveness of the intervention program on students' writing accuracy. The main purpose of this task was to examine the learners' writing ability in an effective, simple, and appropriate way considering the level of the language used by the Iraqi elementary school children. The topics were selected based on their relevance to the learners' real life.

In this task, learners were required to write a paragraph containing about 60-80 words within a limited period of time, that is, about 15 minutes. Students were



requested to utilize simple sentences along with simple vocabularies taught at classes before the test. Instructions were provided in a very simple and clear form, and no linguistic assistance from teachers was allowed in this task.

3.3.3 Scoring Rubric

In assessing the accuracy of writing, the writings of the learners were rated based on a very basic analytic rating scale, which was primarily concerned about grammar, spelling, and proper construction of sentences. Two raters evaluated independently the writings of the learners, and then the mean score was considered as the final rating. With the two ratings, reliability and validity were ensured in the rating process. It is also important to note that in both pre-test and post-test, the same rating form was used.

3.3.4 Motivation Questionnaire

Students' level of motivation was measured using the adapted form of 16-item questionnaire of learners' motivation designed by Mehdiyev et al. (2017). This questionnaire contains statements evaluated on the basis of a five-point Likert scale ranging from Totally agree to Absolutely disagree. Numerical value was attributed to each answer, and high total scores corresponded to high motivation levels. All negatively formulated items were reversed prior to data analysis. The test was provided twice in the process of conducting this study – prior to intervention and following its completion – to observe any changes in students' motivation levels.

Previous research indicated high validity and reliability of this questionnaire, which is grounded in theoretical frameworks related to motivation in education and validated in terms of its factorial structure. It was shown to be relevant to the field as well; therefore, the present study is based on its content validity, since the test contains items referring to specific attitudes towards language learning, classes attendance, and writing interest. Translation and adaptation of these items were conducted with regard to clarity and understandability of the questions for Iraqi primary school EFL learners.

In relation to reliability, the original paper conducted by Mehdiyev et al. (2017) showed an acceptable to high degree of internal consistency, with Cronbach's alpha scores being 0.79 to 0.82 in subscales and 0.82 on a general scale. Regarding the present study, the reliability of scales will be estimated based on the results achieved using Cronbach's alpha (α) and McDonald's omega (ω). Using both metrics can provide a more accurate measure of the internal consistency, especially since motivation is a multidimensional variable.

3.4 Data Collection Procedure

The process of collecting data took place for several successive weeks in the middle of the normal academic term at a private language school in Najaf. Prior to conducting the instructional experiment, permission was received officially from the management of the institute, and the informed consent of parents of students was obtained as well. The aim of the research was clearly outlined for



the students in an easily understandable manner, and they were assured that their involvement in the process would have no impact on their scores in the classes. During the first stage, all participants were asked to take the placement test in order to establish relative homogeneity between the experimental and control groups in terms of their English skills. Following this procedure, the writing pre-test and motivational survey were conducted for both groups in the class environment without any assistance from the teacher regarding vocabulary or grammar.

After completion of pre-testing procedures, the experimental phase took place. The experimental group was taught writing skills through the use of digital storytelling whereas the control group was taught writing skills using the conventional method applied by the institute. The experiment took place for a number of weeks and both the groups were provided an equal amount of time during the experiment to make it fair. The researcher observed the classes on a regular basis. After completing the experiment, the test and the questionnaire for measuring motivation levels were once again conducted on both the groups in the same manner as pre-testing. All the collected information was made anonymous and was ready for analysis.

3.5 Data Analysis

Once the data had been gathered, statistical analysis methods were used to analyze and organize the gathered information. For example, writing scripts were analyzed using the analytic writing rubric provided previously. Every composition was assessed by two different raters and the mean of their scores was used as the final accuracy score for each individual writer. Inter-rater reliability was verified for ensuring fairness during scoring procedure.

In order to assess students' level of motivation, numerical coding on the basis of five-point Likert scale was used. Items which were negatively worded were reverse-coded to calculate motivation score. Descriptive statistics such as means and standard deviation were calculated for both groups of students.

In order to evaluate the effects of digital storytelling on writing accuracy and motivation, inferential statistics were used. The independent samples t-tests were used to test the equality of means in both groups before conducting the experiment. In addition, the paired samples t-tests were applied to both groups in order to evaluate the difference between the pre-test and post-test stages. Finally, the independent samples t-tests were performed on the post-test scores in order to assess whether there were any significant differences between the two groups. The level of significance was set to be $p < .05$.

4 Results

4.1 Descriptive Statistics for Writing Accuracy

Descriptive statistics were first computed in order to get an overview of the accuracy of writing before and after the experiment. The scores for accuracy in writing were obtained using the analytic scoring criteria that looked at the following aspects: grammar accuracy, spelling accuracy, sentence formation, and

clarity. It is apparent from Table 1 that both groups showed improvement in their accuracy in writing from the pre-test to the post-test scores. Nevertheless, there was more improvement among the experimental group because they engaged in digital storytelling lessons. The results are consistent with the experimental design of the experiment.

Table 1

Descriptive Statistics for Writing Accuracy Scores

Group	Test	N	Mean	SD
Experimental Group	Pre-test	35	2.14	0.52
Experimental Group	Post-test	35	3.31	0.46
Control Group	Pre-test	35	2.09	0.49
Control Group	Post-test	35	2.54	0.50

As indicated by the pre-test findings, the two groups began at a rather similar degree of accuracy in writing. In particular, the experimental group received an average score of 2.14 and a standard deviation of 0.52, whereas the control group gained an average score of 2.09 and a standard deviation of 0.49. Therefore, it appears that the mean scores are very close to each other, which implies the comparability of the two groups with regard to their writing accuracy at the start of the experiment. In other words, one cannot say that the two groups were not equally skilled in writing before the intervention.

However, after implementing the digital storytelling program, the difference between the two groups became apparent. To be more precise, the mean score of the control group grew from 2.09 to 2.54, which implies moderate gains under the usual teaching approach. On the contrary, the average score of the experimental group grew from 2.14 to 3.31, implying the presence of more significant changes in learners' writing. This can mean that digital storytelling helps learners write more accurate sentences, minimize grammar and spelling mistakes, and structure their short-written paragraphs properly.

4.2 Effect of Digital Storytelling on Writing Accuracy

In order to respond to research question one, several independent-samples t-tests and paired-samples t-tests were carried out. The objective here was to establish if the gains made by the experimental group in terms of writing accuracy were statistically significant and if the post-test difference between the two groups was caused by digital storytelling. The findings are shown in Table 2.

Table 2

Independent and Paired Samples t-Tests for Writing Accuracy

Comparison	Group(s)	Mean Difference	t	df	p
Pre-test comparison	Experimental vs. Control	0.05	0.41	68	.683
Pre-test-post-test comparison	Experimental Group	1.17	10.86	34	< .001
Pre-test-post-test comparison	Control Group	0.45	4.21	34	< .001
Post-test comparison	Experimental vs. Control	0.77	6.71	68	< .001

Independent Samples t-test was conducted to compare the means of both pre-test scores of the experimental group and the control group. There was no statistically significant difference, $t(68) = 0.41$, $p = .683$. These results suggest that at the onset of the experiment, there was no statistically significant difference between the writing skills of both groups. As such, any other significant difference observed in the experiment will be more attributable to the treatment and not the participants' initial skill level.

A Paired Sample t-test revealed a statistically significant difference between the pre-test scores and the post-test scores of the experimental group, $t(34) = 10.86$, $p < .001$. The findings show that the students instructed using digital storytelling improved their writing accuracy significantly. The control group also recorded a statistically significant improvement in their writing scores, $t(34) = 4.21$, $p < .001$. However, the magnitude of the improvement was lower compared to that of the experimental group.

In addition, the independent samples t-test conducted on the posttest scores yielded a significant difference between the two groups, $t(68) = 6.71$, $p < .001$, to the advantage of the experimental group. The above result clearly answers the first research question and proves the effectiveness of digital storytelling on Iraqi primary EFL students' accuracy in writing.

4.3 Descriptive Statistics for Writing Motivation

Calculations for descriptive statistics were also conducted on the motivation levels of the learners to understand how generally they changed between the pre-test and post-test sessions. The motivation scores of the students were obtained using the questionnaire that was translated to contain 16 questions where the higher scores implied high motivation towards learning and writing in English. Table 3 below presents some changes in the motivational level of both groups where the changes were more evident among the experimental group members.

Table 3

Descriptive Statistics for Motivation Scores

Group	Test	N	Mean	SD
Experimental Group	Pre-test	35	52.43	6.18
Experimental Group	Post-test	35	68.31	5.74
Control Group	Pre-test	35	51.91	6.42
Control Group	Post-test	35	56.20	6.08

Based on the pre-test scores, the two groups seemed to have started the experiment with relatively similar levels of motivation towards English learning and writing. While the experimental group scored an average of 52.43, the control group scored an average of 51.91 on their initial test. With these initial scores, it is reasonable to conclude that the two groups had similar motivational attitudes towards English writing at the start of the experiment.

From the post-test scores, it is evident that digital storytelling had a positive impact on learners' motivation scores. For instance, after the experiment, the mean score for the experimental group improved by 15.88. Conversely, the

control group showed an improvement of 4.29 only. Therefore, the experimental group performed better than the control group in the post-test, which proves the positive impact of the digital storytelling treatment on the learners' motivation scores. Based on these findings, it can be argued that the introduction of images, narration, creativity, and storytelling techniques motivated the students to take interest and get engaged in English writing tasks.

4.4 Effect of Digital Storytelling on Writing Motivation

In response to the second research question, the independent samples t-test and the paired samples t-test were used to investigate the statistical significance of the impact of the digital storytelling intervention on students' writing motivation. For this purpose, both groups were compared prior to the intervention, and then their changes from the pre-test to post-test were analyzed.

Table 4

Independent and Paired Samples t-Tests for Motivation

Comparison	Group(s)	Mean Difference	<i>t</i>	df	<i>p</i>
Pre-test comparison	Experimental vs. Control	0.52	0.35	68	.730
Pre-test–post-test comparison	Experimental Group	15.88	13.24	34	< .001
Pre-test–post-test comparison	Control Group	4.29	4.02	34	< .001
Post-test comparison	Experimental vs. Control	12.11	8.57	68	< .001

The result of the independent samples t-test for the pre-test motivation scores was not statistically significant difference between the two groups, $t(68) = 0.35$, $p = .730$. It is evident that there was no difference in the motivation level in both groups prior to the experiment. As a result, the post-test results may be interpreted as the effect of the experimental manipulation.

The result of the paired-samples t-test revealed that the experimental group demonstrated statistically significant increase in their motivation level, $t(34) = 13.24$, $p < .001$. Students receiving digital storytelling instruction showed higher motivation towards English writing. The control group also demonstrated statistically significant increase in motivation $t(34) = 4.02$, $p < .001$. However, the mean gain was considerably lower compared to the experimental group. At last, the results obtained in the post-test revealed statistically significant difference between the groups, $t(68) = 8.57$, $p < .001$. The findings obtained are able to answer the research question.

5 Discussion

The current study was conducted to investigate the impact of digital storytelling on the writing accuracy and motivation of Iraqi primary school EFL students. To begin with, the first research question explored whether digital storytelling impacts the writing accuracy of Iraqi primary school EFL students. In this regard, the findings revealed that digital storytelling had a significant effect on the writing accuracy of the experimental group of students compared with the control group. The participants who were involved in producing digital stories



produced more accurate sentences and showed higher attention to grammar and spelling.

This observation is consistent with findings from other works by Alemi et al. (2022), Zarei and Navidinia (2024), and Ajabshir (2024). All three studies indicate that DST improves learners' writing skills and increases attention to grammar due to the engagement in storytelling activity, resulting in more frequent revisions of text. The consistency of results indicates that DST motivates learners to develop better-written text not only as a result but as an integral part of the activity itself.

One of the possible reasons for such progress could be that DST naturally requires planning, drafting, and revising, the key components of the writing process. Students tend to work harder on error correction and structuring their thoughts since they realize that their narratives are going to be watched or read. Moreover, due to the visuality and narration involved in DST, students have an opportunity to associate form and meaning. It helps students become more engaged in vocabulary usage and grammar practice. DST seems especially effective when dealing with young learners who need visual aids.

The second research question examined if digital storytelling influenced Iraqi primary school students' EFL writing motivation. The findings revealed that digital storytelling considerably motivated Iraqi students towards writing activities. Participants in the experimental group exhibited more eagerness and readiness to engage with writing activities in an English language class as well as developed more positive attitudes towards these tasks. For students, writing became less challenging and boring but rather entertaining and creative.

This outcome is in line with the findings provided by Temel and Yılmaz (2025), Ölmez and Aran (2025), and Tamimi (2024), who also pointed out motivational aspects of digital storytelling. According to these authors, DST boosts interest, self-confidence, and engagement on behalf of learners irrespective of their academic level. It is worth mentioning that when working with DST, learners have a strong desire for creating something new, which leads to increased intrinsic motivation and decreased resistance towards writing.

The growth in motivation could be attributed to the interactive and multimodal aspects of digital storytelling. Children are inherently drawn to technology, pictures, and sound, which makes learning less formal and more fun. Additionally, DST encourages learners' autonomy and creativity, empowering them to communicate their thoughts and experiences. This feeling of empowerment and relevance aligns well with motivational theories that highlight autonomy, pleasure, and expression as crucial factors driving learning motivation.

In conclusion, the empirical evidence gathered from this investigation highlights that digital storytelling may be used as a viable teaching method that promotes accuracy in written output and motivates Iraqi primary school pupils studying English as a foreign language. Through creativity and language instruction, DST



not only facilitates linguistic development but also helps create a positive emotional connection to writing. These findings contribute further to the expanding literature supporting the potential of digital storytelling in language instruction today.

6 Conclusion

This study was carried out to explore the influence of digital storytelling on writing accuracy and motivation among primary school EFL students in Iraq. As shown by the results, the inclusion of digital storytelling in classroom teaching led to positive results concerning these two variables. Participants who engaged in activities related to digital storytelling made significant improvements in terms of grammar, sentence structure, and spelling accuracy, in contrast to those who were taught writing traditionally. It appears, therefore, that when combined with visual elements, writing assignments stimulate learners' focus on language and motivate them to correct and enhance their texts.

Apart from linguistic benefits, the research showed another important outcome of digital storytelling, namely a motivational effect. In other words, digital storytelling turned a boring classroom activity into a fun and inspiring one that made students more enthusiastic about sharing their thoughts and ideas through writing. Thus, the findings of this paper proved to be promising for cognitive and affective outcomes of digital storytelling in relation to writing accuracy and motivation among primary school EFL students in Iraq.

7 Implications and Future Studies

The findings from this investigation have many pedagogical implications for English language teachers, curriculum planners, and schools. First of all, using digital storytelling in teaching writing allows for an innovative approach that addresses the problem of developing both language accuracy and students' engagement simultaneously. Elementary-level instructors can utilize digital technologies in their classroom activities, including images and stories. Furthermore, seminars on using digital storytelling in language classes can be held to help teachers better understand digital storytelling techniques and feel more comfortable using them during classes.

Nevertheless, despite the success of the investigation, it is restricted to a certain environment and timeframe. Thus, further research can be conducted in order to explore the potential benefits of using digital storytelling outside the scope of this particular research. In addition to measuring the effect of digital storytelling on English fluency and grammatical accuracy, it can involve analyzing other aspects of language development, such as vocabulary enrichment, speaking abilities, collaboration among peers, or autonomy of students. More extended observation periods and increased sample sizes can bring even more valuable conclusions from research.

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