



TEACHING WRITING SKILLS USING DIGITAL STORYTELLING TOOLS

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Abstract: *Digital storytelling is becoming an important method for improving writing skills, especially for students in language learning contexts. This paper explores how digital storytelling tools can support the teaching of writing in the English language classroom. It reviews recent studies and practical examples, showing that these tools not only motivate learners but also improve their ability to organize and express their ideas clearly. The findings suggest that digital storytelling tools are effective in helping students develop both their creative and academic writing skills.*

Key words: *digital storytelling, writing skills, language learning, educational technology, ESL*

Introduction

Writing is one of the most difficult skills for English language learners to develop. Compared to speaking or listening, writing needs more planning, vocabulary, and grammar accuracy (Harmer, 2015). In recent years, digital storytelling (DST) has been used as a modern tool in classrooms to support writing instruction. DST combines images, sound, video, and text to help students tell their own stories (Robin, 2016). This paper looks at how DST can help students improve their writing skills and how teachers can use it in their classrooms.

Methods

To understand the impact of DST on writing, I reviewed current literature from 2015 to 2023. I used online academic databases such as Google Scholar and ERIC. I selected studies that focused on ESL or EFL learners and involved DST as a teaching method. I also looked for classroom-based studies to see how these tools work in real situations.

Results

The review showed that using digital storytelling tools such as Storybird, Adobe Spark, and Book Creator helped improve writing skills in many ways. According to Alismail (2015), students who used DST showed more interest in writing tasks.





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They became more confident and were able to organize their ideas better. Another study by Hafner and Ho (2020) found that students improved their vocabulary and grammar because they had to edit their stories many times before publishing.

In many cases, DST projects also supported peer collaboration, which helped students learn from each other (Yang & Wu, 2012). In addition, students reported that they felt more ownership of their work when using digital tools. The visual and audio elements allowed them to express personal experiences in creative ways. Teachers also noticed a higher level of engagement during DST assignments. Instead of writing only for a grade, students wrote with a real audience in mind, which improved their motivation and responsibility. This shift in purpose led to better-written outcomes and greater pride in their work.

Discussion

Digital storytelling helps make writing more enjoyable and less stressful. It changes the writing process from a single task to a creative project. As students focus on telling a story, they pay more attention to structure and language. Teachers also have more chances to give feedback during the process. DST also supports different learning styles—visual learners can use images, while auditory learners can include voice narration. This flexibility makes writing more accessible and personalized. However, using DST in the classroom needs planning. Teachers must be trained in the tools and be ready to guide students. Some students may also have trouble with technology or access to devices. Therefore, schools should provide support and resources if DST is to be widely used. So, while DST is helpful, it is important to think about the challenges too, including time management, internet connection, and digital safety.

Conclusion

Digital storytelling is a useful tool for teaching writing in English. It motivates learners and supports language development through creativity and multimedia. Teachers should consider using DST to help students become better writers, but they must also be ready to support students through the process. More research is needed to explore long-term effects and best practices. In future classrooms, combining traditional writing instruction with digital tools could help students become not only better writers but also more confident communicators in a digital world.





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