



Impact of Digital Story Writing Practices on Disadvantaged Areal Children

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Abstract

Although migration is as old as human history, it can be defined as people leaving the place they live in and living elsewhere in line with their needs. The act of migration can occur both individually and socially. While individual migrations are generally caused by economic reasons, political reasons are more effective in social migrations. People who are displaced by social migrations need to adapt to the people living where they go. This adaptation begins with first learning the language of the place of migration. Among the language skills, writing skill is one of the most difficult skills to learn. Various methods are used to facilitate learning writing skills. One of these methods is digital story writing studies. The aim of the study is to examine the effect of digital story writing on the writing motivation and perception of writing self-efficacy of disadvantaged children in the 7th grade of secondary school whose native language is not Turkish. In the research model, a pretest-posttest weak sample design, one of the quasi-experimental designs, was used. According to the weak sampling design, the study was conducted with only the experimental group and there was no control group in the study. The reason for this situation is that the conditions that will provide the control group cannot be met. The research was conducted in the second semester of the 2022-2023 academic year in Turkey with 7th grade students whose native language is not Turkish. The study lasted eight weeks and the "Photo Story 3" program was used to create digital stories during the study process. Two different scales were used to collect data: writing motivation and writing self-efficacy. These scales were applied as pre-test and post-test and the data were analyzed using the SPSS package program. As a result of the analysis, the difference between the pre-test and post-test was examined. As a result of the research, a significant difference ($p < .01$) was observed between the pre-test and post-test scores of the writing motivation and writing self-efficacy scales applied to the experimental group. This has shown that digital story writing activities increase the psychological dimensions of writing skills of secondary school students whose native language is not Turkish.

Keywords: Digital story writing, writing motivation, writing self-efficacy, migration.



Introduction

Literature Review

The skill of writing, despite being of great importance in individuals' communication and social lives, is not equally interesting or desired by everyone. Often avoided, it is more than merely transcribing symbols onto paper; it involves both mental and physical effort. As Özkan (2020) aptly puts it, "Writing is not just the process of putting symbols on paper; it is an act that requires mental and physical engagement." When writing is approached as a process, it not only facilitates the transmission of thoughts but also expands our boundaries, encourages deeper thinking, and aids in organizing our ideas. This process of writing contributes to both physical and mental development. By adhering to specific rules and transferring thoughts to paper or electronic media, individuals experience physical growth. The mental aspect involves activating prior knowledge, organizing thoughts, revising, and reviewing, all of which contribute to personal development.

The failure of students in one subject or topic can also affect their performance in other subjects. When it comes to challenging skills like writing, students occasionally exhibit examples of low motivation. According to Pajares (1996), this situation perpetuates in a chain, leading to a decrease in self-efficacy due to declining motivation. Consequently, academic failure ensues. Brouwer (2012) suggests that teachers should consistently monitor students' motivation and develop activities that encourage them to engage in tasks. In subjects where writing is a struggle, the development of motivation plays a significant role in enhancing students' success.

The perception of self-efficacy in writing skills significantly influences individuals' writing actions. Students who believe they are competent in writing will exhibit increased interest and motivation toward this skill. They will approach writing as a complex process with dedication, rather than harboring biases against it. As Demir (2011) asserts, "Students with high self-efficacy beliefs in writing can consistently engage in writing practices and continue the writing process even when they make mistakes." To enhance students' writing self-efficacy levels, tailored approaches can be implemented based on individual differences within the writing process.

In Turkish language classes, emphasis is placed on the development of four fundamental language skills. The improvement of one skill also affects the others, and in class activities, the aim is to engage multiple skills simultaneously (Lüle Mert, 2014). In lessons that utilize digital storytelling, students employ each of these four language skills. As students write their stories related to their chosen topics over a process, their writing skills improve. Reading skills also develop as they read what they have written for editing. When transforming their written stories into digital narrative form, paying attention to emphasis and intonation during narration enhances their speaking skills. Additionally, listening skills improve as students listen to their own narrations for further editing (Dola and Aydın, 2020).

The four fundamental language skills are essential not only for native language learning but also for foreign language acquisition. This situation suggests that the use of digital storytelling, which is considered beneficial

for the development of these four skills, could also be advantageous in foreign language teaching, and research in this area confirms this notion. In their study, Razmi et al. (2014) emphasized the usefulness of employing digital storytelling methods in second language instruction. The utilization of digital storytelling in foreign language teaching spans across all educational levels, starting from preschool and continuing through various educational stages (Vinogradova et al, 2011; Yang, 2012; Yang & Wu, 2012; Castaneda, 2013; Putri & Ardi, 2013; Thang et al, 2014). Digital storytelling can be used in various ways at levels A1-C1.

In this period referred to as the era of digitalization, it is essential for teachers to be proficient in digital developments to prepare students for this digital environment (Koltuk & Kocakya, 2015). Being proficient in these developments involves not only acquiring knowledge about new advancements but also understanding how to use that knowledge and effectively convey it to students (Gömleksiz & Pulu, 2017). The most significant characteristic of individuals growing up in this era is their ability to question information rather than accepting it blindly. They correct any misconceptions and actively participate by creating their own knowledge based on what they have learned (Yıldırım & Şimşek, 1999).

Statement of the Problem

The advancements in communication technologies in today's world are progressively digitizing daily life. With the development of virtual reality technologies, people's inclination toward the digital realm is increasing day by day, altering the very nature of literacy. Rather than writing on paper or reading from paper, individuals now prefer to read and write using smart phones, computers, and other devices. This phenomenon, referred to as digital literacy, also has implications for education.

In recent times, digital storytelling has become a crucial tool used at all levels to integrate education with the digital world (Duman & Göçen, 2015). Numerous studies indicate that digital storytelling influences middle school students' digital writing skills, writing motivation, and self-efficacy. Various research conducted in learning environments based on digital storytelling has revealed the following effects:

Enrichment of Learning Environment and Experience: Digital stories enhance the learning environment and experience (Sadık, 2008).

Development of Research, Technical, Presentation, Editing, and Writing Skills: Engaging with digital stories improves research, technical, presentation, editing, and writing abilities (Dogan & Robin, 2009).

Enhancement of Academic Achievement, Attitude, Motivation, and Learning Strategies: Digital storytelling positively impacts academic achievement, attitude, motivation, and learning strategies (Kahraman, 2013; Demirer, 2013).

Boosting Students' Confidence: It fosters students' self-confidence (Yüksel, 2011) (cited in Dayan & Girmen, 2018, p. 208).

When individuals manage their writing processes effectively, they are more likely to succeed in writing. Some reasons for ineffective management of writing processes include the need for more preparation, increased cognitive demands, and traditional methods being perceived as dull by students. Unlike traditional approaches, digital storytelling leverages various media tools, making the process more enjoyable and engaging.

Research has observed that technology-rich learning environments have a positive impact on knowledge retention and student interest (Yang & Wu, 2012, cited in Dola & Aydın, 2020).

In our rapidly advancing world of technology, integrating digital storytelling into education is a crucial necessity. Digital stories not only enhance children's language skills and academic achievements but also teach them how to access information more swiftly and effectively utilize the knowledge they acquire. Furthermore, when education is conducted through the method of digital storytelling, the materials used also instruct students on how to correctly employ technology in their daily lives.

Aim and The Significance of the Research

The purpose of this study is to examine the impact of digital storytelling on the writing motivation and writing self-efficacy perception of disadvantaged region children in 7th grade of middle school whose native language is not Turkish.

In the current age of technology and information, writing is one of the most crucial skills individuals need to express themselves. Compared to other language skills, writing is often less preferred. It represents the final stage in the language learning process and is also the most time-consuming and challenging skill to develop (İlter, 2014, p. 38). Writing involves not only conveying thoughts in a structured manner but also requires mental and physical effort. Additionally, writing encompasses various processes, dimensions, techniques, and methods.

One of the methods gaining popularity recently is digital storytelling. Digital stories allow individuals to adapt to the technological era while effectively accessing and utilizing information. Moreover, digital storytelling extends beyond traditional writing by incorporating different media tools such as images and music, making the process more engaging and enjoyable. By integrating technology and creativity, digital storytelling enhances writing skills and motivates learners to express themselves effectively.

In the current age of technology and information, writing is one of the most crucial skills individuals need to express themselves. Compared to other language skills, writing is often less preferred. It represents the final stage in the language learning process and is also the most time-consuming and challenging skill to develop (İlter, 2014, p. 38). Writing involves not only conveying thoughts in a structured manner but also requires mental and physical effort. Additionally, writing encompasses various processes, dimensions, techniques, and methods.

One of the methods gaining popularity recently is digital storytelling. Digital stories allow individuals to adapt to the technological era while effectively accessing and utilizing information. Moreover, digital storytelling extends beyond traditional writing by incorporating different media tools such as images and music, making the process more engaging and enjoyable. By integrating technology and creativity, digital storytelling enhances writing skills and motivates learners to express themselves effectively. According to the study conducted by Tatlı and Aksoy (2017), using digital storytelling in classes has positive effects on students. Particularly, students who struggle with confidence or face difficulties during classroom presentations find themselves more at ease when using

digital storytelling. They also express that this method adds an element of fun and motivation to their speaking education. Additionally, Yang and Wu (2012) investigated the impact of digital storytelling on language skills in English education. Their research revealed that academic achievement, critical thinking, and motivation were more effective in digital storytelling-based narratives compared to teacher-centered and verbally oriented lessons. Furthermore, Cigerci (2016) found that incorporating digital storytelling-based listening skill activities improved students' comprehension abilities and attitudes toward listening.

In summary, digital storytelling not only enhances language skills but also contributes to a more engaging and enjoyable learning experience for students.

In the study conducted by Ulum (2017), it was found that students who were exposed to the digital storytelling method in their lessons better grasped the subject matter, improved their research skills, and experienced more enjoyable learning, leading to greater retention. Additionally, Dola and Aydın (2020) observed that digital storytelling writing activities positively influenced students' writing anxiety and sensitivity. These findings highlight the effectiveness of digital storytelling in enhancing both comprehension and writing abilities among students.

Another significant factor affecting individuals and societies in today's world is the rapidly increasing phenomenon of migration. For migrants to communicate effectively in the regions they move to, they need to learn the language spoken there. Just like in their native language, writing is one of the most challenging skills to acquire in a foreign language. It is assumed that digital storytelling can significantly contribute to migrants' ability to express their emotions and thoughts more comfortably through writing. Additionally, in Turkey, addressing the educational needs of Syrian immigrants who have arrived through migration over the past decade, especially in major cities, poses a separate challenge. Even though children receive native language education in schools, the language spoken at home is often not Turkish, which can prolong the language learning process for them.

Research Questions

The research problem statement for this study is: "Does digital storytelling impact the writing self-efficacy perception and writing motivation of migrant children living in disadvantaged areas?" Based on the research problem, the following sub-problem statements have been identified:

- What are the pre-test results for the writing motivation of children in disadvantaged areas?
- What are the pre-test results for the writing self-efficacy perceptions of children in disadvantaged areas?
- What are the post-test results for the writing motivation of children in disadvantaged areas?
- What are the post-test results for the writing self-efficacy perceptions of children in disadvantaged areas?
- Is there a significant difference between the pre-test and post-test results regarding the writing motivation of children in disadvantaged areas?

- Is there a significant difference between the pre-test and post-test results regarding the writing self-efficacy perceptions of children in disadvantaged areas?

Assumptions

It is assumed that the data collection tools used in the study are sufficient for determining students' levels of writing self-efficacy perception and writing motivation.

Students are assumed to have sincerely answered the questions in the scales used.

Methodology

Design of the Study

The research model was based on a quasi-experimental design, specifically the pre-test-post-test weakly sampled single-group design. In the weakly sampled design, only the experimental group is involved, and there is no control group in the study. The rationale for this situation is the lack of an adequately sized sample to provide a control group.

In the single-group pre-test-post-test design, the experimental intervention is conducted on a single group, and the tests are administered only to this group. Participants' measurements related to the dependent variable are taken both before the intervention (pre-test) and after the intervention (post-test), using the same participants and measurement tools (Karataş & Kılıç Çakmak, 2022).

Participants

The sample of this study consists of 7th-grade students attending Buca Gazi Middle School in the Buca district of Izmir during the 2022-2023 academic year. The study group comprises 15 students, all of whom are native speakers of Arabic, with 12 female and 3 male students. The entire study group constitutes the experimental group, as there were not enough participants to form a control group. Therefore, a weak experimental design, specifically a single-group pre-test-post-test design, was employed.

Data Collection Process and Tools

In the research, two different measurement tools were used to collect data. The Writing Self-Efficacy Scale and the Writing Motivation Scale contributed to the data collection process of the study. These two scales were administered to the study group as a pre-test at the beginning of the application and as a post-test immediately after the implementation.

The Writing Self-Efficacy Scale was developed by Şengül (2013). The scale consists of 40 items. The Cronbach Alpha reliability coefficient of the scale was found to be .92. The highest possible score that can be obtained from this self-efficacy scale, which comprises 40 items, is 200, and the lowest score is 40. Responses to the items were organized in a 5-point Likert-type scale format, including the options "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." For items with negative stems, responses given were scored as follows: 5 for "Strongly Agree," 4 for "Agree," 3 for "Undecided," 2 for "Disagree," and 1 for "Strongly Disagree".

The Writing Motivation Scale, developed by Deniz and Demir (2020), aims to measure the writing motivation of students aged 9.5 to 14 years. The

scale consists of a single dimension and includes a total of 13 items. It is based on a bifactorial structure. The reliability coefficient, calculated using Cronbach's Alpha, Spearman Brown, and Guttman Split Half methods, is found to be above .85. The internal consistency coefficient obtained through the test-retest process is also .85. In summary, a valid and reliable Writing Motivation Scale has been introduced in this study.

Data Analysis

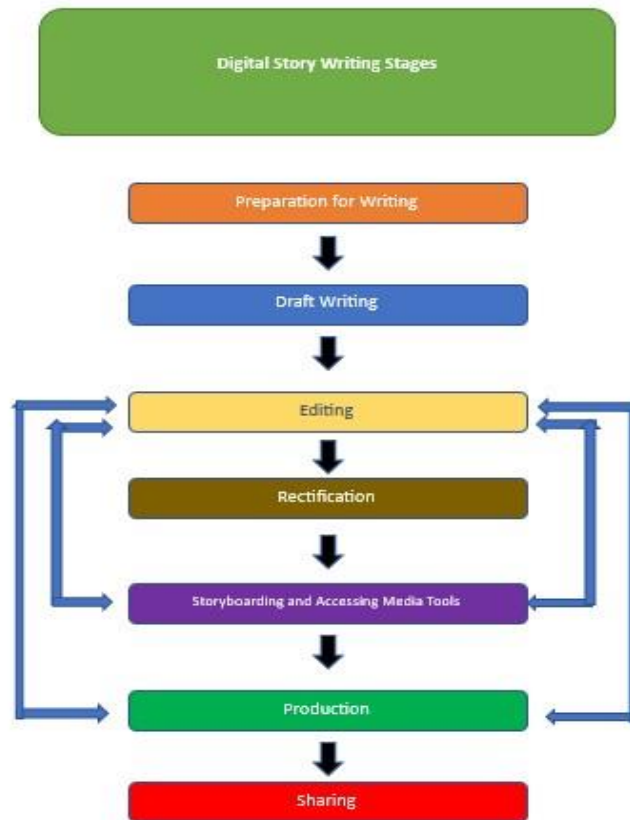
Within the scope of the study, data were collected from 15 students using the Writing Self-Efficacy Scale and the Writing Motivation Scale. Initially, missing data were examined, and no missing values were found. Subsequently, outliers were investigated, and all participants were included in the study.

To determine whether the analysis should follow a normal distribution, a normality test was conducted by examining the Skewness and Kurtosis scores. The results indicated that these scores fell between -1.5 and 1.5, suggesting that the distribution is approximately normal. Consequently, parametric measurements were deemed appropriate for further analysis.

Design, Development and Implementation Process

Before transitioning to the practical phase of the research, necessary permissions were obtained, and a meeting was held with the school principal. The school principal was informed about the content of the research by presenting the obtained permissions. This information included details about the purpose, benefits, and objectives of the study. The research was designed as a quasi-experimental study using quantitative research methods, and a convenience sampling method was employed.

The implementation process of the research took place during the second semester of the 2022-2023 academic year, spanning the months of March and April. The implementation lasted for eight weeks. Prior to commencing the implementation, the research initiator acquainted the students with the purpose, benefits, and challenges of the study. To alleviate any uncertainties, examples of previously prepared digital stories were shown to the participants. Each student was individually instructed to write a story during the implementation process. They were informed that they could seek assistance from the research initiator or other participants if they encountered difficulties. Subsequently, the students were guided through the stages of creating their digital stories. These stages are as follows (Yamaç, 2015):

Figure 1. Digital Story Writing Stages***Preparation for Writing***

During the preparation phase for writing, students were encouraged to determine the topic of their written text and the concepts they would use while composing it. To make this process both easier and more enjoyable, brainstorming was employed.

The purpose of brainstorming is to uncover students' experiences and knowledge. Before conducting the brainstorming session, students were briefly introduced to what brainstorming is and why it is used. Following the brainstorming activity, students were asked to create a writing plan related to their chosen writing topics. Examples of writing plans were provided, emphasizing the benefits of structuring their ideas.

Subsequently, students received information about the structure and components of a story. They examined existing stories to identify their sections. Students were then tasked with creating their own story maps.

This structured approach aimed to enhance students writing skills, foster creativity, and facilitate the writing process by breaking it down into manageable steps.

Creating a Draft

At this stage, students create stories without getting caught up in writing and punctuation rules after preparing their writing plans and story maps. While preserving the entire text, they proceed to create their stories.

Editing

At this stage, students are asked to revise the stories they have created. First, they are informed about what to pay attention to during the editing process. While editing, they collaborate with other participants to identify mistakes and correct them in each other's work. They proceed to create their stories while preserving the entire text.

Rectification

At this stage, students are asked to meticulously review their writings from scratch, paying close attention to writing and punctuation rules. While preserving the entire text, they proceed to create their stories.

Storyboarding and Accessing Media Tools

In this stage, students are asked to create folders on the desktop of the specified computers using their own names. Next, they should create subfolders within this main folder for written stories, images, and music, each labeled accordingly. Students are then instructed to open a Word document inside the written story folder and write their stories on top of that document. After completing the writing phase, they proceed to the editing and revision stage, this time working on the stories directly on the computer. Following this, students are tasked with finding suitable photographs related to their stories and uploading them to the images folder. Finally, they should select music that complements their stories and upload these music files to the music folder.

Production

At this stage, students begin creating their digital stories using the Photo Story 3 program. Initially, the program is introduced, and detailed instructions on how to use it are provided. First, students are asked to upload the photos they have found in a suitable order for their stories. They then add their narratives section by section onto the uploaded photos. After completing this step, students enhance their photos by applying various effects and determining the display duration on the screen. Next, they select music to incorporate into their digital stories. Finally, students who have completed all the stages are encouraged to make further edits and adjustments to their digital narratives. They also have the option to add or remove content from their stories. Please note that this translation is a direct representation of the original text and does not include any additional information or modifications.

Sharing

At this stage, students share the digital stories they have completed with their friends and the application owner. These shared stories are playfully rated by their peers.

Research Validity and Reliability

In the research conducted to examine the impact of digital storytelling on writing motivation and self-efficacy, a weak experimental design known as the single-group pretest-posttest design was employed. Participants were selected from students whose native language was not Turkish, and their ability to use Turkish was not considered. Additionally, necessary permissions were obtained from the students' parents during the research process.

Before transitioning to the implementation phase of the study, all students underwent a pretest, and at the end of the research, the same group of students received a posttest.

The validity and reliability studies of the writing motivation scale used in the research were adapted from the work of Deniz and Demir (2020). According to their findings, the scale demonstrates a high level of reliability with a calculated Cronbach's Alpha coefficient of 0.89. Following Karagöz's classification (2017, p. 445), a Cronbach's Alpha coefficient falls into the following ranges: not reliable (0.00-0.40), low reliability (0.40-0.60), moderate reliability (0.60-0.80), and high reliability (0.80-1.00).

Additionally, the Spearman-Brown reliability coefficient was determined to be 0.86, and the Guttman Split-Half reliability coefficient was 0.85. These values closely align with the Cronbach's Alpha reliability coefficient, confirming that the scale is highly reliable (Deniz & Demir, 2020, p. 604).

Regarding the content validity of the items, they fall within the range of 1.00 to 0.80. Considering the one-dimensional nature of the draft scale, the content validity index was calculated as 0.97 (Deniz & Demir, 2020, p. 601).

The validity and reliability studies of the writing self-efficacy scale used in the research were adapted from the work of Şengül (2013). According to the conducted analyses, the Cronbach's Alpha (α) coefficients were as follows: 0.919 for the first factor, 0.865 for the second factor, 0.884 for the third factor, and 0.850 for the fourth factor. Additionally, the overall scale demonstrated a Cronbach's Alpha coefficient of 0.921. These coefficients indicate that the items within the scale are consistent with each other. Considering that an Alpha value of at least 0.70 is desirable, it can be concluded that both the entire scale and each sub-dimension are highly reliable (Şengül, 2013, p. 90).

Findings

Findings Related to the Sub-Problem

The arithmetic mean (Mean) and standard deviation (SD) values related to the pre-test results obtained using the "Writing Motivation Scale" applied to the experimental group to answer the question about the pre-test results of disadvantaged area children's writing motivation are presented in Figure 2.

Figure 2. Writing Motivation Pre-Test Results

	N	Mean	sd	se
Writing Motivation Pre-Test	15	2,88	0,73	0,19

When examining Figure 2, it can be observed that the arithmetic mean (Mean) value for the experimental group students' writing motivation is 2.88. This value indicates that students' writing motivation falls within a moderate range.

Findings Related to the Sub-Problem

The arithmetic mean (Mean) and standard deviation (SD) values related to the pre-test results obtained using the "Writing Self-Efficacy Scale" applied

to the experimental group to answer the question about disadvantaged area children's writing self-efficacy perceptions are presented in Figure 3.

Figure 3. Writing Self-Efficacy Pre-Test Results

	N	Mean	sd	se
Writing Self-Efficacy Pre-Test	15	3,02	0,58	0,15

When examined in Figure 3, it can be observed that the arithmetic mean (Mean) value for the experimental group students' writing self-efficacy perceptions is 3.02. This value indicates that students' writing self-efficacy levels fall within a moderate range.

Findings Related to the Sub-Problem

The arithmetic mean (Mean) and standard deviation (SD) values related to the post-test results obtained using the "Writing Motivation Scale" applied to the experimental group to answer the question about disadvantaged area children's writing motivation are presented in Figure 4.

Figure 4. Writing Motivation Posttest Results

	N	Mean	sd	se
Writing Motivation Posttest	15	3,77	0,59	0,15

When examining Figure 4, it is observed that the arithmetic mean (Mean) value of the experimental group students' writing motivation levels in the final test is 3.77. This value indicates that the students' writing motivation levels are at a good level. As a result of the mean values increasing from 2.88 in the pre-test to 3.77, it can be seen that digital storytelling activities have enhanced students' writing motivation.

Findings Related to the Sub-Problem

In order to answer the question regarding the writing self-efficacy perceptions of disadvantaged area children, the arithmetic mean (Mean) and standard deviation (SD) values obtained from the final test results using the "Writing Self-Efficacy Scale" applied to the experimental group are presented in Figure 5.

Figure 5. Writing Self-Efficacy Posttest Results

	N	Mean	sd	se
Writing Self-Efficacy Post-Test	15	3,66	0,24	0,06

When examining Figure 5, it is observed that the arithmetic mean (Mean) value of the experimental group students' writing self-efficacy perceptions in the final test is 3.66. This value indicates that the students' writing self-efficacy perceptions are at a good level. As a result of the mean values increasing from 3.02 in the pre-test to 3.66, it can be seen that digital storytelling activities have enhanced students' writing self-efficacy perceptions. Let me translate this text into English while maintaining its coherence

Findings Related to the Sub-Problem

To answer the question regarding whether there is a significant difference between the pre-test and post-test results of disadvantaged area children's writing motivation, the arithmetic mean (AO), standard deviation (SD), and significance level (p) values obtained from the "Writing Motivation Scale" applied to the experimental group are presented in Figure 6.

Figure 6. Table of Significance Between Writing Motivation Pre-Test and Post-Test Results

	Mean	N	sd	se	
Writing Motivation Pre-Test	2,88	15	0,73	0,19	0,00
Writing Motivation Posttest	3,77	15	0,59	0,15	

p<.01

When Figure 6 is examined, it is observed that the arithmetic mean (Mean) value related to the writing motivation of the experimental group students is at a moderate level (2.88) in the pre-test, while it is at a good level (3.77) in the post-test. When examining the significance level of this change, it is found to be $p < .01$, indicating a significant difference in students' writing motivation.

This significant increase in students' writing motivation demonstrates that digital storytelling activities positively impact their motivation for writing.

Findings Related to the Sub-Problem

To answer the question of whether there is a significant difference between the pre-test and post-test results regarding the writing self-efficacy perceptions of disadvantaged area children, we examine the arithmetic mean (Mean), standard deviation (SD), and significance level (p) values obtained from the "Writing Self-Efficacy Scale" applied to the experimental group. These values are presented in Figure 7.

Figure 7. Table of Significance Between Writing Self-Efficacy Pre-Test and Post-Test Results

	Mean	N	sd	se	
Writing Motivation Pre-Test	3,02	15	0,58	0,15	0,00
Writing Motivation Posttest	3,66	15	0,24	0,06	

p<.01

When examining Figure 7, it is observed that the arithmetic mean (Mean) value related to the writing self-efficacy perceptions of the experimental group students is at a moderate level (3.02) in the pre-test, while it is at a good level (3.66) in the post-test. When examining the significance level of this change, it is found to be $p < .01$, indicating a significant difference in students' writing self-efficacy perceptions.

This significant increase in students writing self-efficacy perceptions demonstrates that digital storytelling activities positively impact their motivation for writing.

Discussion and Conclusion

In the world, various migrations occur due to factors such as war, economic conditions, and social reasons. These migrations can happen both individually and collectively. Especially in mass migrations, various problems arise for both the migrating society and the host society. Issues affecting communication between societies, such as religion, language, and social factors, make the adaptation process challenging for the migrating community. Among these challenges, learning the language spoken by the host society significantly impacts adaptation. While the migrating community may learn to address their basic needs through spoken communication, there is also a need for written communication. Particularly, school-age individuals from the migrating community must have a certain level of proficiency in written language to progress effectively in the schools they attend.

In recent years, Turkey has received mass migrations from countries such as Syria, Afghanistan, and others. It is observed that individuals coming from Syria predominantly speak Arabic as their native language. While the inclusion of Arabic words within Turkish can be somewhat beneficial for language learning, the vocabulary of migrating individuals, especially school-age children, remains significantly lower compared to their peers in schools. This situation affects communication established in schools and can lead to various challenges during the education process. As the need for written language increases in educational institutions, it is also known that learning writing skills in a new language can be difficult. Various activities aimed at teaching the essential but challenging skill of writing can facilitate this process.

In the study, the affective dimensions of writing, including self-efficacy, anxiety, and attitude, were examined in relation to the process-oriented writing approach. This approach evaluates students' affective dimensions and their performance during the writing process. Notably, a significant difference was observed in favor of the experimental group, where the process-oriented writing approach was implemented, compared to the control group, which followed the existing writing curriculum, in terms of affective dimensions of writing and writing proficiency.

The term motivation, which conveys meanings related to urging and driving, can also be defined as a compelling force or a mental aid that propels individuals toward their tasks. Research findings consistently highlight the importance of students' focus on writing as a key factor for a healthy writing process (Flower & Hayes, 1981). To facilitate students' concentration on writing activities, various methods are employed, and one such method is digital storytelling. Studies have demonstrated that digital storytelling enhances affective dimensions related to writing. The qualities inherent in digital storytelling, such as stimulating imagination and inspiring students, contribute to the development of creative writing skills (Jacobs & Fu, 2014, p. 110; Dahlström, 2018, p. 1572). In a study by Michalski, Hodges, and Banister (2005), the implementation of digital storytelling positively impacted students' written and oral communication skills. Furthermore, research has shown that it directly enhances writing

motivation. Digital storytelling also proves effective in second language learning, boosting creative writing abilities and motivation (Abdel-Hack & Helwa, 2014, p. 37). A study conducted by Şenel Bingül (2021) revealed that digital creative writing activities enhance students' foreign language writing skills, attitudes, expectations, and motivation. Therefore, digital storytelling holds promise as a powerful tool for fostering writing proficiency and motivation across various educational contexts. Digital storytelling goes beyond brief activities and can be transformed into long-term clubs that treat it as a separate course. Özcan Güzel's (2021) study highlights how digital storytelling clubs support students' writing motivation and skills. Meta-analyses on this topic also yield positive results. Şahin (2021) found that digital storytelling significantly enhances student motivation. The four fundamental language skills are interconnected, and the development of other language skills can enhance writing proficiency. Notably, digital storytelling applications lead to meaningful differences in students' abilities to comprehend spoken content, respond effectively to post-listening questions, and increase motivation related to listening (Gezer, 2018, p. 95). Studies also reveal that students feel more comfortable and retain information better when writing activities are integrated with digital storytelling in lessons. Tatlı and Aksoy (2017) demonstrated that lessons enriched with digital storytelling are more memorable, allowing students to express themselves more freely. Educators have emphasized the motivating impact of digital storytelling practices. Furthermore, when students engage in digital storytelling as writers, they perceive the writing process beyond mere assignments, seeing themselves as authors. In a study conducted by Lo Bello (2015), it was found that students engaged in digital storytelling lessons did not feel like they were merely completing assignments; instead, they felt like genuine authors. This sense of authorship positively influenced their motivation. Similarly, research by Abdel, Hack, and Helwa (2014) revealed that digital storytelling activities contributed to students' enjoyment of writing tasks and led to an improved attitude toward writing.

Digital storytelling, in its simplest definition, can be described as the fusion of text, visuals, and sound. However, various definitions exist in the literature. Digital stories are short narratives that combine different elements such as visuals, audio, video, and text to convey information on a wide range of topics, from historical events to daily life experiences, often with an educational purpose (Robin, 2008). Digital storytelling involves creating multimedia content using elements like writing, visuals, video, and sound within a computer environment (Chung, 2006). It allows individuals to craft personal narratives by blending multiple media components (Ohler, 2013). Researchers have also highlighted the benefits of digital storytelling. Numerous studies demonstrate the advantages of using this method, particularly in enhancing various stages of the writing process, including organization, problem-solving, presentation, and evaluation (Robin, 2006). Additionally, some argue that digital storytelling contributes to the development of multiple language skills. Implementing digital storytelling activities can enhance students' abilities in voice recording, reading, and writing (Karakoyun, 2014). The integration of these diverse elements fosters creativity and engagement, making digital storytelling a powerful tool for both educators and learners. The impact of digital storytelling extends beyond traditional writing, offering a dynamic and interactive way to communicate ideas and experiences. The digital

storytelling method not only enhances various aspects of students' writing skills during the creation process, such as planning, drafting, and revising, but also contributes to their listening skills when other students listen to their completed stories (Kurudayıoğlu and Bal, 2014). Researchers also argue that digital storytelling improves students' communication skills and fosters social interaction. By encouraging collaborative learning, digital stories can facilitate communication among classmates (Kocaman Karoğlu, 2015). Additionally, some researchers highlight that challenging aspects of writing can be more effectively conveyed through the digital storytelling method. Complex topics related to fundamental language skills can be easily explained using digital storytelling (Van Gils, 2005). Furthermore, this method allows students to express emotions and thoughts while subtly conveying additional information between the lines (Van Gils, 2005). The integration of these diverse elements fosters creativity and engagement, making digital storytelling a powerful tool for both educators and learners. The impact of digital storytelling extends beyond traditional writing, offering a dynamic and interactive way to communicate ideas and experiences.

Ungan (2007) asserts that writing proficiency is a complex skill due to its multifaceted dimensions. It is not uncommon for students to struggle with this challenging skill, and occasional setbacks are expected. To facilitate the learning of this skill, some emphasize the affective dimensions of writing. One such dimension is self-efficacy. Self-efficacy refers to individuals' judgments about their ability to organize and perform activities effectively while enhancing their behaviors or skills (Bandura, 1994). It stems from the belief that individuals can self-regulate and reflect on their own competence (Stang, 2001; Özdemir & Erdoğan, 2017). Bandura (1989) suggests that self-efficacy positively influences other affective dimensions related to writing, such as motivation. The level of self-efficacy indicates how well individuals can withstand challenges they encounter while striving toward their intended goals (Korkmaz & İsa, 2004). Each skill and objective has its own self-efficacy. For instance, an individual may exhibit low self-efficacy in science class but high self-efficacy in art class. It is essential not to generalize an individual's low or high self-efficacy across all subjects or goals (Eggleston, 2017). Writing self-efficacy is an intrinsic and domain-specific belief related solely to writing, and whether it is low or high significantly impacts achievement in writing skills. In his study, Pajares (2007) asserted that students with high writing self-efficacy are more successful and patient compared to those with low writing self-efficacy. To maintain success in the field of writing, it is essential for individuals to enhance their self-efficacy related to writing (Katrancı, 2015, p. 43). Writing self-efficacy, a concept that can be developed, plays a crucial role in the development of writing skills. As individuals' writing self-efficacy improves, it reduces anxiety related to writing, and utilizing various resources is essential for its development (Masclé, 2013). High writing self-efficacy positively influences writing performance, and individuals with high self-efficacy tend to excel in writing activities (Stang, 2001). Furthermore, teachers play a significant role in enhancing the writing self-efficacy of individuals who exhibit low self-efficacy toward writing. Teachers are expected to create a comfortable classroom environment for students (Pajares and Valiante, 1997), demonstrate patience, and design activities that elevate students' self-efficacy perceptions (Güneş, Kuşdemir, and Bulut, 2017). By developing

diverse activities tailored to the writing process and aligning them with their intended purpose, teachers can positively impact individuals' writing self-efficacy perceptions (Şengül, 2013). Different writing activities mentioned can include contemporary practices such as creative writing or digital storytelling, which have been the focus of research. Studies examining the impact of digital storytelling on writing self-efficacy have yielded positive results. According to the findings of Karakuş and Yanpar Yelken (2020), digital storytelling applications led to significant differences in favor of pre-service teachers' self-efficacy beliefs in Turkish language teaching. However, no significant differences were observed in the control group. In another study by Gündüz (2019), the experimental group engaged in digital storytelling writing activities, while the control group continued with regular Turkish language classes. The results indicated a positive and significant difference in writing self-efficacy for the experimental group. Similar efforts have been made to enhance self-efficacy perceptions related to writing skills in foreign language learning. Individuals learning Turkish as a foreign language often experience anxiety specifically related to writing, resulting in lower writing self-efficacy (Melanlıoğlu and Atalay, 2016). Balaman Uçar (2016) conducted integrated writing activities to improve the writing self-efficacy of individuals learning English as a foreign language, resulting in increased self-efficacy within the experimental group.

The method of digital storytelling is considered a significant tool in language education. This approach provides students with a creative platform to enhance their writing skills. Research indicates that digital storytelling positively impacts students' writing motivation and strengthens their self-efficacy levels related to writing.

For non-native speakers of Turkish, digital stories are also effectively used as a language learning tool. Through visual and auditory elements, these students can improve their language proficiency and utilize writing skills more effectively.

The digital storytelling method allows students to make their texts more engaging. Visual and auditory components make their written work vivid and memorable. Additionally, this approach provides students with opportunities to experiment with different writing genres and fosters creativity.

Both domestic and international literature supports the positive impact of digital storytelling on students' writing skills. Therefore, incorporating digital storytelling into language education can significantly contribute to students' overall language proficiency.

Recommendations

- The research findings indicate that digital storytelling workshops yield positive results in the affective dimensions of students' writing skills. This suggests that digital stories are a beneficial method for enhancing writing proficiency. Therefore, digital storytelling can be applied not only in Turkish language classes but also across other subjects.
- Observations reveal that students are unfamiliar with digital storytelling concepts and the tools used for creating digital stories. It is essential to introduce and incorporate this method, which has been substantiated through practical studies.

- Schools could utilize free applications like “Photo Story 3” in their computer labs. Both students and teachers can benefit from these applications. Teachers occasionally creating digital stories and incorporating them into lessons can positively impact the classroom atmosphere.
- While digital storytelling software is not inherently difficult to use, some teachers and students may find it challenging due to their computer literacy. Providing training sessions for students in schools and teachers at universities can address this issue.
- This research was conducted with disadvantaged children, yielding successful outcomes. Therefore, it can also be tested with students who do not face disadvantages.
- The study was conducted with a single group, without a control group. Including a control group alongside the experimental group would enhance the study’s validity.
- This research is quantitative and lacks a qualitative dimension. Mixed-method or purely qualitative studies could complement this approach.

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