

## **Enhancing Story Writing Skills in English Language Among Second Language Learners Through Digital Story Telling Platforms**

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### **ABSTRACT**

**Purpose:** The study's purpose is to evaluate the story-writing proficiency of Grade Eight students in English and identify the challenges these students encounter while learning and improving their storytelling skills.

**Design/methodology/approach:** The study analyzed Grade Eight students' story-writing skills by examining gender distribution, proficiency levels, writing habits, and satisfaction. A pre-test established a baseline, followed by concept mapping-based instruction. Post-test results showed significant improvement in storytelling skills, with many students progressing from lower to higher scores. The study used SPSS for both quantitative and qualitative analyses, addressing challenges through a detailed methodology and sampling approach.

**Findings:** The research findings emphasized the effectiveness of digital storytelling in improving language proficiency and encouraging creative expression among L2 learners.

**Practical implications:** The study recommended integrating digital storytelling platforms into the Grade Eight English curriculum, contributing to a broader understanding of innovative methods in language education.

**Originality value:** The findings recommended that educators use digital storytelling platforms to boost language proficiency in L2 learners.

**Keywords:** *Digital Storytelling, Language Proficiency, Concept Mapping Technique, Sequential Storytelling, Second Language Learners*