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**Using Digital Tools to Enhance EFL Writing
Skills of Primary Stage Pupils and Their
Motivation towards Writing**

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Using Digital Tools to Enhance EFL Writing Skills of Primary Stage Pupils and Their Motivation towards Writing

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Abstract

The current research investigated the effect of digital tools on enhancing English as a Foreign Language (EFL) writing skills of primary stage pupils and their motivation towards writing. The research adopted the quasi-experimental design using a pre/post-test design. The research sample involved 60 fourth- year primary pupils at Al-Foqai Primary School in Al-Manzala city, Dakahlia Governorate, Egypt. The participants were divided into two groups: an experimental group (n=30) and a control group (n=30). The research instruments included: an EFL writing skills test (pre-post), an analytic rubric for assessing the EFL writing skills test, and a motivation scale. One specific digital tool, Grammarly, was employed. The results indicated that the experimental group achieved significantly higher scores in their post-test compared to their pre-test scores as well as compared to the control group's post-test scores in both the EFL writing skills test and the motivation scale. Thus, using digital tools had a large impact on enhancing EFL writing skills of primary stage pupils and their motivation towards writing. The research also proposed several recommendations and suggestions for further research.

Keywords: EFL Writing, motivation, digital tools, Grammarly.

Introduction

Numerous innovations have been made in the field of educational technologies. One category of these innovations includes digital tools. These tools encompass a wide range of technologies, including online learning platforms, educational applications interactive software, and multimedia content that enhance a more engaging and tailored approach to education. These tools empower students to access vast amounts of information beyond traditional textbooks, fostering independent research and critical thinking skills. Additionally, they support diverse learning styles by providing multiple formats for content delivery, such as videos, quizzes, and virtual simulations. The collaborative features of digital tools also facilitate communication among students and teachers, breaking down geographical barriers and enabling for real time feedback.

Writing is a productive skill that plays a crucial role in the acquisition of second and foreign languages. Therefore, it is vital to

prioritize improving this important skill. Writing encompasses a grammar, vocabulary, conceptualization, rhetoric, and other language components. It facilitates language learning as students engage with words, sentences, and various writing elements to effectively communicate their idea while reinforcing grammar and vocabulary they are learning. For young learners in lower primary education, writing skills are essential not only for their academic progress across different subjects but also for effective communication and self-expression (Moses & Mohamad, 2019). Researches indicated that deficiencies in writing skills have been linked to inadequate language proficiency (Arif et al., 2020; Tan & Wan, 2019). This challenge is particularly significant among English as a Foreign Language (EFL) students, who often find mastering writing to be quite difficult (Liong & Yunus, 2019; Tan & Wan, 2019).

In the process of learning and enhancing writing skill, an individual's motivation to write is crucial. Students' characteristics including their desire to write, their positive attitude towards writing process, and their effort for creating quality work of writing, significantly influence their motivation. To foster writing motivation, it is essential to create situations that spark students' interest and willingness to engage in writing, provide them with numerous writing experiences as they develop writing, and offer constructive feedback. (Karatay, 2014). It has been established that motivation significantly influences writing development and performance. According to Lam & Law (2010), students who exhibited higher levels of motivation achieved better performance in writing.

Teaching writing is recognized as one of the most difficult tasks for educators in the 21st century. Writing is viewed as the most intricate skill to master (Raza Khan and Zulfiquar, 2022). This intricacy stems from various factors such as grammatical structure, vocabulary, spelling, and punctuation. Writing in English poses significant challenges, especially in elementary classrooms where students face numerous obstacles related to this skill. The primary issues affecting students' English writing stem from a weak grasp of English tenses, grammar, syntax, and a limited vocabulary (Zulaiha & Triana, 2023). Additionally, a lack of creative ideas, writing anxiety, poor structural organization, and reliance on their first language (L1) are major contributors to learners' difficulties in writing effectively in English (Fodil-Cherif, 2021). This skill requires careful attention for effective learning and teaching right from the initial stages of education at the school level (Fareed et al., 2016).

In today's society, effective writing necessitates proficiency in various media and digital technologies for communication and composition. Utilizing digital tools for writing empowers learners to select their topic, encourages active revision, enables writing and sharing beyond the classroom walls and school hours, and provides opportunities for assessing both the writing process and the final product (Hicks, 2014). Today's learners, often referred to as digital natives, have grown up with digital media tools such as the internet, computers and mobile devices. As a result, they exhibit different learning styles and information processing methods compared to their teachers. Digital tools can enhance students' motivation to write and engage those who may be disinterested or lack confidence in their writing skills (Niemi & Multisilta, 2016; Suhaimi et al., 2019; Yang & Wu, 2012). Thus, the present research was an attempt to enhance pupils' EFL writing skills and their motivation towards writing through using digital tools.

Review of literature

This section provides a review of literature and previous studies related to the variables of the present research, which are: Writing, motivation, digital tools, and Grammarly.

Writing

Many authors have presented various definitions for writing. Raza Khan and Zulfiquar (2022) pointed out that writing is the manifestation of ideas and facts in the written form. Moses and Mohamad (2019) defined writing as the expression of language through symbols, or words used to express ideas, letters and feelings. Writing also needs a variety of skills such as the language use, mechanical skills, organizational skills, higher order thinking, etc. According to Masood (2013), writing is characterized as a recursive process rather than a linear one. This means that the ability to write is not an inherent ability, but it can be acquired through practice. Writing is a kind of integrative skill, as well as a meaningful, constructive and complex process (Ling, 2016).

Writing is an important skill in daily life as well as academic activities. Lee and Schmidgall (2020) stated that proficiency in English writing has become increasingly essential in contemporary society. Bora (2023) emphasized that EFL writing represents a crucial literacy activity that empowers individuals to achieve various personal, professional, and intellectual goals. Zulaiha and Triana (2022) discussed that writing has consistently been recognized as a key skill in the process of learning the

English language. This significance arises from its ability to reinforce grammatical structures and vocabulary acquisition. Raza Khan and Zulfiquar (2022) stated that writing allows students to communicate their thoughts effectively. A considerable amount of academic communication occurs through written forms, including presentations, reports, assignments, proposals, memos, applications, preliminary interviews, emails, technical documents, research papers, and more. These elements constitute the daily activities of students (Aminova 2022; Klimova 2013; Ling 2016; Moses & Mohamad 2019). Albiladi and Al-Ghamdi (2022) emphasized that learning writing skills in English is crucial for enhancing other language skills, including speaking, listening, and reading. Writing serves to reinforce the grammatical structures, vocabulary, and idiomatic expressions that we have instructed our students.

Zulaiha and Triana (2023) highlighted that writing proficiency encompasses various components, including grammatical, rhetorical, intellectual, and judgemental aspects. Fodil-Cherif (2021) noted that writing poses significant challenges for EFL learners. These challenges include issues related to grammar, limited vocabulary, spelling, punctuation, interference from their first language, lack of interest in writing activities, insufficient opportunities for correction or feedback, inadequate reading habits and awareness, limited time dedicated to practicing writing, and other factors that arise during the writing process. Another challenge in teaching writing stems from the psychological characteristics of learners. Some students may struggle with self-confidence and experience shyness when it comes to expressing themselves in writing (Alfaki, 2015). Magombo (2015) argued that a learner's readiness to learn writing skills can be fostered through motivation. Moses and Mohamad (2019) further explained that students who are demotivated often show little interest in engaging with writing tasks. Many primary school pupils exhibit a lack of motivation and confidence regarding their writing abilities (Read, 2010).

A number of studies were conducted to develop writing skills through digital tools and various strategies. For example, Mohammed (2023) investigated the effect of using the collaborative digital literacy skills activities on developing writing performance of primary school pupils. The results proved the effectiveness of using the Collaborative digital literacy skills activities on developing writing performance of primary school pupils. Similarly, Ahmed (2021) examined the effectiveness of using Storyboards to improve English as a Foreign Language (EFL) writing skills among primary school students. The research utilized a quasi-experimental design

and concluded that Storyboard was effective in achieving its intended goals, significantly aiding students in enhancing their writing skills. In addition, Tamer (2021) conducted a study on the impact of cartoon films in developing EFL writing skills for primary school pupils. The findings indicated that the use of cartoon films was beneficial in improving the EFL writing skills of primary stage students. The following section sheds light on motivation and its relation to EFL writing.

Motivation

Motivation is a crucial element in reaching target goals and consequently succeeding in various tasks. The term originated from the Latin word ‘MOVERE’, which translates to “to move.” It involves the mechanisms that explain an individual’s intensity, direction, and persistence of effort aimed at achieving a goal (Monica, 2013; Ryan & Moller, 2017). As a psychological concept, motivation pertains to an individual’s desire and drive to engage in particular activities. It incorporates many components such as self- sufficiency confidence, self-esteem, interest, enjoyment, perceived task value, and goal-oriented (Loewen & Reinders 2011; Troia et al., 2013).

According to Alizadeh (2016), the motivation to learn a second language is defined by the degree to which an individual engages in efforts to acquire the language, driven by a genuine desire and the satisfaction derived from this endeavor. This motivation is a complex construct that includes various interconnected elements such as emotions, needs, beliefs, values, desires, and objectives. It encompasses both intrinsic factors that encourage action and extrinsic factors that may serve as incentives for engagement (Awaluddin, 2019). Furthermore, Tulgar (2018) showed that motivation consists of efforts and aimed at achieving specific language-learning objectives. Wright et al. (2020) also defined writing motivation as “the variety of reasons a child may choose to engage in a writing task or decide to take steps to avoid that task” (p.153).

“Motivation can influence what we learn, how we learn and when we choose to learn. Motivation plays a crucial role in learning and can influence what, when, how we learn and is a significant factor in performance” (Schunk & Usher 2012, p.15). Motivation plays a crucial role in writing, as evidenced by the findings of Akyol and Aktaş (2018), which highlight a connection between low motivation and subpar writing performance. The writing skills of learners are significantly influenced by motivation, which is recognized as a psychological factor linked to their

commitment, enthusiasm, and perseverance in achieving their goals (Labor, 2015).

Additionally, various studies have indicated that motivation plays a significant role in writing performance. For instance, Dewi et al. (2021) conducted research in Indonesia examining the influence of motivational strategies on students' essay writing skills and their reactions to these strategies. This study employed a mixed-methods approach, incorporating both quantitative and qualitative research methodologies. The findings indicated that the implementation of motivational strategies in the classroom had a statistically significant positive effect on the students' writing scores. In addition, Cahyono and Rahayu (2020) investigated the relationship between English as a Foreign Language (EFL) students' motivation to write and their writing proficiency. The findings revealed a strong correlation between the motivation levels of EFL students in writing and their overall writing skills.

In another study, Akyol and Aktaş (2018) focused on the relationship between the story-writing abilities of fourth-grade primary school students and their motivation to write. The research involved 165 fourth-grade participants and was conducted using a survey model. The results demonstrated that an increase in students' motivation for writing corresponded with higher scores in their story-writing assessments. Therefore, it can be concluded that there is a relationship between students' motivation levels and their writing abilities.

Digital tools

Technology makes a positive effect not only on social life but also on education. According to Ek (2023) and Fröjd and Ström (2021), the term "digital tools" encompasses a wide range of definitions, including both digital hardware and software components. Hardware pertains to digital devices like computers and smartphones, which are utilized to access various digital software applications. Software refers to the programs and applications designed for performing specific tasks, such as educational platforms, word processing applications, videos, websites, etc. Oikonomou and Patsala (2021) defined digital tools as "Software, programs, applications, platforms, and online or offline resources that can be used with computers, mobile devices or other digital devices that help people complete a task" (p. 254). As the technology has advanced, many teachers and researchers are concerned about how the rapid expansion and application of technological digital tools can affect the writing process and outcomes (e.g.,

Abu Quba et al. ,2023; Ebadi et al., 2023; Fahmi & Cahyono, 2021; Fan, 2023; Vetter et al, 2019).

Digital tools, regardless of the types, are beneficial to both teachers and students in order to improve writing skills. Qoura (2020) explained that digital teaching tools are designed to promote collaboration, communication, and integration skills. They enable connections among individuals anytime and anywhere. Digital teaching methods make the learning experience more engaging and enjoyable. Additionally, these tools allow students to progress at their own pace, catering to their individual abilities and needs. Digital tools have significantly transformed traditional teacher-centered educational approaches into more learner-centered methodologies. This shift has empowered students to take a more active role in their learning processes, enhancing their autonomy and motivation (Bhutoria, 2022; Mollaei, 2013).

Yunus et al. (2019) indicated that when students engage with digital platforms for writing tasks, their overall performance improves. This enhancement can be attributed to the interactive nature of digital tools that provide immediate feedback and resources for revision. Moreover, Xhama (2018) highlighted that these tools not only aid in improving sentence structure but also enhance grammar and spelling skills. The use of digital applications enables students to practice writing in a supportive environment. In addition to structural improvements, digital tools facilitate brainstorming and vocabulary selection. Arumugam et al. (2020) found that these technologies assist students in generating ideas and choosing appropriate vocabulary while constructing sentences with fewer grammatical errors. Furthermore, studies by Chua et al. (2019) and Faizi (2018) revealed that English as a Foreign Language (EFL) students report higher levels of enjoyment during writing sessions when digital tools are incorporated into the curriculum. This enjoyment correlates with increased motivation and engagement, leading to a more positive learning experience.

The incorporation of digital tools also plays a vital role in boosting students' motivation, interest, and confidence levels (Chua et al., 2019; Suastra & Menggo 2020; Zafrin, 2018). When learners feel more confident in their abilities due to the supportive nature of technology-enhanced learning environments, they are likely to participate more actively and take ownership of their educational journey. A number of studies were conducted to improve EFL writing through using digital tools. For example, Ramadhani et al. (2023) conducted a study conducted to assess how effective Padlet is for collaborative writing, focusing on students'

perceptions. The findings indicated that utilizing Padlet in collaborative writing not only boosted students' self-confidence but also enhanced their writing skills. Additionally, the platform was noted for its user-friendly interface and appealing features.

In addition, Ramamuthie and Aziz (2022) performed a systematic review of previous research regarding the impact of digital tools on enhancing EFL students' writing abilities. They analyzed 16 articles published between 2017 and 2021 from various reputable databases. The results demonstrated that digital tools significantly improved students' writing skills and enriched their language knowledge, particularly in areas such as grammar, vocabulary, spelling, and punctuation. Furthermore, these tools encouraged students to become autonomous learners by providing them with virtual access to knowledge beyond traditional classroom settings. Moreover, Abdul Rahman et al. (2018) conducted research aimed at assessing the effects of digital tools on enhancing the writing abilities of English as a Foreign Language (EFL) students. The findings demonstrated that the use of digital tools significantly contributed to the improvement of EFL students' writing skills. The high scores observed in post-tests indicated a notable advancement in the students' writing capabilities.

Grammarly

Fahmi and Cahyono (2021) stated that among the various Automated Writing Evaluation (AWE) programs available, Grammarly stands out as one of the most widely used tools in writing classes. Grammarly is recognized for its user-friendly interface that assists students and educators in enhancing their writing by identifying errors related to spelling, grammar, and punctuation. Additionally, it offers detailed and constructive feedback that includes corrections and suggestions aimed at improving clarity, precision, effectiveness, readability, and overall impact of the writing. The tool is noted for its high accuracy rate and quick evaluation speed (Fitria, 2021).

Grammarly is an online grammar-checking tool that was established in 2009 by Maz Lytvyn and Alex Shevchenk. It serves as an automated feedback program particularly beneficial for language learning, especially in evaluating EFL writing (Daniels & Leslie, 2013). Fitria (2021) stated that Grammarly functions as a web-based tool that effectively performs grammar checks. This includes various aspects such as spelling accuracy, sentence structure, and adherence to standard grammatical rules. Ghufroon & Rosyida (2018) further indicated that Grammarly operates as an online proofreading platform capable of scanning documents to minimize writing errors related

to vocabulary usage, grammar, and mechanics. According to Grammarly (2023) there are three primary versions of Grammarly available to users: the free version, the premium version and the business version.

The use of Grammarly is beneficial for EFL students as it assists teachers in guiding students on writing (Abu Quba et al., 2023; Fitria, 2021). The tool automatically detects various types of writing errors, including grammatical mistakes, inappropriate word choices, spelling inaccuracies, and punctuation issues (Fahmi & Rachmijati, 2021). Other researchers have confirmed the positive impact of Grammarly on enhancing students' writing, supporting the benefits of free Automated Writing Evaluation tools (Parra & Calero, 2019). According to Ghufron and Rosyida (2018), the use of Grammarly in EFL writing positively contributes to reducing students' errors concerning vocabulary choices (diction), grammatical structures, and mechanics (spelling and punctuation).

Some studies have investigated the impact of using Grammarly and the benefits of Grammarly on enhancing EFL writing skills. For example, Abu Quba et al. (2023) conducted a study that to investigate how effectively Grammarly could enhance the writing abilities of low-level English as a Foreign Language (EFL) learners, as well as to identify the specific types of errors that Grammarly was most effective at helping students avoid. The study's findings indicated that Grammarly had a positive impact on the writing skills of low-level EFL students overall. However, it was also revealed that certain types of errors were more easily corrected and received feedback than others. In particular, grammatical mistakes related to word forms and usage proved to be more challenging for improvement, with no significant progress observed in these areas.

In addition, Ebadi et al. (2023) examined the impact of the automated writing evaluation tool Grammarly on common article errors among Iranian EFL learners was examined. The research involved ninety Iranian students majoring in English language and literature, who were selected using convenience sampling methods. These students were divided into three distinct groups: one group received both Grammarly and teacher feedback (experimental group 1), another group received only Grammarly feedback (experimental group 2), and the final group received solely teacher feedback (control group). The researchers utilized pretests and posttests, along with questionnaires and interviews, as their instruments for data collection. The findings indicated that the group receiving both Grammarly and teacher feedback performed better than the other groups in the post-test assessments.

Consistently, Rahman (2023) conducted a study examining the perceptions of English as a Foreign Language (EFL) learners regarding the use of Grammarly to enhance their writing skills. A web-based questionnaire was randomly distributed to 50 Arab EFL learners, and the valid responses were quantitatively analyzed using SPSS software. The findings indicated that EFL learners held a positive view, agreeing that Grammarly had a positive effect on their writing abilities. Similarly, Dewi (2022) reached the same results when describing EFL students' perceptions of Grammarly as an Automated Writing Evaluation (AWE) tool. The study involved 75 students enrolled in an EFL writing class, utilizing questionnaires and interviews as data collection instruments. The results revealed that students perceived the Grammarly application positively as an AWE tool. In summary, studies suggested that Grammarly can enhance students' writing skills while also saving time. It is particularly effective in minimizing errors related to vocabulary usage (diction), language use (grammar), and writing mechanics (spelling and punctuation).

The Pilot study

A pilot study was conducted to assess 4th grade primary stage pupils' level of EFL writing skills and their motivation towards writing. A sample consisting of 20 fourth-year primary pupils from Arafat Shelbaya primary school in Al-Manzala, Dakahlia Governorate was selected. The EFL writing skills test was divided into two questions. It was used to assess the following EFL writing skills: relevance of ideas, vocabulary, grammar, spelling, and punctuation.

Table 1

The mean scores and the percentages of the mean for the EFL writing skills test

Skills	Maximum	Mean	SD	Percentages of the mean %
Relevance of ideas	4	1.30	0.66	32.5%
Vocabulary	4	1.40	0.75	35%
Grammar	4	1.20	0.89	30%
Spelling	4	1.25	0.85	31.25%
Punctuation	4	1.15	0.75	28.75%
Total Score	20	6.30	2.66	31.50%

Table 1 shows that all percentages of the means were less than 50% which implied that there was a need for primary stage pupils need to enhance their writing skills.

The motivation scale

The writing motivation scale consisted of 12 items. A 3-point Likert scale

(① disagree, ② agree to some extent, and ③ agree).

Table 2

The mean score and the percentage of the mean for the motivation scale

No. of items	N	Total score	Mean	SD	Percentage of the mean%
12	20	36	17.75	4.59	49.31%

Table 2 shows that percentage of the mean was less than 50% which implied that there was a need for primary stage pupils to enhance their motivation towards EFL writing skills.

Statement of the problem

Based on the review of literature, related studies, the experience of the researcher as a teacher of English, and the pilot study results, the problem of this research was stated as follows: “Fourth grade primary stage pupils need to enhance their EFL writing skills. They had some difficulties in EFL writing skills. They also had some problems in motivation towards EFL writing”. Thus, the current research investigated the impact of using digital tools on enhancing EFL writing skills of primary stage pupils and their motivation towards writing.

Questions

The study is set out to answer the following questions:

1. What is the impact of using digital tools on enhancing EFL writing skills of primary stage pupils?
2. What is the impact of using digital tools on enhancing motivation towards EFL writing at primary stage?

Hypotheses

For the purposes of this research the following hypotheses are formulated:

1. There is a statistically significant difference at the ($\alpha \leq 0.05$) level between the mean scores of the experimental and the control groups on the post EFL writing skills test in favor of the experimental group.
2. There is a statistically significant difference at the ($\alpha \leq 0.05$) level between the mean scores of pre -and post- administrations for the experimental group of EFL writing skills test in favor of the post administration.
3. There is a statistically significant difference at the ($\alpha \leq 0.05$) level between the experimental and control groups in the mean scores of

the post-administration of the EFL writing motivation scale in favor of the experimental group.

4. There is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the pre- and post-administrations for the experimental group of the EFL writing motivation scale in favor of the post administration.

Purpose of the research

This research aimed at:

- 1- Identifying digital tools suitable for enhancing EFL writing skills.
- 2- Assessing the impact of using digital tools on enhancing EFL writing skills among primary stage pupils.
- 3- Examining how the use of digital tools influences primary stage pupils' motivation towards EFL writing.

Significance of the Study

This research aims to contribute to:

- 1- Improving writing skills and motivation through the integration of digital tools.
- 2- Highlighting the significance of digital tools for EFL teachers and supervisors.
- 3- Increasing the awareness of EFL curriculum developers regarding the significance of using digital tools in the classrooms to enhance writing skills.
- 4- Helping fourth year primary pupils improve their writing skills and their motivation towards writing.
- 5- Providing a comprehensive guide on teaching writing skills using various digital tools for EFL teachers.

Delimitations

The present research was delimited to the following:

- 1- A sample of 60 fourth year primary stage pupils at Al-Foqai Primary School in Al-Manzala city, Dakahlia Governorate, enrolled in the second semester during the academic year (2023/ 2024).
- 2- EFL writing skills needed for primary pupils to master (relevance of ideas, vocabulary, grammar, spelling, and punctuation).
- 3- Using one digital tool (the free version of Grammarly).

Operational definitions of terms:

Writing skills

In this research, writing skills were operationally defined as primary school pupils' ability to effectively express and communicate thoughts and ideas through written language by utilizing graphic symbols with a clear purpose, while adhering to established conventions such as relevance of ideas, vocabulary, grammar, spelling, and punctuation.

Motivation

In the current research, motivation was defined as the combination of intrinsic and extrinsic factors that drive fourth-grade primary pupils' task engagement and persistence in enhancing their EFL writing skills. Motivation is the pupils' task engagement and persistence, measured by a motivation scale reflecting pupils' attitudes towards EFL writing tasks.

Digital tools

In this research digital tools were operationally defined as software applications platforms, and of line or online resources for teaching and learning. These tools can be accessed using computers or mobile devices. In the context of EFL writing skills, digital tools can include word processors, grammar checkers, collaborative writing platforms that assist learners in composing text more effectively.

Method of the Research

Design

The present research adopted the quasi-experimental design using an experimental and a control group with a pre/post-test design to assess the impact of using digital tools on enhancing EFL writing skills of primary stage pupils and their motivation towards writing. An EFL writing skills test (pre-post) and writing motivation scale were administered to both the control group and the experimental group to evaluate their writing skills and their motivation towards writing.

Participants

The research involved 60 fourth-grade primary pupils at Al-Foqai Primary School in Al-Manzala city, Dakahlia Governorate, enrolled in the second semester during the academic year (2023/ 2024). One class of thirty pupils comprised the experimental group and received the treatment using a digital tool (Grammarly). The other class of 30 pupils served as a control group and received regular teaching methods.

Instruments

The following part includes a detailed description of each instrument of the research:

1-An EFL writing skills test (pre-post)

The test was divided into two questions. It was designed to be suitable to the level of those pupils and their EFL writing skills. It was used to assess the following EFL writing skills: relevance of ideas, vocabulary, grammar, spelling, and punctuation. The number of the test items was (10) and each skill was measured through two items, so the maximum score for the test was (20) and the minimum was (0).

2-An analytic rubric of EFL writing skills test

The writing scoring rubric contained the target EFL writing sub-skills: relevance of ideas, vocabulary, grammar, spelling and punctuation. The scoring rubric included a 4-point scale ranging from 1 (the minimum

score) to 4 (the maximum score). Thus, the total score for each skill was 4 and for the whole test was 20.

3-The writing motivation scale

The writing motivation scale consisted of 12 items. A 3-point Likert scale (① disagree, ② agree to some extent, and ③ agree).

Results of the research

In order to answer the first research question, which stated “*What is primary tools in improving EFL writing skills of the impact of using Digital stage pupils?*”, the first and the second hypotheses were tested.

Testing the First Hypothesis

The first hypothesis stated that “*There is a statistically significant difference at the ($\alpha \leq 0.05$) level between the mean scores of the experimental and the control groups on the post EFL writing skills test in favor of the experimental group.*” In order to test the first hypothesis, the researcher used the descriptive statistics, the independent samples t-test and Eta square equation (η^2). This included both the sub-skills and the total score. Table 3 presents comparison between the performance of the control group and the experimental group on the post administration of the EFL writing skills test.

Table 3

Comparing the Performance of the Control and Experimental Groups on the Post-Administration of the EFL Writing Skills Test

Skills	Groups	N	M	SD	t.Value	df	Sign.	η^2	Effect size
Relevance of ideas	Exp	30	3.73	0.45	7.273	58	0.01	0.477	High
	Control	30	2.20	1.06					
Vocabulary	Exp	30	3.70	0.53	6.137	58	0.01	0.39	High
	Control	30	2.57	0.86					
Grammar	Exp	30	3.50	0.68	5.401	58	0.01	0.33	High
	Control	30	2.27	1.05					
Spelling	Exp	30	3.63	0.49	7.294	58	0.01	0.478	High
	Control	30	2.33	0.84					
Punctuation	Exp	30	3.53	0.73	5.599	58	0.01	0.35	High
	Control	30	2.03	1.27					
Total Score	Exp	30	18.09	1.69	8.474	58	0.01	0.55	High
	Control	30	11.40	3.99					

Table 3 shows that all values of (t) are statistically significant at the level of significance (0.01) and a degree of freedom = 58. This means that there is a statistically significant difference between the mean scores of the experimental group and the control group on post- administration of the

EFL writing skills test. This difference includes all writing sub-skills and the total test score in favor of the experimental group due to using digital tools. Table 3 also shows that all (η^2) values of writing sub-skills ranged from (.33) to (.478). The total effect size was (0.55). All (η^2) values of writing sub-skills and the total score were greater than (0.14) * which means a large effect. This means that using digital tools was responsible for 55% of improving EFL writing skills of primary stage pupils. Therefore, the first hypothesis was accepted.

Testing the Second Hypothesis

The second hypothesis stated that “*There is a statistically significant difference at the ($\alpha \leq 0.05$) level between the mean scores of pre and post - test administrations for the experimental group of EFL writing skills test in favor of the post administration*”. To test the second hypothesis, the paired samples t-test and Cohen’s equation was used. Table 4 presents comparison between the performance of the experimental group on the pre- and post-administrations of the EFL writing skills test.

Table 4

Comparing the Performance of the Experimental Group on Pre- and Post-Administrations of the EFL Writing Skills Test

Skills	Test	N	M	SD	t.Value	df	Sign.	d	Effect size
Relevance of ideas	Pre	30	2.17	1.15	8.527	29	0.01	1.557	High
	Post	30	3.73	0.45					
Vocabulary	Pre	30	2.10	0.66	11.379	29	0.01	2.078	High
	Post	30	3.70	0.53					
Grammar	Pre	30	2.13	1.07	6.458	29	0.01	1.179	High
	Post	30	3.50	0.68					
Spelling	Pre	30	2.30	0.88	9.633	29	0.01	1.759	High
	Post	30	3.63	0.49					
Punctuation	Pre	30	2.13	1.25	7.167	29	0.01	1.308	High
	Post	30	3.53	0.73					
Total Score	Pre	30	10.83	4.00	11.947	29	0.01	2.181	High
	Post	30	18.09	1.69					

Table 4 illustrates that all “t” values for the difference between the mean scores of the experimental group in the pre- and post- test administration of writing skills and the total score were statistically significant at the 0.01 level in favor of the post-administration. This indicates that there is improvement in the writing test skills as a whole among the experimental group after teaching them with digital tools. It is also clear that all values of (d) for the sub- skills and the total score were greater than 0.8 * that expresses a large effect, which means the

effectiveness of using digital tools on improving EFL writing skills of primary stage pupils. Consequently, the second hypothesis was accepted.

Results of the Motivation towards Writing Scale

In order to answer the second research question, which stated “*What tools in Digital is the impact of using EFL motivation towards writing at primary stage?*”, the third and the fourth hypotheses was tested.

Testing the third hypothesis

The third hypothesis of the research was tested, which stated “There is a statistically significant difference at the $\alpha \leq 0.05$) level between the experimental and control groups in the mean scores of the post-administration of writing motivation scale in favor of the experimental group.” In order to test the third hypothesis, the researcher used independent samples t-test and Eta square equation (η^2).

Table 5

A comparison of the mean score of the experimental and control groups on the post administration of the motivation scale

Groups	N	M	SD	t.Value	df	Sign.	η^2	Effect size
Exp	30	27.40	4.07	5.427	58	0.01	0.337	High
Control	30	21.63	4.16					

Table 5 shows that there is a statistically significant differences between the mean scores of the experimental group and the control group on post- administration of the motivation scale in favor of the experimental group (highest mean= 27.40) as the estimated t.value=(5.427) is statistically significant at (0.01) and (df=58). Table 5 also shows that (η^2) value of motivation towards writing was greater than (0.14) *, which means a large effect size. The effect size of the experimental treatment (using digital tools) on the total score of the motivation scale was (0.337), which indicates that 33.7% of the variance of the total score of the motivation scale is due to the impact of the experimental treatment (using digital tools). Therefore, the third hypothesis was accepted.

Testing the fourth hypothesis

The fourth hypothesis stated, “*There is a statistically significant -and post -level between the mean scores of the pre (, , $\rho \geq \alpha$) difference at roup of the EFL writing motivationadministrations for the experimental g scale in favor of the post administration.*” To test the fourth hypothesis, paired samples t-test and Cohen's equation was used.

Table 6

A comparison of the mean score of the experimental group pupils on the pre- and post-administrations of the motivation towards writing scale

Test	N	M	SD	t	df	Sign.	D	Effect size
Pre	30	18.80	5.08	10.113	29	0.01	1.846	high
Post	30	21.40	4.07					

Table 6 clarifies that there is a statistically significant difference between the mean score of the experimental group on the pre-post-administration of the motivation scale in favor of the post administration (highest mean=21.40) as the estimated t-value =(10.113) is statistically significant at (0.01) and (df=29). Table (10) also shows that the value of (d) was greater than 0.8*, which means a high effect of using digital tools in improving motivation towards writing. Therefore, the fourth hypothesis was accepted.

Discussion

In the context of English as a Foreign Language (EFL) education, digital tools have become increasingly significant. Among these tools, Grammarly stands out due to its comprehensive features that assist learners in enhancing their writing skills. Results illustrated above revealed how Grammarly as a digital tool improves various sub-skills of writing (relevance of ideas, vocabulary, grammar, spelling, and punctuation) and its role in motivating primary stage pupils towards writing. These results go in line with Abu Quba et al. (2023), Armanda et al. (2022), Ebadi et al. (2023), Fahmi and Rachmijati (2021), Fitria (2021), and Ghufron and Rosyida (2018), who reached a similar conclusion and emphasized that Grammarly's real-time grammar checks help pupils identify errors they might overlook when proofreading their work manually. The ability to see errors corrected in real time fosters a more profound learning experience compared to regular methods where feedback may be delayed. As students engage with Grammarly over time, they become more adept at recognizing common errors and applying correct forms independently.

Furthermore, students who utilized Grammarly exhibited greater motivation towards writing compared to those who did not employ any digital tools. This highlights how technology can positively influence learners' attitudes and enthusiasm towards language learning tasks. By utilizing Grammarly consistently throughout their writing exercises, students experience an increase in self-efficacy regarding their abilities as writers. Moreover, this increased confidence translates into greater enthusiasm for engaging with written assignments. These results consistent

with the earlier studies conducted by Dewi (2022), Fan (2023), Ghufroon and Rosyida (2018), and Rahman (2023), who found that the use of Grammarly has a positive effect of on enhancing EFL writing skills and increasing motivation towards writing.

The findings of the current research align with those of a study by Abu Quba et al. (2023), which indicated that Grammarly can effectively assist low-level students in enhancing their writing skills. Similarly, Prasetya and Raharjo (2023) reported notable improvements in the writing skills of the experimental group particularly in grammar, vocabulary, spelling, punctuation, clarity, and coherence. The results also support those of Ebadi et al. (2023), Marghany (2023) and Rahman (2023) who used Grammarly to improve students' writing skills. The findings of the present research are also consistent with those of Dewi (2022), which showed that the students had positive perceptions of using Grammarly as Automated Writing Evaluation. In conclusion, the research findings strongly support that digital tools like Grammarly play an essential role in improving EFL writing skills and motivation towards it among primary stage pupils by effectively addressing key elements such as relevance of ideas, vocabulary, grammar, spelling, and punctuation.

Conclusion

This research provides compelling evidence that using digital tools like Grammarly significantly improves both EFL writing skills of primary stage pupils and their motivation towards writing. Digital tools like Grammarly provide immediate feedback on grammar, vocabulary, spelling, punctuation, and clarity, allowing learners to understand their mistakes in real-time. Additionally, many digital tools provide tailored learning opportunities that are specifically adapted to suit individuals' preferences and needs. The integration of digital tools into the writing process has been shown to positively impact student motivation towards writing tasks.

Recommendations

The following recommendations are suggested based on the findings and conclusions of this research:

For Teachers

- 1-Integrate digital tools into the curriculum.
- 2-Encourage collaborative writing activities.
- 3-Teachers should train their students to use different digital tools.

For Students

- 1-Utilize digital tools effectively.
- 2-Practice regularly to improve EFL writing skills.

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- 3- Student should practice writing skills outside of class through using digital tools at home.

Suggestions for Further Research

The following suggestions are presented to be considered for further research:

- 1- Conducting longitudinal studies.
- 2- Focus on different writing genres (narrative, expository, persuasive).
- 3- Using various digital tools to enhance different EFL learning skills (speaking, listening, and reading).

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