



THE USE OF FILM AS MULTIMODAL MEDIA TO FACILITATE STUDENTS' MULTIMODAL LITERACY IN LEARNING NARRATIVE TEXTS

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ABSTRAK

Penelitian ini bertujuan menyelidiki efektivitas penggunaan film sebagai media multimodal dalam memfasilitasi literasi multimodal siswa pada pembelajaran teks naratif. Penelitian ini dilatarbelakangi oleh kebutuhan media pembelajaran EFL yang lebih interaktif dan kontekstual. Penelitian menggunakan desain pra-eksperimen dengan rancangan one-group pre-test dan post-test terhadap 26 siswa kelas X SMK. Data dikumpulkan melalui pre-test, post-test, dan angket, kemudian dianalisis menggunakan paired sample t-test dan statistik deskriptif. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata siswa dari 86,15 menjadi 90,30 setelah penerapan pembelajaran berbasis film. Uji paired sample t-test menunjukkan perbedaan yang signifikan ($t(25) = -14,774$, $p < 0,05$), yang menandakan bahwa film efektif sebagai media multimodal dalam pembelajaran teks naratif. Hasil angket juga menunjukkan respons positif siswa dengan rata-rata skor 4,10, terutama pada aspek pemahaman teks, motivasi belajar, keterlibatan, dan literasi multimodal. Temuan ini menunjukkan bahwa integrasi film mampu mendukung pemahaman bahasa sekaligus memperkuat kemampuan siswa dalam menginterpretasikan makna melalui berbagai mode komunikasi. Kesimpulannya, penggunaan film sebagai media multimodal efektif dalam meningkatkan pemahaman teks naratif dan literasi multimodal siswa. Penelitian ini menegaskan pentingnya penggunaan media multimodal inovatif dalam menciptakan pembelajaran EFL yang lebih bermakna.

Kata Kunci: *Literasi Multimodal, Media Pembelajaran Film, Teks Naratif, Pembelajaran Multimodal*

ABSTRACT

This study aimed to investigate the effectiveness of using films as multimodal media in facilitating students' multimodal literacy in narrative text learning. The study was motivated by the need for more interactive and contextual EFL learning media. A pre-experimental design with a one-group pre-test and post-test was employed involving 26 tenth-grade vocational high school students. Data were collected through pre-tests, post-tests, and questionnaires, then analyzed using paired sample t-tests and descriptive statistics. The findings revealed an improvement in students' mean scores from 86.15 to 90.30 after the implementation of film-based learning. The paired sample t-test showed a statistically significant difference ($t(25) = -14.774$, $p < 0.05$), indicating that films were effective as multimodal media in narrative text learning. Questionnaire results also demonstrated positive student responses with an overall mean score of 4.10, particularly in terms of text comprehension, learning motivation, engagement, and multimodal literacy. The findings indicate that the integration of films supports language comprehension while strengthening students' ability to interpret meaning through multiple modes of communication. In conclusion, the use of films as multimodal media effectively enhances students' narrative text comprehension and multimodal literacy. This



study highlights the importance of innovative multimodal media in creating more meaningful EFL learning experiences.

Keywords: *Multimodal Literacy, Film-Based Learning Media, Narrative Text, Multimodal Learning*

INTRODUCTION

The concept of literacy has transformed significantly in the digital era. Literacy is no longer limited to reading and writing printed texts but also involves the ability to interpret meaning through visual, audio, spatial, and digital modes. This transformation highlights the growing importance of multimodal literacy in responding to increasingly complex communication practices in contemporary society. Eisenlauer (2020) explains that digital platforms encourage learners to engage with multiple semiotic resources simultaneously, requiring broader literacy competencies in EFL learning contexts. Patty (2025) additionally argues that multimodal pedagogy and critical literacy integration are essential in contemporary English language education because they encourage students to critically interpret information across various communication modes. Consequently, language learning in the twenty-first century demands not only linguistic competence but also the ability to critically interpret and produce meaning across multiple communication modes.

The development of multimodal literacy has important implications for English as a Foreign Language (EFL) learning. In modern EFL classrooms, students are expected to comprehend and create meaning through multimodal texts such as videos, images, animations, and digital storytelling. Lim and Kessler (2024) state that multimodal composing supports second language acquisition because learners actively combine linguistic and non-linguistic elements during meaning-making processes. Reyes-Torres and Raga (2020) also emphasize that multimodal pedagogy enhances students' engagement and literacy practices by integrating visual and textual resources. Patty (2025) further explains that multimodal learning environments encourage learners to become more reflective, participatory, and communicative during English language learning activities. These studies indicate that multimodal approaches can create more interactive and meaningful learning experiences for EFL learners.

In the Indonesian EFL context, multimodal literacy becomes increasingly relevant because English exposure is generally limited to classroom settings. Therefore, teachers are required to provide authentic language input through diverse instructional media. Ferdiansyah (2024) found that collaborative digital storytelling encourages students' active participation while improving communication and creativity skills. Similarly, Hidayat, Sundari, and Zuhairi (2024) revealed that multimodal digital storytelling positively contributes to students' reading comprehension and engagement. Novita, Saifulloh, and Lindawati (2024) also found that multimodal texts effectively improve EFL students' narrative writing skills because students become more engaged in organizing ideas through visual and textual supports. These findings demonstrate the importance of integrating multimodal literacy practices into EFL instruction to support students' communicative competence and active learning participation.

Narrative text is one of the essential genres taught in Indonesian vocational high schools because it helps students understand how ideas and events are meaningfully organized in communication. Wardani and Kurniasih (2023) explain that multimodal texts support students' comprehension of narrative texts through visual and linguistic representations. Furthermore, Emiliasari, Emilia, and Hermawan (2025) argue that integrating visual grammar into genre-based pedagogy strengthens students' critical reading skills in interpreting multimodal texts. Novita et al. (2024) further emphasize that multimodal learning materials help students better



understand narrative structures while improving their ability to express ideas creatively in written form. This suggests that narrative text instruction can become more effective when supported by multimodal resources that engage students through multiple meaning-making modes.

Among various multimodal resources, films have strong potential to facilitate multimodal literacy development in EFL classrooms. Films combine spoken language, visual images, sounds, gestures, and contextual settings, enabling students to experience authentic language use while understanding narrative structures more comprehensively. Lewis III and Lewis (2021) found that multimodal learning environments support higher-order literacy development and comprehension skills. Likewise, Liang and Hwang (2023) demonstrated that multimodal media increase learners' narrative engagement and storytelling abilities in EFL learning. Patty (2025) also notes that multimodal pedagogical practices involving audiovisual media can strengthen students' interpretative and critical literacy skills in language learning contexts. Therefore, films can serve as effective multimodal media that help students interpret meaning beyond conventional text-based learning.

Despite increasing attention to multimodal literacy in EFL education, several gaps remain in previous studies, particularly in the Indonesian vocational school context. Existing research has mainly focused on digital storytelling, multimodal composing, and reading comprehension, while limited studies specifically investigate the effectiveness of films as structured multimodal learning media for narrative text learning. Nurhadi et al. (2026) highlighted that Indonesian students benefit from multimodal texts; however, classroom instruction still tends to prioritize conventional text-based approaches. Similarly, Munajah, Sumantri, and Yufiarti (2023) emphasized that multimodal storytelling can improve students' language skills, yet its integration into narrative text learning in vocational education remains underexplored. Novita et al. (2024) primarily examined the effectiveness of multimodal texts in improving writing performance, but their study did not specifically explore the pedagogical use of films as multimodal instructional media in vocational EFL classrooms. This indicates that further investigation regarding film-based multimodal learning remains necessary.

Therefore, the novelty of this study lies in examining the effectiveness of films as multimodal media to facilitate students' multimodal literacy in learning narrative texts within Indonesian vocational high schools. This study not only focuses on students' comprehension of narrative texts but also explores how films support learners in interpreting visual, linguistic, and contextual meanings simultaneously. By incorporating perspectives from multimodal pedagogy and critical literacy proposed by Patty (2025), this study also seeks to understand how film-based instruction can encourage students' active engagement and critical interpretation during EFL learning activities. Furthermore, this study contributes empirical evidence regarding students' perceptions and the pedagogical potential of film-based multimodal learning in EFL instruction, particularly in Indonesian vocational education settings.

METHODOLOGY

This study employed a pre-experimental method using a one-group pre-test and post-test design to investigate the effectiveness of films as multimodal learning media in teaching narrative texts. The study involved 26 tenth-grade students of a vocational high school (SMK), selected through a total sampling technique. Data were collected using achievement tests and questionnaires. The pre-test and post-test measured students' understanding of narrative texts, including generic structure and overall comprehension, while the questionnaire employed a

five-point Likert scale to examine students' perceptions of film-based multimodal learning. Prior to implementation, the instruments were reviewed by experts to ensure content validity, and the questionnaire demonstrated acceptable reliability based on internal consistency testing.

The data collection process consisted of four stages: administering the pre-test, conducting film-based learning activities, administering the post-test, and distributing the questionnaire. During the treatment sessions, students were exposed to films containing visual, audio, and linguistic elements to support multimodal interaction in narrative text learning. Quantitative test data were analyzed by comparing mean scores before and after treatment and applying a paired sample t-test to determine the significance of students' improvement. Questionnaire data were analyzed using descriptive statistics to identify students' perceptions of the learning process. This procedure was conducted to obtain both statistical evidence of learning improvement and descriptive insights into students' experiences with multimodal film-based instruction in EFL classrooms.

RESULT AND DISCUSSION

Result

The findings of this study indicate that the use of film as multimodal media positively facilitated students' multimodal literacy in learning narrative texts. The improvement was reflected in both students' academic performance and their perceptions of the learning process. The statistical results of the pre-test and post-test are presented in Table 1 and Table 2.

Table 1. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Before Treatment	86.1538	26	5.56915	1.09220
After Treatment	90.3077	26	5.06572	0.99347

Table 2. Paired Samples Test

	Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Before Treatment – After Treatment	-4.15385	1.43366	0.28116	-14.774	25	.000

The results in Table 1 and Table 2 demonstrate that students showed better achievement after participating in film-based multimodal learning activities. The statistical analysis confirmed a significant difference between students' scores before and after the treatment, indicating that films effectively supported narrative text comprehension. In addition, the more consistent post-test performance suggests that multimodal learning contributed to more stable learning outcomes among students. These findings imply that the integration of visual, audio, and linguistic elements through films positively supported students' multimodal literacy development.

To strengthen the quantitative findings, students' perceptions toward the implementation of film as multimodal media were analyzed through a questionnaire. The results are presented in Table 3.

Table 3. Students' Perceptions on the Use of Film as Multimodal Media

No	Category	Mean Score	Category Level
1	Understanding of Narrative Text	3.87	High



No	Category	Mean Score	Category Level
2	Multimodal Elements (Visual, Audio, Language)	4.04	High
3	Multimodal Literacy	4.08	High
4	Motivation and Engagement	4.15	High
5	Ease of Use and Usefulness	4.18	High
	Overall Mean	4.10	High

The questionnaire findings reveal that students responded positively to the use of films in narrative text learning. Students particularly perceived films as useful, engaging, and supportive in helping them understand narrative structures through multiple modes of communication. Furthermore, the integration of visual, audio, and linguistic elements enabled students to interpret meaning more effectively and increased their participation during the learning process. These results strengthen the argument that film-based multimodal learning not only improves academic achievement but also enhances students' motivation, engagement, and multimodal meaning-making abilities in EFL classrooms.

Discussion

The findings of this study indicate that the use of films as multimodal media significantly improves students' understanding of narrative texts and supports the development of multimodal literacy in EFL learning. The increase in students' post-test scores demonstrates that multimodal input enables learners to comprehend information more effectively through the integration of visual, auditory, and linguistic elements. Films provide contextualized representations of language that help students connect written texts with real-life situations, gestures, emotions, and settings. Eisenlauer (2020) explains that multimodal environments encourage learners to construct meaning through multiple communication channels in digital literacy practices. Similarly, Lim and Kessler (2024) argue that multimodal composing enhances second language acquisition because learners actively engage with different semiotic resources during meaning-making processes. Barnwal (2021) further proposes that multimodal analysis frameworks support learners' reading behavior and language comprehension by integrating various forms of textual and visual interpretation during learning activities. These findings suggest that films do not merely function as supplementary media, but also as cognitive scaffolds that facilitate students' interpretation and comprehension of narrative meaning in EFL contexts.

The effectiveness of films in teaching narrative texts is also associated with their role in supporting students' understanding of narrative structures. Through films, learners can visualize orientation, complication, climax, and resolution more concretely than through written texts alone. This multimodal representation enables students to interpret storylines and character development through both verbal and non-verbal information. Wardani and Kurniasih (2023) found that multimodal texts positively influence students' comprehension by strengthening understanding through visual and audio support. Reyes-Torres and Raga (2020) further emphasize that multimodal pedagogy promotes multiliteracies because learners interact with diverse forms of meaning-making during language learning activities. Nurviyani (2023) also explains that reading multimodal narrative texts encourages students to interpret meaning not only linguistically but also emotionally and socially through interaction with multimodal elements. In this study, films encouraged students to process information critically by combining textual understanding with visual interpretation, indicating a deeper level of narrative comprehension.



Another important finding relates to students' motivation and engagement during the learning process. Students perceived film-based learning as more interactive and enjoyable than conventional classroom activities. The integration of moving images, sounds, dialogues, and contextual scenes created a dynamic learning environment that encouraged active participation. Liang and Hwang (2023) explain that multimodal storytelling environments enhance learners' narrative engagement because students become emotionally and cognitively involved in the learning process. Likewise, Ferdiansyah (2024) states that collaborative multimodal learning supports students' participation and communication skills in EFL classrooms. Nurviyani (2023) further highlights that multimodal narrative learning contributes positively to students' social and emotional competencies because learners become more empathetic and reflective during classroom interaction. This indicates that films contribute not only to cognitive learning outcomes but also to affective aspects of learning, particularly students' motivation and classroom involvement.

The findings also demonstrate that films contribute positively to students' multimodal literacy development. Students responded positively toward the visual, auditory, and linguistic elements presented in the films, showing their ability to interpret information simultaneously across multiple modes. Lewis III and Lewis (2021) emphasize that multimodal approaches support higher-order literacy development because learners are encouraged to analyze information critically across different communication modes. Emiliasari, Emilia, and Hermawan (2025) also argue that integrating visual grammar into language instruction strengthens students' critical reading of multimodal texts. Barnwal (2021) explains that multimodal assessment frameworks help identify how learners process information through visual attention, reading behavior, and language comprehension simultaneously. These findings imply that exposure to films can help students develop interpretive and analytical literacy skills that are increasingly required in digital and technology-based learning environments.

In the Indonesian EFL context, the use of films as multimodal media is particularly relevant because students generally have limited opportunities to interact with authentic English input outside the classroom. Films provide contextualized exposure to pronunciation, expressions, gestures, and cultural aspects of communication. Hidayat, Sundari, and Zuhairi (2024) found that multimodal digital storytelling positively affects students' reading comprehension and engagement in EFL learning. Likewise, Nurhadi et al. (2026) report that multimodal learning supports deeper interpretation and interaction with learning materials among Indonesian students. Nurviyani (2023) similarly found that multimodal narrative learning processes support students in developing stronger interpretative abilities and emotional engagement during reading activities. Recent studies further indicate that multimodal literacy continues to expand alongside AI-supported learning practices. Tan and Zhao (2025) explain that multimodal learning environments integrated with generative AI can strengthen learners' literacy practices and engagement, while Hwang, Lee, and Shin (2023) introduce prompt literacy as an emerging literacy skill in digital language learning.

The integration of multimodal learning resources also reflects broader changes in contemporary literacy assessment and instructional practices. Traditional language learning approaches often emphasize textual comprehension alone, whereas multimodal instruction encourages students to combine visual, auditory, linguistic, and contextual information simultaneously. Barnwal (2021) argues that multimodal assessment provides a more comprehensive understanding of learners' comprehension processes because meaning construction occurs across multiple semiotic channels rather than through text only. In this study, films functioned not merely as entertainment media but as structured instructional



resources that supported learners' interpretation, engagement, and critical thinking processes. These findings indicate that multimodal film-based instruction aligns with current educational demands that emphasize digital literacy, interpretative competence, and learner-centered pedagogy.

Overall, the findings strengthen current perspectives regarding the importance of integrating multimodal resources into language learning. Films were found to support students' comprehension, engagement, and multimodal meaning-making processes simultaneously, making learning more contextualized and student-centered. This finding aligns with studies highlighting the effectiveness of multimodal storytelling and digital narrative instruction in improving language skills (Desimah et al., 2026; Munajah et al., 2023; Zhang, 2026). Fajriah et al. (2026) further emphasize that integrating multimodal narrative instruction into EFL classrooms can transform students' learning experiences through the combination of language, visuals, and digital storytelling practices. Hafizah et al. (2025) also explain that English-language films provide authentic exposure that enhances vocabulary acquisition and contextual language understanding among EFL learners. By reinforcing perspectives proposed by Nurviyani (2023) and Barnwal (2021), this study confirms that multimodal learning environments not only strengthen students' language comprehension but also foster interpretative, emotional, and analytical literacy skills in EFL education. Thus, this study contributes theoretically by reinforcing the relationship between multimodal literacy and narrative text learning, while practically offering an alternative instructional strategy for creating more interactive, meaningful, and authentic EFL learning environments.

CONCLUSION


This study concludes that the use of films as multimodal media effectively facilitates students' multimodal literacy in learning narrative texts in EFL classrooms. The integration of visual, auditory, and linguistic elements through films helps students understand narrative structures more meaningfully and contextually while increasing their engagement and participation during the learning process. These findings indicate that multimodal film-based learning not only improves narrative text comprehension but also strengthens students' literacy skills required in contemporary digital communication. Furthermore, films function as authentic multimodal resources that connect classroom instruction with real-life language use in EFL contexts.

This study contributes theoretically by reinforcing the relationship between multimodal literacy and narrative text learning, particularly within Indonesian vocational high school settings. Practically, the findings suggest that English teachers can integrate films into EFL instruction to create more interactive, contextualized, and student-centered learning experiences. However, this study was limited by the use of a pre-experimental design and a relatively small sample size. Therefore, future research is recommended to apply more rigorous research designs, involve broader participant groups, and explore other digital multimodal resources to further develop multimodal literacy practices in EFL learning.

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