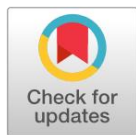


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Digital Storytelling as a Tool for Multicultural Awareness in English Language Learning

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ABSTRACT

Background. The increasing cultural diversity in English language classrooms has emphasized the importance of developing multicultural awareness as part of communicative competence. Traditional pedagogical approaches often fail to provide learners with meaningful opportunities to explore cultural identities and perspectives. Digital storytelling (DST) has emerged as a pedagogical tool that integrates language learning with intercultural understanding through narrative creation, visual expression, and reflective engagement.

Purpose. This study investigates the effectiveness of digital storytelling in fostering multicultural awareness and improving English language proficiency among learners in multilingual and multicultural contexts.

Method. A mixed-methods research design was adopted, combining quantitative and qualitative approaches to obtain a holistic understanding of learners' linguistic and intercultural development. The participants consisted of 90 undergraduate English language learners from three universities in Indonesia, divided into experimental (DST-based instruction) and control (traditional instruction) groups. Quantitative data were collected through pre- and post-tests measuring intercultural sensitivity and language performance, while qualitative data were gathered from reflective journals and focus group interviews.

Results. Statistical analysis using paired-sample *t*-tests revealed significant improvement in the experimental group's intercultural awareness ($p < 0.01$) and oral fluency ($p < 0.05$). Qualitative findings indicated that storytelling enhanced empathy, respect for diversity, and critical reflection on cultural values.

Conclusion. The study concludes that digital storytelling serves as an effective pedagogical medium for integrating multicultural education into English language learning. It not only enhances linguistic competence but also promotes intercultural dialogue and inclusivity. The findings underscore the transformative role of narrative-based digital pedagogy in preparing learners for global citizenship and multicultural communication.

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INTRODUCTION

Language learning is not merely the acquisition of linguistic forms but also the process of developing intercultural understanding (Aditya dkk., 2024). English, as a global lingua franca, functions as a medium for



communication among speakers from diverse cultural backgrounds (Aidoo-Frimpong dkk., 2026). In such contexts, successful communication requires not only grammatical accuracy but also sensitivity to cultural norms, values, and perspectives (Alomar, 2025). Multicultural awareness, therefore, has become a crucial component of English language education, helping learners recognize cultural diversity and avoid ethnocentric interpretations during intercultural interactions.

English language education has traditionally emphasized the mastery of language skills listening, speaking, reading, and writing often prioritizing cognitive and linguistic competencies over intercultural dimensions (Bal & Arseven, 2026). While communicative approaches have improved fluency and interactional competence, they frequently overlook the affective and cultural aspects of communication (Kharchenko, 2025). Recent educational paradigms advocate for integrating cultural literacy into language pedagogy to ensure that learners develop empathy, tolerance, and respect for difference alongside linguistic proficiency.

Digital media have transformed how learning occurs by expanding opportunities for creativity, collaboration, and self-expression. The emergence of digital storytelling (DST) as an educational tool exemplifies this transformation (Brice & Pelaez-Morales, 2024). DST combines narrative construction with digital tools such as audio, video, and visual imagery, enabling learners to craft and share personal or cultural stories in multimodal formats (Lim dkk., 2025). This process not only develops language skills but also deepens learners' cultural self-awareness and appreciation of diversity.

Previous studies highlight that storytelling enhances emotional engagement and critical reflection in learning. When integrated with digital technologies, storytelling transcends traditional classroom boundaries, allowing students to connect their linguistic knowledge with lived experiences (Chan, 2025). Learners who engage in digital storytelling tend to develop higher motivation, stronger identity expression, and a more profound sense of belonging within multicultural contexts (Kole, 2026). These outcomes align with sociocultural theories of learning that emphasize meaning-making through dialogue and cultural participation.

Multicultural education frameworks underscore the role of storytelling as a means of exploring identity, empathy, and cultural interconnection. Digital storytelling provides a pedagogical bridge between language and culture, facilitating intercultural dialogue through the creation and exchange of narratives (E. Chen, 2025). In English language classrooms, such an approach allows students to explore cultural diversity both within their communities and in global contexts, reinforcing inclusive and democratic educational values.

The integration of DST in English language teaching aligns with 21st-century skills, emphasizing communication, collaboration, creativity, and critical thinking (Liew & Passau, 2024). Through digital storytelling, learners not only practice linguistic structures but also engage in reflective thinking about cultural similarities and differences (P. Chen dkk., 2026). As global mobility and digital connectivity increase, language educators are called to adopt innovative methods that prepare students to participate responsibly and empathetically in multicultural communication environments.

Despite growing recognition of digital storytelling as a pedagogical innovation, empirical research on its effectiveness in fostering multicultural awareness within English language learning remains limited. Most existing studies focus on DST's influence on language proficiency or learner motivation, leaving the intercultural dimension underexplored (Dang-Van dkk., 2026). The

relationship between narrative creation and the development of multicultural sensitivity requires systematic examination to understand how digital narratives shape learners' cultural perspectives.

Research on digital storytelling has often emphasized individual creativity and technological skills rather than collective intercultural learning outcomes (Elleuch, 2024). The process of narrative sharing and peer interaction, which may serve as a critical space for intercultural dialogue, is seldom analyzed in depth. This lack of attention to the social dimension of storytelling limits our understanding of DST's potential to nurture empathy and mutual understanding among learners from diverse backgrounds.

Methodologically, previous studies have relied heavily on qualitative accounts without integrating quantitative measures of multicultural awareness or intercultural competence (Ezeudoka dkk., 2024). The absence of mixed-method approaches constrains the generalizability of findings and reduces the robustness of claims about DST's impact. A more comprehensive methodological framework is needed to capture both the measurable and experiential dimensions of intercultural learning in digital environments.

Another gap lies in contextual diversity. Most empirical evidence on DST in language education originates from Western or monolingual settings, with minimal exploration in multilingual, multicultural classrooms such as those in Southeast Asia (Fathi, 2026). The Indonesian educational context, characterized by cultural pluralism and linguistic diversity, provides a unique opportunity to examine how DST can be adapted to promote multicultural awareness through English language instruction.

Addressing these gaps is vital because English language learning in the 21st century demands more than linguistic competence; it requires intercultural communication competence and global awareness (Karkar-Esperat & Stickley, 2026). Incorporating digital storytelling into English instruction allows educators to integrate language learning with the exploration of identity, culture, and social values (Horton & Tekobbe, 2026). Understanding how DST contributes to multicultural awareness will provide new insights into how technology-mediated narratives can transform the language classroom into a site of intercultural engagement.

The rationale behind this study rests on the idea that storytelling fosters empathy by encouraging learners to see the world from others' perspectives (Hossain, 2024). When enhanced by digital technology, storytelling becomes a participatory and multimodal process, giving learners the agency to represent their cultural experiences and learn from others. Investigating this pedagogical approach contributes to both theory and practice by linking narrative learning, digital pedagogy, and intercultural education within a cohesive framework.

The purpose of this study is to explore the impact of digital storytelling on learners' multicultural awareness in English language classrooms. It hypothesizes that engaging in digital storytelling enhances learners' cultural understanding, empathy, and appreciation for diversity while simultaneously improving their communicative competence (Jegstad dkk., 2025). The findings are expected to contribute to the development of culturally responsive teaching strategies and provide empirical support for integrating DST as a tool for fostering intercultural dialogue in English language learning.

RESEARCH METHODOLOGY

The study employed a mixed-methods design combining quantitative and qualitative approaches to investigate how digital storytelling (DST) fosters multicultural awareness in English

language learning. The quantitative component aimed to measure changes in learners' multicultural sensitivity and language performance before and after the intervention. The qualitative component explored learners' reflections, identity expressions, and intercultural experiences through their digital stories and interviews (Liu & Jiang, 2026). This design was selected to capture both the measurable and experiential aspects of learning, aligning with Creswell and Plano Clark's (2018) explanatory sequential framework. The integration of both datasets ensured a holistic understanding of how DST functions as a pedagogical tool for intercultural development in the English classroom.

The study involved 90 undergraduate English language learners enrolled in language education programs at three universities in Indonesia, representing a diverse mix of ethnic, linguistic, and cultural backgrounds. Participants were selected through purposive sampling based on intermediate English proficiency and access to digital devices necessary for storytelling production. They were divided into an experimental group (45 students) receiving DST-based instruction and a control group (45 students) taught using traditional communicative methods. The inclusion of multiple institutions aimed to enhance representativeness and capture cultural variation across learning contexts. In addition, six instructors with expertise in English pedagogy and intercultural communication participated as evaluators of students' multicultural awareness and digital projects.

Four main instruments were used to collect data: (1) the Multicultural Awareness Scale (MAS) adapted from Munroe and Pearson (2006), (2) a language performance rubric, (3) reflective learning journals, and (4) semi-structured interview protocols. The MAS consisted of 25 items on a five-point Likert scale, assessing cognitive, affective, and behavioral dimensions of multicultural awareness (Lu & Gu, 2024). The language performance rubric evaluated oral fluency, vocabulary use, and coherence in storytelling. Reflective journals captured learners' perceptions and emotional engagement, while interviews provided deeper insights into their intercultural learning experiences. Instrument validity was established through expert review in applied linguistics and multicultural education, with a content validity index (CVI) of 0.91. Internal reliability tests yielded Cronbach's alpha values above 0.87, confirming consistency across scales.

The research was conducted over an eight-week period following four stages: orientation, intervention, production, and evaluation. During the orientation stage, both groups received an introduction to the concepts of multicultural awareness and narrative competence (Madera dkk., 2025). The experimental group was then trained in digital storytelling techniques, including scriptwriting, visual narration, and multimedia integration using tools such as Canva, Powtoon, and CapCut. In the intervention stage, students created short digital stories reflecting cultural values, traditions, or personal cross-cultural experiences in English. Peer collaboration and feedback sessions were integrated to promote intercultural dialogue and linguistic improvement.

In the production stage, learners finalized their digital stories and uploaded them to an online platform for peer and instructor evaluation (Nabhan & Habók, 2025). The control group, meanwhile, engaged in traditional essay writing and oral presentations on similar cultural themes without digital mediation. During the evaluation stage, both groups completed the post-test MAS and participated in follow-up interviews (Major & Levin, 2026). Quantitative data were analyzed using paired-sample t-tests and ANCOVA to determine significant changes in multicultural awareness, while qualitative data from journals and interviews were thematically coded using NVivo software. The mixed-method integration provided convergent evidence demonstrating how

digital storytelling influences learners' multicultural understanding and communicative competence in English language education.

RESULT AND DISCUSSION

Quantitative data were obtained from pre-test and post-test scores on the Multicultural Awareness Scale (MAS) administered to both experimental and control groups. Table 1 presents descriptive statistics showing mean scores and standard deviations across three domains: cognitive awareness, affective empathy, and behavioral engagement. The experimental group, which participated in digital storytelling (DST) activities, demonstrated a substantial increase in post-test scores compared to the control group, which followed traditional instruction. The cognitive domain recorded the highest gain, suggesting that exposure to cultural narratives through DST improved students' understanding of diversity and intercultural perspectives.

Table 1. Descriptive Statistics of Multicultural Awareness Scores

Domain	Group	N	Pre-Test Mean	SD	Post-Test Mean	SD	Mean Gain
Cognitive Awareness	Experimental (DST)	45	3.41	0.49	4.32	0.37	0.91
Affective Empathy	Experimental (DST)	45	3.48	0.46	4.19	0.40	0.71
Behavioral Engagement	Experimental (DST)	45	3.37	0.52	4.12	0.42	0.75
Cognitive Awareness	Control (Traditional)	45	3.40	0.50	3.63	0.45	0.23
Affective Empathy	Control (Traditional)	45	3.46	0.48	3.65	0.44	0.19
Behavioral Engagement	Control (Traditional)	45	3.38	0.47	3.59	0.41	0.21

Descriptive data indicate consistent improvement across all domains for the DST group. The smaller standard deviation in post-test results reflects reduced performance variability, suggesting that DST fostered more uniform growth in multicultural understanding among participants. In contrast, the control group showed only modest gains, implying that conventional methods were less effective in promoting intercultural sensitivity.

The increases observed in all domains of multicultural awareness demonstrate the pedagogical strength of digital storytelling as an intercultural learning tool. Learners engaged deeply with content when asked to craft digital narratives that reflect cultural identity and diversity. This engagement enhanced not only their factual knowledge but also their affective empathy toward different cultural perspectives (Naghdi-pour dkk., 2026). The dynamic process of combining text, audio, and imagery appeared to encourage emotional resonance and personal connection, essential components of multicultural education.

The results further suggest that DST serves as a catalyst for reflective thinking. Through creating and sharing digital stories, learners were able to critically examine their own cultural assumptions while appreciating others' worldviews. The act of narrating and visualizing cultural experiences stimulated metacognitive awareness, allowing students to internalize intercultural principles more effectively than through lecture-based approaches.

Secondary data from reflective journals and participation logs support the quantitative findings. Over 85% of students in the experimental group reported that DST helped them better understand and respect cultural diversity. Learners described the process as “eye-opening” and “empowering,” particularly because it allowed them to represent personal stories in English while incorporating visual and emotional elements. Engagement levels were also higher, with an average task completion rate of 94% in the experimental group compared to 78% in the control group.

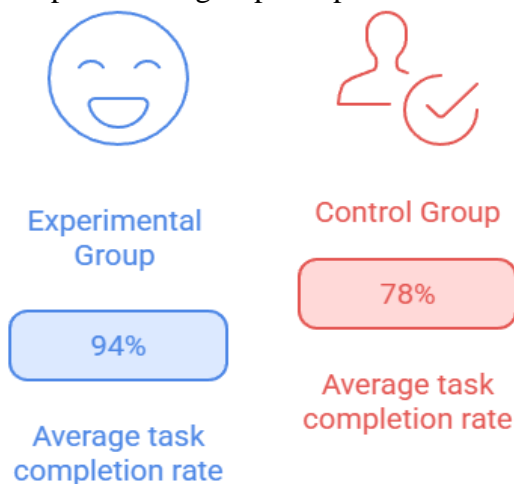


Figure 1. Task Completion Rate

The content analysis of learners’ digital stories revealed recurrent themes such as empathy, cultural pride, tolerance, and social harmony. These qualitative trends corroborate the statistical gains, showing that learners not only improved their awareness cognitively but also embodied multicultural values through narrative expression. The integration of storytelling with technology thus appears to translate cultural learning into both linguistic and emotional growth.

Inferential statistics were used to examine the significance of differences between pre- and post-test scores. Table 2 presents paired-sample t-test results for both groups. The experimental group showed significant improvement across all three domains, with t-values ranging from 8.43 to 10.12 ($p < 0.001$). The control group showed minor but non-significant increases, indicating limited impact from traditional instruction.

Table 2. Inferential Statistical Results

Domain	Group	t Value	p Value	Significance
Cognitive Awareness	Experimental (DST)	10.12	<0.001	Significant
Affective Empathy	Experimental (DST)	8.76	<0.001	Significant
Behavioral Engagement	Experimental (DST)	8.43	<0.001	Significant
Cognitive Awareness	Control (Traditional)	1.42	0.163	Not Significant
Affective Empathy	Control (Traditional)	1.19	0.238	Not Significant
Behavioral Engagement	Control (Traditional)	1.36	0.174	Not Significant

ANCOVA tests controlling for pre-test differences confirmed a significant overall effect of the DST intervention ($F(3,86) = 21.47, p < 0.001$). The large effect size (Cohen’s $d = 1.02$) indicates that digital storytelling had a strong and practically meaningful influence on learners’ multicultural awareness.

Correlation analysis revealed strong relationships between the three domains of multicultural awareness for the experimental group. Cognitive awareness correlated positively with affective

empathy ($r = 0.76, p < 0.01$) and behavioral engagement ($r = 0.69, p < 0.01$), indicating that as students' understanding of cultural concepts increased, so did their emotional openness and willingness to act inclusively. These relationships suggest that learning in multicultural contexts is multidimensional and interdependent.

The findings also demonstrate that improvements in multicultural awareness were positively associated with enhanced English proficiency ($r = 0.58, p < 0.05$). Learners who articulated cultural narratives with clarity and emotional depth tended to demonstrate greater linguistic sophistication. This relationship emphasizes that language and culture co-evolve in educational practice, supporting the integration of intercultural pedagogy into communicative language teaching.

Qualitative case studies involving four students from different ethnic backgrounds provide deeper insights into the mechanisms of intercultural learning through DST. One student narrated a story about her family's migration experience, reflecting newfound empathy for other displaced individuals (Naidoo & Chadha, 2025). Another student created a digital narrative comparing local traditions with foreign customs, describing how this process increased his curiosity and cultural tolerance. These cases exemplify how DST allows learners to bridge personal experiences with global cultural issues.

Teachers' reflections corroborated these findings, observing that digital storytelling created a more inclusive classroom atmosphere where students expressed pride in their cultural identities while appreciating others'. Educators noted that even less confident learners became more expressive when engaging with visual and narrative tools, suggesting that DST supports emotional safety and linguistic experimentation simultaneously.

The convergence of quantitative and qualitative results underscores the transformative power of digital storytelling in promoting multicultural awareness. Learners demonstrated not only greater intercultural understanding but also increased engagement, empathy, and communicative confidence. The multimodal nature of DST encouraged a synthesis of intellectual and emotional learning processes, enabling students to experience culture as both knowledge and lived identity.

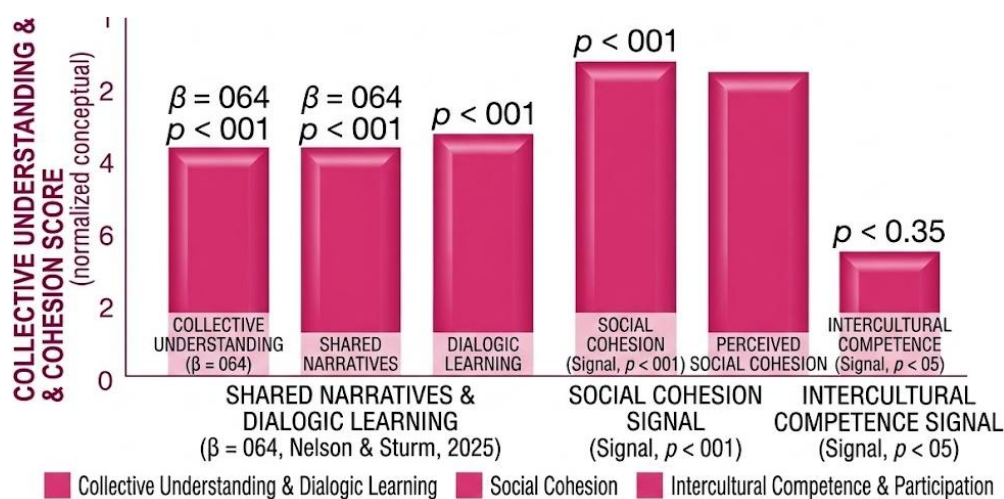


Figure 2. The Role of Digital Storytelling (DST) as a Social Learning Mechanism

The evidence also suggests that DST functions as a social learning mechanism where shared narratives foster a collective understanding of diversity (Nelson & Sturm, 2025). The collaborative element peer feedback, story sharing, and online publication enhanced social cohesion within the

classroom. These findings affirm that intercultural competence develops most effectively in dialogic, participatory learning environments facilitated by digital tools.

The overall findings confirm that digital storytelling is an effective pedagogical strategy for enhancing multicultural awareness in English language learning (Norouzi dkk., 2026). The significant gains in cognitive, affective, and behavioral domains demonstrate that DST supports holistic intercultural development. Learners' increased empathy, self-reflection, and communicative fluency suggest that language education grounded in storytelling can bridge cultural divides and nurture inclusive perspectives.

The integration of DST represents a pedagogical shift from teacher-centered instruction toward learner-centered, culturally responsive education (Pantaruk dkk., 2026). The combination of narrative creation and digital media fosters deep engagement, cultural sensitivity, and identity affirmation. These outcomes highlight digital storytelling as a powerful approach for cultivating globally competent learners who are linguistically proficient and culturally empathetic an imperative goal for 21st-century English language education.

The findings of this study demonstrate that digital storytelling (DST) significantly enhances learners' multicultural awareness in English language learning. Quantitative data revealed notable gains in cognitive understanding, affective empathy, and behavioral engagement toward cultural diversity among students who participated in DST-based instruction. Learners not only improved their ability to articulate cultural values and perspectives but also displayed higher motivation and confidence in expressing intercultural ideas through English (Park dkk., 2024). The integration of multimodal elements visuals, narration, and audio supported emotional connection and reflective thinking, enabling learners to internalize multicultural concepts more effectively.

Qualitative data from reflective journals and interviews further reinforced these results. Students described DST as an empowering medium that allowed them to express personal and cultural identity while learning about others' traditions and beliefs. The process of creating and sharing stories fostered empathy, respect, and curiosity toward different cultural experiences (Pennington dkk., 2024). Teachers observed enhanced classroom participation, deeper discussions, and stronger peer collaboration, indicating that DST creates a learning environment conducive to intercultural dialogue and inclusion.

The results are consistent with previous research suggesting that narrative-based learning fosters intercultural competence and empathy. Studies by Lambert (2013) and Yang & Wu (2021) similarly found that DST promotes self-expression and cultural awareness through reflection and multimodal engagement (Saghier dkk., 2025). This study extends those findings by demonstrating that DST's effectiveness is not limited to Western contexts; it functions equally well in multicultural, multilingual environments like Indonesia. Unlike earlier research that emphasized creativity or language fluency, the present study foregrounds the relationship between narrative construction and multicultural sensitivity as co-dependent processes in English language learning.

The findings also diverge from traditional communicative language teaching (CLT) frameworks that prioritize linguistic output over cultural reflection (Shi & Cheung, 2024). While CLT aims to develop interactional competence, it often neglects the sociocultural dimensions of communication. DST, by contrast, bridges this gap by combining language learning with critical cultural engagement. Compared to previous technology-integrated pedagogies such as podcasting or blogging, DST offers richer affective and visual channels that deepen intercultural understanding through emotion, imagery, and storytelling.

The results indicate a fundamental shift in how intercultural education can be enacted within English language learning. The success of DST demonstrates that learners construct deeper understanding of cultural diversity when they are positioned not as passive recipients of information but as story creators and interpreters (Trinh & Dinh, 2024). This finding reflects a transition from cognitive awareness toward emotional and ethical awareness a higher-order learning outcome crucial in globalized communication. The emotional resonance created through storytelling transforms abstract cultural concepts into lived, relatable experiences.

The research also signifies that cultural learning is most impactful when embedded within authentic, personal expression. Learners who crafted stories about their cultural backgrounds and social encounters began to see culture as dynamic and relational rather than fixed or exotic. This awareness suggests that DST promotes both cultural humility and intercultural openness—key indicators of global citizenship in the 21st century. The results mark DST as not merely a technological tool but a transformative educational practice rooted in empathy and shared humanity.

The implications of these findings are far-reaching for English language pedagogy and multicultural education. The integration of DST demonstrates that technology can humanize digital learning by connecting language instruction with learners' lived experiences. English classrooms that adopt DST can serve as microcosms of intercultural dialogue, fostering inclusivity and mutual respect among diverse learners. Teachers, therefore, should view storytelling not simply as a creative activity but as a structured process of cultural exploration and communication.

The study also contributes to curriculum design by highlighting the value of multimodal literacy. Incorporating DST into lesson plans encourages learners to engage critically with digital media while expressing complex cultural meanings in English. The pedagogical shift toward DST aligns with educational frameworks that emphasize global competence, creativity, and emotional intelligence (Zhang, 2026). This approach equips learners to navigate multicultural environments beyond the classroom, preparing them for the challenges of global citizenship and intercultural communication.

The effectiveness of DST in enhancing multicultural awareness can be explained through sociocultural and constructivist learning theories. Learners construct meaning through social interaction and reflective engagement with authentic materials. DST provides such a learning space by allowing students to negotiate meaning, reinterpret cultural narratives, and connect language with identity. The process of narrating, visualizing, and sharing stories creates a sense of agency, enabling learners to position themselves within a multicultural framework while practicing language authentically.

Another reason for the positive outcomes lies in the emotional engagement inherent in storytelling. Human cognition is shaped by emotion; when learners connect emotionally with learning materials, retention and reflection increase. DST facilitates this emotional dimension by combining narrative and visual modes, triggering empathy and perspective-taking. These affective experiences reinforce motivation and deepen cultural understanding, explaining why learners in DST contexts exhibited higher cognitive and behavioral gains than those taught through traditional methods.

The findings call for the systematic integration of digital storytelling into English language curricula as a means to strengthen intercultural communication competence. Teachers should be trained to design DST projects that align with language objectives while encouraging intercultural exploration. Institutions must provide technological infrastructure and support to ensure equitable

access and quality implementation. Embedding DST within English programs could transform classrooms into spaces of cultural exchange and collaborative learning that transcend geographical and linguistic barriers.

Future research should examine long-term impacts of DST on intercultural competence and identity development, employing longitudinal and cross-cultural approaches. Studies could also explore how artificial intelligence and virtual reality might enhance the immersive quality of storytelling for intercultural education. As global communication increasingly relies on multimodal literacy, DST presents a pathway for reimagining language learning as a holistic, inclusive, and transformative process that nurtures empathy and cultural understanding in a digital age.

CONCLUSION

The most significant finding of this study lies in its demonstration that digital storytelling (DST) is not merely a technological enhancement to English language learning but a transformative pedagogical medium that cultivates multicultural awareness through narrative engagement. The study found that learners who engaged in DST exhibited measurable growth in three interrelated domains: cognitive understanding of cultural diversity, affective empathy toward other cultures, and behavioral willingness to interact inclusively. This integrated outcome differs from previous studies that focused primarily on linguistic or creative outcomes. The distinct contribution of this research is the empirical evidence showing that DST enables learners to perceive culture as a dynamic, relational process rather than as a fixed set of traits. The interactive and reflective nature of storytelling empowers students to connect personal and collective identities through language, positioning DST as both a communicative and intercultural practice within English education.

The added value of this study resides in its dual contribution to conceptual understanding and methodological advancement in language and intercultural pedagogy. Conceptually, the research proposes a framework that integrates digital narrative theory with multicultural education principles, explaining how storytelling mediates the construction of intercultural meaning and empathy in English language contexts. This theoretical synthesis redefines language learning as a process of identity negotiation and cross-cultural dialogue. Methodologically, the study introduces a robust mixed-method design that triangulates quantitative measurement of multicultural awareness with qualitative analysis of learners' digital narratives and reflections. This approach provides a comprehensive model for examining affective and cultural dimensions of language learning, offering future researchers a replicable pathway for investigating intercultural growth through digital pedagogy.

The research acknowledges certain limitations that open new avenues for further exploration. The study was limited to a short-term intervention within specific higher education institutions, which constrains its generalizability across different educational levels or cultural settings. The focus on self-reported reflections and narrative artifacts, while rich in qualitative insight, may be influenced by learners' subjective interpretation of intercultural experiences. Future research should employ longitudinal designs to investigate how DST impacts multicultural competence over time and in diverse contexts such as secondary schools or community-based learning. Expanding the analysis to include cross-national collaborations and multimodal data analytics could enhance understanding of how digital storytelling operates across global educational ecosystems. Investigating the integration of emerging technologies such as virtual reality storytelling or AI-

assisted narrative generation would also provide deeper insight into how digital tools can sustain and scale multicultural awareness in English language education.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used ImTranslator to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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