

# Role of Digital Storytelling in Promoting Inclusive Language Pedagogy: An Analytical Study

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## Abstract

Education systems are increasingly using digital tools to enhance language teaching and focus on the needs of diverse learners. Among these, digital storytelling (DST) includes the creation and sharing of personal or cultural stories using digital media and has become an effective pedagogical method. This systematic review analyses 30 studies (2008-2025) identified through PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). This framework supports researchers to identify, screen, and report studies to enhance the reliability and replicability of review findings. The review aims to determine how DST promotes inclusive language pedagogy. Findings show DST encourages students' participation, self-expression, and cultural understanding, supporting the development of communication skills in a diverse classroom. However, challenges such as unequal access to technology and insufficient teacher preparation frequently arise. Most included studies provide practical evidence that DST can foster language classrooms that are supportive, interactive, and inclusive. This review identifies current trends, highlights, research gaps and provides insights for future studies to better integrate digital storytelling into inclusive language teaching practices.

**Keywords:** digital storytelling, language pedagogy, inclusive language, digital stories, systematic review.

## Introduction

Digital storytelling (DST) is an instructional practice where students combine digital media with storytelling to creatively express ideas and support meaningful learning in inclusive classrooms. Thomas and Manalil (2025) suggest that this approach builds a bridge to inclusion; by letting students share their own stories, it helps them feel like a valued part of a diverse classroom. More than just a creative outlet, it also helps learners think more deeply and work better with their peers.

Lazzari (2016) emphasises that DST is particularly effective in teacher training and special education contexts, where

students create and share digital narratives. This process encourages reflection, participation and inclusive learning practices to make it a valuable method for promoting equity and understanding among learners of different abilities and backgrounds.

Further study, Manganello and Baldacci (2024) highlight the role of DST in enhancing both linguistic and narrative skills, creating a classroom where anyone from different culture works together. Through integration of digital storytelling into pedagogy, educators can address diverse learning needs and encourage students to engage with meaningful content.

Overall, digital storytelling combines technology, storytelling and inclusive teaching. It gives students a fun and creative way to express themselves and learn together, using DST in the classroom. Special use in the language classroom can help to make learning more inclusive, interactive and respectful of different cultures.

### **Operational Definition: 'Inclusive'**

In this study, 'inclusive' refers to an approach to language pedagogy that ensures the participation and learning of all learners, considering diverse linguistic backgrounds, abilities, and learning takes place within the same learning environment.

Zabeen Hijri (2019) notes "Diversity is a fact; inclusion is an act". Also, in the context of study, inclusive follows Florian and Black. (2011) view of pedagogy that supports all learners' participation and learning through shared teaching practices.

### **Digital storytelling in inclusive language pedagogy**

In inclusive the aim is to provide equal opportunity for all learners. Digital storytelling supports this aim by providing multimodal pathways for expression. Learners with special needs can benefit from visual and auditory modes of representation.

Thus, DST contribute in many ways, it allows collaboration from different backgrounds, fosters diverse perspectives and empowers marginalised voices.

### **Aim of the current systematic review**

The present systematic review seeks to examine existing research on the use of digital storytelling in inclusive language pedagogy, also focusing on how it promotes inclusion. The study

tries to identify strategies, benefits, and challenges reported in the literature and highlights gaps for future research in inclusive language pedagogy through digital storytelling.

### **Research Questions**

- How does digital storytelling contribute to inclusive language pedagogy according to existing research?
- What benefits and limitations associated with digital storytelling for inclusive language learning are identified in the literature?

### **Methodology**

This paper is based on a systematic review of literature by using the Preferred Reporting Items for the systematic review and Meta - analysis (PRISMA) 2020 framework. This paper aims to describe and explain how digital storytelling is helping in inclusive language pedagogy.

The main goal of this systematic review is to provide readers and learners with a better understanding of the role of digital storytelling in inclusive language pedagogy. The information that was accessed for review was collected through electronic journals. This study has systematically analysed the articles mainly from three sources: Google Scholar, Eric and Research Gate. The literature review included journal articles published between 2008 and 2025.

### **Method of inquiry**

For this study, a systematic review was used as the primary mode of investigation. Peer-reviewed studies were purposely selected from digital archives like Google Scholar, ERIC, and ResearchGate. I focused the search on literature that connects digital

storytelling with the goals of inclusive language teaching. Data were collected from the final included studies through extracting relevant information by using a structured extraction table. Studies were included if they focused on Digital Storytelling in language education with an inclusive pedagogy and were published in English. Studies that were not peer-reviewed, not focused on inclusive language pedagogy, or not fully accessible were excluded to maintain the quality and focus of the review. Finally, 30 studies were included in the review, including 10 additional studies purposively added from reference lists to make comprehensive coverage of study and that may have been missed in the initial database search. Further, in this study, the researcher has utilised four phases to carry out systematic analysis: Identification phase, Screening

phase, Eligibility phase and Inclusion phase.

**Phase 1: Identification phase**

The studies were identified by using keywords such as: Digital storytelling in education, Inclusive pedagogy, digital DST, DST for language pedagogy.

**Phase 2: Screening phase**

Relevant articles were selected based on the study’s objectives, and duplicate entries were identified and removed before screening.

**Phase 3: Eligibility phase**

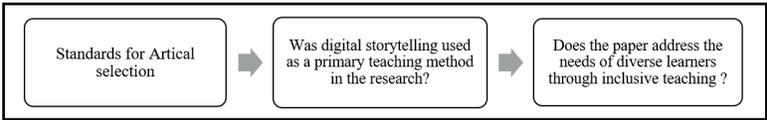
Full – text screening was conducted in the third phase, where they had matched the criteria mentioned in the table 1 inclusion section.

**Table 1: Inclusion criteria**

Inclusion criteria
The review included a peer -reviewed journal in English studies from 2008-2025, focusing on digital storytelling in inclusive language pedagogy involving students and Pre -Service teachers. Papers were selected from different methodologies with full text available.

The papers were chosen that support the use of digital storytelling in inclusive language teaching. The papers were

verified based on the criteria outlined in Figure 1.



*Fig. 1: Article selection criteria*

**Phase 4: Exclusion Phase**

In the third phase, articles that did not meet the eligibility criteria were

excluded from the systematic review. Details of the excluded articles are provided in Table 2.

**Table 2: Exclusion criteria**

Exclusion criteria
Studies were removed from the review when they were not peer-reviewed, not published in English, or not focused on language pedagogy with an inclusive perspective. Articles published before 2008, conference abstracts, editorials, and studies that were not fully accessible were also excluded to maintain the quality, relevance, and clarity of the review. conference abstracts, editorials, and studies that were not fully accessible were also excluded to maintain the quality, relevance, and clarity of the review.

There were 30 articles that applied digital storytelling in inclusive language pedagogy. These 30 articles have

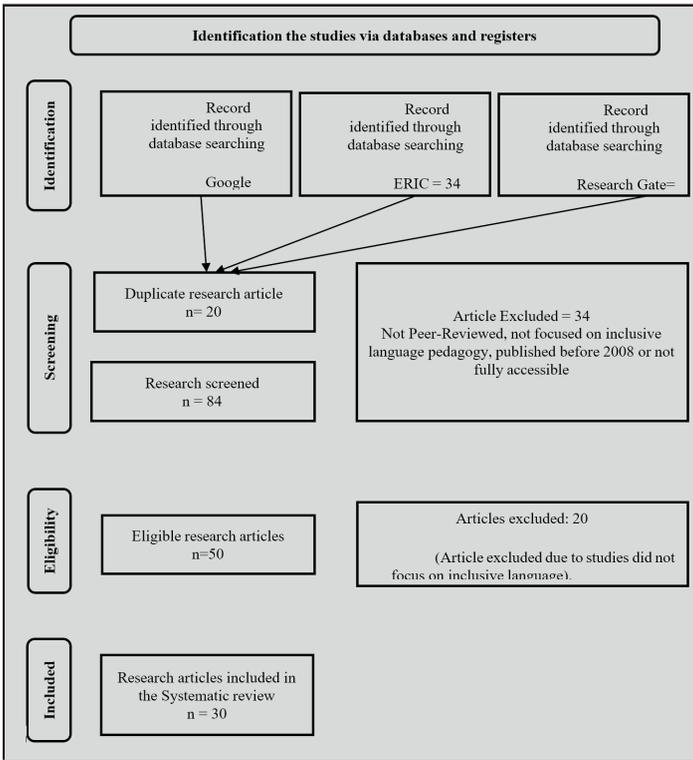
adopted different types of methodology which is mentioned in Table 3.

**Table 3: The selected journals were categorised according to their research design**

Research Design	Journals Quality
Quantitative design (Experimental )	4
Qualitative design	14
Mixed-method design	4
Review of literature	8

Figure 2 presents the complete selection process from phase 1 to phase 4, following the Preferred Reporting

Items for Systematic Review and Meta-Analysis (PRISMA).



*Fig. 2: Flow diagram of the research article selection process based on PRISMA guidelines*

**Results**

In the results section, the selected studies are examined in detail. After going through four steps of checking, 30 articles were found suitable for review. Many studies have talked directly about how digital storytelling can help to

achieve inclusive language teaching, and some of them indirectly linked digital storytelling in inclusive language through adding on pre – teachers and different- different variables, so the most important studies are discussed here in Table 4.

**Table 4: Key characteristics and perceptions of using digital storytelling in inclusive language pedagogy**

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
1.	Robin 2008	This is a theoretical and conceptual article that utilises a literature review of emerging technologies (Web 2.0) and existing multimedia research	K-12 students, higher education students, and classroom teachers	combining traditional storytelling (research, writing, script) with digital multimedia (graphics, audio, video, and music)	Focus on integrating digital storytelling with the TPCK framework to enhance 21st-century literacy	Digital storytelling fosters essential modern competencies, including digital and global literacies. This approach boosts classroom participation, encourages complex cognitive skills like synthesis and evaluation, and clarifies difficult theoretical concepts.
2.	Khendum Gyabak 2011	The study adopted a qualitative approach, collecting data through open-ended interviews, focus group discussions, direct participant observation, and visual records over a period of five months.	4th-grade students (specifically 8 children aged 9–13), their teachers, and parents	OLPC (One Laptop Per Child) XO Laptops and Audacity (open-source audio software). Students used these to record and edit digital stories based on local folktales	This research explores using digital storytelling as a classroom intervention to narrow the technology gap for public school students in rural Bhutan.	The intervention had limited success due to infrastructure barriers (lack of electricity and noisy generators). The English interface acted as a gatekeeper, privileging fluent students, while the transmission mode of instruction (rote memorisation) conflicted with the creative, constructivist nature of the project.
3.	Halah Ahmed Alismail 2015	Qualitative exploratory study that uses a literature synthesis approach.	Participants in this study are framed within the context of the 21st-century educational landscape, focusing on two primary groups: 21st-century educators and the new generation of learners.	Multimedia software (iMovie, HyperStudio, etc.) Narrative Framework (seven elements of DS developed by the Centre of Digital Storytelling (CDS))	This study examines the effectiveness of digital storytelling in supporting learning and skill development among both teachers and students.	Multimedia serves as a vital resource for modern instruction, and teachers should actively explore diverse ways to include it in their curriculum. In particular, digital storytelling stands out as a high-impact method for boosting both student motivation and core academic performance.

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
4.	Tiba et al. 2015	This qualitative study included fifty pre-service teachers, divided into five groups to participate in focus group interviews.	Fifty final-year ISP student-teachers were selected for this study. They were chosen from an original group of 75 volunteers.	This work combines imagery, text, and audio. It applies the seven essential elements of digital storytelling, focusing on voice, point of view, and emotional content, while balancing pacing, economy, soundtrack, and the dramatic question.	This study evaluates the advantages of digital storytelling for education while identifying the barriers that discourage pre-service teachers from using it during their teaching practice.	Future educators viewed digital storytelling as a key driver for student motivation. They noted that it empowers individual expression and fosters a more collaborative environment within the classroom.
5.	Sandra Ribeiro, 2015	Using a qualitative exploratory design, this research examined digital narratives produced by students alongside data from three focus group sessions with their instructors.	Higher Education (HE) students and their teachers	Following the CDS framework, these short (2-3 minute) personal narratives are built using seven specific principles. The model focuses on the creator's voice and perspective, combined with emotional depth, rhythm, sound, and a central dramatic hook.	This study shows how digital storytelling supports student development by improving social bonds and self-knowledge, while also building technical proficiency	DS had a significant impact on personal and social development, encouraged deep reflection, and irrefutably improved digital and media literacy skills.
6.	Shahala Nasim, 2018	This case study utilised a digital platform to boost student engagement in reading while fostering creative expression and literacy development.	24 students of English Foundation level 2 were selected for the study. The students were divided into 4 groups consisting of 6 members.	Microsoft Photo Story 3 was chosen to develop the stories into digital form.	The research further seeks to clarify how integrated media methods, such as digital storytelling, are utilised within language education settings.	Results indicate that digital storytelling is a valuable asset for English language learners. Participants found the process rewarding due to the integration of technical and creative tasks. Furthermore, the project successfully enhanced the reading and writing proficiencies of those involved by its conclusion.

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
7.	Yigit 2020	Interpretative Phenomenological Analysis (IPA) as a framework, using a survey, interviews, and focus group meetings.	37 social studies pre-service teachers.	Software such as iMovie or Windows Movie Maker enables users to construct these narratives by synchronising a spoken account with visual imagery.	This work investigates the perspectives of future social studies teachers regarding their personal involvement in the digital storytelling process.	Heightened the drive of future educators regarding their coursework and professional careers, and changed their thoughts toward learning and teaching.
8.	Carmen Lucena Rodríguez et al. 2021	Method: Systematic review of the literature (Gough 2013) following the PRISMA protocol and thematic exploration	Authors of 26 peer-reviewed articles from a systematic review	Search equations in WOS, ERIC, and Scopus databases and qualitative analysis software Nvivo	To present a systematic review of the literature identifying bibliometric characteristics, main topics of interest, and implications for professional practice.	A growing interest in DST to give voice to the voiceless and marginalised groups; identification of identity studies, democratic approaches, and social justice as priority roles in education.
9.	Harjono & Wiryotino (2021)	Method: A literature study, which is part of a larger study.	Undergraduate students	Tool Digital Storytelling (DST): Defined as a short video which is a combination of multimedia consisting of images, videos, accompanying music, and narration.	The Study noticed on the role of DST as a learning activity and a tool for evaluating student learning outcomes in undergraduate lectures. In this setting, DST as an activity focuses on students' action in creating DST in a classroom-based project situation, both individually and collaboratively.	The findings on DST showed many positive benefits of DST for teaching and learning purposes. DST can be used as a medium, material, and tool for evaluating learning in various fields of study and at various levels of education.

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
10.	Viknesh Nair & Melor Md Yunus 2021	The Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist was used to conduct this systematic literature review	45 research paper	Multimedia elements are combined by using software to tell a story that revolves around a specified kind of theme or even a topic, and usually contains the point of view.	To answer the research question on the role of digital storytelling in improving students' speaking skills	This can also encourage better speaking capabilities and promote students to gain a higher level of emotional intelligence, enjoy better collaboration levels and engage more constructively in the social learning process.
11.	Eleni Meletiado, 2022	Mix method T-tests (quantitative) and thematic analysis of focus groups/ Mentimeter (qualitative).	50 undergraduate EFL/ESL student-teachers and 1 lecturer.	Students used Canva to create their own digital stories, which included text, images, videos, podcasts, and infographics	The overall aim was to improve their academic performance and motivation towards learning, and explore their attitudes towards this new dynamic learning-oriented instructional strategy.	Findings from both quantitative (paired and independent samples t-tests of test scores) and qualitative (anonymous feedback, lecturer observations, and focus group discussions) Data analysis revealed improvements in learners' writing skills, critical thinking, self-confidence, and intercultural awareness. Students also reported pride in their digital stories and found the EDS intervention rewarding.
12.	Sri Yuliani et al. 2022	This study employed a qualitative phenomenological approach, using an emic perspective.	From a total cohort of 78 seventh-se- mester students, the researcher utilised a purposive sample of 8 individuals to ensure in- depth data collection."	For this investigation, the data collection instruments consisted of interviews, fieldwork observations, and document reviews.	1) Find out the preparation of pre-service teacher students in using digital storytelling in on- line learning, 2) to study the imple- mentation of teaching Eng- lish by using digital storytelling, and 3) to identify pre-service teachers' perspectives on using digi- tal storytelling.	Implementation of digital storytell- ing was achieved by the students and teachers, along with rising and increasing The eagerness of learners achieve higher stories were impactful, which suggested other solutions to enhance online teaching.

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
13.	Novita Nur Cahyanti et al. 2023	quantitative methods, using the One Group Pretest - test Post-test Design	An elementary school with a total of 23 students.	Mobile Apps: Cam Scanner, FlipaClip, Bg Eraser, and CapCut.	This study aims to analyse the improvement of students' speaking skills when combining the application of digital story media	The findings show that future teachers perceived digital storytelling as easy to implement, engaging, and effective, while also noting certain challenges in English classrooms. The results further suggest that using digital storytelling can enhance elementary students' speaking abilities, supporting the development of verbal communication skills and better preparing them for conversational and presentation-based social situations.
14.	Chandan Suman, 2023	This study employed a quasi-experimental approach with a non-equivalent control group.	The study involved 120 participants, including 18 males and 102 females. Of these, 58 prospective elementary teachers were assigned to the experimental group, while 62 were placed in the control group.	Data collection was carried out using oral communication assessments, digital literacy questionnaires, and learning motivation surveys, which were administered both before and after the intervention.	This research examines the role of digital storytelling in improving oral communication skills, digital literacy, and learning motivation among pre-service elementary teachers.	Overall, the study demonstrates that digital storytelling extends beyond the use of technology, functioning as a pedagogical approach that fosters essential teaching competencies required in the 21st century.
15.	Haşlan, Tülin et al. 2023	Mix research Holistic Single Case Study.	The sample consisted of 40 pre-service teachers, who participated in a fourteen-week course aimed at developing digital competencies based on the DigCompEdu framework.	The researchers examined and evaluated e-portfolios and reflection reports from the participants.	This study has two main objectives: first, to strengthen the digital competencies of pre-service teachers within the educational process; and second, to describe these competencies through an analysis of artefacts created by pre-service teachers in alignment with the DigCompEdu framework.	This research adds to existing literature by assessing pre-service teachers' digital skills through reflection reports and e-portfolios rather than relying on self-reported surveys.

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
16..	Souad Benabbes, 2024	Experimental research design	23 Middle school French learners in Algeria.	Animated Narratives (short story animations) integrated with French textbooks.	The paper explores the impact of storytelling on language and social skill development in French as a foreign language learners.	The findings suggest that analysing narratives centred on social and civic values is essential, as they shape students' perspectives and highlight the role of storytelling in fostering harmonious coexistence.
17.	Zanyar Nathir Ghafar, 2024	The research is based on a literature review that synthesises findings and author insights from journals and conference proceedings relevant to the topic.	Previous research paper	Technical Formats Digital Storytelling (DST): Computer-based programs that allow students to record voices and integrate photos and music.	This review aims to summarise empirical research on how storytelling affects L2 language learning.	By reviewing and analysing multiple qualitative and quantitative studies on the role of storytelling in language learning, particularly in L2 acquisition, this literature review provides readers with an understanding of its significance in language development.
18.	Jose Belda-Medina & Max Benjamin-Goddard, 2024	A combination of qualitative and quantitative methods was used in this research.	The participants were 62 second-year students from the University of Alicante, Spain, enrolled in a course titled Integrating Skills in English Storytelling.	12 Digital Stories in a real classroom.	This study fills the gap by examining how digital storytelling influences vocabulary learning from an inclusive and diverse perspective.	The findings highlight the need to incorporate innovative teaching approaches, such as digital storytelling, into teacher training programs, enabling educators to gain the skills and resources required to effectively use technology in the classroom.
19.	Somayeh Kamrani-an, 2024	Case study	As part of the French-language courses at the University of British Columbia, nine students chose to participate in this project voluntarily.	Students' feedback (survey, reflection) Student-created digital stories (documents/ artefacts analysis)	The study examines how combining digital storytelling with computational technologies in language teaching can help instructors provide intercultural learning experiences	The study analysed the findings to explore how inclusivity and diversity tools can support French-as-a-second-language learning and to share the benefits of this pedagogical approach with fellow university educators.

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
20.	Fatin Nadifa Tarigan et al, 2024	Narrative review	A total of twelve journal articles on AI-based digital storytelling were collected from Publish or Perish, Google Scholar, and Scopus, spanning 2020 to 2023.	AI-based digital storytelling	Investigates the challenges and offers practical insights for applying it in language classroom settings.	The results indicate that AI-based digital storytelling can be effective, yet successful implementation requires attention to ethical issues, data privacy, the digital divide, and teacher training.
21.	Tülin Haşlan et al. 2024	An embedded mixed-method research design was employed.	A total of 52 sophomore pre-service teachers (11 males and 41 females) from different Faculty of Education programs participated in the Instructional Technologies course.	Story/Storyboard, DS, and CT (computational thinking) skill rubrics.	The study is designed to investigate the program's influence on pre-service teachers' critical thinking, digital storytelling design incorporating CT, and their viewpoints.	The results showed a notable enhancement in pre-service teachers' critical thinking skills following the training program.
22.	Sobi Thomas and Paul Manalil 2025	Theoretical and Conceptual Opinion Piece	Marginalised groups (International, first-gen Students)	Story Telling Labs, Multimedia Platforms, Orientation Programs	This paper evaluates the advantages and limitations of digital storytelling as a tool for promoting inclusivity and proposes a framework for its practical implementation.	While digital storytelling cannot fully eliminate exclusion, it serves as an important approach to promote inclusive and participatory communication in academic settings.
23.	Rukhma Aijaz 2025	A qualitative, reflective case study approach. A thematic analysis was conducted on the data, guided by Braun and Clarke's six-phase framework.	Participants: 18 undergraduate students from A public teacher education university located in a rural area of Punjab, Pakistan. All were first-generation university attendees from low-income, linguistically diverse backgrounds.	Personal digital narratives are guided by UDL principles of providing multiple ways of engagement, representation, and expression.	This study explores the use of Digital Storytelling (DST) as a pedagogical strategy aligned with Universal Design for Learning (UDL) to promote inclusion and engagement among rural first-generation students in higher education in Pakistan.	The findings confirm the value of DST as a context-sensitive, inclusive teaching approach in resource-limited settings, aligned with Sustainable Development Goal 4 (Quality Education).

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
24.	Emilia Andorshiye, John and Gift Ukpai 2025	The research was based on a systematic literature review (SLR), using a structured methodology that underpins the study.	Fifty peer-reviewed publications published between 2008 and 2024	The framework consists of seven elements: point of view, dramatic question, emotional content, economy, pacing, the gift of your voice, and soundtrack.	Exploring the use of digital storytelling within language education.	Findings suggest that digital storytelling effectively promotes lifelong learning, develops key 21st-century skills, and connects language learning to real-world contexts. It also supports self-paced learning for students and empowers educators to enhance language outcomes.
25.	Ni Wayan Karmini et al.2025	qualitative narrative inquiry design to explore how digital storytelling supports inclusive education by amplifying the voices of students with special needs	20 students (10-15 years) with special needs enrolled in three inclusive schools across two regions. 5 inclusive education teachers	Multimodal narratives that combine text, sound, images and video.	The research aims to explore how students with diverse learning abilities use digital narratives to communicate their perspectives, develop self-confidence, and engage collaboratively with peers	It is concluded that digital storytelling provides an approach to inclusive pedagogical approach that bridges cognitive, emotional, and social learning, promoting equitable participation and self-advocacy for students with special needs in mainstream education.
26.	Vladimira Poláčková 2025	Qualitative research, including Action research	University students (Small group) 19-24 years.	Visual storytelling, Written storytelling, Digital storytelling, Audio storytelling.	This study investigates the pedagogical and communicative value of storytelling, with particular attention to its use in inclusive education.	Storytelling in inclusive education is more than a pedagogical method; it is a transformative cultural and linguistic practice that, combined with critical reflection, allows educators to ensure all learners feel acknowledged and valued.
27.	Eid Mohammed Kanaan et al. 2025	A qualitative phenomenological approach was used, with interviews as a data collection instrument.	The research included 99 sample who were purposefully selected from the Irbid region in northern Jordan, where schools share similar environmental conditions, technological and educational characteristics	digital kinetic storytelling strategy.	t	Findings highlight the impact of digital kinetic storytelling on language education and provide teachers with an interactive approach to support early language learning, promoting children's engagement, motivation, and comprehension.

Sl.no	Author(s)	Methodology	Participants	Tool and Technique	Purpose / Focus	Key Findings
28.	Shilpa Shri R D et al. 2025	A qualitative study that gathers and examines non-numerical data to explore individuals' social experiences, focusing on innovative pedagogical practices and inclusive learning.	Secondary data from a review of literature.	Approaches such as Universal Design for Learning (UDL), differentiated instruction, collaborative learning, blended learning, and adaptive technologies.	To support equitable learning, inclusive pedagogy requires the deliberate use of innovative teaching methods to tackle real-world problems and enhance student outcomes.	Inclusive and innovative pedagogy guarantees that every child, regardless of academic level, has access to instruction, programs, facilities, and school resources such as classrooms, recreational spaces, transportation, and restrooms.
29.	Ali al ghaithi et al. 2025	Experimental Research (pre-test – post-test)	48 participants with intermediate English proficiency through pure experimentation.	Entrance exam (English proficiency level) Translation and fill-in-the-blank	Research aimed to assess the influence of digital storytelling on students' receptive & productive vocabulary knowledge	These findings have significant ramifications for educators, educational establishments, and learners.
30.	Onatan Castaño-Muñoz et al. 2025	A qualitative methodology was adopted in this study, utilising multiple nested cases (Type 4 design according to Yin, 2014) to examine several cases with embedded units of analysis.	Eight Early Childhood and Primary Education schools in the Autonomous Community of Andalusia (Spain) were selected for the study.	Data collection involved interviews, group discussions, and participatory, visually based techniques.	This work examines the perceptions, experiences, and challenges of schools in disadvantaged areas regarding the integration of digital technologies into their operations.	Findings suggest that to avoid deepening the digital divide, inclusive policies for educational digital transformation should consider the unique contexts and perspectives of schools from diverse socioeconomic and cultural backgrounds.

## Discussion

After reviewing about thirty studies from 2008 to 2025, digital storytelling is clearly an impactful tool for making classrooms inclusive for diverse linguistic learners. Research by Suman in 2023 and Harashchuk in 2025 proves that when students use digital tools to tell their own stories, they become much more excited to learn and understand the language better. This approach helps every student feel they belong in the classroom. Thomas and

Manalil (2025) describe this as a way to help students feel safe while expressing their identity.

For children with special needs who might find traditional writing difficult, digital stories give them a way to be heard. Karmini and others in 2025 found that these students gain a lot of confidence when they use sounds and pictures instead of just writing. This removes the obstacles that usually stop them from doing well in class, as noted by Rubio in 2024. Belda-Medina and

Goddard (2024) show that this method is very effective for helping children learn new words and build their vocabulary in diverse settings.

In our Indian schools, the work of Shilpa Shri and Padmalatha in 2024 is very important. They highlight that digital storytelling works best when teachers are trained to value the unique background of every student. Their research shows that for these digital tools to truly work in India, we must focus on how they are integrated into our teacher training programs. This supports the NEP 2020 goal of using the home language as a bridge to help students learn. For students from

disadvantaged groups, being allowed to use their mother tongue in a digital story builds their confidence and helps them master the school language, as found by Xiaofeng Li and others in 2025.

While teachers require training on how to use the technology, as mentioned by Haslaman in 2023, the real goal is to value the personal story of every child. Overall, digital storytelling helps create a fair classroom where a student is judged on their creativity rather than just their ability to memorise facts. It ensures that any student who learns differently is not ignored. This full-fills vision of equity and inclusion for all.

**Table 5: Benefits of digital storytelling in the classroom**

Author	Student Improvements After Digital Storytelling									
	Motivational factor	Engagement	Positive Impact/attitude	Improvement	Confidence	Inclusion	Collaboration	Communication & language Skill	Digital Literacy	Diversity
1.	/	/				/				
1.	/	/				/				
2.	/							/		
3.							/	/		
4.	/				/		/			
5.									/	
6.				/	/					
7.			/							
8.										/
9.			/							
10.				/				/		
11.			/			/				
12.	/					/			/	
13.		/								

Author	Student Improvements After Digital Storytelling									
	Motivational factor	Engagement	Positive Impact/attitude	Improvement	Confidence	Inclusion	Collaboration	Communication & language Skill	Digital Literacy	Diversity
14.				/			/			
15.	/									
16.										
17.	/			/		/				
18.						/				/
19.								/		
20.			/		/			/		
21.										
22.						/		/		
23.	/				/					
24.				/				/	/	
25.						/				/
26.		/	/			/			/	/
27.	/		/					/		
28.		/				/				
29.			/					/		/
30.	/					/			/	

**Limitation**

After the literature review major problem or limitations that can be addressed are limited studies on inclusive language with digital storytelling. After reviewing lots of paper researcher found only 30 studies with high-quality content. Also, in these 30 study some studies are indirectly related to inclusive language pedagogy with digital storytelling. The next limitation is accessibility of

previous paper most of the papers were found on Google Scholar, ResearchGate or Eric. There could be important studies in another database, such as Scopus, which could provide a Broder perspective. Digital storytelling in inclusive language pedagogy, vocabulary knowledge, language improvement, speaking ability, and reading or writing ability should be investigated in further study.

## Research Gap and Newness of the Study

A review of research from 2015 to 2025 shows that while digital storytelling tools are widely used for making language learning more engaging (Suman, 2023; Harashchuk, 2025), there is a gap in how these tools are used for inclusive education in Indian schools. Most current research focuses on the technical skills of teachers (Haşlamam, 2023) or on students in Higher Education (Thomas and Manalil, 2025). An important gap remains for primary school children who struggle due to learning disabilities or a different home language. This study is novel because it links the latest global research with the NEP 2020 goal of using the Home Language as a Bridge to school literacy. By analysing the most recent evidence, this study provides a clear path for using digital storytelling to promote Multilingualism. It offers a framework for inclusive assessment, ensuring that students from Socio-Economically Disadvantaged Groups (SEDGs) can use their creative skills to succeed in the language classroom.

## Conclusion

This systematic review explores various studies on how digital technology helps in inclusive language teaching. The findings show that digital storytelling is more than just technology – it is a modern teaching method that makes teaching fair, engaging and accessible for everyone. Through the digital stories, students from different backgrounds can express themselves, share their personal experience and actively take part in the classroom. DST strengthens language proficiency and nurtures empathy. Intercultural understanding and respect for diversity.

Numerous research was reviewed in this paper, and these studies are based on a

variety of methodologies that are key to enhancing their ability to speak. Digital storytelling enables learners around the world to understand the importance of storytelling and multimedia. Overall, the various research that is reviewed makes it clear that digital storytelling represents a powerful approach that strengthens language skills while promoting equality, inclusivity and meaningful learning experiences for diverse learners.

## Implication and Recommendations

The result of this systematic review indicates that we must rethink how we teach languages in a diverse country like India. One major implication is that digital storytelling is much more than just a computer activity. It is a tool for social justice because it allows every child to feel that their life and their stories matter. Since researchers like Thomas and Manalil in 2025 and Rubio in 2024 found that digital stories help students feel a sense of belonging, it implies that our schools should move away from strict writing tasks that make some children feel like failures. Instead, we should use digital narratives to bridge the gap between a child's home culture and their school life.

Based on these results, several strong recommendations are made for our education system. First, it is recommended that teacher training programs in India should be updated. We should not just teach teachers how to use software but also how to value the unique background of every student. As Shilpa Shri and Padmalatha found in 2024, the real success of these tools depends on teachers knowing how to integrate the student's personal identity into the lesson. Training should specifically show teachers how to use digital storytelling to support children with special needs. As Karmini and others proved in 2025, these students

gain immense confidence when they can use sounds and images to express themselves instead of being forced to only use written text.

At the school level, it is recommended that administrators create a supportive environment for digital learning. This means moving beyond occasional projects and making digital storytelling a regular part of the school culture. Schools should make sure all learners can use digital facilities and that learning equipment is available to all students, especially those from disadvantaged groups, so that all children have an equal opportunity to take part. This school-level support is essential for the NEP 2020 goal of equity because it ensures that technology does not create a bigger gap between students.

Another deep recommendation is that we must encourage more research focused specifically on the Indian context. While this review shows great results from around the world, there is still a lack of work done in our local classrooms and rural schools. Shilpa

Shri and Padmalatha in 2024 provide a strong start, but we need more studies to understand how digital storytelling works with our many regional languages. We should not just follow global models that might not fit the real situation of an Indian teacher. Therefore, Indian universities should support field studies that look at how our own students benefit from these digital tools.

Final schools and policymakers should change how they measure a child's progress. This review recommends using digital stories as a formal way to grade students, especially those who struggle with standard exams. This is supported by the work of Belda-Medina and Goddard in 2024, who showed that this method is excellent for helping children in diverse classrooms learn new words. By following these research-based steps, we can fulfil the vision of equity and inclusion. This will transform our classrooms into fair spaces where every student is valued for their unique talents and their personal strengths as they grow in their learning journey.

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