A REVIEW OF DIGITAL STORYTELLING IN LANGUAGE LEARNING IN CHILDREN:
METHODS, DESIGN AND RELIABILITY

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DS studies published from **2004 to 2020** (in English and non-English speaking countries)

KEY TERMS

Digital Storytelling (DS)
Creating and sharing stories through digital media.

Educational Technology
Using digital tools to enhance teaching and learning.

Language Learning
Acquiring a new language through the four skills, supported by instruction and technology.

RESEARCH CONTEXT

Language learners aged 0-24 in English and non-English speaking countries.

42%

21 studies examined participants aged 6 to 11.

WHAT CAN I LEARN?

- **Match methods** to study aims.
- Use **theory-based quantitative designs** for generalisable findings; qualitative methods offer insight but limit wider application.
- Ground DS studies in **educational psychology** and **age-appropriate design**.
- Include **reliability checks** for all instruments and coding.
- **Compare DS across regions** to understand cultural influence and reproducibility.

WHAT DID IT FIND?

- **Writing** is the most studied skill; **listening** is **not examined** in any study.
- Studies rely heavily on **qualitative methods**, making it hard to isolate specific language competencies.
- **92% of studies** report no reliability checks, limiting confidence in tools and coding.
- These gaps reduce the **robustness, clarity**, and **generalisability** of DS research.

HOW CAN I USE THE FINDINGS IN MY TEACHING?

Build Multiple Skills
Use DS to support several language competencies at once.

Create Immersive Learning
Incorporate visuals, audio, and narration to engage multiple senses.

Teach Multimodal Expression
Help students create texts that combine images, sound, and writing.

Offer a Child-Friendly Approach
Use DS as an engaging method for children to learn. language.