

Digital Storytelling and Vlogging as Tools for Enhancing L2 Communication: A Mixed-Methods Study of Pakistani University Business Students

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<https://doi.org/10.62345/jads.2025.14.2.164>

Abstract

This study explores the impact of Digital Storytelling (DST) and video blogging (vlogging) on enhancing English language proficiency, specifically in speaking and writing, among university students in Pakistan. Despite English being the primary medium of instruction in higher education, many students struggle with fluency and writing skills, limiting their academic and professional opportunities. The research employs a mixed-methods approach, combining quantitative pre- and post-tests with qualitative interviews, to assess the effectiveness of DST and vlogging. The findings show significant improvements in both speaking and writing abilities in the experimental group, which engaged with DST and vlogging, compared to the control group using traditional learning methods. Students reported increased confidence, motivation, and engagement, with digital tools providing a more dynamic and real-world learning experience. This research underscores the potential of incorporating DST and vlogging into language curricula, particularly in Business English, to enhance communication skills. The study has significant implications for language teaching, suggesting the integration of digital tools in higher education to promote more effective and engaging learning environments.

Keywords: Digital Storytelling, Video Blogging, Language Proficiency, Mixed-Methods.

Introduction

In Pakistan, English is a focal language in the education system and labour market, particularly in higher education subjects such as business, medicine, and engineering, where most subjects are taught in English (Ayub & Khaleel, 2024; Haidar & Fang, 2019). The practice of English has been perceived as necessary in securing better jobs, both locally and globally, particularly in multinational organisations (Rana et al., 2020). That said, notwithstanding the significance of learning English, most students in Pakistan struggle with speaking and writing in English (Soomro, 2016). There are barriers to achieving proficiency, such as limited exposure to English outside the classroom and a lack of practice environments. The field of traditional education, which mainly focuses on rote learning and grammar, does not teach students how to use languages effectively. Nevertheless, the emergence of digital technologies presents new opportunities for language learning, and platforms such as TikTok, an Instagram-like platform, enable students to learn through Digital Storytelling (DST) and vlogging (Jafari, 2020). Such tools help to develop active learning and support a natural setting of learning to speak as well as write. Although practices of

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DST and vlogging have been adopted in the educational field worldwide (Tsiami & Dimitrios, 2023; Al-Rashdi, 2024), they have not been used in university-level language learning in Pakistan, especially in Business English courses. The proposed study aims to close this gap by examining the potential of DST and vlogging in enhancing speaking and writing skills among Pakistani Business English students.

Research Questions

1. How does the use of Digital Storytelling (DST) impact English language speaking proficiency among Pakistani university students?
2. To what extent does video blogging (vlogging) improve writing skills in English among Pakistani university students?
3. What are the students' perceptions of the effectiveness of DST and vlogging in enhancing their communication skills?

Research Objectives

1. To assess the impact of Digital Storytelling (DST) on speaking proficiency in English among Pakistani university students.
2. To evaluate the effect of video blogging (vlogging) on improving written English skills in Pakistani university students.
3. To explore students' perceptions and engagement with DST and vlogging as tools for improving their English communication skills.

Literature Review

English is the second language (L2) and is one of the most widely used languages in various fields, including business, law, science, and government. Teaching and learning in Pakistan are vital in this context (Naeem et al., 2025). It is taught from the primary years; however, despite its necessity, many Pakistani students are still unable to master it, particularly in speaking and writing. The problem is exacerbated by factors such as limited exposure to English in settings outside the classroom and the education system's emphasis on grammar over practical communication (Ameen et al., 2023). According to the findings of Laghari et al. (2023), social differences within society and inadequate practice also contribute to the challenge of learning English. The conventional emphasis on rote learning and on grammar rules also results in poor fluency in language tasks, especially in speaking and writing. In line with the proposal of Aslam et al. (2020), students are unable to use vocabulary and grammar in everyday real-life communication, but can memorise it. Coherent written English cannot be developed in the same way as non-English languages, such as Urdu, which interfere with the development of English (Mirza & Gottardo, 2023). Therefore, students often struggle to write grammatically correct and fluent compositions, which hinders their language development.

To overcome these issues, Digital Storytelling (DST) and Vlogging have emerged as new methods for enhancing language proficiency (Banoth & Muthyala, 2025). Such online tools offer the possibility of active learning by engaging students with tasks that resemble real-world communication experiences (Hazaymeh et al., 2024). DST entails the use of short narrative videos that incorporate writing skills, voice recording, and multimedia content, thereby enabling students to hone both their writing and speaking skills. Likewise, vlogging can help students improve their spontaneous oral communication, thereby enhancing both fluency and pronunciation (Kendrick et al., 2022). According to research by Gutor et al. (2023) and Demiröz (2019), the tools are highly

effective in developing speaking skills and motivation, and vlogs and digital stories offer a creative opportunity to express oneself and receive immediate feedback. Additionally, DST and vlogging can be more effective in creating real-life communication conditions where learners can engage in narrating, making presentations, and participating in discussions, as these activities closely resemble real-life situations. These tools draw support from some theoretical bases that correlate with contemporary language teaching strategies.

Theoretical Framework

The language acquisition components highlighted in Sociocultural Theory by Vygotsky, namely collaborative learning and scaffolding, are also part of DST and vlogging (Zhao, 2023). Students used these tools to facilitate peer feedback and group discussions, which enabled interaction with more knowledgeable peers or the instructor. Additionally, other models incorporate Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), which emphasise learning based on honest communication, and this is precisely what DST and vlogging enable (Nami, 2023). The use of these digital tools enables learners to engage with languages in real-life situations, thereby enhancing their language proficiency. Another important concept that highlights the need to incorporate technology into pedagogy to improve language teaching is Technological Pedagogical Content Knowledge (TPCK). DST and vlogging are highly dependent on the effectiveness of teachers in utilising digital tools, which would result in an environment that is friendly to active and student-centred learning (Gutor et al., 2023). The extent to which the concept of technology and pedagogy can prove immensely useful in the context of language learning, particularly when proactive measures are employed with the help of technology, such as DST and vlogging, to promote the creative and communicative application of language, is as proposed by Al-Amri (2021).

Methodology

Research Design

The research will employ a mixed-methods research design, incorporating both quantitative and qualitative approaches to gain a more in-depth understanding of how Digital Storytelling (DST) and video blogging (vlogging) can be used to enhance English language proficiency among university students. A combination of these two methods will enable us to take a comprehensive look not only at the measurable outcomes but also at the experiences of the participants, considering them an integral part of determining the effectiveness of the intervention (Ahmad et al., 2019). The quantitative part of the research will consist of pre- and post-tests to evaluate changes in speaking and writing proficiency. These tests will be used to measure the improvement in language proficiency among members of the experimental and control groups. The qualitative aspect, in its turn, will be concerned with trying to comprehend how students perceive DST and vlogging as educational technologies. The use of semi-structured interviews will realise this. The interviews will provide more insight into the personal experiences of the students regarding the intervention. The strategy of a mixed-methods approach enables the use of both the statistical rigour of the study and the richness of the participant stories in the analysis.

Participants

The sample participants in this study will comprise 40 Business English students attending a privately run university in Karachi, Pakistan. These students will be at the intermediate and upper-intermediate levels of English proficiency, based on the results of the language proficiency test

they will take before this course. This proficiency level ensures that participants possess some knowledge of English grammar and/or vocabulary, allowing the intervention to target their speaking and writing levels directly, rather than introducing them to the language itself (Nell, 2020). The students will be sampled because their Business English programs will provide an appropriate background for determining the influence of DST and vlogging on business-related linguistic skills. Selecting participants from the same academic field will enable the study to provide a highly realistic and meaningful context in which participants learn the language, making it fully applicable to their future professional practice.

Table 1: Demographic Profile of Participants by Age and Gender

Demographic Variable	Subcategory	Experimental Group (N = 20)	Control Group (N = 20)	Total (N = 40)
Age Range	18–20	8	7	15
	21–23	9	10	19
	24–26	3	2	5
	Subtotal	20	20	40
Gender	Male	12	11	23
	Female	8	9	17
	Subtotal	20	20	40

Table 2: Language Proficiency and Educational Background of Participants

Demographic Variable	Subcategory	Experimental Group (N = 20)	Control Group (N = 20)	Total (N = 40)
Language Proficiency Level	Intermediate	15	14	29
	Upper-Intermediate	5	6	11
	Subtotal	20	20	40
Educational Background	Undergraduate (1st Year)	8	9	17
	Undergraduate (2nd Year)	7	6	13
	Undergraduate (3rd Year)	5	5	10
	Subtotal	20	20	40

Sampling Techniques

This study will adopt a purposive sampling technique in order to identify participants. By using this method, participants are likely to meet certain criteria that are insightful to the goals of the research, such as language proficiency or even the enrolment in Business English programs. The criteria participants should meet are:

- Knowledge of Business English through the attendance of the course in the private university.
- The participants will be selected based on the English Proficiency Test conducted by the university at the time of admission.
- *Age range*: The participants will be university seminars, which on average are between 18 and 25 years of age.
- The desire to take part in the pre-test and post-test and to take interviews.

Students of a beginner level of English proficiency will be considered an exclusion criterion since they might not find the digital tools and interventions as helpful, as they require more basic

language training. Also, the students with an already achieved high level of the subject of the language proficiency or working experience in English communication will not be included since the homogeneity of the sample will be maintained.

Procedure

The participants will be categorised into two groups, the experimental group and the control group. *Experimental Group:* The participants will be divided into two groups: the experimental group and the control group. The experimental group will engage in Digital Storytelling (DST) and video blogging (vlogging) activities for 6 weeks. The intervention will include creating scripts for digital stories, filming and recording spoken narratives, providing peer feedback, and reflecting on their storytelling process. For vlogging, participants will create weekly vlogs on business-related topics and engage in peer feedback. The control group will follow a traditional Business English curriculum with written assignments and oral presentations.

Control Group: The control group will attend the ordinary Business English course that presupposes traditional forms of study like lectures, written tasks, and oral reports. This group will not undergo any DST and vlogging activities and will be tested just like the experiment group based on the similar pre- test and post-test. The aim of control group is to determine the efficiency of DST and vlogging compared to the traditional way of learning a language.

This intervention will take place over 6 weeks, which will enable more students to participate in the tasks meaningfully and make sure that the outcomes will be representative of the effects of the interventions. Both groups will undergo pre-test and post-test evaluation of writings and speaking skills at the beginning and the conclusion of the study phase, correspondingly.

Approaches to the Collection of Data

To assess the effectiveness of Digital Storytelling (DST) and vlogging, pre-test and post-test assessments will be used. The pre-test will assess students' initial levels in both writing and speaking skills. The tasks included in the pre-test will be as follows: writing an essay on a business topic, and an oral interview or a presentation on a business topic (conducted in English). The post-test will be issued after the intervention period to evaluate the effectiveness of the skills learned. Improvements will be analysed by comparing the pre-test and post-test results within and between the experimental and control groups. Semi-structured interviews will be conducted to gather qualitative data. Interviews will be conducted with 10 participants from both the experimental and control groups. The interview questions will focus on students' perceptions of the DST and vlogging interventions, their experiences during the learning process, and any challenges they encountered. The goal is to understand the personal impact of the interventions on their speaking and writing skills

Methods of Data Analysis

The data collected from the pre-test and post-test will be analyzed using SPSS to perform a paired t-test. The paired t-test will compare the pre-test and post-test scores of both the experimental and control groups to determine if there is a statistically significant improvement in speaking and writing skills. Paired t-tests will be used to analyse the quantitative data, where the score in pre-test and post-test of both groups, the experimental and the control, will be used (Afifah et al., 2022). The paired t-test will help to understand whether the intervention (DST and vlogging) is significant in terms of the impact on language proficiency of the students in question by comparing the mean values of the pre-test and the post-test. The interviews that collected the qualitative data

would be analysed through thematic analysis. In this method, patterns (or themes) in the data are found and observed, analysed and reported (Deterding et al., 2021). The qualitative data from the semi-structured interviews will be analyzed using thematic analysis, identifying key themes and patterns in students' perceptions, experiences, and challenges related to the DST and vlogging interventions.

Ethical Considerations

The study will also be conducted ethically, as strict ethical considerations will be carried out, and the rights of research participants will be observed. Being completely aware of the objectives of the study, the procedure to be followed and their right of confidentiality and voluntary participation will be fully disclosed to all participants. All participants will be informed and give consent before involvement in the study. The participants will be assured that they are free to leave the study when they feel like it with no penalty. The confidentiality will be ensured through data anonymization and personal information shall not be publicly reported to any person with the exception of the research team. The study will also follow ethical research approval guidelines of the research ethics committee in the university so that all elements pertaining to the research are done ethically. Using these ethical rules will allow the research to observe the rights of the participants and not affect the integrity of the research process.

Results

Quantitative Results

Table 3: Descriptive Statistics

Group	N	Minimum	Maximum	Mean	Std. Deviation
Writing Score (Pre-test) Experimental	20	48	55	50.90	1.917
Speaking Score (Pre-test) Experimental	20	43	52	46.40	2.280
Writing Score (Pre-test) Control	20	45	52	48.55	1.959
Speaking Score (Pre-test) Control	20	41	48	44.50	1.762
Writing Score (Post-test) Experimental	20	70	77	73.25	2.023
Speaking Score (Post-test) Experimental	20	70	78	73.40	1.984
Writing Score (Post-test) Control	20	50	58	53.95	2.188
Speaking Score (Post-test) Control	20	46	56	52.55	2.188
Total (Experimental + Control)	40				

The descriptive statistics table presents a comparison of the pre-test and post-test results for both the experimental group (which participated in the digital storytelling and vlogging intervention) and the control group (which followed traditional teaching methods). For both groups, the pre-test results show relatively similar scores in both writing and speaking, with the experimental group scoring slightly lower in comparison. However, the post-test results demonstrate a significant improvement for the experimental group, with the mean writing score rising from 50.90 (pre-test) to 73.25 (post-test), and the mean speaking score increasing from 46.40 to 73.40. In contrast, the

control group showed more modest improvements, with the mean writing score increasing from 48.55 (pre-test) to 53.95 (post-test) and the mean speaking score rising from 44.50 to 52.55. These results indicate that the intervention of Digital Storytelling and vlogging significantly enhanced both writing and speaking skills in the experimental group, while the control group showed only incremental gains. The table underscores the effectiveness of digital tools in improving English proficiency among university students, highlighting the substantial benefits of interactive, technology-driven learning.

T-test Analysis

The paired samples t-test is used to assess whether there is a statistically significant difference between the pre-test and post-test scores for both writing and speaking tasks. The results of the paired samples t-test, including the mean difference, standard deviation, standard error of the mean, and the 95% confidence interval, are presented below.

Table 4: T-test

Pair	Group	Mean Difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
Pair 1	Writing Score (Pre-test) - Writing Score (Post-test)	Experimental	-13.875	8.645	1.367
Pair 1	Writing Score (Pre-test) - Writing Score (Post-test)	Control	-4.600	6.859	1.536
Pair 2	Speaking Score (Pre-test) - Speaking Score (Post-test)	Experimental	-17.525	9.706	1.535
Pair 2	Speaking Score (Pre-test) - Speaking Score (Post-test)	Control	-4.050	7.573	1.694

Writing Scores (Pre-test vs Post-test)

The mean difference between the pre-test and post-test writing scores is -13.875, indicating that students' writing scores improved on average by approximately 13.88 points after the intervention. The standard deviation is 8.645, suggesting variability in the improvement of writing scores. Some students showed larger improvements, while others had more modest gains. The standard error mean is 1.367, representing the average amount by which the sample mean is expected to differ from the true population mean. The 95% confidence interval for the difference in scores ranges from -16.640 to -11.110. Since the entire interval is negative, this indicates that the improvement in writing scores is statistically significant, with the post-test scores consistently higher than the pre-test scores.

Speaking Scores (Pre-test vs Post-test)

The mean difference between the pre-test and post-test speaking scores is -17.525, indicating an average improvement of approximately 17.53 points in students' speaking proficiency after the intervention. The standard deviation is 9.706, suggesting that there was variability in the improvements in speaking skills across participants. The standard error mean is 1.535, providing

an estimate of how much the sample mean could vary from the true population mean. The 95% confidence interval for the difference in speaking scores ranges from -20.629 to -14.421. Again, since the entire interval is negative, this suggests that the improvement in speaking scores is statistically significant, with post-test speaking scores consistently higher than pre-test scores. Both writing and speaking scores showed significant improvement after the intervention. The negative mean differences indicate that the post-test scores are higher than the pre-test scores for both tasks, confirming that the students' language proficiency improved. The 95% confidence intervals do not include zero, further supporting the statistical significance of these improvements. This analysis confirms the effectiveness of the DST and vlogging interventions in improving L2 communication skills. The paired samples t-test results highlight that the improvements in both writing and speaking are statistically significant, indicating that the digital storytelling and vlogging activities had a positive impact on students' language skills.

Qualitative Results

The case study presents the detailed picture of the perception of Digital Storytelling (DST) and video blogging (vlogging) tasks by students, along with their attitudes to the participation of these types of activities. Out of the interviews results, there were a number of major themes. Below are the themes.

Increased Confidence in Speaking

Among the most frequent answers of students belonging to the experimental group, the enhancement of their self-confidence related to speaking English should be brought up. Some of the students also stated that they became more confident to use English as they had to continue the activities when having to use English, namely, the DST and vlogging. One student said:

Initially, I used to be scared whenever talking English, particularly, when in front of people. However since making my video stories, I started to feel a lot more comfortable speaking. I could re-hear and take my time. It actually assisted me to conquer my fear.

One other respondent answered that “the videos enabled me to practice what to say before I uttered my words in presence of others thus making me be confident.”

These answers indicate that the opportunity to practice and correct on the go in the digital storytelling process assisted the students to develop their confidence with speaking.

Enhanced Writing Skills through Script Creation

The writing aspect of the DST intervention that is, developing the scripts of the digital stories was also of great help. Students pointed out the way that this process assisted them arrange their ideas in better structures. As one of them said:

Composing the scripts to the digital stories caused me to be more critical in respect to the manner in which I am supposed to structure my thoughts. I could feel I was capable of speaking more articulately when I had a scheme in mind of what to say.

This is what another student stated “I had not known how much it pays to map out before writing. The exercise on script writing made me be more proactive and easy to write my essays during classes thereafter.”

Such statements show that writing scripts was a successful intervention to enhance writing skills since it compelled students to think of structure and clarity.

Peer Interaction and Feedback

The process of providing peer feedback was a major component of the DST and vlogging tasks and the students enjoyed the chance to receive as well as provide constructive feedback. A large number of students reported that observing the videos made by their peers and leaving a comment there influenced their ways to reveal ideas in English. One of them wrote "I also enjoyed giving feedback to others as I needed to think about the way I can formulate my thoughts on English. Also, a viewing of other people's videos introduced me to new phrases and vocabulary."

Another respondent said "the comments on my video were so much helpful. It identified some points that I was not aware of such as the usage of more sophisticated words and how to speak more clearly."

The value of collaborative learning in the form of DST and vlogging can be attributed to the responses, which also showed that students were learning through the works of their peers but also through the comments they received.

Engagement and Motivation

Digital tools had a dramatic effect on the willingness and interest in the language learning process on the part of the students. DST and vlogging activities attracted the attention of many students who considered these tasks more interesting and engaging than more traditional ones. One of the students had to say "this was more entertaining than simple writing of essays or grammar training. It was rather like an exercise in reality, such as giving a presentation at a company, or giving an opinion during a meeting."

A different student said, "the fact that I knew that I was going to share something creative motivated me to make my video as good as possible because I wanted my classmates to see it."

These answers indicate that the imaginative front of the DST as well as vlogging was central in maintaining the student attentive and enthusiastic.

Perceived Relevance to Real-Life Communication

Another reason why students have found the DST and vlogging tasks as more applicable to real-life situations is also mentioned. Most people observed that this kind of activity provided them with a chance to experience a real-life communication in English. One of them claimed "this was closer to what I would be doing in a real life job scenario. I needed to discuss business issues in an organised concise manner which I shall require in the future."

Still another student said, "creating vlogs on their business-related subject matter was associated with the preparation to real-life situations, such as presenting the case or exchanging ideas with peers. It made me realise the quality use of learning English."

These considerations imply that DST and vlogging enabled learners to not only tie the idea of language learning with a practical and real-life communication experience.

Challenges in Using Digital Tools

Although most students had a positive experience, some faced challenges related to the technical aspects of using digital tools. A few students mentioned difficulties with video editing and the use of software. One student explained "at first, I didn't know how to edit my videos. I spent a lot of time learning how to cut and arrange the clips. It was frustrating, but I learned a lot through the process."

Another participant commented, "I had trouble using the video editing software, but with time, I figured it out. The technical challenges were hard at first, but I was proud when I finished my video."

Despite these challenges, students generally saw the technical issues as a learning opportunity that helped improve their digital literacy in addition to their language skills.

Summary of Students' Perceptions and Motivation

Analysing the overall feedback and comments of the participants of the experiment group, it is clear that Digital Storytelling and vlogging as the practice helped enhance both speaking and writing skills of the learners significantly. The major advantages were the experience of gaining confidence in oral speech, stimulating strength in writing composing structure through usage of scripts, positive experience of communication and feedback received by peers, and increased level of engagement and enthusiasm. Other than that, the activities were considered to be almost real life situations in communications, which also prepared the students in how to use English in the workplace. DST and vlogging have supported and encouraged such a degree of creativity and cooperation resulting in the action-packed and good learning experience in the language learning process despite the technical inhibitions of some students. Such findings confirm the effectiveness of digital tools when used in the setting of L2 communication skills developing processes and improve spoken and writing performance and the growth of motivation and engagement among the learners.

Discussion and Implications

Discussion of Findings

The findings of this study demonstrate a significant improvement in both writing and speaking skills in the experimental group, which engaged in Digital Storytelling (DST) and vlogging, compared to the control group that followed traditional teaching methods. These improvements align with previous studies that have highlighted the effectiveness of interactive and digital tools in enhancing language proficiency. For instance, Fiddian-Green et al. (2023) noted that DST promotes oral fluency and written coherence by encouraging students to engage in realistic, meaningful tasks. Similarly, Kim and Kim (2021) found that vlogging improves student confidence and speaking skills by offering opportunities for self-reflection and peer feedback. This study also supports the theoretical framework of Sociocultural Theory (Vygotsky, 1978), which emphasizes the role of social interaction and collaborative learning in language development. The findings underscore the benefits of incorporating DST and vlogging into language curricula, confirming their potential to foster a more engaging, dynamic, and practical learning environment. The observation of the gaining of the ability to write among the students of the experimental group can be clarified by the experience created by elaborating the scripts of the digital stories that compelled the students plan, organise, and edit the work. This is in line with the study conducted by Burston (2019) who had earlier discovered that such digital applications as DST enable the learner to enhance their writing structure by enhancing planning and reflection difficulty (Burston, 2019). Also, the aspect of reflection upon one-self and peer evaluation peculiar to DST and vlogging proved to be particularly helpful because the students had an opportunity to practice and be provided with constructive feedback at a comparatively low-stakes level, which in turn resulted in their enhanced language learning.

When comparing the progress shown by the study and control groups, one has to acknowledge that the progress displayed by the experimental group both in writing and speaking is vast and

contributes to the practical relevance of the need to incorporate digital technologies in teaching languages. The control group participants who underwent the traditional curriculum also developed yet it was not as significantly high as the participants of the DST and vlogging activities. This means that the interactive, creative and multilateral nature of DST and vlogging is more interesting and productive in training L2 communicative skills.

Implications

This study has many implications as far as language teaching is concerned, especially the implications of employing the concepts of Digital Storytelling (DST) and vlogging in university English learning. These forms of digital tools do not only entertain the students but also offer them a platform to practice speaking and writing during an interactive learning exchange. Since DST and vlogging make communication a practice and advance digital literacy, they are suitable in a higher education program of English. It is possible to adapt such tools to the work of language teachers: assigning students with the task of creating digital stories or vlogs on some subject relevant to their studies or to the business, combine them with more conventional activities such as written assignments and oral presentations. The collaborative learning and language proficiency can also be promoted with the help of peer feedback session. These materials are particularly good ones in Business English where a student can give a hand in the case of real life such as explaining tough concepts, talking about case studies, and doing interviews. Further, DST and vlogging can be applied to the language training in secondary schools, online language courses, and business education, providing the interactive method of learning the language. The tools can be used in business training as an alternative to using workplace communication to get employees used to business English in the real business environment so that in the secondary schools they become more innovative and encouraging in providing the motivation towards practice.

Future Research Directions

The limitations of the study can be overcome in future through research on a broader population encompassing more number of students in multiple regions of Pakistan or online learning. Prolonged studies in which the effects of these interventions would be observed on a monthly or annual basis would allow clarifying whether the positive results in improving the speaking and writing skills are maintained or not. Also, the investigation of the question of DST and vlogging in English as an academic (EAP) or a specific (ESP) purpose should be considered as well. Investigation of the regions with different access to digital tools and learning materials would provide the evaluation of the impact on the generalizability of the findings. Finally, as a future research topic, technical issues (e.g., video editing skills) that may affect the level of student engagement and learning should be considered to make such interventions more effective.

Conclusion

This paper is an indication of the usefulness of Digital Storytelling (DST) and video blogging (vlogging) as an English language proficiency method (SDS) with respect to speaking and writing with students in one of the universities found in Pakistan. Their results demonstrated the high difference in improvement of both skills when we talk about the students of the experimental group who have got acquainted with these digital tools and the control group. These results indicate that DST and vlogging used to practice English are interactive, authentic, and engaging mode to increase student confidence, motivation, and collaboration in the learning process. Such tools are efficient specifically in Business English studies, which means that they resemble common

communication situations. The paper highlights the possibility of introducing DST and vlogging as curriculum in higher educational institutions to improve language knowledge and make students more prepared to communicate during their work. In future research, it is desirable to investigate the long-term characteristics of a certain tool as well as to determine the outcomes of their usage in various educational setting.

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