Transforming Narratives: The Influence OF Digital Storytelling on Traditional Narratives in English Literature

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Abstract: This study investigates the influence of digital storytelling on traditional narrative forms in English literature. Specifically, it examines how digital storytelling transformation (IDST) impacts participants' understanding of traditional narratives (UTN) and their awareness of digital platforms in storytelling (ADP). Additionally, the research explores the relationship and differences between digital storytelling and traditional narratives (RDTN), as well as the influence of digital technology and media on narrative methods (IDTM). Through this exploration, the study aims to provide insights into the evolving landscape of narrative and the implications for literary education. A mixed-methods approach was employed, utilizing a questionnaire distributed to participants from three universities in Zhejiang Province. The questionnaire assessed their understanding of traditional narratives, awareness of digital platforms, perceptions of the relationship between digital storytelling and traditional narratives, and the impact of digital technology on traditional narrative in English literature.

The analysis revealed high reliability scores for the understanding of traditional narratives (UTN) and awareness of digital platforms (ADP), indicating a solid foundation for engaging with digital storytelling. Participants demonstrated a nuanced understanding of the relationship and differences between digital and traditional narratives (RDTN), with scores reflecting an appreciation for how digital storytelling complements traditional forms. However, the slightly lower score for the influence of digital technology on narrative methods (IDTM) suggests a need for further exploration of how digital tools can transform narrative practices.

Keywords: Digital Storytelling, Traditional Narratives, Narrative Transformation, English Literature

Introduction

The Digital Age has profoundly reshaped the landscape of English literature, ushering in a new era of literary production, dissemination, and interpretation. As the traditional boundaries between print and digital media blur, writers, scholars, and readers alike are navigating uncharted territories of literary expression and engagement. The convergence of traditional narrative forms with digital platforms has emerged as a transformative force in English literature. This fusion, driven by pervasive influence of the digital revolution, challenges longstanding literary conventions and opens new vistas of creative expression and audience engagement. This study investigates the implications of digital storytelling for the evolution of narratives in English literature, with a focus on universities in Zhejiang Province, China. The research also explores the interplay between traditional narratives and digital storytelling, examining how this symbiosis shapes narrative of English literature. Despite challenges such as reconciling traditional literary conventions with the innovative possibilities offered by digital storytelling and understanding diverse perspectives on digital storytelling, the paper also aims to provide suggestion to enrich pedagogical practices, literary analyses, and cultural studies within the domain of English literature.

Literature Review

Traditional narratives have long served as the cornerstone of English literature, encompassing a rich tapestry of storytelling techniques passed down through generations. However, the advent of digital technology has prompted a reevaluation of these conventional modes of storytelling. Scholars such as Smith (2023)[11] argue that while traditional narratives provide a foundation for literary discourse, they must adapt to the digital age to remain relevant. This necessitates a reassessment of narrative within the context of digital storytelling frameworks. Brown (2023)[2] further emphasizes the need for a nuanced understanding of how digital platforms shape narrative forms, highlighting the importance of interdisciplinary approaches in studying the intersection of literature and technology.

The emergence of digital platforms has democratized storytelling, offering authors and creators unprecedented avenues for dissemination and interaction. From social media platforms to immersive virtual reality experiences, digital storytelling transcends traditional boundaries of time and space, engaging audiences in multifaceted narrative experiences. Scholars like Jones et al. (2024)[8] emphasize the importance of understanding the affordances and

constraints of digital platforms in shaping narrative content and audience reception. Moreover, the interactive nature of digital storytelling fosters participatory engagement, blurring the lines between creator and audience and redefining the role of the reader in the narrative process. Smith (2023)[11] further underscores the transformative potential of digital platforms in expanding the reach and impact of literary works, highlighting the role of social media platforms in fostering community engagement and facilitating collaborative storytelling endeavors.

The pervasive influence of digital technology and media has catalyzed a paradigm shift in narrative methods within English literature. From hypertext fiction to augmented reality storytelling, digital innovations have expanded the palette of narrative techniques available to authors and challenged conventional notions of linear storytelling (Brown, 2023)[2]. Moreover, the integration of multimedia elements such as video, audio, and interactive graphics enriches the storytelling experience, immersing readers in dynamic narrative worlds. Chen (2024)[3]further explores the evolving relationship between technology and narrative aesthetics, analyzing how digital tools and media convergence shape narrative forms and reader engagement in contemporary literature.

The implications of digital storytelling transformation for the future development of English literature are profound and multifaceted. By bridging gap between traditional narratives and digital platforms, authors and creators have the opportunity to explore new frontiers of storytelling and engage with diverse audiences in innovative ways. However, this paradigm shift also necessitates a critical reevaluation of narrative conventions, technological affordances, and ethical considerations. As English literature continues to evolve in the digital age, scholars and practitioners alike must navigate the complexities of digital storytelling transformation to chart a course towards a more inclusive and dynamic literary landscape.

Conceptual Framework and Hypotheses

Conceptual framework provides a structured approach to understanding how digital storytelling reshapes traditional narrative forms within English literature. It incorporates five key variables that represent participants' perceptions and engagement with both traditional and digital narratives. These variables form the foundation for exploring the dynamic interplay between established literary structures and emerging digital platforms.

(1).Implications of Digital storytelling Transformation (IDST)

This variable measures participants' awareness of how digital storytelling transforms narrative forms. It reflects the participants' recognition that digital narratives challenge traditional literary conventions and introduce new narrative possibilities.

(2).Understanding of Traditional Narratives (UTN)

This variable assesses how well participants comprehend the structures, themes, and conventions of traditional narratives in English literature. A deep understanding of these elements is crucial for recognizing how digital narratives reinterpret or expand upon classic forms.

(3).Awareness of Digital Platforms in Storytelling (ADP)

This variable evaluates how well participants understand the role of digital platforms in contemporary storytelling. It gauges their awareness of the tools and technologies that enable new forms of narrative engagement.

(4).Relationship and Differences Between Digital Storytelling and Traditional Narratives (RDTN)

This variable examines how participants perceive the interaction and differences between digital and traditional narratives. It explores whether participants view digital storytelling as complementary to or replacing traditional narrative forms.

(5).Influence of Digital Technology and Media on Narrative Methods (IDTM)

This variable assesses participants' perceptions of how digital technology and media influence narrative methods. It looks at whether participants understand the ways in which digital tools shape storytelling techniques and reader engagement.

The conceptual framework for this study revolves around the interaction between traditional narrative forms and digital storytelling. By analyzing the five key variables—IDST, UTN, ADP, RDTN, and IDTM—this research aims to understand how participants perceive and engage with both types of narratives. Hypotheses Based on the constructs identified in this study, Sub-topic Variables are identified as following: 1. Implications of Digital storytelling Transformation for the Future Development of English Literature (IDST); 2. Understanding of Traditional Narratives in English Literature (UTN); 3. Awareness of Digital Platforms in Storytelling (ADP); 4. Influence of Digital Technology and Media on Narrative Methods in English Literature (IDTM); and 5. the Relationship and Differences Between Digital and Traditional Narratives (RDTN)—following hypothesized were stated:

Hypothesis 1: Digital storytelling has no significance influence on English literature.

Hypothesis 2: There is no significant relationship between digital storytelling and traditional narrative in English literature.

Research Design

A quantitative research design was used with adapted survey questionnaires to carry out this study. The largest proposed sample size of 357 respondents plus a 11 incomplete and non-return (n=368).This study was conducted in Zhejiang Province, China, involving 3 universities that offer English literature courses: Zhejiang Normal University,

Zhejiang International Studies University, and Zhejiang Yuexiu University. The respondents were students and educators in literature within these universities, and professionals working at the intersection of technology and literature.

1. Population, Samples and Sampling Technique

The sample size for this research was determined through several important considerations, ensuring it met the needs of both the study's scope and the chosen methodology:

(1).Raosoft Sample Size Calculator: The Raosoft sample size calculator was used to determine the minimum number of participants required for a reliable study. Based on a population size of approximately 5,000 individuals, a confidence level of 95%, a margin of error of 5%, and a response distribution of 50%, the recommended sample size was calculated to be 357 participants.

(2).Structural Equation Modeling (SEM) Requirements: According to Hair et al. (2023)[6], SEM requires a minimum sample size of 50 participants for reliable analysis, but larger sample sizes are preferred for more complex models. A sample size exceeding 300 participants ensures robust data that can provide accurate path coefficients and insights into the interplay between digital and traditional narratives.

(3).Diverse Representation: The sample consists of 45 educators, 309 students, and 14 professionals working in literature and technology industry, for example, e-publishing. This breakdown ensures that perspectives from educators, students, and professionals are represented, providing a holistic view of how digital narratives are impacting English literature.

2. Research Instrument

The questionnaire is a widely recognized and highly effective tool for quantitative research, offering a standardized format for collecting data from a large number of respondents. Its use in this study is particularly appropriate for several reasons. First, questionnaires enable the efficient collection of large-scale data in a relatively short period of time, which is crucial when dealing with a diverse group of respondents such as students, educators, and professionals from various universities. This diversity enriches the data and strengthens the statistical reliability of the research findings, as noted by Dörnyei (2003)[4]. Moreover, the structured design of the questionnaire enhances data standardization, which is essential for minimizing subjective bias. Specifically, the use of a Likert scale allows respondents to assess a set of statements related to digital and traditional narratives, ensuring consistency in responses. This method provides a strong foundation for drawing reliable conclusions, aligning with Likert's scale framework for measuring attitudes and preferences.

Section 2 Implications of Digital Storytelling Transformation (IDST) references the impact of digital storytelling on narrative practices, adapted from previous study of Robin (2008)[9] on the integration of multimedia elements and interactivity as significant shifts in storytelling conventions in the digital era .

Section 3 Understanding of Traditional Narratives (UTN) focuses on respondents' understanding of traditional narratives in English literature, adapted from the previous study of White and Gee (2020)[5], examining how traditional narrative structures influence cultural and literary comprehension.

Section 4 Awareness of Digital Platforms in Storytelling (ADP) draws on research about the increasing role of digital platforms in facilitating storytelling, getting inspiration from Alexander(2011)[1], emphasizes how these platforms offer new modes for story dissemination and audience participation .

Section 5 Influence of Digital Technology and Media on Narrative Methods (IDTM) focuses on how digital technology and media have transformed traditional narrative methods. The design of questions is from Jenkins(2006)[7], emphasizing the role of digital tools in expanding the scope of narrative construction and reception .

Section 6 Relationship and Differences Between Digital Storytelling and Traditional Narratives (RDTN) examines the comparative studies between digital and traditional narratives, adapted from Ryan(2004)[10], surveying how digital narratives challenge conventional narrative forms by offering non-linear and participatory experiences.

Statistical Treatment

1. Factor and Validity Analysis

Table 1 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.933
Bartlett's Test of Sphericity	Approx. Chi-Square	6533.900
	df	595
	Sig.	.000

Factor analysis was used to condense the information. The suitability of the data for factor analysis was assessed. As shown in the table above, the KMO value is 0.933, which is greater than 0.6, meeting the prerequisite for factor analysis. This indicates that the data is suitable for factor analysis. Additionally, the data passed the Bartlett's test of sphericity ($p<0.05$), further confirming that the data is appropriate for factor analysis.

Table 2 Rotated Factor Loadings Table

Factor loadings					Communality (Common Factor Variance)
Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	

2.1	0.168	0.187	0.086	0.690	0.162	0.573
2.2	0.196	0.048	0.085	0.709	0.212	0.595
2.3	0.141	0.085	0.045	0.740	0.160	0.603
2.4	0.182	0.161	0.057	0.764	0.104	0.656
2.5	0.132	0.132	0.171	0.721	0.223	0.634
2.6	0.137	0.105	0.102	0.774	0.100	0.649
2.7	0.137	0.067	0.070	0.776	0.139	0.649
3.1	0.777	-0.003	0.117	0.168	0.123	0.661
3.2	0.777	0.146	0.078	0.189	0.170	0.696
3.3	0.759	0.125	0.133	0.095	0.156	0.643
3.4	0.740	0.070	0.125	0.199	0.169	0.636
3.5	0.756	0.091	0.064	0.106	0.173	0.625
3.6	0.750	0.060	0.134	0.187	0.214	0.664
3.7	0.759	0.105	0.104	0.175	0.145	0.650
4.1	0.176	0.089	0.068	0.142	0.753	0.630
4.2	0.264	0.151	0.100	0.082	0.678	0.568
4.3	0.162	0.013	0.140	0.195	0.730	0.617
4.4	0.111	0.058	0.021	0.238	0.739	0.619
4.5	0.172	0.101	0.031	0.093	0.729	0.580
4.6	0.152	0.083	0.128	0.139	0.761	0.645
4.7	0.098	0.070	0.091	0.183	0.775	0.657
5.1	0.121	0.077	0.711	0.026	0.132	0.544
5.2	0.077	0.163	0.768	0.061	0.091	0.634
5.3	0.075	0.054	0.764	0.128	0.025	0.610
5.4	0.103	0.169	0.778	0.050	0.073	0.653
5.5	0.046	0.117	0.698	0.174	0.068	0.537
5.6	0.120	0.132	0.686	0.109	0.075	0.520
5.7	0.126	0.119	0.756	0.003	0.060	0.606
6.1	0.067	0.757	0.116	0.058	0.117	0.608
6.2	0.107	0.756	0.100	0.038	0.111	0.607
6.3	0.084	0.739	0.096	0.177	0.005	0.594
6.4	0.091	0.728	0.064	0.125	0.097	0.567
6.5	0.075	0.735	0.158	0.097	0.097	0.590
6.6	0.023	0.785	0.129	0.117	0.004	0.647
6.7	0.083	0.730	0.174	0.092	0.089	0.586

Structural validity was assessed using factor analysis, with the data being rotated using the Varimax method to identify the relationships between factors and the research items. The factor loadings revealed strong correlations between the factors and the items, with all communalities exceeding 0.4 and factor loadings above 0.5. This indicates that the questionnaire items were effectively capturing the intended information, ensuring strong structural validity.

2. Reliability Test

A total of 368 questionnaires were collected for this study, of which 357 were valid, 45 educators, 300 students and 12 professionals working in literature and technology industry. The Cronbach's alpha value of a questionnaire's scale is below 0.8, indicates that the internal consistency of the variables is poor, and the scale needs to be revised, or vise versa. If the Cronbach's alpha value exceeds 0.9, it suggests that the internal consistency of the variables in the scale is excellent.

Table 3 Reliability Statistics

Cronbach's Alpha	N of Items
.927	35

From table 3, the overall Cronbach's alpha for all items is 0.927, which is greater than 0.9, indicating that the reliability of the research data is very high.

Table 4 Reliability for Each Items

	Items	Corrected Item-Total Correlation	Cronbach's Alpha After Item Deletion	Cronbach's Alpha
IDST	2.1	0.670	0.885	0.897
	2.2	0.683	0.883	
	2.3	0.680	0.884	
	2.4	0.721	0.879	
	2.5	0.709	0.880	
	2.6	0.712	0.880	

	2.7	0.717	0.879	
UTN	3.1	0.729	0.896	0.910
	3.2	0.759	0.893	
	3.3	0.718	0.898	
	3.4	0.721	0.897	
	3.5	0.703	0.899	
	3.6	0.738	0.895	
	3.7	0.727	0.897	
ADP	4.1	0.707	0.875	0.893
	4.2	0.645	0.882	
	4.3	0.692	0.877	
	4.4	0.691	0.877	
	4.5	0.660	0.881	
	4.6	0.717	0.874	
	4.7	0.720	0.873	
IDTM	5.1	0.627	0.866	0.879
	5.2	0.702	0.857	
	5.3	0.673	0.860	
	5.4	0.723	0.854	
	5.5	0.624	0.867	
	5.6	0.619	0.867	
	5.7	0.675	0.860	
RDTN	6.1	0.682	0.869	0.886
	6.2	0.677	0.870	
	6.3	0.669	0.871	
	6.4	0.656	0.873	
	6.5	0.678	0.870	
	6.6	0.710	0.866	
	6.7	0.670	0.871	

The results indicate that the Cronbach alpha coefficient for the IDST variable is 0.897, for the UTN variable is 0.910, for the ADP variable is 0.893, for the IDTM variable is 0.879, and for the RDTN variable is 0.886. All variables have Cronbach alpha values greater than 0.8. Additionally, the CITC values for each item and the Cronbach alpha values after deleting items meet the research requirements, demonstrating that the stability of each variable in the questionnaire is high and that the reliability has been validated.

3. Correlation Analysis

To examine the relationships between the variables, Pearson correlation analysis was employed. This statistical method evaluates the strength and direction of linear relationships between variables, with Pearson's correlation coefficient (r) used to quantify these relationships: An r-value greater than 0 indicates a positive correlation. An r-value less than 0 indicates a negative correlation. An r-value of 0 indicates no correlation. The Pearson correlation coefficients between the variables revealed significant positive correlations:

Table 5 Pearson Correlation

	Mean	Standard Derivation	IDST	UTN	ADP	IDTM	RDTN
IDST	3.844	0.903	1				
UTN	3.559	1.036	0.443**	1			
ADP	3.786	0.940	0.440**	0.453**	1		
IDTM	3.963	0.830	0.271**	0.304**	0.258**	1	
RDTN	3.927	0.841	0.316**	0.261**	0.254**	0.336**	1

* p<0.05 ** p<0.01

IDST and other variables: IDST was significantly positively correlated with UTN (r = 0.443), ADP (r = 0.440), IDTM (r = 0.271), and RDTN (r = 0.316). These correlations suggest that the impact of digital storytelling (IDST) is positively associated with the understanding of traditional narratives, perception of digital platforms, impact of digital technology, and the relationship between digital and traditional narratives.

UTN and other variables: UTN demonstrated significant positive correlations with ADP (r = 0.453), IDTM (r = 0.304), and RDTN (r = 0.261). This indicates that a greater understanding of traditional narratives is linked with more

favorable perceptions of digital platforms and their impact on narrative methods, as well as a positive view of the relationship between traditional and digital narratives.

ADP and other variables: ADP was significantly correlated with IDTM (r = 0.258) and RDTN (r = 0.254) at the 0.01 significance level, suggesting that perceptions of digital platforms are positively linked with the impact of digital media on narrative methods and the relationship between digital storytelling and traditional narratives.

IDTM and RDTN: The correlation between IDTM and RDTN was significant (r = 0.336) at the 0.01 level, indicating a strong positive relationship between impact of digital media on narrative methods and the perceived relationship between digital and traditional narratives.

In summary, the statistical treatment of reliability (in the previous part), validity, and correlation analysis provides robust evidence for the soundness of the questionnaire and the significant relationships between digital storytelling and traditional narratives in English literature.

Results and Discussion
1. Demographic Analysis

Table 6 Profile of the Respondents

	Frequency	Percentage
Gender		
Male	117	32.8
Female	240	67.2
Age		
18-25	298	83.4
Other age bracket	59	16.6
Current roles		
Undergraduate	281	78.7
Graduate	19	5.3
Educator	45	12.6
Professional	12	3.4
Years of involvement with English literature		
1-2 years	306	85.7
Other years	51	14.3
Years of noticing the influence of digital storytelling on traditional narratives in English literature		
Under 1 year	246	68.9
More than 1 year	111	31.1

The demographic profile of respondents in the study comprises 45 educators, 309 students, and 14 professionals working in the literature and technology industry. The effective respondence is 257. 240 are female, indicating a gender imbalance in the sample, reflecting the truth that most English related majors in China are female. Regarding age, since most respondents are students, 290 aged at 18-25. Around 300 respondents indicated that they have been engaged with English literature for 1 to 2 years, which aligns with the teaching of English literature courses for 1-2 years in the curriculum for English language and literature majors at the universities. 245 respondents(all are students), have only recently (less than 1 year) begun to notice the influence of digital storytelling on traditional narratives in English literature. This suggests that the integration of digital storytelling as a subject of focus in English literature courses is a relatively new development for students.

2. Discussion of The Mean Value and Standard Deviation

Table 7 The Mean Value and Standard Deviation

Descriptive Statistics

	Mean	Std. Deviation	N
IDST	3.8443	.90285	357
UTN	3.5586	1.03596	357
ADP	3.7863	.93969	357
IDTM	3.9628	.83012	357
RDTN	3.9272	.84057	357

(1).IDTM (Influence of Digital Technology and Media on Narrative Methods)
With a composite mean of 3.9628 and a low standard deviation of 0.83012, participants generally agree on the significant role digital technology and media now play in transforming storytelling methods. This high average score indicates that most respondents feel digital advancements have made a profound impact on narrative approaches, and

the low standard deviation suggests a strong consensus around this view. Thus, the influence of digital technology is perceived not only as substantial but also widely accepted.

(2).RDTN (Relationship and Differences Between Digital Storytelling and Traditional Narratives)

Scoring a composite mean of 3.9272 with a relatively low standard deviation of 0.84057, it reflects a similarly high level of agreement among participants regarding the contrasts and connections between digital and traditional storytelling. It suggests respondents largely recognize and accept the distinct nature of digital storytelling compared to traditional forms, seeing the two as unique yet related narrative approaches. The relatively small standard deviation highlights a shared understanding across participants on these differences, indicating a well-established awareness of how digital storytelling diverges from traditional methods.

(3).IDST (Implications of Digital Storytelling Transformation)

With a mean score of 3.8443 and a higher standard deviation of 0.90285, IDST results indicate that while participants generally agree on the implications of digital storytelling transformation, there's more variation in specific views.It suggests the broader impact of digital storytelling transformation is acknowledged, but there may be differences in opinion regarding its particular effects. Participants seem to recognize the significant influence of this transformation on storytelling but may interpret its implications in diverse ways.

(4).ADP (Awareness of Digital Platforms in Storytelling)

The mean of 3.7863 and a standard deviation of 0.93969 reflect an average to high level of agreement regarding the role of digital platforms in storytelling, though opinions vary somewhat. The range in responses implies while digital platforms are accepted as influential in storytelling, perceptions of their impact or function may differ across individuals.

(5).UTN (Understanding of Traditional Narratives)

With the lowest mean score of 3.5586 and the highest standard deviation of 1.03596, it show significant variability in participants' understanding of traditional narratives. This low score, paired with the largest deviation, indicates perspectives on traditional storytelling are the most varied, reflecting a less cohesive understanding of traditional narratives in today's digital age. The divergence of views may highlight the challenges of the shifting ways traditional storytelling may face by which it is understood and appreciated within a digitally influenced landscape.

In summary, participants generally agree on the impact of digital storytelling and acknowledge the differences between digital and traditional narratives. Traditional narratives, on the other hand, appear to be subject to the most varied interpretation, reflecting possible challenges in their adaptation or perception amid digital advancements.

Summary of Findings

Based on the findings from the study Transforming Narratives: The Influence of Digital Storytelling on Traditional Narratives in English Literature, we can draw significant conclusions regarding the two hypotheses posed.

Hypothesis 1: Digital storytelling has no significant influence on English literature.

Rationale: The results demonstrates that participants possess a strong understanding of traditional narratives, as indicated by a high reliability score of 0.910 for Understanding of Traditional Narratives (UTN). This foundational knowledge enables participants to appreciate the nuances of digital storytelling (IDST = 0.897). The high rating for the implications of digital storytelling transformation suggests that participants recognize digital storytelling as a substantial force shaping contemporary literary practices. This understanding aligns with the view that digital storytelling enhances and revitalizes traditional forms rather than being merely a passing trend. Thus, the evidence contradicts Hypothesis 1, affirming that digital storytelling has a significant influence on English literature.

Hypothesis 2: There is no significant relationship between digital storytelling and traditional narrative in English literature.

The results indicate a robust appreciation for the relationship between digital storytelling and traditional narratives, with a reliability score of 0.886 for the Relationship and Differences Between Digital Storytelling and Traditional Narratives (RDTN). Participants acknowledge that these two forms coexist and interact, supporting Ryan's (2004) [10] assertion that digital storytelling complements traditional literature. The third-highest reliability score for Awareness of Digital Platforms in Storytelling (ADP = 0.893) further underscores participants' understanding of how digital media shapes narrative experiences. This recognition indicates that digital storytelling offers new perspectives on established literary works and promotes a richer engagement with both narrative styles. Consequently, the data supports the idea of a significant relationship between digital storytelling and traditional narratives, countering Hypothesis 2, which means there is a significant relationship between digital storytelling and traditional narrative in English literature.

Conclusions

1.Digital Storytelling

Digital storytelling is recognized as a transformative force in English literature, however, it serves to complement traditional narratives rather than replace them. This integration fosters a dynamic literary landscape where authors can explore innovative storytelling methods while honoring established literary traditions. Digital tools can enhance critical engagement with texts, encouraging students to explore how narratives are constructed across different media.

2.Traditional Narrative

A solid grasp of traditional narratives is essential for appreciating the evolution of narratives. This foundation equips readers and writers to engage meaningfully with digital narratives and their complexities. Traditional narratives reflect the values, beliefs, and experiences of specific cultures and communities. Understanding these cultural contexts enriches the reading experience and allows for more profound interpretations of both traditional narratives and digital storytelling. Interacting with digital storytelling, traditional narrative is also Evolving.

3.English Literature

English literature is a dynamic field, continually shaped by technological advancements and new narrative forms. Digital storytelling emerges as a critical element in this evolution, prompting ongoing discussions about the nature and future of literary expression. The blending of disciplines encourages broader engagement with literature, facilitating connections between technology, culture, and narrative.

In summary, the study effectively shows how digital storytelling influences the comprehension of traditional narratives, enhances awareness of digital platforms, and redefines the relationship between traditional and digital storytelling. This positions the research within a broader academic discourse on the evolving nature of narratives in the digital age, encouraging further inquiry into how digital technologies are transforming storytelling practices.

Appendix
Survey Questionnaire

Dear Respondents,

I hope this message finds you well. The undersigned is currently undertaking a study titled " Transforming Narratives: The Influence of Digital Storytelling on Traditional Narratives in English Literature". We kindly seek your cooperation in providing honest and comprehensive responses to the attached questionnaire. Your valuable opinions are instrumental to the success of this research. It is crucial to emphasize that this questionnaire is intended solely for academic research purposes. Please rest assured that all information gathered will be treated with the utmost care, ensuring strict confidentiality. Your participation is greatly appreciated, and we extend our sincere thanks for your contribution to this study.

Very truly yours

Section 1: Demographic Information
Your age?
18-20 years old
21-25 years old
26-30 years old
31 and above

Your gender?
Male
Female

What is your current role?
Undergraduate Student
Graduate Student
Educator
Professional (working with literature and technology)

Which university do you belong to?
Zhejiang Normal University
Zhejiang International Studies University
Zhejiang Yuexiu University
None of above/

What is your level of study or working experience?
Under 1 year
1–2 years
3–4 years

5 years or more

How long have you been engaged with the English literature?
Under 1 year
1–2 years
3–4 years
5 years or more

How long have you noticed the transforming narratives from traditional narratives to digital storytelling?
Under 1 year
1–2 years
3–4 years
5 years or more

Please indicate your level of agreement with the following statements:
5 : Strongly agree   4 : Agree   3 : Neutral 2 : Disagree   1 : Strongly disagree

Section 2: Implications of Digital Storytelling Transformation (IDST)

	5	4	3	2	1
Digital storytelling plays a significant role in shaping the future of English literature.					
Digital storytelling offer fresh perspectives on established English literary works.					
Digital storytelling is likely to become an indispensable form of English literature in the future.					
The rise of digital storytelling enhances the overall reading experience.					
It is important for traditional English literary to adapt to the rise of digital storytelling.					
Digital storytelling are more effective than traditional narratives in spreading cultural stories.					
I am likely to explore digital storytelling as my primary source of literary engagement in the future.					

Section 3: Understanding of Traditional Narratives (UTN)

	5	4	3	2	1
I have a good understanding of the structure and elements of traditional narratives.					
Traditional narratives possess greater depth and complexity compared to digital storytelling.					
I read traditional English literary works (e.g., novels, short stories) frequently.					
Traditional narratives have significantly shaped my understanding of literature.					
Traditional narrative techniques remain relevant in contemporary storytelling.					
Traditional narratives are effective in conveying messages in today's society.					
It is important for students to study traditional narratives in English literature courses.					

Section 4: Awareness of Digital Platforms in Storytelling (ADP)

	5	4	3	2	1
I am familiar with various digital storytelling platforms (e.g., blogs, e-books, podcasts, apps, mini program, public account).					
I engage with English literature frequently through digital platforms.					
Digital platforms enhance the reach of literature significantly.					
I would recommend digital storytelling platforms to others.					
I often encounter literary works specifically designed for digital consumption.					
Digital platforms have significantly changed the way stories are told.					
I am aware of the interactive features offered by digital storytelling platforms.					

Section 5: Influence of Digital Technology and Media on Narrative Methods (IDTM)

	5	4	3	2	1

Digital technology has changed narrative methods in English literature significantly.					
Digital tools enhance creativity in storytelling.					
I often encounter innovative narrative structures that utilize digital technology.					
Digital storytelling address contemporary social issues better than traditional narratives.					
I am likely to experiment with different narrative styles influenced by digital technology.					
Digital media influences my interpretation of narratives significantly.					
English Literature courses should include discussions on digital narrative techniques.					

Section 6: Relationship and Differences Between Digital Storytelling and Traditional Narratives (RDTN)

	5	4	3	2	1
Digital narratives complement traditional narratives in storytelling.					
Digital narratives challenge traditional literary conventions.					
It is important for writers to understand both digital and traditional narrative forms.					
Digital storytelling and traditional narratives share common storytelling elements, but their execution and audience engagement methods significantly differ.					
Digital narratives can coexist with traditional narratives in literary discourse.					
I am likely to explore narratives that blend digital and traditional storytelling methods.					
The evolution of digital narratives has enriched my appreciation of traditional narratives.					

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