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РОЗВИТОК СОЦІОЛІНГВІСТИЧНОЇ КОМПЕТЕНТНОСТІ СТАРШОКЛАСНИКІВ ЗАСОБАМИ НАРАТИВНОГО НАВЧАННЯ ТА ПРОЄКТНОЇ ДІЯЛЬНОСТІ

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Анотація. Метою дослідження було з'ясувати вплив наративного навчання та проєктної діяльності на формування соціолінгвістичної компетентності старшокласників в умовах вивчення англійської мови як іноземної (EFL). У роботі досліджено шляхи, якими сторітелінг і творче цифрове продукування сприяють розвитку прагматичного складника мовної особистості учня, забезпечуючи здатність до автентичної та контекстуально чутливої комунікації. На основі аналізу наукової літератури обґрунтовано, що традиційні репродуктивні методи навчання обмежують розвиток комунікативної компетентності, тоді як наративний і проєктний підходи сприяють автентичному вживанню мови, формуванню міжкультурної свідомості та залученості до мовленнєвої діяльності. Застосовано комбінований методологічний підхід, що передбачав педагогічне спостереження на уроках, аналіз учнівських проєктів та опитування на основі самооцінювання. Результати спостережень засвідчили, що учні, які виконували наративно-орієнтовані завдання, демонстрували зростання рівня прагматичної свідомості, вищу мотивацію до породження й сприйняття повідомлень, а також нижчий рівень мовленнєвої тривожності. Окрім того, цифрові інструменти доповнюють мультимодальне самовираження та сприяють автентичній комунікативній взаємодії. Аналіз також вказує на зміну ролі вчителя, який виступає організатором комунікативного середовища, а не транслятором інформації. Отримані результати доповнюють зростаючий масив наукових праць, присвячених утвердженню учнецентрованих педагогічних підходів як принципу навчання англійської мови як іноземної, та мають практичне значення для проєктування змісту освіти у закладах загальної середньої освіти.

Ключові слова: соціолінгвістична компетентність; наративне навчання; проєктне навчання; цифровий сторітелінг; навчання англійської мови як іноземної; комунікативна компетентність; автентичні матеріали; мовленнєва тривожність; міжкультурна комунікація; середня освіта.

DEVELOPMENT OF SOCIOLINGUISTIC COMPETENCE IN HIGH SCHOOL STUDENTS THROUGH NARRATIVE LEARNING AND PROJECT-BASED ACTIVITIES

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Abstract

The aim of the study was to investigate the impact of narrative learning as well as project-based learning in achieving sociolinguistic competence among senior school students in English as a Foreign Language (EFL) contexts. The study explores ways in which storytelling and creative digital production serve to develop the pragmatic part of the learner's linguistic identity, enabling them to communicate in a more authentic and context-sensitive way. Based on the literature, the article argues that traditional reproductive teaching methods restrict communicative competence and that narrative and project-based approaches promote authentic use of language, intercultural awareness, and language involvement. A mixed-methods design was used, which included classroom observations, student project analysis, and self-assessment surveys. The observations revealed that students performing narrative-based tasks showed an increasing level of pragmatic awareness, higher motivation to do and comprehend the message, and lower language anxiety. Moreover, digital tools complement multimodal expression and promote authentic communicative expression. The analysis also indicates the changing role of the teacher as a means of establishing a communicative climate instead of transmitting information. These findings contribute to a growing body of literature focused on promoting learner-centered pedagogies as a principle in EFL instruction and also have implications for the curriculum design of secondary education.

Keywords: *sociolinguistic competence; narrative learning; project-based learning; digital storytelling; EFL education; communicative competence; authentic materials; language anxiety; intercultural communication; secondary education*

Introduction

The complexity of global communication demands that foreign language education move from learning how to structure language to produce sociolinguistic and communicative skills. Learners, however, are expected in senior school contexts to display grammatical accuracy whilst also applying the language constructively across different social and culturally diverse situations. Another point for our class is their sociolinguistic competence that is as in line with communicative competence, which is to say social skills, or the skills of recognizing, and interpreting, language, sociolinguistic competence, the ability to make use of language that corresponds to the language and adapt to a social context and the society.

Yet traditional teaching approaches in EFL classrooms have often put an emphasis on reproductive procedures including but not limited to rote memorization and controlled grammar activity. Such methods often do not allow learners enough opportunities for communication in real situations, and as such the level of pragmatic growth of the students' real communicative expression may be reduced. The former approaches seem to be associated with language anxiety and lower interest among learners [7; 13] as well.

By contrast, modern pedagogical approaches encourage the use of learner-centered techniques with authentic materials, digital tools and experiential learning. However, storytelling is one of the newest pedagogies developing specifically around narrative learning as a way of promoting the use of language in meaningful ways. Storytelling, as an interactive strategy, can encourage this type of contextualized language use in an intentional, creative way as it allows learners to build stories and interpret them. Similarly, project-based learning makes it possible for students to apply linguistic knowledge in actual situations, which greatly enhances integration between classroom education and real-life communications.

In order to find out what role is played by narrative practice and project-based learning in developing an understanding about the sociolinguistic competence of senior school students this article provides an in-depth research. It also examines the role the teacher has changed in an age of pedagogy, underlining that in teaching and learning, facilitation plus interaction play vital roles. The research addresses the following questions:

1. How do narrative and project-based approaches affect the development of sociolinguistic competence?
2. What impact do these approaches have on learner engagement and anxiety?
3. How does the teacher's position change in narrative-based EFL classrooms?

Literature review

The establishment of sociolinguistic competence within English as a Foreign Language (EFL) contexts is increasingly tied to pedagogical methodologies that emphasize authenticity, interaction, and contextualized language use. Traditional models that emphasize grammar acquisition and controlled practice have long received criticism for their limited capacity to prepare learners for real-world communication. In response, recent research has focused on integrating narrative learning, project-based activities, and authentic materials to foster communicative and intercultural competence.

1 Sociolinguistic and Intercultural Dimensions of Language Learning

Sociolinguistic competence is intrinsically linked to intercultural communicative competence as effective communication requires sensitivity to cultural norms, discourse conventions, and contextual appropriateness. Bahlai et al. (2019) contend that language learning must extend beyond structural knowledge to include the ability to interpret and produce culturally appropriate discourse [4]. Di Sarno-García (2023) confirms this stance and demonstrates that telecollaborative learning environments facilitate authentic intercultural exchanges, allowing learners to negotiate meaning and develop pragmatic awareness in real-time communication [8].

Digital storytelling has emerged as a particularly effective way of reinforcing these skills. Kahanurak et al. (2023) emphasize that storytelling allows learners to create and share culturally situated narratives, thereby enhancing both linguistic and intercultural understanding [14]. Similarly, Szecsi et al. (2025) highlight the benefits of collaborative storytelling projects that foster meaning-making across cultural boundaries by allowing learners to consider their own identities as they collaborate with others [17]. These findings indicate that narrative practices may not be considered as an adjunct to sociolinguistic competence but serve as central mechanisms for developing it.

2 Narrative Learning and the Role of Authentic Input

Narrative learning embeds language into relevant settings, as learners interact with the content using both cognitive and emotional engagement. This two-pronged approach is important for the building of pragmatic competence, as it provides learners ways of interpreting language from the contexts of intention, audience, and context. Wang et al. (2026) have found empirical evidence that digital storytelling improves learners' understanding of authentic listening materials even as it provides additional opportunities for engagement [18]. They found that storytelling tasks provide a stronger immersive learning environment—they open a path for deeper processing of the linguistic input, including the narrative-based aspect of language input.

Narrative learning is much better when authentic materials are used. Alamri (2025) insists on the relevance of exposing the students to real-world language – a practice best exemplified in listening – since authentic input can enhance comprehension and pragmatic awareness [1]. Azhari and Hashim (2025) also substantiate this assertion by reviewing the literature with findings indicating that audiovisual materials contribute to improving academic outcomes via contextual and multimodal input [3]. But authentic materials can also be problematic. Astika and Kurniawan (2020) observe that learners frequently find authentic speech difficult to convey (and to engage with) owing to the complexity and fast pace at which it is presented, especially where resources are available as TED Talks [2].

Such challenges underline the importance of explicit scaffolding and task design. Other research supports the importance of multimedia for narrative learning. Humeniuk et al. (2021) have shown that TED Talks can also be successfully incorporated into ESP classrooms to enhance listening comprehension if the appropriate supportive structures are established [11]. Just as Yuyun and Simamora (2021) report that sites like YouTube make it more convenient and accessible to access authentic input, where learners will find themselves exposed to alternative linguistic and cultural backgrounds [19].

Theoretically, the inclusion of multimedia in narrative learning aligns with cognitive processing principles. Clark and Mayer (2023) maintained that well-designed multimedia teaching improves learning both directly by promoting the integration between different means of media and indirectly by balancing the auditory and visual channels and aiding in reducing cognitive overload and enhancing memory [5]. This is especially important in digital storytelling, where meaningful content can only be realized if learners assimilate different forms of communication.

3 Project-Based Learning and Communicative Practice

Project-based learning (PBL) has been identified as an effective medium designed to foster communicative competence. PBL makes the link between the learning experience in a classroom and the application of language in everyday interactions by having learners do meaningful projects which are applicable to real world situations. Dauly (2025) shows that project-based tasks with audiovisual media improve listening skills and overall language proficiency [6]. In addition to these ideas, Ibarra-Balarezo and Guaman-Luna (2025) also highlight comprehensible input to facilitate acquisition of language by stating that project-based activities provide opportunities for learners to interact with language within contextually rich environments [12].

One of the significant aspects of PBL relates to the effect of autonomy and self-efficacy on learners. In their meta-analysis, Goetze and Driver (2022) find to be highly correlative, that self-efficacy beliefs significantly influence the achievement level of language which suggests that learners who are engaged in meaningful activities are more likely to become confident in their capabilities [9]. In narrative-based projects, students take ownership of their learning and construct knowledge actively.

Godfroid and Hui (2025) explore further on the cognitive mechanisms governing PBL, pointing out that attention and engagement play a key role in second language acquisition [10]. Their study through eye-tracking methodologies reveals that learners' focus and interaction with input are critical predictors of learning effects. These factors are further amplified in narrative and project-based settings with active participation and meaningful engagement.

4 Affective Factors and Language Anxiety

Affective variables have a major effect on language learning, particularly in terms of communicative competence. Language anxiety has been reported as a significant obstacle to communication, preventing learners from participating in speaking and listening tasks. The impact of anxiety on language performance is thus a documented finding through meta-analytic studies [7; 15], which show an inverse relationship of anxiety with performance in high-stakes or unfamiliar contexts. Ji et al. (2022) provide conceptualization of listening anxiety and its effects on understanding and processing [13].

Narrative learning and PBL have the potential to address these challenges by developing supportive and collaborative learning environments. They help to decrease performance pressure and promote risk-taking by prioritizing meaning-making over accuracy. Satori (2021) emphasizes the role of working memory in language processing and indicates that by minimizing cognitive and emotional load, the learners' ability to process and produce language is improved [16].

Additionally, engaging and authentic materials are likely to enhance motivation and lead to lower anxiety. As learners become more familiar with real-world language use, they build

more confidence in their communicative skills. This is consistent with the scholars who point to motivational advantages of authentic input [1; 3].

5 Synthesis and Research Gap

The above literature shows a clear turn towards learner-centered pedagogies focused on authenticity, interaction, and contextualized learning experiences. Narrative practices — especially digital storytelling — have been shown to boost sociolinguistic and intercultural competence, while project-based learning is an approach to using language in meaningful contexts. Such strategies are complemented by immersive approaches to use authentic materials, which are based on the use of language in authentic situations.

However, despite the increasing research coverage, the contribution based on empirical research that focuses on the joint effects of narrative and project-based approaches on sociolinguistic competence at senior high school education level is limited. Current literature emphasizes the advantages of using both modalities but has yet to investigate their complementary implications on teacher roles and classroom practice.

In its application in an interactive way to sociolinguistic competence, as narrative and project-based learning activities need to be integrated in a context of affective and cognitive learning, the current research seeks to bridge this research gap. In this way, it helps with a more thorough picture on how innovative pedagogies can change EFL education to best prepare learners for authentic communication.

Methodology

1 Research Design and Context

In this study we study the impact of narrative learning and project-based activities on the development of sociolinguistic competence and sociolinguistic mastery of senior school level students using a classroom-based, tailored mixed-method type approach using an educational approach in a classroom setting that is intended to be developed and designed by hand by the author and in relation to social and group process. As a methodology, the approach is based on an author-created intervention, adapted to participants' communicative needs and not a standard model.

The study took place during a 10-week instructional cycle from an intact classroom of 30 adolescents (16–17 year olds) with intermediate English proficiency. At their initial diagnostic screen, the author found that students had good grammatical understanding but were not able to accommodate language use to various social circumstances, including register and audience knowledge. The digitally equipped classroom created an environment to combine multimedia and authentic materials.

2 The Narrative-Project Integration Model (NPIM)

The Narrative-Project Integration Model (NPIM) is the framework for pedagogy in this study, which has been developed in the name of sociolinguistic competence (See Figure 1). NPIM plays an instructional and analytic role, which organizes the intervention in three interrelated phases.

Phase one, involving narrative input and analysis, provides students with authentic stories (e.g., videos and personal narratives) that are scrutinised for tone, cultural references, and communicative intent. The second stage, guided narrative construction, involves learners trying to be sensitive to sociolinguistic variation: to the fact that it is important to respond to social contextual variation at the level of the learner as they adjust the narrations across different instances. Phase three, project-based output includes the production of digital stories, blogs, or scripted videos, allowing learners to put their linguistic and pragmatic skills into real communication problems (See Table 1).

Narrative-Project Integration Model (NPIM)

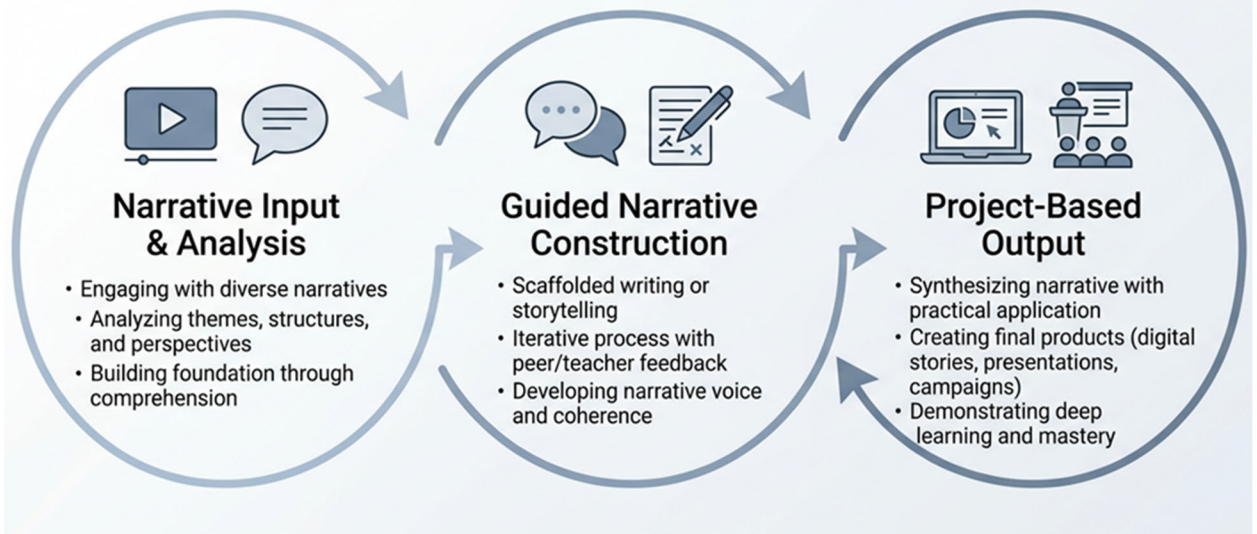


Figure 1. Conceptual Framework (NPIM Model)

Table 1. NPIM Implementation Structure

Phase	Activities	Learning Focus	Output Type
Narrative Input & Analysis	Watching videos, story analysis	Pragmatic awareness	Notes, discussions
Guided Construction	Role-play, rewriting narratives	Context adaptation	Dialogues, drafts
Project-Based Output	Digital storytelling, blogs, scripts	Real-world communication	Final project (multimodal)

3 Data Collection and Analysis

Three complementary methods were used to collect data. Pre- and post-intervention surveys, designed by the author, sought to measure changes in students' perceived sociolinguistic competence and language anxiety. Classroom observations revealed patterns of interaction, engagement, and pragmatic language use. Furthermore, student-generated artifacts were assessed on a rubric developed by the author regarding register appropriateness, cultural sensitivity, and communicative effectiveness (See Table 2).

The quantitative data were analyzed with descriptive statistics and paired comparisons; the qualitative data were analysed using thematic analysis. Findings were validated by the triangulation of data sources. To maintain the ethical standards, informed consent and anonymization procedures were included.

All in all, the methodology aligns with an authorial perspective and serves the NPIM as a guide for both the intervention and the outcome evaluation.

Table 2. Assessment Rubric for Student Projects

Criteria	Description	Scale (1-5)
Register Appropriateness	Ability to match language to context and audience	1-5
Cultural Sensitivity	Use of culturally appropriate expressions and references	1-5

Discourse Coherence	Logical flow and structure of communication	1–5
Communicative Effectiveness	Clarity and success in conveying meaning	1–5
Creativity	Originality and engagement of narrative	1–5

Findings

The results of the research show a sustained and multidimensional change in students' sociolinguistic competence after the implementation of the Narrative-Project Integration Model (NPIM). They showed a marked transition from structurally correct but contextually limited language use to communicative flexibility and more audience-sensitive language use (Table 3) during the 10-week intervention. This was manifested especially in the individuals' ability to modulate register, tone, and lexical expressions according to communicative context, which was largely an area of deficit during the initial diagnostic stage.

Table 3. Pre- and Post-Intervention Survey Results

Variable	Pre-Intervention Mean	Post-Intervention Mean	Change (%)
Sociolinguistic Awareness	2.8	4.1	+46%
Confidence in Communication	2.9	4.2	+45%
Ability to Adapt Register	2.6	4.0	+54%
Use of Cultural References	2.5	3.9	+56%
Language Anxiety (lower = better)	3.8	2.4	-37%

An evident increase in students' self-reported sociolinguistic competence along with decreases in language anxiety were present with survey scores. Before the intervention, respondents indicated that they were uncertain when engaging in open-ended communication tasks, often relying on memorized structures. Post-intervention response showed more confidence with spontaneous interaction, especially with situations involving social role or cultural adaptation. Observations of the classroom demonstrated a gradual increase in voluntary involvement, while avoidance behaviors decreased during communicative activities, which matched this trend.

Another source of evidence supporting development were student-generated artifacts. Some output had limited register variation and were close to being translated literally from the first language. On the opposite end of the scale, later projects—especially digital stories and scripted dialogues—showed an increased audience consciousness, logical flow of discourse, and appropriate pragmatic markers. Students added reference material, which is increasingly and respectfully representative of local culture, and their ability to navigate meaning within narratives reveals them to already have internalized certain sociolinguistic norms.

The narrative aspect of the NPIM was particularly powerful in promoting engagement and facilitating language use (See Figure 2). Learners appreciated story activity, many of them going out of their way to share beyond minimal descriptions, and playing around with how they could tell stories creatively. This heightened involvement seemed to have resulted in greater sustained attention and processing of linguistic input. At the same time, the project-based time-frame was collaborative and peer-oriented, providing room for real communication and feedback.

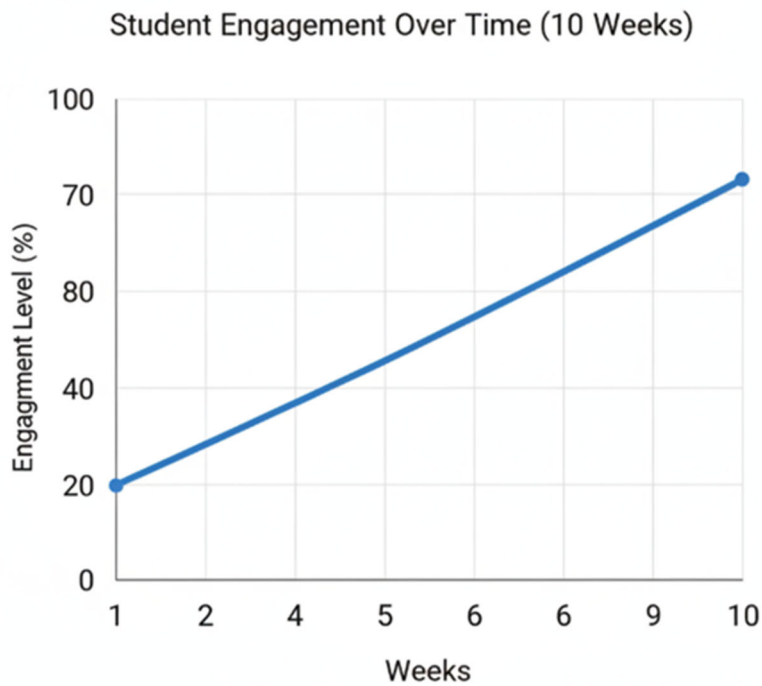


Figure 2. Student Engagement Growth

Observations of the classroom showed a significant change in classroom dynamics. The teacher transitioned from the main provider of information to a facilitator of interaction, with students beginning to assume ownership of their learning experience. This transition was associated with a classroom that was more of a communicative climate, where language became a resource to create meaning rather than merely as a target of study. Altogether, these findings indicate that adding narrative learning with project-based activities through the NPIM not only develops sociolinguistic competence, but also positively impacts affective factors and classroom interaction patterns.

Discussion

1 Narrative Learning as a Catalyst for Sociolinguistic Development

The results of this study strongly support the notion that narrative learning is a key component in the construction of sociolinguistic competence. These results of enhancing students' capacity to adapt language to context are consistent with previous research that highlights the significance of meaningful, context-laden input. It was found that telling stories increased students' language use through adopting pragmatic features such as tone, register, and cultural references in communication. This corroborates the conclusions of Kahanurak et al. (2023) and Szecsi et al. (2025) which describe digital storytelling as an important mechanism to develop intercultural communicative competence [14; 17].

Furthermore, the efficacy of narrative learning in this research can be explained by the fact that it allows language to be situated in meaningful communication. Wang et al. (2026) emphasize that digital storytelling improves understanding and engagement, a pattern that can be detected in the raised rates of participation and creativity in students [18]. In contrast to classical approaches that frequently isolate linguistic forms, narrative tasks call for learners to consider audience, intention, and context simultaneously and, therefore, develop a more encompassing type of competence.

2 The Role of Authentic Materials and Multimodal Input

The inclusion of authentic materials within the NPIM was an important contributor to the promotion of sociolinguistic development. Similarly, other scholars reported that exposure to real-world language allowed students to encounter natural language practices and pragmatics

in action [1; 3]. For purposes of this paper, meaningful audiovisual materials were not only input, but also models of student production as they integrated the comprehension with the output.

On the other hand, the results also indicate the difficulties Astika and Kurniawan (2020) reported in relation to the complexity of authentic input. It seems that this may be because some of the students struggled with comprehension at first and it is clear that for these students we need scaffolding as well as guided analysis [2]. The NPIM's structured phases resolved this issue by transitioning from input analysis to independent production in a progressive manner, allowing for reduced cognitive load. Such an approach aligns with multimedia learning principles grounded by Clark and Mayer (2023) to reduce cognitive load through effective instructional materials [5].

Moreover, the use of platforms, including video-based resources, aligns with the findings of other scholars Humeniuk et al. (2021) and Yuyun and Simamora (2021), who both emphasize the enhancement of listening skills and engagement in authentic audiovisual content [11; 19]. These tools, in the current research, provided a better learning environment, promoting comprehension as well as communicative use.

3 Project-Based Learning and Learner Agency

Because the NPIM is project-based, it encourages a lot of learner autonomy and self-efficacy. As seen in the correlation between active engagement and language achievement reported by Goetze and Driver (2022), the uptick in students' confidence and participation showed that students are working on their own projects [9]. The intervention emphasized students providing meaningful outputs which encouraged ownership of their learning and the use of language knowledge in authentic contexts.

These findings are reinforced by Ibarra-Balarezo and Guaman-Luna (2025), who highlight the importance of comprehensible input in interactive tasks [12]. In NPIM, project activities acted as a linkage between input and output where students learned to internalize language through use. Daulay (2025) illustrates the importance of audiovisual media in improving listening and speaking skills, which found further support in high communicative performance from student projects [6].

From a cognitive point of view, the enhanced involvement in project-based tasks is also compatible with the results of scholars who found that the levels of attention and interaction with linguistic input are important for language learning [10]. By placing an emphasis on active involvement and cooperation, the NPIM paved a way for sustained attention and more profound processing.

4 Addressing Affective Factors in Language Learning

The most important finding of the analysis is the decrease in language anxiety and the associated improvement in learners' confidence. This is consistent with meta-analytic evidence by Dikmen (2021) and Li (2022), identifying anxiety as a principal impediment to language performance [7; 15]. The supportive, collaborative, narrative- and project-based nature of tasks seems to reduce this barrier by transitioning from accuracy to communication.

Ji et al. (2022) highlight that anxiety has implications for listening comprehension; emotional pressure reduces the effectiveness of processing [13]. Students' willingness to participate in authentic materials increased over time in the current study, reflecting increased confidence and reduced apprehension. This is especially relevant in the context of Satori's (2021) findings on working memory, as they indicate that reduced emotional loads produce more efficient usage of cognitive resources [16].

5 The Transformative Role of the NPIM and Teacher Facilitation

One of the main contributions of this research is to apply the Narrative-Project Integration Model (NPIM) as an integrated pedagogical model. The model's well-structured but flexible design integrated narrative learning, authentic materials, and project-based tasks into an integrated instructional approach. We moved seamlessly from input analysis, and then to

guided construction, then to independent production, aligning them closely to cognitive and communicative principles of language acquisition.

Just as important, so does also the role of the teacher within this model. This facilitated the interactive and student-centred learning (See Figure 3) in the findings from the change from knowledge transfer to facilitation. This is in line with the current approach to language pedagogy that focuses on scaffolding, feedback and learner control.

The NPIM also addresses an important gap in the literature because of the synergistic outcomes that occur when narrative and project interventions are combined. Existing research has investigated both these approaches on their own, and the current study demonstrates that combining them can achieve more holistic results, which include linguistic, pragmatic and affective levels.

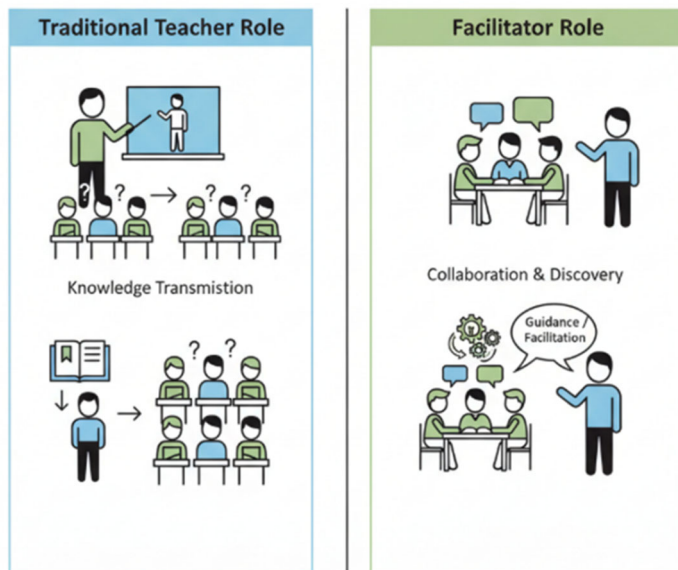


Figure 3. Teacher Role Transformation

6 Implications for EFL Pedagogy

The findings in this study are important for the EFL classes, more particularly in senior school. They argue that to enhance sociolinguistic competence it is necessary to move toward pedagogical designs based on authenticity, interaction, and learner engagement. In this sense the NPIM provides a pragmatic scaffold for such a strategy, showing how narrative and project-based learning may be methodically embedded into the curriculum.

Also, cognitive and affective factors in language learning should be considered along their corresponding path. By making a supportive and engaging environment, educators can enrich not only linguistic competence but learners' confidence and motivation.

Overall, the conversation highlights the significance of innovative and learner-centered approaches (in teaching students in context of communicative competence) and reiterates the necessity for an ongoing exploration of integrated pedagogical models in EFL education.

Conclusion

The objective of the current study was to investigate how narrative learning and project-based activities can enhance the development of sociolinguistic competence among senior school students in an EFL context. The evidence indicates that combining such practices, operationalized by the Narrative-Project Integration Model (NPIM), increases students' ability to use language appropriately across contexts as well as their confidence, engagement, and willingness to communicate.

One major contribution of this research is to show that sociolinguistic competence cannot be effectively developed through traditional, reproduction-based instruction alone. Rather,

learners need opportunities to interact with language as a dynamic and context-dependent system. Narrative-based practices, and especially storytelling, offer a meaningful framework for such engagement, and project-based activities help learners to apply their knowledge in authentic communicative situations.

The study also focuses on how authentic materials and multimodal input enable pragmatic development to be promoted. In combination with both structured guidance and creative autonomy, these aspects promote deeper processing and learners' sustained involvement. The diminished language anxiety experienced during the intervention again indicates the importance of developing supportive, student-centered learning environments.

Critically, the application of the NPIM demonstrates the changing role of the teacher from being a transmitter of knowledge to a facilitator of communication. The change is important for encouraging interaction, collaboration, and learner agency in modern EFL classroom environments. Although small and based on a specific educational context, the study is robust and will serve as a strong foundation for future research.

More studies might investigate the long-term impact of narrative-project integration and its applicability across diverse learning environments. In summary, this study confirms that narrative learning and project-based teaching strategically aligned with teaching materials can serve as a viable and effective means by which sociolinguistic competence is promoted and authentic communication is prepared for students.

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