Innovative Integration of Digital Storytelling and College English Education in China from the Perspective of New Liberal Arts

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Abstract. In the context of constructing new liberal arts disciplines, college English teaching should break away from traditional language teaching methods and engage in interdisciplinary, cross-specialty, and cross-domain practices. It should leverage disciplinary strengths and actively serve societal needs to promote positive narratives about China. As an innovative educational tool, digital storytelling plays a crucial role in college English teaching. This paper, based on the perspective of new liberal arts, explores the innovative integration of digital storytelling and college English teaching. It proposes an educational innovation model that encompasses communication, service, innovation, research, and ideological and moral education. This model is guided by the communication of positive narratives about China, with societal and local service as its platform. The model aims to cultivate innovative and interdisciplinary talent capable of cross-cultural communication and application, and emphasizes the reciprocal impact of cross-disciplinary research on society. It focuses on inheriting Chinese culture through an active ideological and moral classroom experience, and explores the potential and value of digital storytelling in effectively presenting China's stories in English. The goal is to enrich college English teaching, enhance students' cross-cultural communication and innovation capabilities, and promote the influence of Chinese narratives in international communication.

Keywords: Digital Storytelling; College English Course; Innovation Integration; New Liberal Arts.

1. Introduction

English, as the currently globally recognized language, serves as a gateway and pathway to the vast world, playing a crucial role in cultivating cross-cultural communication skills, expanding global perspectives, and promoting cultural outreach. However, in today's era of global integration and rapid digital technology advancement, college English education in China faces unprecedented challenges and opportunities. Simultaneously, the emergence of new liberal arts brings new considerations and possibilities to English education. New liberal arts emphasize interdisciplinary, cross-specialty, and cross-domain practices, integrating foreign language education with other disciplines and fields to enhance the overall quality and social impact of education. Therefore, college English education needs to keep pace with the times, breaking away from traditional language teaching models and actively exploring innovative teaching methods and content.

In this context, digital storytelling, as an innovative educational approach, injects new vitality and creativity into college English teaching. Digital storytelling, characterized by multimedia, interactivity, and narrative elements, transforms abstract language knowledge into concrete narrative contexts. It not only enhances students' language expression abilities but also expands their cultural perspectives and cross-cultural communication skills. Through digital storytelling, students explore local and personal cultures, vividly and naturally narrate real-life stories, showcase the contemporary face of China, and enhance their ability to tell China's stories effectively in English. It aims to "spread Chinese culture and stories to the world, deeply integrate and communicate with world cultures"[1], thereby effectively promoting the innovative development of college English teaching.

2. The Necessity of Innovation in Foreign Language Education from the Perspective of New Liberal Arts

The educational concept of "New Liberal Arts" refers to the restructuring and innovation of 29 majors conducted by Shalem College in the United States in 2017. It integrates new technologies into courses such as philosophy, literature, and language, providing students with comprehensive interdisciplinary learning to foster knowledge expansion and innovative thinking. In order to promote the discipline construction of higher education in China, in 2019, the Ministry of Education, the Ministry of Science and Technology, and 13 other departments officially launched the "Six Excellence and One Top" 2.0 program, comprehensively advancing the construction of new engineering, new medical, new agricultural, and new liberal arts disciplines, and enhancing the ability of universities to serve socio-economic development.

Compared to traditional liberal arts education, the New Liberal Arts "takes the global new technological revolution, new economic development, and the new era of socialism with Chinese characteristics as the background. It breaks through the traditional thinking mode of liberal arts, focusing on inheritance and innovation, intersection and integration, collaboration and sharing. It promotes interdisciplinary cross-connections and deep integration, and drives the renewal and upgrading of traditional liberal arts. It shifts from discipline-oriented to demand-oriented, and from professional segmentation to cross-disciplinary integration [2]."

On March 2, 2021, the Ministry of Education of the People's Republic of China issued the "Notice of the General Office of the Ministry of Education on Recommending Research and Reform Practice Projects for New Liberal Arts", [3] comprehensively promoting the construction of new liberal arts. Based on extensive solicitation of opinions, the Ministry of Education formulated the "Guidelines for Research and Reform Practice Projects of New Liberal Arts". The guidelines propose the need to "utilize the integrated nature of knowledge and values in liberal arts education, comprehensively promote ideological and moral education in universities, effectively enhance students' moral identity, national pride, cultural literacy, awareness of the rule of law, and moral cultivation, and cultivate new-era liberal arts talents who can shoulder the responsibility of national rejuvenation."

However, for a long time, foreign language teaching in universities has mostly adopted a closed teaching approach: classroom teaching relies mainly on lectures within a closed classroom, with one teacher and one textbook. Teachers explain during class, students practice, and after class, students complete assignments, and teachers provide feedback. This conventional teaching model often focuses on training students' listening, speaking, reading, writing, and translation skills. The main teaching objective for teachers is to help students improve their foreign language scores through course examinations and standardized tests, leading to a tendency of exam-oriented education. In such a teaching environment, students often rely on teachers, lacking initiative and enthusiasm for learning, and some students may develop a sense of aversion to learning. Therefore, the current reform of foreign language education in universities faces some bottlenecks: How can foreign language teaching go beyond the classroom and engage in social practice and thematic activities? How to explore interdisciplinary, inter-professional, and cross-domain collaboration to provide students with opportunities for interdisciplinary communication and cooperation? How to improve students' ability to tell China's story in English while serving the needs of society?

With the deepening reform of foreign language education in universities, the traditional language teaching mode is being broken, and attempts are being made to promote the reform of foreign language education in universities through interdisciplinary, interprofessional, and cross-domain exploration, rapidly integrating into the reform wave of new liberal arts construction. Foreign language education also faces a series of challenges and transformations in the context of new liberal arts. Firstly, the traditional foreign language education model has been questioned, and teaching methods that focus on grammar and vocabulary no longer meet the practical needs of students. Secondly, with the development of globalization, there is an increasing demand for cross-cultural communication and cross-linguistic communication. Foreign language education

needs to pay more attention to the development of students' language application skills and cross-cultural communication abilities. In addition, emerging digital technology and online learning platforms bring new opportunities and challenges to foreign language education, requiring educators to explore teaching models and resources that are suitable for the new liberal arts perspective. The Ministry of Education has also proposed that undergraduate education should focus on cultivating not only a moderate number of basic talents and academic talents but also a diverse range of applied talents. Ordinary undergraduate institutions with the conditions should actively transform into applied universities, shifting their educational focus to serving local economic and social development, integrating industry and education, and cultivating applied technical talents. In the construction of new liberal arts, foreign language education in universities should serve social needs through interdisciplinary, interprofessional, and cross-domain learning activities, enabling students to apply what they have learned during their time in school and learn how to apply their professional knowledge to serve society. Therefore, how to carry out new liberal arts-style innovation in higher education, especially how to serve society and local communities in English education, leveraging the strengths of the foreign language discipline while compensating for its shortcomings, has become an urgent problem that needs to be addressed.

Therefore, it is evident that cultivating innovative foreign language talents in the context of new liberal arts requires strengthening practical teaching and emphasizing the cultivation of practical abilities for foreign language talents. "Foreign language education, including the reform of foreign language majors and public foreign language education, should actively serve the strategic development of the country and promote implementation through concrete measures" [4]. We "must adhere to integrated innovation, strengthen the construction of professional connotation, and innovate and explore talent training models such as 'language + profession,' 'profession + language,' 'general + non-general'" [5]. In Lu Zhi's summary of the innovative talent training model for foreign language talents, it is also pointed out that "the common feature of innovative talent training models is that they attach importance to both classroom teaching and practical training in extracurricular activities" [6]. In the process of cultivating foreign language talents in universities, whether in the teaching of foreign language majors or public foreign language education, we should keep pace with the world's development changes and national situations and policies. Based on the characteristics of the university itself, we should innovate talent cultivation with the concept of building a "new foreign language" and focus on developing students' international communication abilities. This shift will enable Chinese foreign language education to move from understanding foreign cultures to promoting Chinese culture, telling the story of China, and conveying the voice of China. At the same time, it actively serves the needs of society and local communities and better serves the economic and cultural development of the country and regions.

3. The Innovative Integration of Digital Storytelling and College English Education

With the development of artificial intelligence, big data, virtual reality technology, and 5G technology, digital technology has not only become ubiquitous in daily life but has also entered the field of storytelling [7]. This presents unprecedented innovative opportunities for English education under the perspective of new humanities in terms of telling China's stories effectively. Furthermore, through social platforms such as Tik Tok, WeChat short videos, Facebook, YouTube, ordinary people have gained unprecedented opportunities to tell personal and local stories [8]. "Storytelling" is no longer exclusively reserved for official media as individuals and grassroots communities have become important self-media platforms for self-expression and enhanced dissemination. Therefore, based on the dual goals of knowledge and values in the construction of new humanities, it is particularly important to effectively integrate communication, service, innovation, practice, scientific research, and ideological and moral education. Thus, in the context of new humanities, we need to take the lead in communicating China's positive voices, use service to society and local

communities as a platform, aim to cultivate innovative and applied talents with interdisciplinary, cross-domain, and cross-cultural competencies, make breakthroughs through cross-disciplinary research and practice that benefit society and local communities, and focus on inheriting Chinese culture through an active and dynamic ideological and moral education. It is essential to explore an innovative integration model of digital storytelling and English education from the perspective of new humanities.

Digital storytelling refers to the integration of storytelling with digital practices, also known as multimedia storytelling or cross-media storytelling [9]. It involves using short videos to narrate personal life stories. This narrative approach emerged in the education sector in the 1990s in foreign countries. Lambert, one of the pioneers in digital storytelling research, established the nonprofit social arts organization "Center for Digital Storytelling." He proposed seven elements for creating digital stories: 1) Point of View, 2) A Dramatic Question, 3) Emotional Content, 4) The Gift of Your Voice, 5) The Power of the Soundtrack, 6) Economy, and 7) Pacing [10]. His related works, such as *"Digital Storytelling Cookbook," "Digital Storytelling: Capturing Lives, Creating Community," "Story Circle: Digital Storytelling around the World,"* and *"Digital Storytelling: How Digital Media Help Preserve Cultures"* [11], have laid the foundation for subsequent theoretical research in this field.

With the digital development of English education in higher education institutions, digital storytelling is gradually integrating into the field of English education as an innovative educational tool. It not only provides students with a new learning experience but also plays an important role in English education. English digital storytelling effectively combines multimedia elements such as text, images, audio, video, or animation. Through digital storytelling, students can be exposed to language usage scenarios in the real world. They can also enhance their language expression skills by participating in story creation, vividly presenting the plot of the story.

This interdisciplinary learning approach can stimulate students' interest in learning, help consolidate their language skills, and cultivate their creativity and problem-solving abilities. It encourages them to actively engage in the application and practice of language.

The integration of digital storytelling also brings opportunities for cross-cultural communication in English education at higher education institutions. The ability of college students to engage in digital storytelling in foreign languages refers to their ability to appropriately use a foreign language and tell real-life stories to international audiences through short videos, achieving cross-cultural communication of "Chinese stories."

Through digital storytelling, students can understand and explore the differences in cultural backgrounds and values, thus broadening their cross-cultural communication skills. They can learn about the culture of other countries and regions by watching the works of others, and they can also showcase and share their own culture through creating digital stories. By telling the positive aspects of our culture, we can make them global and present an authentic, comprehensive, and multidimensional view of China. This contributes to enhancing the influence of Chinese stories in international communication.

To achieve the innovative integration of digital storytelling and English education at higher education institutions, we propose the CS-CRI innovation model based on practical experience. The CS-CRI model stands for Communication, Social Service, Creativity, Scientific Research, and Chinese Culture Inheritance.

First, by introducing a communicative perspective, we can utilize digital storytelling to spread the positive voice of China and actively enhance the international dissemination of Chinese culture. We can utilize digital platforms to convey Chinese culture and values to the world. Through careful planning and production of digital storytelling works, we can break down barriers of language and culture, allowing more people to understand and appreciate the stories of China. Students, through learning and promoting the Chinese language, music, films, literature, and exploring stories from their surroundings, can become cultural ambassadors, presenting a more comprehensive and authentic image of China to the outside world.

Second, using digital storytelling as a platform to serve the needs of society and local communities. In response to the call for "deepening the integration of industry and education, and fully implementing collaborative education between universities and enterprises," targeted measures can be taken to integrate collaborative training bases and service projects with local communities and business entities. These projects can be incorporated into practical teaching in the form of teams, with project-based learning as the main instructional approach. This approach aims to cultivate students' ability to solve practical problems. Additionally, case analysis can be integrated into team projects to develop students' skills in problem analysis. Ultimately, by presenting project reports focused on effectively communicating Chinese stories, students can provide answers to address societal needs and contribute to local development.

Furthermore, considering innovation as the key to the integration of digital storytelling and higher education English teaching, teachers combine innovative teaching methods and content with digital storytelling techniques to design creative and interactive teaching activities that stimulate students' interest and initiative in learning. Through innovative teaching approaches, we can better meet students' learning needs and improve teaching effectiveness. At the same time, by integrating elements of innovation, creativity, and entrepreneurship into English education, we can break the boundaries of disciplinary fields and enter a cross-disciplinary, cross-domain, and cross-cultural open platform. We encourage students to go beyond the limitations of their majors and align with the national goal of "deepening the reform of innovation and entrepreneurship education in higher education." By effectively integrating the communication of China's good voice with innovation, creativity, and entrepreneurship education, we can use multiple platforms, perspectives, and approaches to disseminate the good voice of China and local cultures and contribute to the inheritance of Chinese culture.

In addition, the integration of digital storytelling and higher education English teaching also requires strengthening research and exploration. Teachers and researchers can conduct relevant studies to explore in-depth the application effects and teaching models of digital storytelling in higher education English teaching. Continuous optimization and improvement of this integration model can be achieved, providing theoretical guidance and support for practical implementation. Universities can establish research projects or topics in conjunction with practical activities, encouraging faculty and students to go beyond the ivory tower, conduct field investigations, understand practical issues, and contribute their research findings to the development of the country. By translating practical achievements into academic research accomplishments, we can support the local economy and culture while further promoting the effective dissemination of Chinese culture.

Finally, it is often the case that language learning focuses solely on the cultivation of language skills, neglecting the importance of ideological and moral education and the practical significance of culture in the curriculum. In the process of innovative teaching through digital storytelling practices, teachers should guide students to delve into China's excellent traditional culture and effectively integrate it with ideological and moral education. They should actively help students establish correct values and a sense of national identity. Teachers should organically incorporate content from both inside and outside the classroom, classroom management, diverse evaluation systems, and personal conduct into the curriculum. When promoting the dissemination of China's positive voice, the purpose of subject-based education and cultural transmission can be realized through the integration of ideological and moral education in curriculum implementation.

4. 4.The Application and Practice of Digital Storytelling in College English Teaching

The application and practice of digital storytelling in college English teaching have significant importance. It enriches teaching content and methods, enhances students' cross-cultural communication and understanding abilities, and promotes the influence of Chinese stories in international communication. From the perspective of new liberal arts, the development trend of

rural revitalization provides an excellent practical base for foreign language education in higher education. The introduction by the Higher Education Department of the Ministry of Education of China on "Introduction of the Deepening Integration of Industry and Education and School-Enterprise Cooperation in Ordinary Undergraduate Institutions" and the notification on "Action Plan for Technological Innovation in Rural Revitalization in Higher Education Institutions (2018-2022)" indicate the direction for establishing a school-local cooperation model, optimizing innovative foreign language practical teaching in universities, enhancing the training of applied talents, promoting the transformation of foreign language education in universities to serve rural social development, and building an innovative talent platform and training model for the co-cultivation of foreign language education and rural revitalization. Therefore, by engaging students in innovative digital storytelling practices in vast rural areas, exploring the cultural treasures hidden in Chinese rural life, such as longstanding good customs, folk traditions, village history, unique geographical landscapes, and valuable natural resources, while telling rural stories in foreign languages, we can contribute to the local cultural and tourism development. The following example of a university's three-year college English course will illustrate the feasibility and effectiveness of integrating digital storytelling and English education from the perspective of new liberal arts.

4.1 Course Research Design

The research object of this study is the English digital storytelling outcomes of 985 students from six different disciplines (including 635 male students, accounting for 64.47%, and 350 female students, accounting for 35.53%) in a three-year period, spanning six semesters at a university. The students are primarily first and second-year undergraduate students from majors such as Finance, Robotics, Mechanical Automation, E-commerce, Journalism and English.

The course is guided by PBL (Project-Based Learning) and output-oriented approaches. The research focuses on the courses taught to the students. Feasible English digital storytelling teaching plans are designed through theoretical and practical teaching, field investigations, questionnaire interviews, and other methods. The final English digital storytelling outcomes produced by the students are compared, analyzed, and combined with subsequent questionnaire surveys to propose more effective real-time strategies[16]. This process aims to better integrate digital storytelling and higher education English education from the perspective of new liberal arts.

Considering a one-semester-long college English course and a two-week intensive English professional practice course, there are differences in the design of the English digital storytelling plans while maintaining overall consistency in objectives. The course assigns digital storytelling themes about telling Chinese rural stories in English using a project team collaboration format. Students form their own groups and select a theme to tell a Chinese story based on their rural study experience. Students collect information, brainstorm, and discuss to create innovative works, which are then filmed, edited, and dubbed in the later stages. At the end of the semester, they create an original short video of approximately five minutes (with English voice-over and Chinese-English subtitles) to promote local cultural brands and tell Chinese rural stories in the form of cultural and tourism promotion. College English students, led by team leaders, delve into local areas or their own hometowns to collaborate on projects throughout the semester, exploring the culture around them and presenting their outcomes at the end of the semester. English major students, guided by teachers, step out of the classroom and explore rural areas, conducting interviews, surveys, and filming to collect first-hand information. They engage in interdisciplinary and cross-domain practical activities, producing digital storytelling works and presenting their outcomes within two weeks.

The assessment of students' English digital storytelling outcomes includes five aspects: content theme (30%), innovation and creativity (20%), language expression (20%), overall structure (15%), and production techniques (15%). The content primarily requires students to explore Chinese cultural elements around them as self-media practitioners, with a certain depth and breadth, as well

as dissemination and promotional value. Innovation and creativity require students to demonstrate unique taste, novel shooting or editing angles, and provide a refreshing feeling. Language expression demands correct pronunciation, fluent and emotional language delivery, and a strong sense of rhythm during voice-over. The overall structure requires adherence to the theme, coherence, and highlighting the characteristics of Chinese local culture. Production techniques call for clear visuals, smooth transitions, bilingual subtitles, and clear voice-over and background music.

The course design places students in a real environment, combining abstract language knowledge with practical contexts, allowing students to explore stories and culture around them as protagonists. The English digital storytelling outcomes guided by project-based teaching are refined and shared on various social media platforms, enabling students to apply what they have learned and integrate language tools and cultural elements to effectively disseminate Chinese stories.

4.2 Course Research Findings

In the university English course spanning a semester and the English major's short practical course of only two weeks, students focused on local culture and personal stories to create English digital narratives. A total of 147 works were produced, covering various themes such as character introductions, local customs, hometown specialties, tea culture, culinary culture, red culture, campus culture, intangible cultural heritage, and more. Among them, there were eleven works about Lin Yutang, seven about Zhangzhou South Fort Barbettes, five about Zhangzhou's Siguotang (literally four-fruit soup, a kind of icy dissert with different kinds of fruit), and three about Xiamen's Market, Dragon Boat Festival, and Minnan Southwest Culture respectively, and other different culture from all parts of China.

According to the results of class interviews and questionnaire surveys, students generally appreciate the use of English digital storytelling as an innovative approach in English classroom teaching. Among the students in a class, 61.7% mentioned that they learned how to better promote cultural communication, 78.72% recognized the importance of teamwork, 80.85% acquired knowledge about interdisciplinary and cross-domain digital storytelling, and 93.61% felt enriched by the experiential learning brought about by the integration of ideological and moral education with practical activities.

4.2.1 Achieving interdisciplinary and cross-domain innovation in the context of the new liberal arts.

In addition to requiring students to have a solid language foundation, the course also emphasizes interdisciplinary and cross-domain learning and collaboration. Given that the course design is based on rural revitalization and the presentation of course outcomes is done through original short videos in both Chinese and English, students need to possess literary and language proficiency in both languages. They also need to have an understanding of cross-domain local civilization, culture, and development. Furthermore, they are required to learn interdisciplinary skills such as short video shooting, editing, and scriptwriting. Lastly, showcasing the course outcomes on the WeChat public platform requires students to learn the formatting and editing of promotional articles. This interdisciplinary and cross-domain innovation presents a significant challenge for both teachers and students. However, the final outcomes of the students' work demonstrate the rewards and significance of such innovation.

"The two classes produced a total of 10 original micro-videos, with themes revolving around Lin Yutang's culture, Zhangzhou Ancient City, Zhangzhou's culinary culture, and Pien Tze Huang culture. The digital stories created by the students were characterized by distinct themes, rich content, substantial information, excellent production quality, unique perspectives, and captivating storytelling. The English voice-over exhibited standard pronunciation and intonation, and the language expression was vivid and fluent. The students' works were amazing." [17]

4.2.2 Enhancing Cross-cultural Communication Skills in Language Services

The course breaks through the limitations of traditional language classrooms, where teaching is limited to imparting knowledge, and instead takes students into the vast countryside to engage in

practical and innovative activities using their own learning. Students gain valuable first-hand information through their observations, interactions, interviews, and research with local people. Through collaborative group work, they creatively apply the knowledge and prior accumulation from the course. The teaching and presentation of the course not only enhance students' comprehensive English language skills but, more importantly, involve them in practical activities of using English to tell stories and promote Chinese rural culture. The students' English short videos promote excellent Chinese rural culture to the world, presenting a real and vivid image of China and enabling the world to better understand China. The platform for showcasing student works attracts more domestic and international tourists, promoting local cultural tourism development. Through the process of storytelling in language services, students not only gain a deep understanding of the cultural differences between China and the West but also enhance their understanding of different cultures and improve their cross-cultural communication skills. In the questionnaire survey, students expressed their thoughts: "I believe that based on our solid understanding of Chinese and Western cultures, we should distill and integrate valuable and good elements to fulfill our role as communicators of Chinese and Western cultures, promoting our traditional culture while introducing advanced Western ideas and perspectives, mutually promoting each other."

4.2.3 Achieving ideological and moral education through the process of telling Chinese stories digitally

Throughout the entire process of digital storytelling creation, the integration of ideological and moral education is consistently present, operating innovatively within the context of the new liberal arts. Students constantly experience the influence of ideological and moral education throughout the course. When visiting the Lin Yutang Memorial Hall, students are inspired by Lin Yutang's spirit of embracing both Chinese and Western cultures and his dedication to writing about the universe. They also deeply feel the profound love and pride for their hometown that the master expressed in his work "My Hometown": "One's childhood environment and thoughts have a significant impact on their entire life. I am satisfied with everything that my hometown's environment has endowed me with." [18]

Throughout the entire course, the teacher consistently upholds ideological and moral education, actively assisting students in establishing correct values. The teacher organically integrates content inside and outside the classroom, classroom management, diverse evaluation systems, and personal conduct into the course activities. While learning course knowledge, students also experience the tremendous changes in rural areas and the atmosphere of local culture. They are deeply inspired by the teacher and influenced by the dedicated and sincere spirit of village officials and villagers. They understand the necessity and significance of interdisciplinary and cross-domain practical innovation and teamwork. They also realize the importance of using their own knowledge to promote the development of local culture in rural areas. A student from the course expressed deep feelings, saying, "I had the opportunity to visit the Lin Yutang Memorial Hall and Zhangzhou Ancient City for field research. The explanations from the village chief and teachers were extremely beneficial, knowledge that cannot be learned in the classroom. As our goal is to create videos, it also drives me to investigate the hidden stories and history behind them. In order to make the videos more heartfelt, it is necessary to understand the meaning and value of the subjects being filmed. The investment in the pre-production and post-production of a five-minute video is substantial, but it is worth it because such a refined and clear video can bring the charm of this culture to more people. I believe it is worthwhile."

In conclusion, from the perspective of the new humanities, the integration of digital storytelling and higher education English education is a promising field that provides new ideas and approaches for exploring the future of education. By fully leveraging the characteristics and advantages of digital storytelling, we can effectively tell China's stories and promote Chinese culture in English, while fostering students' comprehensive abilities and driving educational transformation and development. In the future, we look forward to further research and practice in order to continuously explore the innovative integration of digital storytelling and higher education English

education. This will provide students with richer, more engaging, and effective learning experiences, enabling them to become confident, open-minded, and creative international talents in cross-cultural communication.

5. Conclusion

The new humanities represent innovation and development in liberal arts education, with its core mission being to cultivate liberal arts talents that meet the demands of the new era. With the advent of the Fourth Industrial Revolution, the construction of the new humanities has received strong support. Guided by the humanities, scientific knowledge, scientific culture, and scientific spirit, the new humanities not only promote the development of new technologies but also achieve the integration and added value of humanities with other disciplines, facilitating mutual empowerment and innovative development among disciplines. Digital storytelling represents the deep integration of science and technology with the humanities and social sciences, providing a feasible path for talent cultivation under the strategy of the new humanities. Through the application of digital technology, digital storytelling offers students a broader range of learning and research opportunities, fostering interdisciplinary thinking and innovative abilities. The development of digital storytelling provides strong support for the implementation of the new humanities and will propel its construction to achieve more remarkable results in the new era.

We believe that the innovative integration of digital storytelling and higher education English education holds immense potential and value. It not only enriches teaching content and methods but also enhances students' cross-cultural communication and understanding abilities. Additionally, it can contribute to the influence of Chinese stories in international dissemination, thereby contributing to the construction of a more inclusive and diverse world education. However, the innovative fusion of digital storytelling and higher education English education still faces challenges and unknowns. Therefore, future research should focus on further exploring the effectiveness and sustainability of digital storytelling in teaching practice, as well as how to better cultivate teachers' digital storytelling abilities. Furthermore, in-depth research is needed to investigate the application of digital storytelling in different educational levels and disciplines, in order to achieve broader educational innovation and reform.

As President Xi emphasized [19] that telling China's story well, spreading China's voice, and presenting a real, three-dimensional, and comprehensive image of China are important tasks in strengthening our country's capacity for international communication. As contemporary students, participating in the practical activity of using English digital storytelling to tell China's story and promote Chinese culture is an effective way to cultivate language application abilities and utilize the advantages of our discipline to present a real, three-dimensional, and comprehensive image of China to the world. This contributes to enhancing the soft power of our national culture and the influence of Chinese culture, allowing the world to better understand China.

The world is undergoing changes, and education must also change. It is necessary to cultivate talents required by today's and future society and economy in light of the new educational situation. In the context of the new humanities and social sciences, foreign language talents in universities should integrate digital storytelling with foreign language education, striving to cultivate inheritors of Chinese culture with local characteristics, propagators of the Chinese voice, innovators of Chinese theories, and creators of China's future, taking into account the current national conditions.

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