

Review

Memory in Motion: AI-Mediated Storytelling Across Languages, Classrooms and Generations

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Abstract

In increasingly multilingual and culturally diverse educational environments, storytelling has emerged as a powerful pedagogical practice for fostering language development, identity expression, and cultural continuity. At the same time, advances in artificial intelligence (AI) have transformed digital storytelling by introducing new possibilities for content generation, translation, and multimodal communication. This paper explores the role of AI-mediated storytelling across languages, classrooms, and generations, examining how AI can support narrative practices while preserving human creative agency. Drawing on interdisciplinary research in language education, digital storytelling, multilingualism, heritage language learning, and intergenerational memory, the study proposes a conceptual framework that positions AI as a narrative mediator rather than an autonomous storyteller. The discussion

highlights the educational potential of AI-supported storytelling for enhancing language learning, promoting multilingual expression, strengthening cultural identity, and facilitating the transmission of intergenerational memory. At the same time, it addresses critical ethical concerns related to authorship, bias, transparency, and learner agency. The paper argues that the pedagogical value of AI-mediated storytelling depends on human-centered instructional design, critical engagement with technology, and the preservation of authentic narrative voice. Ultimately, AI-mediated storytelling is presented as a collaborative human-machine practice that reconnects language, memory, and meaning across linguistic, cultural, and generational boundaries.

Keywords: *Artificial intelligence; digital storytelling; multilingual education; heritage languages;*

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intergenerational memory; cultural identity; language learning; narrative pedagogy; human-AI collaboration; multimodal communication.

Introduction

In contemporary educational settings, multilingual classrooms have shifted from being “exceptional cases” to a normalized reality. Learners frequently exhibit substantial differences in linguistic backgrounds, cultural experiences, and meaning-making processes. Consequently, instructional design is no longer limited to the development of language skills; rather, it has evolved into a complex practice that must simultaneously address identity expression and cultural understanding. In essence, educators must maintain a dynamic balance between fostering functional language abilities and validating individual experiential expression.

From this perspective, narrative represents a particularly promising instructional approach. As one of humanity’s most fundamental meaning-making practices, narrative not only transmits information but also shapes personal identity and sustains cultural continuity (Shahid & Khan, 2022). Moreover, the pedagogical strength of narrative lies in its accessibility and participatory nature: it engages learners by situating language learning within concrete contexts and emotional experiences, rather than confining it to abstract grammatical rules (Lucarevschi, 2016). Existing research indicates that narrative activities can simultaneously enhance listening, speaking, reading, and writing skills, while also improving memory retention and expressive motivation (Abd Rahman & Bakar, 2020; Sabari & Hashim, 2023).

With the advancement of digital technologies, narrative forms have undergone a modern transformation. Traditional oral and text-based storytelling has evolved into multimodal forms that integrate text, images, audio, and other media. This transformation expands expressive resources

and reshapes how learners participate in narrative practices (Sabari & Hashim, 2023). Digital storytelling effectively integrates language learning, creative expression, and digital literacy, thereby fostering more learner-centered and interactive classroom environments (Shahid & Khan, 2022).

At the same time, artificial intelligence (AI) has become increasingly embedded in language education and content creation. From automated writing and translation to multimodal generation, AI offers clear advantages in efficiency and personalized learning support (Son et al., 2023). However, this technological integration raises significant ethical and practical concerns, including ambiguous authorship, stylistic homogenization, algorithmic bias, and the potential erosion of human emotional expression (Bibi, 2024; Adel et al., 2024). Although AI expands the technical boundaries of storytelling, debate persists regarding its potential to diminish human narrative agency.

Existing research often conceptualizes AI as a functional tool for language support, whereas digital storytelling scholarship emphasizes individual experience, identity, and narrative perspective. The intersection between these domains remains underexplored, particularly in relation to human-centered narrative practices. Evidence suggests that, despite AI’s capacity to enhance multimedia presentation and creative efficiency, narratives perceived as meaningful and valuable continue to depend on human leadership in meaning-making and emotional expression (Chen, 2024; Trichopoulos et al., 2023).

Accordingly, a critical research question emerges: To what extent can AI expand narrative expression without compromising human creative agency? This question is particularly urgent in heritage language and cultural education, where learning involves not only linguistic acquisition but also the transmission of intergenerational memory and cultural identity (Montrul, 2022; Vassiliadis, 2026).

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In response, this study integrates educational, cultural, and technological perspectives to construct a conceptual framework for AI-mediated storytelling and to identify evidence-based classroom practices. By focusing on cross-linguistic, cross-classroom, and intergenerational learning contexts, this paper aims to address gaps in current multilingual and intergenerational narrative research and to inform future scholarship and pedagogical practice.

Digital Narrative as a Practice of Meaning-Making

Digital narrative is defined as a meaning-making practice centered on storytelling and enhanced by multimedia resources. It is not merely a form of technical production or digital artifact creation; rather, its core value lies in learners' ability to express personal experiences, perspectives, and understandings through narrative structures (Abd Rahman & Bakar, 2020). From this standpoint, the significance of digital storytelling resides not in the final product, but in the learner's process of organizing meaning and constructing self-expression.

In English language teaching, digital storytelling provides a contextualized and purposeful platform for language use. Compared to traditional grammar-focused and pattern-drilling methods, it prioritizes language use in authentic or simulated real-life situations. This enables learners to develop linguistic competence while expressing personal stories and ideas. Research demonstrates that project-based digital storytelling enhances both writing and oral skills while increasing learner engagement (Sabari & Hashim, 2023). In this context, language learning becomes a purposeful act of expression rather than a mechanical exercise.

Multimodality is a defining characteristic of digital storytelling. Learners communicate not only through text but also through images, sound, video, and other semiotic systems, thereby reducing the limitations imposed by single-language expression. For learners who experience

difficulty with text-based communication, multimodal resources provide essential support, enabling them to convey ideas more effectively through visual and auditory means (Shahid & Khan, 2022). This inclusivity is particularly valuable in linguistically diverse classrooms, as it creates accessible expressive spaces for learners at varying levels of proficiency (Abd Rahman & Bakar, 2020).

Importantly, the educational benefits of digital storytelling do not emerge automatically; they depend on clearly defined instructional goals and structured scaffolding. Without guided support, activities may remain superficial creative exercises and fail to promote deep language development or reflective expression (Shahid & Khan, 2022). Therefore, educators must intentionally align digital storytelling with curricular objectives, guiding learners from casual storytelling toward purposeful meaning-making and rhetorical communication.

In summary, digital storytelling is a pedagogical practice grounded in meaning, voice, and multimodal integration. It expands expressive possibilities in language learning while strengthening learners' roles as narrative agents. On this foundation, digital storytelling provides a coherent, human-centered framework for examining AI-mediated storytelling.

Artificial Intelligence as an Intermediary in Learning

In contemporary educational research, AI is generally conceptualized not as an autonomous instructional agent, but as a supportive intermediary within the learning process. It functions as a tool or collaborative partner rather than a replacement for teachers or learners. Research in Computer-Assisted Language Learning (CALL) confirms that AI can support drafting, revision, translation, and real-time feedback; however, learning objectives and pedagogical decisions remain under human control (Son et al., 2023).

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Within the learning process, AI tools reduce cognitive load by assisting with ideation, error correction, and expression refinement. These functions allow learners to focus more on content, meaning, and structure rather than on repetitive linguistic adjustments (Yang & Jun, 2022). However, research cautions that, without structured pedagogical guidance, learners may develop an overreliance on AI, potentially weakening independent reflection and deep cognitive processing (Heung & Su, 2024).

AI integration also reshapes classroom role dynamics. Teachers transition from knowledge transmitters to designers of learning experiences, responsible for selecting appropriate AI tools and aligning them with instructional goals (Lim et al., 2021). Learners, in turn, must develop new competencies, including the ability to evaluate, filter, and revise AI-generated outputs rather than passively accepting them (Jolly & Memon, 2022). This shift reframes learning as a process of critical judgment and negotiation rather than simple answer acquisition.

In practice, effective AI integration faces persistent challenges, including unequal access to technology (the digital divide), limited teacher training, and unclear implementation pathways (V et al., 2022). These limitations underscore that the educational value of AI is not self-generating; it requires coordinated institutional support, technological infrastructure, and sustained professional development for educators (Siregar, 2024).

AI-Mediated Digital Narratives and Human-Machine Collaborative Creation

In computational narrative research, AI is positioned as a creative collaborator rather than an independent storyteller. AI systems can generate plot segments, suggest narrative trajectories, and adapt storylines based on user input; however, the overall meaning and direction of a narrative emerge from the interaction between human intention and machine generative capacity (Alhussain & Azmi, 2021).

From a collaborative perspective, responsibilities are clearly differentiated. AI supports plot generation, linguistic variation, and the provision of creative options, whereas humans oversee content selection, meaning interpretation, and final creative authority. This division preserves human narrative agency and positions AI as an enhancer of creative possibilities rather than a substitute for human creators.

Scholarly evidence indicates that, even with AI's multimedia and linguistic support, the core qualities of narrative—coherence, cultural relevance, and emotional resonance—continue to depend on human judgment (Chen, 2024; Trichopoulos et al., 2023). During student-AI collaboration, learners actively evaluate, revise, and reconstruct generated content to align with their personal intentions; this process itself constitutes a form of critical technological engagement.

In cultural heritage contexts, this collaborative model remains applicable. AI facilitates archival organization, historical reconstruction, and multimodal presentation, thereby expanding access to cultural narratives; however, it functions as an enabling tool rather than a producer of cultural meaning (Trichopoulos et al., 2023). Thus, AI-mediated storytelling is best understood as a form of human-machine co-creation in which humans retain responsibility for meaning, direction, and ethical considerations.

Multilingualism and Heritage Language Contexts

Multilingual and heritage language education pursue interconnected objectives, including linguistic development, identity construction, emotional belonging, and cultural continuity. As such, they extend beyond narrowly defined language instruction and constitute complex socio-educational practices (Montrul, 2022).

Research consistently demonstrates that recognizing and supporting learners' home and heritage languages within school settings contributes positively to identity formation and a sense of belonging (Wang, 2025; Qin & Zou, 2025). Heritage

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language education also functions as a critical bridge for cultural knowledge and intergenerational memory. However, practical implementation is often constrained by limited resources, insufficiently prepared educators, and rigid curricula; consequently, successful initiatives frequently rely on individual teacher effort rather than systemic support (Alejan et al., 2021; Singh, 2025).

Pedagogically, cross-linguistic strategies, collaborative learning, and culturally integrated tasks effectively leverage learners' linguistic repertoires as assets rather than obstacles (Siregar, 2024). Digital technologies, including AI, can further support multilingual expression and access to resources; however, their effectiveness depends on strong alignment with instructional design (Li et al., 2026).

Within this context, AI-mediated storytelling offers distinct advantages. It facilitates multilingual expression and translation, centers diverse cultural voices, and provides safe spaces for identity and experiential sharing. Ideally, it links language development with cultural identity; however, this potential can only be realized through intentional, learner-centered pedagogical design.

Intergenerational Memory and Cultural Transmission

Intergenerational learning is a bidirectional and interactive process in which narrative plays a central role. Cultural studies consistently emphasize that storytelling about personal experiences, family histories, and community heritage enables the transmission of knowledge, values, and collective memory across generations (Vassiliadis, 2026).

Cultural memory is not static; rather, it is continuously constructed and renegotiated through everyday narratives and social interactions. Stories both document and reinterpret the past, shaping present identities and cultural understandings. Narrative thus functions as a key

mechanism linking individual experience to collective memory (Horvat et al., 2025; Trichopoulos et al., 2023).

In educational contexts, incorporating intergenerational narratives enhances learners' sense of belonging and deepens cultural understanding. Such practices also foster dialogue, empathy, and mutual respect across generations (Batista et al., 2024; Stewart et al., 2025), transforming classrooms from spaces of knowledge transmission into communities of shared experience.

AI-mediated digital storytelling expands these possibilities by enabling multimodal recording and preservation. It transforms orally transmitted memories into durable and shareable digital resources, thereby creating more accessible and interactive pathways for cultural continuity.

Pedagogical Anchors: TPACK and TAM

The effectiveness of AI-supported storytelling depends on the coherent integration of technology and pedagogy, for which the TPACK and TAM frameworks provide valuable analytical perspectives.

The TPACK framework (Technological Pedagogical Content Knowledge) emphasizes that effective technology integration requires the intersection of subject knowledge, pedagogical knowledge, and technological knowledge, rather than superficial tool adoption (Lim et al., 2021). In language education, this implies that AI must be intentionally aligned with narrative and language-learning objectives, rather than used as a generic instructional aid.

The TAM framework (Technology Acceptance Model) focuses on user adoption, suggesting that technology is more likely to be embraced when it is perceived as both useful and easy to use. When teachers and learners recognize AI tools as educationally beneficial and operationally accessible, their willingness to adopt such tools increases significantly (Li et al., 2024; Han & Sa, 2021).

Together, these frameworks highlight that sustainable AI-mediated storytelling depends not

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solely on technological capability, but on effective instructional design, teacher competence, and positive user experience.

Ethical and Design Considerations for AI-Mediated Narratives

Ethical considerations are integral to the use of AI in narrative practices. Key concerns include ambiguous authorship, algorithmic bias, data privacy risks, and the marginalization of minoritized linguistic and cultural voices (Bibi, 2024; Adel et al., 2024; Zhu et al., 2025).

For example, excessive reliance on AI-generated content without transparency may undermine learners' creative agency. Pedagogical design must therefore prioritize the visibility and recognition of human contribution. Furthermore, because AI systems reflect the biases of their training data, outputs may privilege dominant cultural perspectives, potentially marginalizing minority languages and cultures (Zhu et al., 2025).

To address these issues, classrooms should establish clear ethical guidelines. Educators should provide developmentally appropriate explanations of how AI systems function (Gusetti et al., 2024), enabling students to understand these tools rather than treating them as opaque "black boxes." Learning environments should also encourage learners to critically evaluate, revise, and refine AI-generated outputs in order to maintain personal voice and intentionality. Additionally, institutions should define explicit usage policies that clarify expectations regarding AI collaboration, attribution, and academic integrity.

Issues of technological equity must also be considered, as unequal access to AI tools may exacerbate existing educational disparities (Berson et al., 2025). Ethical AI integration therefore requires safeguarding human creative agency while promoting fairness, inclusivity, and cultural respect.

Conclusion

This study proposes a conceptual framework that positions AI as a narrative mediator. Within this model, AI supports translation, content generation, and multimodal enhancement, while humans retain ultimate authority over meaning-making, interpretation, and creative decision-making.

In practice, AI-mediated storytelling demonstrates considerable potential in multilingual education, intergenerational memory transmission, and cultural heritage preservation. It can enhance linguistic proficiency, increase learner motivation, and strengthen cultural belonging. However, these outcomes are not automatic; they require human-centered pedagogy and explicit ethical guidance.

For classroom implementation, three key principles are recommended. First, educators should employ AI transparently and judiciously to maintain learner trust and uphold academic integrity. Second, instruction should intentionally support multilingual and multicultural expression, thereby centering diverse linguistic and cultural identities. Third, teachers should provide learners with sustained opportunities to engage in authentic narrative practices and community-based learning.

Future research should examine how teachers and learners negotiate creative ownership in AI-supported contexts and how collaborative systems influence identity formation and belonging. These questions warrant longitudinal and empirical investigation.

Ultimately, AI-mediated storytelling is not merely a technological intervention; it represents a humanistic pedagogical approach that reconnects language, meaning, and memory across linguistic, cultural, and generational boundaries.

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