

AI-Enhanced Storytelling to Recontextualize Descriptive Grammar Teaching: English Language Teacher-Trainees' Adapted Instructions Into Multiple Intelligences

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ABSTRACT

The use of Artificial Intelligence (AI) tools in teaching descriptive grammar represents a notable advancement in educational practices, particularly considering multiple intelligences. This study aims to document the personal experiences of teacher-trainees enrolled in the “English Language Teacher Training Course” offered by the Continuing Education Unit at the Arab Open University in Kuwait. It also aims to investigate any statistical differences between developing storytelling skills using a pictorial card game and AI tools in light of MI theory. The teacher-trainees were asked to design a story from a given set of cards and to design digital stories using AI tools to develop descriptive grammar teaching contexts, in view of the MI theory. The developed pictorial stories and AI-enhanced digital stories were evaluated based on the storytelling elements, use of multimedia, content novelty, ethical values, and MI accommodation. The researcher used four instrumental tools to collect data. The data collected from these tools were statistically analyzed and discussed.

KEYWORDS

Descriptive (Structural and Functional) Grammar, AI-Enhanced Storytelling, English Language Teacher Trainees, Multiple Intelligences

INTRODUCTION

AI has the potential to revolutionize learning and teaching by analysing large datasets, detecting patterns, and supporting intelligent human decision-making in educational contexts. Recent research has provided valuable insights into the potential benefits of using technology in language learning and teaching (Kukulka-Hulme, 2020; Marzuki et al., 2023). Therefore, integrating AI tools with Multiple Intelligences (MI) is expected to improve teaching practice, thereby benefiting educators and researchers (Roberts, 2018). Given the individualized, engaging, and accessible nature of AI tools, designing instructional materials that develop students’ grammar skills and accommodate multiple intelligences has been greatly facilitated (Lalira et al., 2024; Mohebbi, 2024). AI tools can provide immediate feedback, allowing students to practise and refine language skills autonomously,

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and cater to individual learning needs, offering personalized guidance that is often challenging for human teachers to provide consistently (Setiawan & Alkhowarizmi, 2025).

AI tools have significantly improved grammar instruction by catering to learners' diverse needs and learning styles. The integration of AI tools, such as Grammarly and the Quill tool, in educational settings has shown tangible improvement in writing and grammar skills, particularly in TEFL contexts (Zhao, 2025). The integration of AI into authentic contexts can have tangible effects on language acquisition. The use of AI tools can offer advanced grammar-checking software and interactive writing platforms, which would enhance grammar skills for learners with linguistic, logical, and interpersonal intelligences through immediate feedback and unlimited practice (Milad, 2022; Katsarou et al., 2025).

Logical-mathematical learners can benefit from AI-driven exercises that involve identifying correct grammar patterns and well-structured problem-solving in grammar. Spatial and musical learners can engage with audiovisual AI tools, such as mind maps, diagrammatic sentence structures, rhythm, and melody, to learn grammatical structures, making the learning process more engaging for students with this cognitive preference. Moreover, bodily-kinaesthetic learners can be supported by AI applications that incorporate interactive, hands-on activities that simulate real-world language usage scenarios (Milad, 2018; Roberts, 2018).

Learners with interpersonal intelligence who excel in social settings can benefit from AI platforms that facilitate collaborative learning practices, such as peer editing and group discussions on grammar rules. In contrast, intrapersonal learners, who are self-sufficient, can benefit from AI's personalized learning pathways, which allow them to progress at their own pace and focus on areas of grammar they find most challenging (Milad, 2018; Mohebbi, 2024). This suggested integrative approach can be considered an innovative approach in the era of AI-enhanced education.

THEORETICAL BACKGROUND

Human beings have an innate capacity for language acquisition. Children develop language naturally through interaction with their environment throughout stages of first language acquisition, from cooing and babbling to the formation of complex sentences (Yule, 2010). There is a clear distinction between language acquisition and learning; while acquisition occurs naturally in communicative contexts, learning is often more formal and less effective (Abukhattala, 2012; Hussain, 2017). However, this was rebutted by Schmidt's Noticing Hypothesis, which confirms that being exposed to a language is not enough. Learners need to be exposed and pay attention to specific forms, such as vocabulary, grammar, pronunciation, or discourse features, before these can become part of their internal linguistic system (Schmidt, 2012).

A range of language-teaching methods has been developed to address different instructional priorities, from form-focused approaches such as the grammar–translation method to function-meaning-focused communicative methodologies. While traditional methods emphasise the explicit teaching of grammatical structures, more communicative approaches prioritise the negotiation of meaning through real-world interaction. Thus, contemporary perspectives highlight the need to balance these orientations through approaches that draw learners' attention to linguistic form as it arises within meaningful communication, thereby promoting deeper engagement, critical thinking, and a richer appreciation of language as a complex human phenomenon (Richards & Rodgers, 2022; Yule, 2010).

Building on these shifts toward more balanced and reflective language-teaching practices, current discussions in linguistics emphasise the sociolinguistic realities that shape learners' experiences. Globalization has caused the ongoing language change, which foregrounds questions of language variation, standard language ideology, and the marginalization of non-standard varieties (Belomoina, 2021). This has directly affected the way language is taught and understood in the classroom. Belomoina (2021) emphasizes the importance of a critical multicultural pedagogical approach in introductory linguistics, arguing that a deeper engagement with linguistic diversity is crucial for

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