

# Embodied Language Learning in the Age of AI: Insights from Five Years of Scaffolded Language Emergence

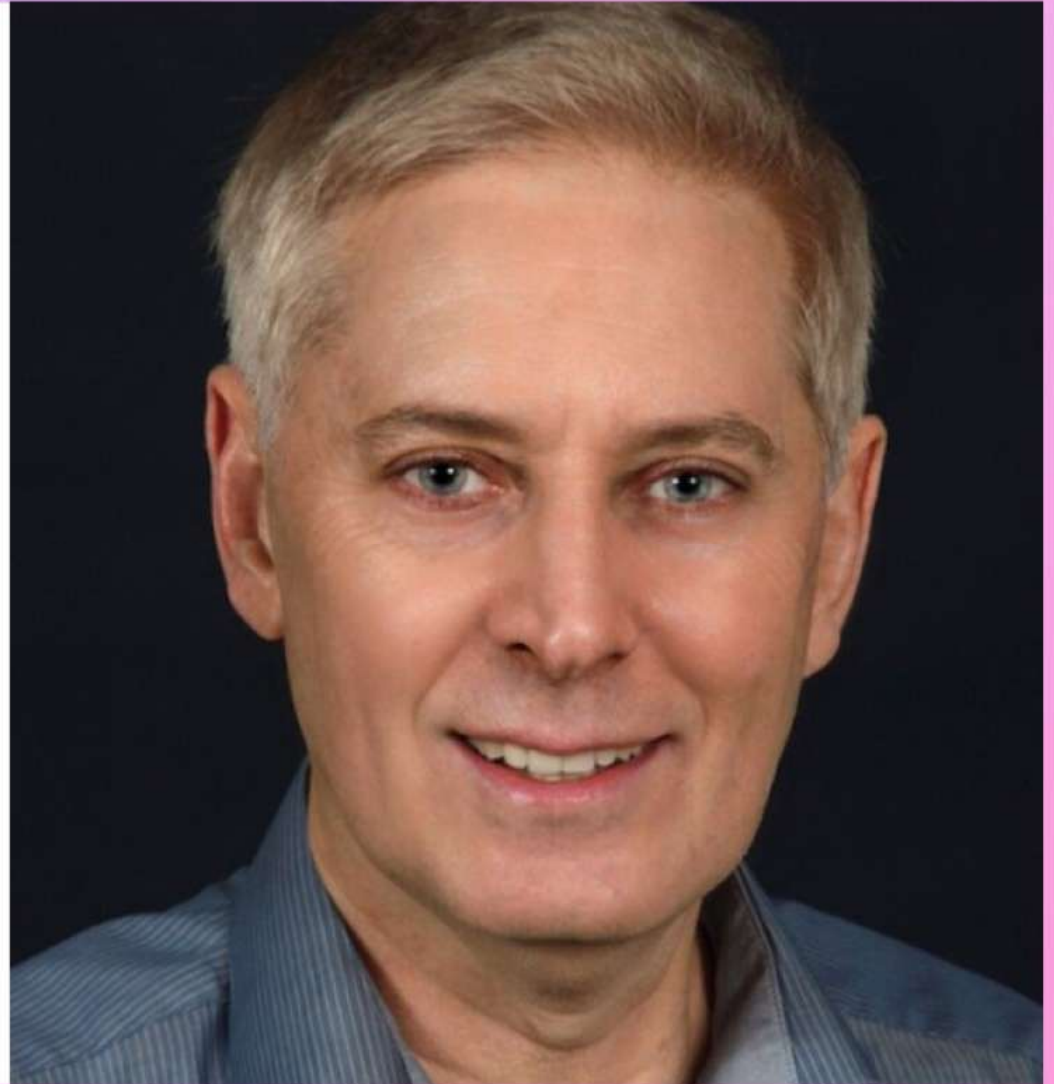
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# Why This Topic?



# Scaffolded Language Emergence (SLE)

- Developed by Donald Kiraly
- Key principles:
  - Language emerges through meaningful interaction.
  - Learners actively co-construct meaning.
  - Teacher acts primarily as facilitator.
  - Learning is social, experiential, and embodied.



# Embodied Cognition

- bodily experience
- movement and sensory engagement
- gestures and actions



# Five Years of implementation (2021–2025)

- Contexts:
  - University of West Bohemia
  - High school level (Conservatory)
  - Lower Sorbian adult immersion program (Zorja)



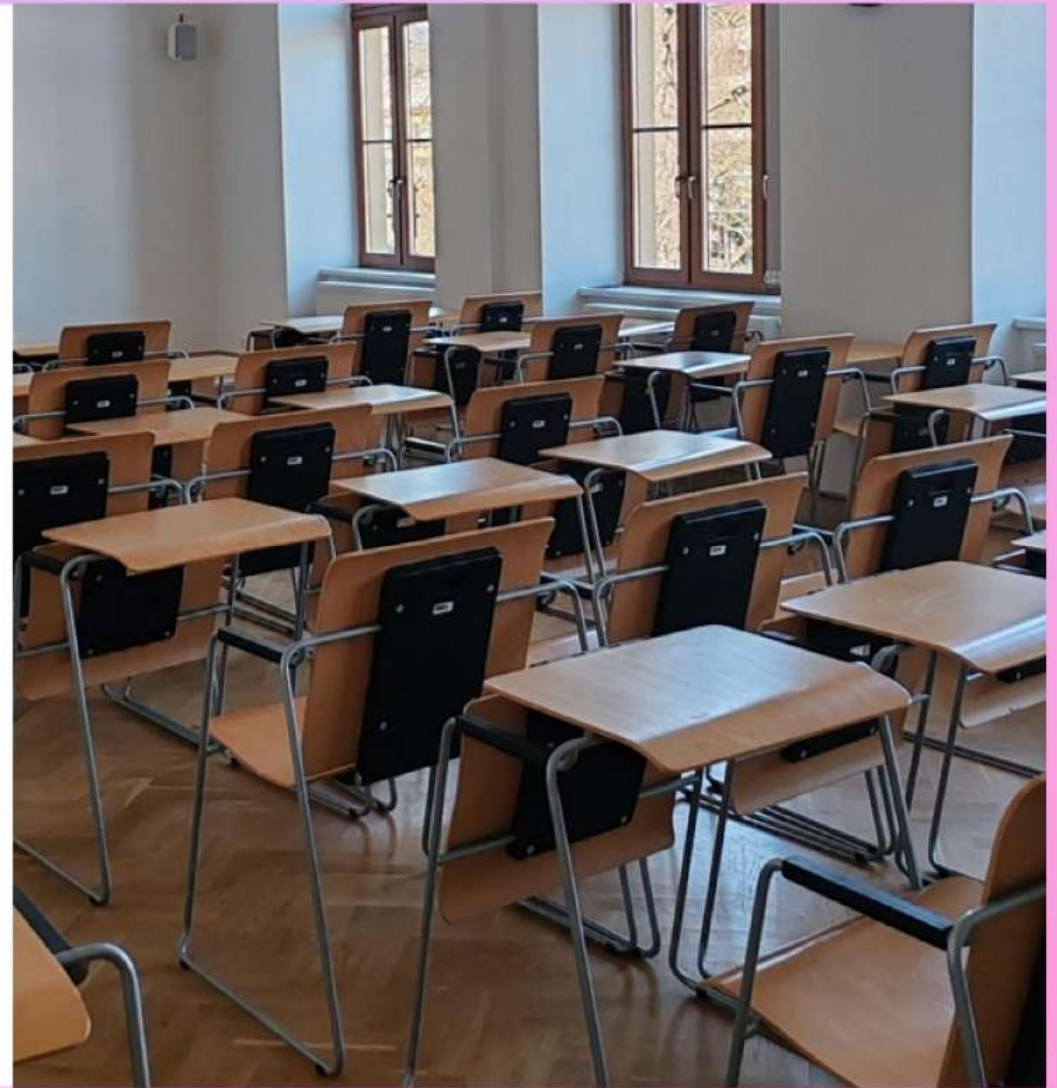


## High School Context

- "We don't sit at our desks the whole lesson."
- "We actually learn through play."
- "I enjoy games invented by the teacher more than workbook exercises."

# University Context

- Overall course satisfaction:  
≈ 88%
- Students described classes as:
  - engaging
  - creative
  - interactive
  - memorable



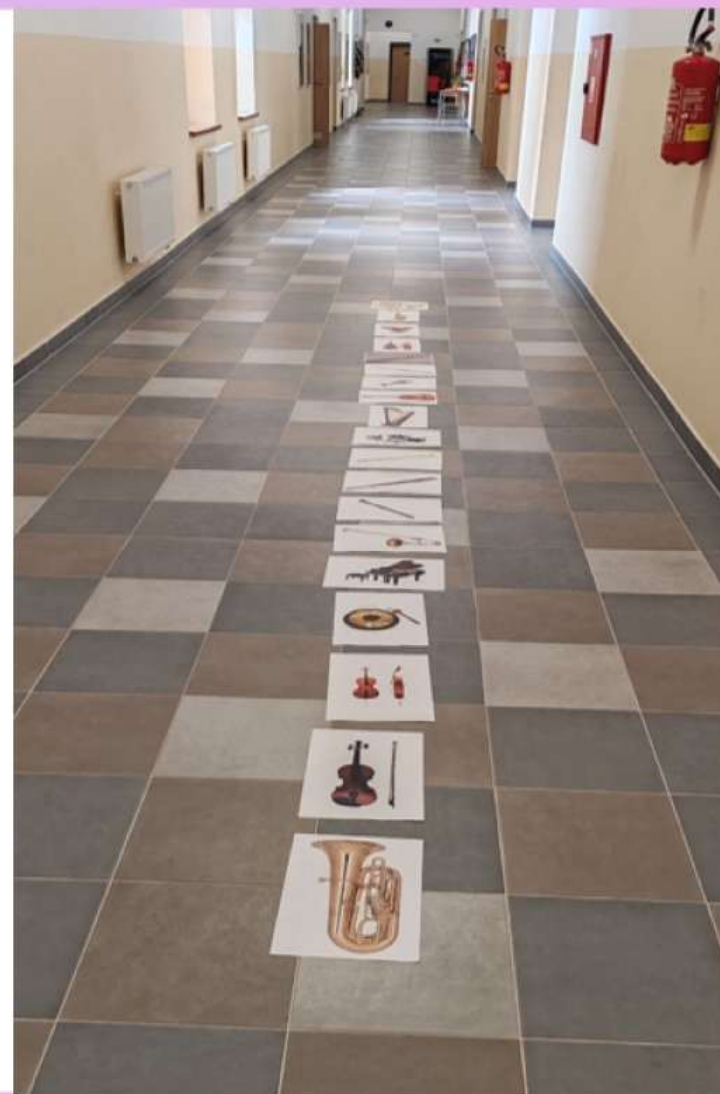
# Lower Sorbian Context

- After 150 hours of instruction:
- Communicative competence:
  - greatly improved - 5
  - considerably improved - 4
  - little improvement - 1
- Teaching effectiveness:
  - amazingly effective - 6
  - very effective - 3
  - fairly effective - 1



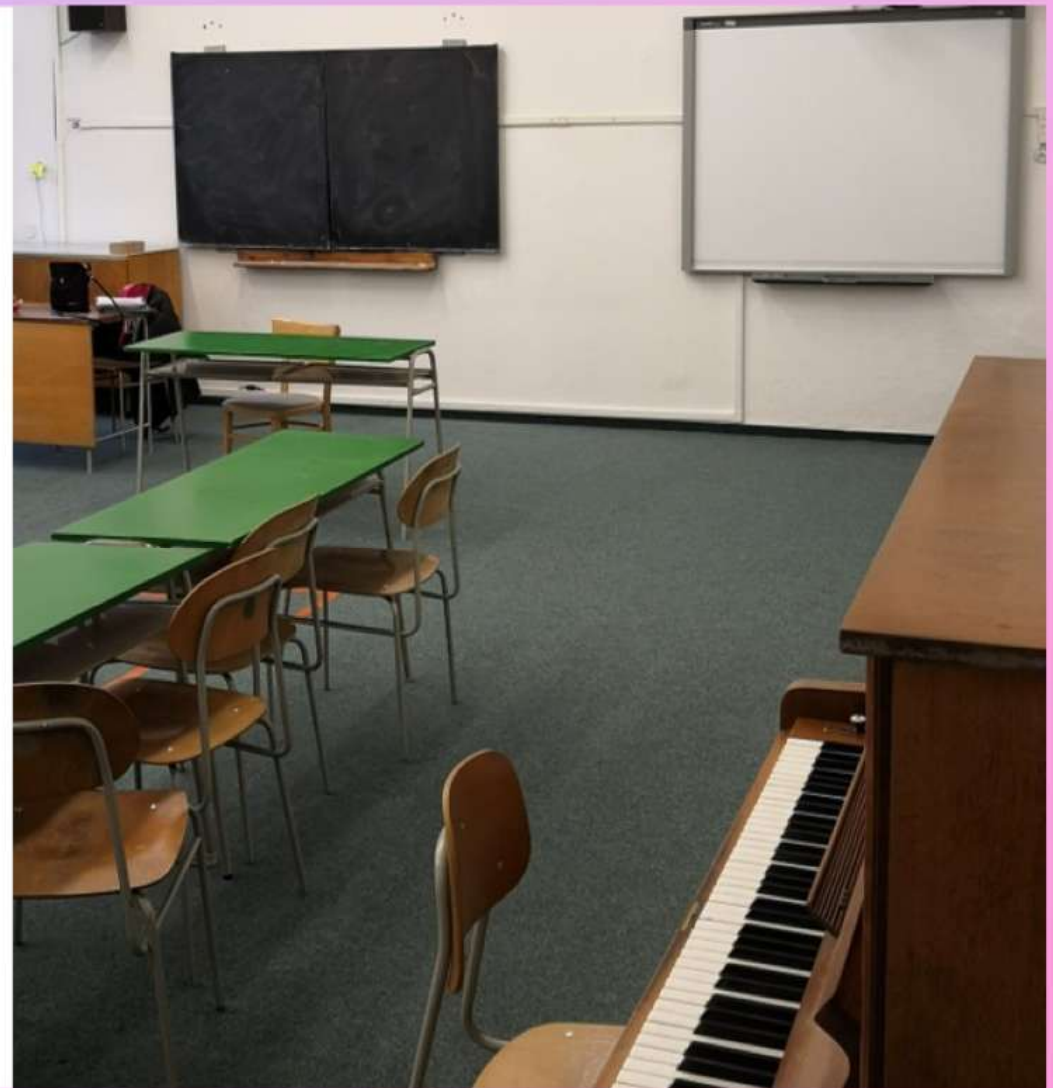
# Classroom Observations

- Activities receiving positive responses included:
  - movement and warm-up exercises
  - object manipulation
  - fly-swatter activities
  - role-play
  - dramatization
  - classroom navigation tasks
  - simulations of real-life situations
  - practical hands-on activities



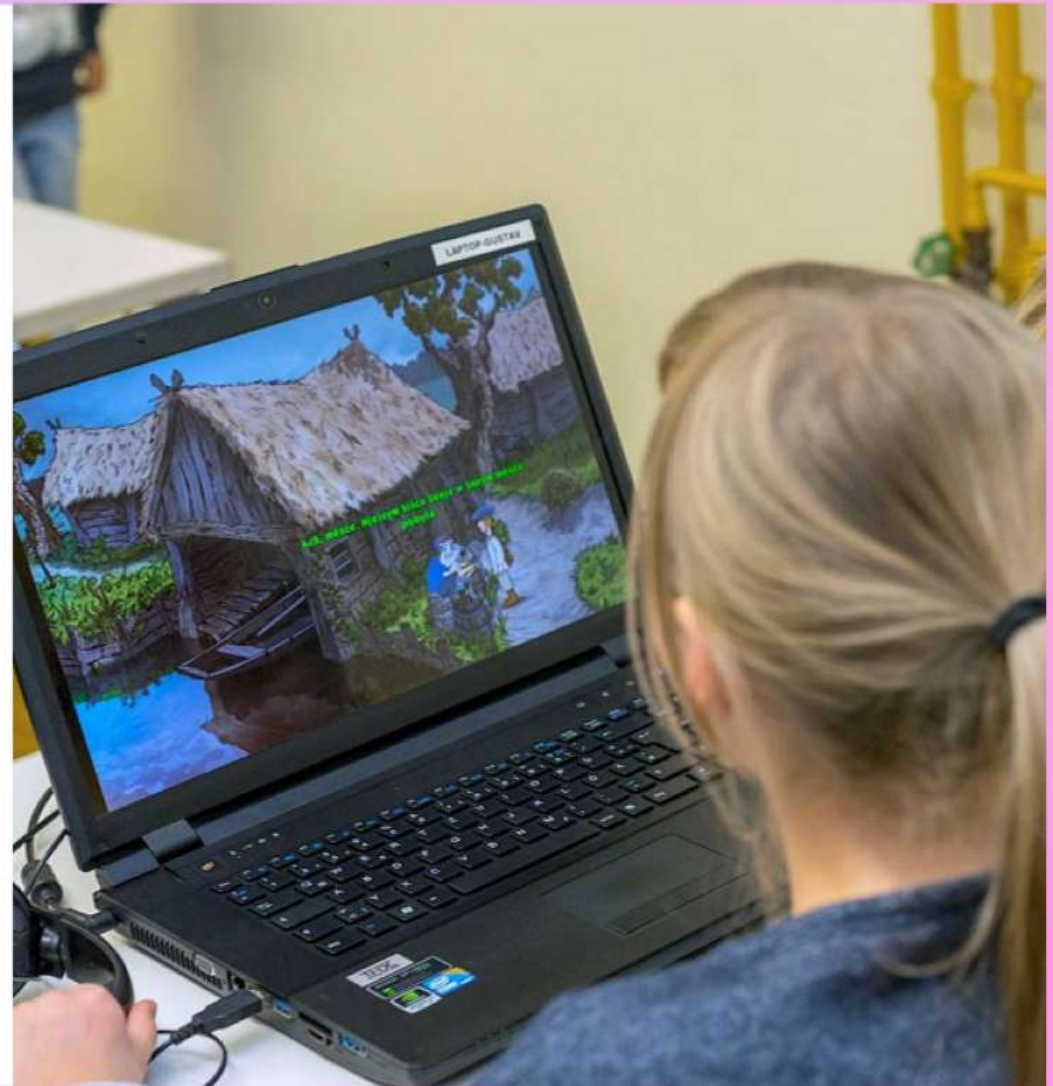
# Discussion

- Across all three contexts:
  - engagement
  - enjoyment
  - participation
  - memorability
- Limitations:
  - small samples
  - self-reported data



# Implications in the Age of AI

- AI can support:
  - repetition
  - vocabulary learning
  - pronunciation practice
  - autonomous learning
- Embodied approaches contribute:
  - social interaction
  - physical experience
  - emotional engagement
  - contextualized communication



# Conclusion

- This exploratory study suggests that:
  - embodied activities are positively perceived across different educational contexts;
  - SLE can support engagement and communicative participation;
  - embodied learning remains relevant in increasingly digital environments;
  - SLE may offer promising possibilities for minority-language education.



# Questions

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