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Exploring the Interactivity between Physical Education and Language Development in Early Childhood

Blandina Manditereza*, and Robyn Allen

PhD, Department of Childhood Education, Faculty of Education, University of the Free State, Bloemfontein,
South Africa

Abstract

Early childhood education is crucial for language development, academic success, and social interaction. Physical Education (PE) activities are essential for holistic development, encompassing bodily, cognitive, and social domains. The study aims to understand the connection between PE activities and language development using Pragmatist philosophical assumptions and a mixed-method approach. It uses observations and quantitative data analysis to examine the bidirectional relationship between PE activities and language development. 20 Grade One learners between the ages of (6-7) from one school. The study's main objective was to investigate the interactivity between Physical Education Activities and language development by integrating language activities directly into Physical Education sessions and engaging children in language-based activities within PE lessons. The Theoretical framework for this study draws upon the principles of embodied cognition and socio-constructivist learning theories. The study seeks to highlight the curriculum gap between PE and Language development; for example, in South Africa, since PE lessons are just meant for physical development, PE curricula typically need more specific objectives related to language development. Projected findings underscore the interconnectedness of physical and language development in early childhood.

Keywords: Cognition, Early Childhood, Language Development, Physical Education Curricular