

## PHYSICAL EDUCATION IN THE AREA OF LANGUAGES: AN INTEGRATIVE REVIEW OF DISSERTATIONS AND THESES



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**Diogo Diedrich Lemes Grellmann<sup>1</sup>, Isabel Porto Filgueiras<sup>2</sup>, Eugenia Maria Gregório Pereira<sup>3</sup> and Bruna Gabriela Marques<sup>4</sup>**

### ABSTRACT

This study aims to conduct an integrative review on the theme of Physical Education within the scope of the Language Area, analyzing dissertations and theses that investigate the interfaces, seeking to understand the main theoretical and methodological approaches adopted, in addition to identifying trends, challenges and gaps in academic production. The methodology was based on the analysis of research, considering eligibility criteria that included investigations related to body expression, communication and interdisciplinarity in Physical Education, based on the Digital Library of Theses and Dissertations (BDTD) and the Thesis and Dissertation Catalog of the Coordination for the Improvement of Higher Education Personnel (CAPES). The results indicate that Physical Education has a significant potential to enrich the educational process when articulated with the area of Languages, promoting a more dynamic and interdisciplinary teaching. However, the research revealed challenges in the implementation of this approach, such as the lack of understanding and specific training for teachers, curricular fragmentation and the lack of didactic materials that integrate communication and body expression in a structured way. The conclusion of the study reinforces the need to broaden the academic debate on Physical Education as a language, investing in teacher training and in the development of innovative methodologies that promote its integration with other areas of knowledge. Overcoming the challenges identified requires a joint effort between researchers, teachers and educational managers to consolidate Physical Education as a field that goes beyond motor development, contributing to the formation of students through body expression and multiple forms of communication.

**Keywords:** Physical Education. Languages. Integrative Review.

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<sup>1</sup>Doctorate student – São Judas Tadeus University (USJT)

Email: diedrich\_jd@hotmail.com

ORCID: 0000-0002-8702-5811

<sup>2</sup>Dr. – University of São Paulo (USP)

ORCID: 0000-0001-6173-9560

<sup>3</sup>Doctorate student – São Judas Tadeu University (USJT)

ORCID: 0000-0002-0619-530X

<sup>4</sup>Dr. – São Judas Tadeu University (USJT)

ORCID: 0000-0001-6792-1523

## INTRODUCTION

The insertion of school Physical Education in the Area of Languages has been consolidated in Brazilian curriculum documents since the end of the 1990s (Brasil, 1996; 2000), and the orientation is in force in the National Common Curricular Base (Brasil, 2018). This fact has as its epistemological context the culturalist turn of school Physical Education (Almeida; Vaz, 2010; Coast; Almeida, 2018) and the constitution of critical theories (Soares, 1996; Bracht, 1996 and 1999; Bracht; Almeida, 2019) and post-criticism of the area (Nunes; Neira, 2016). Relations between Physical Education and Languages have interested Brazilian researchers of school Physical Education from different theoretical and educational perspectives such as Ladeira; Darido (2003); Soares; Madureira (2005), Silva; Santagostinho; Betti (2005); Fensterseifer (2009); Betti; Gomes-da-Silva; Gomes-da-Silva, (2013), Ghidetti; Almeida; Bracht (2014), Gehres; Neira (2020).

It is observed, therefore, that in the last 30 years, school Physical Education has been the object of academic discussions regarding its relationship with Languages, evidencing the need to understand how this curricular component is structured within educational policies. According to Araújo (2023), the discontinuities and transformations in curricular policies demonstrate that Physical Education is not limited to body practice, but is articulated with different forms of Languages. This perspective reinforces the importance of considering language as a constitutive element of the teaching of Physical Education in school curricula, directly impacting the education of students and the construction of meanings related to the component.

Throughout the contents presented, we seek to answer the following problem: What are the contributions of dissertations and theses that investigate Physical Education in the area of Languages, based on an Integrative Review? The study aims to carry out an integrative review on Physical Education in the Area of Languages.

As for the specific objectives, these are: to analyze the Brazilian dissertations and theses that investigate the relationship between Physical Education and the Area of Languages, identifying the main theoretical and methodological approaches adopted in these researches; classify the selected studies based on epistemological, methodological and thematic criteria, in order to understand the different perspectives on Physical Education as a language and its insertion in the educational context; synthesize the main trends, gaps and challenges pointed out in academic productions on the subject, providing subsidies for future research and theoretical-methodological contributions in the area.

Given the relevance of this discussion, the present study seeks to broaden the understanding of Physical Education as a component of the area of Languages, analyzing how this interface has been approached in academic works. By gathering, categorizing and interpreting existing scientific productions, it is expected to contribute to the valorization of this field and foster new theoretical and methodological approaches that strengthen its insertion in the educational context.

## **METHODOLOGY**

According to Botelho; Cunha and Macedo (2011), the integrative review enables the organization of information in a structured way, favoring the understanding of trends and advances in the field of study. Thus, the systematic collection of data through this approach increases the reliability of the findings and supports the scientific discussion on the subject investigated.

According to Hopia et. al. (2016), integrative review is configured as a research methodology that allows the synthesis and critical analysis of previously published studies, enabling the construction of a comprehensive panorama of a given field of knowledge. This approach stands out for integrating findings from diverse research, allowing the identification of gaps, trends, and challenges that guide future investigations.

Data were collected from the Brazilian Digital Library of Theses and Dissertations (BDTD) and from the Thesis and Dissertation Catalog of the Coordination for the Improvement of Higher Education Personnel (CAPES). The search was carried out between October and December 2024, using the descriptors: "Physical Education", "Languages" and "Curriculum", in order to ensure the achievement of studies that met the investigative scope.

From the initial search, 93 dissertations and theses were identified that, at first, were potentially relevant to the investigation. However, after removing 13 duplicate studies, the sample was reduced to 80 documents. The inclusion and exclusion criteria in the study methodology were established with the purpose of ensuring the selection of dissertations and theses aligned with the research objective. Only works that addressed Physical Education from the perspective of language, including pedagogical, epistemological and curricular aspects, were considered for inclusion.

The exclusion of dissertations and theses in the selection process was carried out based on strict criteria that guaranteed the relevance of the studies to the investigated

problem. Initially, 30 studies whose themes did not have a direct relationship with the proposal for the analysis of Physical Education in the area of Languages were discarded. This criterion is justified by the fact that, although these studies addressed aspects of Physical Education, they did not specifically deal with the articulation of this discipline with the forms of communication, body expression and interdisciplinarity, essential elements for the construction of the theoretical framework of the research.

In the next stage, the remaining 50 studies underwent an in-depth analysis, including the full reading of the texts. As a result, another 35 dissertations and theses were excluded, because, despite discussing Physical Education in different contexts, they did not deepen the relationship between this area and Languages. Many of these studies dealt exclusively with the teaching of Physical Education from a sports, biomechanical or physiological perspective, without considering the communicational and cultural aspects of human movement, which constitute the central focus of the investigation.

Some dissertations analyzed presented methodological approaches that were not aligned with the objectives of the study, such as research focused on athletic performance or studies restricted to the technical teaching of the discipline, without establishing a dialogue with the construction of meanings and the role of language in Physical Education. This exclusion was necessary to ensure the theoretical coherence of the integrative review and to allow a reasoned synthesis on the insertion of Physical Education in the area of Languages.

The justification for the exclusion of these dissertations and theses is based on the need to maintain the relevance and consistency of the materials analyzed, ensuring that the selected studies would actually contribute to understanding the intersections between Physical Education and forms of language. As a final result, 15 studies were selected to compose the corpus of the research, which were considered the most adherent to the investigated problem.

The inclusion criteria were established with the objective of ensuring the quality and relevance of the materials analyzed. Thus, only dissertations and theses that specifically addressed research focused on the Physical Education curriculum in the area of languages, considering pedagogical, epistemological and curricular aspects, were selected.

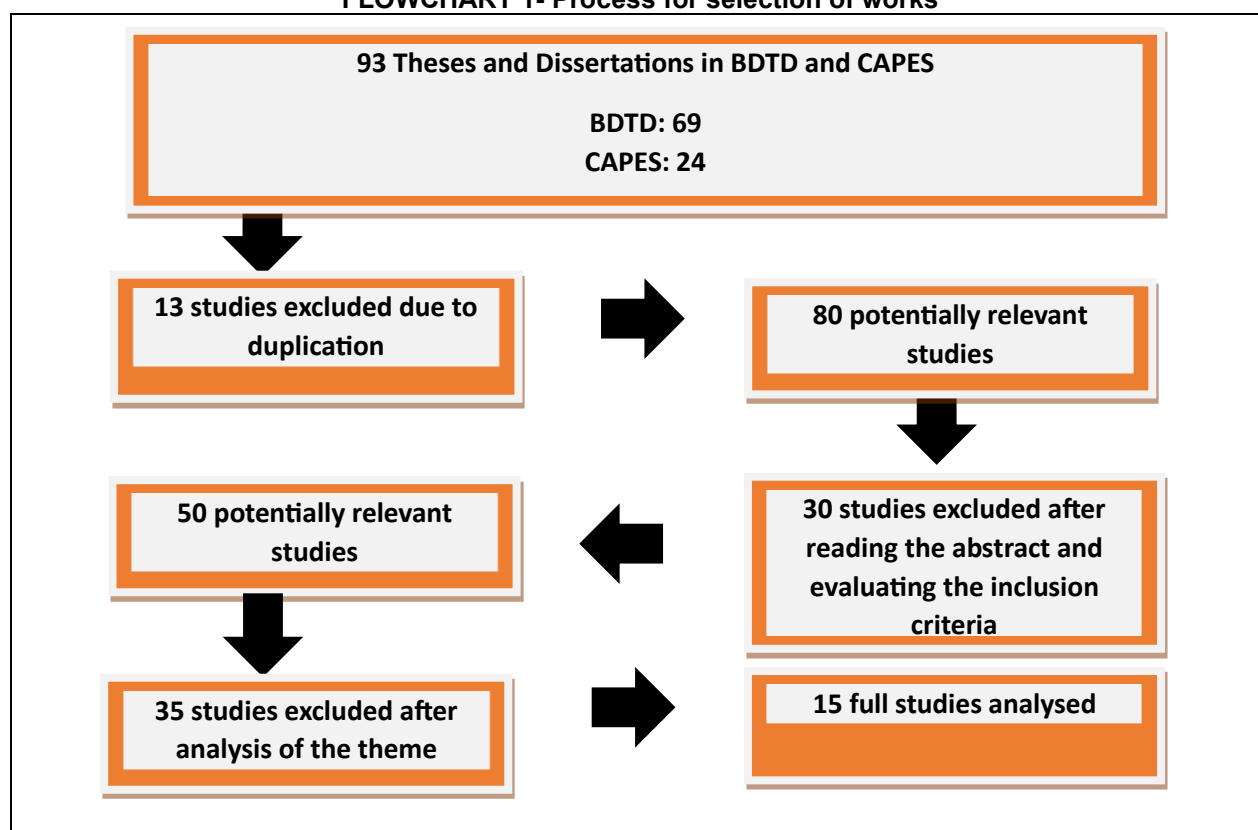
The analysis of the selected materials was carried out through a systematic process of categorization and synthesis of information, aiming to identify the main theoretical and

methodological approaches employed in the research. The following aspects of the production were analyzed: study objectives, methodologies adopted, main results obtained and conclusions presented. This systematization allowed the construction of a critical panorama about Physical Education in the area of Languages, highlighting emerging trends, challenges in the implementation of this approach in the school context and gaps in academic production.

The methodological approach adopted in this study seeks to contribute to the advancement of academic reflections and to the qualification of pedagogical practice in school Physical Education. By gathering, systematizing and analyzing the research already developed, the integrative review allows us to understand the challenges and potentialities of Physical Education as a language, providing subsidies for the construction of more innovative, inclusive educational practices aligned with curricular and social transformations.

In the process of searching and selecting the theses and dissertations used throughout the study, the following can be highlighted:

**Image 1 – Flowchart study methodology.**  
**FLOWCHART 1- Process for selection of works**



Source: Authors, 2025.

## RESULTS

The results of this study show the growing relevance of Physical Education in the field of Languages, highlighting its ability to transcend motor development and consolidate itself as a space for the construction of meanings and body expression. The analyzed research demonstrates that, despite the recognition of language as a structuring element of pedagogical practice, there are still challenges in the implementation of interdisciplinary approaches and in teacher training. Physical Education, by dialoguing with the arts, communication and the media, expands its educational possibilities, promoting a more dynamic and meaningful teaching.

The analysis of the dissertations and theses also revealed that the curricular reform of high school has a direct impact on the conception of Physical Education, evidencing political disputes that influence its structuring in school curricula. While some studies highlight the potential of the discipline to develop socio-emotional and communicative skills, others point to limitations resulting from the excessive emphasis on physical and sports performance.

The results of the study indicate that Physical Education, when articulated with Languages, has a significant potential to enrich the training of students and contribute to a more integrative and reflective education. Overcoming the challenges identified requires a joint effort between educational managers, teachers and researchers to develop pedagogical strategies that value body expression and promote interdisciplinarity. Physical Education can consolidate itself as a fundamental area in the formation of students, stimulating not only motor development, but also communicative, cognitive and social skills essential for their performance in the contemporary world.

The main studies used in the field of research development are described below, as well as the most relevant studies observed throughout the research process and preparation of the article.

**Chart 1 – Theses and Dissertations used in the development of the article.**

Author/Year	Title	Goals	Methodology	Findings
ALMEIDA, Fernanda Souza de. 2016.	Language and its possibilities in school physical education.	To explore the possibilities of language in school Physical Education, analyzing its pedagogical implications.	Qualitative research with documentary analysis and interviews with teachers.	Language in Physical Education is little explored, but it has the potential to enrich pedagogical practices.



ARAÚJO, Allyson Carvalho de. 2023.	School physical education and language: the discontinuities and transformations in curricular policies.	To investigate the discontinuities and transformations in curricular policies that affect Physical Education.	Analysis of official documents and bibliographic review on curriculum policies.	Curricular changes directly impact the appreciation of Physical Education as a language, generating challenges in implementation.
ARRUDA, Gabriela Diel de. 2020.	The pedagogical practice in Physical Education in the Area of Languages.	To analyze how the pedagogical practice in Physical Education is inserted in the area of languages and what challenges it faces.	Case study with observation of pedagogical practices and interviews with teachers.	Physical Education in the area of languages faces difficulties in pedagogical practice, requiring greater training of teachers.
COSTA, João Paulo. 2015.	School Physical Education, Media and Audiovisual Language: investigating possibilities in the approach to contents.	To investigate the intersections between Physical Education, media and audiovisual language in the approach to school contents.	Analysis of audiovisual materials and interviews with teachers about the use of media in Physical Education.	The use of media in Physical Education can be an effective resource to expand the forms of communication and teaching in the discipline.
COSTA, Marcelo Adolfo Duque Gomes da. 2020.	Physical Education, body and language: the culturalist response from life in its immeasurability.	To investigate the relationship between body, language and culture in Physical Education, based on a culturalist approach.	Qualitative research with documentary analysis and interviews with experts.	Physical Education can be understood as a field of cultural expression, where body and language are articulated in the construction of meanings.
FERREIRA, Ana Paula. 2018.	Physical education in the area of languages.	To analyze Physical Education in the area of languages and its pedagogical potentialities.	This is an exploratory study based on a literature review and interviews with teachers.	Physical Education inserted in the area of languages expands its pedagogical approach, but still faces challenges in curricular implementation.
GRELLMANN, Diogo. 2021.	Physical education in the area of languages: the perception of teachers.	Understand how teachers perceive the relationship between Physical Education and the area of languages.	Qualitative research with semi-structured interviews applied to Physical Education teachers.	Teachers still have difficulties to integrate language in Physical Education, requiring greater training and pedagogical support.
MARTINS, Fernanda Silva. 2016.	Language and its possibilities in school physical education.	To explore the multiple possibilities of language in school Physical Education and its pedagogical implications.	Document analysis and participant observation in public and private schools.	Body language is a relevant pedagogical resource, but little explored in the teaching of

				Physical Education.
OLIVEIRA, Nathalia Doria. 2022.	Curricular reform of high school: an analysis of the notion of language and its implications for Physical Education.	To analyze the curricular reform of high school and its implications for the approach to language in Physical Education.	Analysis of curriculum documents and interviews with high school teachers.	The curricular reform brought challenges to the insertion of language in Physical Education, demanding greater teacher training.
PEREIRA, Maria de Lourdes. 2019.	Education of the body and language: relations and contradictions in the context of school Physical Education in high school.	To identify the relations and contradictions between body and language in high school, in the context of Physical Education.	Ethnographic research in public schools, with direct observation and interviews with teachers.	The relationship between body and language in school Physical Education evidences tensions between traditional and innovative approaches.
RODRIGUES, Carlos Eduardo. 2017.	Conceptual approximations on language in the area of physical education.	To investigate the conceptual approximations between language and Physical Education, exploring their applicability in pedagogical practice.	Qualitative research with literature review and analysis of curricular documents.	The integration between language and Physical Education can strengthen more significant pedagogical practices, but there is still resistance to its application.
SANTANA, Daniel Batista. 2021.	Body, languages and multiliteracies: a dialogic didactic proposal for the teaching of dance in Physical Education classes.	To propose a dialogical and multiliterate approach to the teaching of dance in Physical Education.	Case study with application of didactic proposal and participant observation in dance classes.	The multiliterate approach favors the expressiveness and participation of students in dance classes, promoting greater engagement.
SEFELD, Gabriel. 2023.	Physical Education and Health: Teacher Training for Basic Education.	To analyze the training of Physical Education teachers in the relationship between the discipline and health promotion.	Document analysis and interviews with Physical Education teachers in training and in practice.	Teacher training in Physical Education and Health still lacks theoretical and methodological depth for better preparation of professionals.
SILVA, José da. 2020.	Political disputes for school Physical Education in the National Common Curricular Base.	To examine the political disputes involving school Physical Education in the formulation of the BNCC.	Qualitative research based on documentary analysis and interviews with educational policy makers.	Political disputes impacted the formulation of the BNCC, reflecting different conceptions about the role of Physical Education in basic education.
SOUZA JÚNIOR, Antônio Fernandes de. 2023.	School physical education and language: the discontinuities and	To investigate the discontinuities and transformations in curricular policies	Critical study on educational policies and documentary	Curricular transformations influence the appreciation of



	transformations in curricular policies.	that impact Physical Education.	analysis of curricular reforms.	Physical Education as a language, but its implementation still faces challenges.
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Source: Research data, 2024.

In the context of educational reforms, Oliveira (2022) analyzes the implications of the notion of language in Physical Education in high school, highlighting how curricular changes influence the pedagogical approach to the discipline. The standardization of guidelines, such as the National Common Curriculum Base, has provoked political disputes that involve different conceptions about the role of Physical Education in the education of students.

In this sense, Silva (2020) argues that the insertion of the discipline in school curricula has been constantly stressed by different groups, reflecting political and ideological disputes about the role of Physical Education in the formation of students. These divergences emerge, above all, from the duality between a more traditional approach, which favors motor development and physical performance, and a broader perspective, which considers body language as an essential element in the construction of knowledge and students' identity.

The intersection of Physical Education with other areas, such as Languages and the human sciences, has generated debates about its educational function and its effective contribution to the integral development of the subject. In view of this scenario, it is essential to have greater clarity regarding the objectives of the discipline, in order to avoid its marginalization in the curriculum and ensure that its pedagogical practices dialogue with the new educational and social demands.

The perception of teachers about Physical Education in the area of Languages, according to a study by Grellmann (2021), highlights methodological and epistemological challenges in the teaching of this discipline. The relationship between body and language, as addressed by Pereira (2019), suggests that Physical Education should be understood not only as a motor practice, but also as a space for the construction of knowledge and social meanings.

This conception is reinforced by Ferreira (2018), who discusses the need to bring Physical Education closer to Languages to expand its pedagogical possibilities and promote a more integral and interdisciplinary education. The approach of Physical Education as a language allows students to express themselves not only through

movement, but also through the interpretation of gestures, symbols, and body practices, strengthening the relationship between body and culture.

For Souza Júnior (2023), integrating Physical Education with Languages favors more meaningful learning, in which students can understand movement as a form of communication that transcends motor execution and becomes a means of knowledge construction and social interaction.

By establishing a dialogue with other areas of the curriculum, Physical Education broadens its field of action, enabling critical reflections on the relationships between the body, society and educational processes. Thus, by adopting an interdisciplinary perspective, the teaching of the discipline can contribute not only to physical development, but also to citizenship formation and to the appreciation of the cultural diversity present in bodily practices.

According to Almeida (2016), the research analyzed shows that Physical Education has been increasingly recognized as a curricular component that transcends motor development, incorporating interdisciplinary aspects that dialogue with the arts, culture and communication.

This broadening of perspective allows the discipline to be understood as a space for the construction of knowledge and identity, where students can develop multiple forms of expression and social interaction. The studies highlight that this approach contributes to more meaningful learning, as it allows students to actively engage in pedagogical practices that value their subjectivity and their individual and collective experiences.

However, studies point to significant challenges, such as the lack of specific teacher training, curricular fragmentation, and the absence of teaching materials that integrate language and movement in a structured way. According to Pereira (2019), investigations show that, although there are theoretical advances on this intersection, there is still a gap in the practical implementation of this approach in schools. Research in the area reinforces the need to deepen studies and develop methodologies that consolidate Physical Education as a space for expression, interaction and construction of knowledge within the field of Languages.

## **DISCUSSION**

The approach to language in school Physical Education permeates different theoretical and methodological perspectives, as highlighted by Rodrigues (2017) and

Martins (2016). These authors point out that the integration between body and language can contribute to more meaningful pedagogical practices, allowing students to develop multiple forms of expression and communication.

With this, it becomes essential to rethink the teaching of Physical Education in the light of curricular transformations, political disputes and new educational demands, ensuring that its practice contemplates both motor development and the symbolic and expressive dimension of body culture.

The high school curriculum reform, analyzed by Oliveira (2022), highlights the influence of educational guidelines on the approach to language in Physical Education. The reconfiguration of the curriculum matrix, driven by the National Common Curriculum Base (BNCC), has direct implications for the way the discipline is conceived and worked in schools.

In this context, it is important to take into account that Physical Education plays a role in Basic Education. Below, we present three general competencies in the area of Languages in which the curricular component is fundamental:

1. Understand languages as a human, historical, social and cultural construction, of a dynamic nature, recognizing and valuing them as forms of signification of reality and expression of subjectivities and social and cultural identities.
2. To know and explore various language practices (artistic, body and linguistic) in different fields of human activity to continue learning, expand their possibilities of participation in social life and collaborate in the construction of a more just, democratic and inclusive society.
3. Use different languages – verbal (oral or visual-motor, such as Libras, and written), body, visual, sound and digital – to express and share information, experiences, ideas and feelings in different contexts and produce meanings that lead to dialogue, conflict resolution and cooperation. (Brazil, 2018, p. 65, highlights - authors)

This movement brings to light the need to understand the different Languages as a central element in the education of students, going beyond the view traditionally focused on motor development. However, the insertion of this perspective in pedagogical practice requires a reformulation of teaching methods and teaching materials, so that Physical Education can be worked on from other perspectives and aligned with the new demands of teaching.

The role of teachers in this process is also a relevant aspect, as pointed out by Souza Júnior (2023), when analyzing the perception of teachers about Physical Education in the area of Languages. Many education professionals still find it difficult to reconcile curricular requirements with the need to broaden the understanding of the discipline

beyond sports practice, since teaching traditionally emphasizes motor development and physical fitness.

The lack of specific training on the relationship between Physical Education and language contributes to the resistance to the adoption of innovative methodologies, which ends up limiting the possibilities of teaching. In other words, always more of the same! The reduced workload, the fragmentation of the curriculum and the lack of didactic materials that integrate the movement with communication are also challenges faced by teachers, making it difficult to implement pedagogical practices that contemplate language as one of the teaching elements that permeate the component.

Given this scenario, it is essential that continuing education programs include discussions on the interdisciplinarity of Physical Education, providing teachers with theoretical and methodological tools that help them overcome these challenges and build a more dynamic, meaningful teaching aligned with the needs of students in Languages.

As Silva (2020) evidences, the political disputes involving school Physical Education demonstrate how different conceptions about its educational role influence curricular decisions. Such disputes evidence tensions between more traditional models, which emphasize physical conditioning, and more contemporary proposals, which seek to integrate the discipline into the field of Languages, recognizing its importance in the construction of the identity and expression of the subjects.

The relationship between Physical Education and language needs to be understood as a fundamental axis for the integral formation of students, allowing the exploration of the body as a means of communication and production of meanings. The expressive dimension of movement transcends technical execution, enabling students to understand gestures, postures and body dynamics as legitimate forms of interaction and knowledge construction.

According to Pereira (2019), the interaction between body and language enables the resignification of body practices, expanding the cultural repertoire of students and favoring their insertion in different social contexts. This perspective values the diversity of cultural and artistic manifestations, promoting inclusion and encouraging the experimentation of different forms of body expression, such as dance, theater, and unconventional sports practices.

Physical Education starts to act as a space for the construction of identity and belonging, where students can recognize and express themselves in an authentic way

through movement. By integrating communicational aspects into the teaching of Physical Education, educators contribute to the development of socio-emotional skills, such as empathy, collaboration, and autonomy, making learning more meaningful and aligned with the contemporary needs of education.

According to Grellmann (2021), this approach favors the development of critical thinking, allowing students to understand the influence of social discourses on the body and the culture of movement, promoting reflections on aesthetic standards, inclusion, and diversity. The articulation between body and language in school Physical Education presents itself as an essential strategy to enhance learning and strengthen the citizenship formation of students.

Ferreira (2018) reinforces the need to promote pedagogical practices that value body expression as a form of knowledge, ensuring that Physical Education is worked on in an interdisciplinary way and aligned with the contemporary demands of education. The incorporation of body language in the teaching of the subject expands the understanding of human movement, allowing students to develop not only motor skills, but also communicative, emotional and social skills.

By recognizing the body as a means of expression and signification, Physical Education assumes a fundamental role in the construction of students' identity, enabling the exploration of different cultural and artistic manifestations, such as dance, theater and body practices from different traditions. The intersection between Physical Education and language favors a more dynamic and inclusive teaching, promoting the participation of all students, regardless of their physical abilities or limitations.

Thus, the construction of a curriculum that contemplates this perspective is essential to consolidate the discipline as a learning space that goes beyond the practice of sports, contributing to the social, cultural and cognitive development of students. The effectiveness of this approach, however, requires investments in teacher training, didactic materials and innovative pedagogical strategies, so that Physical Education is recognized not only as a component aimed at physical development, but also as a field of knowledge that dialogues with different areas and contributes to a broader and more significant education.

According to Rodrigues (2017), the conceptual approximation between these two fields allows us to rethink the pedagogical practice of Physical Education, expanding its performance beyond the mere execution of physical movements and exercises. Body language, in this sense, becomes an essential element for the development of socio-

emotional, cultural, and cognitive skills, allowing students to express their experiences, perceptions, and identities through the body in motion. This process of expression not only strengthens the autonomy of students, but also contributes to the construction of a more inclusive and participatory school environment, where different forms of communication are valued.

The relationship between body and language enables the resignification of body practices, promoting a broader understanding of movement and its implications for learning. Physical Education, when worked from this perspective, favors the development of body awareness, creativity and critical thinking, since students are encouraged to reflect on the meaning of gestures, postures and motor actions in different social and cultural contexts. This approach also encourages social interaction and cooperation, strengthening the sense of belonging and the appreciation of diversity in body practices.

By integrating the communicative dimensions into Physical Education, teachers can explore more dynamic methodologies, using dance, theater and audiovisual media as didactic resources that enhance students' expression and communication. This interdisciplinarity expands the teaching repertoire, making classes more engaging and aligned with contemporary educational demands. In Pereira's (2019) view, Physical Education is understood not only as a space for the practice of motor activities, but also as a field that enables the construction of knowledge and the formation of critical and reflective citizens, capable of communicating and interacting in a meaningful way in different spheres of social life.

Within this context, Costa (2020) explores the multiple possibilities of language in school Physical Education, highlighting that pedagogical practice should consider movement as a communicational code that enables the exchange of experiences and meanings between individuals. By recognizing the body as an expressive means, Physical Education expands its educational role, going beyond motor development to encompass the construction of senses and meanings in the social and cultural context of students. The presence of body language in the proposed activities allows for a more inclusive and participatory teaching, favoring interaction between students and promoting reflection on the body culture of movement.

Gestures, postures and body rhythms become fundamental tools for communication, strengthening individual and collective expression. The approach to language in Physical Education also contributes to the critical formation of students, enabling them to



understand and analyze the various representations of the body in society, from the appreciation of cultural diversity to the deconstruction of aesthetic standards and stereotypes. Thus, by integrating body language into pedagogical practices, Physical Education consolidates itself as a learning space that encourages creativity, socialization, and the development of a broader and more meaningful body awareness.

However, the consolidation of this approach faces structural challenges, such as resistance to methodological changes and the need for teacher training to deal with this new perspective. Overcoming these challenges involves reformulating curricula and adopting strategies that favor the recognition of the body as an essential tool for learning.

The interface between Physical Education, the media and the audiovisual language is another relevant aspect addressed by Costa (2015), who investigates how media resources can expand the pedagogical possibilities of the discipline. The use of videos, photographs, digital platforms and other visual media can contribute to the understanding of gestures and body practices, making the teaching process more dynamic and accessible.

The convergence between Physical Education and media also enables the debate on representations of the body in society, encouraging critical reflections on aesthetic standards, behaviors and media discourses that influence body practices. In this way, technological mediation appears as a potential resource to resignify the teaching of Physical Education and establish new connections with students.

The teaching of Physical Education must be understood beyond traditional sports practice, as pointed out by Martins (2016), who highlights the need to rethink the objectives of the discipline within the school context. The exclusive emphasis on sports and physical performance can limit the educational experience of students, restricting the perception of the body to an instrument of performance and competition, often disregarding the diversity of abilities and interests of students.

This reductionist view can generate demotivation, exclusion and difficulties in the active participation of students, especially those who do not identify with the sportivized logic. For Physical Education to become a broader and more meaningful learning space, it is essential to incorporate approaches that value body expression, creativity, and the construction of meanings through movement. This implies exploring pedagogical practices that dialogue with different forms of body language, such as dance, theater and regional cultural manifestations, promoting a more inclusive and dynamic teaching.

In the view of Rodrigues (2017), Physical Education should be an environment that stimulates critical reflection on the body in society, questioning aesthetic standards, media discourses and practices that reinforce inequalities and exclusions. By adopting this expanded perspective, the discipline can contribute to the development of socio-emotional skills, to citizenship formation and to the strengthening of student protagonism, becoming an essential curricular component in the construction of a more democratic and meaningful education.

Dance, for example, analyzed by Silva (2020), represents one of the expressive possibilities that Physical Education can explore, expanding the forms of communication and interaction between students. Through dance, students can develop coordination, rhythm and body awareness skills, while working on emotional and social aspects, such as self-expression, collaboration and respect for cultural differences.

This practice allows reflections on identity, corporeality and inclusion, as it enables the participation of all students, regardless of their physical or sporting abilities. By integrating elements of dance and other cultural manifestations in the teaching of Physical Education, teachers contribute to the resignification of the discipline, making it a space that not only promotes health and well-being, but also favors the integral formation of students, articulating knowledge in the areas of arts, languages, and human sciences (Santana, 2021).

Sefeld (2023) reinforces the importance of teacher training to ensure that teachers are prepared to work with Physical Education in an integrated way with language, considering its pedagogical, social, and cultural aspects. The absence of specific training focused on this intersection directly impacts the quality of teaching, limiting pedagogical possibilities and hindering the implementation of practices that promote body expression as a form of knowledge and communication.

Thus, the articulation between body, movement and language becomes fundamental to consolidate educational practices that value body expression as an element of learning, promoting a broader education aligned with contemporary transformations in the field of education. For Ferreira (2018), valuing this approach allows the construction of a more inclusive and dynamic teaching, enabling students to develop multiple forms of interaction and meaning of the world around them.

For this, it is essential that the initial and continuing training of teachers includes knowledge about interdisciplinary methodologies, expressive approaches to the body and

strategies that integrate Physical Education with Languages, ensuring that pedagogical practice meets current demands and contributes to the integral formation of students. Investing in the training of teachers is an essential step to consolidate Physical Education as a teaching field that goes beyond motor development, also promoting communicative, social and cultural skills that are indispensable for citizenship formation.

## **CONCLUSION**

The present research reaffirms the importance of understanding Physical Education as a field that transcends sports practice and is inserted in the area of Languages, promoting the consolidated development of students. The integrative review allowed the identification of advances and challenges in the implementation of this perspective, highlighting the need for curricular reformulations that ensure the appreciation of the different forms of Languages as a form of communication and expression in Physical Education in the school environment.

The studies analyzed showed that, although there is academic recognition of the relationship between Physical Education and language, its consolidation in pedagogical practice still faces obstacles, especially with regard to teacher training and the adequacy of educational policies.

The findings of this study indicate that the interdisciplinary aspects between Physical Education and language can contribute to a more meaningful learning, favoring the construction of knowledge that dialogues with different areas of knowledge. The insertion of innovative methodologies, such as the use of audiovisual media, dance and theater, proved to be promising to enhance students' expression and expand their understanding of their own body and its communicative possibilities. However, structural challenges persist, such as resistance to the adoption of new pedagogical approaches and the lack of institutional support for the implementation of curricular proposals that effectively integrate this relationship.

It can be concluded that the research reinforces the need for investments in the continuing education of teachers, ensuring that they are prepared to work in Physical Education within this expanded perspective. Teacher training should cover not only technical and practical knowledge about the teaching of movement, but also interdisciplinary approaches that allow the articulation between body, language and expression in the school environment.

It is recommended that studies that deepen the understanding of the interactions between language and movement be expanded, considering different school and social contexts, in order to show how this relationship can contribute to a more inclusive and meaningful education. Future research can explore, for example, pedagogical practices that promote students' protagonism in the construction of body knowledge, as well as strategies that favor curricular adaptation to contemplate the cultural and social diversity present in schools.

Based on the Integrative Review, we can evidence that the studies analyzed demonstrate that Physical Education should not be reduced to motor development, but rather understood as a space for the construction of meanings, social interaction and body expression. However, challenges persist, such as curricular fragmentation, the lack of specific teacher training and the scarcity of teaching materials that effectively integrate movement and language.

It is essential to invest in educational policies that favor initial and continuing education focused on this perspective, as well as to encourage innovative methodologies that promote more dynamic and inclusive teaching. Physical Education can consolidate itself as an essential component for the integral formation of students, contributing to a more reflective, critical education connected to contemporary demands

Finally, it is hoped that this research will contribute to foster debates on the valorization of Physical Education as a discipline that goes beyond the motor dimension, consolidating itself as a learning space that favors the expression, communication and consolidated development of students with the various forms of Languages.

## NOTE

**Conflicts of Interest:** The authors declare that they do not have any type of conflict of interest in relation to this manuscript. This includes the absence of specific financial ties, as well as any professional, institutional, or personal relationships that could influence or compromise the impartiality of the research or the interpretation of the results presented.

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