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Sports and language: Innovative in approach

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Abstract

Innovative approach in language learning extends its application in sports activities which are also considered the best and the easiest way to learn the language. Through our interaction with other players we encounter new words, new expressions and pronunciation as we integrate these tools of the language in our speech. The purpose of this paper is to understand and demonstrate the integration of language in sports which promotes and encourages innovative ideals and experiences in communication systems. Therefore, there are growing indications of a link between linguistic skills and physical training. As globalization, mobility and communications are bringing the world together; ever more urgent is the need to be competent in linguistic skills. Using games and sports is a good way of integrating most complex language skills. Physical Education Teachers are in a unique position to provide good language skills. Idiomatic expressions can make students to put the things in an impressive and succinct manner.

Keywords: Physical, sports, approach, innovative, language

Introduction

Language skills can blossom in Physical Education classes. Physical education settings are the ideal place for the development of language and speech (Connor-Kuntz & Dummer, 1996) ^[1]. As a child matures, the vocabulary develops rapidly from several hundred words to several thousand by age six. Expressive vocabulary doubles by this age along with notable increases in receptive-vocabulary (Owens, 2001). Using games and sports that include increasingly complicated rules, skills, and equipment is a good way of integrating more complex development of speech- language skills and mature motor patterns (Dummer, Connor-Kuntz, & Goodway, 1995; Sherrill, 1998) ^[1]. Scholars have found a myriad of speech delays affecting Preschoolers with gross and fine motor-coordination deficits (Cermack, Ward, & Ward, 1986; Reeves, 1997, 1998; Sommers, 1988). Likewise, research shows that there is a high correlation between a child's linguistic ability and motor development (Sommers, 1988; Powell & Bishop, 1992). Clearly, there is a need to examine the relationship between the development of speech-language skills and motor skills so as to determine the best means of intervention (Reeves, 1998). Shephard, R. J., Volle, M., Lavalley, H., La Barre, R., Jequier, J., and Rajie, M. (1984), Shephard, R. J., Jequier, J. C., LaBarre, R., and Rajie, M. (1980) ^[4] and others investigated the academic benefits of physical education. Given the relationship between speech and motor development, physical education teachers are in a unique position to provide the training necessary for both motor skill development and language augmentation. Wanska, Bedrosian, and Pohlman (1986) reported that strategies used by speech-language pathologists can be used by physical education teachers to augment language concepts. One of the best areas for language development can be traced back to teaching of idiomatic language to the students involved in sports. People use idioms to make their language richer and more colourful and to convey subtle shades of meaning or intention. Idioms are used often to replace a literal word or expression, and many times the idiom better describes the full nuance of meaning. Idiomatic expressions can be more precise than the literal words, often using fewer words but saying more. The following are a few fascinating commonly used idioms where the students could be exposed to know their own body and its language:

1. As a reformer he set his face against (sternly opposed) globalization.
2. He turned a deaf ear to (disregard) my advice.
3. Throughout his speech the audience was all ears (deeply attentive).
4. That fellow sets everybody by the ears (a mischief maker).

5. Do not give ear to a tale-bearer (listen to).
6. This is more than flesh and blood (human nature) can endure.
7. I have it at my fingers ends (know it thoroughly).
8. It is said that he has finger in the pie (something to do with the affair/issue).
9. He burnt his fingers (got himself into trouble) by interfering in his neighbour's affairs.
10. I'm doing my driving test tomorrow. Keep your fingers crossed for me. (hope something will be successful).
11. He always keeps his foot on the ground (continues to act in a sensible and practical way).
12. Where discipline is concerned I put my foot down (take a resolute stand).
13. People say that he is on his last legs (on the verge of ruin).
14. He told us all that he was leaving, and then he came back ten minutes later with his tail between his legs. (Guilty & Ashamed).
15. She really put her foot in her mouth when she mentioned the housewarming party- file hadn't been invited!" (Say something that offends, upsets or embarrasses someone else).
16. Many people in the world live from hand to mouth (without any provision for future).
17. That young man was born with a silver spoon in his mouth (born in wealth & luxury).
18. He can turn his hand to (adapt/ apply) to anything.
19. He is hand and glove (on very intimate terms) with my cousin.
20. It is reported that some ruffians laid hands on (assaulted) him while he was returning home.
21. What you say has no bearing on the subject in hand (Under discussion or consideration).
22. I wash my hands of the whole matter (refuse to have anything more to do with it).
23. Just now my hands are full (am very busy).
24. He strained every nerve (used his utmost efforts) to get his friend elected.
25. You have hit the nail on the head (said or done exactly the right thing).
26. Success has turned his head (made him quite vain).
27. I can make neither head nor tail (nothing) out of it.
28. The directors of the company put their heads together (consulted one another) to formulate a new programme.
29. He is overhead and ears (deeply) in love/debt.
30. He appears to have an old head on young shoulders (to be wise beyond his years).
31. He took his heart (deeply affected by) the death of his wife.
32. He always got his head in the clouds - he makes all these impossible plans. (dream).
33. He was disappointed, but he took his heart (cheered himself up) and tried again.
34. He took this failure to heart (felt it deeply: grieved over it).
35. When she needs to pour her heart out to someone, she goes to visit her grandmother. (Express your feelings and troubles freely).
36. He has his heart in the right place (kindly and sympathetic disposition).
37. He is not a great orator but he has the gift of the gab (a talent for speaking).
38. We shall fight tooth and nail (with all our powers) for our rights.
39. While he spoke, the audience hung on his lips (listened eagerly to his words).
40. When she heard the bad news, she kept a stiff upper lip (do not let other people see their feelings).
41. I don't expect him to see eye to eye (in complete agreement) with me on that question.
42. He refused to be led by the nose (to follow submissively).
43. He always wishes to keep his nose clean (from criticism).
44. Don't thrust your nose in to my affairs (meddle with).
45. He is such an absent-minded fellow that he does not know what passes under his nose (in his very presence).
46. When he discovered that he wasn't on the invitation list, which really put his nose out of joint (Upset, embarrassed or offended by somebody or something).
47. Ms. Raj is hard-nosed. If you plagiarize, you fail the course. (firm, tough; refusing to lower his price or standard).
48. He is under the thumb of his wife (completely under the influence of).
49. She's the apple of her father's eye (to be loved by someone very fondly).
50. The speech was so touching that I had a lump in my throat. (a tight feeling such as sadness or gratitude).

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