

## ABSTRACT

This research deals with the relationship between body and movement and the faculty of language in an interdisciplinary perspective that has allowed to grasp the educational quality of such interaction, in order to consider possible educational paths that use the movement in the language learning processes.

The basic research has allowed to argue the value of the teaching of the movement on a theoretical level, with the aim of learning *through* and *in* the movement of body other subjects of the primary school curriculum.

The experimental research has aimed at verifying the effects of the adopted teaching strategy through investigation methods that have allowed to "understand the complexity" that characterizes the object of investigation.

In particular, the objective of this study has been to test the value of educational practices focused on a conscious and deliberate use of the body and its motor potential to promote the learning and memorization of words related to key concepts of the mathematical and scientific-technological field of the National Guidelines for the Curriculum of Primary Schools in 2007.

The methodology has provided a unique integration of action-research and experimental research that has allowed to grasp the dynamic and procedural nature of the teaching activity and to collect empirical data to be critically considered in order to give them significance.

The instrument used to carry out this research has been the Memory and Learning Test to ensure the retention of the target words, through the ability to recall.

Data have been collected through the administration of tests and subsequent re-test, three months after the application of the teaching methodology to an experimental sample made of 59 pupils attending the second, third and fourth year of the primary school.

The results of the research, although they have shown a real value of the movement activities in the language learning and memorization processes, do not allow to generalize them to the population of reference for the particular variability of the teaching and learning dynamics, for the variables occurring during the test and for the low number of the experimental sample.

Therefore it is necessary to study larger samples which may be applicable to different disciplines and different age classes.

This research can open new perspectives to the teaching experiments aimed at giving a potential to the body and the body motion in the language learning-teaching processes that implement alternative methods of construction of knowledge in favor of more effective individualization of the learning paths.