



The influence of english in sports activities on vocabulary understanding and communication behaviour in sports context: PLS-SEM analysis

La Influencia del inglés en las actividades deportivas sobre la comprensión del vocabulario y el comportamiento comunicativo en el contexto deportivo: análisis PLS-SEM

Authors

Rini Afriani ¹
Endang Sepdanius ²

¹ Universitas Negeri Padang
(Indonesia)

Corresponding author:
Rini Afriani
riniafriani@fis.unp.ac.id

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Abstract

Purpose: This study aims to examine models that influence one's comprehension of English vocabulary in sports contexts, including sports activities, vocabulary use, communication behavior in English, and comprehension of English in sports.

Method: Data were analyzed using the Partial Least Square (PLS) method by assessing content validity, Average Variance Extracted (AVE), Inner Model, and hypothesis testing. 125 volunteers from the faculty of sports science participated, using data collection techniques through a Google Form survey distributed via WhatsApp.

Result: The results showed that: 1) sports activeness significantly affects communication behavior using English ($t\text{-count} = 9.032 > t\text{-table} = 1.966$). 2) participation in sports significantly affects the understanding of English in sports ($t\text{-count} = 3.677 > t\text{-table} = 1.966$). 3) activity in sports significantly affects the use of English vocabulary ($t\text{-count} = 7.999 > t\text{-table} = 1.966$). 4) communication behavior in sports does not affect English comprehension in sports ($t\text{-count} = 1.584 > t\text{-table} = 1.966$), 5) English vocabulary use has a significant effect on English comprehension in sports ($t\text{-count} = 5.338 > t\text{-table} = 1.966$).

Conclusion: This research shows that being active in sports significantly affects English vocabulary use, communication behavior, and English comprehension in sports.

Implications: sporting activities that actively use English can improve English language skills, especially in sporting contexts. This understanding can be used to develop more effective learning strategies within the sporting community.

Keywords

Sports activities; vocabulary understanding; english in sports context

Resumen

Propósito: Este estudio pretende examinar los modelos que influyen en la comprensión del vocabulario inglés en contextos deportivos, incluyendo las actividades en el deporte, el uso del vocabulario, el comportamiento comunicativo en inglés y la comprensión del inglés en el deporte.

Método: Los datos se analizaron mediante el método de mínimos cuadrados parciales (PLS) evaluando la validez de contenido, la varianza media extraída (AVE), el modelo interno y la comprobación de hipótesis. Participaron 125 voluntarios de la facultad de ciencias del deporte, utilizando técnicas de recogida de datos a través de una encuesta Google Form distribuida vía WhatsApp.

Resultados: Los resultados mostraron que: 1) la actividad deportiva afecta significativamente a la conducta comunicativa utilizando el inglés ($t\text{-cuento} = 9,032 > t\text{-tabla} = 1,966$). 2) la participación en deportes afecta significativamente a la comprensión del inglés en el deporte ($t\text{-cuenta} = 3,677 > t\text{-tabla} = 1,966$). 3) la actividad en el deporte afecta significativamente al uso del vocabulario inglés ($t\text{-cuenta} = 7,999 > t\text{-tabla} = 1,966$). 4) el comportamiento comunicativo en el deporte no tiene ningún efecto sobre la comprensión del inglés en el deporte ($t\text{-cuenta} = 1,584 > t\text{-tabla} = 1,966$), 5) el uso de vocabulario en inglés tiene un efecto significativo sobre la comprensión del inglés en el deporte ($t\text{-cuenta} = 5,338 > t\text{-tabla} = 1,966$).

Conclusiones: Esta investigación muestra que ser activo en el deporte tiene un efecto significativo sobre el uso del vocabulario inglés, el comportamiento comunicativo y la comprensión del inglés en el deporte.

Implicaciones: las actividades deportivas en las que se utiliza activamente el inglés pueden mejorar el dominio de esta lengua, especialmente en contextos deportivos. Este conocimiento puede utilizarse para desarrollar estrategias de aprendizaje más eficaces dentro de la comunidad deportiva

Palabras clave

Actividades deportivas; comprensión del vocabulario; inglés en el contexto deportivo.

Introduction

English vocabulary acquisition in specific contexts, such as sports, has attracted significant attention in language acquisition. This study explores the various factors influencing one's comprehension of English vocabulary in a sports context. By examining the relationships between sports engagement, vocabulary use, English communication behavior, and English comprehension in sports contexts, it seeks valuable insights into language learning dynamics in practical contexts.

Active involvement in sports improves physical fitness and offers a unique platform for practical language use, thus facilitating language learning. The intersection of physical activity and language acquisition presents an interesting study area, especially how sports involvement can catalyze improving English language skills. This study hypothesizes that active participation in sports positively impacts English vocabulary comprehension, especially in the sports domain.

Understanding these dynamics has important implications for developing more effective learning strategies in sports communities. By leveraging sport's natural and immersive environment, educators and coaches can develop more engaging and contextually relevant language learning experiences. Therefore, this study aims to contribute to the broader discourse on language acquisition by highlighting the role of sports in enhancing the understanding of English vocabulary in the sports domain and offering practical applications for educational strategies in the sports context.

Research questions

1. Is there a relationship between the use of vocabulary in sports activities and communication behavior in English?
2. How can involvement in sports act as a catalyst in improving English language skills?

Hopefully, this research can answer these questions and provide in-depth insights into how physical activity and sports can contribute to language learning and comprehension, especially English vocabulary, in a relevant and practical context.

Literature Review and Hypothesis

Active in using English vocabulary

Active use of English vocabulary plays an important role in developing language skills. Studies have consistently shown that vocabulary skills in the language of instruction are significantly correlated with various language competencies. For example, Xu et al. (2022) emphasized that vocabulary skills in the language of instruction are more closely related to word problem-solving and numeracy skills for second language learners, highlighting the importance of vocabulary in academic performance and language proficiency. Rafique et al. (2023) identified a positive correlation between vocabulary knowledge and language proficiency at the undergraduate level, indicating that a strong vocabulary base is essential for overall language competence. In addition, integrating vocabulary learning with speaking practice has been shown to improve English speaking skills. Riskina (2023) concluded that combining vocabulary and speaking learning can produce a more effective teaching methodology and improve language skills, emphasizing the interconnectedness of various language skills and the role of vocabulary in improving overall language skills. In addition, vocabulary acquisition techniques have been shown to significantly improve the vocabulary of English as a Second Language (ESL) learners. Ghafar & Mohamedamin (2022) illustrate that using certain techniques can improve vocabulary acquisition, which underlines the importance of using effective strategies in language learning. In conclusion, applying vocabulary acquisition techniques and speaking practice improves English vocabulary.

H1: Active participation in sports influences cumulative behavior in English.

H2: Activeness in sports influences vocabulary comprehension in English.

H3: Activeness in sports influences the use of vocabulary in English



English communication behaviour

English communication behavior significantly influences English language skills, supported by various studies. For example, research by Zabihi et al. (2021) showed that willingness to communicate positively predicted perceived fluency, while anxiety about communicating in English negatively affected perceived L2 fluency. This suggests that individuals more willing to engage in English communication tend to perceive themselves as more fluent. Furthermore, research conducted by Kawa, (2023) shows that Task-Based Language Teaching (TBLT) is associated with increased language proficiency, increased motivation, and increased confidence in using English for real-life communication. This means that performing tasks that require communication in English can increase the level of proficiency and confidence in using the language effectively. In addition, Park & Jang (2021) research revealed a strong positive correlation between English communication skills and the frequency of English communication, leading to greater job satisfaction. This means that individuals with higher English communication skills tend to experience higher levels of satisfaction in their professional roles, which emphasizes the importance of effective English communication in various contexts. In addition, Hidayat's (2023) research shows that online English learning can produce graduates with good English communication skills, which positively impacts their overall quality. This suggests that utilizing online platforms for English language communication practice can contribute to the development of strong communication skills in English. In conclusion, it collectively supports the idea that English communication behavior is important in influencing English proficiency.

H4: Communication behavior in sports influences English comprehension in a sports context.

Using English vocabulary to communicate in sports participation

Understanding the use of English vocabulary has a significant influence on speaking skills, as evidenced by various studies. Rafique et al. (2023) found a significant correlation between vocabulary knowledge and English language skills at the undergraduate level, where the extent and depth of vocabulary knowledge were related to speaking performance. This shows the importance of good vocabulary mastery in improving speaking skills. In addition, Riskina (2023) emphasizes the importance of integration between vocabulary and speaking learning, stating that speaking is a productive skill that requires input (vocabulary) and output (spoken English). By combining vocabulary mastery with speaking practice, individuals can improve their speaking skills effectively. In addition, Julaeha (2023) showed that vocabulary mastery significantly contributes to improving English speaking skills, indicating that a strong understanding of vocabulary plays an important role in speaking proficiency. This shows a direct relationship between vocabulary mastery and speaking ability. Furthermore, Garwan (2023) explained the positive impact of using the Monopoly game as a learning medium to support students' vocabulary achievement. The implementation of this game not only motivated students to improve their vocabulary but also improved their English-speaking skills, indicating that interactive and interesting methods can improve vocabulary use in speaking. In conclusion, this study collectively emphasizes the importance of vocabulary in developing English speaking skills. A rich vocabulary base, an integrated learning approach, and interesting activities are important in improving English speaking proficiency.

H5: The use of English vocabulary in sports participation influences English comprehension in sports contexts.

Understanding the meaning of English vocabulary

The importance of vocabulary depth in reading comprehension varies between high- and low-ability students. Low-ability readers tend to rely more on vocabulary breadth, while high-ability readers effectively utilize vocabulary depth in understanding a text (Chen & Zhang, 2023). In L2 listening comprehension, academic words are very important for predicting language proficiency (Du et al., 2021). Expressive vocabulary knowledge is a strong predictor of reading comprehension in English (Oh et al., 2023). Vocabulary mastery is highlighted as an important component of language proficiency (Solihah, 2023). Learning new vocabulary is emphasized as important in language learning, especially in improving communication skills and language proficiency (Hestiana & Anita, 2022).

Method

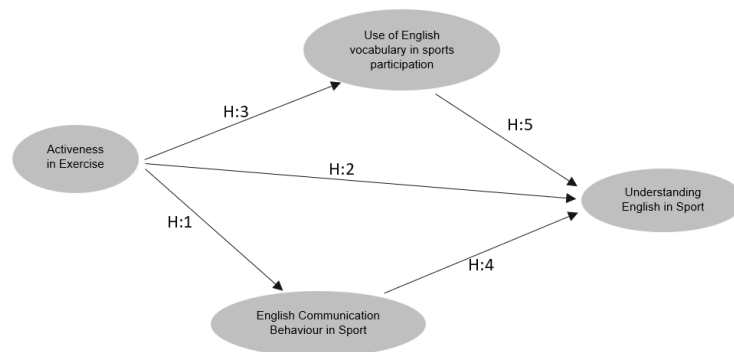
Research Design

This study aims to test the model that influences a person's understanding of English in sports related to active participation in sports, the use of English vocabulary in sports, and communication behavior in English. The population in this study consisted of sports students from the faculty of sports science. Participants were willing to take the time to fill out a questionnaire on a Google form sent via WhatsApp or scanning a barcode.

Research Structure and Hypothesis

This study aims to find the relationship between variables related to activeness in sports participation, use of English vocabulary in sports, communication behavior in English, and understanding of English in sports. The structure of this study is shown in Figure 1.

Figure 1. Hypothesis and research model



Definition and Measurement Tools of Research Dimensions

For the operational definition of the variables that have been determined, all dimensions in this study refer to related literature. Table 1 displays the definition and statement items in this study. The Likert scale used in this study has an interval of 1 to 5.

Table 1. Research Instruments

Variables	Statement
Activeness in Sports	X10 I feel that being active in sports makes me often use English vocabulary in sports.
	X3 I feel motivated to use English when I actively exercise regularly.
	X4 I have a regular exercise schedule so that I directly use English vocabulary in the sport.
	X5 I feel comfortable with English vocabulary when I am actively exercising.
	X9 I feel motivated to continue increasing my sports activities for my health and to impact my English development.
Communication Behaviour using English in the context of Sports	X1 I regularly do physical exercise
	X14 I sometimes communicate using English vocabulary in sports.
	X15 I often use English vocabulary to explain rules or techniques in sports.
	X16 Understanding English vocabulary in sports improves my ability to communicate with teammates or other sports participants.
	X17 I actively participate in sports activities that require communication in English.
	X18 I feel that using English vocabulary in sports helps me better understand the strategies and tactics of the game.
	X19 I feel that using English vocabulary enhances my experience of participating in sports.
	X20 In my sports profession, the use of English vocabulary is important.
The use of English vocabulary in sports participation	X21 I feel that using English vocabulary in sports helps improve my professionalism in sports.
	X22 I feel comfortable communicating in English when participating in sports.
	X23 I try to actively speak English when interacting with teammates or other participants during practice or sports matches.
	X24 I feel that communicating in English improves cooperation in my sports teams.
	X25 I actively support and assist teammates or fellow athletes who may have difficulty communicating in English.
	X26 I try to understand and follow the English instructions and directions given by the coach or referee during the match.
	X27 I feel that good communication behaviour in English in sports is important to achieve good results.

Understanding English Vocabulary in the Context of Sports	Y1	I have a strong understanding of the English vocabulary used in sports.
	Y2	I can easily understand instructions, directions, or rules in English during sports matches or practices.
	Y3	I can correctly interpret certain sports terms, such as "offside" in soccer or "free throw" in basketball.
	Y4	Understanding English in sports helps me participate better in matches or training.
	Y5	I feel like my level of understanding of English in sports has improved over time.

Data Analysis

The analysis method known as Partial Least Squares Structural Equality Modeling (PLS-SEM) is used to find or create a prediction model. PLS-SEM is a suitable data analysis approach in this study because it tests a model, especially the causality model in exploratory research involving latent variables (Pavlou and Fygenon, 2006). Five times the size of the question item should be the minimum required PLS sample size (Chin and Newsted, 1998). The principle of statistical conservatism states that proper research should have a larger sample size. Therefore, this study requires a minimum sample size of 125, which has been met by involving 125 volunteer participants. Using SmartPLS version 3 software, the Partial Least Square (PLS) approach was used to evaluate the data in this study. The validity of the variables was tested using a measurement model that includes reliability search, convergent validity, discriminant validity, Average Variance Extracted (AVE), inner model, and testing.

Results

According to Hair et al. (2011), the Average Variance Extraction Output (AVE) value is greater than 0.50. In addition, all construct values were found to be greater than 0.50. Therefore, they are valid.

Table 2. Estimation of measurement model parameters

	Alpha Cronbach	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Activeness in Sports	0.905	0.907	0.905	0.613
English Communication Behaviour in Sports	0.953	0.956	0.953	0.717
Understanding English in Sports	0.933	0.935	0.934	0.739
The use of English vocabulary in sports participation	0.950	0.951	0.951	0.763

A discriminant validity test is used to ensure that other latent variables do not affect the questions for each latent variable. According to Kock and Lynn (2012), the extracted variance indicator is greater than the correlation between the latent variables. The extracted variance is greater than the correlation between the latent variables, as shown in Table 4. Thus, each variable in this study meets discriminant validity.

Table 3. Discriminant validity test (Fornell-Larcker Criteria)

	Activeness in Sports	English Communication Behaviour in Sports	Understanding English in Sports	The use of English vocabulary in sports participation
Activeness in Sports	0.783			
English Communication Behaviour in Sports	0.670	0.847		
Understanding English in Sports	0.780	0.850	0.860	
The use of English vocabulary in sports participation	0.665	0.925	0.949	0.873

Structural Equation Modeling Analysis

The next step is to find the SRMR value. A model that describes the relationship between observed variables is said to be appropriate if the SRMR value is less than 0.10 (Hu & Bentler, 1999). Based on Table 5, the SRMR value is 0.057 < 0.10. Thus, the observed association is in accordance with the model. Next, the Normal Fit Index or NFI value is sought. In other words, the more appropriate the model developed is indicated by the closer the value is to the number 1 (Hu & Bentler, 1999). The NFI value is 0.765, as shown in the table. This value is almost close to the number one. Thus, the model created is almost completely appropriate.

Table 5. FIT Model

	Saturated Model	Estimated Model
SRMR	0.057	0.200
d_ULS	1,038	13,038
d_G	1,644	-
Chi-Square	725,902	-5802,544
Non-Financial Funds (NFI)	0.765	2.875

If the estimated model meets the requirements of the outer model, structural model testing (inner model) is carried out next. The R-square value, also known as the Determination Coefficient R², is shown in Table 6.

Table 6. R-Square

	R Square	Adjusted R Squared
English Communication Behaviour in Sports	0.448	0.443
Understanding English in Sports	0.953	0.952
The use of English vocabulary in sports participation	0.442	0.437

Based on Table 6, the coefficient of determination R² or R-square in this study is English Communication Behaviour in Sports influenced by Activeness in Sports by 44.8%. Furthermore, the remaining 55.2% is influenced by other factors not included in this model. Understanding English in Sports Influenced by Activeness in Sports, English Communication Behaviour in Sports, And The use of English Vocabulary in Sports participation by 95.3%, while the remaining 4.7% was influenced by other factors not examined in this study. The use of English vocabulary in sports participation is influenced by Activeness in Sports by 44.2%. Furthermore, the remaining 55.8% is influenced by other factors.

After that, by determining the predictive relevance of Q-square, or Q² (Vinzi et al., 2010). The impact of each latent variable was also observed, and the model's efficacy in this study was assessed. The calculation results are in Table 7.

Table 7. Cross-Validation Redundancy Construction

	SSO	SSE	Q ² (=1-SSE/SSO)
Activeness in Sports	600,000	600,000	
English Communication Behaviour in Sports	800,000	573,621	0.283
Understanding English in Sports	500,000	172,556 people	0.655
The use of English vocabulary in sports participation	600,000	419,201 people	0.301

The Q² values resulting from the calculations in Table 7 above are 0.283, 0.655, and 0.301. If the calculated Q² value exceeds zero (Q²>0), the model is considered predictively relevant.

Hypothesis testing

The T-test statistical test was conducted to confirm whether the hypothesis was accepted using the values shown in Table 8. The hypothesis is considered invalid or rejected if the T-table value (1.966) exceeds the T-test value (Vinzi et al., 2010). Table 8 presents the findings of the hypothesis testing using the T-Statistics values as follows: 1) Because the t-count value > t-table (9.032 > 1.966), then activeness in sports has a strong impact on English Communication Behaviour in Sports. 2) The calculated t value > t table (3.677 > 1.966) shows that there is a significant influence between the dependent variable and the bound variable. Activeness in Sports to Understanding English in Sports. 3) Because t count > t table (7.999 > 1.966), activity in sports significantly influences the use of English vocabulary in sports participation. 4) The calculated t value < t table (1.584 < 1.966) shows that English Communication Behaviour in Sports does not influence understanding English in Sports. 5) The use of English vocabulary in sports participation significantly influences understanding English in sports because t-count > t-table (5.338 > 1.966).

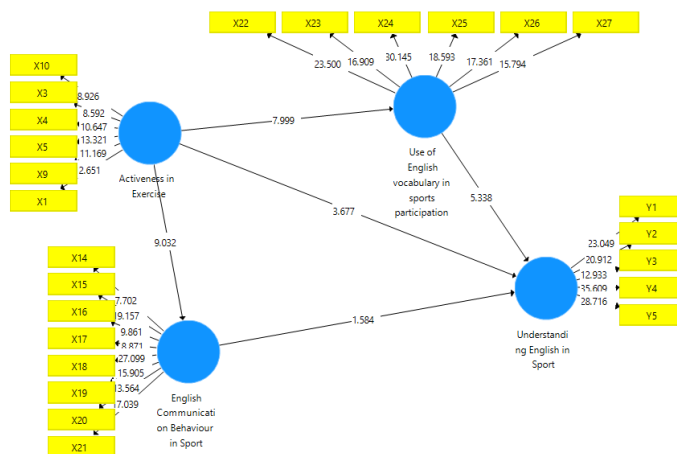
Table 8. Path Coefficients (Mean, STDEV, T-Value).

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Value
Activeness in Sports -> English Communication Behaviour in Sports	0.670	0.674	0.074	9,032	0.000
Activeness in Sports -> Understanding English in Sports	0.296	0.287	0.081	3,677	0.000



Activeness in Sports -> Use of English vocabulary in sports participation	0.665	0.667	0.083	7,999	0.000
English Communication Behaviour in Sports -> Understanding English in Sports	-0.299	-0.323	0.189	1,584	0.114
English vocabulary usage in sports participation -> Understanding English in Sports	1,029	1,062	0.193	5.338	0.000

Figure 2. PLS-SEM path analysis diagram model



Discussion

Activeness in Sports on Communication Behaviour Using English in Sports

Active involvement in English vocabulary practice is essential to improve English communication behavior. Participating in activities such as vocabulary competitions can significantly improve vocabulary skills, learning motivation, and communication skills, even leading to achievement awards (Zaswita, 2023). This study has proven that sports, as a physical activity that uses a lot of English vocabulary in practice, are considered capable of introducing English vocabulary in the context of sports to its participants. So, participation in sports is considered a learning medium for learning English vocabulary. Vocabulary is the foundation of language learning, which allows individuals to express ideas effectively and engage in meaningful communication (Wannas & Hassan, 2023). Integrating vocabulary learning with speaking practice can improve speaking skills by providing exposure to contextually relevant vocabulary usage (Riskina, 2023). Effective tools such as role-playing have been identified as beneficial for improving speaking skills and emphasizing practical application in language learning (Lestari, 2020).

In professional communication, exercises to develop lexical competence can help generate lexical units, terms, and thematic vocabulary necessary for effective oral communication (Shymanska, 2023). Studies have shown that vocabulary acquisition significantly improves English speaking skills, highlighting a direct correlation between vocabulary acquisition and speaking proficiency (Julaeha, 2023). Practical approaches such as watching English media with subtitles and practicing pronunciation by imitating dialogues can help improve pronunciation and expand vocabulary (Alajaili, 2023).

Recognizing the impact of vocabulary mastery on reading comprehension is very important because students' comprehension levels are closely related to their vocabulary knowledge (He, 2023). Although communicative exercises are helpful for simulating actual language situations, it is important to avoid excessive repetition of vocabulary and grammar to maintain a natural language learning process (Prokopenko & Velykodna, 2020). In addition, using interesting media, such as picture books, effectively improves English vocabulary, especially in educational settings (Salsabila, 2022).

In conclusion, actively practicing English vocabulary improves vocabulary skills and significantly affects English communication behaviour. Individuals can effectively improve their English communication skills by integrating vocabulary learning into speaking practice, utilizing practical methods such as role-playing, and exploring various media for vocabulary enhancement.



Activeness in Sports Towards Understanding English in Sports

As a sports participant, active involvement in English vocabulary practice significantly impacts English comprehension. It is proven that participation in sports helps to understand the meaning of vocabulary in football games; for example, "offside" is a referee's instruction stating a decision to punish an offense in a football game. Players understand this as a situation when a player is in a position that offends the offside rule when the ball is given to him by a teammate. Several previous studies can explain this understanding of meaning. Research shows that reading English words is important in improving English reading comprehension, emphasizing the importance of vocabulary skills in understanding written texts (Mancilla-Martinez et al., 2020). Implementing modules with various activities and exercises to develop academic vocabulary can improve reading comprehension among students (Cawagdan-Cuarto, 2023). In addition, task-based activities that combine extensive reading and constructive results from practice have been shown to improve language progress, increase motivation, and facilitate language development in learners (Vela, 2023).

Explicit vocabulary teaching methods have been shown to improve English comprehension by enhancing students' vocabulary skills (Herrera, 2022). Vocabulary mastery is highlighted as a fundamental element of language learning, serving as the foundation for effective communication (Nugraheni, 2023). In addition, organizing language materials through lexical-oriented exercises has been proposed to activate vocabulary and enhance the assimilation of lexical content (Korukhova, 2022).

Perception of extensive reading is associated with vocabulary mastery and reading comprehension, which shows a positive impact on students' language skills (Lekawael & Ferdinandus, 2021). Computer Assisted Language Learning (CALL) has been explored as a method to improve English vocabulary comprehension, focusing on the effectiveness and attractiveness of technology in language learning (Lolita et al., 2020). In addition, resources such as textbooks can help improve listening comprehension and speaking skills and expand vocabulary for English language learners (Вершинина et al., 2021).

In conclusion, actively engaging in English vocabulary exercises using certain media not only improves vocabulary skills but also has a positive impact on English comprehension. Individuals can effectively improve their English vocabulary knowledge and reading comprehension by combining various activities, explicit teaching methods, and technology-assisted learning approaches.

Activeness in Sports Towards the Use of English Vocabulary in Sports Participation

Active involvement in English vocabulary practice significantly impacts English vocabulary utilization. This is because some instructions in some sports use English vocabulary, so participants involved in the sport directly listen to and practice the instructions. So that participants who previously did not know the vocabulary were interested in using the English vocabulary. Several research results explain this phenomenon. Research proves combining methods such as Computer Assisted Language Learning (CALL) can provide students with interactive exercises that improve their English vocabulary through direct interaction with computers (2020). As suggested by Khatamova, (2023), a practical approach can significantly improve vocabulary skills, ultimately improving language competence and communication skills in English.

In addition, implementing various activities and exercises aimed at vocabulary development can encourage effective use of academic vocabulary and improve reading comprehension skills among students (Cawagdan-Cuarto, 2023). Specific exercises designed to build lexical competence can equip learners with the skills necessary to use thematic vocabulary and terminology in their communication effectively (Shymanska, 2023). In addition, methods such as Total Physical Response (TPR) can help vocabulary recognition by using body movements to interpret words, thus facilitating vocabulary acquisition (Susanti, 2023).

The research emphasizes the effectiveness of lexical semantic modeling in vocabulary acquisition and expansion, showing benefits such as improved memorization, vocabulary retention, and understanding of word relationships and correct usage in various contexts (Akhmetova, 2023). In addition, combining fun multimedia vocabulary exercises can increase students' motivation and interest in learning English vocabulary (Fitriani, 2023).

In conclusion, actively engaging in English vocabulary exercises in sports participation improves vocabulary skills and affects the effectiveness of English vocabulary use. By utilizing innovative approaches



such as CALL, TPR, and lexical semantic modeling, individuals can improve vocabulary retention, comprehension, and overall communication skills in English.

English Communication Behavior in Sports Towards English Understanding in Sports

The study results showed that sports participants' behavior in using English vocabulary in sports did not directly affect participants' understanding of English. This result may indicate that other factors that were not discussed in the study may mediate this relationship. So, there is no significant influence between these variables. However, many studies have shown that it is important to realize that the role of English as a lingua franca in sports is increasingly significant, especially in contexts where athletes and professionals from different language backgrounds interact. El-Saleh et al. (2019) highlighted that physical education students at Saudi universities often use English terminology because of their interactions with non-Arabic-speaking athletes and coaches, indicating that English is an important communication tool in the sports environment. This interaction indicates a broader trend in which English facilitates understanding and communication among sports professionals, challenging the notion that communication behavior does not influence understanding. In addition, Vorobel et al. (2023) showed that sports students' foreign language proficiency, including English, is still low, which may hinder effective communication and understanding in the sports context. Traditional teaching methods in sports education have been criticized for being ineffective in developing communicative skills essential for understanding and utilizing English in sports. This underlines the importance of adapting educational strategies to improve learning through better communication practices. Furthermore, Erdoğan&Gt's (2022) findings suggest that sports science students often view English as merely a subject and not a necessary communication tool for their future careers. This perception can lead to a lack of motivation and engagement, ultimately affecting their understanding of English in the context of sport. The disconnect between realizing the importance of English and the actual communication practices that students engage in can create barriers to understanding. In conclusion, the results of this study prove that English in sports communication behavior does not significantly influence English language comprehension in the context of sports. The relationship between English communication behaviour in sports should have a moderating variable. The interaction between communication practices, educational strategies, and psychological factors highlights the need to develop effective communication skills to improve understanding among sports professionals and students.

The use of English vocabulary in sports participation towards understanding English in Sports

The use of English vocabulary in sports has a significant impact on English comprehension in the context of sports. The results of this study explain that people who participate in sports activities for the first time will feel unfamiliar with the English terms used in the sport. Still, as they become more active in the sport, they will get used to using the vocabulary by understanding the meaning of the vocabulary. This result is supported by other studies discussed in the book by emphasizing the importance of specialized vocabulary resources, such as "The Wordbook of Sports English," which offers sports-related vocabulary and example sentences to improve communication skills in the context of sports (Chen & Zhang, 2023). This specialized vocabulary is essential for effective communication and understanding for athletes, coaches, and sports fans in the field of sports. Furthermore, this study highlights the ongoing evolution of sports terms in English, especially in fields such as bodybuilding and fitness, which requires periodic verification and editing of existing lexical items to align with the dynamic nature of the sports discipline (Ivanova, 2023). Understanding and utilizing these ever-evolving sports terms is essential for accurate communication and understanding in sports. In addition, the exploration of translatable sports metaphors highlights their important role in shaping English communication behavior in sports-related discussions. Integrating these sports metaphors enriches the language used in sports-related conversations, contributing to a deeper understanding of English in the context of sports (Alaoui, 2023).

In conclusion, actively engaging with English vocabulary in sports improves communication skills and significantly influences English comprehension in sports. By utilizing sports-specific vocabulary resources, keeping up to date with sports terms, and incorporating sports metaphors into communication, individuals involved in sports can communicate and understand English effectively in the dynamic and diverse world of sports.



Conclusions

Active involvement in English vocabulary practice significantly impacts various aspects of English language skills in the context of sports. This study shows that participation in activities related to vocabulary acquisition can substantially improve vocabulary skills, learning motivation, and communication behavior in English. Adequate vocabulary enables individuals to express ideas effectively, communicate meaningfully, and facilitate more contextual and relevant language learning.

In English communication training, practical methods such as role-playing and interactive media effectively improve speaking skills and vocabulary. Research also shows that exercises designed to build lexical competence can equip learners with the skills to effectively use thematic vocabulary and terminology in their communication.

The use of relevant and contextual English vocabulary in sports participation not only improves communication skills but also overall English comprehension. Methods such as Computer Assisted Language Learning (CALL), Total Physical Response (TPR), and lexical semantic modeling can help better vocabulary acquisition and retention and improve the understanding of word relationships and correct usage in various contexts. Research also emphasizes the importance of English communication in sports environments to shape English comprehension and use in sports-related contexts. In conclusion, active involvement in using English vocabulary in sports participation improves vocabulary skills and significantly influences English communication behavior and comprehension in sports contexts. By integrating vocabulary learning into speaking practice, utilizing practical methods, and exploring various media, individuals can effectively improve their English communication and comprehension skills in the dynamic and diverse world of sports.

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Authors' and translators' details:

Rini Afriani
Endang Sepdanius

riniafriani@fis.unp.ac.id
endangsepdanius@fik.unp.ac.id

Author
Author

