

IMPROVING ENGLISH COMMUNICATION SKILLS OF SPORTS STUDENTS THROUGH INTERACTIVE METHODS.

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Abstract: *As the sports industry becomes increasingly global, English communication skills have become essential for sports students who wish to take part in international competitions, professional training, and global sports management. However, traditional language teaching methods often do not meet the specific communicative needs of these learners. This article explores how interactive teaching methods can help improve the English communication skills of sports students. Drawing on research from English for Specific Purposes (ESP), sports pedagogy, and educational technology, the study examines the effectiveness of role-play, project-based learning (PBL), task-based language teaching (TBLT), and communicative activities. The findings suggest that these interactive approaches promote active participation, practical language use, and greater confidence in communication.*

Keywords: *English for Specific Purposes (ESP), sports students, interactive teaching methods, communication skills, role-play, Project-Based Learning (PBL), Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT)*

INTRODUCTION

The globalization of sport has changed English from an optional skill into a necessary professional tool for athletes, coaches, and sports managers. Today, English is widely used in international competitions, training programs, media communication, and cross-cultural cooperation. As a result, sports students need strong communication skills in English to succeed in their future careers.

Despite this growing demand, many sports students struggle to develop effective English communication skills. This is often because traditional teaching methods focus too much on grammar and theory, while giving limited attention to real-life communication. Such approaches do not always reflect the practical language needs of sports students.

Research from different educational contexts shows that English is required for many professional situations, such as coaching foreign athletes, managing international events, and communicating with the media. Therefore, modern language teaching needs to move toward more interactive and learner-centered methods. These approaches emphasize real communication, active participation, and the use of technology to create engaging learning environments.

This article reviews how interactive teaching methods can improve English communication skills among sports students. It discusses key approaches such as role-play, project-based learning, task-based language teaching, and communicative activities, and

explains how these methods support both language development and professional preparation.

Interactive Teaching Methods in Sports English Education

Role-play is one of the most effective interactive methods for developing communication skills. It allows students to practice English in realistic professional situations, such as press conferences, coach-athlete conversations, referee instructions, or sports commentary. These activities help reduce anxiety and build confidence because students can make mistakes in a safe learning environment.

To use role-play successfully, teachers should provide proper preparation.

This includes introducing key vocabulary, modeling dialogues, practicing with scripts, and later encouraging more spontaneous interaction.

Video feedback can also help students reflect on their pronunciation, fluency, and communication style.

Project-Based Learning is another powerful method for teaching English to sports students. In PBL, students work on meaningful projects that require them to use English over a longer period of time.

Examples include creating promotional materials for sports events, designing training programs, or producing sports-related videos and presentations. PBL combines language learning with real-world tasks. Students read, research, discuss, collaborate, and present in English, which helps them use the language naturally and purposefully.

Research shows that this approach improves confidence, teamwork, creativity, and communication skills.

Successful PBL requires careful planning. Projects should include clear stages such as planning, research, collaboration, presentation, and reflection. When designed well, PBL connects English learning with students' future professional goals in sports.

Task-Based Language Teaching focuses on completing meaningful tasks rather than studying grammar rules. In sports education, tasks may include organizing a sports event, analyzing match strategies, or preparing training plans for international teams. TBLT usually follows three stages: preparation, task performance, and language focus. When tasks are adjusted to students' levels and followed by reflection and feedback, this method becomes especially effective.

Communicative activities such as group discussions, debates, and seminars give students regular opportunities to speak English about sports topics.

These activities help learners express opinions, support arguments, and interact with others.

To create a supportive environment, teachers should encourage risk-taking, provide sentence starters, and teach discussion strategies. Using real materials like interviews and press conferences also helps students learn authentic language.

Conclusion

The international nature of modern sport makes English communication skills essential for sports students.

Traditional teaching methods that focus mainly on grammar are no longer enough to prepare learners for real professional situations.

This article has shown that interactive methods such as role-play, project-based learning, task-based teaching, and communicative activities offer effective ways to develop practical English skills.

These approaches help students use English in realistic contexts related to coaching, sports management, media work, and international cooperation.

Through active participation, students improve not only their language ability but also their confidence, teamwork, and critical thinking skills.

When English lessons are connected to sports content, learning becomes more relevant and motivating.

However, teachers need proper training and careful planning to apply these methods successfully. Tasks should match students' language levels and professional needs.

In conclusion, interactive teaching methods provide a strong foundation for improving English communication skills among sports students.

Future research can further explore their long-term impact and use in different educational settings.

By using learner-centered approaches, educators can better prepare sports students for communication in the global sports arena.

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