

Developing Contextual English Language Teaching Materials for Sport Coaching Education

Kristian Burhan¹, Helfany Amsa², Indri Astuti³, Sherly Franchisca⁴

¹ Universitas Negeri Padang, Indonesia

² Sekolah Tinggi Teknologi Pekanbaru, Indonesia

³ Universitas Nahdlatul Ulama Sumatera Barat, Indonesia

⁴ Universitas Ekasakti, Indonesia

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Corresponding Author:

Kristian Burhan,
kristianburhan@unp.ac.id

ABSTRACT

Despite the prominent role of English in the sports industry, few studies have explored the demand for English competence among future sport coaches, especially in the context of an increasingly globalized sporting domain where communication is becoming key in diverse trading environments. However, the students who are studying Sport Coaching Education typically do not have English skills that are specifically focused on real-life coaching situations. This study is developing teaching materials for teaching English language using the Contextual Teaching and Learning (CTL) approach specifically for the needs of the Sport Coaching Education students. In this study, a Research and Development (R&D) design based on the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model was used through a needs analysis, material development, expert validation, and pilot testing. The needs analysis indicated a considerable gap between students' current English material and the communicative needs of the sport coaching specialism. The students were mostly interested in sport-specific vocabulary and more speaking practice in coaching contexts. The materials developed involved listening, speaking, reading and writing activities based on authentic coaching situations. Expert reviews scored the materials favorably (4.6/5 score on average) on relevance, pedagogical effectiveness, and feasibility. It concludes that contextual, sport-specific English resources are useful for improving language competence and coaching preparedness. Linking ESP to real-world practice ensures that CTL serves as far more than just an academic pursuit in sport coaching education, connecting them far more directly with the professional world.



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INTRODUCTION

English is the primary language of communication, including sport. English language competency is not only beneficial but also necessary for coaches, athletes, and other stakeholders to communicate effectively in both domestic and international settings when coaching sports. The need for highly qualified, educated coaches with great English language skills has increased due to the world's growing interconnection. The acquisition of these skills has

evolved from an academic endeavor to a professional necessity for students seeking Sport Coaching Education. They can communicate effectively with athletes and colleagues from a variety of language origins, participate in worldwide coaching forums, engage with global sports media, and access a wealth of information thanks to English.

Regardless of the fact that English is undoubtedly essential in the field of sports, a good number of students enrolled in Sport Coaching Education programs experience some difficulty learning the language. This hurdle is not as a result of a total absence of general English language skills, but rather, the absence of specific terms needed for teaching, providing feedback, and exercising coaching mediation—an intricate blend of movement instruction involving several communication techniques such as verbal and non-verbal signals known as issuing precise verbal instructions and movement cues. As a consequence of the absence of general English skills and the complex language demands of sports coaching, students may not be sufficiently positioned to succeed in an international coaching setting.

Most general English language resources often include rudimentary lexicon related to particular sports. However, they seldom focus on the immersion and interaction with language application in real training sessions. As a result, learners enrolled in Sports Coaching Education programs may find it difficult to use English proficiently within professional training contexts. This reveals an unaddressed foundational issue in the teaching resources available wherein the documents lack sophisticated and situational vocabulary needed by these learners. This, in turn, affects the learners' employment preparedness considerably.

To close this gap, the current study implements the principles of Contextual Teaching and Learning (CTL), which is an instructional approach developed to integrate academic learning within real-world contexts (Abdi, 2011; Hudson & Whisler, 2008). CTL claims that the integration of theory and practice improves student participation and accomplishment on educational activities. In language education, CTL is aimed at enhancing learners' volition by relating the language to goals and employment opportunities (Limbong et al., 2024). CTL has been proven effective in research concerning English for Specific Purposes (ESP). For example, (Limbong et al., 2024) observed significant improvement in the speaking skills of maritime cadet students trained with authentic shipboard training exercises through the use of CTL. This supports the Affective Filter Hypothesis (Krashen, 1985) that claims anxiety is lowered in a supportive and relevant context, enabling easier language learning. By situating sports coaching within real-life contexts, CTL intends to raise this affective filter and improve ability. This also utilizes the concepts of authentic materials (Richards & Rodgers, 2001), meaning that the use of genuine texts and tasks can greatly enhance learners' motivation and the application of learning in real life.

Within Sports Coaching Education, CTL is about teaching English as a means of communication within sports rather than teaching it in isolation (Miller, 2015). Content-based instruction, which is part of CTL, has been found to motivate learners and develop certain basic critical language skills in sports communication (Miller, 2015). In addition, language-rich coaching has been connected with enhanced understanding, stronger relationships, and better experiences for learners of English as a foreign language (Rodríguez & Kandel, 2020). This highlights the need to integrate specific words, sentences, and forms of expressions that are important to effective coaching into language teaching.

In addition to general communication skills, sports training students require specialized language competencies for athletic technique, training strategy, and athlete management. The sports world is laden with terminology that is not part of everyday English lessons, including those from the fields of nutrition, regulation of sports, fitness, and even tactical exercises. Additionally, sports language is quite prescriptive, evaluative, and transactional, which means that learners will need to take part in active and precise interactions and expression of words.

Imagine a coach giving tactical feedback during a game or a coach explaining how to do a specific movement properly. In such moments, a certain degree of intelligence is needed in English in which he or she can define words or concepts in a warm and thoughtful manner. It is at the most basic level critical students familiar with the sporting language will not be able to communicate in professional training settings, which will in turn hampers their development as a professional. Hence, the sports coaching language curriculum must be built around the lexicon from realistic features of the field.

Also, there is strong professional self-confidence and identity associated with the ability to use sports-appropriate terms for students. Being able to speak the language of athletes and coaches means students access a specific 'language community' and therefore avail of this means enhancing their self-esteem and professional esteem. This development in language not only promotes the flow of communication, but also promotes cultural and professional knowledge needed in international sport. To fill this gap, this study aims to address the following question: In what ways do contextual English language teaching materials developed from real sports coaching practices affect students' English language skills and their perceived professional communication skills in a Sport Coaching Education Study Program?

In the development of contextual English language teaching materials based on real English communicative situations in sports for learners of the Sport Coaching Education Study Program, this study attempts to fill this gap. The materials will aim to enhance English language proficiency and highlight the importance of English in coaching. The goal is to build a complete resource set which develops not only the students' general language abilities, but also their ability to employ English in different coaching situations. These teaching materials will help students acquire the necessary language skills for their professional careers as coaches through real coaching situations, sports lexicon, and a constructive approach to teaching.

As a final point, creating contextual English teaching materials designed specifically for students in the Sports Coaching Education program is an important milestone to assist them in achieving successful outcomes as professional coaches. This study will help the students to communicate and comprehend coaching communication through language that is applicable to their profession both internationally and domestically. The application of sport-specific materials along with contextual teaching will foster the understanding of language in relation to coaching which will improve the students' self-esteem and expertise in the discipline. This, subsequently, meets the challenges of a changing world that calls for new approaches in the era of globalization and competition for resources in sports.

METHODS

The current study uses an R & D (research and development) design based on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The intended

goal is to create and assess the contextual thematic English language teaching materials centered on sports coaching for students enrolled in sports coaching education programs. The model is developed through sequential actions which include the following: conducting a needs assessment, designing, developing the materials, evaluating the materials by experts, pilot testing, analyzing the feedback, and revising the materials.

Participants

a. Students of Sport Coaching Education:

The sample will consist of students from the Sport Coaching Education Program under the Faculty of Sports Science, Universitas Negeri Padang. To meet the eligibility criteria, a purposive sampling method will be adopted using a sample range of 50-100 students who must be at least semester two to have a basic knowledge of coaching.

b. English Lecturers:

Appointed participants will include English lecturers who have taught English for Specific Purposes (ESP) and have a background or interest in the field of sports. They will be called to take part in conducting the expert evaluation on the developing materials phase.

Methods of Information Gathering

a. Need Analysis:

Both students and lecturers were consulted to determine the information scrutiny processes performed in English as well as the engagement with sport contexts. The following methods were employed to obtain this information:

- 1) **Questionnaires:** A 20-item questionnaire was designed with both closed and open-ended questions to capture the current level of English skill amongst the students, their needs regarding English for coaching studies and future career pathways, as well as their preferences in terms of learning materials and activities. The students were provided with materials based on textbooks which about the relevant literature on ESP needs analysis such as Robinson (1991), and the textbooks on sport coaching brought out outlined in the Introduction were formulary, which was appropriate for the text. Sample items were: (1) To what extent do you need to use English to understand texts related to sports and how often do you need (rated on a Likert scale) and (2) What specific English language skills (e.g. explaining techniques, giving feedback) do you find most difficult within the coaching context?
- 2) **Semi-structured Interviews:** From the qualitative side, interviews were conducted with a small sample of respondents (about 10-15 students and 3-5 lecturers) to follow up on the insights that the questionnaires provided.
- 3) **Focus Group Discussions (FGD):** To promote discussion and garner more perspectives and experiences" pertaining to students' needs in learning English within the context of sport coaching, one or two FGD sessions were conducted with groups of six to eight students.

b. Development of Materials:

Relevant and context specific English teaching materials were developed as per the results of the needs analysis. These materials consisted of vocabulary lists related to different

sports and coaching fields: tactics, fitness, nutrition, grammar exercises based on sports situations, listening and speaking activities that involved role plays of coaching sessions where they would portray the instructor (e.g., giving instructions, providing feedback), reading authentic texts from sports publications such as coaching manuals and sports news were used, and writing assignments included communication in coaching like drafting training plans and athlete reports.

c. Expert Evaluation:

The developed materials were assessed by a panel of three experts, which included one ESP English lecturer, one senior sport coach from Universitas Negeri Padang, and one curriculum designer from the Faculty of Sport Science. They evaluated content validity (accuracy and relevance of the sports content), language appropriateness (level of English, clarity, and precision), and the overall practicality of incorporating the materials into the sport coaching curriculum (hands-on nature, alignment with learning goals). The experts submitted comments using a structured evaluation form, and later discussed them in a formal conversation.

d. Pilot Testing:

The developed materials were pilot-tested with a small group consisting of 15-20 students, which was representative of the larger student population. The main objectives of the pilot testing were to determine the learning outcomes associated with the materials and assess the students' language skills relative to the instructional goals, engagement with the content, and the relevance of the materials to their academic needs. The following methods were used for this purpose:

- 1) Pre- and Post-Surveys: Students reported their perceived proficiency for the English language as well as their confidence pertaining to the coaching command communication before and after the materials were administered via pre- and post-sessions.
- 2) Observation: Instructional rounds were done to evaluate the level of interaction participants had with the provided materials and the tasks presented in the lessons.
- 3) Semi-structured Interviews: A few of the students who participated in the pilot test were contacted for follow-up interviews to elicit more comprehensive feedback on their interaction with the materials.

e. Analysis of Feedback:

The feedback from the pilot test (focus groups and surveys) and expert test evaluation (evaluation forms, discussions) was analyzed for recurring themes using a qualitative approach to sharpen improvement recommendations as well as capture general impressions concerning the materials. This analysis was used to make the necessary adjustments in the instructional materials.

Data Analysis

The acquired data will undergo analysis employing both the qualitative and quantitative methods:

a. Qualitative Data:

The analysis of the needs assessment and post-survey data was conducted using content analysis. Using this method enables identification of respondents' key ideas about the relevance of the materials, their effectiveness, and overall satisfaction through the open-ended questions. In addition, participants' suggestions will be included as well.

b. Qualitative Data:

A thematic analysis was performed on interview transcripts, open-ended survey responses, and expert evaluations to identify prominent themes, improvement recommendations, and overall impressions regarding the teaching materials. This step involves systematically coding the data as it pertains to the issue of how the contextualized teaching materials were developed as well as their effectiveness.

Ethical Considerations

This study will be guided by the following ethical principles:

Informed Consent: All participants (students and lecturers) will receive a thorough explanation of the study's objectives, processes, possible risks and benefits, as well as their option to withdraw without consequence. 1 Participant consent will be collected from each person through documented consent prior to their participation in these activities.

Anonymity and Confidentiality: All information gathered will be treated as confidential, and anonymity will be guaranteed. No participant will be named in any reports or publications associated with this work. The data will be stored under secure conditions and accessed exclusively by the researchers.

FINDINGS AND DISCUSSION

Findings

a. Need Analysis Results

The primary aim of the needs analysis was to establish students' English language proficiency in relation to coaching environments and to identify language-related challenges they face. The survey participants were 80 students of the Sport Coaching Education Program at Universitas Negeri Padang. The survey gathered data on their current English proficiency, awareness of sports-related lexis, and learning material topics. The results were categorized into three broad themes: Confidence in Using English in Coaching Contexts, Preference for Sport-Specific Content, and Desire for More Practice Opportunities.

Table 1. Survey Result

No.	Survey Questions	Percentage (%)	
		Yes	No
1.	Are you confident speaking English in Sport contexts?	25	75
2.	Are current English learning materials relevant to your coaching needs?	15	85
3.	Do you prefer learning English through sport-specific materials?	60	40
4.	Would you like more speaking practice in sport contexts?	80	20
5.	Do you comfortable using English to explain tactics or strategies in sports?	25	75
6.	Would you like English lessons that integrate actual sport coaching scenarios?	80	20

No.	Survey Questions	Percentage (%)	
		Yes	No
7.	Do you often use English in sport-related situation?	10	90
8.	Is it important to learn sport-specific vocabulary in English?	95	5

According to the above table, it can be concluded: Items 1, 5, and 7: The findings reveal that 75% of students do not feel confident using English in sporting contexts. Only 25% of the students were confident in describing sports tactics in English, and 90% of them rarely or never use English during real sporting activities. This shows a serious gap in the students' ability to communicate well in English when coaching. This finding highlights the need for genuine speaking practice within the context of real sporting coaching activities.

Furthermore, Items 2, 3, and 8: A resounding 85% of students suggested that the needs of coaching are not catered to by the newest English learning materials. 60% of students reported a need for sport-specific material, and 95% agreed that the acquisition of sport-specific lexis is necessary. This corroborates the idea that generic English learning materials do not fulfill the needs of students pursuing a career in sports coaching. Hence, contextual English materials focused on sports vocabulary are required for this group of students.

Finally, Items 4 and 6: A full 80% of students desired more opportunity to practice English speaking in sports contexts. Similarly, 80% desired English classes utilizing real coaching scenarios. This finding underscores the need for task-based, contextual learning activities whereby students can practice English in realistic coaching contexts. This demand for real-world applicability is analogous to Contextual Teaching and Learning (CTL) theory, which calls for the placement of learning in practical contexts.

b. Expert Evaluation Results

Table 2. Expert Evaluation Result

No.	Evaluation Criteria	Average Rating (1-5)	Expert Comments
1.	Relevance of Content to Sports Coaching	4.8	Highly relevant to
2.	Pedagogical Effectiveness	4.6	Suitable for improving language skills
3.	Clarity and Coherence of Instructions.	4.5	Clear, but some
4.	Suitability for Sport Coaching Students	4.7	Appropriate for students
5.	Engagement and Motivation	4.4	Engaging, but more multimedia
6.	Cultural Appropriateness	4.3	Good consideration of global sport
7.	Practicality and Feasibility of Implementation	4.6	Easy to implement in

After the teaching materials had been developed, six experts (English lecturers, sports coaches, and curriculum designers) evaluated them in terms of seven big criteria, each on a 5-point Likert scale (1 = Poor, 5 = Excellent). The experts evaluated the materials in terms of relevance, pedagogical effectiveness, and practicality.

Expert appraisal provided a overall mean score of 4.6 across all the criteria, indicating strong agreement with the materials. The high relevance (4.8) to sport coaching, pedagogical efficiency (4.6), and suitability for students (4.7) point out that the materials are strongly aligned with the overall objective of the study in empowering students to effectively use

English within the context of coaching. This response supports the claim that these materials will play a significant role in bridging the gap between general English proficiency and specialized language use in coaching contexts.

Based on need analysis results and expert evaluation result, there are two Suggested Improvements: (1) Grammar Instruction: Specialists recommended that brief explanations of complex grammar structures be given to meet the needs of students with varying proficiency levels. This is necessary for students who are likely to struggle with language nuances in coaching contexts. (2) Multimedia Integration: Experts suggested integrating interactive multimedia content, such as video recordings of coaching scenarios or role-playing exercises, to help students learn more interactively and dynamically. All the suggestions sustain the vision for creating materials that are not only linguistically successful but also pedagogically sound and relevant to the future professional lives of learners as sports coaches.

Furthermore, the findings of both expert review and needs analysis comprehensively support the research objective: to develop and evaluate context-based English language teaching materials for sports coaching students. The analysis revealed a strong desire for sport-specific language materials, as well as an expressed need for more speaking practice and authentic, real-life applications. Additionally, expert judgement verified that the materials were contextually appropriate, pedagogically suitable, and feasible for integration into the curriculum, all of which are consonant with the overall aim of facilitating students in using English language effectively in professional sports contexts.

To Sum up, The outcomes of needs analysis and expert reviews demonstrate the worth of creating contextualized English language materials for sports coaching education students. By addressing gaps in student confidence, taste for sports-specific vocabulary, and need for functional speaking practice, the materials developed are well positioned to meet the professional requirements of future coaches. These findings demonstrate the benefit of contextualized learning and reveal the potential of these materials for building both language ability and professional capacity in the global sports coaching environment.

Discussion

The findings that come from the expert review and needs analysis can provide key perceptions for use in developing English language learning resources for students who are in sport coaching programs. These results highlight giving content that aligns with professional needs of students while filling gaps in sports-related speaking and vocabulary skills.

The needs analysis did reveal that 85% of students do believe current learning resources fail in order to coach them properly. Also, 75% of students experience a deficit of confidence when they speak English in sport-specific situations. (Hutchinson & Waters, 1987) stress that English for Specific Purposes (ESP) materials should be developed according to learners' unique needs, goals, and the professional contexts they will encounter, rather than simply their general language skill. This matches the difference between the current offers and student real needs. Since they do lack confidence for speaking of English in such a coaching context, students within sports coaching education do require more of what is just basic language skills, which highlights such an important area for intervening in. Specialized vocabulary as well as communication strategies they need to master are important for effective coaching within diverse situations.

The demand for increased speaking practice for students (80%) and the desire for learning materials related to sports (60%) are reflective of the necessity to incorporate real-life, context-based activities into the curriculum. This confirms with (Dudley-Evans et al., 1998), who maintain that effective ESP courses should place precedence on specific communication requirements and give priority to use-oriented, colloquial use of language. Also, with the fact that 95% of students say that it is vital to grasp sport-specific words shows that professional language instruction becomes an absolute imperative. With just 10% of respondents giving regular usage of English in authentic coaching situations, it is clearly that students need not have frequent access to English language usage for coaching in a professional setting. This implies that the present approach to instruction still falls short to give learners intensive exposure to true-to-life coaching situations, reaffirming thus the importance of authentic and more contextualized environments of learning.

These findings are in support of the importance of communicative and contextualized learning, as advocated by Richards (2006), who contends that genuine, task-based activities that reflect real language use are the optimal way to teach language. For learners on sport coaching courses, who need to communicate successfully across a variety of professional contexts—e.g., meetings, pitch coaching, and tactical talk—it is imperative. The Communicative Language Teaching (CLT) method (SAVIGNON, 2002), emphasizing authentic materials, learner participation, and natural use of the language, also supports the need for interactive learning approaches in sport coaching education.

Furthermore, expert evaluation provides additional support for the course material's direction. The materials had an overall average rating of 4.6 out of 5, which indicates high relevance and suitability for sport coaching students. Experts particularly appreciated the materials' focus on realism and real-world application. However, they also noted areas of improvement, namely, the inclusion of multimedia components to allow greater learning participation and more concise explanation of grammar. These professional recommendations are in line with the increasing body of research supporting multimodal learning in language teaching, as multimedia materials have been found to enhance learner engagement and learning achievements (Mayer, 2010).

The combination of survey results and professional judgments unequivocally shows that existing English learning materials for sport coaching students must be revised to serve their academic and professional requirements more effectively. Priority areas for development include contextualized vocabulary building, speaking practice exercises, and the integration of coaching scenarios in real-life situations. In addition, experts suggest incorporating multimedia materials to make the materials more appealing and interactive. This would not only improve motivation on the part of the students but also provide different modes of input and interaction that language learning requires.

While this study's findings are useful, there are several limitations that have to be considered. The sample size of 80 students is smaller than in other research, and this might limit the transferability of the findings to sport coaching students generally. Larger samples that are more diverse in future studies would provide a broader image of the needs of sport coaching students in different settings. Second, the study relied on self-reported data from the needs analysis, which are susceptible to bias. Students may overreport likes or underreport difficulties for social desirability or because they lack adequate self-knowledge of their English competence.

Lastly, the study failed to consider the longitudinal impact of the materials developed on students' actual performance in coaching contexts. Subsequent research can examine the effectiveness of these materials over time as a test of their impact on students' actual world coaching capacity to communicate.

In summary, the experts and students have both seen that there is an urgent need for specialist, pertinent, and challenging English language learning materials for sport coaching students. Working to fill these gaps and implementing interactive, context-relevant teaching methods will not only improve students' linguistic capabilities, but more effectively prepare them to handle coaching situations within the global sporting sphere, where English communication is increasingly important. By filling these gaps and implementing interactive, context-relevant teaching methods, the sport coaching education profession can produce more competent and confident professionals able to navigate the complexities of the international sporting arena.

CONCLUSION

The Development of Sports Coaching-Based Contextualized English Teaching Materials for Students of Sports Coaching Education highlights the importance of the development of English teaching materials specifically made for sports coaching students. As a result of this study, significant gaps in existing English materials under the curriculum that failed to address the individual English needs of sports students, most importantly the terminologies relating to sports. Through an extensive needs assessment, it was clear that students required more materials closer to their field of study and workplace.

By including actual coaching scenarios, relevant vocabulary, and targeted active exercises, the materials developed in this study effectively address these gaps, enhancing students' speaking, listening, and comprehension skills. The needs analysis also revealed that students preferred resources highly relevant to their area of specialization, again emphasizing the contextual nature of the teaching materials.

The professional evaluation of the developed resources yielded an average score of 4.6 points on a 5-point scale, indicating high levels of satisfaction. The resources were identified as being relevant to students' English ability, pedagogical validity, and general usefulness in sport coaching contexts. Experts suggested that the learning outcomes could be maximized even further by incorporating additional multimedia elements and making some of the grammar explanation clearer for students with varying levels of language ability.

Pedagogically, it is recommended that teachers introduce more interactive, context-oriented learning activities that focus on real coaching situations. The teachers should give priority to the practical use of language, particularly through role-playing, strategy discussion, and live game analysis, which are crucial to generate student interest and language ability. Moreover, the use of multimedia resources—videos, simulations, and online exercises—can stimulate student motivation and support different learning styles.

Worthwhile for future research would be to conduct longitudinal research on testing the long-term effectiveness of such materials in improving students' language skills and coaching performance. Testing across various media formats (e.g., text-based vs. multimedia-based materials) may provide additional insights into the most effective way to assist language learning for sports coaching students. Additional research may also examine how the integration of such

materials into actual coaching practice may be measured to determine whether such a practice is more effective.

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