AN OPTIMAL CURRICULUM
FOR TEACHING ENGLISH TO ATHLETES

Elena Yakovleva[1]

(1) Wenzao Ursuline University of Languages, Taiwan
Corresponding author: elena.yakovleva75@gmail.com

Article Info

Abstract

Athletes often need to have good English skills to communicate with foreigners for different purposes. As known, many athletes are not able to speak English fluently. To enhance the national athletes' English proficiency, the governmental institutions arrange various English courses for them. This study reflects the long-term (over seven years) teaching process of English to the athletes in terms of the English course content, namely General English and Sports English, topics, local teacher vs foreign teacher, teaching methods, evaluation criteria, implementation of visual means and AI. The study results are based on the teachers' observational method and students' feedback.

Most students liked the English course because they could speak English through discussions and conversations and learn new vocabulary, including General English and Sports English (ESP). The students liked the lessons' topics (e.g. hotel/restaurant reservation, shopping, ordering food, and sports injuries) which were usually taught using PPTs, handouts, Youtube, and Kahoot. AI as ChatGPT, Perplexity, Grammarly, Alexa, etc. was recently implemented in the teaching of athletes as well, facilitating the teaching and learning process and making it more effective and fun. Most athlete students were satisfied to have both a local and foreign teacher for the former could provide explanations in Chinese and the latter could help them to overcome the language barrier and gain confidence in speaking English. Most of the athlete students were motivated to improve their English to communicate internationally.

Keywords: AI, classroom agency, curriculum, ESP as sports English, learning by doing

1. Introduction

In recent years, Taiwanese athletes have climbed the sports pedestal in the Asian Games and the Olympic Games in various sports such as boxing, badminton, table tennis, taekwondo, weightlifting, etc. Being in the international sports arena forces the athletes to communicate in English with their counterparts, coaches, fans, and press; therefore, the athletes are motivated to learn English (ref. Cocca et al., 2015; Isa et al., 2018; Setiawan 2015; Zakhiyah et al., 2024;). With support from the National Sports Training Center (NSTC), English as a required subject has been implemented into the study

curriculum of the Taiwanese athletes aged 18-23 years old. One such collaboration was established with Wenzao Ursuline University of Languages in Kaohsiung (Southern Taiwan). Several English courses have been offered to elite athletes (teaching the Olympians one-on-one), coaches (group or individual classes), and beginning athletes (group classes). It is a fact that some Asian athletes have a language barrier when communicating in English (Isa et al., 2018; Setiawan 2015; Simons, van Rheenen & Covington 1999). Therefore, their motivation to learn English should supposedly be high. As the researcher's long-term experience of teaching all three categories of athletes has shown, the elite athletes, who often train and compete abroad, have a good command of English and are very motivated to learn it quickly. Most coaches are also very motivated to learn English and be able to communicate in English. Novice athletes have different motivations for learning English but are mostly motivated and active in class. As known, the effective outcome of the learning process comes predominantly from the student's motivation. The motivation and the initiative of the student are more important than the teacher's 'input' for more effective learning (ref. van Lier, 2008). Of course, the teaching process with its teaching methods, teaching materials, and course content is important as well. The long-term Academia-Industry Cooperation Project between the Taiwan National Sports Training Center (NSTC in Kaohsiung City, Southern Taiwan) and Wenzao Ursuline University of Languages (in Kaohsiung) allows the investigator, who has participated in the project since its beginning seven years ago, to have insights into the English teaching and learning process of the athlete students. The teaching and curriculum have undergone significant transformations along with technological progress. The study project has focused on basic English teaching and learning strategies for Taiwan's national female and male athletes. The researcher who has been involved in English teaching since the beginning of the ongoing project in 2017, shares her reflection on the optimal curriculum for the athletes as beginner English learners.

The study aims to analyze and assess the optimal curriculum of English class for the athlete students at the beginning level. As a result, an appropriate curriculum concerning the students' needs and their low level of English proficiency was constructed to enhance students' English language skills and communicative competence concerning a learner-centered contextual framework. The study analyzes the main research question, "What makes the optimal curriculum to teach English to the athletes?". The research results based on the investigator's teaching experience and students' feedback could help other teachers to implement appropriate curricula into their modern English classes for athlete students as beginner learners

2. Literature Reviews and Research Methods

2.1. Literature Reviews

The integration of language learning into sports contexts has gained increasing attention in recent years, with English becoming the lingua franca in global sports. Effective communication in English is essential for athletes to engage with coaches, officials, teammates, and media worldwide.

Athletes have distinct language needs that differ from those of traditional language learners. According to Alptekin (2006), one of the central challenges in designing English curricula for athletes is addressing their specific communicative needs, which primarily revolve around sports terminology, coaching instructions, and media interactions.

Crompton and McGill (2009) highlight that while athletes need proficiency in technical language, they must also possess the ability to interact socially and express emotions in the global sports arena. Thus, an optimal curriculum should incorporate both specialized and everyday language skills to ensure holistic language development.

Context is crucial when designing curricula for athletes. Jordan (1997) emphasizes the importance of a needs analysis when developing materials, suggesting that curricula for athletes should be tailored to the sport-specific language used in training, competition, and public relations. In his study, Macdonald (2004) found that athletes benefit significantly from context-based instruction that reflects real-life scenarios, such as interviews, match commentaries, and interactions with team members. This practical focus on the sport environment ensures that athletes gain the vocabulary and cultural knowledge necessary for communication within their sport's context.

Athletes often face time constraints due to their demanding training schedules, which necessitate a curriculum that is both efficient and flexible. Richards and Rodgers (2014) suggest that task-based language teaching (TBLT) can be particularly effective for athletes, as it integrates real-world tasks into language lessons. This approach aligns with Willis's (1996) advocacy for problem-solving tasks that mirror the challenges athletes face, such as understanding coach instructions or giving interviews under pressure. Task-based activities could involve simulations of press conferences, post-game interviews, or team meetings, which foster practical language use in context.

Moreover, Chamot and O'Malley (1994) argue that incorporating learning strategies into the curriculum is beneficial for athletes. These strategies, such as goal-setting, self-monitoring, and cognitive techniques like using flashcards or mnemonic devices, help athletes optimize their language learning process. Such strategies are particularly useful when athletes are trying to balance language learning with their sport commitments.

Collaboration among athletes, coaches, and teammates is another key element in an optimal curriculum. Long (1983) and Swain (2000) emphasize the role of interaction in language learning, particularly in the context of language immersion. Collaborative tasks - such as team discussions, peer teaching, and practice sessions involving coaching scenarios - allow athletes to engage in authentic communication and receive immediate feedback. Studies have shown that athletes can enhance their language skills through informal peer interactions, making teamwork an essential component of an athlete-oriented curriculum (Larsen-Freeman & Anderson, 2011).

Incorporating technology into the curriculum can further support athletes' language development. Godwin-Jones (2014) discusses the use of mobile apps, online courses, and language learning platforms as effective tools for athletes who may not have consistent access to traditional classroom settings. Technology allows athletes to engage in language learning at their convenience, offering flexibility without sacrificing effectiveness. Blake (2013) also notes the importance of digital media, such as sports videos, which provide athletes with opportunities to listen to authentic sports discourse, thus enhancing both their listening and comprehension skills.

Designing an optimal curriculum for teaching English to athletes requires a multifaceted approach that acknowledges their unique needs, limited time availability, and the specific language requirements of their sport. Literature suggests that a curriculum focused on both specialized and general language skills, supported by task-based learning, collaborative exercises, and technology-enhanced tools, can significantly improve

athletes' communicative competence. By addressing these needs, such a curriculum can better equip athletes to excel in both their athletic careers and their interactions within the global sports community.

2.2. Research Methods

The teacher's perspective on her teaching and the students' learning process will be presented through action research which consists of goals, actions, observations, and reflections, where the observational methodology will be fundamental (ref. van Lier, 1994). Such an in-depth, contextual, and holistic understanding of the analyzed issues by the insider can deliver realistic results and solutions that can be used in designing the optimal curriculum for teaching English to athletes. Certainly, the students' feedback will also be considered in the qualitative study. Finally, the findings will be evaluated and conclude the study.

3. Results and Discussion

3.1. Development of an optimal curriculum

Before designing the course curriculum for the very first time, the teacher needed to assess the students' English proficiency. For that purpose, the pre- and post-tests were designed and conducted on the students at the beginning and end of the semester. However, even the test results could not fully provide a real situation about the students' level of English. Only long-term participation in the project helped the teachers to elaborate a more suitable and appealing curriculum to teach the athletes that has still been modified according to the students' needs and technological progress. The description and evaluation of the updated optimal curriculum used for the last two semesters after seven years of teaching are presented below.

In the first two semesters, approximately 85 students were divided into three groups with different proficiency levels in each group. Two groups had a beginner and low-intermediate level of English and one group had an intermediate level of English. Each group had its own pair of local and foreign teachers who had been alternating every second week in shifts during an eight-week semester. Each foreign and local teacher was assisted by a Taiwanese Teaching Assistant (TA) in all classes to facilitate the students' learning process through explanations in Chinese or individual assistance if needed. The objective was to let the athlete students acquire some basic knowledge of General English through instruction in such topics as *hotel/restaurant reservations, shopping, ordering food*, and *transportation* as well as the introduction of sports terminology (e.g. *injury, rules of sports games*) as ESP (English for Specific Purposes). The primary goal was to enhance the communicative skills (not literacy) of the students by introducing appropriate speech patterns of responses in English (e.g. for shopping and restaurant/hotel reservations). Similarly, in Setiawan's (2015) research study on Taekwondo Indonesian athletes, the majority of them (about 85%) wanted to acquire English proficiency primarily in oral skills (Speaking and Listening), followed by Reading with only 15% wanting to learn English Writing skills. Furthermore, the majority of them wanted to enhance their English oral skills from beginner to intermediate level. 'Language as action' (speaking and communicative skills) was also our primary teaching goal for Taiwan's athletes accompanied by 'language as form' (pronunciation, vocabulary, and grammar) as a secondary goal. Similar results were found in the Cocca's et al. (2015) study where a

tailor-made curriculum of English for Occupational Purposes (EOP) with the focus on speaking and listening accompanied with professional terminology had been taught to sports science students. The development of cultural competence in the target language was only an additional aim. It is important to mention that the National Sports Training Center has emphasized that athlete students should learn English in a fun way and without much stress due to the high pressure of their sports career. Therefore, the diversified curriculum with the implementation of multi-media aids, smartphone apps, short videos, English pop songs, quizzes like Kahoot or Quizlet, later AI implementation (ChatGPT, Perplexity, etc.), and others had been used. Many scholars have emphasized the effectiveness of the implementation of songs, games, videos, etc., into the teaching of English as a foreign language (EFL) that supports students in reaching their learning goals (ref. Javadi-Safa 2018; Lo & Li 1998; O'Dell & Head 2003; Squire 2005).

In the past three years, the settings of teaching athletes were to some degree modified, including the group size, ratio of teaching hours by local and foreign teachers, teaching materials, etc. It is to mention that pre- and post-tests conducted by the university teachers were abolished as unnecessary. The students' distribution into three classes (two classes as beginner and the third class as low-intermediate learners) has been done based on the pre-selection results of the standard English test conducted by NSTC. As a result, the English level of the students in one group was almost the same except for a very few students having significantly lower (e.g. insufficient reading skills) or higher English command, whereas the latter were more active in the class and helped the weaker students. Therefore, such students were a good enriched balance to the class constellation. For better effectiveness, the last time, the group size was minimized to 5-12 students, whereas some of them were sometimes absent due to their outside training. The latter were offered online teaching simultaneously with in-class teaching. In fact, such online classes seem ineffective as the students do not really follow the class and do not actively participate in the class discussion. Each semester, the students in English class were usually new. Recently, a three-hour English class has been taught for twelve weeks per semester. It was decided that the local teachers should teach for 7 weeks and the foreign teachers should teach for five weeks. However, recently the ratio of teaching weeks has changed vice versa due to the students' desire to be taught more by foreign teachers in a more English-speaking environment. Another change refers to the teaching materials provided by both local and foreign teachers which have been compiled from different sources and bound into a brochure used by the students. Thus, instead of using one textbook, diversified teaching materials were compiled enhancing the students' learning motivation. For the practicality of General English usage, the following topics were taught: *Self-introduction, At the restaurant/hotel/airport/supermarket, My favorite food, My living place, Daily activities, Health/Fitness, Holidays, etc.* The students learn vocabulary, fill in the blanks, match the words, role-play the dialogs, etc. to get familiar with the topic. One-third of the classes were devoted to Sports English introducing the sports terms for such topics as *Kinds of Olympic Games, Warm-up exercises, Upper-body exercises, Ball exercises, etc.* The topics of these ESP classes were chosen as chapters from two ESP textbooks written by the teachers of Wenzao University, including the author herself, and later published and used by NSTC, university sports departments, and senior high schools in Taiwan (ref. *Sports English. Book 4: Organization & Rules.* 2023; *Sports and Health.* 2024). After learning the sports terminology, the students went to the gym or basketball court in the second half of the class to practice the new vocabulary in action (see Attachment I). Such activity *Learning by Doing* was always fun for the students. In our English class, close

attention was paid to the **classroom agency** to awaken the students' interest in the course. From a pedagogical perspective, in the sociocultural theory, it is considered an **agency** where the significance of the student's background is related to the studied object (ref. van Lier 2008). It means that appealing to the student's own experience about the discussed issues such as their sports, hobbies, family, hometown, etc. enhances his/her motivation and leads to a more effective way of learning. Such teacher-student and student-student interaction with student-centered teaching has been the fundamental pedagogical method throughout the entire course (ref. Brown 1994; Hall and Verplaetse et al. 2000). In addition to the entertainment-educational online sources (Kahoot, Quizlet, YouTube videos, etc.), the latest novelty included the implementation of AI into teaching to meet technological advancement and engage the students actively in class activities. The students mostly used ChatGPT to find information or English vocabulary, translate (also with Google Translate), talk to AI to create a role-play dialog, etc. For example, the students were allowed to use ChatGPT (free version) while searching for the correct information about the Olympic and Paralympic Games to correct the sentences with the wrong facts. The teacher explained that the command for AI should be easy and short to get the proper answer. Therefore, to find the factual mistakes, the students wrote "What is wrong?" and received clear and brief answers. ChatGPT also helps to translate some words and correct the students' written assignments. Recently, more and more academic studies on the implementation of AI into the classroom have been published, which discuss the challenges and effectiveness of AI use for educational purposes (Al-khresheh 2024; Crompton et al. 2024; Kazu & Kuvvetli 2023; Koraishi 2023; Zheng et al. 2023, etc.). Starting from the Spring semester 2025, all six teachers were provided with the paid version of ChatGPT Plus for more practice time and faster responses to implement more AI in the class. Chat GPT is useful, especially for developing speaking skills, pronunciation, and contextualized vocabulary learning (ref. Crompton et al. 2024). However, the initial use of AI by athlete students revealed several problems, namely due to their soft speaking, flat pitch and intonation, ChatGPT or other AI (Alexa) cannot recognize the speech (ref. Dizon & Gayed 2020); therefore, the words cannot be typed through speech recognition. In that case, the students were asked to enunciate the words loudly and clearly or type them. Most students typed the sentences in English which was a new experience for many of them. A few students scanned the whole assignment and asked ChatGPT to correct it. However, speech recognition or typing is preferable and effective in the learning process. Similarly, H. Crompton et al. (2024) noticed that the students were less anxious to answer the questions, while using ChatGPT to assist them with the assignment. AI helps to reduce learner's anxiety caused by the lack of knowledge or insufficient confidence concerning correct pronunciation (e.g. Alexa), word choice (e.g. Google Translate), grammar (e.g. Grammarly), etc. (ref. Çakmak 2022; Chen & Koong 2022; Dizon & Gayed 2021). However, the implementation of AI by learners should be monitored and guided by the instructor appropriately that may cause some challenges such as over-reliance on AI, its misuse and/or overuse, plagiarism, etc. (ref. Al-khresheh 2024; Crompton 2024; Koraishi 2023;) AI is useful not only for the learners but also for the teacher who can employ it for creating assignments, exercises, texts, quizzes, etc. (ref/ Koraishi 2023). Even though the rapid development of AI technology provides a challenge for teachers and students to constantly enhance their AI literacy, it is a very helpful tool to facilitate the teaching and learning process making the learning environment more dynamic and engaging.

After each semester, every teacher needs to provide the final report divided into three parts, namely Teaching contents, Teaching techniques, and Teacher-students' interaction (see **Attachment II**). The report summarized the course contents emphasizing the strengths and weaknesses of the students and a few suggestions for further improvement. On the other hand, the students' feedback submitted by the end of each semester via Google Forms was seriously analyzed by the teachers and taken into consideration for further improvement as well (see **Attachment III**). For example, the students suggested practicing more pronunciation, having more conversations in English, learning more practical topics, etc. In the past years, the students' feedback of all three groups (ca. 20-30 students) each semester was always very positive mostly with the highest score of 5 and high satisfaction with English class in terms of the three criteria mentioned above. At the end of each semester, the students need to do the final presentation in class based on the teaching contents. It could be a role-play dialog (e.g. *At the Restaurant*), a monolog (e.g. *My Living Place*), a play (e.g. with Disney characters), etc. Such a presentation should contain the vocabulary and grammar learned, originality, and entertainment. The score for the final presentation is included in the total score of the course. In addition, the teachers need to submit the report of the final presentation attached with pictures. In fact, the pictures of different activities are taken by the TA in each class because, at the end of the semester, each teacher needs to submit at least ten pictures with captions and brief descriptions in English and Chinese. As for the TA, a university student, who was doing a one-semester internship at the NSTC, is a very helpful assistance, especially for the foreign teacher to help with the interpretation for the beginning learners of English if needed.

3.2. *Highlights*

To sum up, the following postulates of teaching English to the athletes could be drawn:

● The curriculum of English should contain both General English and Sports English, including basic vocabulary and sports terms related to the students' sports.

● The oracy should be prioritized over the literacy (writing and reading) in the English class that the athletes should be able to communicate in English internationally.

● The main teaching method should be the interaction between teacher and students and between students with a student-centered focus, involving the students' background (agency) in the class.

● The English class should be taught separately by a local and foreign teacher. A TA can be helpful to assist with an interpretation into a local language, especially for the beginners of English learning. The interaction with the foreign teacher helps the students to overcome the language barrier to some extent and reduce anxiety about speaking in English.

● Cultural aspects through learning about the traditions and ceremonies, customs, national holidays (like *Thanksgiving* and *Christmas)*, etc. should be implemented into the curriculum as well.

● Multimedia means for games, online quizzes (Kahoot), and pop songs (YouTube) should also be included in the curriculum to diversify the class and motivate the students.

● AI (like ChatGPT, Perplexity, Davinchi, Podcaster, Alexa, etc.) should be implemented into the curriculum to assist the students with their English pronunciation, grammar, vocabulary, conversation, information search, etc. AI can also facilitate the teacher's load

when used for correcting students' assignments, pronunciation, creating exercises, etc.; however, AI implementation should be monitored and guided by the instructor properly.

● Learning by Doing: The sports vocabulary learned in the class can be used and practiced in the gym or field, while exercising there (e.g. warm-up exercises, upper body exercises, etc.).

● "Learning is Fun" should be a motto for teaching English to the athletes, who are often under training pressure. It could motivate them to learn English.

4. Conclusion

Teaching English to athletes requires certain peculiarities such as teaching General and Sports English with a focus on developing oral communicative skills rather than literacy. 'Learning by Doing' should be an inevitable part of teaching agile athletes. This means that the teaching in action can be held in such venues as a gym, basketball court, baseball field, etc., where athletes can practice Sports English during physical exercising. Furthermore, implementing multimedia means like YouTube (for short video clips, karaoke of pop songs, etc.) and Kahoot for quizzes is a must to create an entertaining learning atmosphere. In addition, the implementation of AI like ChatGPT is becoming a necessary assistance in the learning process, where the students can autonomously find the necessary information or create a dialog under the teacher's guidance. English should be taught by local and foreign teachers, who create a prevalent English-speaking environment. English as a foreign language should be taught along with the cultural aspects like holidays and traditions which broaden the students' world vision. To minimize the pressure on the athlete students and enhance their learning motivation, the most important for the teacher is to follow the motto "Learning is Fun!"

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Attachment I

Syllabus for the Fall Semester

Date	Units	Outline	Description	Remarks
Week 1	**Course Introduction**	Get to know each other	Learn to make self-introduction and greet others.	Local teacher (General English)
Week 2	**Learn to describe people**	Learn vocabulary and phrases describing appearance & personalities	Tell personal information & describe people Learn to pronounce consonants	Local teacher (General English)
Week 3	**Talk about daily activities**	Learn vocabulary about daily schedule & tell time	Learn to express daily activities and words to express frequency Focus on action verbs	Local teacher (General English)
Week 4	**Talk about sports**	Different kinds of sports	Learn vocabulary about sports & activities	Local teacher (Sports English)
Week 5	**Suggestion & advice**	Learn to give suggestions & advice on different occasions	Learn how to make sentences to give advice or ask for opinions	Local teacher (General English)
Week 6	**Course Introduction: Get to know each other** **Sports World Olympic Games**	Learn vocabulary and phrases to introduce yourself. Pronunciation practice (1) Learn vocabulary and phrases to describe your most and least favorite sports Learn the names of the Olympic sports Learn some facts about the Olympic Games	Learn to make self-introduction Learn to pronounce words correctly using AI (ChatGPT) with the teacher's assistance *I like … because....* *I dislike… because…* *Olympic sports: archery, badminton, swimming, weightlifting etc.* Use ChatGPT to find mistakes in the statements about the Olympics.	Foreign teacher (General English & Sports English)
Week 7	**Where I live**	Learn vocabulary and phrases to describe your living place Grammar: *There is…/There are…*	*Fridge, shower, rug, stove…* *Living room, bathroom…* *There is a sofa. There are two armchairs.*	Foreign teacher (General English)
Week 8	**Where I live**	Practice the use of prepositions Learn vocabulary and phrases to describe your living place	*in, on, under, next to…* *kitchen, living room, …* *city, hotel, high-speed rail*	Foreign teacher (General English)

Date	Units	Outline	Description	Remarks
Week 9	**Where I live**	Learn vocabulary and phrases to describe your city/town Answer Wh-Qs about your living place	*Market, garden, riding a bike, train* *Where to stay?* *When to visit?* *What to do?* *How to travel?* *Where to eat?* Use ChatGPT to find more information in English about your living place to introduce it to others (final presentation!)	Foreign teacher (General English)
Week 10	**Christmas Season**	Make Christmas cards. Write your Christmas wishes. Sing Christmas songs Use Ideogram App to create Christmas card	*Let's celebrate Christmas!* *Write a letter to Santa Claus and read it out loud in class.* Play Christmas Kahoot!	Foreign teacher (General English)
Week 11	**New Year celebration / New Year resolution**	Symbols of New Year Sing famous songs for New Year	New Year resolution: *I plan to…*	Foreign teacher (General English)
Week 12	**Warm-up exercises / Workout exercises Venue: Classroom & Gym**	1. Learn the English names of exercises in the class 2. Practice these exercises and their English names in the gym: Learning by Doing	Warm-up exercises: *jumping jacks, walking knee hugs, lunges, squats etc.* Workout exercises: *bench press, push-up, push-down, rowing etc.*	Foreign teacher (Sports English)

Syllabus for the Spring Semester

Date	Units	Outline	Description	Remarks
Week 1	**Course Introduction: Get to know each other**	Learn vocabulary and phrases to introduce yourself. Pronunciation practice (1)	Learn to make self-introduction Learn to pronounce words correctly using AI (ChatGPT) with teacher's assistance	Foreign teacher (General English)
Week 2	**Please and Thank you**	Learn vocabulary and phrases to describe your most and least favorite sports Learn how to order, offer, and ask for a wish	I like … because.... I dislike… because… I'd like a coffee and some sugar. Anything else? What would you like for your birthday?	Foreign teacher (General English)
Week 3	**Please and Thank you**	Favorite food Daily food	What do you have for breakfast? bento, salad, bread and jam, seafood and rice Use ChatGPT to find the names of student's daily meal in English	Foreign teacher (General English)
Week 4	**At the restaurant**	Make a reservation Eating out Ordering meal Offering food Role play at the restaurant	Can I have the menu, please? Could I have the bill, please? Students use ChatGPT to create a dialog "At the restaurant"	Foreign teacher (General English)
Week 5	**At the restaurant**	Make a reservation Eating out Ordering meal Offering food Role play at the restaurant	Presentation of role-play dialog at the restaurant with guests and waiter	Foreign teacher (General English)
Week 6	**Kinds of Sports** **Olympic and Paralympic Sports**	50 Sports Vocabulary Sports Kinds	Arena, Coach, Competition, Event Hurdles, Javelin, Rowing Play Kahoot to review the Sports Vocabulary	Foreign teacher (General & Sports English)

Date	Units	Outline	Description	Remarks
Week 7	**Exercises with Ball** **Venue: Classroom and Basketball court**	Ball Handling Ball Wraps Ball Dribbling	Throw, Toss, Bounce, Dribble, Squat, Stretch How can we guide the ball in different directions?	Foreign teacher (General & Sports English)
Week 8	**Learn to describe people**	Learn vocabulary and phrases describing appearance & personalities Pronunciation practice (2)	Tell personal information & describe people Learn to pronounce consonants Talk about personalities with ChatGPT	Local teacher (General English)
Week 9	**Talk about daily activities**	Learn vocabulary about schedule & activities	Focus on action verbs	Local teacher (General English)
Week 10	**Talk about your professional sport**	Learn vocabulary to talk about the sport you are doing and key terminology.	Learn key terminology of your sport and demonstrate key actions in class. Use App to create a song about the sport	Local teacher (Sport English)
Week 11	**Talk about health**	Learn expressions to talk about fitness	Talk about pain & illness.	Local teacher (General English)
Week 12	**Final Presentation**	Present what you have learned.	Each student makes a video to present his or her training life in the center in class.	Local teacher (General English)

Attachment II

Teacher's Feedback

Teaching contents: I taught group C for five weeks in December 2024 and January 2025.

■ In the first week, students actively introduced themselves about their name, hometown, family, sports career, and future goals. For that purpose, they filled out the form in the booklet and introduced themselves then. Students said what they want to achieve in their sports career. Most answers were 'to become an Olympian' or 'to be a coach'. To introduce myself as a teacher, the students could ask me three questions. They were very motivated to know me, therefore, they asked about my home country, my stay in Taiwan, and my favorite Taiwanese food. Such a mutually lively introduction was a helpful ice-breaker and created a good study atmosphere. Right from the beginning, the teacher described clearly the study plan (to learn General English and Sports English), the study goals (to improve English speaking skills), and the grading standards (active students will get extra points). It helped the students to have a proper learning attitude from the start (answering questions, doing homework, participating actively in the class, etc.), to meet the teacher's expectations, and to learn effectively.

■ Afterward, the teacher focused on Sports vocabulary like 18 kinds of Olympic sports (e.g. archery, boxing, weightlifting, etc.). To review this vocabulary next week, the students wrote the sport in English under each picture. Furthermore, they could write the most names because they learned the vocabulary as their homework and later imitated a certain kind of sport in the class, where other students guessed it. The students also talked about their most and least favorite kind of sport with the explanation. Next week the students did different exercises (like matching, filling in the blanks, etc.) to practice the Sports vocabulary, namely different kinds of sports.

■ In the third and fourth week, the students learned the unit *"Where I live"* about their living place with such vocabulary as *fridge, shower, rug*, etc. They also learned how to utter the affirmative sentences with *there* in singular and plural (e.g. *There is a TV in my room./There are two armchairs in my room.*) As the final presentation, the students wrote about their living room (ca. 8 sentences) to describe the furniture (e.g. *bed, armchair, desk, sofa*) in the room and its atmosphere (e.g. *cozy, messy, lively*). The students sent their texts as homework via Line. The teacher corrected their homework explaining it individually to each student during the class. Then the students recited the text. The absent students sent a video telling about their rooms. All students did the homework well with an average score of above 85.

■ Because the end of December is the Christmas season, the class also celebrated it on December 23rd, e.g. by wearing red/green clothes. They reviewed and learned some Christmas vocabulary with Chinese translations like *sleigh, chimney, gifts, bells,* etc. They were asked some questions related to Christmas like what are *the colors of Christmas, when it is celebrated*, etc. At the end, every student wrote a Christmas card to Santa Claus expressing his/her wish for the new year (e.g. *stay healthy, get a new fishing rod, get more money,* etc.). The students used ChatGPT to correct the text and translate a few words. Then they decorated and colored their Christmas cards which were displayed at the NSTC library. The handcrafted process was accompanied by Christmas music and some sweet treats from the teacher which created a peaceful and joyful Christmas atmosphere. On December 30th, the teacher also talked about the New Year celebration around the world to show how people celebrate NY differently. Every student talked about their New Year resolution (e.g. *eating healthy food*).

■ The last class in January focused on the Sports vocabulary again. The students learned warm-up exercises in English such as *push-up, pull-up, torso twist, jumping jacks, leg swings,* etc. and upper body exercises like *bench press, dumbbell shoulder press, chest pass,* etc. After the students learned these vocabulary words and did exercises to practice them (e.g. matching, definition, fill in the blanks exercises), the whole class with the teacher and TA went to the NSTC gym to practice vocabulary through conversations by doing these exercises. Learning by Doing was a real fun class for all!

Teaching techniques:
All lessons were presented through PPTs, audio files and hard copies. In the class, the students practiced different types of exercises, such as fill in the blanks, matching vocabulary, multiple choice (see pictures and booklet of teaching materials). At the end of the unit, the students played Kahoots to review the lesson. The first three winners got extra points that motivated the students to play it. The atmosphere in

the class became livelier when the students played this app. The main focus was paid to the development of English oral skills (speaking and listening) of the students. For that purpose, the pair work and class discussion was often implemented in the class. AI as ChatGPT or Perplexity was used to assist the students' learning process when they searched for the correct information about the Olympic and Paralympic Games to correct the sentences with fact mistakes. These apps also helped to translate some words and correct the students' written assignments. The students practiced a lot of typing in English and reading aloud while using AI apps.

Teacher-students' interaction:

■ The learner-centered approach has been implemented in each class, where the teacher adjusted the teaching approach to each student individually based on his/her English level. Almost all students were quite capable in English while properly responding to the teacher's questions. The teacher could have a simple conversation in English with them.

■ This semester all students were very motivated to learn English and actively participated in the class, did the homework, and submitted it timely. Unfortunately, the students who were online didn't participate in the class much due to the poor internet connection or their training; however, they submitted the written homework.

■ Despite the significant difference in the English level of the students, the teacher could balance the teaching and keep all students in the class attentive.

■ It is great that most students did the homework and sent it to the Line on time. The errors were discussed in person individually in the class. The students corrected them afterward.

■ TA, Gina, was very helpful in the class to translate some terms and explanations into Chinese, also to assist in preparing PPTs and Kahoots.

■ Because the class usually had 10 students, it was easier to manage the students in the class. Every student had a chance to speak some English.

■ Furthermore, the class was taught in the kitchen facility room that creates a relaxing and enjoyable class atmosphere. So my suggestion is to set the desks in form of rectangle that the students could face each other. It would keep them more alert during the class.

To sum up, through the students' participation in the class, their homework and class performance, it is evident that the students learned the vocabulary of different themes and could use it in speaking. Furthermore, the students were motivated to learn English and therefore participated actively in the class. For the teacher, it was a joy to teach such motivated and hard-working students!

Attachment III

1.Learn practical English words	2.Improve my English pronunciation	3.Improve my English-speaking fluency	4.Improve my English ability	5.The content of English teaching materials is relevant to the topic.	6.English teaching materials are in line with my English level.
5	5	5	5	5	5
7.English speaking exercises are fun and lively.	8.The teacher's presentation in English is clear and easy to understand.	9.The teacher's lecture is detailed and easy to understand.	10.Teachers help when you have difficulty expressing yourself.	11.Teachers provide legal sentences and exercises in English.	12.Teachers use multimedia to teach, for example, videos or audio files.
5	5	5	5	5	5
13.When there is a mistake in English, the teacher gives you advice or feedback.	14.Teachers will encourage you when practicing English.	15.Chinese and foreign teachers with co-teaching	16.Teaching assistant provides assistance or translation in class.	17.Increase my confidence in speaking English	18.Be able to apply the English you have learned in class to real life. (e.g., introduce yourself, discuss personal interests, etc.)
5	5	5	5	5	5
19.There are many opportunities for you to interact with your classmates or teachers in English.	20.The course will help you to communicate with foreigners.	21. Number of absences from school			
5	5	1			

1.What do you think of English teachers in the classroom?	2.Did the English you learned in class help you? Why?	3.Do you think this course has increased your interest and confidence in learning English? Why?	4.Are you satisfied with the results of your English study this semester? Why?
Teachers are good, patient, and attentive.	1.Improve my speaking ability. 2.Dare to speak. 3.Learn more vocabulary and grammar.	1. Teachers always encourage us, and give us confidence to speak up. 2. Teachers are patient.	1. Satisfied 2. Learn a lot 3. Have improvement