

**TEACHING ENGLISH THROUGH SPORTS: PEDAGOGICAL FOUNDATIONS,
METHODS, AND EFFECTIVENESS IN SECONDARY EDUCATION****Djalilova Sabokhat Rixsibayevna**Lecturer of Uzbekistan State University of Physical Education and Sport, Uzbekistan, Chirchik
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Abstract. This research explores the pedagogical and methodological foundations of teaching English through sports-related content in secondary schools. Integrating sports topics into English language instruction has shown strong potential for improving students' motivation, vocabulary acquisition, communicative competence, and listening comprehension. A mixed-method study was conducted among 6th–9th grade students in general education schools during the 2025–2026 academic year. Diagnostic tests, classroom observations, and experimental lessons were used to evaluate the efficiency of sports-based English teaching. The findings reveal significant improvements in vocabulary retention, speaking fluency, learner engagement, and overall performance. The paper also presents detailed teaching strategies, classroom techniques, and implications for language pedagogy.

Keywords: English language teaching, sports-based instruction, communicative competence, vocabulary acquisition, integrated learning, motivation, secondary education.

Аннотация. Данное исследование рассматривает педагогические и методологические основы преподавания английского языка через спортивный контент в общеобразовательных школах. Интеграция спортивных тем в процесс обучения английскому языку демонстрирует высокий потенциал для повышения мотивации учащихся, улучшения усвоения лексики, развития коммуникативной компетенции и навыков аудирования. Смешанное исследование было проведено среди учащихся 6–9-х классов общеобразовательных школ в 2025–2026 учебном году. Для оценки эффективности обучения английскому языку на основе спортивного материала использовались диагностические тесты, наблюдения на уроках и экспериментальные занятия. Результаты показывают значительные улучшения в запоминании лексики, беглости устной речи, вовлечённости учащихся и общей учебной успеваемости. В статье также представлены подробные методики преподавания, приёмы работы на уроках и их значение для языковой педагогики.

Ключевые слова: обучение английскому языку, спортивный контент в обучении, коммуникативная компетенция, усвоение лексики, интегрированное обучение, мотивация, среднее образование.

Annotatsiya. Ushbu tadqiqot umumta'lim maktablarida ingliz tilini sportga oid mazmun orqali o'qitishning pedagogik va metodologik asoslarini o'rganadi. Ingliz tili darslariga sport mavzularini integratsiya qilish o'quvchilarning motivatsiyasini oshirish, lug'at boyligini o'zlashtirish, kommunikativ kompetensiyasini rivojlantirish va tinglab tushunish ko'nikmalarini yaxshilashda katta samaradorlikka ega ekanini ko'rsatmoqda. Aralash tadqiqot 2025–2026 o'quv yilida umumta'lim maktablarining 6–9-sinf o'quvchilari o'rtasida olib borildi. Sportga asoslangan ingliz tili ta'limining samaradorligini baholash uchun diagnostik testlar, dars jarayonini kuzatish va eksperimental mashg'ulotlardan foydalanildi. Natijalar lug'atni eslab qolish, gapirishda ravonlik, o'quvchilarning darsga jalb etilishi va umumiy ko'rsatkichlarning sezilarli darajada yaxshilanganini ko'rsatdi. Maqolada, shuningdek, o'qitish strategiyalari, dars metodlari va ularning til pedagogikasiga ta'siri batafsil yoritilgan.

Kalit so‘zlar: ingliz tili o‘qitish, sportga asoslangan ta’lim, kommunikativ kompetensiya, lug‘at o‘zlashtirish, integrallashgan o‘qitish, motivatsiya, umumiy o‘rta ta’lim.

Introduction. Sports play an essential role in the lives of young learners and represent a powerful motivational tool within educational environments. In contemporary English language teaching (ELT), thematic integration of subject-specific content is recognized as a highly effective pedagogical approach. As global interest in physical culture and international sporting events grows, integrating sports themes into English lessons can enhance learners' engagement, strengthen real-life communication skills, and make language learning more meaningful.

Numerous researchers (Harmer, 2007; Brown, 2014; Richards & Rodgers, 2014) emphasize the importance of communicative, student-centered, and contextualized instruction in foreign language classrooms. Sports-related topics naturally lend themselves to communicative tasks, role-plays, descriptive language, and authentic listening materials. Furthermore, students often possess pre-existing background knowledge about popular sports, athletes, and competitions, making the learning process more relatable

This study aims to:

Explore the theoretical frameworks supporting the integration of sports content in ELT.

Analyze the effectiveness of sports-based vocabulary instruction.

Evaluate the impact of interactive and multimedia-supported sports-related tasks.

Examine the outcomes of experimental lessons conducted among secondary school students.

The research contributes to the growing field of content-based instruction (CBI) by providing empirical evidence and practical recommendations for English teachers.

Literature Review. Theoretical Background

The methodological basis of this research is rooted in several prominent ELT frameworks: **Communicative Language Teaching (CLT)**. CLT stresses meaningful communication, functional language use, and student interaction. Sports topics provide abundant opportunities for real-life dialogues, opinions, interviews, and descriptions.

Content-Based Instruction (CBI). According to McKay (2012), CBI enhances cognitive engagement by teaching language through subject matter. Sports, as a universally relatable theme, simplify content integration.

Task-Based Language Teaching (TBLT). Willis & Willis (2009) highlight task cycles involving planning, execution, and reflection. Sports tasks such as creating match reports, analyzing player statistics, and organizing tournaments align perfectly with TBLT.

Sports in ELT: A Review of Prior Research. A growing body of research supports the integration of sports into language teaching:

Vocabulary Acquisition: Studies show that topic-specific vocabulary is learned faster when linked to learners' interests.

Motivation: Sport-oriented tasks significantly increase classroom participation (Xodjiev, 2022).

Listening Skills: Interviews and commentaries from real sports events enhance listening comprehension.

Speaking Skills: Role-play activities, debates, and presentations improve fluency. Despite the positive findings, few studies focus specifically on sports-based English instruction in Uzbekistan, highlighting the need for localized research.

Methodology

Research Design. A mixed-method approach was adopted, combining qualitative and quantitative techniques.

Participants. The study involved:

124 students from the 6th–9th grades

8 English language teachers

Schools located in urban and semi-urban areas

Data Collection Tools: Diagnostic vocabulary tests, speaking fluency rubric, listening comprehension assessments, classroom observations, student motivation questionnaires, teacher interviews

Research Procedure

The experiment consisted of two stages: Diagnostic Stage

Students' baseline skills in sports-related English vocabulary, speaking, and listening were measured.

Experimental Stage

A 12-week instructional program was implemented using the following techniques:

Sports-themed vocabulary tasks, interactive games, role-play situations, video-based listening, project work, group competitions.

Results and Discussion

Vocabulary Acquisition Gains

Discussion

The findings demonstrate that sports as a thematic unit provide an ideal context for CLT and CBI. Sports-related tasks encourage students to:

communicate authentically

engage emotionally

connect language to real-life interests

Moreover, sports content enables multimodal learning — visual, auditory, and kinesthetic — which enhances retention.

Conclusion. This research confirms that teaching English through sports is an effective, motivating, and pedagogically sound approach in secondary schools. The experimental results indicate significant improvements in vocabulary acquisition, speaking skills, listening comprehension, and overall student engagement. Sports-based materials should be incorporated into ELT curricula, particularly for adolescents who show a natural interest in physical activities and competition.

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