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ORIGINAL

Sports and language integration skill development

Desarrollo de habilidades deportivas y de integración lingüística

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ABSTRACT

Learning to play and learning to communicate in a language are different skills to be acquired through various stages in a cycle. However, the stages in learning to communicate and the stages in the process of becoming skillful in a particular game are similar. This paper studies the nature of the stages of learning and suggests the possibility of doing both at the same time. Physical activities advance students' capability and confidence to take part in a variety of guided or unguided undertakings that become essential to their life, both within and outside of school. Apart from developing sporting skills, physical activities also demand and develop various other associated skills. Indulging in sports and games stands as one the most important avenues for developing these skills. This study aims at establishing the possibility of making optimum use of sports for enhancing and monitoring both sporting and communication skills. The study is based on the hypotheses that communication skills can be developed, monitored and assessed with the help of physical activities and vice versa and that inter disciplinary learning can be achieved in classrooms through physical activities; and that the physical and communicative skills of students can be successfully monitored and assessed through a systematic and integrated curriculum plan and implementation approach. The study methodology is based on observation and case study with focus groups involving school students. The significance and uniqueness of the study lies in the fact that it discloses the prospect of fostering communication and associated skills in children through sports; and also of bringing teachers of different subjects together to offer integrated instructions through physical activities and movements. Additionally, this research will contribute to the teaching and learning process pinned on physical activities to minimize boredom and maximize learning among children of all ages.

Key Words: Sports; Physical activities; Language; Integration Skill Development.

RESUMEN

Aprender a jugar y aprender a comunicarse en un idioma son destrezas diferentes que se adquieren a lo largo de varias etapas en un ciclo. Sin embargo, las etapas en el aprendizaje de la comunicación y las etapas en el proceso de adquirir destreza en un juego concreto son similares. Este artículo estudia la naturaleza de las etapas de aprendizaje y sugiere la posibilidad de realizar ambas al mismo tiempo.

Las actividades físicas aumentan la capacidad y la confianza de los alumnos para participar en una serie de tareas guiadas o no guiadas que se convierten en esenciales para su vida, tanto dentro como fuera de la escuela. Además del desarrollo de las aptitudes deportivas, las actividades físicas exigen y desarrollan otras aptitudes asociadas. La práctica de deportes y juegos es una de las vías más importantes para desarrollar estas habilidades. Este estudio pretende establecer la posibilidad de hacer un uso óptimo del deporte para potenciar y controlar tanto las habilidades deportivas como las comunicativas. El estudio se basa en las hipótesis de que las habilidades comunicativas pueden desarrollarse, controlarse y evaluarse con la ayuda de actividades físicas y viceversa, y que el aprendizaje interdisciplinar puede lograrse en las aulas a través de actividades físicas; y que las habilidades físicas y comunicativas de los alumnos pueden controlarse y evaluarse con éxito a través de un enfoque sistemático e integrado de planificación y aplicación del plan de estudios. La metodología del estudio se basa en la observación y el estudio de casos con grupos de discusión en los que participan alumnos de la escuela. La importancia y singularidad del estudio radica en que revela la posibilidad de fomentar la comunicación y las habilidades asociadas en los niños a través del deporte; y también de reunir a profesores de diferentes asignaturas para ofrecer instrucciones integradas a través de actividades y movimientos físicos. Además, esta investigación contribuirá al proceso de enseñanza y aprendizaje centrado en las actividades físicas para minimizar el aburrimiento y maximizar el aprendizaje entre los niños de todas las edades.

Palabras clave: Deportes; Actividades Físicas; Lenguaje; Desarrollo de Habilidades de Integración.

INTRODUCTION

With the growing knowledge and research in health and related benefits, a number of findings show the additional positive outcome that physical activities can provide human beings. It can be seen that physical activities decrease as the stages of life increase and physical activity takes the form of a voluntary pursuit for want of health only by a few people. The fact that sports and physical activities are very essential for everyone at all stages of life is often sidelined by the hectic life schedules and demands. In addition to highlighting the positive effects of sports on health and recognizing the significant role that sports play, this research looks at the potential advantages of sports engagement on children's communication abilities.

Review of Literature

Researchers have successfully and consistently unveiled and established the fact that involvement in physical activities can contribute a great deal about children's growth in several areas: cognitive, emotive, social, physical, and lifestyle (Bailey, 2006). Children's intellectual development may be aided by physical exercise, according to Snyder & Spreitzer (1977). However, the underlying mechanisms for these benefits remain unknown, Dishman (1995) believes that engaging in physical activity has a beneficial influence on children's and young people's psychological well-being. It is also found that the self-esteem is particularly strong as an outcome of physical activity (Fox, 1988). This study is an attempt to figure out the components in learning sports and communicative skills and it further analyses the objective of integrating both. A variety of activities, procedures, social interactions, and anticipated social, psychological, and physical consequences are often included in the collective term "sport" (Council of Europe, 2001). As the term signifies, it is not simply an activity with one objective. It has so many associated factors related to it. Hence indulging in this activity is also indulging in a number of associated activities. This activity can thus be used as a base for integrating language development. Because of the integration of physical activity and cognition, the language development will be very

productive.

Whitmore (1984) shown that there are four phases in the learning cycle that we often go through when it comes to sports and games: "unconscious incompetence," "conscious incompetence," "conscious competence," and "unconscious competence". It begins with a "devastating performance" and "no understanding." Subsequently, it causes the identification of shortcomings and weak points, which leads to enhanced performance by deliberate effort and greater performance through naturally occurring impulses. In the same way language learning also involves systematic steps before attaining the complete form. According to Piaget (1937/1954), students learn about the characteristics of natural items and how they are likely to interact with one another via observation and manipulation of these objects. A detailed survey of Spencer and Guillaume (2006) has made them to come out with an interesting and useful version of the learning cycle. This study establishes how language vocabulary development can be acquired in a systematic process of four stages, starting with engaging and exploring and leading to developing, and applying. The new study is significant and unique since it differs from previous research in this area, it has devised a comparative and integrative study of the different stages of both sports and language skills in the procedure via which student's communication skills are developed.

Background

This paper aims at reviewing the attributes of the development of efficient skills by integrating sports and language. The development of communication and sports skills through physical activities forms the basis of the study. This in turn will propel and lead to various parallel determinants and skills in the line of leadership, collaborative learning and problem solving, etc. The paper surveys the research carried out in acquiring skills in the field of physical education and explores the possibility of synchronizing physical activities and communicative tasks and related skills for better results.

Significance and Need of the Study

- First of all, the process of learning vocabulary or language and that of acquiring skills in the field of sports and games follow a similar cycle. It is also because both are skills and both need practice and development. The need for integration arises because the nature of acquiring the skills in the field of sports is an inviting situation to acquire communication skills. Moreover, learners will generally love to indulge in physical activities to acquire any other given set of skills as peer-consciousness and anxiety is comparatively less when compared to that of language learning or any other subjects. On top of it all, students will have fun learning.
- Secondly, language learning is generally a dependent process and it always needs a medium to operate with (Hoque, 2021). So, the content of the field of sports and games can be profitably used for teaching language.
- Thirdly, the tedious focus and attention required in the process of learning is bifurcated to sports and games and minimizes the effort required for organizing, motivating, regulating and practice.

In the 21st century, both sports and communication skills have occupied center stage with the boom in global citizens and quest for a stable, healthy, active lifestyle by many. Sportsmanship and effective communication are important life skills in our day of varied living and working conditions. In a manner, social integration in the modern world depends on both communication abilities and participation in sports. Both the skills cannot be taught and learned in isolation. In actuality, language acquisition is considered to progress naturally with exposure to the usage of language, according to the National Council of Educational Research and Training (NCERT, 2017). This exposure and use can be conveniently found in sporting activities which can be the arena of communication development.

Research Questions

The main research questions on which study is based are:

1. Can sports skills and language skills be developed simultaneously?
2. Can an integrated curriculum of sports and language be practically viable?
3. Can communication skills be developed, monitored and assessed with the help of physical activities and vice versa?

METHODS

A comparison between the stages of skill development in sports and language is carried out to bring out with the similarities and dissimilarities. This is expected to help in the process of integrating physical activities and communicative tasks as displayed in table 1.

Table 1. Comparison between the stages of skill development in sports and language

Skills	Stage 1	Stage 2	Stage 3	Stage 4
Sport	Unconscious incompetence	Conscious incompetence	Conscious competence	Unconscious competence
Language (vocabulary)	Engaging	Exploring	Developing	Applying

Thus, the skill development in the field of sports and language can be presented as shown in table 1 with four stages and they can be compared and contrasted with their significance in order to evolve a strategy for integration of these two.

Research Design

A group of school 40 high school students from the district of Tiruchirapalli, Tamil Nadu, India, were selected as the focus group for this study. Twenty individuals each were assigned to the Control Group and the Experimental Group out of the total number of participants. The team sport of volleyball, where effective communication is essential to success on the court, was selected as the subject of the research. In a volleyball match, a team may win with many basic abilities, but an unbeatable team has excellent communication skills. It is a game which uses a rich list of terms and words (vocabulary) which every player needs to know and which have the potential of determining the game points. Both the groups were made to play a volley ball game and also write about what they know about volley ball. Data was generated on both the game and the pre-test marks scored by the participants for analyses. The members of each group were again divided into three teams and they were made to play together. As a volley ball game has 6 players on each side, 2 members were kept as substitute turn by turn among the members in both groups to give equal chance for all to play in the games conducted for the study.

The Control group was taught volley ball and language skills in the usual way for a period of two months amounting to 40 sessions. They were taught the rules of the game and made to play the game for practice amounting to 20 sessions. At the same time, the other 20 sessions were used for teaching them the words and meaning of the terms and vocabularies used in a volley ball game as a language chapter. The two skills were taught in isolation.

On the other hand, for the Experimental group, sports and language skills were integrated into a combined curriculum and taught to the participants for 40 sessions, on the court. A varied collection of vocabulary for a volley ball game, starting with ball control to endurance; from strategy to balance; and from agility to the need of communication was taught to the players on the field. This was done with a glossary of terms, commands, questions, definitions, descriptions, move names and even secret communication tips. The participants of this group were trained how to give instructions on the field with technical expressions and how to muster and motivate their team members into action during a game.

The participants of both groups were constantly observed on their level of difficulty and ease at playing the game and describing about the game. Then finally, a game was played by both the groups again and a post test was conducted for both groups.

Stage 1 and Stage 2

In the field of sports and games the first stage is mentioned as ‘unconscious incompetence’ which can be interpreted as an involvement or indulgence without any previous experience and it is only an act of instinct than a plan. In this stage one can see visible involvement with enthusiasm but there is a need for guidance and support to come out with a strategy.

Similarly, with regard to learning vocabulary, the first stage is engaging in which students get introduced into something new. Learners may be from different social backgrounds and they may not have complete understanding of vocabulary, so the teacher has to engage them and support them to get a collective understanding. Here, the role of the trainer is important to ensure that the students get the right understanding.

The second phase of the field education program of sports and games is ‘conscious incompetence’, where the learner tries with some basic knowledge taught by the trainer but has not evolved as someone who can be independent. At this stage a learner remains as someone who makes mistakes and tries to correct himself.

In the same way a language learner explores the possibility of using his knowledge and the contexts of application in the second stage. For example, a learner who starts learning vocabulary explores the possible contexts trying to apply it. Here, the individual has certain knowledge but is not fully confident. The learner experiments his knowledge and tries to avoid making mistakes correcting him at different occasions.

Stage 3 and Stage 4

A learner in the field of sports and games acquires ‘conscious competence’ at the third stage and it can be interpreted as the ability to be able to do what he wants to do without making mistake, which is only a conscious effort. Here, the role of the trainer becomes limited and it is left for the individual to practice and to become talented.

At the third stage of learning language a learner begins to develop his skills by consciously trying to apply it. The learner tries to apply his knowledge and enjoy the outcome consciously. Thus the role of the trainer becomes very limited and he only observes the performance of the student. While learning sports and games, at the final stage, the learner acquires ‘unconscious competence’ and becomes a full-fledged player. He masters the discipline and he no longer employs his conscience to control or regulate his actions. He is also now capable of being himself without the support of the trainer. In the same way, a language learner, at the final stage acquires ‘unconscious competence’ and the learner begins to apply it easily. This process of application is characteristically different from that of the previous stage. Unlike the previous stage where the learner was aware of the situation and deliberately trying to be correct, in the final stage it becomes a casual, usual and unconscious process.

Table 2. Selection of various vocabularies used in a game of volley ball				
List of volleyball vocabularies				
Mine, In, Out, Free, Setters Up/Down, Line, Cross	Pass, Set, Hit, Serve, Receive, Execute, Attack, Attacker	Blocker, Coach, Defender, Feeder, Target, Tosser, Setter, Split, Stacked	Left/Right Back, Left/Right Front, Left/Right Blocker,	Middle Blocker, Middle Front, Middle Hitter, Outside Hitter, Opposite Hitter

Table 2 shows the selection of various vocabularies used in a game of volley ball which were used in

this study. The Experimental group members were familiarized with the vocabularies in the list which they were to learn to communicate and as verbal cues while preparing or playing the game. For example: The verbal cues "Setter Up," and "Setter Down," are used to determine the setter's location. "3 Hitters, #5 is front row" is the formula for identifying hitters. Split, stacked, and other verbal cues are indicative of the hitters' direction of attack. The participants were also made to say something positive with when team mates play well with phrases like. "Next ball," "good swing," "keep it going," "you get it," and "I got it." "Yes!" "Excellent serve," "Hammer," "Excellent serve," "Way to pass," "Perfect set," etc.

Some of the specific times when these vocabularies are to be used are:

- Players call "Mine! Or I got it!" on the balls a player plans to play, ensuring that the ball is called sufficiently in advance to prevent clashing with teammates. This is only to be done when the player is within the range of the ball and can hit it. Enunciation and projecting the voice is taught here so the teammates can hear loud and clear. A simple word/sentence as "Mine," or "I got it" communicates the intent clearly.
- The calls of "In!" "In!" or "Play it!" or "Out!" are made clear as the ball touches down close to the boundary lines.
- Once players become aware that a ball is available without restrictions, each member of the team shouts, "Free!".
- Before the serve, the front-row players can announce the presence of the opposing setter and front-row hitters to ensure everyone is informed. If the setter is positioned in the back row, they shout, "Setters down!" Conversely, if the setter is in the front row, they exclaim, "Setters up!".
- Associates use the term "Line!" to direct each other while attacking by hitting the ball. "Right!", "Left!", or "Cross"
- By calling balls "in!" or "out!" and encouraging players on the court, bench teammates may also be helpful.

Table 3. Parameters of the volley ball game skill under four categories

Volley ball game skill Total (100)	Fundamental knowledge (25)	Leadership traits (25)	Specific game skills (25)	Team coordination (25)
Scoring parameters	<ul style="list-style-type: none"> •The serve-where/ how •The scoring-defense & offence points •The violations-line rules while serving/ball in the net/carrying/throwing ball/net touch •The rotation-when/how •The hits per side-3 •The number of hits allowed-1 • Switching positions-after serve/between front line players 	<ul style="list-style-type: none"> •Understanding individual players •Showing empathy •Exhibiting mental toughness •Dealing with crisis •Accepting accountability •Connecting and encouraging 	<ul style="list-style-type: none"> •Serving •Passing (forearm underhand passing) •Setting overhead passing) •Attack options (hitting/spiking) Blocking (from attack and defend positions) •Defensive skills (rolling & sliding) 	<ul style="list-style-type: none"> •Each players playing to strength •Attentive players • Familiarity & support among players •Communication n & clarity among players • Trust among co-players' capabilities • Regular group reflection •Positive team spirit

Table 4 : Parameters of language and communication skill under four categories

Communication skill Total (100)	Interaction/ Confidence in command/ Speaking (25)	Specific vocabulary use (25)	Listening/ Receptiveness (25)	Writing/ Planning (25)
Scoring parameters	<ul style="list-style-type: none"> •Intonation •Voice clarity & 	<ul style="list-style-type: none"> •Appropriate usage and context of 	<ul style="list-style-type: none"> •Obtains information from 	<ul style="list-style-type: none"> •Writes with correct grammar, punctuation

<ul style="list-style-type: none"> • Confidence • Fluency • Grammar accuracy • Pronunciation • Use of vocabulary 	<ul style="list-style-type: none"> • Accuracy in expressing ideas, thoughts, and feelings about an action with words • Correct spelling, meaning and pronunciation of words • Knows the collocation and correlation of words 	<ul style="list-style-type: none"> • Understands and acts accordingly from listening. • Learns and shares from listening • Provides feedback from listening • Responds appropriately. 	<ul style="list-style-type: none"> • Logically sequences and structures the content • Cohesiveness • Organization of ideas • Message/information quality • Content relevance
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Data Analysis

Based on these selected parameters, a pre-test and a post-test were conducted with an intervening period of two months equivalent to 40 sessions as the study period and the performance of the participants was analyzed based on various levels as shown in table 5.

Percentage Level	Performance Level
0-30	Below Average
31-40	Average
41-50	Satisfactory
51-60	Good
61-70	Very Good
71-80	Excellent
81-90	Distinguished
91-100	Highly Distinguished

Percentage Level	Performance Level	Number of students	Percentage	
1	0-30	Below Average	3	15
2	31-40	Average	10	50
3	41-50	Satisfactory	4	20
4	51-60	Good	2	10
5	61-70	Very Good	1	5
6	71-80	Excellent	0	0
7	81-90	Distinguished	0	0
8	91-100	Highly Distinguished	0	0
Total=20				

Table 6 and figure 1 show that 50 % of the participants in the control group performed on an average level in the pre-test volley ball game while 15 % of them showed below average performance. Only 20 % of the participants performed on a satisfactory level, while 10 % and 5 % performed on a good and very good level respectively.

Table 7 and figure 2 show that 55 % of the participants in the control group performed on an average level in the pre-test in language and communication while 5 % of them showed below average performance. Only 25 % of the participants performed on a satisfactory level, while 15 % performed on

a good level.

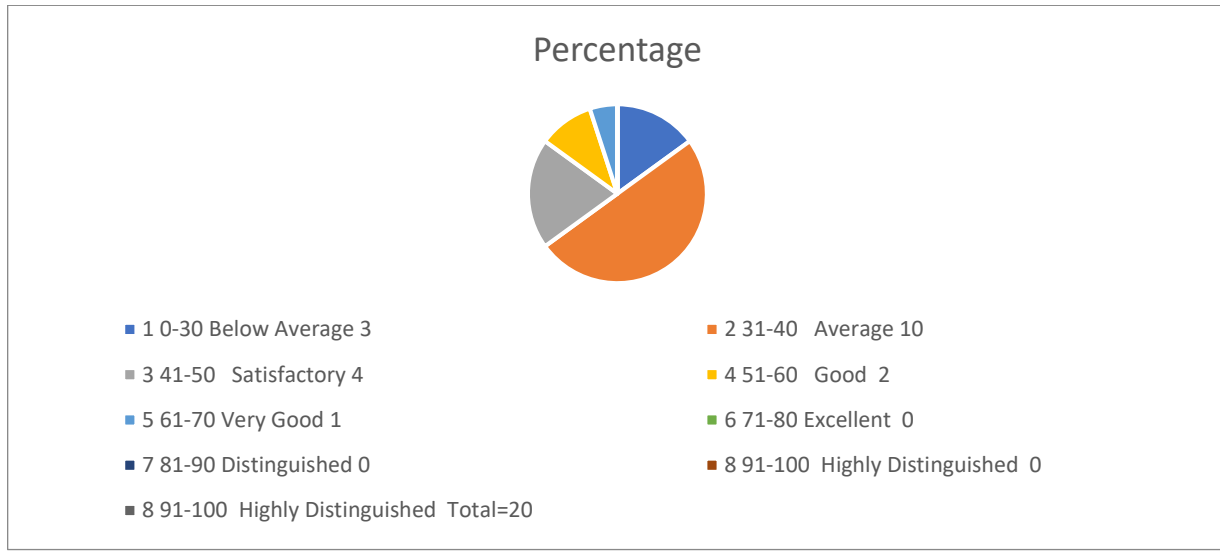


Figure 1.

Table 7. Scoring percentage of control group in pre-test in communication skills

Percentage Level	Performance Level	Number of students	Percentage
1	0-30 Below Average	1	5
2	31-40 Average	11	55
3	41-50 Satisfactory	5	25
4	51-60 Good	3	15
5	61-70 Very Good	0	0
6	71-80 Excellent	0	0
7	81-90 Distinguished	0	0
8	91-100 Highly Distinguished	0	0
		Total=20	

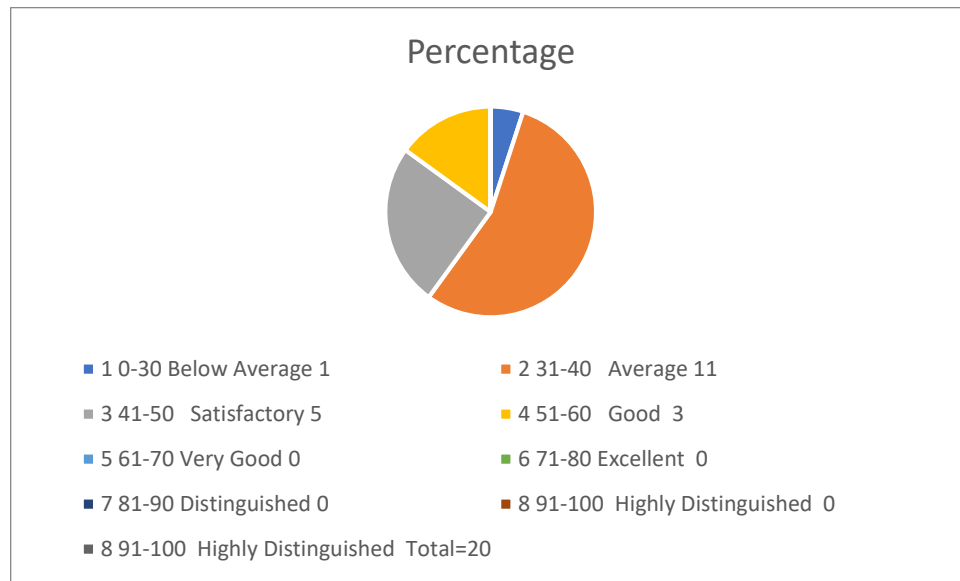


Figure 2.

Table 8. Scoring percentage of experimental group in pre-test in volley ball game

Percentage Level	Performance Level	Number of students	Percentage
1 0-30	Below Average	3	15
2 31-40	Average	9	45
3 41-50	Satisfactory	6	30
4 51-60	Good	2	10
5 61-70	Very Good	0	0
6 71-80	Excellent	0	0
7 81-90	Distinguished	0	0
8 91-100	Highly Distinguished	0	0
		Total=20	

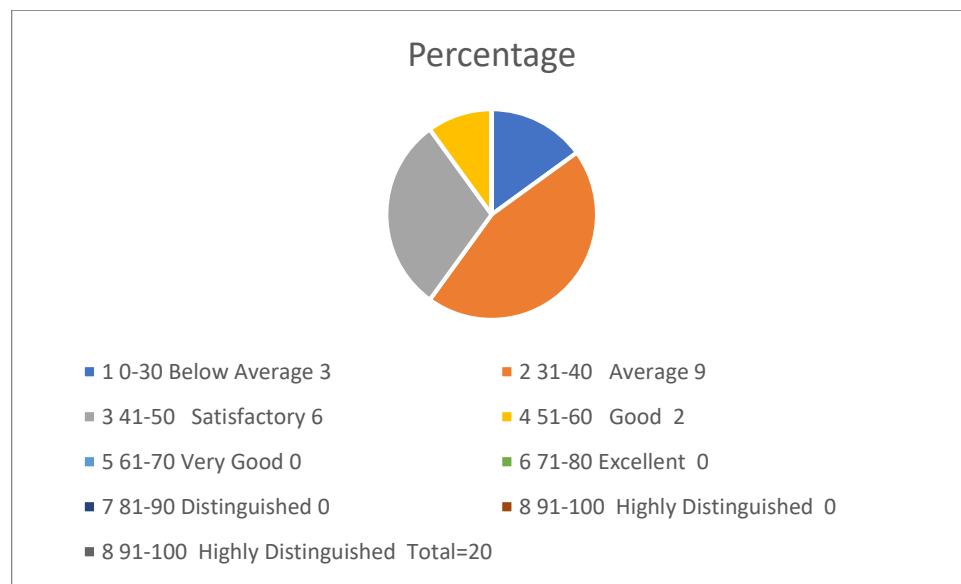


Figure 3.

Table 8 and figure 3 show that 45 % of the participant’s average performance was shown by those in the experimental group. in the pre-test volley ball game while 15 % of them showed below average performance. Only 30 % of the participants performed on a satisfactory level, while 10 % performed on a good level.

Table 9. Scoring percentage of experimental group in pre-test in communication skills

Percentage Level	Performance Level	Number of students	Percentage
1 0-30	Below Average	2	10
2 31-40	Average	8	40
3 41-50	Satisfactory	7	35
4 51-60	Good	3	15
5 61-70	Very Good	0	0
6 71-80	Excellent	0	0
7 81-90	Distinguished	0	0
8 91-100	Highly Distinguished	0	0
		Total=20	

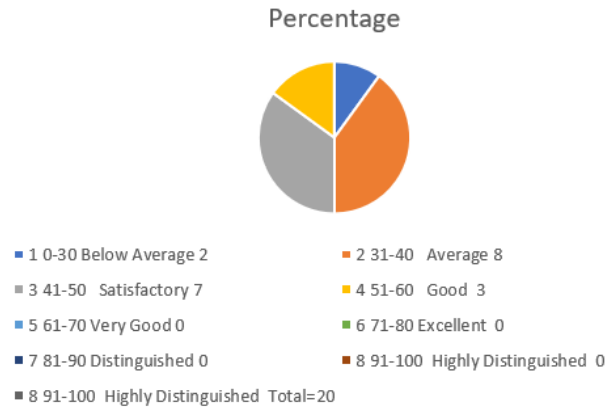


Figure 4.

Table 9 and figure 4 show that 40 % of the participant’s average performance was shown by those in the experimental group. in the pre-test on language and communication while 10 % of them were in below average level. Only 35 % of the participants performed on a satisfactory level, while 15 % performed on a good level. No participants performed above the good level in this test.

Table 10. Scoring percentage of control group in post-test in volleyball game skills

Percentage Level	Performance Level	Number of students	Percentage
1 0-30	Below Average	3	15
2 31-40	Average	9	45
3 41-50	Satisfactory	4	20
4 51-60	Good	3	15
5 61-70	Very Good	1	5
6 71-80	Excellent	0	0
7 81-90	Distinguished	0	0
8 91-100	Highly Distinguished	0	0
		Total=20	

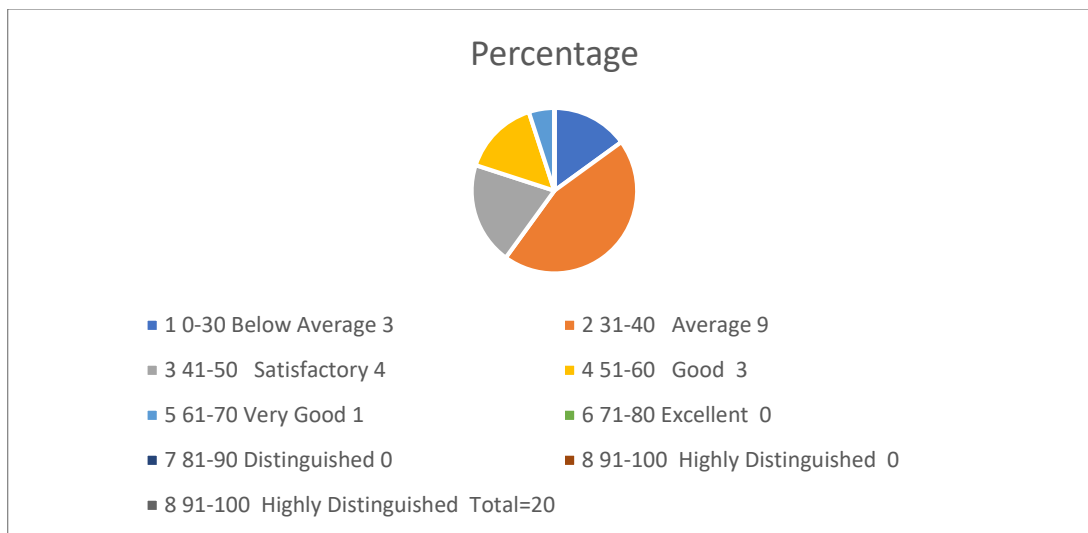


Figure 5.

Table 10 and figure 5 show that 50 % of the participants in the control group performed on an average

level in the pre-test volley ball game while 5 % of them were in below average level. Only 30 % of the participants performed on a satisfactory level, while 15 % performed on a good level. No participants performed above the good level in this test.

Table 11. Scoring percentage of control group in post-test in communication skills

Percentage Level	Performance Level	Number of students	Percentage
1 0-30	Below Average	2	10
2 31-40	Average	10	50
3 41-50	Satisfactory	6	30
4 51-60	Good	1	5
5 61-70	Very Good	1	5
6 71-80	Excellent	0	0
7 81-90	Distinguished	0	0
8 91-100	Highly Distinguished	0	0
		Total=20	

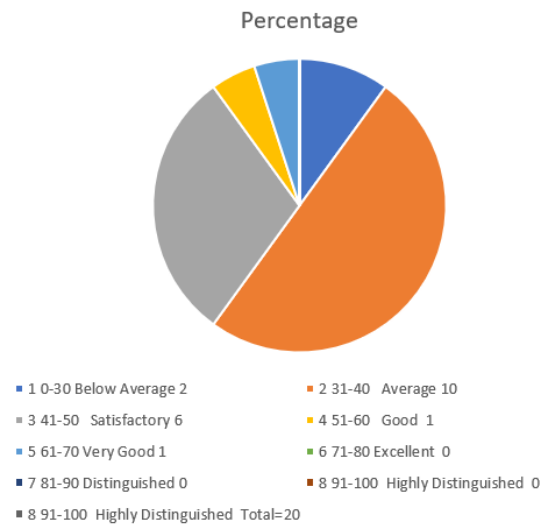


Figure 6.

Table 11 and figure 6 show that 45 % of the participants in the control group performed on an average level in the post-test in language and communication while 15 % of remained in below average. Only 30 % of the participants performed on a satisfactory level, while 5 % performed on a good level and another 5 % performed on a very good level in this test.

Table 12. Scoring percentage of experimental group in post-test volley ball game

Percentage Level	Performance Level	Number of students	Percentage
1 0-30	Below Average	0	0
2 31-40	Average	0	0
3 41-50	Satisfactory	1	5
4 51-60	Good	10	50
5 61-70	Very Good	7	35
6 71-80	Excellent	2	10
7 81-90	Distinguished	0	0
8 91-100	Highly Distinguished	0	0
		Total=20	

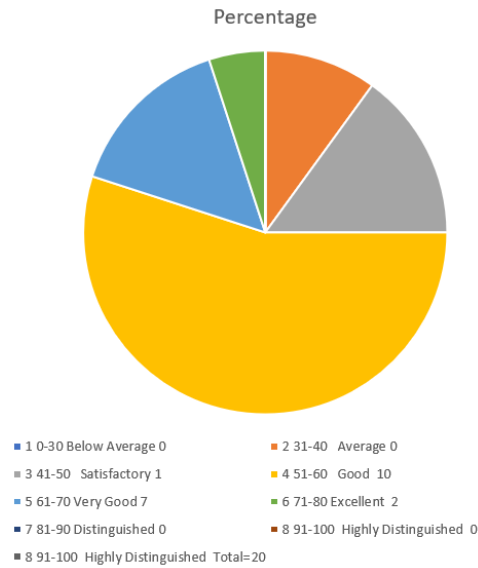


Figure 7.

Table 12 and figure 7 show that no participants in in terms of performance, the experimental group was average at a minimum in the post-test volley ball game. Only 5 % of the participants performed on a satisfactory level, while 50 % performed on a good level and 35 % of the participants performed on a very good level in this test. In this test, 10 % of the participants performed on an excellent level.

Table 13. Scoring percentage of experimental group in post-test in communication skills

Percentage Level	Performance Level	Number of students	Percentage
1	0-30	Below Average	0
2	31-40	Average	10
3	41-50	Satisfactory	15
4	51-60	Good	55
5	61-70	Very Good	15
6	71-80	Excellent	5
7	81-90	Distinguished	0
8	91-100	Highly Distinguished	0
Total=20			

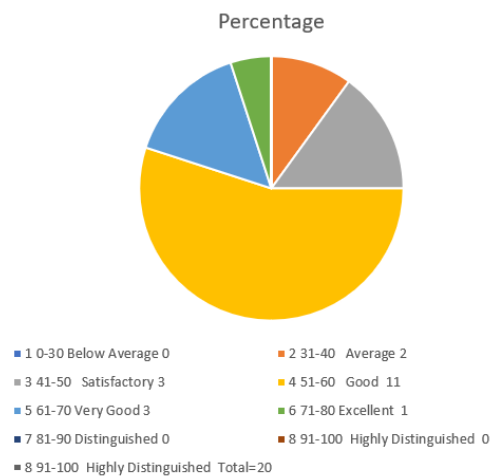


Figure 8.

Table 9 and figure 4 show that 10 % of the participants in the experimental group performed on an average level in the post-test on language and communication while none remained in below average level. 15 % of the participants performed on a satisfactory level, while 55 % performed on a good level and 15 % performed on a very good level in this test. One student performed on an excellent level in this test.

RESULTS

A comparative analysis of the data collected from the study show that a remarkable improvement took place in the performance of the experimental group both in the volley ball game and communication skills test after the intervening period of study while the performance of the control group remained much the same with a majority of the students performing at an average level.

Table 14 and figure 9 clearly show that the percentage of participants performing at a good level increased in the post test among the experimental group, both in the volley ball game and the language test, while the number of students performing at the very good level also increased. The performance of some experimental students is seen to have improved to an excellent level which was not achieved in the control group.

The study shows the success of a sports and language integrated curriculum. Athletes must have communication skills in addition to their physical skills. This is an added advantage for both the language learner and the sports enthusiast. The study shows that a quiet and passive player can become an issue for the team. However, given the training, chance and permission to get loud, it was seen that the more all the players communicate verbally as well as non-verbally, on and off the field, the impact factor in both the game and their communication skills progresses to a desirable level. Thus sports are a significant factor in the development of communication competence.

	Control group pre-test volley game	Control group pre-test communication skills	Experimental group pre-test volley game	Experimental group pre-test communication skills	Control group post-test volley game	Control group post-test communication skills	Experimental group post-test volley game	Experimental group post-test communication skills
Below Average	1	5	15	10	15	10	0	0
Average	5	55	45	40	45	50	0	10
Satisfactory	2	25	30	35	20	30	5	15
Good	1	15	10	15	15	5	50	55
Very Good	5	0	0	0	5	5	35	15
Excellent	0	0	0	0	0	0	10	5

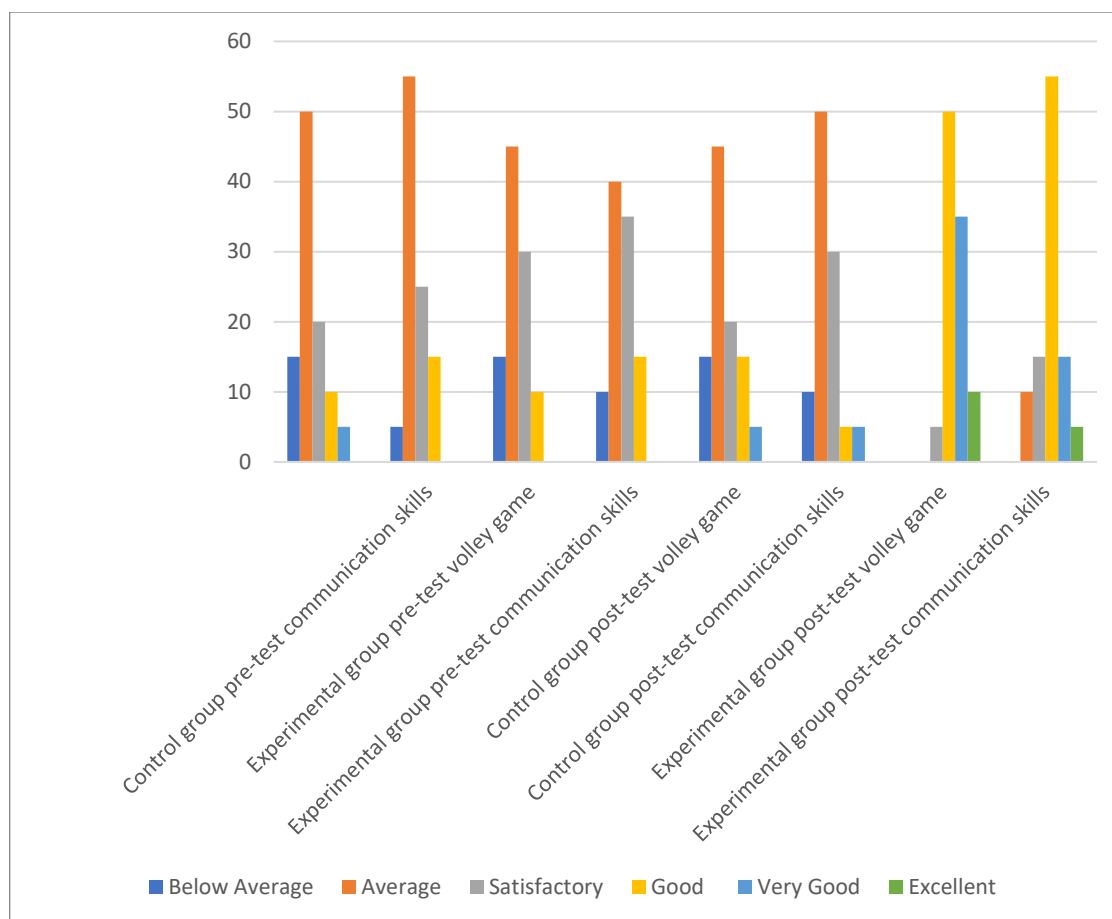


Figure 9.

DISCUSSION

As they are at a loss for words, participants often don't interact. It's necessary to teach communication skills to players. Just like serving and passing in a game, communication is a talent. Saying what you notice and processing that information constitutes communication during physical activities. Thus, sports can be used to support and promote communication competence with tremendous benefits. Few programs are focused on sports, even though more and more claim to teach life skills. The research demonstrates that a sports-based program may utilize sports as a training ground to build target abilities since the sport is a well-defined, contingency-dependent, closed environment. The research demonstrates the connection between exceptional athletic performance and superior communication abilities on a personal level, as well as the idea that communication abilities may improve both athletic and life performance. The study shows that sports skills and language skills can be developed simultaneously and that an integrated curriculum of sports and language is practically viable. Furthermore, it confirms that communication skills can be developed, monitored and assessed with the help of physical activities and vice versa.

CONCLUSION

Integration of physical activities and communicative tasks is an interesting combination because both are skills to be acquired and both can complement each other and learning can also happen at the same time. In this way, this paper explores the possibilities of further research on topics like curriculum based on sports and games for language training, effective communication in the field of sports and games and language through sports vocabulary, etc. To increase the prospects of a similar integration of other

subjects and skills, it is suggested that in the further studies, more practice sessions which would have been additionally beneficial be conducted. Moreover, more life skills of the 21st century would be included to expand the approach.

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CONFLICT OF INTEREST

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