

Importance of Interactive Language Input in English Language Teaching in Sports College

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Abstract

In Sports Colleges, the role of input in second language acquisition is critical, serving as a structural backbone for the learning process. The typical challenges of English language education—characterized as “time-consuming and fruitless”—are particularly pronounced due to a lack of engaging, sports-related language acquisition scenarios. Traditional teaching methods often fail to incorporate sufficient sports-specific lexical input, crucial for meeting the prerequisites of effective second language learning in this unique educational setting. This study emphasizes the need for interactive language input that integrates sports terminology and scenarios, proposing that such an approach can significantly improve engagement and educational outcomes. By focusing on interactive techniques tailored to the interests and activities of sports students, this approach seeks to create natural, compelling learning environments that enhance both linguistic and athletic training. The paper discusses ways to implement these sports-centered interactive methods to optimize English language acquisition in Sports Colleges.

Keywords: Sports Colleges, Second Language Acquisition; Interactive Input; Teaching English.

Introduction

In the evolving landscape of education, Sports Colleges play a crucial role in harmonizing athletic training with academic learning, particularly in the realm of language acquisition. The challenge of teaching English in these specialized institutions is compounded by unique requirements and expectations. Traditional methods often fall short, failing to engage students whose primary interests and talents lie within the athletic domain. This introduction sets the stage for a discussion on the pivotal role of interactive language input in second language acquisition (SLA) at Sports Colleges, proposing an integrated approach that aligns with both the linguistic and athletic dimensions of student development (Crawford, 2022).

Theoretical Foundations of Second Language Acquisition

The theoretical underpinnings of SLA suggest that input—the language exposure a learner receives—is fundamental to the language learning process. This concept, rooted in various applied linguistics schools, indicates that language acquisition efforts can be ineffective or significantly delayed without sufficient and effective input. The literature on SLA highlights that the nature of this input, its relevance to the learner's life, and the context in which it is delivered are critical factors that influence the efficacy of learning.

Challenges in Current Sports College Settings

Current educational methodologies in Sports Colleges often reflect a traditional approach that prioritizes grammatical competence and vocabulary memorization over communicative proficiency. Such methods may neglect the importance of interactive and engaging learning environments, particularly in contexts where students are more responsive to dynamic and practical applications of language. Additionally, these traditional frameworks do not typically offer adequate sports-specific vocabulary or scenarios, resulting in a learning experience that feels disconnected from the students' athletic training and personal interests (Yela et al., 2022; LI, 2023).

Importance of Interactive Language Input

Interactive language input involves the use of real-time communication and practical engagement with language through activities that students find meaningful and engaging. In the context of sports colleges, this means integrating language learning with sports training and utilizing sports-related content to facilitate understanding retention and practical application.

This type of input can transform the language learning environment by making it relevant to the students' everyday experiences and future professional engagements in sports (Zokirova, 2019; Ma, 2023). The advantage of this type of automated learning is its effectiveness in language learning training. It transforms a volume-limited resource

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of linguistic debris in a reduced context into automatic processing of a relatively infinite linguistic approach and transfers the learner's containment mentality towards dissecting linguistic approaches. Figure 1 shows modern teaching methods and classifications.

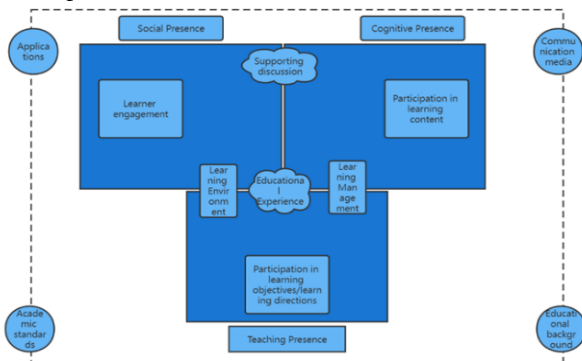


Figure 1: Modern Teaching Styles and Classifications.

Theory and Methodology

Definition and Classification of Inputs

Others refer to this input as initial language material, containing examples and other linguistic information about the variety of ways in which language is produced in the language environment of the language learner.

As input, two characteristics must be met: the language input received by the learner must include a certain type of information that must be accepted; and the language input must not be comprehensible to some degree. The input process is shown in Figure 2.

Table 1

Psychological Mechanisms of Input for Second Language Acquisition

Second Language Acquisition Processes and Interactive Mechanisms

The Acquisition Process	Interactive mechanisms	
Input	Form-meaning linking syntactic understanding	
Absorption and Internalization	Absorbing and reconstructing emotional filters	Attention and automation
Output	Vocabulary Access Output Strategy Monitoring	

Non-interactive input takes place in a separate context, in other words it is one-sided and is received unilaterally by the learner without any interactive activity. For example, watching a television series, listening to the radio or listening to a lecture are all non-interactive inputs.

The Role of Input in the Second Language Acquisition System

Three Views on Input

As we all know, there are two prerequisites for second language acquisition to take place: firstly, an adequate

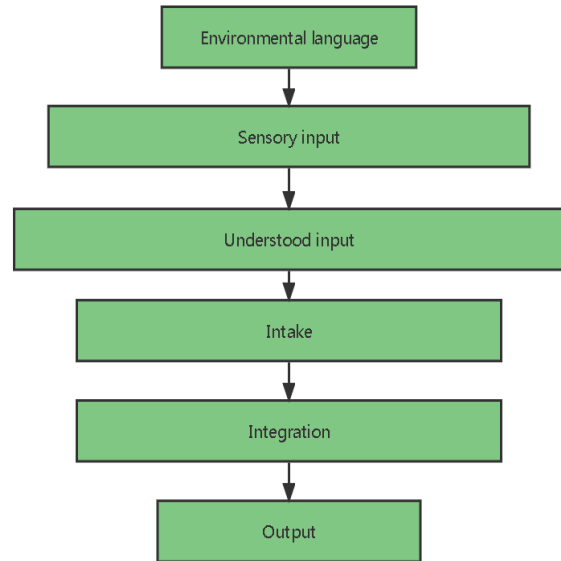


Figure 2: The Process of Input.

Researchers have divided input into two main categories: interactive and non-interactive input (Schulenkorf, Sherry, & Rowe, 2016; Chen, 2024). Interactive input refers to language input in an interactive context, in other words, input that is obtained through communication between the learner and other people. This type of communication is likely to take place between learners, but also between learners and teachers or Chinese speakers. Whether it is a conversation between friends, a mobile phone game or an interactive activity in the classroom, all of these are forms of interactive input (Suresh, Sameer, & Susan, 2022). The psychological mechanisms of second language acquisition input are shown in Table 1.

corpus, i.e. sufficient language input from the second language learner. The second is the learner's internal language learning mechanism, which allows him or her to analyze the material and to grasp its rules. The interrelationship between the two has become a key point of contention in second language acquisition. On the one hand, there are those who argue that learners can acquire second languages without much effort if they have earned the right input, combined with an innate level of 'language formation', and who focus on the need for input. On the other hand, learners are seen as 'initiators', capable of

discovering the most essential regularities of a second language for themselves and then grasping it, no matter how difficult the material they are exposed to may be (Lai et al., 2018). Naturally, there are also those who take the neutral position that learners also play an active role in second language acquisition, provided that the input they receive is processed and accepted. The pattern curve for second language acquisition is shown in Figure 3.

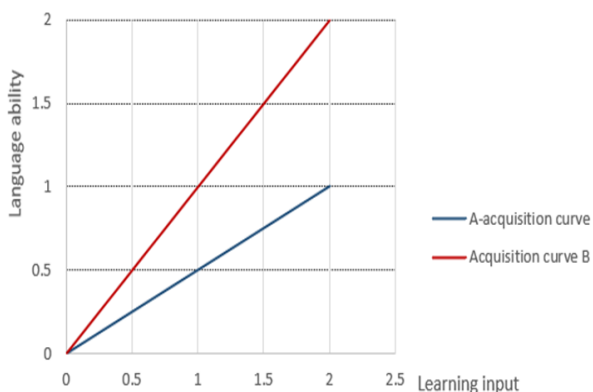


Figure 3: The Regular Curve of Second Language Acquisition.

The initial scientific research on second language learning was based on behaviorist theory, where the main driving force for language learning came from contact with the learner's corpus (in fact, the input) (Bishop, Turner, & Read, 2018). Since, according to individual behaviorism, the most important channel for learning and training a language is imitation, it is important that the language learner is exposed to the material and that behavioral theory focuses on the need to spread stimulus information, in fact input material, from light to dark, so that the learner can follow the rules of learning and mastery. Feedback in teaching consists of two types of feedback, one is when the learner succeeds in emulating the stimulus and is praised for it, which is often referred to as reinforcement; the other is when the learner makes a mistake and is corrected. The learner learns through the alternation of stimulus responses, which eventually become habitual (Nazarieh et al., 2022). A theoretical classification of second language learning inputs is shown in Figure 4.

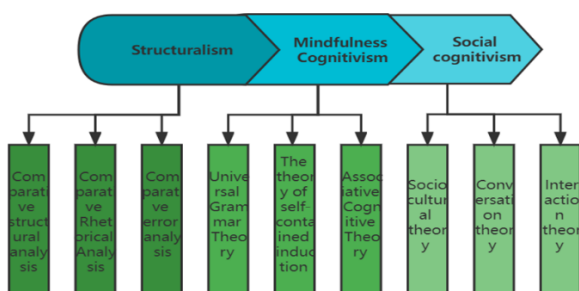


Figure 4: Classification of Input Theories for Second Language Learning.

In second language acquisition experiments, innatism sees the learner as a 'brilliant initiator' and focuses on the intrinsic mechanisms of language learning and training, arguing that the natural language environment does not handle language acquisition satisfactorily, and that input is only a way of activating the intrinsic mechanisms of language, but that the structural apprehension system of the learner is an important cause of second language acquisition. Scientists feel that it is difficult for children to successfully build a comprehensive language if they only rely on the non-standardized input of Chinese from their parents (Harriss & Atkinson, 2015). Because of the popularity of innateness in the 1960s and 1970s, much of the scientific research at that time focused on the language output of second language learners, especially those who made errors at the level of speaking and writing. It was widely believed that scientific research on output was the only way to uncover the essence of language learning methods. In contrast to individual behaviorism, which focuses only on the scientific study of language learners in their context, innatism focuses on the internal mechanisms of language learners. The third is an eclectic view, which sees language acquisition as the result of the interaction between the learner's internal mechanisms and the external natural environment. The language learner's most intrinsic solution system determines and determines the input, while the input plays a key role. Interaction-based theorists believe that language comprehension results from the interaction of relevant factors and innate conditions, and is in fact a matter of communication and cooperation between the learner and the interlocutor (the natural environment of the language).

Second Language Acquisition Theory and English Language Teaching

Contrastive Analysis and Transfer

Contrastive analysis has been developed in Europe and the United States on the premise that individuals behave in a psychophysically constructed language. The theory underlying contrastive analysis is the whole process of transforming native language habituation into English preference when learning. When teachers compare students' mother tongue with English, students are likely to have a clearer idea of the kinds of problems they face and to be well prepared to test them. With the understanding that there are differences between the mother tongue and English, it is possible to think of areas that should be considered when teaching the language to prevent errors from occurring later. A comparison of the frequency of occurrence of different platforms for second language acquisition is shown in Table 2.

Table 2*Frequency of Occurrence of Different Platforms for Second Language Acquisition*

Have Performed Second Language Acquisition (Yes/No)	Instant Messaging Platform	Self-Publishing Video Platforms	Information Sharing Platform	Global Shopping Platform	Music Platforms
Yes	65.38%	36.54%	33.65%	20.19%	15.38%
No	34.62%	63.46%	66.35%	79.81%	84.62%

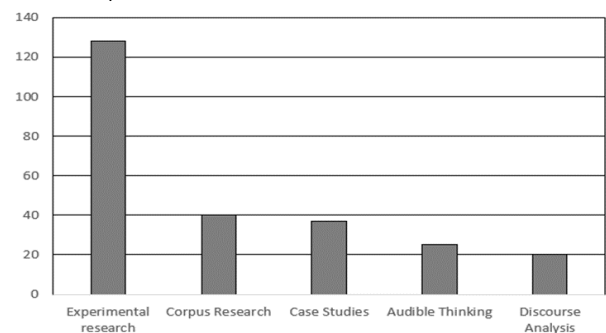
Standing in a position of comparative analysis, the thinking of previous generations has more or less influenced future generations, and the danger of this is that it spreads. When teaching a English, adults say that competence in one language, containing pronunciation, language expertise cultural arts, generally delays the learning of a second language (Abdukhalilovna, 2022). The change to language learning training can be positive and active or negative. The results show that transfer can be divided into 2, the first being positive transfer and the other being negative transfer. Positive transfer usually occurs when the English is close to the mother tongue, and if the mother tongue and the English are similar in some places but not elsewhere, it often makes up a negative transfer of the mother tongue. The key to comparing pronunciation, morphemes and grammar in the first and second languages, influenced by behaviorist theories, is to do so in the context of a comparative analysis based on theories that predict the good habits of the second language. The test for students is to escape the difficulties of the learning process and to develop correct reading habits. However, the experience gained in English classrooms shows that new projects in the first and second languages may not be compatible and cannot be compared to each other. The error of learning to train and master a second language lies in a variety of factors that cannot be deduced from a comparative analysis. The data from the different comparison methods studies are shown in Figure 5.

Error Analysis

Data analysis based theory tries to differentiate between the mother tongue and the second language, and through the findings of the differentiation it is possible to explain the different levels of second language acquisition that the students themselves have. For long-term native speakers,

the more different the second language is from the mother tongue, the more difficult it is to teach the second language, and the more the mother tongue may be a barrier to teaching the second language. If English teachers understand this, they can be sure of knowing which aspects of the language are a unique test for the mother tongue. In this way, teachers need to be aware of what language is most beneficial to their students in the course of classroom instruction. However, the results of this specific exploration show that independent analysis of the data simply cannot show why so many different people learn to train in a second language. Error profiling in second language acquisition stems from the fact that there is no way to articulate or predict the errors made in language based on data analysis for the most part.

Furthermore, researchers have found that only 30% of English errors originate in the mother tongue, with the other 70% being developmental errors (Shaleha & Junaid, 2022). It is possible to improve the language errors in students' second language acquisition, and scholars have given a methodology for the study of errors, which has caused attention in various quarters since it was published. The frequency of occurrence of domestic second language vocabulary is shown in Table 3.

**Figure 5:** Data From Studies with Different Comparison Methods.**Table 3***Frequency of Occurrence of Domestic Second Language Terms*

Keywords	Frequency of Occurrence	Keywords	Frequency of Occurrence
Input Assumptions	52	Empirical studies	19
Read	51	Inputs	18
Vocabulary	46	Vocabulary	18
Reading Tasks	39	Annotation	17
Vocabulary Teaching	35	Reading comprehension	16

Other cognitive learning theories have different views on errors, and related scholars say that getting linguistically stimulating, responsive knowledge and techniques in the process of language learning can be seen as habituation arising from the students' learning and training in the language (Suzuki, 2018). The belief is that the errors that occur in the use of an English are due to the good habits that students usually have to produce and that learning an English is effective in checking and correcting the errors that occur in the language in time.

Children can repeat the correct sentences until they create them and thus form correct habits. However, scholars feel that not all basic theories are able to be shaped by the stimulus reflections used when learning English. Second language acquisition for students is a more tedious process in which students should be motivated to learn rather than forced to carry out learning, and inevitably there will be difficulties or mistakes made when learning, but only more practice will definitely improve. The students' second language acquisition process is shown in Figure 6.

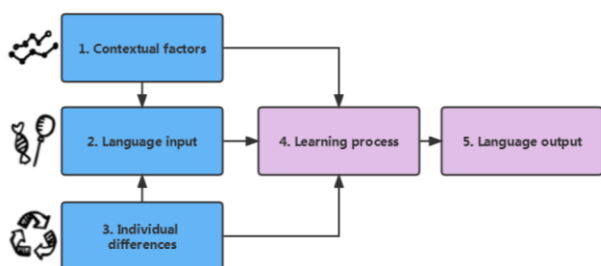


Figure 6: Students' Second Language Acquisition Process.

Input Theory and Language Teaching

Basic Ideas of Input Theory

The most basic idea of keying theory is that the human brain has an "extensive grammar" for global linguistics and the human brain. This is why it is called "Universal Grammar Theory". Universal grammar is a type of video phonology that is inserted into the human brain, allowing children to grasp Chinese in a short period of time and limiting the scope of people's video phonological transformations.

The construction of a wide variety of complex languages can be described by Universal Grammar. Another key feature of extensive grammar is that it is very detailed, clear and concise. The theory of second language acquisition was developed through researchers influenced by the theoretical production of what they call the "acquisition and learning assumption", in which "acquisition" is distinguished from "learning". "Learning is a process of consciously grasping the grammar of a language (a conceptual process); acquisition is a process of developing language skills

without consciousness, welcome to "acquisition". "At any time, students can use this standard to be able to communicate with each other quickly, casually and flexibly (Houlihan & Malcolm, 2015). But in the case of language, it is limited to verbal control and correction and cannot be used to shape communication skills. Only acquisition can shape communication skills. Language learning involves a conscious software, and students who are learning the grammar of a language should subconsciously seek out possible difficulties in grammar in order to learn English. In the process of second language acquisition conscious learning and unconscious acquisition are not dependent on each other, but rather are independent individuals. The factors influencing the process of second language acquisition are shown in Figure 7.

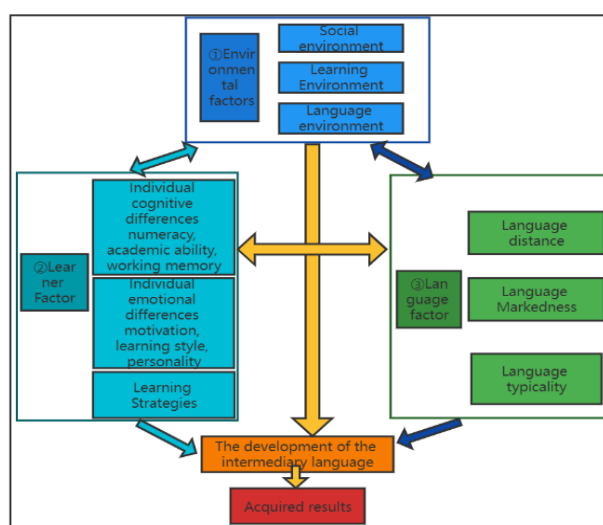


Figure 7: Factors Influencing the Process of Second Language Acquisition.

Solutions and Strategies

An Analysis of English Language Teaching Practice

"Language transfer" refers to the transfer of knowledge from a native language learning and training environment to English. Learning and training in the English language is not an easy task, as most English students are already teenagers, children or adults when they start learning English, so they already know that learning a key language well is about more communication and practice. When the English language is close to the mother tongue, there is always a positive and active articulation (Leeds, Von Allmen, & Matheson, 2022). When English and the mother tongue are similar in some places but not in others, it can easily lead to a negative transfer of the mother tongue. "Positive transfer" is primarily a transfer of language expertise where there are benefits to learning training. Similar scenarios occur when English and the native

language are used in similar ways. Positive and active language transfer is beneficial for students learning and training in a new language (Summerley, 2020).

"Negative transfer" is also known as 'influence'. It is also the adverse reaction to the application of a native language style and lexis that is inconsistent with the basic grammar of English and affects the learning of a specialist language. Negative transfer of the mother tongue is ubiquitous. Among them, the native language of an adult student can be significantly harmful to the pronunciation of the English language.

Student errors are classified as "system software errors", "individual behavior errors" or "general errors" or "partial errors". Behavioral psychology feels that the errors students need to make when using English are mainly due to the fact that students have not yet developed the correct ways to learn English and therefore one of the purposes of learning English is for students to grasp an English language. When learning, one process of correcting video phonics errors is still in the early stages of the process and errors, no matter how small, must be corrected (Abanazir, 2019). In fact, such an approach is what is wrong, so from the point of view of error profiling, generally wrong video phonics does not necessarily make a difference as far as the teaching of English in the classroom is concerned, so teachers will allow students to make mistakes (Makhsetovna, 2022).

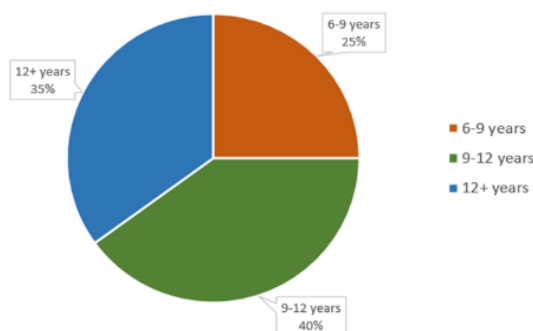


Figure 8: Probability of Student Misbehavior.

Table 4

The Results of Nearly Three Decades of Research by Researchers on Students First.

	1990-2000	2001-2005	2006-2010	2011-2015	2016-2020	Total	Proportion/%
Literature Research	1	7	22	18	8	57	33
Related Theoretical Guidance Category	1	13	7	9	3	35	20
Role and Application of Results	0	2	6	6	2	16	9
Teaching Practice	0	5	6	8	3	22	13
Influencing Factors Category	0	3	11	9	9	32	19
Discipline Building Category	0	1	1	1	8	11	6

Focus on the Quality of Classroom Teaching

Some argue that for specialist scholars who are new to second language acquisition, it is easy for them to suffer from a lack of confidence by admitting a lot of

It is only by doing the wrong things that you can discover the solution and know how you should go about learning. In teaching, the teacher should primarily identify all errors, not some, and then manipulate all errors through training. The probability of learning to occur for student misbehavior is shown in Figure 8.

Implications for ELT practice

Students First, Teachers Second

The final goal of the scientific study of language is not simply to dissect it, but rather to interpret it linguistically, and it has no direct bearing on learning English or English tutoring. It is indisputable that grammar is very influential and efficient in learning English learning experiments. Researchers have resisted the old idea of contemporary education that learning is a habitual process generated by classroom instruction in the structure of sentential material, and that this process also gives novices a general grasp of what is necessary for sound comprehension and creativity. The theory of extensive grammatical foundations is a direct danger to other national grammatical foundations with extensive grammar at their core (Dilbar, 2022).

Although there is no link between the study of extensive grammar and the practice of language teaching itself, researchers in the field and international theoretical foundations have had a profound impact on language teaching in the classroom. On the other hand, in the linguistic profession of researchers, T.G. grammar has had a great and in turn influential impact on English classroom teaching and learning, promoting the differentiation of deep structure and deep structure at source. The first student is receptive and the second teacher is committed. Thus, compatibility with independent and creative learning enhances the most essential learning initiatives of students (Naderiheshi, 2022). The results of research on Student First by researchers over the last three decades are shown in Table 4.

unintelligible or unexplained content from a novice started. The process of teaching second language acquisition therefore requires attention in order to find the 2 main criteria for optimal learning: firstly, comprehensibility must be achieved. In order to make the part that must be

learnt relatively easy to understand, the teacher needs to pay attention in the classroom to pronouncing phonetic symbols clearly, using more common words and less words and out-of-the-way words, sorting out phrases, and using simple sentences often and less complex ones. Ultimately, the learning content is what students are interested in. In the case of speaking, the teacher should take the lead in including words and reading material in English words, from easy to difficult and from shallow to deep (Hu & Maechtle, 2021).

If it is because of the difficulty, students will be forced to understand the specific content in Chinese instead of thinking in English, or using dissecting grammar to understand the connotations of the sentences, which will lead to students not only failing to learn the content to good effect, but will continue to reduce their enthusiasm for learning. If there are too many words and students understand the meaning in the dictionary, it will also affect the interest in learning hobbies, i.e. only with a moderate difficulty factor can students consciously understand and learn English. The survey on satisfaction with reasonable teaching and learning methods is shown in Figure 9.

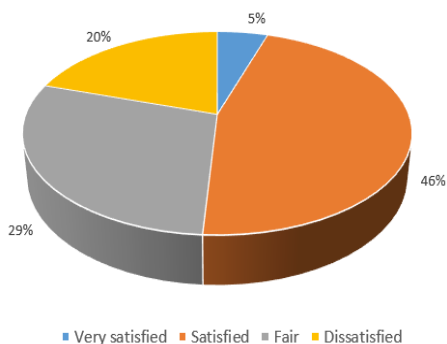


Figure 9: Satisfaction Survey on Reasonable Teaching Methods.

The application of second language acquisition theory in university English teaching

Our English Learning Orientation

In China, the teaching of English in the classroom brings a strong guarantee of the implementation of the basic theory of second language comprehension. A second language is a language that people use more often. Many Singaporeans speak Chinese as a second language, but the language used in their official network is mostly English.

In China, English is a language that has to be taught by experts on campus but is rarely used in everyday life. English is taught as part of the curriculum in Chinese universities, but students rarely communicate in English in everyday life (Wofford & Wood, 2021). The length and manner of our English language teaching are shown in Figure 10.

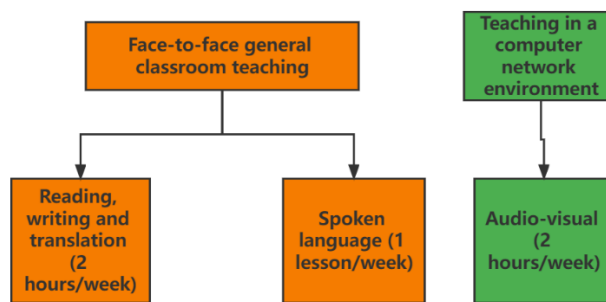


Figure 10: The Length and Manner of Teaching English in Our Country.

The language spoken in the surrounding environment is very different from what many people aim for when learning. Learning a second language allows students to interact with the people around them, local television sets, newspapers and other media, and brings with it a linguistically rich and diverse natural environment that is encountered very rarely indeed when fostering English language learning (McManus, 2022).

As the living environment for learning a second language is so rich and the language output is so plentiful, English language learning lies in the classroom and is more conducive to students' learning.

From the above reading, we can learn that learning a second language, that is, learning English, has many roles, and that basically learning English requires a more linguistic environment and language participation, which raises the possibility that a second language comprehension theory of English for university students brings a lot of possibilities. The results of the last decade of research on learning a second language are shown in Figure 11.

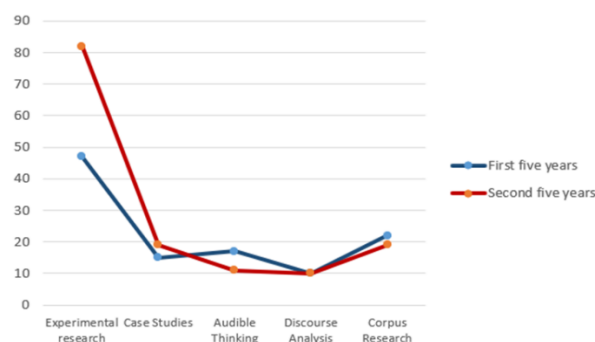


Figure 11: Findings From the Last Decade of Research on Learning a Second Language.

Application Strategies

Creating the Right Language Environment to Improve the Quantity and Quality of Language Input

Second language acquisition in the English classroom is also one of those teaching elements where the natural language environment is less relative and less participatory, so teachers must be proactive in building a suitable natural

language environment to enhance the quality of the teaching sessions. Firstly, teachers should use English in the classroom as much as possible, and in their teaching, they should show as many interesting short stories and videos about the international traditions and traditional culture of the English language as possible; secondly, teachers will follow the training programmed in their classroom teaching by emulating relevant venues such as restaurants, airports and hotels in other countries (Cooky et al., 2021). Teachers can use multimedia systems to visualize the natural language environment based on a blend of sound and images to create a natural language environment that students love to listen to and enhance language participation. In the English listening classroom, for example, teachers can use multimedia systems to teach language input to students in the form of rich activities. Teachers carefully prepare materials with content that is not only easy to understand but also easy for most students to learn. For example, teachers can provide English listening materials such as English songs, English short stories and English movies on campus to ensure the subjectivity and diversity of English listening materials. The establishment of a learning atmosphere should rightly focus on enhancing the interactivity of the language input materials and the input-export process. Whether it is second language acquisition or English learning, the key lies not in mere conceptual distinctions but in the fact that English language teaching must take into account the specific Chinese context and that any advanced ideas and theories must be combined with the actual situation in China. Developmental assessment stimulates the most essential developmental momentum in learners, and it is logical that teachers should choose a multifaceted assessment method that combines formative assessment and summative testing to promote the rapid development and improvement of learners' abilities (Lou & Sun, 2022). The exploration of interactive language input within the context of Sports Colleges has underscored its pivotal role in enhancing second language acquisition among sports-oriented students. This paper has highlighted the shortcomings of traditional language teaching methods, which often fail to connect with students' unique needs and interests in athletic programs. By integrating language learning with sports-specific content, educators can significantly improve engagement and the effectiveness of language education programs in these specialized environments.

Key Findings

Our investigation revealed that traditional teaching approaches, while structured and rigorous, do not sufficiently account for sports students' dynamic and interactive needs. These approaches often lead to a disconnection between

students' language learning and their passion for sports, thereby hindering motivation and educational outcomes. In contrast, the implementation of interactive language input strategies, including integrating sports terminology and real-life sports scenarios, has shown considerable promise in bridging this gap. These strategies not only enhance the relevance of the language learning experience but also increase student engagement and the practical application of language skills in both academic and athletic contexts.

Implications for Language Teaching in Sports Colleges

The findings from this study suggest several practical implications for language teaching in Sports Colleges. Firstly, curriculum developers and educators should consider the design of language courses that incorporate interactive and sports-related content as a core element of the curriculum. This could involve collaboration between language educators and sports coaches to develop integrated learning modules that serve dual purposes—enhancing language proficiency while reinforcing sports-related knowledge and skills. Secondly, there is a need for ongoing professional development for language teachers in Sports Colleges, focusing on the integration of interactive teaching methods and sports-specific content. Teachers should be equipped with the skills to create immersive language learning environments that utilize modern pedagogical strategies such as task-based learning, role-playing, and collaborative projects centered around sports themes.

Recommendations for Future Research

Future research should aim to quantify the impact of interactive language input on language acquisition metrics in Sports Colleges. Longitudinal studies could be particularly useful in measuring how these methods affect language retention, proficiency, and practical usage over time. Additionally, comparative studies between institutions that have adopted sports-integrated language teaching methods and those that adhere to traditional methods could provide deeper insights into the efficacy of these innovative approaches.

Conclusion

In conclusion, the integration of interactive language input within the context of sports education offers a compelling avenue for enhancing the effectiveness of English language teaching in Sports Colleges. By aligning language learning with students' passions and professional aspirations in sports, educators can foster a more engaging, relevant, and effective educational experience.

This alignment not only promotes better linguistic outcomes but also supports the holistic development of students as bilingual professionals in the sporting world.

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