

Discourse analysis and communication strategy of sport learning: a systematic review assisted with VOSviewer

Análisis del discurso y estrategia de comunicación del aprendizaje deportivo: una revisión sistemática asistida con VOSviewer

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Abstract. This research aims to analyze bibliometrically related discourse analysis and communication strategies in sports, especially physical education, sports, and health. The research uses a literature review. The literature review aims to find the latest literature and build a foundation for academic inquiry related to sports learning in communication and discourse, as well as build a foundation for scholarly inquiry regarding student communication strategies based on the latest articles reviewed. The articles used were selected according to the topic by eliminating irrelevant keywords in the VOSviewer application. The most relevant keywords are "physical activity," "teach*," "communication strategy," "discourse analysis," and "learn*" which are directly related to the main focus of the research. The result showed effective communication strategies in sports have a major impact on motivation, skill acquisition, performance, and overall athlete satisfaction. The use of various communication styles, including nonverbal communication, plays an important role in forming athletes' self-confidence, motivation, and learning process. These findings underscore the importance of communication skills and strategies in optimizing athlete performance and overall well-being.

Keywords: Discourse Analysis, Communication Strategy, Sport Learning, VOSviewer

Resumen. Esta investigación tiene como objetivo analizar el análisis del discurso y las estrategias de comunicación relacionados bibliométricamente en el deporte, especialmente en la educación física, el deporte y la salud. La investigación utiliza una revisión de la literatura. La revisión de la literatura tiene como objetivo encontrar la literatura más reciente y construir una base para la investigación académica relacionada con el aprendizaje deportivo en la comunicación y el discurso, así como también construir una base para la investigación académica sobre las estrategias de comunicación de los estudiantes basada en los últimos artículos revisados. Los artículos utilizados fueron seleccionados según el tema eliminando palabras clave irrelevantes en la aplicación VOSviewer. Las palabras clave más relevantes son "actividad física", "enseñar*", "estrategia de comunicación", "análisis del discurso" y "aprender*" que están directamente relacionadas con el enfoque principal de la investigación. El resultado mostró que las estrategias de comunicación efectivas en los deportes tienen un impacto importante en la motivación, la adquisición de habilidades, el rendimiento y la satisfacción general de los atletas. El uso de diversos estilos de comunicación, incluida la comunicación no verbal, juega un papel importante en la formación de la confianza en sí mismos, la motivación y el proceso de aprendizaje de los atletas. Estos hallazgos subrayan la importancia de las habilidades y estrategias de comunicación para optimizar el rendimiento y el bienestar general de los atletas.

Palabras Clave: Análisis del Discurso, Estrategia de Comunicación, Aprendizaje Deportivo, VOSviewer

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Introduction

Humans are creatures that can speak and think. Human speaking ability differs from that of animals because it begins with thinking, so human speech contains content and meaning conveyed through certain communication strategies. The human ability to think usually gives rise to ideas expressed in various communication strategies, especially books that encourage discourse analysis. Discourse analysis and communication strategies that require thinking skills and fluency in speaking are needed in any learning, including sports learning, which focuses on the physical, so it is considered that it does not require reason to think.

Physical education has long been one of the mandatory subjects which contains sports activities and various physical activities such as gymnastics, shot put, long jump, playing football, and various other types of sports carried out at school (Cradock et al., 2013; Larsson & Nyberg, 2017; Olofsson, 2007). Physical education is often misunderstood as learning

that only involves physical activity without using scientifically correct sports learning methodologies and without clear and measurable learning objectives to be achieved, so it usually uses physical punishment for students who make mistakes in practicing movements in sports or for students who lose in sports games (Aasland et al., 2017). Physical education is about more than just doing body movements and physical activities. Still, it must be able to develop sporting talents or improve motor skills in students to facilitate wider academic achievement (Larsson & Nyberg, 2017). Apart from that, physical education should promote a healthy and balanced lifestyle in students so that they avoid obesity, which can cause various risks of diseases such as type 2 diabetes mellitus (McMurray et al., 2009), cardiovascular, and so on. Therefore, sports learning must be equipped with interview analysis and communication strategies that involve the teacher's thinking and communication skills in a sports learning process (Kårhus, 2010).

Discourse analysis in sports learning usually takes the form

of the relationship between sports activities and physical activities such as fitness, which must be done to support physical health (Harris et al., 2018), such as reducing body fat and increasing insulin hormone sensitivity. For example, 25 minutes of aerobic exercise can increase energy expenditure by 12%, which should be enough to induce positive changes in body weight. The average increase in energy expenditure associated with increased food intake was 143 kcal per day. In adolescents at the secondary school level, there is a decrease in physical activity of 13–16% per day, or 45 kcal, compared to the activity level of children in elementary school. Assuming that adolescents of this age require 1600–1800 kcal per day, the increase in energy intake of 143 kcal due to increased food portions relative to body size, when combined with the lack of energy expenditure from decreased physical activity (45 kcal), represents an excess of 190 kcal or 10 – 12% of total energy requirements. Thus, increasing energy expenditure by 12% should affect body weight and aerobic fitness. For this reason, sports activities carried out consistently every day for at least 25 minutes affect body weight status and insulin resistance, reducing the risk of type 2 diabetes in youth (McMurray et al., 2009).

Discourse analysis also focused on physical education, sports, and health textbooks, which are still minimal in promoting physical education pedagogy correctly and appropriately, weak scientific foundations related to sports, including the impact of sports on health which is studied scientifically, lack of development of students' motor skills, and neglected sociological aspects and the development of students' social-emotional skills through sports (Svendsen & Svendsen, 2016). Discourse analysis also often focuses on the absence of government policies to support sports development, which can be seen in the limited budget, lack of sports facilities, lack of trained sports personnel, and weak coordination between stakeholders related to the sports sector. This has an impact on a weak sports culture in society and the absence of opportunities for people with disabilities and various groups with special needs to take part in sports and participate in sporting events (Shehu & Mokgwathi, 2007).

Communication strategies in sports learning, especially for students who have the potential to become professional athletes, must be able to eliminate the notion that athletes' futures are bleak and full of uncertainty through close interpersonal communication between teachers and students by not disclosing their athlete status, as well as always providing social support and praying for their success so that students undergoing the process of becoming a professional athlete with full hope, optimism and joy (Romo et al., 2015).

Communication strategies in sports learning can utilize technology to explore various sources such as video recordings, newspaper articles, fanzines, memorabilia, biographies, and autobiographies to raise enthusiasm and strengthen the determination of potential students to truly become professional and accomplished athletes (Enright & Gard, 2016). Apart from that, communication strategies in sports learning can also be done by developing digital simulations for sports such as aerobics or creating games such as the Greenville-putt County Senior Game to increase physical activity to maintain the body fitness and health of older people (Martin et al., 2016). In sports competitions, the communication strategies coaches use significantly affect athletes' self-regulation, increasing their discipline in training to reach the highest podium at a sporting event (Goffena & Horn, 2021; Grahn, 2014). This research aims to analyze bibliometrically related discourse analysis and communication strategies in sports, especially physical education, sports, and health.

Method

The research uses a literature review. The research process includes exploring, evaluating, and transcribing research findings relevant to the research objectives and studying themes regarding communication strategies and discourse analysis in sports learning activities. The literature review aims to find the latest literature and build a foundation for academic inquiry related to sports learning in communication and discourse, as well as build a foundation for scholarly inquiry regarding student communication strategies based on the latest articles reviewed (Lizde et al., 2022). This research reviews articles in Scopus-indexed journals via the SCOPUS website. They entered the database and mapped articles' relevance, substance, and analysis using the Mendeley and VOSviewer applications (Ibda, Al-Hakim, et al., 2023). The search results contained 129 articles indexed by Scopus. The criteria for published articles are English language journal articles and proceedings relevant to communication strategies and discourse analysis in sports learning. The articles used were selected according to the topic by eliminating irrelevant keywords in the VOSviewer application.

This systematic literature review research stage applies a scheme starting from determining objectives, conducting a literature search, and selecting articles by reading abstracts, keywords, and articles. Overall, data abstraction and presentation of analysis results are described in Figure 1 below:



Figure 1. Systematic literature review scheme

The scheme in figure 1 is the basis for determining objectives, searching for literature, selecting articles, reading articles, abstracting data, and reviewing analysis results. An in-depth analysis of the articles requires a systematic literature review to answer research objectives and strengthen related research arguments. Figure 2 in the result and discussion shows how the authors used VOSviewer to examine initial thematic associations.

Visualizing the interconnections between articles presented in Figure 2 provides information related to the main topics in digital-based evaluation research on students' communication skills with visualization of the most frequently used keywords in all articles. The most relevant keywords are "physical activity," "teach*," "communication strategy," "discourse analysis," and "learn*" which are directly related to the main focus of the research. Overall, this visualization helps understand how various research elements are interrelated and contribute to the main goal, namely improving students' communication skills through digital-based evaluation.

Results and Discussion

Discourse is one of the discussions in the pragmatics chapter in linguistics. Discourse is a language unit in a series of words or utterances used to communicate in a social environment. In oral and written form, discourse can be used as a transactional medium in the business sphere or is usually used for interaction in a social context. Oral discourse is generally in the form of communication between a person and another person or a group, while written discourse is usually in the form of someone's idea or ideas offered to the public, either intended as discourse in a particular scientific field or packaged in a work such as a scientific journal, book, and others (Rohana & Syamsuddin, 2009). Discourse analysis reveals the meaning or communication message, both textually and contextually, contained in a text. Discourse analysis can also be interpreted as a critical analysis of policy documents' structure, content, direction, and possible consequences (Montolío Durán & Unamuno, 2001; Shehu & Mokgwathi, 2007). In this research, discourse analysis and communication strategies in sports learning are studied based on several previous studies that researchers have conducted. The results of the literature review that has been carried out from several prior studies can be seen in Table 1 below.

Table 1. Results of Literature Review Analysis

No.	Author	Year	Type of Discourse	Subjects
1.	Harris & Legget	2000	Critical discourse	Physical education teacher
2.	Duran & Utemano	2001	Discourse marker a ver (Catalan, a venture)	Schools' students
3.	Borrie & Harding	2002	Decision making	Climber
4.	Caviglia	2002	Lies detector	Middle school students
5.	Smith et al.	2006	Decision-making discourse	Players
6.	Harrison et al.	2006	Learning communities	Students
7.	Olofsson	2007	Service-learning	Physical education teacher
8.	Shehu & Mokgwathi	2007	Policy discourse	Physical education scholars
9.	Haye & Kalmakis	2007	Coaching	Athletes
10.	Webb & McDonald	2007	Dominant gender discourses	Physical education teacher
11.	Haines & Fortman	2008	College recreational sports	Students
12.	Peters et al.	2008	Preferred learning styles analysis	Undergraduate students
13.	Humberstone	2009	Managerial discourses	Middle schools' students
14.	Karhus	2010	Instructional discourse	College students
15.	Larsson et al.	2011	Curriculum discourse	Students
16.	Azzarito & Hill	2011	Visually oriented discourse	Teenagers
17.	Barker & Rossi	2012	Teamwork	Physical education teacher
18.	Berg & Chalip	2013	Policy discourse	Sports organizations
19.	Taylor & Hall	2013	Multimodal discourse	Teenagers
20.	Cradock et al.	2013	Critical discourse	Students
21.	Zghibi et al.	2014	Dominant gender discourses	Students
22.	Lin et al.	2014	Relationship learning	College students
23.	Romo et al.	2014	Uncertainty management theory (UMT)	Athletes
24.	Grahn	2014	Discourses of coaching	Youth swimming coach
25.	Enright & Gard	2015	Curriculum discourse	Physical education teacher
26.	Penney & McMahon	2015	Cultural perspective	Students
27.	Peng	2015	Computer simulation	Athletes

28.	Tayar et al.	2015	Decision-making discourse	Female sports organization
29.	Svendsen	2016	Pedagogical discourse	Physical education teacher
30.	Martin et al.	2016	Service-learning with older adults	Students
31.	Harris et al.	2016	Critical discourse	Young people
32.	Larsson & Nyberg	2016	Stimulated recall technique	Physical education teacher
33.	Aasland et al.	2017	Physiology discourse	Middle schools' students
34.	Svendsen	2017	Written discourse (textbook)	Schools' students
35.	Feu et al.	2017	Task planning	Physical education students
36.	Gojkovic, et.al	2018	Gymnastics of the mind	Students
37.	Pang & Hill	2018	Critical discourse	Chinese young people
38.	Mooney et al.	2018	Critical discourse	Physical education students
39.	Anna & Kokkonen	2018	Competing discourses	Judo athlete
40.	Kavoura et al.	2018	Cultural discourses	Female judoka
41.	Avelar-Rosa & Lopez-Roz	2019	Pragmatic discourse	Teacher
42.	Martin & Hill	2019	Super Bowl communications strategy	Athletes
43.	Turnbull et al.	2019	Discourses surrounding food and physical activity	Children
44.	Gunn & Surtees	2019	Curriculum discourse	Schools' students
45.	Johnson	2020	Yoga discourses	Middle schools' students
46.	Peers	2020	Foucauldian discourse	Athletes
47.	Meng	2021	Virtual reality technology	College students
48.	Carmargo & Nardi	2021	Foucauldian discourse	Athletics
49.	Gauthier, et.al	2021	Critical discourse	Undergraduate students
50.	McEvilly	2022	Poststructural discourse	Physical Education (PE) students
51.	Diego et al.	2022	Extra-curricular activities	School children
52.	Domaneschi & Ricci	2022	Mixed martial arts	Teenagers
53.	Gray et al.	2022	Health discourse in the physical education curriculum	Physical education teacher
54.	Keles et al.	2023	Written discourse (textbook)	Schools' students
55.	Manoli & Anagnostou	2023	Critical discourse	Athletes
56.	Wang et al.	2024	Deep learning model-based IoT	Athletes

The results of the analysis in table 1 show that various methods are used to analyze communication in sports learning at schools, colleges, or sports clubs. An example of discourse analysis is critical discourse, which can help interpret physical, social, or mental aspects and can be identified with different stances and points of view from various social factors. This applied discourse can maintain the power structures and hierarchical relationships in learning (Harris & Leggett, 2015; JOHNSON, 2020; Keles et al., 2023; Mooney et al., 2018). The discourse marker *a ver* (Catalan, *a veure*) can be used in conversations specifically originating from interactions between teachers and students. The application of this discourse is based on the contribution of discourse analysis regarding social context as a determining element in the interpretation process and to focus on organizing discourse outside the social context. The analysis results also show that applying this discourse can increase verbal interaction among students (Montolí Durán & Unamuno, 2001). One method to achieve critical literacy is understanding factual and true news.

Likewise, when students study at school, the thing that needs to be addressed is dealing with fake news or lies. Addressing lying at school effectively increases students' communication awareness (Caviglia, 2002). Making decisions in class can help students think critically and improve their critical communication in class. Decision-making in sports learning can be done by determining group strategies when facing a sports game (Betzer-Tayar et al., 2017; Smith et al., 2006; Zghibi et al., 2013). Determining this strategy is, of course, to help students communicate and improve their teamwork skills in achieving the same vision (Barker & Rossi,

2012). In-depth training can also enhance athlete skills and improve communication between athletes because of frequent interaction. The approach between coach and athlete can also influence the athlete's self-regulation, namely a fully supported, moderately supported, controlled, and highly controlled approach. Research results show a positive correlation between coaching and full support for athletes' self-regulation (Goffena & Horn, 2021; Grahn, 2014). Learning communities encourage curriculum, help students build academic and social support networks, and encourage collaboration between students in meaningful ways in academic and non-academic fields (Harrison et al., 2006). The curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods used as a guide in preparing learning. The curriculum in sports learning is divided into three stages: the accumulation stage, the differentiation stage, and the deepening stage (Meng, 2021; Webb & Macdonald, 2007). Technological advances also play a role in discourse analysis in sports education; technology has many applications in learning activities. Technology can help with various learning needs; for example, virtual reality technology (VRT) can help teachers independently improve students' sports abilities. By studying independently, it will certainly improve students' communication with each other (Meng, 2021).

The analysis carried out in this research was also assisted by the VOSViewers application, which helped analyze bibliometric relationships in several previous studies. Analysis using VOSViewers produces three types of visualization: overlay, density, and network visualization. The results of the analysis with VOSViewers are as follows:

1. Overlay visualization

Overlay visualization is an analysis that produces a visualization of the development of research carried out by

several previous researchers based on the year of the study. The results of the overlay visualization analysis in this research are as follows:

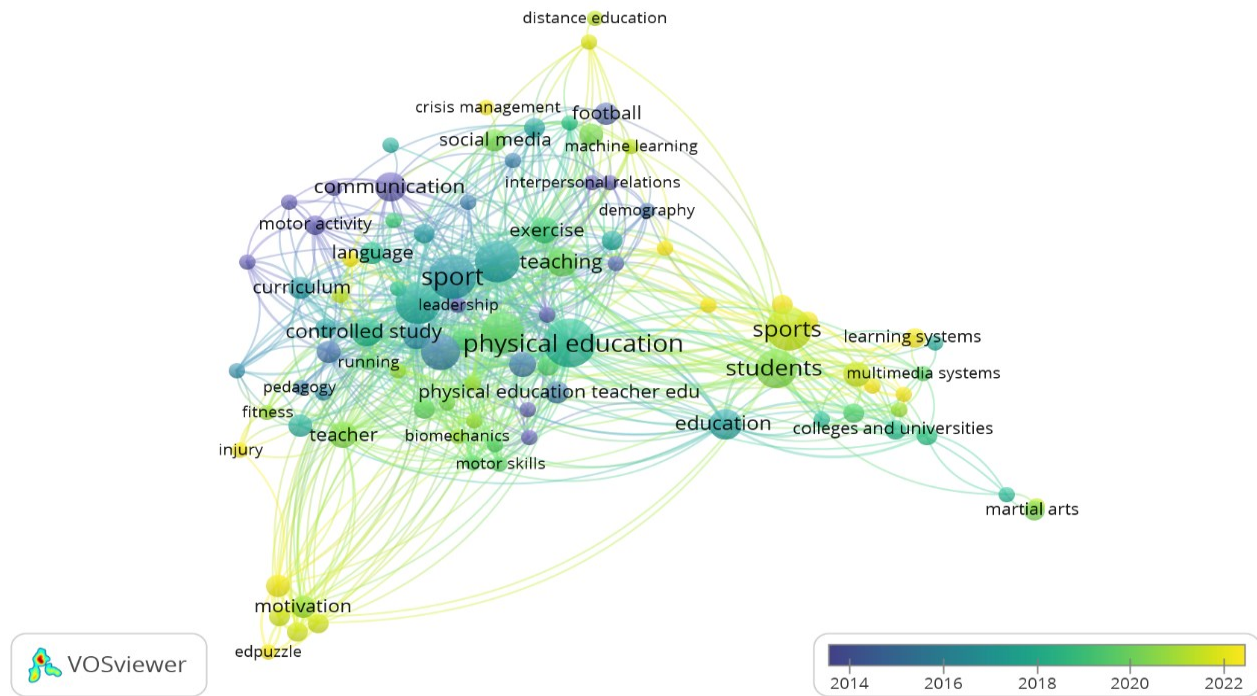


Figure 2. Overlay visualization analysis results

The results of the analysis in figure 2 show that quite a lot of research on sports education has been carried out. Based on the visualization in figure 2, it is known that in 2014, there needed to be more research discussing this research theme. In 2016, research discussed demographics, interpersonal relations, football, communication, motor activity, pedagogy, sport, and leadership. Furthermore, the 2018 research discussed education, colleges and universities, language, multimedia systems, education, physical education, controlled study, and curriculum. Finally, in 2022, research will discuss a lot about martial arts, sports, learning systems, multimedia systems, students, machine learning, crisis

management, distance education, teaching, exercise, social media, biomechanics, motor skills, teachers, fitness, running, injury, motivation, and puzzle. Based on the visualization results in figure 2, research on discourse analysis and communication strategies in sports learning is new because few studies have discussed this theme in depth.

2. Density visualization

Density visualization results from an analysis that explains how many items in a cluster have been studied by previous research. The results of the density visualization analysis in this research are as follows:

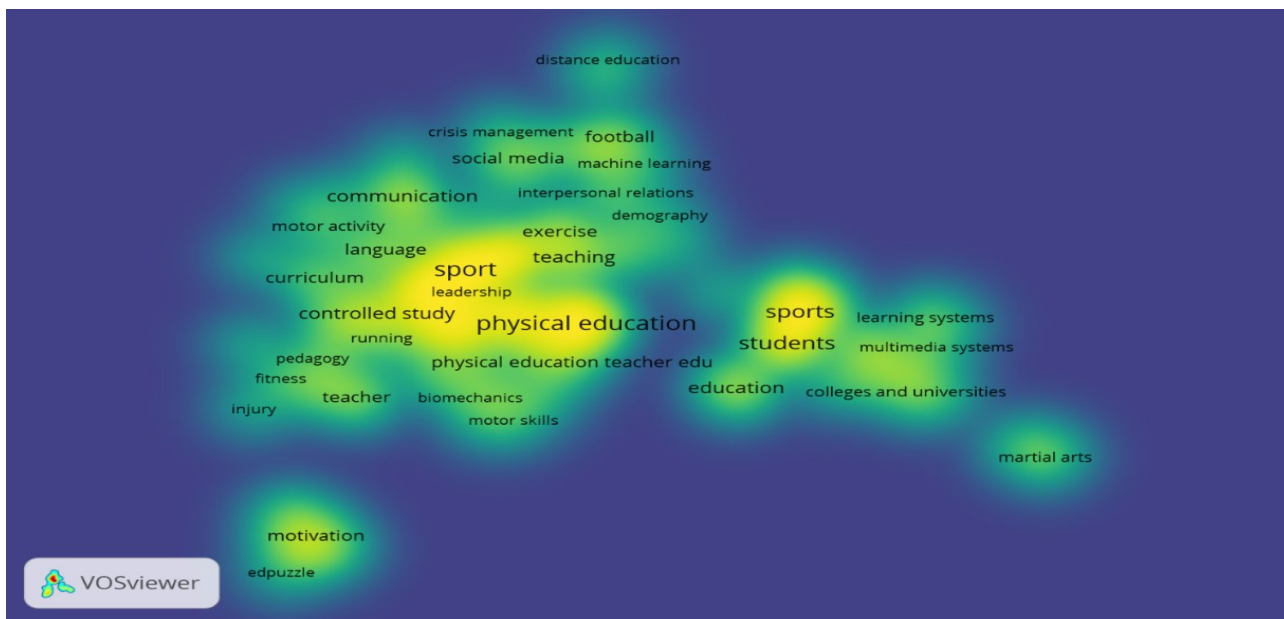


Figure 3. Density visualization analysis results

The results of the analysis in figure 3 show that previous researchers marked with yellow have carried out quite a lot of research on sports, leadership, physical education, and students. Meanwhile, other greenish items indicate that not much research has been carried out by earlier researchers on these items. Based on the visualization in figure 3, research on discourse analysis and strategic communication in sports

learning is new because not much research discusses these two aspects of sports learning.

3. Network visualization

Network visualization results from an analysis that shows the bibliometric relationship between items in each cluster. The results of the network visualization analysis in this research are as follows:

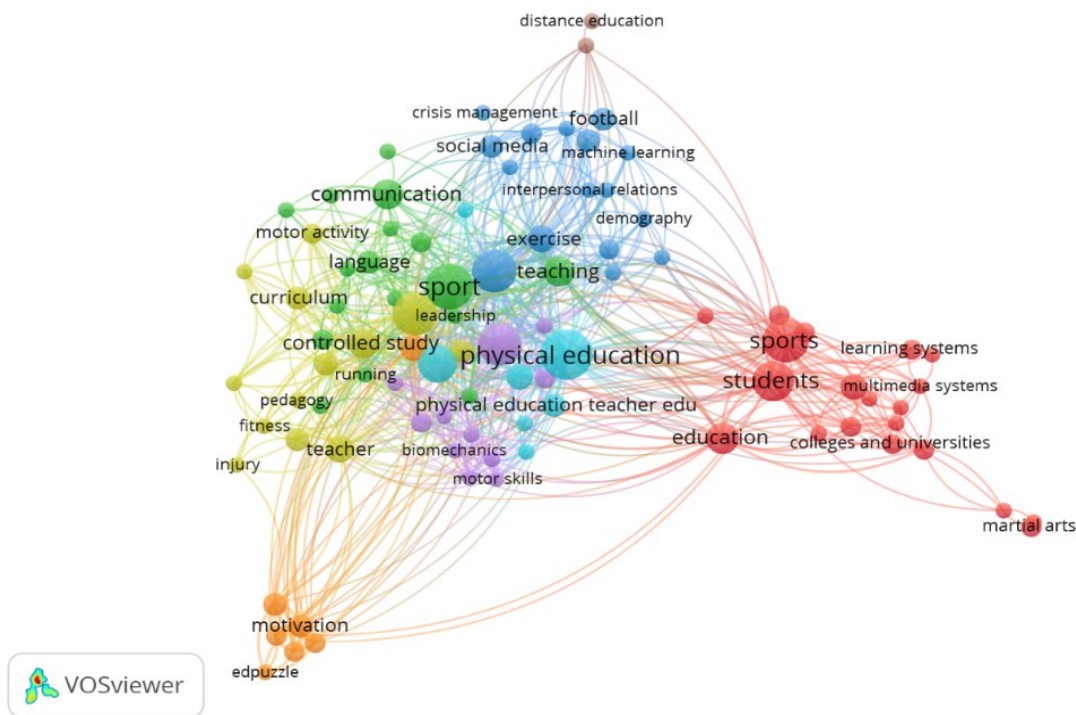


Figure 4. Network visualization analysis results

The results of the analysis in figure 4 show that there are 92 items and 8 clusters formed from each item, namely:

1. Cluster 1 consists of 20 red items: college students, colleges and universities, combat sports, constructivism, deep learning, education, education computing, interactive computer systems, learning systems, martial arts, multimedia systems, physical education teacher, and physical exercise. - physical health, sporting goods, sports activities, sports learning, students, and virtual reality.

2. Cluster 2 consists of 17 items colored green, namely aphasia, communication, decision-making, discourse, follow-up, Foucault, interpersonal community, language, leadership, recreation, running, sport, swimming, teaching, teaching methods, video recording, and walking.

3. Cluster 3 consists of 16 items in blue: college students, crisis management, demography, exercise, football, humans, interpersonal relations, machine learning, organization and management, program development, psychology, quality of life, self-esteem, soccer, social media, and social support.

4. Cluster 4 consists of 12 yellow items: controlled study, curriculum, fitness, health, health promotion, injury, motor activity, pedagogy, physical activity, primary prevention, teacher, and training.

5. Cluster 5 consists of 11 items colored purple: athlete, athletic performance, biomechanics, cognition, learning, motor performance, motor skills, psychomotor performance, skill, velocity, and volleyball.

6. Cluster 6 consists of 7 light blue items: critical discourse analysis, critical literacy, discourse analysis, literacy, organization, physical education, and physical education teacher.

7. Cluster 7 consists of seven items colored orange: active methodologies, puzzles, educational innovation, motivation, physical education, psychosocial factors, and sports learning.

8. Cluster 8 consists of 2 brown items: distance education and teacher training.

Based on this description, discourse analysis and communication strategies in sports learning correlate. This relationship shows that communication strategies can be used for discourse analysis. Discourse analysis, whether in oral or written form, can be applied and carried out textually or contextually.

Whether conducted with students at school or athletes in sports clubs, sports learning shows that discourse analysis consists of critical discourse, qualitative methodology, post-structuralism, and critical methodology. Discourse analysis is a qualitative method with a post-structuralism paradigm and critical characteristics, namely critical inquiry and critical methodology in sports learning. Meanwhile, communication strategies in sports learning include youth sports, sports

policy, sports communication, social media, and language. Social media can assist in developing communication strategies in sports in the current digital era, such as developing the communication skills of athletes or students. Discourse analysis in sports learning has several components, including:

a. Imaginary Ties and Community Building: Sports news discourse utilizes imaginary ties to overcome the lack of direct contact between journalists and readers, strengthening the sense of community among sports fans.

b. Theoretical Traditions and Methodological Developments: Scholars have utilized discourse analysis, particularly Foucauldian and critical discourse analysis, in media and sports communication studies, highlighting the fundamental nature of these approaches in understanding communicative action in sports contexts.

c. Transformation of Metaphors and Conceptual Metaphors: Metaphors play an important role in sports discourse, creating discourse and shaping worldviews. The study of symbolic transformations in sports discourse reveals the influence of sports topics on external discourse and the metaphorization of sports discourse through its resources.

d. Discourse Modalities in Sports News: Contrasting analysis of sports news in Spanish and French reveals the prevalence of direct and indirect speech, with differences in the frequency of use of the two languages, thus contributing to the analysis of contrasts in sports news discourse.

Based on the description above, discourse analysis in sports communication involves analyzing linguistic features, understanding power dynamics, considering the role of context, and dealing with ethical considerations. Contributions to understanding power dynamics can be made with critical discourse analysis to question existing power structures in sports management studies, "sticking to sport" discourse to test claims of neutrality or unity while disciplining employees who are too politically deviant and emphasizing the need for a critical approach to a study of the sports media industry, and a study of diversity and inclusion in a national sports organization use discourse analysis to investigate how discursive practices can simultaneously support and constrain the development of diversity and inclusion, and highlight the role of discursive practices in shaping power dynamics. The linguistic characteristics analyzed in sports discourse analysis include discourse analysis regarding sports studies and physical education with a focus on communicative action, analysis of the application of systemic functional linguistics to track language on the field in professional sports, which reveals different attitudes on the field such as communicating, condemning, and giving instructions, as well as conceptual metaphor theory to analyze metaphorical expressions in sports discourse, such as the MetaSelf metaphorical model in English-language sports

discourse. The role of context in sports discourse analysis takes the form of analyzing sports discourse through the theoretical framework offered by conceptual metaphor theory, which emphasizes the importance of context in shaping discourse. Studies of live TV sports commentary as a discourse genre highlight the need to consider the spoken dimension, including prosodic features such as rhythm, tone, and intensity, to understand better the nature of linguistic invariance in live TV sports commentary. Ethical considerations in conducting discourse analysis in sports communication, namely the study of decision makers' interpretations of diversity and inclusion in a national sports organization using discourse analysis to identify discursive practices related to diversity and inclusion, to address the need to reflect critically on paradigms and their uses in disrupting the status quo system of discursive practices.

Discourse analysis plays an important role in forming an effective sports learning environment, as proven by several studies, namely as follows:

a. **Understanding Classroom Culture:** Discourse analysis can improve instructors' understanding of classroom interaction patterns and their impact on student learning.

b. **Theoretical Traditions in Sports Studies:** Academics increasingly engage with discourse analysis in sports and physical education, highlighting its fundamental role in media studies and sports communication.

c. **Critical Examination of Discursive Practices:** Discourse analysis has been used to examine discursive practices related to diversity and inclusion in national sports organizations, highlighting supportive and contradictory practices.

d. **Challenging Power Structures:** Critical discourse analysis has been identified as useful for questioning existing power structures in sports management, highlighting their value and suitability for enhancing knowledge creation.

e. **Construction of Coach Learning:** A study using discourse analysis reveals how discourse in coach education programs constructs coach learning, emphasizing the influence of discursive resources on program design and delivery.

The above explanation shows that discourse analysis has proven to be instrumental in understanding and shaping effective sports learning environments by examining classroom culture, theoretical traditions in sports studies, critical examination of discursive practices, challenging power structures, and coaches' constructions of learning. Therefore, discourse analysis is a valuable tool for creating inclusive and effective learning environments in sports.

Discourse analysis can identify and overcome communication barriers in sport learning environments by examining how decision-makers interpret diversity and inclusion in national sports organizations, as demonstrated in

a study of New Zealand Rugby. A structured review illustrating the use of discourse analysis in the study of sport and physical education, emphasizing the need to theorize beyond dominant approaches to focus on mediated social interactions to overcome communication barriers.

Discourse analysis contributes to the construction of knowledge and identity in sports learning environments by examining discursive practices related to diversity and inclusion in national sports organizations, as evidenced in the study of New Zealand Rugby. This study of team selection in sports uses discourse analysis to reveal how coaches' value messages and principles construct knowledge and identity in children's stories about team selection and demonstrates the role of discourse analysis in analyzing the construction of knowledge and identity in sports learning environments.

Communication strategies in the sports learning process in the classroom have a number of impacts, including athletes considering communication with the coach as important during performances, psychological crises, and training, and the coach's communicative actions have a positive or negative impact on self-awareness, self-confidence, anxiety, autonomy, and motivation of an athlete; effective communication between sports teams is essential for physical and mental coordination, knowledge sharing, role clarity, goal setting, motivation, culture, and cohesion, which ultimately influences team performance; Coaches' use of strength bases, such as expert strengths, influences athletes' cognitive learning, motivation, and team winning percentage, thereby highlighting the importance of effective instructional communication strategies in sport; Communication competence plays an important role in reducing alienation in sport, emphasizing the importance of communication skills in creating shared understanding among individuals involved in sport; and communication strategies, including motivation and support, mediated the quality of the coach-athlete relationship and athlete sport satisfaction, highlighting the practical utility of communication strategies in improving the athlete experience.

The role of nonverbal communication in the athlete's learning process includes communication between interacting actors in sports as the main source of mutual influence, while nonverbal communication plays an important role in successful, functional, and effective communication in sports. Analysis of communication patterns in sports arenas, such as aikido and synchronized swimming, reveals that coaches and athletes communicate additional information through speech, gestures, marking, gaze direction, and body posture, which is important for athletes to instruct and develop their skills.

The psychological implications or influences of communication strategies on students' motivation and self-confidence in learning sports include that effective communication has a significant role in reducing isolation in sports and highlights the importance of this in increasing the

motivation and self-confidence of athletes; Coach use of prosocial strengths and avoidance of antisocial strengths was associated with greater amounts of coach affective learning, cognitive learning, and stated motivation among student-athletes participating in team sports; as well as athletes' emotional intelligence predicting sports motivation, and satisfaction with communication with coaches mediated this relationship, emphasizing the importance of effective communication in increasing athletes' motivation.

Conclusion

Based on the descriptions above, effective communication strategies in sports have a major impact on motivation, skill acquisition, performance, and overall athlete satisfaction. The use of various communication styles, including nonverbal communication, plays an important role in forming athletes' self-confidence, motivation, and learning process. These findings underscore the importance of communication skills and strategies in optimizing athlete performance and overall well-being.

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