

A Comparative Study of Traditional Versus Contextualized Approaches in Teaching ESP Vocabulary to Sports Undergraduates

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Abstract

The current study focuses on the effectiveness of two methods of teaching ESP vocabulary to sports students. A sample of 172 undergraduate students enrolled in the 2023-2024 academic year at the Sports University Tirana participated in the study. The subjects were divided into two groups: the control group was taught sports vocabulary using a traditional teaching approach, while in the experimental group videos and live sports contexts were employed to reinforce new vocabulary. A pre and a post-test vocabulary quiz, assessing their knowledge on sports related words were administered. Also, a comprehensive questionnaire using a 9-point Likert scale was designed to measure the subjects' attitudes toward the acquisition of ESP. The reliability of this tool was evaluated by using Cronbach's Alpha, thus justifying the validity of the measurement tool. Descriptive statistics summarized the responses of the questionnaires, while a one-way ANOVA was conducted between the two groups regarding the outcomes in terms of ESP proficiency. One-way ANOVA showed the results of statistically significant differences in performance and engagement at $p < 0.05$. The findings underscore the positive effects of using innovative, context-specific teaching tools in the delivery of ESP programs, resulting in relevant and interactivity-focused curricula. The existing study provides valuable evidence on the importance of educational interventions and their implications in boosting learning outcomes.

Keywords: ESP, delivery methods, technical vocabulary, sports