

IMPORTANCE OF COMMUNICATION IN ENGLISH FOR SPORTSPERSONS IN HARYANA: A STUDY OF B. P. ED. STUDENTS IN PANCHKULA DISTRICT OF HARYANA (INDIA)

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Abstract

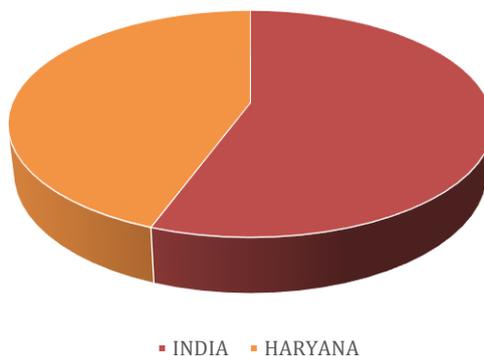
The sportspersons of Haryana have recently made a mark for themselves at the International-level in sports like wrestling, which is considered native to the state and even other international-level ones like Javelin-throw. The sportspersons of Haryana have proved their prowess and sports acumen for the world to see and applaud. However, like many earlier eminent Indian sportspersons coming from rural background, most of the sportsperson in Haryana also come from rural background, but with pride in their culture and language. Despite bringing laurels to the country, their uncomfortable relationship with English language is evident and even acknowledged by them. This is what necessitated a study to be conducted; to find out — first, why the sportspersons of Haryana have an uncomfortable relationship with English language; second, do they even feel the necessity to communicate in English; and, if yes, to what end? With this aim, a study of students pursuing B. P. Ed. (Bachelor of Physical Education) in Government Postgraduate College, Sector-1, Panchkula, the only government college in Haryana (India) offering this course, was conducted. A bi-lingual questionnaire (in Hindi and English) was prepared in google form and shared with them through their Physical Education teachers. The study revealed that the main reason behind the sportspersons of Haryana having an uncomfortable relationship with English language is not their reluctance to learn English but their gruelling engrossment in the sports they pursue. These sportspersons realize the importance to communicate in English, especially when they move outside their college/ state/ country, and they feel the need to learn the language also; and amongst the many needs that guide their desire to learn English is to learn from and train with foreign coach.

Keywords: Communication in English, Elite Sports, Gender-gap, Haryana Sports Policy 2015, *Khelo Bharat Niti* 2025, Sportspersons in Haryana.

INTRODUCTION

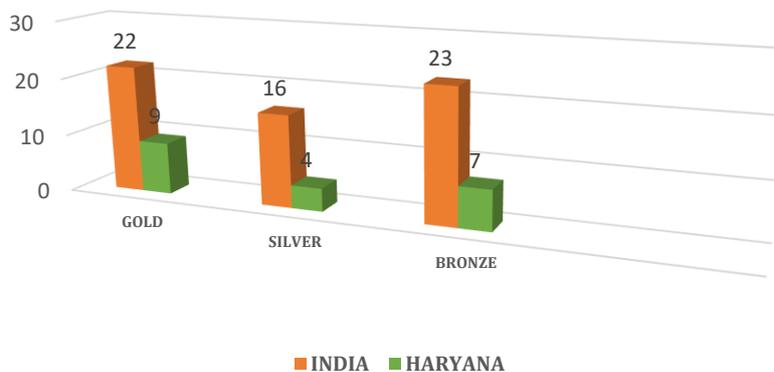
In the last decade and a little more, Haryana has earned for itself the name of 'India's Olympian State' (Choudhry, 2021), and justifiably, it deserves this name more than any other state in India because the medal tally of sportspersons from Haryana is more than 44.4 % of the total medal tally of the country, with 12 medals out of 27 Olympic medals in individual games from 1900 to 2024, won by the sportsperson from Haryana. (Figure 1) In total, there have been 41 medals in Olympics – 27 in individual games and 14 in team games – won by India, from 1900 till 2024 (Olympics).

Figure 1: Olympics From 1900-2024
Medal Tally Of Haryana State In Total India Medal Tally



It is not only in Olympic games that Haryana has stood out; even at Commonwealth Games held in Birmingham in 2022, the display of sportspersons from Haryana has been laudable. (Figure 2)

Figure 2: Commonwealth Games, Birmingham 2022
Medal Tally Of Haryana Vs Rest Of India



At the National Games 2025 too, which were held at Uttarakhand, the Haryana state stood out with its remarkable sports feat. It was placed at third place securing 153 medals (48 gold, 47 silver and 58 bronze); with Services Sports Control Board (SSCB) at first place and Maharashtra at second place (Nag, 2025).

Notwithstanding all these achievements of the sportspersons from Haryana at national and international levels, the sportspersons from Haryana share an uncomfortable relationship with English language, a fact of which they feel no embarrassment in accepting. Neeraj Chopra, two-time Olympic winner, who belongs to Haryana, while having a candid interaction with journalists in 2022, in which one of them asked Neeraj about whether he has improved his spoken English, gave an unabashed reply, "I know my English is not perfect but I try my best. It has improved a lot with talking to my coach. I know that athletics is a global sport and I want to reach everyone. I know that I can't find a translator everywhere so I try my best" (Times Now). In another interview, which was being conveniently carried out in Hindi after Chopra won a silver in the Paris Olympics in 2024, Neeraj was requested an answer in English for the benefit of a few foreign journalists present there. Chopra in his remarkable simplicity, matched with his unmistakable smile accepted, "Now I need to motivate myself to speak in English, the way I motivate myself for competition" (Rediff Sports). Chopra, on his part, seems to have realized the importance of communication in English in elite sports.

The sportspersons of Haryana have proved their prowess and sports acumen for the world to see and applaud. However, like many earlier eminent Indian sportspersons coming from rural background, most of the sportsperson in Haryana also come from rural background, (Prakash and Singh, 2021) but with pride in their culture and language. The present study does not, in any way, want to downplay the achievements of the national and international players of Haryana, who are very comfortable in their skin, by drawing attention to their hesitant relationship with English. However, the study conducted intended to find out:

1. Why do the sportspersons of Haryana have an uncomfortable relationship with English language?
2. Keeping in view the status that English has come to occupy at the national and international level, do these sportspersons even feel the necessity to communicate in English?
3. If they feel the need to communicate in English, then, to what end?

The Need for Present Study: There has been research on the importance and varied impact of communication in sports worldwide, but, as far as the sportspersons of Haryana are concerned, there has been rare study about them, in relation to the importance of communication specifically in English language for them, and little on their inter-personal skills. This is what demanded the present study and, in the process, the following explorations were done.

Cult Status of English Language:

In sports, communication happens at different levels, off-field and on-field and involves all sorts of interactions — while training, practicing, playing and officiating. Admitting that “officiating involves a more narrow and focussed type of communication” because “the terminology and jargon of sport is harmonised to a much higher degree than everyday language is,” Jacob Kornbeck still finds that it may vary for the players and athletes, who, while “interacting with other athletes and players may feel the confusion of being exposed to a second language in its full breadth” (Qtd. in Kornbeck, 2015, p. 28). This also requires that, “The level of communication between official and player/coach ... be distinguished,” according to M. McNamee to find out, “whether it (a) is minimal; or (b) happens during times that do not immediately affect participation (such as conversations regarding rule interpretation before a game” (2013, p. 366). Acknowledging that verbal interaction, while engaged in field in certain sports, per say, does not impact sportspersons much, yet keeping in view the present scenario at both, the national as well as Inter-national level, it is necessary for sportspersons to know English due to the following reasons:

Status of English at International-level:

1. **English: A Global Language:** David Crystal in his book, *English as a Global Language*, brings out the fact that “English has reached the stage where it is being used by more people than any other language” in fact, “about a quarter of the world’s population is already fluent or competent in English” (2003, p. 6). There are absolutely no two views about English being a global language and it having gained the status of *lingua franca* (ELF). In fact, Sridath Ramphal, Co-chairman of the Commission on Global Governance in an address given in 1996 on World Language: Opportunities, Challenges and Responsibilities, asserted that “there is no retreat from English as the world language; no retreat from an English-speaking world,” (Qtd. in Crystal, 2003, p. 26) highlighting the importance of English in the nineties, which has increased manifold in present time.
2. **International Sports are Officiated in English:** It must be admitted that rather than a global language, English has become a “working language” – where all the participants at an international meeting automatically use a single language, as a utilitarian measure” (Crystal, 2003, 12). Even at major international sporting events, English is used as a “working language.”

Article 24.1 of the Olympic Charter, which is the guiding principle for the provision of language services at the Olympic Games, stipulates that “The official languages of the IOC are French and English.” Even out of the two, English is being increasingly used in international arena. English is also one of the three languages, the other two being French and German, used at the Paralympic games (Djite, 2009, pp. 230-231).

Debate over Level Playing in Sports: The use and predominance of English in International sports events has raised doubts about the level-playing in sports. R. Phillipson (1992) is apprehensive about the use of English language leading to “linguistic imperialism;” however, Park and Wee (2011) claim that “the use of English in international contexts is purely for practical purposes and bleached of first language cultural norms.” Kornbeck too, finds that “issues of linguistic dominance, subordination, etc. otherwise felt as being insupportable in other walks of life might possibly be less outspoken in sport.” (Qtd. in Kornbeck, 2015, p. 28)

It is questionable to restrict language used for communication at international events to two (French, English at Olympics) or at the most three (English, French and German for the Paralympic Games), yet keeping in view the “cost of running an Olympic Games in a plethora of languages” while “dealing with some 200 NOCs the world over,” English seems to be the only feasible option available (Djite, 2009, p. 231). Another pertinent question is – If not English, then what? There is no alternative to a common language like English as yet.

So, it has to be reckoned that, for the time being, there is no getting away from the use of English at international sporting events. As in most spheres of life, English has to be accepted as a “working language” in sports as well and therefore, the sportspersons also need to equip themselves with the knowledge of English language.

3. **The Role of English Proficiency in Global Sports:** The sport, at the highest level of competition, where “all coaches and athletes ... align their actions with the aim of maximising sporting success” is defined by McAuley et al. (2022), as “elite sport” and it is on such occasions that English is again used as a “working language.” N. Murray (2006) and R. Jenkin (2014) have conducted studies which have shown that English proficiency enhances athletes’ ability to understand and implement complex

training strategies which are often shared in English by renowned coaches and sports scientists. IM Makkubhai and Dr. Swapna K Jadhav (2024) also, while acknowledging the fact that English is “influencing communication at all levels, from coaching to media coverage” agree that “Proficiency in English enables athletes to participate in global competitions, access international training programs, and engage with a broader sports community.” Additionally, in the opinion of F. Grin (2001), athletes with a strong command of English are found to be more adept at navigating “international sports regulations, contracts, and media relations, all of which are crucial for a successful career in sports.” Besides, the research conducted by G. Segrin and J. Flora (2000), has revealed that “individuals with strong interpersonal communication skills cope better with stress, handle major life transitions, and are less likely to suffer from depression and anxiety.”

4. **Sport as a Diplomatic Tool:** Sports, it is believed and proven, can play an important role in fostering friendship and cooperation among countries through sporting exchange programmes and organized competitions (Chelladurai, 2002, p. 373). And on such occasions, English proficiency plays an indispensable role in fostering cross-cultural exchanges among athletes. Jackson and Searle (1985) concede that

English language skills are essential for athletes training abroad or in multicultural teams, as they facilitate effective communication and cultural understanding. This linguistic competence not only enhances performance by improving teamwork and coach-athlete interactions but also contributes to the athlete’s overall well-being by easing the challenges of adapting to new environments.”

Here, an experience shared by P.T. Usha, popularly known as “Payyoli Express” in India, needs mention. When she was asked in a recent interview, “How did it feel to be the youngest athlete in the fray in the 1980 Moscow Olympics?”, she admitted that during the time of Olympics, she felt very lonely. Besides the age gap, it was her inability to communicate with her fellow Olympians “whatever they (fellow Olympians) told me I couldn’t understand. Because that time I only knew Malayalam and they were speaking in Hindi or in English.” (Kumar, 2020) So, lack of knowledge of English restricted her communication not only with the international participants but also her teammates.

Status of English at National level

1. **India – A Multi-linguistic Land:** The Constitution of India officially recognizes 22 scheduled languages — Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu and Urdu. There are even a greater number of dialects spoken in India which are believed to change after every few miles. However, “English shares the status of only mutually intelligible language among multilingual Indians” (Dwivedi, 2015, pp 10-14). There is no denying the fact that even though Hindi is the official language of India, still, one finds the largest English-speaking population in India, which is only second to the United States of America. (Ploscaru, 2025)
2. **Policies and Sports Communication in English:** Furthermore, intra-state and interstate governmental communications are largely carried out in English. Even the *Khelo India Niti 2025* (Sports Policy of India), and for that matter *Sports Policy of Haryana (2015)* is available only in English. The Preamble of the *Haryana Sports and Physical Fitness Policy-2015* states that “The Government of Haryana aims to increase awareness among Haryana residents regarding significant benefits of physical activity and the practice of sports” (1) But the irony is that the document planned for spreading awareness has been published in English despite being cognizant of the uncomfortable relationship of the sportspersons of Haryana with English language. Even the Ministry of Youth Welfare and Sports had been using English in all communications, a fact which they accepted in the Annual Report of 2023-24, where a promise was made for “progressive use of Official Language Hindi in day-to-day official work.” It is, however, a different fact altogether that they had to adopt various measures to encourage use of Hindi in their office — Virtual Hindi Fortnight, Hindi competitions, Incentive Scheme for Original Hindi Noting/Drafting, etc. (Annual Report, 2024)
3. **International Youth Exchange Programs:** In order to promote cooperation and friendship in the region, as well as internationally, the Ministry of Youth Affairs and Sports, as outlined in its *National Sports Policy, 2001*, intended to pursue ‘Exchange Programmes’ with all friendly nations, the emphasis being on advanced training for sportspersons and coaches, scientific support, the latest research aids and development of infrastructure, and earning honours for the country in Sports and Games. (National Sports Policy 2001)

Through its recently released *Khelo India Niti 2025* also, in order to establish excellence on the global stage, the country aims to build world-class systems for training, coaching, and holistic athlete support, to make itself a strong contender in the International, especially in the 2036 Olympics.

Hence, keeping in view all the above-mentioned factors that necessitate the knowledge of English amongst the sportspersons, the present study was undertaken.

Survey Group and size: Government Postgraduate College, Sector-1, Panchkula (Haryana) was specifically chosen for the survey because of the following reasons:

1. It is the only government institution in the state that offers B. P. Ed course in which sportspersons from Haryana (as well as neighbouring states of Himachal and Uttarakhand) take admission.
2. The students who take admission in B. P Ed in this college have played at National and sometimes at the International-level too.
3. B.P Ed is a course undertaken by sportspersons to enable them to take up the profession of coaching.

With B. P. Ed being a two years' Diploma, there are around 120 students (60 in each year) in the college. A sample of 24 students (N1= 24) was collected for this study.

METHOD

A bi-lingual questionnaire (in Hindi and English) was prepared in google form and shared with them through their Physical Education teachers². The questionnaire was divided into five parts. Part I started with the 'General Profile' which included their basic details besides their linguistic background of the B. P. Ed students, including their familiarity with English language. Part II dealt with their 'Communication with Coach and Teammates.' Part III tried to discover their 'Communication with players from other States and Countries.' Part IV 'Players from Haryana at International Level' was planned to find out their role models and also to see if they attach self-esteem to the English-speaking proficiency of their role models. Finally, to find out the purpose behind their learning English language, Part V 'Need to Communicate in English' was framed.

Part I: General Profile

It included their basic details like name, gender, age, residential details like hometown, its situatedness (Rural/ Urban), details of games played, age of starting playing the particular game and the highest level at which they played that particular game. Besides this, to gauge their linguistic preference as well as comfort and familiarity with English language, questions were designed to find out the details of the language they knew; the language they speak very often and their mother-tongue; the language in which they feel comfortable speaking to others; whether they knew English or not; or tried leaning English on their own; and also, the reason behind their not learning English.

The respondents were in the age group of 19-27, mean age being twenty-three. 58.3% (14) belonged to rural area whereas 41.7% (10) belonged to urban area. The sportspersons had played diverse sports — Hockey, Kabaddi, Lawn Tennis/ Soft Tennis, Wrestling, Ball Badminton, Fencing, Gymnastics, Wushu, Basketball, Athletics, Boxing, Weight-lifting, Football. Some of these games are individual and some are team sports. As far as the age when the respondents started playing their particular game was in question, some of the players started playing as early as 8 years (Gymnastics) and 10 years (Wrestling), but some started even as late as 22 (Fencing). The highest level at which the game was played was National level. 70.8% (17 respondents) had played at National-level, 16.7% (4) at State-level, 2 (8.3%) at only college-level and 1 (4.1) at All India Inter University level.

Female power in a gender-skewed state: It was heartening to find, through the data collected in the course of the survey, that the number of female sportspersons who responded was greater than the male sportspersons (62.5% females to 37.5% males), thereby negating, at least in sports, the socio-cultural bias which the state of Haryana is famous for. Haryana had been notorious for having a gender-skewed ratio since it came into existence in 1966 (It was carved out of the former state of East Panjab). In 1971, the sex ratio in Haryana was 867 females per 1000 males; slightly increased to 870 females to 1000 males in 1981; dwindled between 865 females per 1000 males in 1991 to 861 in 2001; increased to 879 as per 2011 census, a gain of 18 points (Census Haryana)

Linguistic Demography of Haryana: Until 2010, Hindi was the only official language of Haryana and it is spoken by the majority of the population — 70% rural population primarily speaks Haryanvi dialect of Hindi, as well as other related dialects, such as Bagri and Mewati. Other important minority languages spoken in Haryana are Punjabi, Urdu, Bengali and Nepali. (Directorate of Census Operations, Haryana)

So, there is no surprise that all the respondents of this study knew Hindi (Haryanvi dialect included), which is their mother-tongue also; besides, there were a few who knew English 29.1% (7) and Panjabi 8.3% (2). Hindi was found to be the language in which they all felt comfortable in speaking to others, with an exceptional case who could speak English. As far as their prior knowledge of English was concerned, it was a half and half between those who knew English and those who did not. In general, and on daily basis, 87.5% (21) of the respondents felt comfortable in speaking to people only in their mother-tongue. 91.6% (22) of the respondents even tried to learn English.

What could have contributed to their hesitant relationship with English language?

Now, English as we know is not the first language of the participants in this study, neither is it their second language. But, given the fact that English is now taught even on government schools from initial classes, did these sportspersons never get the opportunity to learn English? The primary reason quoted by 66.7% (16) respondents behind getting less exposure to English was that due to being more focussed in their sports

practice, they could not devote adequate time to learn the language. However, what are the other factors that influenced their hesitant relationship with English language?

According to David Crystal (2003), if English is not one's mother-tongue, there are "mixed feelings," amongst its learners:

You may be strongly motivated to learn it because you know it will put you in touch with more people than any other language; but at the same time, you know it will take a great effort to master it, and you may begrudge that effort. (3)

Now fortunately, there is no indicator that suggests that these sportspersons "begrudge" the great effort to master this language. Because when asked if they find the language difficult to learn, it is good to know that only 16.7% (4) found English a difficult language to learn and mentioned medium as a hindrance in learning English. There were another 16.7% (4), who did not feel the need to learn this language.

Part II: Communication with Coach and Teammates

This section was designed to know the language used by the players and their comfort therein while engaged in Internal communication i.e. with their coach and teammates; the language largely used by them while practicing or playing in the informal surroundings of their college, as also in the formal surroundings while playing outside the college.

It was found that, in their internal communication, whether they played inside the college or outside their college, both in formal and informal surroundings, all of them used Hindi or their mother-tongue, which for the most part, again is Hindi. As far as their comfort-level in internal communication was concerned, 79.16% (19) respondents felt at ease in communicating with their coach and teammates only in their mother-tongue. Though 83.3% (20) respondents agreed that, if required, they would feel comfortable to communicate with their coach and teammates in English. Out of the remaining 16.6% (4), two were not comfortable in English; however, the remaining 8.3% (2) did not know English which can be presumed that, if they knew English, they too would use it in communicating with their peers and coach.

Part III: Communication with players from other States and Countries.

Now, while playing outside the college/ state/ country, did the sportspersons communicate only in the midst of their coach and teammates, thus, confining themselves to their comfort group and restricting their interaction with the sportspersons from other colleges, states or countries; or did they like to mix up and interact with sportspersons outside their immediate circle? It was found that 62.5% (15) confined themselves in their comfort zone, 33.3% (8) were comfortable even beyond their comfort zone; one, however, did not make an attempt to speak to players from other states. It is heartening, nonetheless, to know that all of them expressed their desire to speak to the players from other colleges/ states/ countries and 95.8% (23) amongst them were hopeful that if both the parties knew English, it would be convenient for them to speak to the sportspersons, other than their teammates.

The present study also intended to find out the reason behind the sportspersons from Haryana not speaking to the players from other states/ countries. Only 8.4% (2) had tried to communicate with players from outside their team. The main reason, obviously, had been linguistic disparity because of which 50% (12) of the players could not communicate with the players from other states. 37.5% (9) attributed the reason behind their lack of communication to hesitation on their part; only 4.2% (1) was really not interested in communication.

Assuming the willingness of players to communicate with players from other states, it was necessary to find out the common language in which they would feel comfortable to communicate with each other. A few, 16.7% (4) expressed their desire to speak in their mother-tongue, another 8.3% (2) to communicate in their language. Now, there are limitations to both — communicating with the sportspersons of other states or countries in one's mother tongue is not feasible at all, nor is the idea of communicating in their language unless both know the same language, which is not possible at all places and all countries. A common language like English was found to be a convenient mode of communication for sportspersons from different states speaking diverse language by 75% (18) of the respondents. This shows that these participants realize the importance of English which is described by David Crystal (2003) as a "link language" or "working language." (10)

Part IV: Players from Haryana at International Level.

This section intended to find out the pride these players take in their role models, and, also to find out how much importance they attach to their ability to speak English with their self-esteem at the International-level when they interact with the outside world.

Asked about their favourite player from Haryana who has played at national or international, the respondents mentioned a few old – Dara Singh (Wrestling) – and mainly new-age players – Neeraj Chopra topping the favourite's list with Gurbaaj Singh (Hockey), Abhishek Nain (Hockey), Harmandeep, Sandeep Singh and Sanjay (Hockey), Pardeep Narwal (Kabaddi), Sakshi Malik (Wrestling), Savita Punia (Hockey), Amjyot Singh (Basketball), Ram Mehar Singh (Kabaddi), Anup Kumar (Kabaddi), Sanju Yadav (Football), Sunil Kumar (Kabaddi), Nisha Rani (Tennis), Amit Panghal (Boxing).

To find out if they understand image-building at International-level, the respondents were asked if it is necessary for a player to speak in English at least at international level; to which 75% (18) agreed, whereas 25% (6) registered their disagreement. 70.8% (17) respondents were in full support of their favourite player if he spoke in English in India, 29.1% (7) were not in consonance; while, at international level, 91.6% (22) respondents were in favour of their favourite player speaking in English outside India, and only 8.3% (2) were not in favour of it. So, the respondents accept the importance of English at International level.

Now these players have not remained untouched by the allure of English; because, when they see sportspersons from other states/ countries who can speak good English, 95.8% (23) of them want to speak like them, and 87.5% (21) respondents also showed their desire to speak in English, if they won award at national or International-level.

It was hypothesized in this section that these players felt deficient when they failed to communicate in English with the outside world. But fortunately, they have no such inhibition; it does not in any way hamper their self-esteem. Otherwise also, sports is one such field that does not require authentication through words, for the actions in sports speak louder than words.

Part V: Need to Communicate in English.

Finally, the purpose of the whole study was to find out, if these sportspersons ever felt the need-to-know English language. 83.3% (20) respondents felt the need, whereas 16.6% (4) did not. It was also necessary to know if their course was deficient in imparting them the required English skills. 70.8% (17) agreed that they were being taught English; but their course doesn't seem to be adequate as 29.1% (7) responded in negative and when asked if they would like English to be introduced in their course, 79.1% (19) showed interest. Perhaps all their expectations from the course are not being met. Why do they want to learn this language? 62.5% (15) want to learn English in order to be able to only speak in that language, 16.7% (4) to only understand, 4.2% (1) to read and 16.7% (4) want to learn all – to read, write, speak, and understand.

Once they have acquired the skills of English, what would it help them most in? To what end, knowledge of English would help these sportspersons? Good, that none expressed the desire not to learn English and one wanted it to serve all the purposes mentioned; better, only 1 (4.2%) respondent agreed that it earns you more respect if you speak in English, thus showing that these players do not relate knowledge of English as a marker of self-esteem. 12.5% (3) felt that it would help them to understand when other people speak in English; 25% (6) would use it to communicate with people from other states and countries. The majority, 54.2% (13), however, want to learn English to learn from and work with foreign coach.

Communication Between Coaches and Athletes is Vital: The higher level a sportsperson reaches, the greater is his requirement to train with the best. The sportspersons, then practise with the best of the coaches across the world. The sport communication research carried out by Cranmer et al. (2020), Kassing and Infante (1999) and Turman (2003) has shown the ways in which communication between coaches and athletes has had a vital impact on the satisfaction, motivation or learning ability of athletes and ultimately in their sporting success, Andreas Hoffmann (2025), accepts the central role that communication plays between coaches and athletes, “as it is only through communication that coaches can share their expertise with athletes” and “help them improve their sporting development” (p. 2).

CONCLUSION

The aim with which the study was conducted has been able to garner answers to most of the questions raised in the beginning. What has emerged from this study is that:

1. The main reason behind the respondents having an uncomfortable relationship with English language is not their reluctance to learn English but their extra involvement in the sports they were pursuing which demanded gruelling training sessions because of which they could devote little time to learning English.
2. Keeping in view the status that English has come to occupy at the national and international level, these sportspersons feel the necessity as well as realize the importance to communicate in English, especially when they move outside their college/ state/ or country (the limitation here is that none of the respondent has played at international level till now).
3. Amongst the many needs that guide their desire to learn English, the foremost one is to learn from and train with foreign coach which will help them shine at international-level.

RECOMMENDATIONS

The present study, in a way, may be significant as it might initiate the policy makers at the State-level as well as level National Level to introduce training in English communication, along with physical training of the sportspersons, in training camps. Keeping in view the participation of sportspersons from Haryana in elite sports, communication coaches can also be engaged before any major National and International event.

DECLARATION AND ACKNOWLEDGEMENT

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2. Prof (Dr) Ram Mehar and Dr Vijay, Assistant Professor, both from the Department of Physical Education, Government Postgraduate College, Sector-1, Panchkula, Haryana (India), where the B.P. Ed course is running, facilitated the process of collecting data for the study through a questionnaire prepared by the author of the article and shared with their students via WhatsApp.

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