

ЎРГАНУВЧИЛАР ЭҲТИЁЖЛАРИ ТАҲЛИЛИ АСОСИДА ФУТБОЛЧИЛАРГА ИНГЛИЗ ТИЛИНИ ЎРГАТИШНИНГ САМАРАЛИ ЁНДАШУВЛАРИ

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ЭФФЕКТИВНЫЕ ПОДХОДЫ К ОБУЧЕНИЮ АНГЛИЙСКОМУ ЯЗЫКУ ФУТБОЛИСТОВ, ОСНОВАННЫЕ НА УБЕЖДЕНИЯХ И УСТАНОВКАХ УЧАЩИХСЯ

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EFFECTIVE APPROACHES TO TEACH ENGLISH TO FOOTBALL PLAYERS BASED ON LEARNERS' BELIEFS AND ATTITUDES

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Abstract. The article presents effective approaches and educational techniques that can be used in teaching English to representatives of the sports field. To conduct the experiment, young players trained in the Republican College of the Olympic Reserve were selected. First, we studied how the English language lessons are taught to young footballers and conducted a survey. The survey questions were mainly aimed at finding out to what extent students are interested in learning the language. They were asked what is the most useful aspect of learning English. The results of the survey were analyzed and it was determined which language skills are more important for players who are representatives of the sports industry. Based on this, effective methods of language teaching are mentioned. Basically, teaching methods were chosen taking into account the integration of all language skills (listening, speaking, reading, and writing). Based on each method, various interactive tasks and assignments were used during the lessons, and it was explained how productively they are used in textbooks. The article shows the importance of using more authentic instructional materials in teaching English to representatives of the sports field. During the lessons, the importance of students working as a group is covered.

Keywords: approach; method; nonlinguistic; questionnaire; player; language skills; terminology.

Аннотация. Мақолада инглиз тилини спорт соҳаси вакиллариға ўргатишида фойдаланиш мумкин бўлган самарали ёндашув ва таълим методлари тақдим этилган. Тажриба ўтказиш учун Республика олимпия Захиралари коллежида тарбияланувчи ёш футболчилар танлаб олинган. Дастрраб, ёш футболчиларга инглиз тили дарслари қай тарзда ўргатилаётгани кузатилган ва ўқувчилардан сўровномалар олинган. Сўровнома саволлари асосан ўқувчиларнинг тил ўрганишга бўлган қизиқишлари қай даражада эканлигини аниқлашга қаратилган. Улардан инглиз тилини ўрганишининг энг фойдали жиҳати нима эканлиги ҳақида сўралган. Сўровнома натижалари таҳлил қилинган ва спорт соҳаси вакиллари бўлган футболчиларга кўпроқ қайси тил кўнкималарини эгаллаш муҳимлиги аниқланган. Шу асосда самарали тил ўқитиши методлари ҳақида баён қилинган. Асосан барча тил кўнкималарини интеграцияланган ҳолда ўқитиши методлари танлаб олинган. Ҳар бир метод асосида дарслар давомида турли интерактив вазифа ва топшириклар кўлланган ва уларнинг дарсларда фойдаланиш учун қанчалик унумдорлиги ҳақида баён қилинган. Шунингдек, мақолада инглиз тилини спорт соҳаси вакиллариға ўқитишида кўпроқ аутентик ўқув материалларидан фойдаланишининг муҳимлиги ҳақида сўз боради. Дарслар давомида ўқувчиларнинг гурух бўлиб ишлашининг муҳимлиги ёритилган.

Калит сўзлар: ёндашув; метод; нофилолог; сўровнома; футболчи; тил кўнкималари; терминлар.

Аннотация. В статье представлен эффективный подход и педагогические приемы, которые могут быть использованы при обучении английскому языку представителей спортивной сферы. Для проведения эксперимента были отобраны юные футболисты, обучающиеся в Республиканском колледже олимпийского резерва. Первоначально было замечено, как молодые игроки занимались английским языком, и были получены анкеты от студентов. Вопросы анкеты в основном направлены на выяснение того, насколько велик интерес студентов к изучению языка. Их спросили, какой аспект изучения английского языка наиболее полезный для них. Результаты опроса были проанализированы, и было определено, какие языковые навыки более важны для игроков, являющихся представителями спортивной индустрии. На этой основе говорится об эффективных методиках обучения языку. В основном были выбраны методы обучения всем интегрированным языковым навыкам. На основе каждого метода были использованы различные интерактивные задания и задания во время занятий, а также было объяснено, насколько продуктивно они используются в учебниках. В статье также говорится о важности использования более аутентичных учебных материалов при обучении английскому языку представителей спортивной сферы. Освещается важность работы студентов в группе во время занятий.

Ключевые слова: подход; метод; нефилолог; опросник; игрок; языковые навыки; терминология.

Currently, the study of foreign languages is an important aspect of the life of a modern person. A foreign language allows us to get acquainted with the culture and traditions of other countries, contributes to the development of thinking, imagination, and memory. Knowledge of foreign languages is necessary for effective

interaction of states with each other in many spheres of life (science, politics, sports, culture, art, etc.). Today, knowledge of a foreign language is one of the conditions for professional competence.

Now in the world, there is a process of globalization — the emergence of hybrid world culture, a mixture of national traditions, increased cooperation between nations. It manifests itself in the unification and unity of the most diverse aspects of people's life — their worldview, politics and economics, social life and production, science and education, culture and art, religion and language, sports, etc. As statistics show, English ranks first among other foreign languages that has reached the international level. Today, English is used everywhere — business, travel, sports, science, education, the Internet, films, etc. English unites people and helps to gain knowledge from different spheres of life.

In this research, we aim to analyze sportsmen's needs and attitudes towards acquiring the English language and we decided to provide our experiments with young football players. Usually, when it comes to the level of proficiency in English, many people have in mind, primarily general vocabulary. However, for each profession in English, as in any other language, there is a narrow special vocabulary, the development of which makes you "your own" among professionals.

There are two objectives of the study: 1) to identify learners' needs analysis for ESP courses; 2) to analyze some language teaching strategies that suit to apply to teach ESP learners. The study is based on the Language Learning Beliefs Questionnaire (Table 1).

Of course, athletes romp around the world, and therefore they should know the English that has become international. For walking around the city or shopping in a foreign country, highly specialized sports vocabulary is unlikely to be needed (unless, of course, you are looking for sports equipment in a specialized store). Professional vocabulary in English is needed by the athlete in other cases:

- At competitions: commenting, grading by the panel of judges is carried out (or at least duplicated) in any country in English.
- For informal communication in a sports environment. Here a lot depends on the sport. Each of them has its well-established expressions and informal terms, many of which you will not find in any dictionary.

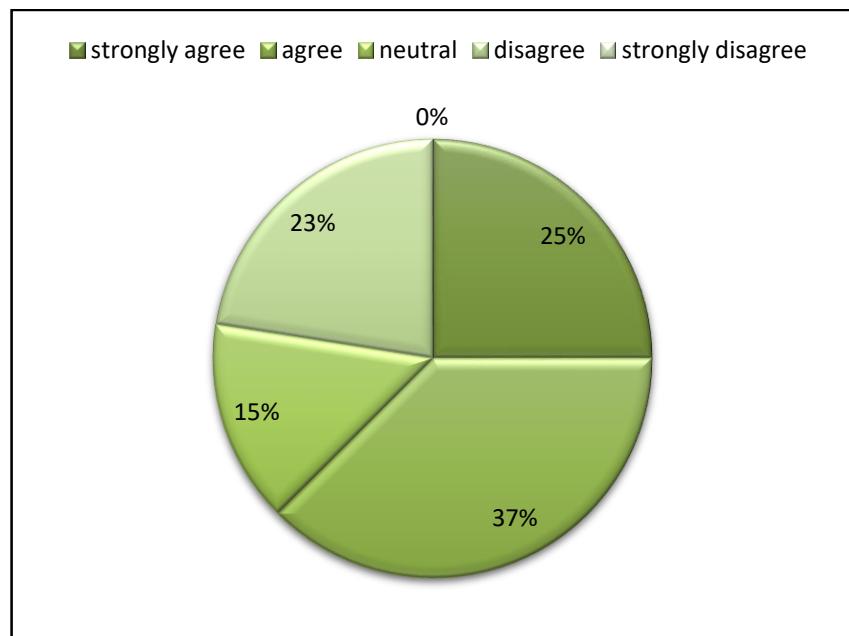
The training of a professional athlete begins at the School of the Olympic Reserve, where young athletes intensively combine their studies at school and intensive training. Pupils of the 9th grade (80 in total) of the Olympic Reserve College of the Republic were asked to respond to the statements given in the questionnaire. The answers could vary from "strongly agree", through "agree" and "neutral" to "disagree" and "strongly disagree".

Table 1.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
English is important for future football players	20	30	12	18	0
The materials you are taught should be related to football	12	23	22	16	7
Speaking and listening skills should be focused more than other skills	30	25	5	14	6
Students should work in a group rather than working individual	16	28	27	14	3
Teachers should always be interested in what students would like to learn	27	36	12	5	
The activities should be practicable to use in real-life situations	22	34	24	0	0
Which of the following English language skills do you think are the most important for football players?	Listening 25	Speaking 41	Reading 9	Writing 5	
What is the main problem with the English language?	Poor vocabulary/grammar 0	Poor speaking skills 38	Poor listening comprehension 26	Poor understanding texts 16	Poor writing skills 0

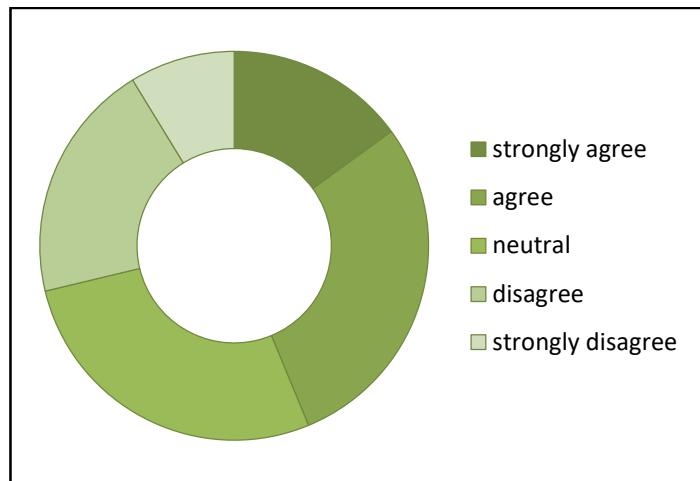
First of all, let's consider the student's questionnaire. That form involved 8 items for the learners to be familiar with their needs, opinions about English and their suggestions. Here are the results:

Figure 1. Statement 1. English is important for future football players



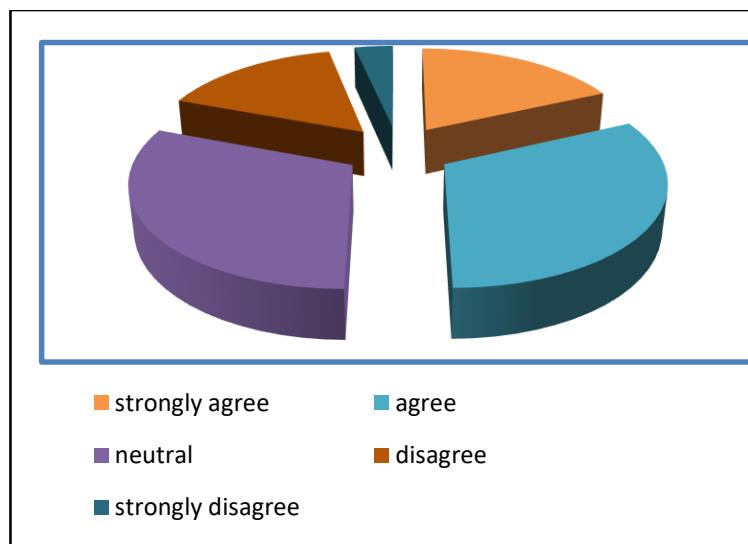
A glance at the pie chart reveals that approximately more than 60% of the learners regard English as an important aspect of their future career. On the other hand, 23% of the learners do not consider the English language will profit them in the future while 15 % of the learners are not sure about the importance of English for them.

Figure 2. St. 2. The materials you are taught should be related to football



The figure informs that about teaching materials the participants have distinctive views. 15% percent of the pupils strongly state their opinions on the materials' connection with football in a positive way. Moreover, another 29% also agree about this statement. However, almost 30 % of the learners did not support and 27% expressed their apathy on this statement.

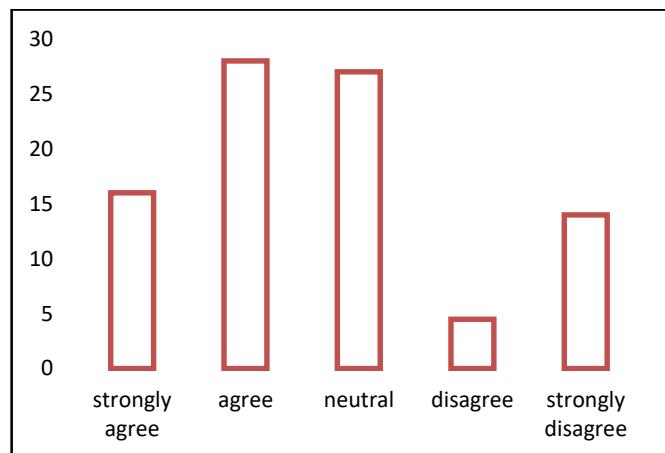
Figure 3. St.3. Speaking and listening skills should be focused more than other skills



It is evident from the information provided that the half part of the ESP learners prefers practicing speaking and listening skills

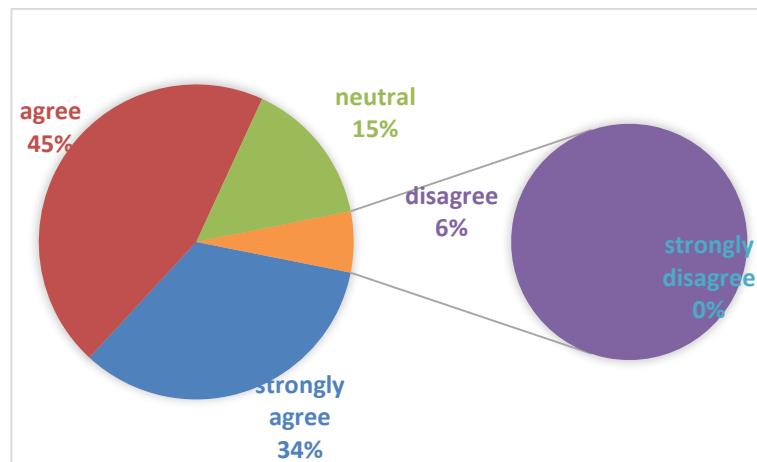
to other ones. Besides, 18 % of them revealed their high agreement with the statement. On the other hand, for 31% of the pupils, it was casual whether speaking and listening have to be focused more or not. Under 20% of the participants did not support this statement, even 3% of them strongly disagreed.

Figure 4. St.4. Students should work in a group rather than working individually



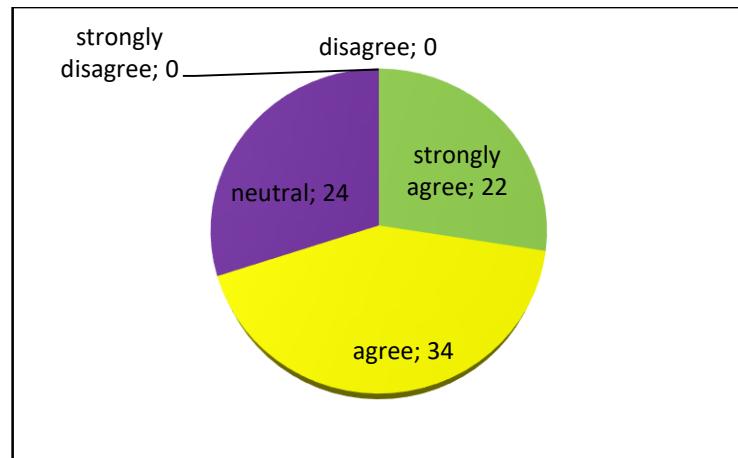
The given column graph demonstrates the high percentages of the agreement on group work of the ESP learners. It should be emphasized that the percentage of the responses with strongly agree is above 15% and it means many ESP learners prefer group work to individual work. Another significant point is that more than 25% of the participants are not sure about this statement. Disagreement is also noticeable, because, almost 15 % of the participants disagreed to work in a group. The reason may be that they have never been divided into teams nor did any drillings with their classmates. However, it is supposed that in the duration of the experimental period the learners of the experimental group came across working in groups and witnessed its beneficial sides.

Figure 5. St.5. Teachers should always be interested in what students would like to learn



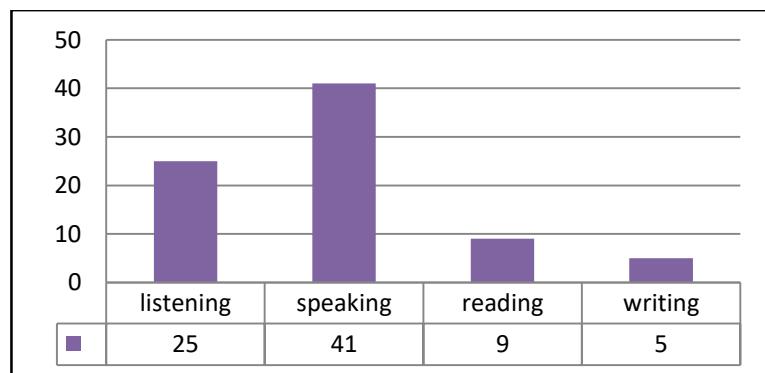
This statement was inserted to check pupils' opinions about ESP teachers. The figure provides some interesting facts that most of the learners supported this idea that a high percentage – 79 % of the responders agreed and even more, 34% of them asserted their view by stating the option strongly agree. The lower percentage that 15% of learners were apathy or they are not sure about it. Finally, very few 6% of the learners disagreed with the statement.

Figure 6. St.6. The activities should be practicable to use in real-life situations



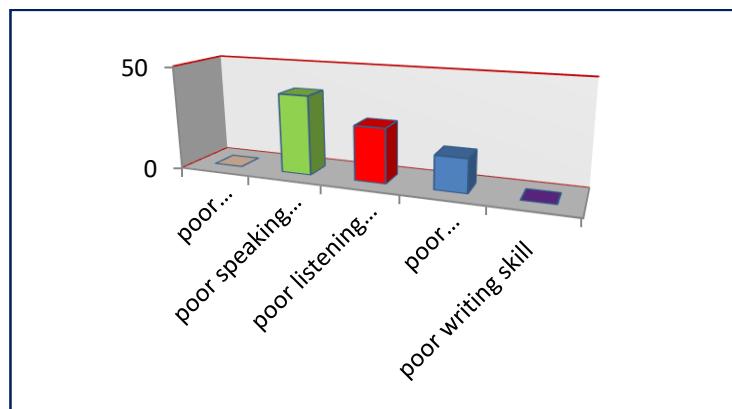
The next statement inquired about the ESP learners' attitude towards activities whether they should be practicable or it is not so important matter for them. The results are satisfactory for the researcher. More than half of the participants found that the activities should be practicable, and just 24% of them were neutral. It is noticeable from the figure that there was not any disagreement with the statement. Consequently, relying on the results of the figure it should be deduced that ESP learners typically need to practice the language frequently and the activities enable them to verify this task.

Figure 7. Question 1. Which of the following English language skills do you think are the most important for football players?



The question about language skills was asked to analyze ESP learners' needs. The graph reveals that speaking is the most required skill among football players and 41 out of 80 participants prefer to acquire communication skills in English. The next requisite skill is listening as 25 learners consider it necessary. Reading and writing skills gathered a few votes that 9 for reading and 5 for writing.

Figure 8. Q. 2. What is the main problem with the English language?



A glance at the column graph delivers the information that the most problematic issue for the learners is oral fluency and then comes obstruction related to the listening comprehension. Another challenge with English is connected with understanding texts in the target language and more than 15 learners cogitate it difficulty they face.

A foreign language is a special subject for a future athlete. Starting with the youth team, he travels around the world and communicates with athletes from other countries.

Collecting the necessary data for our research, we decided to experiment with teaching strategies that content-based teaching and task-based teaching approaches to provide language classes for the learners. We chose classes whose specialty was football. It should be noted that all the pupils were boys in the class.

Initially, if we explore a content-based approach to learning, according to Widdowson, teaching and learning activities must be based on meaningful contexts, since meaning emerges from context. Brinton, Snow and Wesche (1, 120) define content-based instruction "as the integration of content with language-teaching aims". In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex (1, 117).

As the learners' level was low, we decided to make the contents of the activities simpler and practicable. Considering the interests of the learners' we provided two types of activities.

- We chose one text about the autobiography of a popular football player and adjusted it to the level of the learners. 10 new words were chosen and their definition was given in the first activity. As a warm-up activity teacher introduced new words with their definitions and translations in the learners' mother tongue. Pupils were asked to make sentences using new words. After the vocabulary expanding part, learners' moved to the reading part. As the text was interesting for the learners, they were involved into the drilling process. At the same time, the teacher facilitated them to read the text that gave questions open-ended and close-ended questions related to the content of the text. The next step was to ask pupils to write a short paragraph about their favorite football star.

- Another type of activity was related to a video material that is about football. This activity has also the same structure. First, new words from video content are explained. Pupils watch the video and discuss it with the group.

Content-based approaches help teachers to integrate the language skills while teaching, which are important for ESP classes. Watching movies in a foreign language, reading authentic literature (brochures, handouts, newspapers, magazines, hotel ads, etc.) have a positive impact on the development of speaking skills. It is very useful to watch English-language sports channels, communicate with English-speaking athletes. However, there are English-language sports forums, educational literature (including dictionaries of sports vocabulary), and English-language sports channels where can be heard comments on sporting events in English, which are full of special verbal expressions and manner of speaking. A huge part of the sports terminology in the English language is borrowed from other languages. This helps to learn colloquial words, correctly build the sentences, and helps to improve pronunciation skills. In addition, native speakers use specific sports terminology while coaching and refereeing. In addition, for each sport it is different. Thus, a content-based teaching approach can be effective to apply in ESP classes.

As the materials of the collected data show, fluency in language and understanding of speech are important for football players we conducted several activities that are directed to develop learners' communicability. The task-based language learning begins to influence the learning strategy, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration (2, 460). While the young footballers were studying, this approach had to be applied several times. For example, picture tasks were effective in that the students explained the position of the players on the field by looking at the picture. Step by step, they were able to explain effective football tactics using the pictures.

Integrated-skill approach is also considered to be one of the most important approaches as it serves to integrate all language skills as ESP teachers have to. Learners will be able to immediately feel the importance of the language as they communicate with each other during the classes (4).

Given the varieties of approaches, we decided to teach English to young football players only in an integrated way. To illustrate, we asked them to watch one football match which is commented by a native English speaker. Obviously, only few words were understandable for the learners. After watching the video, they watched the voiceless version of the video. At the same time, they have to give their own comment while watching the video. At first, this task seemed to be quite complicated for them. However, they could show their ability to speak English language.

In conclusion, it should be noted that we have basically combined approaches to improve the educational process. For example, as the learners' communication skills had to be reinforced we accentuated to the activities which enable to grow speaking skills, and also endeavored to maintain listening skills. Moreover, their vocabulary had to be enriched with football terms. We believe that through speaking and listening activities the pupils could increase their lexical resource. In the teaching process, we concluded that the teacher's responsibility for the effectiveness of lessons is excessive. As a teacher, we had to fulfil many functions at the same time such controlling, monitoring, explaining lessons, checking understanding, organizing drillings. Applying to effective teaching approaches and methods also played important role.

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