

The Critical Analysis of English Learning and Using Habits in English Non-Native Students of Sports by Using Spss Software

Insaf Ali Siming¹, Rubina Shaheen², Muhammad Arif³, Ali Siddiqui⁴, Agha Kousar⁵

^{1,3,5}Quaid-e-Awam University of Engineering, Science and Technology (QUEST), Nawabshah, Sindh, Pakistan

²Shah Abdul Latif University, Khairpur, Sindh, Pakistan

⁴English Language Development Center (ELDC), Mehran University of Engineering and Technology (MUET), Jamshoro, Sindh, Pakistan

Abstract

The present study tries to highlight crucial aspects of learning English language and casual habits adopted by an English non-native student of sports. The habits are visualized through three prospective time-frames (past to present and lastly to future). Therefore, these are measured through longitudinal adapted scales. The number of students was 50 that were selected from department of physical Education, University of Sindh, Jamshoro, Sindh, Pakistan. The method employed in this study was mixed method, quantitative and qualitative. The instrument for quantitative design, (i.e., questionnaire that comprised of 12 statements) was designed by first employing qualitative design, (i.e., interview protocol). The quantitative data collected was analyzed through software SPSS v. 21. The quantitative results have revealed that non-native Sindhi speakers of English usually get a learning environment in two of the situations provided. The situations be either sportive or not. It is even observed that Sindhi speakers of English usually get more incentive to learn if s/he is active in their sporting life phase. Most of them, even adopt English learning skills averagely. In present, after the globalization concept of English, they are often seen to use English more as compared to their past and are willing to use in their future life phase ($r=0.5$, $p<0.001$).

Key words:

Sindhi, non-native, learning, sport, student, English, SPSS

1. Introduction

The recent contributions by research scholars have revealed this phenomenon that in humans, the female gender is more active to enhance their lingual skills, compared to their male counterpart. Therefore, they are valued to superior position. According to the shared collective results of some studies by Progress in International Reading Literacy Study (PIRLS) with collaboration of internationally recognized association to evaluate the achievement in Education (2001) in reading practices and self-evaluation have presented that fourth grade female students seemed to be better in reading, when it was compared to their fourth grade male students. These have been further validated by Johansone, (2003). Similarly, the positive attitude of female students has been evidenced at occasion organized by Program for

International Student Assessment (PISA). The program was sponsored by Economic Co-operation and Development (OECD, 2000). According to Geske, & Ozola, (2007), the literacy rate of reading attitude of female students has surpassed their male counterpart. According to Cameron, (2007), the claim of female gender reading superiority on male has been questioned in recent past years. The concept of gender demarcation is blurred to most of its respect as it is stated in work of Wolf & Zwick (2002). Many of the recent decade studies have put forwarded a reverse notion regarding gender-biased superiority assigning of language skills to female students only. The students of sports have stated that amongst language skills, the verbal abilities of male are not less compared to their females. According to studies of Omrčen & Bosnar, (2010); Rudzinska, (2011) they are far better compared to females.

1.1 Objectives of study

1. To know about English skills to English non-native speaker of sport student in formal and informal context.
2. The satisfaction level of English non-native speakers of sports students in developing their English skills and its use.
3. The role of participation in sports either enhances or decreases the growth of English skills.

1.2 Research Questions

The research questions are concerned to connect language learning of non-native English student of sports. It is visualized into three prospective time frames (past to present and for future), measured in longitudinal scale.

1. How the English skills to English non-native speaker of sport student develop in formal and informal context?
2. What is the satisfaction level of English non-native speakers of sports students in developing their English skills and its use?
3. Does the role of participation in sports either

enhances or decreases the growth of English skills?

2. Review of Literature

The studies of Omrčen & Bosnar, (2010); Rudzinska, (2011) have highlighted few of the related causes that could be possible for males to have better verbal competency compared to its female counter part. The three possibilities highlighted are as, physiological condition (the male student of sports have increased level of testosterone production), psychological condition (the male student have increased self-esteem emotions) and lastly of social surroundings, which includes communication in hard times like of trainings, intra-gender competitions on limited resources or survive in camps). These possibilities instigate the communication skills in male sport students. Therefore, they willingly enhance the constructive steps by adopting habits that could facilitate to speak in foreign languages, especially in English language.

2.1 Physiological condition that enhances verbal abilities in male student of sports

Physiologically, the neurologists have conducted studies that compare general mind set of both females and males. The recent contributions have stated that they are changed in few aspects. The center of brain consists of 11 percent volume devoted to language and hearing. Whereas, according to Brizendine, (2006:5-6), the increase of testosterone in male genders have served half times more towards drives for sexual arousal than female genders.

2.2 The social influence contributes in increase of verbal skills in male student of sports

Biologically, it has been observed that if testosterone level is increased from normal range, then it tends to decrease socializing aspect in males. Whereas, there are two possibilities through which socializing factor can increase the testosterone level in males. One is involvement in sports and other is sexual intercourse with opposite gender. Therefore, it seems that sports do play a reverse role here. Here, one finds a concept of willing to speak that ultimately results into increase of verbal abilities in male students of sports.

2.3 The role of psychological conditions to develop verbal skills to speak in English as foreign language

According to Sonstroem, (1997), individuals who engage themselves more in any physical activity are seemed to develop better self-insight. Therefore, it shows that sports do positively contribute to self-examine one's abilities.

This quality of self-examination of one's attributes does pay him or her to increase one's verbal qualities. It is the sports that bring changes more in females compared to males. According to Omrčen; Omrčen & Bosnar, (2010), female sport students have greater tendency to interact as compared to others because they self-motivate themselves.

3. Research Methodology

3.1 Participants

The study has narrowed sample size to 50 participants of undergraduate Physical Education department. They were first and second year students, of both female and male gender.

3.2 Research Design

The study has employed a mixed method approach. It uses both research methods, qualitative and the quantitative design one after the other. The first and second year students of physical education were asked for their responses on few questions in quantitative design regarding learning and assistance to learn English skills. Where, in qualitative design, the responses of sports students were given to analyze key terms that could characterize techniques to learn a foreign language (i.e., English language) by English non-native sport students.

3.3 Instruments in study

3.3.1 Quantitative design

The close-ended questionnaire that consists of 12 questions was used. The measuring scale was four point Likert scale in questionnaire.

3.3.2 Qualitative design

The process of content analysis was used for qualitative design.

4. Data Collection and Analysis

4.1 Analysis of Qualitative part

The process of content analysis was used in qualitative analysis. The process have come up with many techniques, through which the students of sports can learn English language by altering his/her language learning habits in present compared to past. The full name of participants was placed by first letter of first and second name. The excerpts of few students of sports have been recorded.

G.A., Male, Second year, Student

The sports activity in shape of competitions seems to be of good source to interact with sports persons. I remember when I represented my poly-technical college of Latifabad, Hyderabad, Sindh in International inter-college Cricket tournament. There, I got chance to learn few terminologies related to Cricket to which I was unaware earlier. The words like, Lolly, meaning an easy catch taken, red-inker meaning one is safe in game and one idiom, which is to break one's duck, to have the first run in match.

S.M, female, first year, Student

When, I first got admission in Lahore gym, the gym trainer taught some exercises for thigh muscles and arms in English language. The techniques of theory on video were shown in English, later the trainer translated and explained in Urdu.

G. M., Male, first year, male, Student

I found myself, weak in English up to matriculation. I was interested in sports since my childhood. I used to watch news related to sports in English language. The entire commentary session of matches was in English because they were broadcasted live from U.S.A, U.K or Australia. I started to observe every action of player with sentences uttered by commentator and make my sense of meaning making. This practice helped me for which now, I understand English easily.

A.S., Female, second year, Student

The course of Physical education in undergraduate level is in English. Therefore, I need to communicate with my peer and teacher in English.

Z. M., Male, first year, Student

The internet browsing helped me to learn English with fluency. The videos on sports training, the vocabulary used in those videos, the online lecture sessions has definitely helped me. The ESPN channel, Ten Sports are worthy to mention in this respect.

M.B, Female, second year,-Student

I belong to conservative family background. The family is Baloch and avoids too much intermingle with male friends and peers to teach me. Therefore, the documentaries on sports and sports magazines, televised issues on sports in Television are watched with prior concern.

L.S, Male, first year, student

The improvement in my language skills was due to consistent visit in aboard with family for sports purpose. Therefore, speaking with foreign coaches, sportsmen helped me a lot.

F.S., Female, Second year, Student

I, being personally involved as Sports journalist, worked online to search for news on sports, based in national and international level. The reporting of news on international line needs English; therefore, having dealt with these aspects, I improved my verbal and writing skills of English. I was even selected as commentator on reporting recent drawbacks of motor cycle racing tournaments in Pakistan.

H.A., Male, Second year, Student

Since childhood, I have craze to play video games. These games were played either in team or single match. The medium of instruction in these games was in English language. There are online tournaments to interact with foreign online players; to chat with them during and after the game helped me to develop fluency in speaking English. The online players were from different parts of World. They were from Africa, U.K., and Australia.

W.A., Male, Second year, Student

The organizing skills helped to move further and organize sports functions. The teachers asked me to organize different sports competitions; therefore, I need to interact with foreign organizers and guests to visit our sports functions in college. It is so, I spoke English and improved.

4.2 Themes that have been generated

- a) **One related to sports;** participation in, competitions, visits abroad with families related to sports; watching news on sport, programs on sport (documentaries, etc.).
- b) **One, which are not related to sports;** organizing functions, content of courses.

The analysis of content through which agents of English language communicators is deciphered,

- a. **The environment related to sports:** foreign players, trainers, peers, commentators.
- b. **The environment, which is not related to sports:** teaching staff, international organizers of sports functions

4.3 Analysis of Quantitative part

The instrument used for a quantitative part analysis was four point Likert scale questionnaire. It consists of twelve statements. The three columns were separately made. The columns denoted three time frames (from past to present and for future).

The first question was concerned with techniques to learn English. The question forwarded to sports students was that how they learn English? Their answers did vary from training to academic institutes, abroad visits and etc.

The second question was English use by non-native English students of sports. Here, again the answers did vary according to needs and situation demands; it went like to interact with peers, coaches or athletes.

The last question presented frequency of use of English language from past to present and for future. The answers even varied from "often" to "rare".

The last two questions were related to trainings. It was whether, the trainings helps to learn or not, the English language. The responses also varied from assists, inhibits and no idea.

The students of physical education students were provided questionnaires to fill in period of English.

4.3.1 Quantitative Results

a. The using of English habits by English non-native students of sports

The data released that use of English from past to present have been still viewed as often rare in past, which both now indicates that in present students use English was indicated around 35%.

In past, English was used rarely was responded around 19.5%. In present, if English is asked whether it was used in past, was responded around 13%, which shows that students believe that English was rarely used in past.

The use of English in future is increased was responded around 75% of sports students, whereas, the response on rare use of English in future was around 12.3%.

The responses of sports students on English communication with respect to peers, coaches, players have been as;

In past, the sportsmen use to communicate in English with other players was responded around (49.8%), with coaches was responded around (45%) and with peers was responded around (35.6%).

In present, the responses have been recorded as

Other Players (64.3%),

Coaches (45.9%), peers (55%).

The future responses have been recorded likewise;

Other Players (75.2%),

Coaches (66.3%) and peers: (64.3%). It shows the growing importance of English in future for students of sports.

b. The enhancement of English skills

The majority of responses from collected data have shown that around 47.2% of English non-native students of sports found speaking ability as satisfactory amongst the others, whereas, 32.5% have stated that they have this skill well developed.

The other English skills that have been responded by students of sports as they are neither more difficult nor too easy were around 57.8%. Around 21% were found good in writing skill and 33% were found good in reading.

For future, it was asked about intend of sports expert to learn English skill for higher studies was around 39.5%.

The background academics of students have presented a response that around 61% of them been taught in English language, whereas, remaining have taken admissions in tuitions for English during their graduate studies.

In future, the use of English for students of sports have been responded as for the field specialist they need English to comprehend literature of course was around (70.1%), and for the work on composing the e-mails was responded by students as (45%).

The knowing of English skills has been responded through medium of informal and formal ways.

Informally, the students have responded collectively around (43.8%) by various ways. They are as electronic media, news, commentaries and etc.

Formally, it has been responded by students that around (82.5%) learnt English in institutions and content courses.

c. The Relation of actively participating in sports to increase of English language

The responses of English non-native students of sports have responded as;

In past, the active engagement in sports have positively contributed to students for developing their skills was around (54.6%), whereas, the responses of students for active involvement in sports neither developed nor inhibited skills of English have been recorded around (35.4%).

In present, the active engagement in sports has almost same results for both responses. The active participation in sports help to develop skills was around (50%), whereas, the responses of students that for active involvement in sports neither develops nor inhibits skills of English have been recorded been around (51%).

Therefore, it can be concluded from the results that active involvement of students in sports does contribute to pay increase in English language skills of sport's students in past and present.

5. Recommendations

- a. After the analysis on findings, which shows lack

in English communicative skills of students of sports, it is a need of an hour to establish specific English medium schools for students of sports.

- b. The higher physical educational institutes need English proficiency skills, which are seemed less sufficient.
- c. The educational staff, which includes teaching staff, administrative staff and other concern authorities to keep themselves updated with English competences by working on their language skills.
- d. The educational and administrative staff should expand the use of English in formal and informal settings.
- e. The teaching academia, physical trainers and students need to take active participation in English communicative courses and programs, which are organized under Higher Education Commission (HEC).

6. Conclusion

The study conducted on English non-native speakers of sports students have revealed about following results that sport students, irrespective to formal and informal contexts does improve their language learning capabilities. Formally, the Sindhi students of sports do have their active participation in international sports competition, which provides them to interact in international outlook. They get many opportunities to communicate with sports expertise and players of other states, where they interact with them in English language. Similarly, the international tours assist them to travel in those parts of World, where they get to spend their most of time with foreign World class players, coaches and guides. They communicate in English language. In homes and institutions within Pakistan, the advancement of technology ensure students of sports to get themselves engaged in electronic media for having an update on news related to sports. The notion as discussed above, has tended to declare that the students of sports use English more in present times compared to past and towards the future they intend to study abroad and acquire courses in language.

References

- [1] Brizendine, Louann, M.D. (2006), *The Female Brain*, Crown Publishing Group.
- [2] Cameron, D. (2007), "Unanswered questions and unquestioned assumptions in the study of language and gender: Female verbal superiority", *Gender and Language*, Vol. 1, pp.15-25,
- [3] Geske, A., Ozola, A. (2007), *Skolēnu sasniegumi lasītprasmē Latvijā un pasaulē (Student achievement in reading literacy in Latvia and the world)*, Rīga, LU Akadēmiskais apgāds.
- [4] Johansone, I. (2003). *Startautiskais lasītprasmes novērtēšanas pētījums 2000-2003 (International PIRLS investigation 2000-2003)*, Rīga, Mācību grāmata.
- [5] Omrčen, D., Bosnar, K. (2010). *Gender Stereotyping Bias – Assessment of the Swimming and Underwater Diving Vocabulary Knowledge in English as a Foreign Language in Kinesiology*, pp. 1-6. In S. Orthaber and P. Vičić (eds.) *Proceedings CD of the international language conference "The importance of learning professional foreign languages for communication between cultures"*, Celje, Slovenia, University of Maribor, Faculty of Logistics.
- [6] Rudzinska, I. (2011). "Bridging the gender gap in student professional foreign language competence" In S. Orthaber and P. Vičić (eds.) *Proceedings CD of the international language conference "The importance of learning professional foreign languages for communication between cultures"*, Celje, Slovenia, University of Maribor, Faculty of Logistics.
- [7] Sonstroem, R.J., (1997). *The physical self-esteem: A mediator of exercise and self-esteem*, In K.R., Fox (Ed.), *The physical self* (pp. 3-26). Champaign, IL: Human Kinetics.
- [8] Wolf, E., Zwick, T. (2002). *Reassessing the Impact of High Performance Workplaces*, ZEW Discussion Paper No. 02-07, Mannheim, forthcoming in *Schmalenbach Business Review* (2008)