SPORTAHOLIC

An English Reference Book for Sports Science

Fatona Suraya, M.A. & Dr. Setya Rahayu

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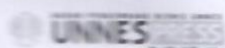## An English Reference Book for Sports Science

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SPORTAHOLIC

(English for Sport Science)

Contents

CHAPTER 1

THE EXISTENCE OF ENGLISH FOR SPORT SCIENCE

I. Objective

Learner will be able to explain the existence of English for Sport within the English for Specific Purposes (ESP) context

II. Overview

Before you read the article below please discuss the following questions with your partner

1. How many years have you been learning English?
2. Have your teacher ever taught you an English material related to sport?
3. Why do you think so?
4. Will you learn English better if the teacher use an authentic material related to your hobby in sport?
5. Try to mention any English related- sport material that you've ever got during your study!

III.

THE EXISTANCE OF ENGLISH FOR SPECIFIC PURPOSES IN SPORT SCIENCE

English for specific purposes or ESP has been an interesting issue for many decades in developing countries like Indonesia. There are various definition of ESP by some experts, those are:

First one is by David Nunan (2004) , he mentioned that ESP is the basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing learning programs to reflect the different communicative needs of disparate groups of learners. No longer was it necessary to teach an item simply because it is 'there' in the language. A potential tourist to England should not have to take the same course as an air traffic controller in Singapore or a Columbian engineer preparing for graduate study in the United States. This insight led to the emergence of English for Specific Purposes (ESP) as an important

subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research.

Second one by Dudley-Evans and St John (1998, p. 1) , they argued that ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation.

The third one is by Holme (1996), he believed that it is in the nature of a language syllabus to be selective. The General English syllabus is based on a conception of the kind of reality that the student has to deal with in English. For example, a General English course for teenagers will probably be written around the language-based activities of a stereotypical teenager. Finding out or even speculating on what these activities are is like taking the first step towards a needs analysis. Consciously or unconsciously, therefore, all sensible course designers must begin by trying to assess students' specific needs. ESP is simply a narrowing of this needs spectrum. The ESP process of specialisation should not result in the complete separation of one part of the language from another. One cannot simply hack off pieces of a language or of skills and then expect them to exist independently of anything else. Every discipline refers to others and each draws on the same reservoir of language. A science student who comes to grips with the past simple passive through the description of laboratory procedures is unlikely to lock that tense into that context for the rest of their Englishspeaking life.

The last but not least is by Bernard and Seemach (2003) who argued that, the dividing line between ESP and EGP is not always clear; where do we place, for example, a course designed for a Korean businessperson who is to assume a post abroad in the near future? If the learner's proficiency level is very low, a great deal of course content will probably be of a general English type with emphasis on survival situations. Most would probably agree that the course should be classified as ESP, simply because the aims are clearly defined, and analysis of the learner's needs play an important role in deciding what to include in the course. However, we believe our example demonstrates that ESP should not be regarded as a discrete division of ELT, but simply an area (with blurred boundaries) whose courses are usually more focused in their aims and make use of a narrower range of topics.

Therefore ESP is a combination of English material combining students need on English related to their field of study and the need of language in the students' job-market. It is focus on the students work and subject knowledge not on the personal need or general interest.

The present of Asean Economic Community (AEC) in 2015 has challenged all sectors to equip their human resources to be able to compete in Asean market (Cahyono, 2016). One of the biggest challenge is in the field of sport, such as in aerobic exercise and fitness. The job market requires not only qualified instructor in the field of aerobics and fitness, but also those who are able to explain aerobics programs in English. The 2015 KKNI also emphasized the importance of scientific applications. Applying English in the scientific field can increase the students' language competence.

In Indonesia English is one of the subjects commonly taught at the elementary to high school level and Indonesian students on average have studied English for 12 years. However, many of the students who remain unable to speak English fluently. This phenomenon should be translated as a failure of the English education system (Feng, 2007: 150). With this reality, the university should improve and give examples of more effective teaching of English. The teaching of English which really relates to the students' talents and academic needs as well as the needs of the job market that students will be involved in.

The English for Specific Purposes (ESP) approach should be applied to overcome the problem of fossilized English education. English for specific purposes is the teaching and learning of English as a foreign language where the main aim of the learner is to be able to use English in a particular field that is in accordance with the competencies pursued by the learner (Paltridge & Starfield, 2013, p.2). The emphasis is on adjusting the teaching material with context to whom and for what purpose the material is given (Belcher, 2009: 3).

ESP should occupy an important status in the world of education, unfortunately only a number of academics are involved in the world of English who care about the progress of ESP in Indonesia (Kusni, 2007: 63). The development of research focusing on ESP curriculum development in Indonesia is still relatively low.

Every ESP context has its own needs and characteristics that depend on the needs of its users (Cheng, 2011) and to be able to truly run the ESP program, the first step that must be done is to identify academic and workplace needs. This identification should be done through needs analysis or needs analysis (Paltridge & Starfield, 2013) which involves students, stakeholders (stakeholders), study program lecturers and English lecturers. Given the importance of ESP's role in this globalization era, English lecturers teaching in the Non-English department should include ESP material in the form of English for Academic

Purposes (EAP) and English for Occupational Purposes (EOP) (Kusumaningputri, 2010). The first step that need to be done is identifying the academic language needed and the content language needed in Sport Science Field. Therefore, continues collaboration between content lecturer and English lecturer is highly needed.

Think of English Subject as a Sport , A Case of Sport-lover

Anyone taking sports science major should be in love with sport or at least are interconnected with one of the sport. Harvey (1996) on his paper "English is like any other sport" tried to motivate his students who are an English Language Learner (ELL) to love English and involved in English as they have been loving sport.

Abstract
Harvey describes telling his students that English class is like any other sport one engages in just to have fun. English teaches students to exercise their minds in subtle ways that are also enjoyable.

Details
Some years ago, I finally gave up trying to justify to my students English as a course of study. And when they asked me why they had to take this course, I no longer attempted that tedious explanation of the practical uses of English (the one that begins by saying composition is important because it helps you fill out employment applications). English has no practical uses, I said. There is no utilitarian justification for your taking this course. English is like any other sport.

Every afternoon (I went on), you can look outside school after the last bell has rung and see people running around, jumping, throwing things on the athletic fields. And why do they do it? Most of them will not become professional athletes: They are not doing something that will help them later in some occupation.

Most of these people are doing these things for fun--for kicks, and for a sense of achievement. Because it feels so good to take a shower afterwards when every muscle in your body has had a workout.

In addition, of course, as almost anyone can tell you, the exercise is good. One's muscles are toned as a result of regular exercise. One's body functions better having been exercised and strengthened. If you need further justification for physical activity, you have only to consult any coach or P.E. instructor. Or principal.

Well, sometimes on afternoons after school I do a little running around, too. Through the pages of a good book.Of what possible, practical, utilitarian value is a thematic analysis of Catcher in the Rye? Lord of the Flies? Paradise Lost? For me, as an English teacher, it may have considerable practical value. But what about you and your classmates? Chances are you won't become a professional English teacher any more than you will become a professional discus thrower. But the person who attempts a thematic analysis of a novel and the person who runs a few laps around the track do these things for the same reason: for the fun of it. For the sense of achievement.

In addition, one might maintain, thematic analysis, essentially a mental activity as opposed to a physical one, exercises the mind. The mind is not a muscle, but it can form habits and skills. It can learn to deal in abstractions; it can develop powers of analysis and accumulation; it can become sensitive to responses, both individual and collective; it can develop flexibility and adaptability in understanding but with dedication to tested principle. It can develop imagination, intuition, and creativity. It can develop the judgment for evaluating the important and the less important; it can develop a sense of proportion, of values.

Properly exercised, the mind can develop such capabilities. And mental exercise needn't be any more work than an afternoon's football practice.The analogy can be stretched even further. Just as a high jumper gets his kicks from trying for an increasingly higher bar, so does the student of literature get his kicks from moving from the Bobbsy Twins to the Brothers Karamozov. In both cases, the challenge must be there.

Furthermore, just as the humblest lineman must know the rules of football in order to enjoy to the fullest the game he plays, so must the student of literature understand the rudiments of poetic imagery before tackling Shelley; he or she must understand the structure of the language before fully appreciating the cadences of Bernard Shaw's prose, the balance of Winston Churchill's or the antitheses of Samuel Johnson's. In English and in literature, just as in any other sport, a thorough understanding of the rules of the game and the methods of play

enhances not only one's ability to play but enjoyment when playing. It's not all fun and games. In both cases, one's degree of enjoyment is in some measure determined by the extent of practice--of disciplining the self to perform the most basic functions over and over again until learned.

I'm not interested in English for whatever help it gives me in filling out job applications. I'm a sports fan, not a typist. And English is a sport--an intellectual game, a game that can be played any time, any place. And it's never rained out.

CHAPTER 2

THE IMPORTANCE OF ENGLISH FOR SPORT SCIENCE

I. Objective

Learner will be able to develop an understanding on the importance of English in sport science field

II. Overview

Before you read the article below please discuss the following questions with your partner

1. Do you think English is important for you?
2. Why do you think so?
3. Have you ever been in a situation when you must speak English?
4. Please explain your experience of using English in your sport life!

III.

THE IMPORTANCE OF ENGLISH FOR YOUR SPORT CAREER

It goes without saying that English is a universal language which everyone need, at least in one point of live, people will realized the important of having the English skill. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones (Naved, 2015). English is an important skill to have if you are looking to start a career in sport, even if you don't live in an English-speaking country. Considering how often athletes are required to travel for sporting events and competitions, it is helpful to know a language that allows them to communicate with reporters and other international teammates. So how can English specifically benefit your career in sports and your life-long dream to be a football player or an Olympic athlete?

An article by (Dotto, 2016) explain the importance of English in three main points. The first one is discussed about the urgency of using the language for communication

purposes with international teammates. It happen especially when an athlete need to move far away from home to an English-speaking continent to play a professional sport. It requires a good English skill in order to speak and understand it every day in working setting. The good English also will set a comfortable atmosphere in a variety of environments whether moving to the US to play baseball, to Australia to play Aussie rules football, or to the UK to play good old-fashioned football.

Dotto (2016) gave an example of a Spanish footballer and world cup champion David Villa who learned English when he had to move to Asutralia to play for Melbourne City Team. He took an English course because he recognized that English is not only an important point for his transition to his second-home but also improve his career and allow him to relate with his new teammates and lifestyle. David also taken an English course when he had to play for the New York City FC in Major League Soccer. He realized on the importance of communication with teammates who all were speaking English.

Learning English helped an athlete copes the transition challenge on playing in an English-speaking team, opening up the opportunity to communicate with supporters and adapt to the local culture. Knowing English is useful because it is a common language of communication between international players. Moreover, nowadays there are hundred materials and online courses that players could take to improve the English language

The second point that Dotto (2016) emphasized was on the importance of English to communicate with fans and media. It is estimated that over 2 billion people in the world speak English, so it is a useful language to know when you are traveling to another country for a large-scale sporting event. The 18th Asian games on 2018 in Jakarta and Palembang brought athletes from all over Asean to a culturally thriving metropolitan city. Most of the countries are not English speaking country however most of the participant are able to communicate necessarily using the English language. English language skill were also be the main component in recruiting volunteer for Asian games.

In addition to that, it is also essential for an athlete to give a press conference after the athletes win a competition, especially if the tournament is in the world level (Guevarra, 2010). English skill also is the key to build a broader professional network along the way of your travelling for competition (Dotto, 2016). By being able to speak in English is also opening opportunity to make money through advertisement. It is common that they take in international sports athletes for their advertisements - sometimes requiring these non-native English speakers to utter a few lines to promote their products. Having a good grasp of English or at least an acceptable accent makes the athlete and the product he endorses more

saleable. It will be difficult for people to buy sports drink from a sports figure who cannot even pronounce the product correctly (Guevarra, 2010)

The last point that Dotto (2016) emphasized was on the importance of English to communicate with locals. Dotto gave an example of Robson Santos, a 25-year-old professional surfer from Brazil who managed to fit in the time to study English at Kaplan's Sydney Manley school in Australia while competing in the Australian Open. Whether he was talking with flight attendants on the plane over, asking for directions from the airport, or communicating with locals to navigate whatever city he was competing in, he was able to use English to connect with people all over the world. Studying in Australia allowed him to work and learn English at the same time, and the environment was perfect for an ocean-loving student like him. Additionally, there is also a university which offer English and sport science major, which is combining two challenging discipline. The Loughborough University in UK, (2018) offers equal amounts of time studying both English and Sport Science – which could accommodate any athlete who wish to master English with their sport background.

Athletes must therefore not only excel in the sports they do - adding good English to their repertoire may not increase the level of their athletic performance. But, the English language will certainly add to their reputation, fame, salability to the public and the satisfaction of their fans who want to know them better. Learning English is easy and hiring a tutor is something a successful athlete can easily afford. For athletes who are just starting with their careers, learning through online English courses is an affordable option and can be of great help in the future.

IV. Exercise
1. What are the three benefits for an athlete to master English?
2. Find another article about the importance of English for Sport; read and related it to your experience as a sport science students!
3. As a sport-science student you must have a special skill in sport, explain about your sport and find a moment in your sport where the English is really needed.
4. Tell us how mastering English could help your sport career better?

CHAPTER 3

APPROACHES IN TEACHING ENGLISH IN SPORT SCIENCE CONTEXT

I.   Objective

Learner will be able to develop build connection between teaching English and sport in English context

II.   Overview

Before you read the article below please discuss the following questions with your partner

1. How do you feel of watching a football league?
2. Do you learn any English through watching a live football league?
3. Can we learn English through sport?
4. Explain your answer!

Teaching English in ESP context is very challenging but it worth an effort when our student get the language requires in their field and the stake holder count their success in job market. Lecture surely needed to design certain material that best fit the students' need in their area of expertized as well as the society demand upon their graduation. This chapter is going to talk about some previous researches that has been conducted dealing with teaching English in sport science context. A research by Elena Bran (2017) described the effort in designing ESP material on Medical English using a careful need analysis and diagnostic testing work to determine the subject of the research. Another research by Rossuck (2014) described his fabulous teaching experience on his attempt on bridging between athletic and academic through teaching English language in sport. Last but not least, Schneider (2013) introduced a fun and interesting way to teach English as a lingua franca and as specific purposes through scuba diving activity.

COURSE DESIGN FOR MEDICAL ENGLISH

Elena BRAN

Abstract

Designing a course for ESP (English for specific purposes) has always been a challenge for the teachers as all students have different needs. The aim of this article is to present some of the most common issues we encounter when creating a course for the medical system and some of the solutions we have considered when dealing with them. Furthermore, we have undergone a needs analysis and diagnostic testing work on a sample of students in order to optimize the course plan and to adapt all the materials according to their expressed needs. The article sums-up some of the data obtained and represents the first step in creating new and modern materials.

Key words: ESP, course design, needs analysis, diagnostic testing

1. General Remarks

Most teachers of English for Specific Purposes deal with a mixture of issues when designing a course for a certain group of specialists. Most of these issues occur because of the lack of time teachers have when preparing such a course 2 or the working context, e.g. the language centre where they work, forces them to accept such a course.

The main goal of an ESP course, and more specifically a course related to Medical English, is to help students understand and communicate in a Health Department. But the ESP course cannot function without the basis of General English. Therefore, we can underline a first distinction between GE courses and ESP courses, - the latter refers to a specific age group, adults. DudleyEvans3 reckons in 1997 that ESP is not necessarily a characteristic of adult learners, but at least of intermediate or advanced level. If GE can be taught from an early age, ESP only addresses people from the working environment or a future one. The same aspect is valid for Medical English taught in universities. The students are supposed to have already gained a language level which enables them to assimilate specialized vocabulary. The reality has demonstrated that their levels are so different that there were cases when the low-ones feel so demotivated that they want to sign out of the language module. That is the reason why when planning a course there should be enough activities to involve peer feedback and even projects in which advanced students pair with lowlevels one.

A second issue to be discussed in relationship to ESP is the necessity of providing authentic materials to students. If we follow the idea above mentioned that the final goal of ESP is to be used in a communicative or working context, then this can be facilitated through authentic materials. Most textbooks use contrived materials rather than authentic ones to facilitate the

learners' language level. But if we see ESP as 'the language for getting things done' then authenticity becomes an important aspect of the final goal. A dichotomy of ideas refers to grammar in ESP. As grammar cannot be authentic in a textbook4 one cannot deny that in ESP there are still some structures which cannot be omitted as they are safety-critical, e.g. the language used when describing the evacuation in case of an earthquake, passive forms or conditional clauses. When teaching Medical English there is a clear necessity of authenticity in the class. This can be done through presentations of case studies, inspired from their own practice or articles that featured in medical journals. In terms of course design, the evolution of the syllabus should start from contrived materials to completely authentic materials, such as recordings of hospital conversations or real case notes taken in the E.R.

A third aspect one should consider is the amount of specialised vocabulary ESP learners can be taught. The reality demonstrates they need plenty of this, but also the aim of the teacher is not to provide a glossary that learners should simply integrate. If the students' command of English is poor, so will the acquisition of specialised vocabulary be. This leads us back to the necessity of authentic materials in class. This type of materials, at least in the written form, are a powerful source of specialised lexis and allows learners time to deal with unfamiliar words, in terms of language or conceptual understanding. A premise we should recognize is the fact that students need the jargon of their specialism to function in the working context. Considering their understanding of usage of certain words, we can tailor the course to their language needs. This is the reason the course designed for Medical Students should include glossary pages or should include a project in which they create their own PLDs (personal learning dictionaries). Experience has demonstrated that this method brings the students closer to the authentic material as it increases the level of motivation they invest in the learning process.

As English has become a lingua franca in all working or academic environments, a fourth consideration can be made related to the role of the ESP teacher. We have already established that ESP refers mostly to adults or with some exceptions to young adults. Therefore, even if the teacher has no specialisation in the field he is teaching, e.g. Medicine, he can successfully deliver the generic functions of a language: grammar, competence skills and functions. This means the teacher's role changes from the 'sergeant-major' (the one keeping the lesson plans on the rails and the crowd controller) to 'the manager' (the organiser of activities and time keeper) (Brennan, IH Conference). On the long term, in the process of designing a course, the

teacher becomes the conductor and the learners evolve to autonomous players. Such ESP course is self-directed5 and the teacher's need for background knowledge of the subject is lessened.

There have been plenty of discussions in the last years about the amount of L1 which can be used in the classroom. With most ESP groups, bilingual teaching is the main direction. The rationale behind this classroom reality is that most adult learners already possess some of the specialised jargon from their area, but in their mother language. This is an advantage for the teacher, as his only duty here is to optimise the learners' communication skills and not teach them. The teacher might do this by using L1 in the class with confidence. There are opponents to using L1 in the teaching environment, but when referring to ESP, I reckon things are different. In an article on L1 and the monolingual vs the bilingual approaches6, I support the idea of immersion and not exclusion of L1. In ESP, and moreover Medical English, a bilingual approach is sometimes compulsory. There are instances such as explaining grammar, giving instructions, presenting medical vocabulary through visuals, or translating medical terms when L1 facilitates the learning process rather than blocking it.

In conclusion, when planning an ESP course some of the main considerations above mentioned will determine the quality and the structure of lesson plans and materials. In terms of Medical English, the course will integrate both general aspects of language on which we add other layers: jargon, communicative situations, real facts from the Healthcare Department and the learner's personal touch on language, through his own PLD or case study. ESP becomes a hybrid of General English, specialised vocabulary and learners' needs. These goals will become visible in the learner's future working environment or academic performances, such as conducting research in English or creating memoranda.

2. Needs Analysis And Diagnostic Testing

The group involved in the project consists of 50 students of Kinesiotherapy in the University of Medicine in Bucharest. Their course runs for 30 weeks, including a theoretical course of 2 hours and a seminar of 2 hours every two weeks. This is a monolingual group, aged 19-40 years old and their reasons for studying English are typical for this context: they undergo the compulsory language module with the aim of gaining some useful medical terminology and improving their linguistic skills, in terms of reading comprehension, grammatical aspects, pronunciation and communicative aspects.

This is also a mixed ability group: while some students have been studying English for 7 or more years and their general level is adequate for the necessities of the university module (B1 minimum), there are other students who still need a lot of practice to improve their general English and on that to build something further that will make them gain confidence and improve fluency. On the other hand, as there isn't an official prerequisite foreign language level when starting their university studies, there are a lot of differences in terms of linguistic ability among the students within one group, due to their inappropriate language levels.

This situation leads to difficulties in terms adapting materials and selecting class activities. Because of their different reasons for attending the class, the teacher's decisional process when creating the course may need to consider their motivation also. For fear of error, some of them are afraid to experiment with language. Furthermore, because they lack fluency and structures some others are afraid and unsure when it comes to speaking in public.

In order to identify the sections in which the students needed more guidance (e.g. expanding their vocabulary or improving their grammar) and their main motivating areas (e.g. the content of the readings they find interesting or the communication contexts in which they feel confident when using English), the NA questionnaire revealed some of the issues which needed to be included in the course. The Needs Analysis questionnaire was structured in two distinct parts7,. The first one attempts to identify the students' current situation in terms of reasons for studying English, their aims related to the course and their learning strategies, whilst the second one includes tasks related to their hobbies, the way in which they want to receive feedback and a successful learning activity, which will help me identify the type of activities they will react to. The rationale behind choosing this questionnaire was given by the two factors. The first one is the necessity to make students feel at ease when answering personal questions and this way trusting the validity of their answers. The second one was the number of areas I wanted to check, personal interests and learning styles.

According to the results of the Needs Analysis questionnaire, the students' main reasons for studying English are better jobs perspectives, studying abroad and establishing a better connection with the academic environments. Another important detail which was demonstrated by the NA questionnaire was the students' need to understand and learn terminology related to their specialism, medical English in general and language from the area of Kinesiotherapy, in particular.

The Diagnostic Test's aim was to test the target situation language and to bring to fruition the information provided by the Needs Analysis. Its main intention was to provide a neutral perspective over what the learners already possessed and not to signal precisely their deficiencies8. Therefore, the test dealt with the evaluation of three different skills: writing (in the paragraph writing section), reading comprehension and speaking individually and then in pairs. The rationale behind this option was given by the results of their NA. The students mentioned the need to gain specialised vocabulary as one of the most important. Therefore, through reading, writing and speaking the vocabulary can be given a context and terminology more easily integrated. Moreover, in their questionnaire they mentioned they needed more exposure to language and this can be done through these skills. On the other hand, another aspect to be considered is the fact that students need to continue their learning at home also. Through a reading or a writing task, in which they integrate both grammar and vocabulary, the ones who may not be that confident with language will have the chance to explore more individually.

The paragraph writing task was the most generous in terms of data collection. The main strengths were in terms of content. All the ideas they presented were justified with enough reasons and they became a mirror of the motivational issues expressed in the NA questionnaire. Some of the key weaknesses consisted in grammatical difficulties linked with different L1 interferences and vocabulary restrictions. Also, spelling was an important aspect identified together with some layout issues.

As the NA questionnaire revealed their necessity of creating contexts to develop their communicative skills. Therefore, in terms of the Speaking activity involved, it demonstrated the students' necessity to do pair work before performing the task. Being allowed to prepare first and then to discuss facilitated the candidates' transition from a written form to a better structured discourse. Nevertheless, this spoken activity signalled different pronunciation issues together with some aspects already identified in the written paragraph (grammar or wrong use of collocations).

The last task they had, referring to the reading comprehension, demonstrated a big strength they possess, meaning very good cognitive skills and the ability to understand the ideas from a text they do not completely apprehend. This was the task with the most correct answers. In

terms of the assessment criteria involved in the Diagnostic Test, there was not a final evaluation, but made on different parts as the criteria was different. The paragraph was evaluated in terms of grammar and vocabulary, communicative achievement and register, the reading comprehension according to the number of correct answers and the Speaking according to fluency, cohesion, accuracy and pronunciation.

The NA and the DT have influenced the decisions in terms of the priorities of the course and the conditions of designing the course materials. Therefore, the main priorities will include

✓ the extension of knowledge, range and use of appropriate terminology and including at least a different vocabulary topic in each session.

✓ an improvement of grammar awareness and lexical cohesion which will lead to a better fluency and cohesion.

✓ creating enough speaking situations which will enable students to contextualize the medical terminology.

3. Conclusions

In the first part of this paper I have highlighted the necessity to motivate students get involved in studying for the compulsory language module, through improving their general language level first and then trying to bring authenticity in the class. Also, my students are adults, therefore this can be done easily by accessing their cognitive abilities and creating contexts for them to gain confidence in using language. As I have already outlined, the topics chosen to be discussed should be of my learners' interest, and not necessarily grammar oriented, but skills oriented. The course proposal's main aim was to include task-based activities which would motivate them to learn and to gain confidence when using English in real contexts. The activities included derived from the results collated in the NA and DT and I tried to mirror their needs through all the sessions in the course.

Still, there are some limitations to this course. One of them is the teacher's necessity of working at the same time with students of different levels. This complicates the way each session takes place as there are always unexpected factors which can appear. Also, the students who already have a better level might get bored when over-explaining some basic things, relevant for the ones with a lower level, such as Present Tense Simple. Another limitation which arises at this level is the amount of L1 used. If the instructions are not clear

enough, students might need extra explanation, in most cases delivered in L1. This situation influences my attempt of delivering the course in English exclusively.

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MY YEAR OF SPORT

Jennifer Rossuck

Creative inspiration to connect the teaching of En glish with sports dates back, for me, to 1987 when I met Jim Deatherage and heard about his Reading, Writing, and Running elective at Richland (Washington) High School. Imagine an En glish class with dedicated time to leave campus and go running! (Read about it in the September 1980 issue of En glish Journal.) More recently, ongoing conversations with teaching and coaching colleagues about mission- driven initiatives to promote the value of competitive sports within our school community spurred me to consider ways to build bridges between athletics and academics.

According to Veronica Boix Mansilla, principal investigator at the Interdisciplinary Studies Project at the Harvard Graduate School of Education's Project Zero, "While empirical research is scarce, learning theorists have associated interdisciplinary learning with higher levels of mental complexity, perspective taking, beliefs about knowledge and inquiry, and complex collaboration" (Edutopia). For the past decade, I have chosen a different interdisciplinary theme each year to unify my eleventh- grade En glish classes (e.g., Music;

Science/Technology; Food; Travel; Wealth & Poverty; The Environment; Murder, Mischief & Mayhem; etc.). So, why not sports?

By examining sports- related plots and motifs in our traditional study of literature, students could think deeply about the role(s) athletics should play in their education, the impact of sports on their ideas about character development, masculinity/ femininity, race/ethnicity, and connections between sports and politics, economics, media, and religion. In What's My Name, Fool? Sports and Resistance in the United States, Dave Zirin, sports editor of The Nation magazine, writes, "the very passion we invest in sports can transform it from a kind of mindless escape into a site of resistance. It can become an arena where the ideas of our society are not only present but also challenged" (qtd. in Morris 20). Thus, I began to envision what would become the theme for 2011– 12: "The Games People Play: Sports in Society and Literature." In addition to broadening my teaching repertoire and forging collaborative partnerships with peers, my year of sports enhanced relevance of subject matter and stimulated engagement in the learning process for many students as we tackled creative projects and new approaches to connecting literature with life. Here are the highlights.

Talking about Sports

To place our classroom work within a real- world context, I invited the sports editor of our local newspaper to speak to my students about sports journalism, his education, and his career path. Here was someone who chose to do for a living what we were about to do: talk about sports, read about sports, research and write about sports. The pile of newspapers he brought provided a hands- on introduction to the course theme as we scanned headlines about the end of the NFL lockout, the NCAA scandal at the University of Miami, Djokovic's victory at the US Open, the Special Olympics World Games, SEC football predictions, and local high school volleyball matches. As we analyzed language used in headlines (e.g., wordplay/puns, alliteration), we immediately noticed the interdisciplinary nature of sports: "First Lady Teams with U.S.T.A. on Obesity" linked sports with health and wellness; "Stolen Code Is Linked to Program for Chess" connected sports to technology; and "'Rocky' Musical Is Moving Ahead" paired sports with fine arts. We also began the practice of making observations and asking questions of texts: Which sports received mention on the front page of the newspaper? What received pride of place in the sports section? Which sports received full articles instead of just "score listings"? What types of advertisements appeared in the sports pages? Were sports stories always positive? How many stories were about the business of sports? What

sorts of opinion pieces appeared in the sports section? How did they relate to the rest of the stories?

Students then personalized the topic by composing and sharing aloud brief and informal "Sports Autobiographies." Responses elicited memories demonstrating varied connections to sports. For example, while one student told us about running the 4x100 relay in the state competition, another wrote about singing the National Anthem at a cross country meet, and yet another recounted the Silent Night basketball game when the student section could not cheer aloud until the team scored 13 or more points.

A final activity sparked passionate debate and taught students the importance of defining key terms in any argument. We asked, "Why does ESPN broadcast the Scripps Spelling Bee and the Nathan's Famous Fourth of July Hot Dog Eating Contest?" Then, working together in small groups, students articulated a definition of "sports" by sharing personal opinions about what should and should not be considered a legitimate sport. Should cheerleading be considered a sport? What about NASCAR? Video games?

Reading about Sports

Following this introduction to the year's theme, we began our traditional literary studies. Selected texts ranged widely from works with explicit connections to sports such as Alan Sillitoe's short story, "The Loneliness of the Long Distance Runner" (in which the protagonist is an athlete and the plot involves his training for and running in a competitive race) to works with more subtle sports motifs such as Tennessee Williams's play, Cat on a Hot Tin Roof.

Students easily traced overt references, including the title, to baseball while reading August Wilson's Fences. They conjectured that the work might have something to say about achieving dreams and goals because they knew that in baseball slang, when a batter tries to hit a home run, he swings for the fences. Students also noted that there are nine scenes in the play and there are nine innings in a baseball game. Analyzing each scene as an inning would therefore be important: Who hits? Who scores? Who strikes out? Students observed that Troy Maxson, former baseball player for the Negro Leagues, peppers his speech with baseball terminology and metaphors; and in Troy's backyard, which acts as the primary setting, a

baseball hangs from a rope on the branch of a tree and a baseball bat leans against the tree's trunk. How might these props serve as symbols?

The role of sports in F. Scott Fitzgerald's The Great Gatsby, however, was more difficult to discern. Students identified characters connected to sports: Jay Gatsby is featured in a photograph at Oxford with a cricket bat in his hand; James Gatz lists "baseball and sports" on his boyhood schedule; Jordan Baker is a professional golfer; Tom Buchanan is a former college football hero (and current "polo player"); and Wolfsheim claims to have fixed the 1919 World Series. While students pondered the relationship between sports and money, we asked: Are some "sports" really just leisure activities open exclusively to the wealthy and privileged? Can marginalized people use sports to gain wealth and societal acceptance? When students recalled that Fitzgerald himself had tried out for (and been cut from) the football team at Princeton and had purportedly died while making notes on the next year's football team in a Princeton Alumni Weekly, they decided that sports helps to develop the novel's themes about the role of class competition in failed pursuits of success, glory, and fame and about the corruption of the American Dream.

Several coming- of- age novels highlight how sports can help young adults cross social, cultural, and racial divides. The protagonist of Sherman Alexie's The Absolutely True Diary of a Part- Time Indian struggles to balance individuality with membership in two very different communities (Wellpinit and Reardon). For Junior, playing basketball provides the bridge. Alexie's novel also gave students opportunity to debate whether or not using Native American names and mascots in professional, collegiate, and high school sports teams reinforces and perpetuates stereotypes.

With Robert Cormier's The Chocolate War, students traced how "civilized" games such as football, boxing, and pranks can escalate into bullying, institutional corruption, socioeconomic class conflict, and wars like Vietnam. Students explored the relationship between sports and aggression through open- ended discussions about questions from the study guide for the documentary Not Just a Game: "How might the violent ideal of masculinity found in sports culture— specifically the message that real men should be willing to inflict and endure tremendous amounts of pain— contribute to definitions of manhood beyond the world of sports? Does comparing sports to battle glamorize war?" (Morris 8).

Our society often mirrors the games we play, and examining those games provides a unique perspective on the development of US culture. To highlight for us the connections between the social and political history of the United States with the integration of Major League Baseball in 1947, one of the history teachers presented a guest lecture. Students then identified parallels between the progress of Jackie Robinson's first season with the Brooklyn Dodgers and the multilayered plotline of Pete Hamill's coming- of- age novel Snow in August, which interweaves the lives of Michael Devlin, Rabbi Hirsch, Frankie, Sonny, Jimmy, and Mister G. in 1947 Brooklyn. All sorts of heroes and villains feature prominently; students explored how mythological elements from comic books, Irish myths, Jewish myths, and baseball work together to develop the novel's themes.

Ernest J. Gaines's A Gathering of Old Men provides an entirely different look at racial integration via sports. Students compared and contrasted the old world of Fix Boutan (leader of a Cajun family known for violence toward blacks) with the new world of the 1970s symbolized by his youngest son, Gil (an athlete at LSU who has a positive experience with desegregation on the gridiron). Students readily identified the teamwork of Gil and his black partner, Cal (a duo dubbed "Salt and Pepper"), as an important part of the novel's rising action, and LSU's ultimate victory over Ole Miss as a symbolic element of the novel's resolution.

Shifting focus to sports outside the United States, The Sun Also Rises led to discussions of the Hemingway Code and its expectations of the true fan, or aficionado (Jake Barnes), as well as its expectations of the athlete (Pedro Romero). Students explored rituals of the bullfight, the running of the bulls, the procession of bullfighters in the ring, the killing of the bull, and the giving of ceremonial gifts such as the bullfighter's cape and the bull's ear. In addition to discussions about sports as art, sports as performance, and sports as entertainment, students debated the ethical use of animals in sports (e.g., How should Auburn University respond to PETA's call retire its eagles from their traditional pregame flights?).

Creative Collaborations

The anchor text for the interdisciplinary curriculum, however, was The Power of One by Bryce Courtenay— a moving and lengthy coming- of- age novel about a British boy in the South Africa of the early 20th century (1939– 51) who pursues his dream to become the welterweight champion of the world. Students evaluated Peekay's quest by identifying

significant factors affecting his athletic career: the source of his ambition; his coaches; his manager; his fan clubs; his rivals; his matches; his record; his schoolwork. Who/what helps him to succeed and who/what holds him back? Can sports act as an equalizer? To bring the sport to life, Andy Smith, program coordinator and head boxing coach at Westside Boxing Club in Chattanooga, Tennessee, came to campus. He allowed student volunteers to don headgear and gloves to demonstrate punches and moves, and he spoke about how sports can and should build moral character.

In addition to the boxing lingo and boxing metaphors found throughout the text, students examined the wide range of diction used by Courtenay including Afrikaner vernacular; typical adolescent vulgarities; scientific and botanical terminology; and African dialects such as Zulu and Fanagalo. To help students navigate this unfamiliar multicultural territory of the groups among whom Peekay so deftly moves, the school's band director shared a Prezi presentation that he created on the differences between Western and African music (their purposes, instruments, sounds, musicians, and audiences). In a separate supplementary lesson, a colleague in the En glish department shared an image- packed PowerPoint about her homestay in Soweto during a college semester abroad studying nation- building, globalization, and the de- colonizing of the mind. In particular, she gave historical background on and contemporary views about the legacies of apartheid.

In March, we extended this interdisciplinary bridge- building mission through a cross-divisional collaboration. While eleventh graders read Jack London's The Call of the Wild, the second graders in our Lower School read aloud numerous picture books about Alaska and the Iditarod. My students tions of animal cruelty, The Call of the Wild had been considered by many to be a children's book. Then it became a popular choice for middle school En glish classes. Today, scholars write papers like "The Nature of the Beast in Jack London: Animality Studies and The Call of the Wild." Subsequently, for their assessment, students identified not only the specific scenes, themes, and literary techniques in London's novel that might appeal to younger readers but also the specific scenes, themes, and literary techniques that might appeal to older, more mature readers. Then they determined the most appropriate audience for the story— young children, teenagers, or adult readers— and defended their choices.

We enjoyed a PowerPoint presentation created by a middle school math teacher who had gone dog sledding in Alaska the previous summer with Junior Iditarod mushers. Her story powerfully conveyed that although The Call of the Wild was set well in the past, the geographical setting of the story is still vibrant and current. Seeing photos from the area, particularly along the Chilkoot Trail and Pass, helped students to visualize the ruggedness of the terrain and the hardships and challenges faced by the Klondikers. It also helped them understand that dog sledding, although it has evolved, is still a viable, important mode of transportation in Alaska, the Klondike, and the Yukon. Meanwhile, the elementary school children followed The Last Great Race online and engaged in many interdisciplinary lessons by relying on "The Iditarod Education Portal" at iditarod.com. During our "field trip" to the lower school classrooms, eleventh graders partnered with second graders to measure ingredients for trail mix and to write Trail Mail letters to the mushers they were following. We then enjoyed a special assembly led by Chattanooga physician and Iditarod veteran James Bardoner who brought to campus racing equipment, visual slides, and Sandy, one of his sled dogs.

Researching and Writing about Sports

In addition to composing the standard essays of interpretation that typically follow the reading of each literary text, students wrote personal narratives, gave "This I Believe" speeches, and drafted college application essays highlighting significant people, places, events, and epiphanies in their lives. For these assignments of self- exploration, students identified coaches, teammates, rivals, and athletic competitions. For example, Caroline wrote about life as a competitive rider under the tutelage of her trainer: "He taught me how to drop everything, focus on one area or aspect of life, and chip away at it until it is perfect. Life is not about the balance of all things in moderation. Life is about having the passion to pursue what you love to do at the highest level. The world we live in is an all- or- nothing world; if you aren't giving your all, you need to take your efforts elsewhere and explore different passions."

Exploring passions is exactly what the I- Search Paper is all about. Coined by Ken Macrorie, the term refers to a work of writing that reflects who you are and what you care about— it's a compelling story about your search for answers to a question that really matters to you. In addition to print and online sources, I required students to conduct at least two interviews, to make one site visit, and to generate original data through some kind of experience. H. G.

Bissinger's Friday Night Lights and Jon Krakauer's Into the Wild served as model texts. Knowing that they would soon be attempting to imitate these authors with their own I- Search papers, students now read as writers. They closely examined how Bissinger and Krakauer incorporate themselves and their data into effective nonfiction narratives. Where is the "I"? Where are the data? Where is the narrative? What ties it all together?

In the preface to Friday Night Lights, students detected the key elements of an I- Search. Bissinger "went in search of a place where high school sports keeps a town together and keeps it alive." He moved his family to Texas to attend practices, pep rallies, and games, and to become personally acquainted with the players, their families, teachers, friends, and fans. Krakauer physically retraced the geographical journey of his subject in Into the Wild, searching for the truth about who McCandless really was and how he died. Krakauer talked to those who knew McCandless best, and he incorporates letters, diary entries, and even marginal annotations made by McCandless in the books kept on the bus in Alaska, all the while juxtaposing his own wilderness adventures to those of McCandless.

After reading the mentor texts, students successfully investigated all sorts of interdisciplinary sports- related issues and topics. For example,

• A student investigated hypertrophic cardiomyopathy, a medical condition that runs in his family, to learn about why young athletes are so susceptible and what programs exist to promote awareness.

• A student wanted to know whether or not sports can affect politics and what roles politicians play in sports. She interviewed several history teachers, visited the Jesse Owens Museum in Danville, Alabama, and conducted a peer survey using historical photographs.

• A student's swim coach promoted carbohydrates as the most important part of a swimmer's diet whereas his weight trainer told him that protein was more important. So, this student interviewed a dietician, a trainer, and a nutritionist and then tested different diets in an attempt to discover how he should eat as a teenager who swims up to ten times a week.

• A student investigated how to pursue a career in the horse racing industry by interviewing several trainers and an ex- jockey, visiting Trinity Thoroughbreds in Falkville, Alabama, and keeping a jockey's fitness regime including weigh- in, muscle work, and endurance exercises.

• Curious about the impact that sports equipment can make on the success of an athlete, a student asked: Just how different is sports gear from year to year? Do companies advertise new designs but use the same old technology or does the use of outdated equipment hold one

back? He interviewed a professional golf coach, a head pro- equipment guru, and visited several golf courses while testing golf clubs and golf balls of varying ages.

Playing with Sports

In addition to serious academic research, we devoted some time to games and play. In November, we headed to the school library not to consult sources but to celebrate the American Library Association's National Gaming Day. The librarian hosted a variety of games and we spent our class period playing Apples to Apples, Word on the Street, Catch-phrase, Zombie Fluxx, Pandemic, and Settlers of Catan. In April, we celebrated National Poetry Month by holding "The March Madness Poetry Tournament," an activity described on the NCTE website that incorporates NCAA brackets and numerical rankings. Students selected poems and gave dramatic readings of them (two poems per round). After each round, the class discussed the poems presented and voted for the "best" one. Match- ups continued until all poems were shared; winners advanced along the tournament bracket until an ultimate champion was declared.

Passing the Baton

Promoting the value of competitive sports by building bridges between academics and athletics via the En glish curriculum proved effective. Cross- curricular conversations led to further interdisciplinary connections even after my own year of sports came to an end. A colleague in the English department taught A River Runs Through It and invited members of the Tennessee Valley Fly Fisher's club to lead his class through a fly- casting seminar that incorporated concepts from physics and biology. A colleague in the history department used Warren St. John's Outcasts United: An American Town, A Refugee Team and One Woman's Quest to Make a Difference in her current world affairs elective. Titles chosen by faculty committee for the general Summer Reading Requirement have since included Unbroken, Laura Hillenbrand's biography of Olympic athlete Louis Zamperini, and Christopher McDougall's Born to Run: A Hidden Tribe, Superathletes, and the Greatest Race the World Has Never Seen. McDougall's text inspired an ethnography project in one En glish class where students connected sports to cultural anthropology. Finally, the history teacher who gave the guest lecture to my En glish students about the Negro Leagues, Branch Rickey, and Jackie Robinson during our reading of Snow in August found himself so energized by the experience and by the amount of research he had generated from just that single lesson that

he created a semester- long elective called Sports in Society. He offered the new class the following year and has continued to offer it ever since.

While faculty members were made aware of ways to enrich their own teaching, students also benefited from the integrated learning. By engaging in this En glish course grounded in a sports theme, students immersed themselves in material from myriad disciplines. They came to see that "the sports world is a good place to look if you want to understand how power arrangements work in society more generally" (Morris 5). This unifying idea also gave the class a common language and a narrow lens that served as a helpful starting point for close readings while the interdisciplinary components provided students with a wider lens. Athletes and game players, student groups often stereotyped as unmotivated readers, came to appreciate the value of literary works, while the non- athletic literary types grew to appreciate the value of sports.

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LEISURE-ACTIVITY ESP AS A SPECIAL CASEOFELF: THE EXAMPLE OF SCUBA DIVING ENGLISH

Edgar W. Schneider

1. Introduction

It is well known that native speakers of English around the globe are by far outnumbered today by speakers of English as a second or as a foreign language (Crystal, 2008). English is thus regularly used as a lingua franca, i.e. an intermediary language usedbetweenspeakersofvarious linguistic backgrounds, for transnational and intercultural communication in many domains of life (such as business, diplomacy, higher education, tourism, etc.). The study of conditions of using 'English as a Lingua Franca' (ELF), intrinsically connected to the fields of World Englishes and Second Language Acquisition (Schneider, 2012), has come to be a booming sub-field and topic of research in English linguistics over the past few years,asisindicatedbythepublicationofafewtextbooks, the establishment of a conference series, and the launch of a scholarly journal (JELF). The focus oftheseapproacheshasbeenonthefunctions,usage conditions, and practical applications of ELF (Seidlhofer, 2011), and also, though to a lesser extent, on any characteristic structural properties (Dewey, 2007; Jenkins, Cogo & Dewey, 2011; Cogo & Dewey, 2012). Clearly, ELF can be found in a wide range of possible applications and contexts, as Cogo & Dewey (2012: 31) have stated: 'As a natural phenomenon of sociolinguistic variation, ELF includes all types of communicative events, from the transactional to the interactional, and various possible settings, such as the institutional and the casual.' It is considered to be independent of the interactants' native-speaker status: prototypically ELF involves communication between non-native speakers of English, but sometimes native speakers participate in such encounters as well. It centrally involves accommodation, negotiation and adjustment of forms to achieve successful communication.

I claim in this paper, however, that there is one additional, typical context of ELF usage which has been insufficiently recognized so far in the ELF debate, namely using 'English for Specific Purposes' (ESP). By their very nature, the 'specific purposes' addressed in this

definition call for a level of expertise that often implies international and hence cross-linguistic interaction which then, quite naturally, is carried out in English – and English then, of course, serves as an auxiliary language, constituting ELF usage. I suggest, therefore,thatthereisanaturaloverlap,alotofcommon ground connecting ELF and ESP. Furthermore, I propose that this relationship should be investigated with respect to both 'institutional' contexts (the typical ESP domain) and 'casual' applications (which are typically not viewed as such).

2. Focus on English for Specific Purposes (ESP)

2.1 Characterizing ESP

'English for Specific Purposes' (ESP) has been recognized as an established (if minor) sub-field in linguistics, covered by a few textbooks (e.g. Kennedy & Bolitho, 1984; Robinson, 1991), a journal (English for Specific Purposes, since 1981), many scholarly studies, and some (constrained) theory. As a sub-discipline of Applied Linguistics, the emphasis of ESP is essentially on practical perspectives, with a focus on uses of English in specific subject domains, essentially for technical purposes. There is a strong association with teaching concerns (cf. Widdowson, 1981; García Mayo, 2000), to the extent that it has been stated that 'ESP is a subarea of TESOL' (Kim, 2008: 3).

ESP is often opposed to 'general English' (some knowledge of which is presupposed). It is usually subdivided into several topic-related branches. Conventionally, three main sub-types are distinguished (Kennedy & Bolitho, 1984; Kim, 2008: 2): English for Occupational Purposes ('EOP') (cf. Kim, 2008), English for Academic Purposes ('EAP'), and English for Science and Technology ('EST'), supplemented by more minor ones (García Mayo, 2000: 15; Kim, 2008:5 –6), such as ELP (Legal), EMP (Medical), ESS (Social Sciences), EBP (Business), and others. It is noteworthy, however, that all of these branches typically have institutionalized, 'serious' fields as topics, domains which are important in social and public life and for its economic basis.

2.2 Linguistic properties of ESP (with relevance for ELF research) ESP has been found to be characterized by rather specific linguistic properties which mostly relate to three main levels of language organization: 'a certain vocabulary, specific forms and functions, and how these functions interrelate to produce coherent texts' (Kennedy & Bolitho, 1984:18).

As is the case with all varieties of English, these are frequency-based associations, i.e. certain tendencies and preferences on these levels rather than clear-cut defining distinctions can be observed.

Most importantly, ESP texts employ a characteristic constrained vocabulary, a (typically large) stock of items which, obviously, is determined by the topic under discussion. Hence, the ability to understand and manipulate it requires factual knowledge of the subject matter. The words used are often highly specialized and technical items (Kennedy & Bolitho, 1984: 18) which are largely non-transparent to an outsider – hence the difficulty for a lay reader in comprehending ESP texts. Some of these items are rare 'hard words' while others may be 'semi-technical words which often change their "normal" meaning when put into a specialized context' (Kennedy & Bolitho, 1984: 19). A considerable proportion of such technicallexemestypicalofaspecificdisciplinetendto be internationalisms (and often Latinisms). Finally, it has been argued that ESP vocabulary is characterized especially by products of specific word formationprocesses – KennedyandBolitho (1984:19 and ch. 4) identify three in particular: compounding, derivation (with 'scientific' prefixes and suffixes), and acronyms (abbreviations).

Secondly, identifying typical 'forms and functions' relates to the level of grammatical structures and their conditions of use. In ESP texts and communication, certain grammatical patternstend to be preferred, a distribution which is often functionally determined. For example, ESP texts, and even more so EST texts, and perhaps written texts more so than speech in general, are known to displaymorepassives,morecomplexnominalgroups, and fewer question tags than other text types (Kennedy and Bolitho, 1984: 19). Clearly this is reminiscent of (and possibly caused by) Biber's (1989) dimensions of style features, which are closely associated with specific text types. Informational style, for example, shows a lack of personal involvement and its markers (such as first and second person personal pronouns, discourse markers, wh-questions, etc.). As is well known, the grammar by Biber et al. (1999) consistently worked out frequency-based associations of specific structural patterns with four main styles of British and American English. One of these is 'academic prose'–no direct relationship between this grammar and ESP has been established so far, but the close relationship (and presumably to some extent the structural similarity) between these genres is evident.

Thirdly, ESP is characterized by specific textual properties and discourse conventions. Participation in ESP interactions operates via the production and intertextual perception of characteristic, coherent text types in their respective usage contexts. Again, this can be connected with aclosely related, wider linguistic perspective, namely text linguistics. Beaugrande and Dressler (1981) proposed seven conditions of textuality – properties such as cohesion, coherence, intentionality, situationality, intertextuality, etc., which mark every individual text and also text type; obviously, this applies to ESP texts as well (though to my knowledge this perspective has not been systematically worked out). For example, related parameters include the 'role and status of the participants' (Kennedy & Bolitho, 1984: 20), typical activities, and the linguistic needs derived from them.

Given the applied, teaching-oriented tradition of ESP research, the importance attributed to authentic, subject-specific texts, including their properties and the conditions of their production in context, as models for teaching also is no surprise. In fact, ESP has explicitly moved in this direction recently, considering the growing importance of 'genre analysis' in the discipline: increasing emphasis has been placed on 'the forms of discourse that particular discourse communities engage in, their communicative conventions and purposes, the role texts play in particular environments, [and] their genre products' (García Mayo, 2000: 45).

3. The relationship between ELF and ESP

To my knowledge (and based on a search of writings on both subjects), a special relationship between ELF and ESP has hardly been recognized so far – only indirectly and weakly so (if at all). From the ESP side, the fact that ESP uses typically occur in international settings is addressed, e.g. by Kim (2008:1), who mentions professional uses of English in Taiwan, Korea, and Japan (similarly García Mayo, 2000: 22f.; Kennedy & Bolitho, 1984: 1), but I have not found any explicit reference to ELF in writings on ESP. Conversely, from the ELF side, no mention is made of ESP in some recent standard sources on ELF (e.g. Jenkins, 2007; Mauranen & Ranta, 2009; Seidlhofer, 2011; Cogo & Dewey, 2012), with two exceptions, both weak and indirect.

In Seidlhofer (2011), the term 'ESP' is used but the notion is not really referred to. In fact, the argument that ESP constitutes a special set of uses of English is actually turned around when discussing the relationship between English as a Native Language (ENL) and ELF, arguing that ELF today constitutes the 'default' communicative context. Seidlhofer states:

'we might start thinking of learning speaking and writing ENL as ESP'; 'it is ELF that is EGP [English for General Purposes]' (200). From the perspective of her re-conceptualization of ELF (as the globally dominant context of using English) this may seem logical, but clearly this posits an unconventional understanding of ESP. In a sense, it is interesting that the author's focus is sostrongly on a functional definition of ELF but the ESP function is disregarded completely.

In the second instance, while the notion of ESP is referred to (indirectly), the term is not used as such; but nevertheless the relationship is thus indirectly recognized. Jenkins, Cogo & Dewey (2011: 297) list typical domains of ELF, such as 'business, education (both school and university settings), tourism, politics, technology and the media', and argue that of these 'two ... [are] especially prevalent: business English and academic English' (p. 281). Instead of the label ESP the authors introduce the terms 'BELF' and 'ELFA' for these domains (and the same applies to Mauranen & Ranta, 2009). Irrespective of terminology, however, a strong overlap with the core domains and concerns of ESP becomes obvious here. Scholars like Susanne Ehrenreich (2009) on business English in transnational companies and Anna Mauranen on academic English, operating fully inanELFframework,havethus built abridge between both disciplines, albeit without explicitly discussing the connection with ESP.

In contrast I believe this relationship needs to be recognized and made the focus of future research much more explicitly. I thus propose the following
Hypothesis: (H) There is a substantial amount of overlap between ELF and ESP (in specific contexts); both are intrinsically related.

This relationship can be viewed, and thus substantiated, from both ends:
 • Many ELF interactions constitute instances of ESP usage – if they are focused on a specific subject (as they frequently are: ELF users tend to get together in specific contexts which revolve around a topic, and often these encounters are organized by some institution).
• ESP usage constitutes a case of ELF if speakers with different linguistic backgrounds are involved in the interaction (as is frequently the case: ESP is usually practiced by expert groups; and expert groups are often transnational by their very nature).

Thus, for example, German engineers involved in technology development in collaboration with other European partners, and with plants and collaborators in China, Japan, Korea, the

US, or elsewhere on the globe, practice ESP as experts focusing on their respective tasks and ELF in their interaction with other non-native speakers of English at the same time; both perspectives are intrinsically tied together. ESP is target-oriented and typically transcends national boundaries, and so the need for ESP interactions constitutes one important motivation for ELF usage. I am thus tempted to coin the 'blended acronym''ELFSP', 'English as a Lingua Franca for Specific Purposes', even if it may sound forbiddingly clumsy.

There are a number of conceptual similarities and theoretical parallels between ELF and ESP which motivate my claim for the need for a combination of both.

• Both represent a 'function, not a variety', as Seidlhofer (2011:77) stated with regard to ELF, i.e. their definition relates to specific usage contexts and conditions, not to properties typically associated with dialects of a language such as regional or social coherence with an identity-creating and sociolinguistically indexical role.

• With respect to the relationship between their practitioners, both can be viewed as 'communities of practice', collaborative social groups constituted by specific tasks at hand and by a shared enterprise of some kind, a notion introduced by Eckert & McConnell-Ginet (1992) and discussed authoritatively in Meyerhoff (2002). For ELF, Seidlhofer (2007; 2011: 87–8) has emphasized the importance and relevance of this notion (similarly Ehrenreich, 2009: 134). ESP research has not taken it up, as far as I know, but its relevance to ESP, defined by language use focused on some 'special purpose' and hence shared topic, is immediately transparent.

• Thirdly, both approaches emphasize their 'applied' nature, with a strong emphasis on teachingneedsandstrategies;inbothdisciplines journal papers and conference presentations very often deal with teaching issues.

• Finally, text-linguistic and discourse-analytic lines of thinking are prominent in both ELF and ESP: both tend to be realized in characteristic communicative frames and discourse settings; both are associated with characteristic texttypes; both aremarkedbyspecific structural and textual properties; and while ELF is not as strongly topic-centered as ESP is, it may be assumed to follow suit here as well, given that ELF users normally get together in tightly circumscribed social contexts.

In practice, a look at the table of contents of ELF publications or the program at ELF conferences shows that much work on ELF is actually on 'ELFSP', investigating lingua

franca uses of English in very specific, topic-defined settings.1 Clearly, ELFSP is alive, even if it is leading a somewhat shadowy life, not being recognized as such so far.

In the following section I illustrate a case of ELFSP – but I wantto add an additional dimension to the picture, the observation that unlike the impression one can gain from earlier writings ELFSP can be 'just for fun', as it were. As was stated above, studies of ESP usually relate to 'serious' subfields, which are important and productive in a society, illustrated by the prominent subtypes of EOP, EAP, EST, etc., mentioned earlier. Obviously, this is of concern to Applied Linguistics for its practical and monetary value. But it is not the whole story; it fails to cover the entire range of ELF and ESP applications. People increasingly interact in international and multicultural settings around 'less serious' topics – they come together to discuss or practice sports, travel, the arts, and other pleasant things in life. Clearly, these are instances of both ESP and ELF, hence ELFSP, but in nonprofessional, leisure-activitysettings. Cases in point may be international sports competitions, windsurfing lessons, music festivals, online gaming, congregational youth meetings, and certainly many more occasions, provided they are transnational in participation and centering on some topic or activity; there are certainly many more types of leisure activities triggering ELF and ESP at the same time. For the time being, and the purpose of the present paper, we may coin the even more tongue-twisting acronym 'LA-ELFSP' to denote 'leisure-activity ELF-ESP' as a sub type in its own right. Given the less socially constrained nature of such activities it may be hypothesized that LA-ELFSP will be more strongly informal and may be associated with relatively more oral components and characteristics, but this remains to be investigated further.

My case study of LA-ELFSP concerns English as conventionally used in scuba diving. I work out some persistent properties of this type of communicative context and some observations which can typically be made in such settings which illustrate the qualities observed on ELF and ESP in earlier writings, summarized above, to substantiate my claim that ELFSP (and LA-ELFSP, for that matter) constitute linguistic topics in their own right.

4.   The language of scuba diving as a case study of LA-ELFSP

Scuba diving is an activity which, based on its needs and its very nature, typically (though not obligatorily) results in contexts which generate conditions favorable to LA-ELFSP.2 It is usually carried out at select (often tropical) locations to which divers travel because there is

exciting submarine wildlife to see. Given inherent dangers and needs, it can hardly be performed individually but typically attracts divers to systematically provided frameworks, i.e. diving organizations, centers and bases which provide the necessary infrastructure, local support, instruction and equipment. For these purposes, people have to get together and to interact in specific roles – scuba diving practitioners and their structured environment thus constitute aclassic case of a 'community of practice', a typical trait of ELF and ESP.

Divers from many countries travel to attractive locationsandcome together there,veryoften forming international groups together with locals and divers from other countries. In Egypt, for example, famous for its magnificent diving sites on the Red Sea and also both relatively easily accessible from Europe and a potential goal or transit stop from the Asia-Pacific region, I have met divers from Australia, Japan, China, Russia, and all across Europe and Egyptians, of course, both as divers and as support staff. Not surprisingly, then, in diving encounters for in-group and on-site communication, both spoken and written, use of English is the default norm, irrespective of location and origins of participants. Scuba diving thus constitutes classic ELF territory.

Of course, verbal exchanges tend to focus on the subject matter at hand – the equipment, the divesite, rules for behavior during the dive and underwater interaction, etc. Scuba diving thus also constitutes a classic application of ESP.

Hence, it seems uncontroversial that we are talking about ELFSP here. Furthermore, the divers go there deliberately in their free time or vacation to have fun in experiencing the underwater world – for them this is a leisure activity (though, admittedly, not necessarily so for the professionals who provide the infrastructure: the divemasters, helpers, business agents for dive centers, etc. – here the definition meets its boundary). Therefore, typically scuba diving constitutes a model case of LA-ELFSP!

 Scuba-diving English is marked by a few characteristic properties which in part derive from its character as LA-ELFSP, largely in line with descriptions of features of ESP and ELF offered above. It is not 'a dialect' but rather a set of inherent linguistic habits and conventions typical of a community of practice. But it is characterized by some specific linguistic properties as lined up above for ESP in particular: a special lexis with typical components, structural preferences in specific contexts, and characteristic discourse features and text types.

Given its technical nature, vocabulary components are highly typical of scuba diving language. As was found to be characteristic of ESP, there is a technical vocabulary which consists of words with a special meaning, which are accessible only to the specialist and require familiarity with the subject matter; many of these, illustrated in example (1), are Latin-derived internationalisms. In some cases we also encounter semantic narrowing – terms which are in wider use as well but assume a special, technical meaning in the diving context – see (2). Lexical expansion, the coining of new words needed, operates by means of the standard patterns of word formation, but shows the clear overrepresentation of some specific types of word formation observed in ESP in general: acronyms (3) and compounds (4).

(1) Technical vocabulary, internationalisms and Latinisms buoyancy, equalize (-ization), decompression, descend / ascend, regulator, navigation, ...

(2) Semantic narrowing

equalize: general meaning: 'make something equal' diving LA-ELFSP meaning: 'deliberately increase inner-ear pressure through Eustachian tubes to balance rising external pressure while descending' the bends: general meaning: 'curve(s)?' diving LA-ELFSP meaning: 'serious diving-related disease, caused by nitrogen bubbles deposited in one's joints'

(3) Word formation types: Acronyms

scuba ('self-contained underwater breathing apparatus') BCD ('buoyancy control device') BC ('buoyancy compensator') DCS ('decompression sickness') DAN ('divers alert network') SPG ('submersible pressure gauge') NDL ('no-decompression limit') MOD ('maximum operation depth') OLF ('oxygen limit fraction')

(4) Word formation types: Compounds dive table, bottom time, decompression sickness, recompression chamber, nitrogen narcosis ('rapture of the deep'), remote exhaust valve, first stage, O-ring, night dive; to off-gas

A few idiosyncratic details deserve closer attention. First, the list of compounds includes a compound verb (to off-gas) – a type which is possible but rare in general English. Second, the words nitrox and trimix illustrate a small number of 'neoclassical blends', representing a pattern which also is known but rare elsewhere. Thirdly, some technical vocabulary items illustrate processes which are more widely found in lexical usage. There appears to be some functional, possibly regional, synonymy in technical vocabulary: the object depicted in

Figure 1 is technically called a BCD ('buoyancy control device'), but sometimes it is referred to just as BC ('buoyancycontroller'), or also simply (and I suspect this may be typical of German or European divers, though I have no evidence apart from personal impressions) a jacket. The oxygen container, shown in Figure 2, is commonly referred to as the tank, but I have repeatedly heard German and Dutch divers refer to it as a bottle – clearly a case of (erroneous) lexical transfer from one's native language (in German the object is referred to as [Sauerstoff-]Flasche), typical also of ELF discourse.

Structural characteristics exist as well but are not that strongly generalizable overall, as they are more strongly dependent upon specific contexts and text type. Genre-specific texts are marked by consistent patterns – which contribute to the intertextual recognition of such texts and their purpose.

5. Summary and conclusion

In this paper I have tried to make the following points:

• ELF and ESP are related in significant ways. • There is some overlap between their properties and usage conditions.

• Specificpropertiescanbeobservedonthelevels of lexis, structure and discourse/text. • Thesepropertiesarecloselyassociatedwith,and partly caused by, specific text types and discourse conventions.

• The notion of ELFSP tends to relate to 'serious' domains but applies to leisure-time settings as well. • English used internationally in scuba diving constitutes a model case of LA-ELFSP.

• The discourse of scuba diving shares and illustrates many characteristic properties of both ELF and ESP.

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CHAPTER 4

IMPLEMENTING CBI IN AEROBIC DANCE CLASS

III. Objective

Learner will be able to develop an understanding on the implementation of CBI in sport science field

IV. Overview

Before you read the article below please discuss the following questions with your partner

5. Do you think English is important for you?
6. Why do you think so?
7. Have you ever been in a situation when you must speak English?
8. Please explain your experience of using English in your sport life!

V.

IMPLEMENTING CBI IN AEROBIC DANCE CLASS

Teaching English for a non-English major holds a big challenge either for students or teacher. In Sport Science Department, FIK, UNNES, the portion of English subject is only 2 credits given on the first semester. Within the limitation of time, the subject could not cover scientific-knowledge that the teacher willing to teach. Whereas the demand is to equip the students with some basic's English skills needed in their field, so what can we do to fulfill the demand?

The strategy that can integrate between language and content-knowledge is Content-Based Instruction (*CBI*). Content Based Instruction (CBI) is an instructional approach, which combines language teaching and teaching of scientific disciplines, simultaneously and proportionately (Hornberger, 2008). In line with Hornberger, Cenoz (2015) emphasizes that CBI is the teaching of academic content using English as the media, with the overall vocabulary used in learning is closely related to the discipline involved. The main element of CBI is the use of foreign language (in this case is English) as a teaching medium for scientific

disciplines, the use of authentic material, and the delivery of language in the context of scientific disciplines (Bozdoğan and & Karlıdağ, 2013).

CBI's theoretical assumptions is supported by Krashen, he argued that language is best acquire incidentally through exposure to the extensive and meaningful input. Furthermore, in the theory of second language acquisition it is popular as input hypothesis (Herschensohn & Young-Scholten, 2013). Input hypothesis states that language can be controlled if there is an increase from i (initial language ability) to i + 1 (initial ability plus comprehensible input or understandable input). In this case the development of language skills is supported by the context in which the language is used, our initial knowledge, and our grammatical information.

Stoller in content-based instruction: perspectives on curriculum planning (2004) mention the advantages of CBI compared to traditional methods: 1) CBI is a curriculum taught based on scientific discipline; 2) CBI uses authentic materials; 3) CBI prioritizes learning about new information; and last CBI strongly considers the needs of students both in the language and scientific disciplines. Demirdirek et all in E-documentaries in content-based instruction (CBI) in academic EFL settings (2010) states that in CBI, English is believed to be able to better prepare students in the academic field, because the academic material taught is also discussed and reviewed in English, so unconsciously the students learn the language by using it (Lu, 2014; Davies, 2003).

CBI is best implemented with two lecturers teaching the class, those are the subject lecturer and the English lecturer. It is essential in order to improve the students' understanding to the subject as well as to the English vocabulary being learnt (Davies, 2003; Lu, 2014). Students are expected to use English as the communication tool and as a medium to deliver the content subject-knowledge (Shang, 2006). This is linear to the demand of *KKNI* (2015): students are expected to apply knowledge they gained to their field of study. One of the direct applications is by integrating English subject to the Aerobic Class. In this case, the aerobic class is the pilot project since it is combined choreography and music that are guided by instruction in English language (Dolan, 2009). In addition to that, aerobic also being taught step by step, logical, and need enough repetition (NETA, 2005) in line with the need of language learning which need a lot of repetition.

Aerobic exercise can be classified into 3 categories, namely: 1) low impact 2) mix impact and 3) high impact, (Sudibjo, P. et al., 2000). The composition of an aerobic dance class starts from warming up activity, followed by some flexibility movements, and then continues with the intensity of the exercise which increases from medium to high intensity, finally closed by cooling down activity (Hultquist, 2009). Everyone can do aerobic exercise even though they have no prior knowledge and experience (Dolan, 2009). Therefore, every student can be an aerobic dance instructor.

In aerobic activities, a choreography and music sequence is needed. Aerobics class that have been designed with certain aim, including the movement and direction carried out by the instructor is the keys to the success of an aerobics class. Choreography is defined as the art of arranging or planning a movement; a form of organization and transfer with composition and preparation. Here students will combine choreography with English, by speaking out loud every movement they demonstrate in English. Language is being taught implicitly by providing a lot of input and opportunities to practice (Davies, 2010).
Those,

The CBI model used in this research is the immersion model, adapting Swain and Johnson's immersion models (1997), those are: (1) English serves as a medium of learning instruction, (2) the curriculum taught is the same as the curriculum in regular program; exposure to English is mainly given in class, (3) All students in one class have almost the same level of English, (4) Lecturers who teach are able to teach in two languages, (5) The culture and traditions in the class are local culture . In this program more than 50% of aerobics material taught in English, by two lecturers, namely aerobics exercise lecturers and English lecturers.

Every ESP context has its own needs and characteristics that depend on the needs of its users (Cheng, 2011) and to be able to truly run the ESP program, the first step that has been done was identifying the academic language needed and the content language needed to be an aerobics instructor. Therefore, continues collaboration between content lecturer who is also an aerobic dance instructor and language lecturer run till the end of the program, since the best way of CBI is by taking two lecturers guiding the class: the English (language) lecturer and the aerobic dance (content) lecturer (Davies, 2003; Lo, 2014). Both of the lecturers were collaborating to design the teaching material which fitted students' need by discussion upon the language and materials and compare-contrast the sources of knowledge.

Teaching scientific knowledge in English language hosted some challenges for both, the lecturers and the students. For the English lecturer who are not familiar with aerobic dance terminology, the lecturer needs extra effort in reading and browsing some authentic materials in order to be able to create the lesson plan and the language material for the students. In the case of the aerobic lecturer who are not familiar to teach the subject in English, the lecturer need to cope with the limitation of vocabulary. Consequently, there were many code switching during the lesson. However, those challenges in CBI activity strengthen cooperation between content lecturer and language lecturer. The CBI method also improved the awareness of words used in various context (Flawerdew, 1993), in this case the students became aware to choose appropriate word for aerobics instructor, such as using terminologies V-style, lunges, march, etc., which is different to daily language.

Teaching subject-knowledge in English has been proven to be effectively increasing the students' ability either in the content knowledge or in English subject. This is linear to Stoller who argued that CBI priorities the students need in term of subject knowledge and language (Stoller, 2004). Teaching English using material that are related to the content knowledge better prepares the students in their academic field, because the academic material they have learnt in their subject are also discussed in English subject. The students then acquired new language which is more advance to their prior language, which called as comprehensible input (Herschensohn & Young-Scholten, 2013). Therefore the students got the language theory and bring their theories into practice in their subjects. In line with the previous research that argues that merging language into subject knowledge could help increase both performances(Demirdirek, 2010; Huang, 2011; Stoller, 2004; Song, 2006), In this case teaching aerobic based on CBI method were increasing the students performance as aerobics instructor as well as their language performance.

Language roles as instructional media in CBI, expose to the language were also emphasized in class especially by the language lecturer. The lecturers in CBI should be those who are competent in subject knowledge as well as in English subject (Swan & Johnson, 1997). Here, the language roles as the media of learning, therefore the basic language skill of students do not influence their performances since the CBI focus to the content and language related to the content. In this case, CBI will help the students to improve the language as well as the content in the same time.

As CBI has been widely used in universities throughout Canada, Asia and Europe, such as in Turkey (Bozdoğan & Karlıdağ, 2012; Demirdirek et. all, 2010; Song, 2006; Bruton, 2011). CBI has also been widely applied in various language programs, ranging from language programs in vocational schools, immersion programs, to ESP programs and their effectiveness has been proven (Demirdirek, 2010; Huang, 2011; Stoller, 2004; Song, 2006). Proving that the research gained a positive result in Indonesian setting; this is the time for Indonesia to run all of the ESP curriculum based on CBI. Moreover, research on the long-term effects of the CBI program by Song (2016) shows that students not only have higher graduation scores in language but also have academic achievements that are much higher than regular program students. Further research need to be conducted to the long-term effect of CBI in ESP setting of Universities in Indonesia, in order to see the trend of improvement in students' achievement in term of language skills and subject-knowledge.

A two-group experimental research design were implemented to 20 university students. 10 students of Semarang State University were taught using CBI method (experiment group) and 10 students of Wahid Hasyim University were taught using conventional method (control group). Both of the groups never got Aerobic Dance class before. The treatment was conducted for 6 weeks, twice a week, from 5 September 2016 to 10 October 2016 with the duration of 2 x 60 minutes per meeting.

The independent variables are CBI method and conventional method; whereas the dependent variable is students' performance as an aerobics instructor in English. It was expected that there is significant difference in the students' performance as an aerobics instructor between those who were being taught using CBI method compare to those being taught using conventional method.

The research instruments were Paper Based Toefl test (PBT) and a post-test analytical rubric. The PBT were used to determine that both of the groups are in the same level of English proficiency. The PBT consisted of three tests namely listening, structure and reading. There were 50 questions for listening in 35 minutes, 40 questions for structure in 25 minutes and 50 questions for reading in 55 minutes and the total pre-test time was 115 minutes (Pyle and Page, 2005). There were 4 score level: 310 – 420 = basic; 420 – 480 = low intermediate; 480 – 520 = high intermediate; 525 – 677 = advance (Geniustoefl, 2016). The pre-test data

showed that all students were in the same level of English proficiency, which was in the basic level on a range from 317 to 380.

The data to measure the students' ability as an aerobics instructor in English were collected through post-test using a post-test analytical rubric. The instruction for post-test was "Please perform as an aerobic dance instructor, within 5- 10 minutes in length, starting from introduction, warming up, dance steps & cooling down." The students performance in the post test were graded using an analytical rubric. The analytical rubric were divided into five criteria: 1) The ability in giving introduction 2) The ability to explain the dance steps 3) The ability in giving correct instruction 4) The ability to prepared and organized the dance 5) the coherence on cueing, tempo and music. Those five criteria are graded in four score categories: need improvements, developing, sufficient, above average.

The data were analyzed using two-way anova on $\alpha = 5\%$. If the F value obtained (FO) is significant then the analysis is continued with the Tukey test. To meet the assumptions in the anova technique, normality tests were performed by the Lilliefors test and the homogeneity of the variance was tested by Levene's test.

First of all, all of the students score were tested using the Lilliefors test to see the normality and homogeneity of data. According to the normality test using Kolmogorov-Smirnov method, the significance score for aerobics instructor who were being taught using CBI method was 0,200> 0, 05 and according to Shapiro-Wilk test the significance score was 0,391 > 0, 05. On the other hand, in the conventional teaching method, the students' performance according to normality test of Kolmogorov-Smirnov the significance score was 0,145 > 0, 05 and according to normality test of Shapiro-Wilk the significance score was 0,491 > 0, 05. Because all of the significance scores are > 0, 05; those, that can be concluded that the students' performance data according to the teaching method has a normal distribution.

Tabel 1. Levene's Test of Equality of Error Variancesa

Dependent Variable: Performance as Aerobic instructor

F	df1	df2	Sig.
1,861	3	16	,177

Tests the null hypothesis that the error variance of the dependent variable is
equal across groups.

Design: Intercept + Model + Ability + Model * Ability

The above table was the homogeneity variance test using Levene's Test method. The significance score was 0,177 > 0, 05 there could be concluded that the varian data group were homogen.

Tabel 2. Tests of Between-Subjects Effects

Dependent Variable: Performance as Aerobics Instructor

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	194,200a	3	64,733	4,021	,026
Intercept	21912,200	1	21912,200	1361,006	,000
Method	168,200	1	168,200	10,447	,005
Ability	24,200	1	24,200	1,503	,238
Method*Ability	1,800	1	1,800	,112	,742
Error	257,600	16	16,100		
Total	22364,000	20			
Corrected Total	451,800	19			

R Squared = ,430 (Adjusted R Squared = ,323)

Students' Performance based on Learning Method

The hypothesis of the research are:

Ho: There are no differences between CBI method and conventional method to the students' performance as aerobics instructor in English

H1: There are differences between CBI method and conventional method to the students' performance as aerobics instructor in English

The testing criteria are:

Significance score > 0,05, therefore Ho is accepted

Significance score < 0,05, therefore H1 is accepted

According to table 3 test of between subject effects, the significance score in teaching learning method is 0,005 < 0,05, therefore H1 is accepted. There that can be concluded that

there is a significant difference between CBI method and conventional method to the performance of aerobics instructor in English.

Table 4 Descriptive Statistics

Dependent Variable: Aerobics Instructor Performance

Model		Mean	Std. Deviation	N
CBI	Total	36,0000	4,92161	10
Conventional	Total	30,2000	2,69979	10
	Total	33,1000	4,87637	20

The average performance of the students who are being taught using CBI is higher than those being taught using conventional method. The average score of those taught using CBI is 36,00 which belongs to sufficient grade whereas the average score of those taught using conventional method is 30,20 which is belongs to developing grade.

The CBI model used in this research is the immersion model, adapting Swain and Johnson's immersion models (1997), those are: (1) English serves as a medium of learning instruction, (2) the curriculum taught is the same as the curriculum in regular program; exposure to English is mainly given in class, (3) All students in one class have almost the same level of English, (4) Lecturers who teach are able to teach in two languages, (5) The culture and traditions in the class are local culture . In this program more than 50% of aerobics material taught in English, by two lecturers, namely aerobics exercise lecturers and English lecturers.

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CONCLUSION

The question guiding this research was is there any difference influence between CBI learning model and conventional learning model to the aerobics instructor performance in English? The result of the research showed that for the students with the same level of English proficiency, there is a significant difference between CBI method and conventional method to the students' performance in Aerobic English. Students who were taught using CBI method showed higher performance compare to those of conventional method. Therefore, teaching English and any subject knowledge using CBI method are highly suggested.

CHAPTER 5

COMMUNICATION IN AEROBIC DANCE CLASS

I.   Objective

Learner will be able to develop an understanding on the importance communication in Aerobic Dance

II. Overview

Before you read the article below please discuss the following questions with your partner

1. Have you ever lead an aerobics class?
2. How was your first experience as an aerobics instructor?
3. What is the role of communication as an aerobics instructor?
4. Do you think it is important?

COMMUNICATION IN AEROBIC DANCE CLASS

The ability to communicate is one of the important keys to success in various fields of life, as well as in sports. In aerobic exercise, communication between instructors and member must run in two directions, which means that all forms of information and movement instructions conveyed by the instructor are able to be understood and responded positively by the participants so that they can follow the aerobic dance movements correctly according to the rhythm. The understanding of communication according to KBBI online is the sending and receiving of messages or news between two or more people so that the message in question can be understood, so that in communication there are three main components namely the message, the sender and the recipient.

Communication commonly used in the world of sports includes verbal and non-verbal communication. Verbal communication is any form of communication delivered both in writing and verbally. Both can be used separately or together depending on the essence and urgency. The instructor in explaining the training program will use verbal communication orally. This will facilitate the occurrence of two-way communication between the instructor and participants where both can equalize perception. While rules and instructions can be in

the form of written rules, for example the rules for wearing sports shoes at gymnastics, this is because the rules are standard, basic and not to be debated.

Besides verbal communication, non-verbal communication is also very commonly used in the world of sports. Non-verbal communication is all forms of communication carried out through media other than writing and verbal. According to the Encyclopedia of Language and Linguistic (Brown, 2006), non-verbal communication can take the form of intonation, expression, facial features, posture, body movements, rhythm, smell, taste, touch, appearance and even how to dress is also a form of non-verbal communication. The music that is sounded at the time of the start of aerobic signals the participants that the aerobic dance will begin immediately. The instructor's finger count when counting beats is also a form of non-verbal communication that is most easily understood by participants.

In aerobic dances, both verbal and non-verbal communication play a very important role. Verbal communication plays a role in the introductory phase of the instructor, introduction to the training program, giving instructions and cues during gymnastics. Meanwhile non-verbal communication in the form of music choices, body posture, hand signals, body movements, and facial expressions play an important role during the walking exercise program. Both must support and complement each other.

In order to support its performance, an aerobic instructor must (1) be able to attract the attention of participants through appearance, body posture, choice of music, etc. (2) able to provide instructions that are easily understood and understood by participants, so that when using sports terms that are unfamiliar to participants must always be accompanied by examples of movements (3) able to play intonation, sometimes high when giving enthusiasm, sometimes low and flat when giving instructions (4) Able to apply non-verbal skills (Suhartini).

The responsibilities of aerobic dance instructors including the ability to explain to members; personal communication skills; leadership ability; teamwork skills; self control / management; have a sense of humor and sociability; have an interest (sympathy and empathy) for all members, and try to be able to memorize the names of participants. All of that certainly requires excellent communication skills and can only be obtained with careful preparation and lots of practice.

In leading the aerobic, an instructor should start by giving a warm greeting to the members, proceed with introducing themselves, introducing the training program clearly and briefly, and being encouraged to know and memorize the names of participants, and then begin inviting participants to implement a joint training program (NETA , 2005). During training, an instructor must be able to inspire participants to participate actively in sports. Here are examples of verbal communication in Aerobic Gymnastics Sports:

Self Introduction and Exercise Program

Hello, I am Berti Tilarso, how are you all? Today I will provide hip-hops exercise training. This gymnastics is suitable for teenagers, but I have designed it in such a way that mothers under the age of 35 can follow it. For those of you who are over 35 years of age can also follow but more slowly. Here we all wear hats because these exercises are disco nuanced.

If you do this exercise for 30 minutes non-stop, 3 times a week, then you can lose weight gradually, safely and correctly. This exercise can also increase our immune system because here we train cardio vascular so that it can strengthen our heart and lungs, so that our appearance can also appear 5 years younger.

Here we will warm up first, then practice the core, and close it with cooling. Also with us are the instructors: on my right (name of the instructor 2), there is also (instructor's name 3), and the most beautiful (instructor's name 4).
 Ready everything? Let's do it with a smile and joy!

Adapted from: https://www.youtube.com/watch?v=9ahrlFh9jC8

According to the above example it can be explained that an instructor in initiating the training program should (1) Give greetings and introduce themselves, greetings can be in the form of "hi!", "Good morning!", "Assalammualaikum", etc. (2) Introducing an exercise program can be in the form of the name of the training program, designation of age, duration of time, and dress conditions. (3) Informing the benefits of the training program, it is important that participants are more motivated and motivated to routinely participate in training programs (4) Invite and motivate participants to be active during gymnastics.

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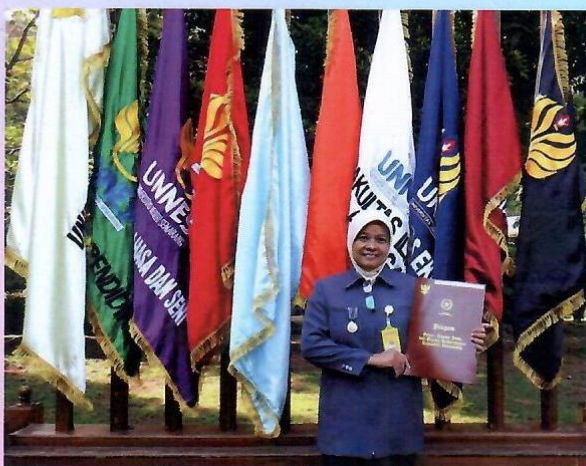
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