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EXPLORING THE SOCIAL CONSTRUCTION OF FOOTBALL COACHING BY A PROFESSIONAL FOOTBALL COACH: TOWARD THE DEVELOPMENT OF ENGLISH PEDAGOGICAL RESOURCES FOR SPORTS

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Abstract. *Globalization has had a significant impact on the field of sports. In Japan, an increasing number of football coaches are looking overseas for career opportunities; however, they face numerous obstacles when attempting to accomplish their goals, including language barriers, cultural adaptation, and competition-specific misalignments. This study aimed to develop language teaching materials specifically designed for football coaches interested in pursuing professional careers abroad in the future. For this purpose, this study conducted a preliminary investigation of how a Japanese football coach interacted in English with players in an academy team of an Australian professional football club. The coaching behavior was analyzed using a qualitative data analysis method called the modified grounded theory approach (M-GTA). The results revealed the coach's training process, which began with an explanation of the purpose and procedure of the training, followed by feedback on the training and temporarily suspending the training to correct the players' errors. The coach's unique technique involved using repeated initiation, response, evaluation, and clarification (IRE-C) interactions with the players, primarily questioning them to elicit consideration of methods to enhance their performance, followed by gentle guidance toward a solution. The findings had several pedagogical implications. First, the repeated generic structure and linguistic features identified in the coaching process could form foundational resources for developing ESP materials. Second, rich contextual information surrounding the obtained linguistic data, such as the coach's mindset and coaching philosophy, could reveal how language is used and help construct meaning in authentic football coaching situations.*

Key words: *English for sports, coaching skills, Japanese abroad, performance enhancement, training pedagogy, personal development*

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1. INTRODUCTION

Owing to globalization, the number of locations where individuals can engage in sports has expanded proportionately. It can be said that football, which refers to soccer in this study, is leading the globalization of sports in Japan, where the author is based. As of 2016, the Japan Football Association (JFA) had 19 Japanese staff members working as national team managers, coaches, or referee instructors in Asian countries (Japan Football Association 2016). In addition, Poli, Ravenel, and Besson (2019) reported that 128 players from Japan, more than those from any other Asian country, were pursuing their professional careers outside of Japan. However, when exposed to different countries and cultures, they are likely to experience various challenges. Nishijo (2016) conducted a questionnaire survey of Japanese football players and coaches staying in the state of New South Wales, Australia. In response to questions surveying the troubles they had been facing, approximately half the respondents expressed concern about language and communication. Tsuji (2013) pointed out various factors that perplexed Japanese student athletes overseas, including the language barrier, different football skills required by local teams, and the local coaches' disparate coaching styles which made it difficult for them to be successful in their chosen fields.

Indeed, as an increasing number of people from Japan move overseas, several support programs and educational materials have been created for them, mainly by private companies, focusing especially on developing language proficiency. However, the effects of these resources developed by the organizations on learners' language development have not been fully evaluated. Whether and to what extent existing materials and resources help student-athletes develop language abilities and improve their performance in a foreign language context remains unknown. To better address the needs of international students in the field of sports, the quality and effectiveness of existing methods and curriculum design must be systematically and thoroughly examined.

The purpose of this case study is to investigate the coaching skills of a Japanese professional football coach who works abroad, with the ultimate goal of developing language teaching materials for tertiary education to help students interested in football coaching abroad.

2. LITERATURE REVIEW

Teaching methods that aim to enable students to use English in specific situations have been widely studied in the disciplinary area of English for Specific Purposes (ESP; Paltridge and Starfield 2013). The ESP approach to teaching and learning the target language is underpinned by the genre theory proposed by Swales (1990), who defined genre as structured communicative events engaged in by specific discourse communities whose members share broad communicative purposes. Following Swales, many ESP scholars have examined how communicative purposes are conveyed in textually conventionalized ways by members of a particular discourse community who regularly participate in a specific genre and share similar communicative purposes (e.g., Belcher 2004; Bhatia 1991; Flowerdew 2005; Hyland 2004; Paltridge 2004). Specifically, ESP genre practitioners believe that communicative purposes are expressed in a sequenced manner, with a text being built up schematically through a series of moves and steps (Swales 1990). In this vein, ESP genre research focuses on the social context or regularly occurring activities in academic, professional, and workplace settings. Consequently, rather than examining elemental genres or text types, such

as recount, description, and explanation, ESP theorists are more interested in macrogenres, such as term papers (Mustafa 1995), science papers (Hammond and Macken-Horarik 1999), reports (Flowerdew 2005), exegesis (Paltridge 2004), film reviews (Pang 2002), tourist information (Ellis et al. 1998), care plans (Gimenez, 2008; Leki, 2003), sales letters (Bhatia 1991), and e-mails (Szabó 2014). These genres are valued as disciplinary discourses within specific discourse communities where communicative purposes are specified. Disciplinary discourses within the ESP framework encompass “thinking and talking like an engineer (or biologist, or philosopher, and so on)” (Tardy 2009, 11). From the ESP perspective, genre is viewed as more than language; it is a conventionalized disciplinary way of being/identity, which involves not only language, but also discourses that “shape our perceptions of the world, including how we communicate, act, interact, and understand” (Tardy 2009, 11).

Drawing on the notion of genre, a language teaching method called the genre-based approach (GBA) has played a central role in classroom language teaching. The genre-based perspective focuses on language at the level of the whole text while taking into account the social and cultural contexts in which it is used. The goal of GBA is to guide students “toward a conscious understanding of target genres and the ways language creates meanings in context” (Hyland 2004, 21) and provide students with explicit, systematic explanations of the ways that language functions in social contexts (Hyland 2004). For this purpose, the GBA adopts authentic teaching materials, including materials produced by and for native speakers with communicative purposes, as these materials reflect the type of language people may actually use in natural situations outside the classroom (Burns, Joyce, and Gollin 1996; Goh and Burns 2012).

Several studies have revealed the characteristics of language use in authentic sporting situations. Goh and Burns (2012) analyzed the utterances of spectators watching a basketball match and noted that describing events occurring in front of the speaker do not require direct reference to the context, as utterances are produced in relation to the immediate action of the game, resulting in a much lower use of content words. Nishijo (2018) used the theory of systemic functional linguistics as an analytical tool to identify the linguistic features of mood and modal assessment systems in five sets of English coaching texts produced by a professional football coach. Wegener (2018) analyzed the speech act and sentence structure of the utterances of basketball team coaches in American universities and discovered regular patterns of speech used by coaches when talking to their players. These studies suggest that specific linguistic features may be extracted by analyzing the utterances of football coaches. Furthermore, these studies shed light on the interaction between coaches and players, who share the same first language, namely, English. However, language use in interactions between coaches who are non-native speakers (NNS) and players who are native speakers (NS) has not been examined.

Language is a semiotic tool for accomplishing a task based on relevant social goals and is formed and shaped by contextual needs (Eggins 2004; Goh and Burns 2012; Halliday 1994). Therefore, to create ESP materials and resources, it is first necessary to delineate the contextual information of football coaching and identify actions taken by football coaches to improve their players’ performance in intact football training sessions. A context is comprised of social and cultural beliefs and ideologies, such as opinions, voices, or viewpoints in relation to the reality being talked or written about (Halliday 2020; Hasan 1985). This exploration of the relationship between language use and context is critical, as the “situation in which words are uttered can never be passed over as irrelevant to the linguistic expression, and the meaning of any single word is to a very high degree

dependent on its context” (Malinowski 1946, 307). Thus, this study began by conducting a literature review of extant analyses of the contexts of sports coaching.

For most of the twentieth century, the study of sports coaching known as “coaching science” was a subset of sport science, with contributions from sport physiology, sport psychology, and biomechanics (Gilbert and Trudel 2004; Potrac et al. 2000). Coaching science includes research on coaching, learning, and instructional processes (Gilbert and Trudel 2004; Potrac et al. 2000). Most coaching science research has used a quantitative, product-oriented epistemology, in which quantitative methods such as questionnaires, scales, and systematic observation instruments have been used. These are characterized by deductive reasoning, random sampling, large sample sizes, and statistical data analysis tools (Gilbert and Trudel 2004). The Arizona State University Observation Instrument (ASUOI), for example, has traditionally been employed as an observational tool to quantitatively identify the behavioral patterns of coaches during training (Evans 2017; Potrac et al. 2000). Using 10 different behavioral categories consisting of instruction, questioning, manipulation, modeling, hustle, praise, scold, management, use of first name and other, the ASUOI enables researchers to quantify coaching practices, compare them across a wide range of settings, and create generalized models of the coaching processes (Evans 2017; Potrac et al. 2000). According to previous systematic observations using the ASUOI, instruction was the most frequently observed coaching behavior across coaches with different variants.

Several studies have compared sports coaches from diverse backgrounds, indicating that coaching styles vary by cultural background. Chelladurai et al. (1988) explored the differences between Japanese and Canadian university-level male athletes in their leader behavior preferences, perceptions of leader behaviors, satisfaction with leadership and personal outcomes, and the relationship between leader behaviors and satisfaction. The Japanese athletes preferred more autocratic behavior, structured instruction and expectations, and social support, while Canadian athletes preferred significantly more training and instruction, indicating that these varied coaching preferences originating from different cultural backgrounds may influence coaching behavior as well (Chelladurai et al. 1988).

Today’s coaching scholars are more concerned with understanding sports coaching in its sociocultural context than the traditional “realistic” and “decontextualized” approach (Jones, Armour, and Potrac 2002; Potrac et al. 2000; Potrac, Jones, and Cushion 2007). Recognizing coaching as a complicated social activity is critical to the coaching science paradigm shift. For instance, ethnomethodology (EG) and conversation analysis (CA) are two related methodologies to study social behavior that aim to reveal the nature of how members of society create the identifiable, ordered features of social life in real time (Potrac, Jones, and Cushion 2007). Using the CA method, Cope et al. (2016) identified a coaching technique used by football coaches, initiated using questions known as Coach Questioning Practices (CQPs), which has been recognized as an effective coaching technique to increase players’ problem-solving and decision-making skills. Cope et al. (2016) also pointed out that a three-part discourse pattern typical of school classrooms appears in the CQPs of football coaching: teacher initiation, student response, and teacher feedback, commonly known as IRF or IRE: Initiation, Response, Feedback/Evaluation.

To identify the pedagogical strategies of a football coach within the training environment, Potrac et al. (2002) used an interpretive interview technique, as well as an observational tool, to investigate how such behaviors were influenced by social, contextual, experiential, and social factors. This study concluded that the subject’s coaching practice was influenced by his

perceived need to create a strong social connection with his players, a bond built on the players' respect for his professional knowledge and personal manner (Potrac et al. 2002).

As indicated above, the significance of this research will be enhanced by taking into consideration the social and cultural dimensions of language teaching and coaching science.

The participant in this study is a Japanese football coach, who speaks English as a second language, currently employed as a full-time academy coach in an English-speaking country. He would be a good role model for Japanese learners participating in the pre-learning program that this study aims to develop. His instructional language, English, is not his mother tongue, and the nationality of the players he coaches is different from his, which is distinct from the traditional research context of sports coaching. Therefore, it is necessary to conduct an exploratory hypothesis-generating investigation of this new coaching context, necessitating the use of qualitative research methods (Sueta 2012). While this type of descriptive research is often considered rather elementary, it is essential for developing a foundation for higher levels of research (Potrac, Jones, and Cushion 2007).

From the two aforementioned pedagogical viewpoints, it is necessary to perform an exploratory inquiry into what football coaching looks like in the learners' target context. Thus, this study aimed to answer the following research question: How does a Japanese football coach communicate with local players overseas to improve football performance in training sessions?

3. METHODS

3.1. Participants

The participant in this study was Coach Micky, a Japanese professional football coach. He wanted to be a professional football player as a child but chose to become a coach instead. He went to college and majored in sports science, completing a master's thesis on the situational judgment of goalkeepers. He coached in high schools and J-League clubs during his studies and was an assistant at Albirex Niigata Singapore for two seasons. In 2016, he joined the Sydney FC Academy in Australia as a goalkeeper coach.

He was chosen for this study through purposive and convenience sampling (Ohtani 2019), primarily because his coaching context (coaching players in English, which is not his mother tongue) is analogous to the ones in which the learners that this research project aims to help will find themselves. Informed consent was obtained from him prior to the commencement of the study.

3.2. Data Collection

3.2.1. Coaching Behaviors

The data on Micky's coaching behavior were collected over 2 days, August 15–16, 2017, in Valentin Sports Park, New South Wales, Australia, where Sydney FC's U-15 Academy is located. Micky and the director of the Sydney FC Academy agreed to participate in the study and I was authorized to videotape Micky's 2-hour daily training sessions. The first day's training comprised a 3 v 1, shot saving, and a practice game. The second training day consisted of a warm-up game and ball-catching drill. Jacob, Harry, and Steve were the goalkeepers during training. The first day's 3 v 1 training scene was chosen for examination because it contained many interactions between Micky and the players,

allowing us to investigate how Micky conducted football coaching for the local players in Australia. The video data used in the study were 60 min long.

3.2.2. Coaching Philosophy and Contextual Needs

I conducted a formal interview with Micky after examining his coaching process to inquire into the influence of contextual elements, including his previous coaching experience, coaching philosophy, and mindset, on his coaching behaviors. This helped uncover the why rather than just the what of the coach's behavior (Potrac et al. 2000), shedding light on the interplay between the coach's language use and the target contextual needs. The interview lasted approximately 80 min. It began with general information on the project's objective and progressed to background and demographic issues. Following these introductory questions, open-ended questions were used to elicit information about the experiential, contextual, and situational aspects that Micky regarded as influencing his instructional behaviors in practice environments. Zoom was used because of the COVID-19 pandemic in 2020 and 2021. The interviews were recorded and transcribed to ensure a thorough and accurate record.

3.3. Analytical Framework

Tools such as ASUOI have been utilized to acquire a general picture of coaches' behaviors across all competition types. However, such a linear classification of coaching behaviors over time is based on a single level of abstraction for the coach's behaviors during a given training session and does not allow us to study how each behavior is connected in a multilayered and hierarchical manner.

This study used the modified grounded theory approach (M-GTA) as an analytical tool, a modified version of the grounded theory developed by Kinoshita (2003), to provide an overall view of Micky's coaching process. The original version of the Grounded Theory Approach (GTA) was proposed in the 1960s by two sociologists, Glaser and Strauss (1967). This method builds a theory from a phenomenon by extracting concepts from interviews or text data and focusing on their relationships. The M-GTA seeks to be more "data-driven" by implementing a new procedure (Kinoshita 2003).

The M-GTA "emphasizes the contextuality of the data without discarding it" (Kinoshita 2007, 30). Analysts must also "verbalize their ideas" using analysis worksheets to clarify the concept development process (30). The purpose of M-GTA analysis is to generate "explanatory concepts" from data and then develop a "coherent theory" from these concepts (35). Analyzing coaching behavior using M-GTA allows us to see how the various coaching behaviors discovered in previous studies work together to contribute to the completion of coaching from a new perspective. Thus, M-GTA allows for a hierarchical and multidimensional examination of coaching behavior.

3.4. Procedure of Analysis

First, an analytical theme, which is equivalent to a research question, must be composed (Kinoshita 2012). Since this study examines a football coach's coaching behaviors, the analysis theme is "Coaching Process in Each of the Three Coaching Contexts." Second, an analytically focused person in the M-GTA is the subject of the analysis, which in the present study corresponds to Coach Micky. All coaching data were

entered into N-vivo for qualitative analysis, and concepts were developed (Kinoshita 2012). In the M-GTA analysis, the researcher must build concepts from scratch, free of preexisting notions. When the final results were presented, the coding results were evaluated again, and those whose definitions were similar to those of the behaviors observed in earlier studies were changed to the same names. Because this study's purpose was to evaluate the hierarchical structure of coaching behaviors, the same category or concept name was written in several places. They were then categorized, and finally, core categories were developed. To examine coaching behaviors in more depth, sub-concepts that do not originate in the M-GTA were created in the lower level of the concepts. Finally, the results of the coaching process analysis were presented in the form of a diagram containing descriptions of the relationships between concepts, categories, and core-categories, as well as a story line that included a narrative theme comprised of the three elements.

In addition, an analysis worksheet tracked the coding process and contained four items: concept names, definitions, variants as concrete examples, and theoretical remarks, each conveying a different aspect of the general phase of the coaching process, the participant's coaching behaviors, and the manner in which the behaviors were carried out. The constant abstractness of the coaching behaviors was reflected in their expressive forms: noun phrases, verbal nouns, adverbs, participles, and prepositional phrases.

Following the M-GTA analysis, I used the content of the interviews with Micky to study the "why" and "how" of his coaching behavior. The next section shows the results of the M-GTA analysis, as well as how the coach perceived his own coaching behaviors.

4. RESULTS

The data obtained from the qualitative analysis using the M-GTA are first presented in tabular format; these data represent the what aspect of the coaching behaviors that Coach Micky utilized in his coaching practice. Then, a few specific scenes where his coaching led to an improvement in the players' performances are described in detail with the presentation of the actual players' or coach's actions or behaviors. After highlighting the main findings from the M-GTA analysis, interview data were utilized to explain the reasons for his coaching behaviors. An overall picture of his coaching behaviors is presented in the end.

Note that the coaching behaviors identified in prior research and confirmed in this study are italicized. However, the titles of several of them have been modified to reflect the study's hierarchical coding results.

4.1. Micky's Coaching

Table 1 presents the results of the analysis of Micky's coaching behavior using M-GTA. Three core categories describing distinctive characteristics of Micky's coaching behavior were identified: goal setting, concurrent instruction, and correction demonstration. These core categories were classified further into coaching the group and coaching individuals as representatives. The results indicated that Micky's coaching started with <<goal setting>> and progressed to <<concurrent instruction>> and <<correction demonstration>>. There was no <<wrap-up>> to conclude the session at the end, as the training continued.

Table 1 Coach Micky's coaching behaviors for language enhancement

<<Core category>>	[Category]	{Concepts}	(Sub-concepts)
<i>goal setting</i> (12)	coaching the group (12)	explaining the procedure (12)	using verbal instruction (6)
		using first names (9)	
<i>concurrent instruction</i> (39)	coaching individuals as representatives (18)	providing corrective feedback (14)	explicitly (10) implicitly (3) in interrogative form (1)
		reacting to players' performances (21)	<i>reinforcing positively</i> (11)
		pointing out poor performances (3)	explicitly (1) implicitly (1)
		reminding about points (1)	explicitly (1)
		using first name (27)	
<i>correction demonstration</i> (42)	coaching the group (13)	<i>questioning</i> (12)	in motion (3) only verbally (9)
		clarifying the points (1)	
	coaching individuals as representatives (20)	<i>questioning</i> (6)	in demonstration (6)
		reacting to players' performances (11)	showing agreement (8) providing corrective viewpoints (1) showing disagreement (1) showing interest (1)
		clarifying the points (3)	
		using first names (18)	

4.2. Goal Setting

Micky started his coaching with <<goal setting>> and moved on to the phase of explaining the training procedure ({explaining the procedure}). In addition, he explained the training procedure by providing only verbal information ((using verbal instruction)) without adding visual information.

4.3. Concurrent Instruction

After <<goal setting>>, he moved on to the <<concurrent instruction>> phase, where the players actually engaged in the training. Here, the <<concurrent instruction>> appeared alternatively with the subsequent core category <<correction demonstrations>>.

Coach Micky's <<concurrent instruction>> also included the behavior of {providing corrective feedback}, {pointing out poor performances}, and {reminding about points}; the "points" in this last concept were the coaching content covered in the core category <<correction demonstration>>. Micky's coaching attitude toward the players' error correction was that he provided corrective feedback and then encouraged them to continue to do it if they modified their performance appropriately ((reinforcing positively)).

4.4. Correction Demonstration

It could be observed from Coach Micky's coaching that <<correction demonstration>> had a substantial impact on the improvement of players' performance. In addition, Micky always started the coaching of these phases by {questioning} the players in both [coaching to the group] and [coaching individual as representative]. He ultimately provided the players with a clear solution to the questions he posed through verbal information ({clarifying the points}). In particular, in the situations of [coaching individual as representative], several types of interactions occur between the coach and the players before [clarifying points]; that is, the coach asked a question, the players replied, and the coach further replied to the response ([reacting to players' performance]), but there were several ways of responding. First, the coach frequently agreed with the players' opinions (showing agreement). However, if he did not agree with the player's perspective (showing disagreement), he informed them about the perspectives that were more important in terms of improving performance. Even if an athlete responded unexpectedly and in an unsatisfactory way to the coach's inquiry, if the coach was satisfied, he implied that their response was noteworthy (showing his interest). Since it seems worthwhile to make this interaction scene a particular focus of analysis, I will again apply the IRE interaction model and describe their interaction, as follows (excerpts from the transcripts of these interactions can be found in Supplementary Material Fig. 1).

First, Coach Micky signaled the transition to the <<correction demonstration>> during the phase of <<concurrent instruction>> by asking "What's happening?" (Micky 1). This is a scene in which a player failed to pass to a teammate, and the coach inquired about the reason for the error. The coach's query is a type of high-order question, as players must possess "analysis, synthesis and evaluations skills" to generate new knowledge (Metzler 2000, 107). After this, Micky rephrased the question to make the intention of the question clearer: "But what's happening? Why do you lose the ball and begin the game?" (He intended to say, "Why did you lose the ball at the beginning of the training?") (Micky 2). However, this remains a high-order question. Micky resumed the training without receiving a clear answer to this question (Micky 3).

After this, the coach continued training for a while, but the same problems recurred, so he moved on to the <<correction demonstration>> (Micky 4). He again asked the player about the factors that prevented him from passing the ball well (Micky 5). In response to this query, the player responded, "Coz staying in the same spot? So, I could have..." (Jacob 1), which led Micky to inquire further (Micky 6). That is, the coach made progress in eliciting an ideal answer from the player. Then, the player gave a further response to the question asked by Micky (Micky 6), which further generated another inquiry (Micky 7). Up to this point, Micky's questions (Micky 5-7) were all high-order questions (Metzler 2000). However, asking further questions based on the content of the players' responses constituted a coaching process by which the players could arrive at a clear ideal answer that the coach had in mind.

The coach's questions had so far been high-order questions. In line Micky 8, however, he posed a different type of question, saying "So, what's our... what's our objective? What's the purpose?" which is related to the common goal shared by all players participating in the training. Thus, this question can be regarded as a type of lower-order question (Metzler 2000). That is, the coach gave the players high-order questions to help them figure out why they were not playing well during the training, and the lower-order question to narrow down the cause of the problem. He then clarified "the purpose of the

training” and returned to the high-order question (Micky 8). The player here was able to provide a clear answer (Jacob 3) as they had been provided hints through the low-order questions, although the question here was the same as in Micky 6. In addition, Micky’s other lower question in Micky 8 (“... if you change the position, what’s happening for Harry?”) enabled Jacob to respond correctly. Lastly, Micky evaluated Jacob’s response and, as a prologue to his own final clarification, posed another low-order question (Micky 9). Fig. 1 shows how Micky used the two types of questioning to help players reach the goal.

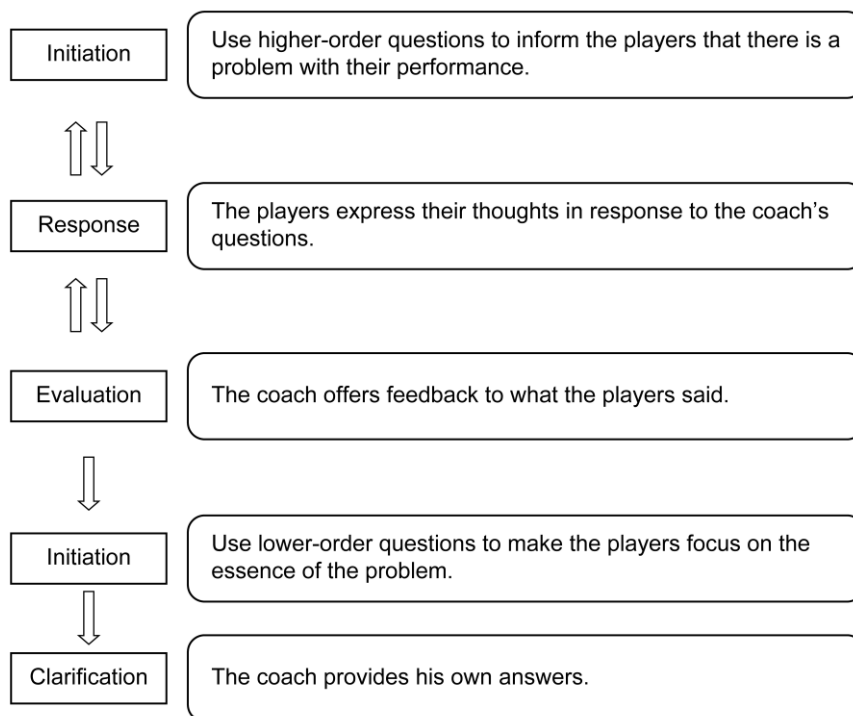


Fig. 1 The IRE-C interaction in Coach Micky’s coaching

The fact that the <<correction demonstration>> phase has the largest amount of description among the core categories is consistent with the fact that in the interview, he himself mostly referred to this phase as an occasion to enhance his players’ performance. In my interviews with him, I attempted to begin with abstract questions in order to avoid leading him in the direction I wanted him to answer, as follows.

Question:

“Since we were able to collect data throughout training this time, I was wondering if you could give us a general sense of what you look for in order to enhance your players’ performance during training, or what your philosophy is.”

Answer:

“I always try to give the players chances to learn to develop their abilities on their own. During the training, I would tell them what to do to improve their performance, but whether they follow my instruction or not is totally up to them. This is important. In this regard, I make the most of their thoughts and views and respect them to the greatest degree possible. I give them questions to encourage them to speak out their opinion, and then I try not to steer them too much towards my answer as much as possible.”

As mentioned above, Micky placed great importance on the players’ own initiative to improve their performance, and he viewed the act of asking them questions as a means to foster that attitude. Next, I asked him to watch his IRE scene in the video and asked him the following:

Question:

“As you saw in the movie, you asked the players a lot of questions. Did you do this intentionally?”

Answer:

“Yes, of course. Giving instruction is crucial in some cases, but I believe it is more important to let the players make their own decisions, whether to use inside or outside kick, or how to position themselves. In such situations where judgement is required, the coach should ask the players questions to get them thinking, but even then, it is not good to provide the players with the coach’s own solutions immediately. There are many coaches in Australia who can’t bear the slowness or inability to get things out, so they just tell them what to do before the players answer. I think this approach is inappropriate to nurture their thinking ability.”

Micky’s statements show that his questioning during the Initiation was planned and aimed at preparing the players to make their own decisions regarding their playing options during games and training sessions, rather than following the coach’s lead. In addition, he also indicated something important about his conduct in the evaluation of IRE as follows.

Question:

There was a situation where you were giving the players an answer, and one of them argued with you. I was curious what you would do in such a case. What do you do when there is a response that you want, but they have different viewpoints from yours?

Answer:

“I want to respect their viewpoints, regardless of who they are. I accept them because opinions originate from within, and if I don’t accept their opinions, it means I don’t accept the player or person. If you continue to do this, the players may go mute or cease to generate their own originality. I don’t want it to happen, so even if they have a different or incorrect perspective than mine, I accept it at first. It’s possible that they’ll have a better concept than I will, or that the player will have a better idea than I will.”

As demonstrated by this comment, the evaluation of IRE is a critical component of Micky’s coaching. That is, Micky felt that accepting players’ responses to his queries, regardless of their quality, would lead to improved players’ viewpoints, which would in turn result in enhanced performances in the long term. Indeed, throughout the IRE procedure outlined above, Micky always began his feedback with an affirmative statement in the evaluation phase, regardless of how the players responded.

He then explained the process that should be established prior to clarification, the final phase of IRE.

“Even when I have a message I want to deliver, I always make sure to ask the players’ opinions first. I express my interest in their comments, regardless of their differing points of view, and accept them. Next, I provide them with an alternative viewpoint and an opportunity to reanalyze the issues from a different angle. Let’s say, if a player mentions an area that I want to lead them to, I will make use of it and guide them in that direction. In some cases, they still don’t come up with a solution, so I try to guide them by giving them hints, such as keywords or describing the situation in depth.”

As shown in this comment, he thought that when something went wrong with players’ performances, they should first evaluate why the issue occurred. Regardless of how the players reacted, he would embrace them and gently guide them toward the message he desired to convey. In this regard, his inquiry session was IRE-C (Clarification), rather than merely IRE.

His coaching philosophy played a significant role in why he directed his players so methodically and thoroughly, as follows:

Question:

“Analyzing your coaching has shown me that, as you mentioned, you asked your players a lot of questions throughout training. Is it a key component of your coaching?”

Answer:

“I believe that just teaching football is insufficient as a coach, especially for young players. Most of the players in the youth program do not go on to become professional players. Even if they do, their lives continue afterwards, so I think they need to evaluate many problems they face in life, contribute their own views and facts, and communicate them to others so that they can overcome them. I can’t find anyone in Australia who cares about the growth of players, except in developing their football skills. One of my colleagues recently told me that I was the only coach who was willing to help the players in their personal lives and that there was no one who could take my position.”

This quote demonstrates that Micky’s coaching style of frequently asking his players questions and pursuing a methodical process to get them to arrive at a solution comes from his desire to help them develop not only their football performance, but also their life, which he recognized as a trait that he himself possesses. Micky’s colleagues’ comments about his unique coaching style suggest that Micky’s socially supportive attitude toward his players may have contributed to the team’s development, although it is Micky’s subjective statement.

4.5. Coaching Process

The categories and core categories containing the concepts obtained by the M-GTA analysis and their correlations are shown in Fig. 2.

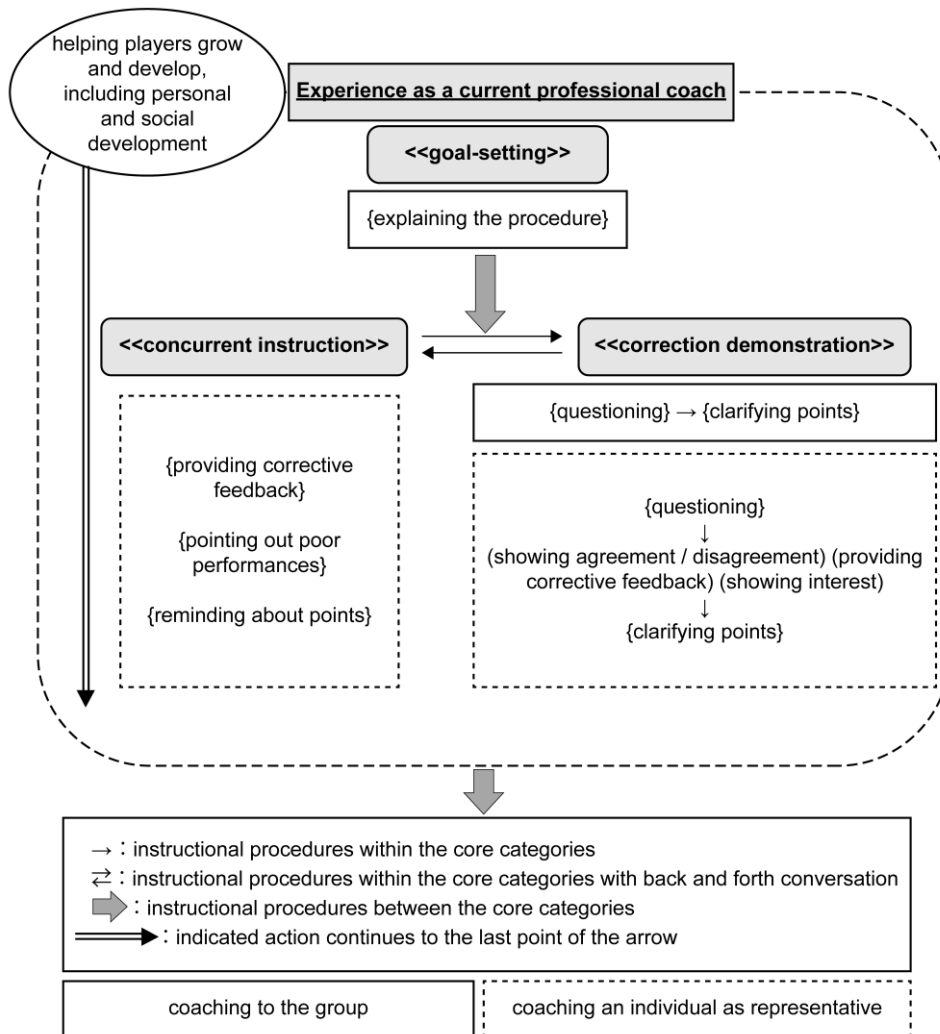


Fig. 2 Coach Micky’s coaching process

5. DISCUSSION

This section attempts to characterize Coach Micky’s coaching process, discussing how his coaching knowledge or skills can be incorporated into the development of educational materials from the perspective of English for sports.

To begin with, it is possible to extrapolate the characteristics of the football coach’s language use during training sessions, which will be foundational resources for developing ESP materials. According to the findings of the M-GTA analysis, Micky’s training process was as follows: the coach explained the purpose and procedure of the training to the players (<<goal setting>>), the coach provided feedback to the players while they were performing

the training (<<concurrent instruction>>), and the coach temporarily suspended the training to correct the players' errors (<<correction demonstration>>). By viewing the three phases of the coaching process as a single communication pattern in coaching during training, we can obtain valuable insights for developing language teaching resources. When people communicate in society, they adhere to a certain pattern to accomplish their social objectives, and this pattern is fixed to a degree. This pattern of communication between people-in-interaction is called a genre. Genres are staged, goal-oriented patterns of interpersonal interactions that enable communication using language (Eggins 2004; Halliday 1994). Further, in each genre, there is a generic structure (Butt et al. 2003; Eggins 2004), a series of steps that one takes to achieve a goal. For example, in the case of shopping, there may be a basic structure of beginning, middle, and end; a greeting indicating the start of trading, the main body of trading, and a greeting signaling completion of trading, respectively. By taking these steps, customers and salesclerks can sell and buy goods smoothly. Even when we conduct more complex business transactions, these basic steps still appear: the buyers get what they want, and the seller receives the money, indicating that the goal of the genre "shopping" is accomplished. Based on this concept of genre, the three phases identified in this study can be defined as the generic structure of football coaching, which can be taught explicitly to novice EFL athletes to help them participate successfully in their target community.

Furthermore, as generic structures have different elements of schematic structure, which reveal different linguistic choices (Butt et al. 2003; Eggins 2004; Halliday 1994), linguistic components such as vocabulary and grammar specific to each stage of the generic structure could be identified. During <<goal setting>>, when the coach explains the aim and procedure of training to the players, the coach's role is to provide information, and the linguistic form that typically realizes this task, or what functional linguists call "function," is assertive or declarative (Nishijo 2018; Wegener 2018). A coach's behavior of asking the players questions constitutes the act of demanding information, and the linguistic form that realizes this function is interrogative. If players are involved in a <<concurrent instruction>>, ellipsis might be used to allow the coach to talk in a timely and well-paced manner as the players move. Thus, understanding what coaches do during the training reveals genre-specific linguistic resources, helping establish a path for developing learning materials that focus on these linguistic forms. For instance, this approach can assist in creating teaching materials that focus on grammatical items commonly used in English football coaching situations, such as complex sentences (e.g., After you make a pass, make sure to move into a new space), imperatives (e.g., Go get the ball), and modalities (e.g., You could dribble if you want to). In addition, the structure of a training program, such as goal setting, concurrent instruction, and correction demonstration, can be incorporated into teaching materials for EFL student-athletes who pursue coaching as their future career. Thus, student-athletes who learn authentic football-related English using ESP materials or activities created based on the experiences of professional football coaches would be able to understand how the target language can function as a tool to achieve the social goal of coaching football players and gain insights into good English football coaching.

In addition, to familiarize learners with football coaching-related English expressions, it is important to provide them with rich information of contextual factors surrounding the linguistics elements. As the goal of the learners in this study was to use language to conduct football coaching abroad, it was critical to demonstrate how an experienced professional coach acts when advising players on competent behavior to win games (Garfinkel, 2002).

In this sense, the varied aspects of Micky's coaching skills discovered in this study should be explicitly taught to learners as non-language-acquisition-related skills. For instance, the most critical component of Micky's football coaching was his elaborated and sophisticated interaction with the players via IRE-C interaction, beginning with questions (questioning). As shown in section 4.3.4., he used a highly advanced inquiry coaching technique to guide the players to a solution in a logical and thought-provoking manner by following the procedure of "giving high-order questions, accepting their viewpoints, giving high- or low-order questions, accepting their viewpoints, and clarifying" rather than immediately informing the players about the problem in their performance. It can be assumed that Coach Micky must have used questions to initiate dialogue and discussion with their players about their performance to develop his players' problem-solving, decision-making, and creativity abilities, as well as game comprehension (Forrest 2013; McNeill et al. 2008). This may be because learners' ability to discuss components of their performance most likely demonstrates their ability to successfully play the sport (Wright and Forrest 2007).

In addition, Micky's coaching style using questions deserves discussion from an intercultural perspective. Using question-based interaction, Micky urged his players to assess their performance problems, determine the underlying causes, and find solutions during training. Although prior research has pointed out these effects in sports coaching, Micky's queries had a purpose other than merely increasing players' football-related competitiveness. The intention behind this coaching style was the hope that they would deal with the hardships or predicaments they would encounter in their personal lives. As Chelladurai et al. (1988) pointed out, Japanese athletes tend to expect social support from sports coaches, which is consistent with the traditional Japanese emphasis on cohesive and harmonious groups (Chelladurai et al. 1988; Reischauer 1977). Micky's eagerness to be involved not only in the advancement of players' football skills but also in the well-being of their personal lives may be observed in other Japanese coaches as well. As Micky himself stated, there are few Australian coaches who are as attentive to off-pitch issues as he is, and this type of coaching mindset may be advantageous internationally as a distinctive characteristic of Japanese coaches, which was also indicated in the comments made by Micky's colleague above.

In the future, these non-language-acquisition-related factors should be taught to learners along with language teaching content. For instance, providing students an opportunity to analyze linguistic and functional features of football coaching would help them understand how language is used to construct meaning in authentic football coaching situations. Teachers' prompts, such as, "What coaching techniques did the coaches use to help players realize the key points that enhance their performance?" would raise students' awareness of the relationship between language use, context, and purpose in the domain of football coaching.

6. CONCLUSION

This study examined natural settings of authentic football instruction with the purpose of applying the findings to the creation of ESP materials, an endeavor that has seldom been attempted in the field of ESP. The findings of identified patterned coaching behavior in the authentic football training session, and the coaching philosophy and principles underlying them, could promote the development of English for sports in several ways. First, as this

coaching pattern represents certain aspects of authentic football coaching practice, ESP practitioners could identify the generic structure of football coaching and linguistic features that tend to be realized in natural football training settings. This specification of language use in football coaching enables the consideration of the extent to which particular examples of language in the ESP discipline are unique to the field while other forms are generic (Woodrow 2018). Therefore, the linguistic features of football coaching revealed in this study can be used by a course designer as unique syllabus items to the respective target settings. Second, in-depth analyses using triangulated qualitative data sources (such as the M-GTA, scene-specific descriptions, and interpretive interviews) of a particular setting (such as a football coach conducting a training session in English) would allow ESP practitioners to gain knowledge of the target setting. As Woodrow (2018) noted, teachers enjoy high status in English for general purposes (EGP) classrooms, as they are the experts of language teaching, whereas ESP practitioners in ESP classrooms are rarely experts in the disciplinary field. This may influence the relationship with the learners, with ESP practitioners feeling insecure due to a lack of subject knowledge (Wu and Badger 2009). Hence, curriculum designers and ESP practitioners who are not familiar with the target domain should collaborate with subject specialists, such as Coach Micky, who could provide subject-specific linguistic data as well as abundant contextual information. ESP teachers will play an important role in helping student-athletes who are seeking career opportunities abroad to learn not only English, but also different cultural values, which may help them in the job market and tertiary education (Chmelikova and Hurajová 2019). Student-athletes who seek to study or work abroad must cultivate a quality of mind that is essential for understanding the interplay between others, society, and language. Promoting learners' awareness of these social and cultural constructions of football coaching in a foreign language context should be one of the focal points in the future development of teaching materials and resources.

While the pedagogical implications obtained from the qualitative analysis of one football coach presented in this study are insufficient to address all of the requirements for developing ESP teaching materials, the present findings could pave the way for further studies in language education in the context of sports, which have long been overlooked in the domain of ESP.

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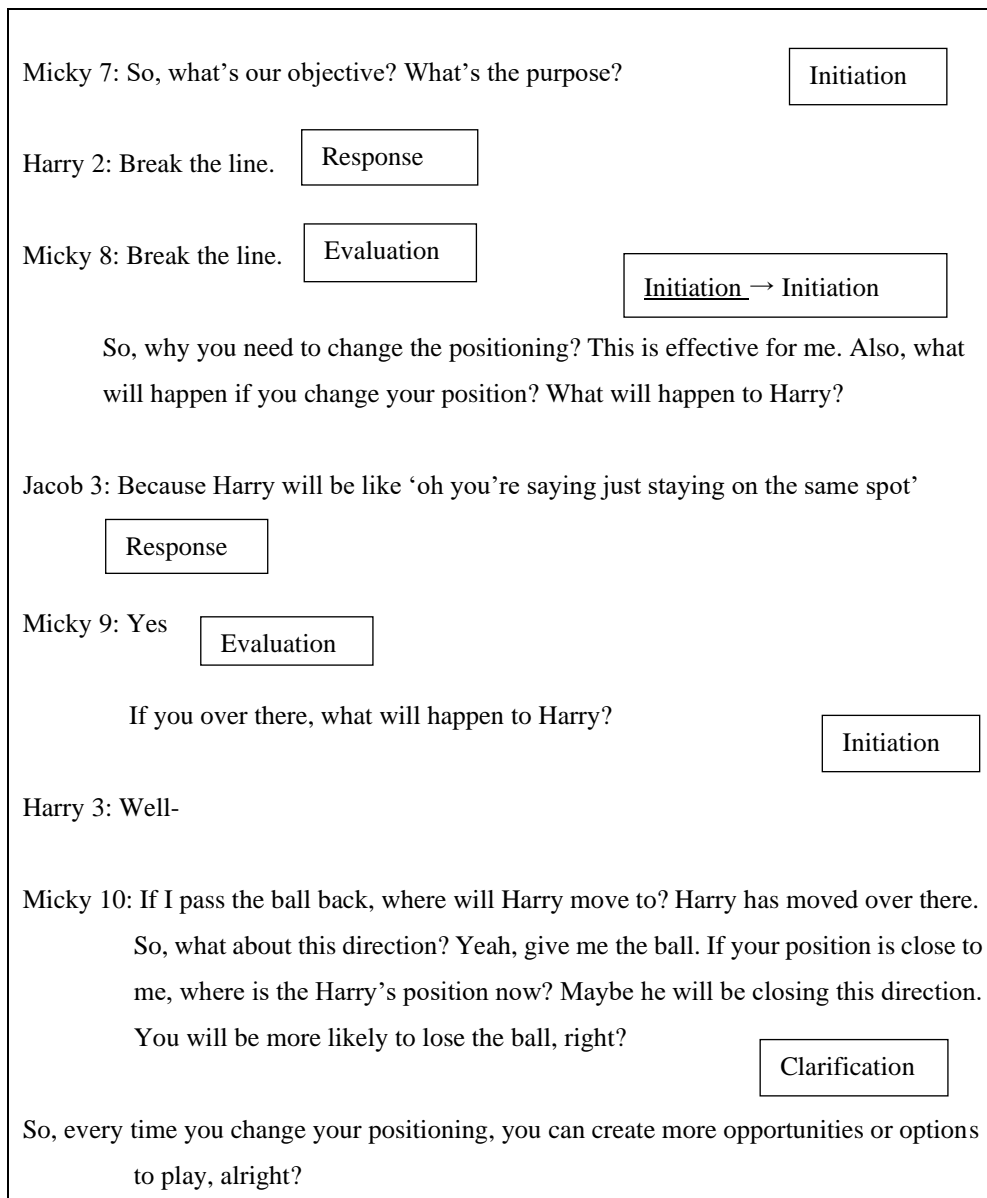
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SUPPLEMENTARY MATERIAL

Micky 1: Hey <u>what's happening?</u>	<u>Initiation</u>
Steve 1: There's one kicker?	Response
Micky 2: No yeah two kickers.	Evaluation
But what's happening? Why did you lose the ball at the beginning of the game? <u>Initiation</u> looked at his face))	((Went for one ball and gave it to a player and
Steve 2: I'm not too quick	Response
Micky 3: "Too quick". Yeah. Steve, over there. Try again. (Micky gestured for Steve to move over))	Evaluation
Players: NA (Restarted the training))	
Micky 4: Bounce back yeah. And stop. It's the same problem.	<u>Initiation</u>
Micky 5: So why did you lose the ball? This is... firstly...the ball from me...but why did you lose the ball again? (Started looking at Jacob))	<u>Initiation</u>
Jacob 1: Because staying in the same spot? So, I could have	Response
Micky 6: So, why do you still need a change in the positioning?	<u>Initiation</u>
Jacob 2: So, it's easier to keep the ball coz you got an option, right? So if he stands here he can cut off...	Response



IRE-C INTERACTION BETWEEN THE COACH AND PLAYERS