

The place of the English language in the training of sport executives: Motivational approach (case of Higher School of Sports Science and Technology students)

مكانة اللغة الإنجليزية في تكوين إطارات الرياضة: مقاربة تحفيزية (حالة الطلاب من المدرسة العليا لعلوم الرياضة وتكنولوجياتها)

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Abstract : The aim of this article, entitled the place of English language in sport executives training, is to study one of the parameters inherent to the teaching/ learning process that is the learner psychological parameter, namely motivation, which could eventually represent one of his difficulties during his English learning process. Our investigation had been led during 2017/2018 and 2018/2019 on the whole ES-STS students (181) to whom we addressed a questionnaire and this, in order to answer to our problematics: How do this concept of motivation influence (or even act upon) the students learning faced with English language?

The investigation 's results allow us to confirm their non-involvement indeed even their lack of motivation as for this foreign language learning and this, could eventually influence negatively their success

Keywords English language – sport executive – motivation - learning

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الملخص: الهدف من هذا المقال، المعنون "مكان اللغة الإنجليزية في تدريب المدراء الرياضيين" ، هو دراسة أحد المعايير المتأصلة في عملية التدريس/التعلم وهو المقياس النفسي للمتعلم ، ألا وهو التحفيز، والذي يمكن أن يمثل في النهاية إحدى الصعوبات التي يواجهها أثناء عملية تعلم اللغة الإنجليزية.أجرينا تجربتنا خلال الفترتين 2017\2018 و 2018\2019 على مجمل طلاب المدرسة العليا لعلوم الرياضة وتكنولوجياتها (181) الذين وجهنا إليهم استبياناً ، وذلك للإجابة على إشكالياتنا: كيف يؤثر مفهوم التحفيز (أو يعمل) على الطلاب الذين يتعلمون اللغة الإنجليزية؟ تسمح لنا نتائج التحقيق بتأكيد عدم انحرافهم، وحتى أن افتقارهم إلى الحافز فيما يتعلق بتعلم اللغة الأجنبية قد يؤثر سلباً على نجاحهم في النهاية

الكلمات المفتاحية: اللغة الإنجليزية- إطارات الرياضة- التحفيز-التعلم

Introduction:

It seems quite clear nowadays that the idea of the development of the practice of sport in Algeria must inevitably go through the improvement of the training of its executives. Indeed, training remains a priority for the public authorities, as it is the basis of national sport movement.

In Algeria, in the field of Physical and Sports Activities, the training of sports executives has among other things the primary objective of training a profile of executives ranked according to skills capable of taking charge of high-level sport. This training at the pedagogical level is characterised by a specialisation of these executives, through a reinforcement of scientific knowledge in relation to the requirements of performance sport: the requirements of the field are in permanent evolution and it is this evolution that must be the reference for training. Consequently, this training, which must meet the requirements of the field, must be defined as the acquisition of a certain amount of knowledge, both practical and theoretical (refer to article 2 of the interministerial decree of the 09 th August 2001).

Among these theoretical subjects, the English language which, like all countries, occupies or at least should occupy a predominant place in Algeria and even remains a concern of the State, qualifying it as a living language in the common

base of knowledge and skills.

In the context of globalization, learning English is the assurance of fostering a tool for international communication, which will also be an asset for training and will enable it to strengthen its competitiveness and its global development, while at the same time being a means of opening up to the West. This is a major handicap for our executives who have marginalized this language in the past, for various reasons, and now have a serious linguistic deficit, perceived during exchanges of information or communication during international competitions or scientific events.

Pedagogical diagnosis of the training at the Higher School of Sports Science and Technology: State of play.

It is worth recalling that, at the top of the National Sports Movement, there is a Sport Counsellor trained in 5 years , a Graduate in Physical and Sports Education , a Sports Educator passing through a T. S. S trained in the Institutes of Technology of Sport (I.T.S) with a training period of 3 years (**executive decree n° 90-183 of 16 th June 1980**).

From 1981 to 2019, the Higher School of Sports Science and Technology trained 1834 Sports Counsellors. Based initially on our personal experience as a teacher in this Higher School and supported by a preliminary observation during the different teaching councils, a pedagogical audit of this training through our work as Magister was also established during the period from 2000 to 2003 (following the reading of figures from the deliberation reports for these 3 years on the results obtained by the students). Indeed, the percentage of students with grades below 10/20 in English language for the three academic years are the following : for the year 2000 – 2001 (57,14% 2nd years students), for the year 2001-2002 (61,45% 1st year students) and finally for the year 2002-2003 (**54,28% 1st year students and 68,33% 3rd year students**).

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It goes without saying that our interest lies in the nature of the learning difficulties of these students with regard to the English language. Indeed, the notion of learning difficulties consists of a whole process of learning based on various parameters, as (Angelova 2016) points out, namely didactic and socio-cultural, linguistic, material and technical pedagogical parameters, teacher training, as well as psychological parameters of the learners. In the framework of our research, we focused on one of the psychological parameters, namely the motivation of learners during their learning. According to (Dörnyei 2003), motivation, along with language skills, strategies and learning styles, are among the main individual differences that come into play when learning a foreign language and that can predict success or failure. Nevertheless, as a first step, it would be wise to first define precisely what we mean by motivation. In the etymological sense of the term, motivation comes from the word motif, itself borrowed from the Latin motivus: mobile and movere: to move, which in ancient French meant "who is on the move". According to (Le Petit Robert 1994):

"Motivation is the relationship of an act to the motives that explain or justify it". Numerous definitions have been proposed for this concept; indeed, writings specific to the field of physical and sports activities distinguish more between intrinsic and extrinsic motivations. An intrinsic motivation is defined according to (Hoffman-Hervé and Aubert 1999, p 60):

"by the fact of practising an activity that brings direct and regular satisfaction independently of any reward that may be attached to the activity in question". As for the rather extrinsic motivation, it is defined as follows:

"by the rewards - in terms of promotions, benefits, social status - that the activity provides. In addition to the distinction made between intrinsic and extrinsic motivation, (Gardner and Lambert 1972) quoted by (Axell 2007, p 4) have proposed the terms "integrated motivation" and "instrumental motivation" in writings

more specific to foreign language learning. According to them, integrated motivation thus refers to language learning for personal development and cultural enrichment. As for instrumental motivation, the learner may learn languages for reasons such as future career, social status or to achieve a required level of education.

Therefore, the objective of this article tends to respond to the following problem: **How does motivation, a psychological parameter inherent to the teaching-learning process, influence the learning of ES-STS students in relation to the English language?**

To this problem, we take care to make the following hypothesis:

English learning difficulties are due to a lack of students motivation.

Research methodology :

1. Methodology :

The intention developed for this article is to study one of the psychological parameters of the learner, namely his motivation, which may represent one of his difficulties in the process of learning the English language. This approach to gathering information led us to choose the descriptive (investigative) method known as the survey and more specifically a tool that is the questionnaire given to all Higher School of Sports Science and Technology students.

Every study relies on research tools as a base to know and collect the required information to undertake the study, in order to reach the research facts goals via a set of tools chosen by the researcher to achieve that.

The students questionnaire is structured around three areas of interest:

Individual learner data.

His or her appreciation of the teaching of the English language.

His or her interest (his motivation) towards this living language.

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This tool is composed of 27 questions, 09 of which are related to the learner's motivation and will be of particular interest in this article.

Scientific conditions of the tool :

Stability : stability is one of the most important factors that must be available in any test or questionnaire, as a basic and scientific condition of the tool. To calculate the stability of the students questionnaire, we have opted for the method of « test-retest ». The study sample included 18 ES-STS students and the following table explains the values of stability coefficient to determine the tool stability.

Table n° 1: Representation of the questionnaire's stability about the students Motivation

Questionnaire	Stability coefficient
Motivation area	0,81

It occurs through the previous table, that the stability coefficient value is high, strong and statistically significant at the level of the significance 0,05, which reflects the stability of the questionnaire to a certain degree.

Validity : It has been calculated according to the intrinsic validity, which is calculated and measured through the calculation of the square root of the tool stability coefficient.

Table n° 2 : Explanation of the intrinsic validity volume of the students motivation questionnaire.

Questionnaire	Intrinsic validity
Motivation	0,9

Statistical methods used in the study :

The following statistical methods will be used to examine hypotheses:

- Percentage.

-Pearson correlation coefficient.

2. Sample/ study population :

Our research led over two academic years (2017/2018 and 2018/2019), took place exclusively at the Higher School of Sport Science and Technology, therefore the entire student population concerned (training and management branch) is composed of elite athletes coming to be grafted onto a population of Bachelors, as well as Graduates in Physical Education and Sports coming to improve their skills at this Higher School for a period of two years.

Table No. 3: Enrolment of the student component of the Higher School Sports Science and Technology for the academic years 2017/2018 and 2018/2019

Promotions	1 st year	2 nd year	3 rd year	4 th year	Graduation	Total
Enrolment	102	40	01	02	36	181

The analysis of our current situation should not take on the character of a value judgment on the teaching of the English language, but rather be considered as a means of improving the teaching act.

The percentage of non-success can only indicate the overall degree of efficiency of this system, in other words, the relationship between what is achieved and the resources allocated. According to Berger quoted by (Baghdad 1979, p 2):

"Insufficient performance no longer tells us that the test was of a high level or that the individual was insufficient, but that the system had set itself objectives that it was unable to achieve or that these objectives were inadequate".

At the basis of any learning activity, motivation is a condition for success, as

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(Plyaskina and Godard 2012) attest, pointing out that the problem of motivation is fundamental in language teaching, since languages require special skills, such as the ability to communicate: pupils who do not have them often encounter difficulties in learning the foreign language. As a result, motivation diminishes considerably or even disappears.

In the same vein, (Hadid 2017, p 45) states that "we could at first sight interpret learning difficulties as laziness, a lack of motivation on the part of the learner, therefore the deficit comes from the learner's side".

However, the evaluation of motivation, as a factor in academic performance, poses many problems related to the difficulty of its assessment. The results of some theoretical research show that learner motivation cannot be assessed directly because it is a psychological state. Thus, (Dörnyei and Otto 1998) explain that motivation is an emotional or mental state that is dynamic and unstable.

To this end, the questionnaire assigned to the learners of the Higher School of Sports Science and Technology is designed to make a global assessment of motivation: the type of use of the latter is diagnostic and the method used is self-assessment guided by directional questioning. At the end of our questionnaire, we note a small percentage (38.75%) of students who have had to follow a foreign language training course, which may explain their lack of interest in learning this language. Of course, it should already be pointed out that this lack of interest is perceptible during their secondary education. Indeed, particular emphasis is placed on scientific subjects, thereby neglecting the learning of foreign languages.

Moreover, the answer to question 24 of our questionnaire clearly highlights a frank and direct trend: indeed, students are unanimous they don't seem to be motivated to learn a foreign language through training other than that provided during their school career, as there are only 23,8% who passed final exam (Bac),

24,3% to study abroad, 23,2% for professional purposes and 14,9% who did so only for personal development.

Table No. 4: Students opinion about the nature of their motivation to follow a training in foreign languages

Motivation Students opinions	Success in a final exam (BAC)	Studies abroad	Professional purposes	Personal development
Yes	23,8%	24,3%	23,2%	14,9%
No	76,2%	75,7%	76,8%	85,1%
N	181	181	181	181

Furthermore, the answer to question 22, relating to the foreign language studied during the course of training, highlights the French language at the top of the list with 64.51%, followed by English with 51.61%. This could possibly be explained by the fact that university studies are conducted in French, hence their concern to improve their level in this language, which has been studied since the third year of primary school (i.e. 10 years of study). Nevertheless, the level is still mediocre. In this perspective, (Ketfi 1990, p 41), during a Seminar on Training in Sports Science and Technology at considers that :

"the pedagogical act, being the foundation of all training, seems to have been neglected. At no time has this system paid attention to the quality of the pedagogical message, the only channel for the transfer of knowledge. What can one expect when the Arabic-speaking student cannot communicate and write in either Arabic or French? ».

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In addition, and in the same vein, in order to make French language teaching more effective for students, a commission in charge of teaching programs insisted on the introduction of French language teaching: In order to improve the course of study for students, it would be useful to introduce the teaching of the French language, as a living language, in the student's training course, especially since almost all the books in the library are in French (3rd point of the P. V, 2003). This decision reinforced the position of the students and would certainly explain their investment or even their involvement in the French language, by following, in parallel with their university studies, a training in this living language for a period of 6 months according to 25.1% of students (when they answered question n°3 concerning the duration of the above-mentioned training).

This learning towards French as opposed to English is also reflected in social networks (see question 27) where we note that 87.5% of students prefer to communicate in French via social networks, as opposed to 21.25% of students who request the use of English. This lack of interest in the English language is also perceptible in questions 7 and 8, where we perceive that the cultural and social characteristics of the family have a great influence on the success of learners in general and those of the foreign language in particular. According to (Ellis 1995, p 236) :

"the social and cultural milieu in which learners grow up determines their beliefs about language and culture.

In the same vein, (Flardeau and Simard 2007, p 164) attest that :

"social markers place the learner in the center of the relationships forged with the school environment (...) and the non-school environment (family, environment, geographic location ...).

In the same vein, (Zetili 2002, p. 9) states that during his or her practice, the learner is influenced by three dominant factors: psychological, linguistic and socio-familial. According to Zetili, the motivation for learning leads the learner to enjoy the activity and to put in more effort to succeed in his or her work. He needs the encouragement of the family and those around him.

We must also remember that society's vision of foreign languages plays a very important role in motivating him to learn consistently. Indeed, according to (Hadid 2017) in the 1970s, the sociology of education focuses on showing the effects of the family and socio-cultural context on the cognitive performance of learners. Nevertheless, even if this context was considered an important factor in school performance, it is not sufficient to determine the causes of learning difficulties. Admittedly, despite the fact that the environmental factor (external factor) seems to play a stimulating or blocking role with regard to English language learning, the fact remains that there are internal factors concerning the learner himself despite, at times, the availability of a climate conducive to learning.

Moreover, it is necessary to recall the primary objective of ES-STS training, which is to train high-level sport intervention professionals with a vocation for international mobility in this era of globalisation. Therefore, the learning of the English language within this training and the great interest given to it is supposed to be the sine qua non condition for these sport executives. As (Sawyer 2016) attests, today's sports world is an international world without borders (...), knowing English is a major advantage.

In the same reflection, Fleury Pascal, former Basketball player for the Harlem Globe Trotters in Ainsley (August 2011), mentions during a Chicoutimi Seminar (for a development camp where young Basketball players will be able to improve

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their knowledge while continuing to learn English), that sport creates an environment conducive to learning this language. This was further reinforced by Ainsley (August 2011) stating that English is an important language in the sports world.

For the most consequent and efficient learning, it seems more judicious that the learner of this foreign language can be in linguistic immersion and experience the "real" situation either among the population of this language through travel, language stays for those who can afford it, or through Anglo-Saxon music and films in original version. However, this "mobility" seems to face several difficulties (Halimi et al., 2012): reluctance of parents to let their children travel, costly investment, lack of motivation even of the learners among others. In our study, this is reflected in our results relating to questions 28 and 29 of our tool where ES-STS learners show minimal interest in audio-visual means (film in original version, types of music listened to) with a non-significant percentage of 8%.

Conclusion :

The results of our present study allow us to immediately establish an attempt to answer the question of the impact or even influence of learner motivation (in this case the Higher School of Sports Science and Technology students) on the learning of the foreign language that is the English language.

Data processing in relation to the psychological parameter of motivation of the learner, necessarily passing through their stimulation of the need to learn. How to make people want to love this living language? According to (Tavris and Wade 1999), having a minimum of motivation as a starting point is essential in order to avoid as much as possible the difficulties inherent in learning a foreign language. To this end, we conclude that motivation plays a predominant role in learning

English.

The object of our reflection is to improve the learning of the English language in order to optimize the sport executives

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