

Lecture 1: The Theoretical Framework of English for Physical Education

1.1 Defining English for Specific Purposes (ESP) in the Sports Context

English for Specific Purposes (ESP) differs fundamentally from General English (GE) in its objectives. While GE aims for broad conversational fluency, ESP is needs-driven, focusing on the specific vocabulary, genres, and communicative skills required by a particular profession.² In the context of Physical Education and Sports Training, this discipline is often referred to as English for Sports Purposes (ESP-PE).

The necessity of this specialized approach stems from the unique lexical and syntactic demands of the field. A student may be proficient in ordering a meal in a London restaurant (GE) yet be wholly unable to decipher a peer-reviewed article on "The Effects of Dehydration on Neuromuscular Function" or to deliver clear, concise tactical instructions during a time-out in a basketball match.⁷ The gap between these domains is what this course aims to bridge.

Research by Liashenko (2020) and others indicates that the curriculum for sports students must be "interest-driven" and "communicative," placing the learner in simulations of real-life professional situations.¹ This means the syllabus is not organized by grammatical tense (e.g., "The Past Simple") but by professional function (e.g., "Reporting Match Results," which happens to use the Past Simple). This functional-notional approach ensures that every linguistic item learned has immediate applicability to the student's career trajectory.²

1.2 The Role of English in Globalized Sport

The globalization of sport has created a borderless labor market. A coach trained in Algeria may find employment in the Gulf, Europe, or North America. In these diverse settings, English is the bridge language. Furthermore, the governance of major bodies like the IOC, FIFA, and IAAF relies heavily on English for official documentation and arbitration.

Beyond administration, the scientific basis of training is predominantly anglophone. Approximately 98% of high-impact journals in sports science, biomechanics, and sports psychology are published in English.⁸ A practitioner unable to access this literature is effectively cut off from the cutting edge of evidence-based practice. Therefore, the primary objective of this course is to foster "Professional Academic Literacy"—the ability to consume, critique, and produce professional texts in English.⁸

1.3 Needs Analysis for the Sports Training Major

A robust ESP curriculum begins with a Needs Analysis.² For the Sports Training major, the specific linguistic needs can be categorized into three domains:

1. **Occupational Domain:** The language used on the field (coaching cues, safety instructions, referee interactions). This requires brevity, clarity, and the use of the imperative mood.¹⁰

2. **Academic Domain:** The language used in university studies (reading textbooks, writing research papers, understanding lectures). This requires a grasp of the passive voice, complex noun phrases, and specific academic vocabulary.⁸
3. **Media and Social Domain:** The language used in interviews, press conferences, and social networking. This requires knowledge of idioms, phrasal verbs, and appropriate register shifting.¹³

This course is designed to address all three domains, moving sequentially from the concrete terminology of the body to the abstract language of scientific research.
