

## Innovation in the teaching and learning of English for Physical Education Department

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### KEYWORDS

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**ABSTRACT** The model of teaching English in the university setting tends to be taught conventionally, focusing on grammar tasks as what students have always previously encountered since secondary school. It then turns out that such a model of teaching and learning English rarely prepares students for what they genuinely need in the context of higher education and the future world of the workplace strongly related to their chosen program stream of study. This article is a pilot study, presenting an innovation in the model of teaching and learning English to university students majoring specifically in the Physical and Sport Education study program. By innovation in the design of the teaching and learning practices of English to students of physical and sports education study program, this article provides an example of how English lesson has been adjusted according to the need and what is genuinely needed by the students of physical education as the object of this study. It is fully expected that this study could open a new paradigm in English teaching and learning practices for university students majoring outside the English study program.

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## 1. INTRODUCTION

The Indonesian government stipulates Law no. 20, concerning the national education system, article 37, paragraph 11 of 2003, that English is the only language learned from junior high school to university. The government, based on the Decree of the Minister of National Education of the Republic of Indonesia No. 232/U/2000, has determined that the higher education curriculum in Indonesia consists of the Core Curriculum and the Institutional Curriculum. The Minister of National Education determines the curriculum, while each university determines the institutional curriculum.

In the institutional curriculum, students must study several subjects, including English courses, which are needed as anticipation and support in the era of globalization. In order for them to be able to compete in the era of globalization, English competence must be mastered. English competence, which includes reading, listening, writing, and speaking skills, must be studied carefully by students with achievement targets determined by the curriculum.

Foreign language teaching experts agree that the primary purpose of foreign language learning is an effort to develop communication skills. As proposed by Canale and Swain, communication competence is carried out by foreign language teaching practices. David Hymes introduced the term competence in communication in the 1960s to discover that grammar knowledge is sufficient to speak and communicate (Rickheit & Strohn, 2008).

There are skills involved in communicating, namely general and specific. In general, regardless of culture, for example, people must be able to ask questions, display expressions such as happiness, happy and perform greeting procedures (such as greetings, shaking hands, and greetings). People in every culture develop routines that are used in various situations. Specifically, each form of communication is a unique interaction in every situation.

Teaching English in Higher Education consists of general courses aimed at non-English students and subjects in the field of study. As a general subject, English is one of the means to develop the field of study students study. As a field of study, English is the subject of study for students, requiring a deep understanding of mastery of the English language.

English as a general subject supports learning subjects in the main field. Students often have to read their study materials or books that support their learning, while current material sources are generally published in English. Therefore, in education, students must master English to make getting the latest knowledge in their field easier.

All majors or study programs at universities are required to present English courses. Likewise is the Department of Physical Education (PE henceforth). The PE program's primary field of study is sports, with the aim of the curriculum being that students will become sports teachers or professional-related sports professionals.

Generally speaking, in teaching and learning foreign languages, teachers must be able to design and implement innovative learning processes so that language learning be-

comes fun and does not become a burden for learners. In teaching and learning English, we realize that the end output of learning the language is for a communicative purpose. Interestingly, however, many challenges exist for teachers and students regarding the communicative purpose of English, as the students increasingly have to receptively and productively engage in English (Hyland, 2022).

For students, in particular, many scholars highlight that a considerably different variety of English use from the English that the students are regularly used to from school, home, or social media is the very problem that the students encounter so far (Donadio, 2019; Fiorito, 2019; Salmani Nodoushan, 2007; Tahririan & Chalak, 2019). Teachers are demanded to be well aware of the situation in which teachers should have gone beyond teaching in such a rigid style as grammar. In this case, teachers are highly expected to develop innovation in their teaching practice of English to guide students toward new professional or workplace literacies. It is because students, as previously mentioned, will always come in contact with a wide variety of English uses markedly different from what they are familiar with.

In response to the above, the researcher attempts to modify the English teaching and learning model from the conventional. Its style lies in teaching grammar. In this case, the researcher turns the learning style of English by adjusting it based on the students' program streams of study. The sample of this study is the university students majoring in the PE study program. In line with the motives stated in this article, the researcher seeks to cater to the PE students with the gent; the le opportunity to have the capacity to grasp and understand vocabularies as lexical resources. The supplemented vocabulary of English for the PE students is designed and provided based on the commonly related terminologies, words, and phrases relevant to PE.

The reasons for the above-proposed arguments correspond to the realization that teaching English to students majoring outside the English program should have attended to the student's specific purposes. In this way, it indeed allows the students to gain control over the constraints of social contexts on language use. It is because students majoring in other fields of study, such as PE, do not have a severe focus on correct grammar use but a good understanding of the vocabulary relevant to their program stream of study. Besides, adjusting the needs of the English teaching based on the student's study program will give the students a possible future direction. For the PE students, there will be an opportunity for them to be international referees by profession.

In the teaching and learning practices of English, emphasis should be placed not only on the authentic material but also on the purpose-related orientation and self-direction (Salmani-Nodoushan, 2020). By purpose-related orientation, the teaching and learning of English will be based on the simulation of communicative tasks of English, whereby it leads students to be ready to use the language in real-life target situations (Salmani-Nodoushan, 2020). By self-direction, the results of English teaching and learning activities are expected to turn the learners into language users (Salmani-Nodoushan, 2020). In the section that follows, a method for this article is presented.

## 2. METHOD

The present article was a pilot study designed to meet the needs of English EFL learners in the university setting majoring outside the English program. Within this stated intent, the present proposed study sought to illuminate an innovation in the learning of English through which the instruction of the language had been adjusted to the learners' program stream of study. Grounding on this assertion, the present pilot study fell under a well-established subfield of applied linguistics, which is English for specific purposes or ESP (although some believe it is independent) (Salmani-Nodoushan, 2020).

It is widely known that every study major needs to learn English. For Hyland (2022), ESP best addresses the learners' communicative needs. Framed in the ESP, this study showcased the importance of the learners' need to respond to the particular requirement of the specific situation through English. The sample for this pilot study was university learners of English majoring in Physical and Sport Education (PE/SE). Further, through the ESP design, this study presents a modified lesson for English learning to PE students. In the following section, the results of this study are justified.

## 3. RESULT & DISCUSSION

This part is not intended to show the results drawn from the scientific rigor investigation of a studied issue but rather is aimed to provide a design model of English instruction that has been adjusted based on the needs of the learners and the requirement and goals of the curriculum applied in the department of PE as the object of this study. Following the PE learners' need to learn English, the researcher has attempted to cater to students who can grasp and understand specific terms or vocabulary in English. These vocabularies are well attuned to the PE fields and referees, which are existed in the designed curriculum of the PE itself.

To fulfil the above need and goal, the researcher in this study creates an innovation of learning English whereby its lesson plan and goal are modified and justified based on the student's need to learn English. In designing the best model for the learning of English to the learners of PE/SE, two fundamental phases were proposed, as stated in the following points:

### First Phase – Planning

1. Identifying the PE subjects provided by the department
2. Designing the topic lesson of the lectures based on the fields of sport or PE in each meeting
3. Preparing the list of vocabularies based on the PE fields for the English mastery purpose

### Second Phase – Preparing a Semester Lesson Plan (SLP)

1. Providing the link source of instruction in the SLP (SPADA) for every lesson meeting
2. Students open the link and begin to learn based on either individual, group, or supplementary lecturer.
3. Students pronounce the target language words while practising (V)/demonstrating (N)
4. The lecturer guides the students to pronounce the target language word and provides correction
5. Sites for learning activities
6. Referee material and counting/numbering (Score)

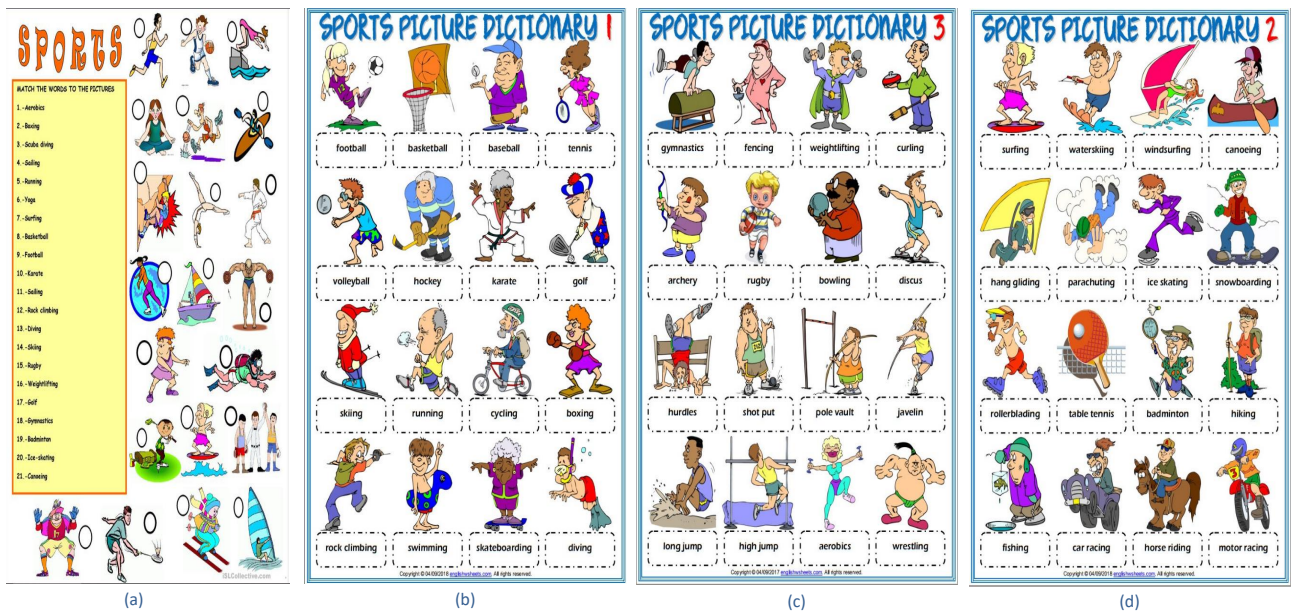


FIGURE 1. (a) Sample of Exercise of Matching the Sports Vocabulary and Pictures; (b) Sports Picture Dictionary 1; (c) Sports Picture Dictionary 2; (d) Sports Picture Dictionary 3

### 3.1 Evaluation

Evaluation, of course, is in the form of assignments, which include:

#### 1. Daily assignment

Learners, in individuals or groups, read (pronounce) the vocabulary of the target language (English) based on the topic given to each individual or group, understanding the words pronounced by performing them physically or through gestures (noun or verb). Figure 1 is the sample pictures of sports vocabulary figure 1: Finding out the source of learning and learning from such a source

Watching, listening to the sports match/tournament, writing down the words that are listened

#### 2. Mid Test

Students are asked to create a video individually illustrating their understanding of the vocabulary based on the field of sports. The first project is on a group basis (including 2-3 students/cohort). If only there were

enough time, the test could be conducted directly at the site (Yard, Stadium, etc.).

#### 3. Final Test (Project 2)

Students are asked to create a video demonstrating physical-related movements (sports) to show their understanding of the vocabulary of the particular sports field that the students have previously learned. Here, students will choose one field of sports. They will then be asked to either make a video that provides a complete demonstration, including yard, game, equipment, scoring, etc., or lead the match (focusing on innovation, creativity, and invention).

Here, an example of the teaching and learning model of English designed for students majoring in the PE study program has been provided. In the conventional teaching style and teaching English to students of other program streams of study, its material was often delivered based on only grammatical characteristics. Through the need analysis of the ESP, the material given should be well modified based

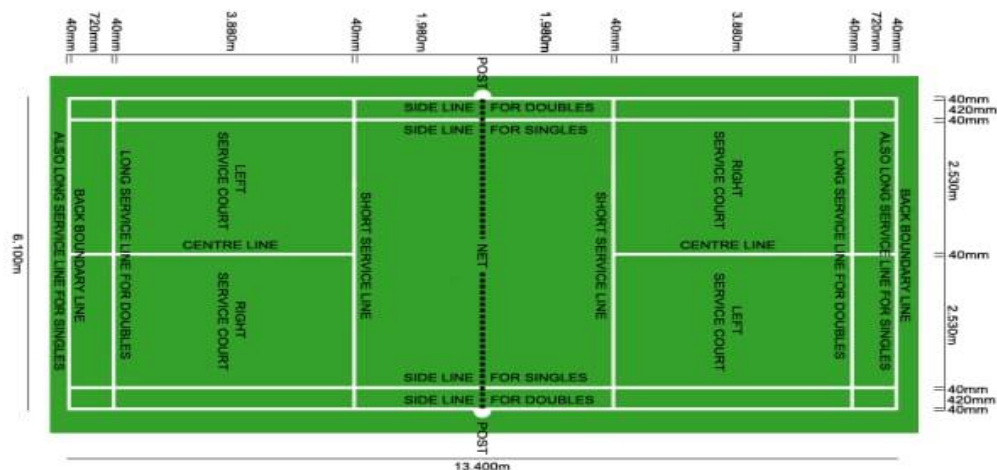


FIGURE 2. Badminton Court

on the student's background to meet the demands for a later communicative purpose. In this paper, the researcher has attempted to do so by considering the need and the fact that the English language teacher should appreciate how language is used within specific settings to understand the language and its functions for students.

Apart from the above put justifications, the present article was a pilot study aiming to present an innovative way to design English teaching and learning to the learners of another stream of the study program; in this context, students majoring in the PE study program. This model is expected to bring insight to the English teachers who teach the language to students studying in another field of study at university. Lastly, this article is expected to be a useful prototypical model of study on teaching and learning English to students majoring outside the English program stream. It is believed that should lecturers adopt a kind of teaching model as described in this article will result in a fruitful study that will bring a good product that can open further valuable insight and room for study in the field of ESP.

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