

English for Specific Purposes: Sport-related Students' English Learning Awareness

Eunhee Han

Korea Nazarene University

ehhan@kornu.ac.kr

Abstract

The purpose of this presentation is to discuss the sport-related students' English learning awareness. The study participants were all Taekwondo related department college students in Korea. Out of 300, 251 were analyzed. The survey was constructed by using a 5 scale Likert questionnaire. The follow-up interview was conducted. The study result shows that the majority of students are well aware of the importance of English learning due to the possible frequent interaction with foreigners. Their major takes an important role to take English courses. Pedagogical implications will be discussed.

Keywords

English for Specific Purposes (ESP), Taekwondo English

Introduction

Many majors in college ask for English for Specific Purposes in their curriculum. Most students take General English courses for their required course and at the same time many majors offer English course for designated major English. Among them, sport-related major especially Taekwondo related major departments offer an English course as Taekwondo became globally promoted. In Korea, there are about 1,300 students whose major is Taekwondo related in about 29 colleges. Not enough research was conducted related to Taekwondo English as one of ESP courses in college. Thus, this study asks for students' awareness toward Taekwondo English.

1 Literature review

English for Specific Purposes (ESP) researches were conducted and analyzed in the west then began in Korea in the early 2000 in the various

academic fields (Park 2016; Park, 2006; Seo & Kwon, 2013).

1.1 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) focuses on ESL/EFL learners English learning for specific purposes. Hutchinson and Waters (1987) suggested the characteristics of ESP. It largely divides by two characteristics. It focuses on the diversity of English and teaches the specific terms of certain professions such as science, tourism, and sports. According to Dudley-Evans and St. John (1998), ESP has two categories in terms of its purpose. First, English for Academic Purposes (EAP) is for academic purpose learning. For example, English for legal purposes and English for medical purposes. English for Occupational Purposes (EOP) falls into two parts as English for professional purposes such as flight and aviation English and English for vocational purposes such as TOEIC.

1.2 ESP research in Korea

Park (2016) and Sung, Yang, and Jung (2016) studied about military related ESP. Park (2016) suggested that the task-based language teaching approach is necessary for military related major students through interviewing naval officers. Sung, Yang, and Jung (2016) discussed the necessity of differentiated English curriculum and teacher training. They researched English the curriculum that meets the requirements for military officials and cadets. Kim and Yoo (2014) suggested more effective sport focused English course in their research. Their participants were 133 college seniors whose major was sports related. The participants preferred a specifically focused English class which is related to their major. Kim and Kim (2016) reported that English classes need to emphasize speaking and listening and a more activity centered class

through conducting survey to 27 ice sports leaders.

2 Methods

The participants were college students who study in a sport-related department such as Taekwondo, Sports, Physical Education, Taekwondo Mission and others. A total of 251 were participated through answering survey questions. Table 1 shows the participants and that the freshmen were the largest and the seniors were the smallest.

Table 1: Participants

	Number	Percent
1st	83	33.06
2nd	76	30.27
3rd	62	24.71
4th	30	11.96
Total	251	100

The survey was constructed into intrinsic and extrinsic factors in order to find out the participants' awareness in English specifically ESP. The data was analyzed using SPSS 20.0.

3 Finding and discussion

There were five questions to investigate the importance of learning Taekwondo English. The majority of students answered that they are aware of the importance of learning Taekwondo English. However, 91 participants answered that it is difficult to follow the class because their English level is low. Even though they are aware of the importance of ESP in Taekwondo but their English learning experience was not pleasant. They answered that they are highly concerned about their future job and are well aware of the necessity of ESP in Taekwondo since many of them want to find a job outside of Korea and English is the key language for accomplishing the job. Rather than taking an extracurricular activity for ESP in Taekwondo they preferred to have various courses offered.

Study results indicate that Taekwondo related department students are well aware of the importance of ESP in Taekwondo because Taekwondo is widespread throughout the world. However, their English level is low, and they find it difficult to follow the course of study. Furthermore, they are not satisfied with their English level. It is necessary to find the most appropriate teaching method which grabs the attention of low level English learning students

especially Taekwondo related department students. At the same time, it asks for the designing of a student-centered ESP curriculum for the sport-related department. This study is limited to the participants so it is not appropriate to generalize and needs further researches.

4 References

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