



المصطلحات المستخدمة خلال التفاعلات الرياضية بين طلاب الكلية

The Terminology Utilized During Sports Interactions among College Students

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المخلص:

تتناول هذه الدراسة استخدام طلاب كلية التربية الأساسية، قسم التربية البدنية وعلوم الرياضة، في الجامعة المستنصرية، للمصطلحات الرياضية. بالإضافة إلى ذلك، تبحث الدراسة في تأثير التواصل اللفظي وغير اللفظي على بيئة اللعب، وكيف يمكن لهذه المفاهيم أن تؤثر على التواصل بين المدربين واللاعبين. فأي سوء فهم للمعنى قد يؤدي إلى خسارة المباراة أو الفوز بها، فضلاً عن مشاكل في التواصل.

يُعد الشباب من عشاق كرة القدم، وهي اللعبة الأشهر والأكثر شعبية عالمياً. تعزز هذه اللعبة شكلاً فريداً من التواصل بين الشباب، حتى وإن لم يكونوا على معرفة جيدة ببعضهم البعض.

الكلمات المفتاحية: المصطلحات، التفاعلات الرياضية، كرة القدم، التواصل بين الرياضي والمدرب.

Abstract:

This study examines the use of sports terminology by students of the College of Basic Education, Department of Physical Education and Sports Sciences, Al-Mustansiriyah University. In addition to examining the impact of verbal and nonverbal communication on the playing environment, the study also examines how these concepts influence communication between coaches and players. Any misunderstanding of meaning can lead to losing or winning a match, as well as communication problems.

Young people are passionate about football, the most famous and popular game in the world, which fosters a form of communication between them even though they do not know each other well.

Keywords: Terminology, Sports Interactions, Football, Communication between Athlete and Coach.



Chapter One

1.1. Introduction

The sports terminology presented here pertains to synonyms and sports that have been imported into the Iraqi context from the English-speaking world. Therefore, the donor language for the sports terminology under evaluation is (British) English. From a practical standpoint, this means that the process of creating terminology in the recipient language begins with the transfer of the English lexical field that forms the basis of the sport's terminology and rules into Iraq; assimilation and further development come next.

Well-established categories of borrowing serve as the foundation for the methodology used here (see Haugen, 1950; Capozz, 1997; Haspelmath & Tadmor, 2009; Dworkin, 2014, et al.). The most likely options are semantic borrowings (also known as metaphor transfers), loan translations (lexical borrowings), and loanwords (form and meaning borrowings at varying degrees of assimilation) of English terms.

Additionally, because no research has thoroughly examined these terminologies and can provide a "terminological minimum" of the fundamental words used in these sports, the samples were created to address the most basic ideas that are necessary for the game and show how the terminology found in most sources cross. The English phrases were selected independently of their Iraqi counterparts. Bilingual dictionaries and glossaries, as well as comparative content analysis of the sources, are essential for the collection of equivalents.

1.2. Importance of Studying Language in Sports

In some situations, code-switching must be considered. There are several different formal types of neologisms and colloquial Iraqi idioms that are employed in place of English terminology. These are constructions that



come from morphological word-formation processes, derivation, and compounding, as opposed to those that come from non-morphological processes, such as word combinations, coinage, shortening, and deformation.

1.3. The Problems of Research Study

Terms may be pre-existing Iraqi words that have been recycled from common English (e.g., win, loss) or the established terminologies of other sports. Considering the numerous ways that new phrases might emerge, it is expected that as sports language evolves, parallel alternative phrases would inevitably emerge. For instance, an English phrase may have two or more distinct Anglicisms (such as loanwords or loan translations) when translated into Iraqi. Put another way, an English term will often acquire not one, but two or more equivalents over time. These are both intralingua (near-) synonyms and Interlingua synonyms of the original English term due to their semantic closeness or denotation identity, which permits mutual interchangeability.

Chapter Two

2.1. Definition of Sports Terminology

Sports terminology refers to important terms used in the context of sports. Understanding different sports jargon is crucial. This raises awareness in general and makes it easier to fully appreciate sports activities.

Due to their increased confidence, it also inspires several people to pursue careers in sports. Diverse sports have diverse names, including polo, boxing, football, snooker, cycling, wrestling, and more. At the time of training, athletes must understand such terms.



2.2. The Most Popular Sport in the World

- **Football**

Association football, sometimes referred to as football or soccer, involves two teams of eleven players. The players' sole means of moving a ball around a rectangular surface called a pitch is their feet. By pushing the ball over the goal line and into a goal that is framed by a rectangle and guarded by the other team, a player aims to score more goals than the other team. Traditionally, the game is played in two 45-minute halves, with a 90-minute overall duration. With an estimated 250 million participants in more than 200 nations and territories, it is the most popular sport in the world.

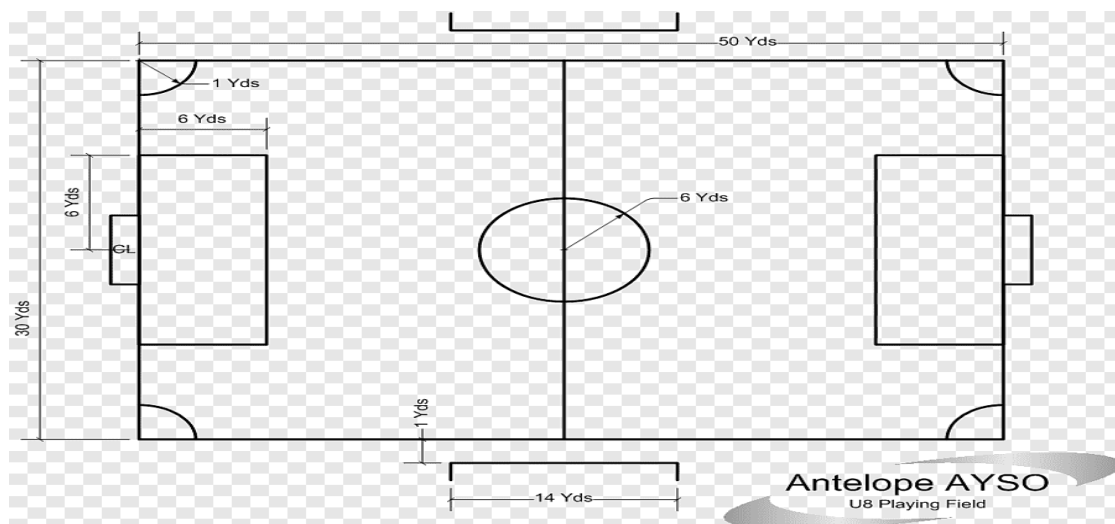
The Laws of the Game, which have been in force since 1863 and upheld by the IFAB since 1886, govern how association football is played. A football with a circumference of 68–70 cm (27–28 in) is used for the game. The two teams battle to score goals by getting the ball into the opposing team's goal—between the posts, under the bar, and completely past the goal line.

Players mostly utilize their feet when the ball is in play, but they can also use any part of their body—the head, chest, and thighs are frequently used—aside from their hands and arms to control, strike, or pass the ball. Only in the penalty area are the goalkeepers permitted to use their hands and arms. The winning side is the one with the most goals after the match. A draw, with one point given to each club, may be declared if an equal number of goals are scored, or the match may go into extra time or a penalty shootout, depending on the competition's rules.

Terms Used in Football

- **Penalty Kick:** A way to restart a game in which a player has a chance to score a goal that is only guarded by the other team's goalie.

- **Goal:** A goal is scored when the ball crosses the goal line between the established goalposts at any end of the football pitch.
- **Hattrick:** When a football player scores three goals in a single game, the term is used.
- **Defender:** A player whose job is to prevent the opposing team's players from attacking or attempting to score goals.



Figuer.1 (Football field)

2.3. Importance of Terminology in Sports Interactions

In Iraqi, there isn't a specific list of key terms for football because it's the most well-known game worldwide. Thus, it has terms that are generically relevant to the game.



| <i>List of Important Terminologies in Sports</i> | |
|--|--|
| <i>Important Terminologies of Football</i> | <i>Sports Terminologies and Their Meanings (Football)</i> |
| <i>Kick</i> | <i>Kicking is the action of hitting a ball with the foot or, depending on the sport, the shin to move it forward. In association football, when only the two goalkeepers are permitted to use their hands, kicks are most frequently used.</i> |
| <i>Goal</i> | <i>As long as the team scoring the goal has not committed any offence, a goal is scored when the entire ball crosses the goal line, goes between the goalposts and goes under the crossbar.</i> |
| <i>Head</i> | <i>In association football, a header is a technique used to control the ball with the head in order to pass, shoot, or clear. You can perform this while standing, leaping, or diving. Players use the header, which is a standard technique, in almost every match.</i> |
| <i>Penalty Kick</i> | <i>According to Laws 12 and 13, a player who directly commits a free kick offence during play, either inside their penalty area or off the pitch, is given a penalty kick. A penalty kick can be converted straight into a goal.</i> |
| <i>Dribble</i> | <i>Dribbling. This expression simply refers to maintaining contact with the ball as it moves around the pitch. To do this, players might employ a variety of strategies, such as disclosing and hiding. It's crucial to practice dribbling.</i> |

Table .1

2.4. Other Important Terminologies of Football

Some additional key terms related to football games can be found in the essential Sports Terminology. Other significant phrases that are frequently used in football have been listed. As one of the most well-known games in the world, football will help candidates prepare for their exams.

| <i>Other Important Terminologies of Football</i> | | |
|--|------------------|-------------------|
| <i>Offside</i> | <i>Move</i> | <i>Goal Line</i> |
| <i>Hattrick</i> | <i>Foul</i> | <i>Goal Mouth</i> |
| <i>Left out</i> | <i>Right out</i> | <i>Goalkeeper</i> |
| <i>Stopper</i> | <i>Defender</i> | <i>Header</i> |
| <i>Side back</i> | <i>Pass</i> | <i>In swinger</i> |
| <i>Baseline</i> | <i>Rebound</i> | <i>Kickoff</i> |
| <i>Comer back</i> | <i>Goal Kick</i> | <i>Near post</i> |

Table.2



2.5. The Importance of the Concept of Communication in Sports on Performance

The idea of sports performance has whittled the gap between athletes' achievements to millimeters, and the gaps between the records that have been broken one after another are getting smaller every day. The scientific community, in particular, is interested in a wide range of techniques for dramatically improving athletes' performance. They examine the variables involved in performance improvement independently to determine how frequently and in what conditions each technique will be utilized. Numerous investigations on the athlete's physical and psychological training methods have been carried out, and numerous scientific findings have been made.

However, the athlete and coach differ in their characteristics. This is evident in the athlete's commitment to strict training programs, their compliance with the coach's instructions, and their ability to complete competitions at a certain level of performance while maintaining good relationships with their teammates. This characteristic has been defined as "communication skills" for both the coach and the athlete. Regardless of the athlete's skill or the coach's familiarity with techniques and strategies, without a mutually beneficial communication channel, the coach will not be able to impart his expertise and experience to the athlete, and the athlete will not be able to do the tasks that are expected of him. As a result, neither the coach nor the athlete will be able to safeguard themselves against failure. Physical loading, athlete-coach communication, and technical-tactical aspects all have an impact on performance in both team and individual sports. The "Athlete-Coach" relationship is one of these elements that is most noticeable and has a big impact on performance (Beverl, 1994, p. 12).



Examining the traits that a coach ought to possess as well as those associated with the leader and group objectives identified by Carron reveals that a large number of them have to do with the idea of communication. This is because the coach has the primary responsibility for both the team and the individual athletes. In order to gather comparable data, he or she must be familiar with the athletes, their personal traits, and how they behave. He or she must also be able to communicate effectively. Positive feedback and ongoing engagement amongst athletes are thus made possible by effective communication. Communication skills give the athlete information about his or her performance, club interactions, motivation, and mediation.

2.6. The Function of Language in Sports Communication

The language of sport is essential to the process of carrying out the many concurrent roles that sport, as a cultural and social phenomenon, performs. Sports situations that continually include the sending and receiving of information, such as training, competition, physical education classes, and recovery after exercise, have a vital role in determining the purpose and objective of communication in sports. It is possible to distinguish between the pragmatic purpose of a speech act in the context of communication in sports when language is employed to accomplish a specific objective, such as motivating an athlete or providing constructive criticism from the coach.

This purpose, also known as impressive, is frequently achieved by the use of interjections that convey both positive and negative emotions, such as Bravo!, and exclamations like Higher! or Faster! Bravo! No! Such statements are used frequently and interchangeably, placing players, trainers, and supporters in sender-receiver and receiver-sender situations (Jadwiga Kowalikowa, p. 65). Typically, a language's expressive function—which is



the expression of the sender's feelings and emotions through exclamations, interjections, or even insults—accompanies its impressive function. For example, "Are you blind?" "Fool!" thrown at players or, more unfortunately, at officials.

In addition, nonverbal cues such as grunts, garbled sounds, and facial gestures are used to reinforce the message conveyed. Through wordplay, puns, and slang terms, sports convey messages that often serve a playful function. These messages include humor, jokes, laughter, and smiles. The lexical scope of language facilitates the observation of the aforementioned communicative functions. Of all the aspects of sports language, the sports lexicon is undergoing radical changes.

2.7. The Impact of Terminology on Communication in Sports

For students to engage in athletic activities, sports facilities are a must. The absence of sports facilities will have a significant impact on students' engagement in sports. Schools should offer sports facilities and activities that are appropriate for children. Sports' accessibility.

Sports involvement among college students is significantly influenced by facilities and initiatives (Sayyd et al., 2021). The school's sports facilities have the potential to significantly boost student participation in sports and utilization of the facilities. College students' athletic behavior is significantly correlated with their level of satisfaction with the school's sports facilities (Cheng, 2019). According to Nxumalo and Edwards (2017), students' sports behavior is significantly impacted by the absence of opportunities. There are more chances to participate in sports and better sports facilities at private institutions. As a result, students at private institutions have greater



opportunity to play sports. Similarly, there are more sports in large cities because of the abundance of sports facilities.

Opportunities for engagement compared to smaller cities (Laar et al., 2019). Women are only permitted to utilize specific sports facilities or at specific hours due to sociocultural constraints of gender segregation. Due to these rules, female college students are unable to access enough sports facilities (Al-Tawel & AlJa'afreh, 2017). Some students don't work out since their free time and the availability of sports facilities don't align (Issah et al., 2015).

Public and private universities have distinct effects on students' participation in sports. There are more options to participate in sports and better sports facilities at private universities. Consequently, students at private colleges have a greater opportunity to engage in athletic activities. Similarly, large cities offer greater options for sports engagement than smaller ones because of their abundance of sports facilities (Laar et al., 2019).

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| <i>Research aspect</i> | <i>Indicator</i> | <i>Results</i> |
|----------------------------|---|---|
| Student Engagement | <i>Engaging in Physical Activities Motivation of Students</i> | <i>Increased involvement of students in physical education following the use of interactive communication strategies. The motivation of students to engage in physical activities is higher.</i> |
| Student achievement | <i>Learning objectives Student performance</i> | <i>Improved learning results for students employing the adaptive communication technique in physical education content. Students' knowledge and abilities related to physical activity significantly improve.</i> |
| Social Skills | <i>Engaging with Peers Cooperation in Teams</i> | <i>Increased involvement of students in physical education following the use of interactive communication strategies. The motivation of students to engage in physical activities is higher.</i> |
| Emotional Skills | <i>Mental Health Self-assurance</i> | <i>Improved learning results for students employing the adaptive communication technique in physical education content. Students' knowledge and abilities related to physical activity significantly improve.</i> |

Table 3. Effect of sports communication on students

Table 3 illustrates the influence of sports communication techniques on students' involvement, achievement, and social and emotional skills in physical education in elementary.

Chapter Three

3.1. Conclusion

The findings of the study investigate their theoretical and practical implications. This study examines the impact of playing sports on the academic performance of Iraqi college students at Al-Mustansiriyah



University and the College of Basic Education using a mixed methodology. Our research has significant ramifications for the practice of higher education in addition to enhancing the knowledge of this subject among academics. The primary findings indicate that there is a nonlinear correlation between academic achievement and sports engagement, and that optimal academic success is linked to moderate sports participation (5–6 times per week). This research highlights the significance of striking a balance between academics and athletics during college.

Individual sports are more beneficial for stress release and self-reflection, team sports are better for social skills development, and fitness activities are better for time management. Sports participation is influenced by a variety of complicated factors, such as individual background and school features. These results not only confirm the value of athletic involvement for college students' growth, but they also offer a fresh viewpoint on how it influences them.

There were no discernible variations between team and individual sports in terms of communication approaches. On average, coaches and athletes believed that they communicated verbally and visually. In terms of nonverbal communication, there is a substantial interaction and the role (athlete or coach). Male coaches often disagreed that they communicate nonverbally. Every squad acknowledged using many communication styles during the competition. Coaches said verbal communication was the fastest way to communicate during competition, followed by visual or nonverbal communication. Verbal and visual communication was equally preferred by athletes as the fastest modes of communication over nonverbal ones.



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