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## **The Comparison of Sport Motivation Factors Regarding Various Variables; Based on Self-Determination Theory**

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### **Abstract**

The main purpose of the present research was to compare sport motivation factors between boys and girls in different sports and levels of sports activity at Tehran University. This is a descriptive study and the statistical population consisted of all the students in Tehran University among whom 241 filled in the sport motivation scale. The sport motivation scale includes 6 motivation subscales based on self-determination theory. Since statistical data were parametric, Independent T-test and One Way ANOVA were applied. The research results revealed that there is no significant difference between the groups of boys and girls associated with their type of sports motivation. The comparison of team and individual sports revealed that there is a significant difference related to extrinsic motivation subscale and Integrated Regulation between these two groups. The comparison of motivational factors of elementary, semi-professional, and professional athletes revealed significant differences in all the subscales except amotivation. Taking into account the fact that students constitute a great bulk of society, paying attention to the type of their sports motivation is of high significance and considerable measures have to be taken for them to endure their activities.

**Keywords:** Motivation, Sport, Gender, Individual sport, Team sport



## Introduction

Researchers believe that if a society encourages its people to do physical exercise, in fact, it has contributed to its own self-esteem and physical and spiritual health as well (Haverkamp et al., 2022). Although extensive advertisements have been done, the participation rate in regular activities in the U.S has decreased to the point that only about 50 % of people take part in regular activities (Health and Committee, 2016). Changes in diet and people's consumption of high content calories, as well as saturated fat, along with avoiding doing regular sport have caused physical and psychological disease to increase (for disease Control and Prevention Centers(CDC)). Avoiding doing regular sport and following diet may lead to some diseases such as cancer, Diabetes type 2, as well as some cardiovascular diseases (Kraus et al., 2019; Reilly and Kelly, 2011). On the other side, the rate of participation and underlying reasons for sport participation varies according to age and gender (Gómez-Cabello et al., 2014).

Epidemiological evidences indicate that participation rate in physical activities has considerably descending order from high school to university which is not sufficient to preserve psychological and physical health (Wanner et al., 2016). The rate of weight gained by students in university elaborates on the significance of this period taking into account participation in physical activities (Kilpatrick et al., 2005). Some participate in physical activities to enjoy being with their friends and some others do so to benefit from its subsequent psychological privileges. Type of sport like team and individual sport could also make changes in the type of motivation require different motivations (Egli et al., 2011). Therefore, people's motivations for participating in sports must be identified so that they are motivated to start doing sport and keep doing it for a long time. Motivation for Participation in physical activities has been among the topics which have attracted the attention of many people in the field of social psychology; accordingly, various theories revolve around this such as Self-Determination Theory, attribution theory, goal-setting theory, competence value theory, and development theory (Reilly and Kelly, 2011). Self-Determination Theory (SDT) provides an extensive concept of motivational procedures for which there is sufficient support in extant literature (Van den Berghe et al., 2014).

Self-determination includes the need for experiencing to choose to start and adjust behavior. A self-determinant person is the one who prefers to make his own choice instead of letting the environment decide for him (Deci and Ryan, 1985). Self-Determination Theory presents a

good understanding of the issue that why a person starts and keeps doing a specific behavior. This is supposed to be an extensive theory associated with motivation, excitement, and humanistic trend in social fields. Self-Determination Theory which has claimed that motivation is multi-dimensional, and pointed to the fact that various spectrum of motivation is indicant of someone's behavior; thus, motivation has to be investigated in a large perspective (Deci and Ryan, 2012). The positive consequent findings resulted from the response parallel with supporting self-determination is due to the fact that supporting self-determination, as well as communications supporting self-determination in general, provides people with psychological feed which is crucial for them to gratify their psychological needs (Ryan and Deci, 2017).

Self-Determination Theory is a spectrum which encompasses the domain from Amotivation to intrinsic motivation. In the middle of this spectrum lies extrinsic motivation which includes different types of extrinsic motivation which ranges from extrinsic to somehow (Deci and Ryan, 1985). Amotivation is lack of intention to do or to get engaged in a task without any passion for intending to do that (Ryan and Deci, 2002). Extrinsic regulators, which are the most absolute type of extrinsic motivation, include behaviors that show an inclination toward avoiding their negative consequences. Identified regulators are the internalization of extrinsic regulators which have been built by the prevailing pressur (Ryan and Deci, 2017). Self-determined regulation is an activity that a person does to internalize the intention. Mixed regulation is a natural consequence of internalization which shows the consolidation process with interoception (internal sense) (Scioli-Salter et al., 2014). Intrinsic motivation is an instinctive inclination or a natural tendency to implement abilities, to search for optimized challenges, and to control them (Deci and Ryan, 1985).

Regarding various demographic conditions in different countries, each country needs to define its own participation motivation in regular activities in universities. Moreover, the presence of differences between females and males' sport motivations, as well as participants' different motivation in team and individual sports, still requires more research to be confirmed (Ong, 2019). Various scales have evolved associated with Self-Determination Theory. Nevertheless, sport motivation scale (SMS-6) was developed by Mallet and colleagues (Mallett et al., 2007). This scale completely follows Self-Determination Theory, and it could be applied for both male and female, P.E students and others, elite and amateur athletes, and athletes in team and individual sports a well.

## Method

The main purpose of the present research was to compare the motivation among male and female students of physical education (P.E) and non-physical education at elementary, semi-professional, and professional level of team and individual sports. Taking into consideration that the sport motivation factors among male and female students in any sport and activity, as well as between P.E major and non-P.E major, were evaluated, this research was descriptive.

## Participants

The statistical universe of the study consisted of all Tehran University students in 2019; of which 260 completed the intended scale, of which 241 questionnaires were acceptable. A total of 241 people; 132 men (%54; age:  $21,54 \pm 2.09$ ), and 109 (%46; age:  $20,48 \pm 1.98$ ) women, participated in the study and consisted of 118 individual sports and 123 team athletes.

## Measures

In the study, personal information forms and Sport Motivation Scale (SMS-6) were used.

**Demographic Questionnaire:** This was a self-administered questionnaire which evaluated gender, field of study, and field of sport that was presented to the students accompanied with sport motivation scale.

**Sport Motivation Scale (SMS-6):** this scale was developed by Mallet et al. in 2007. This scale follows Self-Determination Theory that in one spectrum from amotivation to intrinsic motivation determines the type of sport motivation of a person which includes the following subscales namely amotivation, extrinsic regulation, identified regulation, self-determined regulation, mixed regulation, and intrinsic regulation.

## Statistical Analysis

The data analysis was done with the SPSS package program, and the error level was taken as .05. Whether the data met the prerequisites of parametric tests were decided by examining the skewness and kurtosis test results. Due to the normality of data, the independent t-test was used to compare gender, physical education, team, and individual sports. For investigating the

athletes' motivations in professional, semi-professional, and elementary levels, one-way ANOVA test was applied.

## Results

**Table 1.** Distributions of scale points

Scales	Sub-Dimensions	N	$\bar{x}\pm Ss$	Skewness	Kurtosis
SMS-6	<b>Intrinsic Motivation</b>	241	4.77±1.27	-0.71	-0.05
	<b>Integrated Regulation</b>	241	3.96±1.5	-0.10	-0.84
	<b>Identified Regulation</b>	241	4.66±1.36	-0.36	-0.26
	<b>Introjected Regulation</b>	241	4.81±1.37	-0.65	0.12
	<b>External Regulation</b>	241	3.66±1.44	0.01	0.74
	<b>Amotivation</b>	241	2.79±1.35	0.69	0.44

When the normal distribution of the research data was examined (Table 1), it was observed that the skewness and kurtosis values of the scores obtained from the scales show a normal distribution of the data.

**Table 2.** Results of the t-test test to compare the motivations of the athletes according to the gender

	Gender	n	$\bar{x}\pm Ss$	Sd	t	p
<b>Intrinsic Motivation</b>	Male	132	4.81±1.15	239	0.47	0.07
	Female	109	4.73±1.42			
<b>Integrated Regulation</b>	Male	132	3.96±1.48	239	-0.03	0.12
	Female	109	3.96±1.53			
<b>Identified Regulation</b>	Male	132	4.54±1.28	239	-1.42	0.10
	Female	109	4.79±1.46			
<b>Introjected Regulation</b>	Male	132	4.82±1.29	239	0.09	0.11
	Female	109	4.80±1.46			
<b>External Regulation</b>	Male	132	3.73±1.41	239	0.82	0.24
	Female	109	3.58±1.48			
<b>Amotivation</b>	Male	132	2.74±1.31	239	-0.61	0.34
	Female	109	2.85±1.40			

Considering the difference between the scores obtained from the sports motivation subscale in terms of gender variable (Table 2), it was determined that there was no significant difference in sports motivation subscale (intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation and amotivation) scores according to the gender variable.

**Table 3.** The results of the t-test test to compare the motivations of the athletes according to the Physical Education

Subscales		n	$\bar{x}\pm Ss$	Sd	t	p
<b>Intrinsic Motivation</b>	Non-physical Education	112	4.54±1.15	239	-3.763	<b>0.00</b>
	Physical Education	129	5.15±1.17			
<b>Integrated Regulation</b>	Non-physical Education	112	3.17±1.24	239	-9.554	<b>0.00</b>
	Physical Education	129	4.82±1.21			

<b>Identified Regulation</b>	Non-physical Education	112	4.23±1.27	239	-4.796	<b>0.00</b>
	Physical Education	129	5.09±1.26			
<b>Introjected Regulation</b>	Non-physical Education	112	4.43±1.37	239	-5.145	<b>0.00</b>
	Physical Education	129	5.33±1.13			
<b>External Regulation</b>	Non-physical Education	112	3.16±1.33	239	-5.634	<b>0.00</b>
	Physical Education	129	4.22±1.33			
<b>Amotivation</b>	Non-physical Education	112	2.99±1.33	239	2.642	<b>0.00</b>
	Physical Education	129	2.50±1.27			

Considering the difference between the scores obtained from the sports motivation subscale according to the physical education variable (Table 3), the intrinsic motivation according to the physical education variable ( $t=-3.763$ ;  $p<0.05$ ), integrated regulation ( $t=-9.554$ ;  $p<0.05$ ), identified regulation ( $t=-4.796$ ;  $p<0.05$ ), introduced regulation ( $t=-5.145$ ;  $p<0.05$ ), external regulation ( $t=-5.634$ ;  $p<0.05$ ) and amotivation ( $t=2.642$ ;  $p<0.05$ ) subscale scores were found to be significantly different.

**Table 4.** The results of t-test test to compare the motivations of the participations according to the sport type

	<b>Type of Sport</b>	<b>n</b>	$\bar{x}\pm Ss$	<b>Sd</b>	<b>t</b>	<b>p</b>
<b>Intrinsic Motivation</b>	Team Sport	123	4.81±1.28	239	0.472	0.19
	Individual Sport	118	4.73±1.27			
<b>Integrated Regulation</b>	Team Sport	123	3.91±1.63	239	1.571	<b>0.01</b>
	Individual Sport	118	4.02±1.46			
<b>Identified Regulation</b>	Team Sport	123	4.53±1.45	239	-1.490	0.13
	Individual Sport	118	4.79±1.26			
<b>Introjected Regulation</b>	Team Sport	123	4.75±1.33	239	-0.718	0.21
	Individual Sport	118	4.87±1.40			
<b>External Regulation</b>	Team Sport	123	3.50±1.47	239	-1.729	<b>0.02</b>
	Individual Sport	118	3.82±1.39			
<b>Amotivation</b>	Team Sport	123	2.89±1.41	239	1.192	0.23
	Individual Sport	118	2.68±1.28			

Considering the difference between the scores obtained from the sport motivation subscale according to the sport type variable (Table 4), the integrated regulation ( $t=1.571$ ;  $p<0.05$ ) and external regulation ( $t=-1.729$ ;  $p<0.05$ ) subscale according to the sport type variable. It was found that there was a significant difference in the scores. No statistically significant difference was found in other subscales.

**Table 5.** The results of ANOVA test for comparing the athletes' motivation according to their sports level

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>
<b>Intrinsic Motivation</b>	Between Groups	34.68	4	8.67	5.72	<b>0.00</b>
	Within Groups	357.41	236	1.51		
	Total	392.10	240			
<b>Integrated Regulation</b>	Between Groups	80.25	4	20.06	10.28	<b>0.00</b>

	Within Groups	460.44	236	1.95		
	Total	540.70	240			
<b>Identified Regulation</b>	Between Groups	34.54	4	8.63	4.92	<b>0.00</b>
	Within Groups	414.28	236	1.75		
	Total	448.83	240			
<b>Introjected Regulation</b>	Between Groups	18.93	4	4.73	2.58	<b>0.03</b>
	Within Groups	432.75	236	1.83		
	Total	451.69	240			
<b>External Regulation</b>	Between Groups	26.28	4	6.57	3.27	<b>0.01</b>
	Within Groups	473.97	236	2.00		
	Total	500.25	240			
<b>Amotivation</b>	Between Groups	10.72	4	2.68	1.47	0.21
	Within Groups	429.23	236	1.81		
	Total	439.95	240			

According to the sport level variable of the scores obtained from the sports motivation subscale (Table 3), according to the sport level variable, Intrinsic Motivation [ $F(4, 236)=5.726$ ,  $p<0.05$ ], Integrated Regulation [ $F(4,236)=10.284$ ,  $p<0.05$ ], Identified Regulation [ $F(4,236)=4.92$ ,  $p<0.05$ ], Introjected Regulation [ $F(4,236)=2.581$ ,  $p<0.05$ ] and External Regulation [ $F(4, 236)=3.272$ ,  $p<0.05$ ] It was determined that there was a significant difference between the sub-dimensions. No statistically significant difference was found in other subscales.

### Conclusion and Suggestion

In this study, we examined the differences between sports motivations between male and female who practiced individual, and group. Some motivational forces, such as intrinsic motivation, may play a critical role in some subscales, since they strongly predict behaviors, such as participating, caring, and trying to do physical activities. Therefore, with regard to the type and level of this motivational force, it could make a big difference. The results revealed that there is no significant difference between the male and female groups associated with all sport motivation indices. A current study with the another study that One of study in this way, was compared male and female participants' motivation in national competitions and concluded there is a significant difference between males and females in self-determined regulation, extrinsic regulation, and intrinsic motivation for performance (Monazami et al., 2012) was not in line. In contrast, no significant difference was found between males and females taking into account identified regulation, intrinsic motivation for getting knowledge, and amotivation. Chantal an colleagues also made an attempt to compare motivation between males and females and observed that females possessed higher levels of intrinsic motivation which, in their perspective, was due to their higher satisfaction and enjoyment (Chantal et al., 1996).

In both team and individual sports revealed there was only a significant difference associated with extrinsic regulation subscale between the athletes of team and individual sports, so that this difference was more apparent among the athletes participating in individual sports compared with team-sport athletes. In extrinsic regulators, behavior is completely controlled by extrinsic resources such as rewards and limitations. With regard to the fact that the results of a game in individual sports, to a great extent, depend on the individual's performance, while in team sports the results depend on the group, so it could be expected that individual-sport athletes are affected by resources and outward limitations more.

There was a significant difference in all sport motivation indices, except amotivation subscale, among athletes of all levels (elementary, semi-professional, professional). In their research conducted among adult soccer players at various levels, that there was no significant difference associated with motivations as a performance of competitive level (Sarmiento et al., 2008; Çakaloğlu et al., 2019). Additionally, amateur players reported lower levels of self-determined regulation compared with professional ones. On the other hand, other professional and semi-professional players showed higher levels of identified regulation compared with amateur players and strongly believed that their competence in soccer practice is the results of learning and the ability to develop. Moreover, amateur players showed higher levels of amotivation compared with professional players. As it can be observed, the finding of the present research concurs with Sarmiento and Coworker (2008)'s research, since in the present research, the rate of the following indices namely intrinsic motivation, extrinsic regulation, mixed regulation, self-determined regulation, and identified regulation were higher at professional, semi-professional, and elementary levels, respectively, and the rate of amotivation was higher at elementary levels, while it was lower at professional levels. This means that people at professional levels possess higher intrinsic motivation and are intrinsically satisfied with participating in sport and instinctively participate in sport activities for enjoyment. Besides, taking into consideration the fact that professional athletes are motivated through resources and outward rewards, while semi-professional and elementary athletes have fewer resources and outward rewards, thus, it can be predicted that extrinsic motivational factors, including extrinsic regulation, mixed regulation, self-determined regulation, and identified regulation would be higher among professional athletes.

Based on self-determination theory (Deci and Ryan, 1985), the athletes who participate at higher level, specifically, focus on victory and probably possess less self-determination, as

well as showing higher levels of amotivation and identified regulation compared with those who practice at lower levels. Accordingly, it can be observed that in the present research the rate of amotivation at elementary level was more than higher levels which means that these athletes are exposed to the risk of quitting their sport more than others. Another considerable factor is that professional athletes showed higher levels of self-determined regulation compared with elementary players, while according to cognitive assessment system it may be expected that they possess less motivational profile than beginners do and have lower self-determined regulation and intrinsic motivation. This could be interpreted in the way that they value their type of sport for themselves and assimilate with that. Besides, this notion is also of high significance that professional athletes, in long term, may chase more goals (participating in higher-class competitions).



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## **Lack of Knowledge and Atmosphere of Speaking English creates many problems for Pakistani Athletes and International Players at International Sports Events**

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### **Abstract**

English language has gained repute of an international language. It is learnt and taught in almost all the countries of the world as a second or foreign language. Even in many Non-English countries, it is used as an official language. In many countries, tourist-guides use this language to guide the tourists. English language is widely used at international airports. It is language of medicine, internet, books and journals all over the world. Similarly, many Sports Events are conducted while taking the help of English speakers to guide the athletes and international players. Lack of atmosphere of speaking English creates many problems for international athletes and players all over the world. Many times, it has been observed that speaking and understanding of different languages between two teams and officials and even between a team and umpires creates a lot of problems during a match. This situation of speaking different languages also creates a lot of issues outside the ground for international players. Although, English language is used as a foreign language by many athletes and international players yet there are myriads of players who cannot speak English language, hence, they face a lot of problems inside and outside the field. If we talk about Pakistani International athletes and players, we find that most of them are unable to speak English in spite of the fact that English language is used as an official as well as foreign language in Pakistan. English is learnt and taught as a compulsory subject from class One to graduate level. In spite of it, there is vivid lack of atmosphere of speaking English language. It is observed that many of Pakistani international players cannot speak English and they have to take help of other officials who can speak English. Lack of knowledge and atmosphere of

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speaking English create a lot of issues for Pakistani International athletes and players which are going to be spotlighted in this ‘Research Paper’.

**Key words:** International Sports events, athletes, English Language

## **Introduction**

There are hundreds of languages spoken in different regions and countries of the world. Every language has its own importance. But one language which has got status of international language is English. English language is used as a foreign and second language in many countries of the world. Even, it is used as an official language in many non-English countries of the world. This is the reason that if we want to go abroad for study or business purposes, we have to learn English language and even we have to appear in IELTS OR TOFFEL to prove our efficiency of speaking English language. Purpose of such tests is to minimize problems which we face because of not understanding a common language i.e., English. But there is no such test for international players and athletes. Hence, they face a lot of problems inside and outside the field. As a matter of fact, there are myriads of international players who even do not have school education. They cannot speak any language other than their mother tongue or national language. They become international players because of their good physique and training of a game of their own interest. It almost happens in every country of the world. When such players move abroad face a lot of problems because they cannot speak international language i.e., English. It has been observed by the researcher that many international athletes and players take the help of translators during International Sports Events. Similarly, many cricket players especially from Pakistan cannot speak English and take help of English translator which eventually leaves a bad impact on others. There is no denying of the fact that Sports Institutes and Academies do not pay attention to make arrangement to learn an international language for their athletes and players so as to make communication easy for them.

## **Background of the Problem:**

In many under-developed countries where English is learnt as a second language at schools, even in those countries, standard of education is much poor that after the completion of twelve years education, students are unable to write and speak English. In Pakistan, the subject of English is given the status of compulsory subject due to which our English language learners have to learn this language. Regrettably, the atmosphere is not suitable for English language learners because majority of our country are uneducated and cannot speak and understand English language (Dr. Ayesha, 2011). Another fact is that our teachers of English language do not pay much attention to teach English language rather they focus on teaching syllabus of English (Iqbal, 2011).

Students are made to learn writing skill only from examination point of view which is based on spoon feeding and cramming. The students are provided ready-made material which they reproduce to pass the examination. The students are not taught speaking skill of English language effectively (Taalat, 2003). As a result, they do not become competent enough to express their views orally. There is no denying of the fact that cramming, or memorization is started right from pre-nursery or junior class, and it is continued till master's level (Haq, 1961). Even English language teachers in Pakistan dictate essays, question-answers and paragraphs to students and ask them to cram it to pass the examination. English language teachers do it to cover the syllabus (Asghar, 1965). Normally, we do not find English speaking atmosphere anywhere in our country except in a few elite class educational institutions such as Beacon House, LGS, The Roots Ivy, The City School etc. As far as government educational institutions are concerned, we find that even during English period, no one tries to speak English including English teachers.

In Pakistan, Urdu language has been officially declared as the national language of the country. English is taught as a second language in our country. There are a number of regional languages such as Punjabi, Saraiki, Sindhi, Balochi, Pushtu, and many other regional languages in Pakistan. All these regional languages are fairly different from our national language i.e., Urdu (Asghar, 1965). In our country, a child learns a regional language or mother tongue at home in the first place and secondly, he has to learn Urdu language at the primary stage in school. Thereafter, he is expected to learn Arabic language i.e., language of our religion. At the same time, the child starts learning English language which is entirely a different language from our regional, national and religious languages. Therefore, it is obvious that the learning and teaching of English language creates a lot of problems for our English language learners (Haq, 1961). This is because English language differs not only in syntax, structure and pronunciation from all Pakistani languages, but it has also a different mode of thought and expression. This is why, our English language users do not become competent enough to speak and write English language (Afzal, 1983).

### **Statement of the Problem:**

Lack of Knowledge as well as English speaking atmosphere causes a lot of problems for international players and athletes who take part in International Sports Events.

### **Significance of the Research Paper:**

This Research Paper is of immense significance for it spotlights a very crucial problem of lack of knowledge and atmosphere of speaking English language. It has been observed by the researcher that in our country English language teachers' pay a lot of attention to grammar, structure, vocabulary, pronunciation etc. English language learners are expected to avoid spellings, grammatical, punctuation, and preposition mistakes. English is learnt and taught from pre-nursery to graduate level, in spite of it, most of students are unable to speak English language because of lack of atmosphere of speaking English inside and outside our educational institutes. Hence, majority of our international athletes and players cannot speak English and they face a lot of problems in international sports arena. The researcher wants to realize those Sports Institutes and Academies realize the importance of international language so that international athletes and players do not face communication problems in foreign countries during their participation in Global sports events.

### **Objectives of the Research Paper:**

- To make Government realize to make international athletes and players appear in tests like IELTS OR TOFFEL, so that players may learn English language before taking part in international events and face no problems there.
- To make Sports Institutes and Academies realize to make arrangements for international athletes and players learn English by qualified English teachers.
- To make players realize the importance of a common language which everyone can speak during international sports event.
- To make International Sports Event Organizers realize to solve the issues of communication by making it compulsory to learn an international language before taking part in international sports event.

### **World Scenario:**

A recent editorial published in the journal Sport, Ethics and Philosophy (McNamee, 2013), spotlighted on the use of English language as a lingua franca by sports officials, coaches, referees and international athletes and players at any international sports events inside and outside the field. It highlights that during any international sports event, lack of knowledge and inability of speaking English language by many international athletes and players create a

lot of issues during a match and even outside the match. Many times, it happens that non-understanding of language of opposite teams, umpires, coaches, officials etc causes a tension or sometimes fight during the match.

Myriads of people all over the world see and enjoy the Olympic Games and millions of people watch it on television. Any big sports event is like a festival for the people. People take keen interest in watching games on television. Hundreds of athletes and international players participate in international sports events. A number of umpires or referees, coaches, officials, ground-men, trainers etc take part in such events at the same time. The first question arises how these people communicate? Definitely, they belong to different countries. They speak different languages. French and English languages are official languages to conduct such events. Despite, many problems arise when the matter comes to accommodation, transportation, locations and participation in games. Similarly, athletes have to face problem when officials and referees are communicating in a different language and athletes do not understand anything. Sometimes, athletes look for a translator. Sometimes, in case of any issue during a match, athletes are unable to make referee understand a matter because of speaking of different languages.

The World Cup kicked off this with a match between Brazil and Croatia officiated by a Japanese referee. How do Croatians, Brazilians and Japanese communicate on the field? After the Croatians lost the match, the Croatian player named Vedran Corluka complained that he could not understand the referee.

Another example of miscommunication is when a red card was shown at the 1996 Football World Cup. The referee for that match was a German. During the match, the referee called a foul against Argentina. Argentina's captain named Antonio Rattin questioned the foul. The problem was, as he said in an interview later, he was speaking Spanish language which the referee could not understand. Things got increasingly heated. There were wild gesticulations and raised voices in various languages. And then the German referee sends Rattin "off". "Because of miscommunication, as well as some language barrier, including body language issues, that referee didn't communicate to Rattin or Rattin didn't pick it up, and [he] stayed on the field."

Thousands of miles away from home international student-athletes at Ohio State must learn an international language so as to adjust among new athletes. The move from previous life stage to being involved in college athletics can be rigorous and intense. For some, it is as simple as learning a new training but for some, it is a complete change of scenery, culture,



food and language. Gulsah Gunenc joined the OSU women's swimming team this season. She traveled here from Turkey without ever meeting her coach or seeing the campus. Language was one the toughest things Gunenc had to adjust to when she joined a team that had 26 members-all who speak English. "When I first came here, nobody could understand me and I could not understand anybody," Gunenc said. "I kept getting better because my teammates were so helpful and patient with me." At times, language constrains became so difficult for Gunenc that she considered going back home after her first session, coach Jeanne Fleck said.

Danish Kaneria is a world-renowned Pakistani leg spinner once got 10 wickets in a test match. When Danish was moving to Pavilion, a commentator reached the ground and started questioning to him about his great performance. But it is seen by everyone that Danish completely failed to answer his questions simply because he could not speak English language. Even in many Award Ceremonies, many Pakistani Cricketers take the help of English translators from the Pakistani Officials.

### **Findings:**

It is found that many international athletes and players fail to participate in International Sports Events because of language barriers. Many players do not know procedure to participate in such events. There is no one to guide them what to do. Similarly, if some foreign coach is hired by Sports Institute, majority of athletes and players cannot understand him because of language barriers. A player can learn nothing from an international coach if he cannot understand what the coach speaks to him. Many players who cannot speak English language when they somehow manage to move abroad to participate in an International Sports Event, face a lot of issues regarding accommodation, transportation, location, purchasing something from market and in communicating with other competitors.

### **Suggestions:**

The researchers have devised the following recommendations for the convenience of international athletes and players.

- The government should focus on learning English language by the students instead of just passing the subject of English.
- Emerging players and athletes at school level must be given special attention as far as their spoken English is concerned.

- Sports institutes and Academies should make some special arrangements for athletes and players to learn English language by qualified English teachers so as to avoid any problem in foreign countries.
- If Sports Institute can hire international coaches, then it should also hire proficient English teachers to teach English language to international athletes and players.
- International players and athletes should appear in IELTS so as to prove their communication skill of English language.
- Even, International Sports Organizations should arrange some English language experts to teach international athletes and players during Mega Sports Events so as to minimize communication gap.

### **Future Perspective:**

English language has become part of our lives. We cannot keep ourselves aloof from this language. There is a wide scope as far as sports and English language are concerned. English language is almost learnt and taught in every country of the world. In every International Sports Event, it is used as a common or second language to communicate. Many issues regarding English language and Sports can be discussed by other researchers.

### **Conclusion:**

English language is used as an international language all over the world. The importance of English language cannot be denied in the lives of international athletes and players. Many emerging players and athletes face a lot of issues because of being unable to speak English language. Even, for such players, sometimes it becomes difficult to participate in International Sports Events. As far as Pakistan is concerned, majority of athletes and players are unable to speak English language despite the fact that English is taught from pre-nursery to graduate level. Another fact is that English is taught as a subject and not as a language, this is the reason, most of English teachers only pay attention to cover the syllabus and they do not teach student English as a language. Hence, most of athletes and players remain unable to speak English language. Similarly, in Sports Institutes and Academies, coaches and officials only pay attention to training of the game and there is no mechanism to teach English language to players. We also find no atmosphere of speaking of English language in under-developed

countries because in such countries majority of the people are illiterate and those who are literate do not find atmosphere of speaking English among their relatives, friends and members of family.

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