

THE EFFECT OF USING SPORTS MOVIES AS AUTHENTIC MATERIAL ON (ESP) LEARNING AMONG (PE) DOCTORAL STUDENTS IN IRAQ: TASK-BASED LEARNING APPROACH

Professor Ansam Yaroub¹, Asst. Prof. Mayada Zuhair Alkhafaji², Prof. Dr. Hussein Sabhan³ & Asst. Inst. Marwa Hussein⁴

^{1,2} University of Baghdad, Department of Theoretical Studies

³ University of Al Farahidi, Department of Education

⁴ University of Baghdad, Department of Students' Activities

ansam.abd@cope.uobaghdad.edu.iq maiada.najm@cope.uobaghdad.edu.iq
huseinsabhan@uoalfarahidi.edu.iq marwa.hussain@cope.uobaghdad.edu.iq

Abstract

This study aims to apply sports movies as authentic material to teaching English for specific purposes (ESP) for learning English Sports sciences-related terminology. During their (ESP) course, PE Doctoral students are introduced to many sports sciences in English and face some learning proficiency challenges. Thus the researchers have proposed applying sports movies under a task-based learning approach to facilitate learning sports sciences terminology within specific teaching steps. In this study, four movies (*Undisputed I (2002)*, *Undisputed II: Last Man Standing (2006)*, *Undisputed III: Redemption (2010)*, and *Rocky 1 (1976)*) are selected as a module for introducing the basic concepts for many sports sciences namely sports medicine, sports psychology, and related exercise. The researchers used the quasi-experimental design of two non-random groups control and experimental; each group of 10 Doctoral candidates from the study (20) subjects of the College of Physical Education and Sports Sciences at the University of Baghdad. They were submitted to a pretest and posttest to examine the development of their proficiency in learning (ESP). The data was collected and treated using SPSS to conclude that sports movies have a statistically significant impact on (ESP) learning among PE Iraqi Doctoral students. Finally, the researchers recommended using sports movies in teaching (ESP) for PE Doctoral students in all physical education and sports sciences colleges under TBLT/L or any other learning approach. It is worth noting, that the novelty of this study lies in applying task-based sports movies for the first time to teach (ESP) for PE Doctoral students in Physical Education and Sports Sciences College at the University of Baghdad in Iraq.

Keywords: *authentic material, EFL, ESL, ESP, sports movies, sports medicine, sports psychology, TBLT/L*

Introduction

Movies have been used as authentic teaching material for English language learning in classrooms for several decades. Despite their controversial effectiveness, instructors have

employed movies as a tool to teach fundamental English skills to overcome the challenges of learning English as a foreign language (EFL).

It is worth noting that movies, specifically sports movies, are created for non-educational purposes and are not intended for language learning or teaching. However, many educators still use movies as authentic teaching material in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms to teach language skills and cultural values. (Bacon, S. M., & Finnemann, M. D., 1990) (Edgington, 2022) They have found that movies effectively engage learners with their characters, creative storylines, and unique cultural perspectives. Several studies, including those conducted by Chen (2015), Bonsignori (2018), Tong (2021), and Dian Tafakur (2023), have demonstrated the efficiency of using movies in language education.

This study will prove the effectiveness of sports movie applications as authentic material to teach English for Specific Purposes (ESP) in the PE Doctoral program at Physical Education College – University of Baghdad in Iraq. Thus, it is important to know that English as a Foreign Language (EFL) classes start from the fifth grade till college in Iraq. At the college level, only freshmen were required to take English classes, along with postgraduate students who took one English course during their studies. After the 2003 war, the Iraqi Ministry of Education introduced EFL classes for kindergarten children and four-year English courses for college students. New textbooks were printed especially for Iraqi pupils and students. College students study *New Headway Plus*, while postgraduate students study *Headway Academic Skills* (levels: 1, 2, and 3). The Ministry of Higher Education and Scientific Research in Iraq has recently permitted postgraduate instructors to integrate English for Specific Purposes (ESP) in their courses. This is a significant step forward in facilitating the learning of the English language for specific purposes in certain Iraqi communicative classrooms.

Considering the numerous efforts to enhance the teaching and learning of the English language in Iraq, students in Iraq still acquire and use the language ineffectively. (Albayati, 2022) As a result, several teaching strategies and approaches have been suggested to improve the learning outcomes of Iraqi students. One such strategy is task-based teaching and learning that employs movies as authentic material to teach English for Specific Purposes (ESP).

The Problem and the Significance

The issue being studied is the challenges faced by physical education (PE) Doctoral students while learning new English for Specific Purposes (ESP) terminology, particularly in sports medicine and sports psychology. These difficulties can lead to a decline in their self-confidence and language proficiency. Furthermore, the complexity of the textbook and the lack of authentic sports-related material make learning even more challenging. As a result, this study adopts task-related sports movies as a new strategy that is more communicative, authentic, and engaging to ease the process of learning sports-related terminology and to enhance students' proficiency and confidence.

The aims of the study:

This study aims to investigate the impact of sports movies as authentic material under the TBLT approach on Iraqi Doctoral students' proficiency in learning (ESP) related to sports and exercise medicine and psychology.

1.3. Research questions:

The purpose of this study is to answer the following questions:

- 1- Is there a significant difference between the pre-and post-tests proficiency of learning (ESP) related to sports and exercise medicine and psychology for the control group and the experiment group?
- 2- Is there a significant difference in the posttest proficiency of learning (ESP) related to sports and exercise medicine and psychology between the control and experiment groups?

2. Literature Review

2.1. Sport Movies

Sports have been a popular topic since the early days of movies. The first sports movies were produced in 1894 featuring a real boxing match and since then, many movies followed. In many silent movies, Charlie Chaplin acted in comedies centered on sports showing his athletic abilities in a new manner. The 1990s witnessed the emergence of sports dramas centered on boxing and attracted quite an audience because they "identified with the working class heroes." Rocky is one of these celebrated movies that hit the silver screen and gained many Academy awards. (Edgington, 2022)

During the 1970s researchers and scholars' interest in sports movies as research material raised many questions and came up with controversial conclusions. These studies focused on sports movies' projection under the conflicts of politics, race, gender, social class, religion, and cultural values. This scholarly interest in sports movies compelled filmmakers to reconsider their movies producing sports movies that constructively address these issues. (Edgington, 2022)

Academics generally agree that sports movies have a powerful influence on representing and reinforcing cultural values. Many researchers, therefore, use them as authentic teaching material in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms to impart cultural values and language skills. (Edgington, 2022)

2.2. Movies as Authentic Material

Most scholars agree that authentic material is not designed to be used for teaching English in classrooms. They defined authentic material as "all material that was not produced for language learning" because the "texts produced by native speakers for a non – pedagogical purposes." (Bacon, S. M., & Finnemann, M. D., 1990) Haines stated that authentic materials are "written and spoken language products that have not been designed for students of a foreign language." In other words, these material are produced for different reasons and are not made for teaching English. These materials include, yet are not limited to, printed or digital texts, graphics, tapes, movies, audios, realia, etc. (Haines, 1995)

With the emergence of the communicative language teaching approach (CLT), there arose a need for authentic materials that resembled "real-life language." (Skehan, 1996) These materials

would provide ESLLs, EFLLs, and ESPLs with native speaking patterns of pronunciation, vocabulary, and situational conversation. Allan and Stroller believe that movies are an effective audio-visual tool for non-native English speakers to interact with the language. (Allan, 1985) When selecting movies for language tasks, it's important to choose those that are appropriate and easy for students to understand. The movies should serve both the purpose of being interesting and fulfilling pedagogical objectives. According to Stroller, movies can add another layer to the textbook and enhance the learning experience. Hence, teachers should include content-related movies like documentaries, dramas, narratives, educational films, and even cartoons in the syllabus, as the curriculum permits. (Stoller, 1988) The realistic language these movies provide would encourage the students to speak and interact with movie-related tasks. (Katchen, 2003) Yuksel and Tanriverdi argued that movies with English captions would facilitate the acquisition of vocabulary and encourage students to participate in class discussions. (Yuksel,D. ; Tanriverdi,B., 2009)

2.3. The Task-Based Language Teaching/Learning approach (TBLT) :

According to Richards and Rodgers, TBLT/TBLL is a task-based language teaching and learning approach known for "its links to communicative language teaching methodology." The task is a central activity type in language teaching with "a comprehensible input" to engage the learners in meaningful and authentic communication. (Richards,J. ; Rodgers,T., 2001) Susan Feez assumes that activities or tasks should be designed to serve the text-based syllabus and the learners' needs in real life or for specific pedagogical purposes in the classroom. (Feez, 1999) Based on Feez's assertion that the methodology is the technique by which the syllabus is made practical for students, the researchers of this study aim to use sports movies as authentic material utilizing the Task-Based Language Teaching/Learning approach, along with the English for Specific Purposes (ESP) textbook for Physical Education Doctoral program. The intention is to improve the learning proficiency of the learners.

2.4. Previous studies

Many studies aimed at investigating the impact of movies on learning English like Yan Chen's article on the application of English movies to improve listening, speaking, and culture (Chen, 2015). It is a descriptive study in which the researcher proposed steps for selecting movies, and described in detail how movies can be used in an English classroom without actually applying them to a selected subject. At the end of the study, Chen concluded that although using movies in English classrooms is effective in teaching listening comprehension, speaking, and culture the researcher should always lead the learning process.

There is also another study by Dian Tafakur and others in which movie trailers were used to improve student's listening comprehension. (Dian Lilis Tafakur, 2023). They applied a descriptive quantitative pre-experimental study design on (27) tenth-graders. The researchers applied listening tests as instruments on one group following one group pre-test and post-test

design then the data was collected and treated using SPSS comparing pre-test results with post-test results to conclude that there is an improvement in students' listening comprehension.

However, few studies used movies for teaching (ESP); like Eny Kusumawati's study on the use of movie subtitles for improving student's content and vocabulary comprehension concerning polytechnic engineering terminology (Kusumawati, 2018), the researcher applied quasi-experimental study to (56) students divided into two groups; group A watched the movie with English subtitles while group B watched the movie without it. The students answered relevant multiple-choice vocabulary, content comprehension questions, and questionnaires. The data was collected and treated statistically to conclude that group A improved content comprehension yet did not affect vocabulary comprehension.

In Sabtino Ventura and Andrys Onsman's study popular movies were applied during lectures to aid in teaching and learning undergraduate pharmacology. (Sab Ventura, 2009) The researchers used the descriptive method on undergraduate medical students. The subjects watched two-minute movie clips related to the subject of the lecture and at the end of the lecture series, a survey was conducted to assess the impact of movie clips on students' motivation and learning. The researchers concluded that using these movie clips developed students' motivation, engagement, and learning.

A study by Veronica Bonsignori included using movies for teaching various sciences and fields of study as well as culture (Bonsignori, 2018). The study followed a multimodal approach and was conducted on participants in the language center of Pisa University in collaboration with the language center of California University. Movie clips were carefully selected for containing law, medicine, politics, economics, and tourism terminologies as well as for cultural purposes. The study concluded that students learned (ESP) and culture through watching movies.

All the above-mentioned studies selected general movies for teaching and learning the English language while there was one study that used Sport – based movies to teach basic language skills to university students by Mei Yang and Lixue Tong. (Tong, 2021). Yang proposed an online course that can be used in flipped classrooms to reinforce basic language skills.

There are no previous studies that investigated the use of sports movies in learning and teaching (ESP) for sports sciences to PE Doctoral students, especially in Iraq. Hence the novelty of this study motivates the researchers to investigate this untrodden subject.

3. Methodology

The researchers used the quasi-experimental method in the pretest and posttest design study on all Doctoral students in the College of Physical Education and Sports Sciences at the University of Baghdad. During their Doctoral program; the students take a course in non-departmental

English in which they study two types of English; EFL Headway Academic skills: level 3 as well as an (ESP) textbook. The (ESP) textbook is designed and taught by the main researcher professor Ansam Yaroub according to the sports sciences that the students study in Arabic as well as introducing many concepts related to their sports sciences taught around the world in developed countries. The (ESP) textbook consists of ten units and in this research, two units were selected; unit seven about Sports and Exercise Medicine and unit nine about Sports and Exercise Psychology because through the researcher's observation over twenty years of experience, these two sciences have the most difficult terms for students to learn let alone to recall and use during written and oral exams.

3.1. Participants

The participants of the study were (20) Doctoral students from the College of Physical Education and Sport Sciences of the academic year 2023 – 2024. The sample was divided into two groups. Group A is the (control group) and group B is the (experiment group); each of them consisting of (10) Doctoral students.

3.2. Design of the Study

In this study, a pre-test post-test experiment and control group design was used. The participants were non-randomly assigned to each group: Group A included students who did not watch the movie, and Group B with students who watched the movie clips. Both of the groups took the same pre and post-tests (sport and exercise medicine and psychology terminology) prior to and after the experiment.

3.3. Instruments:

3.3.1. The Pilot Study:

The pilot study was conducted on (10) master students from the College of Physical Education and Sport Sciences/ University of Baghdad on October 24th, 2023. According to the pilot study the time of exam was determined (30 – 45 minutes) for both pretests and post-tests.

3.3.2. The Pretests:

The researchers designed and applied a pretest on the sample of the research (group A and group B) on November 1st, 2023. The test included six questions that covered all terms of sport and exercise psychology and sport and exercise medicine required to learn and recall during written and oral Doctoral English exams. The test was read and explained to the participants then they were given 30 – 45 minutes to answer. The pretest aims to compare the results of the two groups to prove their equivalence then with those of the post-tests to measure the development of their proficiency of learning (ESP).

3.3.3. Verifying the Equivalence:

To verify the equivalence between the two groups (the control) and (the experimental) in the proficiency of learning (ESP), the T-test for unpaired samples was used as shown in Table (1):

Table (1) shows the arithmetic mean, standard deviation, calculated (t) value, true significant (sig) and the result for the experimental and control groups in the pre-test

Test	Unit of measure-ment	Experiment group		Control group		T-value	Sig.	Significance level
		mean	Std.	mean	Std.			
Proficiency in learning (ESP)	Grade 60%	21,30	5,376	21,10	8,595	0,872	0,61	Not significant

*Significant less than or equal to (0.05) at the degree of freedom (18) and below the significance level (0.05)

The real significance (0, 61) is greater than the level of significance (0, 05), which indicates that there is no significant difference between the experimental and control groups, which indicates the equality of the two groups in the proficiency of learning (ESP) test.

3.3.4. The Post-tests

The post-tests were conducted on the same sample after four weeks of the pretests on the 6th of December. The tests were conducted under the same conditions consisting of the same number of questions and branches yet varying in difficulty.

3.3.5. Validity and Reliability of the Test

Both the validity and reliability of the tests were concluded. The researchers used face validity by presenting the questions to a jury of experts in the English language and sports sciences. The jurors were requested to verify whether the questions were appropriate, partially appropriate, or not appropriate, and to change, add, or replace anything in the test that they did not find appropriate. (Appendix A) The reliability of the test was found using the pretest–posttest method on (20) Doctoral students of many physical education and sports sciences colleges and from different universities to include a larger number of Doctoral students.

3.4. Procedures:

The Task-Based Lesson Plan were applied to the selected sports movies *Undisputed I (2002)*, *Undisputed II: Last Man Standing (2006)*, *Undisputed III: Redemption (2010)*, and *Rocky I (1976)*. The movies were selected for their suitability and richness with sports medicine and psychology concepts and terminology. On November 8th, 15th, 22nd, and 29th, 2023, the researchers introduced sports movies to the students starting with the trailer followed by selected scenes from the movie pausing now and then to highlight, explain, brainstorm, and connect the movie with terms that the students have studied about the Sports Medicine and Sports Psychology sciences. The procedures of applying the task-based lesson plan consisted of four steps as following:


3.4.1. Step one: Introducing the strategy of learning

Movie is a means of learning the English Language which most educators agree with and have already used in improving their students' general English language level. Unfortunately, all the Doctoral students had not heard of sports movies before this class a matter that took more time to explain and more examples to give as well as highlighting aspects and characteristics of sports movies.

3.4.2. Step two: Introducing the trailer of the movie.

The researchers specifically choose the trailer of the *Undisputed II: Last Man Standing (2006)* to be introduced in this study for its popularity. There are many trailers for this movie yet the longer version is used to encourage students to brainstorm, relate, and connect terms they know with the scenes they are watching in the trailer (as in Figure -1):

Figure -1



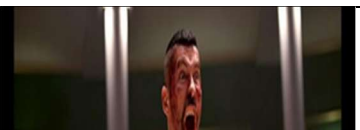
Trailer	Brainstorming	Related task
	1.Where does the movie take place? Is it in Russia or USA? Is it in prison or MMA ring?	Find the differences and relate to the psychological state of the hero.
	2. What is the sport highlighted in the movie? Is it one sport? Or there are more?	Discuss the similarities and differences between Boxing and kickboxing.
	3.Who is the hero? Can you guess? Why? What is he? What do we call him? What is his level?	Point out the level of the sport –related skill.
	4.Can you understand the problems that the hero is going to face? How?	Clarify the situational moral problem.
	5. How is he going to solve this problem?	Think of the limited practical solutions.
	6. Is he injured? What is his injury?	Identify the injury. Refer to similar cases you have studied in your textbook.
	7. Is he going to heal? What kind of rehabilitation does he need? Can he get that in prison?	Relate the treatment to the special training you have studied

3.4.3. Step Three: Introducing important scenes.¹



There are many important scenes throughout the four selected movies. Therefore the researcher will choose the main scenes of fighting, after fighting, training, and final fighting every time starting with a new film. The chosen scene aims to attract the attention of the students to the main characters, the place, time, type of sport, type of injury, the situational attitude, and the psychological state of the fighters as well as all the people around them. The students should answer the questions and relate them to the target material (Sports and Exercise Medicine or Psychology) according to the recommended task.

- **Introducing the first fight scene as in (Figure-2):**

Figure -2







Scene	Brainstorming	Sports-related task
	1. Where are the two heroes? What are they?	Personality and sports psychology. Showing the differences between boxer and kickboxer.
	2. Who is the man with a striped t-shirt? How do you know? What does he say? Why does he say that?	Motivation and Sports psychology. (The referee, an official bout, spectators in prison and casinos are gambling.)
	3. Who is this man out of the ring? What is he carrying? What do you think there is in that bottle?	Introducing doping, drugs, and abuse related to sports medicine.
	4. Chambers, the African-American boxer wins with a KO, how does he act?	Aggression and sports psychology.
	5. Boyka rises immediately after the knockout changes his	Introducing the dark triad related to exercise and sports psychology.

¹ Disclaimer: The movie footage used in our research is for illustrative purposes only and does not intend any profits.

	performance. How? Why?	
	6. How different is Chambers than Boyka? Which one has tattoos? Why do you think athletes have tattoos? Which one has larger muscles? Why? Where is Boyka from? Does that affect his performance? Where is Chambers from? Does that affect his performance?	Physical appearance, nationality, skin color, tattoos, language, and personality related to sports psychology.
	7. Differences in attitude during the rest; professionalism, recovery.	Behavior and sports psychology.
	8. What happened to Chambers? Why was he drugged? How did Boyka react? What does his reaction mean?	Anger and Sports Psychology
	9. Do you think the heroes after this fight will have any injuries? What type of injuries? How should these injuries be treated? Do they require rehabilitation? What type of rehabilitation?	Sports medicine and psychology concerning physical injuries and self-trauma.





- Introducing the after-fight scene as in (Figure -3):

Figure -3

Scene	Brainstorming	Sports-related task
	1. Why is Chambers in the hospital? What are his injuries? How do you know?	(sports medicine)
	2. Why is he angry? Where is he going?	(sport psychology)
	3. How does he feel after seeing his coach dead? Why? Why did his coach commit suicide?	(sport psychology)
	4. Why did he go to Boyka? What is he saying? What does he mean? Do you agree? Why? Why not?	(personality sport psychology)
	5. Do you think Boyka drugged Chambers? Why?	(sport psychology)
	6. Why did Boyka gather all his followers in his cell? What can you see in his cell? Who are the heroes that he points at? What does he say?	(sport psychology)
	7. "I'm the next stage" What does that mean?	(sport psychology)
	How is Chambers treated? Why?	(sport psychology)

- Introducing the training scene as in (Figure -4):
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Figure -4



Scene	Brainstorming	Sports-related task
	1.How different are the two heroes in their training styles? Why? What methods are they using?	Sports and exercise psychology.
	2.Did Chambers change his training? How? Why?	Sports and exercise psychology.
	3.What is Chambers' coach training him to do? What is mental imagery?	Sports and exercise psychology.
	4.Why is his coach training to break Boyka's knee? Is he going to break it?	Sports and exercise medicine.

- Introducing the final fight scene as in (Figure -5):

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Figure -5

Scene	Brainstorming	Sports-related task
	1.What does Boyka say? What does he mean? Do you agree? Why? Why not?	Dark triad sport psychology
	2.At the ring, what are you noticing? The spectators? What is different?	Sports psychology
	3.What did Boyka notice immediately after entering the ring?	Sports psychology
	4.What are the heroes trying to do? Why are they both aiming for the knee? Which one is winning?	Sports medicine.

	5.What do you think Chambers needs to win the fight? What type of motivation? Who gave him this motivation?	Sports psychology.
	6.How did Chambers use mental training in his fight? Did it work? Why?	Sports psychology.
	7.How did the fight end?	Sports medicine.

3.4.4. Step Four: watching the movie at home

After the final fight scene, the students had many questions about the movie and they were curious about new concepts they had learned in sport and exercise psychology and medicine so the researchers provided the students with the movie to watch at home along with videos about the concepts they were interested in.

4. Results Discussion

4.1. The significant differences between the pre-and post-tests proficiency of learning (ESP) for the control group using the textbook under the traditional method: (See Table -2)

(Table -2) values of the arithmetic mean and their standard deviations, the arithmetic mean of the differences and their deviation, calculated (t) value, true significance, and the result of the control group in the pre-and post-tests

Test	Unit of measurement	Pre-test		Post-test		mean of the differences	Std. of the differences	T-value	Sig.	Significance level
		mean	Std.	mean	Std.					
Proficiency in learning (ESP)	Grade 60%	21,10	8,595	46,30	3,433	25,20	9,065	8,791	0,02	significant

*Significant less than or equal to (0.05) at the degree of freedom (9) and below the significance level (0.05)

(Table -2) shows us that the true significance value (sig) (0.02) is less than the significance level (0.05), which indicates that there is a significant difference between the pre-test and the post-test and in favour of the post-test. The increase of the arithmetic mean indicates that the traditional method followed by the subject teacher of the control group has a positive effect on the students' proficiency in learning (ESP) using the textbook.

5. 2. The significant differences between the pre-and post-tests proficiency of learning (ESP) for the experiment group using movies as authentic material under TBL: (See Table -3)

(Table -3) values of the arithmetic mean and their deviations, arithmetic mean of the differences and their deviations, calculated (t) value, true significance, and the result for the experiment

Test	Unit of measurement	Pre-test		Post-test		mean of the differences	Std. of the differences	T-value	Sig.	Significance level
		mean	Std.	mean	Std.					
Proficiency in learning (ESP)	Grade 60%	21,30	5,376	56,80	4,373	35,50	6,420	8,791	0,01	significant

group in the pre-and post-tests.

*Significant less than or equal to (0.05) at the degree of freedom (9) and below the significance level (0.05)

(Table -3) shows us that the true significance value (sig) (0.01) is less than the significance level (0.05), which indicates that there is a significant difference between the pre-test and the post-test and in favour of the post-test, this indicates that the new method followed by the subject teacher for members of the experiment group has a positive impact on their proficiency in learning (ESP) related to sports and exercises medicine and psychology.

4.3 The significant differences in the post-test proficiency of learning (ESP) between the experimental and control groups: (See Table -4)

(Table -4 shows the arithmetic mean, standard deviation, calculated (t) value, true significance (sig), and the result for the experimental and control groups in post-test.

Test	Unit of measurement	Experiment group		Control group		T-value	Sig.	Significance level
		mean	Std.	mean	Std.			
Proficiency of learning (ESP)	Grade 60%	56,80	4,373	46,30	3,433	5,158	0,03	significant

* Significant less than or equal to (0.05) at the degree of freedom (18) and below the significance level (0.05)

(Table -4) shows us that the true significance value (0.03) is less than the significance level (0.05), which indicates that there is a significant difference between the experimental and control groups in the post-test of proficiency in learning special English terminologies related to sports and exercises of medicine and psychology in favor of the experiment group. The arithmetic mean value is higher than the control group, and this indicates that the new method is better than the traditional method followed in teaching (ESP) classes for PE Doctoral students using sports movies as authentic material under the TBL approach in Physical Education and Sports Sciences College at the University of Baghdad in Iraq. This is what all the investigated studies of (Sab Ventura, 2009) , (Chen, 2015). (Bonsignori, 2018) , (Kusumawati, 2018), (Tong, 2021), (Dian Lilis Tafakur, 2023) have proven by using movies in their (ESP) classes for Media, Law, Medicine, Engineering, Pharmacology, and Social sciences under other teaching approaches to improve students' language skills in different stages, specialties, universities, and countries.

6. Conclusions

This study was crucial in determining the most effective teaching method for Iraqi Doctoral students to learn (ESP) related to sports, exercise medicine, and psychology. To provide insightful findings, the study has examined the impact of sports movies as authentic material under the TBLT/L approach compared to the traditional textbook-based approach taken by the control group. The results of this study provided valuable insights into improving the learning experience, thereby paving the way for a brighter future for Iraqi Doctoral students. While using movies for teaching and learning English as a Foreign Language (EFL) and English as a Second Language (ESL) is common practice in many countries and colleges, it has not been tried before in Iraqi PE classes. Therefore, this study is unique for using task-based sports movies to teach English for Specific Purposes (ESP) to PE Doctoral students at the College of Physical Education and Sports Sciences at the University of Baghdad.

6. Recommendations

Due to the significant results proved by this study, the researchers recommend other Iraqi PE colleges adopt (TBLT/L) a task-based language teaching and learning approach using sports movies in teaching (ESP) for PE Doctoral students to improve their learning proficiency in English sports-related sciences and terminology. This strategy could also be applied to PE Master Students and PE undergraduate students taking into consideration the time limitation of the classes. The researchers also recommend applying the same learning approach or any other approach in teaching and learning the English language for sports-related sciences (ESP) such as kinesthetic, sports nutrition, or sports sociology for improving other language skills.

المستخلص

تهدف هذه الدراسة إلى استخدام الأفلام الرياضية كوسيلة تعليمية أصيلة في تدريس اللغة الإنجليزية لأغراض محددة (ESP) لتعلم المصطلحات الإنجليزية ذات الصلة بعلوم الرياضة. حيث يتعرف طلاب الدكتوراه في كلية التربية البدنية وعلوم الرياضة على العديد من العلوم الرياضية باللغة الإنجليزية خلال برنامجهم التعليمي الخاص بال (ESP) ولكنهم يعانون من صعوبة التعلم وانخفاض كفاءة الأداء. لذا اقترح الباحثون استخدام الأفلام الرياضية كوسيلة تعليمية قائمة على أسلوب المهام لتسهيل تعلم مصطلحات العلوم الرياضية المعقدة وتطوير الكفاءة وفق خطوات تعليمية معينة. في هذا البحث تم اختيار أربعة أفلام هي

Undisputed III: Redemption، Undisputed II: Last Man Standing (2006)، Undisputed I (2002)) كنموذج للتعريف بالمفاهيم الأساسية للعديد من العلوم الرياضية وهي الطب الرياضي وعلم النفس الرياضي والتمارين ذات الصلة. استخدم الباحثون التصميم شبه التجريبي بأسلوب المجموعتين الغير عشوائية الضابطة والتجريبية حيث تتكون كل مجموعة من 10 مرشحين من عينة البحث البالغة (20) طالب من طلبة الدكتوراه في كلية التربية البدنية وعلوم الرياضة في جامعة بغداد. وقد تم إخضاع العينة للاختبار القبلي والاختبار البعدي لفحص تطور كفاءتهم في تعلم المصطلحات الرياضية العلمية المتخصصة. بعد جمع البيانات ومعالجتها باستخدام برنامج SPSS، أستنتج الباحثون وجود فروق ذات دلالة إحصائية في تعلم اللغة الإنجليزية باستخدام الأفلام الرياضية بالأسلوب التعليمي الجديد بين الاختبارين. وأخيرا أوصى الباحثون باستخدام هذا الأسلوب في تدريس (ESP) لطلبة الدكتوراه في جميع كليات التربية البدنية وعلوم الرياضة لتعزيز كفاءة التعلم والثقة بالنفس. وهنا لابد من الإشارة الى ان حداثة هذه الدراسة تكمن في تطبيق هذا الأسلوب لأول مرة في تدريس (ESP) لطلبة دكتوراه كلية التربية البدنية وعلوم الرياضة في جامعة بغداد.

الكلمات المفتاحية: المواد الأصلية، اللغة الإنجليزية كلغة أجنبية، اللغة الإنجليزية كلغة ثانية، اللغة الإنجليزية كلغة متخصصة، الأفلام الرياضية، الطب الرياضي، علم النفس الرياضي، التدريس والتعلم القائم على المهام.

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