[Practical Reports]

Teaching Instructional Spoken English to a Japanese Football Coach Using the Genre-based Approach

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With globalization, many non-academic professionals have become interested in achieving their goals outside their home country. For example, the number of Japanese football players or coaches has dramatically increased since 2000, reaching about 400 in 2012. However, some are unable to deliver satisfactory performance because of language barriers. Therefore, there is a need to improve the spoken English skills of Japanese football coaches who want to work internationally. Here, we propose the genre-based approach (GBA) as a potentially effective method in this teaching context. In this case study, the GBA, characterized by its use of authentic teaching materials developed from real-life situations and incorporation of real tasks into the teaching curriculum, was used over a 12-month period to strengthen the spoken English skills of a Japanese goalkeeper coach. The needs assessment, curriculum establishment, and outcome assessment are described in detail to show how the GBA was applied during the teaching practice. The results confirmed that the GBA could develop the learner's genre awareness and register knowledge to some extent and helped her to construct her self-teaching cycle. This paper presents a critical evaluation and the pedagogical implications of the use of the GBA in this specialized teaching context.

1. Introduction

Globalization affects not only those in academia but also non-academic English learners of all professions. As of 2016, the Japan Football Association (JFA) has 19 Japanese staff members who are working as national team managers, coaches, or referee instructors in Asian countries (Japan Football Association, 2016). Additionally, more than 400 Japanese people learn football or coaching skills abroad every year (Tsuji, 2013). However, some of them are not sufficiently successful because of a lack of linguistic abilities (Tsuji). The author of this study was a football player in the American and Australian football leagues for three years (2003, 2009, and 2011) and carried out research on Japanese players and coaches playing overseas. On the basis of this experience, he conducted a questionnaire survey of Japanese football players who were studying in the state of New South Wales, Australia. Approximately 90% of the respondents believed that they experienced difficulties speaking English (Author, 2016).

Many Japanese football coaches and players going overseas to build professional careers have similar language barriers, making it difficult for them to be successful. There is now a demand for services to help such career professionals improve their English abilities and, as such, many English learning resources have been created. These materials, however, merely list football-related vocabulary and sentences and do not reflect the

kind of language used by the footballing community in natural situations. Although those interested in learning can be provided with these materials, they may not know how to effectively use them without guidance and therefore give up prematurely. The psychologist Vygotsky (1987) stated that learning is not an individual activity but a process constructed from various types of social interaction through which a person progresses by collaborating with more capable partners.

Considering the limitations mentioned above, new strategies are necessary to help non-academic professional English learners attain their unique language learning goals. The author considers that two issues should be taken into account when teaching English in a sports-related context. First, it is necessary to incorporate social and cultural aspects into the development of more authentic teaching materials. This is especially important in the context of sports coaching, wherein cultural or social values have a significant impact (Chelladurai, Malloy, Imamura, & Yamaguchi, 1987; Terry, 1984; Terry & Howe, 1984). Second, it is necessary to create a more learner-friendly atmosphere. That is, it is important to provide the learner with a scaffolding for mediation and facilitation from a teacher who has some knowledge about the context the learner is planning to go to. For these reasons, the author proposes to use a genre-based approach (GBA)—characterized by the use of authentic teaching materials retrieved from real-world situations and the incorporation of real-world tasks—mediated by instructional scaffolding, into the teaching curriculum.

In the present study, English for specific purposes (ESP) lessons using the GBA were provided by the author (henceforth also called the "teacher") to a Japanese working female (henceforth called the "learner") who wanted to become a football coach in other countries. The study was aimed at 1) describing in detail how the GBA was applied to teaching spoken English to a Japanese football coach, 2) examining how the learner develops her genre awareness and register knowledge in a systematically designed genre-based speaking course that incorporates football-coaching tasks, and 3) obtaining educational suggestions of the GBA for teaching English to football coaches.

2. Characterization of the GBA

The GBA is characterized by the use of speech-language data (authentic materials) as educational materials. Conventional English educational materials contain grammatically correct English sentences that are mainly focused on writing. Such educational materials are preferable for learning English grammar but not for learning common English idioms (Burns, Joyce, & Gollin, 1996). Burns et al. (1996) also stated that to better understand the role of language in attaining individual goals in society, speech-language data are preferable even though these may be grammatically wrong or awkward. Particularly in football coaching, coaches should use words and sentences according to their relationships with the players. Therefore, explanations about relationships between words and their surrounding social contexts would enable learners to use more appropriate English. For this, systemic functional linguistics (SFL) analyses are useful (refer to Section 2.1.1.).

The GBA is also characterized by its inclusion of goal-oriented practice using the language patterns that are to be taught in advance. As Table 4 shows, learning tasks are divided into pedagogical tasks and real-world tasks. Pedagogical tasks refer to memorizing English words and understanding the structure of English sentences using textbooks in a classroom. Real-world tasks refer to learning English speaking skills outside of a classroom, where scaffolded instruction, namely instruction by an expert or veteran in the genre under question, becomes

integral to supporting the learner.

2.1. Linguistic theories for educational materials

Authentic materials are analyzed on the basis of linguistic theories. The linguistic theories used by the GBA vary according to the learner's goals. Here, SFL was used.

2.1.1. SFL

Eggins (2004, p. 20) explains, "SFL has been described as functional-semantic approach to language which explores both how people use language in different contexts and how language is structured for use as a semiotic system. What is distinctive to systemic linguistics is that it seeks to develop both a theory about language as social process and an analytical methodology which permits the detailed and systematic description of language patterns". In other words, SFL aims to understand texts by considering the social and cultural surroundings in which the texts are used. The contexts affecting texts consist of three elements: field, tenor, and mode. Field describes the area wherein linguistic tasks are carried out, tenor describes relationships between speakers and listeners or between writers and readers, and mode describes the type of linguistic tasks.

These three elements, the combination of which is called a register, are thought to underpin speech production in humans. Sasaki (as cited in Tatsuki, 2006, p. 141) explains the term register using the following two situations: 1) formal letters for job hunting and 2) letters asking friends for advice about job hunting.

Although both situations have the same field (job hunting) and mode (letter), the tenor (relationships between writers and readers) differs. Therefore, the words used in the letters differ between 1) words that should be used in formal letters to companies and 2) words that can be used in letters to friends. This is the characteristic difference between the two situations.

Choosing the right words using the appropriate register and presenting what the words mean such that the information meets social contexts enables the provision of information that meets discourse communities. For example, when we go shopping, shop assistants always treat and talk to us in the same way: they greet us, explain the item we are interested in, receive money from us, and give us change. This is common regardless of the shop or culture. The way people communicate with each other is referred to as a genre, and each genre has a set of conventions and language features that are deeply rooted in the sociocultural context.

A sport coaching represents a genre. When we aim to use appropriate and effective communication across diverse situations in sports coaching, it would be insufficient to remember only words and phrases. Considering that the language of coaches and players is dictated by their roles in society, it would be insufficient to only analyze texts from the viewpoint of register and to follow the conventional rules for linguistic tasks. Instead, it would be useful to first discuss the relationships between texts and contexts and then suggest the rules for linguistic tasks.

2.2. Establishment of a self-teaching cycle

The GBA uses a fixed teaching–learning cycle to maintain a balance between pedagogical and real-world tasks. This cycle comprises four stages of teacher–student interaction, namely context exploration (with teacher), explicit instruction (with teacher), guided practice and joint construction (with teacher), and independent application (without teacher) (Butt, Fahey, Feez, Spinks, & Yallop, 2000, p. 264). Hence, even if learners learn new themes, they can follow the teaching–learning cycle they have already used.

In the present study, the author proposes that one way to effectively provide information about football coaching could be to guide the learner through an analysis of what a model coach said. Further, it is proposed that using SFL for the analysis of the model coaching text enables the discovery of specific text patterns for football coaching and the provision of explicit instructions to learners. The patterns discovered through this analysis are closely related to social contexts and can be used as practical educational materials. Because the procedures from analyzing authentic materials to understanding relationships between texts and social contexts and coaching practice are common, it would be possible to establish a learner's self-teaching cycle.

Because the learner in this case study had work commitments and therefore limited time, it was difficult to provide formal English lessons. Hence, it was necessary to teach her to learn English by herself. To attain her goals, she had to remember essential English words and learn to teach goalkeeping skills in English. Therefore, lessons were aimed at teaching her how to learn practical goalkeeping coaching skills in English by herself.

3. Research methodology

3.1. Participants

The participant in this case study was a Japanese female who was working as a football goalkeeper coach. The participant had no previous experience coaching in English but wanted to coach goalkeeping in English outside Japan. She started formal English education during first grade in junior high school and had been learning English for 12 years before becoming a coach. She was identified as a pre-intermediate learner on the basis of her score (5 out of 20) in a preliminary speaking test (Brown, 2001). In addition, her comments in a self-reflection sheet that she could not speak English at all indicated that her English-speaking ability was very limited. The number of participants was limited to one because of the difficulty in finding other learners with similar learning goals and language level—a problem inherent to the nature of this specialized teaching method. Apart from the learner, a volunteer player took part in the study during out-of-classroom tasks. The volunteer player was a Japanese professional football player who had played in Australia, Thailand, and Macao. Because this player had been coached in English, it was expected that the learner would obtain useful advice from him. Informed written consent to participate in this study and written permission to publish the study results were obtained from the learner and the volunteer player.

3.2. Teaching method and learner assessment

The study was conducted over a period of one year and consisted of an English pedagogical intervention approximately once a month for 60 minutes each. The GBA was applied as follows: an English YouTube video showing football goalkeeper coaching was transcribed and the transcribed text analyzed on the basis of SFL.

Teaching material was prepared according to the SFL features of the model text. Five in-classroom task sessions and five out-of-classroom task sessions were conducted. In addition, the learner was asked to do self-study according to her needs. To analyze the learning progress, the teacher asked the learner to make a goalkeeper coaching script in advance and the teacher then compared the prepared script with the verbal speech of the learner during the out-of-classroom task session (field demonstration). Learning progress was assessed qualitatively from the viewpoints of genre and register using a summative assessment (Burns et al., 1996, pp. 91–94).

3.3. Establishment of a curriculum

The learner's curriculum was established in five steps: (1) creation of a learner profile, (2) establishment of learner goals, (3) selection of authentic materials and analysis of texts, (4) establishment of a teaching schedule, and (5) establishment of task achievement assessment items.

For Step 1, a learner profile was created using a questionnaire (Table 1).

Table 1 *Learner Profile*

Information on the learner	Holds a JFA Class B goalkeeper coaching license. Studied football in the U.S. for three months. Speaks pre-intermediate level English.
Objectives	Wants to become able to coach goalkeepers in English. Wants to be able to speak everyday English.

For Step 2, the teacher and the learner discussed and established the goals (Table 2).

Table 2 *Learner Goals*

Topic	Football coaching to junior high, and high school students
Purpose	The learner will be able to perform basic goalkeeper coaching in English.
Goals	Learn words necessary to teach movements. Learn how to give instructions. Learn conjunctions that enable logical and cohesive explanations. Learn strategies to effectively provide information. Learn how to check whether or not the player has understood instructions. Learn words necessary to increase player motivation. Learn how to explain abstract concepts.

For Step 3, authentic materials necessary to attain the goals established in Step 2 were selected. To learn basic goalkeeper coaching skills in English, a YouTube video showing instructions by Dan Gaspar, a goalkeeper coach, was used as a model text (Keeperstop, 2011). Permission to use the video and its transcript were obtained from the creator of the movie. A transcription of the video is shown in the appendix. This model coaching text was checked on the basis of SFL, and the social contexts of the text were examined in Table 3.

Table 3 *Systemic Functional Linguistics Features of the Model Text*

Text variable	Analysis
Background	The coach in the model text is Mr. Dan Gaspar, a goalkeeper coach of the American and Portuguese national teams. In the model text, he explains that it is important to concentrate and have self-confidence. This video shows only part of his instructions. What he says was analyzed from the viewpoint of genre and register.
Genre	Because only the text was subject to analysis, the text could not be standardized. However, if it meets the learner's needs, it might be a useful model text. The structure of the text is as follows. Carefully handle the ball. [Instruction] line 1 Tips for training [Note] lines 2–21 Carefully handle the ball. [Re-instruction] lines 22–26
Register	
Field	Advice about basic goalkeeping skills is given. Various action verbs are used (grab, treat, toss, handle, etc.). Many relational verbs are used to express the characteristics of things necessary for coaching (was, represents, is, have, etc.). Many adverbs are used to explain how to move (with care, in their power, with devotion, with love, etc.).
Tenor	Because the video was taken at a sports club, it is likely that the coach and players often met with each other. Because the coach often uses imperative sentences when giving instructions to the players and declarative sentences when giving explanations, the coach appears to have a higher social status than the players. The coach uses modalities to gradate instructions: e.g., "… how many goalkeepers would do everything in their power to prevent the baby from crashing into the ground; that's the kind of care and that's the kind of concentration."
Mode	The coach uses spoken language and has an initiative. The coach gives theoretical explanations using discourse markers including "and," "but," and "so."
Educational values	The model text provides the learner with the following educational values: Learn how more knowledgeable persons take initiative and manage learners using imperative sentences. Learn the use of general nouns when explaining general things. Learn the use of imperative sentences when teaching movements. Learn the use of adverbs when teaching details of movements. Learn how to concretely explain abstract concepts. Learn how to check whether or not players have properly understood the instructions. Learn how to ensure the coherence of discourse using conjunctions.

Educational materials that met the learner's needs were prepared with consideration of the linguistic features mentioned in the model text analysis.

For Step 4, to attain the goals established in Step 2 using the educational materials prepared in Step 3, the following tasks were proposed with consideration of mode continuum, which allows learners to know the differences between spoken and written discourses (Burns et al., 1996, p. 85). The teaching schedule is outlined in Table 4.

Table 4 *Teaching Schedule*

Phase	Detail of tasks	Aim
1. Real-world tasks (One session*)	Field demonstration by the teacher. The learner takes part in the field demonstration as a player.	Introduction of football coaching as a social context. Establishment of a field for learning and presentation of texts. The teacher and learner share experiences and have common knowledge about language.
2. Classroom tasks (Three sessions*)	The learner watches a video of a model coach.	The teacher helps the learner understand the target contexts.
	The speech of the model coach from the video is analyzed from the viewpoint of genre and register, and the teacher explains the linguistic features to the learner.	The teacher helps the learner understand the pattern of information provision in the model coaching text. The teacher explains the significance of social contexts as a linguistic phenomenon with respect to field, tenor, and mode.
	The teacher teaches English grammar using a textbook.	The teacher provides formal lessons to resolve the grammatical problems found in the text analysis.
3. Classroom tasks (Two sessions*)	Together, the teacher and learner draw up coaching texts about the same theme.	The teacher explains how to draw up coaching texts using the knowledge the learner has obtained from analysis of the model coaching text.
4. Classroom tasks Out-of-classroom tasks (Two sessions*)	The teacher and learner demonstrate the texts they drew up during the previous phase.	The teacher helps the learner practically use the knowledge she has obtained.
	The teacher gives feedback to the learner.	The teacher helps the learner check what she has learned and attained through the demonstration.
5. Out-of-classroom tasks (Two sessions*)	The learner draws up texts about a new coaching theme without the teacher.	The learner is able to draw up coaching texts that convey her thoughts.
	The learner demonstrates on the field and receives feedback from the teacher and a volunteer player.	The learner performs coaching simulations in English.

*The author carried out the above-mentioned 10 sessions at Ritsumeikan University.

For Step 5, the GBA presents an assessment method for spoken discourse instructions using SFL. An existing table of assessment items (Burns et al., 1996, p. 94) was modified for GBA use in consideration of the goals established in Step 2, as shown in Table 5. These items were used to assess learner performance during the last out-of-classroom task (field demonstration). For performance assessment, the teacher judged to what extent (0%, 50%, or 100%) the learner had achieved each assessment item as well as each of her initial goals stated in Table 2.

Table 5 *Items for Assessing Task Achievement* *

Analytical theory	Goal	Assessment item
Genre	The learner understands the sociocultural purpose of discourses.	Whether or not the learner can draw up texts about an appropriate theme.
	The learner can use the pattern of information provision in discourses.	Whether or not the learner can establish an effective generic structure: >The learner explains the main purpose of training. >The learner explains tips for training. >The learner concretely explains abstract concepts. >The learner checks the degree of player understanding. >The learner repeats key issues. Whether or not the learner can make an appropriate judgment.
Register	Whether or not the learner knows technical words (field).	Whether or not the learner can use appropriate action and relational verbs. Whether or not the learner can use appropriate adverbs and adjuncts.
	Whether or not the learner can use an appropriate mood type and speech function (tenor).	Whether or not the learner can use an appropriate mood type (imperative sentences) when giving instructions. Whether or not the learner can use appropriate words to increase the player's motivation (appraisal epithets).
	Whether or not discourses are logical and cohesive (mode).	Whether or not the learner can check the player's degree of understanding. Whether or not the learner can use appropriate conjunctions for logical and cohesive explanations (so, but, thus, first, next, now, etc.)

*Assessment items were modified from Burns et al., 1996, p. 94.

Analysis of the model text suggests that the existence of other assessment items apart from those mentioned above. However, only assessment items suitable to assessing the learner's goals (Table 2) were used here.

3.4. Data collection type and time frame

3.4.1. Scripts that the learner should prepare (started June 1st, 2014)

During Phase 3 of the teaching schedule, the learner was required to prepare the scripts that she would use for Phase 5. This allowed the teacher to check how the learner used the knowledge she had obtained.

3.4.2. Video recording during demonstrations inside or outside of the classroom (inside: 15 min, February 27th, 2014; outside: 15 min, August 20th, 2014)

Video recording during demonstrations outside the classroom was useful in analyzing the learner's language and gestures/actions and to check how her coaching was progressing. The learner's speech was transcribed and assessed for the degree of goal achievement. The assessment items in Step 5 were used.

3.4.3. Interview with the learner after lessons (20 min, September 17th, 2014)

After each lesson, the learner was interviewed in Japanese. Data obtained during one interview was used to assess the teaching program.

3.4.4. Questionnaire survey of the volunteer player (15 min, August 20th, 2014)

A questionnaire survey was performed of the volunteer player who took part in the last demonstration. The questionnaire survey aimed to determine what the volunteer player thought of the demonstration. He was asked to state whether or not he thought the learner attained her initial goals (Table 1) and the goals that had been established before the start of training (Table 2). The questionnaire survey was carried out in Japanese.

4. Results

The coaching text spoken by the learner during the last demonstration and the scripts prepared by the learner were analyzed from the viewpoint of genre and register with respect to the assessment items. Specifically, the author assessed whether the learner could give coaching instructions using the linguistic features used by the model coach in the model text. Analysis was separated into genre (Table 6) and register analysis (Table 7). The training was recorded as a video.

Table 6 *Results of Genre Analysis*

Goals	During demonstration	Scripts the learner had prepared
Whether or not the learner can prepare scripts about an appropriate theme.	1. C: OK. Let's start training. 2. P: Yeah. 3. C: Today, you're a goalkeeper. 4. I am goalkeeper coach. 5. P: Yeah. 6. C: Now, I have a question. 7. What is the most important thing as a goalkeeper?	1. The most important thing is a "clean sheet". 2. If you keep a clean sheet, 3. we will not lose a game. 4. So you have to imagine a game 5. in all of the training every time [every time in all training sessions]. 6. Don't practice for the sake of practicing. 7. You may lose by just one goal 8. if you save 100 shoots [shots]. 9. So you have to train while imagining a game 10. so that you keep a clean sheet.

Whether or not the learner can establish an effective generic structure.		
> The learner explains the main purpose of training.	14. Uh … the most important things is uh … clean sheet. 18. Today, today's training is rolling down for stopping shots.	10 Today's training is rolling down for stopping shots.
> The learner explains tips for training.	21– 86.	14 – 56.
> The learner concretely explains abstract concepts.	48. Then, uh … make a wall with your body … because …	27, 28. After the fall down [After you dive to the ground], make a wall with your body [use your body as a wall].
> The learner checks the degree of player understanding.	7. What is the most important things as a goalkeeper? 21. Uh …do you know rolling down skill? And … umm … which is the better … your … which is better … fall down forward or fall down backward? Which is better? 123–125. Then, which is … eh … shorter … which is shorter … you fall down forward or sideways? Which is shorter to the ball? 156. And uh … what should you … what should you play … next?	20–21. What will happen when you fall down backward? 30. Then, is your elbow under your body? 37–38. Which is shorter to the ball, falling down forward or sideways? 52–53. Then, what should you do next after you catch the ball?

C: coach (learner who acts as coach); P: volunteer player

In the model text, the coach first said, "Carefully handle the ball" before describing tips for training and repeating "Carefully handle the ball." Therefore, training was given to the learner in the following way (genre): "Carefully handle the ball"; [Instruction], tips for training [Note], "Carefully handle the ball"; [Re-instruction].

As shown in Table 6, [Instruction (turn 18)] and [Note (turns 21–186)] in the generic structure were effectively used during the demonstration. During an interview the learner said, "Although I had understood the generic structure before the demonstration, I was too nervous to check important things during the demonstration." This was not a major problem because these were checked in the next demonstration. Because of the nature of coaching, assessment should not be rigid; it is best to perform assessments in consideration of changes in the situation of the coach. Regardless of whether or not a rhetoric method was used, it is important that the learner had learned to establish an information structure from the model coaching text and could apply what she had learned when coaching by herself.

Table 7 *Results of Register Analysis*

Goals	During demonstration	Scripts the learner had prepared
Field		
1) Whether or not the learner can use appropriate relational verbs.	2. ... you're a goalkeeper. 7. What is the most important things as a goalkeeper? 14. Uh ... the most important things is uh ... clean sheet. 17. So, stopping shots is very important skill for keeper. Today, today's training is rolling down for stopping shots. 53. Because ... uh ... your body is open 59. And ... umm ... which is the better ... your ... which is better.	1. The most important thing is a "clean sheet". 11. Today's training is rolling down for stopping shots .28. If the wall is open, 37. Which way is shorter to the ball? 41. Falling down forward is shorter than sideways.
2) Whether or not the learner can use appropriate action verbs.	1. Let's start training. 25. uh, fall on your knees on the ground. 27. Open your legs. Shoulder distance. 35. And uh ... fall down your body side from bottom. 42. One step forward. 48. Then, uh ... make a wall with your body ... 75. Go forward. 78. Now, I throw ... I throw the ball. 80. And ... you ... catch the ball. 89. And then uh ... go for the ball. 90. Don't wait. 95. Keep your...keep your eyes to the ball. 101. Play rolling down ... uh ... 147. What should you do next? 153. You ... you caught a ball. 156. And uh ... what should you...what should you play ... next? 158. Get up and ... 164. So you have to get up quickly. 166. And ... uh ... switch to the offense. 168. Pass and kick. 174. And rolling down. 186. Let's finish.	14. Firstly, fall on your knees. 15. And open your legs shoulder distance. 16. Step forward. 17. Finally, should your body fall down sideways [Finally, you should dive to the ground sideways]. 21.when you fall down backward? 23. If you fall down backward 25. So you have to fall down forward 26. After falling down, 27. Make a wall with your body. 29. the ball will through your body 33. So bend your elbows in front of your body 35. In the same way, fall down your body side from the bottom [dive to the ground sideways]. 43. and you catch it. 47. Don't hurry. 48. You can play slowly. 50. One step forward. 51. Keep your eyes on the ball. 55. So get up quickly 56. and switch to the offense.

(mental)

12. Imagine a game. 36. Care the direction of your body [Pay attention to the direction of your body's motion]. 46. First, just concentrate on catching the ball. 49. Care your each action [Pay attention to your each action]. |
| 3) Whether or not the learner can use appropriate adverbs and adjuncts. | 17. So, stopping shots is very important skill for keeper. 27. Open your legs shoulder distance. 32. And ... one step | 1. The most important thing is a "clean sheet" (12. Imagine a game) 13. in all the training sessions. 48. |

	forward. 164. So you have to get up quickly.	You can play slowly. 55. So get up quickly.
- Demonstration	48. Then, uh … make a wall with your body … because …	27. Make a wall with your body.

Tenor

1) Whether or not the learner can use an appropriate mood type (imperative sentences) when giving instructions.	25. Uh, fall on your knees on the ground. 27. Open your legs. Shoulder distance. 35. And uh … fall down your body side from bottom. 42. One step forward. 48. Then, uh … make a wall with your body … 76. Go forward. 80. And … you … catch the ball. 89. And then uh … go for the ball. 90. Don't wait. 95. Keep your … keep your eyes to the ball. 101. Play rolling down … uh … 150. Catch … uh … catch the ball. 158. Get up and … 168. Pass and kick. 173. Catch the ball.	6. Don't practice for the sake of practicing. 12. Imagine a game [Imagine you're playing a game]. 14. First, fall on your knees [put your knees down on the ground]. 15. And open your legs shoulder distance. 16. Step forward. 27. Make a wall with your body. 33. So bend your elbows in front of your body. 35. In the same way, fall down your body side from the bottom [dive to the ground sideways]. 44. Play the rolling down. 47. Don't hurry. 51. Keep your eyes on the ball. 55. So get up quickly 56. and switch to the offense.
2) Whether or not the learner can use appropriate words to increase the player's motivations (appraisal epithets).	28., 31., 38., 85., 88., 143. Good. 145., 129. That's right. 180. That's good. 181. Nice. 184. Good well done.	22. That's right.
3) Whether or not the learner can check the degree of player understanding (interrogative).	7. What is the most important things as a goalkeeper? 59. And … umm … which is the better … your … which is better. 123. Then, which is … eh … shorter … which is shorter 125. Which is shorter to the ball? 147. What should you do next? 152. What is the … what is the next …156. And uh … what should you … what should you play … next?	20-21. What will happen when you fall down backward? 30. Then, is your elbow under your body? 37. Which way is shorter to the ball? 52–53. Then, what should you do next after you catch the ball?

Mode

1) Whether or not the learner can use appropriate conjunctions for **logical and** cohesive explanations	3. Today, you're a goalkeeper. 6. Now, I have a question. 17. So, stopping shots is a very important skill for keeper. 25. First, uh, fall on your knees on the ground. 27. Open your legs. Shoulder distance. 32. And … one step forward. 35. And uh … fall down your body side from bottom. 40. And … another side. 48. Then, uh … make a wall with your body … because … 53. Because … uh … your body is open 54. So that the ball through your body 56. So make a wall with your body. 59. And … umm …	4. So you have to imagine a game. 9. So you have to train while imagining a game. 10. so that you keep a clean sheet. 14. First, fall on your knees. 15. And open your legs shoulder distance. 17. Finally, your body falls down sideways. 19. Then care the direction to fall down [Pay attention to the direction in which your body falls down]. 25. So you have to fall down forward. 26. After the fall down, 30. Then, is your elbow under

which is the better ... your ... which is better 71. so you have to fall down forward. 78. Now, I throw ... I throw the ball. 80. And ... you ... catch the ball.	your body? 33. So bend your elbows in front of your body. 42. OK, now I throw the ball. 52. Then, what should you do next? 55. So get up quickly

The learner was given the following advice regarding the field: 1) it is important to explain details of catching using various action verbs (material process), 2) it is important to explain the characteristics of things using relational verbs (relational process), and 3) it is important to explain how to move using manner adverbs (manner circumstance).

As Table 7 states, the learner did well in fields 1) and 2). In particular, in field 1), the learner did well in explaining how to move using various action verbs. In fact, the learner used action verbs that the teacher had not taught. During an interview, the learner said that she had learned how to search for unknown words from various sources, such as online dictionaries, online English applications, or thesauruses. Further, the learner said, "Because the teacher helped me learn what to say at the first lesson, I could logically talk to the player. I could not talk to the player if the teacher had not helped me." This is the reward of scaffolding. However, as stated in "Genre analysis," it is important to learn many action verbs to explain how to move. For field 3), there were only four scripts (turns 17, 27, 32, and 164). The learner should use more manner adverbs when explaining how to move. The learner advised the player to use the body as a wall (turn 48). This advice was deemed reasonable because the player stated in the questionnaire that he almost understood the learner's instructions.

Turn 166 is notable. When the learner said, "Switch to the offense," the player responded with, "There is a technical word *transition* for that situation." Regarding this interaction between the learner and the player, the learner commented later that it was easy to remember a word due to immediate correction on the spot. This is also a learning effect that could not have happened in a self-taught form that merely uses teaching materials and vocabulary books. It was the player, a more capable other, that caused this learning opportunity, and it is a typical example that a learning occurred through zones of proximal development (ZPD), not through individual activity (Vygotsky, 1987).

For assessment of the demonstrations from the viewpoint of tenor, the teacher advised the learner as follows: 1) the learner should use imperative sentences when giving instructions and declarative sentences for explanations, 2) the learner should use modalities to control the strength of opinions, 3) the learner should use words of praise to increase the player's motivation (appraisal epithets), and 4) the learner should check the degree of the player's understanding using interrogatives.

The results show that the learner used mainly imperative sentences when giving instructions, although the learner initially used "please" when giving instructions. This was believed to be attributable to the learner having received explicit instructions. In specific social contexts, people are likely to use imperative sentences when showing off their status or expertise (Burns et al., 1996). If relationships between people are not equal, like those between coaches and players, it is important to give explicit instructions.

The learner used interrogatives to check the degree of player understanding because interrogatives were introduced as a coaching technique during model coaching. The player did not always understand the purpose of the learner's questions. This was attributable to the fact that the learner did not know the appropriate words to convey her opinion, as mentioned above. Nevertheless, it is notable that the learner used interrogatives as a

coaching technique.

Regarding the learner's scripts from the viewpoint of mode, the learner was advised to give logical and cohesive explanations using conjunctives (and, but, so, etc.). As stated in the "Mode" section in Table 7, the learner used many conjunctions.

When the volunteer player was asked, in the questionnaire, if the coach's instructions were textually cohesive, he answered, "It is true that she could use some conjunctions. However, I think that the coach should improve her vocabulary for clearer instructions." This shows that although the learner could combine sentences by using conjunctions, the learner could not convey her experiential meaning well due to a lack of vocabulary in relation with the field in her sentences. This indicates that language instruction using GBA should focus on improving learners' awareness of language use in a field, tenor, and mode, simultaneously.

5. Discussion

This study first showed how the concept of the GBA could be applied to a unique language teaching situation: teaching English football coaching skills to a non-academic professional with low English proficiency under a given time constraint. Then, the study explored how the novice learner developed her genre awareness and lexico-grammatical knowledge as she engaged in systematically designed genre-based speaking tasks that incorporated football coaching.

The evaluation of the learner's scripts during her demonstration and the ones prepared in advance showed the learner could come to use contextually appropriate lexico-grammatical items to some extent especially in terms of field and tenor, even though there were some problems during the demonstration. This happened in part as a result of the tasks in the phase *explicit instruction* (see Section 2.2.) because the learner stated in the interview that "analysis of and discussions about the authentic coaching text in class were especially helpful in identifying features of the genre and the conventional forms and organization required to do English football coaching."

Even though there were some problems, the learner could complete the demonstrations using the scripts and draw up coaching texts by herself. Also, the learner stated that the training was helpful: "Because the teacher helped me draw up the scripts for the first demonstration, I could draw up the scripts by myself for the subsequent demonstrations. Without the teacher's help, I do not think I could do it by myself. The teacher's advice gave me relief. I thought I could manage when the teacher said that my scripts could be understood by the player even though there were some grammatical errors." Although the time for teaching was limited, the learner could draw up the scripts without the teacher's help. This suggests that the learner could learn coaching techniques without teachers, achieving one of her goals in the present study. Butt et al. (2000, p. 260) stated that "Through interaction with the teacher, learners have the opportunity to function, with support and guided practice, at a level beyond what they are able to do on their own. In the meantime, learners will be able to function independently without the teacher." This result shows that the GBA was useful for the learners in that it could establish the learner's self-teaching cycle (see Section 2.2).

These results above indicate that the GBA could improve learners' knowledge of genre-based lexico-grammatical choices especially in terms of tenor and mode, and enhance the establishment of self-teaching cycle. However, the present study has certain shortcomings. Most notably, the learner was confused when the player suddenly asked unexpected questions, showing that she was unable to make appropriate judgments or

handle unanticipated situations. When asked if she thinks she can teach goalkeeping technique in English, the learner answered, "I could manage the first demonstration well because it proceeded in accordance with the scripts. However, I could not manage the last demonstration. I was confused when unexpected events happened." This leaner's comment indicates that merely teaching explicitly context-related language features and rhetorical structure were not helpful in improving the learner's self-productivity in speaking. Freedman (1994) also criticizes that the GBA is an explicit training method that might cause learners to overlearn and lose their self-productivity.

To foster self-productivity, the ability to instantly put situations into linguistic forms needs to be trained. According to Halliday (1994, p. 213), our experience of linguistic expression is a way to classify (put in order) the most impressive part of the flow of events (quanta) using lexico-grammar. This statement suggests there is a relationship between people's cognitive process and their grammaticalization of meaning. In addition, Putt and Verspoor (2000, p. 73) argued that "One can never know the objective intellectual content of any foreign language, because this foreign language has to be learned in exactly the same way as any aspect of reality which is subject to, and shaped by, native-tongue conditioned ways of thinking," suggesting that the way to classify the flow of events and put them into linguistic forms might differ according to language community and therefore that merely showing contextually-related lexico-grammatical items is not sufficient to help learners become self-productive in using the target language. As Putt and Verspoor mentioned, it seems important for learners to be exposed to the context as the target language is actually used by native speakers. Thus, in this study, increasing the amount of time of the learner's exposure to the coaching demonstration by the model coach at the context exploration stage (see Section 2.2.) could have enabled her to have more chances to learn football coaching-related lexico-grammatical items in the context. This might have led to the development of the learner's understanding of when to use each lexico-grammatical item she had learned. In any case, when using GBA, the teacher will need to recognize the weakness of the GBA and consider measures to supplement it, so that the learners will be adept in reacting to unexpected situations.

The author acknowledges that the present study has several limitations. First, the study was conducted using only one subject. To form more general conclusions on the effects of the GBA, it is necessary to conduct more studies using a greater number of subjects. Second, because the subject could speak only an elementary level of English and had no experience of coaching in English, no preliminary demonstration was performed in comparison with the final demonstration. In the future, it will be necessary to collect data before and after the English instruction to clearly examine the effects of the instructional method. This pilot case study attempted to raise the issue so that it can be acknowledged, discussed, and investigated further in the future.

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