# Report

# 2011

# Multilingualism in a

# North-West England Football team

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**Introduction**

In the past two decades, football in England has become an international sport, with Premiership football teams often comprising of very few English players[1]. In 2009/10, the average number of foreign players in the first team squads of Premier League clubs was thirteen in a squad of thirty[2]. This inevitably leads to a state of multilingualism, increasing the likelihood of communication barriers. A football team could be described as a community in an institutional setting, and such settings often require a 'working language'.

Communication is key in football[3], being part of any team requires interaction, and in the nature of football verbal communication is obligatory between coaches, referees

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[1] England Calling. How English football became foreign football payed in England
<http://englandcalling.wordpress.com/2011/05/09/english-football-became-foreign-football-played-in-england/ [accessed April 29 2011]>
[2] BBC Sport. Where the Premier League's Players come from
<http://news.bbc.co.uk/sport1/hi/football/eng_prem/8182090.stm> [accessed April 29 2011]
[3] Des the World Cup have a Lingua Franca? <http://www.slate.com/id/2143758/> [accessed April 30 2011]

and players, and internally within the team. In all contexts (both social "off-the-pitch" and formal "on-the-pitch" domains), a lack of efficient communication can cause language struggles which could affect the team's football performance.

Football as a multilingual community is not restricted to teams at a professional age, but in football teams of minors also. Furthermore, research into football teams in North Manchester revealed that Manchester City annually recruit young males with football skills from Abu Dhabi in the United Emirates where the national language is Arabic. These individuals must adapt to new 'foreign' surroundings and culture, and communicate with the rest of the football team (players and coaches), all of which are native English speakers. English is England's national language and is the lingua franca in this community. The Manchester City Academy team is undoubtedly a multilingual society, of which English is the majority language and Arabic is the minority language (refer to the Appendix for images of the team).

International referees are most often bilingual or trilingual speakers, although as a minimum requirement, international referees must have knowledge of the English language. In professional football, body signals and hand gestures are used for communication between players and referees. On his move to Real Madrid, David Beckham was reported saying, "On the pitch there are a few words I know and have used because it is important that I communicate as much as I can. Roberto Carlos has taught me a few naughty words though".[4]

Kellerman et al. (Long 2005) explored language choice and communication within Dutch Football Clubs. They discovered that all but one football club indicated that it is important for players to have a thorough understanding of Dutch, primarily because 'communication in the workplace' is extremely significant. In this environment, a lack of effective communication and understanding was highlighted as time-consuming as coaches would feel forced to speak slower and use gestures (i.e. alter their language communication). Consequently, the Dutch coaches implied that language barriers can be a hindrance.

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[4] Beckham making smooth transition <http://www.rediff.com///sports/2003/aug/05soc2.htm> [accessed April 30 2011]

**Aims**

We are investigating the position of English at a modern day football club; with a focus on the different domains in which language interaction occurs to highlight where English is the governing language and where Arabic is. We have coined "on-the-pitch" domains as formal, intimate settings between non-native players and the rest of the team, settings such as football training and matches, and one-on-one intimate discussions with coaches. "Off-the-pitch" contexts however are social, informal settings such as in the changing rooms, the reserve players in the team sat together watching a football match and outside the football-governed surroundings altogether.

The native-Arabic members only temporarily immigrate to England for a two-year period. This raises an interesting issue which will be an additional focus: are the non-native English speakers prepared to change their dominant language, or even adopt English altogether with the knowledge that migration is only temporary. Or will language maintenance of the mother-tongue languages of these foreign players be prioritised?

We will observe the multilingual repertoire and the language choice in these domains with regard to the role-relations of the interlocutors in these contexts. After interpreting the data, we can then establish what Matras (2009) named "management of multilingual repertoire" - the mapping of multilingual repertoire to the two domains.

The location of Manchester City Academy was another motivation for studying this particular multilingual community. The club is situated on Platt Lane in Fallowfield, North Manchester and Fallowfield in itself is an area of ethnic diversity (refer to Figure 1 in Appendix). We will pay respect to the location of the club as this could be an explanation to some of the findings.

**Hypothesis**

In a mixed ethnicity football team in North Manchester where multilingualism exists, we expect to find that in informal, social contexts, the non-native English speaking players will still show a preference for English rather than Arabic as the dominant

spoken language. We expect the Arabic-speaking team members to use vernacular forms of the English language in "Off-the-pitch" domains.

**Methodology**

For our fieldwork survey we have acquired primary evidence in the form of qualitative and quantitative data, by producing questionnaires, distributing these to the participants in our study and examining the results gained. The questionnaires were completed privately by the players and coaches to acquire non-bias, objective data that is not subject to observer's paradox. Open-ended and closed questions were incorporated in three different questionnaires intended for each of the three groups studied within the Manchester City Academy football team. The three groups in our report are six non-native (Arabic-born) participants, six native-English participants and three coaches (also native-English speakers). We adjusted these questionnaires from their original form as some questions were irrelevant. Furthermore, technical recording equipment, e.g. a dictaphone, was not necessary for our study because we did not want the participants to feel uncomfortable or encourage bias or subjective data being acquired due to barriers in data-collection such as observer's paradox. The independent and dependent variables remained consistent throughout the fieldwork study to gain objective and reliable data. The dependent variables are the domain pairs (i.e. "on-the-pitch" and "off-the-pitch").

Manchester City Academy club employ an intensive education system for the Arabic-born participants. When the club brings players from overseas to North Manchester, them to enrol in secondary school and take on at least five GCSE's subjects taught in English. We will observe to what advantage, or disadvantage, this plays.

We will now go on to discuss our findings and conclusions and evaluations of the data accumulated will be discussed in this section also. All the primary data acquired is seen in the Appendix.

**Findings and Discussion**

**<u>Arabic players</u>**

All six Arabic-born players indicated that their knowledge of English prior to immigrating to England was poor: three players indicated their prior knowledge of

English was 'little' and three players believed this was 'at learner level' (Question 5). Nevertheless, since migrating to a multilingual community, each of these participants illustrated that their English language speech and communication has improved greatly (Question 6), specifying that they now believe they can communicate 'well' in interacting in English (in three cases) and even 'very well' in three cases. With the Arabic-born participants having settled here for less than two years, this is a particularly rapid language development, also in respect to their response to Question 5. An explanation for this could be the intensive education system Manchester City Academy club employ for overseas individuals (as described in the Methodology).

An alternative explanation for the dramatic improvement in communicating in English, could be the location of the football club. Fallowfield is already recognised as an ethnic-majority town, and therefore it is possible that practising English in speech has been made easier by being surrounded by a variety of other ethnic groups, many of which are likely to use English even though it is not their mother tongue language.

Nevertheless, all six Arabic-born participants stated that even though they expected to use English in the domains queried in the questionnaires, they demonstrated a general preference to use their native language, particularly when conversing with other Arabic-born players. This data depicts the conclusion that non-native English speakers in a community where English is the majority language (or the assumed lingua franca), favour speaking in their mother-tongue, rather than a 'foreign language' (English).

When asked of their preference when communicating with the native English players in the team (Question 9 in the questionnaire), the response was surprisingly mixed. Of the Arabic-born speakers, three claimed a preference to speak Arabic, and three illustrated English as their usual language choice. These results correlate with those presented in Question 4 surrounding the length of time the Arabic-born players have lived in England; the overseas players who have spent the least amount of time in England ('less than six months' or 'six months to one year') showed that they were less comfortable communicating in English with the native-English players in the team, than those who had been settled in England for longer. Relating back to

5

Question 6 in the questionnaire, even though these participants believed their standard of English was to a reasonable standard "on-the-pitch" and amongst other Arabic-born speakers, these participants clearly lack confidence when communicating in the native language of English team-mates. This is personal, objective data, as the participants here convey that they do not feel confident about conversing in English around native-English players because it is not their mother tongue language. Conversely, these would still consider themselves to have a reasonably good standard of English (Question 6), but in practice different results surface.

Moreover, when asked about *actual* language choice, each Arabic-born participant identified that they communicate in English with the native-English participants in the team. Once again, perhaps this was because of an obligation to use the lingua franca (English) for ease of speech interaction. However, the Arabic-born speakers would still have the option to speak in their mother tongue but showed that they would select English primarily. This is displayed in the bar chart below:

**Bar graph representing Actual Language Choice (Question 8) versus Preference (Question 9) when communicating with native-English players:**
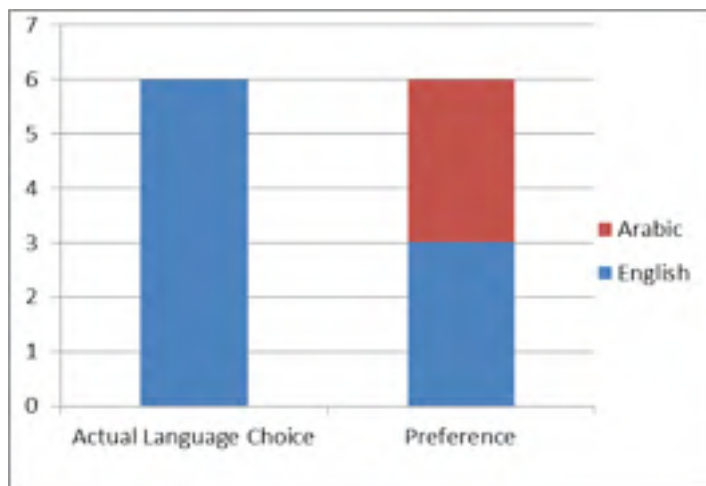


**Diagram 1**

Question 13 highlights the unpredicted language choice selected when communicating with the rest of the football team in general in "off-the-pitch" domains. All of the Arabic-born participants specified that they would naturally choose to speak

English rather than Arabic when communicating with the players in "Off-the-pitch" social situations. One explanation of the agreement displayed may be so as the Arabic speakers are not portrayed as 'outsiders' when interacting with the team as a whole. Being part of a football team typically entails mutual interaction and communication with all players on the team (as outlined in the Introduction). Lack of communication can affect football performance.

An alternative explanation could be that there are deeper associations with the findings in Question 13. The findings could be said to be highlighting psychology-related issues that are natural and cross-cultural in communication between groups of male adolescents. In "on-the-pitch" contexts however, the participants are obligated to communicate, whereas in "off-the-pitch" contexts they are not.

The data accumulated in these questionnaires highlights potential team-enhancing implications that the coaches could employ. Perhaps encouraging the Arabic-born speakers to feel more confident in their use of English and use English in all domains, even more regularly outside of football surroundings, then this could improve overall communication for integrating in a multilingual community. Similarly, the coaches could encourage the native-English speakers to adjust to more Arabic phrases and perhaps allow basic Arabic to being the lingua franca from time to time.

## English players

The results assembled from the questionnaires distributed to the native-English participants, confidently confirm that despite the Arabic-born participants having lived here for a short period of time, there is a large 'sense of community' within the team. The native English team members often referred to the Arabic-born players (in open-ended questions) as "the lads" (see Appendix), a particularly colloquial term typically used by youths in reference to a close friend. It could be classified that the sense of inclusion by the use of vernacular forms is likely to encourage non-native English speakers to feel confident about not being judged when using their mother tongue, as well as a motivation for these participants to adopt, and to want to adopt, English as the dominant language to be able to ease speech interaction in social "off-the-pitch" domains with the native English players.

**Pie chart showing the reply to Question 1: Do you find it difficult to communicate with players whose native language is not English?**



**Diagram 2**

Diagram 2 concludes that the majority of native-English participants do not have difficulties communicating with the Arabic-born participants. Thus, it is obvious that the Arabic-born participants have grasped a reasonable knowledge of English as effective speech interaction exists between English and Arabic speakers. This new data is confirmed in Question 6, whereby qualitative data has displayed that after living in a multilingual community, native Arabic participants have noticed a substantial improvement in their English.

Nevertheless, two native-English players did indicate that they experience difficulties, highlighted by the qualitative "they don't understand me very well", in reference to Arabic-born players. Perhaps this lack of coherency in speech on behalf of the Arabic-born participants is due to strength differences in accent. There may have been some unfamiliar phonemes that this native-English participant heard but could not process because they are foreign to English. If accent is indeed an explanation for this finding, this highlights areas of improvement in communication in a multilingual society; native English speakers can be more lenient and not just dismiss interaction because he/she does not recognise certain unfamiliar phonemes. Similarly for non-native English speakers, language communication can be enhanced by targeting the Standard form of pronunciation (in this case Standard English).

These questionnaires yielded the finding that only one native English participant would not expect non-native players to use English in '"on-the-pitch" domains (Question 3). This participant offered alternative ways of communicating with Arabic-

born players, expressing "I'd shout loud enough or signal with what want". The rest of the team would usually understand these communication alternatives to English speech.

According to a football communication article concerning Lingua Franca in the World Cup, using hand signals and other such football-specific communication techniques are global in football for effective communication in an expected multilingual team. Football lingo for mutual understanding between those of different nationalities includes, "Hands together means "dive"—as in, "I didn't tackle him. He took a dive." A finger pointed at the eye tells the ref to "keep your eyes open", and fellatio comments which are "inevitably understood".

Question 4 highlights that communication is slower between English-Arabic interlocutors. This however does not illustrate that the Arabic-born speakers do not have a good level of English, but rather complex phenomena in speech including 'sense of humour' and 'accents' cause this barrier.

Only one third of the native-English speakers studied indicated that they would not expect the Arabic-born team members to always speak English. One native English speaker expressed that he would expect the non-native English players to speak English in all domains, however he does "enjoy learning Arabic". This is useful qualitative data as it highlights that in a multilingual community, language learning is not restricted to that of 'foreign' individuals and the national language, but native individuals absorb aspects of other 'foreign' languages – and apparently enjoy doing so. One native English player even stated that "learning Arabic involves non-natives finding learning English difficult to be engaged in social time". From this, we can derive that the native-English participants acknowledge the struggle for Arabic-born speakers to grasp English and use it as their primary language. This struggle can be a barrier for the Arabic-born speakers to interact socially with the team the way native-English participants do.

**Pie chart showing the reply to Question 6: Do you communicate differently with non-natives as you would communicate with a native player?**
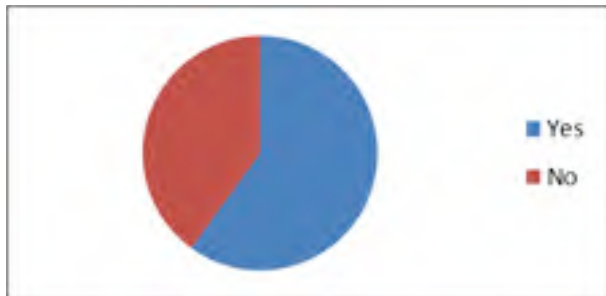


**Diagram 3**

Question 5 yields the predicted result that English is the most common language used during football training - an "on-the-pitch" environment. With the location of the football team in England, this result was expected indicating that the inevitable lingua franca in the team is English. Yet, despite a governing language, football appears to have its own medium of language through hand signals and other forms of physical communication by the use of body parts. This was discussed in the data from Question 3 and in Question 7 and is employed for both native-English and Arabic-born players during "off-the-pitch" (formal) contexts. Question 7 presents alternative means of communication in a multilingual community than adopting the native language. Visuals such as a 'white-board' are a communication tool in an "on-the-pitch" domain.

**Coaches**

Naturally, coach-player interaction occurs more in the domain of "on-the-pitch" than in "off-the-pitch" social domains. Nevertheless, the coaches still interact with the players for a considerable amount of time per day and still oversee their behaviour and language use in informal situations. The data acquired in Question 2 (see appendix) illustrates how the coaches use visual tools to ease communication with the Arabic-born speakers. Visual demonstrations of football skills and performance analysis (involving one-on-one feedback with each foreign player discussing how they can improve) are employed. The coaches indicate that they often adapt their speech to avoid or soften communication barriers such as adopting a direct and active approach and using physical perception techniques.

It is highlighted in Question 3 that the coaches feel that general interaction with the football team would be a lot more successful if the team were not multilingual but rather there was one native language across the team. Despite this, the coaches revealed that the language difficulties a multilingual football team gives rise to are tolerable, particularly during training and other such "on-the-pitch" contexts. One reason for this is perhaps, as one coach stated, the non-native English players "understand the anatomy of the game".

When asked about the language barriers multilingualism can cause in different domains (Question 4), the coaches have noticed a clear segregation of native-English speakers and non-native English speakers in "off-the pitch" (informal contexts) only. It seems that the non-native players identify more comfortably with others who also do not have English as their native language. Perhaps this is an implicit social pressure, or what is deemed 'the norm'. The coaches however did not indicate that the foreign players refuse to interact socially with native English players, this is merely a preference.

These findings correlate with those in the questionnaires of the native-English participants. It appears this group also noticed that the Arabic-born speakers prefer to speak English less in social domains, which could be explained in terms of social pressures or not wanting to 'intrude' on the language of native users of English. Yet, the native-English participants still acknowledged that the Arabic participants do in fact integrate with the rest of the team in "Off-the-pitch" domains.

When asked about levels of difficulty of communication in different environments in Questions 5 and 6, the coaches revealed consistent answers. All of the coaches felt that language-interaction is easiest with the Arabic-born players during training and in informal situations (which is assumed to mean performance analysis feedback and other such one-to-one interactions). Similarly, the coaches agreed that in "on-the-pitch" circumstances, difficulties in language interaction are at its peak. The coaches confirm that during a match the tempo of play can be too quick, thus solving problems is a more difficult task than in a more intimate context such as training time, where the coaches can stop the training session to give instructive feedback to the foreign players. In such cases, the alternative communication techniques used (as shown in Question 2) are inevitable.

In conclusion, although the coaches studied have indicated that language communication and choice can be a barrier in a multilingual community, the coaches certainly did not insinuate that communication with the non-native English speakers is a hindrance, unlike the coaches in the study by Kellerman et al (Long 2005).

**Conclusion**

Both qualitative and quantitative data gained extremely valuable findings surrounding multilingualism in a sport community. We can conclude that the language choice in a multilingual community is manipulated by the specific domain that a non-native speaker finds themselves in. The general heightened use of English across the domains and the less frequent use of the Arabic mother tongue language could be explained by the institutional environment of a football club. A 'working language' is essential for effective language communication, both "on-the-pitch" and "off-the-pitch". Prior studies discussed earlier have described the language barriers coaches and other team members' face in a multilingual football team where the lingua franca is not understood by all players.

In assessing the multilingual repertoire of language choice in the two domains (Matras 2009), we can conclude that with respect to the non-native English speakers, 'foreign' language English is primarily employed and in some cases preferred to these participants' native language. Arabic-born speakers use English more frequently in formal contexts than in social settings. A football club is an environment that involves rules and predictable structure, and perhaps communication appears easier I these formal settings than in spontaneous social situations. Social settings may invite social pressures that influence language choice.

It is interesting that the Arabic-born participants allow a 'foreign' language (English) to overshadow their mother tongue language when integration into the community is only temporary. Perhaps 'foreign' football players who stay with a club for a much shorter period of time would not yield the same results. We expected Arabic to be asserted in "off-the-pitch" situations as communication in social situations are not obligatory, therefore neither is a 'working language'. However, our prediction was proved erroneous and it appears the Arabic-born speakers employed English (the lingua franca) in both informal and formal domains. Perhaps increased use of a

language that is not your own (English) was encouraged by the heightened 'sense of community' evident in the multilingual community with even vernacular forms being used in social contexts. This therefore proves our prediction concerning the likeliness of vernacular usage in social domains.

Moreover, beneficial implications for coaches have surfaced concerning new methods for improving communication in a multilingual football team. This is supported by the data results of all three groups, as well as international referees, who employ alternative communication techniques for international football matches (see introduction). In conclusion, it is as if football has its own language, one which can be mutually understood in a team of players of varied nationalities.

**Appendix**

**Figure 1:** Estimated Ethnicity in Fallowfield



**Estimated Ethnicity, 2007**

| | Fallowfield | Manchester |
|---|---|---|
| All Non-White Ethnic groups | 31.4% | 24.2% |
| All White groups | 68.6% | 75.8% |
| Pakistani | 8.0% | 6.1% |
| Indian | 5.3% | 2.7% |
| Mixed | 4.7% | 3.3% |
| Other ethnic groups | 4.3% | 3.4% |
| Black African | 3.8% | 3.1% |
| Black Caribbean | 2.2% | 1.9% |
| Chinese | 2.1% | 2.7% |
| Bangladeshi | 1.0% | 1.0% |
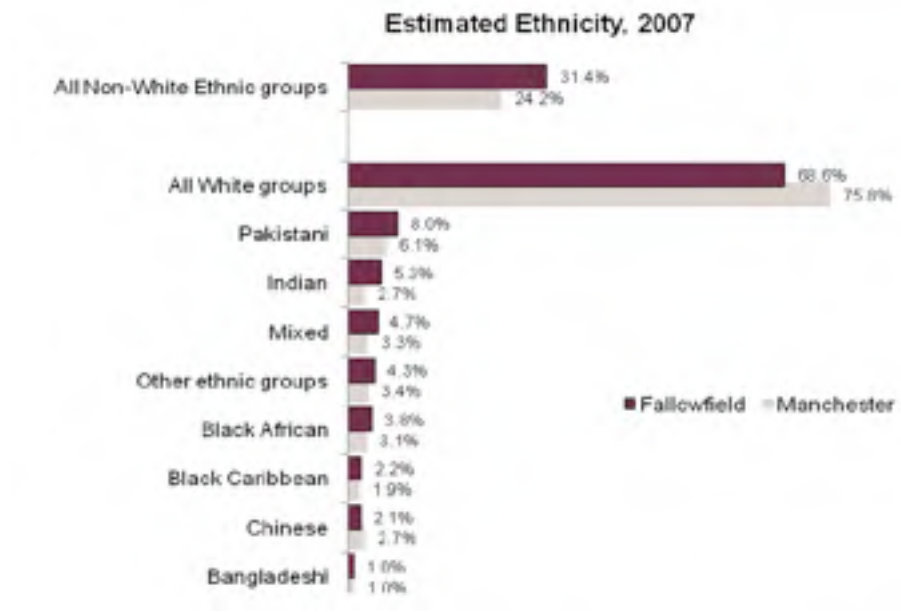
**Diagram 1:** Bar graph representing Actual Language Choice (Question 8) versus Preference (Question 9) when communicating with native-English players:
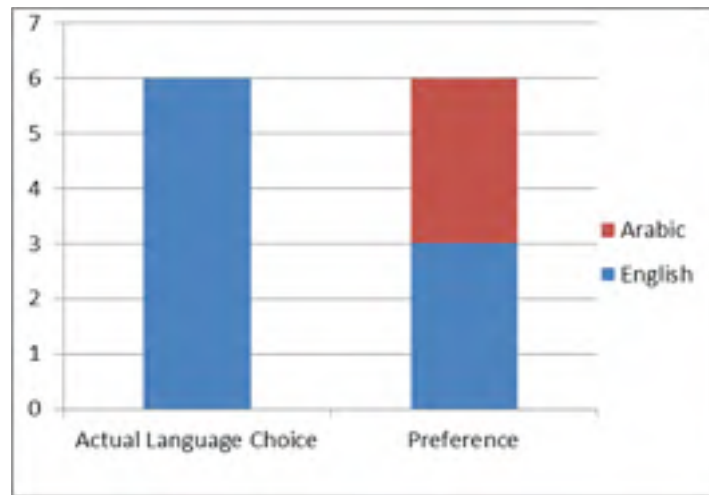
**Diagram 2:** Pie chart showing the reply to Question 1: Do you find it difficult to communicate with players whose native language is not English?
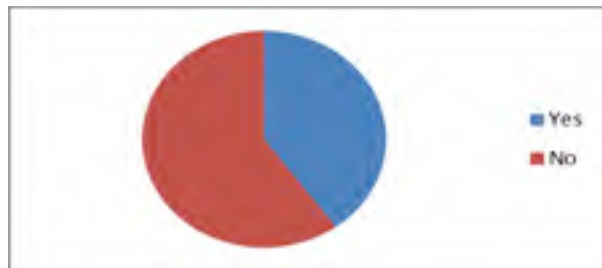


**Diagram 3:** Pie chart showing the reply to Question 6: Do you communicate differently with non-natives as you would communicate with a native player?
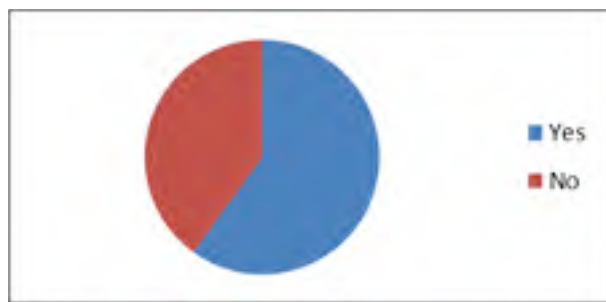


**Image 1:** Picture of Manchester City Academy football team, including the six Arabic-born players whose language we studied and six of the players whose native language is English.

**Image 2:** Pictures from training

**Image 3:** One of the Arabic-born speakers in the study having one-to-one tuition with one of the Acadamy teachers.

## Questionnaire 2: Native English-speakers

Please fill in the following questionnaire concerning language choice by circling your answer and/or writing on the available dotted line:

**1) Do you find it difficult to communicate with players whose native language is not English?**

Yes                                            (No)

**2) Would you expect to use English on the pitch when communicating with a player whose first (native) language is not English?**

(Yes)                                          No

**If not, how would you usually communicate?**

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..........................................................................................................................

**3) Would you expect to use English off the pitch (i.e. social situations such as the changing rooms, at lunch etc) when communicating with a player whose first (native) language is not English?**

(Yes)                                          No

**If not, how would you usually communicate?**

..........................................................................................................................
..........................................................................................................................

**4) Do you communicate differently with how you would communicate with a fellow player?**

(Yes)                                          No

**If yes, how is this?**

I talk slower to Abu Lads.
..........................................................................................................................

**5) What would you say the most common language used around training is? Please state.**

English
..........................................................................................................................

**6) Do you communicate with non-native English-speaking players differently in training than in games?**

Yes                                            (No)

**7) Do you find that alternative types of communication other than speaking (such as writing things down or using hand signals) is more effective when communicating with non-native English-speaking                                        players?**

(Yes)                                              No

**If yes, which method do you find to be the most effective?**

hand signals shouting, demonstrating & our white board
in changing rooms.

## Questionnaire 2: Native English-speakers

Please fill in the following questionnaire concerning language choice by circling your answer and/or writing on the available dotted line:

**1) Do you find it difficult to communicate with players whose native language is not English?**

Yes                                          (No)

**2) Would you expect to use English on the pitch when communicating with a player whose first (native) language is not English?**

(Yes)                                        No

If not, how would you usually communicate?

.................................................................................................................................
.................................................................................................................................

**3) Would you expect to use English off the pitch (i.e. social situations such as the changing rooms, at lunch etc) when communicating with a player whose first (native) language is not English?**

Yes                                          (No)

If not, how would you usually communicate?

We always expect them to talk Eng, but we enjoy learning Arabic too, it involes them in our told time too, spec ones that haven't quiet grasped Eng.

**4) Do you communicate differently with how you would communicate with a fellow player?**

Yes                                          (No)

If yes, how is this?

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.................................................................................................................................

**5) What would you say the most common language used around training is? Please state.**

Eng .............................................................................................................................
.................................................................................................................................

**6) Do you communicate with non-native English-speaking players differently in training than in games?**

Yes                          (No), I may shout louder

**7) Do you find that alternative types of communication other than speaking (such as writing things down or using hand signals) is more effective when communicating with non-native English-speaking                                              players?**

Yes                                                        No

**If yes, which method do you find to be the most effective?**

hand signals'. This is understood off pitch too!.

③

### Questionnaire 2: Native English-speakers

Please fill in the following questionnaire concerning language choice by circling your answer and/or writing on the available dotted line:

**1) Do you find it difficult to communicate with players whose native language is not English?**

Yes                                                          No

**2) Would you expect to use English on the pitch when communicating with a player whose first (native) language is not English?**

Yes                                                          No

If not, how would you usually communicate?

..............................................................................................................................................
..............................................................................................................................................

**3) Would you expect to use English off the pitch (i.e. social situations such as the changing rooms, at lunch etc) when communicating with a player whose first (native) language is not English?**

Yes                                                          No

If not, how would you usually communicate?

They teach us words from their language,
so we can join in, in their circles.

**4) Do you communicate differently with how you would communicate with a fellow player?**

Yes                                                          No

If yes, how is this?

They don't get my sense of humour
yet. They are getting there though

**5) What would you say the most common language used around training is? Please state.**

English

**6) Do you communicate with non-native English-speaking players differently in training than in games?**

Yes                                                          No

**7) Do you find that alternative types of communication other than speaking (such as writing things down or using hand signals) is more effective when communicating with non-native English-speaking                                                          players?**

Yes _____ No

**If yes, which method do you find to be the most effective?**

hand signals - Defo!

(4)

### Questionnaire 2: Native English-speakers

Please fill in the following questionnaire concerning language choice by circling your answer and/or writing on the available dotted line:

**1) Do you find it difficult to communicate with players whose native language is not English?**

Yes                                                                No

**2) Would you expect to use English on the pitch when communicating with a player whose first (native) language is not English?**

Yes                                                                No

**If not, how would you usually communicate?**

If they shout loud enough, or signal what they want, I usually understand

**3) Would you expect to use English off the pitch (i.e. social situations such as the changing rooms, at lunch etc) when communicating with a player whose first (native) language is not English?**

Yes                                                                No

**If not, how would you usually communicate?**

But I enjoy when they teach us Arabic

**4) Do you communicate differently with how you would communicate with a fellow player?**

Yes                                                                No

**If yes, how is this?**

**5) What would you say the most common language used around training is? Please state.**

English

**6) Do you communicate with non-native English-speaking players differently in training than in games?**

Yes                                                                No

**7) Do you find that alternative types of communication other than speaking (such as writing things down or using hand signals) is more effective when communicating with non-native English-speaking                                                          players?**

Yes                                    No

**If yes, which method do you find to be the most effective?**

"football terms" / we have a white board, / hand signals always work well....

## Questionnaire 2: Native English-speakers

Please fill in the following questionnaire concerning language choice by circling your answer and/or writing on the available dotted line:

**1) Do you find it difficult to communicate with players whose native language is not English?**

(Yes)                                                           No

**2) Would you expect to use English on the pitch when communicating with a player whose first (native) language is not English?**

(Yes)                                                           No

If not, how would you usually communicate?

..........................................................................................................
..........................................................................................................

**3) Would you expect to use English off the pitch (i.e. social situations such as the changing rooms, at lunch etc) when communicating with a player whose first (native) language is not English?**

(Yes)                                                           No

If not, how would you usually communicate?

..........................................................................................................
..........................................................................................................


**4) Do you communicate differently with how you would communicate with a fellow player?**

(Yes)                                                           No

If yes, how is this?

The abudabi guys dont understand me very well and I find it hard to communicate like this

**5) What would you say the most common language used around training is? Please state.**

English .................................................................................................
..........................................................................................................

**6) Do you communicate with non-native English-speaking players differently in training than in games?**

Yes                                                           (No)

**7) Do you find that alternative types of communication other than speaking (such as writing things down or using hand signals) is more effective when communicating with non-native English-speaking                                                           players?**

(Yes)                                          No

**If yes, which method do you find to be the most effective?**

Hand signals are often more effective, but that's also true with Native kids.

## Questionnaire 1: Non-native English-speakers

Please fill in the following questionnaire concerning language choice:

**1) What is your nationality?**

....Emarati...........................................................................

**2) What is the native language that you speak?**

....Arabic.............................................................................

**3) What is the native language of your**

(i) mother           .....Arabic...........
(ii) father?        .....Arabic..........

**4) How long have you lived in England for?**

Less than six months              (6 months - 1 year)

1-2 years                       2-3 years

3 years +

**5) Did you have knowledge of English before coming to England?**

Yes at a fluent level              (Yes at a learner level)

A little                      No, none at all

**6) To what extent do you think you have acquired English?**

Very Well               (Well)

Need a lot more practice       I have learnt little English so far

**7) Please specify how many languages you can speak and what these are?**

..............2., Arabic + English............................................................
...................................................................................................

**8) When communicating with native-English players in the team which language do you choose to speak?**

(English)

Your native language

Other                Please Specify..............................................................

**If the answer is 'English' do you ever try to communicate with native-English players using your native language? If so, in which circumstances, or settings is this?**

....................................................................................................................................
....................................................................................................................................
....................................................................................................................

**9) When communicating with native-English players in the team which language would you prefer to speak?**

English

( Your native language )

**10) When communicating with non-native English players in the team which language do you choose to speak?**

English

( Your native language )

Other                              Please Specify...................................................

**If the answer is 'English' do you ever try and communicate with non-native English team members using your native language? If so, in which circumstances, or settings is this?**

....................................................................................................................................

**11) i) Are there any other players on the team who have the same native language as you?**

( Yes )

No

**ii) If so, which language are you most likely to use when interacting with this individual(s)?**

English

( Your native language )

**iii) (Only answer if you have answered yes to part 1)...Which language would you prefer to use when communicating with this individual(s)?**

English

( Your native language )

**12) Which language do you primarily use when interacting with the coaches?**

English

( Your native language )

Other                              Please specify............................

**13) Which language do you naturally choose to speak when communicating with the players in "off-the-pitch" social situations (such as the changing rooms, at lunch etc)?**

(English)

Your native language

Other              Please specify…………………………..

14) Were you raised in a monolingual community (where only one language is spoken), or a bilingual community (where more than one language is spoken)?

Monolingual

Bilingual

15) Were you raised in the city/inner-city or a town/village?

City/inner-city

(Town/village)

16) Fallowfield is an ethnic-majority area. Do you feel that the location of Platt Fields Academy (in Fallowfield) is an advantage or disadvantage for you for using English?

Advantage                                      Disadvantage

17) Fallowfield is a youth-majority area. Do you feel that this is an advantage or a disadvantage for you for using and speaking English?

Advantage                                      Disadvantage

## Questionnaire 1: Non-native English-speakers

Please fill in the following questionnaire concerning language choice:

**1) What is your nationality?**

Emarati

**2) What is the native language that you speak?**

Arabic

**3) What is the native language of your**

(i) mother — Arabic
(ii) father? — Arabic

**4) How long have you lived in England for?**

Less than six months                                      6 months - 1year

(1-2 years)                                               2-3 years

3 years +

**5) Did you have knowledge of English before coming to England?**

Yes at a fluent level                                     Yes at a learner level

(A little)                                                No, none at all

**6) To what extent do you think you have acquired English?**

(Very Well)                                               Well

Need a lot more practice                                  I have learnt little English so far

**7) Please specify how many languages you can speak and what these are?**

2, Arabic and English

**8) When communicating with native-English players in the team which language do you choose to speak?**

(English)

(Your native language)

Other                      Please Specify.................................................

If the answer is 'English' do you ever try to communicate with native-English players using your native language? If so, in which circumstances, or settings is this?

*No*

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Your native language

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(Your native language)

Other                    Please Specify...........................................

If the answer is 'English' do you ever try and communicate with non-native English team members using your native language? If so, in which circumstances, or settings is this?

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(Yes)

No

ii) If so, which language are you most likely to use when interacting with this individual(s)?

English

(Your native language)

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3 years +

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Your native language

Other                          Please Specify.................................................................

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............... *No* ...............................................................................................................................................................
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~~English~~

Your native language

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English

~~Your native language~~

Other                     Please Specify..........................................................

**If the answer is 'English' do you ever try and communicate with non-native English team members using your native language? If so, in which circumstances, or settings is this?**

...........................................................................................................................................................

**11) i) Are there any other players on the team who have the same native language as you?**

~~Yes~~

No

**ii) If so, which language are you most likely to use when interacting with this individual(s)?**

English

~~Your native language~~

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English

~~Your native language~~

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~~English~~

Your native language

Other                     Please specify..............................

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Your native language

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(Advantage)                                Disadvantage

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Advantage                                Disadvantage

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**2) What is the native language that you speak?**

Arabic

**3) What is the native language of your**

(i) mother      arabic

(ii) father?    arabic

**4) How long have you lived in England for?**

Less than six months                    6 months - 1year

1-2 years                               2-3 years

3 years +

**5) Did you have knowledge of English before coming to England?**

Yes at a fluent level                   Yes at a learner level

A little                                No, none at all

**6) To what extent do you think you have acquired English?**

Very Well                   Well

Need a lot more practice    I have learnt little English so far

**7) Please specify how many languages you can speak and what these are?**

I speak arabic and English

**8) When communicating with native-English players in the team which language do you choose to speak?**

English

Your native language

Other                    Please Specify.................................................

**If the answer is 'English' do you ever try to communicate with native-English players using your native language? If so, in which circumstances, or settings is this?**

.....No.................................................................................................................................................
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Your native language

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Yes

No

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English

Your native language

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Your native language

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Your native language

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Your native language

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Very Well                     Well

Need a lot more practice          I have learnt little English so far

**7) Please specify how many languages you can speak and what these are?**

..I...can......speak......english.and...arabic......................................
..................................................................................................................................................

**8) When communicating with native-English players in the team which language do you choose to speak?**

English

Your native language

Other                         Please Specify...some...times.......english and sometime
                                          arabic

If the answer is 'English' do you ever try to communicate with native-English players using your native language? If so, in which circumstances, or settings is this?

...............................................................................................................................................................
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**6) To what extent do you think you have acquired English?**

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English

Your native language

Other                 Please Specify...................................................

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( Your native language )

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( English )

Your native language

Other                    Please specify…………………………..

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Bilingual

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(Town/village)

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Advantage                              Disadvantage

**17) Fallowfield is a youth-majority area. Do you feel that this is an advantage or a disadvantage for you for using and speaking English?**

Advantage                              Disadvantage

Group members: 7394277, 7348335, 7405894, 7287395

## Questionnaire 3: Coaches

Please fill in the following questionnaire concerning language choice by circling your answer and/or writing on the available dotted line:

**1) In your opinion, is communication with the players as a whole made more difficult due to the number of foreign language speakers (foreign players) in the team?**

(Yes)

No

**2) How do you make sure that instructions and commands are clear for these players?**

......Visual demonstrations..................................................................................

**3) Do you feel that communication would be more successful if the players were all native speakers of the same language?**

(Yes)                               No

**4) Does the language barrier cause any problems internally within the squad?**

**"On-the-pitch":** Not really & boys understand rules etc of game
+ know words like 'pass' 'shoot' etc..................................................
...........................................................................................................

**"Off-the-pitch"** (i.e. social situations): Boys tend to hang around in groups
ie of same or culture..................................................................................
...........................................................................................................

**5) Do you find communication with the foreign players easiest...**

On the pitch

During a match

During training ✓

In more informal situations (like a colloquial/casual chat) ✓

**6) Do you find communication with the foreign players the most difficult...**

On the pitch ✓

During a match ✓

During training

In more informal situations (like a colloquial/casual chat)

## Questionnaire 3: Coaches

Please fill in the following questionnaire concerning language choice by circling your answer and/or writing on the available dotted line:

**1) In your opinion, is communication with the players as a whole made more difficult due to the number of foreign language speakers (foreign players) in the team?**

(Yes)

No

**2) How do you make sure that instructions and commands are clear for these players?**

...... Physically showing /demonstrating techniques ......
......(Football).......

**3) Do you feel that communication would be more successful if the players were all native speakers of the same language?**

(Yes)                    No

**4) Does the language barrier cause any problems internally within the squad?**

**"On-the-pitch":**.... Within the squad no. Team interacts well.
...... Consistent & often simple language is used on-the-pitch.

**"Off-the-pitch"** (i.e. social situations):.... No significant problems. It appears
...... that the non-native speakers prefer mingling with ......
...... other team members from overseas.

**5) Do you find communication with the foreign players easiest...**

On the pitch

During a match

During training ✓

In more informal situations (like a colloquial/casual chat) ✓

**6) Do you find communication with the foreign players the most difficult...**

On the pitch ✓

During a match ✓   Game time, crunch time.

During training

In more informal situations (like a colloquial/casual chat)

## Questionnaire 3: Coaches

Please fill in the following questionnaire concerning language choice by circling your answer and/or writing on the available dotted line:

**1) In your opinion, is communication with the players as a whole made more difficult due to the number of foreign language speakers (foreign players) in the team?**

(Yes)

No

**2) How do you make sure that instructions and commands are clear for these players?**

.....DEMONSTRATIONS + PERFORMANCE ANALYSIS (VISUAL)

**3) Do you feel that communication would be more successful if the players were all native speakers of the same language?**

(Yes)                              No

**4) Does the language barrier cause any problems internally within the squad?**

"On-the-pitch":.....NO - ALL UNDERSTAND ENGLISH - ALTHOUGH
.....DIFFERENT LEVELS.

"Off-the-pitch" (i.e. social situations):.....SPLIT INTO GROUPS SOCIALLY -
.....CULTURE (etc).

**5) Do you find communication with the foreign players easiest...**

On the pitch

During a match

During training ✓ (STOP AND DIRECT)

In more informal situations (like a colloquial/casual chat) ✓ (GIVE EXAMPLES (etc))

**6) Do you find communication with the foreign players the most difficult...**

On the pitch ✓ TEMPO OF PLAY CAN BE TOO QUICK - SOLVING

During a match ✓ PROBLEMS CAN BE HARDER.

During training

In more informal situations (like a colloquial/casual chat)

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