

Enhancing Football Language Proficiency and Performance: Development and Impact of an English Vocabulary Manual for Football Enthusiasts

Kitjanat Tangjitnusorn*, Theerawut Pingyod

*Corresponding author's email: kitjanat_ta@rmutl.ac.th

Rajamangala University of Technology Lanna Nan, Thailand

Received: Sep 19, 2023

Revised: Nov 22, 2023

Accepted: Dec 11, 2023

Abstract

This study's objectives were to develop the English vocabulary manual for football enthusiasts, evaluate the characteristics, qualities, and usability factors contributing to users' satisfaction with the developed manual, and investigate its effectiveness in improving their football skills and overall performance on the field. The data was collected from 40 participants, divided into two groups: 20 undergraduate students and 20 football enthusiasts, employing the Wilcoxon Signed-Rank Test quantitative analysis and a theme-based qualitative analysis. Responses were initially gathered in Thai and subsequently translated into English. Findings indicate that the manual significantly enhanced users' understanding of football terminology, influencing their confidence and gameplay. Users particularly appreciated the manual's comprehensive coverage, categorised into Apparel, Gameplay, Judging, and Positions. Besides, users reported noticeable overall performance and communication improvements during football matches. When juxtaposed with existing literature, the results resonate with previous studies on specialised language acquisition and sports education. The study concludes that the vocabulary manual is a valuable resource for learners and football enthusiasts, meeting and often exceeding expectations in its usability and effectiveness. Recommendations for pedagogical implementations and avenues for further research are discussed.

Keywords: vocabulary manual, football enthusiasts, English instruction, specialized vocabulary, pedagogical strategies

Introduction

As a global phenomenon, football has transcended linguistic and geographical boundaries, becoming a cultural staple worldwide. Central to this development is the role of the English language, which has emerged as a unifying medium of communication in various domains, including sports (Crystal, 2003; Graddol, 2006). In football, English facilitates seamless interaction among players, coaches, and officials from diverse linguistic backgrounds, ensuring clear comprehension of roles and

responsibilities (Beard, 1998; Jenkins, 2000). This aspect is crucial in a sport where conveying strategies, tactics, and instructions with precision is essential for success (Hughes & Franks, 2005).

In Thailand, football enjoys immense popularity, thriving at national, provincial, private, and junior levels. However, the linguistic diversity within the Thai football community poses significant challenges, particularly when engaging with international counterparts (Giulianotti, 2002; Houlihan & White, 2002). Language barriers can hinder effective communication, impede the exchange of ideas, and limit the potential of Thai players and teams in the global arena (Armstrong & Giulianotti, 2004; Cashmore & Cleland, 2014). This gap in English language proficiency within the Thai football community is a critical issue that needs addressing.

Existing research has primarily focused on the general importance of English in sports, with limited emphasis on specific linguistic challenges non-native English speakers face in football (Lightbown & Spada, 1999; Richards & Rodgers, 2001). This study aims to fill this gap by developing an English vocabulary manual tailored to the Thai football community. Unlike conventional textbooks, which often present a broad spectrum of terms, this manual will curate a unique list of football-related terminologies, phrases, and expressions, drawing from various sources, including existing textbooks and field-specific literature. This approach is designed to enhance communication and understanding among Thai players, coaches, and enthusiasts, thereby fostering their active engagement in the global discourse of the sport.

The envisioned manual is a linguistic tool and a strategic asset. It is expected to improve English language proficiency within the Thai football community and, more importantly, impact the technical dimensions of football. Enhanced communication could lead to a better transmission of strategies and tactics, ultimately elevating the quality of gameplay (Farrow et al., 2008a). The implications of this manual extend beyond formal matches to informal games and grassroots development, promising to nurture a cohesive and efficient football ecosystem in Thailand.

Research Objectives

1. To compile a comprehensive list of English vocabulary pertinent to football, encompassing terms, phrases, and expressions used in gameplay, communication, and sport-related discussions.
2. To develop an English vocabulary manual tailored for football enthusiasts, players, and learners, featuring clear definitions, contextual examples, and usage guidelines to aid in understanding and applying these terms effectively.
3. To evaluate the impact of the vocabulary manual on the English vocabulary proficiency of students concerning football terminology, assessing changes before and after its implementation.

4. To investigate the satisfaction levels of students and football enthusiasts with the manual, focusing on its characteristics, quality, usability, and effectiveness in meeting users' needs and expectations.
5. To explore the perceived improvement in football skills and overall performance among students and enthusiasts after using the manual, highlighting its potential influence on practical football abilities.

Research Questions

1. What specific English vocabulary terms, phrases, and expressions are crucial in the context of football, including gameplay, communication, and related discussions?
2. How can an English vocabulary manual be effectively developed for football enthusiasts, players, and learners, ensuring it provides comprehensive definitions, contextual examples, and practical usage guidelines?
3. What are the changes in English vocabulary proficiency related to football among students before and after implementing the developed vocabulary manual, and how does this impact their vocabulary acquisition and retention?
4. What factors related to the characteristics, quality, and usability of the developed vocabulary manual contribute to the satisfaction levels of students and football enthusiasts, and how well does the manual meet their needs and expectations?
5. To what extent do students and football enthusiasts perceive an improvement in their football skills and overall performance after using the vocabulary manual, and how does it contribute to enhancing their practical football abilities?

Literature Review

Language Proficiency and Effective Communication in Football

Language proficiency is crucial in football, a sport characterized by diverse cultures and rapid decision-making. English, as a lingua franca, is pivotal in facilitating communication across boundaries in football (Crystal, 2003). Language skills are essential for translating strategic plans into actionable directives (Jenkins, 2000). The clarity and accuracy of instructions, influenced by language proficiency, are vital in the tactical aspects of football (Houlihan & White, 2002). Additionally, language proficiency fosters cross-cultural understanding and unity among players from varied origins (Armstrong & Giulianotti, 2004).

Specific Lexicons of Football

The lexicon of football is rich and culturally significant. Challenger's (2012) *Football English: Soccer Vocabulary for Learners of English* provides learners with football-specific vocabulary,

enhancing their understanding of the sport. Bergh and Ohlander's (2019) study on football English over a century reveals the evolution of football-specific terminology. Vangsuk and Eiamrerai's (2022) research on foreign players in the Thai League, focusing on John Baggio, offers insights into the adaptation processes of foreign players in new linguistic and cultural environments.

Components of an Effective Vocabulary Manual

Effective vocabulary manuals are integral to language learning. Manyak et al. (2014) suggest that a successful vocabulary manual should offer rich language experiences, multiple-word exposures, active engagement, and strategies for learning new words. Colman (2022) emphasizes the importance of structured content, visual aids, and interactive elements in training manuals. Oxford Learning (2023) highlights the significance of contextual usage and the inclusion of synonyms and antonyms in vocabulary building.

The Transformational Impetus of Vocabulary Manuals in Football

Football vocabulary manuals can revolutionize communication, tactical innovation, and player development. They provide a standardized repository of football-specific terms, facilitating clear communication across linguistic barriers (Armstrong & Giulianotti, 2004; Jenkins, 2000). These manuals enhance understanding of complex tactical plans, producing more coherent and synchronized gameplay (Farrow et al., 2008b; Giulianotti, 2002).

Enhancing Football Competence through Language Empowerment

Language empowerment is key to enhancing football competence. It involves mastering football-specific vocabulary and engaging in strategic discussions. Bachman and Palmer (2010) suggests that language empowerment can be measured through quantitative and qualitative methods, highlighting its impact on players' tactical awareness and football intelligence.

Exploring User Satisfaction

User satisfaction is a critical indicator of the success of educational materials. It encompasses perceived usefulness, ease of use, and content relevance (Al-Gahtani, 2016; Chiu, 2014). Hausknecht et al. (2009) and Kvale (2007) suggest using quantitative and qualitative methods to understand user satisfaction comprehensively. Satisfied users are likelier to engage with and recommend a product, contributing to its long-term success (Fornell et al., 2006; Kuo et al., 2013).

This literature review underscores the symbiotic relationship between language proficiency and effective communication in football. It highlights the importance of specific football lexicons, the components of effective vocabulary manuals, and the transformative impact of these manuals in football. Language empowerment and user satisfaction emerge as crucial elements in enhancing football competence and evaluating the effectiveness of educational materials. The integration of these aspects

provides a comprehensive understanding of the role of language in football, offering insights into the potential for linguistic tools to enhance communication, tactical understanding, and overall football performance.

Methodology

Research Design

This study employs a mixed-methods research design, integrating quantitative and qualitative data collection and analysis. This approach provides a comprehensive understanding of the impact of the English vocabulary manual on football enthusiasts and players.

Population and Sample

The study focuses on participants from Rajamangala University of Technology Lanna, including students and non-student football enthusiasts. Purposive sampling was used to select 20 participants from each group, ensuring they have a keen interest in football and are likely to engage with the manual's content. The students, ranging from year 1 to 4, were chosen for their structured exposure to football through the university's football club. The non-student enthusiasts provide insights into the manual's effectiveness in informal football settings. This selection reflects the study's target demographic, aiming to represent a broader population of Thai football stakeholders.

Research Instruments

Questionnaire on needs and preferences.

This comprehensive questionnaire assesses the vocabulary needs and learning preferences of football enthusiasts. It includes demographic information, specialized football vocabulary, and learning preferences, using a mix of multiple-choice, and open-ended questions. The tool underwent expert reviews and a pilot test for reliability and validity.

The decision to use the same set of questionnaires for different groups of participants in the study, namely undergraduate students and football enthusiasts, can be understood in the context of the questionnaire's design and objectives. The "Needs and Preferences for an English Vocabulary Manual for Football Enthusiasts Questionnaire" was meticulously crafted to assess the vocabulary needs and learning preferences specific to the football domain. This comprehensive tool includes sections on demographic information, specialised football vocabulary, and learning preferences, employing a mix of multiple-choice and open-ended questions to capture a wide range of responses.

The rationale for employing the same questionnaire across different participant groups lies in its robust design, refined through expert reviews and a pilot test to ensure its reliability and validity. Using a consistent instrument, the study aimed to gather comparable data across diverse groups,

facilitating a more straightforward analysis and interpretation of the needs and preferences common to all football enthusiasts, regardless of their background. This approach aligns with best practices in educational research, where using a standardised tool across different participant groups allows for the collection of homogeneous data, making it easier to identify patterns and draw generalisable conclusions (Creswell, 2014).

Furthermore, using the same questionnaire for both students and enthusiasts enabled the researchers to compare and contrast the responses from these distinct groups directly. This comparison is crucial in understanding whether and how the needs and preferences differ between individuals engaged in football from an academic perspective and those who are enthusiasts of the sport. Such insights are invaluable in tailoring educational materials like vocabulary manuals to cater to a diverse audience, ensuring they are as effective and relevant as possible (Brown, 2015).

Pretest and posttest.

These tests, comprising 50 multiple-choice questions, evaluate the effectiveness of the football-specific English vocabulary guidebook. The pretest establishes a baseline for participants' vocabulary skills, while the posttest assesses their progress after using the manual. The tests include images and visual aids for clarity.

Interview questions.

Two interview questions were developed to measure satisfaction with the vocabulary manual and perceived improvement in football skills. These questions were designed to elicit detailed feedback on content quality, usability, and impact. The development process involved expert consultation and adaptation from relevant literature.

Data Collection

Quantitative data.

Pretest and Posttest Assessments: Participants underwent pretest assessments to establish baseline English vocabulary proficiency related to football terms. Posttest assessments were conducted after using the manual to measure vocabulary improvement.

Questionnaire: Both groups completed questionnaires to assess their satisfaction with the manual, focusing on usability, clarity, relevance, and impact on language proficiency.

Qualitative data.

Semi-Structured Interviews: A subset of participants from both groups participated in interviews to provide deeper insights into their experiences and perceptions regarding the manual's influence on their football competence.

Data Analysis

Quantitative data.

The Wilcoxon Signed-ranked t-test was used to analyze pretest and posttest scores, chosen due to the non-normal distribution of data, the presence of outliers, and the study's modest sample size. The choice to use the Wilcoxon Signed-Rank 1-tailed test over other paired t-tests was guided by three main considerations. First, the initial examination of the data hinted at a non-normal distribution, which contravenes the assumptions needed for a standard paired t-test. Second, the small sample size of 20 students favoured the Wilcoxon test, which does not rely on normal distribution assumptions for accurate results. Lastly, the focus of the study was to identify improvements in English vocabulary scores, not just any change. A 1-tailed test was deemed appropriate because it exclusively accounts for improvements in one direction.

Qualitative data.

Thematic analysis was applied to interview data, identifying themes related to language empowerment, football competence, and manual effectiveness.

Implementation Period and Methods

The implementation phase spanned eight weeks, a duration determined based on prior research indicating this as a sufficient timeframe for language acquisition interventions (Nguyen Van & Thanh, 2022). The eight-week program was conducted on Wednesdays from 3-5 pm., the activity hours regulated by the university, for 16 hours. The structured sequence of lessons and activities was designed as follows:

Weeks 1–2: Introduction and Familiarization

Participants were introduced to the vocabulary manual and familiarized with its layout and content. Initial lessons focused on basic football terminology, with interactive activities to engage learners.

Weeks 3–5: Intermediate Learning

These weeks delved into more complex football-related terms and their usage in real-life scenarios. Participants engaged in role-playing exercises and group discussions to reinforce learning.

Weeks 6–8: Advanced Application and Review

The final phase focused on advanced terminology and practical application in football contexts. Review sessions were conducted to consolidate learning, and participants were encouraged to use the vocabulary in simulated football situations.

Creation and Validation of Tests and Questionnaires

The development of the tests and questionnaires involved a multi-step process:

Drafting and Expert Review

Initial drafts of the tests and questionnaires were created based on the study's objectives. These drafts were then reviewed by a panel of experts in language education and football coaching to ensure content relevance and comprehensiveness.

Pilot Testing

A pilot test was conducted with a small group of participants similar to the study's target demographic. Feedback from this pilot test was used to refine the questions, adjust the difficulty level, and improve clarity.

Finalization

Based on the expert reviews and pilot testing feedback, the tests and questionnaires were finalized, ensuring they accurately measured the intended constructs.

Development of Interview Questions

The interview questions were developed through a systematic process:

Literature Review

An extensive review of existing literature on language learning in sports contexts was conducted to inform the development of relevant and targeted questions.

Expert Consultation

Language education and sports coaching experts reviewed the draft questions to ensure they aligned with the study's objectives and adequately probed the participants' experiences and perceptions.

Selection of Football-Related Terms

The process of selecting the 90 critical football-related terms involved:

Literature Review and Expert Consultation

An extensive review of football literature (Bradley et al., 2013; Catteeuw et al., 2009; Goldblatt, 2015; Hughes & Franks, 2005) and consultation with football coaching experts was conducted to compile a comprehensive list of terms.

Relevance and Frequency Analysis

Terms were selected based on their relevance to football gameplay and communication and their frequency of use in football contexts.

Pilot Testing

The selected terms were tested with a pilot group to ensure their appropriateness and relevance for the target demographic.

Results

Regarding research question 1: *What specific English vocabulary terms, phrases, and expressions are crucial in the context of football, including gameplay, communication, and related discussions?*

In developing the "Needs and Preferences for an English Vocabulary Manual for Football Enthusiasts Questionnaire," the process of defining each word was likely meticulous and tailored to the specific context of football. The definitions included in the manual were not merely extracted from standard dictionaries; instead, they were crafted to align with the unique linguistic landscape of football. This approach is consistent with the principles of domain-specific language learning, where vocabulary is contextualised to fit the specific needs and experiences of the learners (Nation, 2001).

Defining each term involved a combination of expert input and empirical data gathered from the questionnaire. The questionnaire, designed to assess football enthusiasts' vocabulary needs and learning preferences, included a mix of multiple-choice and open-ended questions. These questions would have provided insights into the specific language used and understood within the football community. The involvement of experts, as indicated by the expert reviews, suggests that the definitions were vetted and refined by individuals with a deep understanding of both the English language and the sport of football. This dual expertise ensures that the definitions are accurate, contextually relevant, and tailored to the communicative needs of football enthusiasts (McCarthy, 2008).

Moreover, the pilot test for reliability and validity further implies that the definitions were tested and refined based on feedback, ensuring they resonate with the target audience. Unlike standard dictionary definitions, which provide general meanings, the definitions in this manual were likely more nuanced, incorporating the specific usage, connotations, and nuances relevant to football. This approach is crucial in applied linguistics and language teaching, where the goal is to provide learners with vocabulary that is accurate and practically applicable in specific contexts (Tomlinson, 2013).

After documenting and analysing various sources, the results from an extensive analysis of various online sources revealed a curated list of 90 critical terms, each tagged with its corresponding part of speech and an explicit definition. These terms are categorised: Apparel, Gameplay, Judging, and Positions. For instance, under *Apparels*, we have terms such as *jersey*, *boots*, and *shin guards*, which are essential for any discussion related to football gear. In the *Gameplay* section, words like *dribble*, *tackle*, and *offside* are included, which are indispensable for understanding and discussing on-field actions. The *Judging* category features words like *referee*, *penalty*, and *foul*, which are crucial for understanding the regulations and decision-making in the game. Lastly, the *Positions* section lists terms such as *striker*, *midfielder*, and *goalkeeper*, vital for comprehending team structure and player roles. These categories and individual terms aim to encompass the broad scope of vocabulary that holds significance in football-related discussions and communication.

In summary, the definitions in the vocabulary manual were carefully developed through a combination of expert input and empirical data, tailored to meet the specific linguistic needs of the football community, and refined through rigorous testing for reliability and validity.

Please refer to Appendix A for a comprehensive list of all 90 terms.

Regarding research question 2: *How can an English vocabulary manual be effectively developed for football enthusiasts, players, and learners, ensuring it provides comprehensive definitions, contextual examples, and practical usage guidelines?*

The results were based on data collected from 20 students and 20 soccer enthusiasts via questionnaires; the study reveals crucial insights into what such a manual should encompass.

Firstly, the manual will feature a comprehensive list of 90 football-related vocabulary words. These words span different categories, such as positions, equipment, gameplay, and general terminology. Limiting the manual to 90 words came from the participants' suggestion that a manageable but diverse vocabulary range would be most beneficial for learning.

For the presentation of each word, the manual will include clear definitions, contextual examples, and guidelines on usage. This multifaceted approach aligns with the feedback from our participants, who emphasised the importance of understanding words in isolation and real-world football conversations.

As for the format, respondents favoured a hardcopy manual of A5 size for portability and ease of use. A smaller, more manageable size was preferred over a cumbersome textbook-style manual, making it easier for learners to carry to games, practices, or travelling.

Visuals were identified as an essential component. The manual will feature colour-coded sections for easy navigation and utilise illustrations and charts to aid understanding. For instance, diagrams illustrating the positions on a soccer field could accompany the vocabulary section on positions.

Colours serve not just an aesthetic purpose but also a functional one. Blue and green were popular choices among participants due to their association with calmness and concentration. These colours will be used to highlight key terms and definitions, thus enhancing focus and retention.

The study confirms that an effective vocabulary manual for football enthusiasts should be comprehensive but manageable, clear but context-rich, and visually engaging. These findings will be incorporated into the final design of the English vocabulary manual, providing a focused, effective tool for anyone looking to enrich their football-related English vocabulary. The sample of the manual can be seen in Appendix C.

Regarding research question 3: *What are the changes in English vocabulary proficiency related to football among students before and after implementing the developed vocabulary manual, and how does this impact their vocabulary acquisition and retention?*

After the posttest scheme, the data from the pretest and posttest were analysed using the Wilcoxon Signed-Rank T-test. The results are illustrated in Table 1. Additionally, Appendix G shows each student's full pretest and posttest scores.

Table 1

Wilcoxon Signed-Rank Test Result

	Min (50)	Max (50)	\bar{x}	SD	Wilcoxon Signed-Rank Test	
					Z	Sig (1-tailed)
Pretest	15	29	22.5	6.8	-3.89	0.0005
Posttest	26	41	34.6	4.7		

The table shows the result of the Wilcoxon Signed-Rank 1-tailed test. The Z-Score is -3.89, and the p-value (Sig.) is 0.0005. Given that the p-value is much lower than 0.05, we reject the null hypothesis. The result suggests a statistically significant difference between the pretest and posttest scores, with the posttest scores being substantially higher.

These quantitative results, both individual and aggregate, underscore the effectiveness of the developed English vocabulary manual in enhancing the English vocabulary related to football among the study participants.

Regarding research question 4: *What factors related to the characteristics, quality, and usability of the developed vocabulary manual contribute to the satisfaction levels of students and football enthusiasts, and how well does the manual meet their needs and expectations?*

The results, derived from interviews (see Appendix D) and analyzed through a theme-based qualitative approach, provided in-depth insights into the satisfaction levels of two distinct groups: 20 undergraduate students and 20 football enthusiasts. The responses, originally in Thai, were translated into English for analysis. The findings are categorized into three main themes: Content Quality, Usability, and Meeting Expectations.

Content quality.

Both groups praised the manual's comprehensive content and real-world applicability. However, distinct preferences emerged:

Students focused on the educational value:

Student A noted, "The manual covers essential terms heard during matches, enhancing my engagement."

Student B appreciated the examples, stating they "made understanding the terms easier."

Student C found the definitions "simple and to the point, easy for anyone to grasp."

Football Enthusiasts emphasized practical use in discussions:

Enthusiast A remarked, "The chosen terms are perfect for use in match discussions and debates."

Enthusiast B liked the coverage beyond gameplay, including positions and apparel.

Enthusiast C described the vocabulary as "comprehensive, covering every aspect of the game."

Usability.

The manual's user-friendly design was lauded by both groups, with students highlighting educational features and enthusiasts appreciating practical aspects:

Students:

Student D found the A5 size "perfect for portability."

Student E mentioned, "The color-coding helped me navigate easily."

Student F enjoyed the "readable and enjoyable" inclusion of visuals.

Football Enthusiasts:

Enthusiast D appreciated the ease of "flipping through at a match."

Enthusiast E found the layout "intuitive for quick information retrieval."

Enthusiast F commented on the calming colour scheme, aiding focus.

Meeting expectations.

High satisfaction was noted in terms of meeting expectations, with students valuing academic alignment and enthusiasts appreciating the enhancement of their football discussions:

Students:

Student G felt the manual "exceeded expectations in content and presentation."

Student H observed its alignment with "course objectives."

Student I appreciated the contextual coverage, meeting their "learning needs."

Football Enthusiasts:

Enthusiast G found it met their needs for "arguing points during a game."

Enthusiast H felt it provided "all information a layperson needs to understand football."

Enthusiast I affirmed it as "a complete guide to football vocabulary."

In summary, undergraduate students emphasized the manual's educational features, valuing its alignment with academic objectives. Conversely, football enthusiasts focused on the manual's utility in enriching their knowledge and discussions. Despite these differing perspectives, both groups concurred on the manual's effectiveness in fulfilling their needs and expectations.

Regarding research question 5: *To what extent do students and football enthusiasts perceive an improvement in their football skills and overall performance after using the vocabulary manual, and how does it contribute to enhancing their practical football abilities?*

The qualitative results from the interview questions (See Appendix E), originally in Thai and translated into English, were derived through theme-based analysis and organised into two distinct categories, 20 undergraduate students and 20 football enthusiasts, revealed positive satisfaction, as shown in the following statements.

Improved gameplay understanding.

Both groups acknowledged significant improvements in understanding gameplay, making them more confident and active participants in practice sessions or actual matches.

Students:

Student J: "After learning from the manual, I feel more confident understanding strategies discussed during team meetings."

Student K: "The manual helped me get the hang of football terms, which made me more active during practice."

Student L: "I used to be clueless about what my teammates were saying on the field. Now I understand and even contribute to the discussions."

Football Enthusiasts:

Enthusiast J: "Understanding football vocabulary changed how I approach the game."

Enthusiast K: "Now, I know the right terms to yell to warn my teammates during play."

Enthusiast L: "I became more involved in the game since I started understanding the language better."

Enhanced communication.

Though the language for communication while playing football is Thai, effective communication, due to better understanding of English football terms teammates and coaches used, was highlighted as a major benefit by both groups. This makes gameplay more coordinated and enriches post-match discussions.

Students:

Student M: "The manual has improved my ability to communicate with teammates, especially during critical game moments."

Student N: "I can now call out plays and understand commands better."

Student O: "It's easier to sync with the team on strategies now."

Football Enthusiasts:

Enthusiast M: "My shouting is now more effective because I know the right words."

Enthusiast N: "The vocabulary manual helps me articulate my thoughts better during post-match analysis."

Enthusiast O: "I can now convey complex plays to my teammates in simpler terms."

Overall performance.

Both groups felt their improved vocabulary positively influenced their overall performance, including decision-making and reaction time.

Students:

Student P: "The manual has made me a better player by helping me understand the game's nuances."

Student Q: "I'm performing better during matches; my coach even noticed."

Student R: "Understanding the terminology has positively influenced my reaction time and decision-making on the field."

Football Enthusiasts:

Enthusiast P: "Knowing the right terms has made me a smarter player."

Enthusiast Q: "I feel my game sense has improved after using the manual."

Enthusiast R: "The manual has upped my football IQ, making me a better player overall."

In summary, undergraduate students highlighted the manual's role in boosting their confidence in team settings and aligning them with their team's strategies. On the other hand, football enthusiasts emphasised how the manual has refined their gameplay skills and enhanced their post-match analysis. Despite these nuanced differences, both groups found the vocabulary manual instrumental in improving their football performance.

Discussion

The study's findings indicate that the developed vocabulary manual successfully meets the linguistic needs of both undergraduate students and football enthusiasts, evident in several key areas: content quality, usability, and overall satisfaction.

Regarding content quality, both groups highly rated the manual for its comprehensive and applicable content. Students focused on the educational aspect, finding the terms and examples aligning with their academic needs. Football enthusiasts appreciated the real-world applicability of the terms, enhancing their discussions and understanding of the game. It reflects the importance of content relevance and practicality in educational materials.

The usability of the manual, highlighted by its user-friendly design, including its A5 size, colour-coding, and visual aids, was praised by both groups. This aspect of the study underscores the significance of design and accessibility in educational resources. High levels of satisfaction were

reported by both groups, with the manual meeting or exceeding their expectations. Students found it aligned with their academic goals, while enthusiasts felt it enhanced their understanding and enjoyment of football.

The results of this study align with Bachman and Palmer (2010), who emphasized the importance of real-world utility in language learning. The manual's practical application in academic and football enthusiast settings demonstrates this utility. The Technology Acceptance Model (TAM) by Al-Gahtani (2016) suggests that perceived usefulness influences technology acceptance. The manual's high usability and practicality reflect this, as it was well-received by both students and enthusiasts.

The necessity of sports-specific language, as discussed by Beard (1998) and Challenger (2012), is evident in the study. The manual's effectiveness in improving communication and gameplay supports Bergh and Ohlander's (2019) claim about the evolution of specialized languages. The principles outlined by Colman (2022) for creating effective training manuals, such as clarity and visual aids, are mirrored in the manual's design and its positive reception.

The satisfaction levels observed in the study resonate with Fornell et al.'s (2006) American Customer Satisfaction Index model. This satisfaction may also indicate a commitment to learning and skill enhancement, as Hausknecht et al. (2009) suggested. The manual's design and content align with Lightbown and Spada's (1999) principles of language learning and Manyak et al.'s (2014) guidelines for vocabulary instruction, catering to a wide range of learners, including Giulianotti's (2002) "football flaneurs."

The positive perceptions of the manual by both students and enthusiasts support Chiu's (2014) theories on social capital and social cognitive factors in virtual communities, highlighting the role of these factors in the acceptance and usefulness of informational products.

In conclusion, the study demonstrates that the vocabulary manual effectively meets the diverse needs of its target audiences. The manual not only provides practical, applicable content but also does so in a user-friendly and engaging manner. These findings underscore the importance of tailoring educational materials to their intended audiences, considering both content and presentation.

Conclusion and Implications

Conclusion

In conclusion, undergraduate students and football enthusiasts have well-received the vocabulary manual designed to enhance the understanding of football-specific terminology. The research substantiates that the manual significantly improves both cohorts' gameplay understanding, effective communication, and overall performance. Students primarily valued the manual's pedagogical efficacy, empowering them with the linguistic tools to grasp game strategies better and collaborate with teammates. Football enthusiasts appreciated the manual for augmenting their skills and facilitating richer, more nuanced discussions about the sport. The study confirms the manual's efficacy in improving

football understanding and performance across diverse groups. These findings reinforce the notion that linguistic proficiency in a specialised field like football can materially impact both the understanding and actual execution of the sport, regardless of whether one is a novice learner or an established enthusiast.

Implications

These pedagogical implications and future research recommendations are in harmony with the overarching objectives of this study. They can serve as a blueprint for subsequent English instruction and applied linguistics investigations.

Recommendations and implications for pedagogy.

1. The manual's user-friendly design, which caters to students and football enthusiasts, underlines the importance of tailoring educational materials to specific user needs.
2. Considering the positive feedback and the manual's role in vocabulary enhancement, educators can incorporate this manual into existing ESL courses.
3. Given the enhanced understanding and usage of football-specific terminology, context-rich, sport-based learning environments are supported, aligning with the tenets of communicative language teaching.
4. A digital or app-based manual version can facilitate learning in the increasingly digital world.

Recommendations and implications for further research.

1. While this study focuses on football, future research could explore vocabulary manuals for other sports to broaden the scope of specialised vocabulary learning.
2. Long-term Effects: A longitudinal study to gauge the lasting impact of using the manual on vocabulary retention could provide more insights.
3. Since football is a global sport, investigating how the manual's efficacy varies across different cultural settings could offer invaluable insights.
4. Future studies can look into expanding the manual to include idiomatic expressions, phrasal verbs, and situational dialogues, adding a layer of complexity and utility.
5. More research could be conducted on the usability and design aspects of the manual.

References

- Al-Gahtani, S. S. (2016). The applicability of TAM outside North America: An empirical test in the United Kingdom. *Information Resources Management Journal*, 19(2), 37–46.
- Armstrong, G., & Giulianotti, R. (2004). *Football in Africa: Conflict, conciliation, and community*. Palgrave.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language*

- assessments and justifying their use in the real world.* Oxford University Press.
- Beard, A. (1998). *The language of sport.* Routledge.
- Bergh, G., & Ohlander, S. (2019). A hundred years of football English: A Dictionary study on the relationship of a special language to general language. *Revista Alicantina de Estudios Ingleses*, 32(15). <https://doi.org/10.14198/raei.2019.32.02>
- Bradley, P. S., Lago-Peñas, C., Rey, E., & Diaz, A. G. (2013). The effect of high and low percentage ball possession on physical and technical profiles in English FA Premier League soccer matches. *Journal of Sports Sciences*, 31(12), 1261–1270.
- Brown, J. D. (2015). *The elements of language curriculum: A systematic approach to program development.* Heinle & Heinle.
- Cashmore, E., & Cleland, J. (2014). *Football's dark side: Corruption, Homophobia, Violence and Racism in the Beautiful Game.* Palgrave Pivot.
- Catteeuw, P., Gilis, B., Wagemans, J., & Helsen, W. (2009). Offside decision making of assistant referees in the English Premier League: Impact of physical and perceptual-cognitive factors on match performance. *Journal of Sports Sciences*, 27(7), 743–750.
- Challenger, T. (2012). *Football English: Soccer Vocabulary for Learners of English.* In Google Books. Tom Challenger. https://books.google.co.th/books?hl=en&lr=&id=IavjmQ5t8XwC&oi=fnd&pg=PA1&dq=Football+vocabulary&ots=wYSh2mzM10&sig=G41av8k9Eylx_rjng3qQ7lmHywA&redir_esc=y#v=onepage&q=Football%20vocabulary&f=false
- Chiu, C. M. (2014). Understanding knowledge sharing in virtual communities: Integrating social capital and social cognitive theories. *Decision Support Systems*, 42(3), 1872–1888.
- Colman, H. (2022, January 31). *How to Create a Training Manual – A Comprehensive Guide.* <https://www.ispringsolutions.com/Blog/>. <https://www.ispringsolutions.com/blog/training-manual>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage publications.
- Crystal, D. (2003). *English as a Global Language (2nd ed.).* Cambridge University Press.
- Farrow, D., Pyne, D. B., & Gabbett, T. J. (2008a). Skill and physiological demands of open and closed training drills in Australian football. *International Journal of Sports Science & Coaching*, 3(4), 489–499.
- Farrow, D., Baker, J., & MacMahon, C. (2008b). *Developing sport expertise: Researchers and coaches put theory into practice.* Routledge.
- Fornell, C., Johnson, M. D., Anderson, E. W., Cha, J., & Bryant, B. E. (2006). The American customer satisfaction index: Nature, purpose, and findings. *Journal of Marketing*, 70(4), 7–18.
- Goldblatt, D. (2015). *The game of our lives: The meaning and making of English football.*

- Nation Books.
- Giulianotti, R. (2002). Supporters, followers, fans, and flaneurs: A taxonomy of spectator identities in football. *Journal of Sport and Social Issues*, 26(1), 25–46.
- Graddol, D. (2006). *English Next: Why global English may mean the end of 'English as a Foreign Language'*. British Council.
- Hausknecht, J. P., Hiller, N. J., & Vance, R. J. (2009). Work-unit absenteeism: Effects of satisfaction, commitment, labor market conditions, and time. *Academy of Management Journal*, 52(5), 956–972.
- Houlihan, B., & White, A. (Eds.). (2002). *The politics of sports development: Development of sport or development through sport?*. Routledge.
- Hughes, M., & Franks, I. M. (2005). Analysis of passing sequences, shots and goals in soccer. *Journal of Sports Sciences*, 23(5), 509–514.
<https://doi.org/10.1080/02640410400021428>
- Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford University Press.
- Kuo, Y. C., Walker, A. E., Schroder, K. E., & Belland, B. R. (2013). Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses. *The Internet and Higher Education*, 20, 35–50.
- Kvale, S. (2007). *Doing interviews*. SAGE Publications.
- Lightbown, P. M., & Spada, N. (1999). *How languages are learned*. Oxford University Press.
- McCarthy, M. (2008). *English vocabulary in use advanced*. Cambridge University Press.
- Manyak, P. C., Von Gunten, H., Autenrieth, D., Gillis, C., & Mastre-O'Farrell, J. (2014). *Four practical principles for enhancing vocabulary instruction | Reading Rockets*.
Www.readingrockets.org. <https://www.readingrockets.org/topics/vocabulary/articles/four-practical-principles-enhancing-vocabulary-instruction>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nguyen Van, T., & Thanh, H. T. M. (2022). The impacts of mobile-assisted language learning (MALL) on freshmen's vocabulary acquisition and their perspectives. *Advances in Social Science, Education and Humanities Research*.
<https://doi.org/10.2991/assehr.k.211224.027>
- Oxford Learning. (2023, April 14). *10 ways to build a strong vocabulary*. Oxford Learning.
<https://www.oxfordlearning.com/10-ways-to-build-a-strong-vocabulary/>
- Pollard, R., & Pollard, G. (2005). Home advantage in soccer: A review of its existence and causes. *International Journal of Soccer and Science*, 3(1), 28–44.
https://www.researchgate.net/publication/228624990_Home_advantage_in_soccer_a_

review_of_its_existence_and_causes

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*.

Cambridge University Press. <https://doi.org/10.1017/cbo9780511667305>

Tomlinson, B. (2013). *Developing materials for language teaching*. Bloomsbury Academic.

Vangsuk, V. & Eiamrerai, T. (2022). The adaptation communication of foreign football player in Thai league: A case study of John Baggio. *Journal of Business, Economics and Communications: BEC Journal*, 17(3). <https://so02.tci-thaijo.org/index.php/BECJournal/article/view/251976>

Appendix A

List of words in the English Vocabulary Manual for Football Players and Enthusiasts

Apparel	
Vocabulary	Definitions
1. jersey/kit (noun)	the shirt worn by players, usually displaying the team's colours and often the player's number and name
2. shorts (noun)	athletic shorts that allow for a full range of motion
3. socks (noun)	knee-high socks that cover the shin guards
4. shin guards (noun)	protective equipment worn to safeguard the shins
5. boots/cleats (noun)	specialised shoes with studs or cleats for traction on the grass field usually long-sleeved to offer more protection and distinguishable from the outfield players
6. goalkeeper jersey (noun)	
7. goalkeeper gloves (noun)	gloves that provide better grip and protection for the hands
8. padded shorts (noun)	sometimes worn for extra protection
9. elbow pads (noun)	for protection when diving for the ball
10. training jacket (noun)	often worn before the match or during training
11. sweatpants or training pants (noun)	used in training sessions or before the match
12. training bibs (noun)	worn over the jersey in training sessions to distinguish teams
13. tracksuit (noun)	comprising a jacket and pants, usually worn before and after the game for warmth and comfort
14. headband/bandana (noun)	sometimes worn to keep sweat or hair out of the eyes
15. wristbands (noun)	often worn to absorb sweat
16. compression shorts (noun)	worn underneath regular soccer shorts to support muscles

17. compression socks (noun)	some players wear these for better calf support and to reduce fatigue
---------------------------------	---

Gameplay

Vocabulary	Definitions
1. kickoff (noun)	the initial kick that starts the game
2. pass (noun/verb)	the action of sending the ball to a teammate
3. dribble (noun/verb)	the act of controlling the ball while running
4. tackle (noun/verb)	an attempt to take the ball away from an opponent
5. goal (noun)	scoring by getting the ball into the opponent's net
6. cross (noun/verb)	sending the ball across the field, especially into the opponent's penalty area
7. shoot (verb)	the act of attempting to score
8. save (noun/verb)	a goalkeeper preventing the ball from entering the goal
9. foul (noun/verb)	an infringement of the rules
10. penalty (noun)	a punishment for a foul, often a free kick or penalty kick
11. header (noun)	using the head to direct the ball
12. corner (noun)	a set play from one of the field's corners
13. offside (noun/adjective)	a violation when a player is nearer to the opponent's goal line than both the ball and the second-last opponent
14. formation (noun)	the arrangement of players on the field
15. substitution (noun)	replacing one player with another
16. injury (noun)	physical harm that occurs during the game
17. defend (verb)	to guard against attacks from the opponent
18. attack (noun/verb)	the action of trying to score against the opponent
19. midfield (noun)	the middle area of the playing field
20. striker (noun)	a player primarily responsible for scoring goals
21. referee (noun)	the official in charge of enforcing the rules
22. assist (noun/verb)	helping another player to score
23. clearance (noun)	kicking or heading the ball away from the goal area
24. throw-in (noun)	a method of restarting play from the sideline
25. handball (noun)	a foul involving touching the ball with the hand or arm
26. nutmeg (noun/verb)	passing the ball through an opponent's legs
27. free kick (noun)	a kick awarded for certain fouls
28. chip (noun/verb)	a lofted kick that goes over the opponent's head
29. yellow card (noun)	a caution given for certain offenses
30. red card (noun)	expulsion from the game for severe offences
31. stoppage time (noun)	extra time added to make up for time lost
32. sweeper (noun)	a player positioned behind the central defenders
33. winger (noun)	a player who operates mainly on the flanks
34. playmaker (noun)	a player skilled at creating scoring opportunities

35. hat-trick (noun)	scoring three goals in a single game
36. trap (noun/verb)	the action of controlling a moving ball with the feet or body
37. mark (verb)	to closely guard an opponent
38. slide tackle (noun)	a tackle involving sliding along the ground
39. counterattack (noun/verb)	a rapid attack after defending
40. dive (noun/verb)	falling intentionally to deceive the referee
41. overtime (noun)	extra periods played to break a tie
42. captain (noun)	the player who leads the team
43. wing-back (noun)	a player who functions as both a defender and a winger
44. interception (noun)	cutting off an opponent's pass
45. wall (noun)	a line of players formed to block a free-kick
46. own goal (noun)	scoring in one's own net
47. man-to-man (adjective)	a defensive strategy where each player marks a specific opponent
48. through ball (noun)	a pass sent through a gap in the defence
49. set piece (noun)	a situation where the ball is returned to play following a stoppage
50. backheel (noun/verb)	hitting the ball with the back of the heel

Judging

Vocabulary

Definitions

1. offside (Noun/adjective)	a rule violation is when an attacking player is closer to the opponent's goal than the ball and the second-last opponent.
2. penalty (noun)	a punishment awarded for a foul inside the penalty area, usually a kick from the penalty spot
3. foul (noun/verb)	an unfair act breaching the rules, usually leading to a free-kick or penalty
4. free-kick (noun)	a kick awarded for certain rule violations, taken without interference from opponents
5. assistant referee (noun)	an official who assists the referee in making decisions, particularly relating to offsides and out-of-play situations
6. stoppage time (noun)	additional time added at the end of each half to compensate for time lost to stoppage
7. VAR (acronym)	Video Assistant Referee: an official who reviews decisions made by the head referee with the use of video footage

Positions

Vocabulary

Definitions

1. forward (noun)	a player positioned near the opponent's goal to score and assist in scoring
2. striker (noun)	a specialised forward primarily focused on scoring goals

3. winger (noun)	a player who operates mainly along the flanks of the field
4. midfielder (noun)	a player positioned in the middle of the field, responsible for both offence and defence
5. central midfielder (noun)	a midfielder who plays centrally, often involved in both attacking and defending
6. defensive midfielder (noun)	a midfielder focused on defensive tasks such as intercepting passes and tackling
7. attacking midfielder (noun)	a midfielder who specialises in creating goal-scoring opportunities
8. defender (noun)	a player whose primary role is to prevent the opposition from scoring
9. centre back (noun)	a defender positioned centrally in the defence
10. full back (noun)	a defender positioned on either flank, responsible for stopping wingers
11. wing back (noun)	a defender or midfielder who operates on the flanks, combining defensive and offensive duties
12. sweeper (noun)	a defender positioned behind the centre-backs, clearing the ball from the defensive zone
13. goalkeeper	the player who guards the goal and is allowed to use hands within the penalty area
14. utility player (noun)	a player capable of playing in multiple positions
15. substitutes (noun)	players who are not part of the starting lineup but can be brought on during the game
16. playmaker (noun)	a player skilled at controlling the game and setting up scoring opportunities

Appendix B

Assessing the Needs and Preferences for an English Vocabulary Manual Tailored for Football Enthusiasts Questionnaire

Directions

This questionnaire contains both closed and open-ended questions. For multiple-choice questions, please choose the option that best aligns with your thoughts or experiences. For open-ended questions, feel free to express your views in detail. Your responses are confidential and will be used solely for research purposes.

Section 1: Demographics

Are you a Student Football enthusiast

Section 2: Components of an Effective Vocabulary Manual

1. What are the most important factors for a vocabulary manual to be effective? (Choose up to 3)

<input type="checkbox"/> Clear Definitions	<input type="checkbox"/> Contextual Examples	<input type="checkbox"/> Usability/Portability
<input type="checkbox"/> Visual Aids	<input type="checkbox"/> Interactivity	
2. How important is the manual to be divided into thematic sections (e.g., Positions, Equipment, Gameplay)?

<input type="checkbox"/> Not Important	<input type="checkbox"/> Somewhat Important
<input type="checkbox"/> Important	<input type="checkbox"/> Very Important
3. How many words are manageable for effective learning in one manual?

<input type="checkbox"/> Less than 50	<input type="checkbox"/> 50-90
<input type="checkbox"/> 91-130	<input type="checkbox"/> More than 130

Section 3: Presentation & Format

4. What size would you prefer for the physical copy of the manual?

<input type="checkbox"/> A4	<input type="checkbox"/> A5	<input type="checkbox"/> Other (please specify): _____
-----------------------------	-----------------------------	--
5. How important are visual aids like diagrams and illustrations in aiding your understanding?

<input type="checkbox"/> Not Important	<input type="checkbox"/> Somewhat Important
<input type="checkbox"/> Important	<input type="checkbox"/> Very Important
6. What colour schemes would you find most conducive for learning?

<input type="checkbox"/> Blue and Green	<input type="checkbox"/> Red and Yellow
<input type="checkbox"/> Black and White	<input type="checkbox"/> Other (please specify): _____

Section 4: Open-ended Questions

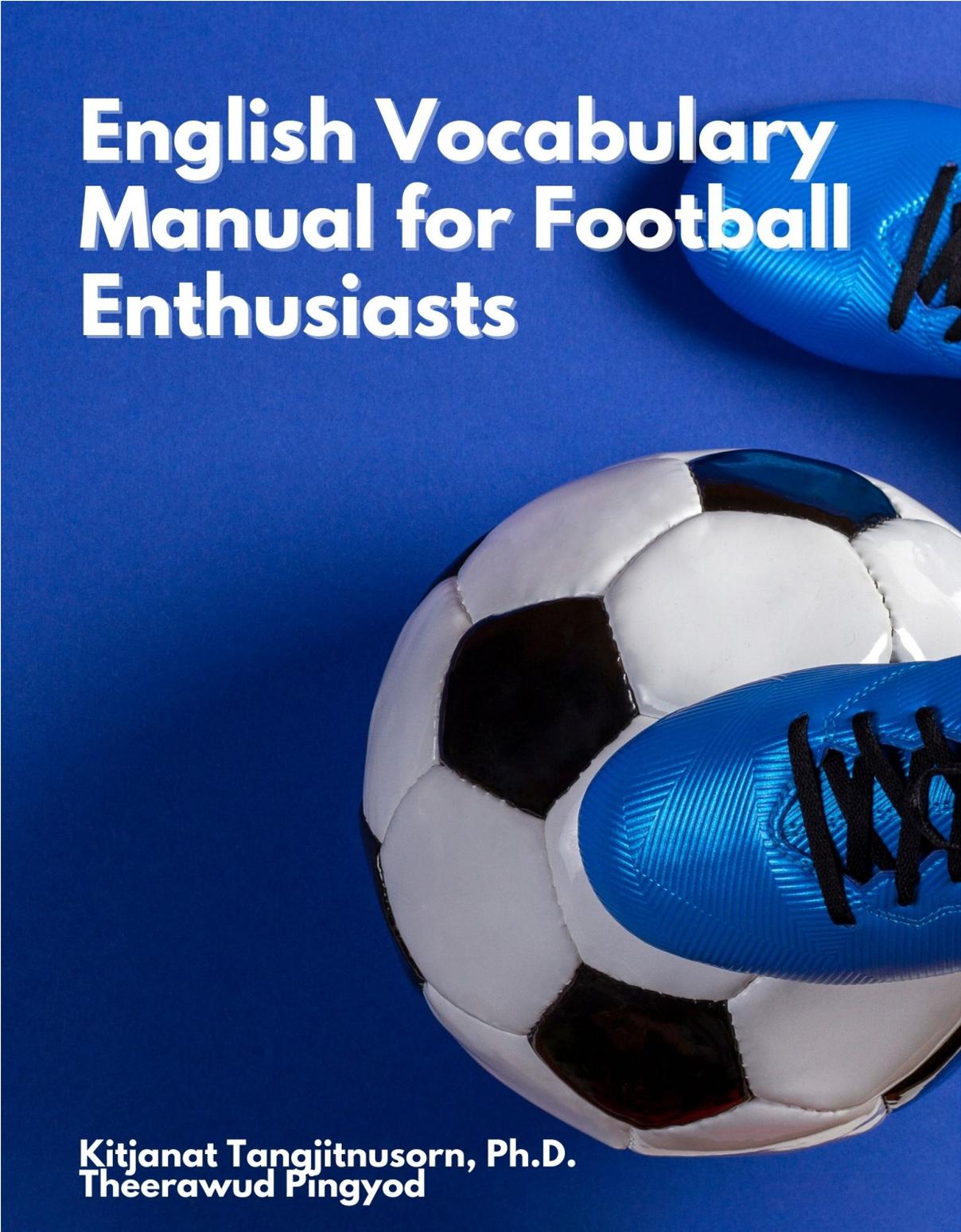
7. What kind of interactive elements (quizzes, exercises, etc.) would you like included in the manual?

8. Do you want to cover any specific football-related words or topics in the manual? If so, please list them.

9. What challenges have you faced in learning football-related English vocabulary, and how do you think this manual can address those challenges?

Appendix C

Sample of the English Vocabulary Manual for Football Enthusiasts



English Vocabulary Manual for Football Enthusiasts

**Kitjanat Tangjitnusorn, Ph.D.
Theerawud Pingyod**



APPAREL

JERSEY / KIT



noun

the shirt worn by players, usually displaying the team's colours and often the player's number and name

Sample expression

"Remember, that **jersey** you're wearing isn't just a shirt; it's a symbol of our team's spirit and unity. Make us proud out there!"

"จำไว้ว่าเสื้อแข่งที่คุณใส่ไม่ใช่แค่เสื้อเชิ้ต แต่มันเป็นสัญลักษณ์ของจิตวิญญาณและความสามัคคีของทีมของเรา ทำให้เราภูมิใจในสนาม!"

Appendix D

Samples of English Vocabulary Pretest and Posttest for Football Enthusiasts

Instructions: Choose the best answer for each question. Some questions will include visuals to aid your understanding.

1. What does "offside" mean in football?

- A) A player running too fast
- B) A player in an illegal position
- C) A player being outside the field
- D) A player blocking the goalkeeper

2. A "dribble" refers to:

- A) Kicking the ball forcefully
- B) Passing the ball to a teammate
- C) Controlling the ball while running
- D) Blocking an opponent's shot

3. A "striker" usually plays:

- A) Near their goal
- B) At the centre of the field
- C) Near the opponent's goal
- D) As the goalkeeper

4. The term "nutmeg" refers to:



- A) Kicking the ball under an opponent's leg
- B) Spinning the ball on one's finger
- C) A trick involving the use of one's head
- D) Bouncing the ball on one's knees

5. The word "pitch" refers to:

- A) The ball
- B) The playing field
- C) The stands
- D) The scoreboard

6. What does "assist" mean in football?

- A) Scoring a goal
- B) Setting up a goal
- C) Blocking a shot
- D) Receiving a pass

7. The term "penalty" usually involves:

- A) A free kick
- B) A throw-in
- C) A corner kick
- D) A handball

8. What is the role of the "referee"?

- A) To cheer for the team
- B) To enforce the rules
- C) To manage substitutions
- D) To keep the time

9. If a player receives a "red card," they:

- A) Are congratulated
- B) Are substituted
- C) Must leave the game
- D) Receive a warning

10. The word "tackle" refers to:



- A) Kicking the ball into the net
- B) Taking the ball away from an opponent
- C) Making a goal-saving dive
- D) Passing the ball long distance

11. The term "fixture" refers to:

- A) A planned match
- B) A training session
- C) The goalpost
- D) The team captain

12. A "draw" in football means:

- A) Losing a match
- B) Winning a match
- C) Equal scores at the end of a match
- D) Getting extra time

13. What is a "hat-trick"?

- A) Scoring three goals in one match
- B) Completing three assists
- C) Receiving three yellow cards
- D) Scoring from three different positions

14. What does "foul" mean?

- A) An excellent play
- B) A legal tackle
- C) An illegal action
- D) A high-flying ball

15. A "substitute" refers to:

- A) A player who starts the match
- B) A player who replaces another during the match
- C) The referee's assistant
- D) The team manager

Appendix E

Interview Questions for the Satisfaction Levels with Developed Vocabulary Manual

General Questions

1. Can you please introduce yourself and share your general experience with football?

Characteristics

2. What was your initial impression when using the vocabulary manual?
3. Can you identify any features that make this manual distinct from other vocabulary resources you have used?
4. How would you rate the layout and organisation of the manual?

Qualities

5. How helpful is the manual in improving your football-related vocabulary?
6. Are the definitions and explanations in the manual clear and easy to understand?
7. How comprehensive do you find the vocabulary coverage related to football in the manual?

Usability

8. How easy or difficult was it to navigate through the manual?
9. Did you find any aspects of the manual cumbersome or confusing? If so, please specify.
10. Would you prefer this manual in a digital format, or do you find the print version sufficient?

Satisfaction Levels

11. Overall, how satisfied are you with the vocabulary manual?
12. What do you like the most about the manual?
13. Is there anything you dislike or would change about the manual?

Effectiveness

14. Do you believe the manual met your needs and expectations in enhancing your football-related vocabulary?
15. Have you been able to apply the vocabulary learned from the manual in real-life football situations or discussions?

Additional Comments

16. Do you want to add anything about your experience with the vocabulary manual?

Appendix F

Interview Questions for the Perceive Improvement in Playing Football after Using the Vocabulary Manual and How the Manual's Influence on Enhancing Participants' Football Skills and Overall Performance on the Field

General Background Questions

1. Can you briefly describe your level of experience and involvement in football?
2. How did you come across this English vocabulary manual for football?

Perceived Improvement

3. have you noticed any changes in your understanding of football terminology after using the vocabulary manual?
4. Can you share a specific instance where the manual has helped you improve your communication during a football game?

Enhancement in Football Abilities

5. Do you feel that better understanding the vocabulary has positively impacted your gameplay? Please explain.
6. Have you felt more confident on the field after using the vocabulary manual?

7. Has the vocabulary manual aided you in understanding game strategies, football commentary, or discussions related to football?

Overall Performance on the Field

8. Have you applied the vocabulary in real-game situations? If so, can you provide examples?
9. To what extent do you believe improved vocabulary comprehension has contributed to your overall performance on the field?
10. Do teammates or coaches notice an improvement in your communication or understanding of football concepts?

Satisfaction Levels

11. How satisfied are you with your improvement in football skills after using the vocabulary manual?
12. Has the vocabulary manual met, exceeded, or fallen short of your expectations in improving your football skills?

Effectiveness

13. Would you recommend this vocabulary manual to others looking to enhance their football performance?
14. Do you think the manual needs further improvement to be more effective in enhancing football skills? If so, what would you suggest?

Additional Comments

15. Is there anything else you would like to add about your experience with the vocabulary manual in the context of improving your football skills?

Appendix G
Students' pretest and posttest scores

Students' pretest and posttest scores		
Student	Pretest Score (50)	Posttest Score (50)
1	18	30
2	25	35
3	20	32
4	15	28
5	30	38
6	24	37
7	21	34
8	19	31
9	23	36

10	26	39
11	22	33
12	20	29
13	17	27
14	28	40
15	16	26
16	27	38
17	29	41
18	18	30
19	24	37
20	21	34
\bar{x}	22.5	34.6
S.D.	6.8	4.7

About the Authors

Kitjanat Tangjitusorn is the Chair of the Department of Liberal Arts within the Faculty of Business Administration and Liberal Arts at Rajamangala University of Technology Lanna Nan. In addition to his administrative role, he is an esteemed lecturer in the English for International Communication (EIC) program. Dr. Tangjitusorn earned his doctoral degree in English as an International Language (EIL). His scholarly pursuits and areas of expertise encompass a range of disciplines, including English instruction methodologies, the development of curricula for English for Specific Purposes (ESP), the integration of educational technology into language learning, applied linguistics, and the design and development of language courses. His ORCID is <https://orcid.org/0000-0002-4348-0951>.

Theerawut Pingyod holds the position of Lecturer in the Department of Liberal Arts, which is a part of the Faculty of Business Administration and Liberal Arts at Rajamangala University of Technology Lanna Nan. He has earned a Master's degree in the field of Sports Science. His academic research interests primarily focus on the intersection of sports and recreation and their implications for general education.