Paper in Conference Proceedings

Investigating the Role of English Language Tools Used in Sports Communication Using Linguistic Methods and its Use in Academic Dictionaries

Natalia Nikolaevna Bobyreva

Department of European Languages and Cultures, Kazan Federal University, Kazan, Russia; *Nathalienb@yandex.ru*

Abstract

The article discusses the function of proper name-derived English language means in sports communication. The units of study pertain to various aspects of sports, including people, places, things, acts, phenomena, and situations. The referent and the source of nomination are taken into consideration when determining the types of English language units based on proper names. A corpus of original texts comprising 2 836 258 tokens has been assembled by the author. Throughout the study, structural, etymological, contextual, discourse analysis, and typologization methodologies were applied. The proper name has the ability to influence the development of various English language units used in sports communication, such as terms, precedent names, pragmonyms, and nomenclature. The study's findings support the growth of the nomination theory and have applications in the compilation of specialized dictionaries, academic teaching of sociolinguistics, terminological studies, and translation.

Keywords: Communication; Linguistic Methods; English Language.

1. Introduction

The focus of linguists' interests in the modern research paradigm is on discourse, communication, types of nominative models for naming special concepts and recommendations for using them (Mukhtarova & Gainutdinova, 2019), vocabulary's ethnolinguocultural features (Khisamova et al., 2020), lexical compatibility, professional communication characteristics in a variety of knowledge and activity domains, the difficulty of translating, and lexicographic work for resolving practical cross-cultural communication issues (Sapozhnikova, 2017).

The theoretical and practical experience that communicators in a particular professional environment have accumulated is reflected in a unique English language that serves as a mirror of professional culture. Sport communication offers content that can be examined from several angles and can address a wide range of topics (Zaripova et al., 2018). Researchers are concentrating their attention on the processes that take place in sport communication, which has both theoretical and practical significance. The creation, evolution, and use of special designations with diverse forms and semantics derived from proper names are all aided by sport communication. They might be lexically recognized as trademarks, nomenclature, occasionalisms, widely used terms, etc.

2. Literature Review

Discipline-specific content can be used with second-language learners in the United States to increase their motivation to use English in order to succeed in their post-secondary education, according to Pally (1997) and Song (2006). Pally describes how three CBI courses—economics/politics, second language acquisition, and film studies—that were not designated as ESL classes helped students get ready to participate more in the courses they took afterward. Students were able to "become familiar with the rhetorical conventions of a discipline" (Pally, 1997) by taking these courses, which helped them develop the abilities necessary for life at university. Similar goals were pursued in Song's (2006) study, but L2 students were monitored throughout their time in college. It was found that L2 students who took "linked" CBI courses in Sociology and Psychology during their first semester outperformed L2 students who did not take such courses overall in their other course work. Both Chapple and Curtis (2000) and Miller and Peirson-Smith (2014) have discovered the benefits of CBI when offered as General Education courses in the second-language context of Hong

Kong. Chapple and Curtis present the findings of a film studies course in which students and tutors worked together to choose the movies they would like to watch and discuss.

There was no language testing in the course, even though it was taught by English language tutors employed by a language center. There was only content to focus on. The researchers state that as a result of taking the course, their students gained a thorough understanding of the film genre, critical analytical abilities, and content knowledge about the movies they saw. Furthermore, the students evaluated their own proficiency in English as having improved, especially in speaking and listening. Miller and Pierson-Smith (2014) provide a qualitative analysis of a popular culture course taught by an English department at a university in Hong Kong. They show how students developed their critical and creative thinking skills during the course of presenting their final projects. Three projects—football, fashion, and food—are discussed, demonstrating how the students went above and beyond a mere summary of their subjects to assess the subjects' influence on their own lives. According to these authors (Miller and Pierson-Smith, 2014; Miller, 2015), "...there is a vital place in higher education and the student-centered curriculum for such courses in terms of their non-traditional content and critical pedagogical approach."

3. Methodology

A total of 1915 English language units were gathered and examined as study material. They are employed in both written and spoken forms of sports communication. The author has assembled a corpus of 180 texts that depict the contexts in which the units bearing their names are operating. There are 2 836 258 tokens in the corpus. The following materials served as the foundation for the content: media texts; official competition rules and technical regulations; textbooks; instructional aids; specialized reference books; encyclopedias; and works on a range of sports science topics. The structural analysis method was used to describe the lexemes' formal features. Etymological analysis was used to find evidence that the lexemes should be considered eponymous. Clarifying and defining the lexeme's meaning as well as any connotations or additional meanings in particular contexts was the goal of contextual analysis. Typologization was used to define various anthroponymic nomination types in sports discourse and to pinpoint the characteristics of distinct unit types derived from proper names. Through discourse analysis, the peculiarities of the linguistic units' functioning were examined.

4. Results

Proper names are universal English language components that are used in formal texts, fiction, media texts, informal speech, and scientific papers. It is through participation in the secondary nomination of objects that a proper name becomes a common noun. The object's identification and differentiation serve as the primary nominative function, whereas a modification of the name's primary function constitutes a secondary nomination (Ismaeva & Kornilova, 2017). An anthroponymic unit can only become a common noun by changing its sense, which is the conversion of meaning from one particular object to several objects. Since the relevance to a particular object is lost, such a transfer results in an expansion of the scope of meaning, requiring generalization. This causes the word to lose its association with a specific individual and breaks the link between the new lexeme and the base. The functional characteristic is changing as well: the context in which a proper name is used, including the topic of conversation, the status and relationships of communicants, and extralinguistic circumstances, all influence this sphere.

Because physical culture and sport have a history of development, theoretical and methodological underpinnings, structural and systemic connections, a material base, professional staff, rules, norms, values, and traditions, they are considered social institutions. Hence, we view sports discourse as a type of institutional discourse, which is the outcome of communicative activity conducted by sports community members using linguistic and paralinguistic tools and guided by a particular set of norms, thought patterns, and behavioral patterns. Global, multilevel, and interdiscursive discourse are characteristics of sports discourse (Kryukova, 2004). Its multifaceted nature and global reach stem from the existence of discourses pertaining to various sports. Qualities of interdiscursiveness, for example. The subject matter, purpose, language and non-linguistic tools used in communication, and textual genre all influence the commonalities and differences between this discourse and others. We define a participant in sports discourse as a communicator who either produces or receives an institutional text. In general, the communication domain of athletes is known as sports discourse. Athletes, coaches, judges, instructors, students from specialized universities, scientists, reporters, commentators, and journalists who address readers or an audience of fans, etc. are thus among the participants in the communication. From our vantage point, a diverse range of texts pertaining to various registers, genres, and subgenres represent sports discourse.

A person's nickname denotes their acceptance within the sports community, their individuality as a result of social and professional accomplishments, and their performance in competitions. In this sense, using nicknames in conversation is not restricted to personal interactions. Nicknames are an integral part of the national and international sports subculture. They encode subcultural information, and the anthropocentric method is applied to their research. The context becomes more expressive and dynamic when someone is nominated by a nickname. This study used 403 athlete and coach nicknames as its source material. These terms are used as unofficial names for individuals well-known for their accomplishments in a variety of sports. Nicknames created using primary anthroponyms are of particular interest to us:

a) Combinations with additional common nouns to represent the personality's evaluative traits: Lucky Guus (football coach Guus Hiddink); Super Svendsen (biathlete Emil Hegle Svendsen). The examples provided describe individuals based on their appearance or actions and have lexical connotative coloring.

b) Abbreviations created using the first letter of the individual's name: DJ stands for basketball player Dennis Johnson, and CR stands for Christiano Ronaldo. Some acronyms are derived from last names, such as Kovy (Ilya Kovalchuk, Alexei Kovalev). Nicknames can also be formed using the polite English forms Mr., Mrs., and Miss: Mr. Bill (American basketball player Bill Cartwright).

Some nicknames are more expressive and simpler to recall because they have a phonetic rhythm, or the repetition of sounds. Action Jackson (Mark Jackson) and Clyde the Glide (Clyde Drexler) are two examples. The anthroponym plays the primary role in these nicknames, while the second element only contributes a relative characteristic to the referent because its primary function is the effect of consonance. In sports discourse, referencing a precedent name means endowing a phrase or a fragment that is hard to understand from the context with such a pragmatic and semantic meaning. In order to correctly interpret the inherent meaning, background information about sports must be included. This includes historical facts, biographical information, competition outcomes, particular circumstances, phenomena, attributes, and personality stereotypes. Because of the precedent name's connotations, the intended effect of influencing the reader is achieved. As a result, a proper name accurately communicates the author's opinion, which is based on factual information. The names of well-known athletes and personalities from other fields, like the fine arts, music, and poetry, are used by the author to evaluate talent and skill in sports discourse. The name of the renowned Austrian composer and virtuoso musician Magnus Carlsen—who is appropriately referred to as the "Mozart of Chess"—is mentioned in the example that follows (Kudrin, 2010). This quotation is taken from an article that describes the accomplishments of young chess player Magnus Carlsen. The semantics of 962 terminological units is considered in order to classify them. More detail can be provided in the description of the lexical and semantic phenomena because they fall under a particular conceptual area. Sport eponymous terms can be categorized into the following thematic areas:

a) A physical movement, component, exercise, style, technique, or approach, such as the Dempsey Roll, Rusik, Zottman curls, Cruyff Turn, Seemiller grip, or jumar.

b) A strategic move in checkers or chess, such as the Blackmar-Diemer, Blumenfeld, or Hamppe-Allgaier gambits.

c) A rule that was established based on a precedent or a singular incident that occurred in sports history: Richard Riot, Broughton's Rules, McLaren Report;

d) Sports equipment: Scott's bench; Soling;

e) The names of different systems (training, exercises, results-calculating techniques, etc.): callanetics, Pilates, Wilks formula, Malone formula, and Malone formula;

Eponymous terms from other functional and thematic domains, such as the natural and exact sciences, medical, psychological, and educational sciences, are employed in sports discourse in addition to the actual sports realia, which are denoted by terminological units. This is due to sports' interdisciplinary connections, which are best seen in texts written in a scientific manner. The research takes into account 154 nomenclature units. Zilbert (1982) stated that the names of sports federations, societies, teams, brands, and categories of sports vehicles and equipment make up the sports nomenclature (Korolyeva, 2009). We acknowledge this point of view while making the observation that we classify sports equipment brands into a more limited group, known as pragmatonyms. Nomens are typically official, "artificially" given names, meaning that an object can have multiple names. Unlike terms, the meaning of a nomenclature is universal and can be understood by all native speakers. Therefore, nomens serve the purposes of designation, object characterization,

popularization of the nation's cultural values and history, and, in the case of eponymous nomens, popularization of the proper name. The namesake of the sports language is made up of nomens that are derived from anthroponyms. In light of this, we regard lexemes that represent distinct realia as the sports language's nomenclature units:

a) The competition names and the prizes that will be given out. Let's take a few sports as examples: hockey, rugby, golf, the Ryder Cup, the Grey Cup in Canadian football, and so on.

b) The names of the competition locations, which include swimming pools, tennis courts, sports centers, and stadiums: Stadio Artemio Franchi; Gerhard Hanappi Stadium; and Santiago Bernabéu Stadium.

c) Teams' and clubs' names: the football team Gastello Ufa was formerly called Neftyanik in honor of the Soviet military pilot Nikolai, a hero of the Soviet Union who fought in three wars; the Gil Vicente Futebol Clube is a football team in the Portuguese city of Barcelos, named for the playwright.

The names of sporting goods derived from proper names and a variety of products derived from athlete names fall under the category of pragmatonyms (396 units). Pragmatonyms are verbal trademarks in the specific sense that is used nowadays. The conversion of an anthroponym into a pragmatonym is known as transonymization or onymic conversion, which is the transfer of a proper name from one category to another. Pragmatonyms are regarded by many scholars as units of onomastics. Because the pragmatonym is used to designate all objects produced in series rather than just one, it has a high correlation with referents as a proper name. Linguistic devices called pragmaticonyms are employed in advertising communication. The primary goals of advertising discourse—attracting target consumers' attention, establishing favorable associations, and promoting products on the market—have an impact on the process of creating pragmatonyms, as it influences the expressiveness and imagery of these words. The nominator's axiological preference dictates which proper name to use as the foundation for a pragmatonym, relying on the addressee's preconceptions, pleasant associations, and favorable implications. Using the name of basketball player Michael Jordan, the American company Nike created one of the most well-known pragmatonyms: Air Jordan. The popularity of the designed product, which hit the market and was linked to a specific individual, as well as the company's reputation, were impacted by the athlete's name and image. Native speakers are aware of this pragmatonym, which is not limited to the discourse surrounding sports advertising.

5. Discussion

Proper names, therefore, constitute a system of linguistic means and constitute a crucial link in the nomination processes that are important for the English language's dynamics. As identifying indicators, names are part of the everyday communication process. The process of converting a proper name into a common noun is one example of how proper names follow their own laws of development. A proper name's ability to acquire connotations, change its meaning, and take part in the formation of words and phrases can all lead to an expansion in its range of applications and a rise in the number of tasks it can carry out during communication. Because of this, eponyms are recognized as distinct linguistic units in terms of their linguistic properties, and eponymization can be thought of as a special method of forming means of special nomination.

6. Conclusion

Based on the research conducted, we can conclude that proper names have a complex and enriching effect on the text of sports discourse. The English language units that are based on proper names improve the communicative potential of sports discourse. In the special discourse, proper names broaden the range of lexical devices that can be used to designate a referent, maintain specialized knowledge, convey professionally and culturally significant information, evoke strong feelings, and conjure images. The evolution of the national English language and the information space at large is being influenced more and more by the phenomenon of sport communication. The proper name-based units are incorporated into the unique English language used in sports. The unit named after itself gains a fresh perspective on the sports concept sphere as a referent, all the while retaining ties to the person whose name is taken due to the secondary nomination. Depending on the kind of eponymous unit, the original semantic meaning of a name can be expressed to a greater or lesser degree. A unit that refers back to a proper name has the potential to have both connotative and denotative meaning.

Acknowledgement

References

Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: student responses to film. *System*, *28*(3), 419–33.

Ismaeva, F. H., & Kornilova, L. A. (2017). Thematic Groups In The Professional English And Russian Non-codified Sport Sublanguage1. *Turkish Online Journal of Design and Communication (TOJDAC)*, *7*, 929–933.

Khisamova, V., Abdullina, L., Nurgalieva, L., & Khabibullina, E. (2020). Classification of Homonymic Terms in Medical Terminology of English, Russian and Tatar Languages. *Journal of Educational and Social Research*, *10*(6), 18–34.

Korolyeva, I. N. (2009). Appellativization of Proper Nouns to the Nature of Changes in the Denotative and/or Grammar Meanings. *Izvestiya of Saratov University*, *9*(2), 24–27.

Kryukova, I. V. (2004). *Advertising Name: From Invention to Precedent: Abstract of a Thesis.* Volgograd, 42 p.

Kudrin, S. A. (2010). Basic Metaphors of Sport Discourse as Linguocultural Phenomenon. *Bulletin of Moscow State University International Education Centre. Philology. Culturology. Pedagogics. Methodology, 2*, 77–82.

Miller, L. (2015). Sports communication as a way to develop critical competencies in the L2 classroom. *RELC Journal, 46*(1), 89-104.

Miller, L., & Peirson-Smith, A. (2014). Football for all, organic living and MK culture: Teaching popular culture by turning theory into practice. In *Popular Culture, Pedagogy and Teacher Education* (pp. 97-109). Routledge.

Mukhtarova, A. D., & Gainutdinova, A. Z. (2019). Structural and Semantic Features of Multicomponent Terms in the Field Of Biotechnology". *EurAsian Journal of BioSciences*, *13*(2), 1463–1466.

Pally, M. (1997). Critical thinking in ESL: an argument for sustained content. *Journal of Second Language Writing*, *6*(3), 293–311.

Sakaeva, L. R., Yahin, M. A., & Khusnutdinov, K. R. (2019). The Relationship Between the Structure of English Nanotechnology Terms and the Choice of Corresponding Methods of Translation into Russian. *Journal of Advanced Research in Dynamical and Control Systems*, *11*(8), 1938–1943.

Sapozhnikova, L. M. (2017). Types of Primary Onomastic Nomination When Using Realionyms and Mythonyms. *Bulletin of Tver State University. Philology Series*, *2*, 139–145.

Song, B. (2006). Content-based ESL instruction: long-term effects and outcomes. *English for Specific Purposes*, *25*, 420–37.

Zaripova, A. N., Zaglyadkina, T. Y., Akimova, O. V., & Sadykova, D. M. (2018). The Role and Place of Terminological Word Combinations in the Terminological Systems of the German, Russian and Tatar Languages. *International Journal of Engineering & Technology*, *7*(4.38), 664–667.

Zilbert, B. A. (1982). Revising the Composition of Special Lexis of Physical Culture and Sports and its Place in the Lexical System of the Modern Russian Language. *Language and Society. Sociolinguistic Problems of Lexicology, 6, Saratov: Saratov Univers*ity, 76–93.