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COMMUNICATION IN SPORT COACHING: PARAMETERS AND SCOPES

García-Mateo, P.,¹ Casimiro-Artés, A. J.,² Casimiro-Andújar, A. J.,³ and García-Marcos, F.⁴

¹Master student in Sport Sciences, University of Konstanz, Bachelor Degree in Sport Sciences, Faculty of Educational Sciences, University of Almería, Almería, Spain

²Bachelor Degree in Sport Sciences, University of Almería. Health Coaching, Physical Activity and Health, Faculty of Educational Science, Almería, Spain

³Dr. Sport Science, Physical Activity and Health, Professor, University of Almería, Faculty of Educational Sciences, Almería, Spain

⁴Dr. Linguistics, Professor, University of Almería, Faculty of Humanities, Almería, Spain

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ABSTRACT

Introduction: A new scientific scope, interdisciplinarity, became the way of understanding complex realities, in many disciplines. Linguistics can be considered one of them, with a prolific multidisciplinary production from the analysis of the text. On the other hand, sport coaching is a personal development tool also applied in various fields, that aims to enhance personal well-being by implementing a sport program. Therefore, the aim of the study is to analyze the texts written by coaches undertaking a coaching program at the University of Almería and draw conclusions about the coaching process itself. **Materials and Methods:** The texts produced by 56 coaches were analyzed. Linguistic parameters such as cohesion, coherence, Primary and Secondary Maturity Indexes, lexical index and dictionaries were considered. **Results:** A positive correlation between the two scientific fields analyzed was obtained for this interdisciplinary approach. It has been possible to obtain expectation and learning patterns of the coaches from the verbal indexes analyzed. **Discussion:** Coaches showed a high concern about properly programming the training sessions, as well as having a good preparation for them and controlling the methodology used. Besides, the communication between them and their coachees was also considered as a key factor for the success of the programs, with a special focus on the correct use of the feedbacks given. Finally, transmitting values such as commitment, perseverance, overcoming or adopting healthy habits was considered as essential for progressively moving from an extrinsic to an intrinsic motivation towards the sessions. **Conclusions:** Empirical research has corroborated the complete relevance of the epistemological proposal. It has been possible to access a complex and dynamic reality with the shared tools and methods between linguistics and sports sciences. That reality would have been probably inaccessible from a single disciplinary perspective.

INTRODUCTION

From the second half of the 1960s onwards, the scientific landscape underwent a profound transformation. In the theoretical one, fractal and caotological models emerge. Through them, science began to conceive reality in non-discreet terms. It admitted the existence of transition zones of undefinition and chaos. The same reality could provide complementary readings. The results of descriptive research began to be systematically used to solve varied social problems in all disciplines. Finally, interdisciplinarity began to be used, partly as a consequence of the two previous factors. There were shared thematic domains that obtained profitable returns. Similarly, the resolution of some applications required the pooling of knowledge from several disciplines. Coaching exemplifies the first assumption, while linguistics has been especially active in the second. Coaching has been a personal development tool used in various fields since the early 90s.

*Corresponding author: García-Mateo, P.,

Master student in Sport Sciences, University of Konstanz, Bachelor degree in Sport Sciences, Faculty of Educational Sciences, University of Almería, Almería, Spain.

Since then, it has been incorporated into sports, business or psychology (Cockerill, 2002; Fournies, 200; Neenan & Palmer, 2001; Parsloe & Wray 2000; Peltier, 2001). In the latter, it began to be used to enhance the personal and occupational well-being of individuals (Grant & Palmer, 2002). From that line emerged the *Health Coaching*. Palmer, Tubbs and Whybrow (2003) have defined it as educating and promoting physical activity to improve personal well-being and health. For that, it is necessary to develop a personal process: to learn, reflect, be creative and assume responsibility. This increases motivation and facilitates the determination and progress of those who receive it (Alaminos, Bastida & Sancho, 2019). There are several reviews available in the literature that analyzed the effects of *Health Coaching*. Olsen and Nesbitt (2010) already warned of the effectiveness of this tool to improve healthy living habits. Kivela, Elo, Kyngäs & Kääriäinen (2014) extended the radius to people with chronic diseases who needed a change in their lifestyle. On the other hand, linguistics suffered a profound renewal around the chronological border of the 1960s, from when it focused on explaining how and when languages are used, with a more immediate and direct transcription in the applied field.

If we had to intervene on the use of languages, the first thing to do was to know in depth how it behaved. *Text and context* presented one of the most refined formulations of this new epistemological order going beyond its disciplinary field (Van Dijk, 1977). Five years earlier this author had begun to lay the foundations of the grammar of the text, in which he delimited a new maximum unit of linguistic analysis: the text. In 1972 he defined it as any verbal production, from a letter to a talk, a novel, a train ticket, an elevator conversation or a shopping list. From 1977 onwards, he went deeper into this concept. In order to analyze texts, it is necessary to know the contexts from which they come and in which they are inscribed. This means activating a line of scientific feedback, from an interdisciplinary point of view. Each type of text requires a dialogue with another contiguous discipline. If it is a judicial sentence, then legal contextual information is required. On the other hand, in a medical interaction, health knowledge is essential.

As long as the feedback between text and context is continuous, the perspective becomes reversible. The data on the text will be able to provide information about the context. All this theoretical activity has given rise to numerous programs such as *Active-UAL Students*, a *Health Coaching* activity organized at the University of Almería. Its main objective was to improve, from a holistic and integral point of view, the quality of life of the students who voluntarily agreed to be trained. For this purpose, sport students (coach) were employed. They applied strategies for the promotion of a healthy lifestyle against sedentarism and the increase of hypokinetic diseases, based on scientific evidence. The present research is framed within these theoretical and methodological coordinates. It examines the written self-evaluations of the 56 coaches who participated in *Active-UAL Students*. All of them answered the question "What have I learned during this week's training?" Therefore, the students carried out an introspective practice to assess the most relevant aspects of their training activity. Furthermore, through their answers they contrasted whether or not all the proposed objectives had been met, and why. The hypothesis was that all the written answers were texts and they could be examined by applying the textual methodology. In this way, it was possible to obtain a diagnosis of the activity and evaluate the coaching processes and training strategies.

MATERIALS AND METHODS

The texts produced by the 56 sport students (46 men, 10 women) were analyzed. Sex was the only condition of a homogeneous sample in terms of age, cultural level and residence. To analyze these texts, sufficiently contrasted linguistics parameters have been used. At the textual level, the text chains produced will be examined, as well as the plot sequences used (De Beaugrande & Dressler, 1996; Bellert, 1977; Schmidt, 1969). In this way, indexes that allow to approach the textual cohesion and coherence (Simone, 1990) were used. At the syntactic level, the primary and secondary syntactic maturity indexes were tabulated (Hunt, 1965; Torres, 1994, 1995-1998, 1996), to show the degree of organizational complexity of the messages. Finally, the vocabulary was addressed, as a manifestation and concretion of the topics displayed in the texts. For that, indexes of lexical richness (total of words/total of non-repeated terms) and the dictionaries (sets of words) provided by each group were calculated (Sánchez & Aguirre, 1992).

RESULTS

Textual level

Textual chains

The characteristics of the analyzed texts have determined a very defined textual typology. They are short compositions (gathering the impressions of the students) and concentrated on the thematic (exposing the highlights of each session). That is why they have averaged only 3.7 textual chains. There are few exceptions. One respondent used only one string (in a TRX case study), while two colleagues used six strings. There were also no appreciable differences in terms of gender. With the precautions imposed by the significant difference between both samples (10 girls versus 46 boys), a trend contrary to the literature is noted. At least among sport students, it has been men who have built longer periods, incorporating more and longer chains.

Arguments: There are few cases where the question is answered syncretically (with an adverb for quantity, "little", "a lot"). The usual thing has been to develop an argument, through one or several reasons that justify it. As a whole, the arguments are grouped around five large thematic areas, which admit being internally under-specified (See Table 1).

Table 1. Arguments and sub-specifications used

Topic	Sub-specification	Theme	Sub-specification	
Analysis	Applied methodology	Motivation	General	
	Coachee		Planification	
Communication	Operating environment	Values	Environment	
	Critical analysis of the activity		Contingences	
	In general		Perseverance	
	Communication - Empathy			Efforts
	Communication - Listen to			Habits
Communication - Transmit				
Transference				

This list does not come from an aprioristic taxonomy on which the arguments of the coaches examined have been incorporated. On the contrary, it is a classification obtained from the findings of these texts, which means that it does not necessarily have to be universal, although it is clear that it constitutes a contrasting reference for other possible future research.

Characterization of arguments

The largest block of arguments is oriented towards *programming and planning physical activity*. Around 45% of the assessments focus on this thematic area (46.05% male and 44.43% female), which is subdivided into several areas of interest. The respondents show concern for planning the work methodology in a broad sense. Thus, they acknowledge having learned to "adapt the loads to individual needs" (E1), "to work correctly with a TRX" (E4) or to consider very "important the progression of training to achieve the objective" (E10). There are no gender differences in that concern, almost exclusive from the first weeks of the program. This interest in planning is very significantly intensified in all aspects related to the "adaptation of the starting programs".

There is a concern to "adapt the loads according to the RPE" (E30) or to "make adaptations of the exercises according to the physical condition level" (E40). Of course, this sensitivity to the adaptability of the processes is intensified when unforeseen events occur. Not surprisingly, they are satisfied because they have been able to "adapt the training and exercises, since it was not planned to train on the athletic track". Also, they insist that "they should not stretch in an inadequate manner" (E15), or they admit that they have found "alternatives to the proposed program since many of the exercises in suspension training were not of the satisfaction of my coachee" (E34). This unexpected and circumstantial variability contains a vast casuistry: from inclement weather or space unavailability, to the appearance of coachee's information unknown at that time, such as when (E15) acknowledges that "I have been informed of another pathology of my coachee that I did not know about (rectification of the lumbar spine)", with the consequent modification of his activation plan.

Another very relevant group of arguments is linked to various aspects of the activation *methodology* deployed. Coaches are discovering resources and possibilities that had not been noticed before. In this way they affirm that "in this training I have learned that I can do physical exercise of the whole body with a simple elastic" (E4), that they have been able to "guide a free-weights training" (E34) or that they have developed skills to "control the breathing" (E31). The same concern for contextualizing the practice mentioned above is also evident on this occasion, either by paying attention to the circumstances surrounding the activities, or by evaluating the coachee in detail. Of the first type are comments such as "each person needs a different intensity and even a different volume" (E18), along with the need to "investigate to improve on my coachee's deficiencies" (E2) or "this week I learned how to perform functional training and adapt it to the coachee's needs" (E22).

This kind of arguments has meant 29.56% of the total sampled and have found accommodation between 2.1 and 3.2 of the list of arguments provided by the coaches. From the gender point of view, women were more concerned about these issues (24.01%) than men (17.56%), that have however contemplated a wider range of issues. Of course, these periodic observations are also an implicit assessment of the coachee. It is in response to the concern shown by their coaches to "investigate to improve on my coachee's shortcomings" (E2). They find that "as the weeks go by and the training programs are modified, [their coachee] is getting better in all aspects" (E17). They also record the evolution of their pupils, who are increasingly "more attentive" (E10) or "in better physical shape" (E28). This allows them to discriminate their preferences for "the muscle groups [...] of lower body, and also the suspension exercises in TRX" (E56). The next heading of the sample is occupied by communication concerns, clearly inclined from the gender view towards the male side (13.28%). For women, it has not surpassed 2.7%. Nevertheless, awareness of the importance of communication is gradually being acquired in both cases. There are general reflections, although those that stop at transmitting or receiving information predominate, as well as those that underline the importance of communication to establish links between the coach and his coachee. Respondents are aware "that it is important to explain the reason for the exercises and that positive feedback is necessary to maintain motivation" (E10) and "listening to my coachee and understanding him" (E1) or "assessing his preferences" (E30). Therefore, they show their satisfaction when they perceive that

"little by little I feel more confident in explaining and making a person see what they have to do and why" (E35).

This leads them to "empathize with the person we are training so that the session is enjoyable, and they do not lose motivation" (E18) and, ultimately to consider "that trust between coach and coachee is very important" (E26). They go as far as to recommend that "feedback should be given constantly" (E46). Improved communication results in *motivation*, another topic that is widely present and whose awareness was being developed as the practice progressed. It is distributed in a fairly balanced way (8.78% male, 5.55% female). Many coaches think that "it is important to motivate the person from the beginning" (E23). In order to stimulate them, the most diverse strategies are used ("making fitness work more enjoyable and fun", E24). Of course, it is the best antidote to "prevent him from quitting" (E56) and to develop more specific objectives, such as "motivating towards the task and not towards achievement" (E25) or "incorporating elements of extrinsic motivation while working so that it becomes intrinsic" (E48).

Motivation is usually based on *values* that are also of interest of the coaches. As a whole, they represent 24.13%, although with a strong imbalance (16.66% women, 31.66% men). The answers collected are broken down into more specific values such as *commitment* ("I have learned the importance of commitment to oneself's health and well-being", E2), *perseverance* ("that perseverance and effort pays off, and this is rewarded in the sessions", E28), *effort* ("that with effort everything is possible, E1), *self-improvement* ("we set ourselves limits, and my coachee has been able to overcome them", "I have also learned how with desire and determination it is possible to achieve the objectives", E17), *sacrifice* ("the desire and sacrifice shown to improve is the real motor of this training and physical activity program for health", E17) or to return to *healthy habits* ("adapting to physical exercise again is harder than one remembers", E14). The values have had a very diversified appearance. They have been considered the foundation and objective of the development of the activity, but also as a consequence of the program. The rest of the arguments are residual. A 5.03% did not feel they could contribute anything. Another 2.13% opted for vague assessments such as "a lot", "quite a lot". Finally, those who felt that the activity was an opportunity to transfer the theoretical knowledge of the subject into practice, by relating "the different contents of the course to the training session", were also present. "Thanks to the contents of the training course I have been able to explain the benefits of training on unstable surfaces" (E2).

Quantitative distribution of arguments: These 56 students have generated 384 items, with not equal gender distribution. There is a clear predominance of male entries (330), opposed to the 54 contributed by female students. This is not only due to the sample difference between the two groups. Men have been more productive, providing an average of 3.80 responses, while the female sector has not exceeded 2.7 (See Table 2). Women have performed with a remarkable homogeneity. There are very few differences between the amount of arguments provided by them. In fact, the majority move around the average, with only two cases that stand out from the rest. The male list, on the contrary, is much more dispersed, with students contributing 3 and even 4 arguments above the average.

This may be due to the larger sample size handled in this group, although it also points to greater heterogeneity in the group.

Table 2. Average of the answers given by the coaches

Women			Men		
X = 3.8			X = 2.7		
Nº	AD	Nº	AD	Nº	AD
1	-0'7	1	+3'2	11	+2'2
2	-0'7	2	-0'8	12	-0'8
3	-0'7	3	+0'2	13	+0'2
4	-0'7	4	+0'2	14	-0'8
5	+2'3	5	-0'8	15	-2'8
6	-1'7	6	-2'8	16	+2'2
7	+0'3	7	-1'8	17	+1'2
8	-0'7	8	+1'2	18	+3'2
9	+0'3	9	+1'2	19	-1'8
10	+0'3	10	+1'2	20	+1'2

X: Average; AD: Average Deviation.

However, it was necessary to observe not only the frequency of appearance of the items, but also their sequence, at what point they appeared. This is what tries to measure the average range reached by each argument (AR) (See Table 3). The female list is very indicative in this respect. During the first weeks, the first thing that the coaches show concern for is related to the organization of the activity. As they become more confident in the activity, they incorporate new experiences and constructive elements. The interest on improving the intercommunication or the development of personal values appears in these maturation phases. The absence of contributions, those have not learned anything, or general assessments are either concentrated at the beginning or in the last periods.

These are probably two arguments: the first ones may denote that the coach has not been yet incorporated into the dynamics of the practice, the second probably indicate that the objectives had already been achieved before and the coaches were only confirming skills already achieved. Male behavior is not exactly equivalent. Everything related to the analysis is given priority, especially focusing on a greater knowledge of the coachee. Then, during the first weeks, activity planning and communication are of interest, especially in relation to empathy between coach and coachee. The rest of the communicative aspects do not take long to appear, only that this seems to be the main concern in relation to the interaction with the coach, for men. And, as in the previous case, the activity ends up developing a quite marked awareness towards the values of the activity.

Table 3. Range Sequence. Arguments

Arguments	Women		Men	
	%	AR	%	AR
Criticalanalysis	0	-	0'3	1,1
Coacheeanalysis	11'11	2,6	7'27	2'1
Methodologyanalysis	7'40	2'9	8'18	2'6
Environmentalanalysis	5'55	3'2	1'81	2'5
Communication	0	-	3'33	5'6
Communication. Empathy	1'85	3'5	4'84	2
Communication. Listen to	1'85	3'3	2'72	4'4
Communication. Transmit	0	-	2'42	4'3
Motivation	5'55	2'8	8'78	4'2
Planification. General	16'66	1'4	11'21	2'9
Planification. Environment	11'11	2'1	8'48	2'7
Planification. Contingences	16'66	1'7	26'36	2'5
Transference	0	-	1'51	7'9
Values. Perseverance	11'11	3'8	1'81	6'3
Values. Effort	5'55	3'7	0'6	6'6
Values. Commitment	0	-	0'6	6'1
Values. Overcoming	0	-	0'6	6'7
Values. Habits	0	-	1'51	5'9
General observations	1'85	1'02	2'42	4'6
Notrated	3'70	1'4	6'36	6'2
Total	54	-	330	-

AR = Average Range.

Syntactic behavior

Primary Syntactic Maturity Indexes: The *Primary Syntactic Maturity Indexes* of the analyzed sample are located above the standard averages in the Hispanic World, except for the clauses that compose a sentence (Torres, 1999) (See Table 4).

Table 4. Primary Syntactic Maturity Indexes by gender

	Absolutevalues			Average		
	Words	Clauses	Sentences	WCA	WSA	CSA
Men	12739	1006	604	12'66	21'09	1'66
Women	3346	249	151	13'43	22'15	1'64

WCA: Words/Clauses Average; WSA: Words/Sentences Average; CSA: Clauses/Sentences Average

Speakers have handled a considerable volume of words, producing long clauses that are not wrapped around complex phrases. This is undoubtedly due to the communicative style: a diary of activities that requires exhaustive but concentrated information. This determining condition is corroborated by the small deviations from the average values. An 87.5% has oscillated +/-5 to the previous averages. The type of communication they had to deal with was therefore the most important factor, predictable given the cultural uniformity of the group. Therefore, it is a communicative pattern that we can consider characteristic of people with high specialization in physical activity and sport, without genderdifferences.

Secondary Syntactic Maturity Indexes: The *Secondary Syntactic Maturity Indexes* are qualitative. They measure the type of construction used, indicating the degree of linguistic elaboration: more complex in the case of subordinates, more elementary when juxtapositions or rhetorical interrogations are used. These secondary indexes do show two kinds of responses, one of a female type and the other of a male type (See Table 5).

Table 5. Secondary Syntactic Maturity Indexes by gender

SynyacticForms	Women	Men
Subordinates	Mode	14.28
	Cause	7.34
	Consequence	6.92
	Hypothesis	3.59
	Purpose	3.17
Rhetoricalquestion	Aposition	28.57
		14.68
Juxtaposition		21.42
		4'68
Total	280	1268

Among female, constructions that superimpose new information on previous information (apposition, juxtaposition) predominate in almost half of the total sampled. Speakers emphasize an idea by means of procedures, whose main mission is to reiterate it. The rest of the constructions are equally significant: rhetorical interrogations to call the attention of the speaker, subordinated in manner, cause and consequence. Within a diversified list of clauses (constructions of mode, purpose and hypothetical period), in the male lists the causal and consecutive ones predominate. The latter two, in fact, should constitute a single class, since they refer to the same process, from two complementary points of view. In both cases the speakers are trying to explain how this process has developed, with transformations on the previous reality, besides the reasons that have led to it. At a certain distance the juxtaposed constructions reappear, with the same explanatory and clarifying function. However, the abundant copulative

constructions of their companions do not appear, nor do the rhetorical interrogations.

Nevertheless, there is a very significant fact in relation to the secondary indexes. On this occasion the dispersion is very marked for both men and women. Although the feminine group is more homogeneous (-4), it remains in that margin of dispersion around the +/- 5 indicated for the other index. The masculine one is not the same. Only 20 out of 49 (40.8%) move within this segment. The fact that this is only partially the case for women is probably very much linked to the smaller sample size. On the other hand, this high rate of dispersion indicates that it is a stylistic index that depends on the personality of each interviewee.

Vocabulary

Lexical richness: Overall, there are considerably high indices of lexical richness, at the highest averages documented in the Hispanic World (García, 2013), nearly meaning the introduction of a new word for every two occurrences of full vocabulary (empty words have been extracted from the sample) (See Table 6).

Table 6. Vocabulary Production

	Words	Terms	Richness
Men	16162	8047	0'49
Women	960	2012	0'47

This denotes that they are educated speakers who have correctly developed their linguistic expression. Given the homogeneity in the educational level of the group, dispersion is minimal. More than 86% remain within an interval of +/- 0.05 around the average, and only is above these figures (index = 0.52).

Qualitative elements: The qualitative section of the vocabulary, the dictionaries that have shaped the responses, allows a more in-depth approach to what their concerns have been and how they have tried to resolve them. The production is crossed by some common guidelines, which are interwoven with appreciations directly linked to the personality of each one. Gender factor is again not very relevant. As a whole, there is a great abundance of words referring to the emitter himself ("me", "I"), evident signs of the strong personal bond that the activity has entailed. In logical correspondence with this, there is a large explicit presence of the receivers of his activities, either generically mentioned as "coachee" or appealing directly to their first names. This is not just a nominalist exercise, but the manifestation of the coach's involvement with his pupils. The close personal relationship that the practice develops is expressed in terms such as "friend", "friendship", "trust" or "rapport". The development of this is transcribed as forms of "learning", "applying" (the knowledge acquired) or "developing" (the contents) of the training they are receiving. Thus, there have been coaches concerned mainly with the more technical aspects directly linked to physical activity: "self-loading", "RM", "machines", "physical". For others, on the other hand, it has prevailed the processual character of the activity that has allowed to develop the "progression", the "progress" and the "evolution" of their coachees, incorporating periphrases like "begin+(preposition)+infinitive" or "to go+gerund".

DISCUSSION

The analysis of communication in the sport coaching process can be replicated in other sport areas where the coaching tool is used, in order to obtain valuable information about the process. Specifically, information about the coaches' main interests, their relationship with coachees and the development of the activity can be obtained from the data gathered in this research. For this purpose, it is necessary to have a thorough knowledge of the text chains used by the coaches, through which their indexes of fundamental questions are transcribed. In any case, caution should be exercised, since the experience is limited to a specific group of students. In spite of this, the analyzed data approximate the reality of learning sports coaching by those who are going to be its future professionals.

Therefore, it is a very favorable situation to determine the real needs that a coaching project may require. In this sense, the present investigation has shown that one of the central concerns of future coaches is *programming* the activity developed (45% of the arguments provided). Concretely, this is equivalent to the correct adaptation of the workloads, volumes, progressions and types of training, always according to the specific needs of the subject. All of this is linked to classics in the literature on session planning, micro-, meso- and macro-training cycles, with clearly marked objectives, to ensure the success of training (Mirella, 2006). On the other hand, the coaches also insist on the importance of *preparation*, especially in relation to the adaptation of the loads according to RPE and the level of physical condition of their coachee, keeping an individual adaptation principle. Finally, with regard to the schedule, coaches attach great importance to the preferences of their coachees and the specific daily situation. Unforeseen events may arise, which are one of the main concerns of the respondents. Therefore, for the process to be successful, the coach must be trained to control the uncertainty and conjunctural factors, being able to reformulate programs.

The *methodology*, to which the coaches give more importance (29.56%) does not differ from the previous one. Special attention is given to the adequate application of the different materials or training techniques. In most cases, it is concluded that a close collaboration between coach and coachee is necessary to improve the pupils' deficiencies and, thus, their level of physical condition and skills. Related to the above, coaches give great importance to *communication*. As the literature states, communication between coach and pupil is fundamental (Alaminos *et al.*, 2019). In this sense, coaches focus their attention on the process of transmitting information properly, but also on receiving it. Therefore, a link that helps to create a positive working climax is established between both. In addition, *feedback* is highlighted as an indispensable element in the sessions. It provides with information to evaluate the activity developed and focus their efforts on improving what they need, as well as emphasize their positive points. If positive feedback is given (not only negative), it can be a key factor to keep the subject's motivation high, as it has been widely highlighted in the literature (Siedentop, 2008; Boud & Molloy, 2015). We must add the *values* factor, which appears as an important element in about 25% of the reflections. Here, coaches express the importance of transmitting to their pupils certain positive values towards physical activity, such as commitment, perseverance, sacrifice, overcoming, or the adoption of healthy habits. This shows that not only extrinsic motivation is important for the sessions (such as having fun),

but that is progressively transformed into intrinsic motivation (the pupil does it for the pleasure of doing the activity). The intrinsic motivation guarantees that the subject will adhere to the sport practice and become a physically active person once the training period is over (Deci & Ryan, 1985). This would be the fundamental objective of health-oriented physical activity coaching.

Conclusion

Empirical research has corroborated the complete relevance of the epistemological proposal that transformed the scientific paradigm from the 1960s onwards. With shared tools and methods between linguistics and sport sciences, it has been possible to access a complex and dynamic reality, probably inaccessible from a single disciplinary perspective. Communication has occupied a central place in the coaches' concerns and actions, recognizing it as an indispensable tool in their work as a coach. They have been aware of the need to effectively and adequately transmit the instructions required by their coachees, to keep an open feedback channel with them, and to motivate and involve them in the development of their activity. At the same time, they have made a precise selection of vocabulary, developing high registers of language use.

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Glossary of Abbreviations

AR: Average Range
RPE: Rate of Perceived Exertion
RM: Repetition Maximum
UAL: University of Almería
TRX: Total-Body Resistance Exercise

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