A Real-Life ESP Needs Analysis for Iranian Basketball Community

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This study is dedicated to all high school dropouts who sacrificed their education

to pursue a career in sports, especially, in basketball.

ABSTRACT

Needs analysis and training the learners to communicate effectively in educational or vocational settings have always been the main concerns of ESP. By conducting needs analysis studies, course designers will be able to identify the target language needs of the learners in order to address them in the process of ESP course design. So far, numerous studies have been carried out in regards to needs analysis within the field of ESP; however, no study has ever directly targeted ESP needs analysis for sports. Hence, the aim of this study was to investigate the real-life ESP needs of the Iranian basketball community. The participants of this study consisted of 33 basketball professionals divided into three groups of players, referees, and coaches, each with 11 members. Three questionnaires, each consisting of 38 items and each targeting the ESP needs of one group, were developed by the researcher. Each group received their designated questionnaire. After scoring the respondents' choices, the obtained results were analyzed in two quantitative and qualitative phases. In the quantitative phase of the study, the results of an ANOVA revealed no statistically significant differences among the mean scores of the three groups on the questionnaires. Nevertheless, given the existing noteworthy differences among the obtained percentages on the components of the subsections of each part of the questionnaires, each section was analyzed qualitatively. The performed comparisons demonstrated that all the three groups unanimously agreed that it is necessary for them to participate in a specialized ESP course and wished to receive instruction in all four language skills. They believed that English language fluency is highly important in the process of professional development in basketball and promotes self-confidence, motivation, and prestige. In real-life needs analysis, the views of the referees and coaches were to some extent different from the players. Although all the three groups believed that listening and speaking are the most important skills to be taught to the basketball community, and that both general and technical English have to be learned, the coaches favored technical English functions more than general English functions. Reading and writing were also of more significance to the referees compared to the other two groups.

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CHAPTER I

INTRODUCTION

1.1 Background and Purpose

In today's modern world, information exchange seems to be an inevitable part of people's lives all over the world, and the significance of international communication for different purposes such as work, education, and travel is widely acknowledged. Due to various reasons, such as Britain's colonial history, the economic power of the United States, and the popularity of American films and music, (Harmer, 2007), English has become the main medium of international communication (Vičič, 2011).

Nowadays, English is the most important and acceptable language of scientific and scholarly conferences, workshops, and debates. Moreover, 85% of all information in science and engineering in worldwide information storage and retrieval networks is in English (Chien & Hsu, 2010). In addition to academic use and general exchange of information, the 21st century is witnessing a great demand for international communication in vocational contexts.

With the globalization and mobility of the world's workforce, the demand for English for specific purposes (ESP) courses has increasingly arisen. In addition, with the ever increasing business relations of the emergent economic powers such as India, The U.A.E, Malaysia, and Eastern Europe in the world, the importance of training English speaking staff has become even more highlighted.

In case of sports, the call for English speaking sport professionals such as coaches, managers, and referees is barely a new one. International associations have long expected their staff to be fluent in English and, even recently, the international federation of basketball association (FIBA) has listed the ability to speak English as an obligatory prerequisite for all the new candidates who wish to join this federation. Furthermore, basketball players, coaches, referees, and team managers who work outside their home country need to constantly communicate with their peers and colleagues using the English language. Moreover, when participating in international tournaments, each team member usually seeks to go on city tours, shopping, and sightseeing during their stay at the sport camp, all of which require face-to-face communication.

English for specific purposes is considered to be a reliable framework for the practice of English language teaching for vocational and technical purposes. ESP is well known for its learner-centeredness and content-based approach. Over the past few years, ESP has been regarded as a suitable framework for the instruction of specialized and technical language content to learners with specific professional needs. Today, ESP is more vibrant than ever and has become an umbrella term sheltering a great number of occupational and academic areas.

As the primary goal of ESP is to meet learner-specific needs in specific fields of study or professions (Chien & Hsu, 2010), needs analysis (NA) is viewed as an

essential initial step in developing an appropriate specialized English syllabus. Presently, needs analysis is a generic term used to describe the various methods that investigate all the different aspects of learners' needs, especially workplace needs. To date, needs analysis has been used to explore the requirements for employees in a large number of workplaces, such as in semiconductor manufacturing companies (Spence & Liu, 2013), multinational chemistry companies (Kassim & Ali, 2010), industrial firms (Cowling, 2007), and banks (Chew, 2005).

Further, Hutchinson and Waters (as cited in Bracaj, 2014) believe that learners' needs are the guiding principles of ESP and teaching materials should be selected based on such needs. Savas (2009) acknowledges that teachers have a responsibility to keep context and comprehensibility foremost in their instruction to select and adapt authentic materials for use in class and to create learner-centered classrooms. As needs analysis paves the way for teachers to become aware of the learners' needs, they could benefit from a pool of useful information with regard to the development of a teaching program that assists the future employment of the learners. Needs analysis is instrumental in discovering, evaluating, and implementing stakeholders' needs as well as the learners' (Martins, 2017) and allows researchers to identify all the parameters involved in the process of course design.

Oliver, Grote, Rochecouste, and Exell, (2012) suggest that teaching should be underpinned by reliable data so that learners are adequately prepared for dynamic

communicative interactions that occur in workplace settings. Several studies (Cowling, 2009; Westerfield, 2010; Kim, 2013; Knight, 2014) also demonstrate that needs analysis is regarded as the most appropriate method to determine what to teach in a course.

Due to the role of needs analysis in providing a reliable source of information about the nature and content of the learners' target language needs (Cai, 2017), conducting needs analysis before developing any syllabus could result in effective course development. As Ellis and Johnson (cited in Vičič, 2011) assert, effective course development will equip ESP learners with the knowledge they need in their future business life. Properly designed materials could help teachers in organizing the courses and support both teachers and learners in the process of learning. They are also an effective tool for teacher reflection (Hutchinson & Waters, 1992 as cited in Bracaj, 2014).

Undoubtedly, a course or syllabus designed without conducting a thorough needs analysis procedure cannot lead to effective results in the practice of ESP because the learners' views with regard to the materials and activities which best cater for their immediate and future needs have not been studied and detected prior to the course design. Hence, any course must be designed based on the learners' needs (Guerid & Mami, 2017).

1.2 Statement of the Problem

So far, there have been a substantial number of studies on needs analysis within the field of ESP. However, no study has ever been conducted to collect the real-life ESP needs of basketball professionals. Based on the researcher's experience and interviews with the authorities at the Iranian Federation of Basketball, the basketball community of Iran has never benefitted from any formal practice of ESP.

Consequently, Iranian athletes who wish to learn English for the purpose of international communication have to attend conventional General English classes in private institutes to learn general English. Then, in order to learn the required technical words and structures, they have to resort to self-study.

However significant, no effort has ever been made to design a specific English course for the basketball professionals in Iran. Even, at an international scale, teaching ESP for basketball is merely limited to a few video podcasts filmed by the Euro Basketball Association and published over the internet on the Association's YouTube channel. These video podcasts contain a European basketball player teaching some general phrases in English to an expat teammate who lives in Europe. While such attempts are aimed at contributing to the improvement of linguistic knowledge and language skills of basketball professionals, they surely lack a systematic, scientific and educational basis.

On the other hand, the practice of ESP within the field of sports in Iran is sketchy, merely limited to academic contexts, and only witnessed in sports-related majors such as physical education and physiology. Therefore, the chance to receive ESP instruction is provided for basketball professionals who study such majors at universities, and the rest of the community is left behind. The quality of the taught ESP courses at Iranian universities is also under question. According to Moslemi, Moinzadeh, and Dabaghi (2011), the main aim of ESP courses offered at Iranian universities is to improve the students' technical vocabulary and develop their reading comprehension and translation skills. The textbooks also seem to include only what the students need to know in order to pass their exams. They further argue that even though students are dissatisfied with the teaching methods used in ESP courses and their outcomes, the given instruction is still based on a text-centered approach.

Moreover, the result of similar studies demonstrate that the practice of ESP in Iran is far from satisfactory (Hayati, 2008; YarMohammadi, 2005; Alibakhshi, Kiani & Akberi, 2010). Surprisingly enough, the needs of learners are determined by policy makers and not by ESP teachers, and instructors have access to few materials providing ESP vocabulary and reading development with no consideration for developing all language skills and with little attention to the learners' needs (Hayati, 2008). In many cases, ESP teaching in Iran can be characterized as "language for no

specific purposes" since it follows no specific objective in most ESP contexts. This can be due to the fact that the content of ESP textbooks are not designed to address the specific learning needs and expectations of their users (YarMohammadi, 2005). Evidently, ignoring specific language needs of the learners will lead to demotivating the learners, which could affect the language proficiency level that they need to achieve once they join the work force (Alharby, 2005).

1.3 Significance of the Study

The main concerns of ESP have always been, and will possibly remain, with needs analysis and preparing the learners to communicate effectively in the tasks prescribed by their study or work situation (Dudley- Evans and Jo St John, 1998). Due to this reason, the analysis of the students' specific needs makes one of the most important contributions to English for specific purposes language teaching.

ESP practitioners ought to identify the target situations where the learners should demonstrate technical language proficiency with regard to their area of specialization and, then, carry out a proper analysis of the linguistic features of those situations (Saragih, 2014). According to Oliver et al. (2012), by the identification of learners' needs, teachers are able to identify the gap between what is currently being taught and what needs to be taught. In this way, needs analysis can support the development and implementation of language policies at both macro and micro levels with far-reaching consequences (McCawley, 2009).

In case of Iranian basketball community, a real-life needs analysis can pave the way for future developments in the practice of ESP for this community. By conducting needs analysis, course designers will be able to gain a better understanding about what the target language needs of the basketball community are and incorporate the identified needs into the process of ESP course design for this community.

Gatehouse (2001) refers to, authenticity as one of the major characteristics of ESP courses. Authentic materials are particularly important for communicative purposes since they reproduce an immersion environment and provide a realistic context for tasks that relate to the learners' needs. Authentic materials can greatly benefit problem-solving, project-based learning, case-based learning, role-plays, and simulation and gaming methodology (Torregrosa Benavent & Sánchez-Reyes Peñamaría, 2011).

In the same vein, Triki (2000) argues that authentic materials and realia can increase students' motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire. According to Torregrosa Benavent and Sánchez-Reyes Peñamaría, (2011), authentic materials have currently been given a new lease of life as a result of the impact of corpus-based language teaching publications. In this sense, corpora provide a ready resource of natural, or authentic, texts for language learning.

On the other hand, the regulations at the Federation of International Basketball Association (FIBA) clearly dictate that a good command of English is mandatory for all basketball coaches and referees who wish to receive FIBA qualifications, and enter the international fields. Accordingly, all candidates are obliged to speak English fluently to be able to work with basketball players in the international tournaments. Thus the significance of this study lies in the momentousness of benefiting from the identification of real-life needs of Iranian basketball community, which contributes to future course development and effective course instruction and, ultimately, promotes in the practice of ESP for basketball professionals.

1.4 Research Question

This study aimed at answering the following question:

RQ: What are the real-life ESP needs of Iranian basketball community?

1.5 Definition of the Key Terms

The following definitions are provided in order to contribute to a better understanding of the terms which are frequently used in this study. The definitions with no citations are given by the researcher.

Authenticity: relates to the language produced by a real speaker/writer for a real audience, conveying a real message (Morrow 1977; Porter & Roberts 1981; Swaffar 1985; Nunan 1988/9; Benson & Voller 1997). This term is defined in order to clarify the meaning of the phrase "real-life" in the title of this thesis.

Basketball community: consists of every person who is involved in the field of basketball including directors, team managers, coaches, players, and referees.

Communicative competence: refers to the learner's ability to use a language to communicate successfully (Canale & Swain, 1980)

ESP: is "an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning" (Hutchinson and Waters, 1987, pp. 19).

Needs analysis: is an information gathering process entailing "techniques and procedures for collecting information to be used in syllabus design" (Nunan, as cited in Tabari, 2013, pp. 13).

1.6 Limitations and Delimitations

1.6.1 Limitations

As with any other research endeavor, this study was prone to several limitations, the most important of which are listed below:

1- Having the basketball community members to respond to questionnaire items was surprisingly difficult due to the reluctance of basketball professionals in responding to the questionnaires.

2- The researcher did not have access to female members of basketball community. Therefore, caution must be exercised in generalizing the results to other contexts.

3- The respondents might not have provided completely honest responses to the items of the needs analysis questionnaires.

4- The researcher did not have access to any source which directly targeted ESP needs analysis for sport professionals.

1.6.2 Delimitations

To meet the principle of manageability, the following delimitations were imposed by the researcher:

1. From among the different methods of data collection in needs analysis, the researcher chose using questionnaires in order to collect data for this study.

2. As the basketball community members did not have a good command of English, the developed needs analysis questionnaire was translated into Persian.

3. To gain a better insight on the afterwards effects of ESP teaching for basketball, the emotional outcomes of ESP fluency that may encourage self-confidence and self-esteem and lead to professional development in basketball were also investigated.

4. Due to the absence of a needs analysis questionnaire in the field of sports, the researcher developed three needs analysis questionnaires for the target groups of basketball referees, coaches and players.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

English for Special or Specific Purposes (ESP) is a movement based on the proposition that all language teaching should be tailored to the specific learning needs of the identified groups of students. Most practitioners of ESP are teachers of adults whose needs are identified within academic, occupational or professional settings (Johns & Price-Machado, 2001). Accordingly, the purpose of the ESP program is to provide students with the specific English components and skills needed to function in the academic, occupational, or professional settings.

ESP, like most branches of TESOL (Teaching English to Speakers of Other Languages) and applied linguistics, is divided into various categories. English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) are the two major types of ESP. EAP is related to the English needed in an educational context, usually at universities or even at school level. EOP is more complicated and relates to professional purposes, such as for working doctors, engineers, or business people. The largest branch of EOP is business English, which ranges from the teaching of general business-related vocabulary to the specific skills that are important in business such as negotiation and meetings skills (Carter, as cited in Hayati, 2008).

Like any profession, athletes and professional team delegations also use English for occupational purposes (EOP) in their jobs. Therefore, the study of

discourse, needs, and the literature in ESP within the field of sports seems to be of vital importance. This chapter contains the review of literature regarding ESP, the significance of needs analysis in ESP contexts, and the previous related studies.

2.2 What is ESP?

English for Specific Purposes (ESP) refers to the specific needs of the learners in learning English as a second or foreign language. In the late 1960's, new developments in language, especially by emphasizing the learners' needs, their attitudes towards their necessities, and interests, caused the rise of ESP. The teaching of English for specific purposes, in its early days, was largely focused on the need to communicate in vocational areas such as commerce and technology. ESP has now expanded to include other areas such as English for Academic Purposes (EAP), English for occupational purposes (EOP), English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Business Purposes (EBP), and English for Legal Purposes (ELP) (Anwar, 2016).

Many other areas of ESP are being added to the above list every year (Brunton, 2009). Anthony (as cited in Brunton, 2009) reports that, as a result of universities being given control over their own curriculums, courses aiming at teaching English for specific disciplines such as English for mathematicians arose rapidly. Another reason for the increase of ESP sub-divisions over the decades is the market forces and the greater awareness amongst the academic and business

community as to meeting the learners' needs and wants wherever possible (Abrar-ul-Hassan, 2012).

According to Belcher (2006), ESP is now surrounded with a diverse and expanding range of purposes. The continued expansion of ESP into new areas is rooted in globalization. The widespreadness of English for specific purposes helps learners to learn career-oriented English skills in order to meet the employers' demands in the workplace. The students need to improve their general English as well as technical professional language vocabulary in order to communicate with colleagues and managers at work (Zafarghandi, Sabet, Delijani, 2017).

As Richards (2001) states, ESP describes learners in terms of performance, and the main point of instruction in ESP is the learners' language usage. In this vein, the goal of ESP courses is to make the learners ready for carrying out a specific task or set of tasks. Such goals are set by ESP instructors, school directors, and principals as well as the learners themselves. Learners and their method of language learning are considered to be the main factors in the whole process of learning. Hutchinson and Waters (as cited in Manoochehri & Nemati, 2016) draw attention to a learning-centered approach in which all the decisions regarding the content of the course and the method of instruction are made in accordance to the learners' needs and reasons for learning.

The fact that learners are aware of the reasons for learning a language is a great advantage on both sides of the teaching and learning process and promotes a mutual goal of teaching/learning between the employers and the learners, which ultimately leads to greater motivation for L2 learning (Bracaj, 2014). Basturkmen (2006) also points out that a syllabus based on the learners' needs is likely to be motivating because the learners see the obvious relevance of what they learn. According to Fiorito (2005), ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study. In addition, being able to use the vocabulary and structures that the learners learn in a meaningful context reinforces what is taught and increases the learners' motivation. In an ESP class, students are shown how the subject-matter content is expressed in English and the teacher can make use of the students' technical knowledge to help them learn English faster (Fiorito, 2005).

2.2.1 Types of ESP

Over the years, ESP has been divided into sub-divisions such as English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). While there are many sub-divisions of ESP, EOP, and EAP, EOP has gained more attention than the other sub-divisions. EOP is taught in such a situation in which learners need to use English as part of their work or profession (Kennedy & Bolitho, 1984).

Courses in EOP depend on the learners' job or profession and differ from other courses. For instance, the content of an English program for a secretary is going to be different from a program for an accountant (Rahmat, 2017).

EAP is taught generally within educational institutions to students requiring English in their studies. The language taught may be based on particular disciplines at higher levels of education when the student is specializing (in study) or intends to specialize (pre-study) in a particular subject. In cases such as an overseas student studying in university level, the learning of study skills (listening to lectures, taking notes, writing reports, reading textbooks) will probably form a major part of the student's English course (Jalili & Kamarudin, 2009).

2.2.2 Characteristics of ESP

According to (Brunton, 2009) the attempts to define ESP date back to 1980's and 1990's when Strevens (1988) and Dudley-Evans and St. John (1998) attempted to apply a series of characteristics to ESP and resolve arguments about what ESP is. Two types of characteristics namely Absolute Characteristics and Variable Characteristics have been associated with ESP. The Absolute Characteristics, identify ESP as an approach to meet specific needs of the learners, make use of underlying methodology and activities of the discipline it serves, and centered on the language appropriate to such activities in terms of grammar, lexis, register, study skills, discourse, and genre. The Variable Characteristics, identify ESP as an

approach designed for specific disciplines which uses a different methodology from General English, is designed for adult intermediate or advanced learners, either at a tertiary level institution or in a professional work situation.

Other scholars have also put forward different ESP characteristics. Belcher (2006) states that ESP considers the problems as unique to specific learners in specific contexts; therefor, such problems must be carefully addressed with tailored remedial instructions. Mohan (as cited in Poedjiastutie, 2017) adds that ESP courses focus on preparing learners for a specific communicative environments. Lorenzo (2005) reminds that ESP concentrates more on language in context than on teaching grammar and language structures. He further points out that as ESP is usually delivered to adult students, frequently in a work related setting (EOP), that motivation to learn is higher than in usual ESL (English as a Second Language) contexts. Carter (as cited in Asrifan, Jabu, Atmowardoyo & Chen, 2017) believes that self-direction is important in the sense that an ESP course is concerned with turning learners into users of the language.

The fact that any ESP course should be needs driven and focused on practical outcomes is undisputed. Therefore, needs analysis is, and always will be, an important and fundamental part of ESP (Scrivener, 2005). According to Dudley-Evan and St. John (as cited in Akbari, 2014), needs analysis is the corner stone of ESP and leads to a highly focused course. Needs analysis has evolved to include

analysis of deficiency or assess of the gap in learning between the target language use and the current proficiencies in the learner. In addition, ESP has been a driving force behind needs analysis. As Richards (2001) states, the emergence of ESP with its emphasis on needs analysis commenced a starting point in language program design to consider needs analysis as an important factor in the development of current approaches to language curriculum development.

2.3 Needs Analysis in ESP

Defining needs analysis has generated controversy because linguists in the field of ESP have not yet agreed on the definition of the term "need". Richards (as cited in Al-Harby, 2005) argued that the definition of needs depends on the perception of the people who make the judgment. Teachers, learners, administrators, employees, parents, and stakeholders may have different views as to what needs are.

Needs analysis is defined by Nunan (1988) as: "techniques and procedures for collecting information to be used in syllabus design'' (p. 13). Further, in Richards and Platt (as cited in Al-Tamimi & Shuib, 2007) needs analysis is defined as "the process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities" (p. 1). Hutchinson and Waters (1987) defined needs analysis by distinguishing between the "target" and "needs". In this definition, "Needs" is defined as: what the learner needs to do in

order to learn, and "target" is defined as: the wants which represent the learners' views regarding what their needs are.

In the context of language learning and teaching, needs analysis (NA) is a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions. It is observed that all the definitions have many things in common in a sense that they focused on the learners' needs as a source of information for designing syllabus or developing materials that fit the learners' actual needs. Needs analysis is not only a systematic process but also an ongoing process of gathering information about students' needs and preferences, interpreting the information, and making course decisions based on the interpretation in order to meet the needs. This suggests that learning preferences which enable learners to acquire particular skills are another aspect of NA that should be taken into account when conducting NA (Brown, 2016).

Richards et al. (as cited in Alfehaid, 2011) consider additional aspects of NA and define it as the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Kim (2009) believes the factors that are important for the efficacy of an ESP course are the responsibility of the ESP practitioner to analyze the needs and investigate the

special language that is needed for the students on the one hand, and collaboration and cooperation of organization and outsiders with the practitioner on the other.

The information collected as part of a needs analysis process provides crucial data upon which educators can make decisions. Needs analysts gather subjective and objective information about the learner in order to know the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency required. In this way a needs analysis can support the development and implementation of language policies at both macro and micro levels, with far-reaching consequences (McCawley, 2009).

Needs analysis can provide useful information to inform the development of a teaching program to assist the future employment of learners. As Oliver, et al. (2012) suggest that a curriculum should be underpinned by reliable data so that learners are adequately prepared for dynamic communicative interactions that actually occur in the workplace setting. The value and importance of a needs analysis to language programs extends further than just the vocational, and can contribute in key ways to other language programs, be they situated in English as a Second Language (ESL) or English as a Foreign Language (EFL) contexts (Poedjiastutie & Oliver, 2017).

Richards (2001) lists some (but not all) of the purposes which NA can serve in language learning and teaching. According to Richards (2001), one of the

purposes of NA could be to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student. Another purpose could be to help determine if an existing course adequately addresses the needs of potential students or to identify a change of direction that people in a reference group feel is important. Collecting information about a particular problem learners are experiencing and identifying a gap between what students are able to do and what they need to be able to do could be another purpose of NA.

Two different approaches to the analysis of learners' needs are widely known. The first is the model of Richterich and Chancerel (1977) and the second is Munby's (1978) Communicative Syllabus Design. Richterich and Chancerel (1977) analyze language needs in terms of language situations and language operations. A language situation is composed of three types of information namely, information about the agents (the people involved in the communication process such as the learners, the teachers and the employers), information about the time when the act of communication takes place, information about the place where the act of communication takes place, information about the functions or purposes which the act of communication has to fulfil (e.g. expression, description, argumentation), information about the objects to which the act of communication will relate (e.g. whether the object of communication is to convey a neutral message, to report an

affective state or to maintain or break social ties), and information about the means used to produce that act, such as the language skills.

The key concept of communication is evident in both components of language needs and situation. However, in a later work, Richterich and Chancerel (1978) present a broader understanding of the definition of needs within their model in order to make it more comprehensive. The model includes desires, requirements, motivation and methodology as observed not only by the learners but also by all those involved (e.g. language teachers, subject teachers and employers). Despite these improvements, it could be argued that the model of Richterich and Chancerel has some limitations.

2.3.1 Models of Needs Analysis

There are different models of needs analysis in ESP: Target-Situation Analysis, Present-Situation, Learning-Centered approach, Means Analysis, and the Strategy Analysis. Jordan (1994) indicates that the main two approaches in needs analysis are the Target-Situation Analysis and the Present-Situation Analysis. Other approaches such as the Learning-Centered approach, the Strategy Analysis approach, and the Means Analysis approach are seen as permutations of Target-Situation Analysis and Present-Situation Analysis (Jordan, 1994).

The Target-Situation Analysis model started with Munby's (1978) model of the Communication Needs Process. This model contains a detailed set of procedures

for discovering target situation needs. It is based on analyzing language communication in the target situation in order to provide a communicative needs profile for a specified group of learners. The Communication Needs Process profile seeks to present a valid specification of the skills and linguistic forms that a group of learners needs in the intended target situation.

The Communication Needs Process model contains nine components (e.g. participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key). Each component asks questions about the use of the target language in order to identify learners' real world communicative requirements. The outcome is used as an input to prepare the intended group of learners for their intended use of the target language through converting the needs profile into a communicative competence specification that is presented in a form of a syllabus (Jordan, 1997).

Tarone & Yule (1989) continued research within the same framework of the Target- Situation Analysis approach. However, they added four components to Munby's model. Their addition consisted of the global level (e.g. situations, participants, communicative purpose, and target activities), the rhetorical level (e.g. organizational structure of the communicative activities), the grammatical-rhetorical level (e.g. linguistic forms required to realize the forms in the rhetorical level) and the grammatical level (the frequency of grammatical and lexical constructions in the

target situation). These additional levels were adopted from Canale and Swain's (1980) model of communicative competence (e.g. discourse competence). The purpose of adding these levels are to show how needs analysis incorporates linguistic form (e.g. register analysis) and functional form (e.g. discourse analysis). Both forms are layers in the target and present situations that provide input data for syllabus design (West 1994).

The Target-Situation Analysis model has remained highly influential in the field of ESL/ESP needs analysis. It was the first needs analysis model based on the concept of communicative competence. Munby's categories of communicative activities and their relation to the communicative events of the target situation reflect categories of real world language use (West, 1994). In other words, they reflect the shift in the ESL field from language system to language use. As a result of this shift, most studies continue to follow this model in relating communicative needs to analysis of communication in the target situation.

Consequently, needs analysis has become an integral element of the field of ESP as the basis for designing ESP courses (Dudley-Evans, 1991). However, this approach has received major criticism for being inflexible. The initial Target-Situation Analysis model by Munby was comprehensive and complex because his aim was to provide a wide range of needs profiles. However, he did not specify any priorities for his model of activities. This creates difficulties when applying the

profile to different language situations (West, 1994). Practitioners overcome this difficulty by using different profiles based on their own circumstances.

It is important to note that this model analyzes the four skills (listening, speaking, reading, and writing) in various job-related activities in terms of receptive and productive skills leading to generate a general profile of the language situation to be used as an input in course design (Jordan, 1997). In language teaching, the provided information guides the teaching process in the classroom to set the priorities in scaling the communicative modes where the interpersonal mode links the receptive and productive skills, the interpretive mode relies on receptive skills, and the presentational mode relies on productive skills (Brecht & Walton 1995).

The second major model in needs analysis is the Present-Situation Analysis proposed by Richterich and Chancerel (1980). In this approach the information to define needs is drawn from a wide range of sources: the students, the teaching establishment, and the place of work (Jordan 1997). Since the sources of data collection are multiple, this model provides detailed guidelines and techniques about the kind of information to be included.

The aim is to seek information about levels of ability, available curricula, teaching methods, resources, views on language teaching and learning, surrounding society, and cultural elements. This model was developed under the supervision of the Council of Europe to identify and define the needs of European adult learners in

a comprehensive model that can be applied to all the member states of the European Council. The main drawback of this model is that it requires a team of specialists to be conducted.

Another drawback is the excessive use of generalizations in order to cover a profile from different countries. The Target-Situation Analysis and the Present-Situation Analysis are the two landmarks in needs analysis studies. Researchers continue to use one of these models as their theoretical base depending on the circumstances of the conducted research. This study adapted a similar theoretical base to the Target-Situation Analysis approach since it is more appropriate for the objectives of the study, the size of the sample population, and the available resources.

2.4 Authenticity in ESP

A debate has arisen concerning the authenticity of materials within ESP. Bojovic (2006) believes that material should be authentic, up to date and relevant for the students' specializations. Authenticity has been discussed by various authors as a relevant feature in ESP methodology (Safont & Esteve, 2004), thus authentic materials have traditionally been emphasized in the ESP literature. Authentic materials and realia are often found in ESP course books today. They can increase students' motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire. Unlike

simulated authentic materials, authentic materials must be constantly brought up-to-date (Torregrosa Benavent, 2011). However, using authentic materials can be risky if the methodology is not carefully chosen because using authentic materials such as journals, magazines, documents and other similar sources is not an easy task.

2.4.1 Differing Point of Views in authenticity

A brief review of some of the current literature on these and similar topics reveals some interesting, and sometimes conflicting, points. For example, Gilmore (2007) considers it is possible to adapt authentic texts to different language levels by constantly varying the tasks. Therefore, the ESP materials designer must have the ability to find authentic texts that fit the students' differing pedagogic needs, solutions to which can be implemented in the course syllabus.

Mishan (2005) suggests that elementary level LSP (Language for Specific Purposes) students possess background knowledge, an expertise in their subject area that enables the learners to cope with target language texts in their specialism which even native speakers might have difficulty with. One could add that even the language teacher may find such texts difficult especially if they lie outside a foreign language teacher's specialty. On the other hand, the majority of ESP students are usually more interested in the topic than in the form of language (Webener, 2008).

Lüdtke and Schwienhorst (2010) carried out a study and concluded that students expressed more interest in vocational LSP rather than study-related LSP

courses. Further, they suggested that Law, Humanities, and Natural Sciences students favor study-related content while Economics and Mechanical Engineering students are more interested in job-related content. Camiciottoli (2003) states that an awareness of metadiscourse is also useful in helping ESP learners with the difficult task of grasping the writer's stance when reading challenging authentic materials.

2.4.2 ESP and Authentic Materials

In the area of Technical English, Claypole (2010) advocates a methodology that places emphasis on subject-matter and authentic, relevant materials while coining the acronym COLT (Content Oriented Language Teaching). According to Torregrosa Benavent (2011), authentic materials have currently been given a new lease of life as a result of the impact of corpus-based language teaching publications. This happens because the texts on which this input is often based are produced in real contexts for authentic communicative purposes. Reppen (2010) highlights the fact that, in recent years, many ELT professionals have expressed a preference for authentic materials in their lessons, using language from natural texts instead of ready-made examples.

Moreover, preparing authentic materials for use in the classroom can be very time-consuming. Osborne (2005) suggests that it is essential to have a clear purpose in mind as well as a personal approach that permits the adaptation of most authentic materials. Likewise, the ESP instructor must always incorporate authentic texts that

are locally meaningful. Sznajder (2001) further refines the definition of authentic materials in an ESP course by suggesting that authenticity refers not only to the form, contents and the communicative goal of a text, but also and most importantly, to the purpose of reading.

House (2008) opens up the scope of authentic materials dividing them into two categories: materials which contain language and materials which stimulate the production of language. Pérez Cañado and Almagro Esteban (2005) suggest evaluating the authenticity of ESP materials; then they elaborate a very complete checklist as part of their authenticity evaluation proposal for the area of Business English. The checklist includes headings such as: context and target situation; the student; the teacher; and contents, which include linguistic aspects, sociocultural aspects, notional-functional aspects, topics, organization and activities.

Douglas (2002) further emphasizes the importance of authentic materials for LSP assessment by suggesting that test developers can enrich the contextual variables in their tests to exploit the richness of the authentic materials that characterize LSP tests. Wegener (2008) sees three functions that authentic texts serve in ESP courses: First, inviting authentic materials from the learners' work environment to the classroom the teacher offers assistance. Second, the ESP teacher always looks for texts that are as close to the learners' target situations in their jobs as possible. Third, authentic texts serve as sources of information for the teacher and

may already be collected during the needs analysis period. Long (2007) is clear in his defense of authentic materials for, as he states, texts in language teaching materials bear little resemblance to the genuine target discourse samples learners encounter in the world outside classrooms. This means quite simply that every study in which language teaching materials -even supposedly LSP materials- and genuine texts have been compared has found the former to be unrepresentative in important ways.

Vaiciuniene and Uzpaliene (2010) distinguish three broad categories of ESP authentic materials: daily objects such as business cards, bank leaflets, photographs, receipts, catalogues, currency, reports, financial statements, instructions, bank accounts, application forms, pictures, registration forms, letters/emails, diagrams, agreements, etc; broadcast texts such as newspapers, journals, TV and radio programmes, films, documentaries, general or special literature, etc; and websites.

The internet is an excellent and up-to-date source of authentic materials for LSP learners, "providing ESP practitioners with a diversity of "takeaway formats" (video, audio, pictures and texts) (Bocanegra-Valle, 2010) all of which are relevant to the students' field of study. This combination of availability and relevance makes their learning process more meaningful (Arnó et al., 2006) and allows the students to access real-life input of specialist contents and genres while engaging them in

tasks involving interaction with an authentic that could never occur in a printed textbook (Wegener, 2008).

The drawback is that, even online, authentic materials can become obsolete very quickly and the teacher will have to spend a lot of time finding new samples of authentic texts for ESP lessons which, in turn, will have a short exploitation period. Involving learners in the production of their own authentic materials can solve this problem especially when the students work in close cooperation with their teachers. This way, subject-experts can act as facilitators and consultants and their task will be to assist the ESP teacher to select authentic texts and tasks (Hyland, 2007).

2.5 ESP in Iran

Many scholars in Iran have asserted that the majority of Iranian students and teachers are not satisfied with the ESP and EAP (English for Academic Purposes) courses (Soodmand, Afshar & Movassagh (2016); Hayati 2008). The reason behind this dissatisfaction might be the philosophy and practice of ESP in the context of Iranian universities. The ESP courses in Iran are merely designed to enable students to read for understanding texts and do a multiple-choice reading comprehension test and in some cases translate the texts just for the sake of doing an assignment (Hayati, 2008).

Hayati (2008) went further to claim that there are tripartite problems regarding ESP course in Iran, namely the teacher, the time, and the textbooks. In addition, there

is a lack of teachers who have expertise in both language and content (Soodmand Afshar & Movassagh, 2016). More importantly, there are no teacher training and teacher education programs devoted specifically to ESP teachers in order to prepare teachers who have mastery in both English and the technical knowledge.

Moreover, the time devoted to English, in general, and ESP, in particular, is so limited that ESP courses do not yield any positive result. Finally, yet importantly, the textbooks compiled and used are not in line with the current theories of language education and ESP. The texts and tasks used in these ESP books are not communicative-oriented and there is no place for authentic tasks which need students' genuine interaction; most importantly, the texts used in the ESP textbooks in Iran seem beyond the English proficiency level of Iranian Students.

Baleghizadeh and Rahimi (2011) indicated that the systematic evaluation of textbooks is not often conducted and students' requirements and opinions concerning the materials developed for them are neglected in Iran. Likewise, Eslami-Rasekh (2010) pointed out that ESP textbooks developed for the students of engineering by the Ministry of Higher Education in Iran is not born out of any systematic needs analysis.

In another study done by Amirian and Tavakoli (2009), they assessed and evaluated the elements of ESP textbooks for engineering students. They reported that ESP courses have been useful and successful in making background knowledge

on terminology and reading proficiency of that specific field in the minds of future engineers. Finally, in an evaluation of the academic language requirements of computer science engineering students according to English for Academic Purposes.

Other researchers have also argued that the purposefulness of ESP practice in Iran is not of satisfactory. According to YarMohammadi (2005), in many cases, ESP teaching in Iran can be characterized as "language for no specific purposes" since it follows no specific objective in most ESP contexts. He also adds that this lack of purposefulness can be due to the fact that the contents of ESP textbooks are not designed to address the specific learning needs and expectations of their users.

Among needs analysis studies, Salehi (2010) investigated the English language needs of engineering students at Sharif University of Tehran. The findings indicated that Sharif students need more speaking tasks in their curriculum, translation is not considered important for their future jobs, and technical writing is of crucial importance.

An attempt to investigate the language needs of Iranian graduate students of tourism management based on their wants, lacks, and necessities was done using the mixed method approach by Moattarian and Tahirian (2014). The findings revealed that in order to satisfy the specific needs of tourism management graduate students at Allameh Tabatabai University in Tehran, all the 4 language skills need to be emphasized in the ESP courses for tourism management students.

A critical appraisal of ESP in Iran from both retrospective and prospective perspectives was presented by Ghaemi and Sarlak (2015). They suggested that one striking problem that the students face while reading ESP courses at the academic level was the poor prior language proficiency which is not compatible with the goals of ESP.

2.6 Previous Research on Needs Analysis

Typically, conducting needs analysis in language programs serves adults in academic and professional programs. The following overview reports on some of the findings of studies on needs analysis carried out in different parts of the world. Since, to the best of the researcher's knowledge, no study has ever targeted ESP for basketball within the field of sports, the following literature presents some of the related findings in other ESP fields.

In the field of Nursing, Dedi (2017) carried out a needs analysis study in Indonesia and suggested that a syllabus used by the lecturers in teaching nursing students should include real-life nursing topics and language functions; focus on language skills, competence, and teaching strategies, and target the students' needs. Thus a functional/notional syllabus could be more suitable for nursing students. Similarly, Freihat and Al-Makhzoomi (2012) studied the learning needs of nursing students in Jordan. They found that the participants had difficulty in communicating with their clients in the various clinical settings. Moreover, they proposed that both

general English and ESP enable nursing students to communicate in English with clients, colleagues, and nursing supervisors of culturally and linguistically diverse backgrounds.

Hwang and Lin (2012) conducted a study to provide a description of the linguistic needs and perceptions of medical students and faculty members in Taiwan. They concluded that this research could analyze the linguistic needs of interns and suggested to improve the English curriculum for the school of medicine. Kaur (2007) identified the acceptance of a narrow-focused syllabus among ESP learners and found that students were very happy with such a syllabus as they felt no time was wasted during their course. Stapa & Jais (2005) examined the failure of Malaysian University courses in Hotel Management and Tourism to meet the wants and needs of the students with a lack of skills and genres covered in their courses.

In a needs analysis study targeting the question of why many ESL students enrolled in a nursing program were not succeeding academically, Bosher and Smalkoski (2002) used interviews, observations, and questionnaires to gather information about the objective needs of students. The findings indicated that communicating with clients and colleagues in the clinical setting was perceived as the greatest difficulty.

In a different study, Shi, Corcos, and Storey (2001) developed an English course for junior medical students in the first part of their clinical training at the

University of British Columbia. The aim was to identify the linguistic skills students needed in order to achieve various cognitive learning objectives. These included the skills of using appropriate every-day and technical terms to translate information from doctor-patient to doctor-doctor discourse. The course employed video sequences along with carefully designed teaching tasks to raise students' awareness of some of the cognitive and linguistic features of the discourse and to improve their performance through practice. The findings illustrated that authentic data from their performance can be exploited to construct a tightly focused curriculum addressing students' needs.

Al-Busaidi (2003) carried out a needs analysis study to investigate the academic needs of EFL learners at Sultan Qaboos University (SQU) in the Sultanate of Oman. His data collection tools consisted of interviews, e-mail dialogues, and a questionnaire. The participants included college and language program faculty members as well as undergraduate students at SQU. The study aimed to identify program practices that were most effective in meeting the learners' needs. The results suggested that a hybrid content-based curriculum model needed to be used. Also, more cooperation is required between the language center and subject teachers to develop awareness about learners' needs.

Guerid and Mami (2017) designed an ESP syllabus based on real-life needs analysis for finance and accounting staff. They analyzed the needs of the participants

concerning their use of English at work and developed authentic materials to address the specific discourse needs of the research population. Similarly, Dinçay (2010) organized a six-week conversational English ESP course through a thorough process of needs analysis for the human resources staff who worked at an International Language Learning Center in Istanbul. He concluded that a hybrid syllabus needs to be constructed and designed due to pragmatic reasons.

Abdul Rahim (2008) investigated the English language communication skills needed by engineers at the workplace. The study was motivated by the fact that many Malaysian graduates are not able to use English for communication at work. The findings demonstrated that more time should be devoted to oral and writing communication to help the engineering undergraduates meet the requirements at their workplace, reading materials such as technical reports, user manuals, etc. are important for effective communication, and that engineers usually communicate with customers. They also needed some real-life experiences such as group meetings which rendered public speaking and verbal skills so important to them. Finally, Abdul Rahim (2008) found out a need to design a more in-depth communication syllabus for engineering undergraduates which demanded a focus on developing and improving students' speaking and listening skills in order to prepare them for their future jobs.

Kaewpet (2011) conducted a study to examine the communication needs of civil engineering students in Thailand. The results revealed that the students' needs were various and highlighted the significance of performing a needs analysis study to prepare an appropriate ESP course for them. In the same vein, Venkatraman and Prema (2007) surveyed the needs of engineering students in terms of their required English language skills. The obtained results demonstrated that listening skills and professional speaking skills were the most important skills, followed by general speaking, reading skills, and professional writing skills, respectively.

In another study, Al-Tamimi and Shuib (2010) investigated the English language needs of Petroleum engineering students at Hadhramount University of Science and Technology in Malaysia. They aimed to identify the students' perceptions of the frequency of the English language skills used, the importance of such skills, their ability in performing the skills, the areas of language use in which they needed more training, and their preferences in their English language course. Their findings indicated that English language proficiency is of high significance for petroleum engineering students at HUST. The students stated that they had to know many English language sub-skills to perform effectively in the target situation. They also complained that they lacked an adequate command over English; therefore, they wished to have more training in the related areas, especially regarding speaking and

listening skills. They believed that the already existing English language course had to be cancelled, and more time had to be devoted to gaining proficiency in English.

In a case study of the linguistic needs of Textile engineering students at National Textile University in Pakistan carried out by Sattar, Zahid, Mahmood, and Ali (2011), 74 students and 4 English language teachers responded to a questionnaire. The questionnaire was developed and modified based on Munby's Model of Communicative Needs Processor. The findings revealed that there was a mismatch between the teachers' favorite teaching methods (grammar and translation methods), student's learning preferences (communication strategies), and favorite skills (listening and speaking skills). This study provided a clearer insight of ESL learners' needs and ESL teachers' preferences to syllabus designers, which can help to develop more appropriate language courses and supplementary materials for students of textile engineering.

Pritchard and Nasr (2004) analyzed the learners' needs in an Egyptian College of Technology in order to develop materials to help improve third-year engineering students' reading performance. A needs analysis was conducted to find out how students and teachers perceive major required reading skills. Then, a reading program was developed based on both teachers' and students' perceptions and needs. The results illustrated that the program helped improve the students' reading capabilities.

Cowling (2007) investigated a number of courses which were intended to give students practical English language training focusing on language used in business situations which they may encounter in their workplace. This study led the researcher to analyze the needs of students and design a course accordingly. Paci (2013) tried to bolster the importance of English language particularly in the fields of engineering, in Albany. The findings of her study illustrated that engineers need to use English not only for interpreting the data and theories but also to communicate. Paci (2013) stated that it is necessary to design an English language curriculum to meet the students' needs at best. The results of the surveys, observations of the students, and the interviews conducted with ESP teachers indicated the variety of students' needs.

Finally, in a joint study, Lan, Khaun, and Singh (2011) aimed to determine language skills and competencies required by the alumni of Universiti Teknologi MARA (UTM) at their workplace. The aim of this study was to investigate if the career needs of the students are being met by the existing English language programs at the university. They gave a questionnaire to the students and a structured interviews to the representatives of the related industries. Their findings indicated that English needs to be widely used in the surveyed organizations because tasks and transactions are performed in English. They also stressed that all the four skills, namely speaking, listening, reading, and writing, are required for such tasks.

CHAPTER III

METHOD

3.1 Introduction

Presently, English for Specific Purposes (ESP) is becoming increasingly important. According to Dudley-Evans (2001), ESP is designed to meet the specific needs of the learners. It is a learner-centered approach to help them develop language competence so that they could perform well in their profession. Despite the significance of needs analysis in ESP, no effort has ever been made to identify ESP needs of the Iranian basketball community within the field of sports. Therefore, the present study was conducted to investigate the real-life needs of basketball community in Iran.

Descriptive methods of research in human sciences are widely popular due to the fact that they set out to describe and interpret the viewpoint of the participants with regard to specific matters. The majority of such studies look at individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute that specific fields of inquiry. Therefore, the following research question was formulated:

RQ: What are the real-life ESP needs of Iranian basketball community?

The groundwork for this thesis is laid in this chapter, which provides the necessary information about the participants who participated in the study, the

instruments that were utilized, and the depicted procedure, design, and the data analysis process therein.

3.2 Participants

For the purpose of this study, 35 participants were randomly selected from among Iranian basketball players, coaches, and referees. As it is the case in the majority of studies in human sciences, the target population was too large to be studied in its entirety and, thus, a relatively small sample was chosen through convenient random sampling to fulfill the purpose of the survey.

The age of the participants was within the range of 20 to 35. It is worth mentioning that they were from versatile educational backgrounds from associate degree to master's degree. The sample consisted of 11 Iranian male basketball players, 11 coaches, and 11 referees. Each of them had at least one year of experience in their respective field, and all of them had participated in general English classes prior to this the study.

Albeit, none had ever participated in any ESP class for basketball. The first language of all the participants was Persian, and the sampling was done while the participants were competing in "Tehran Youth Championships" at the basketball court of Shahid Heidarnia sports complex in Tehran, Iran.

3.2.1 Referees

The referees of this study were within the age range of 23 to 58. In addition, the professional officiating experience of the participants was between 3 and 30 years, and they were all actively involved in the professional leagues of basketball in Tehran, Iran. However, in order to have a homogenous group, one participant who was significantly older and more experienced than the other participants was excluded from the sample. It is noteworthy that two of the referees who participated in this study were international referees who had professional officiating experience in international contexts.

3.2.2 Coaches

The age range of coaches in this study was between 25 and 35, and the professional coaching experience of the participants was between 3 and 12 years. Once again, in order to have a homogenous group, one participant who was significantly older and more experienced than the other participants was excluded from the sample. Interestingly, another one of the coaches was a coaching instructor at the Basketball Federation of Iran and had participated in international tournaments for several years.

3.2.3 Players

The basketball players in the sample were between 20 and 23 years old, and all had played in different tournaments for at least 5 years. Three of the players who participated in this study were the members of Iran's Under 23 National Team. Hence, they had already experienced camp life in international tournaments, where they are required to use English in order to satisfy their different communicational needs.

3.3 Instrument

Three versions of an ESP needs analysis questionnaire for basketball community (Appendix A, B, and C) were developed by the researcher to identify the real-life ESP needs of basketball players, referees, and coaches in international contexts. Each questionnaire consisted of 38 question items divided into five sections: personal information, significance of English language fluency in professional development in basketball, their tendency towards participating in ESP classes for basketball, affective outcomes of English language fluency in professional international contexts, and real-life ESP needs of basketball professionals.

Although the questionnaires were mostly similar to each other in terms of the format and nature of items, there were some differences with regard to specialized questions for each group of basketball community. The questionnaire items were scored based on a 5-point Likert scale ranging from 1 to 5, and agreement phrases

of Strongly Agree to Strongly Disagree. The minimum score for each question item was 1 and the maximum was 5. Moreover, the Cronbach's Alpha Formula was used to compute the reliability of the questionnaires.

The obtained reliability quotient was equal to 0.894 for the referees, 0.763 for the coaches, and0.849 for the players, which were all satisfactory. It is worth mentioning that 7 items of the questionnaire were omitted in the process of reliability analysis as they represented personal information such as age, language level, and professional experience, all of which were irrelevant to the reliability of the questionnaires.

3.4 Procedure

The following procedure was followed in order to collect the required data for this study:

At the outset of the study, it was necessary to compile and organize a questionnaire for each of the three groups of the basketball community. However, due to the lack of access to a questionnaire which could readily identify the real-life ESP needs of the basketball community in Iran, the researcher commenced a thorough study of the existing needs analysis questionnaires used in the other fields of ESP. Then, with the counsel of his supervisor, he selected two questionnaires as his references for developing the format and identifying the suitable question type in each questionnaire. After developing a few questionnaire prototypes, three

questionnaires were finalized. Then, they were translated into Persian in order to ensure the full comprehension of the question items by the participants.

The developed questionnaires were distributed among the basketball professionals with the aim of investigating the real-life ESP needs of the Iranian basketball community. While collecting the data, the researcher observed the participants very carefully. They were asked to answer the questions honestly and seriously. Moreover, no time limit was set for the completion of the questionnaires. The respondents did not have to write their names on their questionnaires. The researcher was present in the process of collecting the data and tried to help the participants with regard to any ambiguity which might have risen in the course of answering the questions. He asked the participants to be honest and serious in filling in the questionnaires; however, some participants did not seem to be much dedicated to such norms. In a few cases, the participants did not cooperate with the researcher and did not return their questionnaires. Once the questionnaires were collected from the participants, the researcher initiated the process of data analysis.

Overall, the researcher observed that the participants were mostly surprised at witnessing that such a study was taking place, and the majority of them filled in the questionnaires with passion. It is worth mentioning that most of the participants, especially the coaches and referees were, appreciative of the researcher's effort in conducting this experiment and hoped that the obtained results would lead to some

improvement concerning the foreign language knowledge of the basketball community.

3.5 Design

The present study adopted a descriptive design since it aimed at investigating and describing the real-life ESP needs of the Iranian basketball community. The researcher neither manipulated any variable nor provided any kind of instruction or treatment during the study. Based on the quantitative nature of the study, three questionnaires were used to determine the ESP needs of each group of referees, coaches, and players of basketball community. The responses to the questionnaires were carefully analyzed, and the findings were converted to percentages for easy interpretation.

3.6 Data Analysis

The data in this study were gathered with the aim of learning about the real-life ESP needs of Iranian basketball community. In order to answer the research question, various descriptive statistics, such as means, percentages, and standard deviations were calculated. The reliability of the questionnaires were measured using the Cronbach's Alpha Formula. Then, the normality of the score distribution of the three groups was checked through dividing the statistic of the skeweness by its standard error for each group.

Since the distributions of questionnaire scores for the three groups were normal, an ANOVA was used to compare their mean scores on the different sections of the questionnaire among the three groups. It is noted that 0.05 was chosen as the level of significance. Finally, the process of data analysis was carried out using the Statistical Package for Social Sciences (SPSS) Software, version 24.0

CHAPTER IV
RESULTS

4.1 Introduction

As mentioned in the previous chapters, this study was carried out to investigate the real-life ESP needs of Iranian basketball community. Therefore, the following question was posed:

RQ: What are the real-life ESP needs of Iranian basketball community?

In order to provide an answer to the research question, three independent samples of the basketball community, namely, the coaches, the players, and the referees, were randomly selected and asked to respond to a questionnaire. This chapter describes and elaborates on the obtained results.

4.2. Analysis of the Findings

4.2.1. Quantitative Analysis

The participants of each group were asked to respond to a 38 item questionnaire about the effects of English language fluency on their professional development as well as their real-life needs in basketball-related foreign language contexts. It is noted that the maximum possible score on each questionnaire was 155. Table 4.1 demonstrates the descriptive statistics for the scores of the three groups on the questionnaires.

Table 4.1. Descriptive Statistics for the Independent Samples.

Sample	N	Minimum	Maximum	Mean	Std. Deviation	Statistic	Std. Error
Coaches	11	129	149	139.63	6.08	-.075	.661
Referees	11	131	154	144.09	8.46	-.431	.661
Players	11	128	150	140.09	8.19	-.591	.661

In order to check the normality of the score distributions, the statistic of skeweness was divided by its standard error for each group. The values were equal to -0.113 (-0.823/0.687) for the coaches, -0.652 (-0.431/0.661) for the referees, and -0.894 (-0.591/0.661) for the players. As all the values fell within the range of -1.96 and +1.96, it was concluded that the assumption of normality was observed in the distribution of score distributions of the three groups.

Moreover, the reliability of the questionnaires, which were computed through using the Chronbach's Alpha Formula, amounted to 0.849, 0.763, and 0.894, for the players, coaches, and referees, respectively. Tables 4.2 illustrates the reliability of the questionnaires for each sample.

Table 4.2. Reliability of the Questionnaires.

Sample	N	Chronbach's Alpha
Players	38	0.849
Coaches	38	0.763
Referees	38	0.894

In order to check the significant differences in the mean scores of the three groups in this study, a One-Way ANOVA for each section of the questionnaires was conducted. As presented in the Table 4.10, the p values for all the sections of the questionnaire were greater than 0.05. Hence, it was concluded that the differences between the groups were not significantly different at the 0.05 level. Table 4.3 provides the data in full.

Table 4.3. Results of ANOVA

Sections	Difference	Sum of Squares	DF	Mean Square	F	Sig.
The Importance of Speaking	Between Groups	.182	2	.091	.429	.655
	Within Groups	6.364	30	.212		
	Total	6.545	32			
The Importance of Listening	Between Groups	.424	2	.212	1.250	.301
	Within Groups	5.091	30	.170		
	Total	5.515	32			
The Importance of Reading	Between Groups	.242	2	.121	.171	.844
	Within Groups	21.273	30	.709		
	Total	21.515	32			
The Importance of Writing	Between Groups	1.273	2	.636	.991	.383
	Within Groups	19.273	30	.642		
	Total	20.545	32			
The Importance of English in Professional Development	Between Groups	.117	2	.059	.423	.659
	Within Groups	4.166	30	.139		
	Total	4.284	32			
The Necessity of ESP Training	Between Groups	.106	2	.053	.547	.584
	Within Groups	2.909	30	.097		
	Total	3.015	32			
The Emotional Factors of English Fluency	Between Groups	.153	2	.077	.617	.546
	Within Groups	3.722	30	.124		
	Total	3.875	32			
The Importance of Technical English	Between Groups	.197	2	.098	.861	.433
	Within Groups	3.432	30	.114		
	Total	3.629	32			

		Between Groups	.860	2	.430	2.858	.073
The Importance of General English		Within Groups	4.515	30	.151		
		Total	5.375	32			

4.2.2 Qualitative Analysis

Since the quantitative analysis of the findings provides a very general picture of the three group's needs, it was necessary to provide a qualitative analysis of the different options in order to locate the subtle differences between the needs and interests of the members of the three groups.

4.2.2.1 The significance of English Language Skills

To identify the significance of English language skills among the Iranian basketball community, the participants rated the importance of each skill, namely, speaking, listening, reading, and writing, on a scale of 1 to 5. The maximum possible score on this section of the questionnaires was 20. The raw scores were then converted to percentages. Table 4.4 represents the obtained data in this regard.

Table 4.4. Importance of English Language Skills for Basketball Community.

Importance of Skills	Sample	N	Std. Deviation	Mean	Score	Percentage
The Importance of Speaking	Players	11	.405	4.82	5	81.8
	Coaches	11	.505	4.64	5	63.6
	Referees	11	.467	4.73	5	72.7
The Importance of Listening	Players	11	.405	4.82	5	81.8
	Coaches	11	.505	4.64	5	63.6
	Referees	11	.302	4.91	5	90.9
The Importance of Reading	Players	11	.982	3.82	4	36.4
	Coaches	11	.751	3.82	4	45.5
	Referees	11	.775	4.00	4	45.5

The Importance of Writing	Players	11	.674	3.64	4	45.5
	Coaches	11	.934	3.55	4	27.3
	Referees	11	.775	4.00	4	45.5

The results indicated that the listening and speaking skills were equally important for the players and coaches, whereas listening was slightly more significant than speaking for the referees. The mean scores for both listening and speaking skills were equal to 4.82 for players and 4.64 for coaches. However, the mean scores of the listening and speaking skills were equal to 4.91 and 4.73, respectively, for the referees sample.

In contrast, the reading and writing skills received relatively lower mean scores. Although the mean scores for both reading and writing skills were equal to 4 among the referees, different values were observed for each skill among the players and coaches. Both players and coaches had a mean of 3.82 on the reading skill. With regard to writing, however, the obtained mean score was equal to 3.64 for the players and 3.55 for the coaches.

4.2.2.2 The Role of English Language in the Professional Development of the Iranian Basketball Community

In order to identify the role of English language in the professional development of the Iranian basketball community, the participants were asked to respond to 9 questions related to the effects of English language fluency on their professional

development. In addition, the maximum score in this section on the questionnaires was 45. As Table 4.6 indicates, the participants in all three groups strongly believed that English language fluency is highly important in their professional development. Table 4.5 exhibits the obtained data in this regard.

Table 4.5. Importance of English language in the professional development of basketball Community.

Item	Sample	N	Mean	Std. Deviation	Phrase	Percentage
Leads to Obtaining FIBA Qualifications	Players	11	4.00	.775	Strongly Agree	27.3
	Coaches	11	4.82	.405	Strongly Agree	81.2
	Referees	11	4.82	.405	Strongly Agree	81.8
Assists Understanding Technical words in Basketball	Players	11	4.82	.405	Strongly Agree	81.8
	Coaches	11	4.82	.405	Strongly Agree	81.8
	Referees	11	4.73	.467	Strongly Agree	72.7
Promotes Technical Reading	Players	11	4.18	.982	Strongly Agree	45.5
	Coaches	11	4.73	.467	Strongly Agree	72.7
	Referees	11	4.55	.688	Strongly Agree	63.6
Promotes General Speaking	Players	11	4.64	.809	Strongly Agree	81.2
	Coaches	11	4.82	.405	Strongly Agree	81.8
	Referees	11	4.64	.505	Strongly Agree	63.6
Promotes Technical Speaking	Players	11	4.73	.467	Strongly Agree	72.7
	Coaches	11	4.73	.467	Strongly Agree	72.7
	Referees	11	4.64	.505	Strongly Agree	63.6
Assists Building Professional Relations	Players	11	4.64	.674	Strongly Agree	72.7
	Coaches	11	4.73	.467	Strongly Agree	72.7
	Referees	11	4.45	.688	Strongly Agree	54.5
Assists Living and Working Abroad	Players	11	4.64	.505	Strongly Agree	63.4
	Coaches	11	4.55	.688	Strongly Agree	63.6
	Referees	11	4.45	.934	Strongly Agree	63.6
Promotes Technical Writing	Players	11	4.18	1.079	Strongly Agree	54.5
	Coaches	11	4.45	.522	Strongly Agree	45.5
	Referees	11	4.82	.405	Strongly Agree	81.8
	Players	11	4.73	.647	Strongly Agree	81.8

Promotes Technical Listening	Coaches	11	4.09	.701	Strongly Agree	27.3
	Referees	11	4.55	.934	Strongly Agree	72.7

As given in Table 4.6, 81% of the coaches and referees strongly agreed that English language fluency is instrumental in obtaining FIBA qualifications and, as a result, could lead to a more smooth integration into the international world; however, only 27 percent of the players had a similar belief. Moreover, 81% of the players and coaches and 72% of the referees believed that English language fluency could lead to professional development as it assists understanding the technical words that are frequently used when speaking about basketball techniques and tactics.

Furthermore, the majority of the players, coaches, and referees firmly believed that knowing English promotes reading, writing, listening comprehension, and speaking skills in both general and technical aspects. Also, 72% of the players and coaches believed that English is highly effective in building professional relations. 54% of the referees strongly agreed with this item. Interestingly, only 63% of the members in each of the three groups believed that knowing English facilitates working and living abroad.

4.2.2.3 The Necessity of ESP Instruction for Iranian Basketball Community

This section required the respondents to respond to two items regarding the necessity of providing ESP training to the basketball community and their tendency to

participate in such training programs. The maximum score to be achieved in this

section was 10.

Table 4.6. The necessity of ESP Training for Basketball Community.

	Sample	N	Mean	Std. Deviation	Phrase	Percentage
Necessity of ESP Instruction	Players	11	4.55	.522	Strongly Agree	54.4
	Coaches	11	4.55	.522	Strongly Agree	54.4
	Referees	11	4.64	.505	Strongly Agree	63.4
Will Participate in an ESP Class	Players	11	4.73	.467	Strongly Agree	72.7
	Coaches	11	4.91	.302	Strongly Agree	90.9
	Referees	11	4.91	.302	Strongly Agree	90.9

According to Table 4.6, 54% of the players and coaches and 63% of the

referees strongly agreed that ESP training is essential for them. In addition, 63% of

the referees held the same standpoint. Surprisingly enough, 72% of the players and

90% of the coaches and referees strongly agreed that they will participate in such

training programs if any class were to be held. However, the researcher has never

observed this enthusiasm in practice.

4.2.2.4 Affective Outcomes of English Language Proficiency among Iranian

Basketball Community

In this section, the respondents were required to respond to six items on the affective

outcomes of learning English by the Iranian basketball community. The maximum

score to be achieved in this section of the questionnaires was 30. In most cases, the

majority of the participants strongly agreed that knowing English will lead to a better

state of mind, which ultimately increases self-confidence and motivation in pursuing professional development as well as improving their English language skills.

As illustrated in Table 4.7, 63% of the players and referees strongly agreed that English language fluency will promote self-confidence in basketball professionals. 45% of the coaches had a similar belief. Moreover, 54% of the coaches and players and 81% of the referees maintained that using English in the international basketball fields makes them even more motivated to improve their English language skills. In the same vein, 54% of the players, 63% of the coaches, and 72% of the referees opted that knowing English is generally a source of motivation for the basketball community. As expected, 72% of the players and referees and 63% of the coaches believed that English fluency in the basketball community could raise the motivation for pursuing professional development.

Self-satisfaction was another interesting result of this section. 81% of the coaches, 90% of the referees, and only 54% of the players strongly agreed that fluency in English will lead to self-satisfaction. Apparently, the players were not as convinced in this regard as the other two groups. The participants in this study also considered English language fluency as a factor which promotes professional prestige among the basketball professionals. 54% of the players, 72% of the coaches, and 63% of the referees strongly agreed with this idea. Table 4.8 exhibits the related data in more detail.

Table 4.7. Affective Outcomes of English Language Fluency in Basketball Community.

Items	Sample	N	Mean	Std. Deviation	Phrase	Percentage
Confidence in General	Players	11	4.64	.505	Strongly Agree	63.6
	Coaches	11	4.45	.522	Strongly Agree	45.5
	Referees	11	4.64	.505	Strongly Agree	63.6
Motivation for Improving English	Players	11	4.36	.924	Strongly Agree	54.5
	Coaches	11	4.55	.522	Strongly Agree	54.5
	Referees	11	4.36	.924	Strongly Agree	81.8
Motivation in General	Players	11	4.55	.522	Strongly Agree	54.5
	Coaches	11	4.64	.505	Strongly Agree	63.6
	Referees	11	4.55	.522	Strongly Agree	72.7
Motivating for Professional Development	Players	11	4.73	.467	Strongly Agree	72.7
	Coaches	11	4.64	.505	Strongly Agree	63.6
	Referees	11	4.73	.467	Strongly Agree	72.7
Lead to Self-Satisfaction	Players	11	4.45	.522	Strongly Agree	54.5
	Coaches	11	4.82	.405	Strongly Agree	81.8
	Referees	11	4.45	.522	Strongly Agree	90.9
Leads to Prestige	Players	11	4.55	.522	Strongly Agree	54.5
	Coaches	11	4.73	.467	Strongly Agree	72.7
	Referees	11	4.55	.522	Strongly Agree	63.6

4.2.2.5 Real-Life ESP Needs Analysis

The final section of the needs analysis questionnaire concerned the real-life ESP needs of the Iranian basketball community. The participants responded to 10 questions regarding the important functions of the English language which need to be taught to the basketball community. The maximum score on this section could amount to 50. As expected, nearly all the functions, regardless of their general or technical nature, obtained relatively high percentages. The participants either strongly agreed or agreed with all the statements in this section of the questionnaire.

Predictably, technical listening and technical speaking obtained the highest percentages compared to the other items. 72% of the players strongly agreed upon the importance of teaching technical speaking, and 81.8% of them believed that teaching technical listening to basketball players is very important. Moreover, 63% of the coaches and 81% of the referees accepted that technical speaking is very important in teaching ESP for basketball. The players and referees strongly agreed with receiving instruction in technical listening by 81% and 72%, respectively. Interestingly, 81% of them strongly believed that technical reading and writing should be merged into an ESP syllabus for the basketball community. However, 63.6% of the players and coaches confirmed the importance of reading and only half of the players (45.5%) and coaches (54.5%) agreed with the significance of writing.

As regards the importance of general English, 63.6% of the players and 54.5% of the referees held a strong standpoint for the "introduction" function. Whereas only 36.4% of the believed in the same idea. 63.6% of the referees and 54.5% of the players and coaches believed that they should be able to communicate in English when staying at foreign hotels. Navigation and asking for directions while staying at sport camps in the international tournaments received the agreement of 63.6% of the players and coaches, while only 45.4% of the referees thought it was important. Regarding sightseeing and ordering at restaurants, the referees obtained a higher percentage compared to the players and coaches. 54% of the players thought that

English for sightseeing is very important while staying at sport camps in international tournaments. Albeit, 27% of the coaches and81% of the referees agreed with this item. Moreover, only 36% of the coaches believed that English for ordering at restaurants is important, while 72% of the players and 90% of the referees believed that they need to learn this function. Table 4.8 provides the data in detail.

Table 4.8. Real-Life Needs Analysis for Basketball Community.

Items	Sample	N	Mean	Std. Deviation	Percent	
Introduction	Players	11	4.55	.688	Strongly Agree	63.6
	Coaches	11	4.36	.505	Strongly Agree	36.4
	Referees	11	4.55	.688	Strongly Agree	54.5
Hotel Communication	Players	11	4.55	.522	Strongly Agree	54.5
	Coaches	11	4.45	.522	Strongly Agree	45.5
	Referees	11	4.64	.505	Strongly Agree	63.6
Shopping	Players	11	4.55	.522	Strongly Agree	54.5
	Coaches	11	4.18	.751	Strongly Agree	36.4
	Referees	11	4.55	.688	Strongly Agree	63.6
Navigation	Players	11	4.36	.505	Agree	63.6
	Coaches	11	4.18	.603	Agree	63.6
	Referees	11	4.45	.522	Agree	45.4
Sightseeing	Players	11	4.55	.522	Strongly Agree	54.5
	Coaches	11	4.18	.603	Strongly Agree	27.3
	Referees	11	4.82	.405	Strongly Agree	81.8
Ordering at Restaurant	Players	11	4.73	.467	Strongly Agree	72.7
	Coaches	11	4.18	.751	Strongly Agree	36.4
	Referees	11	4.91	.302	Strongly Agree	90.9
Technical Discussions	Players	11	4.73	.467	Strongly Agree	72.7
	Coaches	11	4.64	.505	Strongly Agree	63.6
	Referees	11	4.82	.405	Strongly Agree	81.8
Technical Writing	Players	11	4.45	.522	Strongly Agree	45.5

	Coaches	11	4.45	.688	Strongly Agree	54.5
	Referees	11	4.82	.405	Strongly Agree	81.8
Technical Reading	Players	11	4.64	.505	Strongly Agree	63.6
	Coaches	11	4.64	.505	Strongly Agree	63.6
	Referees	11	4.82	.405	Strongly Agree	81.8
Technical Listening Comprehension	Players	11	4.82	.405	Strongly Agree	81.8
	Coaches	11	4.73	.467	Strongly Agree	72.7
	Referees	11	4.73	.467	Strongly Agree	72.7

4.3 Summary of the Findings

The general results of the questionnaires highlighted the importance of giving ESP training to the Iranian basketball community. All the groups believed that receiving ESP training is essential for this community as it could facilitate the process of professional development and promote motivation as well as self-confidence and self-satisfaction among the members. The participants also believed that the development of all language skills, both of technical and general nature, are significant for basketball professionals; however, L2 listening and speaking are of greater importance. Further conclusions and interpretations of the collected data presented are provided in Chapter 5.

CHAPTER V
DISCUSSION

5.1 Introduction

Needs analysis and preparing learners to communicate effectively in educational or vocational contexts have always been the main concerns of ESP (Hyland, 2002). Accordingly, the analysis of the students' specific needs makes one of the most important contributions to the teaching of English for specific purposes. By conducting needs analysis, course designers will not only gain a better understanding of what the target language needs of the learners are, but they can also incorporate the identified needs into the process of ESP course design.

So far, there have been a substantial number of studies on needs analysis within the field of ESP. However, no study has ever directly targeted real-life ESP needs of basketball professionals. Through the identification of linguistic needs, the practice of ESP for basketball professionals can benefit from reliable, authentic instructional materials and activities for classroom usage.

Hence, this study aimed at identifying the real-life ESP needs of the Iranian basketball community, which in its own turn, could contribute to future course development and instruction. In line with this purpose, the following research question was formulated:

RQ: What are the real-life ESP needs of Iranian basketball community?

This chapter discusses and interprets the results obtained in the process of data collection in the present study. Then, some pedagogical implications and recommendations for future studies are suggested.

5.2 Summary of the findings

The participants consisted of 33 basketball professionals in three groups of players, coaches, and referees, each group consisting of 11 members. They were asked to respond to a 38-item questionnaire about the effects of English language fluency on their professional development and real-life needs in learning English for basketball. The items were based on a 5-point Likert Scale ranging from Absolutely Agree to Absolutely Disagree. The maximum score for each questionnaire was 155.

The results of this study indicated that receiving ESP training is essential for the Iranian basketball community. The participants expressed their interest in participating in such training programs and agreed that both general and technical English education was essential for all members of the Iranian basketball community in order to obtain FIBA qualifications, enter the international fields, benefit from various sources of technical literature, create professional relations with their counterparts in the world, benefit from international workshops, exchange ideas in technical discussions with international trainers, and experience working aboard, which in turn, could facilitate professional development. Moreover, they strongly agreed that knowing English could promote their self-confidence, motivation, self-

satisfaction, and prestige and increase their motivation to develop fluency in L2 speaking.

Furthermore, all the participants believed that all four language skills are important with speaking and listening skills at the top of their list. In the real-life needs analysis, technical listening and technical speaking obtained the highest scores. General speaking functions such as introduction, hotel communication, asking for direction, ordering at restaurants, and sightseeing received relatively high scores. Finally, the results of an ANOVA revealed no statistically significant differences among the mean scores of the three groups on the questionnaires.

Although the results of the statistical analyses of the data indicated no statistically significant difference between the mean scores of the three groups, some differences with regard to the needs and interests of the three samples were observed in a few items on the questionnaires. Firstly, in the section regarding the effects of ESP fluency on the professional development of the basketball community, only 27% of the players marked "Strongly Agree" in response to the item concerning the necessity of ESP training in obtaining FIBA qualifications. However, the percentage for the same item was 81% for the coaches and referees. The reason behind this difference could be the obligation of the coaches and the referees to demonstrate English language fluency to receive any FIBA qualification. Only the coaches and

referees are obliged to take technical reading and writing tests as well as a technical interview to be considered qualified by this organization.

Moreover, the coaches undermined the significant role of technical listening (27%) in professional development. The reason for such a low percentage could be the poverty of the resources available for the coaches. Iranian coaches rarely participate in international workshops and do not have access to any video recording of technical conferences. Also, all workshops in Iran are held in Farsi and, in case there is a foreign trainer, his speech is translated into Farsi. Therefore, the coaches may feel needless of developing the technical listening skill in the process of professional development.

Another difference among the three groups was in the real-life needs analysis section. The coaches had a low interest (27%) for training in general English, which could be rooted in their multiple responsibilities while staying at foreign camps. They have to focus on training the players during their stay. Even on off days, the coaches tend to maintain their charisma by becoming less involved in leisure activities such as sightseeing, shopping, and eating out.

It is noted that basketball referees considered reading and writing as an integral part of an ESP syllabus for their own group. 81.8 percent of them strongly believed that reading and writing development should be merged into a syllabus for

basketball referees. Normally, basketball referees have to constantly read and write in English. And draft game reports at the end of each international competition to explain the special event or highlights of the game. They also need to constantly review the regulations, rule interpretations, and directives issued from the Federation of International Basketball Association (FIBA).

5.3 Discussion

The results of this study indicated that training in ESP is essential for the Iranian basketball community, and the focus of such training shall be the development of all four language skills. Also, general English, as well as technical English, shall be taken into consideration when designing a syllabus for this community. The respondents favored listening and speaking more than reading and writing and considered English language fluency essential in their professional development.

The findings of this study are in line with the survey carried-out by Freihat and Al-Makhzoomi (2012), which targeted the learning needs of nursing students in Jordan. They proposed that both general English and ESP enable nursing students to communicate in English with clients, colleagues, and nursing supervisors of culturally and linguistically diverse backgrounds.

Similarly, this study supports the results of a survey carried out by Salehi (2010), who investigated the English language needs of engineering students at Sharif University of Tehran. The findings of this study also indicated that Sharif

students need more speaking tasks in their curriculum; translation is not considered important for their future jobs, and technical writing is of crucial importance.

Moreover, the findings of this study were in line with those of a research conducted by Moattarian and Tahirian (2014). They investigated the language needs of Iranian graduate students of tourism management. They concluded that, in order to satisfy the specific needs of tourism management graduate students, all the 4 language skills need to be emphasized in the related ESP courses.

However, the findings of this study are in contrast to the results of a survey carried out by Kaur (2007). He identified the acceptance of a narrow-focused syllabus among ESP learners and merely focused on the technical aspects of their profession. He concluded that the students were very happy with such a syllabus as they felt no time was wasted during their course. The general results of this study were close to the study by Freihat and Al-Makhzoomi (2012), Salehi (2010), and Moattarian and Tahirian (2014) as they highlighted the importance of listening and speaking skills for Iranian basketball community in both general English and technical English.

5.4 Pedagogical Implications

The results of this study can serve many pedagogical purposes. First, the findings regarding the necessity of ESP instruction to the basketball community

could greatly help the decision makers in this field to invest in ESP education for the Iranian basketball community. More specifically, this study urges the education department at the Iranian Basketball Federation to consider ESP training for the Iranian basketball community and merge ESP training programs into the educational curriculum of the Basketball Federation.

Second, the obtained results can shed some light on the required elements of an appropriate syllabus for sport ESP courses, in general, and basketball ESP courses, in particular. The decision regarding the extent to which a syllabus should be subject-specific or general is highly dependent on the goals and needs of educational courses. Given the findings of this study, a mixture of both subject-specific and general approaches could be employed in developing a syllabus for basketball professionals.

Finally, syllabus designers or researchers who are interested in conducting research in the field of ESP might benefit from the findings of this needs analysis effort. Other researchers could consider them in their ESP studies regarding materials development, discourse analysis, corpus development, ESP curriculum development, and teacher development in different fields. In a wider perspective, the results of this study could be beneficial to the Federation of International Basketball Association (FIBA) so that more attention and budget is devoted to English education for professional sport communities.

5.5 Suggestions for Further Research

This study investigated the real-life ESP needs analysis of the Iranian basketball community. To the best of the researcher's knowledge, the present study is the first and only study carried out to address ESP needs in basketball; therefore, there is still a great need for more rigorous research in this area. In this sense, the following suggestions are provided for further research:

1. Similar needs analysis studies can be carried-out world-wide to broaden practitioners' understanding of the necessity of ESP instruction to the basketball community in other countries and their real-life ESP needs.

2. The researcher did not have access to female participants. Other researchers could include female participants in their surveys in order to investigate gender-related preferences in relation to the focus of this study.

3. The total number of the participants in this study was 33, which is a somewhat very small sample. Therefore, follow-up research could be and must be conducted with larger samples.

4. Discourse analysis could be another area for further investigation in ESP for basketball. By conducting discourse analysis in basketball, more reliable data with regard to basketball discourse could be obtained.

5. Developing ESP teaching materials for the basketball community could be very valuable for the Iranian basketball community and may greatly benefit the quality of ESP education in this community.

6. Other researchers could focus on developing basketball-related corpora to investigate the frequency of the use of specific language forms and vocabulary in this field.

7. Further studies could also benefit from the joint cooperation of linguists and sport professionals to develop action plans to merge sports-specialized language into the current practice of ESP.

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Appendices

Appendix A

ESP Needs Analysis Questionnaire for Iranian Basketball Players

Dear player, kindly fill in the blanks or choose the best option.

A: Personal Information

1- Age ……..
2- Years of play ……….
3- Division of play ………… (Local, regional, national, international)
4- Have you ever had a foreign coach?............
5- Have you ever played in an international tournament? ……..
6- Have you ever participated in an international training camp? ……….
7- What is your level of English language proficiency? ………..

B: Importance of English language fluency in professional development in basketball

Mark the importance of each item using numbers from 1, the least important, to 5, the most importance.

8- Importance of English language skills in basketball.

Skill	Importance
Speaking	1 2 3 4 5
Listening	1 2 3 4 5
Reading	1 2 3 4 5
Writing	1 2 3 4 5

9- Importance of English language in professional development in the international fields.

purpose	Importance
Achieving FIBA Players Qualification.	1 2 3 4 5
Comprehension of technical words and expressions in basketball.	1 2 3 4 5
Reading technical literature.	1 2 3 4 5
General English speaking while participating in international tournaments.	1 2 3 4 5

Making technical conversations about the game with fellow players or with players.	1 2 3 4 5
Creating rapport and professional contacts.	1 2 3 4 5
Living and working abroad.	1 2 3 4 5
Writing reports, letter or other kinds of writing.	1 2 3 4 5
Listening and comprehending technical matters at international camps.	1 2 3 4 5

Interest in attending English classes

10- Teaching English to basketball players is essential.

Strongly agree   agree   neither agree or disagree
     disagree   strongly disagree

11- If an English class for basketball players were to be held, I would attend.

Strongly agree   agree   neither agree or disagree
     disagree   strongly disagree

Emotional factors of ESP fluency involved in professional development

in basketball

12- Avoiding translators when participating in international tournaments and using the English language increases confidence in players.

Strongly agree   agree   neither agree or disagree
     disagree   strongly disagree

13- Not using translators when participating in international tournaments and communicating through English motivates the players to improve their English language.

Strongly agree   agree   neither agree or disagree
     disagree   strongly disagree

14- Speaking with other players in international tournaments leads the players to feel more motivated.

Strongly agree   agree   neither agree or disagree
disagree   strongly disagree

15- Fluency in reading technical literature makes the players feel motivated to pursue further professional development.

Strongly agree   agree   neither agree or disagree
disagree   strongly disagree

16- Knowing English and being able to speak in English at international camps leads to increasing prestige among the basketball community.

Strongly agree   agree   neither agree or disagree
disagree   strongly disagree

17- Attending international workshops leads to self-satisfaction.

Strongly agree   agree   neither agree or disagree
disagree   strongly disagree

Analysis of needs in materials selection

18- Players should be able to introduce themselves and others.
Strongly agree   agree   neither agree or disagree
disagree   strongly disagree

19- Players should be able to make English conversations at the hotel.
Strongly agree   agree   neither agree or disagree
disagree   strongly disagree

20- Players should be able to use English in shopping.
Strongly agree   agree   neither agree or disagree
disagree   strongly disagree

21- Players should be able to ask for direction and navigate in English.
Strongly agree   agree   neither agree or disagree
disagree   strongly disagree

22- Players should be able to use English in going sightseeing in a foreign country.

Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

23- Players should be able to order at restaurants or coffee shops.

Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

24- Players should be able to make technical conversations in English with other players.

Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

25- Players should be able to write reports, letters, etc.

Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

26- Players should be able to study technical literature in English.

Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

27- Players should be able to listen and comprehend technical matters discussed at international workshops.

Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

Appendix B

ESP Needs Analysis Questionnaire for Iranian Basketball Referees

Dear referee, kindly fill in the blanks or choose the best option.

A: Personal Information

1- Age ……...
2- Years of Officiating ……….
3- Rate/Grade............
4- Division of officiating ………… (Local, regional, national, international)
5- Have you ever officiated in an international tournament? ……...
6- Have you ever participated in an international referees workshop? ……….
7- What is your level of English language proficiency؟ ………...

B: Importance of English language fluency in professional development in basketball officiating

Mark the importance of each item using numbers from 1, the least important, to 5, the most importance.

8- Importance of English language skills in basketball.

Skill	Importance
Speaking	1 2 3 4 5
Listening	1 2 3 4 5
Reading	1 2 3 4 5
Writing	1 2 3 4 5

9- Importance of English language in professional development in the international fields.

purpose	Importance
Achieving FIBA Referees Qualification.	1 2 3 4 5
Comprehension of technical words and expressions in basketball.	1 2 3 4 5
Reading technical officiating literature.	1 2 3 4 5
General English speaking while participating in international tournaments.	1 2 3 4 5
Making technical conversations about the game with the commissionaires or other referees.	1 2 3 4 5

Creating rapport and professional contacts.	1 2 3 4 5
Living and working abroad.	1 2 3 4 5
Writing reports about the games, events and controversial scenes in the international games.	1 2 3 4 5
Listening and comprehending technical matters in referees international workshops.	1 2 3 4 5

Interest in attending English classes

10- Teaching English to basketball referees is essential.

    Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

11- If an English class for basketball referees were to be held, I would attend.

    Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

Emotional factors of ESP fluency involved in professional development

in basketball

12- Avoiding translators when participating in international tournaments and using the English language increases confidence in referees.

    Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

13- Not using translators when participating in international tournaments and communicating through English makes the referees feel confident.

    Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

14- Speaking with commissionaire and other referees in international tournaments leads the referees to feel more motivated.

    Strongly agree   agree   neither agree or disagree
         disagree   strongly disagree

15- Fluency in reading technical literature makes the referees feel motivated to pursue further professional development.

      Strongly agree   agree   neither agree or disagree
          disagree   strongly disagree

16- Knowing English and being able to speak in English at international camps leads to prestigious view about them in the international fields.

      Strongly agree   agree   neither agree or disagree
          disagree   strongly disagree

17- Attending international clinics/workshops leads the referees to feel self-acceptance.

      Strongly agree   agree   neither agree or disagree
          disagree   strongly disagree

Analysis of needs in materials selection

18- Referees should be able to introduce themselves and others.
      Strongly agree   agree   neither agree or disagree
          disagree   strongly disagree

19- Referees should be able to make English conversations at the hotel.
      Strongly agree   agree   neither agree or disagree
          disagree   strongly disagree

20- Referees should be able to use English in shopping.
      Strongly agree   agree   neither agree or disagree
          disagree   strongly disagree

21- Referees should be able to ask for direction and navigate in English.
      Strongly agree   agree   neither agree or disagree
          disagree   strongly disagree

22- Referees should be able to use English in going sightseeing in a foreign country.
      Strongly agree   agree   neither agree or disagree
          disagree   strongly disagree

23- Referees should be able to order at restaurants or coffee shops.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

24- Referees should be able to make technical conversations at special events or talk about controversial decisions.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

25- Referees should be able to make technical conversations with the commissionaires and referees in a game.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

26- Referees should be able to write a final report at the end of the game and mention the penalties that they have called during the game.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

27- Referees should be able to study technical officiating literature in English.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

28- Referees should be able to listen and comprehend technical matters discussed at international workshops.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

Appendix C

ESP Needs Analysis Questionnaire for Iranian Basketball Coaches

Dear coach, kindly fill in the blanks or choose the best option.

A: Personal Information

1- Age ……..
2- Years of coaching ……….
3- Rate/Grade............
4- Division of coaching ………… (Local, regional, national, international)
5- Have you ever coached in an international tournament? ……..
6- Have you ever participated in an international coaching workshop? ……….
7- What is your level of English language proficiency? ………..

B: Importance of English language fluency in professional development in basketball coaching

Mark the importance of each item using numbers from 1, the least important, to 5, the most importance.

8- Importance of English language skills in basketball.

Skill	Importance
Speaking	1 2 3 4 5
Listening	1 2 3 4 5
Reading	1 2 3 4 5
Writing	1 2 3 4 5

9- Importance of English language in professional development in the international fields.

purpose	Importance
Achieving FIBA Coaches Qualification.	1 2 3 4 5
Comprehension of technical words and expressions in basketball.	1 2 3 4 5
Reading technical officiating literature.	1 2 3 4 5
General English speaking while participating in international tournaments.	1 2 3 4 5
Making technical conversations about the game with fellow coaches or with players.	1 2 3 4 5

Creating rapport and professional contacts.	1 2 3 4 5
Living and working abroad.	1 2 3 4 5
Writing reports, letter or other kinds of writing.	1 2 3 4 5
Listening and comprehending technical matters in coaches international workshops.	1 2 3 4 5

Interest in attending English classes

10- Teaching English to basketball coaches is essential.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

11- If an English class for basketball coaches were to be held, I would attend.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

Emotional factors of ESP fluency involved in professional development

in basketball

12- Avoiding translators when participating in international tournaments and using the English language increases confidence in coaches.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

13- Not using translators when participating in international tournaments and communicating through English motivates the coaches to improve their English language.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

14- Speaking with other coaches in international tournaments leads the coaches to feel more motivated.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

15- Fluency in reading technical literature makes the coaches feel motivated to pursue further professional development.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

16- Knowing English and being able to speak in English at international camps leads to increasing prestige among the basketball community.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

17- Attending international workshops leads to self-satisfaction.

    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

Analysis of needs in materials selection

18- Coaches should be able to introduce themselves and others.
    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

19- Coaches should be able to make English conversations at the hotel.
    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

20- Coaches should be able to use English in shopping.
    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

21- Coaches should be able to ask for direction and navigate in English.
    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

22- Coaches should be able to use English in going sightseeing in a foreign country.
    Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

23- Coaches should be able to order at restaurants or coffee shops.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

24- Coaches should be able to make technical conversations in English with other coaches.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

25- Coaches should be able to write reports, letters, etc.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

26- Coaches should be able to study technical literature in English.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

27- Coaches should be able to listen and comprehend technical matters discussed at international workshops.

Strongly agree   agree   neither agree or disagree
        disagree   strongly disagree

Appendix D

The Players' Questionnaire in Farsi

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پرسشنامه نیازسنجی زبان تخصصی بسکتبال

بازیکن محترم لطفاً بهترین گزینه را انتخاب نمایید.

الف- اطلاعات شخصی

1. سن ....
2. سابقه بازی .... سال
3. سطح بازی.................... (شهر/شهرستان – استان - لیگ کشور- تیم ملی)
4. آیا تا به حال مربی خارجی داشته اید؟.......... (بلی - خیر)
5. آیا در مسابقات بین المللی حضور داشته اید؟.......... (بلی - خیر)
6. آیا تا به حال در کمپ های ارتقاء مهارت در خارج از کشور شرکت کرده اید؟ .... (بلی - خیر)
7. سطح زبان .... (مبتدی متوسط خوب پیشرفته عالی)

ب- اهمیت تسلط به زبان انگلیسی در پیشرفت حرفه ای

اهمیت هر مورد را با اعداد 1 تا 5 به ترتیب از 1 کمترین اهمیت تا 5 بیشترین اهمیت، مشخص نمایید.

8. اهمیت مهارت های زبان انگلیسی در کمک به پیشرفت حرفه ای در میادین بین المللی.

مهارت	اهمیت				
مکالمه (Speaking)	1	2	3	4	5
شنیدن (Listening)	1	2	3	4	5
خواندن (Reading)	1	2	3	4	5
نوشتن (Writing)	1	2	3	4	5

9. اهمیت دانش زبان انگلیسی در تسهیل تحقق اهداف حرفه ای در بسکتبال

هدف	اهمیت				
ورود به عرصه بین المللی بسکتبال	1	2	3	4	5
درک اصطلاحات رایج و تکنیک های بسکتبال	1	2	3	4	5
مطالعه متون تخصصی به منظور پیشرفت حرفه ای	1	2	3	4	5
توانایی مکالمه عمومی به زبان انگلیسی هنگام شرکت در مسابقات بین المللی	1	2	3	4	5
توانایی مکالمه تخصصی به زبان انگلیسی هنگام شرکت در مسابقات بین المللی	1	2	3	4	5
ایجاد ارتباطات حرفه ای با مربیان و نمایندگان تیم های خارجی	1	2	3	4	5
اشتغال در تیم های خارجی و زندگی در خارج از کشور	1	2	3	4	5
نگارش نامه به زبان انگلیسی در ارتباطات بین المللی	1	2	3	4	5

</div>

ج- تمایل به شرکت در کلاس زبان انگلیسی

10.آموزش زبان انگلیسی به بازیکنان بسکتبال بسیار مهم و ضروری است.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

11. اگر کلاس آموزش زبان انگلیسی برای بازیکنان بسکتبال برگزار شود شرکت میکنم.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

د- تاثیر عوامل عاطفی در فراگیری زبان انگلیسی

12.عدم استفاده از مترجم در اردوهای ورزشی خارج از کشور و صحبت کردن به زبان انگلیسی، موجب ایجاد احساس اعتماد به نفس در بازیکنان میگردد.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

13.عدم استفاده از مترجم در امور روزمره سفر و اردوهای ورزشی خارج از کشور و صحبت کردن به زبان انگلیسی، موجب ایجاد انگیزه برای یادگیری بهتر زبان انگلیسی می شود.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

14. مکالمه به زبان انگلیسی با سایر بازیکنان و مربیان خارجی در اردوهای خارج از کشور موجب احساس انگیزه در بازیکنان می گردد.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

15. تسلط به زبان انگلیسی در مطالعه منابع تخصصی موجب ایجاد انگیزه برای ادامه پیشرفت حرفه ای بازیکنان می شود.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

16.تسلط به زبان انگلیسی و توانایی مکالمه به این زبان در اردوهای ورزشی موجب حفظ پرستیژ مربیان و ایجاد چهره ای بسیار مثبت از آنها در محافل بین المللی میگردد.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

17. حضور در محافل تخصصی و فنی بین المللی مربوط به بسکتبال در ایجاد حس رضایتمندی از خود بسیار مهم است.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

ه - نیاز سنجی نحوه آموزش زبان انگلیسی و انتخاب مطالب درسی

18. بازیکنان بسکتبال میبایست قادر به معرفی خود و دیگران به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

19.بازیکنان بسکتبال میبایست قادر به انجام مکالمات مربوط به اقامت در هتل به زبان انگلیسی باشند.

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

20.بازیکنان بسکتبال میبایست قادر به خرید کردن به زبان انگلیسی باشند.

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

21.بازیکنان بسکتبال قادر به پرسیدن آدرس و مسیر یابی به زبان انگلیسی باشند.

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

22.بازیکنان بسکتبال میبایست قادر به بازدید از مکان های دیدنی به زبان انگلیسی باشند.

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

23.بازیکنان بسکتبال قادر به سفارش غذا در رستوران و کافی شاپ به زبان انگلیسی باشند.

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

24.بازیکنان بسکتبال میبایست قادر به انجام مکالمات تخصصی با سایر بازیکنان و مربیان به زبان انگلیسی باشند.

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

25.بازیکنان بسکتبال میبایست قادر به نوشتن نامه به زبان انگلیسی در ارتباطات بین المللی باشند.

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

26.بازیکنان بسکتبال میبایست قادر به مطالعه منابع روز دنیا و متون تخصصی بسکتبال به زبان انگلیسی باشند.

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

27.بازیکنان بسکتبال میبایست قادر به شنیدن و درک مفاهیم تخصصی بسکتبال در کمپ های بین المللی ارتقاء مهارت های بسکتبال به زبان انگلیسی باشند

کاملآ موافقم   موافقم   نظری ندارم   مخالفم   کاملآ مخالفم

Appendix E

The Referees' Questionnaire in Farsi

<div dir="rtl">

پرسشنامه نیازسنجی زبان تخصصی بسکتبال

داور محترم لطفاً جاهای خالی را پر نمایید یا بهترین گزینه را انتخاب نمایید.

الف‌ـ اطلاعات شخصی

1. سن ....
2. سابقه داوری .... سال
3. درجه داوری ....
4. سطح قضاوت .... (شهر/شهرستان   استان   لیگ کشور   بین المللی)
5. آیا در مسابقات بین المللی قضاوت کرده اید؟
6. آیا تا به حال در کلینیک های ارتقاء داوری با حضورمدرسین خارجی شرکت کرده اید؟
7. سطح زبان .... (مبتدی   متوسط   خوب   پیشرفته   عالی)

ب‌ـ اهمیت تسلط به زبان انگلیسی در پیشرفت حرفه ای

اهمیت هر مورد را با اعداد 1 تا 5 به ترتیب از 1 کمترین اهمیت تا 5 بیشترین اهمیت، مشخص نمایید.

8. اهمیت مهارت های زبان انگلیسی در کمک به پیشرفت حرفه ای در میادین بین المللی.

اهمیت	مهارت
1 2 3 4 5	مکالمه (Speaking)
1 2 3 4 5	شنیدن (Listening)
1 2 3 4 5	خواندن (Reading)
1 2 3 4 5	نوشتن (Writing)

9. اهمیت دانش زبان انگلیسی در تسهیل تحقق اهداف حرفه ای در بسکتبال

اهمیت	هدف
1 2 3 4 5	اخذ مدرک داوری بین المللی
1 2 3 4 5	فهم اصطلاحات رایج و تکنیک های بسکتبال به زبان انگلیسی
	مطالعه منابع روز دنیا به زبان انگلیسی به منظور ارتقا دانش و مهارت داوری
1 2 3 4 5	توانایی مکالمه عمومی به زبان انگلیسی در سفر و هنگام شرکت در مسابقات بین المللی
1 2 3 4 5	توانایی مکالمه تخصصی با ناظران و سایر داوران در مسابقات بین المللی
1 2 3 4 5	ایجاد ارتباطات حرفه ای
	زندگی و کار در خارج از کشور
1 2 3 4 5	نوشتن گزارش درمورد بازی ها، اتفاقات و صحنه های حساس در مسابقات بین المللی
1 2 3 4 5	شنیدن مفاهیم تخصصی داوری هنگام حضور در کلینیک های بین المللی داوری

</div>

ج- تمایل به شرکت در کلاس زبان انگلیسی

10.آموزش زبان انگلیسی برای داوران بسکتبال بسیار مهم و ضروری است.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

11.اگر کلاس آموزش زبان انگلیسی برای داوران بسکتبال برگزار شود شرکت میکنم.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

د- تاثیر عوامل عاطفی حاصل از تسلط به زبان انگلیسی در پیشرفت حرفه ای در بسکتبال

12.عدم استفاده از مترجم در امور روزمره سفر و اردوهای ورزشی خارج از کشور و صحبت کردن به زبان انگلیسی، موجب ایجاد احساس اعتماد به نفس در داوران می شود.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

13.عدم استفاده از مترجم در امور روزمره سفر و اردوهای ورزشی خارج از کشور و صحبت کردن به زبان انگلیسی، موجب ایجاد انگیزه برای یادگیری بهتر زبان انگلیسی می شود.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

14.صحبت کردن با سایر داوران و ناظران در اردوهای خارج از کشور موجب احساس انگیزه در داوران می گردد.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

15.تسلط به زبان انگلیسی در مطالعه منابع تخصصی موجب ایجاد انگیزه برای ادامه پیشرفت حرفه ای داوران می شود.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

16.تسلط به زبان انگلیسی و توانایی مکالمه به این زبان در اردوهای ورزشی موجب حفظ پرستیژ داوران و ایجاد چهره ای بسیار مثبت از آنها در محافل بین المللی میگردد.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

17.حضور داوران در کلینیک های بین المللی، موجب ایجاد حس رضایتمندی در داوران میگردد.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

ه- نیاز سنجی انتخاب مطالب درسی

18.داوران بسکتبال میبایست قادر به معرفی خود و دیگران به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

19.داوران بسکتبال میبایست قادر به انجام مکالمات مربوط به اقامت در هتل به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

20.داوران بسکتبال میبایست قادر به خرید کردن به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

21.داوران بسکتبال میبایست قادر به پرسیدن آدرس و مسیر یابی به زبان انگلیسی باشند.

کاملاً موافقم　　موافقم　　نظری ندارم　　مخالفم　　کاملاً مخالفم

22.داوران بسکتبال میبایست قادر به بازدید از مکان های دیدنی به زبان انگلیسی باشند.

کاملاً موافقم　　موافقم　　نظری ندارم　　مخالفم　　کاملاً مخالفم

23.داوران بسکتبال میبایست قادر به سفارش غذا در رستوران و کافی شاپ به زبان انگلیسی باشند.

کاملاً موافقم　　موافقم　　نظری ندارم　　مخالفم　　کاملاً مخالفم

24.داوران بسکتبال میبایست قادر به صحبت کردن با ناظران و سایر داوران در بازی به زبان انگلیسی باشند.

کاملاً موافقم　　موافقم　　نظری ندارم　　مخالفم　　کاملاً مخالفم

25.داوران بسکتبال میبایست قادر به نوشتن گزارش بازی و جریمه های اعلام شده به زبان انگلیسی باشند.

کاملاً موافقم　　موافقم　　نظری ندارم　　مخالفم　　کاملاً مخالفم

26.داوران بسکتبال میبایست قادر به مطالعه منابع روز دنیا و متون تخصصی داوری به زبان انگلیسی باشند.

کاملاً موافقم　　موافقم　　نظری ندارم　　مخالفم　　کاملاً مخالفم

27.داوران بسکتبال میبایست قادر به شنیدن و درک مفاهیم تخصصی داوری در کلینیک های بین المللی به زبان انگلیسی باشند.

کاملاً موافقم　　موافقم　　نظری ندارم　　مخالفم　　کاملاً مخالفم

Appendix F

The Coaches' Questionnaire in Farsi

پرسشنامه نیازسنجی زبان تخصصی بسکتبال

مربی محترم لطفآ بهترین گزینه را انتخاب نمایید.

الف- اطلاعات شخصی

1. سن ....
2. سابقه مربیگری .... سال
3. درجه مربیگری..........
4. سطح فعالیت به عنوان مربی (شهر/شهرستان　　استان　　لیگ کشور　　تیم ملی)
5. آیا در مسابقات بین المللی حضور داشته اید؟
6. آیا تا به حال در کلینیک های مربیگری با مدرس خارجی شرکت کرده اید؟
7. سطح زبان .... (مبتدی　　متوسط　　خوب　　پیشرفته　　عالی)

ب- اهمیت تسلط به زبان انگلیسی در پیشرفت حرفه ای

اهمیت هر مورد را با اعداد 1 تا 5 به ترتیب از 1 کمترین اهمیت تا 5 بیشترین اهمیت، مشخص نمایید.

8. اهمیت مهارت های زبان انگلیسی در کمک به پیشرفت حرفه ای در میادین بین المللی.

اهمیت					مهارت
1	2	3	4	5	مکالمه (Speaking)
1	2	3	4	5	شنیدن (Listening)
1	2	3	4	5	خواندن (Reading)
1	2	3	4	5	نوشتن (Writing)

9. اهمیت دانش زبان انگلیسی در تسهیل تحقق اهداف حرفه ای در بسکتبال

اهمیت					هدف
1	2	3	4	5	اخذ مدرک مربیگری بین المللی
1	2	3	4	5	درک اصطلاحات رایج در تکنیک ها و تاکتیک های روز دنیا
1	2	3	4	5	مطالعه متون تخصصی به زبان انگلیسی به منظور پیشرفت حرفه ای
1	2	3	4	5	توانایی مکالمه عمومی به زبان انگلیسی در سفر و هنگام شرکت در مسابقات بین المللی
1	2	3	4	5	توانایی مکالمه تخصصی با بازیکنان و مربیان در مسابقات بین المللی
1	2	3	4	5	ایجاد ارتباطات حرفه ای و فراهم ساختن زمینه اشتغال در تیم های خارجی
1	2	3	4	5	مربیگری در تیم های خارجی و زندگی در خارج از کشور
1	2	3	4	5	نگارش متن به زبان انگلیسی در ارتباطات بین المللی و غیره
1	2	3	4	5	شنیدن و درک مفاهیم تخصصی هنگام حضور در کلینیک های بین المللی مربیگری

ج- تمایل به شرکت در کلاس زبان انگلیسی

10.آموزش زبان انگلیسی به مربیان بسکتبال بسیار مهم و ضروری است.

کاملآ موافقم   موافقم   نظری ندارم   مخالف   کاملآ مخالف

11.اگر کلاس آموزش زبان انگلیسی برای مربیان بسکتبال برگزار شود شرکت میکنم.

کاملآ موافقم   موافقم   نظری ندارم   مخالف   کاملآ مخالف

د- تاثیر عوامل عاطفی در فراگیری زبان انگلیسی

12.عدم استفاده از مترجم در امور روزمره سفر و اردوهای ورزشی خارج از کشور و صحبت کردن به زبان انگلیسی، احساس اعتماد به نفس در مربیان ایجاد می کند.

کاملآ موافقم   موافقم   نظری ندارم   مخالف   کاملآ مخالف

13.عدم استفاده از مترجم در امور روزمره سفر و اردوهای ورزشی خارج از کشور و صحبت کردن به زبان انگلیسی، موجب ایجاد انگیزه برای یادگیری بهتر زبان انگلیسی می شود.

کاملآ موافقم   موافقم   نظری ندارم   مخالف   کاملآمخالف

14.صحبت کردن با سایر مربیان خارجی در اردوهای خارج از کشور موجب احساس انگیزه در مربیان می شود.

کاملآ موافقم   موافقم   نظری ندارم   مخالف   کاملآ مخالف

15. تسلط به زبان انگلیسی در مطالعه منابع تخصصی موجب ایجاد انگیزه برای ادامه پیشرفت حرفه ای مربیان می شود.

کاملآ موافقم   موافقم   نظری ندارم   مخالف   کاملآ مخالف

16. حضور در محافل تخصصی و فنی بین المللی مربوط به بسکتبال در ایجاد حس رضایتمندی از خود بسیار مهم است

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

17. تسلط به زبان انگلیسی و توانایی مکالمه به این زبان در اردوهای ورزشی موجب حفظ پرستیژ مربیان و ایجاد چهره ای بسیار مثبت از آنها در محافل بین المللی میگردد.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

ه- نیاز سنجی انتخاب مطالب درسی

18. مربیان بسکتبال میبایست قادر به معرفی خود و دیگران به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

19. مربیان بسکتبال میبایست قادر به انجام مکالمات مربوط به اقامت در هتل به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

20. مربیان بسکتبال میبایست قادر به خرید کردن به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

21. مربیان بسکتبال میبایست قادر به پرسیدن آدرس و مسیر یابی به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

22. مربیان بسکتبال میبایست قادر به بازدید از مکان های دیدنی به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

23. مربیان بسکتبال میبایست قادر به سفارش غذا در رستوران و کافی شاپ به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

24. مربیان بسکتبال میبایست قادر به صحبت کردن و تبادل اطلاعات به زبان انگلیسی با سایر مربیان باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

25. مربیان بسکتبال میبایست قادر به نگارش نامه به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

26. مربیان بسکتبال میبایست قادر به مطالعه منابع روز دنیا و متون تخصصی مربیگری به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم

27. مربیان بسکتبال میبایست قادر به شنیدن و درک مفاهیم تخصصی مربیگری در کلینیک های بین المللی به زبان انگلیسی باشند.

کاملاً موافقم   موافقم   نظری ندارم   مخالفم   کاملاً مخالفم