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Title

Towards Designing a Course of English for Sport Purposes:

The Case of The Algerian Handball players of National Team

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Declaration

I, **KAMEL HADJER**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

I dedicate my dissertation work to my family and many friends.

*to my loving parents, **Khamissi** and **Haizia** whose words of encouragement and push for tenacity ring in my ears.*

*My sisters **Wafaa,Rima** and **choubaila** have never left my side and are very special.*

*My Brothers **Sami**, and **Ilyes** who inspired me in many ways*

*To my **nephews** and **nieces***

*To my **husband** for his encouragement and support.*

*to my many friends and family who have supported me . I will always appreciate all they have done for me , especially **Asma,Dounia , Farida Djouhaina,Rofaida, Rim ,Hayat Amina ,Amira and Soulef** for being my best cheerleaders.*

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Abstract

The aim of this research is to design an ESP course based on Algerian handball players needs analysis. The present investigation is qualitative research. Accordingly, the needs analysis has been conducted using two questionnaires as data collection tools. A semi-structured questionnaire that included (thirty-eight) handball players who were selected based on the purposive sampling technique, to investigate their necessities, wants and lacks in using English as means of international communication. Moreover, the teachers' questionnaire was administered to five teachers at the Institute of Sports and Physical Activities of Biskra due to their experience and knowledge of the needed skills for athletes and obtain their recommendations. The results revealed that almost all handball players need an ESP course that would help them become successful communicators in their field. The current study can be referred to when teaching communication skills to Algerian handball professional players and may pave the way for Algerian syllabus designers to create courses for other sports disciplines as well as it is a call for the institution to give more attention to the current issue.

Keywords: ESP, Sports, Course design, Needs analysis, English language, International communication .

List of Abbreviation and Acronyms

EAOP: English for Academic and Occupational Purposes

EAP :English for Academic Purposes

EBE: English for Business and Economics

EED: English for Educational Purposes

EGAP: English for General Academic Purposes

EGP: English for general purposes

ELT: English Language Tree

EOP: English for Occupational Purposes

ESAP: English for Specific Academic Purposes

ESP: English for specific Purposes

ESS: English for Social Studies

EST: English for Science and Technology

GE: General English

NA: Needs Analysis

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المخلص

General Introduction

1. Introduction

English has risen to become the world's language with the biggest number of non-native users since the end of World War II and the most widely used and preferred language in business, politics, and academia. Consequently, this led to the emergence of English for specific purposes (ESP). The success of teaching ESP depends on the student's different needs. Richards and Schmidt (2010, p. 198) defined ESP as the function of English in a language course, the program of instruction in which the course content and goals are determined by the specific needs of a specific group of learners. The point is that needs analysis (NA) is a must and necessary when it comes to designing a course of ESP. The latter is divided into three types based on whether the learner requires English for Academic Purposes (EAP), English for Occupational Purposes (EOP), or English for vocational and prevocational purposes.

Like many other developing countries, Algeria will have to bow to the will of globalization. In recent years, it started to offer ESP classes such as English for Science, Medicine, Economics, and Business, such as in some universities and institutions. However, such as English for Sports Purposes, English courses for vocational and prevocational purposes are marginalized, ignored, or neglected.

2. Literature Review

Many countries have adopted English as a second language in the last few decades. English has surpassed all other languages as the world's primary means of communication. In many countries, teaching and mastering English has become a necessity. In other fields, such as international trade, medicine, tourism, and sports, they use English. However, to meet their needs, they should teach and learn specialized English ESP rather than general English EGP. As Hutchinson and Waters (1987) stated, "Tell me what you need English for, and I will tell you what English you need." From this principle, various studies about ESP

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have drawn the attention of researchers. There have been studies done in the same area as the present research, such as A study conducted by Zhang (2007) examined the teaching of Business English in China during the last 50 years. Two viewpoints, ESP and business discourse studies, have led to developing a working definition. The paper suggests a three-part curriculum based on this new conceptualization for teaching Business English. It attempted to create business expertise rather than just teaching language skills and discrete knowledge of topic areas.

Also, Hwang (2011) aimed to describe the linguistic demands and views of Taiwanese medical students and faculty. Suggestions for strengthening the School of Medicine's English program and other support or requirements for medical students' language needs are discussed. The paper concludes with pedagogical implications that may help improve the current English language course based on the students' needs. The questionnaires were subjected to quantitative analysis using descriptive statistics.

In the same scope Allouche (2012) aims to investigate the need for an ESP course in the Department of Medicine at Abou Bekr Belkaid University of Tlemcen .moreover, it aims to design a consistent ESP course to meet the requirements and exigencies of the newly emerging knowledge society and to propose the official implementation of an ESP course as part of medical student's curriculum.

Also, Zahedpisheh, Zulqarnain, and Saffari (2017) conducted a study about English for tourism and hospitality purposes. This study aimed to give learners and users an overview of the purpose of teaching ESP (English for Specific Purposes) and ETP (English for Tourism Purposes). In addition, course creation, curriculum planning, learning styles, material production, English efficiency, types of activities, and evaluation characteristics of

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ESP and ETP are highlighted. Identifying the ESP principles and elements provides specific English teaching that may assist learners in meeting their job requirements.

There have been studies done in sports as the present research, such as Evans, Dooley, and Graham's (2013) book, conducted as a new educational resource for sports professionals and fans who wished to improve their English communication skills in a professional setting employing industry-specific terminology and situations. Each unit offered step-by-step instruction that immerses students in the four key language components: reading, listening, speaking, and writing. The series is organized into three levels of difficulty and offers a minimum of 400 vocabulary terms and phrases. Every unit included a test of reading comprehension, vocabulary, and listening skills and leads students through written and oral production. Career Paths: Sports addressed topics that include the field of play, rules of play, equipment, players, and leagues for the world's most popular sports.

Moreover, Kivihall (2013) conducted a study that contains a group of practices designed to help students at Tallinn University's Institute of Health Sciences and Sports improve their English for Specific Purposes (ESP) skills. All included reading texts and tasks, hearing connections and tasks, language structure activities, and vocabulary problems. The material can be used as a self-study program to familiarize learners with the terminology used in this field or prepare for the B2 level exam.

In addition, Kim and Yoo (2016) investigated the needs and perspectives of sports English education in winter sports-related occupations by applying multiple quantitative and qualitative methods. The study's findings revealed that the majority of participants believed there was a need for sports English training for ski instructors, and suggestions for teaching for future course design focused much more on oral communication. Recommendations

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were made for practical measures based on approaches for increasing English education for ski instructors.

The above works highlighted some of the past research on relevant topics to the subject of this dissertation. However, this study may be specific, especially in terms of dealing with an environment and setting (professional Algerian handball team players), which are different from the previous studies in Algeria. Indeed, this research not only focused on improving the players' level of English but also on determining their needs and wants and creating a workable and efficient syllabus of ESP based on their needs analysis. From the researcher's own experience as a current handball player.

3. Statement of The Problem

English is the official language in many countries and the most popular second language spread over every continent, making it the international language of communication. It dominates all fields such as medicine, economy, tourism, and sports. Being a handball player, we observed that the professional Algerian handball team players need English as an international means of communication. So, most Algerian players immigrate to play in foreign countries and contact foreign players, coaches, and referees when they play in international competitions where the English language is necessary to express themselves and their thoughts. The majority of them faced communication difficulties. Some of them cannot convey information or express their ideas to their coaches or referees, and others may have no clue what is written in their contract because they cannot even read or understand it. It is hard for them to be in a press conference or even make statements to journalists or international media mainly because of the language barrier and the total absence of specific courses or any program for players in Algeria. Unfortunately, this language issue affects their careers because they are confused about terminating their contract and changing the team.

In this regard, our research explored the needs and wants of professional Algerian handball team players when using English as a means of communication to design a syllabus of English for specific /sports purposes (ESP) and to help them develop their communication skills and overcome their conversational difficulties

4. Research Questions

The following questions served as a guide to this study:

RQ1: What are the main difficulties that professional Algerian handball team players face when using English as a means of international communication?

RQ2: What target needs will be considered to design the ESP syllabus objectives for the professional Algerian handball team players?

RQ3: What are the main language aspects that should be considered to develop a syllabus of ESP for the professionals and the players of the national team of Algeria?

5. Research Aims

This research aimed at:

- Determining the main difficulties that professional Algerian handball team players face when using English as a means of communication.
- Finding out the needs of the professional Algerian handball team players to create a suitable ESP syllabus for them.
- Suggesting a syllabus to teach English for sports purposes (ESP) to help the professionals and the players of the national team of Algeria develop their communication skills and overcome their conversational difficulties
- Creating a workable and efficient syllabus of ESP based on the needs analysis of the professional Algerian handball team players

6. Significance of The Study

This study sought to determine the communication needs and lack of professional Algerian handball team players' to design a mini syllabus for sports purposes. The results of this research can be a reference for teaching communication skills to Algerian handball professional players and may pave the way for Algerian syllabus designers to create courses for other sports disciplines

7. Methodology

7.1 Research Approach:

The exploratory nature of this study necessitated a qualitative research approach that requires a needs analysis methodology.

7.2 Population and Sample:

In this research, the sportspeople are the population, and the professional Algerian handball team players were chosen to be the sample

7.3 Data gathering Tools:

In this research, in order to collect data, we conducted two tools which were two questionnaires one for the professional Algerian handball team players and the other for the teachers of the Institute of Sports and Physical Activities Biskra to answered the research questions .the results of data collection were analysed and interpreted.

8. Structure of the Study:

The present dissertation is divided into two parts: the first concerns a comprehensive literature review about ESP, and the second presents our fieldwork. This study divided into three chapters. The first chapter of the literature review explored: Historical and Conceptual Overview of ESP, explain different types of ESP and

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characteristics, and how ESP differs from EGP. The second chapter divided into two sections: the first section about the Needs analysis; it contains the definition of needs analysis and its models (register analysis; discourse analysis, target situation analysis, study skills; learning-centered approach) than the instrument of needs analysis and finally the importance of needs analysis. The second section is mainly about the definitions and the types of syllabuses designed. Finally, the third chapter represents the fieldwork, in which the researcher will analyze the questionnaire and the interview planned for the sample and the population. Then discuss the results and findings.

Chapter One

ESP and English for sports purposes

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4 Introduction

This chapter provides useful definitions of ESP in order to evaluate the concept of ESP from many perspectives. Then ESP's origins, the difference between ESP and English for general purpose (EGP), its subcategories, and its basic concepts will be presented. After that, we will elaborate on English for sports.

1.1 ESP Definitions

After World War II, ESP (English for Specific Purposes) has been a popular trend in teaching English as a foreign or second language (TEFL/TESL). However, it has taken more time than expected for scholars to develop the first definition of this approach. Stevens (1980: 109) stated, "A definition of ESP that is both simple and watertight is not easy to produce."

There are almost as many definitions of ESP as there are scholars who have attempted to define it. MacKay and Mountford (1978) focus more on the ESP session's content and the course's objective. They believed that this is a situation-directed set of expressions and forms by stating that ESP is "a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task, or vocation" (P. 4). They tried to define ESP in terms of what it is not rather than what it is.

McDonough (1984) clarified that ESP is a language instruction activity with precedent and goals. Another definition provided by Hutchinson and Waters (1987) states that "ESP is an approach to language learning, and it is based on learners' needs," This implies that there is no unique approach or teaching material for ESP. They also contend that the learners, the learning circumstances, and the language needs form the foundation

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of ESP, founded on the primacy of requirements in ESP. Mackay and Mountford express that special language strongly relates to the participants, adults, and the specific location, and English should be taught in a way that allows students to use it for their specific needs, which could be academic, vocational, or scientific. In addition, According to Hammer (1983), students in certain language situations have specific reasons for learning a language.

Recent ESP research has attempted to synthesize previous findings to provide a single appropriate definition for ESP. According to Dudley-Evans and St John (1998), the ESP teaching approach should be distinct from general English. Although it might be taught to young adults in secondary school, ESP is not always tied to certain discipline learners (typically adults), and the contexts where the teaching/learning process would take place are inextricably linked to building and teaching unique and specialized English. Basturkmen (2010) states:

ESP courses are narrower in focus than general ELT courses because they focus on analyzing learners' needs. The statements show that ESP views learners regarding their work or study roles and that ESP courses focus on work-or study-related needs, not personal or general interests.(p 55)

Basturkmen regarded ESP as a more particular trend than GE, and the courses were tailored to meet the needs of the learners in their target situation. This allows learners to fulfill their learning objectives within the limits of their study or occupation demands.

1.2 Origin of ESP

ESP was not a deliberate and organized movement but a phenomenon that emerged from assembling directions. Hutchinson and Waters (1987) highlighted three main reasons that contributed to the emergence of all ESPs: the demand for a brave world, a revolution in linguistics, and a focus on the learners.

Hutchinson and Waters (1987) explain the first reason for this emergence being attributed to the demands of a Brave New World. The end of World War II was praised as a period of unprecedented international scientific, technological, and economic activity. This expansion created a world dominated by two forces- technology and commerce- which soon generated a demand for an international language in their relentless progress. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to the English. All these people needed English; most importantly, they knew why they needed it. English has become accountable to the scrutiny of the wider world. This development was accelerated by the oil crises of the early 1970s, which resulted in a massive flow of funds and Western expertise into the oil-rich countries. As English became a big business, commercial pressures began to exert an influence. As a result, various language teaching books for specific needs are developed.

The linguistics revolution was the second factor that contributed to the emergence of ESP. While traditional linguists aimed to describe the features of the language, revolutionary linguists began to focus on how language is utilized in real conversation. According to Hutchinson and Waters (1987), one key finding was the differences between spoken and written English. Namely, the variety of English will alter depending on the employed situation. This concept was developed further. If language varies depending on the environment, tailoring language teaching to meet the needs of learners in specific

contexts is also an option. As a result, the majority of early 1970s studies were in the field of English for Science and Technology (EST), which was carried out by many scholars, including Ewer and Latorre (1969); Swales (1971); Selinker and Trimble (1973). As Hutchinson and Waters (1987) cited, the third reason was related to the development of educational psychology. Great emphasis was given to the learners, how they acquire language and the differences in language acquisition. Learners used different learning schemata to be motivated by different needs and interests. Thus, learners' needs have become paramount to course development and design.

1.3 The Difference Between ESP and English For General Purpose (EGP)

Through decades of research, investigators and scholars have paid much attention to the differentiation process between ESP and GE (General English). Widdowson (1981:89) exemplifies the general concept of ESP by stating that "if a group of learners' needs for a language can be accurately specified, then this specification can be used to determine the content of a language program. That will meet these needs." GE is the language taught for general purposes of the language and a general educational aim. Strevens offered a more practical perspective, advocating the term "English for Educational Purposes" (EEP) to account for school-based language learning as a subject element within the school curriculum.

Aside from the "rough separation" at the definition level, they have overlapping connections and proportions. Widdowson (1983) accounts for distinguishing elements of ESP and EGP in order to describe their relationships; among them are the following:

Table 1.1:

EGP VS ESP

EGP	ESP
<ul style="list-style-type: none"> • The focus is often on education. • As the future needs of the students are impossible to predict, course content is more challenging to select. 	<ul style="list-style-type: none"> • The focus is on training. • As English is intended to be used in specific vocational contexts, selecting appropriate content is more accessible (but not easy). • As a result, an ESP syllabus must include high-surrender-value linguistic content in English that is expected to be most relevant to the vocational context. The goal may merely be to develop a restricted level of English proficiency.

The following are the major concepts that distinguish ESP from GE:

The first principle is the aim of language acquisition. According to Harding (2007), "The sense of purpose gives the language work immediacy and a relevance which is perhaps not always found in other sectors of ELT, particularly of the "General English" variety."

In EGP classes, learners' ages vary from children to adults, and learning English is the subject of classes.

Based on the purpose of learning, the aims of instruction are identified. As a general rule, in an EGP class, four skills are stressed equally. However, ESP needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. For example, one who intends to work in business administration should be trained to develop reading skills. In a typical EGP class, there is a concentration on teaching grammar and language structures (mostly in isolation). Nevertheless, in ESP, the focus is on context. English is not taught as a subject separated from the student's real-world wishes in ESP. Regarding the term "specific" in ESP, it should be emphasized that it means English for specific purposes, i.e., the English language used for specific objectives,

but it also suggests specific goals for learning English, in other words, studying English in a field that is already familiar and important to it. As a result, learners may immediately apply what they learn in ESP lessons to their profession and studies, and this implies that ESP allows learners to use the English they already know to study even more.

In this regard, the following are some opinions on the relationship between EGP and ESP: First, Strevens (1977) asserts that "the difficulties of drawing a line between general and special purposes are not easily overcome." (p. 11). Second, Hutchinson and Waters (1987) believe that the dissimilarity between GE and ESP is not limited to the need but the awareness of the need. Finally, Basturkmen (2006, p. 9) puts it this way: "... whereas general English teaching tends to set out from point A towards an often indeterminate destination, ESP aims to speed learners through to a known destination."

In short, ESP assesses and analyses needs and integrates motivation, subject matter, and content with the help of relevant language skills. General English (GE) language content, grammatical functions, and acquisitive skills are essential for all ESP curriculum designs. The problem of contrast leading to emphatic separation is sometimes because of ill-defined descriptions or ill-described definitions.

1.4 Subcategories Of ESP

Several scholars discuss two or three primary categories of ESP. Robinson (1991) identified two main English language types: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP), with English for Science and Technology (EST) straddling the two. According to Kennedy and Bolitho (1984), EST is the third major division in the ESP family tree. They believe it is essential to recognize the role of EST in developing ESP since scientists and technologists are required to acquire English to deal

Chapter One: ESP and English for sport

with the language specific to their professions. In addition, Mackay and Mountford (1978) offer three types of English learning objectives: occupational requirements, vocational training programs, and academic or professional study. (p. 2). Established on this last classification, Munby (1978) separates ESP into two broad areas:

- English for Occupational Purposes (EOP) "where the participant needs English to perform all or part of his occupational duties."
- English for educational purposes (English for Academic Purposes or EAP): "where the participant needs English to pursue part or all of his studies" (p.55).

Out of this, three types of ESP were categorized by Carver (1983):

- Examples of English as a Restricted Language (examples: language used by air traffic controllers or by waiters)
- English for Academic and Occupational Purposes (EAOP) (which is the heart of and (ESP)
- English with Specific Topics (needed in postgraduate reading studies, attending conferences, or working in foreign institutions)

Hutchinson and Waters (1987) developed a "Tree of ELT" (Fig. 1.1) that describes and categorizes ESP into three branches:

English for Science and Technology (EST)

- English for Business and Economics (EBE) is an abbreviation for English for Business and Economics.
- English for Social Studies (ESS) (p. 17).

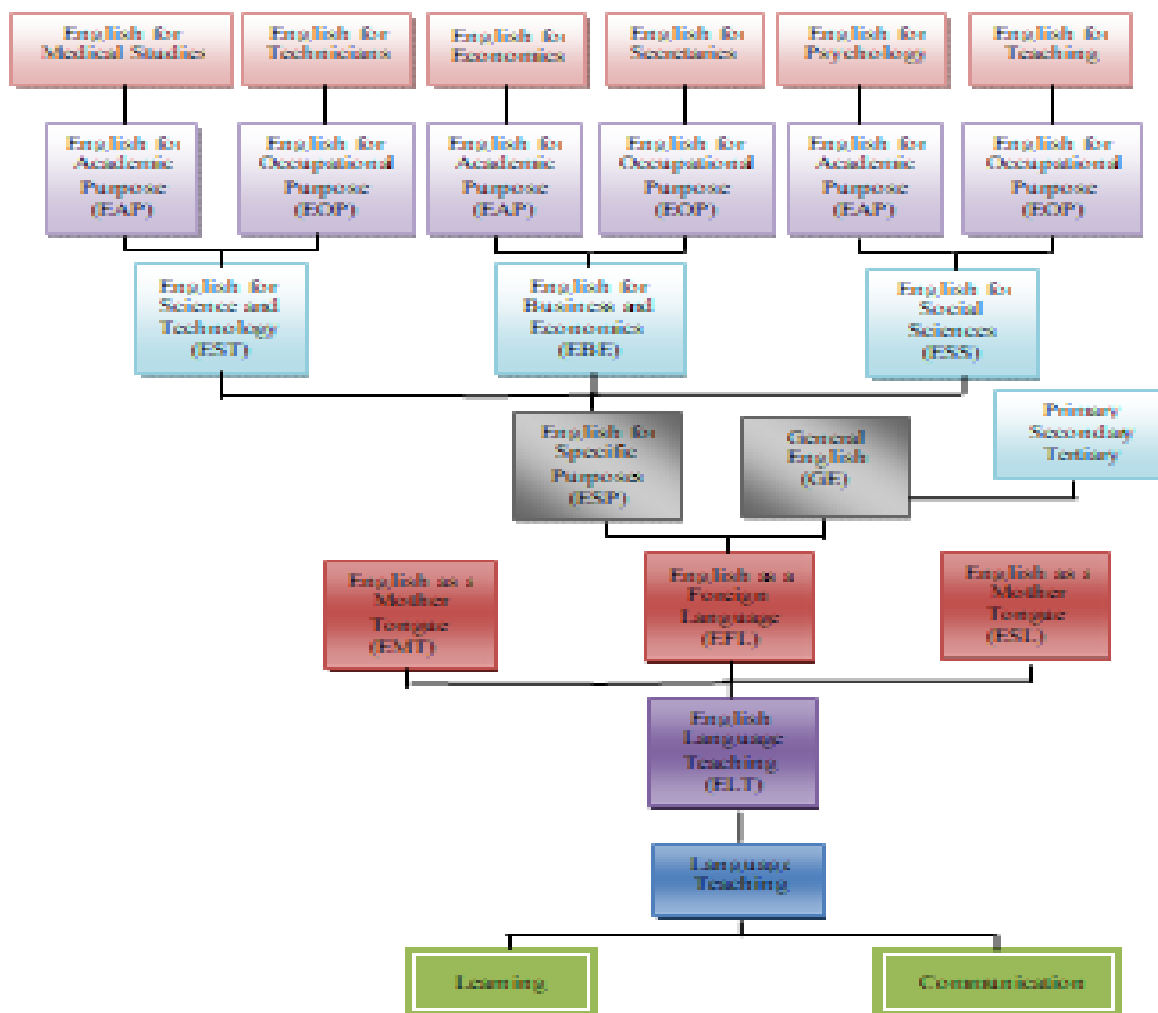
Chapter One: ESP and English for sport

Each of these areas is further subdivided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) .

Figure 1.1 illustrates some divisions made in ELT. Regarding ESP branches, the tree's top level is divided into two main types of ESP, distinguished according to whether the learner needs English for Academic Purposes (EAP) or Occupational Purposes (EOP). Hutchinson and Waters (1987) assert that "there is not a clear-cut distinction" (p. 16) between EAP and EOP. Indeed, the authors state that "people can work and study simultaneously" and that "the language learned in a study environment will be used later when the student takes up or returns to a job" (p. 16). To this end, EAP and EOP have been categorized under the same category as ESP. Nevertheless, a distinction has been made between common core English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP explores the skills and language associated with the study of all academic disciplines, while ESAP integrates the skills of EGAP with the features that distinguish one discipline from another.

Figure 1.1:

Tree of ELT, (source: Hutchinson and Walters, 1987, p. 17)



1.5 The Basic Conceptions/Principles Of ESP

Five concepts are established as the foundations, essential features, or fundamental principles of ESP. Swale (1990) defines them as "enduring conceptions." These five conceptions are as follows: authenticity, research-based, language/text, learning need, and learning/methodology. These five concepts are derived from the real world (the ESP's "target situation") and ESP pedagogy. Therefore, it is crucial to discuss each of them to survey the

development and directions of ESP. Each concept will identify a focus-based approach to ESP and contribute to ESP's concept.

1.5.1 Authenticity

Close (1992) asserts that to produce acceptable ESP teaching materials, ESP teachers would first determine the skills priorities of their learners. As previously stated, the major goal of ESP is to achieve communicative competence. This goal may only be achieved using authentic materials relating to the learners' disciplines. Skills-based approaches examine two significant approaches to the concept of authenticity in ESP: authenticity of texts and authenticity of tasks. Both should be related to a certain skill linked to the actual world. Morrow (1980) asserts that ESP learners were expected to use ESP materials that employed the same skills and strategies required in the target situation.

1.5.2 Research Base

In one of the early debates on ESP, Halliday, McIntosh, and Strevens (1964) were the first researchers to call out the significance of, and need for, a research base for ESP. It was a request for a research program into ESP registers taken up by numerous early ESP materials authors, such as Herbert (1965) or Ewer and Latorre (1969), who investigated large corpora of specialist texts to establish the statistical contours of different registers. The main limitation of this approach was that it defined text as register, which limited the study to the word and sentence levels because the register was generally described in these terms. By visual scanning, the main structural words and non-structural vocabulary were identified. A small representative-sample count was made for the main sentence patterns.

1.5.3 Language/Text

In the 1990s, several ESP projects were triggered by concerns over international safety and security. SEASPEAK was the first project in applied linguistics and language engineering. Strevens and Johnson (1983) describe the origins of International Maritime English. Although register analysis remains small-scale and restricted to native-speaker encounters, research has shown the gap between ESP materials designers' intuitions about language and the language used in ESP situations. The NEWSPEAK research shared the large-scale base of the register-analysis approach. However, the principal advance was that it was now applied to a more sophisticated, four-level text concept: purposes of maritime communication, operational routines, topics of maritime communication, and discourse procedures. These projects included AIRSPEAK (1988) and POLICESPEAK (1994), with RAILSPEAK in preparation.

In the early 1970s, the reaction against register analysis focused on the communicative qualities of discourse rather than the register's lexical and grammatical aspects. Allen and Widdowson(1974), two of the approach's leading proponents, laid out the approach clearly . They specifically claimed that it is helpful to distinguish between two types of ability that an English course at the ESP level should aim to develop. The first is the ability to detect how sentences are utilized in communication actions or the ability to comprehend the rhetorical functioning of language in use. The second need is detecting and utilizing formal devices to link sentences to create continuous text passages. One might say that the first is concerned with the rhetorical coherence of speech, whereas the second is concerned with the grammatical cohesiveness of text.

The main shortcoming of the approach was that its treatment remained fragmentary, identifying the functional units of which discourse was composed at the sentence/utterance

level but offering limited guidance on how functions and sentences/utterances fit together to form text. However, in practice, the approach concentrated on "how sentences are used in performing acts of communication." The genre-analysis approach seeks to see the text as a whole rather than a collection of isolated units as an offspring of discourse analysis. According to Johnson (1995), this is achieved by seeking to identify the overall pattern of the text through a series of phases or "moves." The significant difference between discourse analysis and genre analysis is that, while discourse analysis identifies the functional components of a text, genre analysis enables the material writer to sequence these functions into a series.

1.5.4 Learning Needs

Another ESP concept oriented toward involving language and the content of students' areas of expertise is the development of a syllabus and a teaching approach centered on the needs of the learners. A needs analysis was developed in the 1970s as course designers began to regard learners' objectives as the driving force behind ESP rather than specialized language.

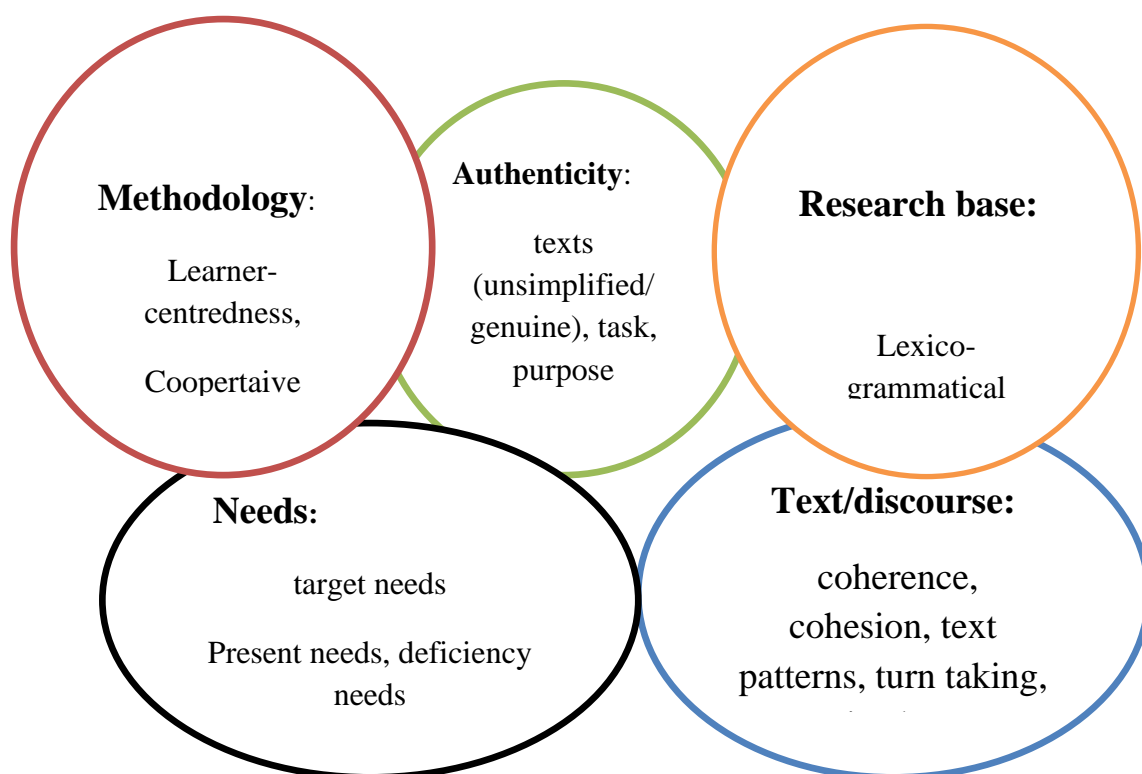
Munby (1978) identified needs by analyzing the target situation for which learners were being prepared. Munby (1987) illustrates the importance of needs in ESP through his model. His model, however, has been frequently criticized for two seemingly contradictory reasons: first, its over-fullness in design, and second, what it fails to include (that is, socio-political considerations, logistical considerations, administrative considerations, psychopedagogic, and methodological considerations). As a result, several pedagogical needs have been recognized to provide more information about the learner and the educational environment. Among these are deficiency analysis, strategy analysis, and means analysis.

1.5.5 Learning/Methodology

Teaching a language is no longer just applying syllabus and methods to meet all demands. One critical issue in the context of ESP is program evaluation. The assessment process involves evaluating the learners' ability to communicate effectively in the target language and fully participate in the target discourse communities previously designated as relevant to their needs. Hutchinson and Waters (1987) refer to this method as the learning-centered approach and emphasize the relevance of teaching and learning styles in ESP materials.

Figure 1.2:

Swales (1985): Five main "enduring conceptions



1.6 Definition Of Sport

The term "sport" derives from the Old French "desport," which means "leisure," with the earliest definition in English dating back to approximately 1300 being "anything humans find amusing or entertaining." Cambridge Dictionary Online defines sport as "a game, competition, or activity needing physical effort and skill that is played or done."

1.7 The importance Of Sports

Sport, we may accurately say, is a natural wellspring of multiculturalism, as it connects different people from different countries into a world community. Everyone enjoys either participating in or watching various sporting events. Sport relieves stress and is especially vital in children's lives since it boosts their self-esteem and keeps them healthy and fit. In her essay "The Importance of Sport," Rimm states, "The world of sports mirrors how one can play the game of school and life. Our society is competitive, and we should teach our children to function in competition and how to both win and lose as good sports. Children must learn that winning and losing are both temporary and that they cannot give up or quit. Learning to become a team player is also essential for children who prefer to be the center of attention." (Introduction, 2008). Sport has always been crucial to the development of any nation.

1.8 The language Of Sports

In most English dialects, the singular term "sport" is used to represent the general concept (e.g., "children participating in sport"), whereas "sports" is used to describe various activities (e.g., "football and rugby are the most popular sports in England"). Both words are referred to as "sports" in American English. It is worth noting that the term "sport" has an

additional connotation, such as in the phrase "to be a good sport," where "good sport" refers to someone who plays fairly, accepts both win and failure, and stays friendly.

In recent decades, sports have seen fundamental change and transformation in the diversification of sports and events, increasing commercialization and globalization of major spectator sports such as football or basketball, and increasing popularity and intensive coverage in various media and modalities. Research on sports language and discourse remains comparably varied and dispersed across several academic fields despite this growing popularity and public interest. Publications can be obtained from various outlets, with just a few topically focused collections now available, for example, Adelman et al. 2003; Settekorn 2007; Lavric et al. 2008; Burkhardt and Schlobinski 2009; Taborek et al. 2012; Caldwell et al. 2017.

There is currently no single, specialized publication in the discipline of (applied) linguistics that serves as a research venue. At the same time, various journals in the broader field of social studies interact with sports language and discourse to varying degrees: *Soccer & Society*, *Sport in Society: Cultures, Commerce, Media, and Politics* (published in 2004, formerly known as *Culture, Sport, and Society*, published from 1998 to 2003), and *Communication and Sport*.

The emergence of computer corpora and software tools for linguistic analysis has revolutionized (applied) linguistics in the last few decades. At the same time, the emergence of new genres of sports reporting has opened up many new and innovative ways of studying sports discourse, e.g., by using sizeable electronic corpus resources. The study of language and discourse has dramatically benefitted from corpus-based investigations of real-world language as speakers and writers use it in different contexts.

Also, Several researchers have recently initiated the introduction of a national research network titled "Applied Linguistics in Sport" within the International Association of Applied Linguistics ('Association Internationale de Linguistique Appliquée,' AILA; see Gurzynski-Weiss 2018) that is intended to foster interdisciplinary collaboration and to provide a platform for information, support, and scholarship for researchers and students interested in the application of linguistics. Researchers in the network use various linguistic methods, theories, and research paradigms (for example, sociolinguistics, corpus linguistics, or discourse analysis). They promote and establish inter-and cross-disciplinary research collaborations with sociology, psychology, or sports science researchers.

Callies and Levin (2019) expand on previous research by providing innovative empirical studies that make use of new corpus resources to highlight structural-linguistic and discourse aspects of a variety of sports (e.g., football, cycling, motor racing, and mixed martial arts), genres (chatspeak and message boards, post-match reports, live commentary on TV and online, race radio messaging, and legal texts), and contexts of use (sports media, in-team communication, fan talk and chat in social media, and sports-related professional discourse).

All the previous studies led us to develop a syllabus in Algeria, especially for sports purposes, to study the case of the professionals and players of the Algerian national team in handball. This syllabus will solve the problems in the English language for the Algerian players. In other words, it will contribute to a greater understanding of communication. They will understand online sports discourse, press conferences, coaches, referees, and teammates' discussions.

Conclusion

This chapter defines ESP as an approach to teaching languages rather than a product. As a result, ESP focuses on language in context rather than grammar and linguistic structure. It should be emphasized that the main reasons for its emergence after World War II were the massive expansion of technology and the economy in the United States, which created a demand for a worldwide language. Furthermore, it highlights the differences between ESP and general English. Moreover, many types of classification are proposed depending on the valuable purpose of ESP that it is supposed to achieve. Hutchinson and Waters (1987) have established a "Tree of ELT" in which ESP is described and broken down into three branches: EST, EBE, and ESS, and each of these areas is divided into two branches; many types of classification are proposed. Hutchinson and Waters (1987) have established a "Tree of ELT" in which ESP is described and broken down into three branches: EST, EBE, and ESS, and each of these areas is divided into two branches: EAP and EOP. Moreover, five conceptions as fundamental principles of ESP are explained in this chapter, defined as "enduring conceptions" by Swale (1990). The five concepts are authenticity, research basis, language/text, learning needs, and learning/methodology. On the other hand, English for sports is elaborated upon in this chapter by defining the term "sports," highlighting the importance of sports in human life and exploring the language of sports.

Chapter Two

ESP Course & syllabus

Design

Chapter two: ESP Course & syllabus Design /Needs Analysis

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Introduction

In this chapter, the difference between courses, a syllabus, and a curriculum was clarified. The different types of syllabuses in language learning were also presented. In addition, three main approaches to course design were explained, namely: Language centered, skills-centered, and learning-centred. Two other topics were examined in this chapter. The concern Needs Analysis, its Categorization, Reasons, and Steps in Conducting a Needs Analysis and syllabus and course evaluation.

2.1. Curriculum, Course, And Syllabus Distinction

2.1.1 Curriculum

Allen (1984, p.64) cited, "Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social, and administrative factors which contribute to the planning of an educational program."(p.64). The curriculum can also be described as a general statement of the course's goals that articulates the intended (and attainable) results of the class/program. (Dubin and Olshtain, 1986; Richards and Nunan, 1990). According to this definition, "curriculum" is a broader notion than "syllabus," encompassing all aspects of learning and teaching.

2.1.2 Course

A Course may be simply defined as a set of lessons. However, the terms "syllabus," "syllabus design," and "curriculum" have caused some consternation. As a result, distinguishing between them is difficult.

2.2 Syllabus

Hutchinson & Waters (1987, p.80) defined "Syllabus" as "... a document which says what will (or at least what should be learned)". That is to say that the syllabus is "a teaching device to facilitate learning" (Nunan 1988, p .6) which organized classroom activities based on the goals and objectives of the learners after a needs identification and analysis method.

2.2.1 Syllabus Design

For Munby (1984), Syllabus design is a matter of determining the content that has to be taught and then structuring it into a teaching syllabus of acceptable learning units. According to Harmer (2001, p.295), every sort of syllabus must be constructed using certain criteria, including learnability, frequency, coverage, and usefulness.

2.2.2 Types of Syllabus

Hutchinson and Waters (1987) classified syllabuses into six major types based on what students will learn: 1. the evaluation syllabus, 2. the organisational syllabus, and 3. the materials

2.2.2.1 Evaluation Syllabus

This is a statement of what has to be learned that has been passed down from ministries and/or regulatory authorities. Hutchinson and Waters stated (1987, p. 80), "It states what a successful learner will know by the end of the course." In effect, it puts on record the basis on which success or failure will be evaluated. Thus, we might refer to this as an evaluation syllabus. It reflects an official assumption as to the nature of language and linguistic performance. This syllabus style cannot be utilized unless one understands what a language is and how it may be broken down.

2.2.2.2 The Organizational syllabus

The organizational syllabus considered what should be learned and the order in which it should be learned. In a rough sense, evaluation syllabuses fulfill this role by typically listing what should be learned. Hutchinson and Waters (1987) determined the difference between the organizational syllabus and the evaluation syllabus "in that it contains assumptions about the nature of learning as well as language because it is vital to consider elements that depend on a perspective of how people learn when structuring the material in a syllabus." The following factors must be considered:

- What is more easily learned?
- What is more fundamental to learning?
- Are some items needed in order to learn other items?
- What is more useful in the classroom?

2.2.2.3 The Materials Syllabus

The material writer is generally the first to interpret the syllabus on this syllabus. In the writing materials, the author introduces new ideas regarding the nature of language, language acquisition, and language usage. As stated in Hutchinson and Waters (1987, p. 81), "The author decides the contexts in which the language will appear, the relative weightings and integration of skills, the number and the type of exercises to be spent on any aspect of language, the degree of recycling or revision."

2.2.2.4 The Teacher Syllabus

The teacher is generally in charge of the second step of interpretation. The vast majority of students across the globe acquire a language via the guidance of a teacher. Hutchinson and Waters(1987, p. 81). quoted, "The author decides the contexts in which the

language will appear, the relative weightings and integration of skills, the number and the type of exercises to be spent on any aspect of language, the degree of recycling or revision."

2.2.2.5 Classroom Syllabus

In a classroom, planning the lesson and achieving what has been planned in the classroom are required: According to Hutchinson and Waters (1987, p.82), some conditions that may affect classroom learning may be caused by external causes, such as noise and hot weather, while the learners may cause other conditions that may affect classroom learning as a group, such as tiredness, distractions, and so on. The authors argue that the classroom is more than just a passive conduit for information to flow from instructor to learner; it is a dynamic, interactive environment that influences the nature of what is taught and learned. A variety of conditions may have an impact on the planned lesson.

2.2.2.6 The Learner Syllabus

The learner's syllabus is the network of knowledge that develops in the learner's brain, enabling that learner to comprehend and store later knowledge. The internal syllabus differs from all the other types we have mentioned, not just in being internal as opposed to external, but in that it faces in the opposite direction. Candlin (1984) describes it as " a retrospective record of what has been learned rather than a prospective plan of what will be learned."

2.3 ESP Course Design

ESP course design is a structured outcome. That is to say; it is the product of a dynamic interaction between several elements: the results of the needs analysis, the course designer's approach to syllabus and methodology, in addition to already existing materials.

Chapter Two: ESP Course & Syllabus Design /Needs Analysis

Thus, designing an ESP course that is appropriate for target ESP groups is guided by many essential and interconnected parameters that have a significant influence on the relevance and success of the ESP course, namely:

- The identification of needs.
- Syllabus design.
- Materials production.
- Teaching.
- Evaluation / Assessment

Here are some perspectives on how scholars see course design and what it involves:

Strevens (1977) describes ESP courses as: ." Those in which the aim and the context are determined principally or wholly not by criteria of general education but by functional and practical English language requirements of the learner." (p.90) .Munby (1978) states that ESP courses are: Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner." (p. 2)

The definitions above all agree that the needs of the learners should be determined first and that the ESP instructor should organize the ESP course in line with those needs and needs. These needs will subsequently serve as a guide for the development of a syllabus, course materials, and teaching and assessment methods.

Hutchinson and Waters(1987) believe that an ESP teacher must be able to answer the following questions as they assume that "Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, material writing, classroom teaching and evaluation" (p. 21):

Why does the student need to learn?

Who is going to be involved in the process? This will need to cover not just the student but all the people who may have some effect on the process: teachers, sponsors, inspectors, etc.

Where is the learning to take place? What potential does the place provide? What limitations does it impose?

When is the learning to take place? How much time is available? How will it be distributed?

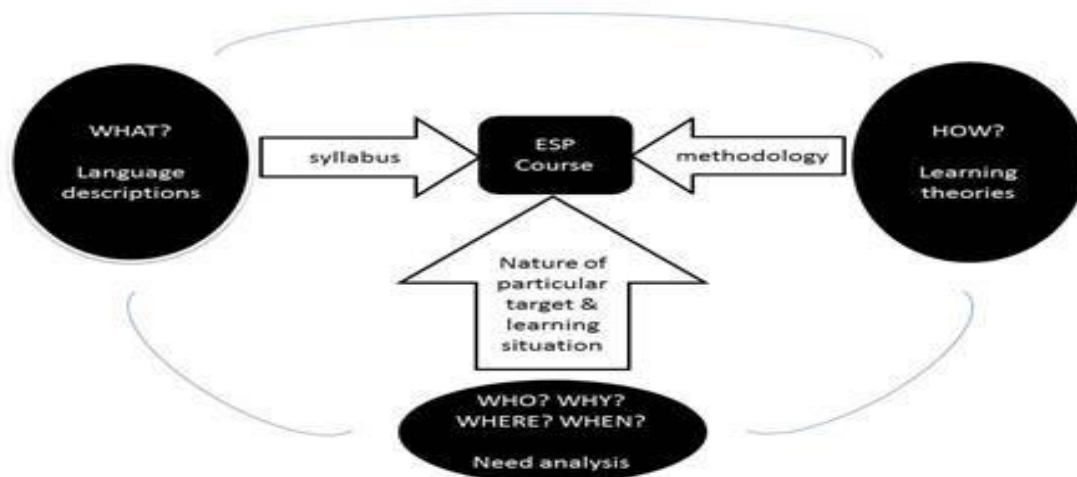
What does the student need to learn? What aspects of language will be needed, and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?

How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed?

It was noted that ESP teachers are more concerned with developing appropriate courses for various groups of learners. Language description, learning theories, and needs analysis are three aspects that influence ESP course design. The interconnectedness of these aspects in the course design process is critical; the course design must bring the learner into the play.

Figure:2.1

Factors Affecting ESP Course Design (Hutchinson & Waters 1987,p.22)



The ESP developer requires an incredible amount of research to ensure that all three of these factors are integrated into the syllabus. ESP requires comprehensive needs analysis, and because the learning-centered syllabus is not static, it is impossible to expect the developer to be able to identify the perfect balance. That is what complicates the whole process, especially in the application.

2.4 ESP Operation

The operation of ESP instruction is a well-organized procedure that follows a series of pre-determined phases depending on particular criteria. Hutchinson and Waters (1987) argue that the ESP process is no different from any other form of language teaching in that it should be founded first and foremost on effective and efficient learning principles. Stevens (1988, p.44) remarks in a similar spirit that the methodologies of ESP correspond to the same paradigm of the language teaching/learning process as any other kind of language instruction. That is to say, the fundamental instructional activities are as follows: shaping

the input, encouraging the learners' intention to learn, managing the learning strategies, and promoting practice and use.

In short, the operation of ESP teaching is a systematic method based on many criteria that serve and ensure both effective teaching and efficient learning for students to enhance their communicative abilities through various situation-related language aspects and skills.

2.5 Approaches to Course Design

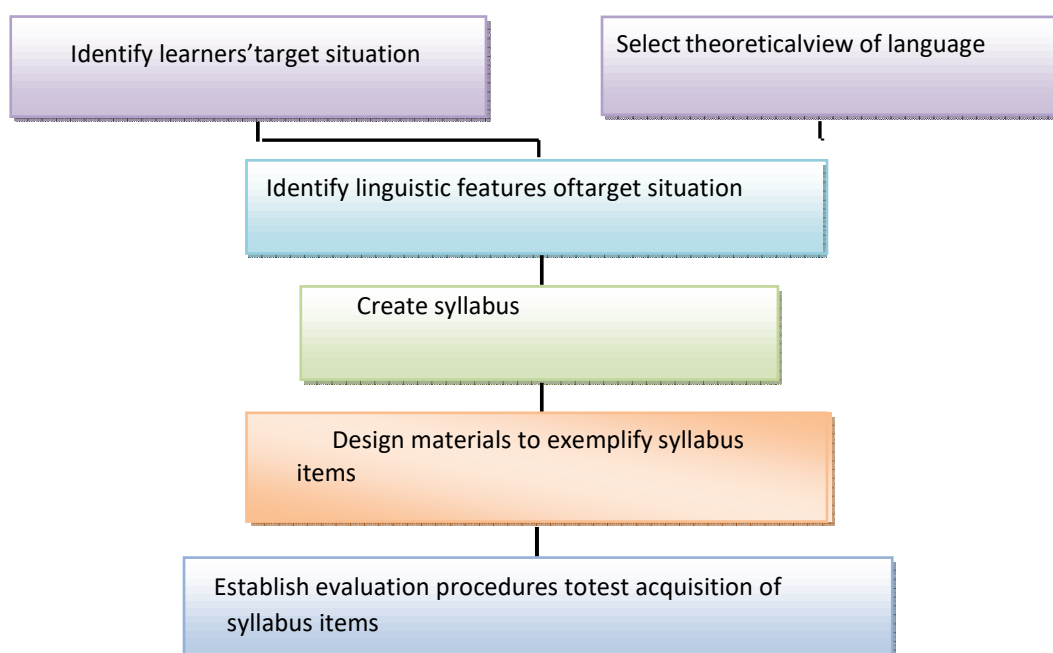
There are numerous course design methods based on a study of students' requirements. Hutchinson and Waters (1987, p. 83) distinguish three types of course design: language-focused, skill-focused, and learning-focused.

2.5.1 Language-centred Approach to Course Design

The Language-Centered Course Design attempts to connect the target situation analysis with the ESP course content. The following figure summarizes the process:

Figure: 2.2

Language-centered approach to course design(Hutchinson and Waters, 1987, p. 66)



Hutchinson and Waters (1987) point out the weaknesses of the language-centered approach in constructing a syllabus:

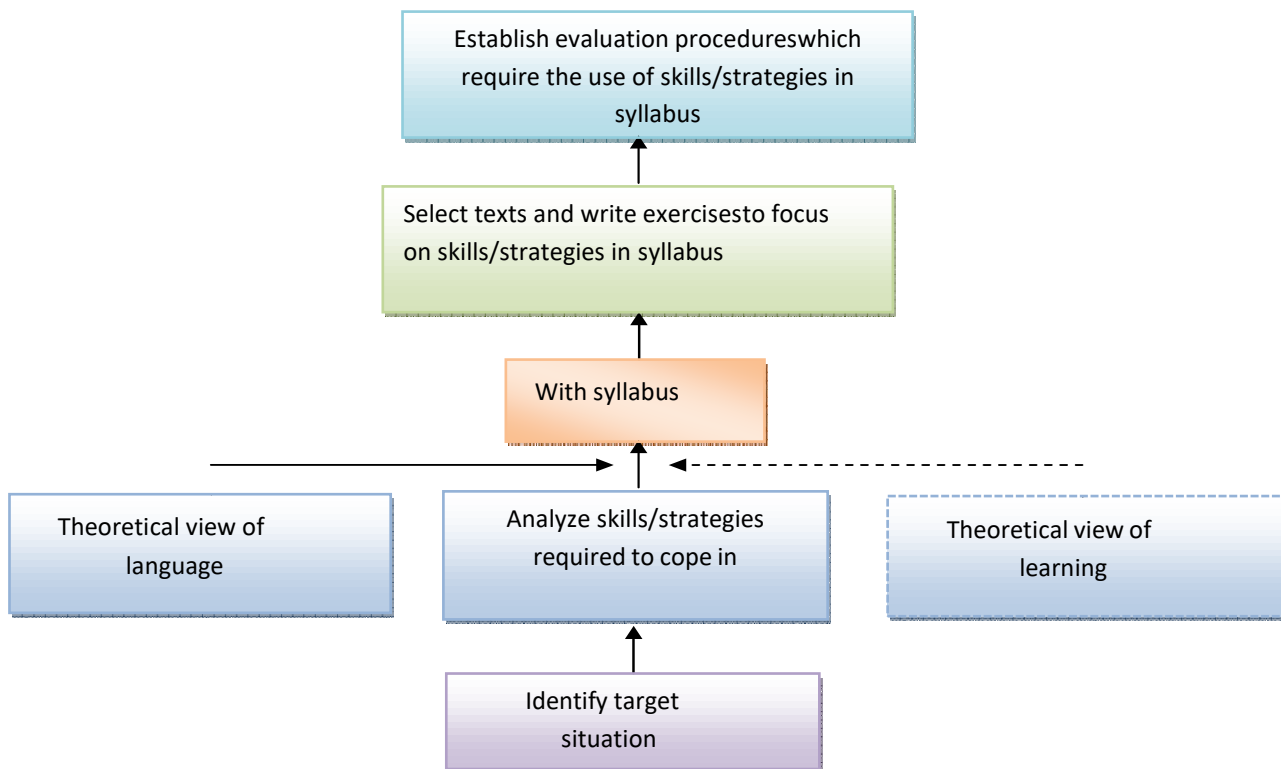
- it is not learner-centered but simply a learner-restricted syllabus.
- It is a static and an inflexible procedure. Once the initial target situation analysis is done, no change occurs.
- It appears to be systematic.
- It does not acknowledge other factors that play a part in course design.
- -The language-centered approach is at the surface level. It says nothing about competence that underlies performance

2.5.2 Skills-centred Approach to Course Design

The skills-centered course design "sees the ESP course as helping learners develop skills and strategies which will continue to develop after the ESP course itself." Hutchinson & Waters (1987p). The authors argue that this approach "provides a basis for discovering the underlying competence that enables people to perform in the target situation" (p.70). In this approach, the course design is oriented toward language in use rather than language learning.

Figure:2.3

Skills-centred approach to course design (Hutchinson and Waters, 1987, p. 71)



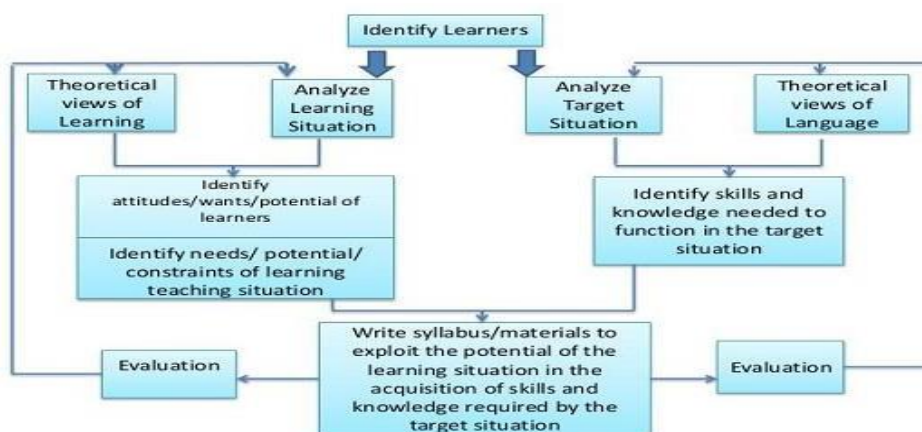
2.5.3 A learning-centered Approach to Course Design

This approach to course design gives more attention to how learners learn. Indeed, Hutchinson and Waters (1987) argue that this approach "is based on the principle that the learner determines to learn." (p.72). In addition, learner needs are approached. Establish evaluation procedures that require skills/strategies in the syllabus. Select texts and write exercises to focus on skills/strategies in the syllabus. With a Theoretical syllabus view of language, Analyse skills/strategies required to cope with the target situation. A theoretical view of learning Identifies the target situation from two sides: target needs and learning needs. Target needs are defined as "what the learner needs to do in the target situation" (Hutchinson & Waters, 1987, p. 54). However, learning is "an internal process, which is

crucially dependent upon the knowledge the learners already have and their ability and motivation to use it." (Hutchinson & Waters, 1987, p.72). Besides, the authors state that the learner is one factor considered in the learning process, but not the only one. The learner-centered course design process is shown in the following figure

Figure :2.4 *Learning-Centred Approach to Course Design (Hutchinson and Waters, 1987,p. 74)*

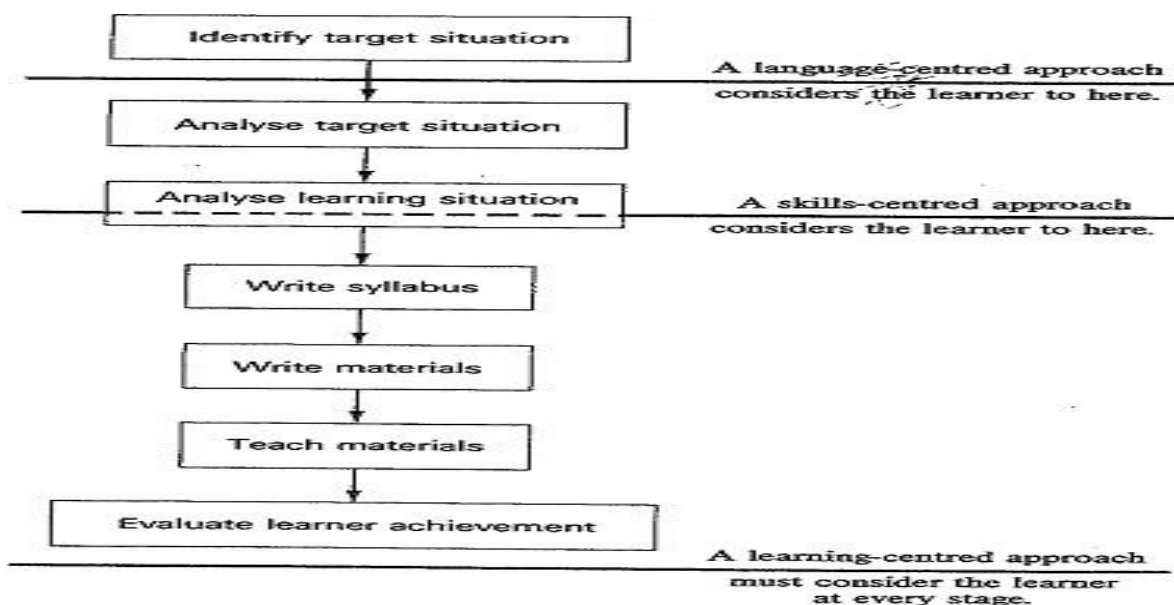
Besides the following diagram establishes the relationship between the



three approaches to course design.

figure :2.5

A Comparison of Approaches to Course Design (Hutchinson and Waters, 1987, p. 73)



2.6 Needs Analysis Definitions

Needs Analysis (also known as Needs Assessment) describes the learners' language needs as precisely as possible and comprehends what they expect to obtain from the language course. Needs analysis (NA) is essential in designing any language course, such as an ESP course or a general English course. Many scholars and researchers agree that it is the foundation of a successful course design. (Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns,) Moreover, others are among the numerous linguists who acknowledge its vital significance in the entire process.

According to Iwai et al. (1999), the term needs Analysis broadly refers to the processes involved in gathering information that will serve as the foundation for developing a syllabus that will fulfill the needs of a particular set of students. It also offers the teacher a better notion of how to tailor the course to the students' needs, rather than forcing them to adopt the course; it also helps students become more aware of their role in the learning process.

Concentrating on learners' needs originated in the 1970s as a result of a desire to create a language course that could meet both individual and social needs. Palacios, (1992); its evolution occurred in assembling with the teaching of languages for specific purposes. The term "needs analysis" has traditionally been used to determine what to include in the ESP/EAP curriculum (Bench 1999). On the other hand, Richards (2001,p. 51) defines the term "needs analysis" as a "process used to collect information about learners' needs. Basturkmen (1998,p.2) illustrates needs analysis as "the identification of difficulties and standard situations by observation of participants functioning in a target situation in conjunction with interviews and questionnaires."

Chapter Two: ESP Course & syllabus Design /Needs Analysis

The role of needs analysis in any ESP course is indisputable; Language Needs Analysis (LNA) has traditionally been a pillar of ESP course design. As Hyland (2006) contends, the use of systematic means to define the specific sets of skills, texts, linguistic forms, and communicative practices that a specific group of learners must acquire is central to ESP, informing its syllabi and materials and emphasizing its pragmatic engagement with occupational, academic, and professional realities.

A needs analysis is a crucial component of any ESP program. ESP is classified as a course design approach that begins with the question, "Why do these learners need to learn English?" But what courses? According to Hutchinson and Waters (1987, p.53), what distinguishes ESP from General English is not the existence of a need but rather an awareness of the need.

Dudley-Evans and St-John (1998, p. 125) defined needs Analysis (NA) as "professional information about the learners: the tasks and activities learners are/will be using English for [...] target situation analysis and objective needs". They also regard NA as a method for obtaining personal information like wants, means, and subjective needs. They assume an environmental situation is essential and aim to provide the course designer with full information on the learners.

Figure: 2.6

Needs analysis Components Adapted from Dudley-Evans and St John (1998, p.125)



The figure illustrates the theoretical framework suggested by Dudley-Evans and St-John (1998). This model can be considered the most comprehensive model for ESP needs Analysis. This model of ESP needs Analysis (1998: 125) focuses on (1) learners' professional information, (2) learners' personal information, (3) learners' language information about the target situation, (4) learners' lacks, (5) learners' needs from the course, (6) language learning needs, (7) communication information in the target situation, and (8) environmental information. Furthermore, an elaboration must be drawn for the term 'needs' and what it does refer to in this process. As far as the language teaching/learning ground is concerned, in this regard, Brown (1995) defines needs as "students' linguistic requirements in a specific case of a particular situation that impacts the overall educational situation" (p. 36). Thus, we can define needs as what learners anticipate being able to do at the end of the educational phase or what the instructor expects from them communicatively while in their professional careers. The term 'needs' refers differently but to the subject matter as follows:

- Brindley (1989, p. 65) – objective and subjective;
- Berwick (1989, p. 55) – perceived and felt;
- Brindley (1989, p. 63) – process-oriented and product-oriented;
- Finally, Hutchinson and Waters (1987, p. 55) – necessities, lacks, and wants.

Different terminologies used to convey needs do not imply that they refer to different concepts or perform different functions. The crucial thing is that they all serve similar aims, ultimately attempting to design a purposeful course to meet learners' target communicative requirements.

2.6.1 Needs Categorization

According to Hutchinson and Waters (1987) and Robinson (1980, 1991), the term needs is frequently used as an umbrella term that covers two (2) types, namely: "target needs" and "learning needs."

a) Target Needs

The target needs to describe what the learners must be able to perform in the target situation at the end of their language course. In this sense, "needs "are perhaps more appropriately described as "objectives." (Berwick, 1989, p 55,57) as cited in (Robinson, 1991,p.7). We may further categorize this phrase: Necessities, Lacks and Wants.

- **necessities**

They are what the learner needs to complete his or her communication tasks. Furthermore, Waters (1987) asserts that they are "what the learner has to know in order to

function effectively in the target situation" (p. 55). This type of need determines the target situation requirements.

- **Lacks**

They relate to what the students do not know or cannot do in English. The difference between the learners' present language ability and the one needed at the end of the language course is defined as lacking.

- **Wants**

This relates to what students want to learn in the ESP course. It is usually in connection to the communicative requirements of the target situation, In addition to what the learners would like to gain from the language course to perform professionally.

b) Learning needs

This aspect is as crucial as the target needs. Different points of view in the literature are more focused on learning needs because each subject imposes its own set of needs as well as a unique approach and strategy for meeting these needs.

Hutchinson and Waters (1987) indicate that a related needs analysis must address not only the target situation needs, which pivot around the question "What the learners need to learn," but also the learning needs, which pivot around the question. «How the learners will learn." Teachers must select which components of ESP learning will be incorporated, reinforced, integrated, and used as a core of the course to meet the requirements and interests of their students. Learning requirements seek information on the learners, their learning styles and strategies, language skills, teaching materials selection, setting, and time load.

Only after identifying the learners' needs can the ESP instructor proceed to the next phase, i.e., syllabus design.

2.6.2 Reasons for Conducting a Needs Analysis

A needs analysis (or needs assessment) is a systematic approach for studying a defined audience's state of knowledge, ability, interest, or attitude. Professionals use it to learn about important issues and problems our learners face to design effective educational programs. The NA also provides a method to learn what has already been done and what gaps in learning remain.

The objectives of requirement analysis are almost usually the same. The initial goal is to learn what our audience currently knows and believes in identifying the required educational system. A secondary purpose is to discover what we can do to make our educational system more accessible, acceptable, and valuable to our learners. A needs analysis thoughtfully performed by Mc Cawley (2009, p .3) provides the following:

Impact: Insights on how education and training may affect the audience.

Approaches: Understanding of the most efficient instructional approaches.

Awareness: current programs and gaps in available training to allow for efficient resource use.

Outcomes: Information about the present situation can be used to document outcomes.

Demand: Understanding the prospective demand for future programs and textbooks.

Credibility: the program serves the target audience, which is a crucial aspect of presenting higher competence and professionalism to financial authorities who want to know the impact of a program or textbook.

A NA is performed so the target audience can confirm their degree of knowledge and competence, interests and viewpoints, or learning habits and preferences. The investigator can characterize the "gap" between what exists and what is needed in the target situation by collecting and interpreting needs analysis data. Filling that gap becomes the goal of education for the next generation and syllabus course design in particular.

2.6.3 Steps in Conduction Needs Analysis

The first stage is to develop a strategy. The assessment plan begins with describing your project's what, when, who, how, and why. This description evolves into a strategy for creating, carrying out, and assessing a requirements assessment. A needs assessment plan has seven components, which are conducted by Mc Cawley (2009, p .4), including

Write objectives: What do you want to learn from the needs assessment?

Select audience: Who is the intended audience? Whose needs are you assessing, and to whom will you provide the necessary information?

Collect data: How will you get data that will tell you all you need to know? Will you obtain data from the target audience directly or indirectly?

Select audience sample: How will you pick a representative sample of responders from the target audience?

Pick an instrument:What tools and procedures will you employ to acquire data?

Analyse data: How will you analyse the information gathered? What will you do with the information you obtain? Data collection methods by themselves do not constitute a needs assessment. The needs assessment must result in decision-making for the process to be accomplished.

2.6.4 Instruments for Needs Analysis

Questionnaires and interviews are two types of tools generally used for needs Analysis. Kumar (2011) discusses the advantages and disadvantages of questionnaires and interviews. Questionnaires are quick to conduct and may frequently collect data from large numbers of people. Because the responses are unidentified, people will simply express their thoughts and ideas. Because interviews take time, the investigator can only investigate a few participants simultaneously. However, in an interview, the investigator can explore responses and thus gain a thorough knowledge of the viewpoints and facts provided. In addition, during an interview, any ambiguous questions or responses can be addressed. Both methods of data collecting may have limitations. People, for example, prefer to consider questionnaire items thoroughly before replying. This may cause respondents to attempt to deliver idealized replies (responses they perceive to be socially acceptable). Good interviewing skills may not happen automatically to everyone, and some interviewers may overstate their ideas, resulting in a bias.

Questionnaires and interviews allow the needs analyst to learn about people's perceptions of their needs, difficulties, and the significance of various language abilities and areas. The tables below highlight the benefits and drawbacks of both the interview and the questionnaire

Table: 2.1

Advantages and Disadvantages of the Interviews (adapted from Kumar, 2011)

Interviews	
Advantages	Disadvantages
The interview is more appropriate for complex situations.	Interviewing is time-consuming and expensive
It is useful for collecting in-depth information and it can be supplemented	The quality of data depends upon the quality of the interaction and the quality of the interviewer
Questions can be explained	The quality of data may vary when many interviewers are used
Interviewing has a wider application	The researcher may introduce his/her bias

Table :2.2

Advantages and Disadvantages of the Questionnaire (adapted from Kumar, 2011)

Questionnaires	
Advantages	Disadvantages
<p>It is less expensive:</p> <ul style="list-style-type: none"> - As you do not interview respondents, you save time, and human and financial resources. - Particularly when it is administered collectively to a study population, it is an extremely inexpensive method of data collection. 	<p>Response rate is low: Questionnaires are notorious for their low response rate. The response rate depends upon a number of factors, including the interest of the sample in the topic of the study. You should consider yourself lucky to obtain a 50 per cent response rate and sometimes it may be as low as 20 per cent.</p>
<p>Offer greater anonymity to respondents: This approach gives better anonymity because there is no face-to-face connection between responders and the interviewer.</p>	<p>Application is limited: Application is limited to a study population that can read and write.</p>
	<p>Self-selecting bias: Not everyone who receives the questionnaire returns it, and those who do may have different attitudes than those who do not</p>
	<ul style="list-style-type: none"> - An information response cannot be supplemented with others. - It is possible to consult others - The response to other questions may influence the response to a question - Spontaneous responses are not allowed for

2.6.5 Evaluating Needs Analysis

Needs analysis is a type of assessment that may be assessed based on its reliability, validity, and practicality. Reliable needs analysis involves using well-thought-out, standardized tools that are applied systematically. The more pieces of observation and the more people studied, the more reliable the results will be. Valid needs analysis involves looking at what is relevant and vital. There will always be a tension between reliable and valid needs analysis and practical needs analysis. A compromise is necessary, but validity should always be given priority. Practical needs analysis is inexpensive, does not occupy too much of the teacher's

time, and can easily be incorporated into the curriculum design process. Needs analysis is an integral part of ESP course design and development.

Johns and Price-Machada (2001, p. 49) asserted that it is an obligatory step: "In every genuine ESP course needs assessment is obligatory, and in many programs, an ongoing need assessment is integral to curriculum design and evaluation."

2.6.6 Course Evaluating

According to Hutchinson and Waters (1987), course evaluation "helps to show how well, the course is actually fulfilling the need" There are four aspects of ESP course evaluation to consider (Anderson and Waters, 1983), cited in (Hutchinson and Waters, 1987, p.152) :

- What should be evaluated?

The teacher's ability to collect information and use them.

Ability to satisfy the learners' needs as language learners and language users.

- How can ESP courses be evaluated?

It could be evaluated through tests, questionnaires, discussions, interviews, comments.

- Who should be involved in the evaluation?

The ESP teacher, the learners, and course designers.

- When (and how often) should evaluation take place?

It is difficult to determine how often course evaluation should be done. It depends on

the characteristics of the individual situation. However, according to Hutchinson and Waters

(1987), the most important times occur:

in the first week of the course,

at regular intervals throughout the course,

at the end of the course, and

If possible, after the course

2.7 The importance of Needs Analysis

The arguments for the usefulness of needs analysis emphasize its role as a starting point or a guide for course design, syllabus design, material selection, assessment, and even classroom activities. According to Berwick (1989), needs assessment is essential for decision planners designing a course. Assessment of a course needs the involvement of learners. Learner needs may have to be changed during the course with the learners' consultation.

According to Hawkey (1986), NA is a tool for course designers. This requires a "language training situation with reasonably specific occupational or educational objectives involving a reasonably homogeneous group of the learner." (p.81). A course designer will be able to develop a specification of language skills, functions, and forms, as required in the learner needs a profile, given the information about learner needs. The importance of needs analysis in syllabus and course design is emphasized by Riddell (1991). As he puts it, "... through it [needs analysis], the course designer becomes equipped to match up the content of the program with the requirements of the student body [what learners need]." (p.75). Regarding the third world context, He regards teaching materials as essential. Teachers can take published materials, adapt them, or create their own. Whatever option is selected, the assessment of student needs must be considered. As McDonough (1984) indicates, the

Chapter Two: ESP Course & syllabus Design /Needs Analysis

learner's language needs should be the foundation for course construction. He stated, "Information on his or her language needs will help draw up a profile to establish coherent objectives, and take subsequent decisions on course content." (p.29). Furthermore, Shutz and Derwing (1981) regard NA as the first step that any course planner should perform. They" say

"Many well-intentioned language programs... have foundered because either no consideration was given to the actual use the learner intended to make of the language or because the list of uses drawn up by the course designer was based on imagination rather than an objective assessment of the learner's situation, and proved to be inaccurate and in many cases entirely inappropriate to his real needs." (p.30).

Throughout the course, NA should be performed to adjust the learning objectives as needed. Put another way; student feedback may be utilized to adjust learning objectives. Savage and Storer (1992) examine learners' role in the needs assessment process. Learners may contribute significantly to the course if they are actively involved in all stages of course design, including the initial, during, and final stages of course evaluation.

Conclusion

This chapter clarifies the difference between courses, a syllabus, and a curriculum. It is noted that a syllabus is a more detailed statement that translates the general goals of the curriculum into more specific objectives about the teaching procedures. Besides, it is worth mentioning that a syllabus can be product-oriented when focusing on the outputs of language learning and process-oriented when focusing on communicative skills. The first kind of syllabus, also called the synthetic approach, contains the following approaches: structural, situational, and notional/functional, while the second syllabus, called the analytic approach, encompasses the following approaches: procedural/task-based, learner-led, and proportional. In this respect, three main course design approaches are explained: language-centered, skills-centered, and learning-centered. The focus was on the learning-centered approach to course design because it relies on the recognition of the complexity of the learning situation.

Furthermore, in this chapter, it is also examined what NA. The latter is to establish what and how, of course, through data collection. It is noted that looking at the target needs is useful by considering necessity, lack, and wants. Hence, two kinds of evaluation are considered: Needs analysis and course evaluation.

Chapter Three

Fieldwork and Data

Analysis

Chapter three: Fieldwork and Data Analysis

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Introduction

The present study aims to suggest a mini syllabus for national and international professional handball players of the national team based on their needs and the recommendation of the teachers of sports who are teaching handball at university. This chapter begins with an overview of the commonly known methodological aspects that comprise the foundation for any systematic research study: the approaches, designs, data collection methods, data analysis procedures, and sampling techniques. Additionally, the researcher will describe the questionnaires in terms of purpose and administration. Then she will provide an analysis of the questionnaires. Finally, the researcher will discuss the findings and summarize the main results, beginning with the teachers' questionnaire and progressing to the players' questionnaire, which aids in developing a mini syllabus for the national and international professional handball players.

3.1 Research Methodology

Every research necessitates a specific research methodology that the researcher follows while conducting their research.

3.1.1 Research Approach

Since this study aims to suggest a mini syllabus for national and international professional handball players of the national team, this study adopted the qualitative approach because it is suitable for the exploratory nature of the present study. It desires to find out the players' needs, lacks, and wants and the teachers' recommendations for developing a mini syllabus to teach English for sports purposes to assist the professionals and players of Algeria's national team in developing their communication skills and overcoming their conversational difficulties.

3.2. Research Design/ Strategies

The choice of an appropriate research design is essential for any investigation to arrive at valid findings, comparisons, and conclusions. Kerlinger (1986, p.279) defines research design as follows: "Is a plan, structure, and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do, from writing the hypotheses and operational implications to the final data analysis. "

In other words, in a research design, you decide for yourself and communicate to others your decisions regarding what Study design you intend to use and how you will collect information from your responses. You will need reasoning and justification for each decision that shapes your answers to the 'how' of the research journey.

3.2.1 Research Design for This Study

The nature of our research necessitates a case study research design for the current study. The primary purpose for selecting this research design is, as Yin (2003), "the distinctive need for case studies arises out of the desire to understand complex social phenomena" for the reason that "the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events." Therefore, this research design is suitable for our study.

3.3 Sampling and Population

In this study, the national and international professional handball players of the Algrain team and the Institute of Sports and Physical Activities teachers, University of

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Mohamed Khider, Biskra, are selected as the populations. To gather the information that helps answer some research questions and collect teachers' feedback to feed the study.

For Teachers

From about (n=38) the Institute of Sports and Physical Activities teachers, the researcher dealt with nine (n=5) teachers chosen non-randomly. Those teachers teach different levels and the same subjects.

For players

The population of this study was the national and international professional handball players of the Algerian team. There are many reasons behind choosing this population that they play in international and national competitions in which the English language needs to be required. More importantly, We observed that they play in foreign countries, and English is the common language to communicate with teammates, coaches, and referees, and the language they are unfamiliar with, and most of them require the French language.

Thus, we have chosen 38 players according to the Purposive sampling technique.

3.4 Data Collection Methods

Data collection methods are the ways that a researcher employs to collect data. Organizations would find it hard to make appropriate decisions without data, so data is collected from various audiences at various points in time. As a result, the researcher should carefully select them while keeping their research theme in mind. Furthermore, there are various data collection methods obtainable, such as questionnaires. (structured, semi-

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structured, and unstructured), interviews (structured, semi-structured, and unstructured), observations (active and passive), focus groups, and quasi-experiments.

Our study dealt with the questionnaire (semi-structured) for national and international professional handball players of the Algerian national team and the teachers of the Institute of Science and Technology of Physical and Sports Activities Biskra to collect data.

3.4.1 Questionnaire

A questionnaire is a data collection method used by most social sciences researchers because it suits most of their studies. It can be described as a booklet (more than two pages) containing the researchers' personal information and a series of questions. Moreover, the questions can be (open-ended, close-ended, or a mixture between them), which determines the type of the questionnaire (structured, semi-structured, or unstructured).

3.5 Data Analysis and Procedure

After thoroughly reading and arranging the data from both questionnaires, the researcher analysed the data manually using statistics through counts, percentages, and descriptions in open-ended questions. Then, used Excel, the researcher presented the results in tables and figures. After that, analysed them verbally.

3.6 Description and Analysis of players and Teachers Questionnaires

3.6.1 Description of players' Questionnaire

The current questionnaire (semi_ structured) is a data collection tool designed for national and international professional handball players of the Algerian national team. It was

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posted online to facilitate the process of distribution and collection of responses, and it was divided into five sections:

Section One: General information (from Item1 to Item4)

The first section of this questionnaire contained four (04) questions to collect general information about the respondents: players' names, gender, team names, and countries. and the players are asked to nominate their participation if they have participated in national and international competitions Furthermore, the researcher intended to gather players' opinions towards if mastering English required in their specialism.

Section Two: The Importance of English for Handball Players (from Item1 to Item5)

The second section included seven (5) questions focused on The Importance of English for the players. In the beginning, the players were asked to choose to what extent they think English is essential in their domain or career by justifying their answers. Then, a question about how they evaluate their level of English, and they attempt to choose the appropriate level. Additionally, we gave them options to choose how often they needed to use English. Moreover, they requested if they had studied English before, and those who learned English demanded precisely which English they studied. At last, they were asked if they had ever been in a situation where they needed to use English by describing this situation.

Section Three: Players' Lacks (from Q 1 to Q 6)

The third section of the questionnaire consists of six (6) questions. From this section, we aimed to gather players' lack of English. We gave them options to choose which cognitive skill (s) they would like to improve. In addition, they requested to

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determine the difficulties they faced in each skill (Listening, Reading, Speaking, Writing). finally, in the last question, the players' were asked to answer the main reasons behind their difficulties in using English by selecting the appropriate suggestion.

Section Four: Players' Wants (from Item1 to Item3)

The fourth section of the questionnaire consisted three (3) questions that focus on the players' wants and the content they need in the course that helps design the course for players. The first question aimed to gather players' thoughts about what they would like to learn in the course of English by offering them some suggestions. The second question sought to collect their opinions about who should be responsible for teaching English to them. Finally, the players were asked to choose which teachers' tasks and responsibilities they would need in the course.

Section Five: Learning ESP (from Item1 to Item3)

The last section of the questionnaire consists of three (3) questions that aim to gather players' thoughts about how they prefer to learn English. The first question is whether they use information communication technologies to learn English. In addition, the researcher intended to gather students' opinions on whether it is vital to attend face-to-face courses, and they are requested to justify their answers. In the end, the last question was estimated to know How players would prefer to learn English.

3.6.2 Aim of the players' Questionnaire

The purpose of the current questionnaire was to collect data from the Algerian national and international professional handball players. It was used as a tool for the study to investigate the players' needs, lacks, and wants. Furthermore, it attempts to collect players'

thoughts on the state of English in their domain, that can help in suggesting a syllabus for sports purposes.

3.6.3 Piloting and Validation players' Questionnaire

Piloting and Validation are essential for any research study because they ensure reliability and credibility. As a result, they seek any improvement that will result in a comprehensive and relevant final version of the data collection tool. Three teachers who were supposed to be experts validated the questionnaire. In order to create a logical, smooth-moving questionnaire, teachers' comments on the layout, the wording of instructions, and the question formulation were taken into account. In addition, our supervisor made some beneficial remarks about some words and adverbs that were supposed to be changed or added to add more precision to the questionnaire, and he also proposed translating the questionnaire to Arabic because some players are unfamiliar with English. This questionnaire subsequently underwent the piloting stage, wherein six players belonging only to the population were asked to respond to the questions online and provide feedback. None of the students, as a result, showed irrelevancies.

3.6.4 Administration players' Questionnaire

After the piloting and validation stages, we designed the final draft of the questionnaire. We decided to distribute the questionnaire online through "Facebook.com" as the players suggested for the administration phase. Later on, after discussing with the supervisor, we decided to work with 38 national and international professional handball players of the Algerian national team. The idea of using Facebook was beneficial; it allowed us to receive the intended number of answered questionnaires in just 24 hours. In addition, it helped to receive a straightforward and filled-out questionnaire.

3.6.5 Description of teachers' Questionnaire

The current questionnaire (semi_ structured) was a data collection tool designed for the Institute of Science and Technology of Physical and Sports Activities teachers in Biskra. It was posted online to facilitate the distribution and collection of responses. The questionnaire comprises 14 questions distributed to ten (5) teachers by asking them about their general information and attitudes toward this research work.

The questionnaire was divided in terms of structure into three components:

- The first half of the questions targeted the general information about teachers of the Institute of Science and Technology of Physical and Sports Activities in Biskra, their qualification, and their specialty, from the first to the fourth question.
- The second part of the questions indicated the importance of using English for the sports students and the Algerian team's national and international professional handball players from different perspectives.
- The last half of the questions stated the teachers' opinions about the suggested approaches, teaching materials, and course design.

3.6.6 Administration and Aim of the Teachers' Questionnaire

As mentioned earlier, the present study worked on teachers of the Institute of Science and Technology of Physical and Sports Activities, precisely those who teach handball. This questionnaire was sent to teachers' emails. Eventually, we received about (5) questionnaires which may be valuable data and serve our study. The target aim behind this questionnaire was to use the teachers' answers to help us obtain the teachers' attitudes and recommendations toward the needs of English for handball players and whether they need

to design a syllabus of English and what they recommend as themes and teach materials for the suggested syllabus.

3.7 Analysis and Interpretation of Students' Questionnaire

Section One: General Information

Item1. Would you specify your gender, please?

Table 3.1:

Respondents Gender Distribution

Option	Respondents	Percentage
a. Male	27	71%
b. Female	11	29%
Total	38	100%

Figure 3.1:

Respondents Gender Distribution

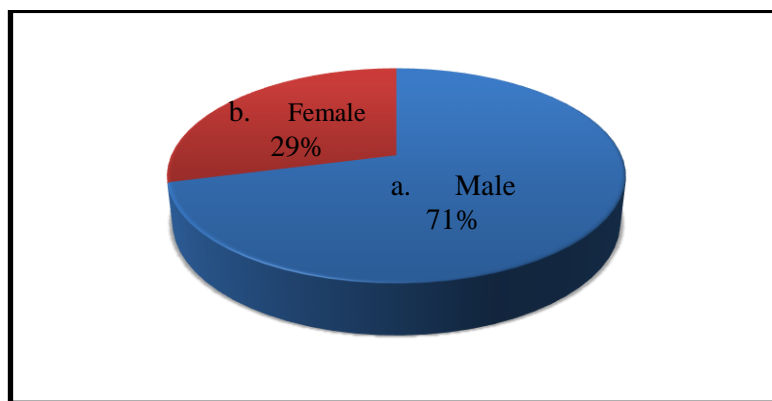


Table (3.1) demonstrated the distribution of gender in our sample. As shown, it presented the number and the percentage of females and males. Additionally, it was observable that twenty-seven 27 respondents (71%) were females, whereas eleven 11 respondents (29%) were males; this clarified that the majority of our sample are males, which means that males are more interested in learning English, especially professionals.

Item2. Where do you play?

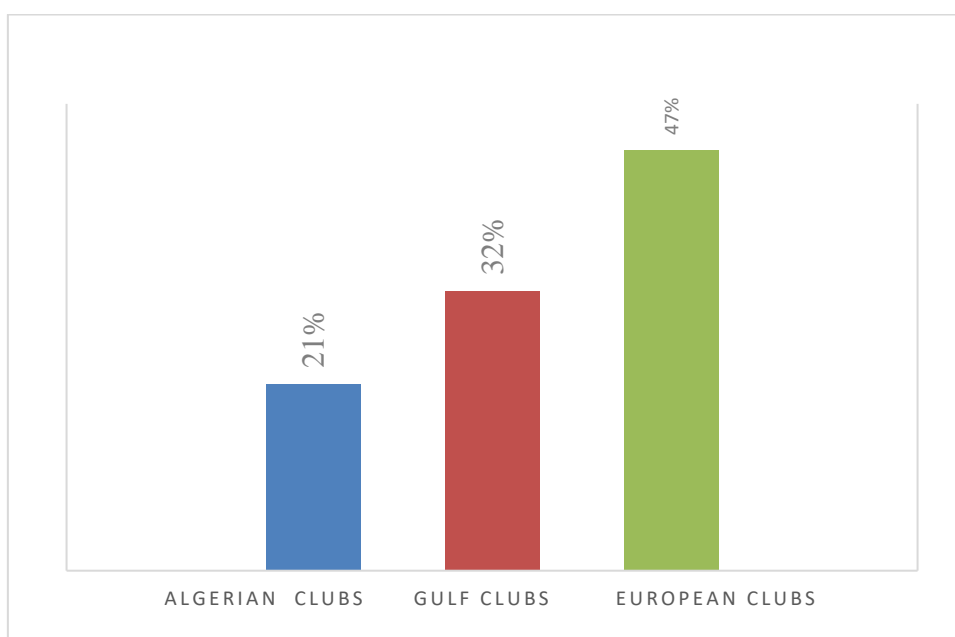
Table 3.2:

Respondents' clubs Distribution

Team nation	Respondents	Percentage
Algerian (Local) clubs	08	21%
Gulf Clubs	12	32%
European clubs	18	47%
Total	38	100%

figure 3.2:

Respondents clubs Distribution



As indicated in the table above that, the majority of players of a rate of (47%) which represented eighteen players who play in the European clubs, twelve players who play in Gulf Clubs represent the rate of (32%), and only eight players play in Algerian clubs which represented the rate (21%).

Item3. Have you ever participated in national and international competitions before?

Table 3.3:

Players' participation in national and international competitions

Option	Respondents	Percentage
a. Yes	35	92%
b. No	3	8%
Total	38	100%

This table illustrated that (92%) of the majority of the players' answers were 'yes,' meaning they have participated in national and international competitions. In Contrast, the others (8%) had never participated in national and international competitions.

If yes, mention some of them, please

- with the Algerian national team in:

the cup nation of Africa, the world cup, Islamic games, Arab Championship Cup, and Mediterranean games.

- With their teams in:

Arab Cup for champion clubs, Super Cup of Emirates (UAE), Bahrain, Qatar, and Algeria. European league, France Cup, Spain Cup, Hungary Cup, Bulgaria Cup, Romania Cup, Switzerland Cup, Asian Championship, The Emir of Qatar Cup, UAE Cup, and Saudi Arabia Cup.

Item4. Is mastering English required in your specialism?

Table 3.4:

The requirement of mastering English in sports specialism

Option	Respondents	Percentage
a. Yes	30	79%
b. No	08	21%
Total	38	100%

As seen in the above table 3.4, a rate (79%) of players think mastering English in sports specialism is required, while only (21%) stated the opposite. Since the majority

affirmed that mastering English in their specialism is required, English is essential for handball players.

Item5: To what extent do you think English is important in your domain or career?

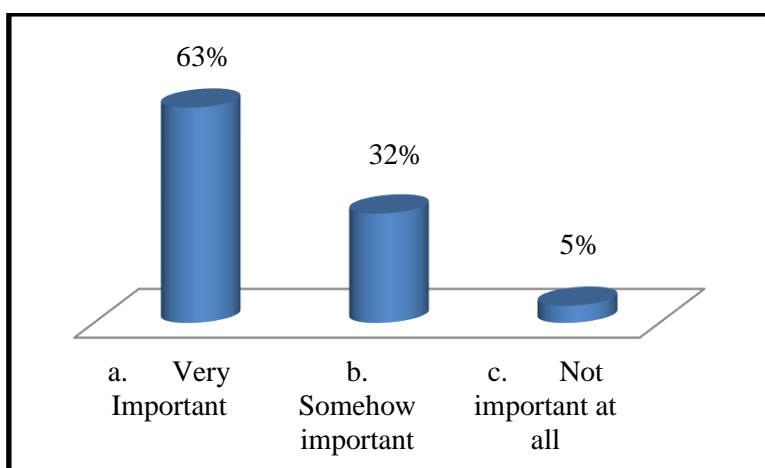
Table 3.5:

The importance of the English language to handball players

Option	Respondents	Percentage
a. Very Important	24	63%
b. Somehow important	12	32%
c. Not important at all	2	5%
Total	38	100%

figure3.3:

The importance of the English language to handball players



Twenty-four out of thirty-eight players, a rate of (63%) affirmed that English is very important in their domain or career; while (32%) think it is somehow important for handball players, and only two out of thirty-eight players, a rate of (5%) believe that it is not important at all for them. In this question, all respondents were asked to justify their answers, providing various and valuable justifications. To start with, those who have answered English is Very Important and Somehow important, the vast majority of them highlighted that English is a universal language they need to communicate with referees, coaches and teammates, especially when they play in international and continental competitions and also for communicating with foreign players and the foreign press. Contrariwise, the only two respondents who

agreed that English is not important for the players of handball career, their justification stressed was "handball does not require the language and The player of handball who plays in Algerian (Local) clubs does not need English."

Accordingly, one can deduce that English plays a vital role in handball players' careers'. These latter showed that the Algerian team's national and international professional handball players need specific courses in English to help them communicate with the referees' coaches and teammates.

Section Two: Players' needs

Item1.How do you evaluate your level of English language?

Table 3.6:

Respondents' evaluation of their level of English language

Option	Respondents	Percentage
a. Poor - I need some help	8	21%
b. OK - but I know I could improve	12	31%
c. Good - I could improve with some advanced tips	17	45%
d. Excellent - I do not think I could improve much	1	3%
Total	38	100%

Figure 3.4:

Respondents' evaluation of their level of English language

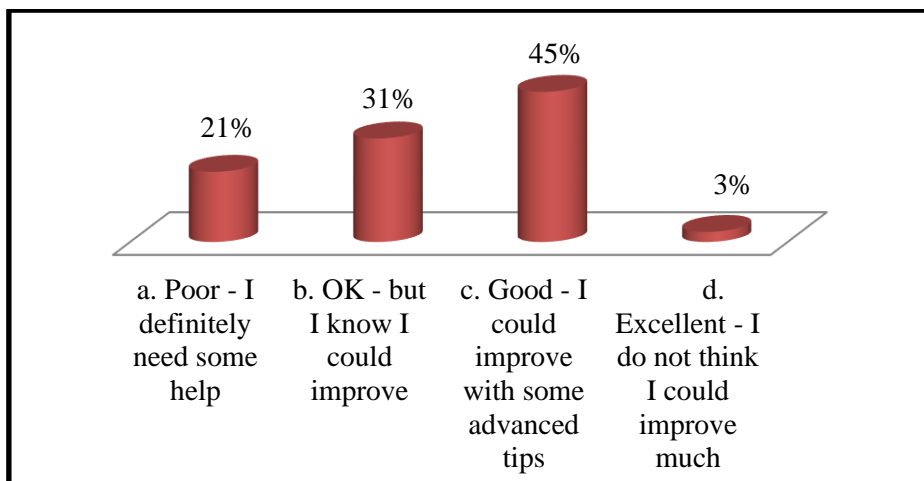


Table 3.6 showed that the Algerian team's national and international professional handball players were not very proficient in English (3%) had an Excellent level, and only 41% had a reasonable level.

Item2.As a professional and an international handball player, how often do you need to use English?

Figure 3.5:

The importance of the English language to handball players

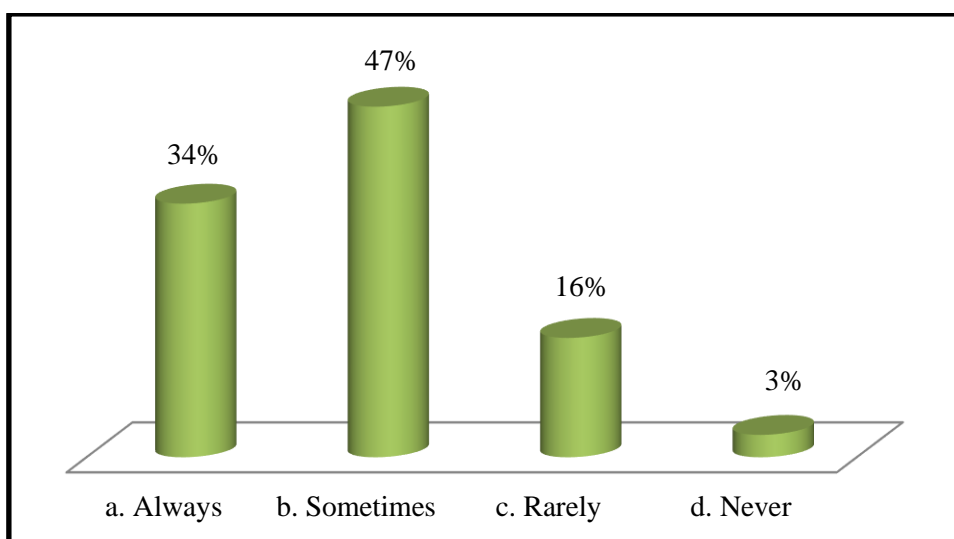


Figure 3.5 display the frequency of players' English needs. The answers ranged from 'always' (34% representing 13 players), sometimes (47% representing 18 players), Rarely (16% representing six players), and never (3 % representing only one player); this implies that English is needed in the handball domain.

Item3. Did you study English before?

Table 3.7:

Participants' previous EFL learning experience

Option	Respondents	Percentage
a. Yes	34	89%
b. No	4	11%
Total	38	100%

Item4. If yes, do you study English as:

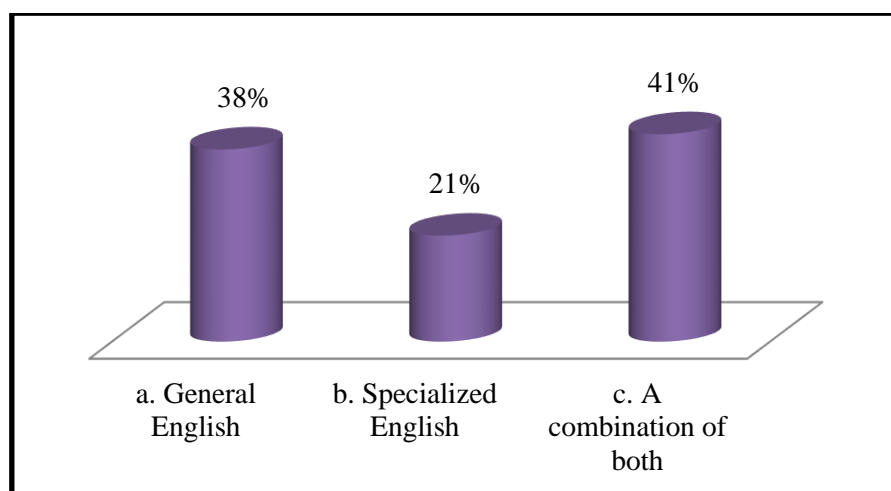
Table 3.8:

Types of EFL courses (EGP or ESP)

Option	Respondents	Percentage
a. General English	13	38%
b. Specialized English	7	21%
c. A combination of both	14	41%
Total	34	100%-

Figure 3.6:

Types of EFL courses (EGP or ESP)



Tables 3.7 and 3.8 results are to be grouped since they are interdependent. While the first question was to discover whether players had studied the English language before, a rate of (11%) represents only four players who had not studied English before. However, most of the players studied English, which makes a percentage of 89% (comprising 34 players of the total population). The second question sought to determine which type of language had been studied for the latter rate. The results in table 3.9 show that (38%) of the players studied general English, and only (21%) studied specialized English, while (41%) of them studied a combination of both.

Item6. Have you ever been in a situation where you need to use English (listen, read, speak or write)

Table 3.9:

situations where English is necessary for players' communication

Option		Respondents	Percentage
a. Yes		30	79%
b. No		8	21%
Total		38	100%

This question is fascinating in our study since it helped us determine whether they have been in a situation where they need to use the English language (79%) from the players' responses describe the different situations in using the English language as follows:

- When communicating with referees, it is hard to express your opinion.
- During matches, you face difficulties when you want to Direct or give orders to your teammates because of the lack of English language.
- We cant understand what coaches say to us because they speak English.

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- As a professional player, I need English; when traveling in airports, airplanes, and malls.
- As a professional player, some players speak English with me. I cannot communicate with them because I do not speak English
- I had an experience in Italy, and the contract was in English, so I did not understand what it contained.
- We were in a group from different parts of the world speaking in different languages, so he asked me to give a speech, and I only had to speak to them in English
- The Emirates contains many languages because different nationalities represent a large percentage of the workforce, for example, in commercial centers and administrations, especially in the field of sports, as I am a professional handball player in the Emirates and the English language is the unified language of communication between these nationalities. Therefore players need it to communicate daily.

Section Three: Players' Lacks

Item1. Which of the following language skills are you weak in, and would you like to improve? You may choose more than one skill.

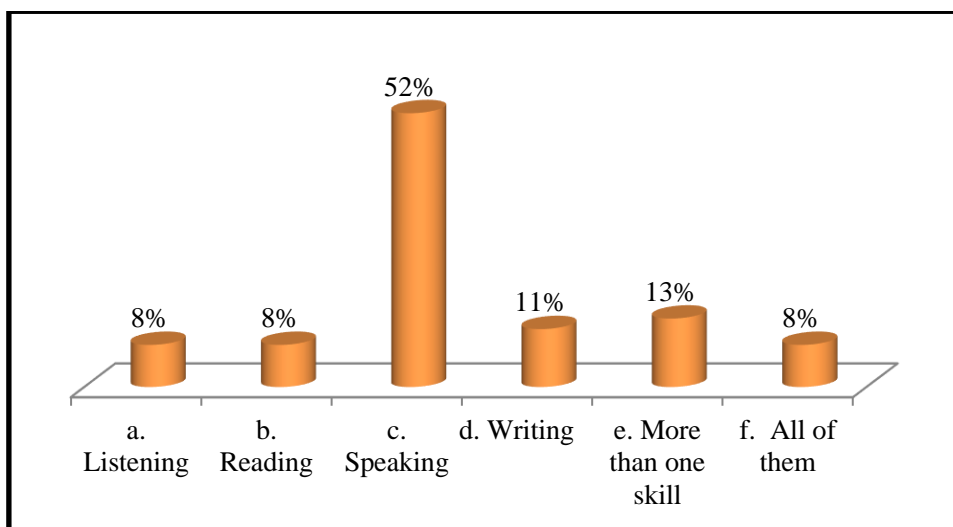
Tabel 3.10:

Handball players' language learning skills weaknesses

Option	Respondents	Percentage
a. Listening	3	8%
b. Reading	3	8%
c. Speaking	20	52%
d. Writing	4	11%
e. More than one skill	5	13%
f. All of them	3	8%
Total	38	100%

Figure 3.7:

Handball players' language learning skills weaknesses



National and international professional handball players from the Algerian national team were asked to identify which language learning skill(s) they needed to improve in this question. The figure above indicates that most of the students (52%) have shown that they are weak in speaking skills. While (13%) struggle with more than one skill, (11%) struggle with writing skills. However, (8%) represents the reading, listening, and all skills percentages. Thus, this clearly illustrates that the players are weak in productive skills and want to improve more than their preceptive skills, which means that they are aware of their weaknesses in the learning process and want to improve them.

Item2. In the case of listening, do you find difficulties in:

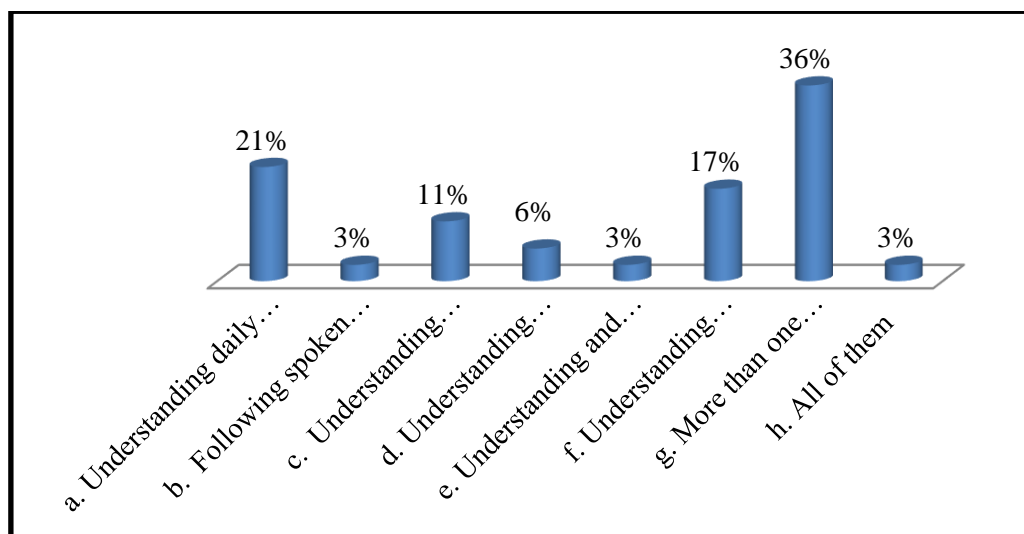
Table 3.11:

Respondents' challenges in listening

Option	Respondents	Percentage
a. Understanding daily English conversations	8	21%
b. Following spoken instructions from coaches	1	3%
c. Understanding press conferences and journalists' questions	4	11%
d. Understanding discussions on sports issues	2	6%%
e. Understanding and taking notes during viewing sessions	1	3%
f. Understanding native speakers	7	17%
g. More than one difficulty	14	36%
h. All of them	1	3%
Total	38	100%

Figure 3.8:

Respondents' challenges in listening



As the above table reveals, on the one hand, a noticeable percentage (36%) (comprising 14 players of the total population) who did select more than one difficulty, then (21%) of them could not Understand daily English conversations (17%) have agreed that they find difficulties on understanding native speakers and about Understanding press conferences and journalists' questions are representing with a rate of (11%) players.

Consequently, most respondents agreed that they have more than one difficulty, followed by a significant percentage facing difficulties in understanding native speakers. These elucidated that they are bad listeners and must improve their listening skills.

If others, please specify

- Dialect difference

Item3. When reading English documents, do you find difficulty in

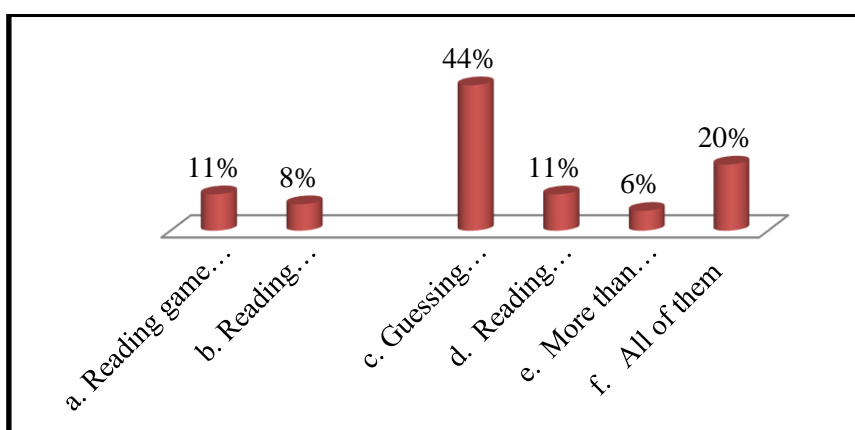
Table 3.12:

Respondents' challenges in reading

Option	Respondents	Percentage
a. Reading game rules, coaches' and referees' instructions	4	11%
b. Reading teams announcements, programs, decisions, and Statements	3	8%
c. Guessing unknown words in the text and understanding the technical vocabulary	17	44%
d. Reading signs, rules, notices, and regulations	4	11%
e. More than one difficulty	2	6%
f. All of them	8	20%
Total	38	100%

Figure 3.9:

Respondents' challenges in reading



To simplify what is illustrated in the above table, a considerable percentage (44%) have selected "Guessing unknown words in the text and understanding the technical vocabulary." Moreover, a rate of (20%) of players selected "all of them."

Thus, we can sum up those national and international professional handball players from the Algerian national team face difficulties reading comprehension and proficiency in handball-related technical words.

Item4. When performing a speaking task, do you:

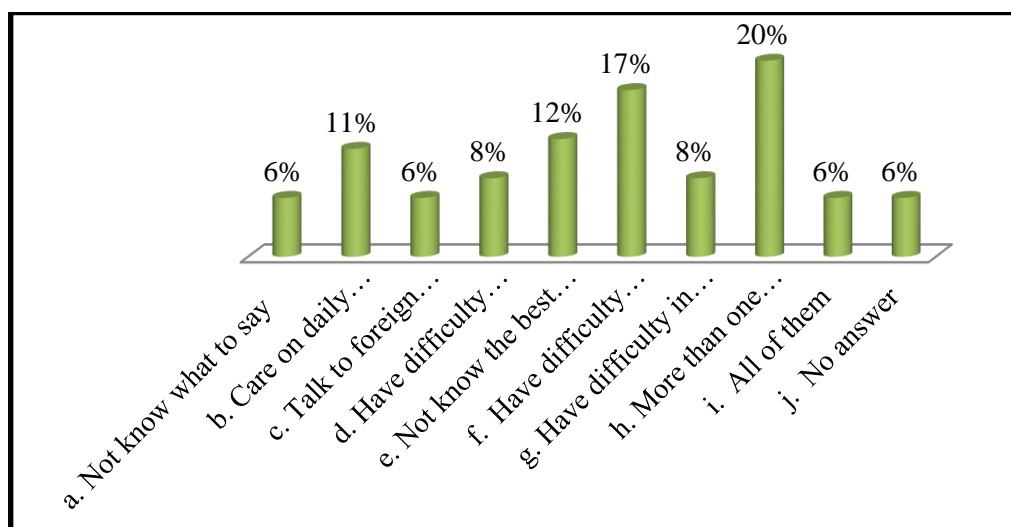
Table 3.13:

Respondents' difficulties in speaking

Option	Respondents	Percentage
a. I do not know what to say	2	6%
b. Care on daily conversations	4	11%
c. Talk to foreign players, coaches, and referees	2	6%
d. Have difficulty with the pronunciation of technical words	3	8%
e. Not know the best way to say something in English	5	12%
f. Have difficulty stating opinions or ideas about different topics during training and matches	7	17%
g. Have difficulty asking and answering questions during training	3	8%
h. More than one difficulty	8	20%
i. All of them	2	6%
j. No answer	2	6%
Total	38	100%

Figure 3.10:

Respondents' difficulties in speaking



This question was simply included to inquire about the different difficulties players face in speaking skills, as shown in the table above. The difficulties vary from difficulties in not knowing the best way to say something in English (12%), having difficulty stating opinions or ideas about different topics during training and matches (17%), and 20% finding difficulties in more than one of the suggested difficulties.

Hence, speaking English is difficult for most players because learning a foreign language requires more than knowing its grammatical and semantic rules.

Item5.In the case of writing, do you have difficulty?

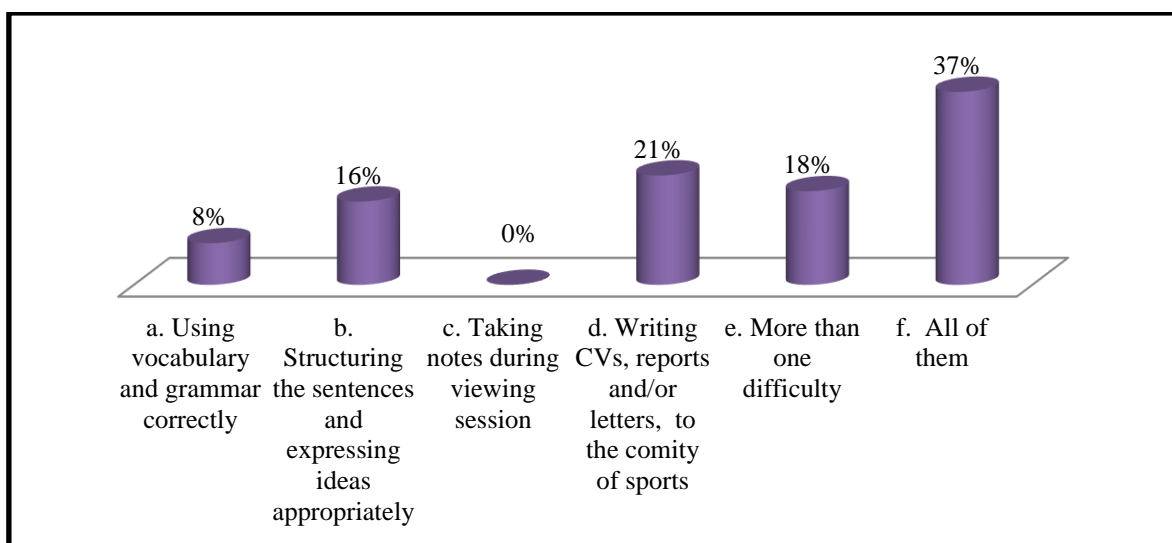
Table 3.14:

Respondents' difficulties in writing.

Option	Respondents	Percentage
a. Using vocabulary and grammar correctly	3	8%
b. Structuring the sentences and expressing ideas appropriately	6	16%
c. Taking notes during the viewing session	0	0%
d. Writing CVs, reports, and letters to the comity of sports	8	21%
e. More than one difficulty	7	18%
f. All of them	14	37%
Total	38	100%

Figure 3.11:

Respondents' difficulties in writing.



The figure above indicates that the Algerian team's national and international professional handball players face difficulties in all of the suggestions provided in the tabel3.15 with a rate of (38%), writing CVs, reports, and letters to the comity of sports with a rate of (21%), more than one difficulty(18%), as much as Structuring the sentences and expressing ideas appropriately(16%). Grouping the body as mentioned earlier of facts, we can conclude that the essential point that makes writing difficult for the Algerian team's national and international professional handball players is using language aspects or writing abilities like spelling, grammar, and vocabulary.

Item6. What are the main reasons behind difficulties in using English for professional and national players' handball?

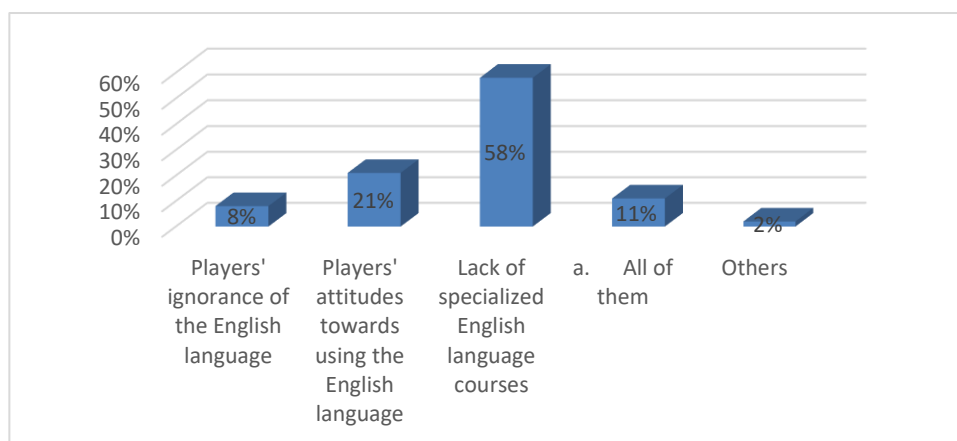
Table 3.15:

the main reasons behind handball players' difficulties in using English.

Option	Respondents	Percentage
a. Players' ignorance of the English language	3	8%
b. Players' attitudes towards using the English language	8	21%
c. Lack of specialized English language courses	22	58%
d. All of them	4	11%
e. Others	1	2%
Total	38	100%

Figure 3.12:

The main reasons behind handball players' difficulties in using English



From the results has been mentioned above, a considerable percentage (58%) refers to those who have selected "Lack of specialized English language courses." Nevertheless, a portion (21%) refers to those who asserted that Players' "attitudes toward using the English language." is the main reason behind their difficulties in using English. However, (11%) provided all of the suggestions.

Others (please specify)

- Because we are in a French-speaking country, we do not use English daily.

- Marginalization of this language by the Ministry of Education, parents

Section Four: Players' Wants

Item1. As an Algerian player of handball, what would you like to learn in the course of English?

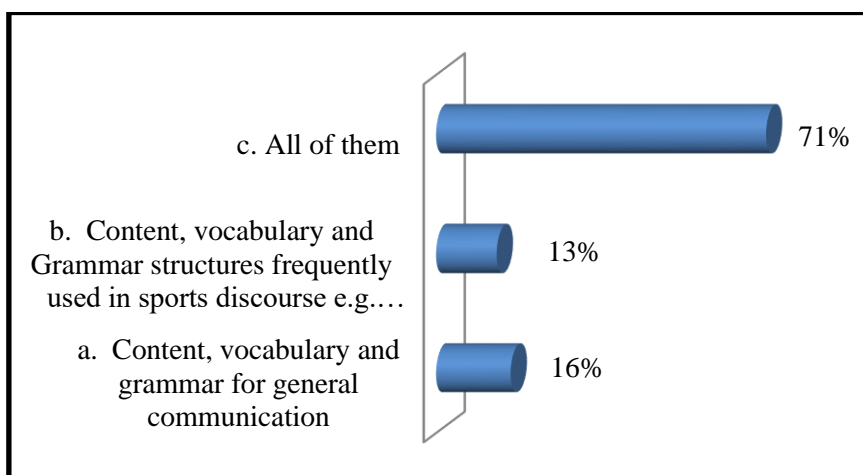
Table 3.16:

Respondents' ESP course learning preferences

Option	Respondents	Percentage
a) Content, vocabulary, and grammar for general communication	6	16%
b) Content, vocabulary, and Grammar structures are frequently used in sports discourse, e.g., present participles, passives, and conditionals.	5	13%
c) All of them	27	71%
Total	38	100%

Figuer3.13:

Respondents' ESP course learning preferences



Item2. According to you, who do you think should be responsible for teaching English to Algerian professionals and players of the national handball team?

Table 3.17:

Respondents' opinions about who should be responsible for teaching English to players

Option	Respondents	Percentage
a. A teacher of general English language	1	3%
b. A specialized teacher	35	92%
c. Both of them	2	5%
Total	38	100%

Item3. What would you want your teacher to do if you have an English language course?

Table 3.18:

The players' expectations from the ESP teacher

Option	Respondents	Percentage
a. To help you overcome your difficulties and improve your ability to use English.	10	25%
b. The teacher should take into consideration of our level of English.	2	6%
c. The teacher should start from the beginning and explain more slowly.	0	0%
d. The teacher should teach us English using Arabic	0	0%
e. The teacher should use different materials to help us develop the use of English in context.	1	3%
f. The course should be based on developing our language learning skills, especially speaking and listening.	3	8%
g. The teacher should provide technical words related to our specialty.	4	11%
h. The teacher should design tasks/projects to help us develop the use of English in context.	1	3%
i. More than one answer	17	44%
Total	38	100%

Items 1, 2, and 3 collectively sought first to explore what players would like to learn in English and second to probe into the players' opinions about who should be responsible for teaching English to them. In addition, to unravel the players' perceptions of

what they would want the teacher to present in an English language course, What is evident in table 3.16 shows high interest (27 representing 71%) in the learning of both content, vocabulary, and grammar for general communication and content, vocabulary, and grammar structures frequently used in sports discourse, e.g., present participles, passives, and conditionals. In this respect, players can overcome the difficulties they face in English, grasp the necessary knowledge, and make the most of the limited time by requiring specialized instructors. Table 3.17 shows (35 representing 92%) that handball players selected "A specialized teacher." Furthermore, a rate of (17, representing 44%) of handball players expects more than one role and task from the English course teacher to help them overcome their language difficulties and develop their language skills, as illustrated in table 3.18.

Section Five: Learning ESP

Item1. Do you use Information Communication Technologies to learn English?

Table 3.19:

players' responses about the use of ICT in ESP classes

Option	Respondents	Percentage
a. Yes	31	82%
b. No	7	18%
Total	38	100%

This question investigates whether they use Information Communication Technologies to learn English or not. The data above illustrates that most handball players (82%) use Information Communication Technologies to learn English. However, (22%) of them said that they did not use Information Communication Technologies to learn English.

Item3. How would you prefer to learn English?

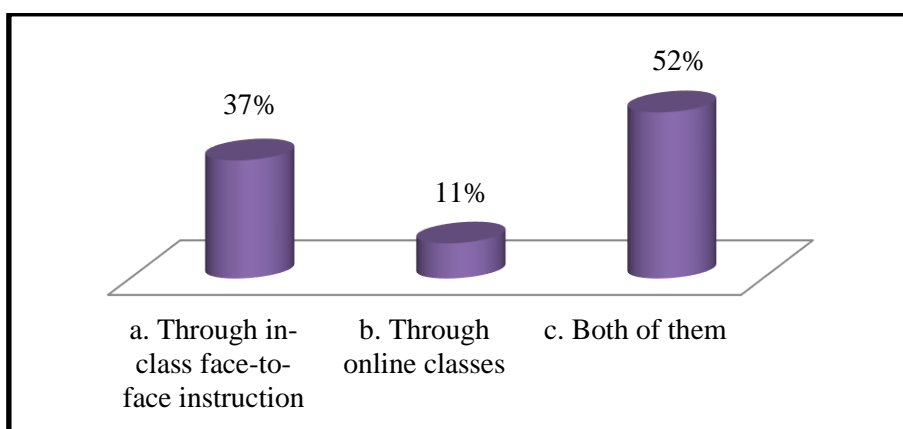
Table 3.20:

Players' Preferred English Learning methods

Option	Respondents	Percentage
a. Through in-class face-to-face instruction	14	37%
b. Through online classes	4	11%
c. Both of them	20	52%
Total	38	100%

Figure 314:

Players' Preferred English Learning methods



This question investigates whether handball players use information and communication technologies to learn English. The table above elicited that most (55%) of the Algerian team's national and international professional handball players are interested in learning English through in-class face-to-face instruction and online classes. Meanwhile, 37% of players chose "Through in-class face-to-face instruction." Furthermore, only (11%) prefer to learn "through online classes."

Justify your answer, please

a) For 'Through in-class face-to-face instruction.'

- As I said before, we need to discover our mistakes and use this language in real life in order to reach the level of the native speaker.

b) For 'Through online classes.'

- At any time, you can learn.
 - I do not have enough time for face-to-face classes.
- c) **For 'Both of them.'**
- each one completes the other: in class, you get the target knowledge, and online, you can applicate this knowledge.
 - Both serve different purposes.
 - I tried learning online, but the result was not enough; learning in a face-to-face class is also helpful.

3.8 Analysis and Interpretation of teachers' Questionnaire

Item1. Would you specify your qualification, please?

Table 3.21:

Teachers' Educational Qualification

Option	Respondents	Percentage
a. Master	1	20%
b. License	0	0%
c. Doctorate	4	80%
Total	5	100%

As indicated in the table above, most teachers have a rate of (80%), which represents four teachers with a doctorate, and only one teacher has a magister's degree; however, we have no teacher with a license degree.

Item2:Are you?

Table 3.22:

Teachers' Linguistic proficiency

Option	Respondents	Percentage
a. Monolingual	1	20%
b. Bilingual	3	60%
c. Multilingual	1	20%
Total	5	100%

This question was included to categorize teachers according to their acquired languages. As the table above illustrates that there is a percentage of (60%) of bilingual teachers and (20%) of teachers whose monolingual, while only (20%) of teachers are multilingual.

If you are bilingual or multilingual, which languages do you speak besides your mother tongue?

- English and French
- French
- French

Item3. What module(s)do you teach?

Table 3.23:

Teachers' teaching modules

Option	Respondents	Percentage
a. Handball	4	80%
b. Others	1	20%
Total	5	100%

Teachers were asked to identify which module(s)they teach in this question. The majority of teachers (4 representing 80%) have indicated that they teach handball, and only one teacher answered "others."

Others:

An introduction to media and sports communication, team sports specialization, educational technology, sports activity, teaching methods, and methods, educational physical and sports activities, building and designing scientific research tools, developmental psychology, tests, and sports measurement.

Item 4. As a sports teacher at university, is it necessary for sports students and Algerian professional players of the national handball team to have a good mastery of the English - language?

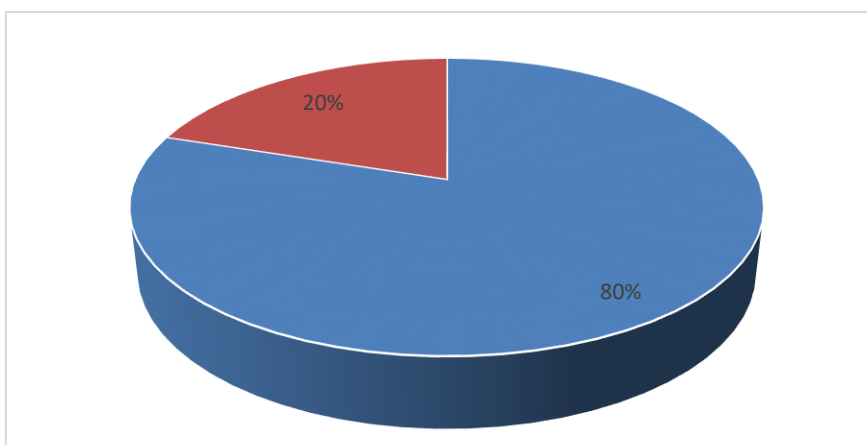
Table 3.24:

Teachers' responses about the necessity of English for international players

Option	Respondents	Percentage
a. Yes	4	80%
b. No	1	20%
Total	5	100%

Figure 3.15:

Teachers' responses about the necessity of English for international players



We asked teachers if they think sports students and Algerian professional national and international handball players must have a good mastery of the English language. Accordingly, the findings gathered from teachers' responses indicate that the majority (4 representing 80%) of them confirmed that mastering English for the handball players of the national handball is necessary. However, only one teacher pointed out that it is unnecessary to master English for sports students and Algerian professional players of the national handball team.

Item.5. "The multicultural diversity at international competitions and a large number of sports professionals working and competing worldwide created a bigger demand for an adequate English language level." Adapted from Đorić (2020).

Table 3.25:

teachers' degree of agreement with the statement "the multicultural...linguistic knowledge."

Option	Respondents	Percentage
a. Agree	5	100%
b. Disagree	0	0%
Total	5	100%

The data shown above demonstrate that all the teachers(100%) agree that "The multicultural diversity at international competitions and a large number of sports professionals working and competing worldwide created a bigger demand for an adequate English language level."

Justify your answer, please

- English is the mother language for all physical education research
- Because English is currently considered the common global language of communication
- To facilitate cultural exchange and acquaintance
- Because it has become the language in which the majority speak
- It is better to master English because it is an international language-

Item6. In which of the following situations do you think sports students and handball players need English?

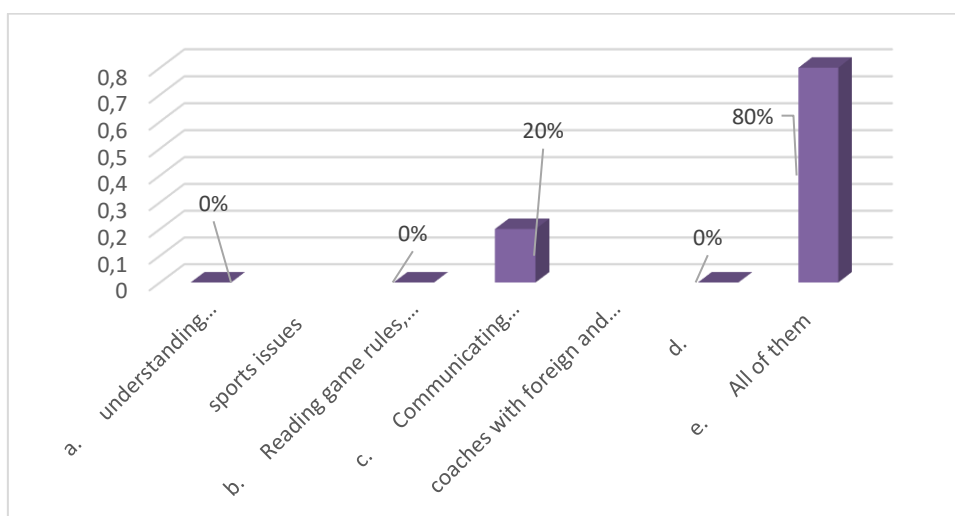
Table 3.26:

Teachers' responses to Situations where sports students and handball players need English

Option	Respondents	Percentage
a. understanding discussions on sports issues	0	0%
b. Reading game rules, sports documents, and coaches' instructions	0	0%
c. Communicating players, and coaches with foreign and referees	1	20%
d. Writing CVs, reports, and letters to the comity of sports	0	0%
e. All of them	4	80%
Total	5	100%

Figure 3.16 :

Teachers' responses to Situations where sports students and handball players need English



In this question, teachers were asked to identify which situation where sports students and Algerian professional players of the national handball team need English. The higher rate (80%) goes to the teachers who claim that all sports students and handball players have those difficulties. Moreover, a percentage of (20%) of teachers think that most national handball team sports students and Algerian professional players need English to communicate with players, coaches, and foreign referees.

Thus, this clearly illustrates that teachers are aware of all the language skills needed to learn English for the sports students and Algerian professional players of the national handball team.

Item.7. Do you think that the course English should be taught to the handball players by:

Table 3.27:

Respondents' opinions about the ESP teacher

Option	Respondents	Percentage
a. A teacher of general English language	0	0%
b. A specialized teacher	5	100%
c. Collaboration between them	0	0%
Total	5%	100%

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As clearly illustrated in the table, (100%) of teachers believe that the course English should be taught to the handball players by a specialized teacher.

Justify your answer, please.

- A physical education professor must understand every word related to his educational field.
- The specialized professor will be more familiar with the methods and methods of education, and thus the process will be more effective.
- The specialized teacher knows the needs of the players.
- The specialized teacher is more knowledgeable about the terms used in sports.
- The specialized teacher knows the needs of the players.

Item. 8. From your experience as a sports teacher for handball players and learners, what are the main sports themes you can suggest to be included in the English language course?

In this question, the teachers suggested a set of sports themes be included in the English language course for Algerian professional players of the national handball team. The findings are illustrated as follows

- Teach them pronunciation (all related to handball) and how they write their CVs.
- Teaching them to communicate with players, coaches, referees, and handball laws and regulations.
- Sports conversation vocabulary and grammar.
- Sports terminology.

Item .9. According to you, what are the main aspects that should be included in the course of English?

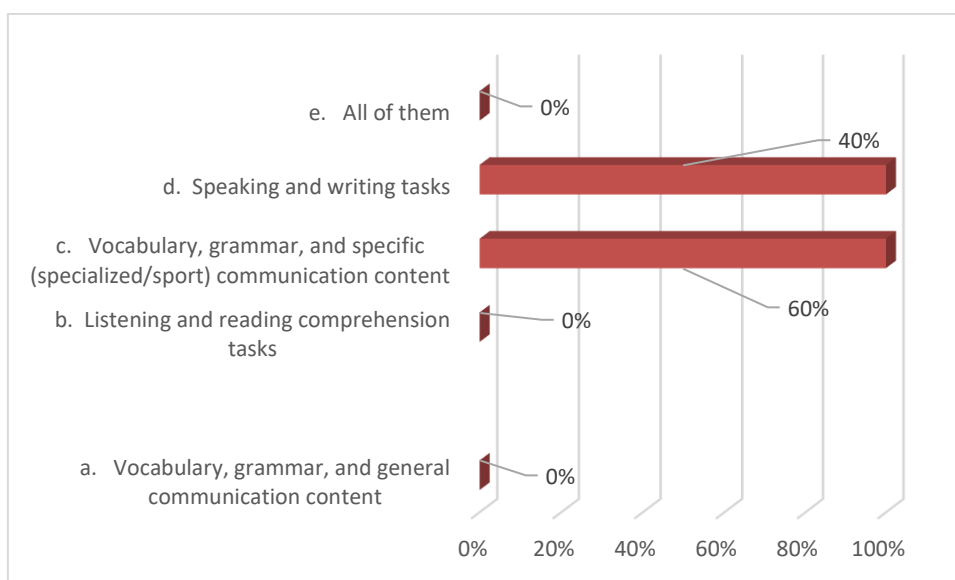
Table 3.28:

Teachers' responses to the main aspects that should be included in the course English

Option	Respondents	Percentage
a. Vocabulary, grammar, and general communication content	0	0%
b. Listening and reading comprehension tasks	0	0%
c. Vocabulary, grammar, and specific (specialized/sport) communication content	3	60%
d. Speaking and writing tasks	2	40%
e. All of them	0	0%
Total	5	100%

Figuer3.17:

Teachers' responses to the main aspects that should be included in the course English



The table results show that(60%) of the teachers' answers were 'Vocabulary, grammar, and specific (specialized/sport) communication content,' implying that we should consider specialized communication content, vocabulary, and grammar when teaching. In Contrast, (20%) of teachers chose "Speaking and writing tasks" as an aspect that should be included in teaching English courses.

If others, please specify

- Dealing with athletes who speak English

Item 10. What main teaching materials may help sports learners and handball players upgrade their English language level?

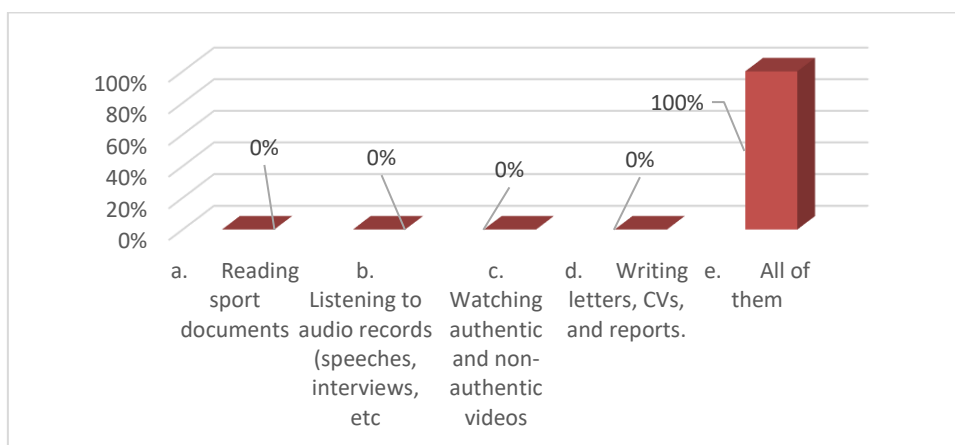
Table 3.29:

Teachers' responses about the ESP teaching materials

Option	Respondents	Percentage
a. Reading sport documents	0	0%
b. Listening to audio records (speeches, interviews).	0	0%
c. Watching authentic and non-authentic videos	0	0%
d. Writing letters, CVs, and reports.	0	0%
e. All of them	5	100%
Total	5	100%

Figuer3.18:

Teachers' responses about the ESP teaching materials



This question was designed for teachers to identify the main teaching materials that may help sports learners and handball players upgrade their English language level. The results indicate that (100%) of the teachers selected all of the suggested teaching materials in

Item.11. Do you think good English language mastery is required for sports teachers?

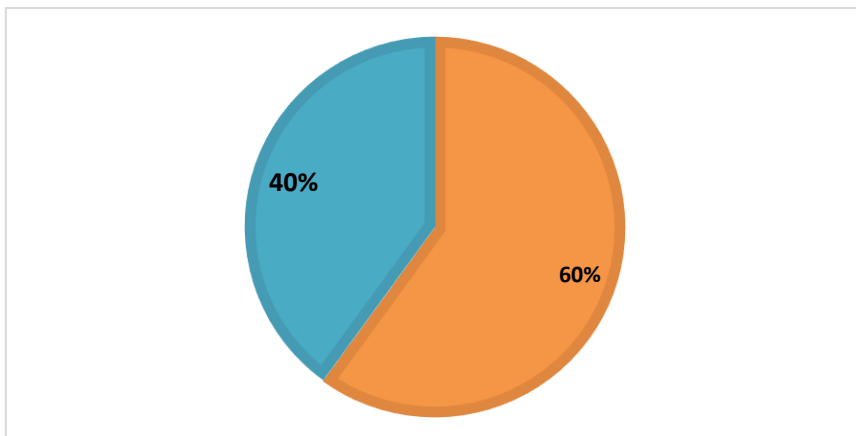
Table 3.30:

Teachers' responses about the necessity of their English language mastery

Option	Respondents	Percentage
a. Yes	3	60%
b. No	2	40%
Total	5	100%

Figuer3.19:

Teachers' responses about the necessity of their English language mastery



Based on the results shown in the graph above (Figure 3.19), (60%)of the teachers believed that a good mastery of the English language is required even for sports teachers. Furthermore, (40%) think that they do not need to require a good mastery of the English language.

If yes, in which situations do sports teachers need to understand and use English?

- Teachers need English for reading, scientific research, and learning conversations.
- Teachers need English to transfer information about a specialty in conferences.
- Teachers need to deal with international students as well as scientific research.

Item.12. As a sports teacher for handball students, how often do you use English in your classes?

Table 3.31:

Frequency of teachers' use of English in their classes

Option	Respondents	Percentage
a. Always	2	40%
b. Sometimes	3	60%
c. Rarely	0	0%
d. Never	0	0%
Total	5	100%

Figuer3.20:

Frequency of teachers' use of English in their classes

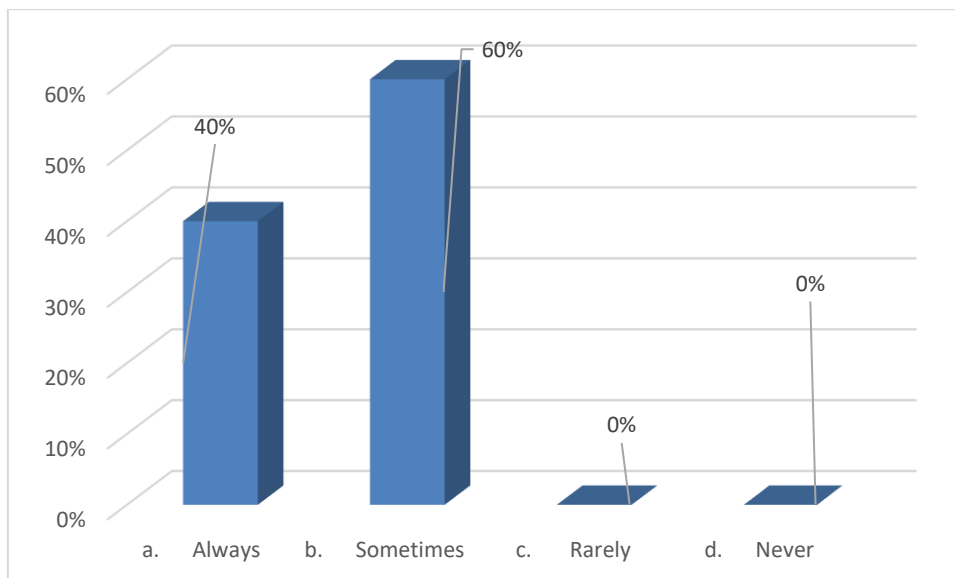


Table 3.31 illustrate that (60%) of the teachers sometimes use English in their classes. Additionally, (40%) of them always use it. On the other hand, no teacher (0%) never and rarely uses English in his classes. Based on these findings, we deduce that the sports teachers use the English language in sports classes.

3.9 Discussion of the Results:

The current study aimed to explore the target needs of the Algerian team's national and international professional handball players when communicating in English. It mainly covers players' lacks, wants, and necessities to enhance their communication skills. To research the reach the aims of this exploratory, we obtained data through a couple of tools to gather feedback that feeds the study, and in order to deeply cover the different aspects of the problem addressed, which is: two questionnaires, one for national and international professional handball players of the national team and the other for the Institute of Science and Technology of Physical and Sports Activities teachers.

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In addition, through this study, we aimed to develop handball players' level of English by suggesting the mini syllabus and preparing players as skilful communicators. Besides, the study attempted to know the meaning of English syllabus design and its role in teaching-learning handball players from handball players' and teachers' perspectives. Moreover, it provided different approaches and teaching materials suggested by teachers that can develop players' level of English.

On the one hand, the players' questionnaire provided significant data regarding players' English communication destitution, the difficulties they face when using English as a means of international communication, and the main language aspects that should be considered in developing the ESP syllabus.

The teachers' questionnaire was the second tool to supplement the previous results. It focused on players' needs and teachers' recommendations about the suggested syllabus since the teachers of the Institute of Science and Technology of Physical and Sports Activities teachers know what the handball players and learners exactly need to develop their level in English. The two data collection tools greatly benefit this study, enabling us to gather different perspectives about the research problem. There were three main research questions addressed in this study in order to reach the general aim. The answers to the questions summarize the main points of this study's results. Hence, the questions will be discussed in the subsequent section.

Research question 01: What are the main difficulties that professional Algerian handball team players face when using English as a means of international communication?

Based on the players' questionnaire findings, handball players agreed that the English language is required in sports, especially for National and international professional handball players. The teacher's questionnaire well-documented this point. Furthermore, It was revealed that most respondents face difficulties in speaking skills when they use English in

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communicating and want to improve it. The latter has been more complicated than the rate of other skills (listening, writing, and reading). Thus, the players initially overestimated their writing, reading, and listening level in the English language. The players were asked to select the main difficulties in each skill to get more meaningful answers.

Initially, the players' questionnaire revealed that they face more than one difficulty in listening, such as Understanding daily English conversations and Understanding press conferences and journalists' questions.

Moreover, the main difficulties handball players face in reading skills are guessing unknown words in the text, understanding the technical vocabulary, reading game rules, and coaches' and referees' instructions.

However, stating opinions or ideas about different topics during training and matches is the main difficulty challenging handball players when speaking. In terms of writing, the players do not know how to write CVs, reports, and letters to the comity of sports, structure the sentences and express ideas appropriately.

Meanwhile, they maintained that the reason behind the national and international professional handball players' difficulties in using English is related to the absence of ESP courses on the field in Algeria and Players' attitudes towards using the English language.

Research Question 02: What target needs will be considered to design the ESP syllabus objectives for the professional Algerian handball team players?

This question was designed to identify players' key requirements or needs and determine the areas in which they lack skills that will be included in the suggested syllabus. It is important to note that most National and international professional handball players sometimes need to use English. However, as confirmed by many handball players, they were in situations requiring English. They claimed that during matches, it is hard to understand what coaches, teammates, and referees say to them because they speak English, they need

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English daily when travelling, with the national team or their clubs, to communicate with native speakers, and they need it when reading their contracts.

On the other hand, the teachers' answers to this question were very technical and fit the study. They claim that the players need English to understand discussions on sports issues, read game rules, sports documents, and coaches' instructions, communicate with foreign players, coaches, and referees, and write CVs, reports, and letters to the comity of sports.

Research Question 03: What are the main language aspects that should be considered to develop a syllabus of ESP for the professionals and the players of the national team of Algeria?

Reflecting on the available findings, handball players agree that learning Content, vocabulary, and grammar for general communication and sports discourse are needed. However, teachers emphasize that the national and international professional handball players should be taught specific vocabulary and grammar. Furthermore, teachers recognized that reading sports documents, listening to audio records (speeches, interviews, etc.), Watching authentic and non-authentic videos, and Writing letters, CVs, and reports as teaching materials may help to upgrade their level in the English language. They suggested a set of sports themes to be included in the course: to teach them pronunciation(all related to handball) and communicate with players, coaches, referees, and handball laws and regulations.

Meanwhile, teachers and handball players maintained that the course English should be taught to handball players through both in-class face-to-face and online classes by a specialized teacher To help them overcome their difficulties, improve their ability to use English, and provide technical words related to their speciality.

To summarize, analyzing players' and teachers' questionnaire responses and discussing their findings that answered the three research questions. It can be deduced that the English language is necessary for the Algerian team's national and international professional handball players, and to meet their needs and promote their occupational achievements, it demands the implementation of English in sports syllabi.

3.10. The Adapted ESP Syllabus and Lesson plan

Based on the analysis that has been achieved, the following table presents an attempt to create an adapted syllabus based on the (Kusno, n.d) model of ESP syllabus design for an athlete.

3.10.1 The Structure of the Adapted Syllabus

Designing a framework for an ESP course is a difficult task; however, the process that researchers follow goes beyond simply identifying learners' needs and choosing materials for the teaching/learning procedure. In our research, we adapted (Kusno, n.d) syllabus design for a football player athlete based on the language-centered approach; It is an approach that focuses on the linguistic performance of the learner in the target situation (Hutchinson and Waters, 1987 p 65). This approach aims to draw a direct connection between the target situation and the content of the ESP course.

Tabel 3.32:

The adapted ESP syllabus

<i>Course description</i>	<i>Unit</i>	<i>Lesson</i>	<i>Objectives</i>	<i>Goal</i>	<i>Duration</i>
This course is intended for handball players. It enables learners to achieve the ability to perform their speaking and listening skills in an environment where English, particularly speaking and listening, is used and required."	<i>Unit1</i>	Introduce the course and syllabus content	-To introduce the students to some glossaries related to the need of their work. -To acquire some useful expressions, they usually use them in their domain: with coaches, referees, and foreign players during matches or training	To assist students in developing the ability to perform speaking and listening skills in situations where English, particularly speaking and listening, is used and required.	One session
		English Greeting For handball player	-To give authentic teaching material which is practiced directly in class.		one session
		Asking for instruction (Refereeing, schema, and regulation of defense and attack in matches and training)	-To make learners get used to some vocabularies, especially in their daily activities as a handball player. To make the student get used to pronouncing the word correctly, they can have		From 2 to 3 sessions

			better-listening skills.		
	<i>Unit2</i>	knowing the vocabularies in the field of handball	<p>-To introduce the students to some glossaries related to the need of their work.</p> <p>-To acquire some useful expressions they usually use in their domain: with coaches, referees, and foreign players during matches or training</p> <p>-To give authentic teaching material which is practiced directly in class.</p> <p>-To make learners get used to some vocabularies, especially in their daily activities as a handball player.</p> <p>To make the student get used to</p>	To assist students in developing the ability to perform speaking and listening skills in situations where English, particularly speaking and listening, is used and required.	two sessions
		facing a new friend(foreign handball players)			One session

			pronouncing the word correctly, they can have better-listening skills.		
		Mid Test			45 min - 60min
	Unit3	having a formal and casual conversation	<p>-To introduce the students to some glossaries related to the need of their work.</p> <p>-To acquire some valuable expressions they usually use in their domain: with coaches, referees, and foreign players during matches or training</p> <p>-To give authentic teaching material which is practiced directly in class.</p> <p>-To make learners get used to some vocabularies, especially in their daily activities as a handball player.</p> <p>To make the student get used to pronouncing the word correctly, they can have</p>	To assist students in developing the ability to perform speaking and listening skills in situations where English, particularly speaking and listening, is used and required.	One session
		Ask emergency for a Medical			One session
Answering conference press questions.		One session			

			better-listening skills.		
	<i>Unit4</i>	Conversation with referees	<p>-To introduce the students to some glossaries related to the need of their work.</p> <p>-To acquire some useful expressions they usually use in their domain: with coaches, referees, and foreign players during matches or training</p> <p>-To give authentic teaching material which is practiced directly in class.</p> <p>-To make learners get used to some vocabularies, especially in their daily activities as a handball player.</p> <p>To make the student get used to pronouncing the word correctly, they can have better-listening skills.</p>	To assist students in developing the ability to perform speaking and listening skills in situations where English, particularly speaking and listening, is used and required.	two sessions
		Conversation -with coaches			two sessions
Proficiency Test					

Table 3.33

The adapted Leeson plan

Global competence						
by the end this chapter, the learner will be able to interact, interpret and produce simple oral messages, in meaningful situations of communication related to his environment and interests. The learner can: 1. Use expressions related to asking instruction correctly 2. Student will be able to asking and receiving instruction related to handball .						
<i>Warming up (8 :10) minutes Awareness Raising Activities</i>	<i>Awareness Raising Activities</i>	<i>Appropriate activities</i>	<i>Practice</i>	<i>Media and tools</i>	<i>Expansion (homework for next class)</i>	<i>Assesme nt</i>
-As students are arriving, chat with them about kinds of instruction in handball -ask how he will be instructed -ask what the the linguistic aspect will be used in that condition (casual or formal) -Outline goals for today's class	-Discuss with students the vocabulary related to the topic and the usage of the word in the field of handball activity Provide them such authentic learning: a text or a video of a handball player that is training	-Provide them with some useful expressions used for asking for instruction or receiving in handball. -Explore more the use of prepositions in this item. -Provide them a sample of conversation related to asking for instruction or receiving -Task repetition, reading aloud, and dialogue using the sample of the conversation -Practice the dialogue in pair	-Role play 1: student is asked to make a question. -Role play 2. student is asked to take notice to understand what the teacher says to check his listening.	-Before leaving the class teacher gives students a kind of assignment. It is a worksheet paper. -Give him a paper containing some vocabulary related to football and how to make a question. -Student is asked to memorize the whole vocabularies that are given to him.	Project Laptop Audio Works heet paper	Dialogue Role-play

3.11 Recommendations and Suggestions

based on the results of this research, some recommendations are deduced and can be future solutions to the issue under investigation. These recommendations concern Ministry of Youth and Sports, university, and CEIL centers to improve athletes' level of the English language.

- The integration of an ESP course for athletes during the national teams' Preparations through online or face-to-face classes under a specialized teacher.
- The university officials should reconsider English teaching in the sports department by offering special training teachers of the Institute of Science and Technology of Physical and Sports Activities to help them enhance learners' English levels.
- Syllabus designers should assign adequate strategies to teachers to select the relevant texts to the learners' level and interest and reach the lesson objectives.
- Applied Syllabus designers should design syllabuses for athletes in all sports fields to help them upgrade their English levels because English has become an international language, and communicating in English is necessary.
- When the ESP course is designed and developed, much focus should be given to productive skills which enable them to produce effective written and oral texts in sports communicative situations.

CEIL centers should open the way for athletes to learn specialized English for sports purposes by allocating specialized courses, classes, and teachers

3.12 Limitations of the Study

The major difficulties were The lack of prior research studies on the topic researched is the main limitation in this study; even the related topics to this study are never done in Algeria or outside Algeria, the limited number of sources because there are a few

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available sources related to the English for sports and syllabus design. That is what led us to adopt a syllabus and not design an originated one as we wanted, the insufficient responses or justification of the Teachers who responded to the questionnaire. However, this study was done in a short time that the university administration grants under these exceptional circumstances. Thus, the results of this research would be much better without these pitfalls.

Conclusion

This chapter presents the fieldwork of our investigation. Thus, the data collected from the handball players' and teachers' questionnaires were classified in tables and graphs. They were analyzed qualitatively. Moreover, all the findings from this work attempted to answer the main research questions to explore the target needs of the Algerian team's national and international professional handball players in using English as a means of international communication. This may help syllabus designers to design a workable training course for the athletes based on their needs analysis.

General Conclusion

General Conclusion

The present study attempted to suggest a mini-ESP syllabus for the Algerian professional national and international handball players by exploring handball players' target needs and wants in using the English language. The study focused on the difficulties that affect handball players when using English as a means of international communication. It also explored players' perceptions and expectations towards the ESP courses to provide solutions to this issue.

This research is composed of three chapters. Meanwhile, the first two chapters cover the theoretical part; as well as, and the third one presents the fieldwork of this research. Fundamentally, the first part strives to provide a literature review about English for Specific Purposes. There are different definitions of ESP, but probably the most common is the one proposed by Hutchinson and Waters (1987), who see ESP as an approach rather than a product. This chapter also discusses ESP origins, the difference between ESP and English for general purpose (EGP), its subcategories, and its basic concepts in the first part. Then, it has dealt with the elaboration of English for sports. However, The second chapter is mainly related to an overview of the ESP course, syllabus design, and needs analysis and categorization. Then, the reasons and the Steps in Conducting a Needs Analysis, syllabus, and course evaluation. The third one has presented the fieldwork of this research study. Although, this part consists of analysing and interpreting the data gathered from the two data collecting tools, the handball players' questionnaire and the teachers' questionnaire.

Methodologically, This research is conducted by a qualitative descriptive method, using two data collecting instruments. The first questionnaire was administered to thirty-eight handball players. Furthermore, the second one was conducted with five teachers at the Institute of Science and Technology of Physical and Sports Activities at Biskra University to get their views and attitudes toward this investigation.

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The fundamental research questions were answered based on the results obtained from analysing, interpreting, and discussing the data gathered findings. Overall, The results obtained from the data gathering tools revealed that English is necessary for the Algerian professional national and international handball players. Moreover, They face several difficulties in speaking and listening when communicating with foreign referees, coaches, and players because of the absence of the ESP course on the field. Furthermore, Due to players' needs, lacks, wants, teachers' recommendations, and the increasing demand for the implementation of English in all syllabi, designing an ESP course for handball players has become necessary.

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Appendices

Appendix 01

A Questionnaire for national and international professional handball players of the national team

Dear Respondent,

I am a second-year Master student of English. I am conducting a research about designing a syllabus of English for specific purposes for national and international professional handball players of the national team. This questionnaire aims to collect information in order to design a course based on your needs. Therefore you are expected to read the questions carefully and to provide accurate answers. Please choose the appropriate box(es) and write full statements whenever necessary.

Thank you for your time and

Researcher's name:

Hadjer KAMEL

Supervised by:

Mr.CHENINI Abdelhak

2021/2022

Section One: General Information

Q1. Would you specify your:

a) Full name
b) Gender	Female <input type="checkbox"/> Male <input type="checkbox"/>

Q2. Where do you play?

a) The name of the team
b) The country

Q3. Have you ever participated in national and international competitions before?

Yes No

If yes, mention some of them, please

.....

.....

.....

Q4. Is mastering English required in your specialism?

Yes No

Section Two: The Importance of English for Handball Players

Q1. To what extent do you think English is important in your domain or your career?

- Very Important
- Somehow important
- Not important at all

Justify your answer, please

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

Q2. How do you evaluate your level in English language?

- Poor - I definitely need some help
- OK - but I know I could improve
- Good - I could improve with some advanced tips
- Excellent - I do not think I could improve much

Q3. As a professional and an international player of handball, how often do you need to use English?

- Always
- Sometimes
- Rarely
- Never

Q4. Did you study English before?

- Yes No

If yes, do you study English as:

- General English
- Specialized English
- A combination of both

Q5. Have you ever been in a situation where you need to use English (listen, read, speak or write)?

- Yes No

If yes, would you describe this situation briefly, please?

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

Section Three: Players' Lacks

Q1. Which of the following language skills you are weak in and you would like to improve? You may choose more than one skill.

- Listening Reading Speaking Writing

Q2. In the case of listening, do you find difficulties in:

- Understanding daily English conversations
- Following spoken instructions from coaches
- Understanding press conferences and journalists questions
- Understanding discussions on sports issues
- Understanding and taking notes during viewing sessions
- Understanding native speakers
- All of them

Others (please specify)

.....
.....

Q3. When reading English documents, do you find difficulty in:

- Reading game rules, coaches' and referees' instructions
- Reading teams announcements, programs, decisions, and statements
- Guessing unknown words in the text and understanding the technical vocabulary
- Reading signs, rules, notices, and regulations.
- All of them

If others, please specify

.....

.....

.....

Q4. When performing a speaking task, do you:

- Not know what to say
- Care on daily conversations
- Talk to foreign players, coaches and referees
- Have difficulty with the pronunciation of technical words
- Not know the best way to say something in English
- Have difficulty stating opinions or ideas about different topics during training and matches.
- Have difficulty in asking and answering questions during training

Others (please specify)

.....

.....

.....

Q5. In case of writing, do you have difficulty in:

- Using vocabulary and grammar correctly
- Structuring the sentences and expressing ideas appropriately
- Taking notes during viewing session
- Writing CVs, reports and/or letters, to the comity of sports
- All of them

If others, please specify

.....

.....

.....

Q6. According to you, what are the main reasons behind professional's and national players of handball difficulties in using English?

- Players' ignorance of the English language
- Players' attitude towards using the English language
- Lack of specialised English language courses
- All of them

Others (please specify)

.....

.....

.....

.....

Section Four: Players' Wants

Q1. As an Algerian player of handball, what would you like to learn in a course of English?

- Content, vocabulary and grammar for general communication
- Content, vocabulary and Grammar structures frequently used in sports discourse
e.g. present participles, passives, conditionals, etc
- Both of them

If others, please specify

.....

.....

.....

.....

Q2. According to you, who do you think should be responsible for teaching English to the Algerian professionals and players of handball of national team?

- A teacher of general English language
- A specialized teacher

Q3. If you have a course of English language, what would you want from your teacher to do?

- To help you overcome your difficulties and to improve your ability in using English
- The Teacher should take into consideration our level of English
- The Teacher should start from the beginning and explain more and slowly
- The Teacher should teach us English using Arabic
- The teacher should use different materials to help us develop the use of English in context
- The course should be based on developing our language learning skills especially speaking and listening
- The Teacher should provide technical words related to our speciality
- The teacher should design tasks/projects to help us develop the use of English in context

Section Five: Learning ESP

Q1. Do you use Information Communication Technologies to learn English?

- Yes No

Q2. When you learn English, is it important to attend face-to-face courses?

- Yes No

Justify your answer, please

.....

.....

.....

.....

Q3. How would you prefer to learn English?

- Through in-class face-to-face instruction
- Through online classes
- Both of them

Justify your answer please

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

Thank you for your time, efforts and collaboration

Appendix 2

استبيان :اللاعبين المحترفين والدوليين للمنتخب الوطني لكرة اليد

عزيزي المستفتى:

أنا طالبة ماستر 2 لغة الإنجليزية. وأنا بصدد إجراء بحث حول تصميم منهاج دراسي للغة الإنجليزية لأغراض محددة للاعبين كرة اليد المحترفين الوطنيين والدوليين. يهدف هذا الاستبيان إلى جمع المعلومات من أجل تصميم دورة لغة انجليزية بناءً على احتياجات اللاعبين واقتراحات الأساتذة . لذلك من المتوقع أن تقرأ الأسئلة بعناية وأن تقدم إجابات دقيقة. يرجى إختيار المربع (المربعات) المناسبة وكتابة البيانات الكاملة كلما لزم الأمر

شكراً لك على وقتك وجهودك

الباحث:

هاجر كامل

الأستاذ المشرف:

شنيني عبد الحق

2021/2022

القسم الأول: معلومات عامة

س1. هل يمكنك أن تحدد

الاسم الكامل :

الجنس : أنثى ذكر

س 2. أين تلعب: اسم الفريق البلد

س3. هل شاركت في مسابقات وطنية ودولية من قبل؟ نعم لا

إذا كانت الإجابة بنعم، اذكر

بعضها:

س4. هل اللغة الإنجليزية مطلوبة في تخصصك؟ نعم لا

القسم الثاني: أهمية اللغة الانجليزية للاعب كرة اليد

س 1. إلى أي مدى تعتقد أن اللغة الإنجليزية مهمة لمجالك أ وحياتك المهنية؟

مهمة جدا مهمة قليلا غير مهمة إطلاقا

برر إجابتك من

فضلك:

س 2. ما هو مستواك في اللغة الإنجليزية؟

ضعيف – أنا بالتأكيد بحاجة إلى بعض المساعدة

حسناً – لكنني أعلم أنه يمكنني التحسن

جيد – يمكنني التحسن ببعض النصائح المقدمة

ممتاز لا اعتقد أنني أستطيع التحسن كثيراً

س 3. كلاعب (ة) محترف (ة) دولي (ة) في كرة اليد، كم مرة تحتاج لاستخدام اللغة

الإنجليزية؟

دائماً أحيانا نادرا ابداً

س 4. هل درست اللغة الإنجليزية من قبل؟ نعم لا

إذ كانت الإجابة بنعم، هل درست اللغة الإنجليزية :

اللغة الإنجليزية العامية لغة إنجليزية خاصة مزيج من كليهما

س 5. هل تعرضت إلى موقف احتجت فيه إلى استخدام اللغة الإنجليزية؟ (استماع أو قراءة أو تحدث أو كتابة)

نعم لا

إذا كانت الإجابة بنعم، هل يمكن أن تصف الموقف، من فضلك؟.....

القسم الثالث: نواقص اللاعبين

س 1. من قائمة المهارات اللغوية التالية أي منها أنت ضعيف وتريد تحسينها؟ يمكنك اختيار أكثر من مهارة:

الاستماع القراءة التحدث الكتابة

س 2. في حالة الاستماع، هل تجد صعوبات في:

فهم المحادثات الإنجليزية اليومية

إتباع التعليمات الشفوية من المدربين

فهم المؤتمرات الصحفية وأسئلة الصحفية

فهم المناقشات حول القضايا الرياضية

فهم وتدوين الملاحظات أثناء جلسات مشاهدة و معاينة المباريات

فهم المتكلمين الأصليين باللغة الانجليزية

كلهم

إذا كان هناك أي اظافات

اذكرها:.....

س 3. عند قراءة المستندات باللغة الإنجليزية، هل تواجه صعوبة في:

قراءة قواعد اللعبة وتعليمات المدربين والحكام؟

قراءة إعلانات الفرق والبرامج والقرارات والتصريحات؟

تخمين الكلمات الغير معروفة في النص وفهم المفردات الفنية؟

قراءة اللافتات والقواعد والملاحظات واللوائح؟

كلهم

إذا كان هناك أي اضافات

اذكرها:.....

س 4: عند التحدث خلال التمارين ، هل تجد صعوبات في :

لأعرف ماذا أقول

إجراء محادثات يومية

التحدث إلى اللاعبين والمدربين والحكام الأجانب

أجد صعوبة في نطق الكلمات الفنية الخاصة بكرة اليد

لا أعرف الطريقة الأفضل لقول أي شيء باللغة الإنجليزية

أجد صعوبة في إبداء الآراء والأفكار حول مواضيع مختلفة أثناء التدريبات والمباريات

أجد صعوبة في طرح الأسئلة والإجابة عليها أثناء التدريب

إذا كان هناك أي اضافات

اذكرها:.....

س 5. في حالة الكتابة هل تجد صعوبة في:

استخدام المفردات والقواعد بشكل صحيح

هيكلية الجمل والتعبير عن الأفكار بشكل مناسب

تدوين الملاحظات أثناء جلسة مشاهدة ومعاينة المباريات

كتابة السير الذاتية أو كتابة الرسائل إلى اللجنة الرياضية

كلهم

إذا كان هناك أي اضافات اذكرها:.....

س 6. حسب رأيك، ما هي الأسباب الرئيسية وراء الصعوبات التي تواجه لاعبي كرة اليد المحترفين و الدوليين في استخدام اللغة الإنجليزية؟

أ. تجاهل اللاعبين باللغة الإنجليزية

ب. موقف اللاعبين نحو استخدام اللغة الإنجليزية

ج. عدم وجود دورات لغة إنجليزية متخصصة

د. كلهم

ه. آخرون

القسم الرابع: رغبات اللاعبين

س 1. كلاعب ومحترف جزائري في كرة اليد، ما الذي تود أن تتعلمه في دورة اللغة الإنجليزية؟

المحتوى والمفردات والقواعد للتواصل العام

المحتوى والمفردات والقواعد المستخدمة بشكل متكرر في الخطاب الرياضي على سبيل المثال المضارع، المبني للمجهول، الشرط، إلخ

كلاهما

إذا كان هناك أي اضافات

اذكرها:.....

س 2. من خلال تجربتك، من تعتقد أنه يجب أن يكون مسؤولاً عن تدريس اللغة الإنجليزية

للمحترفين الجزائريين ولاعبي كرة اليد للمنتخب الوطني؟

مدرس متخصص

مدرس لغة إنجليزية عامة

س 3. إذا كانت لديك دورة في اللغة الإنجليزية، ماذا تريد من المدرس؟

مساعدتك في التغلب على الصعوبات وتحسين قدرتك في استخدام اللغة الإنجليزية

يجب أن يأخذ الأستاذ بعين الاعتبار مستوانا في اللغة الإنجليزية

يجب على الأستاذ أن يبدأ من الأساسيات وأن يشرح لنا بشكل أبطأ

يجب عليه تعليمنا اللغة الإنجليزية مستخدماً بذلك اللغة العربية
يجب على الأستاذ استخدام مواد مختلفة لمساعدتنا على تطوير استخدام اللغة الإنجليزية
في السياق المناسب

يجب أن تعتمد الدورة على تطوير مهارات تعلم اللغة لدينا وخاصة التحدث والاستماع
يجب على الأستاذ تقديم الكلمات الأساسية المتعلقة بتخصصنا (كرة اليد)

يجب على الأستاذ تصميم المهام / المشاريع لمساعدتنا على تطوير استخدام اللغة
الإنجليزية في السياق

القسم الخامس: التعلم

س 1. هل تستخدم تكنولوجيا المعلومات لتعلم اللغة الإنجليزية؟

نعم لا

س 2. عندما تتعلم اللغة الإنجليزية، هل يجب حضور الدورات وجها لوجه؟

نعم لا

برر إجابتك من فضلك.....

س 3. هل التعلم عن بعد مفيد عند تعلم اللغة الإنجليزية؟

نعم لا

س 3. كيف تفضل أن تتعلم اللغة الانجليزية؟

من خلال اخذ تعليمات في القسم وجه لوجه

من خلال دراسة عبر الانترنت

كلاهما

إذا كان هناك أي اظافات

اذكرها:.....

شكرا لكم مسبقا

Appendix 3

A Questionnaire for Teachers of Sport at Biskra University

Dear teacher,

I am a second-year Master student of English. I am conducting a research about designing a syllabus of English for specific purposes for national and international professional handball players of the national team. This questionnaire aims to collect information in order to design a course based on players 'needs and teachers' suggestions. Therefore you are expected to read the questions carefully and to provide accurate answers. Please choose the appropriate box(es) and write full statements whenever necessary.

Thank you for your time, efforts and collaboration.

Prepared by:

Hadjer KAMEL

Supervised by:

Mr. Abdelhak CHENINI

2021-2022

Section One: General Information

Q1. Would you specify your qualification, please?

- a) Master b) Magisterc) c) Doctorate

Q2. Are you?

- a) A Full time teacher b) A Part time teacher

Q3. Are you?

- a) Monolingual b) Bilingual c) Multilingual

If you are bilingual or multilingual, which languages do you speak in addition to your mother tongue?

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

Q4. What module(s)do you teach?

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

Q5. As a teacher of sports at university, is it necessary for sport students and Algerian professional players of the national handball team to have a good mastery of the English language?

- a) Yes b) No

Q6. In which of the following situations do you think sports students and handball players need English?

- a) Understanding discussions on sports issues
b) Reading game rules, sports documents, coaches' instructions, etc
c) Communicating with foreign players, coaches and referees
d) Writing CVs, reports and/or letters, to the comity of sports
e) All of them

If others, please specify

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

Q7. "The multicultural diversity at international competitions and the large number of sports professionals working and competing worldwide created a bigger demand for a more adequate level in English language".

a) Agree disagree

Justify your answer, please

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

Q8. Do you think that the course English should be taught to the sportsmen and women of handball?

- a) A teacher of general English language
- b) A specialized teacher
- c) Collaboration between them

Justify your answer, please

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

Q9. In your opinion, who will benefit from the collaboration between the English language teacher and teachers of sport?

- The teacher of English
- Teachers of sports
- The sports learners and players
- All of them

Q10. From your experience as a sports teacher for handball learners, what are the main sports themes you can suggest to be included in the English language course?

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

Q11. According to you, what are the main aspects that should be included in the course of English?

- a) Vocubular, grammar and general communication content
- b) Vocabulary, grammar and specific (specialised/sport) communication co
- c) Listening and reading comprehension tasks
- d) Speaking and writing tasks
- e) All of them

If others, please specify

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

Q12. What are the main teaching materials that may help sport learners and handball players upgrade their level in English language?

- a) Reading sport documents
- b) Listening to audio records (speeches, interviews,
- c) Watching authentic and non-authentic videos
- d) Writing letters, CVs, reports, etc
- e) All of them

Q13. Do you think that a good mastery of the English language is required even for teachers of sport?

- a) Yes
- b) No

If yes, in which situations do teachers of sport need to understand and to use English?

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

Q14. As a sports teacher for handball players and learners, how often do you use English in your classes?

a) Always

b) Sometimes

c) Rarely

d) Never

If you have any comments or suggestions, please feel free

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

Thank you for your time, effort, and collaboration

Appendix 4

استبيان الاساتذة

استاذي الفاضل

أنا طالبة ماستر 2 اللغة الإنجليزية. وأنا بصدد إجراء بحث حول تصميم منهج دراسي للغة الإنجليزية لأغراض محددة للاعبين كرة اليد المحترفين الوطنيين والدوليين. يهدف هذا الاستبيان إلى جمع المعلومات من أجل تصميم دورة لغة انجليزية بناءً على احتياجات اللاعبين واقتراحات الاساتذة. لذلك من المتوقع أن تقرأ الأسئلة بعناية وأن تقدم إجابات دقيقة. يرجى اختيار المربع (المربعات) المناسبة وكتابة البيانات الكاملة كلما لزم الأمر

شكرًا لك على وقتك وجهودك

من اعداد: كامل هاجر

تحت اشراف: شنيني عبد الحق

2021/2022

الأسئلة:

ماهي مؤهلاتك :

رخصة ليسانس ماستر دكتوراة

هل أنت:

مدرس بدوام كامل ؟ مدرس بدوام جزئي؟

(أ) أحادي اللغة (ب) ثنائي اللغة (ج) متعدد اللغات

إذا كنت ثنائي اللغة أو متعدد اللغات ، فما هي اللغات التي تتحدثها بالإضافة إلى لغتك الأم؟

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

. ما هي المقياس (المقاييس) التي تدرسها؟

كمدرس في معهد النشاطات الرياضية والبدنية ، هل من الضروري أن يتقن طلاب المعهد ولاعبو المنتخب الجزائري المحترفون اللغة الإنجليزية؟

لا

نعم

. في أي من المواقف التالية تعتقد أن الطلاب المعهد ولاعبي كرة اليد يحتاجون إلى اللغة الإنجليزية؟

(أ) فهم المناقشات حول القضايا الرياضية

(ب) قراءة قواعد اللعبة والوثائق الرياضية وتعليمات المدربين وما إلى ذلك

(ج) التواصل مع اللاعبين والمدربين والحكام الأجانب

(د) كتابة السير الذاتية والتقارير و / أو الرسائل إلى اللجنة الرياضية

(هـ) كل ما سبق ذكره

إذا كان هناك اضافات ، يرجى التحديد

.....
"أدى التنوع الثقافي في المسابقات الدولية والعدد الكبير من المحترفين الرياضيين العاملين والمتنافسين في جميع أنحاء العالم إلى زيادة الطلب على مستوى أكثر ملاءمة في اللغة الإنجليزية".

هل :

تعارض

توافق

برر إجابتك من فضلك.

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

هل تعتقد أن دورة اللغة الإنجليزية يجب أن تدرس للرياضيون عن طريق :

أ) مدرس لغة إنجليزية عامة

ب) مدرس متخصص

ج) التعاون بينهما

برر إجابتك من فضلك

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

برأيك من الذي سيستفيد من التعاون بين مدرس اللغة الإنجليزية ومعلمي الرياضة؟

مدرس اللغة الإنجليزية

مدرس الرياضة .

الطلاب واللاعبون الرياضة .

كل ماسبق ذكره

من خلال خبرتك كمدرس في معهد النشاطات الرياضية والبدنية ، ما هي المواضيع الرياضية الرئيسية التي يمكنك اقتراح تضمينها في دورة اللغة الإنجليزية؟

.....
.....
.....
.....
الإنجليزية

برأيك ما هي الجوانب الأساسية التي يجب أن يشملها مقرر اللغة .

(أ) المفردات والقواعد ومحتوى التواصل العام

(ب) مفردات وقواعد ومحتوى التواصل الخاص (تخصص / رياضي)

(ج) مهمة الاستماع والاستيعاب القراءة

(د) مهمة التحدث والكتابة

(هـ) كل ما سبق ذكره

ما هي المواد التعليمية الرئيسية التي قد تساعد المتعلمين الرياضيين ولاعبى كرة اليد على رفع مستواهم في اللغة الإنجليزية؟

(أ) قراءة الوثائق الرياضية

(ب) الاستماع إلى التسجيلات الصوتية (الخطابات والمقابلات وما إلى ذلك)

(ج) مشاهدة مقاطع فيديو أصلية وغير أصلية

(د) كتابة الخطابات والسير الذاتية والتقارير وغيرها

(هـ) كل ما سبق ذكره

س 12. هل تعتقد أن إتقان اللغة الإنجليزية مطلوب حتى لاساتذة الرياضة؟

لا

نعم

إذا كانت الإجابة بنعم ، فما هي المواقف التي يحتاج فيها مدرسو الرياضة إلى فهم اللغة الإنجليزية واستخدامها؟

.....
.....
كمدرس في معهد النشاطات الرياضية والبدنية ، كم مرة تستخدم الإنجليزية في اثناء حصصك الدراسية؟.

ب) في بعض الأحيان

أ) دائما

د) أبدا

ج) نادرا

إذا كان لديك أي تعليقات أو اقتراحات ، فلا تتردد

.....

شكرا لك على وقتك وجهدك

Appendix 5:

the syllabus that was adapted from (kusno, n.d)

<i>Course description</i>	
Goal	
Objective	
<i>Course Content Overview</i>	
Assesment	

Appendix 6

the syllabus that was adapted from (kusno, n.d)

Preparation (<i>8-10 minutes</i>)	
Awareness Raising Activities	
appropriate activities	
Practice	
Expansion (<i>homework for next class</i>)	
Media and tools	
Assessment	

المخلص

في الوقت الحاضر ، لا شك في الحاجة إلى اللغة الإنجليزية كلغة أساسية في الرياضة. إنها تلعب دورًا رئيسيًا في حياة الرياضيين. للحفاظ على التواصل مع اللاعبين والمدربين والحكام الأجانب ، يجب عليهم إتقان اللغة الإنجليزية. لأنها أوجدت جاذبيتها في جميع أنحاء العالم وأصبحت ضرورة للتواصل متعدد الأطراف. ومع ذلك ، يواجه العديد من الرياضيين الجزائريين صعوبات في مستوى عوز التواصل الذي قد يؤثر على حياتهم المهنية. الهدف من هذا البحث هو تصميم دورة تستهدف لاعبي كرة اليد الجزائريين. هذا التحقيق هو منهج بحث نوعي يتطلب منهجية تحليل الاحتياجات ، ويتم إجراء هذا الأخير على لاعبي كرة اليد المحترفين الوطنيين والدوليين للمنتخب الجزائري. . تم إجراء تحليل الاحتياجات باستخدام أداتين. استبيان شبه منظم شمل (ثمانية وثلاثين) لاعب كرة يد تم اختيارهم بناءً على أسلوب أخذ العينات الهادف ، للتحقق من ضرورتهم ورغباتهم ونقصهم في استخدام اللغة الإنجليزية كوسيلة للتواصل الدولي علاوة على ذلك ، تم توجيه استبيان المعلمين إلى خمسة مدرسين في معهد الرياضة والأنشطة البدنية بسكرة نظرا لخبرتهم ومعرفتهم بالمهارات اللازمة للاعب كرة اليد والحصول على توصيتهم حول المنهج المقترح. أظهرت النتائج أن جميع لاعبي كرة اليد تقريباً يحتاجون إلى دورة ESP ، مع الاحتياجات السائدة وهي التحدث والاستماع أولاً ، تليها مهارات القراءة والكتابة. كما يحتاجون أيضاً إلى مفردات تتعلق بمعرفتهم المحددة ، حتى يتمكنوا من فهم نصوص رياضية محددة مثل العقود واللوائح وقواعد كرة اليد. وفهم حكام المدربين وخطب اللاعبين الأجانب والمؤتمرات الصحفية وأسئلة الصحفيين. يمكن أن تكون الدراسة الحالية مرجعاً لتدريس مهارات الاتصال للاعبين الجزائريين وقد تمهد الطريق لمصممي المناهج الجزائرية لإنشاء دورات للتخصصات الرياضية الأخرى بالإضافة إلى أنها دعوة للمؤسسة لإيلاء المزيد من الاهتمام للقضية الحالية .