

T.C.
TED UNIVERSITY
GRADUATE SCHOOL
ENGLISH LANGUAGE EDUCATION



**AN INVESTIGATION OF THE SPECIFIC ENGLISH
LANGUAGE NEEDS OF TURKISH NATIONAL
ATHLETES**

KARDELEN KAYA

ANKARA, 2023

AN INVESTIGATION OF THE SPECIFIC ENGLISH LANGUAGE NEEDS OF
TURKISH NATIONAL ATHLETES

A Thesis Submitted To
The Graduate School
of
TED University

by

Kardelen Kaya

In Partial Fulfillment of The Requirements
For
Master of Arts
in
English Language Education

ANKARA, 2023

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : Kardelen Kaya

Signature :

ABSTRACT

AN INVESTIGATION OF THE SPECIFIC ENGLISH LANGUAGE NEEDS OF TURKISH NATIONAL ATHLETES

Kardelen Kaya

Master of Arts, English Language Education

Supervisor:

Erdem Aksoy

January, 2023

The present research is to evaluate the specific English language needs of Turkish national athletes training for the Olympics and voluntarily enrolling in a Sports English course funded by the government and a private association. To examine this goal, a qualitative case study using a descriptive research technique was performed. As a result, three distinct groups of participants were interviewed: six Turkish national athletes, four coaches, and five English instructors. Volunteers were asked semi-structured interview questions on the English language needs of Turkish national athletes. On the basis of the replies from all three participant groups, special English language needs of Turkish national athletes have been determined. Course designers and material designers, as well as English language teachers and ELT professionals would benefit from this research in terms of designing a Sports English course to support Turkish national athletes in enhancing their English language skills. According

to the study's findings, the two language abilities required for Turkish national athletes are listening and speaking. Furthermore, Turkish national athletes struggle the most with listening and speaking skills. "Saving time to do more training," "representing their country in the Olympics," and "playing in a foreign country and communicating with other coaches" are the top three reasons for Turkish national athletes to learn English.

Keywords: Sports English, Needs Analysis, English for Specific Purposes, English Language Teaching



ÖZET

TÜRK MİLLİ SPORCULARA ÖZGÜ İNGİLİZCE DİL İHTİYAÇ ANALİZİ ÇALIŞMASI

Kardelen Kaya

M.A., İngiliz Dili Eğitimi

Tez Yöneticisi: Erdem Aksoy

Ocak, 2023

Bu araştırma, Olimpiyatlara hazırlanan, devlet ve özel bir dernek tarafından finanse edilen bir Spor İngilizcesi kursuna gönüllü olarak katılan Türk milli sporculara özgü İngilizce dil ihtiyaçlarını belirlemek için hazırlanmıştır. Bu amaç doğrultusunda, betimsel araştırma tekniği kullanılarak nitel bir durum çalışması gerçekleştirilmiştir. Bu anlamda altı Türk milli sporcu, dört antrenör ve beş İngilizce öğretmeni olmak üzere on beş kişiden oluşan üç farklı gönüllü katılımcı grubuyla görüşülmüştür. Gönüllülere, Türk milli sporcularının İngilizce dil gereksinimlerine ilişkin yarı yapılandırılmış görüşme soruları sorulmuştur. Her üç katılımcı gruptan alınan cevaplar doğrultusunda Türk milli sporcularına özgü İngilizce dil ihtiyaçları belirlenmiştir. Program ve materyal geliştirme uzmanlarının yanı sıra İngilizce öğretmenleri ve İngiliz dili eğitimi alanındaki uzman ve akademisyenler, Türk milli sporcuların İngilizce dil becerilerini geliştirmelerini desteklemek için bir Spor İngilizcesi programı tasarlamak açısından bu araştırmadan faydalanacaktır. Araştırmanın bulgularına göre

Türk milli sporcuların en çok ihtiyaç duyduğu iki dil becerisi dinleme ve konuşmadır. Ayrıca Türk milli sporcular en çok dinleme ve konuşma becerilerinde zorlanmaktadır. "Antrenmana daha fazla zaman ayırmak", "ülkelerini olimpiyatlarda temsil etmek" ve "yabancı bir ülkede oynamak ve diğer antrenörlerle iletişim kurmak" Türk milli sporcularının İngilizce öğrenmeleri için üç temel motivasyondur.

Anahtar Kelimeler: Spor İngilizcesi, İhtiyaç Analizi, Özel Amaçlı İngilizce Eğitimi, İngilizce Eğitimi

ACKNOWLEDGMENTS

I would like to express my deepest gratitude to my supervisor Erdem Aksoy for his guidance, advice, criticism, and insight throughout the research. I owe a special thanks to Belgin Elmas for her support and encouragement throughout my journey in the program. Without her support and positive attitude, I would not be able to complete this long journey. I am also thankful to all TEDU Department of English Language Education faculty members for their guidance and support. I would like to thank Esim Gürsoy for her invaluable contributions to my dissertation.

I would like to express my endless thanks to my family, who supported me in all circumstances throughout my dissertation, which I completed during a difficult period. I love them all dearly. The three people who have been there for me through good and hard times—Gülşah Besleyici, Sevim İşgüven, and Ulya Gültekin—deserve my eternal gratitude. I always feel very lucky to have them in my life. Moreover, I would like to thank Ramazan Besleyici and Kadir İşgüven for their support and understanding.

I would also like to thank Ahmet Yastıbaş and Gülşah Yastıbaş, who supported me by being an example to me with their wisdom and kindness at every moment of this experience. I would also like to thank Şebnem Cengiz, Emir Ertunç Havadar, İlayda Şahin, Betül Keskin, Hilal Ülkü Ay, Zeynep Doğu, Farah Sultan Demir, Hilal Orhan, Sevgi Yaman, Hasan Sivri, Nazlı Bulut, Burak Han Bulut, Didem Demirman and Ragıp Demirman for their generous support.

I am also grateful to all volunteer participants of this research for their patience, dedication, and significant contributions. To have had the opportunity to meet them was a tremendous honour. I would like to express my love and gratitude to my dear classmates, whom I believe supported each other throughout this beautiful and exhausting journey.

Last but not the least, I would like to thank my beloved ones Doğu, Nane and Zeze for being there. They mean the world to me...



To Turkish national athletes
who inspire me with their courage,
passion and love for their country...

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZET.....	vi
ACKNOWLEDGEMENTS.....	viii
DEDICATION.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xiv
LIST OF ABBREVIATIONS.....	xv
LIST OF FIGURES.....	xvi
CHAPTER	
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study.....	2
1.4 Significance of the Study.....	3
1.5 Limitations of the Study.....	4
1.6 Definition of the Terms.....	4
2. LITERATURE REVIEW.....	6
2.1 Needs Analysis.....	6
2.1.1 The Origin of Needs Analysis.....	6
2.1.2 Definition of Needs Analysis.....	8
2.1.3 Philosophies of Needs Analysis.....	10
2.1.4 Approaches to Needs Analysis.....	11
2.1.4.1 Target Needs.....	12
2.1.4.1.1 Necessities.....	12
2.1.4.1.2 Lacks.....	12
2.1.4.1.3 Wants.....	12
2.1.4.2 Learning Needs.....	13
2.1.5 Related Literature.....	15

2.2	English for Specific Purposes	18
2.2.1	Background of English for Specific Purposes	19
2.2.2	Characteristics of English for Specific Purposes	21
2.2.3	The Difference between English for Specific Purposes and English for General Purposes.....	22
2.3	Sports English	24
3.	METHODOLOGY.....	28
3.1	Research Design.....	28
3.2	Research Setting.....	29
3.3	Participants.....	30
3.4	Data Collection Tool.....	32
3.5	Data Analysis	34
3.6	Reliability and Validity.....	35
3.7	Researcher's Role.....	35
3.8	Data Collection Procedure	36
3.9	Ethical Considerations	36
4.	FINDINGS	37
4.1	Content Analysis of the Data Obtained from the English Language Teachers	37
4.1.1	English Language Teachers' Thoughts about National Athletes' Need to Learn English.....	37
4.1.2	English Language Teachers' Thoughts about Whether National Athletes Can Use English Effectively in International Games Considering the Difficulties They Face	39
4.1.3	English Language Teachers' Thoughts about Which Language Skills National Athletes Need the Most and What Kind of Difficulties They Have in Those Skills the Most.....	41
4.1.4	English Language Teachers' Understanding of Sports English	44
4.1.5	English Language Teachers' Thoughts about National Athletes' Need for Sports English	44

4.1.6	English Language Teachers’ Thoughts about the Situations in Which National Athletes Need to Use Sports English Terminology.....	45
4.1.7	English Language Teachers’ Thoughts about What Motivates National Athletes to Learn Sports English.....	46
4.1.8	English Language Teachers’ Thoughts about What National Athletes Gain out of Being Proficient in English.....	48
4.2	Content Analysis of the Data Obtained from Turkish National Athletes	49
4.2.1	Turkish National Athletes’ Thoughts about Their Need to Learn English.....	49
4.2.2	Turkish National Athletes’ Thoughts about the Situations in Which They Need to Use English When They Go Abroad to Attend International Games Considering the Difficulties They Face	51
4.2.3	Turkish National Athletes’ Thoughts about Which Language Skills They Need the Most and What Kind of Difficulties They Have in Those Skills the Most	53
4.2.4	Turkish National Athletes’ Understanding of Sports English.	55
4.2.5	Turkish National Athletes’ Thoughts about the Situations in Which They Need to Use Sports English Terminology.....	56
4.2.6	Turkish National Athletes’ Thoughts about What Motivates Them to Learn Sports English.....	58
4.2.7	Turkish National Athletes’ Thoughts about What They Gain out of Being Proficient in English.....	59
4.3	Content Analysis of the Data Obtained from the Coaches	60
4.3.1	Coaches’ Thoughts about National Athletes’ Need to Learn English.....	60
4.3.2	Coaches’ Thoughts about the Situations in Which National Athletes Need to Use English When They Go Abroad to Attend International Games Considering the Difficulties They Face.	61

4.3.3	Coaches’ Thoughts about Which Language Skills National Athletes Need the Most and What Kind of Difficulties They Have in Those Skills the Most.....	63
4.3.4	Coaches’ Thoughts about the Situations in Which National Athletes Need to Use Sports English Terminology	65
4.3.5	Coaches’ Thoughts about What Motivates National Athletes to Learn Sports English.....	66
4.3.6	Coaches’ Thoughts about What National Athletes Gain out of Being Proficient in English	68
5.	DISCUSSION AND CONCLUSION.....	70
5.1	Discussion	70
5.2	Pedagogical Implications	75
5.3	Recommendations for Further Studies.....	76
5.4	Conclusion.....	77
	REFERENCES.....	79
	APPENDICES	
A.	Interview Questions	84
B.	Consent Forms	87
C.	TED University Human Research Ethics Committee for Research Ethics Committee Approval.....	93
D.	Ministry of National Education Research Approval Form	96
E.	Ministry of Youth and Sports Research Approval Form.....	97

LIST OF TABLES

TABLES

Table 1 Woodrow (2018) Some Typical Characteristics of ESP and EGP Courses	23
Table 2 Detailed Information about Participant English Teachers	30
Table 3 Detailed Information about Participant Turkish National Athletes	31
Table 4 Detailed Information about Participant Coaches	32
Table 5 Summary of Data Collection Process	33



LIST OF ABBREVIATIONS

ELT	English Language Teaching
ESP	English for Specific Purposes
EAP	English for Academic Purposes
EMP	English for Medical Purposes
EBP	English for Business Purposes
ELP	English for Legal Purposes
ESCP	English for Sociocultural Purposes
GE	General English
SE	Sports English
BE	Business English
ICAO	International Civil Aviation Organization

LIST OF FIGURES

FIGURES

Figure 1 Hutchinson & Waters (1987) Needs Analysis.....	11
Figure 2 Nation & Macalister (2010) Needs Analysis.....	14
Figure 3 Anthony (2018) Branches and Sub-branches of ESP.....	19
Figure 4 Opinions of English Teachers about National Athletes' Needs.....	39
Figure 5 Thoughts of Teachers about the Difficulties National Athletes Face in International Games.....	41
Figure 6 Thoughts of Teachers about the Language Skills National Athletes Need.....	42
Figure 7 Thoughts of Teachers about the Language Skills National Athletes Have Difficulty.....	43
Figure 8 Teachers' Definition of Sports English.....	44
Figure 9 Thoughts of Teachers about the Situations in which Athletes Need to Use Sports English Terminology.....	46
Figure 10 Opinions of the Teachers on Athletes' Motivation to Learn Sports English.....	47
Figure 11 Opinions of the Teachers on National Athletes' Gains out of Being Proficient in English.....	49
Figure 12 Reasons Athletes Gave to Learn English.....	50
Figure 13 Opinions of Athletes on the Situations They Need English When They Travel to Attend the International Games.....	52
Figure 14 Opinions of Athletes on the Difficulties They Face When They Use English in International Games.....	53
Figure 15 Thoughts of Athletes about the Language Skills They Need.....	54
Figure 16 Thoughts of Athletes about the Language Skills They Have Difficulty.....	55
Figure 17 National Athletes' Definition of Sports English.....	56
Figure 18 Thoughts of National Athletes about the Situations in which They Need Sports English Terminology.....	57
Figure 19 Opinions of Athletes on Their Motivation to Learn Sports English.....	59

Figure 20 Opinions of Athletes about Their Gains out of Being Proficient in English.....	60
Figure 21 Opinions of Coaches about the Situations National Athletes Need English When They Travel to Attend the International Games.....	62
Figure 22 Opinions of Coaches About the Difficulties National Athletes Face in International Games.....	63
Figure 23 Thoughts of Coaches about the Language Skills Athletes Need.....	64
Figure 24 Thoughts of Coaches about the Language Skills Athletes Have Difficulty.....	65
Figure 25 Thoughts of Coaches about the Situations in which National Athletes Need Sports English Terminology.....	66
Figure 26 Opinions of Coaches on National Athletes' Motivation to Learn Sports English.....	67
Figure 27 Opinions of Coaches about National Athletes' Gains out of Being Proficient in English.....	69

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Theories and approaches for teaching English language have evolved significantly through time due to a number of variables but finding the best strategies and techniques of how to teach English is a continuing issue and challenge for researchers and professionals in the field of English Language Teaching (will be referred to ELT in the following sections). In this regard, the English for Specific Purposes (will be referred to ESP in the following sections) approach, with its practical implications, plays a crucial role in helping ELT practitioners in designing courses that learners can benefit from. Day and Krzanowski (2011) define ESP as the practice of teaching and learning the unique language skills and language systems required by certain learners for a specific goal.

ESP differs from General English (will be referred to GE in the following sections) in that it focuses on the specific needs of a certain group of learners. “The main concerns of ESP have been needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation” (Dudley-Evans & St John, 1998, as cited in Basturkmen 2010, p.2), that is to say, when developing an ESP course, it is vital to address the individual needs of target groups of learners in order to help them develop effective communication skills in the setting in which they will use the language. The term "target group" refers to a group of learners who have similar educational or professional aims, such as a group of businesspeople, medical students, or tourism majors. Therefore, we can define ESP as a broad field that includes subfields such as English for Academic Purposes (EAP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Legal Purposes (ELP), and English for Sociocultural Purposes (ESCP) (Belcher, 2009, as cited in Isık-Tas et al., 2019).

Because ESP places such a strong emphasis on the teaching of particular language and communication skills, the design of an ESP course often involves a step in which course designers determine the particular language and skills that will be required by the group of language learners. The content of the ESP course is established and improved with the help of the language and skills identified by the target group of learners, and the phrase "*needs analysis*" or "*needs assessment*" refers to this procedure (Basturkmen, 2010). This research highlights the value of needs assessments and ESP training and focuses on the field of Sports English (will be referred to SE in the following sections) in ESP.

1.2. Statement of the Problem

Despite the fact that the number of Turkish national athletes who represent our country in international competitions, travel abroad to play in foreign countries, and train with foreign coaches and athletes is growing by the day, the challenge they face with the English language, particularly Sports English terminology, in communicating with other professionals in their fields remains unresolved. Given this reality, an English program should be designed to help these athletes with the English language abilities they need. The individual needs of these athletes must be determined in great depth in order to develop such a program. A complete needs analysis should be conducted in this regard. However, one for the specific English language needs of Turkish national athletes has not been conducted. In this regard, this particular case study which investigates specific English language needs of Turkish national athletes has a crucial role to play.

1.3. Purpose of the Study

The primary goal of this research is to explore the particular English language needs of Turkish national athletes who attend Sports English course supported by the government and a private association.

The research also looks at specific cases in which Turkish national athletes confront problems in international competitions. The research takes into account language obstacles Turkish national athletes face when they take part in international competitions. It also investigates the particular language skills that athletes need the most. Moreover, it examines the challenges Turkish national athletes experience in international games. The study looks at the instances in which Turkish national athletes need Sports English terminology. It also identifies the problems they experience when they need to use Sports English terminology.

In the light of this, the study aims to address the following research question:

1. What are the specific English language needs of Turkish national athletes who attend the Sports English course?

1.4. Significance of the Study

The number of Turkish national athletes competing in international sporting events across practically all categories is rising year after year. In addition to this, Turkish national athletes are having increasing success in all of these games, including the Olympics. Since English is the language of sports, it is very crucial that Turkish national athletes, who compete on behalf of Turkey in these events, have a strong command of the English language. Unfortunately, however, Turkish national athletes have challenges not only when they take part in these tournaments but also when they train for competitions because they do not have a good command of English and Sports English terminology.

At this stage, the English language needs of our Turkish national athletes who represent Turkey in international tournaments are set based on the findings of this research. It is crucial that the identified needs will assist curriculum designers, material designers, and English teachers in preparing a program to meet the demands of national athletes. Furthermore, as one of the first studies in the field, this research may help guide future research.

In addition, a couple of needs analysis studies were conducted in Turkey in various ESP-related fields. However, no particular needs analysis in the subject of Sports English was undertaken. This study is also significant as it addresses this gap in the literature. In other words, this needs analysis research in Sports English may be regarded as the first study of its kind to be conducted in Turkey, even though there have been a few other studies conducted on Sports English around the world, and since there are not a lot of different sources and pieces of information in the existing literature both in Turkey and around the world, this study particularly aims to fill this gap.

1.5. Limitations of the Study

The number of voluntary participants in this qualitative case study is 15, including 5 English instructors, 6 national athletes, and 4 coaches. Despite the fact that Turkish national athletes constitute a large population, which changes each year depending on the variables, this research only included 15 participants.

1.6. Definition of the Terms

There are some terms that should be defined in this study. To begin with, “*need* is the ability to comprehend and/or produce the linguistic features of the target situation” (Hutchinson & Waters,1987). Another term is need analysis. “*Needs analysis* is defined as the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation” (Brown, 1995, p.36). “*English for General Purposes* is an approach to English language teaching that seeks to cover the whole range of grammar and lexis in the language with the goal of general language proficiency” (Woodrow, 2018).

Another term would be English for Specific Purposes. “*English for Specific Purposes* is a learner-centered approach to language teaching which is directed by

specific and apparent reasons for learning” (Hutchinson & Waters,1987). “Sports English is the international language of sport that emerged out of the complex sociolinguistic changes and consists of terms from different languages which is considered to be an advantage of an international language” (Budincic, 2018).



CHAPTER 2

LITERATURE REVIEW

2.1. Needs Analysis

According to Brown (1995), instructors have conducted various forms of needs analysis indirectly over the course of history, that is to say, in order for teachers, who design ESP materials, and develop ESP curricula to understand what their students need, want, and lack in order for them to fulfil their goals in an ESP course, needs analysis is a key instrument. This is a very common and natural process that takes place in each and every classroom. On the other hand, since the first studies on needs analysis were carried out, a large number of academics and researchers have defined and categorized the phrase "needs analysis" in a wide variety of settings using a wide range of examples. Because it is such a large subject, the primary purpose of this chapter is to provide an in-depth analysis of ESP as well as needs analysis, including a discussion of its historical roots, definitions, different varieties, and models.

2.1.1. The Origin of Needs Analysis

Early in the 20th century, the term "needs analysis" was first used in language teaching. West (1994) suggests in India, the phrase 'needs analysis' originally introduced in the 1920s. The goal of using the methods was to determine what learners need to learn a foreign language in the target situation and how they can learn the target language most effectively throughout the designated time frame. However, the 1960s saw a rise in popularity for the term "needs analysis".

The ESP approach brings "needs analysis" into language teaching. Richards (2001) indicates that in the 1960s, the need for customized language programs increased, and applied linguists started to utilize needs analysis techniques more often

in language education. (p.51), that is, the need for specialized language programs increased for various reasons and needs analysis techniques are more frequently used when teaching foreign languages. Hutchinson and Waters (1984) highlight that If students, sponsors, and instructors are aware of why the students require English, that knowledge will have an impact on what is considered appropriate in the language course, and the potential may be maximized (p.53), in order to determine the specific reasons why learners need to study English at this point, needs analysis has a crucial role to play.

Nunan (1996) indicated that needs-analysis techniques first appeared in language planning during the 1970s (p.43). “While such procedures have a long tradition in other areas of adult learning, their use in language teaching became widespread with their adoption and espousal by The Council of Europe's modern language project” (Nunan,1996, p.43). Needs analysis is utilized as the first step in these Council of Europe publications for defining behavioural objectives. More specific elements of the syllabus are generated from these aims. These elements can be defined as a syllabus's functions, subjects, lexis, and structural components. In other words, by giving curriculum designers the data, they require to develop a syllabus, which is unique to the purpose of the course, needs analysis methods provide a more thorough knowledge of language planning. “By the 1980s, in many parts of the world, a ‘needs-based philosophy’ emerged in language teaching, particularly in relation to ESP” (Brindley, 1984, as cited in Richards, 2001, p.51). The main focus can be specified as the objectives and material of the ESP courses, and what the students already know and what they still need to learn is the main concern in this ‘needs-based philosophy’.

In summary, needs analysis has been employed as a critical procedure to establish the specifics of a study program. Since the first time it was used as a technique in foreign language teaching, in a learner-cantered approach, course designers and teachers have been consulting extensively with the learners to make sure that they clarify the specific needs of the learners in a specifically designed course.

2.1.2. Definition of Needs Analysis

There are many different definitions of need and needs analysis that can be found in the literature; nonetheless, they all begin with the language learner as the foundation of the process. Although different interpretations of the need analysis have been produced by academics and authors based on how they perceive this complicated topic, it does not appear that there is widespread consensus over the specific meaning of the term "need analysis." In spite of this, all definitions agree that the perspectives of the learners play the most crucial role in the process of conducting a needs analysis.

Richards (2001) indicates that often, a language learner's needs are stated in terms of a linguistic insufficiency, which describes the gap between what he or she can now achieve and what he or she should be able to do. In other words, defining learners' needs in language teaching involves taking into account both learners' expectations and their linguistic ability. "Therefore, needs have objective reality and are simply there waiting to be identified and analyzed" (Richards, 2001, p.54).

When it comes to needs analysis, a variety of definitions appear. At its simplest, the process of collecting data on learners' needs is referred to as needs analysis. As Brown (1995) suggests, the processes involved in obtaining information that will serve as the foundation for building a curriculum that will suit the learning needs of a specific set of learners are referred to as needs analysis. In other words, the main focus of a needs analysis is to set objectives and materials of a course. According to Nation and Macalister (2010), a comprehensive needs analysis entails asking the correct questions and finding the most effective answers in order to ensure that the course will include only relevant and helpful data.

Richards (as cited in Nunan, 1996, p.43) indicates that needs analysis has three primary purposes: it allows for broader input into the content, design, and execution of a language program; it may be used to define goals, objectives, and content; and it can give data for assessing an existing program, and in the light of this, the needs of the target learners should be thoroughly analysed and understood by the curriculum developers as they design a language program, including its objectives and content.

For various learner groups in the language classroom, different users can conduct needs analyses. For instance, the needs analysis carried out to help ESP students with developing their specific language skills can be useful to the curriculum development team of a Business English course. According to Brown (1995), there are four types of individuals that participate in a needs analysis: *the target group* is composed of the people about whom information will be gathered, *the audience* for a needs analysis should include everyone who will have to act on the analysis, *the needs analysts* are the people who are in charge of carrying out the needs analysis, and *the resource group* is made up of anyone who can provide information about the target group. To illustrate, in the process of conducting a needs analysis for a group of learners in a Business English course, the target group is the students who attend that specific Business English course, the audience may refer to all English teachers who teach Business English courses, the resource group may consist of English teachers who teach in that particular course, and the needs analysts are the specific group of teachers or curriculum developers who carry out the needs analysis in that specific course.

Needs analysis is performed in foreign language teaching for a variety of reasons by different groups of teachers, curriculum developers, and material developers. The reasons are summarized as (Richards, 2001, p.52):

- to determine the language proficiency needs for a learner to perform a specific role, such as that of a sales manager, tour guide, or university student,
- to help whether an existing course meets potential students' needs in an appropriate way.
- to identify the learners from a group who need training in a certain language skill the most,
- to pinpoint a direction change that members of a reference group think is crucial,
- to determine a gap between learners' current abilities and what they should be able to perform,
- to gather data on specific issues that students are facing.

In conclusion, different academics describe needs and needs analysis in a number of different ways; however, they are all in agreement that the word "need" is vital when developing a language program and taking into account the aims, motivations, goals, needs, and weaknesses of the learners. A needs analysis provides a more thorough view of the past knowledge of the target group of learners as well as the gaps in that group's knowledge.

2.1.3. Philosophies of Needs Analysis

According to Stufflebeam (1977), the process of conducting a needs analysis can give rise to four distinct philosophies: *the discrepancy*, *the democratic*, *the analytic*, and *the diagnostic* (as cited in Brown, 1995, p.38). The significance of these concepts is highlighted by the fact that they will have an effect on the categories of data that will be compiled during a needs analysis. "*The discrepancy philosophy* is one in which needs are perceived as differences, or discrepancies, between a desired performance from the students and what they are actually doing" (Brown, 1995, p.38). This philosophy is also known as the "discrepancy model". The discrepancies that can be found when comparing the actual performance of students to what is anticipated of them can potentially provide specific information about how students' performance can be improved. "A need is defined as a change or direction desired by a majority of some reference group in a *democratic view* to needs analysis, and this approach can be used to involve many people in the needs assessment process and, therefore, has high public relations value" (Stufflebeam et al.,2012, p.5). According to *the analytic philosophy*, the need is considered as whatever the learner would typically learn based on their knowledge and the learning procedures related. This means that assuming that the learners are currently in stage x of language development, they should learn either stage x+1 or whichever stage comes after it in their language development process (Brown,1995, p.39). Stufflebeam et al. (2012) indicate *the diagnostic approach* defines need as anything whose absence or insufficiency is detrimental or whose presence is advantageous (p.8).

2.1.4. Approaches to Needs Analysis

The terms "needs" and "needs analysis" are defined in a variety of ways by different authors and researchers. Categorizing "needs" and "needs analysis" helps researchers and needs analysts determine the best approach to examining the needs of specific groups of language learners within a language program. At this point, the philosophy that is committed to by a particular program or a group of needs analysts will have an impact on the types of information that are acquired through a needs analysis. Other than these philosophies, different authors have different approaches to needs analysis, which can help needs analysts to find a balance between *target needs* and *learning needs*, between *objective needs* and *subjective needs*, or between the *target group* and *resource group* both in the process of conducting the analysis and interpreting the data gathered (Hutchinson & Waters, 1987; Brown, 1995).

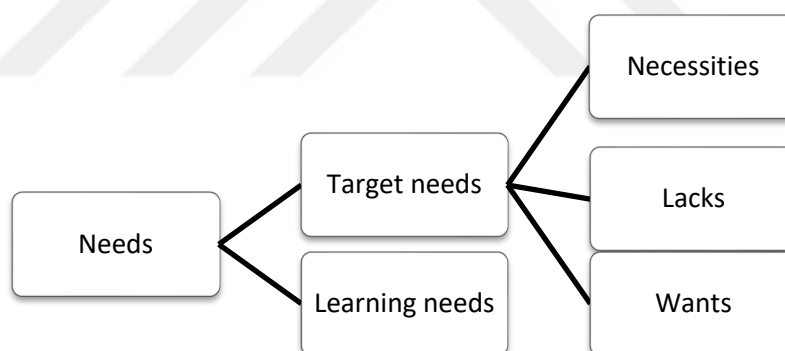


Figure 1. Needs Analysis (Hutchinson & Waters, 1987)

In *learning-centred approach* to needs analysis, Hutchinson and Waters (1987) distinguished between *target needs* and *learning needs*. “The former refers to what the learner needs to do in the target situation, and the latter refers to what the learner needs to do in order to learn” (p.55) (See Figure 1.)

2.1.4.1. Target Needs

As '*target needs*' is an overall concept in needs analysis, Hutchinson and Waters (1987) examine the target situation in light of *necessities, lacks, and wants*.

2.1.4.1.1. Necessities

Hutchinson and Waters (1987) characterize needs as the sort of need established by the needs of target context, i.e., what the learner must know to perform successfully in the target situation. To illustrate, a medical doctor needs to understand medical articles to keep up with the latest research and to get the necessary information. The learner also needs to know the linguistic features used in the target situation.

2.1.4.1.2. Lacks

In order to determine which needs the learner is lacking, it is also essential to know what the learner currently knows. "The target proficiency needs to be matched against the existing proficiency of learners, and the gap between the two can be referred to as the learner's lacks" (Hutchinson, Waters, and Breen, 1979, as cited in Hutchinson and Waters, 1987, p.56).

2.1.4.1.3. Wants

When we explain the necessities and lacks, target needs are taken into consideration in an objective manner. However, it is important to recognize that learners have an opinion about what their needs are and that they must play an active role in identifying target needs. Richerich (1984) also believes that a need does not exist apart from a person, and it is individuals that construct the representations of their

needs based on facts pertaining to themselves and their surroundings (as cited in Hutchinson and Waters, 1987, p.56).

“The analysis of target situation needs is a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process” (Hutchinson & Waters, 1987, p.59). The framework below shows the type of information the course designers need to gather from the *target situation needs analysis*.

A target situation analysis framework:

- “Why is the language needed?”
- “How will the language be used?”
- “What will the content areas be?”
- “Who will the learner use the language with?”
- “Where will the language be used?”
- “When will the language be used?” (Hutchinson & Waters, 1987, p.59)

2.1.4.2. Learning Needs

“What we have done so far is to consider the starting point (lacks) and the destination (necessities), although we have seen that there might be some dispute as to what that destination should be (wants), and we need to consider the route in this journey, which indicates another kind of need, learning needs” (Hutchinson and Waters, 1987, p.60). In other words, it is important to consider knowing and doing together with learning. “The target situation analysis can determine the destination, but we must choose our route according to the vehicles and guides available, the existing roads within the learner's mind, and the learners' motivation for traveling” (Hutchinson and Waters, 1987, p.62). The conditions of learning situation, learners' knowledge, skills, and strategies have a role to play in defining learning needs of the target group. The framework below can be a guide to *learning needs analysis*.

A framework for analysing learning needs:

- “Why are the learners taking the course?”
- “How do the learners learn?”
- “What resources are available?”
- “Who are the learners?”
- “Where will the ESP course take place?”
- “When will the ESP course take place?” (Hutchinson and Waters, 1987, p.62)

In *learner-centred approach*, Berwick (1989) and Brindley (1989) clarify the distinction between *perceived and felt needs*, and *objective and subjective needs*. Berwick (1989) believes that the difference between perceived and felt needs enables us to pinpoint the source of a need and establish a philosophically pleasing balance between learner-centred and teacher-centred planning inputs. “The term, ‘felt needs’ basically refers to the needs that learners have, and ‘perceived needs’ represents the other side of the coin - judgments of certified experts about the educational gaps in other people's experience” (Berwick, 1989, p.55).

Brown (1995) defines *objective needs* as those that are defined based on concrete, observable evidence acquired about the context, the learners, the language that learners must ultimately master, and their current competency and skills. According to Brindley, subjective needs are often more difficult to assess since they include "wants," "desires," and "expectations." (as cited in Brown, 1995, p. 40).

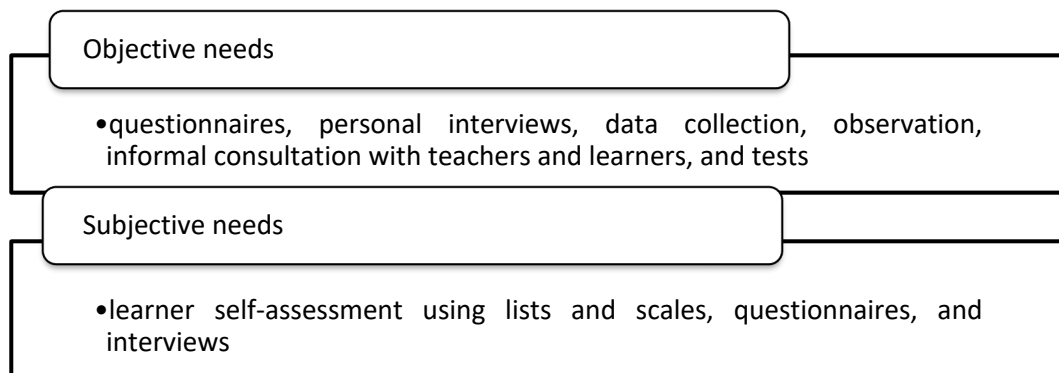


Figure 2. Nation & Macalister (2010) Needs Analysis

Making a significant distinction between present knowledge and required knowledge, as well as between *objective needs* and *subjective needs*, is another way to approach needs (See Figure 2.) According to Nation and Macalister (2010), 'lacks' correspond to *present knowledge*, 'necessities' correspond to *required knowledge*, and 'wants' correspond to *subjective needs*. "Information about *objective needs* can be gathered through questionnaires, personal interviews, data collection, observation, informal consultation with teachers and learners, and tests, and *subjective needs* are discovered through learner self-assessment using lists and scales, questionnaires, and interviews" (Nation and Macalister, 2010, p.25).

2.1.5. Related Literature

As a direct consequence of the rapid and continuous growth of interest in needs analysis, an increasing number of research studies into the phenomenon have been carried out in recent years. Not just in Turkey, but also in other parts of the world, researchers conducted a variety of studies that focused on needs analysis. Although the approaches that are taken in each of these studies could be different from one another, the overall aim of each of them is the same: to identify the specific language needs of the target group of learners.

Demirdöken's study (2019), *Ready for Take-off: An Aviation English Needs Analysis Study in Turkey*, aimed at conducting an analysis of the specific English language needs of aviation English learners at a Turkish state university in order to help specialists working in the field of ESP in designing efficient course plans taking into consideration the language standards established by the International Civil Aviation Organization (ICAO), and acted as a guide for other professionals working in this field. The evaluation of relevant data to get insight into student needs revealed crucial implementations for Aviation English professionals and other ESP practitioners to consider. According to one of the important findings that resulted from this research, listening comprehension arose as a major concern among students as a direct result of the difficulties that were generated by radiotelephony in the aviation industry. In addition, it was decided that the time allotted for speaking activities in

Aviation English schools should be kept to a maximum, as the necessity to speak English with greater fluency was considered essential by the participants. This finding was supported by the conclusion that the time given for speaking activities in Aviation English schools should be kept to a maximum. This study also found that students of Aviation English viewed learning Aviation English not only as a necessity for meeting ICAO language standards but also as a requirement for aviation safety risks and professional development goals.

Kazar (2013) examined the learning and target needs of students enrolled in an ESP program offered by the Faculty of Fine Arts. Findings in terms of students' and instructors' perceptions relating to learning needs and target needs indicated that one of the primary goals of the ESP program should be to engage students in a variety of tasks referring to the four language skills and subskills considering their learning needs and target needs, that is, strategy training in four skills has a crucial role to play in an ESP course.

Dağlı (2011) conducted a study at a university in Turkey in order to evaluate the specific English language needs of the first-year students studying in the Departments of Mechanical Engineering, Civil Engineering, Architecture, and City and Regional Planning. According to the findings, the departmental teachers considered that the ESP course did not provide enough strategy training in four skills. Results also showed that "understanding native speakers" and "understanding daily speech" were just as important as "understanding seminars and conferences" for the academic and professional purposes of the instructors.

Güler's study (2021), *A Needs Analysis Study in ESP Context: Addressing Perceived Opinions of Teachers and Learners in Vocational Secondary Education*, aimed at identifying the opinions of tourism students and English teachers towards their current ESP courses. The aim was to determine the attitudes that tourism students and English teachers have toward their existing ESP courses, as well as the students' linguistic and occupational needs, and their performances. Findings of the study revealed that it is necessary for both educators and students to have sufficient access to ESP sources and materials. In addition, instructors need specialized training in ESP. Furthermore, one might draw the conclusion from the study that a large number of

students need to improve their listening and speaking skills because they will put these skills to significant use in their future employment.

The research that was conducted by Gözüyeşil (2013) examined the academic English needs of the engineering departments at a university in Turkey from the perspectives of both the engineering students and the academics who teach in those departments. According to the findings of the study, reading is considered to be the skill that contributes the most to success in content area classes. As a consequence of this, reading skill may be given a greater emphasis in the classes that are taught in prep school. Teachers of academic subjects say that listening is just as important as the students believe it to be. Therefore, listening activities might be given a higher priority in the classroom.

Guntoro (2021) intended to determine the English needs of the front-desk employees by assessing laborers' lacks, wants, and necessities. The findings of the study indicated that speaking and listening are essential front desk work abilities. according to the results, It is a requirement of the job that front desk employees converse with international visitors. In the light of the results, the ESP course should be designed to teach students how to pronounce hotel language, answer to check-in and check-out conversations, describe hotel facilities, guide guests to specific locations, and interpret diverse international accents.

El Ouardi and El Fatihi (2021) carried out research to investigate the English language requirements of engineering students majoring in agricultural studies at IAV - Complexe Horticole d'Agadir (CHA) in Morocco. The study's outcomes emphasised the significance of English for agricultural engineering students. Furthermore, the research identified the students' English language demands as well as their learning preferences in relation to the ESP course.

In their study, Arnó-Macià et al. (2020) examined the influence of ESP courses on engineering students at two European universities. Results indicated general satisfaction with ESP courses, increased awareness of the nature of specialized communication, and a higher understanding of students' techniques and areas in which ESP might help to enhanced student preparedness and empowerment.

Some of the relevant existing findings and identified gaps in the needs analysis studies that have been conducted until this time are discussed above. As a result, it is anticipated that the current needs analysis research on Sports English will provide valuable information to ESP professionals and other experts working in the field of sports both in Turkey and around the world, as well as fill the gap in the existing body of literature regarding a comprehensive needs analysis of Sports English learners.

2.2. English for Specific Purposes

Since roughly 30 years ago, English Language Teaching has had a unique branch called English for Specific Purposes, and the fact is that ESP courses have their practical outcomes. According to Woodrow (2018), ESP is a method to course design and instruction which targets English language learners with a shared objective or purpose. This might be an educational or occupational purpose, and the fact that ESP courses are designed using an analysis of student needs is their most distinguishing feature. Anthony (2018) states that ESP is a method of language instruction that focuses on the language, genres, and abilities required to meet the present or future academic or vocational demands of language learners.

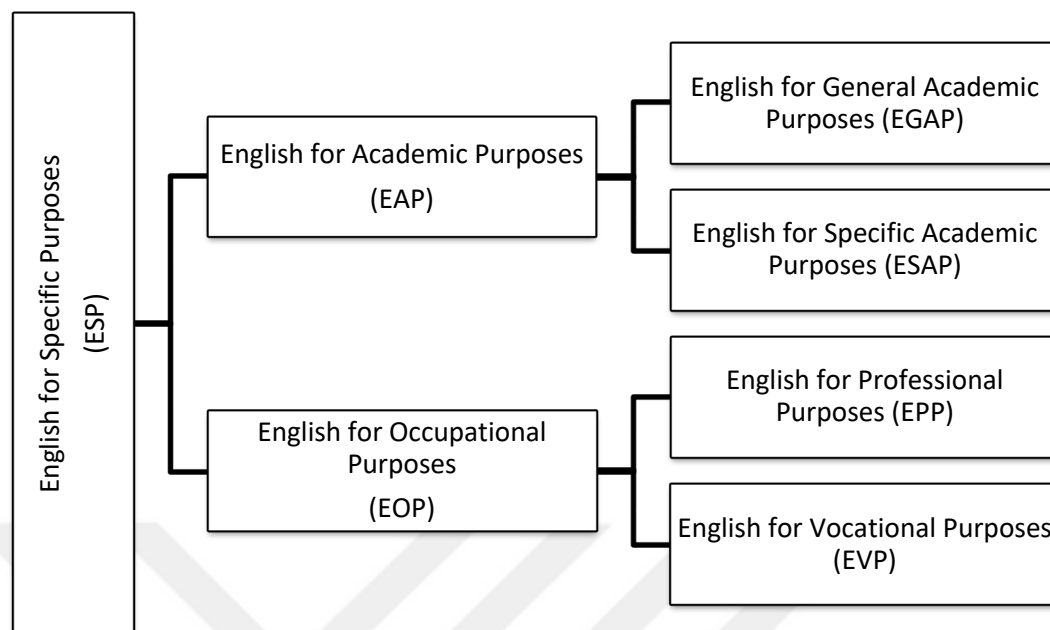


Figure 3. Branches and Sub-branches of ESP (Anthony, 2018)

The definitions clarify that ESP is a broad term whose branches are English for Academic Purposes and English for Occupational Purposes (See Figure 3.)

2.2.1. Background of English for Specific Purposes

1945 was the year that saw the end of the Second World War, as well as the beginning of massive advancements in technology and business across the globe (Hutchinson and Waters, 1987). That is to say, the need for a global language increased. This need is in parallel with technological and commercial advancements, and the economic power of the United States of America helped propel English to the center of the field as the language of choice for global communication (Hutchinson and Waters, 1987). As a result of English's emergence as the language of both technology and business, a new generation of language students came into existence (Hutchinson and Waters, 1987). Businesspeople, medical doctors, and scientists became language students, and this led to a raise in the need for specific language-teaching programs. The increase in popularity of the ESP method can be attributed to the fact that some groups of students are aware of the unique reasons they need

English. Because of the necessity to conduct business with countries that were rich in oil, the use of English became more important at the beginning of the 1970s (Hutchinson and Waters, 1987). That is to say, businesspeople who wanted to build up trade with oil-rich countries needed English to communicate. Because of this, certain groups of learners have time and financial constraints, which has created a demand for time- and money-efficient classes that have well-defined objectives (Hutchinson and Waters, 1987). The cumulative effect of all these shifts in the industry was to increase the amount of pressure that was placed on language teaching to provide the required results.

With Munby's (1978) *Communicative Syllabus Design*, ESP courses, which can be defined as needs-based, also became popular in the 1970s (Hutchinson and Waters, 1987). According to Woodrow (2018), 1980s were the first decade in which the University of Malaya Project placed an emphasis on study skills in English for Academic Purposes, which is a branch of ESP. The approach placed an emphasis on skills such as "getting to know the parts of a book," and Woodrow notes that this was the first time that such a focus had been placed on English for Academic Purposes. The book that Hutchinson and Waters (1987) wrote had a significant impact on ESP as well. They developed what they referred to as a "learning-centered" approach to ESP, which is predicated on the "concept that learning is totally guided by the learner" (Woodrow, 2018).

During 1990s, defining genres became increasingly popular, which assisted needs analysts and curriculum designers in determining the fundamental characteristics of texts and subsequently incorporating them into an ESP program. When discussing the evolution of ESP, it is important to note that corpus studies, which are the product of the combination of lexical or textual corpora and computer technology, have played a significant role in the development of ESP curricula. This fact should be brought up when discussing the history of ESP (Woodrow, 2018).

In conclusion, ESP was developed as a response to the growing demand for an international language. The advancements that have been made in science, technology, and business since the end of World War II have sped up the process of meeting this demand because the targeted learner groups are concerned about time and cost.

2.2.2. Characteristics of English for Specific Purposes

The main distinguishing characteristic of ESP is that its curriculum and teaching materials are based on the findings of needs analysis. In other words, conducting a needs analysis for an ESP course is vital not only for curriculum designers but also for material designers. Dudley-Evans (2001) highlights some questions when starting preparation for teaching an ESP course:

- “What do students need to do with English?”
- “Which of the skills do they need to master and how well?”
- “Which genres do they need to master, either for comprehension or production purposes?” (p. 131)

Another key feature of ESP is its focus on the specific language needs of the target groups of learners, and Widdowson (1983) indicates that ESP materials will always be based on the themes and objectives of that particular goal, frequently using the methodology of the discipline or profession (as cited in Dudley-Evans, 2001, p.132). To illustrate, an English course for medical doctors offers relevant language and discourse using medical articles, or a Business English course focuses on the language skills and strategies which are relevant to real-life situations in business.

Anthony (2018) lists three characteristics of ESP that set it apart from other English language teaching methods. According to Anthony (2018), ESP is a *learner-centred approach*, and since learner-centeredness is prioritized in ESP, course administrators, classroom teachers, and even learners themselves should constantly think about how language-related activities, explanations, and materials will help them meet their present and future target needs. Anthony (2018) also emphasizes that specialists in ESP may draw on the findings of researchers in other fields or disciplines and may interact with researchers from those fields through teaching because ESP is a *multidisciplinary approach*. Practitioners of other disciplines or even learners themselves can offer appropriate texts that can serve as the foundation for explanations of the target language, genres, and skills. They might also offer suggestions for the course's objectives and assist in the analysis and interpretation of those materials. *Attention to theory and practice* is a third ESP characteristic. Anthony (2018) indicates

that when an ESP instructor is working with a big group of students on one day with various needs and interests and a small group of students with very similar needs, the theory is not always sufficient. To handle these circumstances, ESP instructors must also establish effective pedagogical strategies that work in real-world contexts.

Dudley-Evans (2001) focuses on the importance of needs analysis in ESP and summarizes the absolute and variable characteristics of ESP as follows (p.132).

Absolute characteristics:

- The purpose of ESP is to respond to the specific needs of the learner.
- ESP uses the fundamental methodology and tasks of the discipline it supports.
- The focus of ESP is on the skills, discourse, genres, and language (grammar and lexis) that are appropriate for these tasks.

Variable characteristics:

- ESP may be connected to or created for specific disciplines.
- ESP may employ a different approach than General English.
- ESP is likely designed for adult learners, either in a professional job setting or at a university level. However, it might be appropriate for high school students.
- ESP is often designed for students who are intermediate or advanced. Although most ESP courses presume a prior understanding of the language system, they can be used for beginners.

All in all, ESP has its own tasks, characteristics, and methods. However, both Anthony (2018) and Dudley-Evans (2001), as well as a large number of scholars and academics, stress that the distinguishing characteristics of ESP are the attention to the needs of learners and the variations from General English.

2.2.3. The Difference between English for Specific Purposes and English for General Purposes

ESP is sometimes compared to General English (GE) or English for General Purposes (EGP). However, the main principle of ESP is that it is based on the specific

needs of the learner. Dudley-Evans (2001) indicates that the ESP teacher needs to consider classroom interaction and teaching techniques that can be quite different from that of general English, in some situations. On the other hand, the teaching methodology is similar to that of GE. Woodrow (2018) indicates that the characteristics of ESP and EGP have a significant role in determining these techniques and methodologies. That is, These strategies and methodologies are heavily influenced by the features of ESP and EGP.

Table 1 Some Typical Characteristics of ESP and EGP Courses (Woodrow, 2018, p.21)

ESP	EGP
Mostly adult learners	Any age learners
A common goal	A wide range of goals
High external motivation	A range of motivation
Short-term courses	Long-term courses
Based on needs analysis	May not bear in mind learner needs
Academic or occupational focus	No specific focus
Specific content	General content
Specific target communication	Limited exposure
A basic command of English needs	All level-learners
Specific lexis	A full range of lexis
Limited focus on grammar	The full grammatical system
A limited range of skills taught	All four skills
Methodologies relevant to the content	Similar methodologies

Even though the table shows that most people who take ESP classes are adults, there are still certain instances in which ESP classes are taught in schools (See Table 1.) Since ESP courses are centred on the special needs of their participants and are designed to fulfil those needs in a condensed amount of time, they are only offered for

a short period of time (Woodrow, 2018). This is one of the distinguishing features of ESP.

Owing to the fact that ESP is a multidisciplinary approach, the specific content of ESP courses is designed as a result of needs analysis and includes the skills, strategies, lexis, and genres in the target discipline (Woodrow, 2018). In addition, the specific content of ESP courses is designed to meet the needs of the target discipline.

The general scope of EGP courses includes instruction in four skills. However, only certain skills, which are decided by the results of a needs analysis, are covered in ESP classes (Woodrow, 2018). These skills may include solely listening and speaking, or only reading and writing.

The instruction of grammar is widely regarded as the most important component of learning a foreign language. On the other hand, grammar may not be emphasized to the same degree in an ESP class as it is in an EGP class, which concentrates on teaching students the full grammatical structure of the language they are learning (Woodrow, 2018).

As the table shows, courses in General English are designed to be accessible to students of varying proficiency levels, from beginner to advanced, a fundamental understanding of the English language is required for ESP classes.

In conclusion, ESP and EGP are both subfields of English Language Teaching (ELT), and despite the fact that they teach English to different groups of students for a variety of reasons, they are both centred on the fundamental elements of language teaching (Woodrow, 2018).

2.3. Sports English

Budincic (2018) states that the process of the evolution of sports reached a significant moment throughout the nineteenth century, and it was at this time in England that the rules for a variety of sports disciplines were formulated, that is to say, the nineteenth century was a turning point in the growth of sports, and it was during this time that the regulations for a range of sports disciplines were established in

English. According to Budincic (2018), one of the most significant turning events in the history of sports as well as the process of the development of sports terminology was the formation of the rules for the official sport in England during the late nineteenth and early twentieth centuries. At the same time, sports as a global phenomenon and English as the international language began their integrated global expansion, and English became the language of choice for sports at the international level.

On the other hand, the history of Sports English was affected by the influence of other languages. Its vocabulary was enriched throughout different periods of time by the introduction of foreign words derived from a variety of languages. Greece had a significant part in the history of sports and in the development of the terminology that is used in sports due to the fact that it was the country that organized the first ancient Olympic games. As a result of all of these varied influences, Sports English is composed of terms from a variety of languages, which is widely regarded as a benefit of English as an international language.

Kim and Yoo (2014) highlight that in today's world, the relationship between sports and English is getting closer, which is because English communication skills are becoming more important. Furthermore, English proficiency which is sufficient to run international competitions, the ability to understand sports diplomacy, and sports-related articles, and to present at international academic conferences is required (Kim & Yoo, 2014). On the other hand, there is a tendency for GE not to include many of the vocabulary and expressions essential for SE, and sports-related reading and listening resources are seldom studied in GE courses (Kim & Yoo, 2014). As a result of this demand, as Nunan (1999) suggests instead of aiming at fitting students into curricula, curricula should be designed to support students, and another ESP concept known as Sports English should be paid attention to and an in-depth needs analysis should be carried out so that curriculum can be personalized to individual learners in the field of Sports English

Even though there has not been much research done on ESP in Sports English either in Turkey or anywhere else in the world, the ones that have been done suggest that it is a significant area in ESP that has to be addressed. Kim and Yoo's study (2015),

Winter Sports Instructors' Needs and Perception of Sports English Education, in ESP aims to develop new ways to enhance the ESP program. For this reason, the goal of the study was to determine the needs of and perceptions about Sports English Education in disciplines relevant to winter sports. A total of 49 ski instructors filled out a questionnaire to estimate their self-perceived requirements for English training. The most important findings from this research indicated that the vast majority of participants reported that Sports English teaching for Ski instructors is necessary and should be differentiated from EGP, and many wished to receive Sports English teaching with a focus on speaking with various teaching activities.

In this study, participants felt that speaking is the area in which they could most need improvement, and they would like a level-oriented class. Participants also indicated that they want the class to include a variety of activities, such as role-play and simulation, so that they may improve their ability to communicate effectively with the help of further practice. Listening would be another skill that participants would like to practice further with a range of different activities.

Another study by Kim and Yoo (2014), *Sports English Education as English for Specific Purposes (ESP)*, aimed at analysing the perspectives of college students who are majoring in sports-related professions on the implementation of Sports English education. In order to accomplish this goal, a survey was administered to a total of 133 students using a questionnaire that inquired about the students' English language abilities, opinions, and attitudes regarding their participation in general English classes as well as Sports English classes.

Results showed that most of the students had a low interest in learning English. The vast majority of students did not feel confident in their English abilities, and the majority of students believe that studying English was necessary for students of sports. "Better communication skills" was the top reason given for sports students to learn English, followed by "sports exchange opportunities" and "sports diplomacy and international sports events." Majority of students said that taking a Sports English class that focuses on sports is necessary for their career in sports. In addition to this, most of the students expressed the perception that they did not have much confidence in

their ability to speak and listen, which had a direct impact on their level of curiosity and interest.



CHAPTER 3

METHODOLOGY

3.1. Research Design

Case studies investigate a limited in time or space case and explore for contextual information about the case's environment, and to present a complete picture of the situation, it is necessary to collect extensive material from numerous sources (Creswell,2013), and in this study, a qualitative case study approach was adopted to investigate the specific English language needs of Turkish national athletes who prepare for the Olympics and voluntarily attend the Sports English course supported by the government and a private association.

As Yin (2003b) suggests, there are three types of case studies, categorized according to their main purpose: exploratory, descriptive, or explanatory. Yin (2003b) also describes, a descriptive case study presents a complete description of a phenomenon within its context (p.5) The specific English language needs of Turkish national athletes in a Sports English course considering the perceptions of Turkish national athletes, coaches, and English teachers, the approach used in this study is one of a descriptive case study.

According to Yin (2003b), a basic categorization scheme for the types of questions is the familiar series: “who”, “what”, “where”, “how”, “and” “why” in case study research. In this study, the research question was formed accordingly. As Yin (2003) indicates, one of the most important sources of case study information is the interview. Moreover, interviews allow researchers to investigate phenomena that are not directly observable, such as learners’ self-reported perceptions, attitudes, beliefs, and statements about their own emotions (Mackey & Gass, 2022, p.312). In light of this, semi-structured individual interviews were conducted to collect data in the research design process to gather intensive data; participants’ ideas, emotions, and beliefs about the specific English language needs of Turkish national athletes.

The purpose of using interviews was to learn more about learners' present situation (lacks), learning situation (wants), and target situation (necessities) with reference to the Sports English course. At first, the interview questions were developed for three separate participant groups using the Hutchinson and Waters framework for needs analysis. An expert, who has research experience in needs analysis, checked the interview questions. After that, the questions were piloted on a group of national athletes, and the final version of the questions prior to the interviews was revised. In order to gather data from various sources, English teachers, national athletes, and coaches were selected as interviewees to increase the validity and credibility of the results of this particular study. Content analysis was carried out to examine the data gathered from the interviews.

3.2. Research Setting

The study took place at a Sports English course supported by the government and a private association. The aim of the course is to help Turkish national athletes who are preparing for the Olympics with general English and Sports English. Participants were invited to a face-to-face session with their English teachers to meet other athletes and the teachers at the beginning of the course, and they were also informed about the aim and the content of the course, and how to benefit from the course. However, the classes are held online two days a week, and participation was voluntary for the national athletes. The course is planned to continue until the Olympics takes place in 2024 in Paris. At the beginning of the course, a placement test prepared by the teachers who teach the course was set by them, and the classes were arranged accordingly. The content of the course was designed, and materials were prepared by a group of English teachers who are competent in curriculum and material design and teaching in the course at the same time. The course design includes both General English and Sports English content. Lower-level classes had more General English content at the beginning of the course while higher-level classes had more Sports English content.

3.3. Participants

As Creswell (2012) suggests, researchers intentionally select individuals to understand the central phenomenon, and they can gain a wealth of information with the help of this strategy from the participants who are chosen purposefully. In this qualitative case study, purposeful sampling is preferred with the aim of obtaining data from the participants—Turkish national athletes, coaches, and English teachers—who can supply comprehensive data about the specific English language needs of Turkish national athletes.

Participants of the study are five English teachers, six national athletes, and four coaches: fifteen participants in total. The criteria for the participants to be chosen are below.

- For English teachers: to teach general English/ Sports English to national athletes
- For national athletes: to attend international competitions in foreign countries, to participate in the Turkish National Team
- For coaches: to attend international competitions in foreign countries with national athletes, to participate in the Turkish National Team as a coach

Table 2 Detailed Information about Participant English Teachers

Participants	Teaching experience with national athletes	Level of national athletes they teach
English Teacher 1	6 months/2 days a week	Pre-Intermediate/Intermediate
English Teacher 2	6 months/2 days a week	Pre-Intermediate/Intermediate
English Teacher 3	6 months/2 days a week	Elementary
English Teacher 4	8 months/2 days a week	Beginner/Elementary
English Teacher 5	8 months/2 days a week	Beginner/Elementary

Five English teachers teach general English and Sports English to the national athletes at a course supported by the government and a private association (See Table 2.)

Table 3 Detailed Information about Participant Turkish National Athletes

Participants	Age	Level	Education	Type of sports
Athlete 1	21	Elementary	University student/Faculty of Sports Science	Individual sports
Athlete 2	21	Beginner	University student/Faculty of Sports Science	Individual sports
Athlete 3	22	Elementary	University student/Faculty of Sports Science	Individual sports
Athlete 4	20	Elementary	University student/Faculty of Sports Science	Individual sports
Athlete 5	19	Pre-Intermediate	University student/Faculty of Sports Science	Team sports
Athlete 6	19	Intermediate	University student/Faculty of Sports Science	Team sports

Six national athletes are from a variety of branches of Olympic sports. They are attending online courses two days a week. The national athletes are also having Sports English classes at the universities they are currently studying. These national athletes have attended many international games including World Championships and European Championships (See Table 3.)

Table 4 Detailed Information about Participant Coaches

Participants	Experience with national athletes	Type of sports
Coach 1	10 years	Individual sports
Coach 2	7 years	Individual sports
Coach 3	4 years	Team sports
Coach 4	5 years	Team sports

Four coaches are from different branches of Olympic sports. They have been training in Turkish National Teams for years and traveling with Turkish national athletes when they attend international games (See Table 4.)

3.4. Data Collection Tool

Semi-structured interviews were made to collect data in the present study. Individual interviews were conducted in this research since they are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably (Creswell,2012, p.218). Face-to-face interviews took place where it would be comfortable for the volunteer participants.

As Mackey and Gass (2022) suggest depending on the research question and the resources available, interviews can also be conducted in the learner’s L1, thus interviews with the national athletes and the coaches were conducted in Turkish. Interviews with Turkish English teachers were carried out in Turkish, whereas English was used for the interviews with native English teachers.

Table 5 Summary of Data Collection Process

Participants	Source of data	Length of the interviews	Data collection period
English Teachers	Individual Interview	30-40 minutes	April and May 2022
National Athletes	Individual Interview	30-40 minutes	May and June 2022
Coaches	Individual Interview	30-40 minutes	May and June 2022

It was challenging for Turkish national athletes and coaches to find time for the interviews since they had to go to international competitions and train for the competitions. Therefore, the interviews were carried out over two months period, which was a little bit longer than the planned time (See Table 5.)

The semi-structured interview questions (See Appendix 1) were formed considering the framework that Hutchinson and Waters use to define target needs and learning needs (Hutchinson & Waters, 1987). Ten interview questions were created for three different groups of participants using the Hutchinson and Waters framework for the needs analysis. The interview questions for the various participant groups all adhere to the same framework while examining the unique English language requirements of Turkish national athletes. Interviews were conducted according to the guide to get responses to all the questions. But occasionally, when I felt that a topic needed more debate, there were talks outside the interview guide.

Before the interviews, participants read the consent forms (See Appendix 2) and signed them. The volunteer participants were informed about the recording process and the interviews were recorded with the kind permission of the volunteer participants. While doing the interviews, brief notes were also made. The recordings of the interviews were transcribed, and an expert, who has experience in transcription and proofreading, checked the transcription to ensure the accuracy of the data. It was found that the transcription was accurate.

3.5. Data Analysis

As Fraenkel, Wallen, and Hyun (2012) suggest content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications. Therefore, the primary method for analysing the information obtained from the semi-structured interviews with the fifteen volunteer participants in this qualitative study was content analysis. “Six main steps of content analysis in qualitative research are organizing the data for analysis; the process of coding data; using the codes to develop a more general picture of the data; representing the findings; making an interpretation of the meaning of the results and conducting strategies to validate the accuracy of the findings” (Cresswell, 2012, p.237).

The interviews were recorded, and the recordings were then transcribed. Since the majority of the transcription was in Turkish, it was translated into English. A professional in translation and interpretation proofread the translation. The notes taken throughout the interviews and the data collected from the interviews were read numerous times. The data was reviewed to create codes, and then the data was named using the codes that were created. After creating a list of codes, the themes were identified by analysing the similarities and differences between the codes. The codes were organized by grouping together those that were similar into themes and describing the connections between them. The framework to organize the data was established at the end of the coding and theming process. By using this technique, the data was arranged and explained in a way that the readers could comprehend. Another researcher, who has experience in content analysis, also reviewed the data to create codes and themes. The data provided by two researchers were compared to make sure that the interpretations were consistent. The results showed that the data was consistent. Citations from the interviews were used to narrate the findings, and further explanations by the researcher were provided in order to make data more comprehensible, have implications from the findings, and highlight the significance of the findings.

3.6. Reliability and Validity

English teachers, Turkish national athletes, and coaches made up the three groups of participants in this qualitative study to triangulate the data sources as the triangulation among different data sources enhances the accuracy of a study (Creswell, 2012, p.259). In other words, since triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research (Creswell, 2012, p.259), data was gathered from three separate groups of participants, including English teachers, Turkish national athletes, and coaches, in order to triangulate the data sources. Mackey and Gass (2022) suggest using the technique of triangulation can aid in the credibility, transferability, and dependability of qualitative research.

In qualitative research, reliability often refers to the stability of responses to multiple coders of data sets, that is, the utilization of multiple coders to assess transcript data is the foundation for the intercoder agreement (Creswell, 2013, p.253). To ensure intercoder reliability, the data was also examined by another researcher, who developed codes and themes. To ensure that the interpretations and codes were accurate, the data supplied by two researchers were compared.

To check the accuracy of their research, qualitative inquirers often employ validation procedures such as member checking, triangulation, and auditing, and the purpose of validation is to obtain proof of the validity of the data in the qualitative report from participants, outside reviewers, or the data sources themselves. (Creswell, 2012, p.262). The translation of the script of the interviews was edited by a specialist in translation and interpretation to make sure that the translation is accurate.

3.7. Researcher's Role

In this study, the role of the researcher was to provide the volunteer participants with a safe atmosphere for the interviews in order to understand, analyse and interpret the specific English language needs of Turkish national athletes. It was ensured that

the interviews were conducted in a friendly atmosphere in which the participants felt safe and comfortable.

3.8. Data Collection Procedure

Since the national athletes and coaches had to travel abroad multiple times to attend international competitions, the data collection process took around two months. Before data collection, a request for approval from the research ethics committee was made to the TED University Human Research Ethics Committee (See Appendix 3). Additionally, requests to the Ministry of National Education and the Ministry of Youth and Sports for research approval were granted (See Appendix 4 and 5). It took around five months to get permission from the institutions. After receiving approvals, participants' email addresses were received, and volunteer participants were invited to face-to-face interviews. Individual semi-structured interviews were the main data source.

3.9. Ethical Considerations

Research approvals from TED University Human Research Ethics Committee (29.12.2021/11454), the Ministry of National Education (08.04.2022/15135), and the Ministry of Youth and Sports (24.02.2022/E-36592570-604.02-1948941) were granted. Consent forms were introduced to the participants before the interviews, and participants were informed about the confidentiality of the interviews. Volunteer participants were assured that all the recordings would be stored on a computer with a password in a locked office, and their identities would be kept confidential. Participants were also informed that the recordings would be named as pseudonyms and kept in the researcher's password-protected computer in her locked office. In this study, the anonymity concept was applied using pseudonyms.

CHAPTER 4

FINDINGS

4.1. Content Analysis of the Data Obtained from the English Language Teachers

4.1.1. English Language Teachers' Thoughts about National Athletes' Need to Learn English

English teachers' thoughts about national athletes' need to learn English are stated in Figure 4. As the figure states, all participants in the English language teaching program noted that it is necessary for Turkish national athletes to develop their English language skills; more specifically, English teachers observed that Turkish national athletes require English for a variety of reasons that are solving problems, following their field of sport, expressing themselves, feeling more confident, and using the language as lingua franca.

One of the teachers stated: *“As far as I know, they [national athletes] should absolutely learn English. Imagine that you're trying to be a superstar, or win a competition, an international competition, and you're not able to express yourself in English. It would be a shame, and for this reason; they should absolutely start, or they should absolutely learn [English].”*

Four of the participant teachers also stated several specific reasons why national athletes need to learn English. An English teacher indicated that national athletes should learn English *to solve their problems*, and one teacher stated: *“Because when they [the national athletes] go abroad for international competitions like the Olympic Games, they need English to solve problems. Supposing that they [the national athletes] face a problem, or they believe the referee made a wrong decision in an international competition, and they don't know English, this means that they can't defend themselves [in English].”* Another teacher stated: *Following developments in the athletes' fields* is another reason for them to learn English. One teacher said: *“I*

also believe that it [knowing English] is also essential to follow developments in their fields. We can't make progress by following the developments in our country only. The students [Turkish national athletes] need to follow them [new techniques and strategies] and share information with the other athletes via forums. They can do this by using English since the sources are limited in Turkey. They do with what their coaches give them in Turkey unless they know English. Moreover, they [national athletes] do with books and articles in Turkish, but many books and articles are written in English around the world."

Lastly, two of the teachers stated that *expressing themselves* is one of the reasons for national athletes learn English, that is, it is crucial for the athletes to express themselves both in oral and written ways. One of them highlighted the importance of expressing themselves in English: *"First of all, they [national athletes] are representing their country and they should present themselves without a translator and interpreter."*

According to one of the teachers, national athletes should learn English *to feel more confident and to use it as a lingua franca*. The teacher indicated: *"English is the most common language, lingua franca. When you watch the Olympic Games, you see that the athletes who can express themselves in a foreign language, in English, are more confident. Furthermore, the way people who communicate with them differs."*

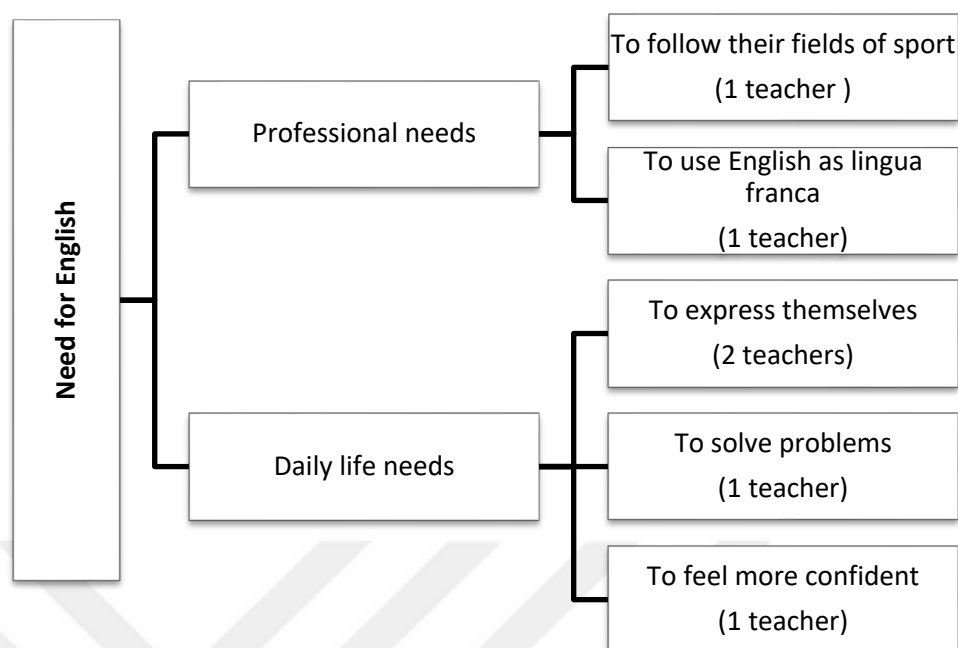


Figure 4. Opinions of English Teachers about National Athletes' Need

4.1.2. English Language Teachers' Thoughts about Whether National Athletes Can Use English Effectively in International Games Considering the Difficulties They Face

English language teachers' thoughts about whether national athletes can use English effectively in international games considering the difficulties they face are summarized in Figure 5. As the figure suggests, Turkish national athletes experience anxiety problems and lack of self-confidence. They also have difficulties in oral communication, and they may lack language knowledge. Teachers indicated that the athletes *use English effectively and express themselves* when they attend international competitions: "... I do have a good student [a national athlete] of mine, and recently she went to Greece, and she won a competition. It's international. She said "since I won, and I got on the stage, and I expressed myself in English."” On the other hand, four teachers expressed that national athletes *cannot use English effectively* when they attend international games. A teacher talked about his/her observation: "These athletes are struggling with expressing themselves in English." Because of this, it is necessary

for national athletes to be accompanied by a translator whenever they travel to another country in order to compete in international sporting events.

Teachers emphasized that it is not easy for national athletes to compete internationally because they confront a variety of challenges. Some particular instances were expanded by the teachers.

One teacher indicated that the athletes *deal with anxiety problems*: “Generally, when Turkish athletes go there [international games], they have a state of anxiety, a state of hesitation, and fear if I make a mistake when I try to speak English. The child [national athletes] withdraws because he is afraid to speak, to express himself.”

Another teacher raised that the national athletes *lack language knowledge*: “When they [national athletes] attend competitions, they want to communicate with other athletes, but they can’t because of their lack of language.”

Two of the teachers mentioned that the athletes *deal with lack of self-confidence*. One stated a serious problem: “Because of their lack of language, they [national athletes] lose self-confidence.” Another difficulty raised by two teachers is that the athletes have *difficulties in oral communication*. This difficulty may arise in the games: “...yes, they [national athletes] have a hard time talking to the referees. They cannot understand what is being spoken in a communicative sense [during the game.]”

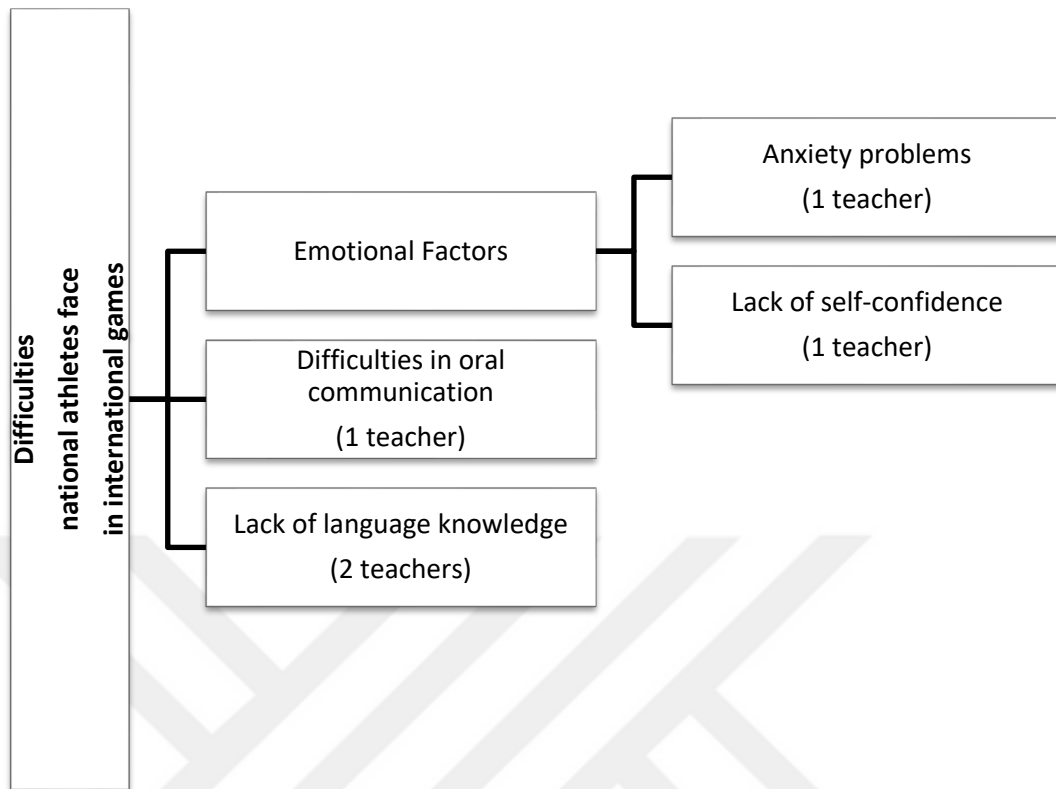


Figure 5. Thoughts of Teachers about the Difficulties National Athletes Face in International Games

4.1.3. English Language Teachers' Thoughts about Which Language Skills National Athletes Need the Most and What Kind of Difficulties They Have in Those Skills the Most

English language teachers' thoughts about which language skills national athletes need the most and what kind of difficulties they have in those skills the most are stated in Figure 6 and Figure 7. Figure 7 also clarifies the causes of the difficulties. Opinions of English language teachers were gathered regarding which language skills athletes need the most and which kind of challenges they face the most. It was determined that the most important skills for athletes to develop are listening and speaking. Four teachers mentioned that Turkish national athletes need both *listening and speaking skills* the most. One of the teachers summed up the concept by saying

that athletes want a language in which they can explain themselves and their job in the smallest amount of time possible. A teacher highlighted that the athletes need to *understand different accents* as well: “...in competitions, they [national athletes] communicate with people with different accents which they haven't heard before and that's a difficulty for them to understand those accents, so understanding of the accents could be an important skill they need.” One teacher indicated that the athletes need *speaking skill* the most.

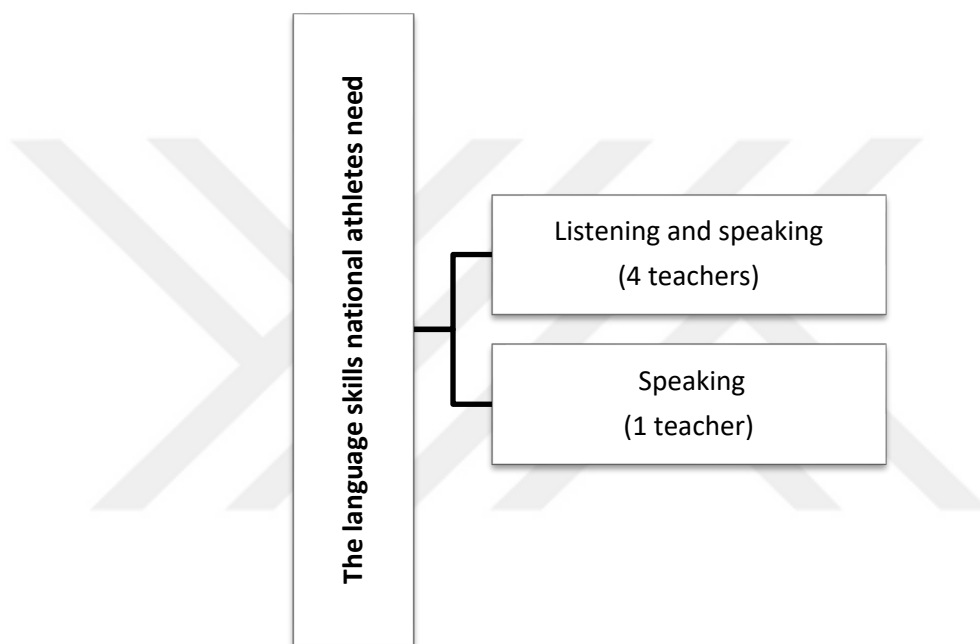


Figure 6. Thoughts of Teachers about the Language Skills National Athletes Need

Teachers also defined the language skills that the athletes struggle with the most, and they provided explanations for why this is the case. One of the teachers mentioned that the athletes struggle with their *speaking skills*, both when it comes to *speaking for production* and *speaking for interaction*, and she/he mentioned that *the personality of the athlete* has an influence on this: “*The thing is the extroverts the social ones [national athletes], they don't have problems with the production because they are already you know... they're trying their best, but the introverts [national athletes] ...they have problems with production.*”

Furthermore, two English teachers indicated that the athletes mostly *have difficulty in listening and speaking skills*. They also mentioned that the athletes have a *hard time in speaking for production and speaking for interaction*. A teacher thought

that the reason why they have difficulty in speaking is *emotional*, and also stated that the athletes have difficulty *in listening* since they are exposed to *a lot of input in a short time*. The teacher also added that it might be about *emotional factors*. He believed that negative emotions come into play while listening and speaking because the athlete needs to be able to understand a *high amount of input in a short time*. Another teacher stated that the athletes have *difficulty in listening and speaking* because of their *limited vocabulary*. Another teacher thought the athletes have *difficulty in speaking* because *it is difficult for them to make sentences in English*: “They have difficulties in improving their speaking skills. They have problems in terms of making sentences, and word order...” It is important to highlight that the teacher who thinks the athletes have difficulty in making sentences when they speak in English teaches at the beginner level.

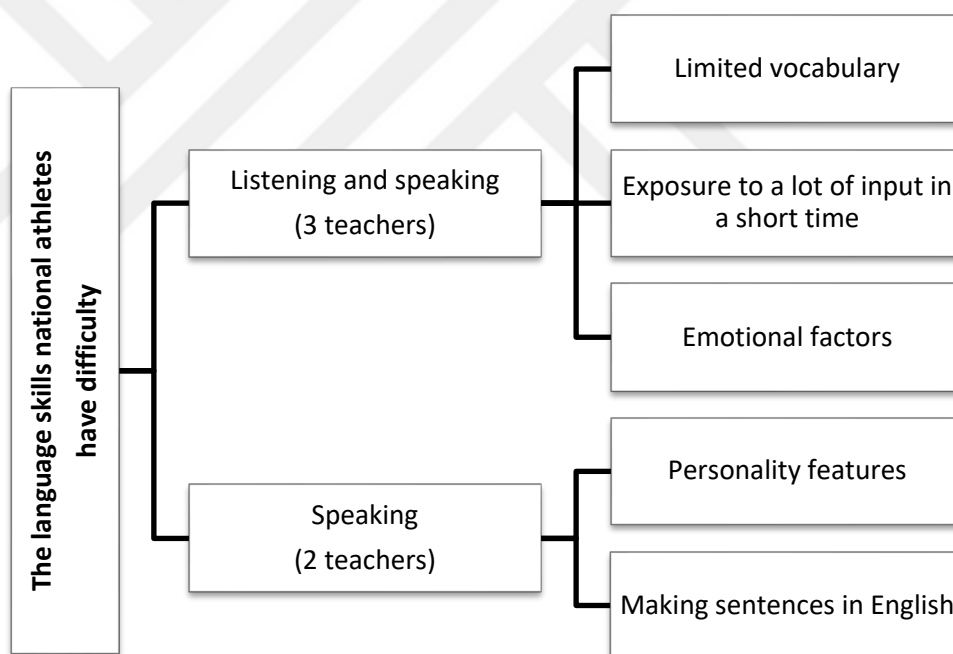


Figure 7. Thoughts of Teachers about the Language Skills National Athletes Have Difficulty

4.1.4. English Language Teachers' Understanding of Sports English

English language teachers' self-perceptions and definitions of Sports English are shown in Figure 8. Teachers were asked to identify 'Sports English' since they teach an ESP course, and two teachers defined 'Sports English' as *English for specific purposes*. They emphasized the importance of *'need and purpose'* in ESP and they added that because of these two, the content is also different in ESP. A teacher described 'Sports English' as *a dialect*, and the other two teachers identified 'Sports English' as *terminology*, and they highlighted its difference with GE. *"It's different from General English of course. The terminology and the words which are preferred are unique to their own fields."*

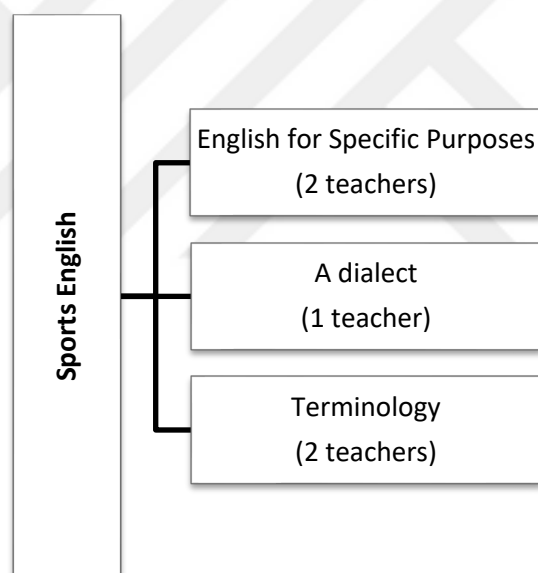


Figure 8. Teachers' Definition of Sports English

4.1.5. English Language Teachers' Thoughts about National Athletes' Need for Sports English

All participant English language teachers mentioned that the national athletes *need to learn Sports English together with General English*. They also made it clear that these athletes have specific goals. A teacher indicated: *"These athletes have*

specific goals; to represent our country in the Olympics. They need Sports English when they take part in international games.” Another teacher indicated: “I’d say they [national athletes] need both [Sports English and General English] because they must have common English [General English] before they learn Sports English so depending on their level, they would need a Sports English course for sure.”

4.1.6. English Language Teachers’ Thoughts about the Situations in Which National Athletes Need to Use Sports English Terminology

Thoughts of English language teachers about the situations in which national athletes need to use Sports English terminology are presented in Figure 9. The situations they need terminology the most are international competitions and press interviews. Three English teachers indicated that national athletes need Sports English the most when they attend international competitions: *“They [national athletes] use it to communicate with other athletes in competitions. They would need terminology, and they need it in the sense that they must compare their results against other athletes in competitions as well.”*

Other teachers stated that national athletes need Sports English the most when they do interviews with the press. *“For example, the athlete won the competition, and of course, the ability to speak in front of a press must also be developed. He [the national athlete] needs to know that terminology while talking there. After winning a game or a match, he needs to be able to talk about his field when a microphone is given during an interview.”*

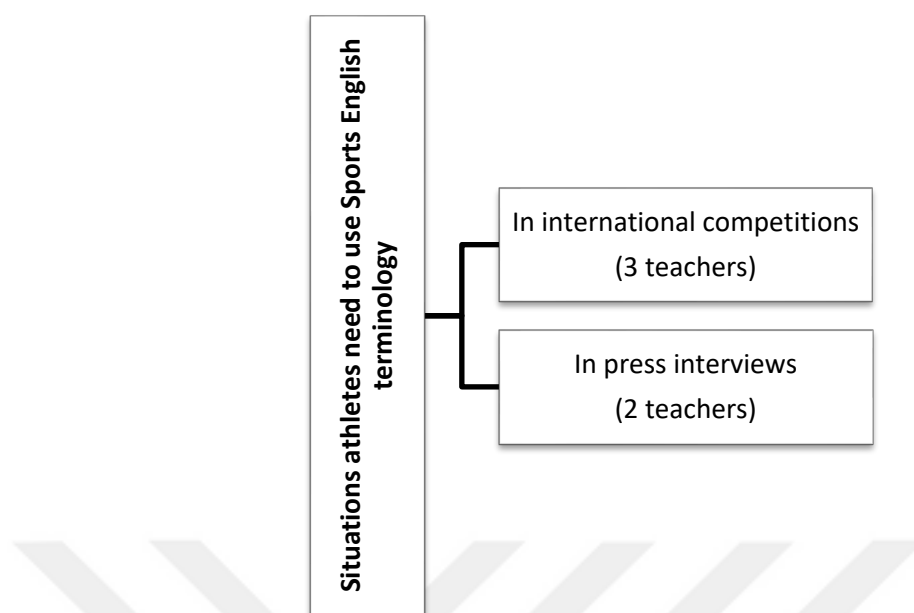


Figure 9. Thoughts of Teachers about the Situations in which Athletes Need to Use Sports English Terminology

4.1.7. English Language Teachers’ Thoughts about What Motivates National Athletes to Learn Sports English

Opinions of English language teachers about what motivates national athletes to learn Sports English are stated in Figure 10. As the figure presents, some teachers believe that the athletes are motivated, others indicate that they lack the motivation to learn Sports English, and the level of motivation of national athletes to learn Sports English is dependent on a number of different factors.

The majority of the participating teachers agreed that the national athletes are driven to improve their Sports English skills. Instructors stressed a wide range of variables that serve as sources of inspiration for the athletes. Two English teachers mentioned that “*being able to answer the questions in the interviews and not facing a language barrier*” motivates them the most: “*If they [national athletes] go to the Olympics in the future, they will be able to speak English there. For example, when a microphone is given, they can speak and respond in English. There should not be a*

barrier for them because of the language. That's what motivates these athletes." Moreover, a teacher expressed that *time* motivates them the most and also believed that when a national athlete speaks English, it helps him/her *to save time to do more training*: "Learning English takes too much time. They're already dedicated athletes to do their sports. They need enough time to be able to do more training. Therefore, when they learn English, they can save time."

Another English teacher said that the motivation of national athletes depends mostly on *their personal desires and ambitions* and mentioned that their motivation to learn Sports English is *correlated with their target in sports*. The teacher highlighted that the athletes' motivation depends primarily on their success in the sport they do.

On the other hand, one teacher mentioned that national athletes may *not have a strong motivation* to learn English because they spend most of their time for training: "They constantly say that I need to do lots of training, so I don't have enough time."

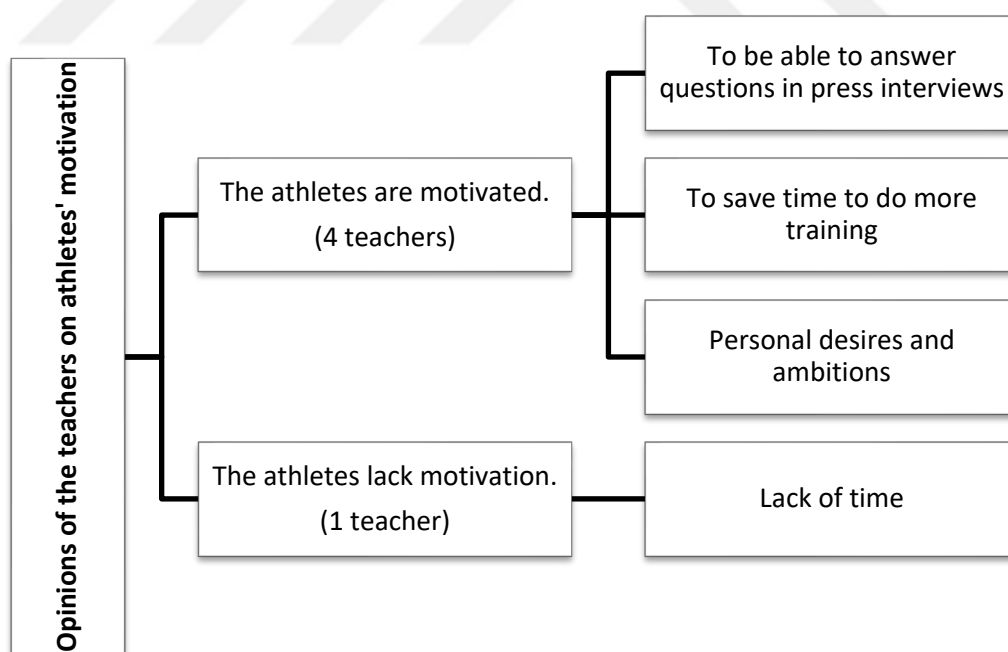


Figure 10. Opinions of the Teachers on Athletes' Motivation to Learn Sports English

4.1.8. English Language Teachers' Thoughts about What National Athletes Gain out of Being Proficient in English

Opinions of English language teachers on what national athletes gain out of being proficient in English are presented in Figure 11. According to the results of the interviews, there was an agreement among all of the participating English teachers that the Turkish national athletes would benefit significantly from developing their English language skills. Personal gains can be listed as gaining self-confidence and the skill of expressing themselves and solving problems. They also make professional gains such as reading the theory in their fields, communicating with international coaches, and continuing their professional careers in foreign countries.

To start with, three of the participant teachers stated that the national athletes will *gain self-confidence* when they become proficient in English. A teacher stated: *“As an athlete, they would gain confidence. It's difficult for them to see other countries' athletes representing their country and speaking English perfectly when there are other athletes that speak perfect English. I'm sure that they get extremely shy.”* Furthermore, the other two teachers said that national athletes will *gain the skill of expressing themselves* when they become proficient in English, and they believed that the athletes could *express themselves on international platforms* if they are proficient in English. One teacher also highlighted that the athletes will be able to *read the theory in their fields and solve problems they face in competitions* when they become proficient in English: *“If they [national athletes] experience problems there [in the Olympics], they will be able to solve it. They may need to read to advance themselves in their fields and find the opportunity to learn new things.*

Another advantage that the athletes would gain is that they are able to *communicate with international coaches and continue their professional careers in foreign countries* if they are proficient in English. One teacher clarified: *“... this is crucial for these children [national athletes] in terms of the language used by the coaches they will work with, in terms of being able to work not only with Turkish coaches but also with foreign coaches in the international camps, perhaps in terms of continuing their professional sports in different countries.”*

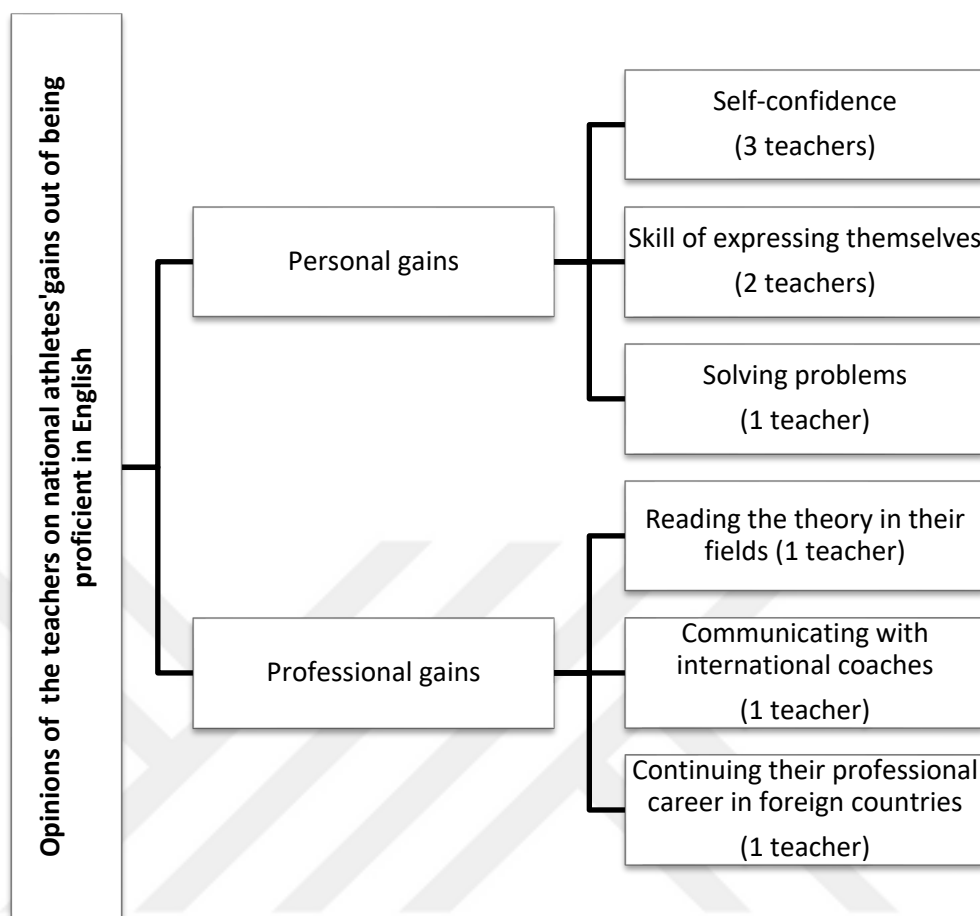


Figure 11. Opinions of the Teachers on National Athletes' Gains out of Being Proficient in English

4.2. Content Analysis of the Data Obtained from Turkish National Athletes

4.2.1. Turkish National Athletes' Thoughts about Their Need to Learn English

Reasons of the athletes to learn English are presented in Figure 12. As the figure indicates, all national athletes agreed that they need to improve their English language skills because English is lingua franca, they need to communicate in English in international games, and they need to make friends. These athletes travel several times a year to take part in a wide range of international competitions in different parts of

the world. One of the athletes mentioned the significance of being able to communicate in English: *“In my opinion, as national athletes and even as an athlete community, we definitely need to learn English.”*

They also specified the reasons why they need to learn English. Two of them stated that they need to learn English because it is *a common language*. By ‘common language’, they meant English as lingua franca. In addition, three of them mentioned that they need to learn English as national athletes *to communicate with people when they go abroad to attend international competitions*. One of the athletes gave an example: *“We went to Italy and Lithuania last year. We couldn’t communicate with people there.”* One of the athletes also indicated that they need English *to make friends*. Participating in international sports events provides these athletes the opportunity to network with other athletes from all around the world who compete in the same sports as them. They will have the chance to meet athletes from all over the world who have interests that are similar to theirs and talk about their particular branch of the sport, which is a fantastic opportunity for them. In this situation, the fact that English is a global language plays a crucial part in communicating with other athletes.

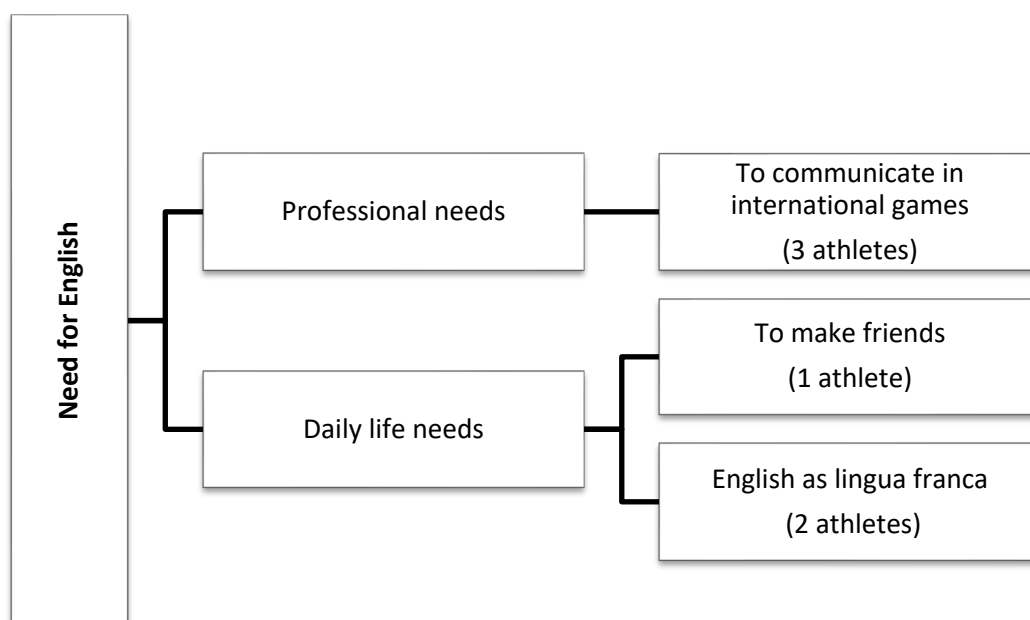


Figure 12. Reasons of Athletes to Learn English

4.2.2. Turkish National Athletes' Thoughts about the Situations in Which They Need to Use English When They Go Abroad to Attend International Games Considering the Difficulties They Face

Opinions of Turkish national athletes about the situations in which they need to use English when they go abroad to attend international games considering the difficulties they face are stated in Figure 13 and Figure 14. They use English both in their professional life to communicate with referees and the staff and in their daily life.

The national athletes were asked about the situations in which they needed the English language the most, and all six athletes prioritized that they need English the most to meet their daily life needs in a foreign country when they travel to attend international games. They need English when they are in the hotel when they do shopping in their free time, when they go to a café or when they are at the airport.

One of the athletes indicated: *“Since we can't eat every meal, we have a special diet, and we can't easily talk to the chefs there. We try to help each other, but it's not enough. In this case, we need English to communicate with them.”* On the other hand, a number of athletes stated that they also need English to communicate with people during the games.

Two athletes indicated that they need English *to communicate with the staff* in the games. Athletes specified that they need English the most in the doping control process before the games. The other two athletes highlighted they need English *to communicate with the referees* during the games. One athlete said: *“... the referee makes a decision and I need to ask something to the referee, but I can't. Also, there are table referees who are telling you something in English, but you cannot answer because you need English to talk to them.”*

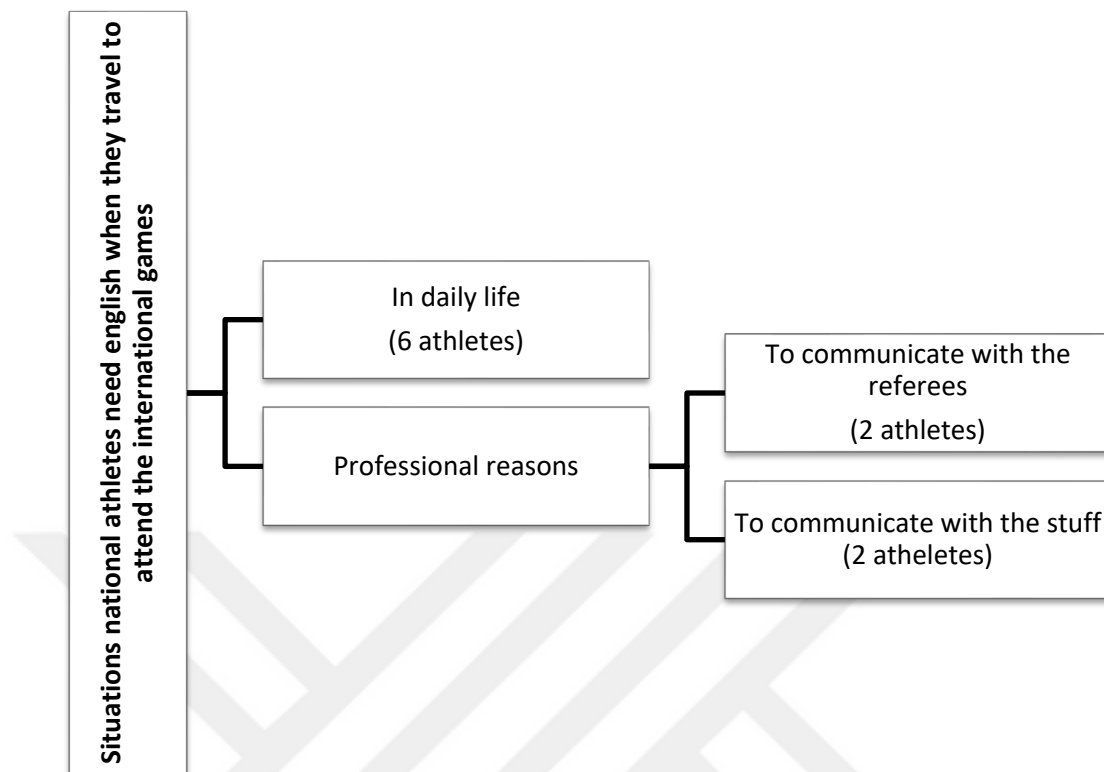


Figure 13. Opinions of Athletes on the Situations They Need English When They Travel to Attend the International Games

The athletes also specified the difficulties they face when they need to speak English in the games. Four of the athletes indicated that they need English *to communicate with other athletes*. One of them said: *“There was a foreigner who wanted to meet me. He was my rival, and he spoke English very well. However, we could not establish a friendship because I could not speak English without my coach with me. I had a lot of trouble here.”* Furthermore, two of the athletes mentioned that they have difficulty *communicating with the referees* in English in the competitions.

Most of these athletes have become world champions in competitions they attend, or they are chosen ‘best player’. The press wants to have an interview with them. However, the athletes may have difficulty if they have a lower level of English, which makes them frustrated. An athlete stated that they have difficulty expressing themselves in press conferences. The athlete also gave an example: *“I was the world champion, and we went to a meeting with the selected athletes. I could not understand*

what was said there. There was a press conference after the meeting with the other award-winning athletes, I couldn't talk there. I was very upset.”

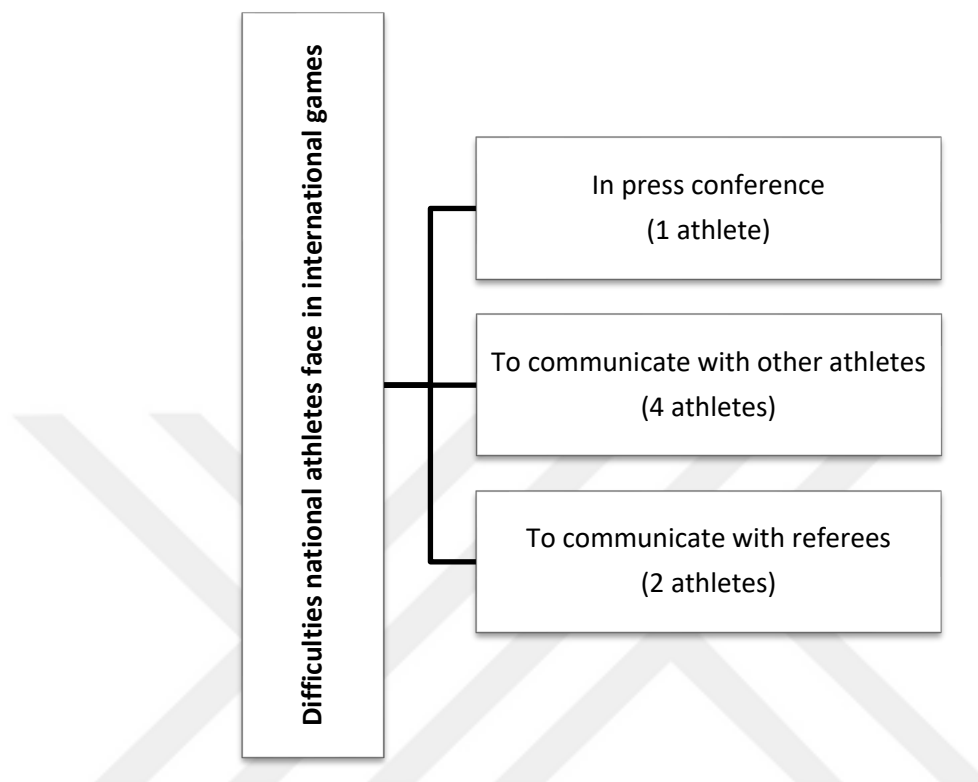


Figure 14. Opinions of Athletes on the Difficulties They Face When They Use English in International Games

4.2.3. Turkish National Athletes' Thoughts about Which Language Skills They Need the Most and What Kind of Difficulties They Have in Those Skills the Most

Thoughts of Turkish national athletes about which language skills they need the most are presented in Figure 15. As the figure suggests, the participating national athletes identified the language skills that are most important to them, and they also ranked the difficulty of the language skills in which they struggle. Majority believed they need *speaking skill* the most. Five athletes emphasized that they need to communicate in English, and speaking is the area in which they require the most improvement. The national athletes also mentioned that while they can listen in some capacity when they need to communicate with an international athlete, they are unable

to speak effectively. One of the athletes summarized: *“I need speaking skill the most because we need oral communication most of the time, not written.”* On the other hand, one athlete mentioned that he/she needs to improve both his/her *listening and speaking skills*.

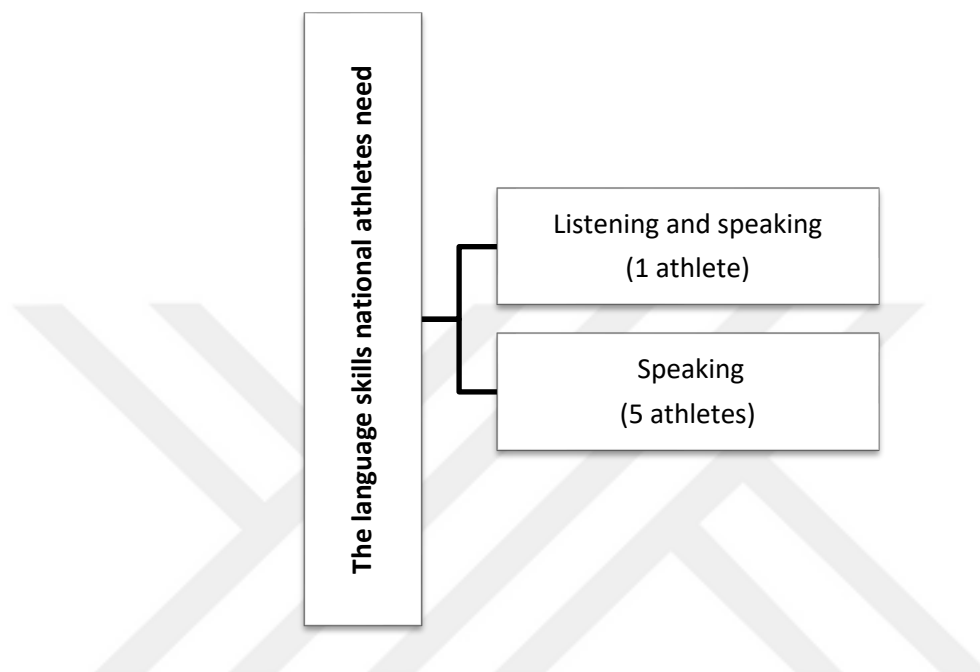


Figure 15. Thoughts of Athletes about the Language Skills They Need

The opinions of athletes about what kind of difficulties they have in those skills the most are presented in Figure 16. The data collected from the national athletes revealed that *speaking* is the most difficult skill for them when they need to communicate in English. One of the athletes mentioned: *“When a referee says something in the game, I can understand, but I cannot answer in English. I cannot make sentences in English, and I get nervous.”* Moreover, one of the athletes indicated that he/she has difficulty in both *listening and speaking skills* while another athlete mentioned *reading* as a difficult skill. The athlete stated: *“I’m having trouble with reading. I think it may be because I don’t know the rules, or it may be because I have difficulty with English grammar.”*

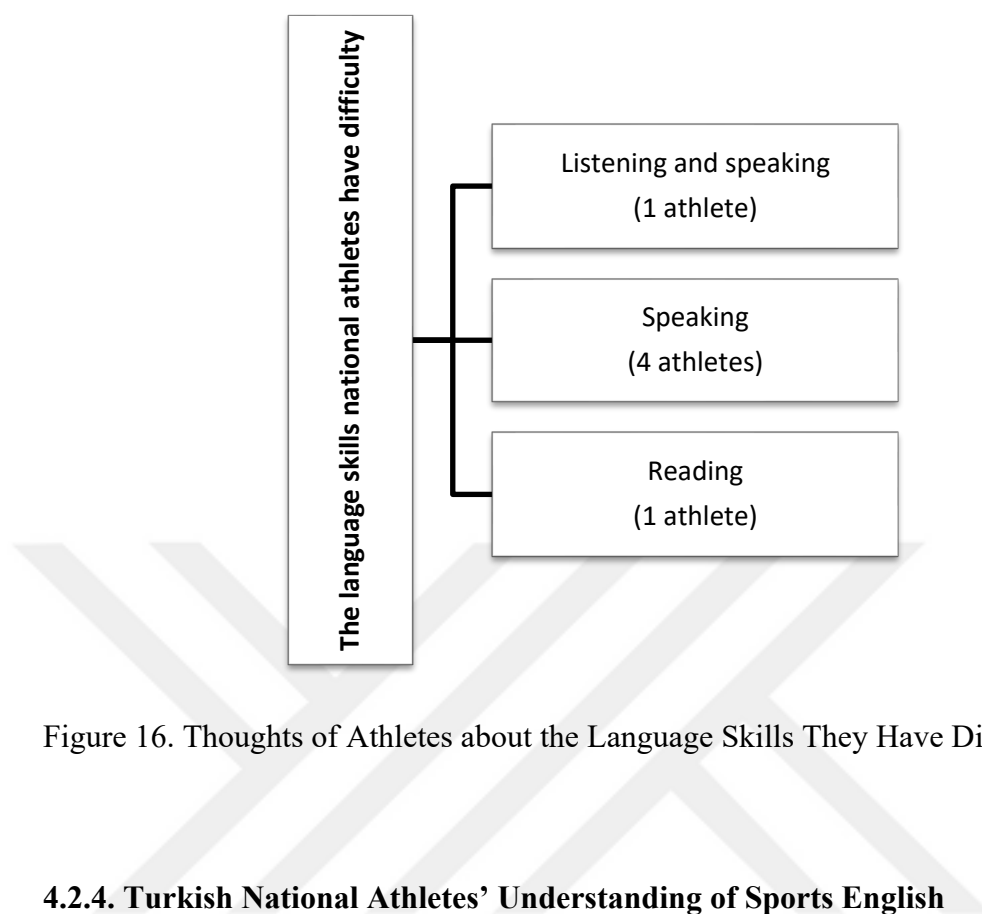


Figure 16. Thoughts of Athletes about the Language Skills They Have Difficulty

4.2.4. Turkish National Athletes' Understanding of Sports English

Turkish national athletes' self-perceptions and definitions of Sports English are stated in Figure 17. According to the responses, the majority of national athletes who participated described "Sports English" as *terminology*. They provided some instances of the phrases that are used in their respective fields and said, "*We have particular terms. When they break a new record, they may say "new record," "good lift," or "no lift."*" On the other hand, two national athletes identified "Sports English" as *the language that coaches and referees use*, while one athlete classified it as *a language that is specialized to the branches*. In a nutshell, the players didn't formally define the term "Sports English," but they did define it based on their own experiences in communicating in English.

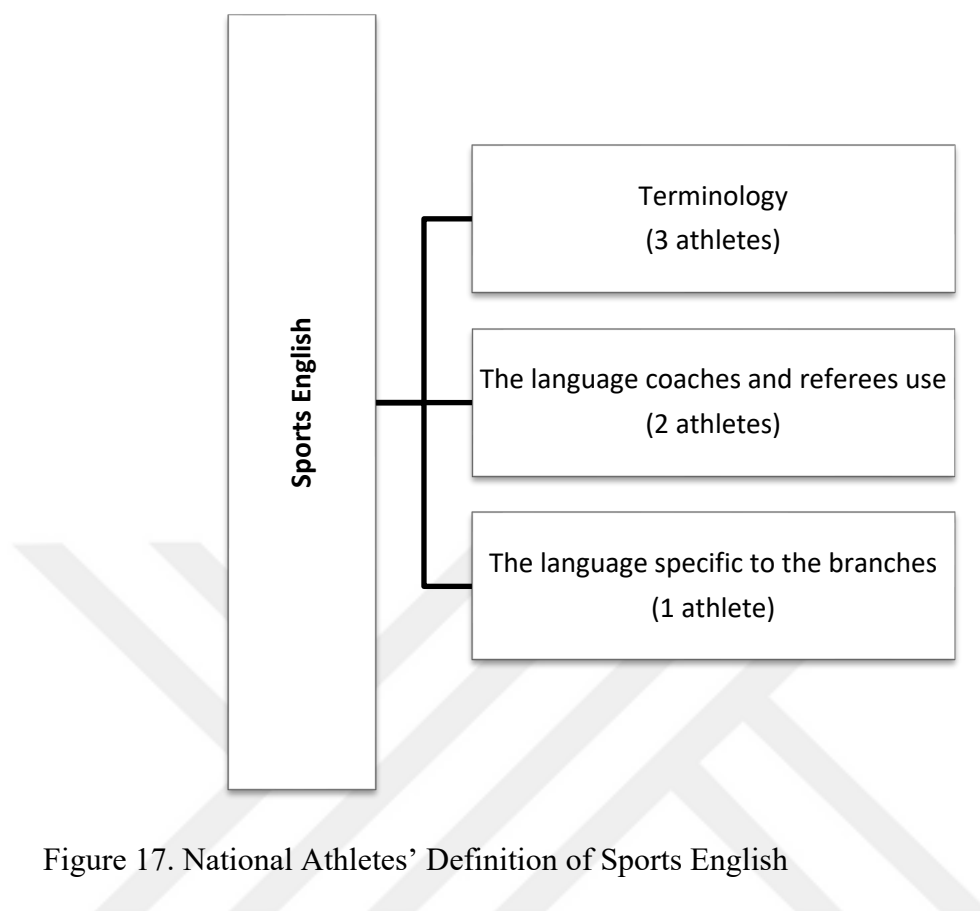


Figure 17. National Athletes' Definition of Sports English

4.2.5. Turkish National Athletes' Thoughts about the Situations in Which They Need to Use Sports English Terminology

Turkish national athletes' thoughts about the situations in which they need to use Sports English terminology are highlighted in Figure 18. They need the terminology in international competitions, they also need it when they talk to other athletes, coaches and referees, and when two referees talk to each other in the games, the athletes want to understand them.

Findings showed that all of the athletes competing for the Turkish national team believed they needed Sports English terminology *in international competitions* the most. This means that when these athletes take part in international games, there are times when they need to express themselves in English using terminology specific to Sports English. Moreover, four of the participant athletes indicated that they need

Sports English terminology to talk to foreign athletes, coaches, and referees in and out of the international games.

One of the athletes expressed: *“In European championships, all teams stay in the same hotel. There is such a rule. Of course, we try to chat with other athletes there. We want to talk about the game. We want to talk about tactics with other coaches, but we cannot express ourselves. We don’t understand some terms in our field and need to check from dictionary. We cannot find these terms in the dictionary either.”* An athlete said he/she also needs Sports English when the referees talk to each other during the games. He/she mentioned: *“When two referees talk about my performance or the rules, I want to tell my opinion, but I cannot understand them since they use the terminology.”*

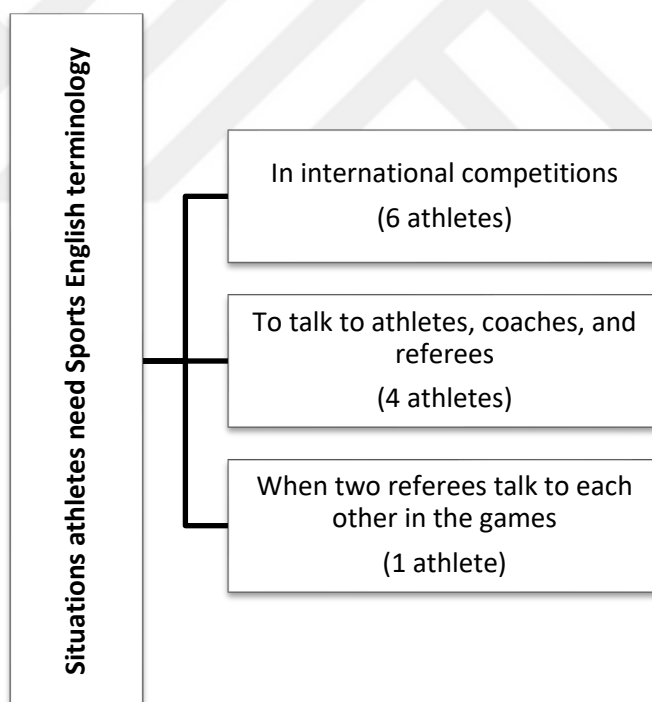


Figure 18. Thoughts of National Athletes about the Situations in which They Need Sports English Terminology

4.2.6. Turkish National Athletes' Thoughts about What Motivates Them to Learn Sports English

Turkish national athletes' thoughts on what motivates them to learn English are presented in Figure 19. As the figure highlights, all athletes indicated that they are motivated to learn English, and there are a variety of different factors that might have an impact on the type of motivation that national athletes want to learn Sports English. Moreover, these factors are mostly professional.

It is seen that two of the participating Turkish national athletes are motivated to learn Sports English as they want *to play in a foreign country*. These athletes think that when they go to a foreign country, they will face some problems because of lack of language. That's why they try to improve their English language skills. One of the athletes mentioned: *"My biggest dream is to play in Europe. I will go there alone, and no one will be with me. I will not be able to communicate with my teammates there and will not be able to communicate with my coach. Most importantly, this motivates me."* Moreover, the other two athletes indicated that being able *to communicate with foreign athletes and coaches* motivates them to learn Sports English the most. An athlete said: *"By learning different training programs with different athletes, different coaches, or establishing good communication with them outside of Turkey, I like to improve my language a little more and express my own problem to the other side in a comfortable way without needing anyone."*

Another national athlete stated that his/her biggest dream was to go to the Olympics, which motivated his/her to learn Sports English. The athlete indicated: *"I really want to go to the Olympics. If I give a speech when I receive a medal there, I would like to give it in English. I want to make my country and my family proud. I always dream of this moment, and it motivates me to learn English."* Another athlete highlighted that speaking English will *save time* for him/her to do more training and this motivates him/her a lot.

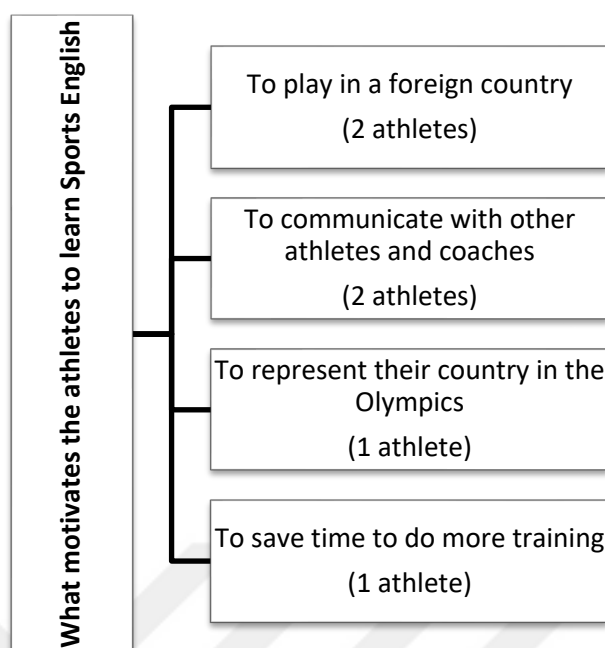


Figure 19. Opinions of Athletes on Their Motivation to Learn Sports English

4.2.7. Turkish National Athletes' Thoughts about What They Gain out of Being Proficient in English

The athletes' thoughts about what they gain out of being proficient in English are summarized in Figure 20. These gains; communicating better in English, building up a network and becoming self-sufficient were identified as both professional and personal. As the figure presents, all Turkish national athletes were aware of the fact that having a strong command of the English language would provide them with a significant advantage in their professional lives. Some athletes claimed that they would be able *to communicate more effectively* after they have mastered the English language. They do not need the assistance of a translator while speaking with other athletes and coaches.

Two more athletes stressed the need of establishing strong relationships with their peers. They felt that if they used decent English, they would be able to create networks with professionals from other countries working in their fields. An athlete highlighted: “*Being a Turkish national athlete is different from being a (his/her branch*

of sports) player only. Being a (his/her branch of sports) is just competing in the game but being a Turkish national athlete and being a person of the world is something else entirely. At the same time, you will communicate with people, chat, talk about things, create the network, and represent your country as a Turkish national athlete.” An athlete believed that being proficient in English would also mean becoming self-sufficient. Overall, every single one of the participant athletes competing for the Turkish national team was well aware of the fact that having a strong command of the English language would offer them a significant benefit in their future careers in their branch of sports.

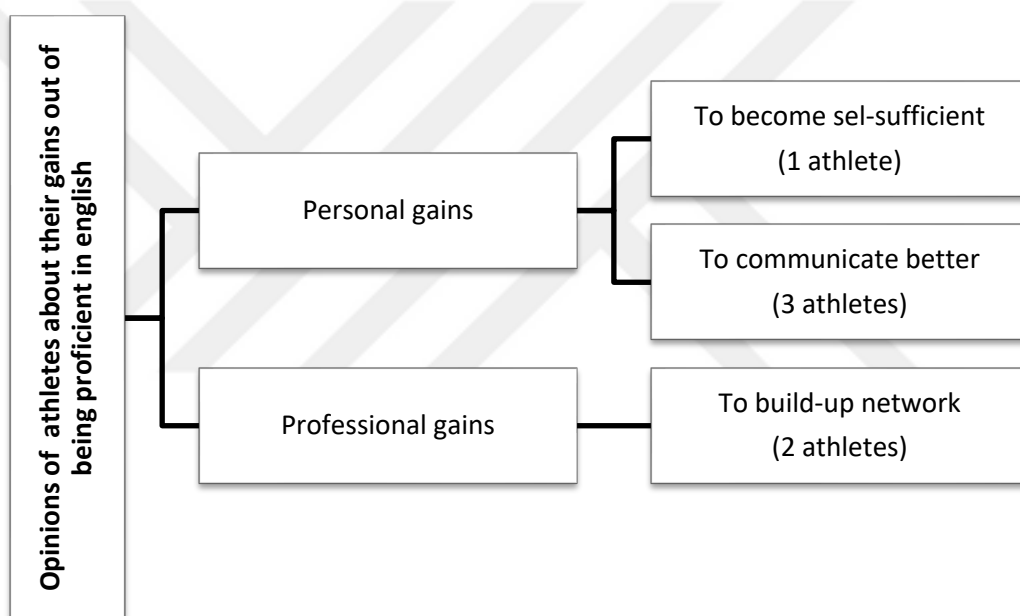


Figure 20. Opinions of Athletes about Their Gains out of Being Proficient in English

4.3. Content Analysis of the Data Obtained from the Coaches

4.3.1. Coaches' Thoughts about National Athletes' Need to Learn English

Results of the interview questions showed that coaches all came to the conclusion that the Turkish national athletes' level of English proficiency has to be

improved. These coaches accompany their athletes as they travel many times throughout the year to compete in a variety of international tournaments in a variety of locations across the globe. Therefore, coaches get the opportunity to see how much the athletes rely on English in their daily lives, and in the competitions. One of the coaches emphasized the need of having a good knowledge of the English language: *“I think that the athlete must have received an English education, just as we teach sports from a young age because this language training will be very useful for him when he enters the national team in the future.”* Overall, learning English as a national athlete is stated as a common need by the coaches of Turkish national athletes.

4.3.2. Coaches’ Thoughts about the Situations in Which National Athletes Need to Use English When They Go Abroad to Attend International Games Considering the Difficulties They Face

Coaches’ thoughts about the situations in which national athletes need to use English when they go abroad to attend international games are presented in Figure 21. According to the coaches, athletes need English in their daily life and professional life when they need to communicate with their teammates, with other athletes, and with foreign coaches.

As the figure suggests, coaches indicated that *communication with other athletes, coaches, and teammates* is the most typical example of this need. Coaches who train athletes in team sports brought up the necessity of communicating with foreign teammates, while coaches who train athletes in individual sports raised the necessity of the athletes having a command of English in order *to communicate with foreign coaches and other athletes* during competitions. One of the coaches stated: *“English is mostly used in communication between athletes. Furthermore, we don't only work with Turkish coaches, we also work with Russian, Ukrainian, English, and American coaches. An athlete needs English in order to benefit from these coaches.”*

On the other hand, one of the coaches mentioned that athletes need English *to meet their daily life needs* when they travel to a foreign country to attend competitions. One coach said: *“When they go to another country, they don't just participate in*

competitions. They also spend time in daily life. For example, he/she asks for coffee in a café in English”

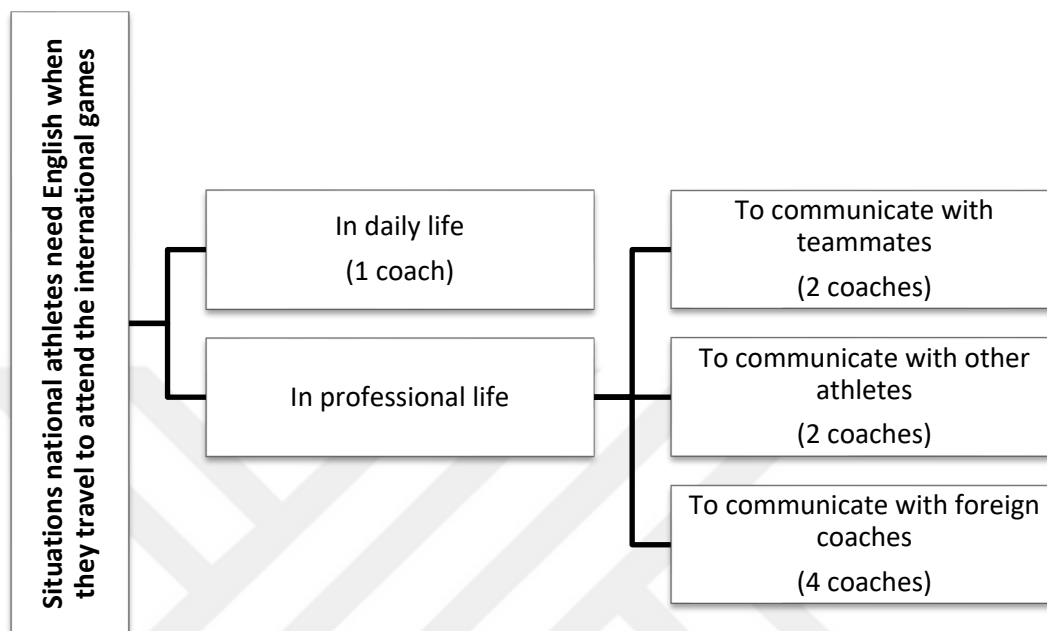


Figure 21. Opinions of Coaches about the Situations National Athletes Need English When They Travel to Attend the International Games

The opinions of coaches about the difficulties national athletes face in international games are highlighted in Figure 22. As the figure indicates, coaches gave details about the challenges that the athletes experience when it comes to communicating in English during competitions. All coaches highlighted that Turkish national athletes have difficulty in *communicating with the referees* in English. A coach said: “He/she cannot even defend his right. During a match, there is a different and unexpected decision or there is something that he/she has to object to, but he cannot express it to the referee.”

According to another coach, when they are in a foreign country for competitions, athletes also have difficulty relating to daily life skills in that country. When athletes spend their spare time in a foreign country, one coach said that it might be challenging for them to communicate in English, which can be a struggle for them.

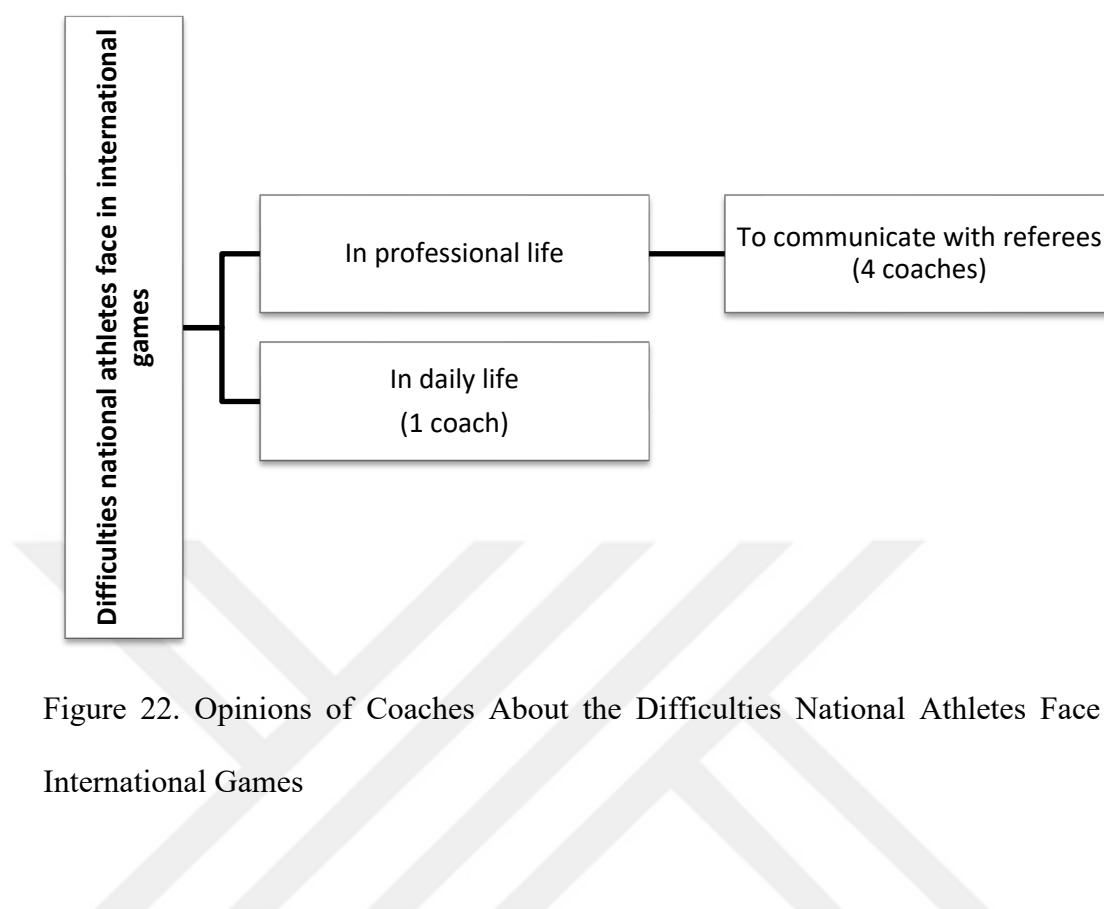


Figure 22. Opinions of Coaches About the Difficulties National Athletes Face in International Games

4.3.3. Coaches' Thoughts about Which Language Skills National Athletes Need the Most and What Kind of Difficulties They Have in Those Skills the Most

Coaches' thoughts about which language skills national athletes need the most and what kind of difficulties they have in those skills the most are presented in Figure 23 and Figure 24. As the figures suggest, *speaking* skill is stated as the main need for Turkish national athletes by most coaches. They expressed that athletes need oral communication skills rather than written communication skills. One coach said: *"They need speaking skills because from the moment they leave the country, they have most of the communication both in tournaments and in daily life in English. They have little need for written communication."* On the other hand, a coach underlined how critical it is to have a decent understanding of what is known as *"Sports English" terminology*, rather than a specific skill. The coach emphasized that athletes should first get familiar with *"Sports English" terminology*, and with the help of this, they can survive in competitions.

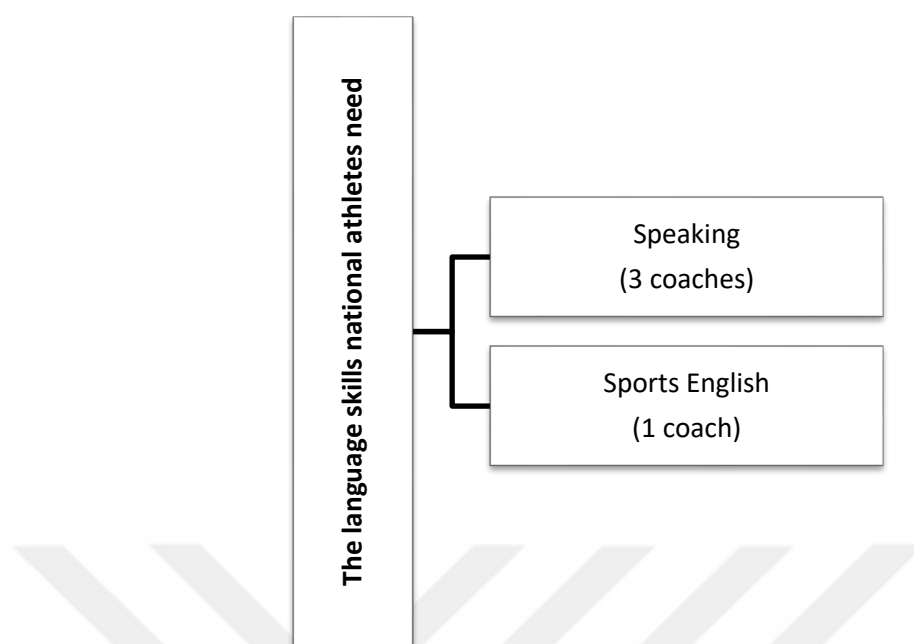


Figure 23. Thoughts of Coaches about the Language Skills Athletes Need

The majority of coaches see the athletes' *lack of speaking and listening skills* as the most significant obstacle their athletes must overcome. According to one coach, even though they have a sufficient number of grammatical structures, they are unable to communicate in a fluent manner. Another coach mentioned that athletes are unable to express themselves throughout a competition, and they are unable to create full sentences. Moreover, they instead use individual words to convey their messages. The coach said: *“There is no written communication during the match. He cannot explain his own problems in verbal communication. Since (the branch of sport) is a hard sport, the athlete cannot say that his/her rival hits him/her. Moreover, I have rarely seen anyone who can express their problems in English outside the match.”* Coaches also indicated that athletes have difficulty in both interaction and production. A coach said: *“They can't form sentences because they don't have much vocabulary and they can't speak fluently when they communicate.”*

However, one coach stated that athletes have difficulty in ‘Sports English’ mostly rather than a language skill. The coach explained: *“They need terminology, not a skill. What is the athlete's branch? The athlete needs technical terms used in that branch. What is used most? What is used in the series [a technical term in Sports*

English]? What will he/she object to? So, if he masters Sports English here, he solves many things.”

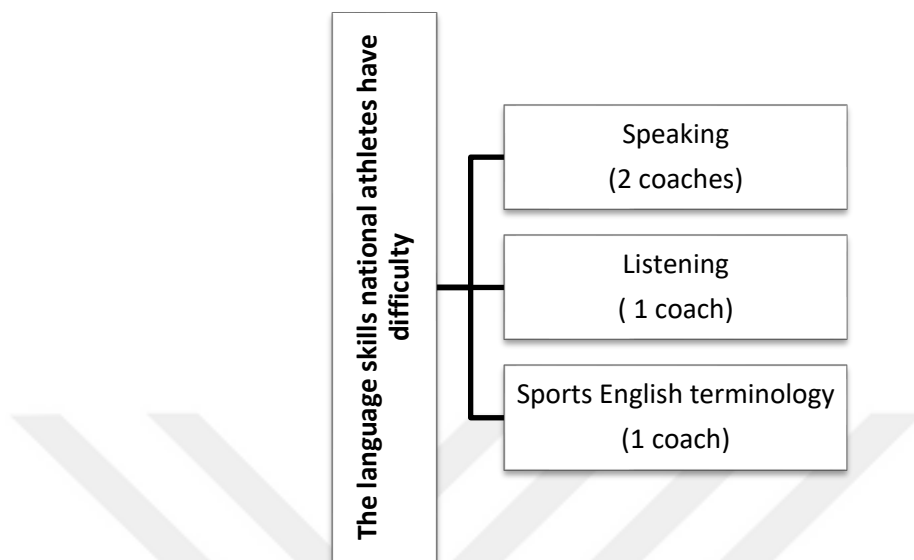


Figure 24. Thoughts of Coaches about the Language Skills Athletes Have Difficulty

4.3.4. Coaches’ Thoughts about the Situations in Which National Athletes Need to Use Sports English Terminology

Coaches’ thoughts about the situations in which national athletes need to use Sports English terminology are shown in Figure 25. According to the figure, all coaches agreed that Turkish national athletes should have a strong command of sports terminology in English in international competitions and in trainings. They also provided particular examples of situations in which athletes would benefit the most from knowing Sports English.

All coaches indicated that athletes need to be familiar with the language used in sports when they compete. One coach said: *“There are times when athletes need to complain to the referee or the decision of the referee, therefore it is important for them to be fluent and use the correct terminology while interacting with the referees.”* One coach also highlighted that athletes need Sports English terminology in training. The coach said: *“They need Sports English in training outside of the game as well when*

there are foreign players in their team or a foreign coach at the head of the team. Thanks to it, they need to have a good command of Sports English in their training.”

All in all, The Turkish national team's coaches agreed that their players should have a basic understanding of Sports English terminology that is used in international competitions and training.

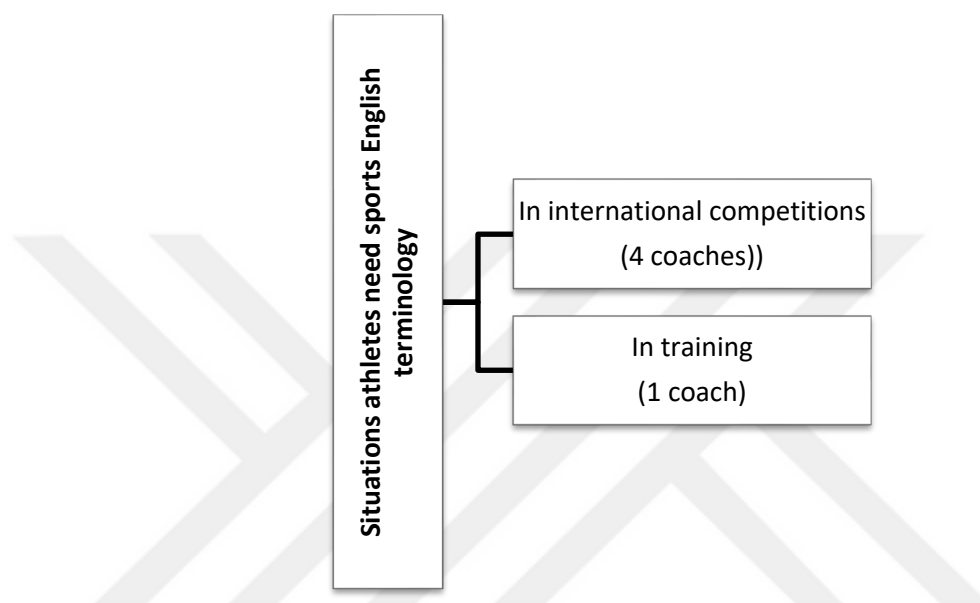


Figure 25. Thoughts of Coaches about the Situations in which National Athletes Need Sports English Terminology

4.3.5. Coaches' Thoughts about What Motivates National Athletes to Learn Sports English

Coaches' thoughts about what motivates national athletes to learn Sports English are summarized in Figure 26, and the figure clarifies that while some coaches believe that the athletes are motivated to learn English, others think that athletes lack motivation.

As the figure presented, coaches addressed the reasons that encourage Turkish national athletes to learn English. While the majority thought that athletes were driven to learn English, one coach said that athletes were not motivated to learn English for a variety of reasons. They, according to the coaches, are motivated to learn English

because they want *to speak with other athletes and international coaches*. Furthermore, coaches underlined that these are professional athletes, and some of them will compete for gold medals in the Olympics, so they would like *to represent their country in the Olympics*.

However, one of the coaches thought that most athletes are not motivated to learn English since they lack awareness. The coach said: *“They lack motivation. Moreover, I am not sure that they understand the benefits of speaking English. they do not question if I know English, where will it lead me. Of course, they depend on interpreters as well.”* In general, results showed that most coaches believed that athletes were eager to learn English, whereas one coach said that athletes lacked motivation and awareness to learn English.

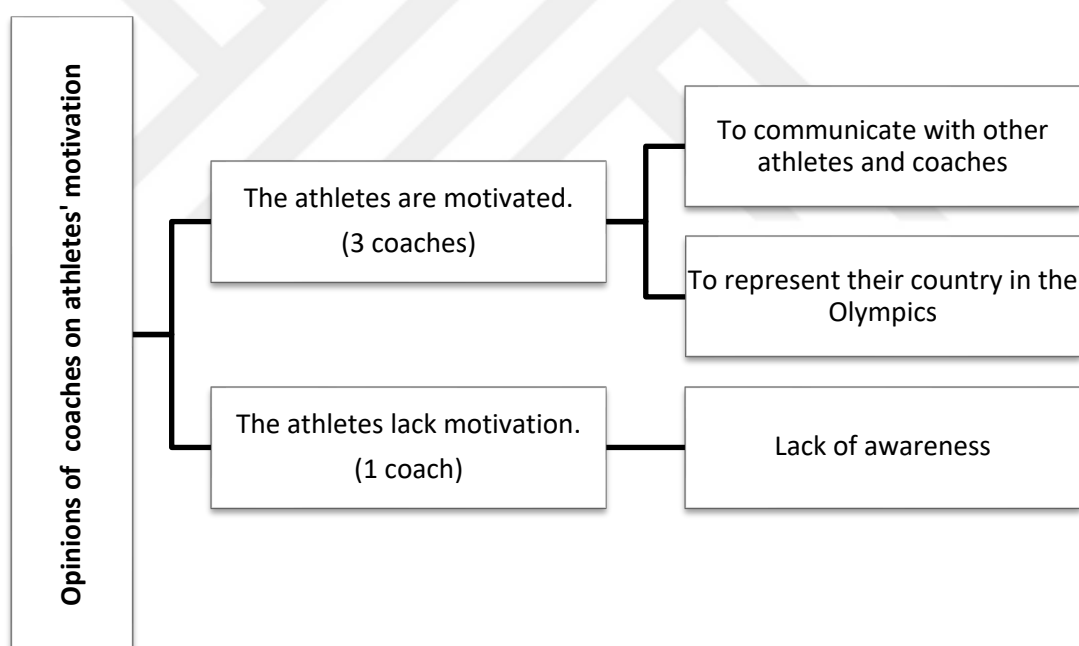


Figure 26. Opinions of Coaches on National Athletes’ Motivation to Learn Sports English

4.3.6. Coaches' Thoughts about What National Athletes Gain out of Being Proficient in English

Coaches' thoughts about what national athletes gain out of being proficient in English are highlighted in Figure 27. As stated in the figure, results showed that all coaches agreed that improvement of the English language skills of the Turkish national team's athletes would provide considerable benefits for them. *Gaining self-confidence, communicating with other athletes and international coaches, and playing in a foreign country* were stated as considerable gains by the majority of the coaches.

One coach said: *"I think it will make a serious contribution in terms of communication. In other words, an athlete becomes more self-confident in a match and becomes more aware of the environment in terms of expressing himself. Moreover, when an athlete plays in another country, she will not be a foreigner if she has no language barrier. These are huge gains."* One coach added that athletes can *read the theory in their fields and communicate with international coaches* if they have a good command of English.

Another coach said: *"English allows athletes to benefit from all international resources as they do not depend on their coaches and allows them to benefit from foreign coaches."* Furthermore, a coach indicated that when athletes have a good command of English, it helps them to *become well-known*. The coach stated: *"Knowing English allows athletes to be recognized in the world. The athletes can introduce themselves when they have a good command of English. In other words, managers and coaches notice those athletes because they can express themselves in a common language, English."* Overall, Turkish national athletes would benefit greatly from improving their English language skills in a number of ways.

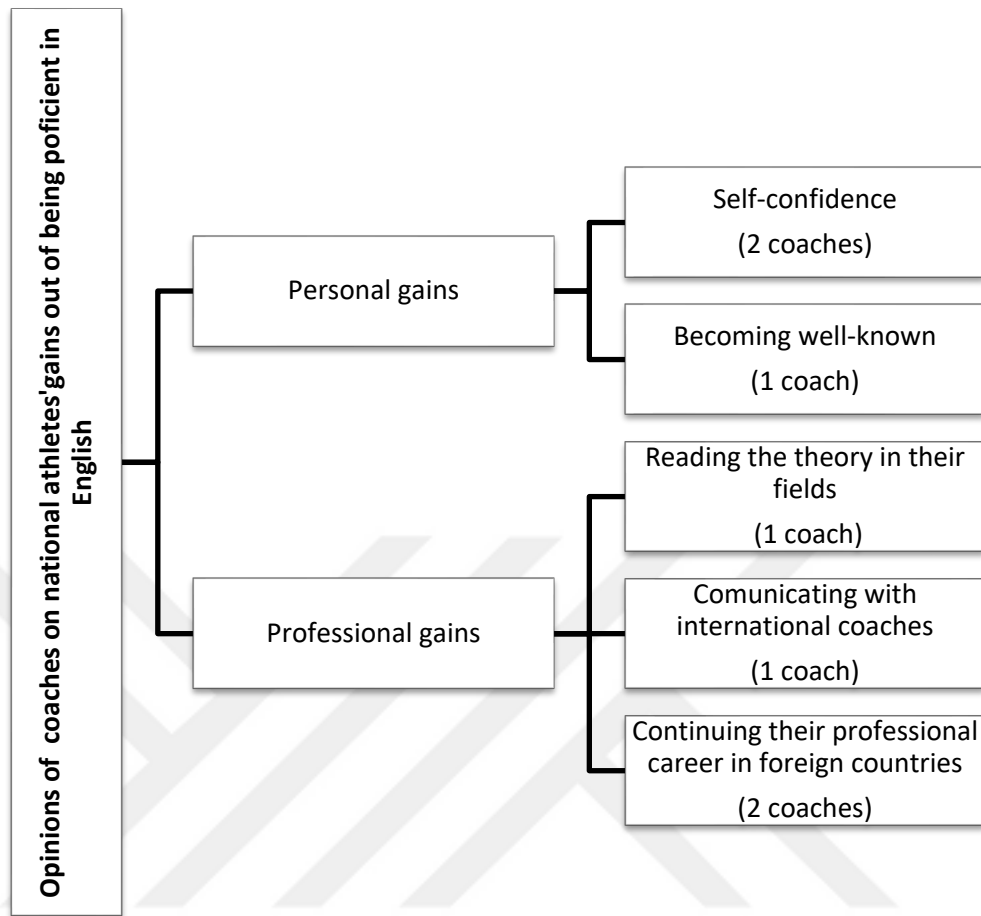


Figure 27. Opinions of Coaches about National Athletes' Gains out of Being Proficient in English

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Discussion

The main purpose of this particular study was to investigate the specific English language needs of Turkish national athletes. In order to accomplish this goal, a number of different semi-structured interview questions were asked to three separate groups of participants: English teachers, Turkish national athletes, and their coaches. Although the answers of the participants were examined and categorized into themes within the groups in the "Findings Part," the responses of the three groups will be compared to one another and discussed together in the following section. The outcomes of the interviews will be used in the next section to generate a number of pedagogical implications for the course designers, material designers, English language teachers, and Turkish national athletes. In this section, results will be discussed in relation to *the learning-centered approach* proposed by Hutchinson and Waters (1987), which specifies *target needs* and *learning needs* in a needs analysis.

The results of collecting the opinions of three separate groups of participants, namely English teachers, Turkish national athletes, and their coaches, and reflecting on their ideas about the specific English language needs of Turkish national athletes, point to the conclusion that it is necessary for Turkish national athletes to have an excellent command of English for both personal and professional reasons, and as a result, they need to improve their English language skills in a variety of ways.

As Hutchinson and Waters' (1987) *target situation analysis framework* implies, participants were asked to identify the specific situations in which national athletes need English in consideration of the problems they confront when they compete in international games. The majority said that *communicating with referees, other athletes, foreign coaches, and staff* is the most typical situation in which they are required to speak English while competing, which was the case regardless of which

group they belonged to. It should not come as a surprise that athletes struggle while trying to *communicate with referees, other athletes, foreign coaches, and staff* during international games. This kind of communication needs both fluency and accuracy in the target language. However, athletes may struggle in the field while conveying their messages to *referees and the staff*. The reason behind this may be the fact that they lack fluency in English and accuracy in Sports English terminology.

Moreover, Turkish national athletes need to *communicate with other athletes and foreign coaches* in the games or in training, and emotional factors become important in this case. This may be a result of the fact that they experience anxiety when they listen to speakers with a variety of accents. In addition, another factor that causes them to struggle with communication is that when the athletes have the mentality that they are unable to accurately pronounce the words or that they sound Turkish, it may become unavoidable for them to avoid *speaking with other athletes and coaches from other countries*.

In order to determine *the necessities*, as defined by Hutchinson and Waters (1987), which are the things that the learner must be aware of to function properly in the target situation, participants were asked to state which language skills athletes need the most. This allowed the researchers to determine *the necessities*. In each of the three groups, the great majority of participants agreed that the most significant skills to have were those relating to *listening and speaking*. This finding also supported the previous research by Kim and Yoo (2015), *Winter Sports Instructors' Needs and Perception of Sports English Education* in which a significant number of participants stated that course designers and English teachers need to focus on *speaking skill* with various activities in Sports English classes. In addition, *listening* was indicated as another skill that the participants who took part in the research conducted by Kim and Yoo (2015) believed winter sports instructors need the most and need to improve further through engaging in a variety of different activities in the classroom.

Most participants believed that Turkish national athletes have *difficulty in speaking and listening skills* the most. Moreover, results from the interviews also demonstrated that athletes had trouble in both *speaking for production* and *speaking for interaction*. This may stem from athletes' *lack of strategy training in speaking and*

listening. In General English courses, which athletes take in secondary school or at university, are mostly grammar-based not skill-based. Therefore, athletes may not be aware of the fact that they lack certain strategies for *speaking and listening*. On the other hand, these findings are consistent with the results of the study by Kim and Yoo (2014), *Sports English Education as English for Specific Purposes (ESP)* in which participants stated that the students in Sports English classes *did not have much confidence in their ability to speak and listen*, which causes difficulties for them when they need to communicate.

On the other hand, an unexpected finding revealed that none of the participants in all three groups indicated that Turkish national athletes need *writing skills*. The underlying reason may be the fact that their coaches or interpreters help national athletes most of the time when they need to deal with written forms or documents.

Similarly, most participants in this particular study indicated that Turkish national athletes struggle with *listening and speaking skills* the most. This conclusion should not come as a surprise when we take into account the strategies and approaches that national athletes use to study English. Although some of the national athletes start studying English at an early age, others don't even encounter the language until after they have become members of the national team and attend international games in foreign countries. When athletes travel to other countries to compete in the games, they need to be able to communicate in English for a variety of reasons. However, the English courses that the athletes studied at school were General English, and they are mostly focused on grammar. This may make the athletes *struggle with oral communication skills* in their professional life.

In addition to General English, all volunteer participants agreed that Turkish national athletes need *a good command of Sports English terminology*. English teachers also indicated that depending on their level, athletes need Sports English courses as well since they also struggle with Sports English terminology. When we take into account that these athletes have likely taken General English classes in school, it should not come as a surprise that they may lack terminology in Sports English. Even though some of the athletes attend the Faculty of Sports Sciences, it is possible that they only take General English courses, or they do not have a sufficient

number of Sports English classes. This finding also supports Kim and Yoo's study, *Winter Sports Instructors' Needs and Perception of Sports English Education*, in which the significant majority of participants agreed that Sports English courses for ski instructors are required and should be distinguished from EGP.

Participants also defined the situations in which Turkish national athletes need to use Sports English terminology within *the target situation analysis framework* of Hutchinson and Waters (1987). Most participants emphasized that athletes need to use Sports English terminology in their professional life; *in international competitions* they attend around the world. This data makes it very evident that Turkish national athletes need Sports English terminology more often *in oral communication* than written communication. According to the findings, national athletes also need Sports English terminology *when they communicate with other athletes* in competitions or when they share information with other athletes in their professional life. It can be concluded that even though athletes have a strong command of English language if they are not familiar with the terminology used in Sports English, there is a possibility that there will be communication breakdowns as a result of athletes' lack of knowledge of the terminology.

Hutchinson and Waters (1987) also suggest that to determine *the target needs* of a particular group of learners, it is crucial to identify their *wants*. It is surprising that athletes' perspectives on their motivation to learn English and the benefits they get from having a strong command of the language varied from those of some of their coaches and English teachers. Results showed that a few of the coaches and English teachers noticed that some of the athletes *lacked the motivation* to learn English, and they were not aware of what they wanted to do with the language in their professional careers. This may stem from the fact that athletes have a sense of helplessness as they believe they cannot manage the process of learning English. That is, they may lack awareness of the process of language learning. The findings also match the study conducted by Kim and Yoo (2014). According to the findings of Kim and Yoo's study, *Sports English Education*, the majority of the students do not have much interest in improving their English language skills, and the overwhelming majority do not have confidence in their command of the English language.

On the other hand, all Turkish national athletes, some of the coaches, and English teachers indicated that athletes were motivated to learn English for a variety of reasons, and they were aware of the gains of having a good command of English. *“To save time to do more training”*, *“to represent their country in the Olympics”* and *“to play in a foreign country and to communicate with other coaches”* were presented as the underlying motivation for learning English in this study. Similarly, in Kim and Yoo’s (2014) study, sports students cited "better communication skills" as the primary motivation for learning English, followed by "sports exchange opportunities" and "sports diplomacy and international sports events”, and participants also indicated that learning English is essential for those who want to pursue a career in the world of sports.

In other ESP studies conducted, participants also gave reasons to learn English *related to their professional career..* Findings of Demirdöken ‘s study (2019) *Ready for Take-off: An Aviation English Needs Analysis Study in Turkey*, also showed that Aviation English students were motivated to study the language not just for achieving language criteria, but also for aviation safety risks and professional development goals. According to the findings of Dağlı's (2011) research, "understanding seminars and conferences" for the academic and professional goals of the instructors was one of the top reasons for students to learn the language. These data clearly demonstrated that students participating in ESP courses had motives to learn English that are relevant to their professional careers.

In Gözüyeşil’s study (2014), key findings show that engineering students consider oral communication skills highly, which matches with the findings of this particular study. In the study, it is also indicated that engineering students need to enhance their English reading comprehension in order to do research. However, Turkish national athletes need communication skills more for professional purposes.

In Karimi and Sanavi’s study (2014), speaking and listening skills were indicated as target needs by the participant students in the field of aviation. The participants indicated that they need these skills for professional purposes such as reading manuals in aviation, and speaking to foreign colleagues. This finding perfectly matches with the findings of this study.

Overall, the findings of this study demonstrated that Turkish national athletes require English and Sports English terminology in their professional careers, as well as the improvement of their speaking and listening skills. Despite the fact that there hasn't been much research on the subject of Sports English, the findings of this study were compared to those of a few others.

5.2. Pedagogical Implications

In light of the data presented in this study, there are a variety of pedagogical implications that may be addressed to the course designers, material designers, English language teachers, and Turkish national athletes. Considering the comments provided by the individuals who took part in this research, the following suggestions have been provided to meet the specific English language needs of Turkish national athletes.

- Sports English terminology should be a significant part of the Sports English curriculum. That is, the curriculum should combine Sports English with General English.
- The time allocated for listening and speaking practice and production activities should be increased in classroom teaching.
- More awareness-raising and practice activities in strategy training regarding listening and speaking skills should be a part of the Sports English curriculum. Listening for the gist, listening for specific information, and inferencing should be part of the strategy training. For speaking, strategy training activities should include both daily life skills and professional skills.
- The ESP courses in Sports English should have a number of role-playing activities to help athletes practice real-life situations, which also help them to cope with their anxiety when they speak English.
- Since athletes indicated that they need to use English in different concepts such as in the games, at the hotel with other athletes, when they get medals, training with foreign coaches, when they get injured in the game or at a press conference, while preparing role-playing activities, a variety of contexts should be taken into consideration.

- National athletes should be given many original Sports English resources by teachers to assist them to strengthen their listening and speaking skills.
- In Sports English courses, students should be given resources from real-life situations such as the Olympics, doping checks, and press conferences.
- Digital platforms and applications should be part of the curriculum since they allow athletes to practice the language both in the classroom and outside of the classroom.

5.3. Recommendations for further studies

When creating new courses in Sports English, course designers and material designers should pay attention to Turkish national athletes' needs. It not only benefits course designers and material designers but also English teachers and Turkish national athletes. Taking this into consideration, assessing the teaching resources used in Sports English classes may give course designers and the designers of teaching materials a wealth of data. Textbooks and other teaching materials used in Sports English classes might be subjected to content analysis for the purpose of further research.

Another needs analysis research to evaluate the particular English language needs of coaches, on the other hand, may give extensive data in Sports English.

As the number of participants in this study is inadequate to generalize the results to the whole community of national athletes, increasing the number of national athletes who engage in the research might be a good idea for future studies. Furthermore, semi-structured interviews were conducted in this study. A validated scale to evaluate target needs and learning needs of national athletes, on the other hand, may be constructed to examine the athletes' specific needs for further studies.

For further studies, defining branch-specific needs may assist curriculum designers and material designers in developing more comprehensive and goal-oriented syllabuses and resources.

5.4. Conclusion

The primary objective of this particular case study research is to analyze the specific needs that Turkish national athletes have regarding their English language skills. To achieve this objective, a series of various semi-structured interview questions were posed to three distinct groups of participants: English teachers, Turkish national athletes, and their coaches. Although responses from participants were analyzed and arranged into themes within the groups in the "Findings Part," responses of three groups were compared to one another and discussed collectively in the "Discussion Part". Findings from the interviews were also analyzed in order to derive a number of pedagogical implications from the participants, and recommendations were offered.

The findings of the study highlighted that all participants believe that Turkish national athletes need a good command of English and learning Sports English terminology is a significant part of a language course for Turkish national athletes. Moreover, when Turkish national athletes take part in international competitions, they need Sports English terminology the most. Athletes also need Sports English terminology when they communicate with other athletes in the games or outside of the games. Therefore, the content of Sports English courses should be different from General English courses, and Sports English terminology should be a big part of the content. Moreover, when athletes have a similar language proficiency level, lessons should be targeted to their specific branch. Consequently, a needs analysis of the players' sports branch should be conducted, with the specific needs of each field.

The most typical situation Turkish national athletes need English is when they communicate with referees, other athletes, foreign coaches, and staff in international games, and they also struggle the most when they communicate with referees, other athletes, foreign coaches, and staff in international games. Thus, Sports English courses should include a lot of role-playing tasks to enable athletes to practice real-world scenarios, hence reducing their fear while speaking English. Also, while preparing role-playing activities, a variety of contexts should be considered including cases in the games, at the hotel with other athletes, when they receive medals while training with international coaches, when they are injured during a game, and at press

conferences. Similarly, students should be provided with authentic materials, such as the Olympics, medical tests, and press conferences in Sports English classes.

Listening and speaking are the two language skills Turkish national athletes need, and Turkish national athletes have difficulty in listening and speaking skills the most. Therefore, the time allotted for listening and speaking practice and production activities should be enhanced in classroom instruction. Moreover, in the Sports English curriculum, there should be a greater emphasis on exercises that raise awareness of listening and speaking skills in the context of strategy training. The curriculum should include more listening and speaking strategy training practice activities. Teachers should also provide several original Sports English materials to national athletes to help them improve their listening and speaking capacities.

Although some of the participants indicated that the athletes may lack the motivation to learn English for several reasons, “to save time to do more training”, “to represent their country in the Olympics” and “to play in a foreign country and to communicate with other coaches” are the top three motivation for Turkish national athletes to learn English. In light of this, participants noted that athletes spent the majority of their time in training and often traveled overseas for international competitions; thus, class hours should be flexible, and lessons should be planned for a particular group of athletes from the same team or sports branch.

All in all, this particular research highlighted the considerable significance of assessing the specific needs of Turkish national athletes before planning a course. As a result, it is expected that this study will serve as a foundation for future professionals in the area of Sports English who will design Sports English courses. The focus of this study gives credible data for future research, as well as allows curriculum designers, material designers, and English teachers to improve current Sports English course designs. When all of the results and implications of this research are considered together, they indicate that there is very little research on Sports English in Turkey and overseas. In addition, there is an excessive amount of work that has to be done by the researchers in ESP, that is to say, more needs analysis studies in the field of ESP should be conducted to design courses that meet the specific needs of learners in different fields.

REFERENCES

- Anthony, L. (2018). *Introducing English for specific purposes*. New York & London: Routledge.
- Arnó-Macià, E., Aguilar-Pérez, M., & Tatzl, D. (2020). Engineering students' perceptions of the role of ESP courses in internationalized universities. *English for Specific Purposes*, 58, 58-74.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Springer.
- Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In R. K. Johnson (ed.), *The second language curriculum* (pp. 48-62). Cambridge: Cambridge University Press.
- Brindley, G. P. (1989). The role of needs analysis in adult ESL program design. In R. K. Johnson (ed.), *The second language curriculum* (pp. 63-78). Cambridge: Cambridge University Press.
- Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle.
- Budinčić, V. V. (2018). Some reflections on sports English and Serbian in the global socio-linguistic context. *Scientific Bulletin of the Politehnica University of Timișoara Transactions on Modern Languages*, 17(1), 72-79.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: SAGE.

Dağlı, Y. (2011). *English language needs analysis of Bozok University engineering and architecture faculty freshman students* (Unpublished Master's thesis). Hacettepe Üniversitesi, Ankara, Turkey.

Day, J., & Krzanowski, M. (2011). *Teaching English for specific purposes: An introduction*. Cambridge: CUP, 5-7.

Demirdöken, G. (2019). *Ready for take-off: An aviation English needs analysis study in Turkey* (Unpublished master's thesis). Bahçeşehir University, Ankara, Turkey.

Dudley-Evans, T. (2001). English for specific purposes. In R. Carter & D. Nunan (Eds), *The Cambridge guide to teaching English to speakers of other languages* (pp. 131-136). Cambridge: Cambridge University Press.

Duff, P. (2008). *Case study research in applied linguistics*. New York, NY: Lawrence Erlbaum/Taylor & Francis.

Duran Güler, G. *A needs analysis study in ESP context: Addressing perceived opinions of teachers and learners in vocational secondary education* (Unpublished master's thesis). Çanakkale Onsekiz Mart University, Çanakkale, Turkey.

El Ouardi, M., & El Fatihi, M. (2021). ESP Needs Analysis of Agricultural Engineering Students. *International Arab Journal of English for Specific Purposes*, 4(1), 1-23.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York: McGraw Hill.

Gözüyeşil, E. (2014). An analysis of engineering students' English language needs. *Procedia-Social and Behavioral Sciences*, 116, 4182-4186.

Guntoro, Y. T. (2021). ESP Course Design for Indonesian Hotel Industry: Need Analysis. *English Learning Innovation*, 2(2), 52-61.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learner-centered approach*. Cambridge: Cambridge University Press.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learner-centred approach*. Cambridge: Cambridge University Press.

Karimi, P., & Sanavi, R. V. (2014). Analyzing English language learning needs among students in aviation training program. *Procedia-Social and Behavioral Sciences*, 98, 852-858.

Kazar, S. G. (2013). *A needs analysis study in terms of the perceptions of the students' learning and target needs at an ESP program: A case study* (Unpublished master's thesis). Yeditepe University, Ankara, Turkey.

Kenny, N., Işık-Taş, E. E., & Jian, H. (Eds.). (2019). *English for specific purposes instruction and research: Current practices, challenges and innovations*. Springer Nature.

Kim, J.-E., & Yoo, H. (2014). Sports English education as English for specific purposes (ESP). *The Journal of the Korea Contents Association*, 14(11), 509-517.

Kim, J.-E., & Yoo, H. (2015). Winter sports instructors' needs and perception of sports English education. *Advanced Science and Technology Letters*, 115, 7-11.

Mackey, G., & Gass, S. M. (2022). *Second language research: Methodology and design*. Routledge.

Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York & London: Routledge.

Nunan, D. (1996). *The learner-centred curriculum: A study in second language teaching*. Cambridge: Cambridge University Press.

Nunan, D. (1999). *Second language teaching & learning*. Boston, MA: Heinle & Heinle.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

- Stufflebeam, D. L., McCormick, C. H., Brinkerhoff, R. O., & Nelson, C. O. (2012). *Conducting educational needs assessments* (Vol. 10). Springer Science & Business Media.
- Waters, A., & Vilches, M. L. C. (2001). Implementing ELT innovations: A needs analysis framework. *ELT Journal*, 55(2), 133-141.
- West, R. (1994). Needs analysis in language teaching. *Language Teaching*, 27(1), 1-19. doi:10.1017/ S0261444800007527
- Woodlow, L. (2018). *Introducing course design in English for specific purposes*. New York & London: Routledge.
- Yin, R. K. (2003). *Case study research: Design and methods*. Thousand Oaks, California: Sage.

APPENDICES

A. Interview Questions

Interview questions for Turkish national athletes

1. Do you need to learn English? Why or why not? / İngilizce öğrenmeli misiniz? Neden?
2. In what ways/ In which cases do you use English when you participate in international games? / Uluslararası spor müsabakalarına gittiğinizde İngilizce'yi hangi durumlarda ve nasıl kullanıyorsunuz?
3. What kind of difficulties do you experience in terms of communicating in English (oral and written) when you participate in international games? / Uluslararası spor müsabakalarına katılma sürecinde ve müsabakalar boyunca İngilizce iletişimde (yazılı ve sözlü) ne tarz zorluklar yaşıyorsunuz?
4. Which language skills (reading, writing, speaking, listening, etc.) do you think you need as a national athlete? / Bir milli sporcu olarak hangi dil becerilerine (okuma, yazma, konuşma, dinleme gibi) ihtiyaç duyuyorsunuz?
5. Which language skills (reading, writing, speaking, listening, etc.) are the most difficult for you as a national athlete? / Bir milli sporcu olarak sizin için en zor dil becerileri (okuma, yazma, konuşma, dinleme gibi) nedir?
6. What does “Sports English” mean to you? / Sizin için “Spor İngilizcesi” ne anlama geliyor?
7. In what ways is a Sports English course different from a General English course? / Bir “Spor İngilizcesi” kursunu “Genel İngilizce” kursundan ayıran özellikler nelerdir?
8. In what cases do you need the terminology (Sports English) the most? / Spor İngilizcesi terimlerine en çok hangi durumlarda ihtiyaç duyuyorsunuz?
9. What motivates you in Sports English courses? / Spor İngilizcesi derslerinde sizi en çok motive eden şey nedir?
10. What will you gain out of being proficient in English as a national athlete? / Spor İngilizcesine hâkim olmak bir milli sporcu olarak size ne katacaktır?

Interview questions for the coaches

1. Do the national athletes need to learn English? Why or why not? / Milli sporcular İngilizce öğrenmeli mi? Neden?
2. Do the national athletes use English effectively when they participate in international games? Why or why not? / Milli sporcular İngilizce'yi uluslararası müsabakalarda etkili bir biçimde kullanabiliyorlar mı? Neden?
3. What kind of difficulties do the national athletes experience in terms of communicating in English (oral and written) when they participate in international games? /Uluslararası müsabakalara katılma sürecinde ve müsabakalar boyunca milli sporcular İngilizce iletişimde (yazılı ve sözlü) ne tarz zorluklar yaşıyor?
4. Which language skills (reading, writing, speaking, listening, etc.) do the national athletes need? / Milli sporcular hangi dil becerilerine (okuma, yazma, konuşma, dinleme gibi) ihtiyaç duyuyorlar?
5. Which language skills (reading, writing, speaking, listening, etc.) have you observed the national athletes have difficulty in? / Milli sporcuların hangi dil becerilerinde (okuma, yazma, konuşma, dinleme gibi) zorlandıklarını gözlemlediniz?
6. What does “Sports English” mean to you? / Sizin için “Spor İngilizcesi” ne anlama geliyor?
7. Do the national athletes need “Sports English” courses? Why or why not? / Milli sporcuların “Spor İngilizcesi” derslerine ihtiyaç duyuyorlar mı? Neden?
8. When do the national athletes need the terminology (Sports English) the most? / Milli sporcular “Spor İngilizcesi” terimlerine en çok hangi durumlarda ihtiyaç duyuyorlar?
9. What motivates the national athletes in Sports English courses? / Spor İngilizcesi derslerinde milli sporcuları en çok motive eden şey nedir?
10. What will the national athletes gain out of being proficient in English / Spor İngilizcesine hâkim olmak bir milli sporcuya ne katacaktır?

Interview questions for the English teachers

1. Do the national athletes need to learn English? Why or why not? / Milli sporcular İngilizce öğrenmeli mi? Neden?
2. Do the national athletes use English effectively when they participate in international games? Why or why not? / Milli sporcular İngilizce'yi uluslararası müsabakalarda etkili bir biçimde kullanabiliyorlar mı? Neden?
3. What kind of difficulties do the national athletes experience in terms of communicating in English (oral and written) when they participate in international games? /Uluslararası müsabakalara katılma sürecinde ve müsabakalar boyunca milli sporcular İngilizce iletişiminde (yazılı ve sözlü) ne tarz zorluklar yaşıyor?
4. Which language skills (reading, writing, speaking, listening, etc.) do the national athletes need? / Milli sporcular hangi dil becerilerine (okuma, yazma, konuşma, dinleme gibi) ihtiyaç duyuyorlar?
5. Which language skills (reading, writing, speaking, listening, etc.) have you observed the national athletes have difficulty in? / Milli sporcuların hangi dil becerilerinde (okuma, yazma, konuşma, dinleme gibi) zorlandıklarını gözlemlediniz?
6. What does “Sports English” mean to you? / Sizin için “Spor İngilizcesi” ne anlama geliyor?
7. Do the national athletes need “Sports English” courses? Why or why not? / Milli sporcuların “Spor İngilizcesi” derslerine ihtiyaç duyuyorlar mı? Neden?
8. When do the national athletes need the terminology (Sports English) the most? / Milli sporcular “Spor İngilizcesi” terimlerine en çok hangi durumlarda ihtiyaç duyuyorlar?
9. What motivates the national athletes in Sports English courses? / Spor İngilizcesi derslerinde milli sporcuları en çok motive eden şey nedir?
10. What will the national athletes gain out of being proficient in English / Spor İngilizcesine hâkim olmak bir milli sporcuya ne katacaktır?

B. Consent forms

Antrenörler için onam formu

ONAM FORMU

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, İngiliz Dili Eğitimi Bölümü'nde öğretim üyesi () Erdem AKSOY danışmanlığında, TED Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans programında öğrenci Kardelen KAYA tarafından yürütülmektedir. Araştırmanın amacı; Türkiye'de lisede okuyan milli sporcuların İngilizce yabancı dil gereksinimlerini belirlemektir. Bu çalışmanın katılımcılarını Türkiye'de lisede okuyan milli sporcular ve antrenörleri, TOHM (Türkiye Olimpiyat Hazırlık Merkezi) Projesi kapsamında sporculara ders veren ve çeşitli TED okullarında çalışan İngilizce öğretmenleri oluşturmaktadır. Mail adresinize Gençlik ve Spor Bakanlığı aracılığıyla erişim sağlanmıştır.

“Türkiye’de Farklı Liselerde Okuyan Milli Sporculara Özgü İngilizce Gereksinimlerine Yönelik Bir Araştırma” isimli bu araştırmaya katılımınızı onayladığımız takdirde, 01.02.2022 – 28.02.2022 tarihleri arasında araştırmanın katılımcısı olacaksınız. Araştırma ekibince size bilgisi iletilecek olan:

- 10 adet açık uçlu soruyu cevaplayacağınız bir görüşme

uygulamasına önceden belirlenen takvim doğrultusunda katılmanız istenecektir. Görüşme TOHM Ankara’da, Türkçe olarak yapılacaktır. Çalışma süresince ve sonrasında kimlik bilgileriniz proje dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi bir ortamda paylaşılacaktır. Toplanan veriler isminiz silinerek, bilgisayarda şifreli bir dosyada tutulacaktır. Proje süresince ses kaydı alınacaktır. Ses kaydının diğer verilerden ayrı olarak kişisel bilgi açığa çıkmayacak şekilde ayrı ve şifreli dosyalarda saklanacaktır ve bilimsel makaleler, akademik sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu projeye katılımınız, birlikte uluslararası müsabakalara katıldığımız sporcuların İngilizce dil ihtiyaçlarının belirlenmesi konusunda katkı sağlayacaktır. Bu çalışma, belirlenen ihtiyaçlar doğrultusunda sporculara özgü bir İngilizce öğrenme programı hazırlanması konusunda uzmanları destekleyebilir ve bu İngilizce öğrenme programı neticesinde sporcular katıldıkları uluslararası müsabakalarda kendilerini İngilizce daha iyi ifade edebilirler. Yaklaşık 50 dakika sürecektir bu uygulamada yer alan hiçbir aşama, kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığımız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve

yanıtlanmasını istediđiniz sorularınız için arařtırmayı yrten Kardelen KAYA 'ya aracılıđıyla) iletiřim kurabilirsiniz.

Bu alıřmaya tamamen gnll olarak katılıyorum ve istediđim zaman yarıda kesip ıkabileceđimi biliyorum. Bu proje kapsamında gereken 10 adet aık ulu soruyu cevaplama uygulamasında yer alacađımı biliyorum. Verdiđim bilgilerin bilimsel amalı yayımlarda ve akademik sunumlarda kullanılmasını kabul ediyorum. Proje sresince ses kaydı alınacađını biliyorum. Ses kaydının diđer verilerden ayrı olarak kiřisel bilgi aıđa ıkmayacak řekilde ayrı ve řifreli dosyalarda saklanacađını ve bilimsel makaleler, akademik sunumlar ve evrimii bir eđitim ortamı dıřında kesinlikle kullanılmayacađını biliyorum.

Projeye katılmak istiyorum. Evet / Hayır

Ses kaydımın arařtırma amalı kullanımına izin veriyorum. Evet / Hayır

Ses kaydımın evrimii eđitim ortamında kullanılmasına izin veriyorum. Evet / Hayır

Ses kaydımın bilimsel raporlar, makaleler gibi bilimsel amala hazırlanan yazılı veya grsel materyallerde kullanılmasına izin veriyorum. Evet / Hayır

Ad Soyadı:

Katılımcının İmzası:

Tarih

Teřekkrler,

Arařtırmacının adı, soyadı ve imzası

Kardelen KAYA

Danıřmanın adı, soyadı ve iletiřim bilgileri

Erdem AKSOY

TED niversitesi Yabancı Diller Eđitimi Blm İngiliz Dili Eđitimi Anabilim Dalı

Arařtırmaya katılımınız ve haklarınızın korunmasına ynelik sorularınız varsa ya da herhangi bir řekilde risk altında olduđunuza veya strese maruz kalacađına inanıyorsanız TED niversitesi İnsan Arařtırmaları Etik Kurulu'na telefon numarasından veya posta adresinden ulařabilirsiniz.

İngilizce öğretmenleri için onam formu

ONAM FORMU

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, İngiliz Dili Eğitimi Bölümü'nde öğretim üyesi Erdem AKSOY danışmanlığında, TED Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans programında öğrenci Kardelen KAYA tarafından yürütülmektedir. Araştırmanın amacı; Türkiye'de lisede okuyan milli sporcuların İngilizce yabancı dil gereksinimlerini belirlemektir. Bu çalışmanın katılımcılarını Türkiye'de lisede okuyan milli sporcular ve antrenörleri, TOHM (Türkiye Olimpiyat Hazırlık Merkezi) Projesi kapsamında sporculara ders veren İngilizce öğretmenleri oluşturmaktadır. Mail adresinize TED Okulları aracılığıyla erişim sağlanmıştır.

“Türkiye’de Farklı Liselerde Okuyan Milli Sporculara Özgü İngilizce Gereksinimlerine Yönelik Bir Araştırma” isimli bu araştırmaya katılımınızı onayladığınız taktirde, 01.02.2022 – 28.02.2022 tarihleri arasında araştırmanın katılımcısı olacaksınız. Araştırma ekibince size bilgisi iletilecek olan:

- 10 adet açık uçlu soruyu cevaplayacağınız bir görüşme

uygulamasına önceden belirlenen takvim doğrultusunda katılmanız istenecektir. Görüşme TOHM Ankara’da, Türkçe olarak yapılacaktır. Çalışma süresince ve sonrasında kimlik bilgileriniz proje dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi bir ortamda paylaşılacaktır. Toplanan veriler isminiz silinerek, bilgisayarda şifreli bir dosyada tutulacaktır. Proje süresince ses kaydı alınacaktır. Ses kaydının diğer verilerden ayrı olarak kişisel bilgi açığa çıkmayacak şekilde ayrı ve şifreli dosyalarda saklanacaktır ve bilimsel makaleler, akademik sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu projeye katılımınız, öğrencilerinizin(sporcuların) İngilizce dil ihtiyaçlarının belirlenmesi konusunda katkı sağlayacaktır. Bu çalışma, belirlenen ihtiyaçlar doğrultusunda sporculara özgü bir İngilizce müfredat hazırlanması konusunda sizi ve uzmanları destekleyebilir ve bu müfredat neticesinde öğrencileriniz(sporcular) katıldıkları uluslararası müsabakalarda kendilerini İngilizce daha iyi ifade edebilirler.

Yaklaşık 50 dakika sürecek bu uygulamada yer alan hiçbir aşama, kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve

yanıtlanmasını istediđiniz sorularınız için arařtırmayı yrten Kardelen KAYA 'ya aracılıđıyla) iletiřim kurabilirsiniz.

Bu alıřmaya tamamen gnll olarak katılıyorum ve istediđim zaman yarıda kesip ıkabileceđimi biliyorum. Bu proje kapsamında gereken 10 adet aık ulu soruyu cevaplama uygulamasında yer alacađımı biliyorum. Verdiđim bilgilerin bilimsel amalı yayımlarda ve akademik sunumlarda kullanılmasını kabul ediyorum. Proje sresince ses kaydı alınacađını biliyorum. Ses kaydının diđer verilerden ayrı olarak kiřisel bilgi aıđa ıkmayacak řekilde ayrı ve řifreli dosyalarda saklanacađını ve bilimsel makaleler, akademik sunular ve evrimii bir eđitim ortamı dıřında kesinlikle kullanılmayacađını biliyorum.

Projeye katılmak istiyorum. Evet / Hayır

Ses kaydımın arařtırma amalı kullanımına izin veriyorum. Evet / Hayır

Ses kaydımın evrimii eđitim ortamında kullanılmasına izin veriyorum. Evet / Hayır

Ses kaydımın bilimsel raporlar, makaleler gibi bilimsel amala hazırlanan yazılı veya grsel materyallerde kullanılmasına izin veriyorum. Evet / Hayır

Ad Soyadı:

Katılımcının İmzası:

Tarih

Teřekkrler,

Arařtırmacının adı, soyadı ve imzası

Kardelen KAYA

Danıřmanın adı, soyadı ve iletiřim bilgileri

Erdem AKSOY

TED niversitesi Yabancı Diller Eđitimi Blm İngiliz Dili Eđitimi Anabilim Dalı

Arařtırmaya katılımınız ve haklarınızın korunmasına ynelik sorularınız varsa ya da herhangi bir řekilde risk altında olduđunuza veya strese maruz kalacađına inanıyorsanız TED niversitesi İnsan Arařtırmaları Etik Kurulu'na telefon numarasından veya eposta adresinden ulařabilirsiniz.

Sporcular için onam formu

ONAM FORMU

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, İngiliz Dili Eğitimi Bölümü'nde öğretim üyesi Erdem AKSOY danışmanlığında, TED Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans programında öğrenci Kardelen KAYA tarafından yürütülmektedir. Araştırmanın amacı; Türkiye'de lisede okuyan milli sporcuların İngilizce yabancı dil gereksinimlerini belirlemektir. Bu çalışmanın katılımcılarını Türkiye'de lisede okuyan milli sporcular ve antrenörleri, TOHM (Türkiye Olimpiyat Hazırlık Merkezi) Projesi kapsamında sporculara ders veren İngilizce öğretmenleri oluşturmaktadır. Mail adresinize Gençlik ve Spor Bakanlığı aracılığıyla erişim sağlanmıştır.

“Türkiye’de Farklı Liselerde Okuyan Milli Sporculara Özgü İngilizce Gereksinimlerine Yönelik Bir Araştırma” isimli bu araştırmaya katılımınızı onayladığınız takdirde, 01.02.2022 – 28.02.2022 tarihleri arasında araştırmanın katılımcısı olacaksınız. Araştırma ekibince size bilgisi iletilecek olan:

- 10 adet açık uçlu soruyu cevaplayacağınız bir görüşme

uygulamasına önceden belirlenen takvim doğrultusunda katılmanız istenecektir. Görüşme TOHM Ankara’da, Türkçe olarak yapılacaktır. Çalışma süresince ve sonrasında kimlik bilgileriniz proje dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi bir ortamda paylaşılacaktır. Toplanan veriler isminiz silinerek, bilgisayarda şifreli bir dosyada tutulacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu projeye katılımınız İngilizce dil ihtiyaçlarınız belirlenmesi konusunda katkı sağlayabilir. Bu çalışma, belirlenen ihtiyaçlar doğrultusunda sporculara özgü bir İngilizce öğrenme programı hazırlanması konusunda uzmanları destekleyebilir ve bu İngilizce öğrenme programı neticesinde katıldığınız uluslararası müsabakalarda kendinizi İngilizce daha iyi ifade edebilirsiniz.

Yaklaşık 50 dakika sürecek bu uygulamada yer alan hiçbir aşama, kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Kardelen KAYA ’ya (aracılığıyla) iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Bu proje kapsamında gereken 10 adet açık uçlu soruyu cevaplama uygulamasında yer alacağımı biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda ve akademik sunumlarda kullanılmasını kabul ediyorum. Proje süresince ses kaydı alınacağını biliyorum. Ses kaydının diğer verilerden ayrı olarak kişisel bilgi açığa çıkmayacak şekilde ayrı ve şifreli dosyalarda saklanacağını ve bilimsel makaleler, akademik sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacağını biliyorum.

Projeye katılmak istiyorum. Evet / Hayır

Ses kaydımın araştırma amaçlı kullanımına izin veriyorum. Evet / Hayır

Ses kaydımın çevrimiçi eğitim ortamında kullanılmasına izin veriyorum. Evet / Hayır

Ses kaydımın bilimsel raporlar, makaleler gibi bilimsel amaçla hazırlanan yazılı veya görsel materyallerde kullanılmasına izin veriyorum. Evet / Hayır

Ad Soyadı:

Katılımcının İmzası:

Tarih

Teşekkürler,

Araştırmacının adı, soyadı ve imzası

Kardelen KAYA

Danışmanın adı, soyadı ve iletişim bilgileri

rdem AKSOY

TED Üniversitesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı

Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağına inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na telefon numarasından veya eposta adresinden ulaşabilirsiniz.

C. TED University Human Research Ethics Committee for Research Ethics Committee Approval

Evrak Tarih ve Sayısı: 29.12.2021-11454



TED ÜNİVERSİTESİ

TED ÜNİVERSİTESİ
İnsan Araştırmaları Etik Kurulu

Sayı : E-27535802-100-11454
Konu : İnsan Araştırmaları Etik Kurulu
Başvurunuz

29.12.2021

Sayın Erdem AKSOY
İngiliz Dili Eğitimi Anabilim Dalı Başkanlığı - Öğretim Üyesi

İnsan Araştırmaları Etik Kurulu kararınız ektedir.

Saygılarımla,

Not:

*Koşullu Onay alan başvurular için gereken düzenlemeler yapıldıktan sonra bir sonraki ayın 15'ini beklemeden revize edilmiş başvuru yapılabilir. Yapılan düzenlemeler, maddeler halinde belirtilmelidir.

*Revize edilmiş başvurunuzu gönderirken, lütfen tüm revizyon maddeleri ile ilgili ne tür bir düzenleme yapıldığını ve düzenlemenin başvuru formu ve eklerinin hangi kısımlarında yapıldığını açıkça belirtiniz.

İlgin GÖKLER DANIŞMAN
Kurul Başkanı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSEDEJCBP Pin Kodu :98802

Belge Takip Adresi : <https://turkiye.gov.tr/ebd?eK=1314&eD=BSEDEJCBP&eS=11454>

Adres:www.tedu.edu.tr
Telefon:0 312 585 00 05 Faks:0 312 418 41 48
e-Posta:info@tedu.edu.tr Web:www.tedu.edu.tr
Kep Adresi:tedu@tedu.hs03.kep.tr

Bilgi için: Serkan Karaca
Unvanı: İnsan Araştırmaları Etik Kurul
Sekreteri



Bu belge,güvenli elektronik imza ile imzalanmıştır.

Evrak Tarih ve Sayısı: 29.12.2021-11454

İnsan Araştırmaları Etik Kurulu
Etik Kurul Kararları

2021/13

**TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK
KURULU
ETİK KURUL KARARLARI**

Toplantı Tarihi 28.12.2021
Toplantı Sayısı 2021/13
Toplantı Yeri Dekanlık Toplantı Odası
Toplantı Saati 10:00

Raportör Serkan Karaca İAEK Sekreteri

Gündem : Ted Üniversetesi İnsan Araştırmaları Etik kurulu Toplantıları COVID-19 salgını nedeni ile online yapılmış olup kararları toplu olarak yazılıp e-imza ile imzaya açılmıştır.

GÖRÜŞME MADDELERİ

G.09 : TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Öğretim Üyesi Dr. Öğr. Üyesi Erdem Aksoy'un " Türkiye'de Farklı Liselerde Okuyan Milli Sporculara Özgü İngilizce Gereksinimlerine Yönelik Bir Araştırma " başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü.

Karar 2021-13/09 : TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Öğretim Üyesi Dr. Öğr. Üyesi Erdem Aksoy'un " Türkiye'de Farklı Liselerde Okuyan Milli Sporculara Özgü İngilizce Gereksinimlerine Yönelik Bir Araştırma " başlıklı çalışmasının başvurunuzun araştırma etiğine uygun olduğuna,

KOŞULLU ONAY KARARI VERİLDİ.

Öneriler:

1. Katılımcılara e-posta ile ulaşılabacağı belirtilmiştir. Bu e-postalara erişimin nasıl sağlanacağı bilgisi verilmemiştir. Burada bahsedilen e-mail grupları mıdır yoksa bu emailer daha önce katılımcıların emailerini gönüllü olarak paylaşım için verdikleri kurumlardan ya da kişilerden mi edinilecektir. Bunların netleştirilmesi gerekmektedir, onam formunda da belirtilmelidir.
2. Katılımcılara ulaşmada bakanlıklar ve okulların rolü açıklanmalıdır.
3. Başvuru formunun 6. Maddesinde verinin bakanlıklardan; 11. Maddesinde ise çeşitli liselerde okuyan sporcu öğrencilerden toplanacağı yazılmaktadır. Bu tutarsızlık giderilmeli ya da daha anlaşılır bir açıklama yazılmalıdır. Yöntem kısmında verinin nasıl ve hangi mekanda toplanacağı, katılımcıların e-posta adreslerine ne şekilde ulaşılabacağı belirtilmemiştir. Açıklanmalıdır. Örneğin, onam formunda "araştırmanın katılımcılarını TOHM Projesi kapsamında sporculara ders veren İngilizce öğretmenleri oluşturmaktadır" denilmektedir ancak bu öğretmenlere nasıl ulaşılabacağı açık değildir.

Bu belge,güvenli elektronik imza ile imzalanmıştır.

Evrak Tarih ve Sayısı: 29.12.2021-11454

4. Onam formunda "Araştırma ekibince size bilgisi iletilecek olan:
 - ☐ 10 adet açık uçlu soruyu cevaplayacağınız bir görüşme gibi uygulamalara önceden belirlenen takvim doğrultusunda katılmanız istenecektir." denilmektedir. Burada "...gibi uygulamalar" derken ne kastedildiği açık değildir. 10 soruluk görüşme dışında başka bir uygulama olacak mıdır? Öyleyse, etik açıdan değerlendirilebilmesi için tüm uygulamalar açıklanmalıdır.
5. Onam formunda "Bu projeye katılımınız İngilizce dil ihtiyaçlarınız konusunda bilgilenmenize katkı sağlayabilir ve belirlenen ihtiyaçlar doğrultusunda nasıl bir çalışma programı izleyeceğiniz konusunda sizi destekleyebilir." denilmektedir. Benzer biçimde veli formunda "Bununla birlikte, bu projeye katılımınız çocuğunuzu yabancı dil alanında destekleyebilir ve siz de çocuğunuzun yabancı dil olarak İngilizce öğrenirken neye ihtiyacı olduğu ve bu ihtiyaçları nasıl karşılayacağınız konusunda olanaklar elde edebilir ve çocuğunuzun İngilizce'yi geliştirmesi için neler yapabileceğiniz konusunda bilgi edinebilirsiniz." ifadesi yer almaktadır. Araştırmaya katılmanın, katılımcıyı ne şekilde destekleyeceği somut olarak açıklanmalı (özellikle altı çizili ifadeler); katılımcılarda yanlış beklentiler oluşmasına yol açabilecek ifadeler varsa formlardan çıkarılmalıdır.
6. Görüşmelerin nerede gerçekleştirileceği onam formunda açıklanmalıdır.
7. Katılımcı onam formunda "Görüşmelerde ses kaydı alınacağı belirtilmiştir ancak başvuru formunun 19.maddesinde sadece görüşme işaretlenmiş ve ses kaydı alınacağı işaretlenmemiştir. Başvuru formunu 19.maddesine ses kaydı yapılacağı ifadesi işaretlenmelidir.
8. Görüşme soruları her iki dilde Türkçe ve İngilizce hazırlanmıştır. Hangi dilde görüşme yapılacağı onam formuna eklenmelidir.

