"Whose court is the ball in?" An Academic Language Needs Analysis of Iranian Students of Physical Education

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ABSTRACT

The current study aimed to explore the present and target situation academic language needs of undergraduate students of physical education. To this end, a total number of 110 undergraduates, 30 graduates, 18 language EAP instructors, and 18 content EAP instructors participated in the study. The EAP classes for students of physical education were observed. Then, all four groups of stakeholders were asked to complete needs analysis questionnaires and participate in semi-structured interviews. The undergraduates and graduates also took a general English proficiency test. The findings indicated that the undergraduates perceived speaking, reading, listening, vocabulary, and translation as important. Besides these skills and components, EAP instructors further considered writing, grammar, and pronunciation as significant. Furthermore, both language and content EAP instructors referred to participating in international events as an important skill that prepares the undergraduates to pursue professional objectives in the future. Finally, participants elucidated various major problematic areas. The findings have profound implications for revisiting EAP courses for students of physical education.

1. Introduction
1.1 Background

Needs analysis is an indispensable part of English for Specific Purposes (ESP) courses (Belcher, 2006; Dudley-Evans & St John, 1998; Hyland, 2006). It determines the goals and objectives and bridges the potentially existing gap between students' and teachers' perceptions of the requirements and possible outcomes of the course. It also aligns what is presented in educational programs and what is expected in professional settings (Atai & Asadi, 2013).

Despite the enormous importance attached to needs analysis in English for Academic Purposes (EAP) courses, EAP programs in Iranian academic settings seem to be run trusting intuitions and overlooking needs analysis (Atai, 2002). Although attempts have been made to unravel students' needs in some fields, needs analysis in EAP courses for the students of physical education (PE hereafter) has taken no notice. As a result, the present study aimed to examine the academic needs of the Iranian students of PE at university adopting a triangulated approach.

1.2 Research Questions

Relying on the skills-based view of language and academic language learning (Robinson, 1991), the present study addressed the following research questions:

1) What are the present academic English needs of Iranian undergraduate students of PE?

2) What are the target academic English needs of Iranian undergraduate students of PE?

3) Is there any significant difference between Iranian undergraduate and graduate students and EAP instructors regarding their perceptions of the undergraduates' target academic English needs?

2. Literature Review

Needs analysis was first introduced in the 1920s (West, 1994) and has evolved to cover objective and subjective needs encapsulating present and target situations, learning needs, necessities and wants (Hutchinson & Waters, 1987; Robinson,
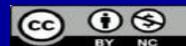
1991). Hyland (2006) defines needs analysis as "the techniques for collecting and assessing information relevant to course design" (p. 73). Needs is an umbrella term that encompasses various facets including "learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate" (p. 73).

Later, the concept of rights analysis entered the literature (Dudley-Evans & St John, 1998). It entails "evaluating the findings of needs analysis, recognizing the challenges that students face and interrogating the results to create more democratic and participatory involvement by students in decision making" (Hyland, 2006, p. 79). Likewise, Benesch (1996) maintains that underlying critical needs analysis is the idea that the target situation is allied with potential reforms as to the intrinsic hierarchies of social institutions and inequality.

Adjacent to the concept of needs analysis is triangulation (Long, 2005). It implies that employing multiple methods and sources of data results in reaching a strong agreement on the needs to be fulfilled (Robinson, 1991). This approach has been taken in a host of needs analysis studies (Cowling, 2007; Tarone & Kuehn, 2000). Ferris (1998) elicited the views of college students in an international university on the instructors' essential listening and speaking skills and the significance of academic skills or tasks in various fields, namely business, physical and biological sciences, engineering, and computer sciences. Moreover, Bosher and Smalkoski (2001) analyzed the immigrant students' needs through interviews and observations.

In an Iranian context, Atai and Shoja (2011) conducted a needs analysis of EAP students of computer engineering. The results demonstrated that written skills and language components were perceived as important. It was found that some sub-skills of reading, writing, speaking, and listening leads to difficulties for undergraduates. The findings also called for more serious consideration of general English from undergraduates' perspectives. Furthermore, Atai and Dashtestani (2013) elicited the stakeholders' attitudes in an EAP reading course towards the Internet. The findings showed that EAP instructors, computer engineering instructors, and BS students approved the utmost significance of using the Internet in EAP programs. However, the results revealed the absence of Internet-based activities in EAP classes.

Although numerous scholars have focused on analyzing the needs in academic settings, previous literature divulges that scant attention has been paid to the triangulation approach. Besides, no study has yet touched upon the students' needs in EAP courses for the students of PE. EAP courses are offered to the university students of almost all academic fields in the Iranian context (Atai, 2000, 2002). Urgent attention should be paid to tailoring the courses to meet the students' needs. However, no comprehensive needs assessment has been conducted taking EAP courses for the students of PE into account. Since many of the undergraduates and graduates of PE are involved in national and international sports events, they need to acquire their field-specific language skills.

3. Methodology
3.1 Participants
The participants of the study consisted of four groups including 110 undergraduates of physical education, 30 graduate students, 18 content EAP instructors, and 18 language EAP instructors. It is worth noting that content EAP instructors refer to those who are PE specialists and present EAP course while language EAP instructors are those who major at English Language Teaching and offer EAP courses for the students of PE.

Taking a cluster sampling procedure, the undergraduates were selected from all four educational levels (15 freshmen, 30 sophomores, 40 juniors, and 25 seniors). They had passed an EAP course or had just taken it in the spring semester of the 2018-2019 academic year. A total number of 65 male and 45 female undergraduates were included in the sample.

The EAP instructors were affiliated with the English language departments (18 instructors) and PE departments (18 instructors). Twenty-six male (13 languages and 13 content EAP instructors) and 10 female (5 language and 5 content EAP instructors) instructors participated in the study. The EAP instructors had EAP teaching experience ranging from 2 to 15 years and their ages ranged from 29 to 48 years old. They held an MA or Ph.D. in either teaching English as a foreign language or PE.

3.2 Instruments

Numerous qualitative and quantitative instruments consisting of questionnaires, a general English proficiency test, semi-structured interviews, and non-participant observations were utilized in the current study. The questionnaires were adapted versions of target situation needs and the present situation needs questionnaires used by Atai and Shoja (2011). They were modified based on the subject-specific requirements and were given to experts (two ELT and two PE university instructors) to be checked for the validity. The reliability indices for the questionnaires were 0.87-0.94 in Atai and Shoja (2011). The seemingly similar indices were obtained in the current study by conducting Cronbach's Alpha (0.85-0.97). Quick Oxford Placement Test (OPT) (2004) and self-assessment technique were used to unravel the students' present level of English proficiency. The interviews were conducted to gain a deeper understanding of the status quo of EAP courses for the students of PE and to cross-check the elicited perceptions of the participants. Non-participant observations of EAP courses also provided further information about the students' present and target situation needs.

Two semi-structured interview protocols were developed for content and language EAP instructors based on the theoretical framework of the study. Having received EAP and PE experts' feedback, the questions were finalized. EAP courses for the students of PE were also observed to discern the real picture of EAP courses and their instructional procedures.

3.3 Procedures

The EAP classes for the undergraduate students of PE were observed. Then, the questionnaires and the proficiency test were administered. The participants completed the questionnaires either in print or online via Google Doc. Finally, semi-structured interviews were conducted.

Descriptive and inferential statistics were used to analyze the data collected through questionnaires. To this end, Kruskal Wallis Test was conducted using SPSS 20. Content analysis and descriptive analysis were employed to analyze the data elicited through interviews.
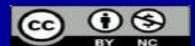
4. Results

4.1 Present Situation Academic Language Abilities

The results of the undergraduates' self-assessment questionnaire showed that such academic language abilities as 'skimming the text' (46.3%), 'understanding the relationships between ideas, cohesive devices like 'however' and pronouns in texts' (49.3%), 'critical reading' (65.2%), 'writing summary of subject specific texts' (55%), 'writing scientific articles' (66.6%), 'writing homework and assignments in English' (59.4%), 'comprehending English lectures on physical education' (59.4%), 'participating in international events like Asian Competition, World Championship' (60.8%), asking questions in seminars related to the field' (63.8%), 'taking class examinations in English' (55.1%), 'note-taking from lectures related to the field' (50.7%), 'using bilingual technical dictionaries (from Persian to English)' (48%), 'translating technical texts (from Persian to English)' (56.5%), 'knowledge of grammar' (49.3%), 'writing e-mails to teachers and field experts' (50.7%), 'guessing the meanings of unknown words from the context' (53.6%), 'guessing the meanings of unknown words from prefixes and suffixes' (49.2%), 'preparing English slides' (49.2) are fraught with difficulties.

However, it was shown that they mostly considered 'reading and comprehending subject specific texts in English' (71%), 'scanning the texts' (63.7%), 'taking notes while reading' (62.3%), 'distinguishing important points from less important ones in English texts' (66.7%), 'understanding teachers' slides in English' (60.9%), 'understanding graphic presentations like graphs and charts concerning subject specific texts' (65.2%), 'using bilingual general dictionaries (from English to Persian)' (60.9%), 'using bilingual general dictionaries (from Persian to English)' (55%), 'using bilingual technical dictionaries (from English to Persian)' (62.3%), 'using monolingual technical dictionaries (from English to English)' (47.8%), 'translating technical texts (from English to Persian)' (57.9%), 'knowledge of general vocabulary' (66.7%), 'knowledge of technical vocabulary' (57.9%), 'pronunciation' (60.9%), and 'using Internet to do research' (76.8%) as the skills and sub-skills they can handle to a great extent.

The physical education and language EAP instructors' perceptions, elicited through interview, revealed that they perceived the undergraduates' major difficulties in 'knowledge of grammar', 'knowledge of general vocabulary', 'pronunciation', 'reading and comprehending subject-specific texts in English', 'writing summary of subject-specific texts', 'critical

reading', 'listening and note-taking from lectures related to the field'.

To get a more comprehensive overview of the undergraduates' present situation, they were asked to take the Oxford Placement Test. The results demonstrated that most undergraduates (85.5%) were assessed as a breakthrough (scoring between 1-18) and elementary (scoring between 19-25) and only a few of them (14.5%) had lower-intermediate (scoring between 26-35) and upper-intermediate (scoring between 36-45) levels of proficiency. The findings indicated that a large number of undergraduate students in the sample were at lower levels of proficiency and do not enjoy a satisfactory level of linguistic competence. The results of the interview with EAP instructors also confirmed the low general English proficiency of the undergraduates.

4.2 Target Situation Academic Language Needs

The physical education undergraduates responded to a 20-item section on important language skills, sub-skills, and components they need to succeed in their field-related activities. The undergraduates rated 'reading subject-specific texts in English' (75.3%), 'understanding teachers' slides in English' (76.8%), 'comprehending English lectures on physical education' (73.9%), 'knowledge of general vocabulary' (82.6%), 'knowledge of technical vocabulary' (84%), 'pronunciation' (76.8%), 'using bilingual general dictionaries (from English to Persian)' (75.3%), 'using bilingual general dictionaries (from Persian to English)' (72.4%), 'using bilingual technical dictionaries (from English to Persian)' (73.9%), 'using bilingual technical dictionaries (from Persian to English)' (79.7%), 'translating technical texts (from English to Persian)' (78.3%) as important or very important to their target field-related situation.

The physical education ESP instructors considered all the above-mentioned skills, sub-skills, and components, except for 'using bilingual general dictionaries (from Persian to English)' (66.7%) as important or very important. Furthermore, they perceived 'writing scientific articles' (100%), 'preparing English slides' (75%), 'participating in international events like Asian Competition, World Championship, etc.' (91.6%), 'knowledge of grammar' (91.7%), 'translating technical texts (from Persian to English)' (83.3%), 'writing e-mails to teachers and field experts' (83.3%), 'using Internet to do research' (100%) as important or very important.

The language EAP instructors held the same perceptions about the required language skills, sub-skills, and components, except for 'pronunciation' (66.6%), 'using bilingual general dictionaries (from English to Persian)' (60%), 'using bilingual general dictionaries (from Persian to English)' (40%), and 'using bilingual technical dictionaries (from English to Persian)' (66.7%).

In line with physical education EAP instructors, language EAP instructors identified 'writing scientific articles' (73.4%), 'preparing English slides' (86.7%), 'translating technical texts (from Persian to English)' (73.4%), 'using e-mails to teachers and field experts' (73.4%), 'using Internet to do research' (93.3%) as important or very important. However, in contrast with physical education EAP instructors, language EAP instructors perceived 'using bilingual technical dictionaries (from Persian to English)' (73.3%) as important or very important. Unlike physical education EAP instructors, language EAP instructors perceived 'participating in international events like Asian Competition, World Championship, etc.' (60%), and 'knowledge of grammar' (66.7%) of a lower degree of importance compared to the physical education EAP instructors. The physical education and language EAP instructors' perceptions, elicited through the open question at the end of the questionnaire, revealed 'reading subject-specific texts in English', 'knowledge of grammar', 'speaking and communicating', 'pronunciation', 'translating subject-specific texts', 'writing subject-specific texts such as e-mails, articles, notes, etc.' as important or very important target situation requirements.

To investigate the possible differences among perceptions of undergraduates, language and physical education ESP instructors about target academic needs of the undergraduates, a Kruskal Wallis test was conducted. The results unveiled a significant difference in their perceptions. Table 1 summarizes the results of the comparison.

Table 1: Results of the Kruskal Wallis Test for Differences among Undergraduates', Graduates', Language EAP Instructors', and Content EAP Instructors' Perceptions of Target Situation Needs

Profession	N	Mean Rank	df.	Chi-Square	Asymp Sig.
Undergraduates	110	85.99	3	16.111	0.001
Graduates	30	66.77			
Language EAP Instructors	18	123.25			
Content EAP Instructors	18	105.33			
Total	176				

4.3 Stakeholders' Views about the Content and Amount of EAP Instruction

The undergraduates' and language and physical education EAP instructors' views on the focus of ESAP courses indicated that a large number of students perceived 'speaking' (69.6%), 'vocabulary' (60.9%), and 'listening' (55.1%) as priorities for being included in ESAP courses. Physical education EAP instructors expressed a marked preference for listening, translation, speaking, and reading skills while language EAP instructors prioritized listening, reading, speaking, and vocabulary. Furthermore, the majority of the physical education undergraduates (65.2%) thought that ESAP courses should be oriented more towards English for specific purposes. On the other hand, language EAP instructors (74.07%) mostly agreed with the undergraduates.

Considering the number of credits devoted to ESAP at the undergraduate level of physical education, the undergraduates (75.5%), physical education EAP instructors (83.3%), and language EAP instructors (93.3%) showed similar perceptions and withheld consent to inadequacy of the amount of instruction apportioned to EAP course at undergraduate level, that is two credits. Display quotations of over 40 words, or as needed.

4.4 Major Problems with Teaching and Learning ESP: Undergraduates' and ESP Instructors' Perceptions

Eliciting the physical education undergraduates' and EAP instructors' perceptions of the serious problems with teaching and learning ESP in Iran, through an open question at the end of the questionnaire, revealed the following major issues.

Physical education undergraduates believed that ESP is not given its deserved attention. This leads to lower levels of performance among the students and a lack of exposure to up-to-date sources. They also stated that ESP courses are not oriented towards developing undergraduates' speaking skills to enable them to act as coaches, referees, etc., in international events. They also asserted that the number of credits and allocated time to ESAP courses are not adequate. The undergraduates also referred to the students' low general level of proficiency and out-of-date textbooks and sources that are not geared to the true needs of physical education undergraduates. They also thought that EAP instructors put much more emphasis on translating.

From the EAP instructors' viewpoints, the undergraduates' low general English proficiency on entry to the ESAP courses pose a tremendous challenge to EAP education. This causes the students to have difficulty with performing field-related tasks which entail numerous communicative skills and sub-skills. The instructors stated that teaching large and heterogeneous classes exacerbate the problem. Furthermore, they complained about old EAP textbooks and inadequate audio-visual equipment. Moreover, they asserted that undergraduates and instructors mostly do not consider ESAP courses as momentous ones leading to their success in field-related activities.

4.5 ESP Courses in Practice

The physical education EAP instructors referred to the following activities they use in EAP classes, using subject-specific slides, textbooks, audio-visual files, presenting various texts, exercises, pair- and group-work activities and tasks, translating texts and articles, and presenting grammar. The non-participant observations of present situation classes showed that the majority of ESAP classes were held by physical education EAP instructors and few classes were run by language EAP instructors. The students were heterogeneous in terms of their general proficiency level but they seemed to show a lower degree of heterogeneity regarding their academic proficiency level. The instructors mostly used Persian, both the students' and instructors' native language. The class procedure entailed reading aloud and translating technical passages into Persian and answering different types of comprehension questions such as 'true/false', 'multiple-choice questions', and 'cloze tasks'.

The procedure was enriched by practicing some sub-skills of reading and writing, pair- and group-work activities in EAP classes held by language EAP instructors. The students seemed to experience difficulty in 'pronunciation', 'general vocabulary', and 'grammar' but they knew or could guess the meaning of technical vocabulary. However, their low general English proficiency level seemed to impede their comprehension and obstruct
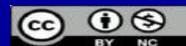
their attentive participation in in-class activities. Accordingly, only a few students, with better levels of general English proficiency, actively participated in reading and translating display quotations of over 40 words, or as needed.

5. Discussion

The current triangulated study aimed to explore the academic English language needs of Iranian undergraduates of PE. The undergraduates and graduates perceived speaking, reading, listening, vocabulary, and translation as important. Besides the above-mentioned skills and components, EAP instructors considered writing, grammar, and pronunciation as significant. Furthermore, EAP instructors, both content and language instructors, referred to 'participating in international events like Asian Competition, World Championship, etc.' as an important skill which prepares the undergraduates to pursue professional objectives to act as athletes, coaches, referees. The results confirmed the findings of previous studies considering the students' and EAP instructors' preference for reading and speaking (Atai & Asadi, 2013) and reading, writing, translation, and language components (Atai & Shoja, 2011). However, the current study further revealed the prominence of listening. It might be justified by the importance of listening comprehension especially when PE students are asked to act more serious roles in sports events.

The findings could call for revisiting the EAP courses for PE undergraduates (Farhady, 1996). The major disparity between undergraduates and EAP instructors might be rooted in their different prospects (Atai & Shoja, 2011). Undergraduates consider themselves in need of communicative skills to be prepared on their entry to international events and EAP instructors view both academic and professional target needs, which is to be able to communicate with numerous members of the PE community with different degrees of expertise. Accordingly, integrating the findings of the current study into ESAP courses and inaugurating them based on shared perceptions among the undergraduates and EAP instructors would allow for renewed policy, curricula, and pedagogy (long, 2005; Taillefer, 2007) which were geared to the learners' specific language needs in their target settings (Atai & Nazari, 2011).

The low general English proficiency level of the students as perceived by undergraduates and EAP instructors revealed one of the debilitative factors which would hinder the undergraduates' participation and progress in the EAP course (Atai & Tahririan, 2003). The results of the interviews and observations also confirmed that EAP courses were mostly held in the students' and instructors' native language and were replete with "conventional EGP activities" (Atai & Shoja, 2011, p.317). The substantial gap between the current EAP courses for undergraduate students of PE and their present and target needs may arise from the dearth of research underpinning ESP/EAP courses (Atai & Shoja, 2011).

As regards the challenges of EAP courses, the findings confirmed those of Atai & Shoja (2011). The study revealed such notable problematic areas as the students' low general English proficiency level, an insufficient amount of EAP instruction and low motivation, out-of-date resources, a strong emphasis on translation, and heterogeneity of students. These problems have been reiterated in needs analysis literature (Robinson, 1991) and so thoroughly deserve to be resolved to put EAP course on their rightest track.

5.1 Implications of the Study

The findings of the current study may serve as an important source for the academic English language needs of Iranian PE undergraduates. Furthermore, the incongruity between the status quo of EAP courses and the PE undergraduates' needs may accentuate the needs to revisit the policies and practices. Hence, the curriculum developers are invited to welcome needs assessment studies and renounce "the traditional values and modes of operations" (Taillefer, 2007, p.149) to gear EAP courses to the needs of the PE undergraduates.

Furthermore, the findings provide clues about divergent perceptions of two groups of EAP instructors (language and content) of the needs and instructional procedures and practices. This yawning gap might be filled by giving a coherent and research-based training program to adapt the EAP teaching practices to the undergraduates' present and target needs unfolded in this study.

6. Conclusions

The findings of the current study revealed that EAP courses for PE undergraduates are "neither research-based nor discipline sensitive" (Atai & Shoja,

2011, p.317). It seems that there is a huge gap between the perceptions of the main users of EAP courses, which are undergraduates, and course designers. Moreover, the curriculum developers and syllabus designers seem to turn a blind eye to the target needs of PE undergraduates.

Further research may focus on probing the academic English needs of the undergraduates in a wide range of disciplines in universities. Moreover, the academic needs of postgraduate students of PE might be explored. To put in a nutshell, conducting needs analysis studies would contribute to fostering the accountability of these programs.

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Appendix A:
Questionnaire for undergraduate and graduate PE students and language EAP instructors and content EAP instructors: Needs Analysis and Self-Assessment Questionnaire

Personal information: Gender……… Educational level……

2. How important, in your opinion, are each of the following language skills or components for your academic success? Please circle one of the numbers from 1 to 4 according to the importance of each item.

1: Not Important 2: Rather important 3: Important 4: Very important

Reading subject-specific texts in English…………
1   2   3   4

Understanding teachers' slides in English…………
1   2   3   4

Writing scientific articles…………………….……
1   2   3   4

Writing homework and assignments an English…
1   2   3   4
Taking class examinations in English
1   2   3   4
Preparing English slides…………….……………
1   2   3   4
Comprehending English lectures on physical education
1   2   3   4
Participating in international events like World Championship, etc.
1   2   3   4
Knowledge of grammar………………...…
1   2   3   4
Knowledge of general vocabulary…………
1   2   3   4
Knowledge of technical vocabulary…………
1   2   3   4
Pronunciation………………………………
1   2   3   4
Using bilingual general dictionaries (from English to Persian) ………………
1   2   3   4
Using bilingual general dictionaries (from Persian to English) ………………
1   2   3   4
Using bilingual technical dictionaries (from English to Persian) ……………..
1   2   3   4
Using bilingual technical dictionaries (from Persian to English) ……………..
1   2   3   4
Using monolingual technical dictionaries (from English to English) ……………....
1   2   3   4
Translating technical texts (from Persian to English)
1   2   3   4
Translating technical texts (from English to Persian)
1   2   3   4
Writing e-mails to teachers and field experts
1   2   3   4
Using the Internet to do research
1   2   3   4
3. Please identify your present level of ability in the following language skills and components by circling one of the numbers from 1 to 4 for each item (For undergraduate and Graduate PE students).
1: I can't do this at all 2: I can do this with a lot of effort 3: I can do it with a little help 4: I can do this on my own
Reading and comprehending subject specific texts in English………………
1   2   3   4
Skimming the text………………
1   2   3   4
Scanning the texts………………………
1   2   3   4
Taking notes while reading…..………………
1   2   3   4
Distinguishing important points from less important ones in English texts…
1   2   3   4
Understanding the relationships between ideas, cohesive devices like 'however' and pronouns in texts……………………
1   2   3   4
Critical reading…………………………
1   2   3   4
Understanding teachers' slides in English……
1   2   3   4
Writing summary of subject specific texts………

1   2   3   4
Guessing the meanings of unknown words from the context…………
1   2   3   4
Guessing the meanings of unknown words from prefixes and suffixes……… 1   2   3   4
Understanding graphic presentations like graphs and charts about subject specific texts………… 1   2   3   4
Preparing English slides…..............…………………
1   2   3   4
Writing scientific articles…..............………………
1   2   3   4
Writing homework and assignments an English........
1   2   3   4
Taking class examinations in English.......................
1   2   3   4
Comprehending English lectures on physical education...
1   2   3   4
Participating in international events like World Championship, etc....
1   2   3   4
Note-taking from lectures related to the field.....
1   2   3   4
Asking questions in seminars related to the field......
1   2   3   4
Using bilingual general dictionaries (from English to Persian) ……
1   2   3   4
Using bilingual general dictionaries (from Persian to English) ……
1   2   3   4
Using bilingual technical dictionaries (from English to Persian) …
1   2   3   4
Using bilingual technical dictionaries (from Persian to English) ……
1   2   3   4
Using monolingual technical dictionaries (from English to English) ....
1   2   3   4
Translating technical texts (from Persian to English)
1   2   3   4
Translating technical texts (from English to Persian)
1   2   3   4
Knowledge of grammar..................
1   2   3   4
Knowledge of general vocabulary...........
1   2   3   4
Knowledge of technical vocabulary.......
1   2   3   4
Pronunciation.............
1   2   3   4
Writing e-mails to teachers and field experts.......
1   2   3   4
Using the Internet to do research..........
1   2   3   4
4. Which four language skills and components, in your opinion, should be the focus of ESAP courses? Please tick four items among eight ones below.
*   Reading subject specific texts in English
* Grammar
*   Writing subject specific texts in English
* Vocabulary
*   Speaking   in   English
* Pronunciation
*   Listening and comprehending English
* Translation
5. In this section, please tick one option for every statement.

a. The number of credits devoted to the ESAP course at the undergraduate level of computer engineering is ………
1. adequate   2. NOT adequate
b. ESAP courses for computer engineering undergraduates should be oriented more towards
1. general English   2. English for specific purposes
6. Please comment on the problems with teaching ESP in Iran if there are any.
Thank you

Appendix B:
Semi-structured interview for language EAP instructors
 1. What are the most important language skills and components required by undergraduate students of physical education?
 2. What teaching activities do you do in your EAP classes?
3. What are the major language problems and difficulties that physical education undergraduates face?
4. How much and when do you use English in your EAP classes? When do you use Persian?
5. In your opinion, should EAP courses be oriented more towards ESP or general English? Why?
 6. Is the number of credits devoted to the EAP course at the undergraduate level of physical education adequate?
7. What are the major problems and challenges of teaching and learning EAP in Iran?
2. Semi-structured interview form content EAP instructors
1. What are the most important language skills and components required by undergraduate students of physical education?
2. What teaching activities do you do in English in your classes?
3. What are the major language problems and difficulties that computer physical education undergraduates face?
4. In your opinion, what percent of academic textbooks of physical education is in English in Iran? Do you use English textbooks and resources in your classes?

Appendix C:
Scoring criteria of quick Oxford Placement Test

Proficiency Level	Cut off Points
Breakthrough	1-18
Elementary	19-25
Lower-intermediate	26-35
Upper-intermediate	36-45
Lower-advanced	46-55
Upper-advanced	56-60

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