

Acquaintance of Jordanian Professional Footballers with English Communication Needs

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Abstract

English language communication, functionally and effectively, is a key factor for successful workplace. Nevertheless, communication needs in term of professional footballers have not been much studied. Thus, this study aims to examine the communication needs of Jordanian professional footballers in particular by taking in consideration what they need, want and lack to acquaint themselves with English language competency. The (35) participants of this study were Jordanian professional footballers who play in Jordanian Pro League. Qualitative and quantitative designs were employed in this study and then the results revealed that English language played an imperative role to help Jordanian footballers work locally and enable them to have a chance to work abroad as well. Ranking skills like listening, reading and writing down to speaking makes the idea clear that their perception of speaking skill is weak and hence it is categorized mostly necessary skill accordingly. The study achieved results those led to pedagogical implications such as designing the course of English for sports, language learning facilities must offered by Jordanian football clubs and English training course should provide sufficient knowledge about sport vocabulary, idioms, and comprehensible pronunciation in order to increase footballers' confidence in terms of communicating effectively and functionally in real life situations.

Keywords: communication needs, English for special purposes, Jordanian footballers.

Introduction

Nowadays, English is used in various areas and domains from international media, tourism, diplomacy and technology. Over 1.5 billion people use English language for communication purposes in our time. People around the world are interested to learn English for communicative purposes in different domains and workplace. For those who look for a good job, English language competence is the most important need. Therefore, the competence of worker's in English language communication is needed to complete the service. Thereby, the last few decades witnessed a quick shift in research from teaching English for academic purposes to teaching English for more specialized purposes. Most of the researchers in English language teaching shifted their research interest from investigating the most successful ways to enhance the ability of workers in using English for specific purposes (ESP) in the workplace. Researchers (e.g., Swales,1988; Robinson, 1980;

Hutchinson & Waters, 1987) defined English for specific purposes as teaching of English language for any purpose that could be specified, such as, teaching of English language for occupational or professional purposes.

Hutchinson and Waters, on whose works the present study based, defined ‘needs’ as “target needs” and “learning needs”. Later on, those terms were defined in different ways by many researchers; some agree with the previous definitions and others have some different opinions. Some vagueness occurs in the terms of target and learning needs in respect to the conflicting or overlapping views of various researchers in the field of the ESP. Some researchers interchangeably use the aforementioned terms and refer to target needs as learning needs and vice versa though target needs are defined as “what the learner needs to do in the target situation”, and learning needs as “what the learner needs to do in order to learn” (Hutchinson & Waters, 1987). Thus, target needs should be analyzed under three criteria; necessities, lacks and wants.

According to Hutchinson and Waters (1987, p. 55), researchers, before conducting any research in the field of (ESP), need to know:

- 1) What the learner needs to know in order to become professional in the target situation “Necessities”.
- 2) The learners’ view of what they would like to know “Wants”.
- 3) How to study the gap between what information or knowledge the learner has already known and language functions needed in the professional work or situations “Lacks” or as Brindley (1989, p. 65) simplify “the gap between what is and what should be”.

So, the learners need to move from lacks points to necessities of language skills to become professional in specific workplace. The important of learning English for specific purposes highlighted by Al-Khatib (2005, p.3), who assures that “it play important roles in workers’ and administrator success in their fields of work and business environments”. Consequently, the course designer needs to collect information about target needs by asking questions like; Why is the language needed?, How will the language be used?, What will the content areas be? With whom will the learner use the language? Where and when will the language be used?

Since the publication of Hutchinson and Water’s book (English for Specific Purposes: A learner-centered approach, 1989) there has been a wave of interest in English for specific purposes researches which focuses on the learners need and necessities of English language

skills to become professional in specific workplace. A wide range of situation and workplace around the world have been studied and investigated, such as textile and clothing merchandisers (Li So-mui & Mead, 2000), computer engineering workplace (Rajprasit & Hemchua ,2015), hotel and catering industry (Stott, 2004). The present study deals with other and different domain of work place which is not investigated yet; English language communication needs for professional footballers. To the researchers' best knowledge, this is one of the unique EFL/ESL topics that have rarely featured in (ESP).

Rationale for the Study

Football clubs are considered as workplace and a labor industry, and within this industry, employees (footballers) can move among cities in the same country to play in different clubs, or move globally (McGovern, 2002). Today, most clubs around the world start to import players from different countries. As a result, footballers will find themselves in need of using other languages to engage in football activities with non-native speakers of their native language.

Thus, professional footballers must have certain English language proficiency to be able to play football professionally in an English-speaking country or at the football clubs where English language used as means of communication between the coaches and footballers or between footballers themselves. So, professional footballers need to master target language skills to be able to be effective in a workplace. Besides, professional footballers need to know specific English terms for football to perform their job tasks effectively and professionally.

Football is the most popular sport in Jordan. Jordan Football Association (JFA), the governing body of football in the country, was founded in 1971 and affiliated to FIFA in 1974. The top football championship competition at the national level was established in 1944. Currently, there are twelve top clubs division (AL-Manaseer Jordanian Pro League) and fourteen second clubs division (Jordan League Division 1). In 2008, Jordan Football Association announced the beginning of professionalism in football. This means that Jordanian footballers changed their positions from amateurs to professionals. So, Jordanian footballers get paid for playing football and for them it is their full-time job under a fixed-term contract between clubs that holds footballers registration. Besides, Jordanian football clubs can sell footballers services to another local or global club.

As other footballers around the world, many Jordanian footballers today try to play football abroad for many reasons like: financial grossing, global experience, and to have opportunity to play in European elite clubs. Broadly speaking, if they become international players in a famous football club, they will face language and conversational problems. These problems are potential in their needs to communicate with foreign professional colleagues who are non-native speakers of Arabic. They, indeed, need English language for pre-match briefing sessions, instructions during training and media interviews.

Jordanian professional footballers are advised to necessitate language skills to be able to function effectively in workplace (foreign football clubs). Hence, they must have specific English to smoothly perform their job tasks successfully and professionally. They also need certain English language proficiency to enable the professional footballers and coaches to use English language as a means of communication in an English-speaking country. Thus, the footballers need English language training or courses to attain the target level of English proficiency required by the workplace.

Research questions

The following research questions are formulated to achieve the objectives of this study:

1. What do Jordanian professional footballers need English for?
2. What English language skills do Jordanian professional footballers perceive as necessities for their workplace?
3. What are the Jordanian professional footballers' lacks in the English language?

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Literature review

English for Specific Purposes (ESP) was an innovative subdivision of English learning and teaching based on learners' needs to use language in specific learning and workplace contexts (Kavaliauskiene, 2007; Adamson, 2006). Researchers assumed that ESP interested and concerned in the specifics language learners needs related to specific disciplines and workplace. Before selecting materials content and teaching methods, learner's need in specific contexts must be tested (Shabaan, 2005). So, the taught English language should be appropriate to that workplace in different language skills such as listening, reading, writing and speaking (Keyton et.al, 2013). The analysis of learners' needs

is the foundation of creating syllabus and establishing a new course, essential steps to the planning of any language courses, focus on learners' communicative needs. In general, needs analysis is a process which was usually followed by syllabus design, creating course materials, teaching / learning a course, and evaluation. Richards and Rogers (1986, p.156) affirmed that needs analysis is "concerned needs with identifying general and specific language needs that can be addressed in developing goal, objectives and content in a language program or on the specific needs".

Professional footballers have not received much attention in the different research areas related to communication needs analysis. An insightful study and among the few studies found on the literature concerning the communication needs analysis for foreign professional footballer was conducted by Kellerman et.al, (2005). The propose of their study was to examine the importance of the Dutch language in the lives of foreign footballers in the Netherlands, and what kind of language learning facilities different clubs offered for foreign players. The participants were made up of 38 foreign players playing in the Dutch football leagues on the two highest divisions, club managements, two coaches and two teachers of Dutch. In their study, they used two measurement instruments; questionnaires and interviews.

Their findings revealed that Dutch was the language of communication which used in all the clubs, the player considered Dutch as important for they performance in the field. The researchers also found that the players had varying opinions on the importance of Dutch; some foreign footballers were motivated to learn Dutch and use it, whereas some foreign footballers thought there was no need to learn Dutch and use it since many player spoke English. Nevertheless, all the foreign footballers considered good communication as "an essential component of good football" (p. 207) regardless of the language of communication.

Similarly, Wagner et.al, (2004) conducted a comparative study to examine and investigated the language policy of different Danish sports clubs, such as women handball and men ice hockey. They found that in women's handball clubs, foreign players were concerned to Danish language skills, besides, women's handball clubs help the foreign player to learn Danish language by offered language training and social support. In contrast, they found that in men ice hockey clubs, English language is language choice of the clubs and it is the only means of communication among the professional players.

As the literature review showed, very few studies have been conducted to examine and investigate the professional footballers English language needs and problems around the world. Consequently, the rationale of the present research is to determine the English

language needs and problems that the Jordanian professional footballers usually experience in their work. The study aims to help the Jordanian professional footballers' improving their communicative competence in English in Jordan and abroad.

Methodology

Participants

A total of 35 Jordanian professional footballers playing in Jordanian Pro League from four football clubs were randomly selected for this study. The footballers are treated as homogenous in terms of nationality (Jordanian), mother tongue (Arabic) except for a small difference in age (21-26 years old) and differences in their position on the field (goalkeeper, defenders, midfielders, and forwards). They had up to two year experiences playing football in their club.

Research Instruments

Qualitative and quantitative designs were employed in this study. Semi structured-interviews and a two-pages questionnaire, consisting of open-ended questions, was constructed by the researcher to gain information and response from Jordanian professional footballers about their needs, necessities and lacks regarding English language.

Questionnaire

In order to construct an effective questionnaire, the researcher interviewed a group of football player and specialists in the area of sport science. The questionnaire consists of items concerning general characteristics of Jordanian professional footballers such as their age, period of time of play in the Jordanian Pro League, position, English language background, use of English at the workplace, current level of English proficiency, important of English at work, their need of English language and problems in using English language at work. The respondents were asked to rate their needs of English skills, functional needs of English language and to shed the lights on the lack and difficulties they face in using English language by using a five-point Likert scale.

Interview

A semi structured-interview was conducted in this study where 10 Jordanian professional footballers were invited to participate to elicit responses on their need of English language and problems in using it at work to provide a rich understanding on the impact and importance of English as means of communications. Responses were tape-recorded and note-taking was employed.

Validity and Reliability of the Research Instruments

In any study, validity and reliability are of great importance as they will determine the relevancy of a study to examine a particular issue repeatedly so as to provide useful feedback to find solutions to particular problems or issues. According to Brown (1996, p. 231), “validity refers to the extent to which an instrument measures what it is designed to measure”, while reliability is the consistency and accuracy of the measurement to measure what it is intended to measure time and again. Therefore, a valid and reliable study will be able to produce similar results when carried out at a different time and place but with the same research subjects.

In order to improve the validity of the research instruments, a panel of experts in the area of this study was invited to thoroughly scrutinize all the items in the research instruments. Four EFL experts who were lecturers at Jerash University in Jordan participated on a voluntary basis. They evaluated and validated the instruments during all the stages of the development of the research instruments. Their feedback and constructive comments were taken into account and changes were made to the items.

Following that, the face and content validity of the research instruments (questionnaires, and semi-structured items) were further tested and validated. The questionnaires and semi-structured interview used only Arabic language to ensure greater accuracy of selecting the most appropriate responses by the respondents.

Apart from content validity, the reliability of a research is another important issue to be considered. A valid study must also be reliable to ensure that it is consistent in its findings when the same study is repeated under similar circumstances. According to Gay et al., (2009, p.158-59) reliability is the “degree to which a test consistently measures whatever it is measuring”. In addition, Rosenthal and Rosnow (2008) recommended using the reliability coefficient to measure the consistency of findings of a research.

An efficient method for estimating reliability is the internal consistency measure, which uses Cronbach's alpha coefficient. Garson (2006) suggested the use of a cut-off point of (.60) for exploratory research and this became the basis for this study. In addition, Gliem and Gliem (2003), clarified that for an instrument using scales to measure different constructs, the internal consistency coefficient must be individually calculated for each scale.

The findings of the pilot study revealed that the questionnaires had different individual reliability coefficient. The reliability coefficient for the Footballers' needs with twelve items was (.725), the Footballers' lacks with four items was (.882), and the language skills necessities with four items was (.870). This finding suggested that questionnaires were reliable instruments to analyze the communication needs of Jordanian professional footballers.

Findings and discussion

In order to investigate the purposes those make the Jordanian professional footballers need English for, it is vital to analyze their perceptual patterns of English language needs as a means of communication in different purposes shown in Table 1 below. In addition, it was also important to investigate the Jordanian professional footballers' need of English language in the workplace which involves notions of communicate with team mate, play professional football abroad, understand the command of foreign coach and communicate with international football referees during match. The findings resulting from this study reflected to what extent the Jordanian professional footballers need English for.

Table (1) A Jordanian professional footballer needs English for

| | Statements | Extremely needed | very needed | Moderately needed | Slightly needed | not needed |
|---|---|------------------|-------------|-------------------|-----------------|------------|
| 1 | improving his performance in the language | (71%) | (17%) | (12%) | - | - |
| 2 | being more fluent in the language | (80%) | (11%) | (9%) | - | - |
| 3 | communicating with overseas players outside their team. | (83%) | (11%) | (6%) | - | - |
| 4 | communicating with foreign team mates | (88%) | (9%) | (3%) | - | - |
| 5 | communicating with and understand the commands of foreign coach | (88%) | (6%) | (6%) | - | - |
| 6 | understanding instructions of foreign coaches during training | (88%) | (9%) | (3%) | - | - |

| | | | | | | |
|----|---|-------|-------|-------|-------|-------|
| 7 | communicating with foreign football referees during the match | (3%) | (9%) | (14%) | (26%) | (48%) |
| 8 | being acquainted with English language during watching international football match | (68%) | (11%) | (6%) | (9%) | (6%) |
| 9 | Reading FIFA instruction | (52%) | (11%) | (14%) | (9%) | (14%) |
| 10 | Searching sport news in Google | (65%) | (20%) | (9%) | (6%) | - |
| 11 | being able to speak with foreign media in public | (83%) | (11%) | (6%) | - | - |
| 12 | Joining international teams abroad | (94%) | (6%) | - | - | - |

The findings above were connected to the analysis of Jordanian professional footballers' need English for. A total of (71%, 80% and 83%) extremely needed (statement 1, 2, 3 respectively) English language to improve and become more fluent in English language and to communicate with overseas players. During the interview discussion, it was noted that Jordanian professional footballers experienced problems when communicating and socializing with overseas players. The following response was from professional footballer who is currently playing as defender in a football club:

“After the match, the players quickly went back to their rooms. They can't talk to and chat with foreign players because of their limited English proficiency and because they couldn't speak English well”

Another player who also plays as defender responds that:

“There are a lot of Jordanian football players who cannot speak English. They can't realize how English language is important to help them to develop their careers and profession. We can exchange ideas with foreign players and make friends with other international players”

In response to the statement 4, majority of the Jordanian professional footballers (88% extremely needed and 9% very needed) English language to speak and communicate with their team mates. Other finding is reflected in response to a player who plays as midfielder:

“Many Jordanian football clubs contract with player from different countries like; Brazil, Colombia and Ghana nowadays. They speak English beside their native language and we need English language to communicate with them since they don't like to learn Arabic language because they will not stay here in Jordan long enough time”

Findings of statement 5 and 6 highlighted that the Jordanian professional footballers extremely needed 88% and 88% to communicate and understand instruction and command

of foreign coach during training and matches. This finding was related to a response from a football player who commented during the discussion:

“Many Jordanian football clubs contract with coach from Yugoslavia, Croatia and other non- Arabic natives. They speak English language beside their native language. Our football clubs offered a translator with those coaches, but we suffer a lot because we think that the translator does not translate correctly what the coaches mean”

Another football player responded:

“As players we know that any time we will invent to take part in the Jordanian national team, and as you know, the coach of the national team is from England now, he speaks English and we need to communicate with him in English language to understand what he says during training and what his commands are.”

Statement 7 revealed that 26% slightly needed English language for communicating with international football referees during match whereas 48% not needed. A goal keeper had expressed his opinion during the discussion by saying:

“We don’t need English language to communicate and argue with referees during international matches because I think body language can be used as a means of communication among the players and referees”

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While another right wing back player added:

“Why do we need English language to communicate with referees? why do we need to talk in any language to referees? talking to referees will not change his decision, besides, I think it is better to the players not to communicate or argue with referees, the players can express their refusal for referee’s decision by using facial expression, I think if we argue or disagree with the referee he has the right to show the yellow or red card”.

As for statement 8, although 65% of football players extremely needed and 11% very needed English language for watching international football match, the needed for English language does exist to a small level. This is evident in football players’ response where 6% moderately needed, 9% slightly needed and 6% not needed English language for watching international football match due to the fact that Arabic sport channels broadcast the international football matches.

In response to statement 9, 10, 52% of players extremely needed English language and 11% very needed it for reading FIFA instruction and 65 of players; extremely needed English language for searching sport news in Google respectively. This highlights that Jordanian football players needed to be most up-to-date with FIFA instruction regarding the last condition of transit from clubs to another nationally or internationally. Besides, they

extremely needed English language to search on international sport news which they did not found it in local newspapers.

However, when statement 9 and 10 was analyzed, it found that Jordanian football players comprising a total of 14% moderately needed English language for reading FIFA instructions; this is because of the fact that two football players' responses during the discussion session:

“We didn't need to read the FIFA instruction in English language because we can get it in Arabic language from Jordan Football Association”

In contrast, another football player added:

“Yes of course we need English to read FIFA instruction in English language especially those condition which related to transit to another clubs inside Jordan or outside”

In relation to statement 11, Jordanian footballers responded in an extremely needed 83% for English language to speak publicly with foreign media, they declared that many Jordanian footballers avoid meeting and conducting interviews after international match due to their limited in English language. Findings from discussion also correlate whereas a central attacking midfielder player responded:

“As a player we avoid conducted interview with foreign media because we can't understand the question very well, and if we understand it we can just replay with short answers”

Another center forwarder player asked:

“I don't know how we participated in international match and we can't speak or contact with the global media, I think we must have the ability to use English language to promote ourselves as professional footballer.”

Jordanian footballer to a large extent (94% extremely needed and 6% very needed) responded (statement 12) that they need English language to play professional football abroad. A player in the discussion commented:

“playing professional football abroad is a dream for every footballers around the world, as Jordanian footballer we dream to play in Saudi clubs and other gulf clubs, it considers as the world's most exciting league, and you know that the coaches and many players of that clubs are foreigners so we need English language. It will help us a lot for communicating with coaches and foreign players”

Similarly, during the discussion, it was found that Jordanian footballers were conscious that English language will be beneficial to them. A center forward player commented:

“If we have a chance to play football abroad, English language makes staying in the other countries especially western countries more comfortable and enjoyable, because we can communicate with fans and media and of course with coaches and players.”

English language skills necessity

Table 2 below highlights the findings on English language skills do Jordanian professional footballers perceive as necessity for their workplace. The questionnaire elicited several responses related to the English language skills (listening, speaking, reading, writing) necessity needed for their workplace.

Table (2) English language skills necessity

| Skills needed | Extremely necessary | Very necessary | Necessary | Fairly necessary | Not necessary |
|---------------|---------------------|----------------|-----------|------------------|---------------|
| Reading | 3% | 11% | 20% | 14% | 52% |
| Writing | 6% | 9% | 6% | 11% | 68% |
| Listening | 83% | 11% | 6% | - | - |
| Speaking | 88% | 6% | 6% | - | - |

Jordanian professional footballers’ responses to this question have shown that listening (83%) and speaking (88%) were skills those rated extremely necessary to their currently and future jobs. Whereas, writing and reading skills were rated not necessary.

During the discussion, a right wing player stated:

“As professional players we need a lot of speaking skills to communicate with other foreign players during training and when we play with international clubs, we need to thank, welcome and greet other foreign player before and after the match and also we need to apologize to them when mistakes occur during the match”.

Another striker player added:

“Of course we need listening skills as much as possible. As football players, we are invented to TV interviews, especially when we play outside the country, speaking skills is needed since we need to understand the questions and answer them accordingly.”

Central attacking midfielder player was supportive of his and remarked:

“Yes, listening in English language is very important. If we decide to play aboard, we need to listen to conversations, command and instruction of coaches besides we need to understand the conversations about football or any related football topic on TV”.

Discussion findings relate similar responses where a center defensive midfielder commented:

“I can understand a short phrase, but when I listen to complicated conversation especially on TV or foreign players’ interview I can’t understand anything. We need both

skills because if I have a contract to play in western clubs I need speaking and listening skills to communicate with every one; players and local community”.

Similarly, a right wing player expressed his concern during the discussion saying:

“I know that English language especially speaking skill is very important to every player who intends to play abroad. you imagine that now big companies around the world use English language for advertisements and most of these companies search for a player to promote their products on TV. I think there is a strong relationship between English language and profession”.

Footballers’ lacks

To investigate the Jordanian professional footballers’ lacks in different language skills, they asked to assess themselves in listening, speaking, reading and writing. Table 3 below reveals that the majority of Jordanian professional footballers categorized “weak” in the aforementioned four skills.

Table (3) Footballers’ lacks

| Language skills | Excellent | v. good | Good | satisfactory | weak |
|-----------------|-----------|---------|------|--------------|------|
| Speaking | – | 1% | 8% | 11% | 80% |
| Reading | – | 6% | 6% | 10% | 78% |
| Listening | – | – | – | 12% | 88% |
| Writing | – | – | 6% | 11% | 83% |

They assess themselves as “weak” regarding their English proficiency. 80% of Jordanian professional footballers assess their speaking skill as weak and 78 % assess their reading skills as weak and 88%, 83% assess themselves as weak in listening and writing skills respectively.

This finding was insightful during the discussion session when a few responses highlighted this clearly. A center back player commented:

“I think English language is a major problem for all Jordanian in all sector not only for football player. In the university we expected that English language is not necessary after the graduation. Later on, we recognized that English language is so important”.

Discussion

According to Al-Khatib (2005), needs analysis is a gateway to developing a language curriculum in the field of language program planning. The need analysis allowed the researcher to justify and afford useful implications and recommendations which may be used

as a guideline for designing an English course for professional footballers and any workers to prepare their English language capabilities according to their needs and wants.

The current study represents an attempt to examine the real English needs and necessities of the Jordanian footballers and to investigate what they are lacking in English language. In order to achieve a better understanding of the English language needed by Jordanian professional footballers, it is pertinent to note that the sample of the study is made up of 35 Jordanian professional footballers playing in Jordanian Pro League from four football clubs. Both quantitative and qualitative methods were utilized for data collection. A set of questionnaires about Jordanian professional footballers' needs, necessities and lacks regarding English language administered to the 35 footballers while semi-structured interviews were administered to collect the qualitative findings from 10 footballers.

To start with, Jordanian professional footballers were considered that English language will played an imperative role during their work inside Jordan and it considered as a job requirement outside the country. They affirmed that they need to use English language during their training and playing football outside Jordan. In addition, most of Jordanian professional footballers considered that their English proficiency was limited and at the lower level. They encountered problems when using it. As a result, all Jordanian professional footballers assumed that learning English is necessary to them.

Besides, the communication skills those Jordanian professional footballers actually need: communication with both of overseas players and foreign team mates, communication and understand the command of foreign coach, understanding the instructions during training and speaking publicly with foreign media. More interestingly, footballers showed highly interested to learn English language to improving their performance in the language and to become fluent in it.

Moreover, with regard to their English language proficiency, the Jordanian professional footballers identified themselves as being at "satisfactory" and "weak" levels. They considered speaking is mostly difficult and ranked down as compared to listening, writing and reading. The result showed that Jordanian professional footballers reflect the real image of the majority of Jordanian people who experience many difficulties with English four skills. Some studies stated that students in Jordan face a major problem in dealing with English as a foreign language and that their performance in English language is

unsatisfactory. These findings are corroborated by the Jordanian professional footballers in the interview sessions. For instance the respondents' remark:

“I think English language is a major problem for all Jordanians not only for football players but also for all sectors. In the university we expected that English language is not necessary after the graduation. Later on, we recognized that English language is so important”.

Finally, Jordanian professional footballers considered that English language skills, especially listening and speaking, were extremely and necessarily needed. Writing skill was considered of lower use in sense of need, whereas reading skill was the lowest in need. Among four main skills, Jordanian professional footballers considered speaking skill is the greatest in need. In fact, they need to speak English with foreign coaches and players and they need it if they play football abroad with foreign players during training. They also in need of speaking skills during international matches for thanking, welcoming, and apologizing for other foreign players before and after international matches. Besides, they consider speaking skills as a tool to help them become advertisements stars.

Listening skill is viewed as the second highest need for the Jordanian professional footballers. They need to listen to instructions and command of foreign coaches and to communicate with foreign players mate. They also need to listen and understand any conversations which are related to football topic on TV. Besides, they need to master listening skill which can help them conduct interviews with foreign media or listening to interviews with foreign football players.

In this study, reading and writing skills are not needed among the Jordanian professional footballers. They need to read FIFA instructions and conditions for transit to other clubs especially foreign clubs and sometimes to read the most recent news about international players. Regarding their need to writing skill, Jordanian professional footballers considered writing skill as less needed and used in their job. They think that their work as professional footballers did not require written communication.

Conclusion

This study foreground highlighted the importance and significance of the role of the English language in terms of national and international workplace communications in the field of football professionalism. It reviewed what Jordanian professional footballers experienced about national and international communications through English language. Besides, the demands for English language skills among the Jordanian professional

footballers were examined in this study with especial respect to reading, speaking, listening and writing skills. Therefore, using English language as a means of communication, among the players and coach or the players themselves in football clubs, play an important role and considered as a key for professional success. However, the lacks of knowledge and use of English language as a means of communication lead to a negative job performance of professional footballers if they want to play professional football abroad because they will deal with the international players.

The finding of the present study suggests some pedagogical implications. Firstly, Jordanian professional footballers must view themselves as being responsible for independent English learning and that learning is a part of their responsibility. Moreover, Jordanian professional footballers' consciousness of the importance of English language globally today should be worked on. They should learn about how important it is to speak and use English language as it is regarded as an important tool to be a professional players and a productive individual in today's world.

Secondly, researchers and educators at the tertiary level in the area of the English for Specific Purposes (ESP) are requested to design and establish specific courses in English for sport. These courses can help footballers or any athletes in English language skills which related to their specific fields. Thus, English for sport courses establishment and development would help and serve the real needs of the professional footballers in using English language for their future and current jobs. Thirdly, Jordan Football Association can start and run English language training courses to Jordanian footballers since all of them viewed that English language can help them play football abroad and many of them could be invented to play for the Jordan national team. The training courses should focus on communication interactions of different domains as Jordanian footballers mainly need. This would allow them get used to these skills to communicate clearly, effectively and functionally with foreign coaches especially Jordan national football team's coaches. English training course should provide sufficient knowledge about sport vocabulary, idioms, and comprehensible pronunciation in order to increase footballers' confidence in terms of communicating effectively and functionally in their workplaces.

As the findings have revealed, the detrimental effects of low communication skills in English language should rightly be seen as indications of a larger problem or malaise that

plagues the system of sport professionalism in Jordan. It is the problem of low proficiency in the target language, which is English per se.

Finally, when the above situation is contextualized in relation to the Jordan Associative Football and Jordanian football club's objective of producing marketable and professional footballers, there is a mismatch between policy and outcome. Thus, apart from all the projected recommendations that arise from the findings of this study, what is needed is immediate attention and hopefully action taken by the Jordan Associative Football and Jordanian football clubs in Jordan. This can help to reappraise the professional system and policy in Jordan in relation to produce professional footballers of marketable quality. As the findings and discussions would suggest, the Jordan Associative Football should be prioritized as it is the source of the problems faced by the footballers who participated in this study. It, therefore, can be argued that only when the issues related to produce professional footballers who can communicate effectively and functionally in English language skills are resolved or at least mitigated, then the situation would be improved. Only then can the coaches of Jordanian national team especially the foreign ones focus on the higher points of football skills without a need for long time to translate his instructions and commands to Jordanian football players before and during matches.

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Bio-Profile:

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