

Report on the 2013 JUTEN Project: スポーツ競技関連の英語教材の作成

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Abstract

The newly revamped English program at the National Institute of Fitness and Sports in Kanoya (NIFS) which commenced in the spring of 2014 makes the subjects of English and English Communication compulsory for freshmen until the end of their second year of study. While this change doubles the amount of compulsory English language study at the university, the new design condenses English Communication 3 and 4 into a single class – English for Advanced Learners – and subsequently reduces the number of options for continued English language study at the university. The goals for this project, i.e. the development of two level-centered English language textbooks based on NIFS athletics, were four-fold.

- to develop curriculum to support NIFS students desiring to further expand their English language competency and proficiency following their two years of compulsory study.
- to motivate sports-based learners to study English through sports-based content.
- to use English language materials to promote NIFS sports clubs, instructors, and research.
- to contribute to the development of lifelong sports and learning through content devoted specifically to NIFS athletics.

The first part of this paper introduces the rationale for the 2013 JUTEN Project [スポーツ競技関連の英語教材の作成], the envisaged contents of the finished materials, followed by the current standing and future direction of the project. The latter part of the paper presents an original article submitted for use as a reading for the materials [陸上競技の砲丸投げについて], together with plausible examples of language learning activities based on the sport itself and the content of the article, and an evaluation of this lesson based on student scores and self-evaluations following a trial of the lesson in a Japanese national university first grade English class.

Keywords : curriculum development, sports English, English language education, National Institute of Fitness and Sports in Kanoya (NIFS)

Project rationale

In developing EFL curriculum, it is important to provide language learners with motivational materials and opportunities to learn. Through materials developed around the research and expertise of NIFS faculty, this project endeavors to offer NIFS students both of these vital aspects in support of their language

learning. While student registration in English Communication 3 and English Communication 4 has labored in recent years, the necessity for English in an increasingly globalized world continues to expand in the opposite direction. This project endeavors to produce materials comprising both the curriculum for a two-level program of study, and student motivation

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to pursue further language education through relevant study for NIFS students.

Under the new English curriculum, English 1&2 and English Communication 1&2 have been deemed compulsory subjects for freshmen beginning from April 2014. Consequently, class sizes—separated using the results of the Computerized Assessment System for English Communication (CASEC)—will remain constant from this year at 25 students for the lowest two levels, 30 students in the highest level class, and 35 students in each of the other three classes. While level-based class separation assists both instructors and learners in addressing appropriate level curriculum, the larger class sizes and cumulative progression of the curriculum limits the opportunity for greater focus on specific learner needs and interests.

As mentioned above, the rationale for this project is four-fold. Firstly, this project seeks to develop materials which provide learners with a vehicle for which to continue their English language studies following their second year of compulsory study. In the past, learners who have taken English Communication 3 and English Communication 4 — both optional classes — have expressed various reasons for their enrollment. While each year there have always been students who have taken the classes to make up for lost credits, others have registered in these classes for more practical reasons, such as the desire to use their language learning and proficiency for their future profession, the interest in entering a program of study (both language and academic) at a foreign institution, and the hope to continue their studies at the graduate level.

Following two years of English language study directed at the general language needs of classes of 25 to 35 students, these materials aim to bring focus to sports-related content in order to motivate students of the only Japanese national four year sports university

to further expand their language study. Using topics related to sport, learners can draw upon their own background in better understanding the content, and can apply their language learning to more relevant contexts. For students who have chosen to complete their post-secondary education at NIFS, the focus on the athletic clubs active at the university presents them with an immediate and relevant reference for their study.

It is often very difficult to motivate language learners through new and sometimes perceivably irrelevant or impractical content or language. In focusing the contents of this project on the creation of original articles created by NIFS teachers, sports instructors, and researchers, the resources endeavor to stimulate learner interest through the various areas of specialty of the NIFS faculty the students see on campus every day, while promoting the sports clubs and activities of the classmates they sit beside each day in class. In choosing to specifically target the sports activities of this university, the resources additionally aim to use the English language as a vehicle to increase student awareness in the university itself, and the activities and research going on around them.

A deeper understanding of some of the specifics surrounding the various sports in NIFS also aims to contribute to the significant value of lifelong sports and learning in enabling students to take with them an understanding of these sports after they graduate. Sport is unmistakably interwoven into Japanese culture. From local games to prefectural finals and national tournaments, Japan has a myriad of sporting events. These sporting events also clearly extend to the international level and, with a great deal of terminology shared in the English language, an understanding of specific themes surrounding the university's various athletic clubs can provide representative terminology (and associated knowledge) for learners to appreciate these sports on a variety of

levels. Through this type of sports English language education, NIFS graduates can acquire personally-relevant sports-based language and knowledge valuable to them as citizens of a sports-based country and world.

Planned contents

The target contents (sports) for the project were drawn from the 「体育係サークル」 list of athletic clubs (including the Athletic Trainer club) listed on the NIFS homepage (http://www.nifs-k.ac.jp/campus_life/activities/athletics/).

Figure 1. NIFS Athletic clubs

Track and Field	Yachting
Baseball	Rowing
Tennis	Cycling
Volleyball	Canoeing
Basketball	Naginata
Swimming	Sepak takraw
Judo	Windsurfing
Kendo	Athletic Trainer
Golf	

The project (i.e. the development of two level-based English language textbooks for NIFS students based on the above list of athletic clubs) was introduced to the faculty of the Department of Martial Arts and Sports Science (see Appendix 1) in the late spring of 2013, at which time an open request for the submission of articles to be used as readings was presented. As one part of this request, faculty were asked to compose and submit (in Japanese or in English) original passages of approximately 400-600 words (1200-1600 Japanese characters) in length in their area(s) of expertise, and appropriate to one of the two textbook levels. Using soccer as an example, model topics were provided to bring focus to the general content sought for each level.

Level 1 (lower level): General sports knowledge
(Sample topics)

- The history of soccer
- An introduction to the game of soccer
- The rules of soccer

Level 2 (higher level): Research-/Instruction-based content

(Sample topics)

- The mechanics of the kick
- Conditioning for soccer players
- Injury prevention for soccer players

To date, 20 NIFS faculty have authored 18 articles in 14 sports for use as readings in the two textbooks (each unit of the textbooks will focus specifically on one original article/sport).

Figure 2. List of submitted articles.

Sports (in alphabetical order)	Title of article (in Japanese)	Title of article (in English)
Badminton	バドミントンの地域大会の決勝トーナメント進出チーム決定方法の問題点	①*Problems and suggestions for selecting teams to advance to the finals in regional badminton tournaments
Basketball	バスケットボールの地区別インカレ出場校数決定のしくみ	①Deciding on the number of schools participating in regional All Japan University Basketball Federation leagues
Canoeing	カヌースプリント競技の艇速度とストローク指標	②**Boat speed and stroke indices in canoe sprint racing
Cycling	栄光のイエロージャージ	①The Tour de France—the glorious yellow jersey
Judo	柔道の歴史	①The history of judo
Kendo	剣道：文化と競技の狭間で	②On the threshold of culture and contest
Kendo	剣道の歴史	①The history of kendo
Rowing	ボート競技は激しいスポーツ	②The intensity of rowing
Sailing	セーリング競技と風	①Sailing competitions and the wind
Sailing	セーリング競技におけるパフォーマンス発揮	②Demonstrating performance in sailing competitions
Soccer	サッカーの母国とサッカーの歴史	①The homeland and history of soccer
Soccer	サッカーにおける育成年代（ジュニアユース）の指導方法について	②Instruction methods of use in teaching youth soccer (juniors)
Swimming	速く泳ぐ技術の工夫とは	①How to swim fast

Tennis	史上最長試合	①The longest match in tennis history
Tennis	時間からテニスの試合を考える	②Thinking of tennis matches in terms of time
Track and Field	陸上競技の砲丸投げ	①The shot put event in track and field
Track and Field	大学駅伝について	①Ekiden: University long-distance relay races
Volleyball	“東洋の魔女”から続いていた、根性バレーからの脱却	①Freedom from “determination volleyball”: The legacy of the “Oriental Witches”

*① Appropriate for Level 1 (Lower level) text. **② Appropriate for Level 2 (higher level) text.

Each of the above articles was professionally translated into English, with the contents—as represented in the translations of the titles above—maintaining as close to the author’s original meaning as possible. Following the translation, the only additional request for the author(s) of each paper was, based on their expert opinion, to select 10 key words and/or phrases from the contents of their paper for directive study. This vocabulary is one of the primary aims of the project.

When watching or discussing specific sports, there are often key words and phrases that surface time and time again. With an understanding of this vocabulary, students are more apt and able to observe the sports or to participate in sports-related discussions with comprehension, whether in Japanese or in English. Lifelong sports, according to the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) homepage (http://www.mext.go.jp/b_menu/hakusho/html/hpab200701/002/008/004.htm), is said to be something for *anyone, any time, and anywhere*. 「…だれもが、いつでも、どこでも、いつまでもスポーツ」。With a grasp of basic sport-specific terminology, NIFS students can further appreciate the sports that are an integral part of the institution they purposefully selected for their post-secondary studies.

For the textbooks, the key vocabulary and associated activities will compose one part of the language learning activities to be developed for each unit. Each unit will feature a variety of activities

dedicated solely to the content of the reading (see Appendix 2), and to the sport itself, in order to maximize learner contact with sport-specific vocabulary and understanding. The goal is to produce two textbooks of 14-15 readings (units) each, which, together with the language learning activities, will ideally provide educational materials for two separate classes exclusively dedicated to NIFS athletics.

Future steps

As mentioned above, the ultimate aim of this project is to compose two sports English language textbooks comprising 14-15 readings each as the basis for continued language study following the end of compulsory English and English Communication classes. Of the 18 articles received to date, 12 fit roughly into the planned contents for the lower level textbook (indicated as ① in Figure 2) and the other 6 articles (indicated as ② in Figure 2) likewise for the higher level. In order to complete the two textbooks, there are still a number of tasks to accomplish. Among these,

- continue to solicit the cooperation of NIFS faculty in gathering the remaining articles needed for each textbook (2-3 for the lower level, 7-8 for the higher level)
- edit the articles to make them level-appropriate for NIFS students
- create language learning activities (reading, writing, listening, speaking) for each article
- insert photographs of NIFS facilities, teams, athletes etc. in each unit for visual reference and study

As funding for all but previously approved long-term projects was temporarily suspended from 2014, the completion of the project remains dependent on the university’s restoration of JUTEN Project

funding. In the interim, each of the above remaining tasks is targeted for completion, leaving only editing, formatting, and final amendments in preparation for publishing to be completed once sufficient project funding has been obtained.

With this year marking the inaugural year for the newly implemented NIFS English curriculum, this year's freshman class is scheduled to complete their compulsory English classes in February 2016. With consideration for the remaining work to be completed on this project and the issue of funding, the projected target for completion is currently April 2016; in time for the beginning of the third year of studies for this year's freshman class.

However, as the articles are also suitable as supplemental readings for classes other than English in the curriculum (e.g. sports activity classes and seminars), the suggestion has been made to produce an interim text comprising all articles submitted to date. This combined book of readings could offer sports-oriented educational resources and references for both NIFS students and faculty, and likely serve to attract further interest in the project – an important variable in the ultimate completion of the project.

Regardless of the time frame and the final product, the rationale for creating resources for NIFS students designed specifically on the athletics clubs active at NIFS is a valid approach to stimulating learner interest in the content and the associated language. Lifelong sports and lifelong learning are both highly relevant and fundamental concepts in the world today. In broadening their knowledge of sport through the vehicle of the English language, students can benefit on these two very important fronts.

Sample lesson (Reading and Activities)

This sample lesson (Appendix 2) is based on the original article, [陸上競技の砲丸投げについて], submitted for use in the proposed textbooks. As with

all articles received to date, the article was originally written and submitted in Japanese, (Appendix 3), translated into English by a translation company, and returned to the author(s) to confirm the accuracy of the translation prior to finalizing the submission.

For this sample lesson, the final translated version of this author's article has been included as it will likely appear in the (Level 1) textbook. The activities which follow the reading (see Appendix 4 for possible answers to the activities), on the other hand, have been included only as examples (e.g. only five Key Words and Phrases are included) of the variety of original activities which will be included for each unit in targeting the four language skills (reading, listening, writing, and speaking). Each lesson will follow the general format of the sample lesson below, comprising one article and a selection of activities appropriate to the sport and content of the article based on the 90-minute lesson time of NIFS classes.

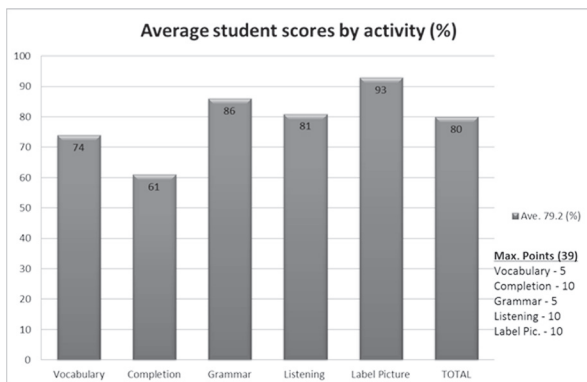
Sample lesson and evaluation

As an initial step in evaluating the effectiveness of these materials, the lesson was conducted with a first grade university class of 19 students at a Japanese national university. All students were first year students studying in their second term of compulsory English study, and were designated to be at the upper intermediate level of English language proficiency according to the university's system of evaluation. The time allotted for this particular trial lesson was 60 minutes, and included Part I (Reading and Vocabulary, Completion, and Grammar), Part III (Listening and Labeling the Picture), and Part IV (Speaking) of the sample lesson plan. Over the course of the lesson, student responses for each of the five activities requiring written production were graded, and the results tabulated individually and then averaged as a class following the lesson.

Figure 3 and Figure 5 below present the average

scores achieved by the class for each of the written activities (Figure 3), and the average results of the students' in-class self-evaluations for each activity following the lesson (Figure 5). As all students were able to complete each of the activities in the lesson, the averages for each activity in Figure 3 represent the scores of all 19 students. Conversely, for Figure 5, as some students did not provide evaluations (i.e. Vocabulary (1 not provided), Completion (1 not provided), Grammar (2 not provided), Listening (1 not provided), and Labeling the Picture (1 not provided)), the averages represent an average of the evaluations received (e.g. the average for Vocabulary represents the evaluation points of 18 students).

Figure 3. Average student scores

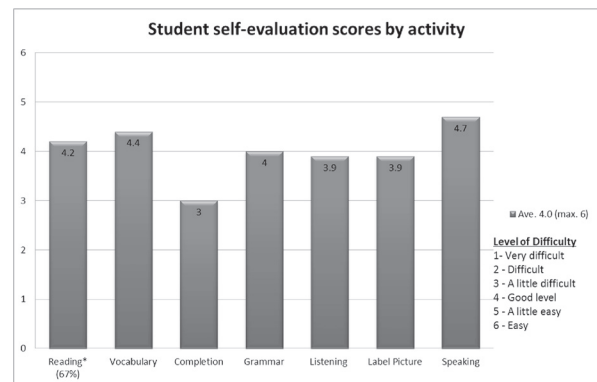


In order to provide a more comprehensive understanding of the average scores achieved, Figure 4 breaks down the average student scores from Figure 3 into the highest and lowest points scored in each section, and the number of students scoring each. For the Completion and Listening sections, the two lowest scores have been provided to better illustrate the lower distribution of the individual scores.

Figure 4. Range of scores

Activity (Total Points)	High Points (no. of students)	Low Points (no. of students)
Vocabulary (4)	4 (15)	1 (1)
Completion (10)	10 (1)	1 (2), 2 (2)
Grammar (5)	5 (7)	3 (2)
Listening (10)	10 (5)	4 (1), 5 (1)
Label the Picture (10)	10 (12)	6 (2)

Figure 5. Self-evaluation scores



In the original student evaluation of the reading section, the students provided a percentage which represented the approximate content of the reading that they felt they understood. While the percentage was chosen to assist the students in more accurately assessing their level of comprehension, in Figure 5, this percentage has been converted to the 6-point scale (i.e. Level of Difficulty) – represented in the lower right of Figure 5 – for consistency and comparison with the other activities. Figure 6 below presents the highest and lowest student evaluations for each of the activities, with the number of students who provided these scores is given in parentheses. For the reading section, the original percentage given by the students has been charted. Multiple scores have been given in some parts of the chart to better illustrate range.

Figure 6. Range of self-evaluation scores

Activity	No. of evaluations	High Points (no. of students)	Low Points (no. of students)
Reading	19	90% (1), 85% (1)	50% (4)
Vocabulary	18	6 (1), 5 (10)	3 (1)
Completion	18	5 (2)	1 (2), 2 (4)
Grammar	17	6 (1), 5 (4)	2 (1)
Listening	18	6 (1), 5 (2)	3 (5)
Label the Picture	18	6 (1), 5 (2)	3 (5)
Speaking	19	6 (2)	3 (1)

With consideration to the 6-point scale with which learners evaluated each of the activities at the end of the lesson, the overall average of 4.0 in Figure 5 represents a perceptible balance in the level

of difficulty of the activities. While three activities (Reading (4.2), Vocabulary (4.4), Speaking (4.7)) indicated somewhat easier content for the students, the averages for three other activities (Completion (3), Listening (3.9), Label the Picture (3.9)) indicated that these activities presented students with somewhat more of a challenge. The range in scores in Figure 5 also shows that, while there were many perfect scores over the course of the lesson (40 in total, as represented in Figure 3), no activity exceeded more than +/-1 from the 4.0 (Good Level) score. In order to evaluate the effectiveness of the materials, the contents of the activities which provided relative ease for the students must be reconsidered before the lesson as a whole can be evaluated for its appropriateness to level and effectiveness in presenting the content.

With reference to the Speaking activity, which was evaluated by the students as the easiest of the activities (4.7 ave.), it is worthy of note that this activity was not graded for points nor monitored for accuracy in language production, answers, or for language fluency (e.g. pronunciation or intonation). Prior to the activity, students were simply instructed to do their best to produce their questions for their partners “without stopping”, i.e., without any pauses or stops when reading or asking each question. The reduced pressure from the activity being un-graded or teacher-observed for accuracy could be one of the factors that possibly contributed to the higher average. Through observations to date, this particular class has not excelled in this kind of communicative production so this assumption likely holds some validity.

For the activity evaluated by students as the second easiest on the scale, Vocabulary (4.4 ave.), students were allowed the use of dictionaries (all but 2 students using electronic dictionaries). However, in spite of being able to use dictionaries, students still graded this activity to be closer to Level 4 (Good level) than Level 5 (A little easy). In considering the

vocabulary, it is unclear why the evaluation of this part of the activity was closer to appropriate than easy, but it may possibly stem from the students efforts at correctness (e.g., confirming dictionary meanings with the content of the reading). When the lesson is finalized, the Vocabulary section will be 10 words in length, something that may provide a greater challenge for subsequent students.

Based on student scores and their self-evaluations of each the activities completed, the lesson appears to be a reasonably appropriate level for students of this university’s upper intermediate level English language proficiency. In spite of the specific sports theme of the lesson (i.e. The shot put event in track and field), the learners managed the content quite well and the results indicated that, in both content and level, the materials may be applicable for learners of various backgrounds and proficiency. While many language programs are designed with resources targeting the specific background or field of study of specific students, the results of this initial testing indicate that alternative resources such as these, which provide English language study through highly relevant and significant topics of value (e.g. lifelong sports) for learners in general, could also be considered in curriculum development. In order to further verify the level and applicability of the materials, and their suitability for students at the National Institute of Fitness and Sports in Kanoya, additional trial lessons must be conducted with students of contrasting levels of both linguistic proficiency and sports knowledge.

平成25年7月25日

スポーツ・武道実践科学系
教員 各位

国際交流センター
デイビッド エルメス

英語教育充実のための英語教材作成に関するお願い

平成26年度の教育課程改訂により1～2年次まで英語が必修化されます。そこで、学生が興味を持って英語学習に取り組めるように興味のある教材を作成できればと考えております。

その際、本学のスポーツ実践に関わる専門家によるオリジナルな教材を提供できれば、学生の学習の動機づけや各スポーツ種目の理解の上で大変価値があるものになると考えます。

現在、学生の学力に応じて、2冊のテキストの作成を検討しております（詳細は後段）。

- ① 下位レベルのテキスト：各スポーツ関連の一般的な情報を提供する読み物
- ② 上級者レベルのテキスト：研究向けあるいは指導者向けのトピックを入れた読み物

そこで、先生に各スポーツ種目のコラム(日本語)を執筆頂けないかと考えています(英語でのコラムでも結構です)。そして、それを英訳し、教材を作成させて頂きたいと考えています(執筆者は記名します)。

コラムは、以下に示す2種類で、それぞれ日本語で約1200字～1600字です。英訳にすると約400～600単語になります。

お忙しいとは、存じますがご協力頂ければ幸いに存じます。

なお、執筆メ切りを2013年8月31日とさせて頂ければと考えています。

何かご質問やご意見がありましたら、David Elmesまでご連絡ください。

■下位レベルのテキスト：各スポーツ関連の一般的な情報を提供する読み物

例えば、サッカーという一つの課には、次の例が挙げられます。

- ・ 例1：The history of soccer：サッカーの歴史
- ・ 例2：An introduction to the game of soccer：サッカーの試合の紹介
- ・ 例3：The rules of soccer：サッカーのルール

■中位レベルのテキスト：研究向けあるいは指導者向けのトピックを入れた読み物

研究向けあるいは指導者向けのトピックを入れたいと思います。同じサッカーでも、例えば次のようなものです。

- ・ 例1：The mechanics of the kick：キックのメカニズム
- ・ 例2：Conditioning for soccer players：サッカー選手のコンディショニング
- ・ 例3：Injury prevention for soccer players：サッカー選手の怪我の防ぎ方

■対象種目は、NIFS ブログにある以下を検討しております。

Track and Field 陸上	Yachting ヨット
Baseball 野球	Rowing ボート
Tennis テニス	Cycling 自転車
Volleyball バレーボール	Canoeing カヌー
Basketball バスケットボール	Naginata なぎなた
Swimming 水泳	Sepak takraw セパタクロー
Judo 柔道	Windsurfing ウィンドサーフィン
Kendo 剣道	Athletic trainer アスレチックトレーナー
	Golf ゴルフ

参考です。そのままを書き出したりすると著作権を侵害しますので注意して下さい。

■テキスト1のコラム例 (Wikipedia より) …日本プロサッカーリーグ (550 文字)

日本プロサッカーリーグ (にほんプロサッカーリーグ, 英語: Japan Professional Football League) は, 日本のプロサッカーリーグである。略称はJリーグ(ジェイリーグ, 英語: J. League)。主催団体は公益財団法人日本サッカー協会(JFA), 公益社団法人日本プロサッカーリーグ。主管団体はJリーグに加盟する各クラブ。

1993-98年までは1部だけの「Jリーグ」として10クラブから最大で18クラブによって開催された。1999年からJリーグ ディビジョン1 (J1) とJリーグ ディビジョン2 (J2) の2部制に移行, 現在は日本国内の30都道府県に本拠地を置く40のプロサッカークラブが加盟しており, J1に18クラブ, J2に22クラブが所属している。リーグ構成については日本サッカーのリーグ構成 (1種)を参照。

本リーグに加盟するプロサッカークラブは下部組織によるクラブユースの運営を義務付けられており, 育成年代の強化を促し, 自前で育てた選手をトップチームへ上げてプロ契約することも可能である。他のプロスポーツのように部活動出身者も同様にプロ契約可能でどちらを優先するのかはクラブごとの方針による。

そしてJリーグ ディビジョン1の優勝チーム及びリーグの年間最終順位2・3位を含めた上位3チーム, 天皇杯全日本サッカー選手権大会優勝チームの計4チームには, 翌年度にAFCチャンピオンズリーグ (ACL への出場権を与えられる。

The shot put event in track and field

The standard shot used in the men's shot put in track and field weighs 7.26kg (including men's events at universities) and is the heaviest shot used. The next heaviest shot is the 6 kg used in high school events by the boys, followed by the 5kg shot used by middle school boys, the standard 4 kg shot used by both high school and university girls, and the lightest shot, weighing 2.721 kg, which is used by middle school girls. The regulation shot for world junior events (18 and 19 years of age) weighs 6 kg, and 5 kg for world youth (under 18 years of age).

The Japanese men's national record for shot put is currently held by Sotaro Yamada (Hosei University: 18.64 m, October 5, 2009), with Chinatsu Mori (Suzuki: 18.22 m, April 18, 2004) holding the national record for women. Internationally, Randy Barnes is the current world record holder for men (United States of America: 23.12 m, May 20, 1990), and Natalia Lisovskaya (Soviet Union: 22.63 m, June 7, 1987) for women. The men's world record has remained unbroken for 23 years, and the women's for 26, a statistic that may be related to the use of doping by athletes in the past. Conversely, the Japanese record, particularly for men's shot put, is slowly approaching the world record and is being broken with steadily increasing frequency.

To date, a variety of techniques have been proposed to increase the putting (throwing) of heavy shots such as the ones used in these events. Of these, the methods currently in mainstream use are the glide technique (sometimes also referred to as the O'Brien technique after its founder), and the spin technique. In the glide technique, the shot putter starts with their back to the direction of throw, then moves backwards (in the direction of throw) in a straight line. After forming a throwing posture, the shot putter rotates their body so that they face the direction of throw, and throws the shot. As with the rotational throwing technique used when throwing the discus, in the spin technique, the shot putter moves from a stance that has their back facing the direction of throw to a rotation that brings their body forward to face in the direction of throw, and then assumes a throwing posture while rotating their body again so that their back is brought around to face the direction of throw, before rotating once more to face and release the shot in the direction of throw. This is a more complex movement than the glide technique, requiring the body to rotate multiple times before release.

Up to now, many Japanese shot putters have chosen to use the glide technique in competition. However, interest in the spin technique has recently grown with footage of non-Japanese Olympic and world-class competitors of similar stature to

Japanese athletes utilizing this technique to compete with larger athletes. Looking back over the past few years at such national-level meets as the Japan Championships in Athletics and the All-Japan Intercollegiate Track & Field Championships, we can see an increase in the ratio of male athletes reaching the final eight in competition using the spin technique. However, while the number of male athletes using the spin technique around the world is growing steadily, there are still very few female athletes seen to be using it anywhere. A look at Japan shows that the only Japanese female athlete to set a national record using the spin technique was a woman from the National Institute of Fitness and Sports in Kanoya in the 2013 academic year.

In the future, I believe that Japanese female athletes will aggressively adopt the spin technique, and it will become a shortcut towards breaking both national records and the world record.

The shot put event in track and field

Activities

Part I. Reading & Vocabulary

① **Key Words and Phrases.**

For 1-4, circle the equivalent word or meaning in the reading, and then write it next to the Japanese below.

1. 砲丸投げ — _____
2. 陸上競技 — _____
3. グライド投法 — _____
4. 反転する — _____

② **Completion.**

Use your answers to ① to complete the following passage.

BE CAREFUL! Make sure to use the correct form/part of each word/phrase.

Some answers only need 1 word.

(1)_____ is a sport which combines (2)_____ events and (3)_____ events. The running, or (4)_____, events include short and long distance events as well as hurdles. The (5)_____ events include various jumping and throwing events. The jumping events include such popular events as the high jump, long jump, and pole vault. The most common throwing events are the javelin, hammer, discus, and (6)_____. The goal of the (7)_____ event is to throw the (8)_____ the farthest distance. To do this, various (9)_____ are used such as the (10)_____ and the spin technique.

③ **Grammar.**

- i. Which Key Word and Phrase from Part I did you NOT use? _____
- ii. Use your answer to [③ i.] to complete the following grammar chart.

Your answer to [③ i.]: _____ (rotate)

verb	simple past	noun	adjective	adverb

Part II. Writing.

Use each of your answers in [③ ii.] to make a sentence.

Be careful! Each of your sentences must be about the shot put!

1. _____
2. _____
3. _____
4. _____
5. _____

Part III. Listening

Body parts. i. Listen and write the 10 body parts and phrases.

ii. Label your answers on the picture.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Part IV. Speaking.

Look at these results of the men's and women's shot put event at the 98th Japan Championships in Athletics in 2014.

Men's results

Women's results

Rank	Name	Prefecture	Affiliation	Record	Rank	Name	Prefecture	Affiliation	Record
1	Satoshi Hatase	Gunma	ALSOK	18m50	1	Chiaki Yokomizo	Saitama	Saitama Athletics	15m22
2	Sotaro Yamada	Hyogo	Nishinomiya Athletics	17m64	2	Erina Fukutomi	Hyogo	Sonoda Women's University	15m21
3	Ikuhiro Miyauchi	Kochi	Nihon University	17m63	3	Masami Matsuda	Saitama	Kokushikan University	14m96
4	Hayato Yamamoto	Aichi	Chukyo University Club	17m34	4	Chihiro Shigeyama	Tokyo	Kokushikan Club	14m76
5	Takanao Suzuki	Wakayama	OKUWA	17m07	5	Yukiko Shirai	Shiga	Shiga Athletics	14m62

<http://www.jaaf.or.jp/sokuho/98sich/detail.php?id=40&pgday=3>

<http://www.jaaf.or.jp/sokuho/98sich/detail.php?id=75>

Use the examples in Model 1 and Model 2 to ask and answer 5 questions about the information with a partner.

Model 1. Q&A

(Example 1)

Q: What did Satoshi Hatase throw to get first place in the men's event?

A: He threw eighteen fifty.

(Example 2)

Q: What did Erina Fukutomi throw to get second in the women's shot put?

A: She threw fifteen two-one. (or twenty-one)

***first, second, third, fourth, fifth**

Model 2. Q&A + follow-up question(s)

(Example)

Q: Who threw fourteen seven-six (seventy-six)?

A: Chihiro Shigeyama did (in the women's event).

(Examples of follow-up questions / answers)

Where is she from? She's from Tokyo. / She represented Tokyo.

What's her affiliation? She's a member of the Kokushikan Club.*

What did she place? She placed fourth. / She finished fourth.

*She's a member of the Kokushikan Club

She's a member of ~~the~~ Kokushikan.

She's a member of ~~the~~ Kokushikan University.

陸上競技の砲丸投げについて

陸上競技の砲丸投げで使用する砲丸の重量は、一番重い砲丸が一般(大学生含む)男子の使用する7.26kgで、次に高校男子が使用する6kg、続いて中学男子が使用する5kg、さらに一般(大学生含む)並びに高校女子が使用する4kgとなり、最後に中学女子が使用する2.721kgが一番軽い砲丸となります。なお、世界ジュニア(18才以上20才未満)の規格は6kg、また世界ユース(18才未満)の規格は5kgとなっています。

現在の日本記録は、男子が山田壮太郎(法政大学:18m64, 2009年10月5日)、女子が森千夏(スズキ:18m22, 2004年4月18日)であり、世界記録は、男子がランディー・バーンズ(アメリカ合衆国:23m12, 1990年5月20日)、女子がナタリア・リソフスカヤ(ソビエト連邦:22m63, 1987年6月7日)です。世界記録は男子が23年間、女子は26年間更新されていません。その理由の一つに、過去の選手とドーピングの関係が疑われています。反面、日本記録は特に男子において更新されるスピードが速まっていることから、少しずつ世界に近づいています。

このように重い砲丸をより遠くになげるために、これまでいろいろな投げ方(投法)が考案されてきました。その中で現在主流になっている投法が、グライド投法(考案者の名前を取って、別名オブライエン投法ともいいます)と回転投法です。グライド投法は投擲方向に背を向けた構えから、身体後方(投擲方向)へ直線的に移動し、投げの構えを作った後、身体正面を投擲方向に反転させて投げる投法です。また、回転投法は円盤投げと同様に、投擲方向に背を向けた構えから、ターン動作によって身体正面を投擲方向に向けながら進み、もう一度身体正面を反転させることで投擲方向に背を向けながら投げの構えを作り、その後再度身体正面を投擲方向に反転させて投げる投法で、グライド投法に比べて身体の向きを数度反転させるという複雑な動きをします。

これまで日本ではグライド投法を用いる選手が多くいました。しかし、オリンピックや世界選手権などで身長が日本人と同程度の外国人選手が、回転投法を用いて大きな選手と互角に戦っている映像が流れるにしたがって、近年日本においても回転投法が注目を浴びるようになってきました。ここ数年間の日本陸上競技選手権大会や日本学生陸上競技対校選手権大会など全国規模の大会を振り返ってみても、決勝に残った選手8人の中で回転投法を用いた男子選手の割合が増えています。ただ不思議なことに、世界的にも回転投法を用いて活躍する男子選手は確実に増えているものの、女子選手においては世界的に活躍している選手はほとんど観られません。日本に目を向けてみると、日本人女子選手で回転投法を用いて全国規模の記録を出している選手は、平成25年度では鹿屋体育大学の女子選手ただ一人です。

今後は、日本人女子選手に回転投法に積極的に取り組んでもらい活躍してもらうことが、日本記録の更新並びに世界に近づく早道と考えます。

The shot put event in track and field

Activities

Part I. Reading & Vocabulary

① Key Words and Phrases.

For 1-4, circle the equivalent word or meaning in the reading, and then write it next to the Japanese below.

1. 砲丸投げ — _____
2. 陸上競技 — _____
3. グライド投法 — _____
4. 反転する — _____

Answers

1. shot put
2. track and field
3. glide technique
4. rotate

② Completion.

Use your answers to ① to complete the following passage.

BE CAREFUL! Make sure to use the correct form/part of each word/phrase.

Some answers only need 1 word.

(Answers are parentheses.)

(1)_____ (*Track and field*) is a sport which combines (2)_____ (*track*) events and (3)_____ (*field*) events. The running, or (4)_____ (*track*), events include short and long distance events as well as hurdles. The (5)_____ (*field*) events include various jumping and throwing events. The jumping events include such popular events as the high jump, long jump, and pole vault. The most common throwing events are the javelin, hammer, discus, and (6)_____ (*shot put*). The goal of the (7)_____ (*shot put*) event is to throw the (8)_____ (*shot / shot put*) the farthest distance. To do this, various (9)_____ (*techniques*) are used such as the (10)_____ (*glide technique*) and the spin technique.

③ Grammar.

i. Which Key Word and Phrase from Part I did you NOT use? _____ (*rotate*)

ii. Use your answer to [③ i.] to complete the following grammar chart.

Your answer to [③ i.]: _____ (*rotate*)

verb	simple past	noun	adjective	adverb

(*rotate*) (*rotated*) (*rotation*) (*rotational*) (*rotationally*)

Part II. Writing.

Use each of your answers in [③ ii.] to make a sentence.

Be careful! Each of your sentences must be about the shot put!

* Student answers will vary.

1. Shot putters need to rotate their body to throw the shot put.
2. The shot putter rotated his body multiple times before releasing the shot put.
3. Rotation of the body is a very important part of throwing the shot put.
4. The initial movement in the rotational throwing technique of the discus is similar to that of the glide technique in the shot put.
5. In the spin technique, shot putters move their bodies rotationally before throwing.

Part III. Listening

Body parts. i. Listen and write the 10 body parts and phrases.

ii. Label your answers on the picture.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____



<u>Answers</u>	
1.	lead foot
2.	shoulder
3.	elbow
4.	back foot
5.	right leg
6.	lead leg
7.	fingers
8.	left hand
9.	right hand
10.	free arm

Part IV. Speaking.

Look at these results of the men's and women's shot put event at the 98th Japan Championships in Athletics in 2014.

Men's results

Women's results

順位 Rank	名前 Name	都道府県 Prefecture	所属 Affiliation	記録 Record	順位 Rank	名前 Name	都道府県 Prefecture	所属 Affiliation	記録 Record
1	畑瀬 聡 Satoshi Hatase	群馬 Gunma	群馬総合ガード ALSOK	18m50	1	横溝 千明 Chiaki Yokomizo	埼玉 Saitama	埼玉陸協 Saitama Athletics	15m22
2	山田 壮太郎 Sotaro Yamada	兵庫 Hyogo	西宮市陸協 Nishinomiya Athletics	17m64	2	福富 栄莉奈 Erina Fukutomi	兵庫 Hyogo	園田学園女子大 Sonoda Women's University	15m21

3	宮内 育大 Ikuhiro Miyauchi	高 知 Kochi	日本大 Nihon University	17m63	3	松田 昌己 Masami Matsuda	埼 玉 Saitama	国士館大 Kokushikan University	14m96
4	山元 隼 Hayato Yamamoto	愛 知 Aichi	中京大クラブ Chukyo University Club	17m34	4	茂山 千尋 Chihiro Shigeyama	東 京 Tokyo	国士館クラブ Kokushikan Club	14m76
5	鈴木 孝尚 Takanao Suzuki	和歌山 Wakayama	OKUWA	17m07	5	白井 由紀子 Yukiko Shirai	滋 賀 Shiga	滋賀陸協 Shiga Athletics	14m62

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<http://www.jaaf.or.jp/sokuho/9Sich/detail.php?id=75>

Use the examples in Model 1 and Model 2 to ask and answer 5 questions about the information with a partner.

Model 1. Q&A

(Example 1)

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(Example 2)

Q: What did Erina Fukutomi throw to get second in the women's shot put?

A: She threw fifteen two-one. (or twenty-one)

*first, second, third, fourth, fifth

Model 2. Q&A + follow-up question(s)

(Example)

Q: Who threw fourteen seven-six (seventy-six)?

A: Chihiro Shigeyama did (in the women's event).

(Examples of follow-up questions / answers)

Where is she from? She's from Tokyo. / She represented Tokyo.

What's her affiliation? She's a member of the Kokushikan Club.

What did she place? She placed fourth. / She finished fourth.

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She's a member of ~~the~~ Kokushikan.

She's a member of ~~the~~ Kokushikan University.

2013年重点プロジェクトについて：スポーツ競技関連の英語教材の作成

デイビット・エルメス

要 約

鹿屋体育大学（NIFS）では、2014年春から新たに改訂したイングリッシュプログラムを実施しています。学部1年生を対象に英語と英語コミュニケーションを必須科目と定め、学部2年目の最終までを対象期間としています。

この改訂により本大学における必須の英語研究の量は倍増しますが、一方の英語コミュニケーション3と4を上級英語コミュニケーションとして1つにまとめることで継続に伴うオプション数は削減することになります。今回の改訂の背景には、英語のレベルを元に二つの英語の教科書を開発すること、それらはNIFSの体育に関連する内容を取り入れるなど、4つの目的がありました。

- 2年間の必須科目を終了後、英語能力をさらに向上させることを望むNIFSの学生を支援するためのカリキュラムを開発すること。
- スポーツを主に研究する本学の学生が英語の習得に関心を抱けるように、教科書の内容をスポーツ中心とすること。
- 英語の教材を活用し、NIFSのスポーツクラブ、指導者、そして研究を推進すること。
- NIFSの運動競技を対象とした内容を通じて、生涯に渡って関わることのできるスポーツと学習の発展に貢献すること。

本文書の前半では2013年重点プロジェクト（スポーツ競技関連の英語教材の作成）の論拠、想定する教材内容、そしてこのプロジェクトの現状と今後の展開について紹介します。

後半では、（陸上競技の砲丸投げについて）の教材として寄稿された原著論文、スポーツそのものを題材とした言語学習活動の例、そして原著論文の内容を紹介します。

キーワード：カリキュラムの開発、スポーツ英語、英語教育、鹿屋体育大学（NIFS）