

Establishing a Framework for a CLIL Sport, Recreation, and Leisure Management EFL Program

M.S. Education & M.S. HHPR (Focus: Sport and Leisure Management)

by

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Abstract

This paper will look at the curriculum design process for an EFL CLIL sport and leisure management program at a Japanese university. It will do this by first highlighting the lack of agreement on what constitutes the field of sport and leisure management. It will then recommend how this lack of agreement can be addressed through the use of the SRL © Framework created by the author. This framework is used in our curriculum design process to create a cohesive and comprehensive sport, recreation, and leisure management curriculum by establishing the key elements of the curriculum. It is also used as a guideline for creating teaching/learning materials for the curriculum. This framework was created by combining and modifying several models currently used in the fields of sport management and leisure studies.

I. Introduction

According to Ohio State University (2021), the university's Master of Sport Administration, which was founded in 1966, is "the oldest sports management degree in the world" (para. 3). From this and similar programs, sport and leisure management degrees later arose, but difficulty remains in pinpointing which university offered the first degree is sport and leisure management because it is such a new and relatively obscure discipline. Currently, there appear to be less than twenty universities offering this degree worldwide. This is a marked increase from 2015 when there appeared to be only about five universities offering this degree. This suggests that the discipline of sport and leisure management is slowing starting to gain acceptance and popularity in tertiary education, but it is still obviously going through birth pains. And as such, there is a lot of ambiguity over what constitutes the discipline of sport and leisure management. This can be seen in such basic curriculum design questions as in what to call the program or degree. Current programs seem

to be split fifty-fifty on whether to call the discipline sport and leisure management or sports and leisure management. And a quick perusal of the contents of these programs further underscores the disagreement on what the discipline entails since the contents of these programs vary immensely. That there does not appear to be a set curriculum for the discipline can be seen by the following breakdown of seventeen current programs: marketing was a core element in ten programs, event management in seven, legal issues in six, leadership in five, management in five, tourism in five, finance in five, facilities in three, operations in two, human relations in two, public relations in one, media in one, technology in one, and the sociology of sports in one. This lack of consistency shows the need to establish a standard curriculum and the core elements of the sport and leisure management discipline in a cohesive and comprehensive manner. And that brings us to the crux of the matter, and the focus of this paper, how to establish a framework for a CLIL sport, recreation, and leisure management (SRLM) EFL program such

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as I am currently implementing in the Department of Sport and Leisure Management at Tokai University's School of Physical Education. On a side note, the reason why recreation has been included in the title of this program in this paper is that there are almost as many degrees currently offered in the management of sport and recreation as there are degrees in sport and leisure management, and there is considerable overlap between these two fields of study. This suggests that a sport, recreation, and leisure management degree reflect a more unified approach to the discipline than one that focuses only on sports and leisure.

1. Definition of Terms

First, I would like to quickly cover some of the terms used in this paper. Content and Language Integrated Learning, or CLIL, is a teaching methodology that focuses on teaching content, in our case, sport and leisure management, through a second language, in our case, English. This approach allows for the students' master of the content and the second language at the same time, thus killing two birds with one stone. It is an approach that has been adopted by the European Union for situations similar to what we see in our program at Tokai University. This approach is also in line with the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) (n.d.) recent push for a shift away from more traditional teaching methodologies such as the traditional lecture format and teacher-centered learning (TCL) to teaching methodologies that focus more on student-centered learning (SCL), problem-solving, and skills that will prepare university students for participation in the global economy. This approach is also in line with Tokai University's push for a shift to more interactive teaching methodologies, and Tokai University offers faculty development courses in CLIL because of this. Finally, this approach is in line with my personal teaching philosophy for the program which is that students learn best by working together to solve real-world problems through the use of current principles and best practices in SRLM.

2. Current SRLM Textbooks on the Market

One of the most challenging aspects of teaching sport and leisure management is that there is currently only one textbook,

Torkildsen's Sport and Leisure Management 6th Ed. (Taylor (Ed.), 2011), on this subject on the market. This textbook was first published in 1983, and although it has undergone several revisions, it tends to lack current examples of SRLM from a private sector perspective, the biggest sector involved in the delivery of SRL services. That said, it is an excellent starting point for establishing a framework for SRLM. The book breaks down the discipline into three sectors: the private, nonprofit, and public sport, recreation, and leisure (SRL) sectors (Fig.1). Since this is the definitive work on SRLM, this three-sector approach plays a central role in the framework that I have established for our curriculum, and as such is the overarching framework for our curriculum. As mentioned earlier, the teaching philosophy of the curriculum is a focus on current principles and best practices in SRLM. Torkildsen's work (1983) provides a general framework for many of the principles covered in our curriculum, but it is lacking in several key elements of best SRLM practices: guidelines and tasks on how to manage SRL; current principles in SRL leadership, management, HR, marketing, finance, and risk management; and general principles of management. In addition, the textbook is written for L1 English university students and sport and leisure management professionals, so it does not meet the second language acquisition (SLA) needs of our students. Finally, the textbook is more a treatise on sport and leisure management than a SCL textbook, so it does not provide opportunities for CLIL, task-based learning (TBL), active learning, or communicative pedagogies. This means that this textbook is best used as a reference resource rather than as a teaching/learning materials resource (TLM).

3. Establishing an EFL SRLM Framework

Since there is only one textbook on SLM currently on the market, and this textbook is not well-suited to a CLIL EFL curriculum, and the textbook does not provide a simple, cohesive, and comprehensive SRLM framework from which to research, design, create, implement, and evaluate our curriculum, I have created the SRL Framework © 2021 (Fig.2) as a guideline. This framework is used to create a cohesive and comprehensive SRLM curriculum by establishing the core elements of the curriculum, and it is also used as a guideline for

creating TLM for the curriculum. This framework was created by synthesizing and adapting several models currently used in the fields of sport management and leisure studies. The framework draws its general format from the work of Kraus' Recreation and Leisure in Modern Society 10th Ed.'s (McClean & Hurd, 2015) The 10 Major Elements in the Modern Leisure-Service Delivery System. However, their

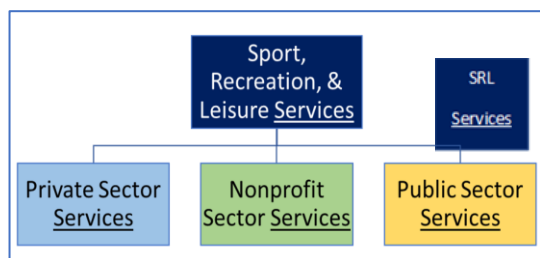


Figure 1 SRL 3 Sector Approach

framework does not stress the central role of sports in SRLM and is overly complex for the needs of our program and our students. It involves about two pages of texts and focuses on non-managerial elements of the leisure delivery system from a leisure studies perspective. Therefore, the SRL Framework © was created as a simple, accessible, comprehensive, and cohesive framework for our curriculum. It is designed to both guide the curriculum design process, the creation of FLM, and as a vision TLM aid.

4. Stage One in the Curriculum Design Process: Needs Analysis

According to Richards (1990), the first stage in the curriculum design process is to determine if there is a demand or a need for the curriculum. This demand can come from a variety of stakeholders. In our case, these include MEXT, the university, parents, students, SLR business and organizations, and Japanese society as a whole. One of the five key policies of MEXT is to provide attractive sports programs and SRLM programs like ours are one way to do this (MEXT, n.d.). In fact, we are the only university in Japan that offers this degree. Tokai University has also shown a demand for a program like ours through its push to further internationalize its programs through the incorporation of EFL CLIL programs. The Tokai University School of Physical Education has shown a demand for SRLM by creating our department to provide an avenue for students to

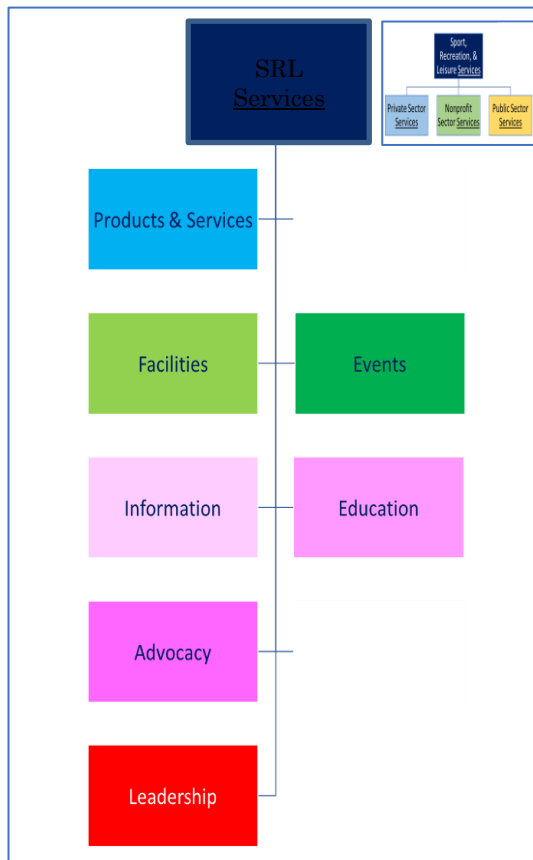


Figure 2 SRL Framework ©2021 Andy Roomy

study sport management. Parents and students have shown a demand for an SRLM program as can be seen in enrollment in the program. SRL businesses and organizations have shown a demand for SRLM with "Sport and Leisure [being] one of the fastest growing areas of the global economy" (University of Huddersfield, 2021, para. 1). Finally, Japanese society has shown an increase in demand for SRL (Statistics Bureau of Japan, 2002).

5. Stage Two in the Curriculum Design Process: The Planning Stage

Following standard curriculum design (Richards, 1990), based on a needs analysis of stakeholders' needs, the teaching methodology for our program is a combination of CLIL, TBL, active learning, SCL, and communicative methodologies with CLIL being the main methodology. The teaching philosophy is one that focuses on current principles and best practices and provide a balance between theory and

practice. The mission of our program is “to provide students with the knowledge, skills, and experience to be effective and efficient sport/recreation/leisure managers both domestically and internationally” (Roomy, A, 2021). For the goals on any particular unit or lesson, one goal is always to connect the unit or lesson to the SRL Framework ©. Objectives for the lessons are also connected to the SRL Framework through supporting frameworks. By using this approach, cohesion and continuity are designed into our curriculum and TLM. To illustrate how this is done, I would like to use some of the materials created for the Freshman Seminar 1 Course. These materials focus on the role of the company Red Bull in the marketing of its products through extreme and quirky sports and leisure events. In the planning stage, I wanted to focus on current principles and best practices by using an important case study in SRLM that is useful, relevant, and interesting to our students. I first used the SRL Framework to pinpoint a missing aspect of our curriculum. In this case, a lesson on sports marketing. I then used our focus on current principles and best practices to set the goals and objectives for the lesson. Goal one is to connect sports marketing to the SRL Framework. Goal two is to provide current principles and best practices on sports marketing. Objective one is to use current principles in sport and leisure marketing, in this case, the marketing of sports versus marketing through sports. Objective two is to use best practices in sport and leisure marketing, in this case, creating new marketing opportunities through sport and leisure marketing. Once these aspects of the unit or lesson have been determined, an idea map is created to assist with curriculum design, TLM, and as a visual TLM aid for students (Fig.3).



Figure 3: Idea Map for Red Bull Lesson

6 . Stage Three in the Curriculum Design Process: Creating TLM

Once the goals and objectives for the unit or lesson have been established, the process of creating TLM for that unit or lesson can begin. This involves doing research on the topic and building a library of authentic source materials from which to design the TLM. In the case of the Red Bull unit, I created a file of materials on Red Bull, which I regularly add to as I come across new source materials. Once enough source materials have been collected, these materials are simplified and adapted to meet the needs of our students. Each unit or lesson in our program follows a three-step approach where the lesson begins with a warm-up activity, then an EFL section (ES), followed by a business English section (BE), and finishes with a SRLM section. In the Red Bull ES section, I introduce the topic through student interviews on drinking habits. This interview uses basic, repetitive English to foster SLA, comprehension, and elicit schemata. It is reinforced through an online assignment. In the BE section, we look at the food and beverage industry and sports marketing. This section is then connected with the idea map for the lesson to aid comprehension and provide cohesion to our program. This section uses a lecture format to provide a balance between TCL and SCL activities in our program. It also provides a segue to the next section. In other lessons, this section is often used to provide a focus on form. In the SRLM section, we use an info gap, a split-reading activity, to study about the Red Bull company and why it is important in SLM. Split-reading provide for the meaningful exchange of information, but students often just focus on the missing words than reading for context, so a comprehension check is provided through a crossword after the split-reading. Next, using edited videos from YouTube, we use clips of Red Bull events to look at the history of Red Bull. Finally, students create a marketing proposal using the five Ps. This allows for SCL and TBL. The lesson plan and student class notes can be found in Appendix A.

7. Stage Four in the Curriculum Design Process: Implementation

The Red Bull unit was implemented into our program in 2015. Since then, it has been used with all incoming freshmen. When

surveyed on which lessons they enjoyed the most, third-year students often speak of this lesson. When the unit is not used in the Freshman Seminar 1 Course, I use it as a back-up lesson. Ultimately, I hope to establish a pre and post-test for the program based on all the evaluation questions, including the ones on the Red Bull unit.

8. Stage Five in the Curriculum Design Process: Evaluation and Revision

Student feedback and evaluations suggest that this unit provides students with opportunities to engage in problem-solving tasks involving both theory and practice. That said, as with every unit or lesson in our program, I am always fine-tuning or tweaking the TLM. Several changes have been made to this unit as it has evolved. One major change was the incorporation of the idea map as TLM in the class notes as my framework for our curriculum has evolved.

II. Conclusion

In closing, as the EFL CLIL component of the Tokai University undergraduate degree in sport and leisure management evolves, it hopefully will help contribute to the discipline of sport, recreation, and leisure management and by doing so, hopefully help address the current lack of consensus on what the discipline entails. One of the reasons that our program has the potential to help define the field is that our EFL CLIL approach forces us to simplify a diverse and complex field of study into a model that can be used to develop our curriculum and TLM while at the same time contributing to the development of the field. Through the use of the SRL Framework © and supporting frameworks we have attempted to show how the curriculum process can be used to both develop a cohesive and comprehensive SRLM curriculum and TLM.

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Appendix A: Red Bull Lesson Plan and Class Notes

Freshman Seminar 1 Red Bull Lesson Plan
Teaching Methodology: CLIL
Teaching Philosophy: Focus on current principles and best practices
Mission Statement: To provide students with the knowledge, skills, and experience to be effective and efficient sport/recreation/leisure managers both domestically and internationally.
Goal #1: To do this through the SRL Framework ©

<p>Goal #2: To show the relationship between the SLM and SLM marketing</p>	<p style="text-align: center;">Day 2 (100 mins)</p> <p>Activity 1: 4 Skills – Red Bull Timeline <u>Materials: Class Notes</u> (Objectives: SLM History) Students work in pairs to fill in the blanks.</p> <p>Activity 2: 4 Skills – Tokai University School Festival Event Proposal <u>Materials: Class Notes</u> (Objectives: SLM Best Practices) Students work in groups to create a proposal for a Tokai University School Festival Event (based upon the Red Bull materials)</p> <p>Activity 3: Proposal Presentations <u>Materials: SCL PowerPoints</u> (Objectives: SLM Best Practices/Presentation Skills) Students present and evaluate PPT presentations.</p>
<p>Objective 1: To show the relationship between marketing and sports products</p>	
<p>Objective 2: To show the relationship between marketing and leisure products</p>	
<p>Objective 3: To show the relationship between marketing and sports events</p>	
<p>Objective 4: To show the relationship between marketing and leisure events</p>	
<p>Objective 5: To show the relationship between marketing and energy drinks</p>	
<p>Objective 6: To show the relationship between events and energy drinks</p>	
<p>Objective 7: To show how these relationships connect to SLM</p>	
<p>Day 1 (100 mins)</p>	
<p>Activity 1: <u>FS1 Assignment 1</u>; Speaking – Talking about drinks and energy drinks <u>Materials: Class Notes</u> (Objectives: Elicit Schema, Scaffolding - Preferences) Students interview each other about sports and energy drinks.</p>	
<p>Activity 2: <u>FS1 Assignment 2</u>; Listening – Why is Red Bull important? <u>Materials: Class Notes</u> (Objectives: SLM Current Principles) Students work in groups to create a group translation of a section of the lecture.</p>	
<p>Activity 3: 4 Skills – Red Bull Case Study <u>Materials: Class Notes</u> (Objectives: SLM Best Practices) Students work in pairs to complete the split reading and comprehension check activity.</p>	
<p>Day 1 Class Notes</p>	
<p style="text-align: center;"><u>FS 1 Lesson Plan</u></p> <p>1. ES – Introducing the Topic Activity 1: Speaking: Talking about drinks and energy drinks</p> <p>3. SLM – Principles Activity 2: Reading - Why is Red Bull an important case study for SRL managers?</p> <p>3. SLM – Practice Activity 3: Split Reading/Crossword</p>	
<p>1. ES Activity 1: <u>FS1 Assignment 1</u>; Speaking – Talking about drinks and energy drinks (10 points)</p>	
<p><i>Interview your partner!</i></p>	
<p>Interview Questions</p>	
<p>1. What is your favorite drink? I like <u>Kirin's Lemon Tea</u>.</p>	
<p>2. When do you usually drink it? I usually drink it during/before/after (on the weekends)</p>	
<p>3. Where do you usually drink it? I usually drink it in/at (a beer hall)</p>	
<p>4. Why do you usually drink it? I drink it to [...].</p>	

5. How often do you drink it? I usually drink it
6. How much do you spend on it every month? I usually spend about ...
7. What is your favorite drink commercial? I like (I don't have a favorite ...)
8. Do you ever drink energy drinks? Yes, / No, never.
9. Do you know what is in them? Yes, they contain / Not really.
10. Why do you think people drink them? Because

Notes: Drinking energy drinks sometimes send people to the emergency room and sometimes even kills people. Although they often contain the same amount of caffeine as a cup of coffee, they also contain many other ingredients that when combined together can be dangerous to your health. On top of that, the drink companies often encourage young people to drink a lot of these drinks at one time.¹

2. BE

Activity 2: Reading – Why is Red Bull an important case study for SRL managers?

Work with your group to translate your section of the lecture!

Warning! Theory Section!

As SRL managers, you need to know some of the theories/frameworks in our field. Here is an example of how 3 theories/frameworks that we have studied in the ISLM course are connected to each other.

To recap, in the ISLM course, we looked at basic sport/recreational/leisure services.

As you know, one type of SRL service is **SRL products and services**. These products can be anything from athleisure to energy drinks.

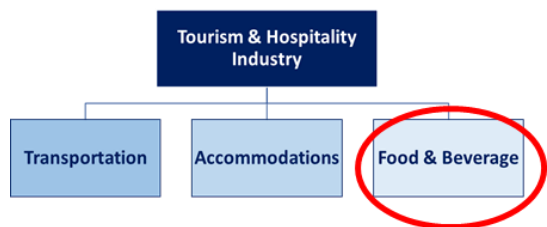


Therefore, today, let's look at one of the most famous energy drinks, Red Bull. It is a great example of an SRL product because the company made about \$7b in revenue in 2019.²

Red Bull and the Food & Beverage Industry

And, to recap, on Day 12 of the ISL course, we looked at a specialized SRL service: **Tourism and hospitality services (T&H)**. As you may remember, there are 3 major subindustries in the T&H industry.

1. Transportation
2. Accommodations
3. Food & Beverage



Red Bull is a great example of an SRL hospitality-related beverage because it sold almost 7.5b drinks in 2019. That is about one drink for each person on earth.³

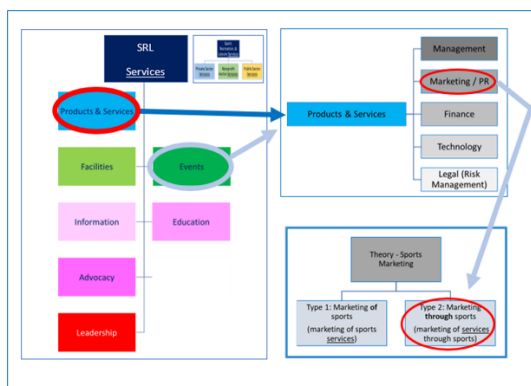
Finally, let's look at sports marketing. As you know, there are 2 basic types of sports marketing.

1. Marketing of sports (marketing of sports services)
2. Marketing through sports (marketing of services through sports)

Because of its successful branding through extreme events, Red Bull has a brand value of almost \$10b.⁴

Therefore, Red Bull is an important SRL product because it was the first energy drink. It is an important T&H beverage because it is a top selling sports beverage. And, it is a great example of sports marketing because it markets Red Bull through sports events.

To summarize, today we are going to look at a private sector product, the marketing of that product, and a type of sports marketing (Type 2: marketing through sports).



Follow-up Question:

GC: What is one of your favorite sports events (that is a good example of marketing through sports)?

I like the ... event. It is sponsored by

3. SRLM – Red Bull Case Study

Activity 3: 4 Skills

Work with your partner to complete the spit reading and comprehension check!

S1) Red Bull Case Study

Red Bull was started by an Austrian and a Thai businessman. In 25 years, it has grown to a global company, which sells more than 5 billion cans of energy drink a year. The company also created a completely new beverage market, the energy drink.

One of its marketing strategies is to create and hold extreme or funny events to promote its product. By doing this, it can be the only sponsor associated with the event.

Another of its marketing strategies is to (1) _____ almost no money on TV commercials, radio commercials, or print media advertisements. Instead, it (2) _____ the events and social media to (3) _____ its products.

Finally, they use young people to promote their product. For example, a couple years ago, one of the GM students was a Red Bull Ambassador and (4) _____ a surprise event at Tokai, which (5) _____ DJs, BMXing, and Skateboarding. In addition, the Red Bull Car and Red Bull Girls (6) _____ a surprise appearance.

S2) Red Bull Case Study

Red Bull was (1) _____ by an Austrian and a

Thai businessman. In 25 years, it has (2) _____ to a global company, which (3) _____ more than 5 billion cans of energy drink a year. The company also (4) _____ a completely new beverage market, the energy drink.

One of its marketing strategies is to (5) _____ and (6) _____ extreme or funny events to (7) _____ its product. By doing this, it can be the only sponsor associated with the event.

Another of its marketing strategies is to spend almost no money on TV commercials, radio commercials, or print media advertisements. Instead, it uses the events and social media to promote its products.

Finally, they use young people to promote their product. For example, a couple years ago, one of the GM students was a Red Bull Ambassador and held a surprise event at Tokai, which featured DJs, BMXing, and Skateboarding. In addition, the Red Bull Car and Red Bull Girls made a surprise appearance.

Red Bull Comprehension Check

S1) Across

Q3) How much money does it spend on advertising?

It spends almost money on advertising.

Q5) How successful has it been?

It is a company.

Q6) Why has it been successful?

Its strategies are extremely effective at using events to promote its products.

Q8) What is unique about the company?

It created a complete beverage market, the energy drink.

S2) Down

Q1) What is one of its marketing strategies?

It uses media to promote its product.

Q2) How does it control its brand image?

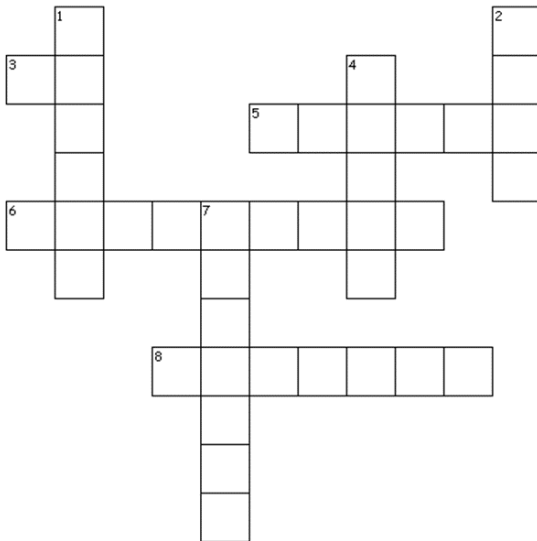
It is usually the sponsor of the event.

Q4) What is another one of its marketing strategies?

It also uses people to promote its product.

Q7) How does it promote its product?

It uses or funny events to promote its product.



Adapted from <https://www.forbes.com/sites/forbesasia/2013/06/24/the-wind-behind-red-bulls-wings/#5b579f4c7b79>, <http://www.creativeguerrillamarketing.com/viral-marketing/red-bull-masterminds-of-new-age-marketing>, 1: <https://twitter.com/redbull>, 2. <https://shop.aussiefarmers.com.au/tgs/red-bull-energy-drink-355ml-p-11067>, 3. <https://www.bizbash.com/top-10-innovative-brands-2013-5-red-bull/new-york/story/26304/#.WIT3KUqWaUk>, 4. <http://www.digitalvidya.com/blog/how-red-bull-uses-social-media-as-the-key-platform-to-build-its-brand/>,