

# ブリガム・ヤング大学および日本大学の両校スポーツ科学部学生の交流報告 International exchange report of sports science students at both Brigham Young University-Hawaii and Nihon University

難波 秀行<sup>(1)\*</sup>, 山本 大<sup>(2)</sup>, 原 怜来<sup>(2)</sup>,  
Jonathan J. Harrison<sup>(1)</sup>, Joel D. Reece<sup>(3)</sup>

Hideyuki Namba, Dai Yamamoto, Reira Hara,  
Jonathan J. Harrison, Joel D. Reece

(1) 日本大学理工学部

(2) 日本大学スポーツ科学部

(3) ブリガム・ヤング大学ハワイ校スポーツ科学部  
College of Science and Technology, Nihon University  
College of Sports Sciences, Nihon University

Department of Exercise and Sports Science, Brigham Young University-Hawaii

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## 1. Introduction

In today's globalized world, the skills necessary to be a leader in the international community are the ability to communicate logically in foreign languages, tolerance to understand different cultures, and creativity that can add value (MEXT, 2011). In the sports fields, internationalization has made remarkable progress, and the opportunities for Japanese athletes to participate in international competitions in Japan and overseas, such as the 2019 World Cup Rugby and the 2020 Tokyo Olympics and Paralympics, are increasing. Also, during the same year as the Olympics, the academic world is also preparing for international conferences such as The 2020 Yokohama Sport Conference (September 8-12, 2020) that will be hosted by the Japan Society of Physical Education

Health and Sport Sciences and other organizations. The Japan Society of Physical Fitness and Sports Medicine held international sessions from September 19 to 21, throughout the day, where there was a real need for participants to have English skills.

With this background, efforts are being made to support internationalization in university education. At Nihon University's College of Sports Science (NUSS), Dai Yamamoto 2019 led a 15-day research trip with 34 students to Europe in 2018. The students reported that they had the opportunity to learn about sports based on culture. International exchange experiences are consistent with the internationalization strategy for university revitalization discussed by Takahashi (2017).

Regarding background on how the exchange

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\* 日本大学理工学部 (〒 274-8501 千葉県船橋市習志野台 7-24-1)  
College of Science and Technology, Nihon University (7-24-1 Narashinodai-Funabashi, Chiba, 274-8501, Japan)

program detailed in this report came to be, Associate Professor Namba, NU College of Science and Technology (CST), became acquainted with Associate Professor Joel D. Reece, Brigham Young University-Hawaii (BYUH), through international conferences held in the past and at the Asian Undergraduate Research Symposium 2019 held in Japan. Associate Professor Reece specializes in exercise physiology and health promotion, and his research focusses on the evaluation and promotion of physical activity. Since the conference was being held in Japan, a proposal was made suggesting that an opportunity could be created for Japanese and American students studying sports science to interact with each other. In this report, an international visit by students from BYUH Department of Exercise and Sports Science and NUSS students will be discussed, with the purpose of examining future exchange possibilities.

## 2. Overvie

Date of visit: Monday, November 4, 2019

Places visited: College of Sports Science, Nihon University, The Japan Olympic Museum, Meiji Jingu Baseball Stadium

Participants:

### 11 Participants from BYUH

Joel D. Reece (Associate Professor, Exercise and Sports Science), Evan Nakachi (Assistant Professor, Exercise and Sports Science) and his spouse

Brandon Geurts and Rebecca Geurts (both in exercise and sports science), Brandon Kahaialii and his spouse, Marinda Edwards and her spouse, Thiago Lopes, and Rachel Roundy (excluding spouses, all exercise and sports science majors)

### 10 Participants from Nihon University

Hideyuki Namba, Jonathan Harrison (Associate Professor, College of Science and Technology), Dai Yamamoto (Associate Professor, College of Sports Science), Reira Hara (Assistant Professor, College of Sports Science), Honami Ito, Yuka Ishida, Minori Shibuya, Keigo Yamazaki, Rikuo Hidaka, Kazuki Horiguchi, and Yu Nirasawa (all sports science majors)

## 3. Facility tour of the College of Sports Science (10:30-13:00)

### 3.1. Initial meeting: Self-introductions and university introduction

The NU students were waiting intently when the BYUH teachers and students, who were late due to an issue with train passes, arrived at the meeting room. The atmosphere was bright as the exchange began with greetings as students and teachers from both universities exchanged pleasantries and shook hands with each other.

First, students were paired off using playing cards. The BYUH and NU students who drew the same card sat together and got to know each other. Name tags were also made at this time. The Japanese students did their best to communicate in English, and even though it was their first meeting, it seemed that the common topic of sports promoted dialogue.

Next, an NU student introduced NU and the NUSS in English using slides that had been prepared in advance. The BYUH guests seemed astonished by the size of NU, even though BYUH is an association of five universities with a total number of 34,000 students. Overall, although the first meeting started about 30 minutes later than scheduled, it seemed that the students were eager to chat and could understand each other quite well.



Photo 1 First meeting

### 3.2. Introduction of swimming facilities

To begin the tour of the facilities, Assistant Professor Hara showcased the short course pool and the running water pool. The students seemed interested to learn that the pools are used by Olympic athletes and other international athletes and to see the water flow through the running water pool. Associate Professor Reece was informed that the reason NU put an emphasis on swimming was due to the achievements of (the late) Professor Hironoshin Furuhashi, and the fact that Douglas MacArthur had encouraged him when he was a swimmer.

### 3.3. Introduction of martial arts facilities

Next on the tour were the martial arts facilities. NU students introduced each facility using English descriptions which had been prepared in advance. First, the kendo hall was introduced,

and NU students put on armor and gave a simple demonstration. Then, the BYUH students took turns wearing the armor and bamboo swords saying it was like ancient Japan. The male students, in particular, took an interest asking questions and making comments about ninja and samurai. Next, we visited the judo hall, and in addition to the prepared student explanation, Associate Professor Namba demonstrated how to break fall. The history of competitive rule changes and the names of various techniques are posted on the wall of the judo hall. The variety of techniques seemed to surprise the BYUH guests. The last of the martial arts halls was the sumo hall where a simple question was asked by a BYUH student about why the sand was piled in the center of the ring. As a group, we guessed that it was part of a ritual by sumo wrestlers. Later, we looked up the meaning and found out



Photo 2 Visit to swimming facilities

that the sand in the middle of the ring was a Kamiyama, Mountain of God, and the Tsuchigi Festival is a ritual to bring God down to earth. Therefore, a god mount was placed at the center of the ring to pray for national security and fertility.

The kendo, judo, and sumo halls seemed to have an impact on the guests and the tour was a way to convey the spirit of Japan’s Bushido. One of the students remarked that “In martial arts it is important not to pose or show off even if you win.” A discussion followed with examples of different athletes winning and losing, and the differences between American sports culture and Japan’s Bushido culture. One NU student used the saying, which the authors will translate here as, “If I win, I will not boast, and if I lose, I will not whine” . As a group we negotiated the best meaning for the saying. Someone remarked that this overlapped with the end of the 2019 Rugby World Cup matches held in Japan as rival players lined up and shook hands and occasionally embrace each other. This became an opportunity to reaffirm that integrity (honesty,

sincerely, nobility, etc.) is an important theme in the world of international sports.

### 3.4. Introduction of experimental research facilities

After the martial arts facilities, research facilities were introduced. As the BYUH students were students of sports science, they were very impressed with the hypoxic chamber, the large treadmill, and the motion analysis system. In particular, many of the devices were developed by international manufacturers, and we could discuss the Vicon (three-dimensional motion analysis system) etc. The devices were like a common language where we could all understand the types of research being done. The BYUH students opened their eyes a little wider in surprise when they saw the large treadmill used to analyze cross-country skiing. As a hands-on activity, the BYUH students used body composition meters and laughed while translating and discussing the results and how different body types yield different results.

Next, everyone quickly visited the training room and the Zen meditation room. In the meditation



Photo 3 Visit to martial arts facilities



Photo 4 Visit to research facilities

room, an NU student, speaking without a manuscript, explained what Zen was and what kind of a place the Zen room was. He and another student then gave a quick demonstration while discussing the training techniques and the stick used to bring practitioners to a higher state of being. The BYUH students listened with wonder and were impressed with both the explanation and the demonstration.

### 3.5. Lunch meeting

The tour finished with lunch at the second floor cafeteria. Choosing what food to eat for lunch provided another opportunity for communication. Everyone freely chose where to sit but everyone sat near their original partner from the first meeting. People chatted about various topics

while enjoying their meals. Some of the topics discussed were the students' favorite music artists, learning different languages, and Japanese cuisine. It was mentioned that alcohol and cigarettes are not consumed by BYUH students as it is a university of The Church of Jesus Christ of Latter-day Saints. As a matter of course, contact information, such as email addresses and SNS IDs, were exchanged. One BYUH student wondered what sushi restaurant was best, so an NU student used his phone to locate a few and explain them and shared the website. In this way, relationships were created and information can be exchanged in the future. As the NUSS meeting concluded, a few people voiced that this exchange had been meaningful. It remains to be seen if communication between



Photo 5 Visit to Zen meditation room



Photo 6 Commemorative photo of all participants

the American and Japanese students will continue and blossom into future projects. On the day of the exchange, NUSS students had classes, so the exchange ended as a morning event and a commemorative photo was taken.

#### 4. Afternoon activities

##### 4.1. The Japan Olympic Museum

The Olympic Museum had recently opened in Kasumigaoka, Shinjuku Ward, on September 14, 2019. With the 2020 Tokyo Olympics and Paralympics just around the corner, the history of past Olympic Games, athletes, sports technology, shows of sportsmanship and integrity were on display. In the afternoon, Associate Professors Namba and Harrison toured the local area with the BYUH teachers and students. After taking pictures in front of the statue of Baron Pierre Coubertin and the Olympic rings, we spent about 1 hour in the museum. Inside the museum, Associate Professor Reece stopped and read materials about the history of World War II. Hawaii is home to his BYU campus, and it is also home to Pearl Harbor, where the Second World War started, the Arizona Memorial, and the Battleship Missouri Memorial, the ship on which the Second World War was concluded. Now that 74 years have passed since the end of the war, it was significant that Japanese and American students and teachers could interact like this

through a sports science gathering.

##### 4.2. Watching a Tokyo Big 6 Baseball League game (Keio vs Waseda)

Meiji Jingu Baseball Stadium is located in front of the Japan Olympic Museum, and on Monday, November 4, the final game of the 2019 Tokyo Big 6 university baseball fall league tournament was being played between Keio University and Waseda University. The game ended in the ninth inning, Keio's batter was Turuzaki-Gunji who has already been nominated by a professional team. Kaneko's hit was caught ending a heated game with Waseda coming out on top with a score of 4 to 3. The Keio-Waseda rivalry is one of the most historical and traditional in university baseball, and the schools demonstrated this with music and cheers throughout the game that culminated with both university songs being sung in turn at the end with students and alumni singing the school songs. One BYUH student asked, "How did baseball Japanese spread?" Associate Professor Namba explained that more than 100 years ago, baseball came from the United States and spread from universities to high schools in Japan.

#### 5. Participant questionnaire

##### 5.1. Questionnaire implementation

A Google Form was used to illicit responses from



Photo 7 The Japan Olympic Museum



Photo 8 Tokyo Big 6 League Baseball Game

the participants 2 weeks after the exchange. Both BYUH and NU students who participated completed questionnaires. Anonymous responses were collected online through a shared link with the participants, and then tallied.

### 5.2. Participant gender and year of study

In total 6 NUSS students participated. There were 4 males and 2 females, consisting of 1 freshman, 2 sophomores, and 3 juniors. For BYUH, 4 students participated. They were

equally divided by gender and all seniors (Table 1). Spouses and other visitors were not included in the questionnaires.

### 5.3. Questionnaire results

The reasons participants visited Japan and participated in the exchange program are shown in Figure 1, multiple answers were allowed. The answers that were most prevalent were due to invitations from teachers, interest in international exchange, and wanting to make international friends. The main differences

Table 1 Participant genders and years of study

	All	male	female	freshman	sophomore	junior	senior
Nihon Uni. Students	6	4	2	1	2	3	
BYU Students	4	2	2				4

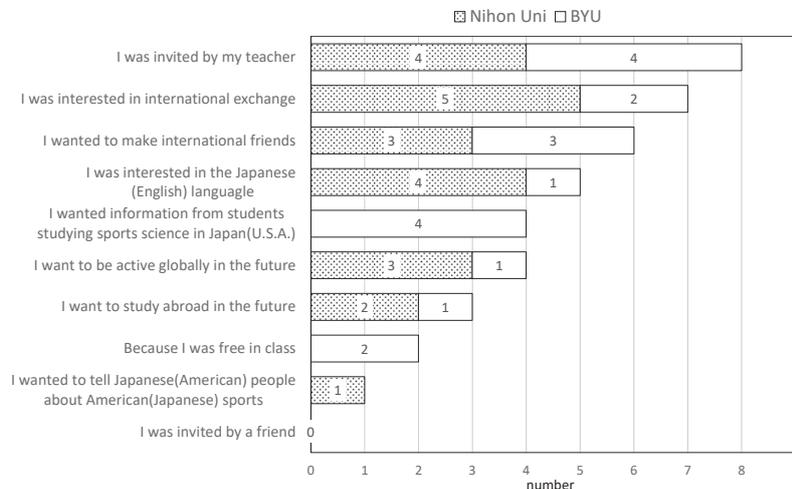


Figure 1 Purpose of participating in this program

between the two universities were that all 4 BYUH students wanted information from students studying sports sciences and 4 NUSS students replied that they were interested in English. All of the BYUH student participated in the Asian Undergraduate Research Symposium 2019 during their visit, and there was high interest in sports science. On the other hand, NUSS students considered the international exchange as an opportunity to use English. What was gained or learned through the exchange program is indicated in Figure 2, again, multiple answers were allowed. The top three answers were that it was an opportunity to learn about the people and their lives in each country, that it was an opportunity to understand the facilities of the university, and that it was an opportunity to interact with students from other countries through SNS, etc. Second tier results suggested that the majority of participants also gained a desire to study abroad and recognized the goodness of Japan. Some intriguing result were that, first, all four BYUH students answered that they had discovered something new about the sports situation in Japan. There are two plausible reasons for this. First, it could be due to a deeper understanding of Japanese sports and research facilities such as the university's sumo hall, kendo hall, judo hall, and

research laboratories. Second, the tour of the Japan Olympic Museum and experiencing the culture of the university baseball game may have triggered this result. A second intriguing item was that three NUSS students answered they were confident in interacting with American students.

Student confidence regarding interaction with the other university's students before participation, A, and after participation, B, are illustrated in Figure 3. Before participating in the exchange, no respondents indicated that they were very confident, 5 respondents who were equally distributed between the universities were neutral, and 2 respondents from each university indicated low or no confidence. After participating, 3 respondents indicated that they were very confident, followed by 6 respondents who indicated some confidence. This indicates that before this exchange there was some worry and lack of confidence regarding communication with people of a different culture who mainly use a different language, but through a program of only 2.5 hours, it is assumed that participant confidence rose as participants realized they shared common interests and could communicate with each other.

The most impressive aspects of the exchange program are given in Figure 4. Five students

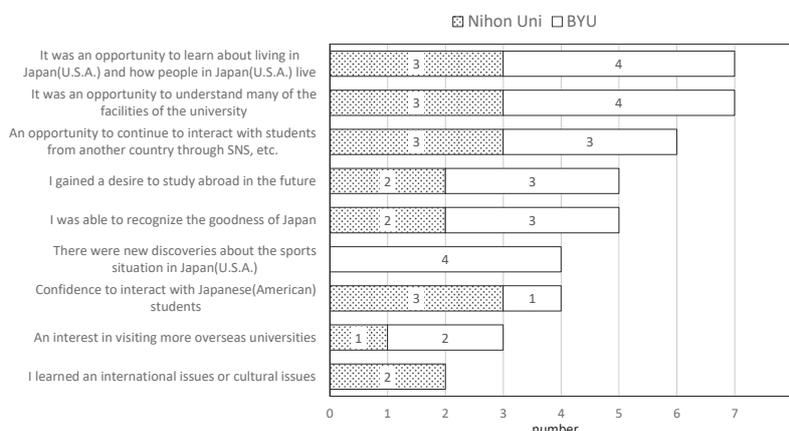


Figure 2 What was obtained from the international exchange

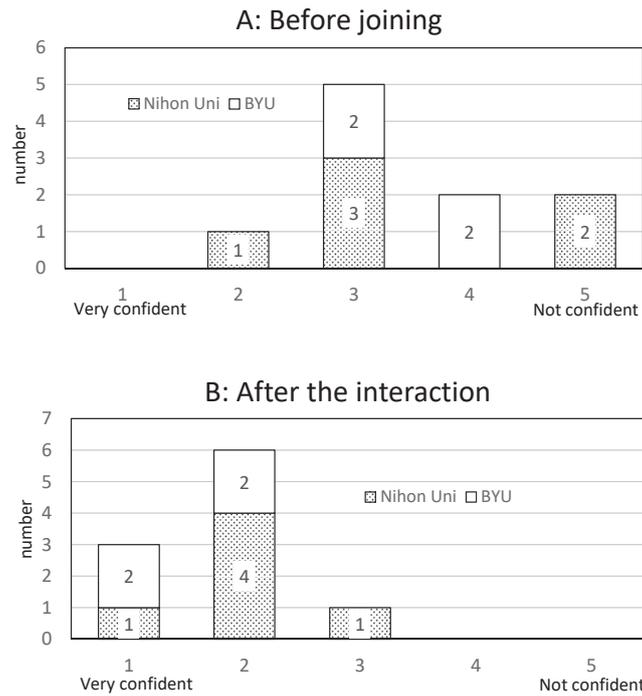


Figure 3 Confidence level regarding communication with Japanese/American students

chose communication while having lunch in the cafeteria, and three students chose the self-introduction session in the initial meeting. Two BYUH students indicated the visit to campus facilities, which supports the conclusions drawn regarding Figure 2 results. This seems to suggest that what most impressed the students of both universities was the communicative opportunities. In particular, many students cited the exchanges at lunch which were completely non-scripted, open communication opportunities. Otake et al. (2011) suggests that it is easier to

find opportunities to speak at a meal, even for people who rarely speak up. During this exchange over lunch, the participants deepened their understanding of each other as conversations bounced from topic to topic. These results suggest that in the future, it would be effective to include a dinner meal in the program as an opportunity for international exchange.

Regarding opinions on future opportunities for international exchange, Figure 5 illustrates that nine students would very much like to participate, and one student is interested. In

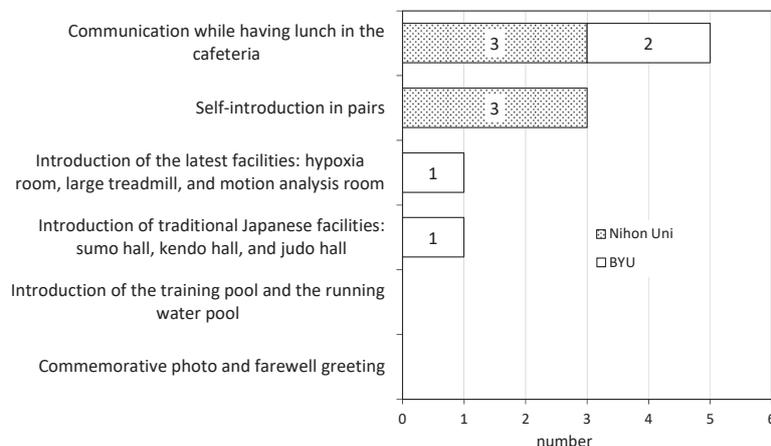


Figure 4 The most memorable part of the exchange experience

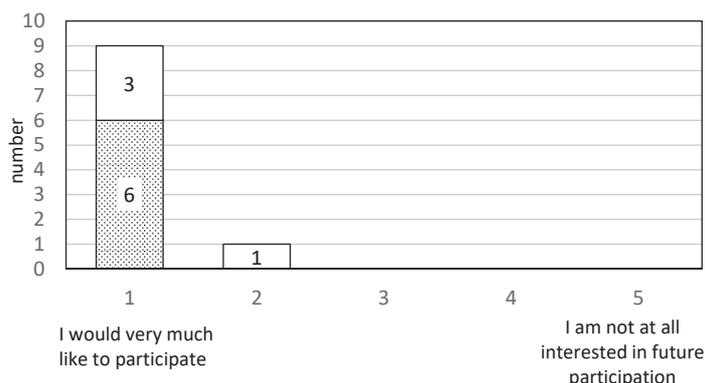


Figure 5 Opinions on future opportunities for international exchange

addition, NU students answered that they would like to conduct international exchanges regularly as part of their classes. Therefore, it is believed that this program was meaningful.

Impressions of the exchange, stated in the participants own words, are given in Table 2. For BYUH students, hospitality, university facilities, interaction with students and Japanese culture seemed impressive. NU student comments, for the most part, indicated initial worry about communication and then growth in confidence as well as being pleased with this opportunity and interest in future opportunities for international exchange.

## 6. Summary

The international exchange described in this report was a wonderful experience for both

teachers and students, as the results indicated. NUSS students commented, “I have to know more about Japan” and “I have to speak more English” . This program was a good out-of-the-classroom opportunity for students to learn about themselves and the world through active participation in a social event. One of the factors that made this exchange meaningful was that BYUH students actively asked NUSS students questions. In the future, if an opportunity arises, it would be very interesting for NU students to visit the BYUH campus and ask questions to students there. Even if that does not come to be, this experience seems to have led students from both participating universities to further awarenesses in regard to becoming international people. It would be interesting to investigate what new awarenesses, different from those

Table 2 Impressions of the exchange experience

Students	Free description of your impressions
Nihon Uni	<p>At first I was worried and struggled to play a conversation, but as I was talking, I started to swell on one topic. I realized that I was able to use the English I had studied to communicate with others.</p> <p>Once again, I learned how well the university facilities are. In addition, everyone at BYU was very friendly and I was worried about communication, but I had a good conversation. If there is such an opportunity, I would like to participate. Thank you very much.</p> <p>I wanted to participate if there was another opportunity.</p> <p>I felt it was difficult to maintain my English.</p> <p>I felt that I wanted to interact with foreign countries through this experience.</p>
BYU	<p>The hospitality we were shown was heartfelt and inspiring. I regret not being prepared with gifts or something to share in return. I am so grateful for how we were received and very impressed with the EXS program at Nihon University. I will never forget our experience there. Thank you very much!</p> <p>The students and professors were so nice and helpful! The facilities were amazing. Coming to visit this university was one of my favorite parts of our trip to J apan.</p> <p>I had such a great time speaking with the students and getting to know them and seeing their University! Everyone was so kind and helpful, it was a very enjoyable experience! Thank you for letting us come!!</p> <p>The exchange was a great opportunity to see another university and gain insights to the J apanese culture.</p>

discussed in this report, would arise if Nihon University students have the opportunity to visit BYUH in the future.

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