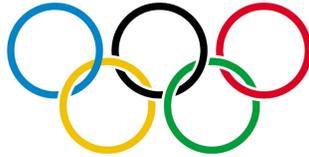


# Tokyo 2020 Olympic Games Volunteer Preparation

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## 1. The Context

- Course requested by head of department.
- In keeping with push by government and universities to encourage students to volunteer in the Tokyo 2020 Olympic Games (Lange, Gorshkov, and Flanagan, 2017; The Olympic Organisation, 2004).
- Takes place in Comm Class: 1 Semester, 16 x 90minutes.
- Open to any student interested in volunteering.
- Level and motivation of students unknown.
- Students selected to create a cohesive class via communicative assessment activity and interview.
- Classes must be communicative and help encourage students to volunteer and prepare them to participate in Olympic volunteer activities.



## 2. ESP

- Dudley-Evans and St.John (1998) defined the absolute characteristics of ESP as designed to “meet the specific needs of learners, makes use of the underlying discipline and activities of the discipline it serves, is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities” (cited by Gatehouse,2001,p2).
- Characteristics of course design suggested by Cater (1983) to be use of authentic material, having purpose-related orientation, self-direction of students (cited by Gatehouse, 2001).
- Extensive needs analysis required to determine the ‘What?’ and ‘How?’ of the course (Flowerdew, 2012).
- Preparatory needs analysis difficult in my context, will need to rely on secondary sources until class created.
- Authentic materials may be difficult to locate.

## 3. What is an Olympic Games volunteer?

“In order to widely promote the attractions of Japan to the world through the Tokyo 2020 Games, having each Games Volunteer and City Volunteer demonstrate the strengths of the Japanese people, such as the Japanese spirit of hospitality, *omotenashi*, and sense of responsibility, as they engage in activities will be an important factor to the success of the Games.

The sight of each of the volunteers eagerly participating, truly enjoying their role, and actively volunteering with a smile as part of a team will be conveyed to the athletes and visitors. Along with bringing more excitement to the Games atmosphere, this sight will also enhance the attraction of the Games overall”

(Tokyo Metropolitan Government, 2016, P5-6)

### Games Volunteers

- Provide event support at venues for spectators and participants.
- Provide language support.
- Various logistical roles such as doping control and medical support, registering workforce and driving.
- Support foreign and domestic media.
- Cultivate atmosphere at venues.

80,000 required  
Recruited by Olympic Organisation  
Screening starts summer 2018

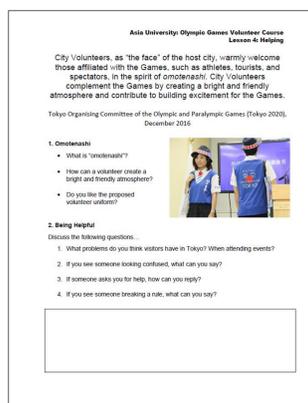
### City Volunteers

- Face of the host city, focus on *omotenashi*.
- Stationed at airports, major train stations and sightseeing spots.
- Provide services such as tourism and transport support. Guide spectators to venues.
- Should be ready to answer questions on a wide range of Japan related topics.
- Approach spectators to offer help if needed.

10,000 required  
Recruited by Tokyo Metropolitan Government  
Screening starts summer 2018

## 4. Designing the curriculum

- The Nippon Foundation will provide training on specific roles to successful applicants so the course provides a broad overview of different volunteer activities and functions rather than detailed focus on particular duties ([www.nippon-foundation.or.jp](http://www.nippon-foundation.or.jp)).
- Functional elements: giving directions, using public transport, recommending places, describing popular attractions, how to use services etc.
- Content: educating students on the volunteers roles and requirements, increasing knowledge (e.g. global culture and customs) that will help students be more likely to succeed as volunteer applicants. Use authentic materials where possible e.g. testimony from previous volunteers.
- Communication skills: being polite (*omotenashi*), using stress and intonation, confidently approaching people, showing willingness to give extended answers.
- Focus on activating background knowledge such as knowledge of Tokyo and Japanese food.



## 5. The Materials

- Functional language: lessons on giving directions, using the subway and recommending things to do. Students provided with phrases to use in certain situations.
- Content: utilize publically available government documents and the government volunteer website. The website includes quizzes, videos and interviews with past volunteers.
- Authentic material: Maps and subway guides, brochures from popular sightseeing spots. Use of identified common questions asked to volunteers to provide the basis of activities.
- Communication: focus on polite language. Regular discussion activities where students can discuss their strengths and weaknesses as potential candidates.
- Background knowledge: focus on places, food and Japanese culture that volunteers may be expected to explain.

## 6. What next?

- Needs analysis: Use data from placement interview to identify areas of volunteering students are interested in.
- Monthly counselling sessions to see the areas presenting a challenge to students.

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