

ALEX TRICOLI

KIELIKYLPYKORIPALLO



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BACHELOR OF
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ABSTRACT

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The practical purpose of this thesis is to introduce basketball to areas it does not exist on a competitive level. This is accomplished by forming arrangements with rural schools for the author to attend as a guest teacher for sport and English lessons. The author uses his American-English mother-tongue to immerge the students within the language by teaching basketball in the target language, English. There is an objective to generate enough basketball interest in school-aged children and teens to pressurize rural municipality decision makers to put increased effort in basketball related activities. To provide incentive for rural municipalities to seek competent coaches to conduct basketball trainings for their youth. A deep vision of the author is to lay the foundation for potential basketball club establishment in rural areas which have yet to experience the target opportunity.

The purpose of further researching this project is to answer questions about the benefits of Kielikylpykoripallo. How does Kielikylpykoripallo develop language learning? Has Kielikylpykoripallo increased student motivation to learn English? Has learning English through basketball increased student motivation to play basketball? Furthermore, the research on Kielikylpykoripallo analyzes specific academic strategies for teaching languages.

FOREWORD

APPENDIX 14.18

The foreword consists of three newspaper articles on Kielikylypykoripallo and the author, Alex Tricoli.

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1 Introduction

In Finland students begin learning English in third grade. English lessons are soon to begin in first grade as of Spring 2020. Upon review of research from 1970's and 1980's in regards to English language learning and motivation to learn English in Finland, English was not seen as a priority in Finnish schools (Laine, 1977; Korhonen, 1986). Foreign language capabilities in the work place was not necessarily seen as beneficial, therefore; it was not appreciated on the national scale (Korhonen, 1986, P. 10).

In the 1970's and 1980's, English classes focused on vocabulary and grammar. Speaking skills were not at a priority in the unprioritized English language classes (Korhonen, 1986).

Now midway through year 2019, students of the English language now experience a drastically different and more practical approach with enhanced student involvement (Perusopetuksen opetussuunnitelman perusteet, 2014, P. 29–31). In comparison to English language teachings in Finland from the 1970's and 1980's to present day, it is evident that English language is rapidly becoming an increased priority in the Finnish education system (Takamäki, 2016).

The author of this thesis, Alex Tricoli, is an American basketball coach from Florida. The author has a basketball coaching background extending from United States to Finland and has successfully coached children, teens, men and women of multiple backgrounds. The author has coached a variety of age groups ranging from 5 – 50 years old. Some of the backgrounds the author has coached are American, Finnish, Russian and from varied Middle Eastern and African countries.

The most recent position of the author was Head Coach of Women's Basketball, from 2017 – 2019. Assistant coach of coach of men's basketball from 2018 – 2019. The author is currently employed with Kajaanin Honka with varied club responsibilities ranging from: instructor – coach – club representative with power-of-attorney. Basketball is a passion of the author with full enthusiasm of that definition.

The author, Alex Tricoli, was unanimously elected Chairman of Kajaanin Honka in August 2019, during this thesis process.

2 Kielikylpykoripallo

A basketball and language teaching project which has been successfully conducted in multiple rural schools in northern Finland's Kainuu region (Väylä Nro 43 – 2018) & (Vuolijoki Nro 13 – 2019). Exercised in this project are updated language teaching strategies, such as, Common Language Integrated Learning (CLIL) and Language Immersion. Kielikylpykoripallo is conducted by the author of this thesis, Alex Tricoli, with Kajaanin Honka as the main commissioning party for the duration of this thesis work.

The objective of Kielikylpykoripallo is to teach English through sport. More specifically, to use the author's passion and coaching experience to create a mutually exciting and productive learning process by teaching American-English, the author's mother tongue, through basketball. During a Kielikylpykoripallo session, students are consistently encouraged to speak, think and respond in English. Students are challenged in English for the duration of the clinic.

As students interact in the target language, students become submerged into the language, thus, exercising their skills in a functional way. Functional Learning is learning by doing. Productivity of this project is consistently evaluated by the author and school's teachers. Benefits of this project are assessed by teachers post Kielikylpykoripallo (appendix 14.3)

Productivity and benefits are measured in a way by comparing student motivation to learn English, motivation to learn basketball and student self-assessment of English language skills. Student motivation and self-assessment are compared pre/post Kielikylpykoripallo via a survey which was given at the beginning and end of the Kielikylpykoripallo journey. Additionally, teachers were given a questionnaire to document their witnessed results of Kielikylpykoripallo. For research purposes, student motivation is thought to be the most reliable. Therefore, research focus is aimed at comparing intrinsic motivation of students Pre – Post Kielikylpykoripallo via surveys which the students returned anonymously.

The idea of Kielikylypykoripallo was created during discussions between Alex Tricoli and former Kajaanin Honka chairman, Tatu Turunen. The author and former chairman pondered ideas of how to generate more basketball activity in the northern region and reached a conclusion that basketball must be developed in schools. Both parties agreed that it was necessary to become involved in the schools during school hours.

During this discussion, summer 2018, The former chairman of Kajaanin Honka suggested that teaching English may be a gateway into the school system. The importance of capitalizing on the rarity of native English speakers in the region was expressed to the author. The author was further persuaded that American-English is an enhanced opportunity, due to culture influence from America. The former Kajaanin Honka chairman suggested it may be easier and perhaps more beneficial to get established within the school system by teaching language prior to proceeding with the objective of enhancing basketball lessons within the school system.

There was initial hesitation to prioritize English teachings from the author's standpoint and there were countless further detailed discussions on the suggestion. Finally, an idea of teaching English through basketball was formed. The project idea was named Kielikylypykoripallo and the initial offer (appendix 14.5) was established and sent to multiple schools in and within proximity of Finland's Kainuu region during Autumn 2018.

3 Kajaanin Honka

Kajaanin Honka is the only active basketball club in the Kainuu Region as of May 2019 (Suomen Koripalloliito, 2019). Kajaanin Honka was established and registered under the Finnish Basketball Association on May 14, 1981 (Kajaanin Honka ry & Suomen Koripalloliito). As of May 2019, Kajaanin Honka offers seven different basketball training opportunities for girls and boys & men and women of multiple age and skill categories (Kajaanin Honka ry, 2019)

Children's Basketball: boys & girls ages 7 - 12

Girls age 13-17

Boys age 13-17

Honka Ladies: Division 3 Women's Team

IBC Kajaani: Division 3 Men's Team

Women's Basketball Exercise Group

Senior Men (Ikihonka)

Kajaanin Honka has also been active in efforts to expand basketball in the region through Kielikylpykoripallo. The author of this thesis, Alex Tricoli, was elected chairman of Kajaanin Honka in August 2019. Alex Tricoli has succeeded former chairman, who has served as chairman of Kajaanin Honka for seven years. The former chairman remains active with the club under a different role, Secretary of Kajaanin Honka. (Kajaanin Honka ry, 2019).

Moving forward, the newly elected chairman, Kielikylpykoripallo founder & author of this theses, has taken on the massive objective to develop basketball in Northern Finland. Kielikylpykoripallo is only one of many tools in accomplishing the task at hand.

2018 – 2019 Kajaanin Honka year summary can be found in Finnish (Appendix 14.17)

4 History of Basketball

Basketball is a game developed by James Naismith of Ontario Canada (Naismith, 1941). James Naismith intended on following a path of ministry, however; later he followed a path of preaching the importance of a clean life through sport (Naismith, 1941). Basketball originated from a game of throwing a ball into peach baskets in Springfield College (Naismith, 1941 & Springfield College Archives). Originally, the peach basket was without a hole and attached to a balcony of a second level construction (Springfield College Archives & Naismith, 1941). The game required an individual to be stationed at the balcony to remove the ball from the basket after a score (Springfield College Archives & Naismith, 1941). An unspecified time after, the bottom of the peach buckets been removed to allow the ball to fall free from the basket after a score – relieving the duty of physically removing the ball from the basket after each score.

James Naismith found his motivation to invent such a game due to his discouragement upon acknowledging that calisthenics and gymnastics did not engage his students (Naismith, 1941). The creativity behind basketball was inspired by a game called Duck on the Rock, which James Naismith played during his childhood in Canada (Naismith, 1941). The eventual refinement of the rules and further developed equipment sparked the spread of amateur, professional and women basketball teams as well as adapted basketball for physically and mentally impaired individuals. present day, basketball has multiple ever-evolving rule books consisting of hundreds of pages for multiple different leagues (Alamar, 2016).

The author is familiar with rules of the National Basketball Association (NBA), National Collegiate Athletic Association (NCAA) and is certified to referee following the rulebook of the International Basketball Association (FIBA). The author is required to participate in annual basketball referee educations to become familiar with the changes to the rule book which commonly occur in abundance annually. The author can be quoted “basketball knows no bounds.”

4.1 Basketball in Finland

As of the 1970's basketball in Finland is consistently growing and even attracting foreign players. First foreign basketball players came to Finland in the early 70's. Finnish basketball received two Americans in 1972 (Bale, Maguire, & University of Keele., 2013). One played in Turku (TNMKY) and the other in Helsinki (HNMKY) (Bale, Maguire, & University of Keele., 2013. P128 – 129). In the 1973 – 1974 season there were a total of six professional American basketball players in Finland (Bale, Maguire, & University of Keele., 2013. P128-129). In 1989 approximately 250 foreign players, mainly from United States, joined the professional basketball league in Finland (Bale, Maguire, & University of Keele., 2013. P128-129).

Hanno Möttölä was drafted to the NBA in 2000 and recognized as the first player from Finland to play in the NBA. (National Basketball Association; Atlanta Hawks Archives). In the 2007 NBA draft, Petteri Koponen was the 30th pick for the Philadelphia 76ers (National Basketball Association). Petteri Koponen broke another Finnish basketball record by becoming the highest draft pick from Finland.

In present day, season 2018 – 2019, there are twelve Finnish professional basketball players playing for various clubs around the world, including the NBA. Recently, Lauri Markkanen broke Petteri Koponen's record by being selected number 7 in the 2017 NBA draft (National Basketball Association). From 2012 – 2017 there has been a 22% increase in player licenses (Suomen Koripalloliitto & Tammivaara, 2019). During this period, Finland reached the world cup qualifiers in Spain in 2014 (International Basketball Association). Lauri Markkanen has been recognized as the most successful Finnish basketball player and is only entering his third season .

The author has witnessed an increased interest amongst the Finnish population. The author visually notices an increase in basketball apparel amongst Finnish youth, especially Chicago Bulls Apparel – the team Lauri Markkanen is currently playing for. The author expects a further increase in player licenses, as Lauri Markkanen and the Finnish National team continue to succeed.

4.2 Team Finland

Finland's national basketball team joined the International Basketball Association in 1939 (FIBA Archives). Team Finland has acquired the name Susijengi which translates to Wolfpack in English. Susijengi has achieved varied success since the establishment of Finnish basketball.

1939 EuroBasket: finished 8th among 8 teams - Coach: Osmo Kupiainen

1951 EuroBasket: finished 9th among 17 teams - Coach: Eino Ojanen

1952 Olympic Games: finished 15th among 23 teams

1953 EuroBasket: finished 12th among 17 teams

1955 EuroBasket: finished 10th among 18 teams

1957 EuroBasket: finished 11th among 16 teams - Coach: Kalevi Tuominen

1959 EuroBasket: finished 13th among 17 teams

1961 EuroBasket: finished 14th among 19 teams

1963 EuroBasket: finished 14th among 16 teams

1964 Olympic Games: finished 11th among 16 teams

1965 EuroBasket: finished 12th among 16 teams

1967 EuroBasket: finished 6th among 16 teams

1977 EuroBasket: finished 10th among 12 teams - Coach: Robert Petersen

1995 EuroBasket: finished 13th among 14 teams - Coach: Henrik Dettmann

2013 Eurobasket: finished 9th among 24 teams

2014 World Cup: finished 22nd among 24 teams

2015 Eurobasket: finished 16th among 24 teams

2017 Eurobasket: finished 11th among 24 teams

As of 2011, Finland remains highest ranked basketball team amongst Nordic Countries (FIBA, 2019).

4.3 Susijengi 10 Year Summary 2004 - 2014

Section 4.3 consists of Finnish Men's Basketball National team, Susijengi, 10 year game results. (Appendix 14.6 – Appendix 14.16). The objective is to show the progress of Finnish basketball on a national competition platform.

2004 (Appendix 14.6)

EU-Qualifiers: Wins/Losses: 1 / 2 (33%)

Friendly Games: 8 / 3 (73%)

Total games played: 14 -- 9 / 5 (64%)

2005 (Appendix 14.7)

EU-Qualifiers: Wins/Losses: 2 / 1 (73%)

Friendly Games: 4 / 7 (36%)

Total games played: 14 – 6/8 (64%)

2006 (Appendix 14.8)

EU-Qualifiers: Wins/Losses: 4 / 0 (100%)

Nordic-Championships: 3 / 1 (75%)

Friendly Games: 6 / 3 (67%)

Total games played: 17 – 13 / 4 (76%)

2007 (Appendix 14.9)

EU-Qualifiers: Wins/Losses: 4 / 2 (67%)

Friendly Games: 3 / 6 (33%)

Total games played: 15 -- 7 / 8 (47%)

2008 (Appendix 14.10)

EU-Qualifiers: Wins/Losses: 3 / 5 (38%)

Friendly Games: 4 / 3 (57%)

Total games played: 15 – 7 / 8 (47%)

2009 (Appendix 14.11)

EU-Qualifiers: Wins/Losses: 2 / 2 (50%)

Friendly Games: 4 / 4 (50%)

Total games played: 12 – 6/6 (50%)

2010 (Appendix 14.12)

EU-Qualifiers: Wins/Losses: 1 / 7 (13%)

Friendly Games: 6 / 1 (86%)

Total games played: 15 – 7 / 8 (47%)

2011 (Appendix 14.13)

EU-Qualifiers: Wins/Losses: 4 / 0 (100%)

EU-Championships: 3 / 5 (38%)

Nordic-Championships: 4 / 0 (100%)

Friendly Games: 2 / 0 (100%)

Total games played: -- 18 -- 13 / 5 (72%)

2012 (Appendix 14.14)

EU-Qualifiers: Wins/Losses: 6 / 2 (75%)

Friendly Games: 3 / 4 (43%)

Total games played: 15 – 9 / 6 (60%)

2013 (Appendix 14.15)

EU-Championships: Wins/Losses: 5 / 3 (63%)

Friendly Games: 2 / 4 (33%)

Total games played: 14 – 7 / 7 (50%)

2014 (Appendix 14.16)

World Championships: Wins/Losses: 1 / 4 (20%)

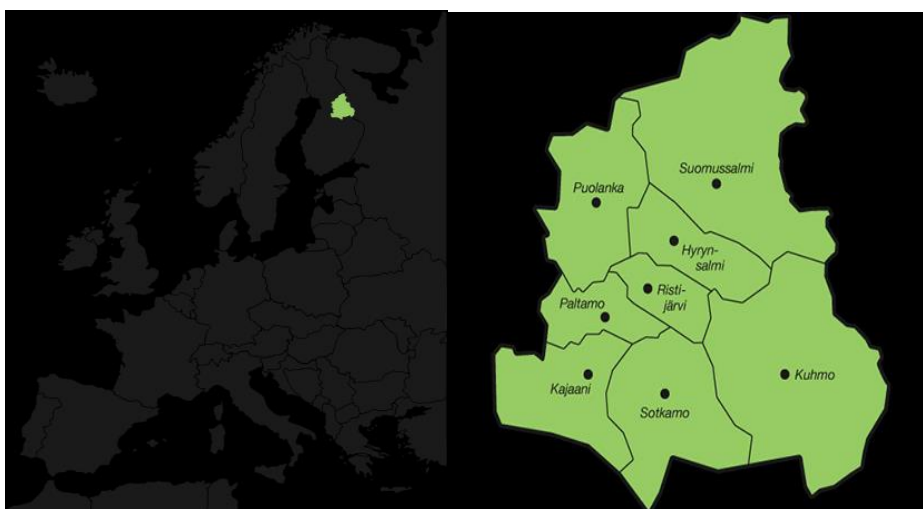
Friendly Games: 1 / 6 (14%)

Total games played: 12 – 2 / 10 (17%)

5 Stakeholders

Kielikylpykporipallo has taken place in multiple places in rural Finland, however; this thesis research only concludes research conducted in an isolated school in the village of Otanmäki. Otanmäki is located in Finland's Kainuu Region. Kainuu is made of 8 municipalities. Photo 1 & 2 shows map of Kainuu. Population of Kainuu is approximately 73 000 in the entire region and the land area is 20 197 km (Kainuunliitto, 2019).

Photo 1 & 2: Map of Kainuu zoomed and euro-view retrieved from Kainuunliitto.fi



Photos from: Kainuunliitto.fi

The physical size of the Kainuu region is equivalent to that of Belgium. The population density of Kainuu is 3,6 inh. per km². Otanmäki is formerly part of Vuolijoki region which merged with Kajaani in 2007. Otanmäki is now considered part of Kajaani, however; Otanmäki is isolated 37km West of Kajaani's city center. Photo 3 shows an aerial view of Otanmäki. In 2004 the municipality of Vuolijoki had a population of 2,643 and covered an area of 895.20 km². The current population of Kajaani is approximately 37,000 and the current population of Otanmäki is approximately 650.



Photo 3: Aerial view of Otanmäki

5.1 Otanmäki School

Otanmäki School is isolated in Western Kainuu and consists of a total of 18 staff members which include teachers, maintenance, janitors and restaurant workers (Kajaanin Kaupunki, 2018). In comparison, Kajaani's Central School, which has also experienced Kielikylypykoripallo, consists of 61 staff member, however; this does not include all staff members associated with, for example, maintenance and restaurant staff (Kajaanin Kaupunki, 2018). Kajaani's Central School offers basic education for grades 3 – 9 while Otanmäki School offers basic education for classes 1 – 9. Photo 4 shows an aerial view of Otanmäki School.

Otanmäki school is located in what locals consider an idyllic country school in a peaceful and wooded environment (Kajaanin Kaupunki 2018).



Photo 4: Photo of Otanmäki school retrieved from Kajaanin Kaupunki (<http://www.kajaani.fi/fi/palvelut/otanmaenkoulu>).

5.2 Impression of Otanmäki School

7th grade Otanmäki

Upon the author's initial arrival on the basketball court to engage Otanmäki school's 7th grade in Kielikylpykoripallo – the author formed an immediate opinion that the class was very shy and hesitant to engage. In the author's experience, this initial observance was thought to be normal in Finland. Prior to engaging students in lessons, the author reflected on his experience in dealing with Finnish groups. The author experienced most success with new Finnish groups by making effort to reduce pressure by presenting himself as equal to them. Naturally, the author's English is superior as it is his native language. Therefore, the author reflected to strategy of switching to his imperfect Finnish language for his introduction and first warm-up drills. By doing this, the author observed that his students became less tense and seemed to realize that it was understood it is non-problematic to not be proficient. As a result, it appeared to relieve the student's pressure of speaking perfect English and further resulted in more use of the English language and being open to making mistakes.

8th grade Otanmäki

Otanmäki's 8th grade class was significantly smaller than the 7th grade class. Students appeared more confident amongst their classmates, potentially as a result of being a small class and ultimately being closer and more familiar with each other. Though, with this said, the initial shyness and lack of confidence in using the English language was evident in the author's eyes. Strategy of using imperfect Finnish and humor was successful in enhancing student participation and activity.

9th grade Otanmäki

The author witnessed very similar situations with Otanmäki's 7th grade when initially meeting Otanmäki's 9th grade students. Students appeared very shy and reserved and very hesitant to attempt to use English language. Otanmäki's 9th grade class was significantly larger than Otanmäki's 8th grade class and about the same size of the 7th grade class. Similar strategies were used in the 9th grade class as the 7th grade class.

The author feels Otanmäki school is significantly different than the other schools he has introduced his language basketball project to. Otanmäki school is the smallest of schools which the author has attended as a guest teacher. Administrators in Otanmäki school were extremely active and open to the author's implementation of physical activity languages classes.

6 Language teaching strategies

Languages are often taught in a classroom through books written with the target of teaching a specific language. The author had experienced foreign language classes through books and varied tasks mainly associated with language books. In the author's experience, this method of learning did not create an intrinsically motivated path. After researching multiple different language teaching strategies, the author chose to focus on and implement two strategies. Content and language integrated learning (CLIL) and language immersion. Both CLIL and language immersion fall into a category of functional learning - learning by doing (Gibbs, 1988).

It is an objective of the author to assist in the progression of language development by implementing CLIL and Immersion via Kielikylpykoripallo. Following the Common European Framework of References, Photo 5, the author bases his expectations of language on the group to be taught.

Common European Framework of Reference for Languages

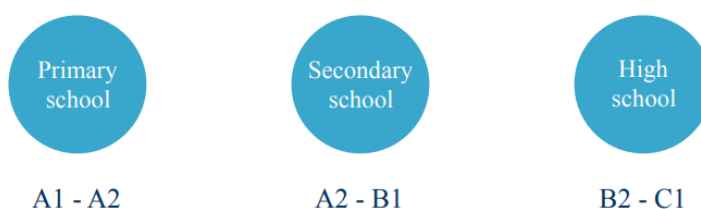
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: CAN show visitors around and give a detailed description of a place.
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: CAN ask to open an account at a bank, provided that the procedure is straightforward.
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: CAN take part in a routine conversation on simple predictable topics.
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: CAN ask simple questions about a menu and understand simple answers.

Photo 5: information in photo retrieved from Council of Europe

Additionally, the author requested assistance from a language teacher at Kajaani University of Applied Sciences, in efforts to narrow expectations on schools prior to Kielikylpykoripallo introduction. See Photo 6 below.

Expected English Levels

CEFR - Common European Framework of Reference for Languages



According to KAMK lecturer, Jaana Harkkonen

Photo 6:

By following the Common European Framework of Reference for Languages retrieved from the Council of Europe and guidance from familiar language teachers – the author had successfully prepared himself for the amount of assistance needed to provide Kielikylpykoripallo students in Finnish.

6.1 Content and Language Integrated Learning (CLIL)

CLIL is a strategy used to teach both content and language. Attention is focused on both a target topic and a target language (Dalton-Puffer & Nikula, 2014). “Achieving this twofold aim calls for the development of a special approach to teaching, in that the nonlanguage subject is not taught in a foreign language but with and through a foreign language” (Eurydice, 2006, p. 8).

CLIL is a system which is content driven with language integrated into the learning. The idea is that students learn language through a real subject where hands-on activities and actual use of the target language can be accomplished. The basic concept is that students need to practice the language which they are learning. In the author’s opinion, Kielikylypykoripallo gives the opportunity to do so. Just as would for example, mathematics, history and other commonly taught subjects in classroom settings.

Many factors influence the process of learning a foreign language, however; learner’s intrinsic motivation seems to be the most decisive factor (Macintyre 2007; Ushioda 2003). CLIL provides an opportunity to learn a subject through a language, rather than solely focusing on the target language – thus, providing more opportunity for intrinsic motivation to form. CLIL model seems to emphasize the need to view learners not merely as language learners, but as people in a much wider context (Benjamins, 2017).

6.2 Language Immersion

Language immersion is a method developed to teach a second language (Cummins, 2009), in which the target language is used for instruction purposes (Dworschak & Schneider, 2019). Language immersion is often described as being "plunged" into or "submerged" into a language. Total Immersion education consists of 80% or more instruction given in target language - Partial Immersion education consists of 50% or less instruction in target language (Dworschak & Schneider, 2019).

There are varied types of instruction methods for immersion, however; the author mainly focuses on submersion. In submersion programs, students typically receive all instructions in the target language with limited to no support in native language (Cummins, 2009). Though, the author does provide some support in student's native language. The author uses a teacher to facilitate and verbally translate any surveys given to students, though, during Kielikylypykoripallo clinics – the author relies solely on his imperfect Finnish language skills to offer support in student's native language when needed.

Immersion education has been in existence long enough to have acquired a distinct identity and a body of theory and research, but it is still young enough to be evolving in new directions, through new applications of theory and in response to emerging problems (Walker, Johnson, & Swain, 2006).

7 Motivation

Two main types of motivation are extrinsic motivation and intrinsic motivation. Extrinsic motivation is a motivational drive influenced by an external factor (Martela & Jarenko 2014,14; Ryan & Deci, 2008). For example, Kielikylpykoripallo student may at first be extrinsically motivated to participate solely to achieve a good grade in physical education classes and/or English studies. Intrinsic motivation is a motivational drive influenced by an internal desire within one's self - intrinsic motivation does not generate from external factors (Deci 1975, 23). For example, the author conducts Kielikylpykoripallo lessons out of pure enjoyment and desire to spread the joy of basketball and language learning.

With that said, intrinsic and extrinsic can be further broken down into two additional categories, situational and general. Situational motivation, regardless if intrinsic or extrinsic, is temporary. General motivation, regardless if intrinsic or extrinsic is often permanent (Viitala, 2004, 153). It is a clear goal of the author to help Kielikylpykoripallo students develop a general intrinsic motivation for the game of basketball.

Though, motivation is a multifaceted and complex phenomenon (Eotos & Dornyei, 2005), which certainly does extend far beyond the basics of intrinsic and extrinsic motivation briefed in this section.

7.1 Motivation Strategy

In addition to creating an active learning environment, an objective of the author is to also provide a motivating environment via Kielikylpykoripallo. Quotes from well-known coaches and examples from well-known athletes are examples for some of the author's motivation strategies.

"I do not motivate my players. You cannot motivate someone, all you can do is provide a motivating environment and the players will motivate themselves."

– **Phil Jackson**, member of the Naismith Memorial Basketball Hall of Fame.

Extrinsic motivation is not a Kielikylpykoripallo objective, however; may be a factor as student participation may be required during physical education and English classes in order to receive the desired grade.

Vasily Alekseyev, world record holder weight-lifter from 1970 – 1978 of the Soviet Union, is possibly an example of the potential downfall in extrinsic motivational methods, in the opinion of the author. A rumor exists that Vasily Alekseyev received large monetary benefits from the Soviet Union for each world record achieved as it was procedure for Soviet athletes to receive monetary benefits for breaking records in sport (O'Dell, 2006).

During Vasily Alekseyev's reign as world champion, it is the opinion of author, that after video examination of the power lifter's lifts – it appeared maximum effort was rarely exerted. It appeared to the author that he purposely broke records by small margins in efforts to receive additional monetary bonuses for later breaking those records.

To break it down, it appeared that his motivation was influenced by extrinsic factors, rather than intrinsic motivation. It is the opinion of the author that Vasily Alekseyev would be unbeaten, had his achievements been intrinsically motivated rather than influenced by extrinsic factors.

Providing a path for intrinsic motivation

work place example based on the author's opinions & experience

- Giving employees more control in the work place

Not giving power over what needs to be done, but how to accomplish the task.

- Laying a foundation for potential employee development

providing education opportunities and presenting challenges for employees to solve

- Recognizing employees need a purpose

Make employees feel wanted and needed

7.2 Zen Buddhism Influence

Phil Jackson is a former professional basketball player and decorated professional basketball coach, whom the author regularly quotes and refers to in this thesis. As a player, Phil Jackson was on the roster of two NBA champion winning teams. More notably, Phil Jackson has won a total of eleven NBA titles as a coach: 1991, 1992, 1993, 1996, 1997, 1998, 2000, 2001, 2002, 2009 and 2010 (Jackson & Delehanty, 2013). Phil Jackson is a recipient of multiple coaching awards including NBA Coach of the Year award in 1996.

The author is fascinated by Phil Jackson's non-traditional approach to coaching basketball, more specifically, Phil Jackson's implementation of Zen Buddhism techniques as coaching strategy. Phil Jackson has achieved success with well-known names, such as Michael Jordan, Scottie Pippen, Dennis Rodman, Kobe Bryant and Shaquille O'Neal and many others (Jackson & Delehanty, 2013). Phil Jackson has used Zen Buddhism techniques to assist in coaching and cooperating with players of varied and often conflicting temperaments (Jackson & Delehanty, 2013).

Zen Techniques

- Mushin – mind without mind

Practice of facing problems without attaching emotion to act in a clear mind (Akikta, 2011)

- Zanshin – presence & awareness

Mindfulness. Being present in the moment while aware of surroundings. Resetting one's self. Re-centering one's self. Allowing a situation to happen and pass without reaction. (Editor, 2000)
(Keydel, 2017)

- Satori – natural state

Finding one's natural state via meditation (Sakanishi & Suzuki, 1937)

Phil Jackson used Zen Buddhism techniques and principles as a blueprint for success. (Jackson & Delehanty, 2013). A coach is often considered an authoritarian figure. A coach can often be seen shouting from the sideline during a sporting event or during a practice. While perhaps necessary at times, but if overdone - could create a path of extrinsic motivation fueled by a wish to not disappoint or to please the coach.

Phil Jackson's approach to coaching was built around mindfulness, (Zanshin), giving up control and problem solving without attaching emotion (Mushin) and helping players find a natural state, their role, through meditation. (Satori)

Phil Jackson quotes potentially influenced by Zen

Use of Satori

"Though mindfulness meditation has its roots in Buddhism, it's an easily accessible technique for quieting the restless mind and focusing attention on whatever is happening in the present moment. This is extremely useful for basketball players, who often have to make split-second decisions under enormous pressure. I discovered that when I had the players sit in silence, breathing together in sync, it helped align them on a nonverbal level far more effectively than words. One breath equals one mind." – **Phil Jackson**

Use of Zanshin

“Needless to say, the coaching profession attracts a lot of control freaks who remind everyone constantly that they’re the alpha dog in the room. I’ve been known to do this myself. But what I’ve learned over the years is that the most effective approach is to delegate authority as much as possible and nurture everyone else’s leadership skills as well. When I’m able to do that, it not only builds team unity and allows others to grow but also – paradoxically – strengthens my role as a leader.” – Phil Jackson

“Like life, basketball is messy and unpredictable. It has it’s way with you, no matter how hard you try to control it. The trick is to experience each moment with a clear mind and open heart. When you do that – the game, life, will take care of itself.” (Jackson 1995)(Steinberg, Singer, & Murphey, 2013)

Author’s opinion

In the author’s opinion, giving up control by delegating authority and assisting teammate (or employee) to find their most useful capabilities for a team (or company) is an excellent starting point in providing a motivational environment.

Challenging students with totally new tasks and assisting students in accomplishing tasks at hand; Encouraging extroverted students to take lead in practical examples; Delegating authority to introverted students in allowing their decision to dictate areas of focus during basketball training - are strategies used to carve an intrinsically motivated path. Kielikylpykoripallo strategies are influenced by Phil Jackson’s use of Zen techniques as the author has an opinion that the pillars of Zen are gateway to an intrinsically motivated environment.

8 Resources, Marketing and Reporting

Direct Marketing is a strategy used to market Kielikylpykoripallo. Direct marketing, like magazine and newspaper advertisements, or TV commercials --- help to target a specific demographic section with a sales pitch, especially built for them (Kotler, Burton, Deans, Brown, & Armstrong, 2012).

Indirect Marketing is a strategy used to market Kielikylpykoripallo. Indirect marketing involves newsletters, blogs, social media promotion and similar other activities that do not physically sell anything. These allow a business to build customer loyalty and trust and also build a rapport with potential buyers by not going for ambush marketing during interaction.

Use of public relations is a strategy used to market Kielikylpykoripallo. Public relation is using the news or business press to carry positive stories about one's company or one's products; cultivating a good relationship with local press representatives (Kotler, Burton, Deans, Brown, & Armstrong, 2012).

Direct Marketing – Main strategy is advertising product directly to schools and to those who are administrating the schools. Offer is sent directly to teachers, staff and school administrators. Offer can be seen on (appendix 14.5)

Indirect Marketing – Local newspapers and regional newspapers generated interest in Kielikylpykoripallo and their articles worked as indirect marketing. Their articles gave the author free exposure of the product and made potential purchasers familiar with the product. Kielikylpykoripallo is featured on Kajaanin Honka's webpage as well as a facebook business page self-funded and administered by the author.

Public Relations (PR) – Relationship with reporters established. Relationship with sport administrator and facilitators in Kainuu (Kainuun Liikuna) established. Relationships formed with varied positions within Finnish Basketball Association and Kainuun Liikunta. Project had been brought to their attention.

8.1 SWOT Analysis

A SWOT (strengths, weaknesses, opportunities and threats) analysis looks at internal and external factors that can affect a business. Internal factors are your strengths and weaknesses. External factors are the threats and opportunities. The SWOT analysis was a strategy used by the author in efforts to self assess the Kielikylypykoripallo project.

Strengths

Support acquired from Kajaanin Honka, Finnish Basketball Association, Kajaani University Sport Degree Coordinator and multiple media sources. There is a potential for increase of licenses under Finnish Basketball Association as there is a proven interest increase as a result of Kielikylypykoripallo. This increase in interest has potential to lead to additional basketball clubs in rural Finland, which would hypothetically result in new coaches and players.

Kielikylypykoripallo is conducted in the author's native tongue American-English. Learning language from a native speaker is potentially more beneficial than learning from a non-native speaker.

Recently a Finnish player had been inducted into the NBA, there is an increase in Finnish National Basketball Team success, which is raising awareness of basketball in Finland.

Weaknesses

Little funding in comparison to size of support groups. Cost to schools, potential complex process for schools to access funds to purchase service, travel time, compatibility with school schedules

Threats

Public transportation reliability, accommodation accessibility (when overnight is required), availability of monetary funds when allocated funds end

Opportunities

Potential increase of basketball players amongst population. Potential new basketball club establishment which would result in more licenses as a result of increased interest in the game. Potential monetary profit for Finnish Basketball Association, Kajaanin Honka, author and municipality sport associations. networking, potential future employment opportunities.

8.2 Advertising and Agreements

The author had made an agreement with Kajaanin Honka regarding funding and profit (Appendix 14.4). Initial funding had been partially from Kajaanin Honka and partly from Finnish Basketball Association. This funding had been allocated for transportation and accommodation. Later an offer had been orchestrated by the author and Kajaanin Honka (Appendix 14.5).

Upon forming the agreement, the author had analyzed the map of Finland with emphasis in Kainuu, North Savo, North Karelia and Pohjois Pohjanmaa. Additionally, the author researched public transportation opportunities to varied destinations which did not have a basketball club within proximity. The author noted areas with consistent public transportation opportunities to reach destination and return to Kajaani during the same day.

After study of Finland's geography and infrastructure, the author had sent the offer to over 20 different schools in multiple rural municipalities. At first the offer had been sent electronically via email, which did not result in a reply. After not receiving response, the author had again made an effort to gain the attention of the schools by submitting the offer physically via post. This again had unsatisfactory results to the author.

Kajaanin Honka and the author remained determined to develop basketball in their region regardless of the seemingly initial lack of interest in the advertised product. A resolution had been suggested by the author to offer the free Kielikylpykoripallo clinics to schools in Kajaani. This new offer had received replies and resulted in many Kielikylpykoripallo clinics in Kajaanin Lyseo, and Kajaani's Keskuskoulu. In addition, the author conducted free Kielikylpykoripallo clinics in Paltamo's highschool as well as Otanmäki school, Ristijärvi and Sotkamo.

Kielikylpykoripallo in both Paltamo and Otanmäki had generated local media attention. The author visited Otanmäki most frequently and conducted his study only there. All students in Otanmäki school had experienced Kielikylpykoripallo, however; 7th, 8th and 9th grade students had experienced the author's clinics most frequently, therefore; the author chose the 41 students in 7th 8th and 9th grade to base his research on.

9 Research

A survey was constructed with the objective to identify three main research tasks. In addition to the survey, the author has noticed some Kielikylypykoripallo students attending Honka practices.

Main research task 1: How does Kielikylypykoripallo develop language learning?

Main research task 2: Has Kielikylypykoripallo increased student motivation to learn English?

Main research task 3: Has learning English through basketball increased student motivation to play basketball?

A survey was conducted by the author for 7th grade, 8th grade and 9th grade classes in Otanmäki school in efforts to assess the attitude of Kielikylypykoripallo students. The author chose to re-search the results of the survey specifically and only in Otanmäki school due to his more consistent attendance in Otanmäki in comparison to other Kielikylypykoripallo locations. Prior to student exposure to Kielikylypykoripallo, the survey is given to students. Questions are constructed in efforts to retrieve anonyms answers for student motivation to learn English, student motivation to learn how to play basketball and student thoughts of learning language through sport - and through basketball specifically. (Appendix 14.1)

During Kielikylypykoripallo clinics, the author assesses student activity and forms hypotheses on motivation levels, however; the author chooses to not document his opinions in this section due to potential reliability concerns. Upon closure of Kielikylypykoripallo clinics in Otanmäki, the author has given a slightly revised version of the original survey to his students. The revised version was constructed to fit the objective of gathering data on motivational levels post-kielikylypykoripallo exposure. The survey revisions are mostly only to fit the present-tense or past-tense of the situation. (Appendix 14.2)

Once Kielikylypykoripallo came to an end in Otanmäki, the author compared the survey results from pre-kielikylypykoripallo and post-kielikylypykoripallo. The purpose of the comparison was to research how Kielikylypykoripallo affected the student motivation levels. Mainly the research tasks was to compare motivation levels to learn English, to learn basketball and motivation to learn English through sport. The author hoped to conclude that his Kielikylypykoripallo was beneficial in increasing student motivation on the above. Additionally, the author hoped to introduce a fact that learning language through sport is more interesting and therefore, more beneficial to student learning rather than traditional classroom techniques.

Student thoughts are not the only material gathered. Addition to the surveys given to the students, a survey was also constructed for the student's teachers. The survey for the teachers consisted of five questions regarding their original thoughts on Kielikylypykoripallo and how their thoughts have changed throughout the duration of the Kielikylypykoripallo clinics.

Results of the surveys for Kielikylypykoripallo students can be seen within the Research Analysis. Survey results of teachers can be seen on (Appendix 14.3).

10 Research Analysis

Upon retrieving the results of the last survey post-Kielikylypykoripallo – the author analyzed the results and documented his findings. A full version of the pre-Kielikylypykoripallo can be seen on (appendix 14.1) and a full version of the post-Kielikylypykoripallo survey can be found on (appendix 14.2). The author chose to only document his analyzation research for only the most significant questions.

The author chose to gather the results by finding the mathematical mean of student answers and then compare the means between the findings of pre and post Kielikylypykoripallo survey results. For a data set, the arithmetic mean, also called the mathematical expectation or average, is the central value of a discrete set of numbers: specifically, the sum of the values divided by the number of values (Bradfield, 1998).

The answer choices are between 1 and 5. Numerically higher scores indicate higher interest or motivation.

Question 1 asks students to state their motivation to learn English between 1 and 5.

If a student indicated their motivation is a 5 – the student selected “very motivated.”

If a student selects 1 – the student indicated that they “dislike studying English,” and are therefore, unmotivated.

Upon survey review, the author calculated the results by adding the numbers and then divided the calculated number by the number of students for each poll to find the mean. For example, 8th grade had seven students with the following results which equaled 27. $5+5+3+4+3+4+3 = 27$. $27/7 = 3.85$. The result for this poll is 3.85/5.

This question is asked pre and post Kielikylypykoripallo. Results are then compared side by side.

Question 2 asks students if their motivation has increased, decreased or remained the same after Kielikylypykoripallo. This question is asked post-Kielikylypykoripallo.

Question 3 asks students if they are interested in basketball. The choices are Yes or No. This question is asked pre and post Kielikylypykoripallo – the results are compared side by side.

Question 3.1 asks students if they are more, or less interested in basketball Post-Kielikylpykoripallo. Students are given the options to select More, Less or Same. This question is only asked in the post-Kielikylpykoripallo survey.

Question 4 asks students to select their level of motivation to learn English through basketball between 1 and 5. Results are gathered the same way as question 1 and then compared side by side.

Question 8 asks students if they would prefer to learn English through sport rather than a traditional classroom. Results are compared side by side.

Question 9 asks students Pre-Kielikylpykoripallo if they think their English language skills will improve after experiencing Kielikylpykoripallo. Post-Kielikylpykoripallo, students are asked if they think that their English language skills have improved after experiencing Kielikylpykoripallo. Results are compared side by side.

Question 10 is a self-assessment question regarding English language skills. Students are asked to select their English language skills between Poor, OK, Good and Very Good. Results are compared side by side.

10.1 7th Grade Pre-Post Kielikylpykoripallo Suvey Comparison

Section 10.1 is a survey comparison of the Pre and Post Kielikylpykoripallo survey of Otanmäki School's 7th grade students.

Question 1 Pre-Kielikylpykoripallo: 2.88

Question 1 Post-Kielikylpykoripallo: 3.17

This comparison indicates that Kielikylpykoripallo positively influenced Otanmaki's 7th grade class to learn the English language.

Question 2 are: Has: 5, Same: 10, Not: 2.

This indicates that Kielikylpykoripallo had a positive influence on slightly boosting motivation levels for the 7th grade class, however; according to this survey – more student motivational levels have remained the same.

Question 3 Pre-Kielikylpykoripallo: Yes: 8, No: 9

Question 3 Post-Kielikylpykoripallo: Yes: 9, No: 8

3.1 Results: More: 5, Same: 10, Less: 2

This comparison indicates that Kielikylpykoripallo had a role in slightly increasing interest in basketball for this 7th grade class.

Question 4: Pre-Kielikylpykoripallo: 2.47

Question 4: Post-Kielikylpykoripallo: 3.05

This comparison shows that student motivation to learn English through basketball has increased significantly as a result of Kielikylpykoripallo.

Question 8 Pre-Kielikylpykoripallo: Yes: 2, No: 4, Maybe: 4, Don't Know: 7

Question 8 Post-Kielikylpykoripallo: Yes: 4, No: 6, Maybe: 4, Don't Know: 3

This comparison shows that the desire to learn English through sport verses a traditional classroom are nearly the same. Two more students wish to continue to learn English through sport Post-Kielikylpykoripallo and two more students wish to not continue to learn English through sport Post-Kielikylpykoripallo and many are still undecided. The author formed the hypothesis that he needs more time with this 7th grade class in efforts to get a more definitive answer to this specific question.

Question 9 Pre-Kielikylpykoripallo: Yes: 7, No: 3, Don't Know: 7

Question 9 Post-Kielikylpykoripallo: Yes: 6, No: 5, Don't Know: 6

Question 10 Pre-Kielikylpykoripallo: Poor: 7, OK: 7, Good: 3, Very Good: 0

Question 10 Post-Kielikylpykoripallo: Poor: 5, OK: 3, Good: 8, Very Good: 1

Results for questions 9 and 10 puzzle the author. In question 9 it seems to be an opinion of the majority that the English language skills did not improve Post-Kielikylpykoripallo, however; in question 10 – the Post-Kielikylpykoripallo self-assessment of English language skills are drastically higher than the self-assessment of English language skills Pre-Kielikylpykoripallo. The author is unable to form an unopinionated conclusion by comparing these two specific results for questions 9 and 10.

10.2 8th grade Pre-Post Kielikylpykoripallo Survey Comparison

Section 10.2 is a survey comparison of the Pre and Post Kielikylpykoripallo survey of Otanmäki School's 8th grade students.

Question 1 Pre-Kielikylpykoripallo: 3.85

Question 1 Post-Kielikylpykoripallo: 3.85

This comparison indicates the motivation to learn English in Otanmaki's 8th grade class has remained the same.

Question 2 are: Has: 1, Same: 6, Not: 0

This indicates that Kielikylpykoripallo had a positive influence on slightly boosting motivation levels for the 8th grade class, however; according to this survey – more student motivational levels have remained the same.

Question 3 Pre-Kielikylpykoripallo: Yes: 3, No: 4

Question 3 Post-Kielikylpykoripallo: Yes: 5, No: 2

3.1: More: 5, Same: 2, Less: 0

This comparison indicates that Kielikylpykoripallo had a role in significantly increasing interest in basketball for this 8th grade class.

Question 4 Pre-Kielikylpykoripallo: 3.57

Question 4 Post-Kielikylpykoripallo: 3.85

This comparison shows that student motivation to learn English through basketball has increased slightly as a result of Kielikylpykoripallo.

Question 8 Pre-Kielikylpykoripallo: Yes: 1, No: 1, Maybe: 4, Don't Know: 1

Question 8 Post-Kielikylpykoripallo: Yes: 4, No: 1, Maybe: 1, Don't Know: 1

This comparison shows there is a desire to learn English through sport verses a traditional classroom.

Question 9 Pre-Kielikylpykoripallo: Yes: 6, No: 0, Don't Know: 1

Question 9 Post-Kielikylpykoripallo: Yes: 3, No: 0, Don't Know: 4

Question 10: Pre-Kielikylpykoripallo: Poor: 1, OK: 3, Good: 2, Very Good 1

Question 10: Post-Kielikylpykoripallo: Poor: 0, OK: 4, Good: 1, Very Good: 2

Comparison of question 9 and question 10 Pre/Post-Kielikylpykoripallo indicates that English language skills have increased as a result of Kielikylpykoripallo.

10.3 9th Grade Pre-Post Kielikylpykoripallo Survey Comparison

Section 10.3 is a survey comparison of the Pre and Post Kielikylpykoripallo survey of Otanmäki School's 9th grade students.

Question 1 Pre-Kielikylpykoripallo: 3.82

Question 1 Post-Kielikylpykoripallo: 4.05

This comparison indicates that Kielikylpykoripallo positively influenced Otanmäki's 9th grade class to learn the English language.

Question 2: Pre-Kielikylpykoripallo: Has: 1, Same: 13, Not: 3

This question indicates that Kielikylpykoripallo has not increased the overall motivation levels of this 9th grade class.

Question 3 Pre-Kielikylpykoripallo: Yes: 7, No: 10

Question 3 Post-Kielikylpykoripallo: Yes: 7, No: 10

3.1: More: 2, Same: 13, Less: 2

This comparison indicates that interest in basketball has remained the same within this 9th grade class.

Question 4 Pre-Kielikylpykoripallo: 3.0

Question 4 Post-Kielikylpykoripallo: 3.05

This comparison shows that student motivation to learn English through basketball has increased slightly as a result of Kielikylpykoripallo.

Question 8 Pre-Kielikylpykoripallo: Yes: 6, No: 4, Maybe: 6, Don't Know: 1

Question 8 Post-Kielikylpykoripallo: Yes: 4, No: 3, Maybe: 9, Don't Know: 1

This comparison indicates a slight desire to learn English through sport over a traditional classroom.

Question 9 Pre-Kielikylpykoripallo: Yes: 6, No: 3, Don't Know: 8

Question 9 Post-Kielikylpykoripallo: Yes: 4, No: 5, Don't Know: 8

Question 10 Pre-Kielikylpykoripallo: Poor: 3, OK: 5, Good: 4, Very Good: 5

Question 10 Post-Kielikylpykoripallo: Poor: 1, OK: 6, Good: 4, Very Good: 6

Upon comparison of 9 and 10 Pre-Post-Kielikylpykoripallo – it seems there is a slight increase in English language skills as a result of Kielikylpykoripallo, however; there is again conflicting information between questions 9 and 10.

10.4 7th, 8th, 9th Grade Combined Survey Comparison

Section 10.4 is a combined survey comparison of the Pre and Post Kielikylpykoripallo survey of Otanmäki School's 7th, 8th and 9th grade classes.

1 PRE: 3.43

1 POST: 3.65

These results indicate a slight overall increase in motivation to learn English as a result of Kielikylpykoripallo.

2: Has: 7, Not: 5, Same: 29

These results indicate that student motivation has slightly increased as a result of Kielikylpykoripallo.

3 PRE: Yes: 18 No: 23

3 POST: Yes: 21 No: 20

3.1 More: 12, Less: 4, Same: 25

These results show an overall increase of interest in basketball as a result of Kielikylpykoripallo.

4 PRE: 2.87

4 POST: 3.19

These results show an overall increase in motivation to learn English through basketball as a result of Kielikylpykoripallo.

8 PRE: Yes: 9, No: 9, Maybe: 14 Don't Know: 9

8 POST: Yes: 12, No: 10, Maybe: 14, Don't Know: 5

These results indicate that students would prefer to learn English through sport as a result of Kielikylpykoripallo.

9 PRE: Yes: 19, No: 6, Don't Know: 16

9 POST: Yes: 13, No: 10, Don't Know: 18

These results show that students feel that their English skills have improved as a result of Kielikylpykoripallo, though; perhaps not as much as they expected.

10 PRE: Poor: 11, OK: 15, Good: 9, Very Good: 6

10 POST: Poor: 6, OK: 13, Good: 13, Very Good: 9

The comparison of the self-assessment of English skills Pre-Post-Kielikylpykoripallo has improved as a result of Kielikylpykoripallo.

10.5 Graph Comparison of Research Tasks

Section 10.5 consists of a graph comparison of main research tasks plus additional comparisons. Red represents the calculations of Post-Kielikylpykoripallo and blue represents the calculations of Pre-Kielikylpykoripallo. These results are based on the Pre-Post Kielikylpykoripallo survey of 41 students at Otanmäki School.

Photo 7 demonstrates a graph comparison of motivation levels to learn English Pre – Post Kielikylpykoripallo

Photo 8 demonstrates a graph comparison of interest in basketball Pre- Post Kielikylpykoripallo

Photo 9 demonstrates a graph comparison of motivation to learn English through basketball Pre – Post Kielikylpykoripallo

Photo 10 demonstrates a graph comparison of preference to learn English through sport Pre – Post Kielikylpykoripallo

Photo 11 demonstrates a graph comparison of English language self-summary Pre – Post Kielikylpykoripallo

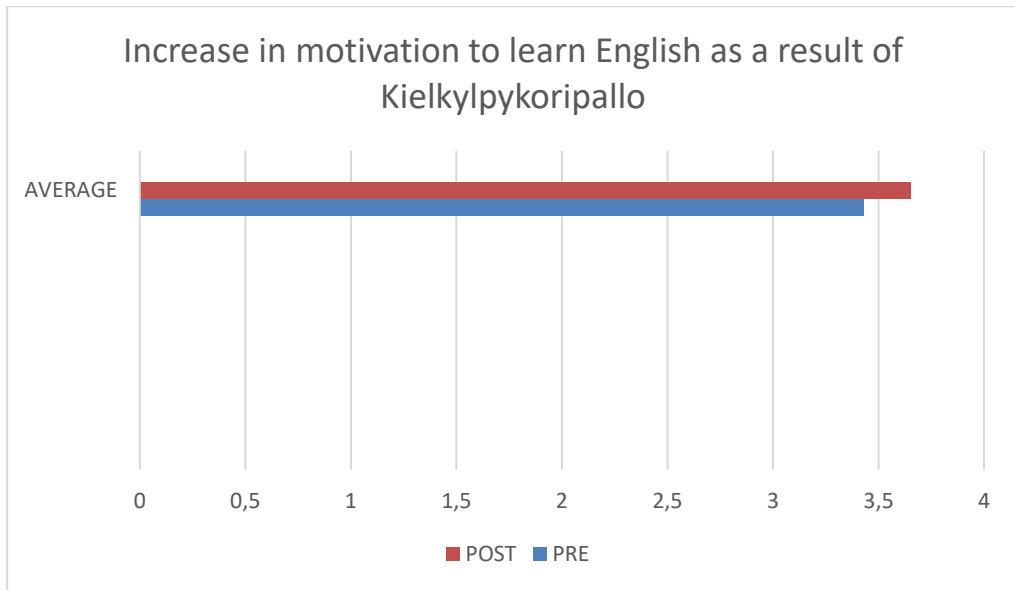


photo 7: Red represents Post-Kielikylypykoripallo. Blue represents Pre-Kielikylypykoripallo.

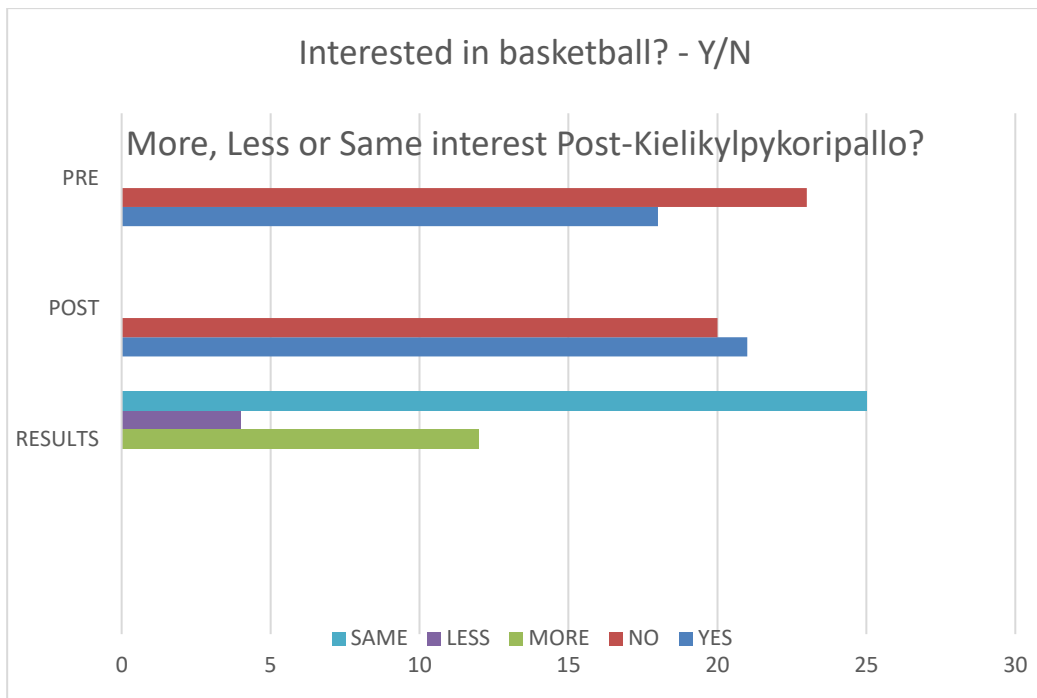


Photo 8: Shows interest in basketball Pre – Post Kielikylypykoripallo. Red represents Post-Kielikylypykoripallo. Blue Represents Pre-Kielikylypykoripallo. This graph also shows the results of question 3.1 – Do students have more, less or same interested in basketball Post-Kielikylypykoripallo.

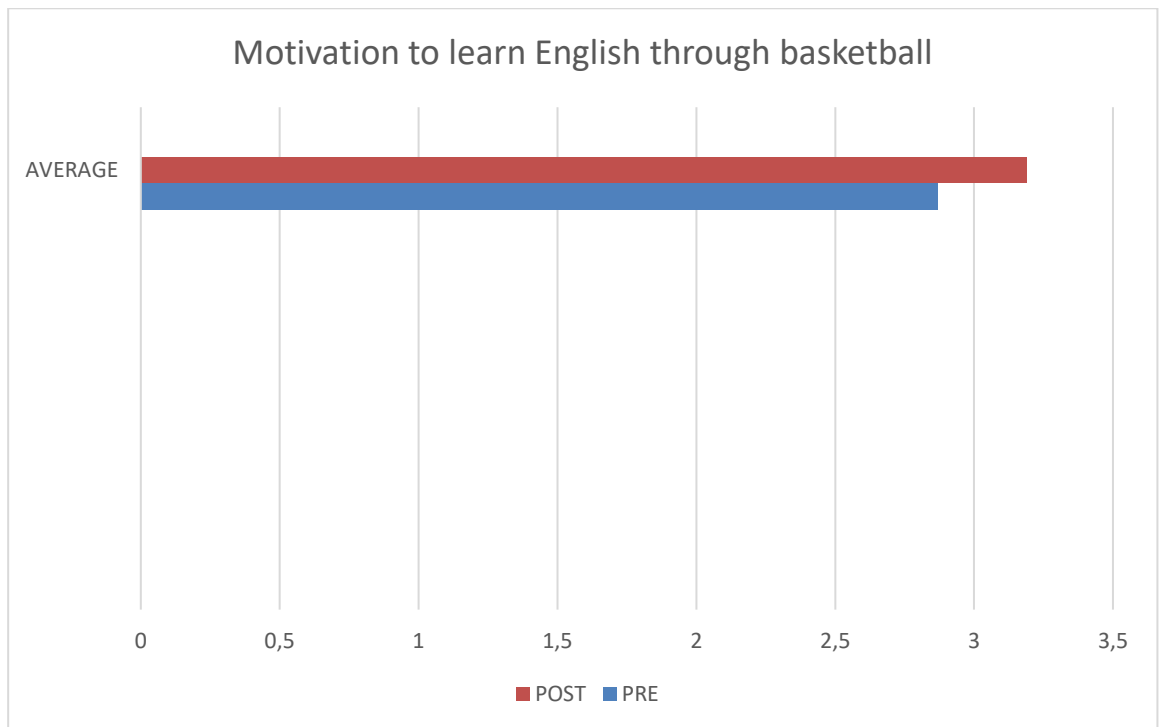


Photo 9: Red represents Post-Kielikylpykoripallo. Blue Represents Pre-Kielikylpykoripallo

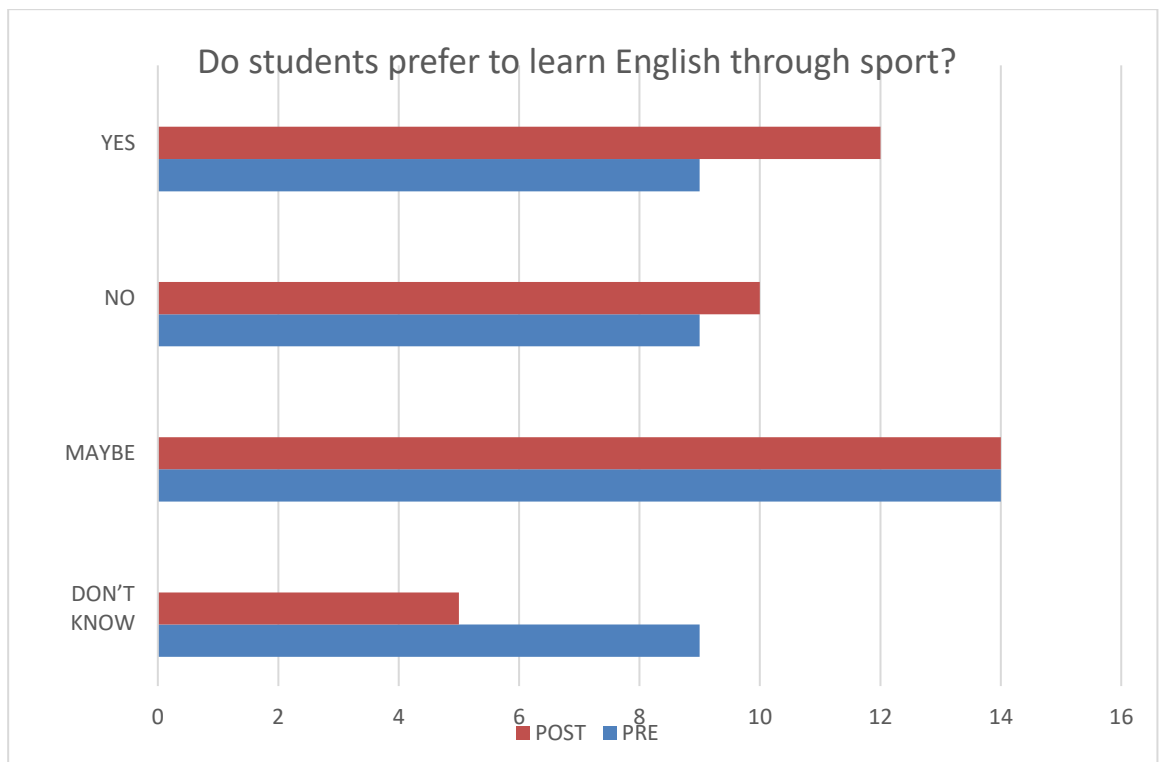


Photo 10: Red represents Post-Kielikylpykoripallo. Blue represents Pre-Kielikylpykoripallo.

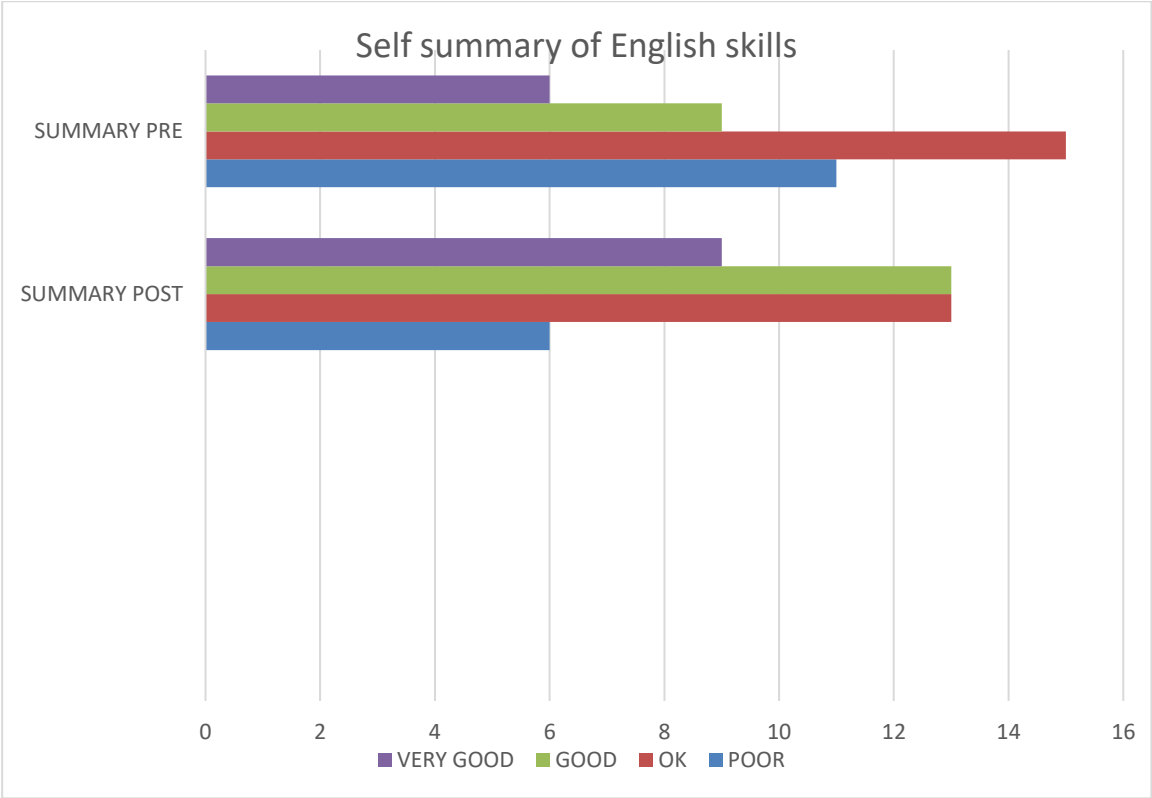


Photo 11: Divided into two sections Pre – Post Kielikylypykoripallo – Purple represents Very Good, Green represents Good, Red represents OK, Blue represents Poor.

10.6 Research Reliability

An anonymous survey was chosen as the main method of gathering data for the research of this thesis. Anonymously was thought to be important so that students would not need to have a concern about the author's opinions of student answers. Anonymously was an extra effort for neutrality by the author, however; some students chose to add their name to the survey regardless.

41 students in total have answered the surveys. All 41 students have received the same amount of court time with the Kielikylypykoripallo instructor. The survey was conducted on paper with pencil and pen for all students. Finnish translations were given for all questions, by student's sport teacher, whom was a native Finnish speaker, at the same time the survey was answered by the students.

Pre-Kielikylypykoripallo survey contained the exact same questions in the same exact order for every student. Pre-Kielikylypykoripallo survey was given at the same time during the Kielikylypykoripallo lesson for each student.

Post-Kielikylypykoripallo survey contained the exact same questions in the same exact order for every student. Post-Kielikylypykoripallo survey was given at the same time during the Kielikylypykoripallo lesson for each student. Post-Kielikylypykoripallo survey contained some minor changes from the Pre-Kielikylypykoripallo survey to fit the current past or present-tense of the question without change to the meaning or purpose of the question.

11 Conclusion

Upon final analysis of the surveys completed by 41 students in 7th, 8th and 9th grade in Otanmäki school – the conclusion is self-evident. Kielikylpykoripallo has positively affected general student motivation, and more significantly – overall motivation to learn English and has increased interest to learn the game of basketball. Additionally, the analysis of the survey indicates a preference to learn English through sport over learning English in a traditional classroom setting.

Student self-assessment of English skills have improved dramatically when compared between first and last Kielikylpykoripallo clinic. These results indicate that Kielikylpykoripallo has met the objectives of the author. With that said, the author still feels that there is significant potential for improvement and improvement strategies as a result of the survey comparison of pre/post Kielikylpykoripallo, are on-going.

When comparing questions 9 pre and post Kielikylpykoripallo - it seems that students had anticipated that Kielikylpykoripallo would be more beneficial to their English skills. In the Pre-Kielikylpykoripallo survey, more students stated that they thought Kielikylpykoripallo would improve their English skills compared to the Post-Kielikylpykoripallo survey which asked students if they believed their English skills have improved after Kielikylpykoripallo had been experienced.

This fact motivates the author to seek improvement moving forward with Kielikylpykoripallo. Even though the self-assessment of English skills (Question 10), have improved along with essentially all other categories as a result of Kielikylpykoripallo, the result of question 9 remains unsatisfactory to the author. In conclusion, Kielikylpykoripallo has proved to be effective based on the survey comparison and the author plans to ponder additional strategies as Kielikylpykoripallo progresses.

12 Discussion

The author's objectives with Kielikylypykoripallo are large and vast. Introduce basketball to rural areas; Increase interest in basketball; Improve student language skills by teaching English through basketball; Introduce the idea of learning language through sport over a traditional classroom by using previously researched methods, Immersion and CLIL; Increase student motivation to learn English; Increase motivation to play basketball.

This thesis has further researched Language Immersion and CLIL and implemented forms of those strategies. This thesis reflected on motivation and motivation tactics from author's experience, as well as methods influenced by basketball hall-of-famer Phil Jackson, which have been said to be influenced by Zen Buddhism. This thesis concluded that Kielikylypykoripallo had positively influenced student interest and motivation to learn English and to learn basketball. Additionally, this thesis has concluded that Kielikylypykoripallo is beneficial to language learning by compared student self-assessment of English language skills before and after Kielikylypykoripallo.

The author plans to use this documented research to market the idea of language learning through sport and more specifically, learning English through basketball. By presenting the research in this thesis, the author anticipates more opportunity to work within rural schools via Kielikylypykoripallo. The author expects that additional opportunity to introduce Kielikylypykoripallo will provide rural municipalities more basketball opportunity by simply increasing the interest in the game. Consequently, it is also anticipated by the author that there will be an increased interest to learn English in areas which are to experience Kielikylypykoripallo. Overall interest in basketball and English language is anticipated to benefit rural municipalities as well as the Finnish Basketball Association.

It was brought to the author's attention by a teacher in Otanmäki school, that students asked to participate in basketball activities during fieldtrip after Kielikylypykoripallo had been experienced. Shortly after, the author was called back to Otanmäki School to referee a school basketball tournament. The author was made aware that this basketball tournament was as a result of student interest in basketball. It is an opinion of the author and Otanmäki School's teachers that this interest was a direct result of Kielikylypykoripallo. During this tournament, the author witnessed much of what he taught exercised in play.

The author had been made aware that some students who plan to move from Otanmäki to Kajaani for highschool have already made inquiries to join Kajaanin Honka, which is as of May 2019, is Kainuu's only registered and active basketball club. Additionally, the author has been made aware that one student from Otanmäki School has joined Kajaanin Honka mid-season as a result of experiencing Kielikylypykoripallo. It is anticipated by the author, Kajaanin Honka and Otanmäki School's teachers, that significantly more students will join Kajaanin Honka at the start of next season as a result of experiencing Kielikylypykoripallo. If this anticipation proves accurate, this will result in an increase of player licenses under the Finnish Basketball Association.

During the author's time teaching in Otanmäki, the school's physical education teacher had pointed out multiple students who never before participated in physical education who had come to participate and experience Kielikylypykoripallo. This shocked the author and the joy in the teacher's eyes were overwhelmingly evident. Surprised by this, the author found a joy which cannot be explained in words and his motivation for further improvement had soared.

Kielikylypykoripallo in Otanmäki had influenced the author to ponder additional ways to work with the village and continue to spread the joy of basketball in the region. As a result of increased motivation in the author, there is now an objective to take Kielikylypykoripallo steps further. Now that there is an alarming increase of interest in basketball, which the author feels extends far beyond what is described in the survey – the author has deep wishes to expand his efforts to neighboring village, Vuolijoki.

Kielikylypykoripallo has gained media attention in Vuolijoki, however; Vuolijoki school has yet to experience Kielikylypykoripallo. With that said, the author has an agenda to visit the neighboring village and then combine interests between Otanmäki, Vuolijoki, Kajaani, Paltamo other destinations within proximity to experience Kielikylypykoripallo. By combining the interest in basketball, the author has a wish to introduce and potentially administer school basketball tournaments between the four, soon-to-be six, neighboring towns, as Ristijärvi and Sotkamo are now on the Kielikylypykoripallo schedule. This will potentially result in more school students joining basketball clubs and alternatively result in more player licenses under the Finnish Basketball Association.

Moreover, the author has received professionally translated descriptions of Kielikylypykoripallo in multiple Saami languages. This is predicted to be beneficial shall the author expand the project to Saami speaking areas. A facebook business page is in existence for Kielikylypykoripallo and is also featured on the Kajaani Honka website under its' own section. Physical business cards have also been created to point towards the virtual activity as the author has a wish for continuous development of the project.

It has already been pointed out that basketball clubs in Finland's Northern division are burdened by the time consumptions and monetary requirements associated with traveling great distances for competition between clubs. Though, it has not been mentioned that Finland's Northern-most basketball club is halted more than ¼ away from Finland's Northern-most village – from a view of Finland's physical map. The author begs the question why this fact remains. The author is well-aware of the fact that the population per square kilometer is dwindled significantly North of the Arctic Circle, however; the fact remains that there is a large portion of the country which has yet to register a basketball club.

It is unlikely that Kielikylypykoripallo can change this fact in the hypothetical that it reaches enough places. However, it is a fact that Kielikylypykoripallo has increased interest in the game of basketball amongst the youth which have experienced it. It is a reasonable assumption that Kielikylypykoripallo can spark the mind which will further influence the grown of basketball.

The author does not expect to see maximum results as a result of the introduction of basketball during school hours. After introduction, the interest must continue to be fed. In the author's experience, the opportunity for competition is considered fuel for interest. It is believed by the author that if schools arrange opportunity for basketball competition, the interest in the game will further increase.

Perhaps this can be done by arranging basketball competitions during school hours between varied groups within own school. Later, perhaps this could evolve into competition between other schools after school hours. At an even later date, perhaps schools could form teams of varied skill levels to provide more competition opportunity. Perhaps schools could use the foreseen lust for competition as an opportunity to increase incentive for increased academic efforts. This could be accomplished by enforcing a specific grade point average to participate under a school's team. A potential long-term result is a more physically and academically active youth amongst the Finnish population. The author can be quoted "Basketball knows no bounds."

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14 Appendices

The following pages are examples of the before and after surveys.

14.1 Post-Kielikylypykoripallo Survey

8lk Otanmäki

1: Please select which best indicates your current level of motivation for learning English.

5 (very motivated) 4 (motivated) 3 (somewhat motivated) 2 (not motivated) 1 (I dislike studying English)

Explain your answer in English or Finnish:

English is important and easy for me

2: Has your motivation increased or decreased during the Kielikylypykoripallo? Has it stayed the same?

A: It HAS increased! B: It has NOT increased. C: It has stayed the same

Please explain in more detail (English or Finnish)

I wanted to learn to pronounce better

3: Are you interested in basketball?

A: Yes. B: No.

3.1: Are you more or less interested in basketball than before the Kielikylypykoripallo? Or the same?

A: More interested! B: Less interested C: Same interest

Please explain your answer in English or Finnish

I like bb

4: What are your thoughts about learning English through basketball? Are you motivated to continue? Select your current level of motivation and explain in English or Finnish:

5 (very motivated) 4 (motivated) 3 (somewhat motivated) 2 (not motivated) 1 (I dislike this idea)

4.1: Please explain how your motivation has changed during the Kielikylypykoripallo! Or has it?

I have gotten more motivation from Kielikylypykoripallo

5: Have you ever travelled to a foreign country?

A: No, but I want to. B: No, and I do not want to. C: Yes, and I want to travel again. D: Yes, but I do not want to travel again.

If you have – How did you communicate with people in this country?

Explain in English or Finnish:

6: Do you think English skills will be beneficial to you later in life?

A: Yes. B: No. C: Maybe. D: I do not know.

7: Do you want to study and/or work abroad someday?

A: Yes. B: No. C: Maybe. D: I don't know

8: Would you like to continue to learn English through sports rather than a traditional classroom?

A: Yes. B: No. C: Maybe. D: I don't know

9: Do you think your English language skills have improved after learning basketball in English?

A: Yes. B: No. C: I don't know

Explain your answer in English or Finnish:

I have started to speak more clearly

10: How do you feel about your current English skills?

A: Very good. B: Good. C: OK. D: Poor

Do you have additional comments or questions? Please respond in English or Finnish.

I had so much fun playing with Alex!
I wish we could play some more

14.2 Pre-Kielikylpykoripallo Survey

Q15

1: Please select which best indicates your current level of motivation for learning English.

5 (very motivated) 4 (motivated) 3 (somewhat motivated) 2 (not motivated) 1 (I dislike studying English)

Explain your answer in English or Finnish: ~~3~~

2: Do you have family and/or friends from or currently living abroad?

A: Yes. B: No.

If yes – What language do you communicate in?

Suomea, koska he ovat suomalaisia, mutta englantia

En tiedä ruotsin
yhdessä sukulaisten puolisov
kanssa, ja yksi sukulaisten
asuu Ruotsissa niin
puhun ruotsia,

3: Are you interested in basketball?

A: Yes. B: No.

4: What are your thoughts about learning English through basketball? Are you motivated to try? Select your current level of motivation and explain in English or Finnish:

5 (very motivated) 4 (motivated) 3 (somewhat motivated) 2 (not motivated) 1 (I dislike this idea)

Please respond in English or Finnish: en ~~puhuta~~ tykkään puhua englantia

5: Have you ever travelled to a foreign country?

A: No, but I want to. B: No, and I do not want to. C: Yes, and I want to travel again. D: Yes, but I do not want to travel again.

If you have – How did you communicate with people in this country?

Explain in English or Finnish: Puhun englantia

6: Do you think English skills will be beneficial to you later in life?

A: Yes. B: No. C: Maybe. D: I do not know.

7: Do you want to study and/or work abroad someday?

A: Yes. B: No. C: Maybe. D: I don't know

Ruotsissa totakai

8: Would you like to learn English through sports rather than a traditional classroom?

A: Yes. B: No. C: Maybe D: I don't know

9: Do you think your English language skills will improve after learning basketball in English?

A: Yes. B: No. C: I do not know.

Explain your answer in English or Finnish: Uskon että ainakin jonkun verran parantuu.

10: How do you feel about your current English skills?

A: Very good. B: Good. C: OK. D: Poor

Do you have additional comments or questions? Please respond in English or Finnish.

No :)

14.3 Otanmäki School Teacher Feedback

Please reflect on your thoughts prior to the first Kielikylypykoripallo clinic.

1: How did you feel about the thought of teaching English language via basketball?

"Learning by doing" is working well also in this case.

+ Englannin opiskelu kielikylypykoripallon kautta on monipuolista: Siinä kehittyy kuuntelemisen ja kommunikoinnin taito käytännössä.

On hyvä asia + Kuulee äidinkielenään (natiivi) englantia puhuvan puhetta ja amerikan murretta.

+ Oppilaat rohkaistuvat vertaisopettamiseen, kun kääntävät toisilleen ymmärtämiensä asiat.

1.1: Did you think it would be beneficial? Please rate your initial confidence on the kielikylypykoripallo idea.

1 (dislike the idea) 2 (not confident) 3 (semi-confident) 4 (confident) 5 (very confident)

Absolutely 4 (confident)

Oppilaiden rohkaistuminen puhumaan vieraan, uuden opettajan kanssa on hyvä asia

2: Are your students interacting differently after experiencing the Kielikylypykoripallo lessons? For example, increased confidence?

Varsinkin sellaisten oppilaiden itseluottamus kasvoi, jotka eivät ole olleet aiemmin taitavia koripallossa. He saivat arvostusta toisilta oppilailta, kun käänsivät opettajan harjoitusohjeita toisille oppilaille. Heidän liikunnallinen pätevyys kasvoi.

3: Have you noticed any difference in your student's activity in sport lessons? Please rate the level of activity increase.

1 (decline in activity) 2 (no increase) 3 (semi increase) 4 (significant increase) (total increase)

(semi increase)

Kiinnostus ja innostus koripalloon lisääntyi.

Oppilaat halusivat pitää luokkien välisen koripalloturnauksen ja kutsuivat kielikylypy opettajan tuomariksi

4: Are you noticing any difference in English classes? Better grades? Increased confidence? More active? Please rate level of increase in student productivity.

1 (decline in student productivity) 2 (no increase) 3 (semi increase) 4 (significant increase) (total increase)

Kielten opettaja kertoi, että nuoremmatkin oppilaat rohkaistuivat tekemään kysymyksiä kielikylpyopettajalle.

Valitettavasti en tiedä paranivatko arvosanat.

Opettaja oli erittäin tyytyväinen, että Alex pystyi vierailemaan englannin tunneilla luokassa ja keskusteli oppilaiden kanssa

5: How do you feel about the Kielikylpykoripallo clinics overall?

+ Parasta oli se, että Kielikylpykoripallo-jakso oli riittävän pitkä. Yli kuukauden mittainen. Tämä tehosti vaikutuksia (paransi kielitaitoa ja koripallo-osaamista)

+ Kielikylpykoripallosta hyötyivät erittäin hyvät koripalloilijat, koska Alex pystyi opettamaan ammattivalmentajan opein mutta myös sellaiset oppilaat, jotka eivät olleet koripallon taitajia, niin Alex pystyi ohjaamaan ja opettamaan, näyttämään kädestä pitäen

+ Opettajan huumori teki oppimistilanteista miellyttäviä.

+ Oppilaat käyttivät opettajan käyttämiä sloganeita, lausahduksia vieläkin tunnelman kohottamisessa

+ Muutama oppilas päätyi harrastamaan koripalloa kielikylpykoripallon jälkeen

+ opettaja sai hyvää täydennyskoulutusta Alexin käyttämistä harjoitteista seuratessaan tunteja (nopea hyökkäys, screenit, koriinheitto, hyökkäys - puolustus harjoitteet

+ toi vaihtelua ja monipuolista liikunnan opetusta

14.4 Agreement between Kajaanin Honka and author



Sopimus kielikylpykoripallon pitämisestä

1. Osapuolet

Koripalloseura Kajaanin Honka ry ja ohjaaja Alex Tricoli ovat tänään kielikylpykoripallon ohjaamisesta.

2. Sopimuksen tarkoitus

Tämän sitoumuksen tarkoituksena on sopia niistä velvoitteista ja oikeuksista, joita ohjaajalla on yhdistykseen nähden. Urheiluseuran tarkoituksena on valmistaa, että kielikylpykoripallon pitämisessä on ohjaaja.

3. Sopimuskausi

Sitoumus koskee kautta 2018-2019 ja sitä aikaa, jolloin kielikylpykoripalloa toteutetaan seuralta tehtyjen tilausten mukaisesti.

4. Urheiluseuran velvollisuudet

Kajaanin Honka korvaa ohjaajalle 70 % tilattujen kielikylpykoripallotuntien tilaussummasta eli laskutettavasta summasta ja kielikylpykoripalloon liittyviä matkakuluja 500 euroon saakka.

Yhdistys pidättää palkkiosta ennakonpidätyksen ja huolehtii palkan sivukuluista. Tapaturman varalta ohjaaja on vakuutettu työnantajan lakisääteisellä tapaturmavakuutuksella.

5. Ohjaajan velvollisuudet

Ohjaaja noudattaa toiminnassaan lajin ja urheilun sääntöjä ja eettisiä periaatteita. Ohjaaja vastaa seuralta tilattujen kielikylpykoripallon tuntien pitämisestä ja ajankohtien sopimisesta suoraan tilaajien kanssa.

6. Sopimuksen päättäminen

Sopimus päättyy 30.4.2019 mennessä.

7. Sopimukseen liittyvien erimielisyyksien ratkaiseminen

Tätä sopimusta on tehty kaksi samanlaista kappaletta, josta toinen on yhdistyksellä ja toinen ohjaajalla. Erimielisyys voidaan viedä seuran hallituksen käsiteltäväksi.

Kajaanissa 16.10.2018

Alex Tricoli
ohjaaja

Tatu Turunen
puheenjohtaja
Kajaanin Honka ry

14.5 Original offer sent to schools



Kajaanin Honka ry
Laitakatu 32
87500 Kajaani
y-tunnus 2527570-5

TARJOUS

28.10.2018

Tarjous yläkouluille ja lukioille kielikylpykoripallon pitämisestä

Kajaanin Honka ry tarjoaa yläkouluille ja lukioille kielikylpykoripalloa kaudella 2018-2019. Koulutuksen pitää yhdysvaltalainen koripallovalmentaja Alex Tricoli. Alex on kotoisin koripalloperheestä Floridasta. Hän on tullut Suomeen kesällä 2016. Hän on pelannut ja valmentanut koripalloa Yhdysvalloissa. Alex opiskelee liikunnanohjaajaksi KAMK:ssa ja on mukana koripalloseura Kajaanin Hongan toiminnassa.

Kielikylpykoripallossa koulutus pidetään englannin kielellä, ja opetettava kieli on amerikan englantia.

Kielikylpykoripallossa tutustutaan amerikkalaiseen kommunkaatio- ja palloilukulttuuriin. Opetellaan pallopeleissä tarvittavaa perusanastoa. Jo-kaista osallistujaa rohkaistaan käyttämään englannin kieltä.

Koulutuksessa perehdytään koripallon taitoihin, oikea-aikaiseen liikkumiseen, kanssapelaajien kunnioittamisen, erilaisten kulttuurien ja pelaajien lähtökohtien hyväksymiseen, yhteisiin tavoitteisiin uskomiseen, pal- lon hallintaan ja joukkuepelaamiseen.

Kielikylpykoripallo järjestetään koulun liikuntatiloissa, esimerkiksi liikunta- tuntien yhteydessä ja edellytyksenä on osallistujien urheiluvälineistö, mm. sisäliikuntakengät, ja että koulun palloja voidaan käyttää opetuksessa. Ryhmän maksimikoko on 30 henkilöä. Kielikylpykoripallon hinta:

75 € /45 min. jakso, tilattaessa 3-5 jaksoa 59 € /45 min jakso.
95 € /75 min. jakso, tilattaessa 3-5 jaksoa 79 € /75 min. jakso.
Yli viiden jakson kielikylpykoripallosta sovitaan erikseen.

Tarjous on voimassa 30.11.2018 asti. Seura laskuttaa kunnan laskutusohjeen mukaisesti koulutuksista jälkepäin. Seura vastaa ohjaajan kuluista, palkkioista ja vakuutuksesta.

Koulutuksen ajankohdista sovitaan suoraan Alex Tricolin kanssa, puh. 0400 242 796, tai email: alextricoli@kamk.fi.

Mikäli tarjouksemme johtaa tilaukseen, pyydämme ilmoittamaan siitä seuran pu- heenjohtajalle (puh. 0400 238 056, tatu.turunen@viesti.net), joka antaa myös lisä- tietoja tarjouksesta.

Tarjouksen liitteenä on Väylä-lehden artikkeli kielikylpykoripallon pilot-kokeilusta.

14.6 Susijengi game results 2004 - 2014

2004 (Wickström & Taatila, 2018. P204-205)

29.07.2004 valmistava maaottelu: Sweden 94 – Finland 85

04.08.2004: Finland 81 – Estonia 73

05.04.2004: Finland 73 – Sweden 68

06.08.2004: Finland 96 – Latvia 77

18.08.2004: Belgium 78 – Finland 72

19.08.2004: Belgium 86 – Finland 77

26.08.2004: Finland 77 – Sweden 61

27.08.2004: Finland 93 – Sweden 54

02.09.2004: Estonia 80 – Finland 82

05.09.2004: Finland 83 – Denmark 64

06.09.2004: Finland 122 – Denmark 70

11.09.2004 EM-karsinta: Georgia 85 – Finland 78

15.09.2004: Finland 97 – Luxemburg 64

18.09.2004: Finland 78 – Makedonia 87

14.7 2005

(Wickström & Taatila, 2018. P206-207)

03.08.2005 Valmistava maaottelu: Finland 86 – England 68

04.08.2005: Finland 66 – Austria 55

05.08.2005: Finland 77 – Belgium 81

13.08.2005: Finland 55 – Sweden 81

14.08.2005: Estonia 86 – Finland 68

18.08.2005: Slovenia 88 – Finland 43

20.08.2005: Slovenia 72 – Finland 56

23.08.2005: Italy 79 – Finland 66

24.08.2005: Finland 82 – Ireland 71

28.08.2005: Denmark 69 – Finland 62

29.08.2005: Denmark 71 – Finland 87

03.09.2005 EM-karsinta: Finland 87 – Georgia 79

07.09.2005: Luxemburg 62 – Finland 82

10.09.2005: Makedonia 83 – Finland 70

14.8 2006

(Wickström & Taatila, 2018. P208-209)

27.07.2006 Valmistava maaottelu: Estonia 71 – Finland 88

28.07.2006: Estonia 86 – Finland 89

01.08.2006 PM-kilpailut: Finland 82 – Norway 66

02.08.2006: Finland 81 – Iceland 73

03.08.2006: Finland 86 – Denmark 68

04.08.2006: Finland 67 – Sweden 68

12.08.2006 Valmistava maaottelu: Finland 95 – Great Britain 69

13.08.2006 Sweden 73 – Finland 68

14.08.2006 Sweden 86 – Finland 94

17.08.2006 :Czech Republic 83 – Finland 56

18.08.2006: Czech Republic 86 – Finland 75

24.08.2006: Finland 76 – Hungary 70

25.08.2006: Finland 79 – Hungary 70

03.09.2006 EM-karsinta: Finland 87 – Austria 50

06.09.2006: Iceland 86 – Finland 93

13.09.2006: Finland 91 – Georgia 81

16.09.2006: Luxemburg 53 – Finland 111

14.9 2007

(Wickström & Taatila, 2018. P210-211)

17.07.2007 Valmistava maaottelu: Estonia 68 – Finland 60

18.07.2007: Estonia 57 – Finland 36

01.08.2007: Finland 86 – Sweden 84

02.08.2007: Finland 63 – Sweden 72

07.08.2007: Czech Republic 87 – Finland 64

09.08.2007: Czech Republic 82 – Finland 55

12.08.2007 Finland 85 – New Zealand 79

13.08.2007 Finland 80 – Great Britain 63

14.08.2007 Croatia 103 – Finland 68

21.08.2007 EM-karsinta: Austria 63 – Finland 87

25.08.2007: Finland 85 – Iceland 66

02.09.2007: Georgia 77 – Finland 76

05.09.2007: Finland 100 – Luxemburg 59

11.09.2007: Romania 83 – Finland 76

15.09.2007: Finland 111 – Romania 61

14.10.2008

(Wickström & Taatila, 2018. P212-213)

27.07.2008 Valmistava maaottelu: Lithuania 90 – Finland 62

31.07.2008: Germany 78 – Finland 67

08.08.2008: Finland 92 – Ukraine 76

09.08.2008: Finland 66 – Ukraine 70

15.08.2008: France 76 – Finland 78

16.08.2008: Finland 98 – Latvia 89

17.08.2008: Finland 75 – Czech Republic 73

23.08.2008 EM-karsinta: Finland 68 – Bulgaria 90

27.08.2008: Italy 88 – Finland 80

30.08.2008: Finland 80 – Serbia 90

03.09.2008: Hungary 64 – Finland 79

10.09.2008: Bulgaria 102 – Finland 90

13.09.2008: Finland 62 – Italy 69

17.09.2008: Serbia 92 – Finland 66

20.09.2008: Finland 88 – Hungary 73

14.11.2009

(Wickström & Taatila, 2018. P214-215)

10.07.2009 Valmistava maaottelu: Portugal 67 – Finland 59

11.07.2009: Finland 89 – Brazil 95

12.07.2009: Finland 96 – Angola 83

24.07.2009: Finland 88 – Holland 75

25.07.2009: Hungary 95 – Finland 89

26.07.2009: Finland 73 – Sweden 76

31.07.2009: Estonia 72 – Finland 90

02.08.2009: Finland 102 – New Zealand

08.08.2009: France 82 – Finland 72

11.08.2009: Finland 75 – Italy 77

17.08.2009: Finland 77 – France 73

20.08.2009: Italy 89 – Finland 95

14.12.2010

(Wickström & Taatila, 2018. P216-217)

12.07.2010 Valmistava maaottelu: Portugal 67 – Finland 90

13.07.2010: Portugal 61 – Finland 70

15.07.2010: Belgium 63 – Finland 77

16.07.2010: Finland 92 – Tunisia 68

22.07.2010: Canada 73 – Finland 89

23.07.2010: Finland 81 – Great Britain 77

31.07.2010: Lithuania 91 – Finland 59

05.08.2010: EM-karsinta Finland 60 – Montenegro 74

08.08.2010: Italy 82 – Finland 73

11.08.2010: Finland 84 – Israel 83

14.08.2010: Latvia 87 – Finland 67

20.08.2010: Montenegro 91 – Finland 71

23.08.2010: Finland 83 – Italy 85

26.08.2010: Israel 85 – Finland 71

29.08.2010: Finland 90 – Latvia 93

14.13.2011

(Wickström & Taatila, 2018. P218-219)

23.07.2011 PM-kilpailut: Finland 93 – Denmark 67

24.07.2011: Iceland 76 – Finland 108

25.07.2011: Norway 51 – Finland 96

26.07.2011: Finland 85 – Sweden 63

04.08.2011 Valmistava maaottelu: Germany 62 – Finland 65

05.08.2011: Germany 74 – Finland 79

12.08.2011: EM-karsinta: Hungary 73 – Finland 75

15.08.2011: Finland 68 – Portugal 56

21.08.2011: Finland 87 – Hungary 65

24.08.2011: Portugal 78 – Finland 86

31.08.2011: Croatia 84 – Finland 79

01.09.2011: Finland 61 – Greece 81

03.09.2011: Finland 92 – Bosnia 64

04.09.2011: Makedonia 72 – Finland 70

05.09.2011: Finland 71 – Montenegro 65

08.09.2011: Finland 60 – Russia 79

10.09.2011: Georgia 73 – Finland 87

12.09.2011: Slovenia 67 – Finland 60

14.14.2012

(Wickström & Taatila, 2018. P220-221)

25.07.2012 Valmistava maaottelu: Italy 79 – Finland 71

26.07.2012: Montenegro 75 – Finland 68

27.07.2012: Bosnia 74 – Finland 86

02.08.2012: Turkey 88 – Finland 77

03.08.2012: Iran 51 – Finland 80

11.08.2012: Germany 79 – Finland 70

12.08.2012: Finland 98 – Turkey 82

17.08.2012 EM-karsinta: Finland 112 – Albania 77

21.08.2012: Poland 79 – Finland 81

24.08.2012: Finland 97 – Belgium 60

27.08.2012: Switzerland 60 – Finland 89

02.09.2012: Albania 52 – Finland 95

05.09.2012: Finland 91 – Poland 96

08.09.2012: Belgium 71 – Finland 68

11.09.2012: Finland 84 – Switzerland 77

14.15.2013

(Wickström & Taatila, 2018. P222-223)

02.08.2013 Valmistava maaottelu: France 101 – Finland 93

15.08.2013: Finland 88 – Great Britain 66

21.08.2013: Finland 76 – Lithuania 78

22.08.2013: Czech Republic 89 – Finland 98

28.08.2013: Finland 84 – Latvia 90

04.09.2013 EM-kilpailut: Turkey 55 – Finland 61

05.09.2013: Finland 81 – Sweden 60

07.09.2013: Italy 62 – Finland 44

08.09.2013: Finland 86 – Russia 83

09.09.2013: Greece 77 – Finland 86

12.09.2013: Finland 63 – Croatia 86

14.09.2013: Spain 82 – Finland 56

16.09.2013: Finland 92 – Slovenia 76

14.16 2014

(Wickström & Taatila, 2018. P224-225)

27.7.2014 Valmistava maaottelu: Germany 74 – Finland 67

4.8.2014: Finland 81 – Lithuania 90

8.8.2014: Finland 95 – Australia 100

9.8.2014: Lithuania 83 – Finland 66

12.8.2014: Finland 87 – Australia 81

22.8.2014: Australia 80 – Finland 57

23.8.2014: France 74 – Finland 69

30.8.2014 MM-kilpailut: USA 114 – Finland 55

31.8.2014: Finland 81 – Ukraine 76

2.9.2014: Finland 68 – Dominican Republic 74

3.9.2014: Turkey 77 – Finland 73

4.9.2014: Finland 65 – New Zealand 67

Kajaanin Honka ry Liite 1

VUOSIKERTOMUS

Ajalta 1.5.2018 - 30.4.2019

hyväksytty hallituksen kokouksessa 11.6.2019 ja vuosikokouksessa 6.8.2019.

Seuran hallitus

Koripalloseura Kajaanin Hongan hallitukseen kuuluivat kaudella 2018-2019 Jenni Hakkarainen, Piia Schroderus, Stephen Ssigwe, Tia Keränen ja Olli-Veikko Möttönen. Hallituksen varajäseniä olivat Panu Rahikkala ja Gennadii Ryzhkin. Hallituksen puheenjohtaja oli Tatu Turunen. Hallituksen muut toimihenkilöt: sihteeri Olli-Veikko Möttönen, rahastonhoitaja Panu Rahikkala ja varapuheenjohtaja Piia Schroderus.

Hongan hallituksen kokous pidettiin 12.6.2018. Läsnä olivat Panu Rahikkala, Piia Schroderus, Tia Keränen ja Jenni Hakkarainen. Kokouksessa mm. hyväksyttiin vuosikokoukselle esitettävät sääntömääräiset asiat. Seuran vuosikokous pidettiin 14.8.2018. Siinä valittiin edellä mainitut hallituksen jäsenet ja toimihenkilöt.

Hallituksen kokous pidettiin 11.12.2018. Kokoukseen osallistuivat Stephen Ssigwe, Piia Schroderus, Jenni Hakkarainen, Tia Keränen, Tatu Turunen, Gennadi Ryzhkin ja Olli-Veikko Möttönen.

Kilpailutoimintaa ja harjoitusotteluita

Kaudella 2018-2019 Kajaanin Honka osallistui Suomen koripalloliiton kilpailutoimintaan naisten ja miesten sarjajoukkueilla ja ikänaisten ja miesten turnauksiin osallistuneilla joukkueilla. Seuralla oli yhteensä 47 lisenssiharrastajaa, joista alle 18-vuotiaita oli 16. HonkaLadies –naisten joukkueella oli 15 pelaajalisenssiä ja miesten joukkueella IBC teamillä 18 pelaajalisenssiä. Lisäksi seuralla oli kolme erotuomarilisenssiä.

HonkaLadies (HoLa)

Naisten joukkue HonkaLadies pelasi harjoitusottelut Oulun Tarmoa vastaan 10.5.2018. HonkaLadies I – Oulun Tarmo 30 – 42 ja HonkaLadies II – Oulun Tarmo 30 – 39.

HonkaLadies järjesti naisten harrastesarjan turnauksen Kajaanissa 3.11.2018. Turnaukseen osallistui neljä joukkuetta. Tulokset:

HonkaLadies - Oulun Tarmo 33 - 28

Ylivieskan Kuula - Rovaniemen NMKY 67 - 20

Oulun Tarmo - Ylivieskan Kuula 19 - 60

HonkaLadies - Rovaniemen NMKY 37 - 27

Rovaniemen NMKY - Oulun Tarmo 23 - 34

Ylivieskan Kuula - HonkaLadies 58 – 18.

HonkaLadies osallistui Oulun turnaukseen 9.2.2019. Tulokset Ylivieskan Kuula – HonkaLadies 47 – 24, HonkaLadies – RoNMKY 18 – 32 ja Sallan Palloseura – HonkaLadies 20 – 26.



Kuva 1. Honkaladies 3.11.2018 Kajaanin turnauksessa.

HonkaLadies voitti Kajaanissa 3.3.2019 pelatussa harjoitusottelussa Kostamuksen 63 – 44. HonkaLadies osallistui Rovaniemen turnaukseen 23.3.2019. Tulokset RoNMKY – HonkaLadies 25 -32, Sallan palloseura – HonkaLadies 18 – 25, HonkaLadies – Oulun Tarmo 16 – 28.



Kuva 2. HonkaLadies Oulussa 6.4.2019.

HonkaLadies osallistui Oulun turnaukseen 6.4.2019: HonkaLadies – Ylivieskan Kuula 14 – 26, RoNMKY – HonkaLadies 10 – 11, HonkaLadies- Perämeren Pallo 27 – 35.

Naiset 30

Ikänaisten joukkue osallistui Oulussa pelattuun ikämiesten ja naisten Pohjois-Suomen mestaruusturnaukseen N30-sarjaan 5.1.2019. Joukkue sijoittui viiden joukkueen turnauksessa neljänneksi.

Ikänaisten Pohjois-Suomen mestaruusturnauksen tulokset:

Ylivieskan Kuula – HonkaLadies 53 – 13 HonkaLadies – Oulun Tarmo 23 – 20 HonkaLadies – Perämeren Pallo 12 – 36 RoNMKY – HonkaLadies 25 – 24.



Kuva 3. N30 –joukkue Oulussa 5.1.2019.

IBC Team

Miesten edustusjoukkue IBC Team osallistui pohjoiseen aluesarjaan, jossa pelasi kahdeksan joukkuetta. Joukkue sijoittui sarjassa viidenneksi. 4

Turnauspaikka ja -aika		Ottelun lopputulos
13.10.2018	Oulu	IFK Uleåborg – IBC team 77 – 53
27.10.2018	Kajaani	IBC team – Oulun Tarmo 35 -73
4.11.2018	Oulu	Voitto Basket - IBC team 66 – 64
10.11.2018	Kajaani	IBC team – Kiimingin Riento 63 – 117
24.11.2018	Kokkola	Länsipuisto Basket - IBC team 78 – 57
8.12.2018	Kajaani	IBC team - ONMKY Kaikki 40 - 46
15.12.2018	-	IBC team – ONMKY juniorit 40 – 0
12.1.2019	-	IBC team - IFK Uleåborg 40 – 0
26.1.2019	Oulu	Oulun Tarmo – IBC team 60 – 50
2.2.2019	Kajaani	IBC team - Voitto Basket 106 - 74
9.2.2019	Oulu	ONMKY juniorit - IBC team 65 - 82
9.2.2019	Oulu	Kiimingin Riento - IBC team 94 – 38
24.2.2019	Kajaani	IBC team - Länsipuisto Basket 94 – 100
2.3.2019	Oulu	ONMKY Kaikki - IBC team 61 - 73



Kuva 4. IBC team Oulun Jäälissä 9.2.2019.

Miesten joukkue pelasi harjoitusottelun Siilinjärvellä ESAB:tä vastaan 24.3.2019: ESAB - Kajaanin Honka 87 – 83.



Kuva 5. IBC team Oulussa Myllyojan koululla 2.3.2019.

Ikihonka

Joukkue osallistui Old Timers –turnaukseen Savonlinnassa 29.6. - 1.7.2018. Joukkue pelasi Haastajat 35+ -sarjassa, Joukkue voitti kaksi peliä ja hävisi yhden, mutta ei sel-vietyntynyt väli-eriin.

Harrastustapahtumia kesällä 2018

Seura osallistui Kainuun liikunnan järjestämään Villiinny Keväästä -tapahtumaan 12.5.2018. Tapahtuma pidettiin Kajaanihallin ympäristössä. Katukoriksella oli tapahtumassa esittely-piste, jossa kävi runsaasti lapsia ja nuoria tutustumassa lajiin.

Honka osallistui perheiden kansainväliseen iltaan Lehtikankaan monitoimitalolla 16.5.2018. Tapahtuman järjesti kaupungin nuorisotyö. Honka järjesti koripalloa vanhassa salissa.

Honka oli mukana KAO:n perheille suunnatussa tapahtumassa Sirkunpolulla 26.5.2018.

Honka osallistui Liikkeelle –tapahtumaan 11.8.2018. Vimpelinlaakossa pidetyn tapahtuman järjestelyistä vastasivat Jormuan Tarmokkaan urheilijat ja TUL:n Kainuun piiri. Hongalla oli tapahtumassa koripallon toimintapiste, jossa vieraili lukuisia lapsiperheitä.

Katukorista

Stephen Ssigwe järjesti yhdessä Hongan ja Sotkamon koripalloharrastajien kanssa 3X3 ka-tukoristurnauksen Katinkullan katukoripallokentällä 7.7.2018. Turnaukseen osallistui neljä miesten ja yksi naisten joukkue. Joukkueista kolme tuli Kajaanista ja kaksi Sotkamosta.



Kuva 6. Katukorikseen osallistuneita 7.7.2018.

HonkaLadies osallistui kahdella joukkueella Pupulan katukoristurnaukseen Kajaanin Puro-lan kentällä 11.8.2018. Joukkueet sijoituivat kolmanneksi ja neljänneksi. Turnauksessa oli joukkueet myös Rovaniemeltä ja Ylivieskasta.

Harjoituksia

Kaudella 2018 – 2019 lapsilla ja nuorilla oli mahdollisuuksia harrastaa koripalloa ohjatusti Kajaanissa. Nuorimpien ryhmä oli 5-12 –vuotiaiden leikkikoris. Nuorten koripallokerhot – projektin koripallokerhot pyörivät lisäksi 13-17 –vuotiailla pojilla sekä 13-17 –vuotiailla tytöillä. Aikuisilla miehillä ja naisilla oli myös harjoitusvuoroja, ja kaksi koripalloliiton sarjatoimintaan osallistunutta joukkuetta IBC Team ja HonkaLadies. Ikämiehillä oli oma Ikihon-gan harjoitusryhmä. Harjoitusryhmiä tai joukkueita oli yhteensä seitsemän. Kullakin ryhmällä oli 1-4 harjoitusta viikossa. Harjoituksia pidettiin kouluviikkojen aikana, ja mahdollisuuksien mukaan myös syys- ja kevätlomina ja arkipyhinä.



Kuva 7. Lasten leikkikoris 22.3.2019.

Uutena ryhmänä kaudella 2018-2019 aloitti naisten kuntokoris, jota pidettiin KKI-hanketuen turvin kerran viikossa. Ryhmä keräsi runsaasti uusia harrastajia koripallon pariin. Naisten kuntokoriksen lisäksi HonkaLadies –sarjajoukkue harjoitteli erikseen.

Talouden kuvaus

Koripalloseuran toimintakauden kokonaiskulut olivat 18 637,83 euroa ja alijäämää kertyi 650,83 euroa.

Lajiliiton tapahtumiin osallistuminen

Max Poikonen ja Alex Tricoli osallistuivat koripalloliiton pohjoisen alueen seurapäiville Keemiin 9.-10.5.2018. Max Poikonen kertoi päivillä Hongan juniorityön tilanteesta.

Alex Tricoli osallistui Hongan edustajana Suomen koripalloliiton kevätkokoukseen Helsingissä 27.4.2019 ja edellispäivänä pidettyyn seurajohtajien kokoukseen.

Barents kisojen valmistelua

Puheenjohtaja osallistui Kajaani Barents-kisojen 2020 suunnittelutilaisuuteen Vimpelin-laakson kahviossa 16.4.2019. Barents-kisat järjestetään Kajaanissa maaliskuussa 2020.

Yhteistyötä Kainuun liikunnan, nuorisotyön, koulujen ja oppilaitosten kanssa

Honka oli mukana harrastemessuilla Kajaanihallissa 1.9.2018. Tapahtuman pääjärjestäjä oli Kainuun liikunta, ja Hongalla oli messuilla lajiesittelypiste. Tapahtumassa oli mukana 30 urheiluseuraa tai yhteisöä. Kävijöitä oli yli 1200 henkilöä.

Honka on ollut mukana valtakunnallisen VALTTI –hankkeessa. Suomen Vammaisurheilu ja -liikunta VAU:n Valtti-ohjelman avulla pyritään löytämään erityistä tukea tarvitseville lapsille ja nuorille liikuntaharrastus. Valtti-ohjelmassa henkilökohtaiset liikuntakonsultit eli Valtit toimivat harrastuksen pariin saattajana. Hongan pikkulasten harjoituksiin on osallistunut VALTTI –hankkeessa oleva poika. Mukana on ollut liikuntakonsulttina Kajaanin ammattikorkeakoulun opiskelijoita.

Alex Tricoli osallistui Hongan edustajana Kainuun liikunnan syyskokoukseen 27.11.2018.

Heli Peltomaa edusti Honkaa Kainuun liikunnan kevätkokouksessa 23.4.2019.

Honka järjesti yhteistyössä Kajaanin ammattikorkeakoulun kanssa urheiluvammojen ehkäisyyn liittyvän koulutuksen 28.3.2019. Koulutuksen piti ns. sporttimestari eli Veli-Matti Talonen Tampereelta. Koulutus liittyi UKK-instituutin Terve Urheilija -ohjelmaan ja Poh-jola Sairaalan yhteistyöhankkeeseen.



Kuva 8. Koripallon esittelypiste harrastemessuilla 1.9.2018.

Alex Tricoli vetämä kielikylypykoripallo onnistui hienosti. Alex kävi pitämässä kielikylypy-koripalloa lähialueen kouluissa seuraavasti: Paltamon lukio (12.10, 26.10 ja 2.11.2018), Ka-jaa-
nin Lyseo (26.3., 1.4. ja 10.4. ja 11.4.2019), Otanmäen yläkoulu (20.2., 25.2., 26.2., 15.3.,
18.3., 21.3., 25.3., 27.3., 29.3. ja 3.4.2019) ja Keskuskoulu 9.4.2019.



Kuva 9. Alex Tricoli pitämässä kielikylypykoripalloa Otanmäessä.

Against Drugs ry. Hongasta tapahtumassa olivat mukana Delaram Jolous Jamshidi, Tia Keränen ja Alex Tricoli.

Seuran puheenjohtaja osallistui 29.4.2019 Kajaanihallin ympäristössä 18.5.2019 pidettävän Villiinny kevästä –tapahtuman suunnittelupalaveriin. Honka on yksi tapahtumaan osallistuvista urheiluseuroista.

Koulutuksia

Tatu Turunen ja Elias Turunen osallistuivat erotuomareiden kausikoulutukseen Kuopiossa 6.9.2018. Stephen Ssigwe piti urheiluvammojen ehkäisystä koulutuksen kaupungin nuorten palveluohjaamo Nupassa 25.9.2018. Koulutukseen osallistui viisi henkilöä.

Suomen koripalloliitto piti Kajaanissa erotuomarikoulutuksen 30.3.2019. Erotuomarin jatkokurssille osallistuivat ja alue-erotuomariksi valmistuivat Tia Keränen, Risto Pullinen, Piia Schroderus, Alex Tricoli, Elias Turunen, Tatu Turunen, Delaram Jolous Jamshidi ja Gills Tangan.



Kuva 10. Delamar Jolous Jamshidi antamassa erotuomarikurssin kouluttaja Jukka Sorrolle rönttösiä.

Yhteistyötä muiden urheiluseurojen ja järjestöjen kanssa

Hongan verkkosivuilla ja Facebook –sivuilla mainostettiin kesällä 2018 Oulun NMKY:n Rokuan koripalloseuran joukkueelle.

HonkaLadies joukkue osallistui Paltaniemen kylätoimijoiden järjestämille joulumyyjäisille 15.-16.12.2018. Joukkueella oli tapahtumassa omatekemien leivontatuotteiden myyntipiste. Suomen Olympiakomitea järjesti Kainuun Liikunnan kanssa Tähtiseura- laatuohjelmasta esittelytilaisuuden Sokos hotelli Valjuksessa 5.3.2019. Hongasta osallistuivat Tatu Turunen ja Delaram Jolous Jamshidi.

Koripalloa tutuksi paltamolaisnuorille amerikkalaisvoimin

Alex Tricolin hanke kaivaa perustuksia tulevalle Kainuun koripallomenestykselle

Kajuaika on erikokoluokassa kukaan ja vapaa ajan ohjelmaksi opiskelija Alex Tricoli aloitti tänä vuonna osasto-ajan projektin, jonka tarkoituksena on laajentaa koripallotunnetusta Kainuusta.

”Työni koripallon kehittäminen on ollut yksi Kainuun voimakkaimmista hankkeista kahden vuoden ajan. Tällä hetkellä on suunniteltu projektin aloitusta vuodelle 2019, jolloin aloitetaan koripallon opettamista ja pelaamista Kainuun alueella. Tällä hetkellä on suunniteltu projektin aloitusta vuodelle 2019, jolloin aloitetaan koripallon opettamista ja pelaamista Kainuun alueella. Tällä hetkellä on suunniteltu projektin aloitusta vuodelle 2019, jolloin aloitetaan koripallon opettamista ja pelaamista Kainuun alueella.”

Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.



Alex Tricoli opettaa Korvhoon koululla lastille kolme kertaa.

Kulttuurivierokkoja kenteillä. Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.



Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

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Urheliläiset ja pelaajat. Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

Pe

Suomen perustajajäseninä... Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

Tricoli on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta. Hän on ollut Suomessa vuorokauden verran. Hän on tullut Suomeen työharjoittelun kautta.

Kielikyöpykoripalloa Alex Tricolin johdolla

Polte korikseen syntyi jo lapsena

Yhdyksvaltainen Alex Tricoli on kotoinen Floridasta pienessä Ocalan kaupungissa. Hänen sydämensä palaa koripallolle. Tuohon joukkueeseen hän innostui jo kolmivuotiaana pikkupotkana. Isäkuvana, kannustajana ja myöhemmin myös valmentajana toimi Tricolin isä. Kouluvuosina menestyksellä alkaneet pelit ja toiveet huipputoukkueseen päästä Alexillä katkesi loukkaantumisiin, mutta osamista lajissa hän toteuttaa valmentajana.

Kajaanin Honka ja KAMK pitävät vauhdissa

Alex Tricoli muutti Kajaanin vuonna 2016 ja aloitti Kajaanin ammattikorkeakoulusta liikunnanohjaajan (AMK) opinnot. Opiskelun ohessa hän työskentelee Kajaanin Hoogalla, jossa hän toimii miesten joukkueen kakkovalmentajana sekä valmentaa naisten joukkuetta ja ohjaa lasten teikkikorista. Kajaanin Honka tarjoaa koululle myös kielikyöpykorista, johon on jo aikaisemmin tarttunut Daltamen lukio. Kielikyöpykorien opettajaksi Alex soveltuu mainiosti suomenkielen osaamisensa vuoksi ja totta kai koristaitojensa puolesta. Kielikyöpykoripalloa koulutus pidetään englannin kielellä, ja opetettava kieli on amerikkalaisen kielikyöpykoripalloa tutustuttava amerikkalaiseen kommunikaatio- ja pallonkulttuuriin ja



Kahdeksanhuokkaisen liikuntatunnilla Urheilusalilla opeteltiin koripalloa englanniksi. Kuvassa Alex Tricolin kanssa edessä saamalainen Emmi Ouhajarvi, opettaja Kaisa Tiitu, Hanna Kukkonen, takana Niko Järveläinen, Elias Huuska, Niko Mattikainen ja Tsmi Partanen

opetellaan pallonpelaajiksi tarvittava perusosaaminen. Koulutuksessa perehdytään koripallon taitoihin, oikea-aikaiseen liikkumiseen, konesapelisajeen kunnioittamiseen, pallon hallintaan ja joukkuepelaamiseen.

Koristaidot ja rohkeus puhua englantia ovat lisääntyneet

Kajaanin Honka aloitti yhteistyön Ohtamäen koulun kanssa helmikuussa, jolloin Alex Tricoli saapui

liikunnanopettaja Kaisa Talukan ja englanninopettaja Tuire Mykkälän työtoveriksi. Sekä oppilaat että opettajat ovat ottaneet vastaan uuden opetustavan innostuneesti ja hyvillä mielin. Tuloksiakin alkaa näkymään jo muutaman viikon

treenin jälkeen. Oppilaat kertovat, että koristaidot ovat lisääntyneet ja englantiakin on rohkaistuttu puhumaan ihan huoamaamatta.

Valmentamisen ja kielikyöpykorien ovat osa Alex Tricolin opintoja. Hän kehoittaa joustavaa opiskelun mallia sekä yhteistyötä Kajaanin Hoogan, Kainuun liikunnan ja koulujen kanssa. Liikunnanohjaajaksi valmistuva nuori mies aikoo jatkaa opintojaan ja jäädä mahdollisesti valmentajaksi Suomeen.

Byrokratia ja vapaus käsikädessä

- Kyllä, perheeni Floridassa on ikävä, mutta kyytä kotona kaksi kertaa vuodessa. - Pidän Suomesta. Käyn samassa ja sen jälkeen hamburgereissa. Täällä on tosi rauhallista. Ihailen, miten olette osanneet yhdistää vaivasta byrokratian ja maailman onnellisimmassa maassa, Alex kommentoi Suomea suomeksi amerikkalaisittain. MP



Tuire Mykkälä ja Alex Tricoli valmistelivat ryhmätuntia englannin opiskelijoille.

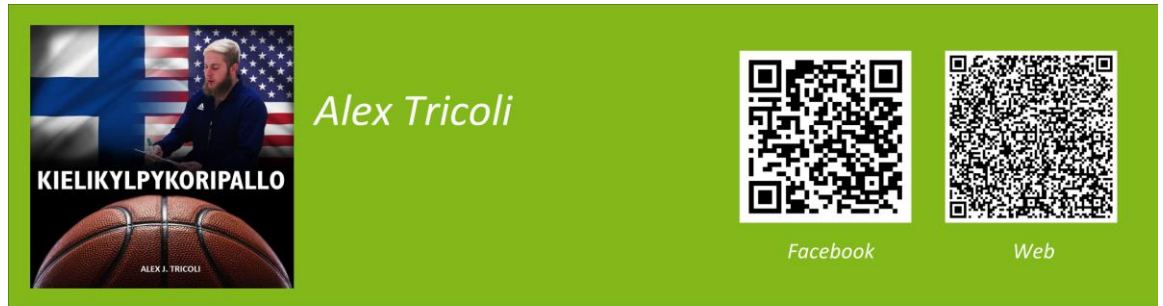


Alex Tricoli Kajaanin Hongan puheenjohtajaksi

● Yhdysvaltalainen Alex Tricoli valittiin koripalloseura Kajaanin Hongan vuosikokouksessa seuran puheenjohtajaksi.

25-vuotiaalla Tricolilla on monipuolinen koripallotautta valmentajana ja pelaajana. Tricoli on valmentanut Kajaanin Hongassa kolmen vuoden ajan useita ryhmiä, ja myös itse pelannut miesten edustusjoukkueessa kolme kautta.

14.19 Presentation of Kielikylpykoripallo



Alex Tricoli

Facebook Web

Intro

Kielikylpykoripallo teaches English through basketball

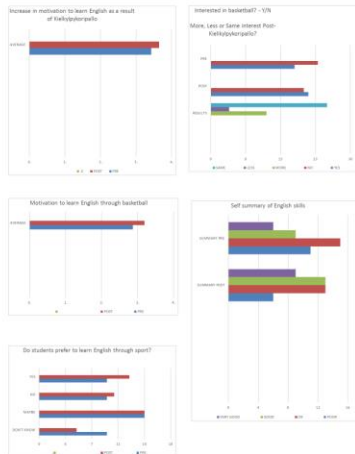
Purpose

- Provide exciting alternative to traditional classroom learning
- Increase motivation to learn English
- Increase interest in physical activity
- Increase interest in basketball
- Develop English language skills

Methods

- “Learning by doing”
- ❖ Common Language Integrated Learning (CLIL)
 - ❖ Language Immersion

Main results



Conclusion

- ✓ Kielikylpykoripallo has increased student motivation to learn English
- ✓ Learning English through basketball increases student interest in basketball
- ✓ Kielikylpykoripallo results in increased student confidence in language skills

