

「體育應用英語」新課程設計研究

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成功地設計新課程需要幾項因素。事前的準備，如需求分析，是課程設計的第一步。根據需求分析的結果，課程設計者可依此制定出學習目標，搜集或編寫出合適的教材，並整理、決定學習順序及學習量。在語言課程設計方面，語言教學法是必需加以考量的。以「體育應用英語」為例，課程設計者採用了強調穩定性及彈性的「均衡教學法」，使教材內容能夠符合英文程度不一的班級，增強學習效果。

The Curriculum Design of a New Course --Constructing Applied Sports English

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There are several factors that play a key role in designing a successful new curriculum. Preparations such as doing a needs analysis are the first step in the curriculum design. Based on the result of the needs analysis, the course designer can formulate learning objectives, collect or produce appropriate teaching materials, and organize the learning sequence and amount of the content. In designing a language course, moreover, language teaching approaches should be taken into account. In the case of the course design of Applied Sports English, the balanced approach with focus on stability and flexibility was adopted so that the course content can fit into a class made up of different English language levels, maximizing learning effects.

The Curriculum Design of a New Course --Constructing Applied Sports English

Introduction

For decades, English has played an important role in our life. To possess proficient English ability means fast access to first-hand information from abroad, leads to success in study and career, and helps communications with foreigners in different settings. The six-year required English language education in Taiwan's junior and senior high schools proves that how much we care about the subject of English. Moreover, the drastic changes in social-economic situation in Taiwan over the past decade have brought about higher and more diversified demands for English. In order to meet these fast-growing demands, many technical institutes in Taiwan have established Departments of Applied Foreign Languages to foster foreign language professionals. Currently, the number of such Departments has reached over twenty. It is estimated there will be more in the future (Shih, Su and Lin, 1998).

However, the development of offering courses of English for Specific Purposes (ESP) in universities has been somewhat slow by comparison with the increase in the number of Applied English Departments. Huang (1997) reported that in the 1995 academic year, among 18 Foreign Languages Departments in Taiwan, only 7 offered ESP-oriented Freshman English for Non-English Majors (FENM) and only 5 offered ESP electives to sophomores, juniors, and seniors. Moreover, those ESP electives, mainly focused on news and business, failed to offer a variety of different subject fields.

Regarding the subject of Applied Sports English, it seems to be

a virgin land waiting to be explored. Among the 13 Physical Education Departments in Taiwan, there are only a few offering sports-oriented English courses. Even though some offer the course of Sports Terminology, such a course only emphasizes the use of sports terms or expressions in English and is unable to cover any of four English important skills such as listening, speaking, reading and writing. In addition, there are only a few ready-to-use sports-oriented language textbooks available in Taiwan. Due to the lack of related courses and textbooks, it is necessary for ESP teachers to design sports-oriented teaching materials that meet the requirements of students and their level. This paper is aimed to construct an appropriate and comprehensive course of Applied Sports English based on the findings of students' needs analysis, principles of curriculum design, and effective teaching methodology. It is hoped that the integration of "application" and "Sports English" could be fully made.

Literature Review

What Is ESP? Why Is it Necessary?

From the perspectives of the learners of English, they have their own 'specific purpose' of learning English. It could be a little vague — perhaps 'to make my leisure time joyful' or 'to see things differently'. ESP, however, serves specific and clear functions for various occupations such as restaurant waiters, pharmaceutical salesmen, hotel receptionists or telephone operators. In most cases, ESP even equals business English due to its high portion in ESP categories (Scrivener, 1994).

According to Lado (1988), courses of ESP are in favor and in need because first, general English courses only offer context and

topics of common interests but fail to reach specialized area; second, courses of ESP fulfill the motivational needs of learners and present practical values to them. ESP could further be divided into two kinds: restricted English and professional-technical English. The former focuses on the highly restricted set of practical expressions and formulas with the limited range of conversation. The latter extends its use to communication purpose. For example, the conversation between the waiter and patrons will fall on the category of restricted English because the waiter only needs to know the names of the items on the menu and the types of questions that patrons ask about them (Lado, pp 217-220). On the other hand, professionals such as doctors need to know more about their clients, so they would have to communicate socially and culturally. This kind of conversation turns out to be professional-technical.

Who Can Teach ESP?

Are English teachers able or qualified to teach ESP even though they know nothing about subject matter? Scrivener (1994) indicated that it would be more exciting and communicative when teachers know nothing about the topic. Under such circumstances, a genuine information gap exists between teachers and students so that communication is justified. Teachers can make use of this opportunity to ask students questions. In Scrivener's view, teachers just "go on teaching all the normal English you already teach in all the ways you know how to do already but use vocabulary, examples, topics and contexts that are, as far as possible, relevant to the students and practice relevant specific skills"(Scrivener, p.187).

In addition, Chou (1995) and Sheng (1996) suggested that ESP

should be taught by teachers of subject matter and English teachers at the same time. In the case of medical English teaching, medical teachers teach medical theory and knowledge while English teachers teach learning strategies of English.

The Necessity of Doing Needs Analysis

To conduct effective ESP teaching, teachers must learn about what their students need, what they want, what they don't have, and what their expectations are. Therefore, teachers can accordingly adopt suitable teaching approaches. Brown (1995, p.35) pointed out the importance of a needs analysis and suggested that it is "an integral part of systematic curriculum building." Four types of philosophies should be gathered in a needs analysis: the discrepancy, the democratic, the analytic and the diagnostic philosophies. The discrepancy philosophy views needs as the difference between students' desired performance and their actual language level; the democratic philosophy respects the need for change desired by the majority of the group; the analytic philosophy focuses on what students should learn next based on their current language ability and learning processes involved; the diagnostic philosophy examines the negative effects of missing teaching elements could bring on the learner (Berwick, 1989; Brown, 1995).

How to Conduct a Curriculum Design

Taba's steps of organizing a course design have become model processes for many course designers to develop their subject matter courses (Dubin and Olshtain, p.2). Her steps of curriculum processes are as follows:

1. Diagnosis of needs
 2. Formulation of objectives
 3. Selection of content
 4. Organization of content
 5. Selection of learning experiences
 6. Organization of learning experiences
 7. Determination of what to evaluate, and the means to evaluate
- (Dubin and Olshtain, 2).

These processes only offer general guidelines. When being applied in language teaching materials, they can not provide clear suggestions for the area of language content or distinguish broad goals regarding national policy from narrow objectives concerning language teaching and learning. According to Dubin and Olshtain, an English language curriculum possesses three components: the nature of language, the nature of language learning, and educational-cultural philosophy. Based on these components, general goals and syllabus objectives could be set.

Take a communicative curriculum for instance. It adopts socio-cultural views on the nature of language, cognitively-based views on the nature of language learning, and holds humanistic views of education. Setting general goals and syllabus objectives will be required. The general goals of a communicative curriculum will be: engaging meaningful communication, using authentic texts, respecting the individual learner, learner-centered, etc. Next, syllabus objectives on language content, process, product can subsequently be set (Dubin and Olshtain, pp.40-87).

Teaching Methods and Concepts

Students in Taiwan are not required to take English placement or proficiency tests for selective courses. Therefore, it is likely that the whole class is made up of students with different English levels. In order to lessen teachers' difficulty of teaching such kind of class, a balanced approach for classroom interaction is adopted. At an elementary level, the curriculum should focus more on accuracy work, which aims to build up learners' basic knowledge. On the other hand, at an intermediate or advanced level, the curriculum should shift the focus to fluency work so that learners can have the opportunity to use the language as a tool to express themselves in story-telling or in a group discussion (Byrne, 1987). Facing students with different levels, teachers have to make variations among A, B, C and D (See the model below.) For example, it is suggested to follow the order of $A \rightarrow B \rightarrow C$ or D when teachers teach from an elementary level to an intermediate level. At the stage A or stage B, students at an intermediate level can make use of accuracy work to relearn or review.

TEACHER CONTROLLED		
WHOLE CLASS ACTIVITIES		
A C C U R A C Y	A Drills Games Controlled conversation Listening Writing	C Conversation Discussion Simulation Games Story-telling Listening Writing
	B Exercises Controlled conversation Role play Games Listening Writing	D Discussion Games Role play Project work Listening Reading Writing
PAIR WORK ----- GROUP WORK		
LEARNER DIRECTED		

(Byrne's model for classroom interaction)

In addition, Lier (1996) had a very different concept about "the balanced lesson" by proposing a mix of planned and improvised elements. He thought the balanced lesson not only requires planning, but also leaves room for improvisation; otherwise, a lesson with routine procedures only will turn dull eventually and a wholly improvised class is very likely to go wild or become ineffective. One reason why he insisted on the need of improvisation is that "social interaction, especially more contingent kinds, cannot be planned but rather must be constructed locally." Therefore, students can feel secure in a stable learning environment where recurring and planned activities are offered, and such predicable qualities can be starting points for new and unexpected activities (Lier, pp 200-201).

Methodology

Respondents

The respondents of this study were 71 students of the National Taiwan College of Physical Education (NTCPE) who took the course of Applied Sports English (ASE). They came from four-year Physical Education Department, two-year Physical Education Department, four-year Athletics Department, two-year Athletics Department and four-year Recreational Sports Department (See Table1). The NTCPE offered three classes of ASE as a selective during the first semester of 1998 Academic Year.

Table 1: The Number of the Respondents of Five Departments Involved

Name of the Department	N. of Respondents	Percentage
Four-year Physical Education Department	7	9.9%
Two-year Physical Education Department	30	42.3%
Four-year Athletics Department	19	26.8%
Two-year Athletics Department	10	14.1%
Four-year Recreational Sports Department	5	7.0%

Instrument

The instrument used in the study was a needs analysis questionnaire proposed by the researcher and also teacher and course designer. Fourteen questions were asked to gather information concerning the respondents' English level, their attitude and learning motivations, and their expectations towards the content of ASE. Most questions except questions 10, 13 and 14 offered five possible answers for the respondents to express their agreement or disagreement with the statement. The questionnaire was written in Chinese for the respondents to understand easier.

Procedures

During the first period of the class, the researcher, also the teacher and course designer explained to the respondents the importance of doing a needs analysis, especially on the occasion that ASE was a new course. The respondents were then asked to respond to the questionnaires. Based on the results, the researcher was able to design teaching materials that met the requirements of students and their level.

Results

Language Level of the Respondents

The respondents' English scores in the Entrance Examination were used to decide their general English level. There were five levels which ranged from 0-19 points, to 20-39 points, to 40-59 points, to 60-79 points, and to 80-100 points. Table 2 showed that about 85% of the respondents fell on the basic level, the basic-intermediate level and the intermediate level. This indicated that the

language level of the majority was still poor and their basic English ability needed to improve. The possibility that they had difficulties in free English practice must be taken into account in course design.

Table 2: Language Level of the Respondents

English scores	Level	Number	Percentage
0-19 point	Basic	14	19.7%
20-39 point	Basic-intermediate	25	35.2%
40-59 point	Intermediate	22	31%
60-79 point	Intermediate-advanced	8	11.3%
80-100 point	Advanced	2	2.8%

Attitude and Learning Motivations of the Respondents

The respondents' attitude toward English and their motivation of learning ASE showed their mixed feelings in one way or another. About 96% strongly agreed or agreed that English played an important role in personal development of study and work. Roughly 88% strongly agreed and agreed about the necessity of offering ASE (See Table 3). It was hoped that their awareness of the role and influence of English in their present and future would push them to study English or ASE harder.

However, when asked the reasons why they selected ASE, their response revealed low interest or dislike about English even though they knew it was important. About 85.9% admitted that they selected ASE because it was a required selective. This percentage was far ahead the percentage of agreement with any of the items in Question 13 (See Table 4). The result echoed Chou's study (1999) which showed that 81% of the freshmen in this College felt English boring. The respondents still lacked sufficient intrinsic motivations.

Fortunately, approximately 60% still hoped that they could apply

what they learned in ASE in study and games. Over 50% believed ASE could broaden their international views. Only 30% thought ASE could enhance their sports knowledge and understanding sports information. Therefore, the course designer could rule out these two items from course objectives.

Table 3: Attitude Towards English and Applied Sports English

	Q2: English is important in study, further study, future job hunting or career perspectives.	Q11: It is necessary to offer classes of Applied Sports English.
Strongly Agree	53.5%	28.2%
Agree	42.3%	60.6%
No Comment	4.2%	11.3%
Disagree	0%	0%
Strongly Disagree	0%	0%

Table 4: Reasons for Selecting Applied Sports English

Q13: You select Applied Sports English because	Percentage of agreement
It can be applied in study. (Some teachers use English textbooks).	59.2%
It can be applied in games.	62%
It can enhance my understanding in English sports information.	31%
It can enhance my professional knowledge of sports.	32.4%
It can broaden my international views.	53.5%
It is a required selective.	85.9%

Expectations of the content of Applied Sports English

Since the class title pinpointed the importance of application, it was necessary to set the scope and area of application by reviewing the respondents' opinions. Approximately 90% strongly agreed or agreed that ASE should help them understand English sports information, either written or oral. However, only 39% expressed willingness to put college-required courses in the content. This might reveal that

students probably only wanted the teacher to teach them the strategies or skills of reading and that school-required courses, after all, were heavy credits already. Regarding the topics or themes of ASE, about 73% strongly agreed or agreed ASE should cover sports majors in the Department while as high as 87% hoped that ASE would help them in communications with foreigners. This suggested that the course designer could develop a communicative curriculum with the themes of sports majors offered in the College. When asked whether ASE should integrate four basic skills, around 67% strongly agreed or agreed to it (See Table 5).

Q3: ASE should help you watch sports programs or listen to sports broadcast.

Q4: ASE should help you read English books, newspapers and magazines related to sports or physical education.

Q5: ASE should cover college-required courses such as anatomy, principles of physical education or administration and management of physical education.

Q6: ASE should cover sports majors in your Department.

Q7: ASE should cover professional terms and expressions.

Q8: ASE should help you communicate in international competitions or with foreigners about sports.

Q9: ASE should integrate four skills of listening, speaking, reading and writing.

Table 5: Expectations of the content of Applied Sports English

	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Strongly Agree	29.6%	25.4%	4.2%	14.1%	15.5%	42.3%	21.1%
Agree	62%	67.6%	35.2%	59.2%	53.5%	45.1%	46.5%
No Comment	8.5%	7%	49.3%	25.4%	26.8%	11.3%	23.9%
Disagree	0%	0%	9.9%	1.4%	4.2%	1.4%	8.5%
Strongly Disagree	0%	0%	1.4%	0%	0%	0%	0%

Other Items

Q10: How many units do you think ASE should be?

38% of the respondents thought that ASE should be four units in two semesters while 62% thought ASE should be two in one semester. The respondents probably thought possessing basic English ability was the most important thing; once you owned basic language skills, it wasn't that difficult to learn ESP.

Q14: The ones who teach ASE should be English teachers with basic understanding of sports and physical education, or Physical Education teachers with a good command of English or either ones.

About 68% thought either English teachers or Physical Education teachers could teach ASE. This revealed that the respondents were quite flexible in this regard. English teachers can invite Physical Education teachers to teach key notions of subject matter if necessary.

Proposed Course Design

Case 1

Skill: writing, listening and speaking

Level: basic

Approach: learner-directed, pair work, accuracy activities, planned

Procedure: a. Give the students the following handouts of 5 questions and ask them to fill in the answers (See Example 1).
b. Check their answers. Write down the right sentence patterns on the blackboard (See Example 2).
c. Have them work in pairs. One asks and the other answers and then they take turns.

What's your name?
What's your sports major?
How long have you been learning it?
How long do you practice it every day?
Do you like it?

(Example 1)

My name is _____.
My sports major is _____.
I have been learning it for _____.
I practice it _____ hours every day.
I like/don't like it.

(Example 2)

Case 2

Skill: listening and speaking

Level: intermediate

Approach: teacher controlled, whole class, fluency activities, partly
planned and partly improvised

Procedures: Discuss baseball terminology with students. Then give
them the handouts of the names of several baseball players.

Teacher(T): Circle Sammy Sosa and read Sammy Sosa.

Students(S): Sammy Sosa.

T: Right. Sammy Sosa. Now, circle Mark Macquire
(pause) and read Mark Macquire.

S: Mark Macquire.

T: OK. Now please tell me who Macquire is (and show

his picture to the students at the same time.)

S1: He plays baseball ... very very well.

S2: Homeruns. Many homeruns.

S3: He made a homerun record in the world.

T: When did he make it?

S4: This year ... this season.

T: Can anyone put what you said altogether?

S5: Mark Macquire, a marvelous baseball player, made a world record in hitting the most homeruns in a single season this year.

T: Good job. So far nobody can break his homerun record of 69 in a single season.

Case 3

Skill: listening and speaking

Level: advanced

Approach: learner-directed, whole class, fluency activities, improvised

Procedures: a. Choose a golf major with a good command of English and ask him to share his/her experience of playing golf.

b. Encourage the others to ask any questions or respond to him/her while he/she speaks.

S1: Playing golf is very weird (listeners are laughing).

S2: How come?

S1: When you try to play it well, you'll lose. But when you play it as if you don't care, you'll win.

S3: So you have to forget about winning or losing in the competition.

S1: Exactly. Also, you sweat differently when playing golf (listeners are laughing again).

S4: What do you mean? Are you saying you sweat a lot or ...

S1: It's about smell. Playing golf is nothing like playing basketball or some other violent sports. When you play basketball, you sweat a lot and your sweat comes out right away. But when you play golf, your sweat hides underneath your clothes, accumulates bit by bit and stays there for 1 to 2 hours. Finally, you'll smell something really sick.

Conclusions and Recommendations

Teachers are always making decisions especially when they don't have textbooks or are faced with the task of designing a curriculum. Teaching ESP, moreover, is concerned with helping students achieve specific objectives and skills. At the same time, teachers need to decide what course content should be by selecting or writing it themselves. Then, such a course content should be organized and sequenced according to the ability level of students and the complexity of the language. This can not be completed by teachers or course designers alone. By doing a needs analysis, it is more likely to produce suitable teaching materials that will help achieve learning goals and objectives.

Regarding recommendations, the following three points could be taken into account for further research. First, needs analysis should be done much earlier than the class begins so that the course designer

can have more time in collecting teaching materials. Second, the respondents can include sports administrators or program heads. They have been involved in the PE field for a period of time that they could offer constructive opinions to the course design of ASE. Third, a post-test about the performance of such a new curriculum should be conducted to evaluate its suitability and effectiveness.

Conclusions and Recommendations

Teachers are always making decisions, especially when they don't have textbooks or are faced with the task of designing a curriculum. The first test proposed is concerned with helping students achieve specific objectives and skills. At the same time, teachers need to handle what course content should be selected or written in their classes. Then, such a course content should be organized and arranged according to the ability level of students and the complexity of the language. This can not be completed by teachers or course designers alone. It needs a newly established, more likely to produce suitable teaching materials that will help reduce learning goals and objectives. Based on the above, the following three points could be taken into account for further research. First, needs analysis should be done much earlier than the class begins so that the course designer

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APPENDIX 1

體育應用英語課程問卷調查

請您仔細地回答下列問題!! 您的回答將使任課老師更了解同學對於體育應用英語課程的期待及看法。任課老師將藉由此問卷結果設計出適合同學需求的體育應用英語課程。

學生基本資料 ☐男 ☐女

☐體育學系四年制 ☐體育學系二年制 ☐競技運動學系四年制
☐競技運動學系二年制 ☐休閒運動學系 ☐體育舞蹈學系

1. 您入學的英文成績為

☐ 0 分-19 分 ☐ 20 分-39 分 ☐ 40 分-59 分 ☐ 60 分-79 分
☐ 80 分-100 分

2. 您認為英語在求學過程、未來謀職、工作或進修佔非常重要的地位嗎?

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

3. 您認為體育應用英語的課程內容應該要有助於觀看英語體育電視節目 (如 ESPN) 或有助於聽懂體育廣播 (如 ICRT) 嗎?

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

4. 您認為體育應用英語的課程內容應該要有助於閱讀英語的體育書籍、報章雜誌嗎?

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

5. 您認為體育應用英語的課程內容應該要涵蓋本科系必修的學科（如校定科目人體解剖生理學、體育原理及體育行政與管理）嗎？

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

6. 您認為體育應用英語的課程內容應該要涵蓋本科系的專長術科嗎？

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

7. 您認為體育應用英語的課程內容應該要包括專業術語及語法嗎？

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

8. 您認為體育應用英語的課程內容應該要有助於出國比賽或與外國人溝通體育或運動的觀念嗎？

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

9. 您認為體育應用英語應該要包括聽、說、讀、寫的整合性課程嗎？

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

10. 您認為體育應用英語應該是幾學分的課？

☐一學年 4 學分 ☐一學期 2 學分 ☐其他（請說明）_____

11. 您認為開設體育應用英語是必需的嗎？

☐非常同意 ☐同意 ☐沒意見 ☐不同意 ☐非常不同意

12. 您觀看英語體育電視節目或收聽英語體育廣播的頻率為

☐每週 10 小時以上 ☐每週 7-10 小時 ☐每週 4-7 小時 ☐每週 1-4 小時

☐ 幾乎沒有

13. 您選修體育應用英語的原因是 (可複選)

☐ 可以應用在學業上 (如有些老師使用原文書)

☐ 可以應用在比賽上

☐ 可以增進自己對英語體育資訊的了解

☐ 可以增進自己的運動專業知識

☐ 可以擴展國際視野

☐ 必選修的關係

☐ 其他 (請說明) _____

14. 您認為教授體育應用英語的老師應該是

☐ 英文老師 (對體育運動有基本的了解)

☐ 體育老師 (英語程度優)

☐ 兩者皆可

APPENDIX 2: TEACHING MATERIALS

WEEK 1 & 2 — BASEBALL

1. Listen. Who do you recognize?

Mark McGwire

Sammy Sosa

Roger Maris

2. There are two major baseball leagues in the United States and in Taiwan:

National League _____

American League _____

Chinese Professional Baseball League _____

Taiwan Major League _____

3. The teams in these two major leagues include:

the St.Louis Cardinals _____

the New York Yankees _____

the Weichuan Dragons _____

TIP

How to say the full name of a team?

→ the + 地名 + 隊名 or → the + 贊助廠商 + 隊名

簡單說可用 地名 or 隊名 代替

4. Baseball Terminology

- a. 打敗 (v) edge, top, beat, blank, defeat, hold off, down, over, rout(大敗), crush

b. homer, homerun

solo homer , two-run homer, three-run homer, grand slam

single, double, triple

walk, strike, ball, out

double play, triple play

right field, center field, left field

first base, second base, third base

pitcher's mound, home plate

5. News Report from ICRT, the China Post, China News and others

Win or lose

Milwaukee beat Pittsburgh 6-3.

The Mets topped Atlanta 8-7

Houston blanked Cincinnati 1-0.

Arizona over Los Angeles 4-2.

--ICRT news report, 09/08/98

Boston lost to Detroit 4-1.

--ICRT news report, 09/13/98

TIP How to say one team beats the other?

→ 勝利的隊名 (或用地名代替) + 打敗 (v.) + 輸的隊名 (或用地名代替) + 比數

Teams & Results

The Red Sox lost for the 6th time in seven games but maintained a 4 1/2 game lead over the Toronto Blue Jays in the American League wild card race.

--ICRT news report, 09/11/98

The Cubs remain(ed) one game ahead of the New York Mets in NL Wild-card race.

--ICRT news report, 09/13/98

The Texas Rangers are within one game of first place with an 8-2 victory over the Tampa Bay Devil Rays.

--ICRT news report, 09/13/98

Toronto is now just three games behind Boston in the wild card chase — with a 5-3 victory over the Yankees.

--ICRT news report, 09/13/98

Pitcher

Peters (8-9) allowed the one run and five hits in seven innings, struck out six, and walked three.

--The China Post, 9/13/98, 14-9

Saberhagen (13-7) gave up five hits, struck out six and walked none to win for only the third time in 10 starts.

--The China Post, 9/13/98, 14-9

Jerry Dipto gave up an infield single to Jeff Kent before getting Ellis Burkis on a fly to center for his 18th save.

--The China Post, 9/14/98, 14-9

Braves 4, Marlins 2 In Atlanta, Bruce Chen got his first major

league win as Atlanta beat Florida to move closer to clinching its seventh straight division title ... Chen gave up six hits and two earned runs in 6 1-3 innings.

--The China Post, 9/14/98, 14-9

Batter

St. Louis slugger Mark McGwire hits his 62nd home run of the season off of(X?) Chicago Cubs pitcher Steve Trachsel during the fourth inning of their game on Sept. 8. McGwire surpassed the single-season home run record held by Roger Maris since 1961.

--China Student News, Sept.13-Sept.19, 1998, 8-2

Sammy Sosa hit a towering grand slam into the leftfield seats for his 63rd home run of the season, tying Mark McGwire for the all-time single season record and giving the Chicago Cubs an important 6-3 victory on Wednesday.

--China Student News, Sept.20-Sept.26, 1998, 8-2

Oakland broke a 2-2 tie in the sixth when Ben Grieve singled and scored on a double by Eric Chavez and an error by outfielder Otis Nixon.

--The China Post, 9/13/98, 14-9