

# 教育部補助國內大專校院博士班研究生出席國際會議報告

100 年 5 月 31 日

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會議期間及地點	2011/05/17-2010/05/21 Champaign, Illinois, USA	本部核定補助 文號	100 年 5 月 12 日 臺文(一)字第 1000081184 號
會議名稱	(中文) 第 7 屆國際質性研究研討會 (英文) Seventh International Congress of Qualitative Inquiry (QI2011)		
發表論文題目	(中文) 與風對話的戰士：敘說一位田徑選手的訓練歷程 (英文) The Wind Warrior: A Narrative Inquiry to a Runner's Training Process		

## 一、前言

2011年第7屆國際質性研究研討會(Seventh International Congress of Qualitative Inquiry, QI2011)，於美國伊利諾州香檳市的伊利諾大學(University of Illinois at Urbana-Champaign)舉行，為期5天，自5月17日至5月21日。該單位，The University of Illinois, the College of Media, the International Center for Qualitative Inquiry, the Institute of Communications Research and the Department of Media and Cinema Studies，每年都在五月中舉行會議，它是目前質性研究會議中的兩大會議之一。

此會議有來自76個國家，超過1900人的專家、學者提交口頭發表、海報發表及會議報告，有1200篇於本會議中呈現，研究者也在此會議中發表。此外本會議有21場工作坊，6場會議共同宣言。

此次會議的主題為質性研究與政治宣導，即是Qualitative Inquiry and the Politics of Advocacy，如何運用質性研究來促進社會公正，同時解除種族、民族、性別和環境的差距，於教育，福利與醫療保健上。

以「質性研究與政治宣導」為根基，本會議接續了許多討論的議題，the politics of advocacy；value-free inquiry；partisanship, bias；the politics of evidence；alternatives to evidence-based models；multiple and mixed-methods；public policy discourse；indigenous research ethics；decolonizing inquiry，研究貢獻者嘗試融合傳統方法及新的方法學來展現研究成果，以表演、詩意的結構、自我民族誌、小說…等方式，本會議提供了關於這些方式的倡導、探究及社會公正的指引與範例。

來自世界各地的學者為了共同的目的聚集在此接受挑戰，為全球社會的危機做有創意性的構想及批判性的回應。第七屆國際質性研討會為我們提供了一個機會，分享我們的經驗，讓我們瞭解國際質性研

究發展的現況及趨勢，並讓國際學術界知道臺灣體育領域質性研究發展的現況。另外，本人亦要感謝教育部補助研究者此次出國學習之費用，始能參加此一國際質性研究研討會之會議。

## 二、重要活動內容與心得 (參加會議經過、與會心得及建議)

### (一) 五月十七日及十八日

此次會議的報到時間為五月十七日的下午，議程是從五月十八日早上開始至五月二十一日下午，共五天。十七日至會場報到完成後，我與同行者，臺北市立體育學院，運動教育研究所教師，高麗娟教授，



圖一 會議報到處



圖二 Union 405

至我們發表論文的地點查看，我的場地於 Union Building 405，它是一間很美麗、舒服的會議室，到了那邊我們才發現沒有提供單槍服務，無法使用PowerPoint，但是會場有提供投影機，於是我們想了其他的替

代方案，印投影片，經由此次經驗我學習到，在出國發表前必須要再上會議的官方網站查詢有無注意事項，並且在國內擬定好報告手稿，這樣即使連投影機都沒有，還是可



圖三 English 069

以將講義發給與會人員，報告給大家聽。高老師的報告地點於English Building 69，它是一個藏身於地下室的教室，如果沒有事先去探查，或許在報告當天會找不到教室。人生總是有許多意想不到的事情，只要我們能做好準備就能隨遇而安。

隔日有六個共同宣言，A Day in Spanish and Portuguese、A Day in Turkish、A Day in Qualitative Healthcare、A Day in Psychology、A Day in Social Work和Indigenous Qualitative Inquiry，我們也運用這天去將報告要用的投影片印出來，因為文本有做些修改，也重印了講義，那裡的印刷相當的貴，所以關於這方面，未來還是在臺灣先準備好比較妥當。由於我們住宿的地點與會場有些距離，且我發表的場次是早上八點的，為了防止等公車帶來的意外及方便起見，我們去租了一輛小轎車，這使我們在美國的生活便利許多。

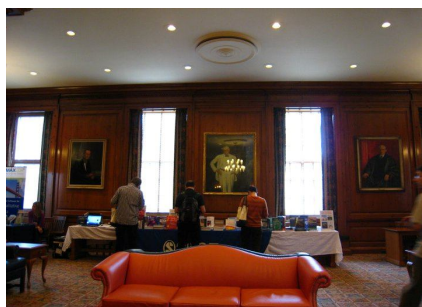
## (二) 五月十九日

在伊利諾大學的校園內，停車的地方不是私人停車位，就是需要投錢，能夠臨時停車的地方就只有具有識別證的人才可以停，所以我們就把車停在校園邊界的小巨蛋停車場裡，它離我們會議



圖四 小巨蛋停車場

場地的距離大概要步行四十分鐘，要逛完這個校園，大概要花上一天的時間，一路上有許多裝置藝術，建築也



圖五 會場書展

保持的非常壯麗，道路上也很清潔，參觀了賞心悅目的校園後，我們再次來到會議場地，首先，我們逛了書展，與會的書商有 SAGE、Routledge、Left Coast、Guilford…等，書商對於與會的人員有優惠，除了書本打八折外還免運費，於是我訂購了一本最新的2011年質性研究手冊第四版。

當天下午一點，我與高麗娟老師參與了質性研究大師Denzin與Giardina的Workshop，標題是Performance Ethnography，一開始Denzin

大師述說了Performing與Performance的差別，什麼是個人民族誌，以及他在指導學生撰寫有關質性研究的論文時所遇到的問題，之後他們請大家閱讀了一段文章，爾後，他將大家分成六組，希望與會人員能用表演的方式來告訴大家自己的故事，我與我的小組表演 Justice (公義) 的經驗。



圖六 與 Denzin 大師合照

下午三點，我們去看了海報發表，此會議中的海報發表已經有學



圖七 表演式的海報發表

者開始使用表演式的論文發表，看到這些研究者真是令人鼓舞，另外，令人驚艷的是，以藝術展覽的方式發表的論文，第7024個病人：開心手術病患康復的故事，這個正式展演將於2011年6月15日在加拿大多倫多啟幕

但是我們在Champaign的研討會上已先睹為快，本展演主要基於一項質性研究，以詩意結構與藝術創作將結果展出，最後的研究結果以裝置藝術顯示，而此論文的發表者也在此吟誦詩詞，真是大開眼界。這令我思考，



圖八 第 7024 個病人

論文發表的型式，一定得在密閉空間嗎？一定要用報告的方式進行嗎？所謂論文，是發表研究成果的文章，只要能將結果呈現，學者使用自己擅長的方式表達，也沒什麼不對，甚至是有不錯的效果的。

下午五點，我們去聽了兩場主題演講，Writing Against Othering、Turning the Next Wide 21<sup>st</sup> Century Corner: Holistic Restorative Justice Principles in Qualitative Inquiry，由於與會人員很多，我們到達演講廳



時已經座無虛席，所以我們就自行搬了沙發椅坐在門口聆聽。晚上我們參與了大會的歡迎晚會BBQ，伴隨著夕陽、草地及愉快的交談聲，結束了一整天緊湊的行程。

### (三) 五月二十日

今天上午去參與了 Current Work and Directions in Portraiture 的主題，其中有一位學者，Brown，發表從其他職業轉職到教師的題目，Going into Teaching in Elementary or Middle School after Another Career，報告者大部分所提及的是當教師的好處及愉快之處，於是發問時間有人問到，當老師也有許多心酸之處應該被提及，於是有聽者起來補充，其實 Portraiture 寫出來的東西會比較偏向正面，不帶批判性的字眼，可能是我涉獵的比較淺，這是我第一次聽到的方式，真的是上了一課。下一場，我們去聽了 The Poetic，詩意結構的主題，遇到了一位同樣是體育領域的教授，Brian，他請了一位他的女學生，是位美麗的長腿黑姊姊，用密西西比口音朗誦幾篇運動員接受運動教育的經驗題目， Narratives of Sport Pedagogies: Poetic Presentation of Life Beyond Dreams，運動教育的敘說：超越夢想人生的詩意呈現，令人印象深刻，這帶給我很大的衝擊，在臺灣的體育圈裡，從事質性研究的人非常的稀少，在這邊，我看見不同的人種在為這個領域灌溉，為運動員發聲，我一定也要做些什麼，至少要让臺灣被看見。

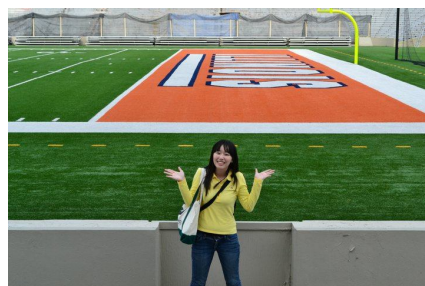
當天下午，高麗娟老師要進行口頭發表，我也前去聆聽及幫忙，他的題目為 Researcher's Experience in Material Probe，主要是分享一些做研究的經驗，關注在物品上面的，他有播放一段影片，白衣服，內容是



圖九 高麗娟老師發表

一位男性以他的聲音吟誦一段句子，配合一些對他來說重要物品的拍攝；他是一位紅頂藝人舞者，當他要離開此職業時，他為他的那些物品蓋上一塊白布（引申為離開的意思），高老師將這段對話翻譯成英文，並附在講義背後，真的是很認真及貼心，我也要好好學習。

結束了今天的行程，我們走在要回小巨蛋的路途上，再次經過我一直很想進去的 Memorial Stadium（伊利諾大學的 football 場地），沒想到我們真的很幸運，今天開了一個小門，所以就進去拍了幾張照片，雖然它只是間學校，但是球場卻保養的像是職業場地，真的好羨慕，看得出來國外真的很重視體育。



圖十 Memorial Stadium

#### (四) 五月二十一日

今天早上八點，是我口頭發表的時間，我的研究被歸類到運動主題（Sport），本場演講者共四人，而我是第三位報告的，我和高老師大概七點半就到達會場，該場的主持人Dr. Meek也已經



圖十一 Dr.Meek & Dr. Brian

到達現場，我為主持人大概介紹了一下自己，就開始準備演講要帶上台的事物，這是我第一次在研討會口頭發表，是很值得紀念的回憶，很特別的是，我們又遇到昨天令我震撼的Dr. Brian Gearity，他在運動這個主題上的題目是Ethics in the Coach-Athlete Dyad: an Existential Phenomenological Approach，後來有去了解了一下他的背景，他是Univeristy of Southern Mississippi的助理教授，個人取得教育領導與政策研究的博士學位，目前任課的主要課程是運動教練教育，他的博



圖十二 我的口頭發表

說一位田徑選手的訓練歷程，由於英文不是我們的母語，雖然我不會很緊張，但是還是有點不輪轉，不過這卻是我回國後想積極使用英文的動力，我希望有一天，我能夠與外國人對答如流，與他們做學術的研討，在我報告完，與會人員對我提出了一個問題，他問我，在臺灣體育界的質性研究發展現況是如何？聽眾對於臺灣的運動界，做質性研究的狀況很有興趣，其中有人邀請我們參加2011年11月紐西蘭的質性研究研討會。相信在大家（不分人種的族群）的努力下，質性研究也能像量化研究一樣的普及。

當天下午，我們參與了大會的晚宴，伴隨著輕快的音樂、美麗的夕陽、鬆軟的草地與愉快的交談聲，我們為此學術交流之旅，畫下完美的句點，期待下回充實自我後的再次見面。特別在此，再次感謝教育部的補助，讓我此學術交流之行得以圓滿完成。



圖十三 大會辦的晚宴

### 三、結語

Champaign的國際質性研究研討會是目前國際上質性研究界的兩大會議之一，此次會議，口頭發表共有261個主題，為期兩天，海報發表有8大群組，為期一天，與會人員皆能有機會參加大部分的活動，也能依照自己的興趣主題做多樣化的選擇。特殊的是，做質性研究的人，在他們提問時，他們不會刻意要將對方問倒，而是真的想去了解



你的研究，所給予的建議皆是以正面、鼓勵的方式，即使不是報告的當事人，與會的聆聽者也會在發問時間，適時的分享他們的想法與經驗，所謂的「研討」會，或許該是這樣的氛圍。再者是論文發表的型式，傳統的報告型式是否需要做些修改來符合社會的變遷，或許是值得思考的問題。參加此次的國際質性研討會，受益匪淺、獲益良多，每年出去交流、研討，並帶些新穎的研究及想法回來是必要的，希望我所帶回的這些資訊，對於臺灣的質性研究界有些許的幫助，最後，要再次感謝教育部的補助，讓本人參加2011年第七屆國際質性研究研討會得以順利圓滿完成。

#### 四、攜回資料名稱及內容

1. MaxQDA質性研究分析軟體（試用版）。
2. International Review of Qualitative Research (Volume 4, Number 1, Supplement to the Spring 2011).
3. Denzin, N. K., & Giardina, M. D. (2011). Qualitative Inquiry and Global Crises. California: Left Coast Press.
4. Art exhibition: The 7,024th Patient，以裝置藝術發表研究成果。
5. Denzin, N. K., & Lincoln, Y. S. (2011). The SAGE Handbook of Qualitative Research (4th ed.). Newbury Park, CA: Sage.
6. 會議相關書面報告資料
  - (1) Total Teacher Dedication and Commitment
  - (2) Speaking Barbara: Poetic Narrative As Emancipatory Voice
  - (3) Another Take on Poetic Representation and Analysis
  - (4) Going into Teaching in Elementary or Middle School After Another Career
  - (5) Four variations on the standard interview: research tools for moving through space, time, experience and relationships.

發表論文全文：

## 與風對話的戰士：敘說一位田徑選手的訓練歷程

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### 摘 要

本研究以敘說探究的方式來探就一位臺灣國家隊田徑選手，風（代稱），於最後一年擔任國家隊選手之最後的戰役，其奮戰歷程的經驗及其背後的意義。使用照片引談法、記憶盒、視覺影片及照片蒐集的方式，藉由訪談參與者來再現比賽歷程的經驗，包括賽前與賽後，心境改變了什麼，及如何改變。本研究請參與者選擇 10 張對他來說具有意義的照片，於比賽期選擇 3 張，準備期選擇 4 張，過去選手背景期選擇 3 張，依拍攝日期倒轉的方式，訴說並重述故事。另外，再以記憶盒的方式，請求風在比賽的歷程中，把一切對他來說重要的素材，放入一個紙箱中，然後對研究者訴說為何選了這些素材及其故事，由於參與者無法至現場觀戰，故以國際媒體的影片及照片加以輔助。美國拳擊手，穆罕默德·阿里說道，不是體育館創造了冠軍，冠軍是來自每個人的內心深處——一種欲望、一個夢想或一種願景。每位選手的歷程，都是無可取代的寶貴經驗，真正的獎牌是存在於個人的心中。風的經驗故事不僅可以受用於運動領域的夥伴們，同時也可以類推至各種領域的人們，透過風的故事，希望我們可以找到人生中的使命，尋找心中的金牌，逐夢往後的人生。

**關鍵詞：**田徑選手、記憶盒、敘說探究、徑賽

# **The Wind Warrior: A Narrative Inquiry to a Runner's Training Process**

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## **Abstract**

Through narrative inquiry the study explored a national track athlete, Wind (pseudonym) in Taiwan, focusing on his training process in his campaign at 2010 Asian Games. Via photo elicitation, memory box, and visual methods, he and the authors reconstructed his experiences of training process. Photo elicitation techniques invited Wind to choose photos of competitions, training, and his background. Memory box meant to ask Wind to put materials related to the competitions. Then he narrated these visual stories. Visual methods were supplemented for the authors' absence of some games. Narrative analysis and thematic analysis were used to analyze research data. Research trustworthiness emphasized authenticity, adequacy, plausibility, and narrative resonance. Champions are made from something deep inside them, "a desire, a dream, a vision." Wind's experiences not only provided benefits in sport, but also for every field of human kind. Through Wind's narration, we reconstructed his experiences in pursuing the desire, dream, and vision.

Key Words: athlete, memory box, narrative inquiry, track

## **Introduction**

There are some case studies about the experiences of athletes in Taiwan, like swimming, dancing, basketball, table tennis, volleyball, baseball (Hsing, 2009; Chang, 2007; Su, 2008; Huang, 2006; Cheng, 2007) and so on. However, the experiences of track and field athletes were fewer, like hurdle marathon and throwing (Ye, 2009; Huang, 2010; Hsieh, 2009). The experiences of the sprinters in Taiwan were not found and our interest in the training process of athletes and the use of Photo elicitation techniques and Memory box as a research strategy led this present research design. The study used narrative inquiry to explore the sprinter of national athlete, Wind (pseudonym) in Taiwan, whose experiences and meanings of training process in the last campaign, at the 2010 Asian Games. He and the authors reconstructed the experiences of training process, and this qualitative case study was guided by these following purposes:

- (1) What and how he encountered and learned in the training process?
- (2) What and how the impacts showed up in his competition period?

“Photographs” and “Memory box” (Clandinin & Connelly, 2000) was used to collect visual and physical data. On the other hand, the objects were used for material-probe interviewing.

## **Methodology**

### **Theoretical Perspective**

Based on Constructionists theoretical perspective, the study was conducted with a view that knowledge is constructed in and out of interaction between human beings and their world, and transmitted within an essentially social context (Crotty, 1998). This theory of knowledge leads to its aim of inquiry that attempts to understand how knowledge is constructed and search for the participant’s construction.

### **Researchers Personal Stances**

The researchers of this qualitative case study were graduate students at the research site (a university in the north of Taiwan). As insiders, we conducted this current study emphasizing a participants experience in training process in the 2010 Asian Games. The first coauthor was a graduate student of graduate Institute of Sports Coaching Science. The second coauthor was the first coauthors’ advisor. We interest in the training process of athletes and the use of Photo elicitation techniques and Memory box as a research strategy led this present research design.



## Participant

This qualitative case study participant was a 34 years old male Taiwanese physical education teacher currently enrolled in the national sprinter in national sports training center and was scheduled for the Olympic Qualifying Tournament of 400m relay. This study experience for him was quite a special learning journey because he can re-understand himself.

## Methods

### Photo elicitation techniques and Memory box

Clandinin and Connelly (2000) stated that photographs, memory boxes, and personal-family-social artifacts could be used as field texts. They also mentioned that some places in school, e.g. classrooms, grounds, halls, and community become “memory box” that researchers can make valuable field texts. It meant that Wind was asked to put as many as possible materials concerning his memory related to the competition, and then he narrated the material stories to the authors.

It had invited participants to choose 10 pairs of pictures, 3 for competition period, 4 for training period, and 3 for the athlete’s background, then he narrated visual stories depended on the order of those just mentioned.

Memory box meant that Wind was asked to put as many as possible materials concerning his memory related to the competition, and then he narrated the material stories to the authors.

### The visual methods

Visual methods were supplemented because the authors could not watch the competition in person. It for the authors’ absence of some games.

## Procedures

The data collected were in the forms of narratives and photographs taken by the participant. The use of photography was employed as the primary approach for data collection in this study. Upon agreement of joining this study by signing a consent form, the participant was provided 10 pairs of pictures and memory box, 3 for competition period, 4 for training period, and 3 for the athlete’s background and asked that had been meaningful to his experience. This task was completed in a period of two months. Based on the photos taken by the participant, three interviews were conducted in Mandarin and audio taped in order to gain more in-depth information

including what and how he encountered and learned in the training process and what and how the impacts showed up in his competition period. One photographic interview was conducted in a hotel for one and half hours. Another interview was conducted one month later in the participant's home for one and half hours. The others interview was the same in participant's home for one and half hours.

## **Analysis of Data**

Narrative analysis and thematic analysis were used to analyze research data. Research trustworthiness emphasized authenticity, adequacy, plausibility, and narrative resonance.

### **Ginsburg, Plot-Story Distinction**

The deregulated experience was shaped. The texts were presented time sequence. It is to narrate consequences of a life.

### **Labov, Structural Approaches**

To combine the meanings and relationship who was important in life of speaker. It is to see the relationship between speaker and listener.

Member check and peer examination were used to enhance the internal validity of the data. According to Merriam (1998), taking data and tentative interpretations back to the participant is regarded as a strategy for data validation (member check), and asking colleagues to comment on the findings as they emerge (peer examination).

## **Finding**

Wind, when he was in the Vocational School, he was found running talent by a physical education teacher. In almost every inter-classes relay competition, he often ran as the first runner.

*I often participated in school sports, inter-classes relay competition, and was the first runner. When I ran out, our classmates yelled out, "What's wrong, oh my Jesus!" When I passed the baton, I looked back and said, "Why the second still at half track?" (From Background Recording)*

Because of enthusiasm, after he graduated from the Vocational School, he passed an examination to the department of physical education in a university in the northern Taiwan. The next year, he joined track and field group, when he was 21 years old. Wind had never been trained and did not understand how to get train. He trained himself through books, peers, and experiences with seniors that helped him attempt to get better results. With his special gift in track, he got two gold medals (100m and 200m) in 2000 National College Games which was his first competition and also first national championship in life. Because of this record, he participated in 2000 THAI Track & Field Open Championship for Taiwan.

In this game, he met an important coach, Lu, who changed Wind's athletic career. Lu corrected Wind's running posture.

*"Your posture of running must get injury." Lu said.*

*"Was that true? (I didn't believe him), Wind said*

*After that competition, "Oh~ I was hurt." Wind said*

*(From Background Recording)*

And Lu invited Wind to participate in his master's thesis that started Wind's formal training process.

*In the past, I just knew a point or a part of the training. It was said that do what would increase the speed, what power improved would better for speed and so on. People gave you many suggestions, but it was just about a point. If there were no lines to link the points, many points just points. Lu specializes in the integration of many points to draw a line. That was training.*

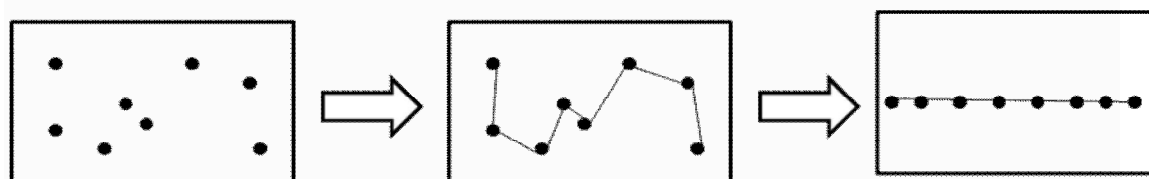


Figure 1

After a year of training, Wind, 24-year-old, had exceeded the national record on 100m (10"36) in 2001 National College Games.



Figure 2 National College Games, 2001

Then He fought for 2001 East Asian Games where he got his first international open medal (200m, bronze). After that, he participated in 2002 Asian Games. At the same time, Wind had become a master student. In December, 2002, it was imbalanced to Wind struggling between interests and future. His foot was hurt, so he finished training with Lu to accomplish his Physical Education Teacher Education Program.

*When interests (running) and future (work) were imbalanced, we would choose the future. (From Training Recording)*

In 2005, he became a formal physical education teacher, and did the athletic substitute service (military) in the national sport training center in October. After a period of rest, Wind still obtained the same result with the national record (100m, 10"29), at 2006 elite track and field competition. Then he fought to the 2006 Asian Games again. After completing the athletic substitute service, he thoroughly stopped training and worked in the school. Until April 2009, he wanted to get the rewards of 2009 National Games, and returned to track. It was accidentally that he reached the standard (100m, 10"56) of 2009 East Asian Games in the 2009 Chinese Taipei International Athletic Meet. He was excited, full of joy and looked forward to exceeding his past results.

However, he was over-trained and seriously ill with hematuria. After stop training for a month, he met Ho who was the record holder of hammer throw in Taiwan. Ho helped Wind adjust his body to become recovered and Wind regained his confidence.



*If you were encountered a problem, you had have to resist your heart (fear). Make the unwillingness to willingness, then tried your best to practice. It must be a better result you got. (From Training Recording)*

There was a lot fighting among partners in training period.

#### Fighting 1 Timing

**Abstract**

330 What timing should start to run when pass the baton.

**Orientation**

331 They liked easy run before pass the baton, but I thought we must sprint when start to run.

**Complicating Action**

335 I found some references of 400m relay in America and Japan. It was said that you must sprint out when start.

**Resolution**

340 We arranged a series of training about sprint start and watched the check mark.

#### Fighting 2 Trust

**Abstract**

345 There were two difficult stages of the 400 m relay, one was Trust.

**Orientation**

346 When the first runner sprinted in, the second runner was worried about he couldn't catch up.

**Complicating Action**

347 Must extend the training time and step by step to communicate.

**Resolution**

348 We already knew the method and how to do this right. The next step was to do the best by ourselves.

#### Fighting 3 Confidence

**Abstract**

350 Did you know what the second stage was? Confidence!

**Orientation**

351 The important competition was coming, but others did not reach the best record.

**Complicating Action**

353 The effective way to encourage was the better record. We achieved to optimal function early in Malaysian Open.

## Resolution

354 Let players had confidence to take part in competitions (2010 Asian Games).

From 2009 to 2010, the 400 m relay national team of Taiwan, with Wind in the team, had got 12 gold medals. The victory was never interrupted until 2010 Asian Games, he got the silver.

On your marks, Set, Bang !

*That moment, I watched Ton sprint out , pass the baton to Kay, I was never been so calm, I thought I just did my role. When Kay curved run the check mark, I was try my best to sprint out. I sure that he was certain catch up to me, then I pass to Yi... WE DID IT ! (From competition Recording)*

This story was not an end, Wind has kept trying to be qualify for the future Olympic Games.

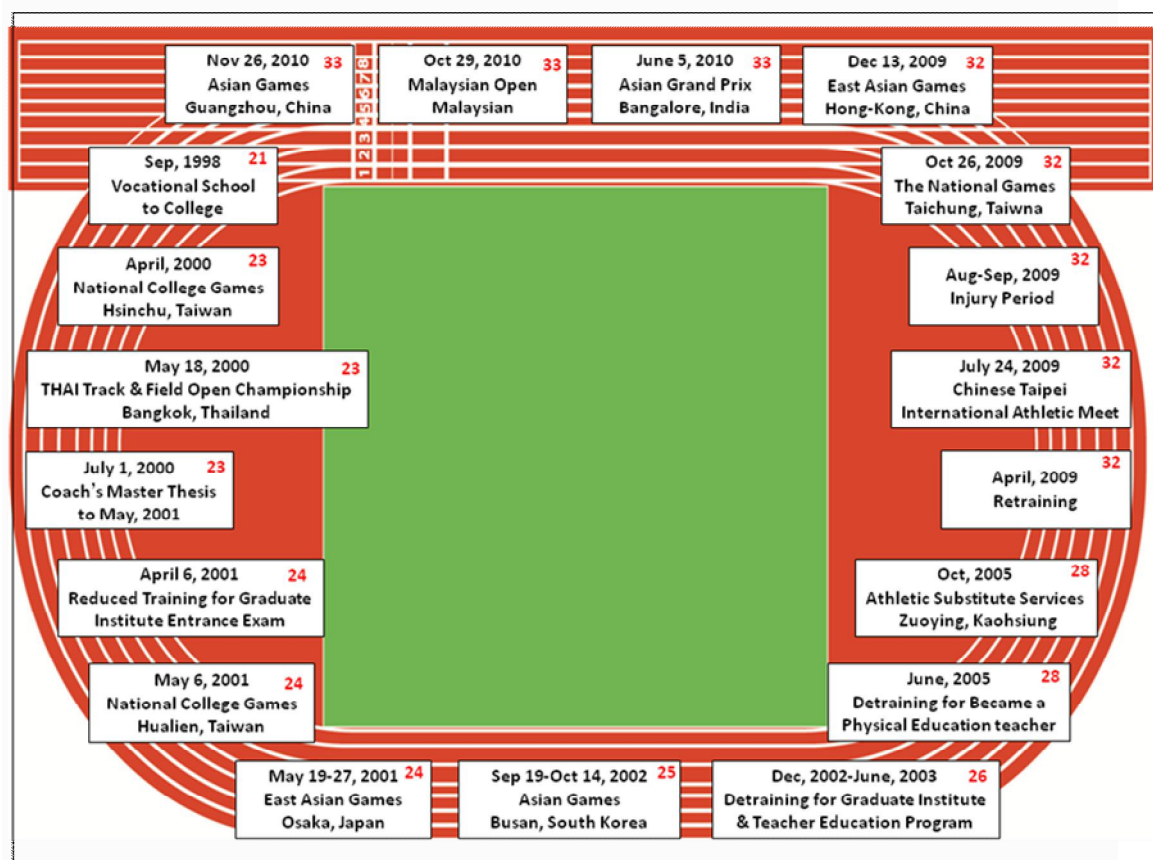


Figure 3 The Process of Wind's Athlete Career

## Conclusion

“Life is about timing.” Carl Lewis said. “A lifetime of training for just 10 seconds” Jesse Owens American, 1936 Olympic sprinting gold medalist said. “Champions aren’t made in the gyms, Champions are made from something they have deep inside them -- a desire, a dream, a vision.” Muhammad Ali, American Boxer said. The training process of the athlete was a treasure of priceless worth. The real medal for Wind was in his heart. The Wind’s experiences not only provided benefits in sport, but also for every field of human kind. Through the telling of Wind, we reconstructed his experiences in pursuing the desire, dream, and vision.

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## Appendix

Table 1 Previous Asian Games Record

<b>Year</b>	<b>Games</b>	<b>Host</b>	<b>Gold 4 × 100 m relay</b>	
1986	10 <sup>th</sup>	Seoul, South Korea	China	39''17
1990	11 <sup>th</sup>	Beijing, China	China	38''99
1994	12 <sup>th</sup>	Hiroshima, Japan	Japan	39''37
1998	13 <sup>th</sup>	Bangkok, Thailand	Japan	38''91
2002	14 <sup>th</sup>	Busan, South Korea	Thailand	38''82
2006	15 <sup>th</sup>	Doha, Qatar	Thailand	39''21

**Table 2 The Golden Road**

	<b>Date</b>	<b>Meet</b>	<b>Place</b>	<b>Record</b>
1	Dec 5, 2009	East Asian Games	Hong-Kong, China	39"32
2	April 9, 2010	Taipei City Spring track and field open	Taipei, Taiwan	39"99
3	May 29, 2010	Chinese Taipei International Athletic Meet	Taipei, Taiwan	39"45
4	June 1, 2010	Asian Grand Prix	Pune, India	39"54
5	June 5, 2010	Asian Grand Prix	Bangalore, India	39"05
6	June 9, 2010	Asian Grand Prix	Chennai, India	39"32
7	June 20, 2010	China Grand Prix	Hefei, China	39"31
8	July 3-4, 2010	Hong Kong Inter-City Athletics Championships	Hong-Kong, China	39"35
9	July 26, 2010	Nagoya track and field meet	Nagoya, Japen	39"91
10	Sep 12, 2010	Singapore track and field open	Singapore	39"87
11	Sep 29, 2010	Thailand track and field open	Bangkok, Thailand	39"90
12	Oct 31, 2010	Malaysian track and field Open	Malaysian	39"35
13	Nov 26, 2010	Asian Games	Guangzhou, China	39"05