INFLUENCE OF THE K.W.L STRATEGY ON LEARNING SOCCER TACTICS FOR COLLEGE STUDENTS

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Abstract

Aim. K-W-L charts are a great way to hook students into learning. These charts start with the question, (What do you know about the topic?) Following this discussion,students asked, (What do you still want to know about the topic?) Once the unit of studyhas completed, the charts used again and students answer the thirdquestion, (What did you learn about the topic?). The purpose of this study was to determine the effectiveness of a K-W-L strategy approach on student's satisfaction in the Public Authority for Applied Education and Trainingstudents, Kuwait state

Methods. Forty student at the first and second grades the public authority for applied education and training. Equally randomly assigned into twoteaching method groups: traditional lecture instruction (TLI), and K-W-L lecture instruction (KWL). Each group received of instruction program for ten weeks, four days in the week. At the beginning and the end of this study, students completed a multiple choice of students' satisfaction scale; T test analysis was conducted to determine the effect of method groups (TLI, KWL) and measures (pre-test, post-test) on soccertactic test.

Results. The results revealed that there are significant differences between traditional lecture instruction (TLI) group and K-W-L lecture instruction (KWL) group in soccer tactics tests.

*Conclusions.*The findings indicated that KWL approach might be a superior option for undergraduate students with learning of physical education course.

Key words: K.W.L Strategy - Tactic, Soccer, Kuwait state.

Introduction

The concept of metacognition is a well-known term that have entered the field of educational psychology. Recently, so it has found different definitions of this concept, and the fact that the reader of the word for the first time may feel fear, because of the length and nature of the floor naked.

Although in depth view, the meaning of this concept does not lead to this feeling. because everyone uses and practiced every day activities metacognition. (Larson, Chung-Hsien, 2009)

According to the National Education Association, if the law stays the same, studies show that almost every school will be declared failing by (Moore, 2002). These statistics demand that we pay attention to the fact that students are entering our classrooms with diverse backgrounds. They have different learning needs and interests. We cannot continue to embrace the idea of (one-size-fits-all) when it comes to teaching these students. According to (Muirhead, 2004) an advocate for mixed ability classrooms, it is no longer possible to look at a group of students in a classroom and pretend they are essentially alike. If we want to reach our goals as a nation, we need to make certain that we recognize the individual differences of our students. Goals for learning need to be set based on students' specific capabilities. Moreover, students entering our classroom must provided with challenging instruction that motivates them to push themselves. (Macedo-Rouet, et al., 2009)

Furthermore, not only should we establish the goal of making success a reality for all of our students, we must foster attitudes of personal competence and confidence in learning. (Heacox, 2002) Success in learning boosts academic self-confidence that can help many students grow out of a cycle of school failure. I believe that differentiating instruction will provide the platform that my students need to become conscious of their strengths and take personal responsibility for their learning.

The main difference between teaching styles in Physical Education is that we promote the inclusion concept for each of the teaching styles rather than treat inclusion as a separate style. Using an inclusion approach in each style will allow all students to experience success, tackle challenges, and improve self-efficacy.

K-W-L charts are graphic organizers that help students organize information before, during and after a unit or a lesson. They can used to

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engage students in a new topic, activate prior knowledge, share unit objectives, and monitor learning. (Bryan, 1998)

The KWL strategy originally developed by Ogle (1986) to enable teachers toaccess the prior knowledge of students and to help students develop their own purposesfor reading expository text. (Ogle, 1986) recommended using a KWL strategy worksheetto record the student thought processes. Ogle and others have added modifications to thebasic KWL procedure (Bryan, 1998; Carr, Ogle, 1987; Shelley, et al., 1997).

The original proceduresrecorded below.

1. What I Know (K). The teacher records on a chart, board, or overhead allinformation that the students share in a prereading brainstorming sessionaround a specific text topic. Teachers may ask, "Where did you learnthat?" or "How could you prove that?"

2. Ogle (1986) also asks the students to list categories of information likelyto be included in the text they will be reading about the topic. Forexample, if the students were going to read about whales, they wouldindicate that text would be likely to include a description of whales. What they eat, and where they live (Carr, Ogle, 1987). This step is oftenomitted in methods textbooks and classroom implementation of KWL.After the group brainstorming session, students record their knowledgeand anticipated categories on their worksheet.

3. What do I want to learn? (W). First, the teacher helps the studentsgenerate questions as a group. The questions are often related toinformation listed in the first section of the chart (Bryan, 1998; Carr & Ogle, 1987). Before reading the students write their own questions ontheir worksheet. Next, the students read the text, which may be divided

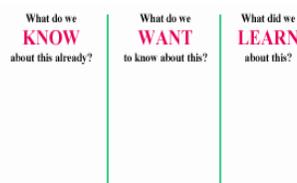| What do we KNOW about this already?	What do we WANT to know about this?	What did we LEARN about this?

Fig.1 example of advanced organizer

KWL procedures weremore effective than summarization in promoting social studies content knowledge.

Tactics are a central component for success in modernsoccer. Yet until recently, there have been fewdetailed scientific investigations of team tactics. Onereason in this regard has been the lack of available, relevantdata. With the development of advanced trackingtechnologies, this situation has changed recently. Instead,now the amount of available data is becoming increasinglydifficult to manage.(Carling, et al.2005)

Tactics are the specific actions in which individuals, component groups, or the whole team can perform. Tactics refers to targeted actions that allow the realization of the strategy.

Soccer tactics used by the top teams today have grown increasingly complex. Tactical drills used in training sessions to develop an understanding of the tactics to use in games. Nowadays, individual weaknesses in the opposition researched ahead of time and exploited through soccer strategy. Players have to specialize in a particular position which they begin learning from an early age. A soccer coach is supposed to balance the players on his own football team according to their attributes while keeping in mind the enemy's strengths and weaknesses. (Kempe, et al., 2014)

Mixed results have been obtained in studies investigating the metacognitive valueof the KWL. (Piper, 1992) found that KWL enhanced the reading comprehension of socialstudies texts by sixth graders. However, (Bryan, 1998) was unable to find anysignificant effects in her comparison of written KWL charts, a Predict/Evaluate checklistand a control group that read the same expository texts without any instruction. McLainused a metacognitive awareness index and a reading achievement test to assess theeffects of the procedures on the third- and fifth-grade subjects. She postulated that lack ofsensitivity in assessment instruments may have prevented the reflection of differencesamong the groups or that the students were too young to demonstrate the metacognitiveaware nesses fostered by the treatments.

Piper (1992) used KWL to evaluate the differences in the teachingpractices of two fifth-grade social studies teachers. He made a comparative analysis ofstudent KWL forms to measure the influence of a teaching context that emphasizedhistory as important in its own right compared to a teaching context that viewed historicalknowledge as a problem-solving tool. The KWL charts from the latter class reflectedhigher levels of thought and richer learning opportunities. For the purpose of thisinvestigation, this demonstrates that the teacher plays a key role in the effectiveness ofthe KWL in promoting higher levels of thinking.

Thus, the purpose of this study was to determine the effectiveness of a blended learning approach on student's satisfaction with faculty of physical education.

Method.
Participants
Forty student at the first and second grades the public authority for applied education and

training. Equally randomly assigned into twoteaching method groups: traditional lecture instruction (TLI), and K-W-L lecture instruction (KWL). Each group received of instruction program for ten weeks, four days in the week. At the beginning and the end of this study, students completed a multiple choice of students' satisfaction scale; T test analysis was conducted to determine the effect of method groups (TLI, KWL) and measures (pre-test, post-test) on soccertactic test.

Course Context

Step one: Make K-W-L charts

Ask students to create three columns on a sheet of paper:

Column 1: What do you Know about soccer tactics?

Column 2: What do you Want to know aboutsoccer tactics?

Column 3: What did you Learnabout soccer tactics?

Step two: Complete column 1

Have students respond to the first prompt in Column 1: What do you know about soccer tactics? Students can do this individually or in small groups. Often teachers create a master list of all students' responses. One question that often emerges for teachers is how to address misconceptions students' share. Sometimes it is appropriate to correct false information at this point in the process. Other times, you might want to leave the misconceptions so that students can correct them on their own as they learn new material.

Step three: Complete column 2

Have students respond to the prompt in Column 2: What do you want to know about soccer tactics?

Some students may not know where to begin if they do not have much background knowledge on the topic. Therefore, it can be helpful to put the six questions of journalism on the board as prompts (Whom? What? Where? When? Why? How?). We suggest that students' questions used to direct the course of study. As

students' share what they want to learn, this step provides an opportunity for teachers to present what they hope students will learn in the unit.

Step four: Complete column 3 and review columns 1 and 2

Throughout the unit, students can review their K-W-L charts by adding to column 3: What did you learn? Some teachers have students add to their charts at the end of each lesson, while others have students add to their charts at the end of the week or the end of the unit. As students record what they have learned, they can review the questions in column two, checking off any questions that the can now answer. They can also add new questions. Students should also review column one so they can identify any misconceptions they may have held before beginning the unit.

Example.

Before beginning a unit on soccer tactics, the teacher could ask some of the following questions:

What do you already **Know** about soccer tactics?

- What images and words come to your mind?
- Where does your knowledge come from? How have you seen this period portrayed in books, the arts and the media? Do any names come to mind when you consider this period?
- Does any period or geographical location come to mind?

What do you **Want** to know about soccer tactics? (If students not sure, some of the following prompts might help)

What might the motivations have been behind soccer tactics? What were the precipitating events?

When did these events take place? What has been the legacy of soccer tactics?

How were individuals involved? How did ordinary playeraffect key events?
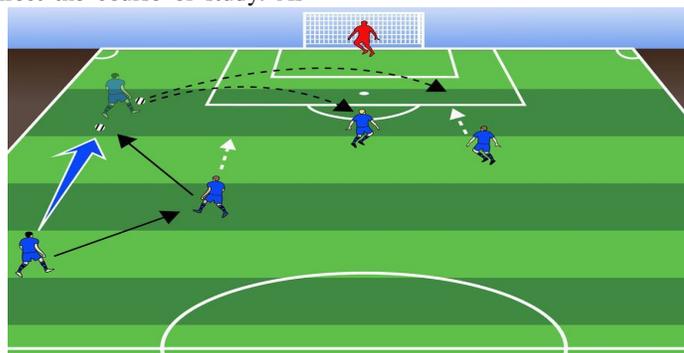
How did the environment or geography affect the events?

Fig.2explain an example of KWL chart about soccer tactic

Statistical Analysis

All statistical analyses were calculated by the SPSS statistical package. The results are reported as means and standard deviations (SD). Differences between two groups were reported as mean difference ±95% confidence intervals (mean diff ± 95% CI). Student's t-test for independent samples was used to determine the differences in parameters between the two groups. The $P<0.05$ was considered as statistically significant.

Results.

Table 1 the age anthropometric characteristicsand Training experience of the subjects.

Group	N.	Age	Height	Weight	Training experience
Unified	**20**	19.34±1.67	179.36± 5.67	71.22± 3.54	6.20± 1.11
Non – unified	**20**	19.77±1.78	172.47± 6.02	73.47± 4.04	6.47± 1.02

Table 1 shows no significant differences observed in the all characteristics of the subjects in the two groups.

Table 2. Mean ± SD and T sign between pre measurements and post measurements in soccer tactics for the traditional lecture instruction (TLI) group

No.	Variables	Pre		Post		Change %	T Sign
		Mean	± SD	Mean	± SD		
1	Offensive tactic	15.12	2.11	17.25	2.64	14.09	Sign
2	Defensive tactic	14.16	2.36	18.91	2.87	33.55	Sign

Table. 2 shows that there are significant differences between pre measurements and post measurements in soccer tactics tests. The improvement rate between 14.09% to 33.55%.

Table 3. Mean ± SD and T sign between pre measurements and post measurements in SEEQ factors and Cognitive test for the K-W-L lecture instruction (KWL)group

No.	Variables	Pre		Post		Change %	T Sign
		Mean	± SD	Mean	± SD		
1	Offensive tactic	15.64	2.76	22.36	2.81	42.97	Sign
2	Defensive tactic	15.55	2.58	23.45	2.73	50.80	Sign

Table. 3Shows that there are significant differences between pre measurements and post measurements in soccer tactics tests. In addition, the improvement rate between 42.97% to 50.80%.

Table 4. Mean ± SD and T sign between post measurements in soccer tactics for the traditional lecture instruction (TLI) group and K-W-L lecture instruction (KWL) group

No.	Variables	TLI group		KWL group		T Sign
		Mean	± SD	Mean	± SD	
1	Offensive tactic	17.25	2.64	22.36	2.81	Sign
2	Defensive tactic	18.91	2.87	23.45	2.73	Sign

Table. 4 Shows that there are significant differences between traditional lecture instruction (TLI) group and K-W-L lecture instruction (KWL) groupin soccer tactics tests.

Discussion

KWL learning seems to improve students' learning experience by developing their capacity for reflection (Emaliana, 2012). Furthermore, blended learning enables the student to become more involved in the learning process (Wang, et al., 2009). KWL learning and blended learning are two terms that have been used synonymously (So, Brush, 2008).

According to (Nikolaos, et al., 2011) KWL learning is thus a flexible approach to course design that supports the merger of different times and places of learning, offering some of the convenience of fully online courses without the complete loss of face-to-face contact. This is one of the reasons that KWL learning courses have been well received (Melton, et al., 2009). Other advantages obtained include its greater flexibility (Macedo-Rouet, et al., 2009) and reduced costs (Nikolaos, et al., 2011) in comparison to traditional classes (Roach, Lemasters, 2006), especially when large classes are involved.

KWL is an acronym that stands for "What I know about this topic", "What I want to know", and "What I learned." The KWL Chart often used by teachers at the beginning of a unit to presses prior knowledge and at the end to measure whether students have learned essential concepts. (Siribunnam, Tayraukham, 2009)

While research recognized a number of advantages in employing KWL learning, insufficient learning satisfaction has long been an obstacle to the successful adoption of this new educational approach (Iverson, et al., 2005). Therefore, more research has center on student satisfaction with this type of learning (Melton, et al., 2009).

This result was consistent with other studies in the literature that seem to indicate that KWL reporthigh levels of motivation and increasing student engagement over time (Carr, Ogle, 1987; Mcfarland, Hamilton, 2005; Shelley, et al., 1997). There are no data todocument the efficacy of PW. In addition, studies have shown that KWL learners do prefer some face-to-face contact with instructors and tend to be more successful when this occurs, thus supporting the KWL course model (Riffel, Sibley, 2005).

KWL often took five to ten minuteslonger than the other teaching methods.Students in the KWL group wrote whatthey learned on their personal KWL charts and the control group wrote a few things theylearned or found interesting after reading each day. Writing was always shared with thegroup. In this study, the Treatments that incorporated writing did not yield significantlygreater effects on reading affect.

Conclusion

In conclusion, this study has revealed that blendedlearningfor eight weeks could enhance the cognitive test and could increase student satisfaction for physical education students.

Aknowledgements

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