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

MESHARI Eisa Alruwaih¹, ASHRAF Osman Abdelmoteb²

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 study has completed, the charts used again and students answer the third question, (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 Training students, Kuwait state.

Methods. Forty students at the first and second grades the public authority for applied education and training. Equally randomly assigned into two teaching 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 soccer tactic 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

¹ The Public Authority for Applied Education and Training, KUWAIT STATE
² Faculty of Physical Education, Mansoura University, EGYPT
E-mail address: amr297@assu.edu.eg
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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 to access the prior knowledge of students and to help students develop their own purposes for reading expository text. (Ogle, 1986) recommended using a KWL strategy worksheet to record the student thought processes. Ogle and others have added modifications to the basic KWL procedure (Bryan, 1998; Carr, Ogle, 1987; Shelley, et al., 1997).

The original procedures recorded below.

1. What I Know (K). The teacher records on a chart, board, or overhead all information that the students share in a prereading brainstorming session around a specific text topic. Teachers may ask, “Where did you learn that?” or “How could you prove that?”

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

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

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What did we KNOW about the topic?
What do we WANT to know about the topic?
What did we LEARN about the topic?
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Fig. 1 example of advanced organizer

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

Tactics are a central component for success in modern soccer. Yet until recently, there have been few detailed scientific investigations of team tactics. One reason in this regard has been the lack of available, relevant data. With the development of advanced tracking technologies, this situation has changed recently. Instead, now the amount of available data is becoming increasingly difficult to manage. (Carling, et al. 2005)

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 value of the KWL. (Piper, 1992) found that KWL enhanced the reading comprehension of social studies texts by sixth graders. However, (Bryan, 1998) was unable to find any significant effects in her comparison of written KWL charts, a Predict/Evaluate checklist and a control group that read the same expository texts without any instruction. McLain used a metacognitive awareness index and a reading achievement test to assess the effects of the procedures on the third- and fifth-grade subjects. She postulated that lack of sensitivity in assessment instruments may have prevented the reflection of differences among the groups or that the students were too young to demonstrate the metacognitive awareness fostered by the treatments.

Piper (1992) used KWL to evaluate the differences in the teaching practices of two fifth-grade social studies teachers. He made a comparative analysis of student KWL forms to measure the influence of a teaching context that emphasized history as important in its own right compared to a teaching context that viewed historical knowledge as a problem-solving tool. The KWL charts from the latter class reflected higher levels of thought and richer learning opportunities. For the purpose of this investigation, this demonstrates that the teacher plays a key role in the effectiveness of the 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 two teaching method groups: traditional lecture instruction (TLI), and K-W-L lecture instruction (KWL). Each group received instruction 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 soccer tactic 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 about soccer tactics?
Column 3: What did you Learn about 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 players affect key events?
How did the environment or geography affect the events?

Fig.2 explain 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 shows no significant differences observed in the all characteristics of the subjects in the two groups.

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 shows 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 shows that there are significant differences between traditional lecture instruction (TLI) group and K-W-L lecture instruction (KWL) group in 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 report high levels of motivation and increasing student engagement over time (Carr, Ogle, 1987; Mcfarland, Hamilton, 2005; Shelley, et al., 1997). There are no data to document 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 minutes longer than the other teaching methods. Students in the KWL group wrote what they learned on their personal KWL charts and the control group wrote a few things they learned or found interesting after reading each day. Writing was always shared with the group. In this study, the Treatments that incorporated writing did not yield significantly greater effects on reading affect.

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

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