



Immediate Effects of Verbalization on Football Games and Co-Construction of Knowledge

KEYWORDS

Verbalization, Football, knowledge, teaching.

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ABSTRACT *The aim of this study is to verify the impact of verbalization on the knowledge-learning process in Football. Our population was composed by 30 pupils, and divided on three groups (experimental group "EG", control group 1 "CG1" and control group 2 "CG2"). First group (EG: n= 10 boys), played 2 sequences of 10 minutes separated by a session of ideas' debate for 5 minutes. Teaching modality was "game + verbalization + game". Control group 1 (CG1: 10 boys) played 2 games of 10 minutes with a break of 5 minutes where only the teacher interferes verbally to give instructions linked to the game. The third group (CG2: 10 boys) followed a teaching cycle without using any type of verbalization neither between pupils nor between them and their teacher, the modality is "game + rest without discussion + game".*

At the end of 12 sessions, a significant improve was observed in the experimental group on the played balls and the number of goals always after the verbalization session. The verbalization impact on the improvement of game studied parameters is relevant.

Introduction

In Tunisia, the education system does not seem to favor interpersonal exchanges during SPE sessions. In fact, the SPE teacher is considered as an expert on "doing" (Zghibi, 2009). Physical and sports activities, aim not only a motor learning but also to cause among pupils a reflexive practice in and via action (Wallian we al, 2007). Over the last decade, several studies have focused on the benefits of teaching approaches using verbalization, where pupils can discuss about the game in order to develop and implement collective action projects.

Therefore, the SPE passes from a design that focuses on teacher to a new one that emphasizes the role played by pupils in the teaching-learning process (Gréhaigine, 2007; 2009).

In this study, a teaching games constructivist approach, based on the verbalization is required.

The aim is to detect the impact of discursive interlocations on motor learning in football. Reflexive posture proposed by Schön (1987 and 1991) is becoming more and more relevant in the field of education. The challenge is to rehabilitate the practical reason and knowledge of action. The knowledge construction activity via and in action, is generally not in harmony with the collective interlocations within teams (Zghibi, 2010). It is in this same perspective that this work tends to compare between two types of education in football game: with and without verbalization.

Methodology

Our study analyzes the game of three groups of primary school pupils (10 years old) in twelve learning sessions. The research protocol proposes to organize an education cycle in football, with twelve sessions of an effective hour each (10h of motor and verbal practice were observed and recorded) in authentic conditions of education. It is a device partially negotiated with the teacher for the global organization of the cycle; he remains responsible of the taught contents. Didactic situation of "ideas' debate" is implemented progressively but systematically so that pupils become familiarized and are

able actually to exchange. It is placed before/after a game situation for two teams of 5 against 5 players on a reduced pitch surface (40 m X 20 m).

It will affect three groups;

- Experimental group (G1: n = 10 boys) plays with verbalization associated to two sequences of 10 minutes of football. This group contains ten players divided into two teams of 5 (Team A and B). These boys were faced with the modality "game + verbalization + game". The debate of ideas (5 min) took place between each two game situations.
- Control Group 1 (CG1: 10 Boys) divided on two teams C and D, playing on a preliminary time of ten minutes, then pupils take a rest period of 5 minutes where only the teacher interferes to give verbal instructions related to the game.
- Control Group 2 (CG2: n = 10 boys) played 10 minutes. This group was divided also into two teams (E and F), they were confronted with the modality "game + rest without verbalization + game". There has been no dialogue between players nor between players and teacher.

The game sequences were recorded with a digital camera and analyzed with an observation based on a grip inspired from the researches of Gréhaigine, Billiards & Laroche (1999). The analyze parameters are: the played balls, the shots and the scored goals. The power balance comparison along the cycle will focus on the teams A, C and E.

Finally, we note that the teams start with a same power balance level. The pupils' distribution on teams was made by the teacher of this class, taking in consideration pupils' levels already identified during the test of cycle's debut.

Results

Experimental Group:

A relevant progress has been noted for the experimental group concerning the construction of collective strategies, especially during the last four sessions. Pupils have the opportunity to describe more effectively the characteristics of

the power balances, and to appreciate the game dynamic when they return to the game after verbalization. A significant improve was detected in the number of played balls and goals despite there is no significant differences in the number of shots after verbalization session comparing to before it (Tab.1).

Tab. 1: Data of the twelve sessions before/after verbalization sequences

	Verbalization	Played balls	Shots	Goals
Session 1	Before	15	3	1
	After	14	2	0
Session 2	Before	16	3	1
	After	16	3	1
Session 3	Before	17	2	0
	After	18	1	0
Session 4	Before	15	2	2
	After	15	2	2
Session 5	Before	16	1	0
	After	17	2	1
Session 6	Before	17	2	0
	After	18	3	1
Session 7	Before	14	3	1
	After	13	3	1
Session 8	Before	15	2	0
	After	18	3	2
Session 9	Before	14	3	1
	After	17	4	3
session 10	Before	15	2	1
	After	21	4	2
Session 11	Before	19	1	1
	After	24	4	3
Session 12	Before	18	1	1
	After	23	5	4

Control group 1:

A few progress was observed especially during the first five sessions, then from the sixth meeting it becomes unremarkable or even absent. Statistically, only the number of played balls shows a significant improve while the numbers of shots and goals remain unimproved between the first sessions and after the break (Tab.2).

Tab. 2: Data of the twelve sessions before/after verbalization sequences

	Verbalization	Played balls	Shots	Goals
Session 1	Before	16	2	1
	After	18	2	0
Session 2	Before	15	3	1
	After	18	2	1
Session 3	Before	17	3	0
	After	20	3	0
Session 4	Before	15	4	1
	After	17	2	2
Session 5	Before	16	3	0
	After	17	2	1
Session 6	Before	17	3	0
	After	17	2	1

Session 7	Before	18	2	1
	After	17	2	1
Session 8	Before	16	1	0
	After	17	2	1
Session 9	Before	15	2	1
	After	15	1	1
session 10	Before	17	1	1
	After	16	2	2
Session 11	Before	19	2	1
	After	20	3	1
Session 12	Before	17	1	1
	After	17	3	2

Control group 2:

At the end of the twelve sessions, there was no significant progression to note between the game sequences following the rest period comparing to before and this for all of the three studied parameters. The impact of the rules made by the pupils in this group over their progression is not directly observable in the game (Tab.3).

Tab. 3: Data of the twelve sessions before/after verbalization sequences

	Verbalization	Played balls	Shots	Goals
Session 1	Before	16	1	1
	After	18	1	0
Session 2	Before	17	2	1
	After	16	1	1
Session 3	Before	17	2	0
	After	17	1	0
Session 4	Before	16	1	0
	After	19	2	2
Session 5	Before	16	1	0
	After	15	0	0
Session 6	Before	15	2	0
	After	18	2	0
Session 7	Before	18	2	0
	After	18	1	1
Session 8	Before	17	2	0
	After	15	2	1
Session 9	Before	21	3	1
	After	19	1	1
session 10	Before	19	2	1
	After	20	4	2
Session 11	Before	16	2	0
	After	18	3	1
Session 12	Before	17	2	2
	After	18	3	1

Discussion

During the first six sessions, the effect of the two teaching methods on pupils' motor skills looks identical for team A and C. From the eighth session, there is a significant improve for the group that received training with verbalization (Turner & Martinek, 1992). This difference in the players' attitudes seems to be latent and appear only after a certain number of teaching sessions. These language interactions between partners are an important tool in the process of knowledge development in a socio-constructivist perspective of tactical learning. This interactive dynamic should lead to active cooperation between participants.

Thus, the debate of ideas guides to an active and responsible engagement of all partners in the confrontation of arguments and their coordination on effective action rules (Zghibi, 2013a). This implies a negotiation via contradictory socio-cognitive exchanges allowing a collaboration to find the final response (Poggi et al, 2010). For the second control group, immediate progressions on game quality were absent with no significant differences in all the studied parameters all over the cycle.

Conclusion

The relevance of this work was to provide a football teaching-learning model which focuses on the construction of knowl-

edge by understanding (Poggi and al, 2010). The comparative aspect of our work aimed three experimental groups using a learning cycle of twelve sessions (with verbalization, through instructions by teacher and without verbalization respectively). After a moment of inter-pupils' discussion, the players of the experimental group understood that the main object is to not lose the ball and increase the score. They were able to improve ball possession and they scored more goals. For the control group 1, there was a significant immediate improvement after each verbalization sequence in the number of played balls, this can show that the teacher focused through his interventions on the importance of keeping the ball in order to create opportunities and score goals.

Pupils who have completed the learning cycle without verbalization could not improve their ball possession (played balls) nor their offensive capacity (number of shots and the number of goals).

Therefore, the moments of discussion between pupils ended with the creation of collective action projects to overcome problems (Zghibi, 2013b). They have developed strategies and discussed game situations. They were able to keep the ball possession and score more goals. In other words, after verbalization, pupils were able to identify what is decided in the discursive sequences.

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