



Information Article

The Effect of the Think-Talk-Write (TTW) Instructional Paradigm on Meta-Cognitive Communication Competence and Volleyball Overhead Serve Execution Among Second-Year Undergraduates at the College of Physical Education and Sports Sciences / Wasit University

Haneen Maysam Al-Saadi

Wasit University/ College of Physical Education and Sports Sciences

ARTICLE INFO	ABSTRACT
--------------	----------

Keywords:

Think-Talk-Write (TTW) Strategy, Cognitive Communication Competence, Serving Skill.

This study aims to design instructional units based on the Think-Talk-Write (TTW) strategy for the volleyball serve among second-year students at the College of Physical Education and Sports Sciences, Wasit University. It further investigates the effect of the TTW strategy on cognitive communication competence and serving skill performance, alongside constructing and standardizing a dedicated cognitive communication competence scale for this cohort.

The researcher employed a pretest-posttest experimental design using experimental and control groups. The target population comprised second-year full-time morning students at the College of Physical Education and Sports Sciences, Wasit University, for the academic year (2025–2026), totaling (193) students. The main experimental sample consisted of (40) students divided equally into experimental and control groups ($n = 20$ each), while (10) students participated in the pilot study and (90) students formed the scale standardization sample. The cognitive communication competence scale was developed and psychometrically validated through rigorous sequential methodological and statistical procedures. The instructional intervention spanned weekly 90-minute sessions conducted on the college courts.

The findings demonstrated that integrating innovative pedagogical strategies significantly enhances learner motivation, active engagement, and epistemic curiosity, thereby fostering peer discussion and interactive participation. The experimental group utilizing the TTW strategy exhibited statistically significant superiority over the control group taught via traditional instruction in both cognitive communication efficiency and volleyball serve execution. The researcher recommends encouraging faculty members to adopt modern instructional paradigms—specifically the TTW strategy—to optimize pedagogical efficiency, time, and instructional effort, while formally approving the newly developed cognitive communication scale for academic assessment.

HaneenM.abbass614@uowasit.edu.iq

<https://orcid.org/7580-0960-0006-0009>

Corresponding Author

E-mail address:

DOI: <https://doi.org/10.26400/Sep/69/8>



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)



1. Introduction

In recent times, various domains of life have witnessed clear development, particularly the educational and pedagogical field, especially regarding teaching methods. Among these areas is the application of modern approaches, methods, and strategies. Consequently, teaching staffs have striven to keep pace with this development and exert greater efforts to achieve it. Education is considered a process that plays an essential role in enhancing students' motor and cognitive capabilities, serving an active, evident, and comprehensive role in modern learning.

Among modern approaches are those based on integrating both knowledge and concepts in a gradual manner from simple to complex, linking pieces of information together in independent, discrete steps through the overlapping, review, and expansion of knowledge to create an evolving, continuous process. Among these is the Think-Talk-Write (TTW) strategy. It is utilized to train students in developing the courage to express opinions encountered while solving problems, encouraging them to think, talk, and subsequently write on a topic. It allows students to influence and manipulate prior ideas, putting them into written form. It also allows them to develop ideas, engage in structured dialogue, and reach conclusions through their presentations and peer discussions. Furthermore, it develops analytical and interactive skills and supports long-term retention of information through student interaction and communication.

Through this interaction, it enhances the competence of cognitive communication, which is considered an intellectual activity relying on cognitive processes. Individuals who possess a high level of communication have the ability to perform tasks and succeed in decision-making and problem-solving (Al-Dhahabi, 2021, p. 7). Moreover, the cognitive communication competence characteristic of college students is important because they live in a continuously changing society and must establish their presence through communication between themselves and their instructors. There must be foundations and guidelines for verbal and non-verbal relationships within their university environment to provide continuous monitoring opportunities in order to build a generation that understands and develops various spheres of life.

Volleyball is considered a team sport characterized by defensive and offensive skills, including the offensive serve skill. These skills require the use of modern methods and approaches for learning and developing them, enabling the learner to understand fine details and components in an accessible, understandable, and clear manner through repetitive practice and error correction in continuous, overlapping waves to master the skill and achieve correct performance.

The importance of the research lies in relying on the effect of the TTW strategy on cognitive communication competence and the performance of the volleyball serve skill in order to achieve correct execution and fulfill the primary objectives of the study.

The research problem lies in the fact that the educational process currently suffers from weaknesses in developing thinking skills and in how students express their opinions, as instructors rely on rote learning and memorization. This has led to deficits in understanding and communication skills. The researcher's field observation and previous studies have confirmed the presence of deficiencies in students' abilities, in how they organize their thoughts, and weaknesses in cognitive communication skills regarding their ability to analyze information, along with a reliance on traditional



methods and strategies that do not grant students an active role in knowledge construction.

Therefore, the researcher considered the TTW strategy, which emphasizes the integration of social interaction, individual thinking, and knowledge-based constructivist learning, placing the learner at the center of the educational process, reducing rote instruction, and promoting active participation to improve cognitive communication competence.

Hence, the research problem is defined by answering the following two questions:

1. Does the TTW strategy have an effect on cognitive communication competence among second-year students in the College of Physical Education and Sports Sciences / University of Wasit?
2. Does the TTW strategy have an effect on learning the volleyball serve skill among second-year students in the College of Physical Education and Sports Sciences / University of Wasit?

Research Objectives

The current research aims to:

1. Design instructional units using the TTW strategy for executing the volleyball serve skill among second-year students in the College of Physical Education and Sports Sciences / University of Wasit.
2. Identify the effect of the TTW strategy on cognitive communication competence and the volleyball serve skill among the students.
3. Develop a cognitive communication competence scale for second-year students in the College of Physical Education and Sports Sciences, University of Wasit.

Research Hypotheses

1. There are statistically significant differences between the pre-test and post-test results of the two groups (experimental and control) in the volleyball serve skill among students, in favor of the experimental group.
2. There are statistically significant differences between the two groups (experimental and control) in the post-tests of the volleyball serve skill among students, in favor of the experimental group.

Research Scope

- **Human Domain:** Second-year students at the College of Physical Education and Sports Sciences, University of Wasit.
- **Temporal Domain:** From October 1, 2025, to November 3, 2025.
- **Spatial Domain:** The sports court and classrooms of the College of Physical Education and Sports Sciences, University of Wasit.

2. Research Methodology and Field Procedures

2.1 Research Methodology

The researcher employed the experimental method using a two-group (experimental and control) design with pre- and post-tests to determine the effect of the TTW strategy and its suitability for the research.

2.2 Research Population and Sample

The researcher defined the research population as full-time morning second-year students at the College of Physical Education and Sports Sciences / University of Wasit for the academic year 2025–2026, totaling 193 students. The research sample was randomly selected from Section (A / F). The main sample consisted of 40 students, representing 20.72% of the population, divided into two groups of 20 students each





(10.36% each). The pilot study sample comprised 10 students from Section (د / D), representing 5.18%, while the scale construction/analysis sample comprised 90 students.

2.3 Instruments, Tools, and Equipment Used in the Research

2.3.1 Data Collection Instruments

- Testing and measurement.
- Questionnaire for the scale and recording technical performance results of the serve skill.
- Arabic and foreign references.
- Classroom observation.

2.3.2 Tools and Equipment Used in the Research

- Volleyballs.
- Regulation volleyball court.
- Colored adhesive tape, 5 cm width.
- Regulation volleyball court; Compact Discs (CDs), count: (3).
- Referee whistles.
- Video camera (Z5).
- Camera tripod, count: (1).

2.4 Field Research Procedures

The researcher reviewed numerous previous studies, papers, and sources addressing cognitive communication competence and found no scale applied in the sports domain, to the best of her knowledge. Consequently, she constructed the scale based on McDowell (2000), consisting of 5 domains: (planning perception, modeling perception, presence perception, existential perception, reflection perception, and outcomes perception). It comprised 27 items distributed across a 5-point Likert scale: *Always*, *Often*, *Sometimes*, *Rarely*, and *Never*, assigned weights from 5 to 1 for positive items and from 1 to 5 for negative items.

Regarding the serve skill test, the researcher administered the technical performance test for the serve skill used by (Al-Saadi, 2023, p. 7):

"The objective of the test is to evaluate the technical performance (technique) of the serve skill through outward appearance across its preparatory, main, and final phases. The participating student performs the serve skill from the middle of the designated 9-meter service zone toward the opposite court, ensuring the ball crosses the net without touching it, attempting to land it in the opposite half of the court. The student receives a score of zero if the serve is executed in a manner inconsistent with agreed specifications. Three judges evaluate each student's attempts, with three scores awarded per expert, noting that the final evaluation score for each trial is 10 points distributed across the skill phases: the preparatory phase (3 points), the main phase (6 points), and the final phase (1 point)."

Determining Item Validity for the Scale

The researcher presented the initial draft of the scale to 17 experts and specialists in measurement and evaluation, psychology, and volleyball. The forms were subsequently collected and their opinions analyzed using the Chi-square (χ^2) test, which revealed that 25 items achieved complete agreement.

Pilot Study of the Scale

The researcher conducted the pilot study for the cognitive communication scale on a sample of 10 students from the College of Physical Education and Sports Sciences,





University of Wasit, in the classroom on Wednesday, October 1, 2025. Through this, ease, difficulty, and completion time were verified. The trial demonstrated that the items were clear and comprehensible, taking between 5 and 10 minutes to complete.

Statistical Analysis Sample

The researcher administered the scale to the scale preparation sample of 90 second-year students from the University of Wasit / College of Physical Education and Sports Sciences on October 8, 2025, to perform statistical analysis, determine valid items, and eliminate invalid items. The scale items were then scored based on the total score assigned to the scale as a whole, with a score of 1 given for the correct alternative and zero for the incorrect alternative.

Statistical Analysis of Items

- **Discriminatory Power:** The researcher calculated discriminatory power by arranging the participants' scores in ascending and descending order from lowest to highest score. The upper and lower 27% extremes were selected, and differences between the groups were processed using the independent samples t-test to derive discriminatory power.
- **Internal Consistency:** The researcher verified the internal consistency of each item with the total score of the overall domain using Pearson's simple correlation coefficient. Data processing showed that all calculated values exceeded the tabulated value.
- **Psychometric Properties of the Scale:** Content validity was established by presenting the scale to a group of experts and specialists to verify item suitability, followed by confirmation of construct validity.
- **Scale Reliability:** The researcher verified scale reliability via the split-half method using the simple correlation coefficient, yielding a value of 0.662, followed by the Spearman-Brown prophecy formula, which reached 0.797, indicating high reliability.
- **Cronbach's Alpha:** The researcher utilized Cronbach's alpha method, where the reliability coefficient reached 0.871 at a significance level of 0.05.
- **Final Form of the Cognitive Communication Scale:** After completing the scale preparation steps, the final version was established, comprising 25 items across five response alternatives with a 1–5 scoring key.

2.5 Pilot Study for the Instructional Unit

The pilot study was conducted on Wednesday, October 15, 2025, to assess surrounding research conditions, verify the efficiency of the tools used, save time and effort, identify errors early to avoid them, and evaluate the capabilities of the assistant work team and the students.

2.6 Pre-testing

On Wednesday, October 22, 2025, the researcher administered the cognitive communication scale in the hall of the College of Physical Education and Sports Sciences, University of Wasit, followed by the volleyball serve test. The researcher and the assistant work team prepared all test conditions regarding location, timing, and execution procedures.

2.7 Instructional Curriculum for the TTW Strategy

The researcher reviewed various sources, references, and previous studies related to the strategy and conducted interviews with specialists in teaching methods and volleyball. Accordingly, instructional units were prepared using the TTW strategy,





implemented over 5 weeks at one instructional unit per week on Wednesdays. The main intervention began on October 29, 2025, and continued through November 26, 2025. Each instructional unit lasted 90 minutes, divided into three parts:

1. **Preparatory Part (15 minutes):** Included general warm-up and physical exercises.
2. **Main Part (60 minutes total):** Divided into instructional and applied aspects:
 - *Instructional Aspect (20 minutes):* Students were divided into groups of 5. At the beginning of the lesson, the instructor posed a question regarding the serve skill and whether there was a problem to be solved. A worksheet containing a set of questions was distributed to each group, and students read the worksheet questions.
 - *Applied Aspect:* Students began discussing and exchanging ideas and opinions among themselves. Following deliberation, each group wrote their answers on the worksheet and selected a representative student to present the worksheet to the instructor.
3. **Concluding Part (15 minutes):** The selected student representative presented the conclusion and answered questions regarding the performed task evaluated by the instructor, while students in other groups provided feedback and considered different viewpoints.

2.8 Post-testing

Following the completion of the experimental intervention, the researcher conducted post-testing on Wednesday, November 3, 2025, at 9:00 AM. The cognitive communication scale was administered in the hall of the College of Physical Education and Sports Sciences, University of Wasit, followed by the serve test on the college court. The researcher and the assistant team followed the exact procedures used during pre-testing.

3. Results and Discussion

3.1 Presentation, Analysis, and Discussion of Pre- and Post-test Results for the Investigated Variables

Table 1. Mean, Standard Deviation of Differences, Calculated t-value, and Significance Level for the Control Group in Pre- and Post-tests

Variables	Pre-test		Post-test		Calculated t-value	Significance Level (p-value)
	X ⁻	±SD	X ⁻	±SD		
Cognitive Communication	45.466	3.113	56.600	3.224	15.996	0.000
Serving	5.06	0.99	6.12	1.08	17.00	0.000

Note: Unit of measurement: Score. Significant at an error level of 0.05 and degrees of freedom (df) = 19.

Table 2. Mean, Standard Deviation of Differences, Calculated t-value, and Significance Level for the Experimental Group in Pre- and Post-tests

Variables	Pre-test		Post-test		Calculated t-value	Significance Level (p-value)
	X ⁻	±SD	X ⁻	±SD		
Cognitive Communication	46.200	3.931	69.400	3.202	-30.640	0.000
Serving	5.12	1.02	7.06	0.92	31.00	0.000

Note: Unit of measurement: Score. Significant at an error level of 0.05 and degrees of freedom (df) = 19.

3.2 Presentation, Analysis, and Discussion of Post-test Results for the Investigated Variables Between Both Research Groups

Table 3. Means, Standard Deviations, and Calculated t-value for Post-test Results Between the Experimental and Control Groups

Variables	Experimental		Control		Calculated t	Significance (p-value)	Significance
	X ⁻	SD	X ⁻	SD			
Cognitive Communication	69.400	3.202	56.600	3.224	10.907	0.000	Significant
Serving	6.12	1.08	7.06	0.92	2.62	0.000	Significant





Note: Unit of measurement: (Score). Significance of differences: 0.05; Sig (p-value) less than 0.05; Degrees of freedom (df) = 38.

3.3 Discussion of Results

The researcher attributes the superiority of the experimental group over the control group to the role granted by the instructor to the learners, which helped them develop interpersonal communication skills, exchange ideas, advance their skills, and stimulated active thinking, knowledge construction, and error correction through group division. This aligns with Sari (2021, p. 33), who noted that the role played by the instructor provides the learner with substantial opportunity to think about and discuss the problem, allowing each learner to express an opinion, engage in collective discussion, and write down the acquired learning outcomes.

This is also corroborated by Al-Saadi (2023), who stated:

"Student learning in groups improves skills, develops performance, clarifies errors, assists in continuous guidance, generates and discusses ideas, and increases knowledge through dividing students into groups, building social relations among them, and fostering cooperation, harmony, and opinion exchange."

Rushdi et al. (2014, p. 210) emphasized that this strategy helps students overcome their difficulties and develop their writing and analytical capabilities, as it begins with students thinking about solving a problem, followed by reaching a conclusion through discussion, and concluding with writing the final result. Mustafa (2019, p. 17) also confirmed that this strategy seeks to select correct ideas and subsequent report writing of results for discussion after processing ideas with peers.

Furthermore, the researcher attributes these findings to the fact that student communication strengthens character and increases perception and analysis (Hajjaj, 2007, p. 179). Communication among students strengthens individual personality and interaction with others, taking a cognitive trajectory that encompasses thinking, focus, analysis, perception, comprehension, vigilance, attention, reflection, modeling, behavioral flexibility, and negotiation, as well as an affective-behavioral trajectory manifested in various variables, clarity, and bilateral interaction.

This was indicated by Reinking (2007, p. 13), stating that an individual's ability to interact lies in selecting available communicative behaviors with others to successfully accomplish personal goals in an effective manner within current situational constraints. Khairan (2020, p. 17) also affirmed that student mutual participation assists them in thinking and communicating with peers and increases their communication with learners and instructors.

4. Conclusion and Recommendations

4.1 Conclusion

It is evident that teaching using novel and modern strategies increases learner motivation and stimulates engagement, rendering students more active. The TTW strategy helped generate ideas and curiosity among students, fostering discussion and peer participation. The experimental group, which utilized the TTW strategy, outperformed the control group, which learned according to the conventional strategy implemented by the course instructor in acquiring the volleyball serve skill. It is essential for educators to utilize new and diverse strategies, including the TTW strategy, given the positive outcomes achieved in the present study.

4.2 Recommendations

Based on these findings, the researcher recommends the following:





1. Emphasizing the necessity of encouraging instructors to use modern strategies, including the TTW strategy, due to its distinctive characteristics that contribute to student motivation and development toward enhanced learning.
2. Utilizing the TTW strategy to optimize the investment of time and effort.
3. Adopting the cognitive communication competence scale in volleyball for second-year students.

References

- Al-Dhahabi, Manal Asaad Jabbar2021), Metacognitive Awareness and its Relationship to Future Thinking and Communicative Competence among University Students, Unpublished PhD Dissertation, University of Baghdad, College of Education, Department of Educational and Psychological Sciences, Baghdad, Iraq, p
- Hajjaj, Ghanem Ali2007 Contemporary Research in Psychometrics and Educational Psychology, Cairo· Alam Al-Kitab.
- Mustafa Kamil 2019): The effectiveness of using the Think-Discuss-Write strategy in composition at Al-Hamidiyah Islamic Junior High School, Depok. Unpublished research, Syarif Hidayatullah State Islamic University, Jakarta
- Rushdi, et al.2014 The Effect of Using Writing, Thinking, and Speaking Strategies in Writing and Analysis among Eleventh Grade Students, Volume 2, Issue 2, College of Languages and Arts, University of Badagh
- Sari, Amma Afyan2021 Applying the Think-Discuss-Write (TTW) strategy in teaching reading and writing skills to seventh-grade students at the Al-Najiyah Islamic Junior High School, Liakku Sukurjo, Ponorogo, Academic Year 2020. Unpublished Master's Thesis, State Islamic University, Ponorogo, Indonesia
- Haneen Maysam Abbas Al-Saadi Naglaa Abbas (2023)The effect of the mobile correspondent strategy on social psychological adjustment and learning the skill of volleyball serving among preparatory stage students Modern Sport, vol22 n(2) p71 <https://dialnet.unirioja.es/servlet/articulo?codigo=9023737>
- Haneen Maysam Abbas Al-Saadi Naglaa Abbas **AL-Zuhairi** (2023)The effect of the mobile correspondent strategy on positive thinking and learning the skill of receiving serve among high school students ,ibero American journal of exercise and sport psychology vol 18 n(3) p284 <https://doi.org/10.54702/ms.v22i2.1116>
- Khairani ,a(2020) the implementation of talk write (ttw)strateegr to improve students writng skill in descriptive text at eight grade studentsof mts negeri4 langkat year 2019. 2020 , athesis , universite of north sumatera.
- Mcdweii , f (2000) . An investigation of high school students perceotions of reticence and cognitive communication competence ovidsh , tx. Ovid com .eric.

Appendix (1): Items of the Cognitive Communication Competence Scale

Greetings...

Dear Student...

The researcher intends to conduct the study titled: *"The Effect of the TTW Strategy on Cognitive Communication Competence and Volleyball Serve Skill Performance among Second-Year Students of the College of Physical Education and Sports Sciences."*

As you represent a fundamental pillar of the educational process and scientific research, the researcher presents the items of this assessment to you, requesting that you kindly respond as you deem appropriate by placing a checkmark (\$checkmark\$) in front of the appropriate option.

Thank you for your cooperation in the service of scientific research.

No.	Items	Always	Often	Sometimes	Rarely	Never
1	While learning the serve skill with others, I perform specific movements.					
2	When conversing and playing with others, I am cautious.					
3	When I speak with my peers about performing the serve skill, I am aware of and interested in this conversation.					
4	After completing the serve skill performance, I think about what others say about me.					
5	I think about how I perform the serve skill and the appropriate movements and gestures corresponding to it.					





6	After completing the serve skill performance, I think about what I should have said and how to say it better.					
7	I think about my serve skill performance and the extent of its impact on others.					
8	When I learn the serve skill, I think about what others say about me.					
9	When performing the serve skill, I observe the learning and movements of others.					
10	After completing the serve skill performance, I think about the behavior and movements I executed.					
11	When facing a new situation while learning the serve skill, I think about what I will say to others.					
12	When performing the serve skill, it is essential to interact with my peers.					
13	When speaking with others, I think about what I discuss with them regarding learning the serve skill.					
14	After completing the serve skill performance, I think about the feasibility of what was discussed and its impact on the listeners.					
15	While learning the serve skill, I think about how others interpret the performance.					
16	While learning the serve skill, I think about attracting my peers' attention to what I say and perform.					
17	While learning the serve skill, I attempt to comprehend and evaluate the performance.					
18	While learning the serve skill, I do not use hurtful words that expose me to criticism.					
19	After completing the serve skill performance, I think about improving my approach in the future.					
20	If the serve skill performance is incorrect, I think about the consequences.					
21	I think about the consequences and outcomes of the serve skill performance.					
22	While learning the serve skill, I execute some movements appropriate for learning.					
23	I think about the effects that the serve skill performance has left on the learner.					
24	After completing the serve skill performance, I think about the illustrative cues I made.					
25	When conversing with my peers, I execute some movements appropriate for the serve skill performance.					
26	When experiencing a new situation while learning the serve skill, I observe the learner and the instructor.					
27	I think about how others interpret what I have learned regarding the serve skill.					

Appendix (2): Sample Instructional Unit for the Volleyball Serve Skill

- **Date:** 29/10/2025
- **Academic Stage:** Second Year
- **Instructional Objective:** Learning the serve skill
- **Number of Students:** 20 Students
- **Educational Objective:** Emphasizing a passion for teamwork and understanding the steps of the TTW strategy
- **Equipment Used:** Volleyballs, Whistle

No.	Parts	Duration	Activities and Motor Skills	Organization	Formative Notes
I	Preparatory Part	15 min			
	Administrative Aspect	2 min	Line up in a single rank, take attendance, prepare equipment, and perform the sports salute.		* Emphasize orderly student alignment. * Emphasize enthusiastic cheering/salute.
	Introductory Aspect	6 min	Walking; walking on the balls of the feet and heels; normal jogging; side jogging with crossed arm swings; jogging with heels touching buttocks; jogging with alternating high knees; jogging with forward and backward arm rotations; jogging with alternating ground touches on the whistle.		* Emphasize light jogging. * Emphasize proper exercise execution.
	Physical Exercises	7 min	* Arm Exercise: (Standing, arms sideward) Arm flexion and extension		* Emphasize bending the trunk in all four directions.





	(Special Preparation)	(Divided into 2 min, 2 min, 1 min)	(2 repetitions). * Trunk Exercise: (Straddle standing, arms upward) Trunk rotation to the right and left sides (4 repetitions) * Leg Exercise: (Standing, hands on hips) Simultaneous knee flexion and extension (2 repetitions). * (Standing, hands on hips) Alternating leg raises and lowers (4 repetitions).		
II	Main Part	60 min			
	Instructional Aspect	20 min	The instructor executes the following procedures: * Randomly divide students into 5 groups of 4 students each, designating a reporter/representative for each group. * Explain the technical performance details of the serve skill, clarifying its execution phases comprehensively. * Pose a question regarding the serve skill, distribute a worksheet to each group, and designate a student to represent the group.		* Emphasize collective discussion, cooperation, and structured dialogue between students and the instructor, and among students themselves. * Ensure students comprehend the skill.
	Applied Aspect	40 min (5 drills 8 min each)	* One half of the court is divided longitudinally into two sections; students execute serves into these designated target zones. * Students stand along the sidelines, assume the ready position for serving, and execute the movement without a ball. * Students stand on the court along the sidelines to execute the serve skill with the ball. * Students stand facing a wall at a distance of 3 m to serve the ball against the wall at a height of 2 m. * Same previous exercise, but at a distance of 9 m to execute the serve skill at a height of 3 m. <i>Following intra-group discussion, each group records the acquired outcomes to identify and consolidate strengths and weaknesses, compares them with information established in the instructional part provided by the instructor, eliminates weaknesses, and reinforces correct execution after peer competition during performance, providing immediate feedback with correct technical cues.</i>	    	* Record notes on group performance on the worksheet. * Emphasize the ready position. * Emphasize drill execution and immediate error correction as errors occur. * Emphasize recording performance notes. * The group leader discusses positive observations regarding other groups' work with peers, provides intra-group feedback, and reinforces correct execution.
III	Concluding Part	15 min	The group leader hands the worksheet to the instructor, and students exchange opinions and perspectives across groups with the instructor.		* The worksheet is submitted to the instructor along with answers recorded by the selected student, clarifying correct drill performance. * The instructor conducts a lead-up game, commends everyone (especially the group achieving correct performance), discusses all worksheet notes across groups, thanks the participants, and dismisses the class.