

ITF Coaches Education Programme Level 2 Coaching Course



Methodology of teaching tennis

By the end of this session you should be able to:

- Understand and explain the importance and objectives of teaching methodology
- Understand and explain the relationships between teaching and learning, the types of teaching and learners
- Understand and explain the stages of learning
- Understand and use the different teaching styles and methods



**Usually, all coaches
courses start with...**



TECHNIQUE



TACTICS



PLAYING THE GAME



**However, all ITF coaches
courses start with...**

PLAYING THE GAME



TACTICS



TECHNIQUE

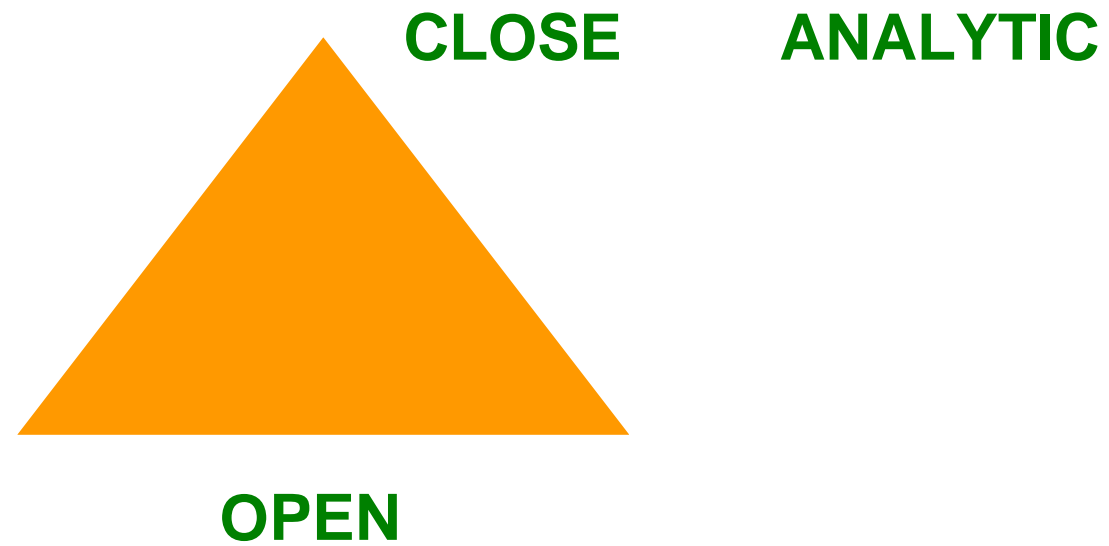




Why?

In the traditional teaching methodology

- Technique was the priority
- Tactics were taught when the player was able to master the technique
- Matches were played when players were able to rally consistently



In the modern teaching methodology



- The priority is UNDERSTANDING THE GAME
- Technique and tactics should be taught at the same time
- Matches should be played as soon as possible

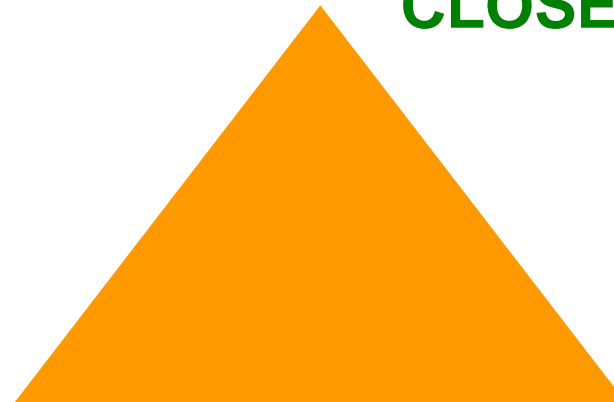


OPEN



CLOSE

ANALYTIC



OPEN



Methodology: A definition



- Science of method
- Helps the teacher to better achieve educational goals
- **METHOD:**
 - Way of presenting the information in an ordered manner
 - Set of rules to follow in order to achieve the learning goals

Methodology: Importance



- Accelerates the learning process
- Benefit as great a number of players as possible
- Teach in a correct progression of difficulty
- Teach using all possibilities, facilities and systems

Common problems in teaching

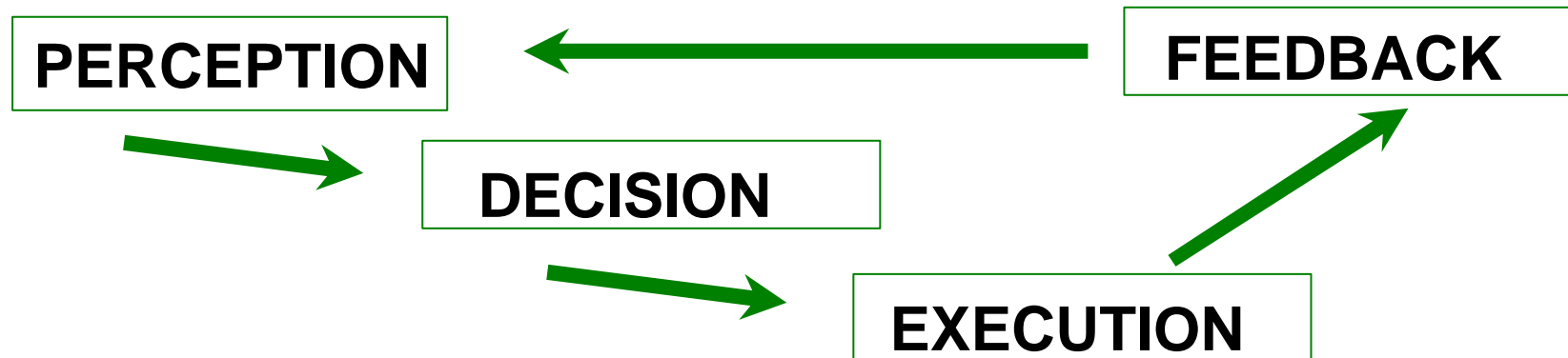


- Many tennis teachers teach in the same way that they were taught, regardless who they are teaching
- Coaching procedures may be adequate for the average players, but are inappropriate for the talented
- Crucial to be systematic since lesson structure is critical to the learning process

Tennis as an open skill sport



- The player never repeats the same shot because he/she never receives the same ball
- Factors that define this are:



Teaching and learning



- Teaching is what the coach does
- Learning is what the learner does
- Coaches are facilitators of the learning process
- Just because the teacher is teaching, doesn't mean that the student is necessarily learning
- Learning occurs when a change occurs in the student.

Learning motor skills



- Involves a change of behaviour, as a result of changes in the nervous and muscular systems of the player
- Learning motor skills seems to be more permanent than learning other non motor skills

Good teaching



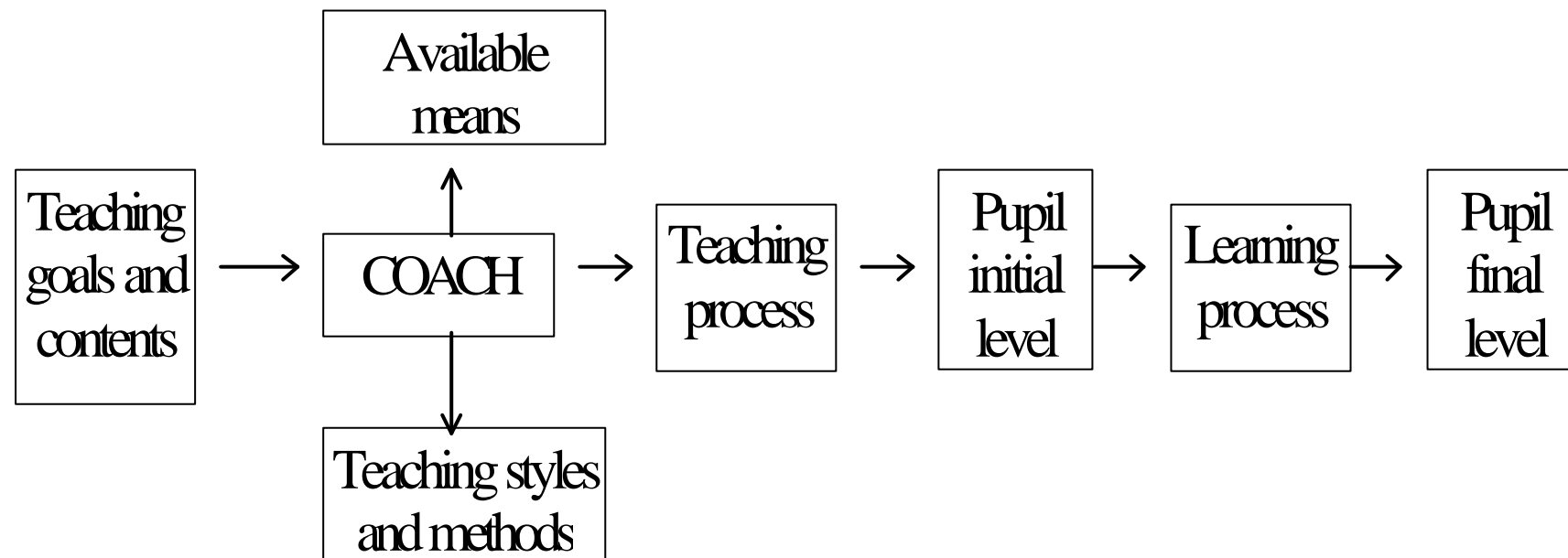
- Teaching involves a continuous relationship between coach and pupil
- The pupil's experience in a tennis lesson reflects what the coach does during it
- Teaching is good if it contributes to the learning and understanding of the pupil
- Compatibility between:
 - intentions (what do you want to do) and
 - actions (what do you really do)

When teaching the coach has to bear in mind



- Teaching goals and contents
- Teaching methods and teaching styles used
- Available teaching means: facilities, instructors, tennis balls, hoppers, etc.

Relationships between teaching and learning



Types of teaching



Self-teaching (Vicarious learning)	Formal teaching
<ul style="list-style-type: none">- Pupil and teacher are the same person.- It can be productive if the pupil is systematic and a good observer.- If not it may produce mistakes in the stroke production and a consequent delay in the learning process	<ul style="list-style-type: none">- Two sides: teacher and pupil.- It is most useful when a pupil wants to learn sound technique in a short period of time, through appropriate progressions.

Stages of learning



STAGE	GENERAL GOALS AND DURATION
1 Verbal/ cognitive	<ul style="list-style-type: none">- The player is not aware of what to do or is aware and can't do it or can only do it in a basic form- This stage accounts for 30% approx. of full skill acquisition
2 Practice/ Repetition (Associative)	<ul style="list-style-type: none">- The player can execute the skill in a closed situation (e.g. practice situations, drills, etc.) when little decision making is required- After this stage, the skill should be 75% fully acquired
3 Automatic differentiation	<ul style="list-style-type: none">- The player can apply the skill in competitive situations as the proper response to a problem.- The skill is fully acquired, requiring little or no thought (auto-pilot).



How do we learn?

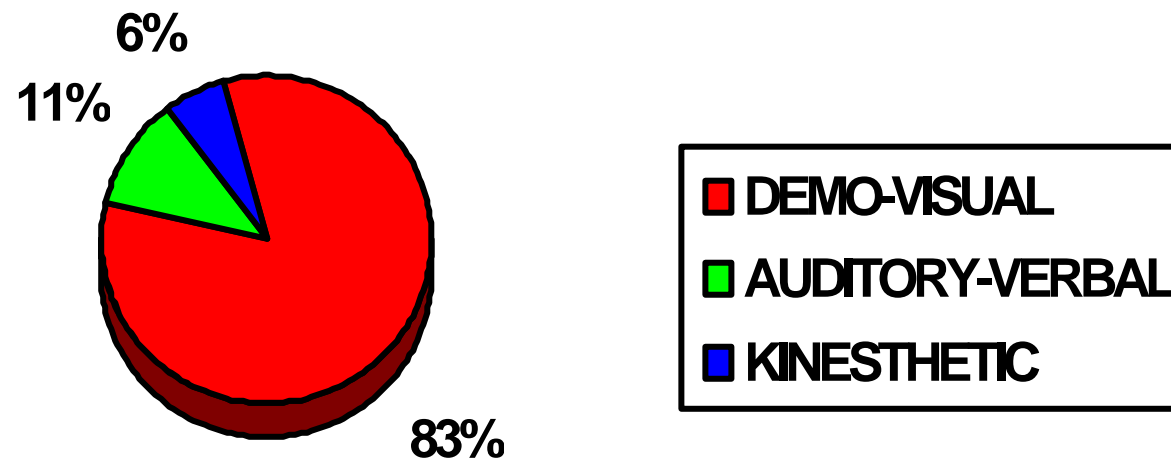
- There are various types of learners
- Not everybody learns the same way
- Everyone has a preference for how to learn
- Many ways to processing information
- It depends on the three types of sensations: visual, auditory and kinaesthetic
- A combination of these channels is used to understand what has been said

Implications for coaching



- Teachers have to try to recognise the different types of learners
- Do not coach in the way the coach prefers
- With groups, it is difficult to focus on only one system --> combine them all
- In an individual lesson determine the best teaching strategy depending on that players' characteristics

Where does learning come from?



Types of learners candidates' task



	KINESTHETIC	VISUAL	AUDITORY
How they learn			
Words they use			
How they speak			
Their interests are			
How to teach them			

Teaching styles (I) candidates' task



STYLE	CHARACTERISTICS	OBJECTIVES	FOCUS
Command			
Practice			
Buddy			
Self-check			
Inclusion			

Teaching styles (II) candidates' task



STYLE	CHARACTERISTICS	OBJECTIVES	FOCUS
Guided Discovery			
Problem Solving			
Individual programme			
Learner initiatives			
Self-teaching			

Choosing a style candidates' task



Match each letter with its correspondent number, i.e. A - 9

Goal of the teaching process	Style more likely to choose
A. Establish a good skill foundation (precision and control)	1. Self-check
B. Make players think and find a new skill or ability	2. Practice/task
C. Adapt the drill/skill to different players' abilities	3. Individual programme
D. Make players decide on some aspects of practice	4. Self-teaching
E. Player makes all decisions, coach observes the process	5. Guided discovery
F. Make players work at same time (high number of reps)	6. Inclusion
G. Make players find solutions to a given challenge	7. Reciprocal/Buddy teaching
H. Emphasise relationships between peers (socialisation)	8. Problem solving (divergent)
I. Make the players recognise own errors	9. Command
J. Player doesn't need a coach	10. Learner initiatives

Choosing a method candidates' task



	GLOBAL	ANALYTIC
Level of players		
Complexity of skill		
Organisation of the skill		
Combinations		