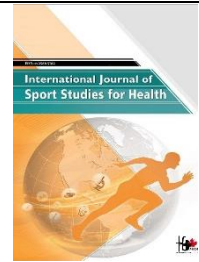


International Journal of Sport Studies for Health

Journal Homepage



Implicit Learning and Football Performance under Psychological Pressure: A Narrative Review

Amir Pourreza^{1*}, Elena Mainer-Pardos², Hadi Nobari³

¹ Department of behavioral and Cognitive Sciences in Sport, Faculty of Social sciences and Health; University of Tehran

² Health Sciences Faculty, Universidad San Jorge, Autov A23 km 299, Villanueva de Gállego, 50830 Zaragoza, Spain

³ Faculty of Sport Sciences, University of Extremadura, 10003 Cáceres, Spain

* Corresponding author email address: amirpourreza@ut.ac.ir

E d i t o r	R e v i e w e r s
Luis Felipe Reynoso-Sánchez ^{id} Department of Social Sciences and Humanities, Autonomous University of Occident, Los Mochis, Sinaloa, Mexico felipe.reynoso@uadeo.mx	Reviewer 1: Masoud Mirmoezi ^{id} Department of Physical Education and Sport Sciences, Islamic Azad University, Central Tehran Branch, Tehran, Iran. Email: massoudmirmoezi@live.com Reviewer 2: Farhad Namjoo ^{id} Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: farhadnamjoo@kmanresce.ca

1. Round 1

1.1 Reviewer 1

Reviewer:

Introduction, Paragraph 1: The sentence "The detrimental effects of choking under pressure have been extensively documented in sports psychology research (2)" should be supported with specific examples or key studies to enhance credibility.

Introduction, Paragraph 3: The statement "Research suggests that implicit learning can lead to smoother more automatic motor skills (5)" could benefit from a brief explanation of the underlying neurological processes that support this finding.

Introduction, Paragraph 4: "Further studies are needed to explore the optimal training methods for maximizing the benefits of implicit learning in a football context (11)." Suggest including potential methodologies or specific research questions that future studies could address.

Methods and Materials, Databases and Search Terms: Including a brief description of each database's focus and relevance to the study would justify their selection.

Implicit Learning Mechanisms, Paragraph 1: The statement "This allows athletes to focus on strategic decision-making during crucial game moments" could be strengthened by providing specific examples from football scenarios.

The Psychological Pressure Cooker, Paragraph 2: The sentence "Several sources contribute to the psychological pressure experienced by footballers" could be expanded to include a brief discussion on the relative impact of each source.

Bridging the Mental Gap, Paragraph 2: The phrase "Several cognitive theories attempt to explain how implicit learning occurs" should include a brief comparison of the theories mentioned.

The Intricate Dance of Mind and Muscle, Paragraph 1: The statement "Skill acquisition theories shed light on the learning process" should be followed by a concise description of the key principles of each theory mentioned.

Conclusion, Paragraph 1: The conclusion mentions the "full potential of implicit learning," which should be briefly outlined with key points or anticipated benefits, providing a more compelling summary of the study's implications.

Author revised the manuscript and uploaded the updated document.

1.2 Reviewer 2

Reviewer:

Introduction, Paragraph 1: The phrase "leading to a breakdown in attention and focus" can be further elaborated by discussing specific cognitive mechanisms involved in this breakdown.

Introduction, Paragraph 2: The term "implicit learning" is introduced without a clear definition. Adding a precise definition or example early in the paragraph would improve clarity for readers unfamiliar with the concept.

Methods and Materials, Search Strategy: The search terms "implicit learning" AND "football" AND "pressure" are appropriate, but specifying the Boolean operators used and any additional filters applied (e.g., publication date range) would enhance transparency.

Methods and Materials, Inclusion and Exclusion Criteria: Consider adding a rationale for excluding non-peer-reviewed articles, as some high-quality research might be missed.

The Psychological Pressure Cooker, Paragraph 4: The suggestion to use mental skills training should be backed by evidence or specific studies demonstrating its efficacy.

Navigating the Storm, Paragraph 2: The contrast between explicit and implicit learning is well-stated, but including a real-world example or case study from football would enhance practical understanding.

Unveiling the Power of Implicit Learning, Paragraph 1: The phrase "A closer look at existing research offers valuable insights" should be followed by a summary of key studies reviewed, highlighting their methodologies and findings.

Unveiling the Power of Implicit Learning, Paragraph 3: The mention of "Observational data from studies like Verburgh et al. (18)" should be accompanied by specific results or data points from the study to support the argument.

Bridging the Mental Gap, Paragraph 1: The introduction of cognitive theories would benefit from a brief explanation of each theory's relevance to the context of football performance under pressure.

Future Research Directions, Paragraph 1: The suggestion to explore variable practice routines should be supported by specific examples or preliminary findings from existing research.

Future Research Directions, Paragraph 3: The proposal to integrate brain imaging techniques should include potential hypotheses or specific neural correlates to be investigated.

Author revised the manuscript and uploaded the updated document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.