

## Effect of Instructing Attention Focus & Comparative Frequency of Feedback on Learning a Targeting Skill in Girls between 8 to 11 years in Ahvaz city

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**Abstract:** Purpose: Considering importance of feedback in motional learning & feedback concept which will lead to a kind of attentive focus, the general purpose of current study is effect of giving instruction by cell and comparative frequency of feedback in learning a targeting skill in girls between 8 to 11 years in Ahvaz city. Method of research: 90 girls between 8 and 11 were attending in this research who were selected by multi- stages clustered sampling from four districts of Ahvaz. Duty of this research included a target on the grand which was made up of 10 concentric circles. After taking pre-examination homogenously. Subjects were stayed on in one of six experimental groups (focus of internal attention with feedback of 0%, focus of internal attention with feedback of 150, focus of internal attention with feedback of %100, focus of external attention with feedback of 0%, focus of external attention with feedback of 50% & focus of external attention with feedback of 100%), subject practiced duty of targeting in acquisition level for one section. (9 blocks of 9 trials). So that they could receive feedbacks of self-related feedbacks of attention focus (internal & external) with related affluences (0%, 50% & 100%), similarly retention test was done two days after pre-examination (a 12-attempt-category). Results of research: results indicated that during test, group of external attention was acted better than internal attention and also frequencies of 0% & %100. Conclusion: Generally results showed affluence of feedback of feedback depends on focus of attention.

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### 1. Introduction

Training instructions can have an important effect to exchange information related to the target and teachers usually use these instructions for teaching and revising motional action in all skill levels.

Training instructions are often verbal (however they can be also written) and provide information about fundamental aspects of skill. These aspects include: how a skill can be used in particular situations, when and how an athlete should stand and what should he do. One of the important functions of training instructions is to direct person's focus of attention.

This directing can be either internal or external. Instructions of internal focus draws person's attention to body motions & instructions of external focus to effects of motions on environment. Several years ago researchers found out drawing individuals focus of attention has a significant effect an function of motional skills (Blis 1982-1983: Buder 1635 quoted by wolf 2007) actually accuracy & quality of motion extremely depends on what performer focuses an while performing a skill. This point is approved by a series of new searches (Bilak, Kar, Mac, Mahoon, &

Starks2002, Garry 2004). More important point is that not only function, but also whole process of learning is under the influence of what learner focuses on while performing a skill. It means how fast a skill is being trained and how well that skill is being maintained, mostly is identified by an attentive focus which is adopted through proposed instruction of feedback to the person (Wolf, 2007). Also recent investigations have shown that giving instructions of external attention are effective on function and learning motional skills. (Wolf, Hob, Prints 1998; Wolf, Mac Novin, Shia 2001). This issue may not be understandable for most of us because often we have been said in acquisition of a new skill we need to concentrate on the shape of motion or duty mechanism. In some cases even other instructions are given do us which draws attention to inside. However investigations which have been made in context of drawing attention state that this is not a right method. In last two decades lots of studies indicated that focus based on attention using instruction, plays a determinant role in learning and performing various skills (Wolf & Prindts, 2001) such as increasing precision of Golf shots (Perkinz & colleagues, 2003). Tennis shot (Wolf & colleagues), volleyball service

(wolf & colleagues, 2002) football shoot (ford & colleagues, 2005; Wolf & colleagues, 2007). & also posture control (Shia & Wolf, 1999; Wolf & Prints, 2001; Hosseini & colleagues, 2003; Wolf & colleagues, 2003 & 2009).

Researches that are conducted in attention subject suggest that person gets a better result by external attention comparing internal attention. In process of learning motional skills, probably feedback is considered a key element. Kind of feedback, its frequency and duration have a role in learning motional skills (Dany, 2009).

Feedback is taken into account as a basis for individual real operation. It seems that similar to instructions, presenting a feedback in experimental situations points to a kind of motional executive coordination, so such feedbacks induce internal attention to the learner (Wolf, 2007). Although a few investigations has begun checking effects of attentive focus in format of simultaneous added feedback (Shia & Wolf, 1999) & final added KP feedback (Wolf & colleagues, 2002) for example, Wolf (2002) checked effects of attentive focus in two separate tests (skill of volleyball top spin serve & football head shot) presenting added KP feedback (Feedbacks which associate related motional) and showed that adopting an external attention focus will result in more learning comparing with adopting an internal attention focus (Wolf & colleagues, 2002). In order to explain affluence impacts of a warring of result on learning motional skills (Salmani & colleagues (1984) brought up guidance theory and stated in addition to guided and effects of feedback affluence during practice, if also contains some negative effects which are listed below:

1. Preventing for important processes of information processing: identify & revise error;
2. Decreasing stability in motion
3. Dependency of performer upon feedback (Salmani&colleagues,1984)

On the other hand, in contrast to guidance theory, Wolf, Shia & Matshiter (1998) have checked impacts of feedback frequency (0%, 50%, and 100%) on difficult skill learning (doing zigzag motion using, ski simulative device). Also Wolf & colleagues (2002, second test) surveyed effect of comparative frequency of internal & external often five feedback upon football long pass on armature subjects. Results indicted groups that have received external attentive feedback with frequency of 33% & 100% had better function rather than groups received internal attentive feedback.

Also group which had received internal attentive feedback of 100%, had the weakest function. Weak function of internal attentive feedback can be justified by guidance theory, but better performance of external

attentive feedback was against suggestions of this theory consequently researchers concluded that numerous frequencies of feedback to learn complex & difficult motional skills till reaching a distinct level of skill, is useful & there is probability of existence of an interaction between feedback frequency & motion difficulty (Wolf & Shia, 2002).

Considering significance of feedback in motional learning & concept of feedback, with will be undoubtedly resulted in a kind of attentive focus, it is necessary to study impacts of kinds of attentive focus in formant of an added feedback.

However when the feedback is being studied, the way is to be presented should be certainly considered as well. So current study will peruse effects of the way focus of feedback attention (internal & external focuses) is adopted & row feedback is presented (affluences of 0%, 50%, 100%) in order that it is identified whether instructing attention focus & changing the way feedback is to be presented (affluence of 0%, 50%, 100%) will affect learning a targeting skill or not?!

Method of investigation: current method of investigation is quasi- experimental and of a field study. Plan of investigation is in form of pre-examination after examination & retention with 6 groups (internal attention focus with feedback of 0%, internal attention focus with feedback of 50%, internal focus with feedback of %100, external attention focus with feedback of 0%, external attention focus with feedback of 50%, external attention focus with feedback of 100%).

Statistical population & sampling size: statistical population of current study contains of all girls between 8 to 11 years in Ahvaz in first educational semester of 93-94 who are standing in primary schools. In order to sampling in targeted population a multi- stages clustered sampling method is used.

#### **Means & Methods of Measuring:**

1. Individual identification Questionnaire of Subjects: which is including first & last names, date of birth, length, weight, & health status.

2. Results records sheet: these sheets are arranged based on performance of each group in order to record targeted attempts for each subject in every section.

During performance score of each attempt is recorded opposite it.

3. Duty of purposing: the used duty in this study is similar to which is done by Saemi & colleagues (2012) which includes a target on the ground. Targeted point is mode of 10 concentric circles with radiuses of 10, 20, 30,..., 100cm that each circle has 10 scores.

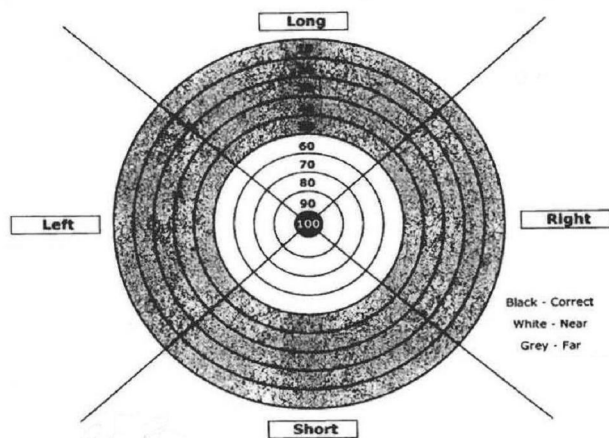


Fig1. Duty of test purposing

### Method of scoring:

Since target is made of 10 concentric circles and every circle from center has 100 scores till the last one in outside has 10 scores, the way to score was as following: if throw hits the target, it will be scored 10 and if fits another it will have 90, 80, 70, ... scores and in case it does not hit the target of all, subject will get zero score.

### Statistical methods:

In order to analyze targeted information, descriptive statistics are used to calculate central & dispersion coefficients as well as drawing graphs. In inferential statistic, analysis of ANOVA variance is used to analyze data in pre-examination and retention stages. In order to analyze acquisition stage data and compare pre-examination, acquisition & retention of various groups, test of analysis of ANOVA variance is used by reiterative measuring on blocks factor.

To clarify location of diversities for in-group & mid-group factors, Bonferroni test track was applied. Analysis of ANOVA various is used in retention stage to analyze data. Data assay was done by Spass software, version 16. In all statistical methods  $p < 5\%$  level of significance was considered.

### Conclusions:

Internal attention focus with feedback frequency of 0% has an effect on performing and learning of a targeting skill in girls of 8 to 11 years old in Ahvaz. These results indicate that girls of internal attention focus with feedback of 0% have made progress in all stages of acquisition & retention rather than pre-examination. Also there is difference between acquisition and retention in this group (Table 1). Internal attention focus with feedback frequency of 50% affects performing and learning of targeting skill in girls between 8 to 11 years in Ahvaz. Results show that girls in internal attention focus group with feedback of 50% have improved in all stages of acquisition & retention rather than pre-examination.

Also we can find a difference between acquisition & retention in this group (Table 2) internal attention focus with frequency of 100% feedback influences performing & learning of a targeting skill in 11-year-old girls of Ahvaz City. According to results girls in internal attention focus group & feedback of 100% have developed in all stages of retention & acquisition rather than pre-examination. However there is no significant difference between acquisition & retention in this group (Table 3).

External attention focus with frequency of 0% feedback has effect on learning & performing of a targeting skill in girls having 8-11 years in Ahvaz. Based on results girls of group of external attention focus & feedback of 0%. Made progress in all stages of acquisition & retention, but there is no significant difference in the group between acquisition & retention (table 4) external attention focus with frequency of 50% feedback affects learning and performing a targeting skill in girls of external attention focus and feedback of 50% improved comparing pre-examination in all stages of acquisition & retention. However, there is no significant difference between acquisition & retention in this group (Table 5) external attention focus with frequency of 100% feedback influences performing and learning a targeting skill in girls having 8 to 11 years. According to results girls of external attention focus so 100% feedback improved in all stages of acquisition and retention rather than pre-examination.

Also there is no significant difference between acquisition and retention in this group (table 6) between frequencies of 0%, 50%, and 100% feedback with internal attention focus there is difference in performing a targeting skill in 8-11 years old girls of Ahvaz. Generally we can say during trial blocks of acquisition stage, group of internal attention focus with feedbacks of 0% & 100% had a better performance comparing group with 50% feedback (tables 7 & 8). Between frequencies of 0%, 50%, 100% feedback with internal attention focus there is a difference in learning a targeting skill in girls between 8 to 11 years old in Ahvaz. Overall we can state that in retention stage, group of internal attention focus with feedback of 50% had a better function rather than feedbacks of 0% & 100%. (Table 9) between frequencies of 0%, 50%, 100% feedback with external attention focus there is difference in performing a targeting skill in 8-11 year old girls in Ahvaz. Generally we can say during trial blocks of acquisition level of external.

Attention focus groups with feedbacks of 0% & 100% had a better performance rather the group with 50% feedback. (Tables 10, 11, 12) there is a difference between frequencies of 0%, 50%, 100% feedback with external attention focus in learning a targeting skill in

girls having 8 to 11 years in Ahvaz. Overall we can say that in retention stage of external attention focus group with feedback of %50 there was a better function than feedbacks of 0% & 100%. (Table 13) there is a difference between frequencies of 0%, 50%, 100% feedback with external attention focus and frequencies of 0%, 50%, 100% feedback with internal attention focus in performing a targeting skill in girls of 8 h 11 years old in Ahvaz. Generally during practice, external attention focus group has acted better than internal attention & man while frequencies

of 0% & 100% had a better function rather than frequency of %50 (table 14).

There is a difference between frequencies of 0%, 50%, 100% feedback with external attention focus and frequencies of 0%, 50%, 100% feedback with internal attention focus in leaving a forgetting skill in 8 to 11 year old girls in Ahvaz. So we can say that during retention external attention group has acted better than internal attention and mean while frequency of %50 had a better function rather than frequencies of %0 & %100 (Table 15).

Table 1: Effect of internal attention focus with frequency of 0% feedback a performing and luring a forgetting skill in girls 8-11 years old in Ahvaz.

Factor (I)	Factor (J)	Difference of averages (i-j)	Significant level
Pre-examination	Acquisition	-50.14	0.001
	Retention	-59.05	0.0001
Acquisition	Retention	-8.9	0.03

Table 2: effect of internal attention focus with frequency of 50% feedback a performing and luring a forgetting skill in girls 8-11 years old in Ahvaz.

Factor (I)	Factor (J)	Difference of averages (i-j)	Significant level
Pre-examination	Acquisition	-56.57	0.0001
	Retention	-63.01	0.0001
Acquisition	Retention	-7.03	0.006

Table 3: effect of internal attention focus with frequency of 100% feedback on performing and luring a forgetting skill in girls 8-11 years old in Ahvaz.

Factor (I)	Factor (J)	Difference of averages (i-j)	Significant level
Pre-examination	Acquisition	-59.1	0.0001
	Retention	-59.08	0.0001
Acquisition	Retention	0.01	1.000

Table 4: effect of external attention focus with frequency of 100% feedback on learning and performing a targeting skill in girls 8-11 years old in Ahvaz.

Factor (I)	Factor (J)	Difference of averages (i-j)	Significant level
Pre-examination	Acquisition	-66.07	0.0001
	Retention	-63.72	0.0001
Acquisition	Retention	2.35	1.000

Table 5: effect of external attention focus with frequency of 50% feedback on learning and performing a targeting skill in girls 8-11 years old in Ahvaz.

Factor (I)	Factor (J)	Difference of averages (i-j)	Significant level
Pre-examination	Acquisition	-69.23	0.0001
	Retention	-69.53	0.0001
Acquisition	Retention	-0.29	1.000

Table 6: effect of external attention focus with frequency of 100% feedback on learning and performing a targeting skill in girls 8-11 years old in Ahvaz.

Factor (I)	Factor (J)	Difference of averages (i-j)	Significant level
Pre-examination	Acquisition	-66.59	0.0001
	Retention	-60.61	0.0001
Acquisition	Retention	5.98	0.001

Table 7: Independent T test to compare Throw averages of 0% & 50% feedback groups in acquisition stage:

		Levene's test		Number	Aver age	Standard deviation	Difference of averages	Freedom Degree	T test	Significant level
		Significant level	F							
Block 4	0%	0.3	1.1	15	67.63	2.9	-5.11	28	-3.7	0.001
	50%			15	79.74	4.4				
Block 5	0%	0.09	2.9	15	72.3	5.84	10.07	28	3.5	0.002
	50%			15	62.22	9.26				
Block 6	0%	0.54	0.3	15	78.59	4.01	16.66	28	8.98	0.001
	50%			7	15	61.93				
Block 7	0%	0.21	1.6	15	72.22	4.78	10.51	28	4.06	0.0001
	50%			3	15	61.7				
Block 9	0%	.74	2.3	15	60.15	7.9	-7.63	28	3.37	0.002
	50%			5	15	67.78				

Table 8: Independent T test to compare Throw averages of 0% & 100% feedback groups in acquisition stage:

		Levene's test		Number	Aver age	Standard deviation	Difference of averages	Freedom Degree	T test	Significant level
		Significant level	F							
Block 5	0%	0.89	0.04	15	72.3	5.84	7.11	28	2.44	0.02
	50%			15	65.19	9.63				
Block 6	0%	0.22	1.51	15	78.59	4.01	14.88	28	7.88	0.0001
	50%			15	63.7	6.11				
Block 7	0%	0.56	0.33	15	72.22	4.78	12.59	28	3.4	0.002
	50%			15	59.63	13.48				
Block 9	0%	0.68	0.17	15	60.15	7.9	-9.03	28	-3.64	0.001
	50%			15	69.19	5.46				

Table9: Difference of frequencies 0%, 50%, 100% feedback with internal attention focus in devanning a targeting skill in 8-11 year old girls in Ahvaz.

Factor (I)	Factor (J)	Difference of Averages (i-j)	Significant level
Group 0%	Group 50%	-5.75	0.04
	Group 100%	-0.11	1.000
Group 50%	Group 100%	5.64	0.04

Table 10: Independents T test to compare Throw averages of 50% & 100% feedback groups in acquisition stage:

		Levene's test		Number	Aver age	Standard deviation	Difference of averages	Freedom Degree	T test	Significant level
		Significant level	F							
Block 2	0%	0.93	0.0006	15	78.74	6.31	8.74	28	2.71	0.0001
	50%			15	70	0.57				
Block 3	0%	0.44	0.6	15	72.07	2.29	3.18	28	2.71	0.0001
	50%			15	68.89	0.8				
Block 4	0%	0.6	0.5	15	74.3	6.31	4.29	28	2.63	0.02
	50%			15	70	0.2				
Block 6	0%	0.23	1.4	15	74.96	0.57	-8.37	28	-28.56	0.0001
	50%			7	15	83.33				
Block 7	0%	0.6	0.2	15	73.63	4.01	-3.03	28	-2.92	0.01
	50%			8	15	76.67				
Block 8	0%	0.9	0.0	15	71.48	2.86	2.59	28	3.5	0.004
	50%			1	15	68.89				
Block 9	0%	0.09	3.0	15	77.41	10.47	-7.03	28	-2.6	0.02
	50%			2	15	84.44				

Table 11: Independent T test to compare Throw averages of 0% & 100% feedback groups in acquisition stage:

		Levene's test		Number	Aver age	Standard deviation	Difference of averages	Freedom Degree	T test	Significant level
		Significant level	F							
Block 2	0%	0.1	0.88	15	71.78	1.72	14.14	28	3.29	0.005
	100%			15	57.63	16.56				
Block 3	0%	0.44	0.6	15	78.74	6.31	15.7	28	2.87	0.01
	100%			15	63.04	20.22				
Block 4	0%	0.37	0.5	15	71.48	2.86	-8.74	28	-	3.73
	100%			15	80.22	8.56				

Table 12: Independent T test to compare Throw averages of 50% & 100% feedback groups in acquisition stage:

		Levene's test		Number	Aver age	Standard deviation	Difference of averages	Freedom Degree	T test	Significant level
		Significant level	F							
Block 1	100%	0.91	1.37	15	72.22	0.46	14.59	28	3.41	0.004
	50%			15	57.63	16.56				
Block 6	100%	0.6	0.27	15	83.33	6.35	9.85	28	5.83	0.0001
	50%			15	63.04	20.22				
Block 8	100%	0.74	0.11	15	68.89	0.78	-11.33	28	-5.77	0.0001
	50%			15	80.22	8.58				
Block 9	100	0.64	0.22	15	81.48	2.96	28	4	0.001	
	50%			15	2.86					

Table 13: Difference of frequencies of 0%, 50%, 100% feedback with external attention focus in learning a targeting skill in 8-11 year old girls in Ahvaz:

Factor (I)	Factor (J)	Difference of Averages (i-j)	Significant level
Group 0%	Group 50%	-3.61	0.03
	Group 100%	-0.44	1.000
Group 50%	Group 100%	3.01	0.03

Table 14: Difference of frequencies of 0%, 50%, 100% feedback with external (attention focus & frequencies of 0%, 50%, 100% feedback with internal attention focus in learning a targeting skill in 8-11 year old girls in Ahvaz:

Factor (I)	Factor (J)	Difference of Averages (i-j)	Significant level
Internal attention group with frequency of 0%	Internal attentions group to frequency of 50%	3.17	0.01
	Internal attentions group to frequency of 100%	-2.23	0.03
	external attentions group to frequency of 0%	6.13	0.001
	external attentions group to frequency of 50%	-1.23	1.000
Internal attention group with frequency of 50%	external attentions group to frequency of 100%	-2.7	0.03
	Internal attentions group to frequency of 100%	-1.3	1.000
	external attentions group to frequency of 0%	-10.12	0.002
	external attentions group to frequency of 50%	-4.22	0.04
Internal attention group with frequency of 100%	external attentions group to frequency of 100%	-5.69	0.04
	external attentions group to frequency of 0%	-8.82	0.04
	external attentions group to frequency of 50%	-2.92	0.01
	external attentions group to frequency of 100%	-4.39	0.03
External attention group with frequency of 0%	attention group with frequency of 50%	3.54	0.001
	attention group with frequency of 100%	2.23	0.01
attention group with frequency of 50%	attention group with frequency of 100%	-1.31	0.04

Table 15: Difference of frequencies of 0%, 50%, 100% feedback with external (attention focus &amp; frequencies of 0%, 50%, 100% feedback with internal attention focus in learning a targeting skill in 8-11 year old girls in Ahvaz:

Factor (I)	Factor (J)	Difference of Averages (i-j)	Significant level
Internal attention group with frequency of 0%	Internal attentions group to frequency of 50%	-5.75	0.04
	Internal attentions group to frequency of 100%	-0.11	1.000
	external attentions group to frequency of 0%	-6	0.05
	external attentions group to frequency of 50%	-9.61	0.0001
	external attentions group to frequency of 100%	-6.44	0.02
Internal attention group with frequency of 50%	Internal attentions group to frequency of 100%	5.64	0.04
	external attentions group to frequency of 0%	-0.24	1.000
	external attentions group to frequency of 50%	-3.85	0.04
	external attentions group to frequency of 100%	-0.68	1.000
Internal attention group with frequency of 100%	external attentions group to frequency of 0%	-5.88	0.06
	external attentions group to frequency of 50%	-9.5	0.0001
	external attentions group to frequency of 100%	-6.33	0.03
External attention group with frequency of 0%	attention group with frequency of 50%	-3.61	0.03
	attention group with frequency of 100%	-0.44	1.000
attention group with frequency of 50%	attention group with frequency of 100%	3.16	0.03

### Discussion & conclusion:

According to results of current study, adoption of internal attention focus in learning motional skill of throw is effecting comparing with & colleagues' (2002), & Borhan I & colleagues' (1391). Results of this study confirm to proposed attitudes regarding impact of attention on control and motional learning. From the control point of view, corresponding to theory of limited action (Mc. Novin & Colleagues, 2003: Wolf & Mc Novin, 2003) attentive focus on motion consequence (external focus) will increase automatic motional control Based on this attitude, once people are concentrating on their motions, consciously intend to interfere in control processes to set and organize coordination of motions: so undesirably they damage automated process, which can control motions more effectively & efficiently, by trying to control motions consciously. On the contrary focus on consequence of motion causes improving a kind of automatic control which leads to unconscious, fast, & reflexive control of motions and will result in desirable results.

In other words selecting external focus will decrease conscious interference in controlling motions and result in favorable results (Wolf, Farokhi & Mohzoun translation, 1388).

As already Dang has mentioned (2009), probably practicing by external focus approach allows learner to look far and find the best motion in order to achieve desirable effect, maybe offering feedbacks which concentrate on motion itself (feedback of internal focus) will cause enormous overload for learners and consequently will not let learners to improve their own motional pattern (Yuhara & colleagues, 2008). Results of current study support theory of conscious

processing of masters & Maksol (2002). Based on this theory.

In pressure & anxiety situations, conscious control cause to return primary stages of learning, because performance was not automatic & is consciously controlled (Masterz, 1992). These researchers present a different exploration. Regarding to the reason of external attention focus superiority. They say that external attention focus direct learner to concentrate an internal information & and probably some important and prominent external info (like focus on the location ball lands). Therefore adopting internal attention focus will force more burden on attentive sources or occupational memory which is probable reason of weak performance in persons who concentrate on internal factors (Maksol, Masterz & Ivezh, 2000). In situations of doing duty in journey, weak performance & disorder in performing have been seen in individuals who have adopted internal attention focus. Reason of this disorder is reported to be increasing attention burden beyond existing capacity in that situation in January (Polton & colleagues, 2006). An interesting point in this study is that affluence of feedback in interaction with type of adoption is center of attention. Results of this research show that in conditions of internal & external focuses during trial blocks of acquisition stage, external attention groups with feedbacks of 0% & 100% had a better performance than group with feedback of 50% & in retention stage, external attention focus group with feedback of 50% had a better function than groups with feedbacks of 0% & 100%.

Few studies have checked interaction of attention focus & feedback affluence. For example wolf & colleagues have shown this interaction in acquisition

and learning football head shoot for professional subjects (wolf & colleagues, 2002).

However most of investigations in researching feedback affluence have presented that relative frequency feedback will result in more learning comparing with its absolute frequency and have approved forecasts of guidance theory (Ishikura, 2008: Salmani & colleagues, 1999: Saberi & colleagues, 1382: Butki & Hafman, 2003).

According to guidance theory process, if student receives a feedback after each attempt, he will be directed to perform his action in a right manner using added feedback as a reference of student guidance, will make him dependent on its accessibility. So when he wants to perform that skill without it, his function will be weaker time that added feedback is in access. Practically this feedback will be likened to a cane which student leans to, for performance. (Eshmit: Namazi zadeh & Vaez Mousavi translation, 1392). From the feedback frequency point of view, results of this study is disparate with Borhani & colleagues' (1391). These results pointer out interaction between.

Attention focus and feedback affluence is significant and meaningful in acquisition and rotation stages in a way that difference between group of 33% internal attention focus & 100% internal was significant, but not between 33% external attention focus & 100% external. Maybe the reason of Borhani & colleagues' study (1391) disparity will current one is different in motional experiences, type of skill, & age of subjects. In their study subjects were including boys studying in school of art having average age of 17 but in this study subjects were girls between & to 11 years. In armature teenager boys group due to more emotional experience, frequency of external feedback does not differ in acquisition & retention shags however this difference can be seen in girls group due to less motional experience.

- Suggestions: according to results of study.
- Teachers and tutors are offered to benefit from instructions of external attention drawing in training targeting motional skills instead of ones which emphasize on moving parts of body.
- Teachers & tutors advised to pay attention to frequency of attention. Feedback while attentive feedback to children & use frequency walk feedback of %50 for butter learning of children.

• **Further suggestions:**

1. Similar study is to be done in some rage of age in boys group as well & compare results.
2. Effect of attentive feedback & its frequency in their skills to be studied.
3. Effect of attentive feedback & its frequency in their skills to be stated in various range of ages.

4. Effect of attentive feedback & its frequency to be studied on both amateur & professional individuals.

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