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1996)

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(Schmidt, 1988)

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0.17	3.31	2	6.63		
	19.82	43	852.35		
		45	858.98		
1.27	13.65	2	27.30		
	10.75	43	462.35		
		45	489.65		
0.04	0.71	2	1.43		
	16.04	43	689.55		
		45	690.98		
0.03	8.86	2	17.73		
	312.34	43	13430.45		
		45	13448.18		

.3.22 = (0.05 ≥ α) () *

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(Kirkendall, 1987 and Collins,

.1978)

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0.70	-	0.90	0.78	0.83	0.87	2.84	2.99	18.9	18.4	
0.63	-	0.84	0.78	0.79	0.87	3.13	2.11	13.9	13.1	
0.66	-	0.88	0.78	0.81	0.87	3.19	3.22	16.0	15.2	
0.68	-	0.93	0.98	0.82	0.85	4.99	5.21	42.4	41.2	

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	0.000	*5.25	3.02	20.3		
			3.47	25.4		
	0.000	*12.03	3.35	14.7		
			2.95	24.75		
	0.000	*15.31	2.73	16.7		
			3.07	29.2		
	0.000	*5.37	18.06	43.55		
			18.99	68.15		

.(2.14 = 0.05 ≥ α)

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(3)

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	0.000	*5.09	4.40	20.2		
			4.92	24.55		
	0.000	*7.55	2.94	14.55		
			1.98	18.95		
	0.000	*11.41	3.28	16.35		
			4.11	26.2		
	0.000	*5.29	5.31	43.45		
			5.06	61.4		

.(2.14 = 0.05 ≥ α) () *

(5)

(16 =)

	0.000	*4.74	4.03	19.55		
			3.77	21.60		
	0.000	*7.94	2.09	13.2		
			2.18	16.55		
	0.000	*8.39	4.24	16.4		
			3.06	23.5		
	0.000	*10.47	12.08	44.65		
			9.65	56.0		

.(2.13 = 0.05 ≥ α) () *

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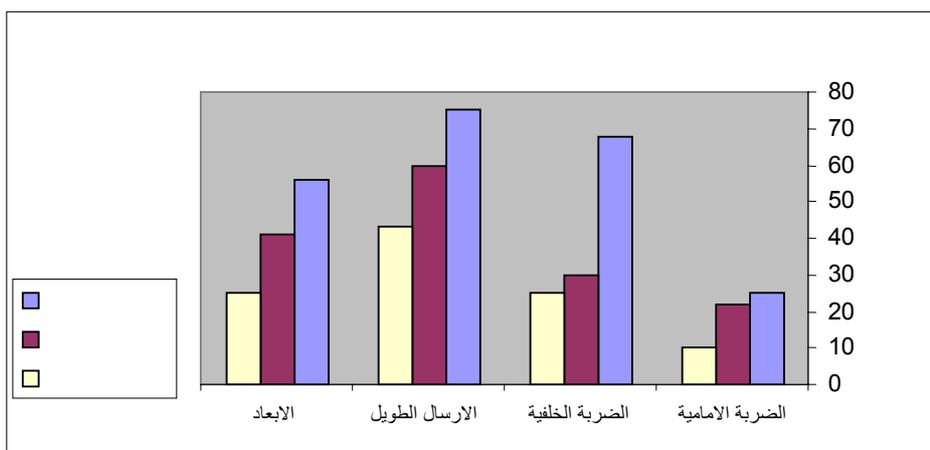
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%10.48	%21.5	%25	
%25.37	%30.2	%68.3	
%43.29	%60.2	%74.8	
%25.41	%41.3	%56	



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(7)

(46 =) ()

*3.561	79.55	2	159.10		
	22.34	43	960.55		
	-	45	1119.65		
*46.104	355.46	2	710.93		
	7.712	43	331.65		
		45	1042.58		
*10.291	162.60	2	325.20		
	15.8	43	679.40		
	-	45	1004.60		
*3.499	741.15	2	1482.30		
	211.84	43	9109.0		
	-	45	10591.65		

.(3.22 = 0.05 ≥ α) () *

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() 3.80	0.85	-	25.4		
() 2.95	-		24.55		
-			21.60		
() 8.20	() 5.80	-	24.75		
() 2.40			18.95		
-			16.55		
() 5.7	() 3.00	-	29.2		
() 2.7			26.2		
-			23.5		
() 12.15	6.57	-	68.15		
5.40	-		61.4		
-			56.0		

.(7.70) (2.10) (2.07) (2.50)) *

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	(3.00)	-	(8)	:
	(2.7)	-	(3.80)	-
	(12.15)	-	(2.95)	-
(6.57)			(0.85)	-
	(5.40)	-		-
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Effect of Using Feedback on Learning Fundamental Badminton Skills

*Moen M. Al Khalaf and Sadiq K. Hayk**

ABSTRACT

The purpose of the current study was to identify the effect of different feedback styles (individual external feedback, group external feedback, internal feedback) on learning fundamental badminton skills and find the best style that helps students to learn the following skills: forehand stroke, backhand stroke, long serve and over head clear. The sample consisted of three separate groups of undergraduate physical education female students from the Faculty of Physical Education at the University of Jordan. The results of data analysis indicated that feedback played a potential role in enhancing the learning of badminton skills and the individual way of providing the information was the best educational style of learning compared to other styles. In addition, feedback made the process of learning skills faster. This study emphasized the importance of the information and the instructions provided by the teacher during the learning skills lessons concerning the appropriate teaching style.

KEYWORDS: Feedback, Skills, Badminton, Learning.

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