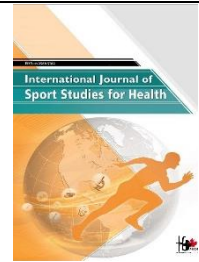





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The Effect of Verbal, Visual, and Combined Instructions on Learning a Sports Skill: An Effective Instruction Approach for Enhancing Adolescent Sports Performance

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1 Reviewer 1

Reviewer:

The sentence “This has been confirmed in studies involving healthy individuals across different motor domains...” (para. 1) clusters three citations {6,7,8} without elaborating. Briefly distinguishing the nature of the tasks (e.g., “sports vs. novel motor tasks”) would improve specificity.

The manuscript does not report whether a priori power analysis was conducted to justify the sample size (n=36). Including this would enhance the rigor of the experimental design.

In section 2-1, while the reliability indices of FOLQ are well reported, the reference {20} used is unclear in the main text. Consider clarifying its citation and updating the in-text marker accordingly.

Sections 2-1 and 2-2 are both labeled “Study Design and Participants.” This may confuse readers. Consider renaming 2-2 as “Procedure” or “Phases of the Experiment” to improve organization.

While Table 1 includes 95% confidence intervals, the manuscript lacks a full ANOVA results table with F-values, degrees of freedom, and effect sizes. Including this would provide transparency and allow replication.

In the results, p-values are inconsistently reported: “ $p = 0.001$ ” vs. “ $p < 0.001$ ”. Please follow APA 7 guidelines consistently across the manuscript.

The text states “ $p = 0.08$ for visual” as significant (para. 3), yet this value is above 0.05. Clarify whether this is a typo or a misinterpretation of significance.

The sentence “LSD post hoc analysis indicated no significant differences between groups in the post-test...” should be expanded to provide exact p-values or mean differences for transparency.

The discussion could be improved by commenting on whether the findings generalize only to simple discrete skills or might differ for serial or continuous tasks. This differentiation could guide future research and practice.

Author revised the manuscript and uploaded the updated document.

1.2 Reviewer 2

Reviewer:

The paragraph starting “Additionally, researchers do not agree on the principles for using instructions...” introduces a key conceptual gap (order of verbal/visual) but does not elaborate. This presents a valuable opportunity to propose a clear hypothesis or rationale.

The discussion around combined instruction is not supported with sufficient prior empirical studies (e.g., beyond Bandura). Consider integrating additional literature such as dual coding theory or cognitive load theory to strengthen theoretical grounding.

The sampling method is described as “convenience sampling,” but later mentions “random assignment.” Clarify how randomization was ensured after convenience selection to strengthen internal validity (para. 2-1).

Figure 1 is referred to in-text, but its caption lacks units or an explanation of what the y-axis measures. Clarifying whether the axis reflects points scored, accuracy, or another metric would aid interpretation.

While Bandura’s theory is used extensively, other contemporary motor learning theories (e.g., ecological dynamics or cognitive load theory) could offer additional explanatory power. Consider integrating them for a broader theoretical perspective.

The phrase “This dual-channel approach...” (final paragraph) would benefit from reference to dual coding theory (Paivio) to strengthen the cognitive explanation of combined instruction benefits.

Author revised the manuscript and uploaded the updated document.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.