



## Graduation Project

Final Draft

The Effect of Repetition Technique on Developing the  
Acquisition of English as a Foreign Language for Elementary  
School Students

Name: [REDACTED]

Academic number :2 [REDACTED]

Under supervision of :D.Fatimah Al zaahra Mohammed

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I certify that all material in this proposal which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University

Signature: Sitah Alotaibi

❖ Table of content

Section	Page
Abstract	3
Introduction	3-4
Literature review	5
Significance of Research	6
Research Questions	6
Research Methodology	6-7
Ethical Considerations	7
Limitations of the study	7
Expected Results	7
References	8
Appendix	8

#### ❖ Abstract

The central purpose of this search was to explain the effects of the repetition technique on the acquisition of English language of elementary school students. However, this method is an old technique that is used to strengthen memory, restore information, and keep them, and the intention here, to repeat the skill. As a matter of fact, repetition has a positive impact on student achievement and increases the percentage of mastering all skills, as well as the survival of the impact of learning and deepening memory.

#### ❖ Introduction

"If you do your best always, over and over again, you will become a master of transformation. Practice makes the master. By doing your best, you become a master. Everything you have ever learned, you learned through repetition. You learned to write, to drive, and even to walk by repetition. You are a master of speaking your language because you practiced. Action is what makes the difference" (Ruiz, 2015)

The English language is imperative and essential for all kinds of knowledge, such as military, economic, scientific, cultural, political, travel, and an invitation to the religion of Islam, as well as the importance of communication with other people in foreign countries like the USA and the UK. For these reasons, it is necessary to find a way to help students remember and improve their English skills. Students in elementary school, especially are able to acquire language more quickly than others; children have a natural tendency to repeat new words or sing songs.

A repetition method is a good way to teach English language skills. It is significant to remembering and building trust and can be powerful. This is very useful for developing skills. For example, the teacher requests his students to write simple sentences like "I drink milk" and then corrects them. If there is a mistake, he then asks them to write another sentence and repeat or rewrite the same sentence many times, up to three times or more. He will observe his students become better, and they will write the same sentence in the correct form and do more exercises. In other words, this will make it easier for students to learn how to spell sentences.

Also, it will solve all problems in a text, like diction; punctuation; conjugations; and category words such as verbs, nouns, adjectives, and adverbs.

Another example is that when a teacher starts with beginner students, he can do something as simple as the following conversation between the teacher and his student.

Teacher: Hello, how are you?

Student: I am fine. How are you?

Teacher: I am very well.

The next time, the student will be able to repeat this phrase correctly. Doing this every time will make most students respond confidently. Like this conversation.

Teacher: Hello, who are you?

Student: I am fine. How are you?

Teacher: I am fine. What are you doing?

Student: I am going to the cafeteria. What are you doing?

Teacher: I am going to my office.

Thus, the student will respond more confidently, add more phrases to the conversation, and repeat it. Then, the teacher will repeat it until the student speaks with more fluency and proficiency.

One way of developing a skill is by using active information that's stored in the student's memory and completing the process with accuracy in exercises that utilize that skill. The most important first step is to bring the skill to a conscious level where the student is deliberately thinking about the activity. In other words, the student should know what skills they lack and focus on doing activities that will help them build these skills. This can be termed as learning by way of the repetition technique.

❖ Literature review

The study by Beasley and Chuang (2008) deals with the effect of repetition and adds to the body of empirical knowledge regarding the use of music in the EFL classroom. This original investigation centered around the following questions: Does listening repetition, song likeability, and/or song understandability influence learning environment perceptions, learning perceptions, and/or learning outcomes in Taiwanese EFL learners engaged in web-based music study? The subjects in this study consisted of 196 Taiwanese students. Correlation and regression analyzes were performed to determine if any statistically significant relationships existed between the study's variables of interest. The results suggest that both song likeability and song understandability significantly and positively influence web-based learning environment enjoyment, which in turn significantly and positively influences learning perceptions. Implications for practice are offered, including criteria for selecting appropriate songs for use in the EFL process.

On this point, Palumbo (2008) talks about the importance of repetition. He said, "Repetition can be extremely helpful in the learning patterns of students and should be used on a daily basis when tutoring children with their homework. Skills such as math, reading, writing, and learning a new language can be easily learned with the assistance of some suggestive repetition.

On this point, Palumbo (2008) mentioned the following: Repetition is especially useful when tutoring as children may not have been given the chance to repeat the information that was learned within the classroom setting. When the child is tutored using repetition they are given the chance to use the information learned in the classroom setting and combine it with the practice that they have been exposed to during the tutoring session, in early years of education and teach The English language differs considerably from another curriculum (e.g., Math, Geography) where to depend on tow elements quality and time is considered the most important factor lead to achieving high levels of achievement and succeed.

❖ Significance of research

The importance of this research comes from the importance of using the best techniques or methods to learn the English language for elementary students elementary, and the most important thing for students to learn are the English language and the best ways to improve their skills. In fact, there are aims and plans to do more and more to access excellence. There is not just one method to learn, but many, and researchers are working to find good ways necessary for scientific progress in the future and make education more effective and useful.

❖ Research questions

This search will answer the following question:

What is the effect of the repetition technique on elementary school students' acquisition of English as a foreign language?

❖ Research methodology

The aim of the study was to analyze the effectiveness of the technique of repetition in the development of skills of elementary students. This research has been applied to 20 students, who were divided into two groups of 10. Each group was given the same lessons for all skills (i.e. reading, writing, listening, speaking). The difference between the two groups was that the first group studied basic English skills using traditional educational methods, without focusing on strategy repetitions, while the second group was taught using traditional teaching methods centered on strategy redundancy. Each group was given equal teaching time.

At the end of the semester, I was given a test for both teams. The test results determine the group's level of mastery of basic skills, as well as the effectiveness of the redundancy technique in the development and mastery of the students' English language skills.

At the same time, a questionnaire was distributed to a group of teachers and interviews were carried out. at the school. The teachers' responses were gathered through the questionnaire analysis and compared with the control group. The distinction was found that it was clear to students that their education performance was centered on repetition.

The repeated phrases can be changed according to the students' needs, but the repetition will help the students to carry out a simple conversation by remembering this practice. In addition, repetition improved students' listening skills. When the students heard an audio clip and it was repeated to them in class, they had a better understanding

of what they heard. For example, frequent listens allow the listener to make an audible distinction later. In addition, reading enhances the language skills and knowledge of grammatical structures, and repeatedly reading the texts contributes to the development of confidence. It is also a useful technique that stimulates the student to read books such as short stories in the library.

The repetition technique had a positive impact. In fact, it helped the teacher in their job and students in their learning. It also refined the students' skills and made their education more flexible, easier, and helped to strengthen their long-term memory when this process was applied to all skills. As a result, they will be good at speaking, writing, reading, and listening. There is no learning without repetition.

❖ Ethical considerations

I took approval from the school administration and kept the names all student participants secret in this search.

❖ Limitations of search

This tested study was conducted on a group of students in an elementary school for girls in Riyadh City. The study lasted one semester. It is not enough to observe all of the students' skills in their classes. It would be better if it were done in a longer time. The experimental group is small, only 20 students, and perhaps not all of the students at the elementary level are represented. If conducted on more levels, the questionnaire could be designed to measure the effects of repetition techniques on the skills of English language and performance skills of the students at this level.

❖ Expected results

From expectations, the students will be good when their teacher follows a repetition with them. Keeping the information in mind, experience is gained more deeply and positively to understand their learning.

Also, vocabulary terms and better pronunciation should follow as every curriculum aims to repeat some activities because of the important connection between repetition and improving skills. Repetition of activities, many times, helps to find support until perfection and professionalism in the use of basic skills. This is suitable for students' effective learning and achievement of goals.

❖ Reference

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❖ Appendix

Questionnaire:

- 1-Did you use the repetition way in your study when you were in elementary school?
- 2-Did you think that use of repetition is useful to improve the skill?
- 3-What is the more skill require repetition in learning ?
- 4-Is this method Suitable for learning the English language for students?
- 5- Did you use this method with your (child-student) to learn?

Questionnaire available on this page

<http://goo.gl/forms/ABq7AWj36S>