



The Effect Of Repetition And Practice In English Language Teaching: A Strategy For Long-Term Retention

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ABSTRACT

It is no secret to everyone that the repetition method is one of the important methods in developing English language teaching skills, as it plays an important role in developing students' comprehension skills and long-term retention. The practice of the repetition method in education is not new, but rather it is one of the old educational methods used to obtain information and long-term retention because it creates a positive mutual interaction between the teacher and the student during the lesson. Practicing this method in modern education is one of the most widespread and widely used educational strategies in teaching languages. Therefore, our research focused on demonstrating the importance of the repetition method in teaching English and its effective role in increasing the student's ability to long-term retention. The research also showed the factors influencing the practice of this method in teaching the English language, and identified the positive impact in increasing the student's ability to understand and long-term retention. Our research relied on a descriptive research methodology based on analysis using the descriptive methodology in providing the optimal analysis of the problem. This research came out with the most important results, which are that the teacher's skill and the student's ability to adapt have a great impact on choosing the correct teaching strategy, and that the repetition method in teaching the English language is necessary and important in raising the educational level, as it helps the student in memorizing and long-term retention.

Keywords : Repetition And Practice In English Language

أثر التكرار والممارسة في تدريس اللغة الإنجليزية: استراتيجية للاحتفاظ بالمعلومات على المدى الطويل

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الملخص:

مما لا يخفى عن الجميع ان اسلوب التكرار يعد من الاساليب المهمة في تطوير مهارات تدريس اللغة الانكليزية، حيث انه يلعب دوراً مهماً في تطوير مهارات الاستيعاب لدى الطلبة والاحتفاظ بالمعلومات على المدى البعيد. ان تطبيق اسلوب التكرار في التعليم هو ليس حديث العهد، بل انه احد الطرق التعليمية القديمة المستخدمة في الحصول على المعلومات والاحتفاظ بها على المدى البعيد وذلك لانه يخلق تفاعلاً ايجابياً متبادلاً بين المعلم والطالب خلال الدرس. كما ان تطبيق هذا الاسلوب في التعليم الحديث هو احد استراتيجيات التعليم الاكثر شيوعاً واستخداماً في تعليم اللغات. لذلك ركز بحثنا على اظهار اهمية اسلوب



التكرار في تعليم اللغة الانكليزية ودوره الفاعل في زيادة قدرة الطالب على الاحتفاظ بالمعلومات على المدى البعيد. وكذلك توضيح العوامل المؤثرة في تطبيق هذا الاسلوب في تدريس اللغة الانكليزية، وتحديد الاثر الايجابي في زيادة قدرة الطالب على فهم مادة اللغة الانكليزية والاحتفاظ بها على المدى البعيد. لقد اعتمد بحثنا على منهجية بحثية وصفية قائمة على التحليل باستخدام المنهجية الوصفية في تقديم التحليل الامثل للمشكلة، وقد خرج هذه البحث بنتائج اهمها ان براعة المعلم وقدرة الطالب على التكيف لهما الاثر الكبير في اختيار استراتيجيات التدريس الصحيحة وأن اسلوب التكرار في تدريس اللغة الانكليزية هو ضروري ومهم في رفع المستوى التعليمي، كونه يساعد الطالب في حفظ واسترجاع المعلومات على المدى البعيد.

الكلمات المفتاحية: التكرار والممارسة في اللغة الإنجليزية

Introduction

There is no doubt that the principle of repetition is considered an important principle of developing English language teaching skills, and it is also the main function of retaining information in the long term.

The principle of repetition is also the most important means of dealing with educational problems that occur between the student and the teacher due to the difference in the level of comprehension of students within the same class.

Here we must point out that the principle of repetition in the educational strategy focuses primarily on developing the educational process by testing ideas repeatedly, as it helps the student to quickly adapt to the teacher.

Through our review of previous studies in this field, we found that most teachers in the field of teaching the English language complain that their students forget vocabulary and linguistic structures and their weakness in understanding and assimilating these structures and in linguistic production, due to the wrong teaching method.

Most teachers ignore the application of the repetition principle in teaching and understanding the English language. Here we find that repetition has a significant importance in achieving education, taking into consideration that not all repetition leads to education, but only useful repetition or that which is based on a solid scientific goal.

Our research included five axes:

The first axis dealt with: Research problem, importance of research, research questions, research goals, research methodology and research hypothesis.

The second axis included: Research limitations, research terms and previous studies.



In the third axis, it was discussed the foundations for choosing the correct teaching method according to teaching strategy.

The fourth axis also included: The principle of repetition and its effect on teaching English.

The fifth axis addressed: Requirements of the repetition in teaching the English language.

Finally the research included a conclusion and a list of sources.

The first axis:

1-1. Research problem

The research problem focuses on determining the effectiveness of applying repetition in education, especially in teaching the English language, and the effectiveness of its application in increasing students' retention ability in the long term and their comprehension of the curriculum through applying the principle of repetition.

What are the obstacles and problems that hinder the application of the repetition principle in learning the English language? Through the mutual interaction between the teacher and the student in the classroom.

Identifying the obstacles and problems that affect the students' ability to accept the application of the repetition principle in education to achieve a high level of long-term retention.

1-2. Importance of research

The importance of this research lies in studying the positive results achieved by the teacher's application of the repetition principle in teaching the English language and its positive effects on students by increasing and enhancing their ability to long-term retention.

The importance of the research also stems from the fact that applying the principle of repetition in teaching the English language is one of the most important principles of teaching methods that seek to raise students' long-term comprehension and retention capacity.

1-3. Research questions

In this research, the following questions will be answered:



Main question:

- What are the factors affecting the success of applying the repetition principle in teaching English?

Sub-questions:

- A. What is the principle of repetition in English language teaching?
- B. What is a strategy for long-term retention?
- C. Students' ability to apply the principle of repetition in teaching English?
- D. What are the obstacles and problems facing the application of the repetition principle in teaching the English language?
- E. The effect of the repetition principle in teaching English on increasing the student's ability to long-term retention?

1-4. Research goals

The research aims primarily to demonstrate the importance of the repetition principle in learning the English language and its effective role in increasing students' ability to long-term retention.

The research also aims to clarify the factors affecting the application of the repetition principle in teaching the English language, both positive and negative, and to determine its positive impact on increasing the student's ability to comprehend the English language material and long-term retention.

1-5. Research methodology

The research methodology depends on description in addition to analysis, meaning that it is based on the descriptive approach in providing the optimal analysis of the problem at hand by determining its dimensions and the circumstances that surround it, as well as following the scientific description to know the characteristics of the problem.

This is based on providing data and information that define the problem using the objective analysis method, which is considered a typical systematic method for studying the problem and developing appropriate solutions to it.

1-6. Research hypothesis

The research hypothesis focuses on the fact that the principle of repetition in teaching English has great importance in developing the student's ability to comprehend and long-term retention, and thus leads to raising the educational level of students and reducing absence from class during the English language teaching period.

The second axis



2-1. Research limitations:

The research limitations focused on the following:

- A. Time limitations: The limits of the research will be limited to the year 2025.
- B. Spatial limitations: School, institute, college.
- C. Objective limitations: The effect of repetition and practice in English language teaching: a strategy for long-term retention.

2-2. Research terms

2-2-1. *The method of repetition in learning :*

This method is considered one of the old methods of obtaining and retaining information, whether by the teacher or the student, as this repetition has a positive effect on students' achievement, and increases the percentage of information retention, as well as the greater retention of the learning effect, and it is an effective method by which interaction occurs between the teacher and the student¹.

The method of repetition in learning is important because it can accelerate and deepen the process of engagement and make the student care about the quality of learning.

Repetition is the first method of all teaching.” I thought he was joking, for it seemed to me then, as now, that there were better first principles: mastery of the material, passion for the subject, empathy for the learning process, energy, and a love of interaction with students².

2-2-2. *Principle of practice in learning:*

It is a guiding practice based on extracting the optimal conditions for facilitating learning. Knowing and applying the principles of application in learning ensures that teachers and students get the most out of the learning experience.

Research in the learning sciences has shown that the principles of application in learning transfer equally across the domains of learning (cognitive, affective, social, and psychomotor). The principles of application in learning guide education by reflecting current theories of intelligence and learning³.

2-2-3. *Strategy for long-term retention:*

¹ . Al-Namasi, Badr bin Jazaa bin Nayef(2015), The Repetition Method in Education, Al-Aloka Network, Publication Date 01/08/2015.

² . Robert F. Bruner (August 2001), Repetition in the First Principle of All Learning, Research Gate.

³ . Cheyenne Lemmon(2025), Principles of Learning and Teaching study, Study.com.



Information Retention - Students remember information when a situation triggers an association between behaviors they have observed and their consequences, allowing them to apply that behavior to new situations⁴.

Learning retention is the process of keeping new knowledge in long-term memory and retrieving it when needed. This means that learners are able to apply the knowledge in real-life situations and store it for the long term⁵.

2-3.Previous studies

We review some previous studies that addressed the topic of our research, and these studies are:

Author: Sinan, Waddah Ahmed Kamel (2023), Repetition in English and Arabic: A Comparative Study, University Researcher Journal for Humanities (URJHS), Issue (52).

This study is based on the theory of principles and variables of generative grammar (Chomsky, 1981). The descriptive analytical comparative method was used to achieve the goal, and the study relies on data collected descriptively from English and Arabic references and dictionaries on the subject of repetition.

The study reached the following results: the repetition process is a morphological process that generates new words, and that there is a similarity and difference between repetitive words in English and Arabic. Since there is a similarity and difference between repetitive words in English and Arabic, the results support the theory of principles and variables of generative grammar.

Author: Altalhab, Sultan (2018), Short and Long-term Effects of Repetition Strategies on Vocabulary Retention, Advances in Language and Literary Studies, Volume (9), Issue (2), Kingdom of Saudi Arabia .

This study examined the effectiveness of oral and written repetition strategies in consolidating new vocabulary in a single classroom. Participants were divided into three groups: oral, written, and oral + written.

The results of the study showed that all three types of repetition strategies were effective in retaining new vocabulary in the short term and in the long term, and the oral + written group achieved superior results while the oral group was the least effective. The results of the study confirmed the importance of repetition strategies in learning vocabulary

⁴.Ho, Leon (2023). Learning Methods to Help You Learn Effectively and Easily. *LifeHack*. <https://www.lifehack.org/850924/learning-methods>.

⁵ . Tremblay, Rene (2024), What is learning retention?, Docebo.



Comment on previous studies

When reviewing the previous studies mentioned above, it becomes clear to us that they differ in subject matter from our research, but they are identical to it in terms of methodology. These studies are based on the descriptive, analytical, objective method, as is the case in our research.

We find in the study (Altalhab, Sultan (2018)) It addressed the importance of long-term retention for students when applying the principle of repetition.

As it reached a conclusion that included the importance of repetition strategies in learning vocabulary when teaching the English language, we see that it is the closest study to our study.

As for the study (Sinan, Waddah Ahmed Kamel (2023)), It dealt with the theory of principles and variables of generative grammar (Chomsky, 1981), and the descriptive analytical comparative method was also used to achieve the goal.

The results of this study were that the repetition process is a morphological process that generates new words, and that there are similarities and differences between repeated words in English and Arabic.

The difference between the two previous studies and our research is that our research deals with explaining the factors affecting the application of the repetition principle in teaching the English language on students' long-term retention.

The Third Axis:

The foundations for choosing the correct teaching method according to teaching strategy.

There are many points of view regarding choosing the right teaching strategy, but they do not differ on the importance of using the right teaching strategy in teaching. Therefore, we find that many people interested in the field of teaching have set several standards to implement this purpose.



Therefore, we find that Hodgins (1971) has set goals, objectives, and purposes, in addition to the basic duties, content, and students' experiences as criteria for choosing the correct teaching strategy⁶.

While Brown (1992) called for the need to use philosophical and technological criteria in the procedures for selecting the correct teaching strategy⁷.

When examining these opinions, we find that these standards have great educational value, although some of them lack direct practical application in our curricula. In order to choose the correct and effective teaching strategy, this strategy must be consistent with the characteristics of the students and the type of learning that it is supposed to achieve.

We can put some considerations that the teacher must take into account when choosing the correct teaching strategy, including:

- Learner Profile.
- The size of the class.
- Local limitations.
- Students' independence.
- Lecturers' likes and dislikes.
- Examination preparation.

Therefore, choosing the right teaching strategy refers to the set of procedures that a teacher can use to guide students in order to raise their educational level.

In other words, as applied in the classroom environment, the teaching method is a series of interconnected and progressive actions that the teacher and learners perform to achieve the general and specific objectives of the lesson⁸.

From the above, we find that choosing the right teaching strategy depends primarily on the teacher's innocence and the student's ability to adapt to the factors that make the teaching strategy successful. Here, the student's ability and the extent of his acceptance of education is the criterion on the basis of which an appropriate and effective teaching strategy is chosen.

The Fourth Axis

The Method of Repetition and Its Effect on Teaching English.

It should be noted here that there are different types of language teaching techniques that the teacher can benefit from in the classroom. One of the most

⁶ .Bello.J.Y.(1981), Basic principles of teaching,Sons and John Willy,Ibadan,EDUCARE.

⁷ . Hudgina,B.B.,(1971), The Instructional Processes, Rand and McNally company ,Chicago.

⁸ .Gulzar,Anwaar Ahmad,(2021), Selection of Teaching Method,EDUCARE We Educate,We Care.



important of these techniques is the repetition technique, where the teacher repeats the previous lesson with the aim of improving the student's memory.

It is worth noting that the use of repetition technique in learning English language shows a difference in the level of comprehension between students who applied the repetition method and students who did not apply the repetition method.

Accordingly, (Gede Nika Wirawan) confirmed that the student who received English lessons based on the principle of repetition was able to achieve better grades compared to his peers who did not receive education based on the principle of repetition⁹.

The American neuroscientist (John Medina) has confirmed that repetition is one of the best educational methods, especially if we know that the popular educational methods around the world (especially among Arabs) are based on continuous hours of explanation and indoctrination that are neither useful nor fruitful¹⁰.

According to the theory of the scientist (John Medina), it becomes clear to us that science has confirmed, in a definitive manner, the importance of using the principle of repetition in education, especially since the information that the student receives does not remain in his brain for long.

The German psychologist (Hermann Ebbinghaus 1850-1909) had previously indicated through his experiments that he conducted in the nineteenth century that anything a student learns in a lesson, there is a 90% chance of forgetting it within 30 days¹¹.

Modern experiments confirmed what the German scientist went to and showed that forgetting the lesson begins within a few hours of its end.

There is no doubt that the repetition strategy in education requires a great deal of cognitive effort. Testing or assessing knowledge by answering recognition or recall questions is more difficult than rereading notes.

⁹ . Wirawan, I Gede Nika, (2019), Effect of Repetition Method on Teaching English Process in Classroom, Journal of Social Sciences and Humanities, Vol.(3), No: (3), p143-146.

¹⁰ . Al-Ammar, Ibrahim, (2022), Repetition is beneficial in education, Riyadh Magazine, Kingdom of Saudi Arabia, p. 2.

¹¹ . Encyclopedia Britannica, (2025).



Therefore, a large body of studies has shown evidence that this use of repetition in education is the increased cognitive effort that leads to greater gains in retaining material in the long term¹².

Effortful retrieval makes learning and retention stronger. Because students easily give in to the belief that learning is better when it is easier, research shows the opposite, that it requires the brain to work, in order for learning to become more memorable.¹³

In light of the above, we conclude that the principle of repetition is necessary and important in raising the educational level, as repetition helps the student to memorize and retrieve information in the long term.

The human mind, like any organ in the body, needs continuous exercise to maintain its flexibility and raise its level of comprehension.

Therefore, using the principle of repetition in learning in general, and in learning the English language in particular, is considered the best way to enable the student to understand, comprehend and retention.

The Fifth Axis:

Requirements of the Repetition in Teaching the English Language.

We must not forget that most teachers suffer from their students forgetting many vocabulary words and linguistic structures after they have been taught them, as well as their weakness in the linguistic production expected of them. The reason for this is the wrong method followed in teaching, as these teachers ignore the principle of repetition in learning and acquiring the language.

So, as we mentioned previously, repetition plays an important role in acquiring learning.

The linguist (Burrhus Frederic Skinner 1904 –1990), who is one of the behaviorists, believes that the repetition of linguistic processes is an important element for acquiring linguistic behavior. When the results of repetition are positive, this leads to retaining the content of the linguistic message and adding a new form to it.

¹² . Bjork, Elizabeth and Bjork, Robert. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning, p56-64.

¹³ . Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). Make it stick. Harvard University Press, p43.



However, if the results of repetition are negative, such as involving punishment or not providing appropriate positive reinforcement, this leads to weakening or aborting the linguistic message¹⁴.

Here we must say that the importance of repetition and imitation in language teaching and acquisition does not mean ignoring the student's linguistic production, innovation or creativity, but we try to open the door for him first to enter the edifice of language, then we help him after that in production and creativity, and in fact this is what the behavioral school believed in in language acquisition and reality confirms it¹⁵.

The use of the principle of repetition in the learning process has multiple specifications and methods, and each method has its results and impact on the student in the short or long term.

As the scientist (Thorndike) mentioned in his theory of "trial and error", it is an indication that repetition in the learning process has results and an impact, no matter how responsive and receptive the student is. This is evidence of the strength of the impact of this experience¹⁶.

As the writer (Stephen Covey) mentioned in his famous book "The Seven Habits", that any behavior can become a habit. All you have to do is repeat it for (21) consecutive days to become an established habit¹⁷.

Using good stimuli leads to better learning, so teaching methods should be diversified and other means should be used that will increase the student's interest in the educational material.

As well as encouraging students by all possible means, whether verbal or tangible, with the possibility of learning by trial and error based on the principle of self-learning.

Activating the student's readiness to learn through work and repeated attempts, through active responses and ways to benefit from entertainment programs such as trips, interactive courses, professions and practicing hobbies for the sake of learning, in addition to giving the learner enough space of freedom and broad horizons while learning¹⁸.

¹⁴ . Al-Dessouki, Sayed Abdel-Haseeb, (2023), Repetition and its Role in Language Learning and Acquisition, Electronic Platform (Union of Arabic Teachers for Non-Native Speakers-UAT).

¹⁵ . Al-Fawzan, Dr. Abdul Rahman, (2022), an article entitled (Illuminations for Arabic Language Teachers for Non-Native Speakers), Electronic Platform (Union of Arabic Teachers for Non-Native Speakers-UAT).

¹⁶ . Al-Hindi, Asmaa Abdullah, (2025), Learning by Practice and Repetition, Al-Sada electronic newspaper, p. 10.

¹⁷ . The same previous source

¹⁸ . Al-Mustafa, A. Abdulaziz, (1998), The effect of using repetition as a strategic process in children's memory of motor skills, Sport and Educational Research Center (LUL).



Therefore, we find that the teacher's broad knowledge and professional culture in his field of specialization, which is teaching the English language, has an effective role in strengthening his tools while applying the principle of repetition in teaching the English language.

The student's mental readiness and the variety of repetition methods through a comprehensive explanation of the study material, the use of illustrative aids (drawings), and repeating English vocabulary more than once play an important role in increasing the student's ability to long-term retention.

Therefore, using the principle of repetition in learning in general, and in learning the English language in particular, is considered the best way to enable the student to understand, comprehend and retention.

The sixth axis:

THE CONCLUSION

Learning theories have been numerous and their schools have varied, and psychologists have been divided between those who support this theory and those who support it.

One of the most famous schools that presented its theories of learning is what is known as the behavioral school, where the basic principle of the theory states that learning is a change in the learner's external behavior that occurs by forming a link between external influences in the surrounding environment and the individual response. The main goal of the behavioral school theory is to change the learner's behavior under certain conditions and circumstances.

In light of the above, the strategy of the principle of repetition in learning the English language is the most comprehensive and broadest strategy used in teaching languages.

It is based on more than one method or on one teaching method, and this depends on the type of goals that the teacher seeks to achieve. It is also based on achieving a specific goal during an educational situation.

The repetition method in learning is one of the old methods of obtaining and retaining information. What is meant here is repeating the information, whether by the teacher or the student, as this repetition has a positive effect on the students' achievement, and increases the percentage of information retention, as well as the lasting effect of learning, and it is an effective method by which interaction occurs between the teacher and the learner.



Our study has produced some results that can be used to enhance and develop the application of the repetition principle in teaching the English language, as shown below:

We find that choosing the right teaching strategy depends primarily on the teacher's innocence and the student's ability to adapt to the factors that make the teaching strategy successful.

Here, the student's ability and the extent of his acceptance of education is the criterion on the basis of which an appropriate and effective teaching strategy is chosen.

We also conclude that the principle of repetition is necessary and important in raising the educational level, as repetition helps the student to memorize and retrieve information in the long term. The human mind, like any organ in the body, needs continuous exercise to maintain its flexibility and raise its level of comprehension.

We find that the teacher's broad knowledge and professional culture in his field of specialization, which is teaching the English language, has an effective role in strengthening his tools while applying the principle of repetition in teaching the English language.

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