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## The Application of Planned Repetition Skill to Remedy Lack of Understanding as A Result of Forgetting in Learning French among First Year Students of Ignatius Ajuru University of Education, Port Harcourt

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### Abstract

Lack of understanding in French oral/vocabulary and dictation has become a serious problem among some first year students of the university. Lecturers overlook the improper placement of French oral/vocabulary and, dictation in terms of spelling (writing and pronunciation). This is as a result of lack of understanding among the students. This problem has over flown to French students on internship, teaching practice and French students abroad. This study therefore determines the effectiveness, of planned repetition in understanding French oral/vocabulary and dictation. The population comprised all first year male and female students of department in the university. No pre-test was given but post test was administered. The instrument used in gathering data for the study is understanding French through planned repetition skill (UFPRS) Kuder Richardson formula 21 was used to establish the reliability of the UFWPR and the result showed a reliability coefficient of 0.82. Chi-square and percentages were used in the analysis of data from the findings. It was observed that most students that were not placed on planned repetition skill performed better than those placed on planned repetition skill. Also gender does not make any significant difference in application of planned repetition skills and unplanned repetition in a conventional class to remedy lack of understanding as a result of forgetting. Based on the above findings, it was recommended that French teachers should always apply planned repetition teaching skills while teaching French students especially, year one. The reason is that it will enhance recall and reduce forgetting as a remediation approach.

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### Introduction

Learning is an active and dynamic process that certain scholars have characterised as a modification in conduct. New associations are formed due to novel experiences, facilitating this development. The aforementioned development may transpire during a singular trial; however, it typically becomes enduring with frequent reiteration of the same relational pattern, particularly in disciplines such as French, which are unfamiliar to most students. Upon initial engagement with a learning assignment, the majority of students may comprehend it and experience a sense of satisfaction, believing they have acquired the knowledge and can readily recall it when necessary. Eventually, they will be astonished to find that they have forgotten the material they believed was thoroughly internalised and readily accessible. If the materials had been repeatedly exercised, the new associations would be fully developed, hence minimising the likelihood of forgetting them. It can be inferred that forgetting impairs comprehension, and that systematic repetition may mitigate forgetting, hence improving understanding of learning materials. In many instances, repetition is utilised synonymously with drill to convey the same concept. Planned repetition is a pedagogical technique wherein the instructor instructs students to repeatedly engage with learning materials at the same level to achieve mastery of the concepts and enhance recall on demand. According to Mandah (2008), some attributes of planned repetition include:

- It must be planned
- It is intended to bring accuracy and increase speed of learning.

- The teacher directs the skill in the class
- It can be practiced outside the classroom setting.

The qualities also emphasised that repetition should be strategically planned. Shipley et al. (1972) asserted that sheer repetition lacks educational value; but, repetition accompanied by focused attention can facilitate new insights, deeper understanding, and the evolution of interpretations or applications. Unplanned repetition does not enhance knowledge. This occurs when an individual may be engaging in an event or activity unconsciously. Repetition serves multiple purposes in enhancing the efficacy of teaching and learning. It significantly aids the learner in rehearsing previously acquired content to the point of excessive reinforcement. Overlearning is a more comprehensive sort of learning than what is necessary to succeed in an immediate test. Eze et al. (2003) identified the following as the significance of deliberate repetition.

- It helps the students to occasionally review a learning material in order to gain retention.
- It eliminates forgetting and,
- It encourages over-learning.

Scheduled repetition may become tedious and monotonous, leading students to perceive memorisation as the sole and optimal method for acquiring any offered material. The aforementioned limits may arise if the skill is not applied correctly. This may result in structured replenishment for suitable implementation. Consequently, there are two primary forms: simple repetitions that entail the observation of the pupil's repeat. Educational resources for enhanced focus and comprehension. Planned repetition is a highly regarded method in the teaching and learning process. It is conducted to facilitate optimal learning among students. Ohuche and Izubrah (1985) noted that, when employed effectively, scheduled repetition is an essential skill that can assist students in mastering a unit of subject knowledge, facilitating learning beyond initial proficiency and enhancing the acquisition of the targeted skill area. Planned repetition is categorised into;

- 1) Simple repetition
- 2) Spaced repetition
- 3) Massed repetition and
- 4) Cumulative repetition.

Simple repetition can be used by making students to repeat a point immediately it is made in order to lay greater emphasis on it with point. Spaced repetition is carried out periodically as the lesson goes on. The emphasis is on the key words or points the lesson. Massed repetition is used by the teacher to summarize his lesson after his teaching. It is done at the end of the lesson. It is a type of closure which takes different form, while cumulative repetition is used by the teacher to review all the key points in an aspect of -the lesson sequentially before introducing a new concept or principle. The above mentioned forms of planned repetition can be applied as at when due. Appropriate application enhances understanding in various field of study.

### **Statement of the Problem**

In the realm of pedagogy, forgetting cannot be disregarded or eliminated. It impacts both the student and the educator on the application of pedagogical skills, the presentation of lessons, and the retention of vocabulary, spelling, pronunciation, word recognition, and placement. A primary cause of forgetting is the insufficient comprehension of learning information by students. Ohuche and Izuorah (1985) noted that, when employed effectively, deliberate repetition can assist students in mitigating forgetfulness and facilitate over-learning of subject knowledge beyond the initial mastery level. It suggests that intentional repetition may address comprehension deficits caused by forgetfulness. Despite the approaches, methods, and diverse pedagogical abilities employed by the instructor, a lack of comprehension due to forgetfulness continues to be a significant educational challenge among graduate students in higher education. It is on this premise that the study is carried out to determine the effectiveness of planned repetition in understanding French words among first year students of Ignatius Ajuru University of Education, Port Harcourt

### **Purpose of the Study**

The study is designed to achieve the following objectives;

1. To determine the effectiveness of planned repetition skills and non-use of planned repetition skill in a conventional class to remedy lack of understanding as a result of forgetting among first year French students.
2. To determine the gender, difference in effectiveness of planned repetition skill and unplanned repetition in a conventional class to remedy lack understanding as a result of forgetting among first year French students.

### **Research Question**

To guide this study a research question was posed

Is there any difference in the application of planned repetition skill and unplanned repetition in a conventional class to remedy lack of understanding as a result of forgetting among first year students of French?

### **Hypothesis**

One hypothesis was stated to guide the study.

Gender does not make any significant difference in application of students treated and those not treated in a conventional teaching method, lack skills to remedy understanding as a result of forgetting among first year students of French. It was observed that those students not treated (not placed on planned repetition skill) performed better than those treated (placed on planned repetition skill).

### **Methods**

The research design for the study was the quasi experimental design. The population for the study comprised all the first year students of French department in Ignatius Ajuru University of Education, Port Harcourt. The size of the population was twenty (8 male and 12 female) during the 2009/2010 academic session. All the twenty students were used for the study. The students were not subjected to pre-test. The instrument used for the study was understanding French through planned repetition skill (UFPRS). The UFPRS consisted of 20 French words picked out of the course outline French III; Intermediate French; oral/vocabulary and dictation. They were taught the meaning, spelling and pronunciation of these words. The face validity of UFPRS was ascertained by experienced French lecturers and some experts in measurement and evaluation department. Kuder Richardson formula 21 was used to establish the reliability of the UFPRS and the result showed a reliability coefficient of 0.82.

### **Treatment Procedure**

There was no pretest the students were divided into two groups of A and B with the use of pieces of paper in which A and B were written on it. Depending on the piece of paper picked; one can be located in group A or B. Group A was taught with the application of planned repetition skill for 55 minutes. While group B was taught without the use of planned repetition skill based on conventional method of teaching. Immediately after the treatment session of group A and B, a post-test was administered to both groups differently at the end of each group learning, but the same day. The duration for the research procedure was 2 weeks.

### **Method of Data Analysis**

The data collected were analyzed using chi-square and percentages. The hypotheses were tested at .05 level of significance used to analyze research percentages.

### **Result**

Presentation of result is based on the analysis of research question and hypothesis.

### **Research question**

Is there any difference in the application of planned repetition skill and unplanned repetition skill in a conventional teaching method to remedy lack of understanding as a result of forgetting among first year French students?

Table 1: Percentage of presentation of application of planned repetition and unplanned repetition skill to remedy lack of understanding due to forgetfulness

Non Application of Planned Repetition Skill (group B)			Application of planned repetition Skill (group A)		
		Percentage			Percentage
Pass	8	89%	9		89%
Fail	1	11%	2		11%
Total	9	100%	11		100%

Results on table 1 showed that 89% and 82% of the students passed based on application and. non application of planned repetition. While 11% of those on non-application of planned repetition failed, 18% of those on application of planned repetition also failed.

### Hypothesis

Gender does not make any significant difference in application of planned repetition skill and unplanned repetition skills in a conventional class to remedy lack of understanding as a result of forgetting.

**Table 2:** Statistics of gender and application of planned repetition skill and non-application of planned repetition skill to remedy lack of understanding due to forgetful

Gender	Non Application of Planned Repetition		Application of planned repetition		
	Pass	Fail	Pass	Fail	Total
Boys	2 (2.4)	1 (1.2)	4 (3.6)	1 (0.8)	8
Girls	4 (3.6)	2 (1.8)	5 (5.6)	1 (0.6)	12
Total	6	3	9	2	20

$X^2$  cal; 0.693

$X^2$  Crit 7. 82

Df. 3

The calculated value of 0.693 is less than critical value of 7.82 at 0.5 level of significance; therefore the null hypothesis is accepted. Meaning that gender does not make any significant difference in application of planned repetition skill and unplanned repetition skill in a conventional class to remedy, lack of understanding as a result of forgetting among first year students of French.

### Discussion

The findings of the study question demonstrate that pupils who were subjected to non-application of planned repetition skills outperformed those who were subjected to planned repetition skills. The success of this group compared to others may be attributed to the fact that some kids studied French during secondary school. The application of scheduled repetition and the straightforward simplicity of the dictation test content may have contributed to its success. The prompt delivery of the test following instruction may have influenced the results. This research aligns with the conclusions of Mandah (2008) and Eze, Ngozi, and Akudolu (2003), who collectively asserted that structured repetition should be employed in complicated studies, whereas simple repetition may be utilised in initial lessons to facilitate comprehension. This suggests that the majority of first-year students retain the knowledge acquired during

their secondary education. The null hypothesis results suggest that gender does not significantly affect the application of planned repetition skills or the absence thereof in a normal classroom setting to address comprehension deficits due to forgetting among first-year French students. The non-significant difference in this study may be related to the quick administration of the test. Many of them possessed residual expertise in this field of research. The dictation test is straightforward and primarily addresses the initial components of the course. This research outcome corroborates the work of Ohuche and Izuorah (1985), who established that deliberate repetition facilitates easier memory for learners compared to forgetting.

### **Conclusion**

Based on the findings of this study, the researchers concluded that structured repetition skills improve recollection as a remedy for forgetting. Furthermore, continuity in learning diminishes amnesia among learners. The insignificant difference in gender performance is attributable to their prior knowledge acquired in secondary school and the fact that some are citizens of countries where French is the national language. The dictation test encompasses the introductory segment of the course that they learn on a regular basis.

### **Recommendations**

Based on the finding of the study and the conclusion reached, the following recommendations were made.

1. French teachers should always apply planned repetition teaching skill while teaching French students especially year one, this will go a long way to enhance recall and reduce forgetfulness as a remediation approach.
2. While applying planned repetition skill the teacher should make it effective both in introductory and other aspect of the course.
3. The faculty should encourage the lecturers by organizing seminars workshops on teaching skills to enable them apply planned repetition effectively while teaching the students mostly year one students.

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