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The Effect of Using Spaced Learning Repetition Method on Iraqi Islamic School Students' Achievement in English Language

ABSTRACT

The current study aims to investigate the effect of using spaced learning repetition method on Iraqi Islamic school students' achievement in English language. The aim of the study is supposed to be achieved through verifying its hypothesis. The sample of the study consists of twenty EFL Islamic school students who are spread into both groups, the experimental groups and control. The experimental group has been taught the English reading comprehension (The Prophet of Allah unit seven and eight) by using spaced learning repetition method, while the control group has been taught the same material by using their current method. A posttest has been applied and conducted to the both groups. The required data are collected and analysed statistically. The gained findings show that the mean scores of students' achievement of the experimental group in the posttest are better than that of the control group. This means that the investigated method has an efficient effect on Iraqi Islamic school learners' achievement language of English.

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اثر استخدام نظرية التعليم المتكرر التباعدي في تحصيل طلبة المدارس الإسلامية في مادة اللغة
الإنكليزية

م.م عمر محمود مصطفى / ديوان الوقف السني / دائرة التعليم الديني والدراسات الإسلامية

الخلاصة:

تهدف الدراسة الحالية إلى معرفة اثر استخدام نظرية التعليم المتكرر التباعدي في تحصيل طلبة المدارس

الإسلامية في مادة اللغة الانكليزية وذلك من خلال اختبار الفرضية. وتتكون عينة الدراسة من ٢٠ طالبا موزعين بالتساوي إلى مجموعتين , الاولى المجموعة التجريبية والثانية المجموعة الضابطة إذ تم تدريسهم القطع الاستيعابية بأسلوبين مختلفين . فدرست المجموعة التجريبية باستخدام نظرية التعليم المتكرر التباعدي بينما درست المجموعة الضابطة باستخدام الأسلوب التقليدي وكانت مدة التجربة ثلاثة اسابيع . تم خلالها بناء اختبار تحصيلي طبق على كلتا المجموعتين من اجل الحصول على البيانات اللازمة والتي عولجت إحصائيا .

وبينت نتائج الدراسة أن مستوى أداء المجموعة التجريبية أفضل من مستوى أداء المجموعة الضابطة مما يدل على كفاءة نظرية التعليم المتكرر التباعدي وفاعليته في تحسين أداء طلبة المدارس الإسلامية في مادة اللغة الإنكليزية.

الكلمات المفتاحية : التعليم المتكرر التباعدي , القطعة الاستيعابية , المدارس الإسلامية

Section One

Introduction

1.1 Statement of the Problem

The concept of teaching methods has had a long history in language teaching, as is witnessed by the rise and fall of a variety of methods during the last years of language teaching .Many teachers have found the notion of methods attractive over the last one hundred or so years, since they show obviously safe systems for classroom instruction and are hence sometimes include essentially as panacea for the language teaching problem (Richards and Renandya ,2002 : 5).

Spaced learning repetition (SLR ,for a short) is a substitute to common forcing and has been demonstrated to assist workers hold knowledge for the "long – term " with fewer homework and larger holding evaluating . (Kang ,2016 :15)

Furthermore , learners sometimes sense uninterested and have undesirable reaction in EFL class room , specifically after instructors practice the similar activities of reading that do not encounter learners to read after a text understanding . The tasks such as: dictionary work, silent reading ,true-false sentences ,comprehension questions , vocabulary, and fill in the gaps exercises. However the reading tasks do not demand learners to read openly in order to response to the inquires presented by the learners themselves .On the opposite side, Students only should notice the right responses and they grow into useless readers(Richards and Renandya ,2002 : 7) .

Throughout reading comprehension, readers who are poor in skills, may have trouble decoding, and so have trouble reading the words of their texts exactly. Furthermore, few poor readers read slowly, or lack fluency. The reading comprehension is a suspense among the writer and the reader (Nauttal ,2000: 98 as cited in Nahida T.and Yaraab .Q ,2020) .Messages can differ in the information amount that they convey .(Brown ,2007 :119 as it cited in Dunia Tahir,2022) .Accordingly of their slow, difficult reading, they do not comprehend much of what they read, and the attention they have to give to imagining out the words preserves them from understanding the message of the text. The students who are poor readers, they have a lack sufficient contextual knowledge about the subject of a text. They may have trouble involving the ideas of a text. They often are not familiar with the vocabulary they encounter, and have anxiety determining word meanings (Texas Educational Agency,2002).

The current study tries to find the efficiency of spaced learning repetition method in teaching English reading comprehension for EFL Iraqi Islamic school students.

1.2 The aims of the Study

The current study aims to find out the efficiency of applying spaced learning repetition on students' achievement in English reading comprehension.

1.3 Hypothesis of the Study

In order to achieve the aim of the study, it is hypothesized that there is no statistically significant difference between the achievement of the control group and that of the experimental group in English reading comprehension .

1.4 Value of the Study

The value of this study is summarized as follows:

1. It offers the EF L Islamic school students with efficient phases in order to be learned during the engagement of SLR , in teaching English reading comprehension.
2. It prepares learners with dependable teaching material during reading comprehension that makes learners' , engagement and participation greater more.
3. It does not involve just the readers, but also the text and the context in which reading takes place.

1.4 The Limits of the study

The current study is limited to using spaced learning repetition method for teaching English reading comprehension (**The Prophet of Allah unit seven and eight**) to sixth year Islamic School students (Al-Nu'man bin Thabit and Imam AL-Ghazily) during the year of 2020-2021 .

1.7 Plan of the Study

In order to achieve the aim of the study these steps can be applied :

1. Selecting two groups of sixth year secondary students from the Islamic schools at Kirkuk (Al-Nu'man bin Thabit and Imam AL-Ghazily) .
- 2- Teaching the same English reading comprehension (**The Prophet of Allah unit seven and eight**) by the researcher ,himself, by using the spaced learning repetition method with the experimental group and using the traditional approach with control group by the teacher of that material .
- 3- Constructing an achievement test.
4. Gaining the result and some conclusions ,recommendations , and suggestion for more works

Section Two

2.1 The Idea of Spaced Teaching Repetition

This study for spacing effects on memory initiated in the 1880s with Hermann Ebbinghaus. He verified his own ability to recall arbitrary sequences of syllables, defining that as the number of repetitions of looking at a sequence of syllables increased, his ability to later recall the sequence increased (Cepda et al ,2006:354). Moreover, Ebbinghaus presented that the retention of information was very short-term. Only eighteen minutes after first memorizing a sequence of syllables, he had already forgotten 56% of what he had just learned. From this point, Ebbinghaus repeatedly relearned the sequences each day. By the time, the amount of repetitions needed each day to stimulate recall of the information minimized, showing that continued support would almost entirely remove losses in retention (Ebbinghaus, 1964:656).

Jost (1897:472) developed on the idea of time lags in memory with the improvement of his law of forgetting which states that if two relations are of equal power but of different age a new repetition has a superior value for the older one. This law shows the essential advantage of repeated practice. With each following repetition of study, the amount of information retained grows.

There is development which is the Leitner System which tried to perfect the frequency of repetition. The Leitner system depends on a sequences of five decks, with all cards beginning at the first deck. If a user can correctly identify a card, it is then moved to second Deck, while if they cannot correctly identify a card it remains in Deck one. This pattern continues, with cards correctly identified moving forward one deck, and any card incorrectly identified staying in Deck one. The key constituent of the Leitner System is that Deck one, the flashcards that are greatest repeatedly identified incorrectly are the ones that are studied the most. As the deck number increases, the frequency of study decreases. This operates the principles of distributed repetition to support hard-to-remember flashcards while also giving the chance for occasionally refreshing memory of easy-to-remember cards. Numerous variations off of the Leitner system have been developed, with slight differences in variables such as the amount of decks, the time which is spent on each deck, and the procedure for which deck an incorrect response would be moved into(Bench,2016:3).

Cepeda et al are made additional efforts to optimize disseminated practice observed at the gap time among an early knowledge acquisition and the moment of recall. They verified that a lengthier gap between study sessions improved retention of knowledge. This important outcome applies to anybody attempting to study over a lengthier period of time and obviously validates the benefits of studying and then later returning to the same data to increase long subject retention(2009:354).

2.2 The Structure of Spaced Learning Repetition (SLR)

Spaced learning repetition (SLR) works because it permits for coupling of three psychological phases that support learning and memory.

Phase 1: The Forgetting Curve

Memories with a long time is vanished. From this points ,academics of memory call the probable failure in the likelihood demanding a s the for getting curve . (Teninbaum ,2017:279) .

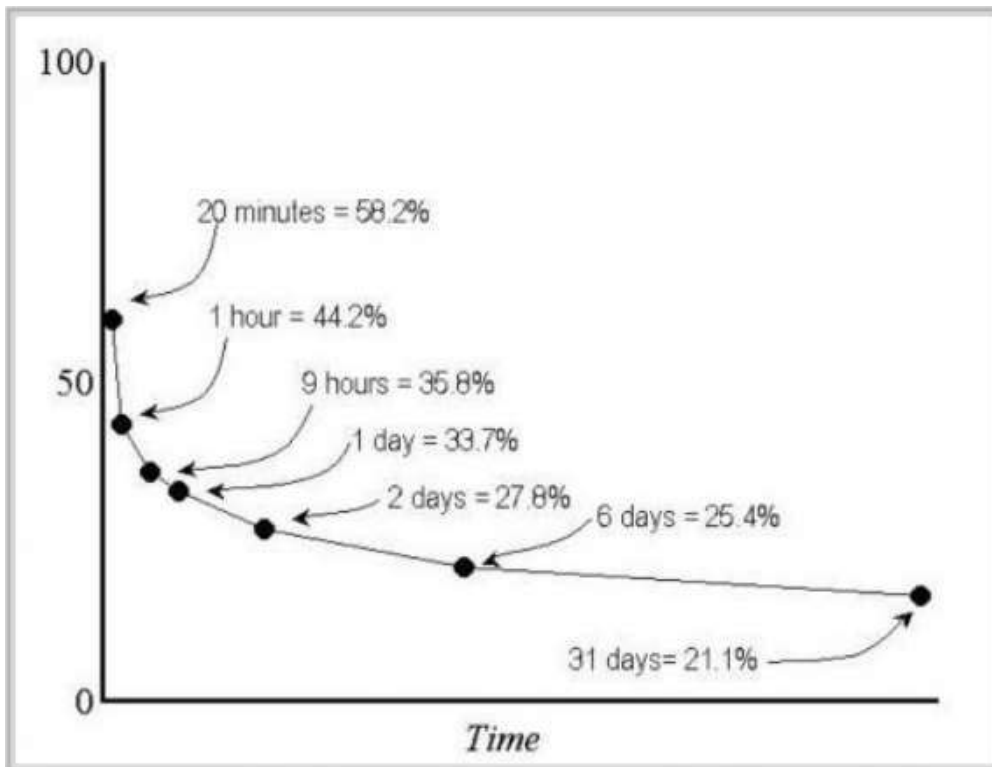


Figure 1: Forgetting Curve (How Soon We Forget)

(E-learning council ,on June 5, 2010).

Phase 2: The Spacing Effect

It is a result of the forgetting curve . This phase proven that spacing g repetition have the slow rate in the memory , greatly in the agreement the hill of the forgetting curve. The Spacing impact grows by the days the growing breaks among revision meetings have gone obvious. (Cepda et al ,2006:380).

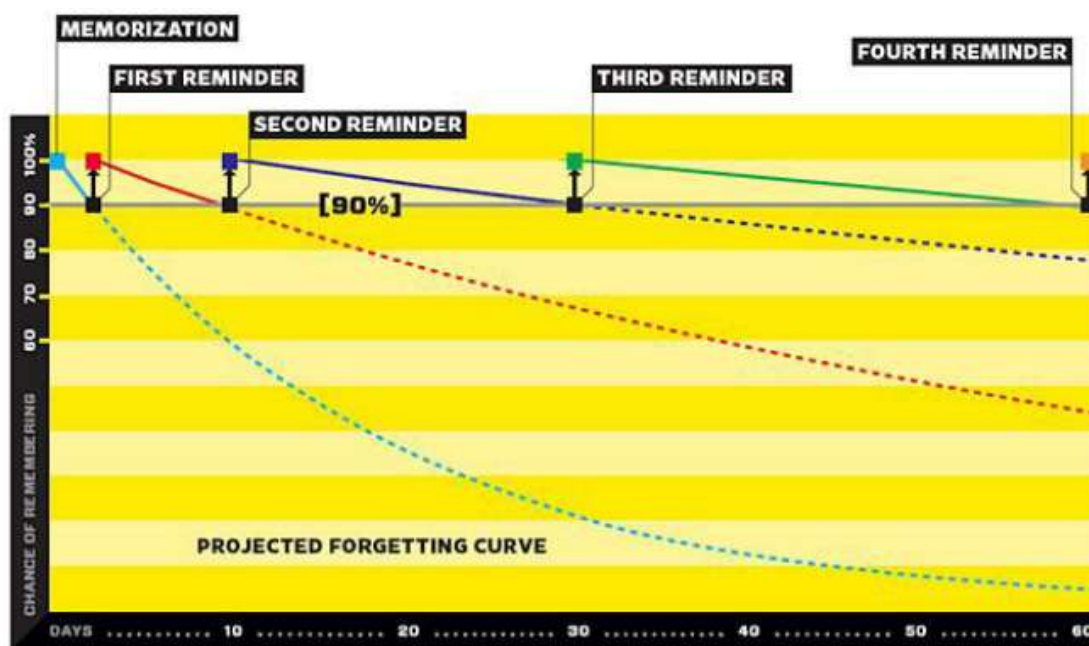


Figure 2: The spacing effect

(Teninbaum ,2017:282).

Phase 3: The Testing Effect

Lastly, when students study SLR, the y advantage from the effect of testing , that grips students attain presented material that are learned more eagerly after they have measured on it by themselves . Testing has verified a successful procedure to support in teaching in numerous parts. While the students of SLR make revision of the content , they are aiding from the effect of testing by continually obliging themselves to measure what have studied. Accepting fundamental devices of SLR is n 't demand to take benefit of this impact. Nonetheless, distinguishing knowledge after the teaching possibly emotion to learners (Roediger and Karpicke,2006:191).

Section Three

Procedures

3.1 The Study Population and Sample

The population of the current study contain 48 sixth grade Islamic School learners (Al-Nu'man bin Thabit and Imam AL-Ghazily) during the year of 2020-2021.The learners are divided into two classes : "A" and "B " . "A" includes twenty-two students therefore "B " includes twenty-six students . Twelve students are taken from "A" and sixteen are taken from "B"

Thus , the whole number of sample is twenty learners who represent 40.66 % from their original population , as shown in table (1) :

Table (1)

The Population and Sample of the Study

Students' group	The N. of Population	repeaters	pilot students	N. of Sample
Experimental	22	2	10	10
Control	26	1	15	10
Total	48	3	25	20

Both groups were equalized in terms of age , level of achievement in English language for previous year (2019-2020), and the academic level of students' parents .

3.3 Students' Instruction

In the current study the two texts (**The Prophet of Allah unit seven and eight**) **Makka' for unit seven and eight**) have been taught to the control and experimental group. The instruction of both groups of students began on twenty-one of March 2021, and continued for four weeks .It ended on the twenty-one of April 2021. The experimental group the texts and the control group by the teacher of that material, for three lectures a week, as the lesson plan shown in Appendix (D) .

3.4 Construction of the Posttest

The achievement test can show how to construct in the followed table and their scores are also obvious.

Table (2)

The Specifications of the Contents and Behaviours of the Achievement-Test

No. of ques.	Contents	Behaviours	No. of items	Scores
1	Discovering Main Idea	Encircle the correct option	5	10

2	Identifying Inferences	Select true or false in front of each item	5	10
3	Understanding Vocabulary	Match the items with their translation into Arabic Language	10	10
4	Generating and Answering Questions	Summarize the answer the question	5	20
4			25	50

3.5 Test Validity

Validity can be defined as the essential description of measuring instrument that denotes to the measuring what is supposed to be measured. (Ary and eta l , 1979 :196)

In order to gain the face validity of the test ,it exposed to jury members by the researcher as shown in appendix (G)

3.6The Pilot Administration of the Posttest

There are a variety of aims that are intended by the applying the pilot study which are :

- ❖ Discovering the test reliability
- ❖ Discovering the obvious of the items of the test .

The objectives of the test to be achieved , 25 students randomly from sixth grade Islamic (Al-Nu'man bin Thabit and Imam AL-Ghazily) during the year of 2020-2021 at Kirkuk .the finding has shown that the test items are obvious and they demand (27-37) to be responded by the students, so that the average of the time demanding for answering the test is (31) minutes .

3.7 The Reliability of the test

According to Bachman and Palmer(2002 : 19) , reliability can be defined as an essential principles of the measurement that refers to the space to what measurement device is fixed in rating whatever is measuring .

An achievement test has been constructed , validated , its reliability gained , its items analysed the applied to the both groups of the study .

Section Four

4.1 The differences by the Mean Scores of Control Group and the Experimental One in the post test

The obtained means of scores of the control group is (32.90) while in the experimental one is (39.80) . According to the T-test formula for the two in dependent samples .The tabulated T – value is (2.10) while the computed T – value is (2.21) at the degree of (0.05) ,it is shown in table (3).That means there is obvious differences among the performance of both groups and in better of the experimental one .

Table(3)

**The Means, Standard Deviation, and t-Values of the Two Groups
On the Achievement Test**

G	The N. of Students	Mean X	sd	Vlaues		Free d.	D. Significance
				computed	Tab.		
exp.	10	39.80	4.492	2.21	2.10	18	0.05
Cont.	10	32.90	8.787				

4.2 Discussion of the Results

The gained findings refer that the learners of the experimental side is obviously prefer than of the control one in their achievement in reading comprehension . That means spaced learning method has positive impact in the teaching of reading comprehension .

The improvement of students' achievement in English reading comprehension by using the SLR may be due to the following reasons :

1.The EFL school students find that SLR is enjoyable because they could choose their own activities .

2.Participation in the SLR encourage the students to familiarize themselves with the presented reading comprehension , collaboratively .

3.Students enjoyed SLR because it allows them to express their own opinions freely , and thus stimulate their critical thinking .

4.Spaced learning repetition presents an immediate feedback for the students when their instructor encourages the peer evaluation within the lesson discussion .

4.3 Conclusions

In the light of the findings of the study , the following points are concluded :

1.Challenging and difficult assignments in the context of SLR allow students to increase their motivation , skill ,confidence , and to perform better than they imagined they could .

2.SLR is not only useful for teaching course content but also for practising problem – solving skills and communication skills .

3.Learners can effectively acquire course material outside of class and be seized responsible for that acquisition through the forgetting curve .

4. Exercises in class have helped the students to develop methods for positive discovering main idea, identifying inferences, understanding vocabulary ,generating and answering Questions in testing effect.

5. The use of SLR is useful to increase the social interaction among learners. The learners share information ,participate in the exercises and answer the questions in free mood .

4.4 Recommendations

1. In teaching English reading comprehension, teachers are advised to base on the procedures of SLR rather than using the traditional methods.

2. Teachers of English reading comprehension should direct their learners' directions to many skills of reading comprehension such as , vocabulary , spelling , grammar skills and written skills.

3.Teachers of English reading comprehension should employ many instructional devices such as , data show , charts and film inside the classroom ,in order to simplify the gifted texts and storm their learner's brains.

4.Teachers of English reading comprehension should encourage the learners to speak , communicate and use English language inside classroom .

5. Teachers as well as the educators should emphasis on the collaborative learning in the classroom for its advantage in learning .

6. In – service training course should train teachers as well as educators on SLR.

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Appendix (A)

The Students' Ages in Months

Experimental Group		Control Group	
Students	Ages in months	Students	Ages in months

1	214	1	210
2	210	2	224
3	215	3	219
4	219	4	226
5	226	5	225
6	223	6	223
7	223	7	215
8	220	8	223
9	225	9	210
10	221	10	214

Appendix (B)

Achievement Scores of English Language in 2019-2020

Experimental Group		Control Group	
Students	Scores	Students	Scores
1	64	1	65
2	50	2	56
3	56	3	50
4	65	4	51
5	51	5	53
6	69	6	63
7	53	7	69
8	51	8	51
9	50	9	50
10	65	10	54

Appendix (C)

Students' Scores in the Posttest

Experimental Group		Control Group	
No.	Scores	No.	Scores
1	35	1	35
2	38	2	18
3	40	3	25
4	41	4	35
5	30	5	23
6	44	6	30
7	45	7	36
8	43	8	45

9	41	9	39
10	41	10	43

Appendix(D)

The lesson plan for the Both Groups

Lesson Plan for Teaching the Experimental Group

Date : April 25th , 2021

Class and section : Sixth year, A

Period: (8:00 -8:40) a.m.

Topic : **The Prophet of Allah** (from paragraph one to paragraph three)

Organization of Seats : learners' seats are saved as they are in their conventional sets.

The steps followed:

Aim: Achieve a deep understanding(the four skills of the reading comprehension).

First Step :Students of SLR learn inside the classroom situation as alone equipping with the vocabularies and inferences sentences that match with course aims and essential concepts

Second step: Starting the lesson by linking the previous lesson with the current one. In this process the explanation is based on the essential concepts of the reading comprehension (**The Prophet of Allah**; main vocabularies and the events), it should not be a random information and to be hard enough to motivate team conversation. Through this step , it encourages the immediate feedback and accountability of their performance

during the lesson.

Third step : During the first reminding of (**The Prophet of Allah** paragraph one and two) there are a lot of noisy , discussion and negotiations of the answers among students with deep understanding .

Fourth step : During the second reminding ,the learners had permission to base re-reading of the assigned information "**open book process**" to discuss the teacher about their answers on the given question that appear during the lesson .

Fifth step : During the third reminding ,the text is read for two or more times and any difficulties students faced during the discussion with them of **The Prophet of Allah** (paragraph one and two). The required charts , data show, gestures, posters and facial expressions are also used.

Sixth step : The teacher asks them to read the texts again and discuss the events orally. Then The teacher asks them to do the exercises next lecture.

Lesson Plan for Teaching the Control Group

Date : April 26th , 2021

Class and section : Sixth year, B

Period: (9:30 -10:10) a.m.

Topic : **The Prophet of Allah** (from paragraph one to paragraph three)

Organization of Seats : learners' seats are saved as they are in their conventional sets.

The Steps of the lesson:

Aim: Achieve a deep understanding (the four skills of the reading comprehension).

First step: The teacher reads the texts from the reading comprehension (**The Prophet of Allah**, paragraph one and two) more than one time.

Second step : The teacher explains the meaning of difficult words and ambiguous speeches and situations.

Third step : The teacher asks some of the students to read the texts from the reading comprehension in a loud voice.

Fourth step : Discuss with the students the main events of the passage and asks them to prepare the other paragraphs for the next lecture.

Appendix (E)

The percentage that the test questions formulate in terms of the various levels of cognitive behavioural objectives ((according to the lower level of Bloom's Taxonomy

No. of question	Cognitive level	No. of Items	total mark	Percentages
1	Application	5	10	10%
2	Knowledge	5	10	10%
3	Knowledge	10	10	10%
4	Comprehension	5	20	20%
Total		25	50	50 %

Number of the question	Number of the items	Marks	suitable	unsuitable
1	1	2		
	2	2		
	3	2		
	4	2		
	5	2		
2	1	2		
	2	2		
	3	2		
	4	2		
	5	2		
3	1	2		
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
	7	2		
	8	2		
	9	2		
	10	2		
4	1	4		
	2	4		
	3	4		
	4	4		
	5	4		
50 Total Score				

The Scoring of the Post-Test

(The Achievement Test)

Q1. Encircle the correct options that best complete the given items : (10 m)

1- Muhammad (peace and blessings be up on him) son of,

- a. Ali b . Abdullah c. Abdul Muttalib d .Abu Bakr

2. He travelled with his uncle in the trading caravans to.....

- a. Makkah b. Medina c. Syria d. Sham

3. The community in which Muhammad (peace and blessings be up on him) grew up was.....

- a. Hindi b. pagan c. true d. correct

4. different groups having their own Gods represented by.....

- a. rock b. stones c. sand d. water

5. He was there one night in the month of.....

- a. Ramadan b. Shabaan c. Rajeb d. Shwall

Q2. Select (T) in front of each correct item and (F) in front of false item: (10 m)

1. The prophet Muhammad (peace and blessings be up on him) born in Al- Medina .
2. He received his first divine communication through the Angle Gaberial .
3. His father died before he was born .
4. He always mentioned Khadija with the greatest love.
5. Khadija assured him that he had indeed received a message from Allah.

Q3/ Match the items in list(A)with their completes in list(B) by drawing lines between the items and their meanings in Arabic . (10M)

List (A)	List (B)
1.widow	الهي
2.divine	ارملة
3.task	قرية
4.wealthy	مهمة
5.mentioned	اكتسب
6.acquired	يذكرها
7.converts	وثني
8.pagan	معتنقو عقيدة جديدة
9.Commercial success	تأمل
10.meditation	نجاح تجاري

Q4.Summarize the answer on the following questions: (20 M)

1. Where was Muhammad (peace and blessings be up on him) born? And when?
2. How was the community in which Muhammad (peace and blessings be up on him) grew up ?
3. How old was Muhammad (peace and blessings be up on him) when the first revelation came to him?
4. What was Muhammad (peace and blessings be up on him) doing at Hiraa cave ?
- 5.How was the first of all the prophet's converts?

Appendix (F)

The letter of the Jury Members

Republic of Iraq

Presidency of Sunni Endowment Divan

Religious Teaching and Islamic Studies Directorate

Al-Nu'man Bin Thabit Islamic School

Dear sir , Dr,.....

The researcher intends to conduct a study entitled " *The Effect of Using Spaced Learning Repetition Method on Iraqi Islamic School Students' Achievement in English Language*" . The researcher has constructed an achievement test in order to find out the effect of using spaced learning repetition method on Iraqi Islamic School Students' Achievement in English Language at school level (sixth year).

I would be grateful if you , as a specialist in the field of Linguistics or Methods of Teaching English as a Foreign Language , would decide your judgment on the suitability or unsuitability of the test items to EFL sixth year school students . Any comment or modification would be highly regarded and appreciated.

Thank you in advance for your cooperation

You're Sincerely,

Omar Mahmoud Mustafa

M.A. in Methods of Teaching

2020-2021

Appendix (G)

Jury Members

1. Prof. Nahida Taha Majeed (Ph. D. in ELT) College of Education for Human Sciences/Tikrit University .
2. Prof . Falah S. Mustafa,(M.A. in Linguistics). College of Education for Humanities/ University of Kirkuk .
3. prof. Istabraq Tariq Jawad ,(Ph.D. in ELT) College of Education for Human Sciences/Tikrit University .
4. Prof. Nagham Qadoori,(Ph.D. in ELT) College of Education for Human Sciences / Tikrit University .
5. Prof. Shaima Mahdi Saalh ,(Ph.D. in ELT) College of Education for Women/ University of Baghdad.
6. Asst. Prof. Manal Omer Musa,(Ph.D. in ELT) College of Education for Human Sciences /Tikrit University.
7. Instructor Ghanim M.Hussein , (M.A. in ELT) College of Basic Education / University of Kirkuk.