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## THE IMPORTANCE OF REPETITION IN ELEMENTARY ENGLISH CLASSES

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**Annotation.** *This article discusses the importance of repetition in elementary English classes. It explains how repeated practice helps beginner learners remember new words, improve pronunciation, understand basic grammar, and become more confident in communication. Repetition is presented not as boring memorization, but as a natural and meaningful part of language learning. The article also gives simple classroom techniques such as songs, games, visual materials, dialogues, routines, and short review activities.*

**Keywords:** *elementary English, repetition, young learners, vocabulary, pronunciation, classroom routines, speaking practice, teaching techniques.*

### INTRODUCTION

Teaching English at the elementary level requires patience and regular practice. At this stage, learners meet many new words, sounds, phrases, and grammar patterns for the first time. They may understand a new word during the lesson, but they can forget it quickly if they do not meet it again. For this reason, repetition is one of the most important principles in beginner English teaching.

Repetition is sometimes understood only as mechanical drilling. In reality, it can be meaningful, active, and enjoyable. Young learners and beginners need to hear, see, say, and use new language several times before it becomes familiar. A simple word such as red, book, Monday, or teacher may be easy for the teacher, but for the learner it is a new sound, a new spelling, and a new meaning. Repetition helps connect these parts step by step.

The purpose of this article is to show why repetition is useful in elementary English classes and how teachers can use it in a simple but interesting way. The article focuses on practical techniques that can be applied in ordinary classroom conditions.

### MAIN PART

#### 1. Repetition and memory

The first important function of repetition is to strengthen memory. Beginner learners usually cannot remember a new word after hearing it only once. They need to meet the same word several times in different situations. For example, when students learn the word pencil, they may repeat it after the teacher, point to a real pencil, write the word, and later use it in a sentence such as This is my pencil. Each small repetition makes the word clearer and easier to remember.

Repetition is more effective when it is connected with meaning. If students only repeat words without understanding them, the result may be weak. But when they repeat words while looking at pictures, using real objects, drawing, acting, or answering questions, the

language becomes more memorable. That is why elementary teachers often use flashcards, classroom objects, gestures, and pictures. These tools make repetition natural and concrete.

It is also important not to repeat the same task in exactly the same form. A new word can be practiced through listening, speaking, reading, writing, matching, and games. For example, colors can be repeated by showing cards, naming classroom objects, coloring pictures, and asking What color is it? The language is repeated, but the activity changes, so students do not become bored.

## 2. Repetition in pronunciation practice

Pronunciation needs regular repetition because English sounds and rhythm may be unfamiliar to elementary learners. When the teacher models a word clearly and students repeat it several times, they slowly train their ears and speech organs. Repetition helps learners hear the difference between similar sounds and say words more confidently.

Choral repetition is especially useful at the beginning stage. When the whole class repeats together, shy students feel safer because they are not speaking alone. After that, the teacher can ask groups, pairs, and individual learners to repeat. This gradual movement from class practice to individual practice reduces fear and builds confidence. Correction should be gentle and supportive, because young learners may easily lose motivation if they feel embarrassed.

Songs, chants, and rhymes are also good for pronunciation repetition. They repeat sounds and phrases with rhythm, which makes them easier to remember. For example, a short chant such as One, two, three, look at me can help students practice numbers and natural sentence rhythm. Children usually enjoy repeating songs, so the practice feels like play rather than a difficult exercise.

## 3. Repetition in vocabulary teaching

Vocabulary is the foundation of elementary English learning. Without enough basic words, learners cannot understand instructions, read short texts, or express simple ideas. Repetition helps vocabulary move from short-term memory to active use. However, vocabulary should not be repeated only in one lesson and then forgotten. The teacher should return to the same words in later lessons.

For example, after teaching classroom objects, the teacher can use those words again while teaching colors: a red pen, a blue book, a green pencil. Later, the same vocabulary can be repeated with numbers: two books, three pencils, five rulers. In this way, old words are recycled together with new language. Students feel that they are not learning separate pieces, but building one connected system.

Games make vocabulary repetition more interesting. Bingo, matching cards, guessing games, memory games, and What is missing? activities allow students to repeat words many times without feeling tired. In such tasks, repetition is hidden inside the game. Learners focus on guessing or winning, but at the same time they remember and use English words.

## 4. Repetition and basic grammar

At the elementary level, grammar should be practical and simple. Repetition helps students notice patterns and use them correctly. For example, when learners repeat sentences such as I am a student, You are my friend, and He is a teacher, they begin to

understand the form of the verb to be. They may not need long grammar explanations at first. Repeated examples help them learn the structure naturally.

Substitution practice can be useful if it is not overused. The teacher may give a model sentence, such as I like apples, and students change one part: I like bananas, I like oranges, I like ice cream. This activity gives learners a clear structure and allows them to produce many correct sentences. Later, the same pattern can be used in real communication when students talk about their own likes.

Repetition is also important for questions. Beginner learners often find question forms difficult because the word order is different. Short repeated exchanges such as What is your name?, How old are you?, Where are you from?, and Do you like English? help students remember useful classroom language. These questions should be practiced not only from the board, but also in pairs and short role plays.

#### 5. Classroom routines as natural repetition

Classroom routines are one of the easiest ways to organize useful repetition. Phrases such as Good morning, How are you?, Open your books, Listen and repeat, Work in pairs, and Thank you can be repeated in every lesson. After some time, students understand these phrases without translation and begin to use them naturally.

Routines also create a safe classroom atmosphere. Students know what to expect and feel more confident. For example, a short greeting dialogue at the beginning of every lesson gives learners regular speaking practice. The teacher can slowly expand routine language. At first, students may say I am fine. Later they can say I am happy, I am tired, or I am good today. The routine remains familiar, but the language gradually grows.

#### 6. Making repetition interesting

The teacher’s main task is to make repetition varied. If learners repeat the same words in the same way too often, they may lose interest. Therefore, repetition should include different activities: pictures, songs, games, drawing, movement, pair work, short dialogues, and quick review tasks. Variety helps different learners and keeps the lesson active.

Movement is very useful for young learners. Activities such as Touch something blue, Stand up if you hear a number, or Jump three times combine language repetition with action. This makes the lesson more energetic and helps children remember words through the body. Visual repetition is also effective. Posters, word cards, classroom charts, and board drawings keep useful language visible during the lesson.

Spaced repetition is another helpful idea. This means returning to the same language after some time. The teacher can review yesterday’s words at the beginning of the next lesson and use them again after a week in another activity. Planned recycling is usually more effective than repeating a word many times in one lesson and never using it again.

#### 7. The teacher’s role

The teacher should organize repetition with a clear purpose. Sometimes the aim is to improve pronunciation; sometimes it is to remember vocabulary, practice grammar, or build speaking confidence. If the purpose is clear, repetition becomes useful rather than mechanical.

The teacher should also observe learners carefully. Some students need more repetition than others. Stronger learners may need extra challenges, while weaker learners may need more examples and more time. Pair work, group work, and short review tasks can help the teacher support different learners in the same class.

Positive feedback is very important. When students repeat correctly, the teacher should encourage them. When they make mistakes, the teacher should correct them kindly and give them another chance. Elementary learners should feel that repetition is not punishment, but support. It helps them improve step by step.

### **CONCLUSION**

In conclusion, repetition plays an essential role in elementary English classes. It helps learners remember vocabulary, improve pronunciation, understand simple grammar, and become more confident in speaking. For beginners, repeated contact with language is a natural need. They need to meet the same words and structures many times before they can use them freely.

At the same time, repetition should be meaningful and varied. Songs, games, pictures, classroom routines, movement activities, pair work, and short dialogues can make repeated practice enjoyable. When the teacher uses repetition creatively, students do not feel bored. They feel supported and more prepared to communicate in English.

Thus, repetition is not just a traditional teaching technique. It is a practical and necessary part of successful elementary English learning. If it is organized carefully, it helps students move from simple recognition to confident language use.

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