THE INTEGRATION OF CLT AND ROTE LEARNING IN LANGUAGE CLASSES

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Annotation: This article is about the aim and usage of Communicative Language Teaching and Rote Learning methods. It discusses the benefits of teaching English to schoolchildren integrating Communicative Language Teaching and Rote Learning methods.

Key words: Communicative Language Teaching, Rote Learning, authentic tasks, fluency and accuracy.

In today's world one of the essential necessities is considered to be a multilingual person. In order to have an advanced level in foreign language it is very prominent to choose an appropriate method. Actually, there are lots of up to date methods and techniques used in teaching and learning a foreign language.

All of these approaches have their huge benefits and some outcomes in the process. However, language educators should select appropriate methods which suit their teaching needs. In this article two methods' integration is observed. By comparing two basic approaches, Communicative language teaching (CLT) and Rote-learning method, we can clearly identify their advantages and disadvantages in academic field.

Analysis of their goal, special characteristic features, interaction as well as the role of the teacher and students during the classes gives the reader an opportunity of making illuminated distinction and of course by taking into consideration what skills are mostly focused it can be easily chosen what method is suitable for learners' quenched need.

The first method to be discussed is Communicative Language Teaching which has been used widely in Uzbekistan. This method can be most appropriate for upper levels at school when learners have basic knowledge in the target language as the main purpose of CLT is to give a chance for learners to engage in authentic communication in the target language. Moreover, it focuses on enhancing learners' communicative competence. The most importantly, it aims to investigate and comprehend the factors that support to implement learners' knowledge in their real life.

The learners utilize their target language consciously and subliminally. Actually, in CLT grammar rules become subordinated because of four core interactive skills. Listening, Speaking, Reading, and Writing take priority in order to convey and understand the utterance or massage in real communication. It covers the development of cognitive model like procedural knowledge rather than declarative knowledge. Here language is viewed as a tool for delivering the idea in spite of becoming the body of the acquisition.

Students are inspired by authentic tasks. Especially in CLT the prominent attention is drown to the learner and of course it is a student-centered method [1]. When the lesson is conducted by this method all members of the class must participate in the tasks involving different interaction patterns. Authentic tasks present special challenges for learners.

Dr. Garza acknowledges that teachers must "manipulate and massage" authentic materials to make them appropriate for the classroom.[2] This entails participants practice their speaking by promoting group-work tasks which comprise interpersonal negotiation of meaning, thus students talk to each other despite the teacher. By the way it renders the learner being self-relied. Inconsiderate of the particular module like grammar, phonetics and etc.

Teachers center on the significance of sequencing activities to organize a logical and cognitive progression. In that case this sequencing requires the instructor to obtain the big picture - how the

separated parts of each activity structured on previous activities and lead to an eventual whole.

One more profit of sequencing is multiple activities during integrated lesson that enables the instructor to

demonstrate how the lesson is constructed from particular pieces like vocabulary, grammar and etc. Each activity has to consequentially organize what has been previously learned and must certainly lead to subsequent tasks. Such an orderly sequence aims to establish pedagogical coherence that in turn entails students stay on task.

Consequently, teacher is a facilitator not a commander during the lesson who doesn't spend most of his time in front of audience [3]. S/he provides the students communicative tasks that intended to practice their target language effectively. This facilitator's role also entails an unusual approach to error correction. Furthermore, the correction must not disturb the flow of conversation in order to not to choke student's self-esteem. For this reason the CLT teacher used to delay correction, taking some notes as s/he goes around and observes the attitude between the students in groups coaching, listening and advising.

She or he dares to interrupt the learner only where the conversation is really unable to understand. It is such atmosphere that learners don't feel intimidate of bad marks and take risk sufficiently to use their target language. The direction of CLT class is to collaborate and help the student to grow. Thus, Teacher is closer to the learner, sits with them, help them by giving feedback on the process.

Another method that is more useful for young language learners is rote learning. "Rote learning is a memorization technique based on repetition." [4] When using this method learners will remember the concept after repeating it many times. Rote learning is basically useful in getting fundamental knowledge.

However, there are many examples to illustrate the importance of rote learning not only at pre-school or elementary school but also at higher education too. At school rote learning can be effectively integrated with communicative language learning, particularly, at early stages of language acquisition. Teachers can focus on development of phonemes, spelling and grammatical structures really well that in later stages it will foster communicative skills as well. In language learning spelling and grammar involve much rote learning when learners' level is elementary or beginner. Moreover, this method cab develop learners' accuracy in speaking and writing if used in integration with communicative language teaching.

Particularly in learning English language learners ought to learn by heart spelling of words as English spelling is complex for young learners to remember. Using spelling dictations, crosswords or rejumbling tasks might be advantages to improve their knowledge. Teachers can use rote learning in teaching grammar rules, such as, word order, conjugation of verbs, degrees of comparison and etc. All the learned rules and spelling might be used in later stages of language learning in combination with CLT method.

Taking all these into account, I thoroughly recommend to use these basic methods in combination in teaching schoolchildren. While CLT promotes high motivation and authenticity, rote learning fortifies the fluency and accuracy in language learning sphere.

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