THE USE OF CLASSROOM ROUTINES
IN MEMORIZATION AND FURTHER DEVELOPMENT
OF COMMUNICATIVE COMPETENCE

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The paper deals with the issue of memorization and acquisition of a target language unit by performing multiple repetitions while avoiding dullness and boredom. The author highlights the considerable role of classroom routines in memorization of target language units and further strengthening of communicative competence. Classroom routines are regarded as a powerful resource to solve a significant teaching problem connected with performing multiple repetitions and at the same time avoiding monotony.

This article aims to analyze the use of classroom daily routines in memorizing target language units and to offer a set of activities aimed at forming and developing such components of students' communicative competence as grammatical competence (words and rules) and discourse one (cohesion and coherence).

Various methods, strategies, techniques based on multiple repetitions of the same content are taken into consideration. Special attention is paid to drilling techniques. The peculiarities of meaningful repetition are revealed and as a result, the meaningful drilling technics are offered.

Learners of foreign languages retain new language units much more successfully not by rote memorization but when they get frequent repetition of these language units, make meaningful connections to real life and when these connections are personalized. In real life, people are frequently forced to repeat the same many times while performing daily routines. Such kind of repetition is natural. In foreign language teaching performing daily routines acts like an artificial linguistic environment and can work as a kind of language immersion.

The author offers some examples of activities aimed at forming, developing, and strengthening such components of students' communicative competence as grammatical competence (words and rules) and discourse one (cohesion and coherence). They are described in the most frequently used formats.

Classroom routines are certain to be a powerful resource to solve the problem connected with performing memorization and at the same time avoiding dullness and tedium. It is proved that well-organized daily classroom routines performing activities ensure substance memorization, not rote one. Moreover, properly organized daily classroom routines are supposed to reduce teacher talking time and consequently to increase student talking time.

Key words: communicative competence, meaningful drilling, memorization, multiple personalization, repetitions, routines.

Ревуцька С.М. **Використання рутинних класних процедур у запам'ятовуванні та подальшому розвитку комунікативної компетентності.** У статті розглянуто можливість виконувати багаторазові повторення з метою запам'ятовування та засвоєння цільової мовної одиниці та водночас уникати беззмістовності та втоми. Висвітлено велику роль рутинних класних процедур у запам'ятовуванні певних мовних одиниць і у подальшому розвитку комунікативної компетентності. Рутинні класні процедури розглядаються як потужний ресурс для вирішення проблеми здійснення багаторазових повторень із метою запам'ятовування і водночас уникання монотонності.

Мета статті – проаналізувати можливість використання рутинних класних процедур для запам'ятовування та засвоєння цільових мовних одиниць, а також запропонувати комплекс вправ, спрямованих на формування та розвиток таких компонентів комунікативної компетентності учнів, як граматичний (слова та правила) та дискурсний (зв'язність і узгодженість).

До уваги беруться різні методи, стратегії, техніки, які засновані на багаторазовому повторенні одного і того ж контенту. Особлива увага приділяється техніці «дрилінга». Розкрито особливості усвідомленого (не механічного) повторення і в результаті запропоновано техніку усвідомленого «дрилінга».

Наголошується, що нові мовні одиниці набагато успішніше засвоюються, коли студенти часто їх повторюють, установлюючи чіткі зв'язки з реальним життям, а ці зв'язки персоналізуються. У реальному житті люди часто змушені повторювати те саме багато разів, виконуючи щоденні рутинні процедури. Таке повторення є природним. При навчанні іноземної мови виконання рутинних процедур діє як штучне мовне середовище і може працювати як своєрідне занурення у мову.

Представлені методичні прийоми, спрямовані на формування та розвиток таких компонентів комунікативної компетентності, як граматична і дискурсна.

Рутинні класні процедури, безсумнівно, є потужним джерелом для вирішення проблеми, пов'язаної із виконанням багаторазових повторень, і в той же час запобіганням неприродності. Доведено, що доцільно організоване виконання рутинних процедур забезпечує осмислене, а не механічне запам'ятовування. Більш того, рутинні класні процедури, належним чином організовані, скорочують час мовлення викладача і, відповідно, збільшують час мовлення студентів.

Ключові слова: багаторазові повторення, запам'ятовування, комунікативна компетентність, осмислений «дрилінг», персоналізація, рутинні класні процедури.

Ревуцкая С.М. **Использование рутинных классных процедур в запоминании и дальнейшем развитии коммуникативной компетентности.** В статье рассматривается возможность выполнять многократные повторения с целью запоминания и усвоения целевой языковой единицы и избегать при этом бессодержательности и

утомительности. Внимание акцентируется на неоценимой роли рутинных классных процедур в запоминании языковых единиц и развитии коммуникативной компетентности. Рутинные классные процедуры рассматриваются как мощный ресурс для решения важной проблемы, связанной с выполнением многократных повторений и в то же время избеганием монотонности.

Цель статьи – проанализировать возможность использования рутинных классных процедур для запоминания и усвоения целевых языковых единиц и предложить комплекс упражнений, направленных на формирование и развитие таких составляющих коммуникативной компетентности учащихся, как грамматическая (слова и правила) и дискурсная (связность и согласованность).

Анализируются различные методы, стратегии, приемы, основанные на многократном повторении одного и того же контента. Особое внимание уделяется технике «дрилинга». Выявлены особенности осмысленного (не механического) многократного повторения и, как результат, предложена техника осмысленного «дрилинга».

Подчеркивается, что языковые единицы гораздо успешнее усваиваются, когда обучаемые часто их повторяют, устанавливая значимые связи с реальной жизнью, а эти связи персонализируются. В реальной жизни люди часто вынуждены повторять одно и то же много раз при выполнении рутинных процедур. Такое повторение естественно. При обучении иностранному языку выполнение рутинных процедур действует как искусственная языковая среда и может работать как своего рода языковое погружение.

Предложены методические приемы, направленные на формирование и развитие таких составляющих коммуникативной компетентности, как грамматическая и дискурсная.

Рутинные классные процедуры, без сомнения, являются мощным ресурсом для решения проблемы запоминания путем многократных повторений и в то же время избегания неестественности. Доказано, что целесообразно организованное выполнение рутинных процедур обеспечивает осмысленное, не механическое, запоминание. Более того, выполняемые должным образом рутинные классные процедуры позволяют максимально сократить время говорения преподавателя и, следовательно, увеличить время говорения учащихся.

Ключевые слова: запоминание, коммуникативная компетентность, многократное повторение, осмысленный «дрилинг», персонализация, рутинные классные процедуры.

The topicality of the research. In the process of any language acquisition, whatever approach we choose, it is impossible to avoid systematic training by multiple repetitions. To gain knowledge, to master target language patterns (in order to use them afterwards automatically) every learner has to repeat the same pattern many times.

"Research shows that language learners need between 70-150 repetitions of a structure in order to acquire it into their permanent vocabulary. The range is so wide because different researchers have given different numbers, each learner has a different general 'threshold' of repetitions for acquisition, and each structure requires a different number of repetitions for acquisition. The higher the value of the structure to the learner, the fewer repetitions will be needed" [2]. All teachers are interested in finding effective technics for performing multiple repetitions and avoiding dullness and boredom. Over the years, a lot of scholars have been looking for ways to make systematic training by multiple repetitions effective and not boring, robotic, unnatural.

The degree of scientific research on the issue. Despite different learning styles, types of a target material, curriculums, various kinds of learners (visual, auditory, kinesthetic, etc.) 3 main aspects are universal and are expected to be taken into consideration while looking for the ways to make systematic training by multiple repetitions effective and not robotic. They are personalization, life-like image, the right quantity of repetitions. The first two of the above-mentioned aspects (personalization and life-like image) have been the object of research in the studies of many both native and foreign scholars that have been conducting their research in the framework of approaches that are considered to be communicative. Concerning the right quantity of repetitions to memorize and acquire a target language unit there have been lots and lots of disputes.

The Power of Repetition has been stressed by many teachers, scholars, and researchers [1; 2; 8; 9; 10; 12; 15]. There are a lot of methods, strategies, technics (such as drill and practice, memorization, Effortless English System, Automatic Language Growth (ALG), Teaching Proficiency Through Reading and Storytelling (TPRS); massed practice as well as distributed and spaced repetition, rehearsal techniques, circling technique, etc.) that are based on multiple repetitions of the same content.

In the majority of cases, researchers who investigate the issue of the right quantity of repetitions to acquire a target language unit use the term "drilling" [1; 5; 6; 7; 11; 16]. But this term is not always used to name the same concept. There is no single definition of drilling accepted by all scholars who work in the field of foreign language teaching. As a rule, this term is used in the context of the audio-lingual

approach that is associated with theories of behaviorism. In audiolingualism drilling was considered to be a key element in the learning process. Due to oral drills frequently used by many other methods and approaches this term nowadays is associated not only with the mere repetition of language structures. It is also connected with an opportunity for controlled practice. J. Harmer states that drilling is mechanical ways of getting students to demonstrate and practice their ability to use specific language items in a controlled manner [8].

Drills are not always appreciated in modern methods. They are considered to be mechanical, decontextualized, and not meaningful. For sure they are as such in the case of mindless repetition. As A. Weiler points out there are 2 main types of repetition: mindful (when a student is actively engaged in repetition and attentive to his/her practice) and mindless [15]. So drills are sure to be efficient in the case they are mindful and meaningful. Therefore the main thing is to offer students such drilling-based activities that ensure meaningful repetition.

M. Rhalmi emphasizes that "drills must be integrated in meaningful activities if they are to be of any use. Accuracy-based drills that focus on meaningless repetition have been discredited since the advent of communicative language teaching. Nowadays, the role of controlled oral practice is being reconsidered" [14: 28]. The idea, in the researcher's opinion, is "to make such practice more communicative"; the aim is "to reach fluency and natural communication" [14: 28].

Foreign language learners much better retain new language units, not in the way of rote memorization but when they get frequent repetition of these language units, make meaningful connections to real life and when these connections are personalized. In real life, people are frequently forced to repeat the same many times while performing daily routines. Such kind of repetition is natural. In foreign language teaching performing daily routines acts as an artificial linguistic environment and can work as a kind of language immersion.

Many researchers in different fields of science use the force of daily routines repetition. For example, daily routines are actively used by rehabilitation and education specialists (such as Listening and Spoken Language Specialists who work in the field of Rehabilitation for MED-EL [4]). Classroom routines are also used to acquire certain language units [13; 17]. During a lesson, all teachers all over the world are obliged to use some routines that are necessary for classroom management. Such classroom routines can be employed by

the necessity to perform the right quantity of repetitions to memorize and retain the target language units.

Retaining target language units means forming such component of learners' communicative competence as grammatical one (words and rules) [3]. Having retained grammatical competence learners are expected to proceed to forming and developing such component of communicative competence as discourse one (cohesion and coherence).

This article aims to analyze the use of classroom daily routines in memorizing target language units and to offer a set of activities aimed at forming and developing such components of students' communicative competence as grammatical competence (words and rules) and discourse one (cohesion and coherence).

Presentation of the main material. The main disadvantage of using classroom management routines for drilling based activities is their being necessary and boring at the same time. Nevertheless, they can be used for the main goal ⬚ memorizing the target language units by meaningful drilling ⬚ due to their significant advantages: they are supposed to be repeated plenty of times, besides they are personalized and at the same time they are not mockery life-like, they are actually life-like.

Here are some examples of activities aimed at memorizing and retaining target language units and further forming and improving such components of students' communicative competence as grammatical competence (words and rules) as well as discourse one (cohesion and coherence).

Such classroom management routine as homework assignment checking is certain to be in active service with memorizing target language units and further forming and developing students' communicative competence. It is advisable to divide the home assignment into some fixed parts (*to learn …, to read…, to write…, to speak out*). To obtain information related to each task a responsible executive-student is assigned. The life-like role of this responsible executive-student is to obtain information and to inform the teacher about the group's readiness. The responsible executive-student is expected to address every student in the group with a routine question built on the base of a target grammar unit. If the target grammar is Past Simple, the question pattern is supposed to be *Did you write/read/learn…?* If the target grammar is Present Perfect, the question pattern is supposed to be *Have you written/read/learned …*?

While obtaining information the teacher needs, the executive-student performs the necessary drills. And these drills must be already meaningful. Having obtained information (actually having drilled) the executive-student reports to the teacher by using the target grammar pattern. If the target grammar is Past Simple, the report pattern is supposed to be:

"8 students wrote/read/learned…and 2 students did not write/read/learn…".

If the target grammar is Present Perfect, the report pattern is supposed to be:

"8 students have written/read/learned…and 2 students have not written/read/learned …".

For a more advanced level, the same procedure is expected to have the form of a prediction. The teacher addresses the responsible executive-student with the words:

"Look at your classmates and suppose who of them *is likely/expected to have learned/read/written…"*.

After having listened to the predictions that were based on a target pattern ("Andrew *is likely/expected to have learned/read/written…* Max *is unlikely/not expected to have learned/read/written…"*) the teacher asks the responsible executive-student to verify the prediction and after that to sum up the situation using the next target pattern:

"*Andrew **was likely/expected to have learned/read/written**… and he **turned out to have done** the task. Max **was unlikely/not expected to have learned/read/written**…but he **turned out to have done** the task*".

The next stage of this real-life based drill relates to discourse competence. The task of the next student is to summarize information about the whole group readiness. While summarizing this student is expected to produce a target language unit longer than 1 sentence. This language unit is expected to include target grammar patterns and to be both coherent and cohesive. In the case when students have not completed and automatized patterns for indirect speech the summing-up monologue is:

"*Home task number 3 was to write…Paul was responsible for task number 3. He asked everyone and he informed our teacher about the group's readiness. 8 students have written/read/learned…and 2 students have not written/read/learned …Paul's mission is completed"*.

In the case when students have completed and automatized patterns for indirect speech the summing-up monologue is:

"*Home task number 3 was to write…Paul was responsible for task number 3. He asked everyone and he informed our teacher about the group's readiness. He* **reported** *that 8 students* **had written**…*and 2 students* **had not written** *… The 2 students* **promised** *that they* **would write** *…for the next lesson. Paul's mission is completed.*"

The next stage of this real-life based meaningful drill relates to improving the discourse competence (cohesion and coherence). It is supposed to deal with Narrative transitions. Narrative transitions help a speaker to proceed from one idea to the next idea and to build up coherent relationships within a monologue. The **c**ategories of Transition Words and Phrases are distinguished according to the speaker's intention (to introduce new ideas; to tie ideas together; to signal a change; to make a connection and so on). As for our example, the purpose intention is to summarize the sequence of events. Thus a target monologue is expected to be like this:

"**In brief,** *I should say that our home task number 3 was to write…Paul was responsible for task number 3.* **Consequently,** *his mission was to inform our teacher about the readiness of the group.* **First of all,** *he asked everyone,* **then/later/subsequently/afterwards** *he reported to our teacher about the group's readiness.* **In sum** *he said that 8 students had written…and 2 students had not written …* **In this way,** *Paul's mission is completed.*"

Another example illustrates the same procedure but for a more advanced level. Checking the presence of all students at the lesson by conducting a roll call the teacher demonstrates life-like interest related to the reasons and excuses of every absent student. To obtain information related to each absent student a responsible executive-student is assigned. The life-like role of this responsible executive-student is to obtain information and to inform the teacher about the reasons and excuses of each absent student. As it was already demonstrated the responsible executive-student is expected to address every student in the group with a routine question built on the base of a target grammar item. If the target grammar is Complex Subject, the question pattern is supposed to be like this: *Is Max likely to join us?* The responsible executive-student is expected to address every student in the group with such a question based on the target grammar item. While obtaining information that the teacher really needs the executive-student performs the necessary drills. And these drills must be meaningful. Having obtained information (actually having drilled)

the executive-student provides the teacher with the necessary information by using the target grammar pattern.

To sum up, it can be underlined that classroom routines must be a powerful resource to solve a significant problem connected with performing memorization and at the same time avoiding monotony and tedium.

Well-organized daily classroom routine activities are an essential component of meaningful drilling activities that insure substance memorization and not rote one. The activities aimed at performing daily classroom routines ensure forming, improving, and strengthening such components of students' communicative competence as grammatical competence (words and rules) as well as discourse one (cohesion and coherence). Moreover, daily classroom routines performing activities properly organized are supposed to reduce teacher talking time and consequently to increase student talking time.

Further research in this area can be devoted to the analysis of improving writing skills by using daily classroom routines.

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