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Diploma Thesis

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The current position of drill in ELT
Současný pohled na dril ve výuce AJ

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Prohlášení autora

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V Praze dne 11.8.2014

.....

Jana Hájková

Zvláštní poděkování

Ráda bych poděkovala svému vedoucímu práce PhDr. Tomášovi Gráfovi za poskytnutí konzultací a odborných rad při vypracování této diplomové práce. Srdečný dík mu patří také za trpělivost, ochotu a snahu vždy pomoci.

Abstrakt v českém jazyce

Cíl práce: Autorka má za úkol v diplomové práci popsat současné využívání drilu při výuce anglického jazyka a zhodnotit receptci drilu v jazykové škole, která má dril jako hlavní nástroj výuky. Dril je tradiční technika, která prošla největším rozvojem v době audio-lingvní metody a postupně, v období komunikativních přístupů k výuce, ztrácela na popularitě. Dril však zdaleka není zapomenut, setkáváme se s ním jak v některých nových učebnicích, tak v jazykových učebnách. V teoretické části je dril definován a budou popsány jeho podoby. Dále je nastíněno využití drilu v různých metodách a budou popsány důvody, které vedly k jeho úpadku.

Teoretická část: Práce si klade za cíl odpovědět na řadu otázek: Proč učitelé využívají dril? Jaká jsou úskalí? A co naopak vyhovuje studentům? Proč se někteří hlásí do jazykové školy, kde se vyučuje téměř výhradně drilem a jaké jsou jejich výsledky a zkušenosti?

Praktická část: Autorka popisuje vlastní výzkum, který je založen na dotazníkovém šetření v jazykové škole využívající dril jako hlavní techniku. Následně autorka popíše, jakou roli hraje dril v moderních učebnicích, jaké tam má podoby a jaká jej provázejí metodická doporučení.

Závěr: V závěru autorka vyhodnocuje, je-li z dnešního pohledu dril platnou technikou a jakými pravidly by se měli řídit učitelé při jeho využívání. Autorka shrnuje základní podoby drilu, nejdůležitější aspekty jeho použití pro co největší efektivitu a kritéria, za kterých tyto typy použít. Dále zhodnocuje své hypotézy a výzkumné otázky týkající se moderních učebnic angličtiny a odpoví na otázky v dotaznících.

Klíčová slova: dril, Audio-lingvní metoda, dotazník, analýza učebnic

Abstract in English

Aim of the thesis: The aim of this diploma thesis is to define the term drill and depict its current use within the English lesson and also assess its role within the language school, where drill is used as a primary teaching technique. Drill is a technique which went through its greatest development when the Audiolingual method became widespread but gradually, throughout the time of the Communicative approach, it began to lose popularity. Despite this, the drill has not been completely forgotten. Not only can we see drill exercises in modern textbooks, but we also encounter drill in the classroom. Drill has been defined in the theoretical section, where its forms have also been described. In addition, the use of drill in various different methods has been further elaborated on and the reasons that led to its downfall.

Theoretical part: The aim here is to answer a number of questions: Why do teachers use drill? What are the drawbacks? What do learners prefer as an alternative? Why do some learners deliberately sign up for classes in language schools where drill is mainly used and what results and experience the language school has with drill?

Practical part: The author describes her own research, which is based on a questionnaire survey done in a language school where drill is used as the main technique. Subsequently, the author has described the role that drill plays in modern textbooks and its actual forms. The methodological recommendations are also mentioned here.

Conclusion: The author assesses whether, from a current point of view, drill is an applicable technique and what rules there are for teachers to follow. The author also describes its current forms, the most important factors to bear in mind which lead to an effective lesson and the criteria under which drill can be employed within the lesson. Furthermore, the author assesses the research questions dealing with drill used in modern textbooks and the answers to the questions in the questionnaires.

Key words: drill, Audiolingual method, questionnaire, textbook analysis

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List of abbreviations

General abbreviations

T – teacher

Ss – students

Questionnaires

PV – pilot version

FV – final version

Q – query

Textbooks

F2F – Face2face

NCE – New Cutting Edge

NEF – New English File

NO – New Opportunities

p – pre-intermediate level

u – upper-intermediate level

Drill exercise types

A&A – Ask and answer

CA – Communicative activity

L&P – Listen and practise

PinP – Practise in pairs

POYO – Practise on your own

TransEx – Transformation exercise

1. INTRODUCTION

There have been many methods and approaches to language learning and teaching. Throughout time, many techniques to master a language have been developed, therefore it is always fascinating to look back, in hindsight, at some of these methods, approaches and techniques and analyse, discuss and elaborate on them from a modern point of view, from the point of view of the 21st century.

One of the key methods of the last century was the *Audiolingual method*, which employed the technique of drill. The very same technique has been chosen to work with and has become the core topic of this thesis. The aim is to define the drill technique, discover its root as well as its modifications and variations. The theoretical part could also shed light on as to why the drill technique emerged, under which conditions and circumstances and through which methods it appeared. Further on, the focus shifts towards the question of method, why the technique itself came into disuse, which forms survived to the present day and what forms and under which conditions drill is currently used.

In the practical section, the focus will be on research into the drill technique. The research will be based on the questionnaires and textbook analysis. The questionnaire is to be completed by learners of English in the language school where the drill technique is the main tool used in the classroom during lessons. The questionnaire is designed to answer some of the most crucial questions concerning drill – the reasons why the learners have chosen to study at such a language school and what form of drill is acceptable to them, and which advantages and disadvantages there are to be found. The second section, the textbook analysis, should reveal to us whether drill does in fact appear in textbooks, to what extent, and whether it is more random or organised and in which form it is usually in. To conclude, there will be a summary in which the current position of drill is to be found in the 21st century.

2. THEORETICAL BACKGROUND

2.1. Definition of drill

Scrivener (2005:255) points out that when a learner tries to use a new piece of grammar, then that is when the real learning experience occurs and that is what is so deeply desired. To achieve such a goal, the teacher can take advantage of the restricted output activities such as oral drills, written exercises, elicited dialogues and grammar practice activities or games. These restricted output activities have three crucial properties as follows:

- limited options for the use of language
- limited options for communication
- a focus on accuracy

(Scrivener 2005:255)

Drill is defined as a technique based on guided oral repetition of sentences, chunks of language or simply words in the target language. Students practise the sounds and grammar patterns in order to aid acquisition. Drills not only provide “intensive oral practice of selected sentences,” but the students are also given a chance to practise the language item on their own and become accustomed to its basic characteristics (Scrivener 2005:255) as seen in the example below:

Teacher: *He's going to open the door.*
Students: *He's going to open the door.*
Teacher: *He's going to drive the car.*
Students: *He's going to drive the car.*

Stern (1991:311) highlights that there are crucial differences between first and second language acquisition with regards to the learning processes. The learning process may differ to the “degree of awareness or volitional control on the part of the learner.”

Therefore, as far as control is concerned, Thornbury (1999:96) emphasises the key property of drills as being “controlled”, by which he means that learners have little freedom

of choice as to what they will repeat in chorus or individually. Moreover, the second meaning of “controlled” is that the teacher dictates when and who will speak.

2.2. History of the drill technique

To understand the roots of drill, we have to look deeper into its history, at least to the year 1942. At this time, the whole world was immersed in World War II and an urgent need had been acknowledged by the government to train soldiers with American universities being asked to come up with a special training programme. This resulted in establishing the *Army Specialised Training Program* (known as ASTP) (Howatt 2009:266).

The target was set very high – to “attain conversational proficiency” (Richards, Rodgers 2001:51). Leonard Bloomfield was asked to develop a new training programme which would meet these requirements as no immediate method or approach could satisfy the demand. During the lesson itself, two people were present to assist the learners. The first person – the so called “informant”, represented the source of the language (they knew the phrases and vocabulary) and provided the students with phrases for imitation and repetition. Because of its use of mimicry and memorisation, it became well-known as the “mim-mem” method (Howatt 2009:266).

The second person in the classroom was the “linguist” whose task was to supervise the whole process, even if they did not know the language inside out. Their pivotal role was to elicit the phrases which facilitated the guided conversation (Richards, Rodgers 2001:51). Howatt (2009:266) calls the linguist the “senior instructor”. They introduced the materials and explained certain issues when needed.

The language burden was substantially heavy. The learners studied around 10 hours per day, 6 days a week – 15 hours of oral practice and 20-30 hours of private study. The whole course took two to three weeks. This might seem intensive nowadays, however, the learners were highly motivated and the method was seen to bear fruit and it celebrated an unprecedented success (Richards, Rodgers 2001:51).

The results of the method evoked a lot of discussion among linguists, who placed due weight on oral practice – to drills. The University of Michigan, with the leading linguist Charles Fries, stood at the cradle where the innovative approach was born and became the champion of this method. Grammar and its structure was the starting point. Basic sentence patterns were recognised and these were to be the core of the grammar taught with drills and with focus on pronunciation (Richards, Rodgers 2001: 52).

This later led to the emergence of the American approach to ESL. The forerunners of the Audiolingual method (*the Oral Approach, the Structural Approach* etc.) “advocated aural training first, then pronunciation training, followed by speaking, reading and writing. Language was identified with speech, and speech was approached through structure” (Richards, Rodgers 2001:53).

In the mid-1950s the Audiolingual method was established. The forerunner methods paved the way for this new approach by incorporating the linguistic principles of aural-oral training with advanced up-to-day psychological training theory based on behaviourism, structural theory and contrastive analysis. Professor Nelson Brooks coined the term *Audiolingual method* in 1964 (Richards, Rodgers 2001:53).

2.3. Drill as a key technique in the Audiolingual method

Harmer (1998:30) lists *Audiolingualism* as one of the teaching methods that had the most influence on the teaching practice. Among these methods, one can find *Grammar-translation, PPP model* (Presentation, Practice and Production), *Task-based Learning* and *Communicative Language Teaching*. Many more methods can be found, however these methods represent the core – if one opens any language teaching manual, *Audiolingualism* is always mentioned, giving cogency to this method as belonging to the major models in language teaching.

Audiolingualism is said to be based on behaviourist theories of learning, which posits learning as “the result of habit formation through conditioning.” The habit of learning is

defined as a process where the application of rules do not play a key role (Thornbury 1999:21). The heart of learning lies in long repetition-drill stages in the hope that the student is able to “acquire good language habits.” Thanks to the correct production, students should be able to master this learning habit (Harmer 1998:31).

Nevertheless, there are some people who might disagree with the statement above, such as Castagnaro, who concludes in his study that “all such conclusions are premature and have the status of myth” as certain factors have been ignored, despite being available (Castagnaro 2006:519-525).

However, Scrivener (2005:38) judges the method as “based on largely discredited theory”, but, in the same breath, he adds that some techniques and principles of the method, while lacking explanation, have had a great impact on classroom teaching.

This technique was probably influenced by Krashen’s view which, in his *Natural Approach*, says that rule-giving and grammar syllabus would be needlessly employed (Thornbury 1999:21). And that is what all three methods (*Audiolingualism*, *the Direct Method* and *the Natural Approach*) have in common – to expose the learners to a similar process which they underwent during their first language acquisition (Thornbury 1999:21). This accounts for the fact that grammar rules might not be needed at all as no one is taught these rules when they are infants but nonetheless begin to acquire the language.

With new developments in linguistic fields, the methodology approach did not lag behind but went hand in hand or reacted to new impulses in linguistics. Linguists discovered new sound types and this all led to innovative approaches and interest in phonetics, phonology, morphology and syntax (Richards, Rodgers 2001:54). This new focus issued in a widely-recognised proposition that speech is held to be of primary importance and writing only secondary. “The language teaching should focus on mastery of speech and writing or even written prompts should be withheld until reasonably late in the language learning process” (Richards, Rodgers 2001:56).

The learning process is a three-partite structure.

- a stimulus – a response – a reinforcement

Richards and Rodgers (2001:56) pinpoint that “Reinforcement” is a crucial element here as it is repeated behaviour which has the most chance of becoming a habit.

2.3.1. Principles of the Audiolingual method

Out of all the relevant principles, the central ones create the backbone of the whole method and are presented here.

- 1.** Audiolingualism is based on a process of mechanical habit formation. The focus is on accuracy – only correct sentences create good habits. It is crucial that mistakes are minimised – students have to “produce error-free utterances” (Brown 2000:75).
- 2.** First and foremost, the spoken form of any new piece of presented language must be trained in an aural-oral form. This procedure was found to be more effective than presenting the learner with firstly the written form (Richards, Rodgers 2001:57). This idea follows the “natural order” principle where children first learn to speak (Larsen-Freeman 1986:44).
- 3.** The teacher comments on the language used, explains and talks to the students in only the target language. The mother tongue should not interfere with language acquisition. The student should be able to overcome the constant need to compare the target language with their mother tongue (Larsen-Freeman 1986:40, 42).
- 4.** The inductive approach is chosen by design since thanks to analogies and with the teacher’s guidance the learner does not need any explanation (Brown 2000:74). They practise a sentence pattern in various contexts and the rules are deduced later on. In addition, generalisation and discrimination is involved in the process of analogy (Richards, Rodgers 2001:57).
- 5.** The main goal is to learn how to use the acquired language in communication (Larsen-Freeman 1986:40).
- 6.** The learners may only make progress when the meaning of the word is presented in a cultural and linguistic context. Drilling of words in isolation is not desirable (Richards, Rodgers 2001:57). Moreover, the language cannot be separable from the cultural

- background of the target language. The teacher's responsibility is to also present information about the culture (Larsen-Freeman 1986:42).
7. Praising the students provides positive reinforcement and helps the learner to create good habits and motivates them (Larsen-Freeman 1986:41).
 8. The students are deliberately supposed to “overlearn”, where the whole procedure must become as automatic as possible, and the teacher also varies the pace and difficulty in alignment with the learners' reactions (Larsen-Freeman 1986:43).
 9. The structural patterns are learnt first, with vocabulary coming afterwards, the main focus being on grammar (Larsen-Freeman 1986:41).
 10. The learning process should be as close to mother tongue acquisition as possible – students are not supposed to memorise rules, on the contrary, they should use them naturally without thinking about them (Larsen-Freeman 1986:42).

2.3.2. Objectives

There are short-range objectives which include listening comprehension, recognition of speech symbols such as graphic signs, the ability to reproduce these symbols in writing and accurate pronunciation (Richards, Rodgers 2001:58). These immediate objectives imply three others:

1. control of the structures of sound, form and order in the new language
2. acquaintance with vocabulary items that bring content into these structures
3. meaning, in terms of the significance these symbols have for those who speak the language as a native (Brooks 1964:113)

Long-range objectives are oriented towards the language the native speakers use (Richards, Rodgers 2001:58).

2.3.3. Typical lessons based on the Audiolingual method

The teacher presents a new dialogue at the beginning of the lesson. The dialogue is usually between two people and is carefully selected to contain a new piece of language which

is about to be introduced in that lesson. The teacher does not use the mother tongue of the learners and all classroom talk and explanations are in English (Larsen-Freeman 1986:32).

When presenting and practising the dialogues, a great deal of drill types are used. The teacher starts with simple repetition, backward build-up drill, substitution drill, transformation drill and question-and-answer drill (for the explanation of drill types, see chapter 2.8.). Thanks to many drill types, any new piece of grammar is dealt with from a wide range of angles (Larsen-Freeman 1986:33-34).

To vary the lesson, the teacher uses a variety of other forms to repeat the dialogue, with certain groups in the class saying their piece of the dialogue first, then, afterwards, a chain drill is used. The teacher uses pictures to practise whatever they need to learn. After this has been tackled, the focus finally shifts back to the whole dialogue. Before the lesson is over, the students should have no difficulty in remembering and repeating the whole dialogue (Larsen-Freeman 1986:33-37).

The roles are divided between the student and the teacher – the teacher controls, provides the source of good language habits, corrects and provides feedback. The student pays attention, listens and repeats as quickly and correctly as possible (Gadušová, Hartánská 1994:11).

2.4. The heyday of drill and after its prime

The sixties, was prime time for linguistic and psychological theories, stressing the need for habituation, drill, memorisation, automatic responses and conditioning. The class environment was distinguished by its authoritarian and rigid form of teaching (Stern 1991:424).

Nonetheless, the method could not avoid attack.. J. B. Carroll and W. M. Rivers expressed concern that the method was ineffective. Chomsky also joined the group of critics as late as 1966 and rejected the behaviourist principles as being “inadequate and misconceived” (Stern 1991:327).

A turning point came in the seventies when certain new methods gained recognition.

However, some of them were soon rejected. The most prominent method was Gattegno's *The Silent Way*, Curran's *Community Language Learning*, *Total Physical Response* and Lozanov's *Suggestopaedia*. There can be seen, in general, a shift at that time – the shift from concern with teaching method to interest in language teaching objectives, curriculum or syllabus design and language content (Stern 1991:109).

This shift followed a shift in linguistics – discourse analysis, the theory of speech acts and new developments in sociolinguistics and psycholinguistics (Stern 1991:109). Carroll (1966:105) claims that the *Audiolingual method* could no longer keep abreast of new developments. Richards and Rodgers (2001:66) pinpoint interest in the application of the *Cognitive-code theory* at that time, with no fruitful results – no methodological guidelines emerged from this theory.

As for a missing alternative to the *Audiolingual method*, this period called for innovation, experimentation and adaptation. The only common denominator to all the new methods and approaches was a decreasing demand for accuracy and a growing demand for fluency and the ability to communicate in the foreign language (Richards, Rodgers 2001:67).

A relatively new approach was that of the learner – focus on the individual as a person. Individualised learning techniques and need analyses arose which helped the learners with diversified approaches. “Cold” and mechanical drill techniques were declining in their usage and new forms of teaching paved the way for the *Communicative method* (Stern 1991:110).

Since the eighties, the prevailing trend can be characterised as a trend similar to the contemporary theories of language and second language acquisition – *The Lexical Approach*, *Communicative Language Teaching*, *the Natural Approach*, *Content-Based Teaching* and *Task-Based Teaching* (Richards, Rodgers 2001:67). Cook (1994:136) supports the idea that the “process of acquiring grammar works best when the attention of the learner is not on the rules themselves, but on meaning or on a task. In all these approaches repetition of form, learning by heart and imitation are associated with the misguided behaviourist past.”

The only method which retained at least some similar features to *Audiolingualism*

was *The Situational Language Teaching*. What these two methods have in common is a focus on accuracy, the usage of drills and the practice of sentence patterns. However, *the Situational Language Teaching* derived from *The Direct Method* (Richards, Rodgers 2001:67).

2.5. Advantages of drill

2.5.1. Simplicity

From the point of view of the efficiency factor, drills are easy to use. Thornbury (1999:96) points out that when learners get accustomed to this technique and the basic rules of when and with whom one should talk have been established, then this technique can be used without any obstacles. The only thing it requires is preparation time for the prompts and pictures.

2.5.2. Economical aspect

Thornbury (1999:97) mentions the economical aspect of practising grammar as a burden which lies on the shoulders of the student much more than the teacher – especially if the teacher employs one of the more elaborated types of drills where the control of interaction is loosened.

2.5.3. Applicability

Not only one particular type of grammar is able to be drilled, but praise is for its wide applicability (Thornbury 1999:97). The teacher may choose from a wide range of vocabulary as well as grammar structures. No special tools are needed, apart from prompts, and in some cases, nothing at all is needed.

2.5.4. Anxiety

It is unarguable that there are individual differences among students that may influence the success of this learning process. One of the differences in learner characteristics is the scale of shyness/self-confidence. “The anxious learner is [...] less willing to speak in

class, or to engage the target language speakers in informal interaction“ (Mitchell, Myles 1998:18-19).

Therefore, drills might be especially useful for both types of learner, those who prefer practising in a group and those for whom this does not pose a problem.

2.5.5. Student talking time

All basic teaching manuals advise us to minimise teacher talking time and maximise student talking time (Haycraft 1978:15). Drilling practice is therefore beneficial in allowing the student to express themselves without random chatting. That is where the drilling practice comes in handy as it allows the learners to talk at the same time.

2.6. Application of drill

2.6.1. Pronunciation

Haycraft (1978:55) claims that “pronunciation is probably the most neglected aspect of English language teaching.” He points out that it does not matter whether a native speaker or a non-native speaker teaches the language. Neither feels secure in teaching phonetics or phonology. The native speaker usually lacks the linguistic knowledge and as the English language is not the mother tongue of the non-native speaker, they do not feel enough confidence in teaching pronunciation.

However, the drill technique serves a good purpose in this area. Thanks to drills, the teacher may focus on the many aspects of pronunciation such as problematic sounds (both vowels and consonants) for foreigners, word stress, sentence stress, weak forms, intonation patterns, linking, etc (Haycraft 1978:56-61).

As far as the English varieties are concerned, Haycraft (1978:11) points out that a teacher should teach the variety they use themselves without any distinct colloquialisms. However, it is crucial that the students are trained in understanding not only the variety the teacher uses, but also other varieties. Drills might be very useful in the practice of different varieties too.

2.6.2. Atomisation & prefabricated language chunks

Thornbury (1999:97) highlights the following purpose of drills – they may aid the atomisation of language chunks in the hope that language fluency will be enhanced. There are also prefabricated everyday language patterns (also known as lexical phrases, holophrases, formulaic language or prefabs (Thornbury 2005:23)) which deserve to be practised and memorised and can help students to become fluent once mastered. Thornbury pinpoints “high-frequency and formulaic items such as functional language and conversational routines” as seen in the examples below (1999:97).

Would you like ...?

How about ...?

Did you have a nice weekend?

Speak to you later.

Prefabricated language chunks division (Thornbury 2005:23):

- **collocations:** *set the table, densely populated*
- **phrasal verbs:** *get up, log on*
- **idioms, catchphrases** and **sayings:** *part and parcel, speak of the devil*
- **sentence frames** – fixed components of sentences, especially at the beginnings of sentences: *Would you like...?, The thing is ...*
- **social formulas:** *See you later., Have a nice day., Mind your head.*
- **discourse markers:** *if you ask me, by the way, to cut the long story short*

Hughes (1981:15-21) lists a great deal of classroom phrase types used on a daily basis, and to master these everyday phrases might be assumed as very useful – commanding will teach the learners the imperative (*Open your textbook. Don't do that.*), requesting enhances the knowledge of polite language (*Could you...?, Will you..., please?*), suggesting and persuading will teach them how to make a proposal (*Let's..., Shall we...?, What about...?*) etc.

Saito (2008:58) adds that in certain routine situations, the teacher cannot expect a lot of creativity from their learners in completing various tasks since little linguistic variation can be observed in some cases. Seemingly, it is natural to use the same fixed expressions in our

daily lives as we retell the same stories to other friends, or we order food in cafés and restaurants, book tickets and so on and so forth. Whilst doing so, we repeatedly use the same lexical items – thanks to repetition, we foster our language knowledge (Saito 2008:59).

2.7. Drawbacks and criticism of drills and the Audiolingual method

Thornbury (1999:97) considers the efficacy of drills as more questionable. Drills are closely associated with accuracy and if we add grammar presentation to it, this may “deflect the [learners’] attention away from the brain work which is necessary for restructuring to take place.” He proposes such a technique should be used for the fine-tuning of the language or a piece of grammar which the student has already acquired. Thus, as he says, it should not come at the beginning but should be used at the end of the teaching practice in order to organise or sort out the rules that could cause problems.

Harmer (2007:56) stresses that if the students think about the structure of the sentence, they might stand a better chance in remembering it and moreover, simple repetition, without much thought, might come to nothing. This may pose a problem as the responsibility is on the part of the learners, not the teacher who cannot control it to such an extent.

As was mentioned, that drills cannot be controlled from the learner’s perspective, it could be argued that if the mechanical repetition and application of a new rule does not go hand in hand with the student’s perception of the goal in the foreign language, it does not necessarily entail that the foreign language skill is automatically reinforcing (Stern 1991:235).

Since one of the key principles is to emphasise the correct response, this might be narrowly interpreted and the learner might be given the impression that there is only one correct answer to each prompt. This may limit the student’s imagination and their ability to select from a wide range of alternatives (Stern 1991:325). “Practitioners found that the practical results fell short of expectations. Students were often found unable to transfer skills acquired through *Audiolingualism* to real communication outside the classroom, and many

found the experience of studying through audiolingual procedures boring and unsatisfying” (Richards, Rodgers 2001:65).

In addition, learners with an already established stereotype that drills are associated with the infant schoolroom environment and intense and long-winded repetitions might not feel comfortable with this technique. When the technique is overused or done to excess, together with the fact that no other technique is used, this might pose a huge problem (Thornbury 1999:97).

According to the current approaches, the attention has shifted towards vocabulary acquisition. If someone wishes to express an idea and does not know the vocabulary, even a very good grasp of grammar patterns cannot help and there is no way out of the problem (Thornbury 2002:13-14). The person simply cannot get the message across. Due to these findings and owing to the fact that drills and the *Audiolingual method* do not support the learning of vocabulary, then the method and the technique have to be called into question.

Rivers contributes to the discussion on the *Audiolingual method* from the point of view of the relationship between psychology and foreign language teaching. She suggests three major areas of deficiencies (Stern 1991:236-7):

- *The Audiolingual method* is based on an oversimplified understanding of psychology and second language learning to the detriment of the teaching method.
- More differentiated conceptualisations might be drawn from a more sensitive and the wide-range reading of psychology.
- No theory of learning can be found which would exploit psychology principles to the full and supply the teacher with the needed conceptualisations.

2.8. Types of drill

In this section of the diploma thesis, a great deal of drill types can be found. Some of them are controlled by the teacher to a great extent, and in some cases, the learners are rather independent in their practice.

2.8.1. The repetition/imitation drill

Learners simply repeat what the teacher has said. As already mentioned, certain types of drills might be very “controlled,” which is valid here. This type of drill is said to be the most “controlled interaction” since students cannot choose exactly what to say (Thornbury 1999:95). The learners repeat the sentence exactly as the teacher said it, even with the same intonation pattern, therefore, Haycraft (1978:36) calls this type “Listening and Repetition drill.”

2.8.2. The simple substitution drill / The single-slot substitution drill

Simple repetition drills might be seen as mindless after some time of practising, therefore, in order to avoid this and make students think more about what they are saying and sharpen their concentration, substitution drills seemingly serve a good purpose, seen in the example below (Scrivener 2005:257).

*He's going to eat the cake. → **Mary***
***Mary's** going to eat the cake. → chocolate*
Mary's going to eat the chocolate. → ...

2.8.3. The variable substitution drill

The Substitution drill may be of essential importance when a teacher desires to test whether their learners have understood a new piece of grammar such as quantifiers, some of which can be used with only countable nouns and some of which only with uncountable nouns.

***How much** water have we got?*
***How many** apples have we got?*

In this case, a teacher should first drill uncountable nouns for a period of time, and later point out that they will now move to countable nouns (or vice versa) and finally the teacher indicates that both structures shall be supplied. In this way, this type of drill has shifted from a simple substitution drill to a variable substitution drill. Therefore, not only is one slot filled by the indicated word (or a prompt only – e.g. a picture, a real object), but also

the neighbouring slot can be changed because of a certain grammatical pattern. The final stage can look like the examples below (Thornbury 1999:95).

How much milk have we got? → RICE
How much rice have we got? → BANANAS
How many bananas have we got? → TOMATOES
How many tomatoes have we got? → MEAT

The Variation drill enables the students to practise in pairs, for instance, and hence loosens the atmosphere in the classroom since the “control” of interaction, as mentioned above, is more relaxed. Students can use the prompts in their groups and test each other (Thornbury 1999:96).

To make it more demanding, both types of substitution drills could be used within one drilling practice and the target here would be set even higher as the learners would not be able to tell beforehand what the next change needed is (Scrivener 2005:257).

2.8.4. The progressive substitution drill / The multiple-slot substitution drill

The final stage of the substitution drill and at the same time the most complicated type is the progressive. Here the teacher says a prompt, the learner repeats and after, the teacher uses another word as a prompt which should fill in another slot so that students substitute the right element in the clause (Larsen-Freeman 1986:46). The example below illustrates the point made here (Haycraft 1978:37).

*If **John** argues, I'll be angry. → **Mary***
*If **Mary** argues, I'll be angry. → smoke*
*If **Mary** smokes, I'll be **angry**. → **furious***
*If **Mary** smokes, I'll be **furious**. → ...*

The more elaborate example below trains the students to use “do and make collocations” correctly with the focus on the use of articles. Not only can there be prompts for different slots, but the learners also have to work out which of those two verbs should be filled.

*He will do **homework**. → HOUSEWORK*
*He will do **housework**. → MISTAKE*

He will make a mistake. → JOHN

John will make a mistake. → FRIENDS

John will make friends. → ...

2.8.5. The question and answer drill

Another type is the drill exercise where the teacher asks a question with the particular structure they desire to practise and expects the learner to answer the question truthfully using the correct grammar item or just to show understanding. A typical example can be seen below (Haycraft 1978:38).

T: **How many** (windows/doors/chairs/...) **are there** (in the room/...)?

Ss: **There is/are** (one/two/three/four...) (windows/doors/chairs/...) (in the room / on the desk / by the window...).

Later, when the learner has heard the question as many times as needed that they themselves can create the question alone, then they can practise this in pairs. The prompt would only be the object and the sentence created would be of their own choosing (Haycraft 1978:38).

2.8.6. The transformation drill

Haycraft (1978:38) describes the transformation drill as a kind of practice where another form of prompt is created, like a negative sentence or a question based on a positive one as seen in the example. Students are supposed to create “Yes/no questions” or “Wh-Questions” according to the task.

T: *I've got a red car.*

Ss: *Have you got a red car?*

T: *I've got a red car.*

Ss: *What car have you got?*

The transformation drill, according to Scrivener (2005:257), encourages learners to make their own sentences, responding to the prompt which the teacher gives them to create the setting. The students are supposed to transform the sentence into another form based on the piece of grammar they have been practising at the time.

T: *He's opening the cake tin.*

Ss: *He's going to eat the cake.*

T: *He's standing beside the swimming pool.*

Ss: *He's going to swim.*

2.8.7. The situationalised drill

The aim of the situationalised type is to react appropriately to a certain situation. The example below teaches the learner to be able to use the phrase “*I have never ...*” in a certain context where the phrase is expected to be found (Haycraft 1978:37-8).

T: *I played tennis/badminton yesterday.*

Ss: *I have never played tennis/badminton.*

2.8.8. The chain drill

The word “chain” in the chain drill refers to the chain of learners having a conversation, one after another. They accomplish the task one by one as they sit next to one another. For instance, student A asks student B a question, student B replies. Student B asks student C the same question and student C answers and this continues according to the same pattern. This allows for communication, even though it is controlled to a large degree (Larsen-Freeman 1986:46).

2.8.9. The back-chaining drill / The expansion drill

When a certain line poses a difficulty for the student, the expansion drill can be used to overcome this obstacle. The problematic line in question must be broken or split into smaller pieces and built-up together gradually. In the best case, the phrase is again built-up starting at the end of the phrase. See the example below (Larsen-Freeman 1986:33, 45-46).

Post office
↓
To the post office.
↓
Going to the post office.
↓
I'm going to the post office.

The same can be done but from the beginning of the phrase. The underlined part, in the example, below suggests the stress positioning.

I'll → I'll buy → I'll buy it → I'll buy it for you.

2.8.10. True sentences

So far, learners have not had any opportunity to respond in reference to their own life in the drill types mentioned. True Sentences represent the type of drill which could be regarded as the most useful. The teacher asks a question and the learners truthfully answer. The teacher uses the construction which they need to now practise according to the syllabus (e.g. likes and dislikes + ing). This might not even be seen as a real drill, however, if the set of questions is still the same, the students hear the answer with a certain pre-fabricated construction and they themselves, when questioned, must use this very construction (Scrivener 2005:257).

2.8.11. The mumble drill

Thornbury (2000:85) highlights the benefits of the mumble drills as being considerably helpful in the retention of vocabulary. He states that whenever a student is presented with a new word, a space for individual mumble drill should be allowed for students to emerge into the word. It is not choral practice about which we speak – it is the learners' practice of the word at their own pace. All the teacher can hear is a disorganised mumble, however, with great potential for those who need to get their tongue around a particular word.

2.8.12. Communicative drills

The last type might not seem to belong to the category of drills whatsoever, nonetheless, as a certain kind of repetition takes place in these activities listed below, hence, they can reasonably be included (Tice, 2004).

Learners enjoy these activities, as the practice is in the own their hands. The teacher's only role is to set the task and assist when needed.

Some of these activities meet the requirements of the activity, being a tangible bridge between communication in the classroom and communication in the real world. To meet

these requirements, such like activities must be purposeful, meaningful and provide the opportunity to practise (Hadfield, Hadfield 1999:3).

Students usually work in groups or pairs and they have to both speak and listen carefully for successful communication to ensue. Bygate (2009:417) pinpoints the two crucial factors which play a vital role in these activities – *reciprocity* (students have to adjust their talk to understand each other) and *time pressure* (lack of planning time and the ability to react quickly is trained).

The aspect of socialisation also plays a key role here. Classical drill techniques do not contribute to cementing the relationship in the classroom to any greater extent. On the other hand, it supports learners in getting to know each other better since they are working in pairs or groups and are involved in communicative drill exercises and games. Therefore, it is of vital importance that the learners should work with all students in the class during the course or school year, not only their best friends (Gadušová, Harťanská 1994:72).

Many activities based on a certain drill practice might be found, therefore, some of them, but certainly not all of them, are listed below with examples on how to employ them during the English lesson. The teacher has to pick the best activity in tune with the lexical or grammar topic. In addition, as the activities are of different difficulties, then the level of learners should be brought into account.

- Guessing games:

One of the basic games that can be played are those where one student knows a word and the other student's task is to guess the word. Predominantly, the word belongs to a certain lexical field such as objects in the classroom, a famous personality etc. As most of the questions follow the same pattern (*Do you ...?, Are you ...?, Does it...?, Is it ...?*) the students practise the structure of a question and have fun at the same time (Gerngross, Puchta 1992:10).

- Disappearing text/dialogue:

A certain text is chosen and written on the board (or other medium). The text is read aloud in chorus repetition or practised in pairs. Following this, the teacher starts

removing parts of the text and the learners fill in the gaps with what they have remembered. Finally, when all the text has been erased, the learners should be able to produce the text themselves, thanks to repetition – off the top of their heads (Thornbury 2005:77).

- Memory games:

Certain grammar points can be practised using a memory game like “Supermarket alphabet”. The point of the game is to repeat the whole phrase and add something new. Larsen-Freeman (1986:39, 47) demonstrates this in an example below.

Student A: *I'm going to the supermarket. I need apples.*

Student B: *I'm going to the supermarket. He needs apples. I need bread.*

Student C: *I'm going to the supermarket. He needs apples. She needs bread.
I need cheese.*

There are many things which can be varied as far as this activity is concerned. We can vary the topic (food here, therefore the name – supermarket). Even the rule with the alphabetical order could be omitted, with no such rule necessarily having to be there all the time. This may only help students to memorise the items – thus, the central point is not to find the student who can remember all the items, but to repeat the phrase as many times as possible (Larsen-Freeman 1986:39).

- Mingle/Milling activities (Surveys/Questionnaires/Quizzes etc.):

Learners design their own questionnaires or quizzes or they are given a sheet of paper with questions or statements (e.g. *Find someone who..., Have you ever...?*) and mingle with the class asking as many colleagues as possible. By asking the same questions repeatedly, they orally practise the patterns. At the end of this practice, they analyse the answers and prepare a summary for the whole class (Byrne 1987:69-71).

- Role plays:

The teacher writes down a simple conversation on the board and the students practise the conversation in pairs as it is in real life such as a restaurant, café, travel agency etc. The example might be a shop – one student is the customer and the other one is the shop assistant. Students have a shopping list, they simulate the situation and

use the dialogue and change the slots of products they want to buy accordingly. The whole dialogue can be repeated with a new pair, or the roles are simply swapped (Hadfield, Hadfield 1999:52).

- Information gaps / Gap fills:

Learners are asked to do a task – to find out the missing information to complete the task – picture differences, for instance (where the learners are given almost identical pictures and they have to find out what is different while using the foreign language), maps, timetables, and all sorts of activities based on the same principle of retrieving information (Thornbury 2005:80).

2.8.13. Songs, rhymes and chants

Celce-Murcia and Hilles (1988:116) stress the benefits of song and verse as adding context to the practice as well as reinforcing materials that may help students as a tool to present culture. Nevertheless, the songs and poetry must be chosen with great care in accordance with the level of English used in the material (Celce-Murcia, Hilles 1988:118).

However, it might seem that the songs, rhymes and chants are far more useful and fun to children than to adults. Older learners could feel silly repeating phrases and rhymes learnt by heart or memorised by repetition in the class. Cook (1994:136) claims that “this discourse seems to be most typical of children, not because it is exclusive to them, but because it is most easily available for them.”

As for older learners, teenagers, for instance, they might pick up idiomatic phrases or catchphrases by listening to a song and singing along to the radio – thanks to their catchy rhythms, the songs may embed a number of grammar and lexical items (Thornbury 2005:66).

2.9. Current position and usage of drill

Lindsay and Knight (2006:18) are of like minds on drills used in the classrooms nowadays. They claim that drill “can be especially valuable in getting elementary students to build their confidence in speaking [... and] nowadays the usefulness of drills is regarded as limited in that they do not give the learners an opportunity to interact naturally with other speakers.” Due to the suggested problems, drill will probably never again become the leading technique in any method, however, thanks to some benefits it does have, drills should definitely be part and parcel of a teacher’s repertoire.

2.9.1. Level

The technique must be used in line with the level of the learners. It would not be appropriate to employ the technique if the students are already fluent in the foreign language. Harmer (1998:14) highlights that a drill with chorus repetition focusing on simple sentences would not, for instance, be suitable for the advanced level.

Beginners

Nevertheless, repetition is highly recommended for beginners, for example. When learners are beginners, they are usually very insecure. Thus, repetition gives them the chance to try repeating words which they have learnt and it gives them confidence. They might improve their pronunciation too whereas other students may still struggle with it if they mainly translate sentences in writing (Harmer 1988:60).

Students may pronounce a new word in choral repetition first, then they may practise the word in pairs and finally, the teacher asks a student to repeat the word in front of the class. By keeping to this procedure, learners should not feel threatened or anxious (Harmer 1998:60).

Not only simple words (*pen*) may be used in practice, but repetition also facilitates the procedure with a combination of simple grammar and new words such as *What is it? – It’s a pen* (Harmer 1998:60). The teacher may use prompts to keep the learners focused and

change either the structure or the word. Thus, the teacher may vary structures and words since the range of combinations is enormous. The teacher may prepare a set of objects, pictures or drawings beforehand, which can be shown in the class and via pointing to them, the teacher may create simple sentences employing the structures which students know. See the chain example of that below.

What is it? – It's a pencil. – The pencil is red. – What colour is it? – It's red. – What is red? – The pen is red. – What is blue? – The notebook is blue.

Elementary level

When learners achieve elementary level, the teacher is able to give them more independence simply by letting them finish the pre-reconstructed sentences. An example is given below (Harmer 1998:61).

Would you like to go to ... tonight?

That would be great/nice!

No, thank you.

I'm afraid I can't.

Students might come up with ideas like *concert, cinema, theatre, restaurant, pub* and so on. Hence, learners would practise but not forcibly, the new structure. At a later stage, it could be practised in pairs again.

Intermediate level

Harmer (1998:61) suggests that the teacher should also try to use repetition for lower intermediate level students, to ensure that they are capable of creating the structures needed for the upcoming activity – either individual, more complicated words (to practise pronunciation) or whole sentences to remind the student of the grammatical structure. See below.

Trains are slower than planes. → FASTER

Planes are faster than trains.

Upper-intermediate and advanced level

Learners at this level might well find chorus repetition practice too simple and unsophisticated. To prevent this, Harmer suggests that the teacher should encourage

the learners to write down their own sentences with the use of a new word or structure to ensure that the students have understood not only correctly but are able to use it appropriately (Harmer 1998:62).

2.9.2. Principles

2.9.2.1. Length

Haycraft (1978:11) suggests that since repetition may be perceived as rather dull, it should not last more than a minute or so however hard the teacher tries to enliven the exercise with variety.

Saito (2008:63) stresses using goal-driven pair drills, which a teacher may use in order to vary the lesson to some extent. Thus, drills should be part and parcel of the whole packet of activities practised in the class where the teacher must strike a balance between exercises, drills, tasks, goals, syllabus, resources etc. “It is unlikely that lessons based solely on drill help learners develop their language ability” (Saito 2008:63).

2.9.2.2. Authenticity

It cannot be argued that the sentences used in the drill practice should be meaningful and realistic nor should they be forcibly bent into a particular spot to demonstrate the point of the exercise. To practice a sentence which the learner would not encounter in real life seems to be illogical as practising uncommon sentences could be perceived as a waste of time.

On the other hand, Scrivener (2005:256) points out that there exists a newer approach, which has recently been adopted, where the value of experimenting and playing with the language has been reformulated. The language does not have to necessarily represent a realistic or meaningful communication – the main purpose of the exercise is to get the students’ tongues around the new expression. Apparently, the learners practise a deeper grammar structure and it no longer matters which words such a structure is created by.

2.9.2.3. Correction and feedback

There is a wide range of correction strategies which might be taken advantage of, ranging from simple correction on the spot to letting the students get the sentence right with hints or other indications.

The teacher might ask the student for self-correction or others for peer-correction. The teacher may also indicate the mistake by facial expression, an echo question or a certain gesture. Another option would be the finger correction, a method suggested by Scrivener (2005:260).

In order not to make the drill boring, the level and challenge must be set high. Teachers may praise their learners from time to time, but the teacher should avoid praising without reason. The feedback should be honest and since the main aim of the drill is accuracy, a very high standard should be expected. The students should be positively motivated, although they should still be aware of the fact that there is always something to improve (Scrivener 2005:256).

2.9.2.4. Key principles

The following part summarises some of the most essential principles which must be invariably kept in mind whenever the teacher wants to facilitate any grammar practice with drill activities.

- *Atmosphere*: The learners should not feel uncomfortable, even though the language focus must be taken seriously, the atmosphere should be relaxed and humorous (Scrivener 2005:260). The students should be positive, motivated, relaxed and engaged. Teachers can facilitate this in their approach and the class environment that they set (Tomlinson 2008:4).
- *Personalisation*: The atmosphere could be enlivened with at least a few elements personalised. For example, sentences could refer to something which exists or is happening in the classroom or the real world. Thus, if the class is held in Rome and the

topic of the lesson is “directions”, it goes without saying that the teacher might ask students how to get to a certain place in Rome and not in Warsaw (Haycraft 1978:7).

- Demonstration: Whenever possible, the teacher ought to take advantage of illustrating the situation or the example sentence. The lesson would be much more appealing to the learner if the teacher uses prompts, pictures, board cues or if they simply demonstrated the situation such as in the case of “prepositions”. The teacher could take an object and put it on a chair, next to it, behind it and so on (Haycraft 1978:33).
- Acting: Dull repetition could become more enticing if the teacher himself or herself tries to act, mime or make silly postures so that it would put a smile on the learner’s face (Scrivener 2005:260). In addition, the teacher should be constantly moving from one place to another, using body language, showing energy, enthusiasm and joy.
- Students’ needs: It is the learner that needs to practise the language, not the teacher, therefore, the teacher must always monitor the situation and check that the learner is genuinely getting the sentences right. Every group of learners might behave differently, despite being of the same age and level, having certain problems which other students do not have. Thus, it is of crucial importance that the teacher treats each group individually and chooses the type and tempo of drills respectively (Scrivener 2005:260).
- Setting the situation: Some grammar structures or lexical patterns might be closely associated with a particular situation or background and it is always a great deal more useful to set a context for the learner to use a particular form or a piece of grammar such as planning a trip if the “*be going to*” structure is introduced. See the example below (Haycraft 1978:33).

<i>I'm going to</i>	<i>pack clothes / pack books / pack a map. say goodbye to / call my family. take a bus to the airport.</i>
---------------------	--

2.9.3. Variation

To enliven the drill technique, there is a vast number of variations which could be used and are to be seen below (Scrivener 2005:256).

2.9.3.1. Who speaks?

- whole-group speaking (choral) / individual students practice
- round the class / random selection of individuals
- male/female
- one half of the class / the other half of the class
- As/Bs
- pairs: alternate words
- students lead drill (rather than the teacher)

2.9.3.2. How do they speak?

- normal volume / whispered / loud / shout / singing
- normal speed / fast speed / slow speed
- normal intonation / flat intonation / exaggerated intonation
- change the stress
- with British/American accent

2.9.4. Ancillary aids

2.9.4.1. Signs

The teacher can simplify the drill practice by introducing special signs to the learners. The teacher demonstrates the sign without one word in English – basic words like *I, you, he, she, we, they* or tenses (present, past, future) would be matched with a specified body movement beforehand and whenever the learners see the teacher adopting the posture, they have to supplement it with the correct word. Students are not supposed to be caught off guard, thus they must do their utmost to keep attentive (Haycraft 1978:41).

2.9.4.2. Prompts

Whenever possible, all alternatives to use prompts should be exploited. One can use many items as prompts – mainly pictures, flash cards, word cards, real objects, bubbles or tables on the board and wall charts. Using such items brings variety to the class and helps the teacher avoid leading ordinary and run-of-the-mill classes (Haycraft 1978: 41-42).

○ Pictures:

Pictures have been shown to have five basic advantages in their use in a classroom environment – they are easy to prepare and easy to organise. In addition, they are meaningful and authentic, they spice up the lesson and finally they support a sufficient amount of language practice (Wright 1989:2-4).

○ Substitution Tables:

My	friend			
Your	friends			play.
His	cat	wants	to	sleep.
Her	cats	want		drink.
Our	sister			
Their	sisters			

Picture 1: Chart facilitating oral drill practice

The teacher does not necessarily have to only use oral drills, they can also use a simple table such as Picture 1 to facilitate oral practice. Firstly, the learner gets accustomed to the right word order since they can very clearly see which slot is filled with which clause element allowing for their speaking habits to considerably improve. Secondly, they have to bear in mind which verb form they have to choose from to complement the subject. Thus, they realise that the choice is not always so open.

Once such an ancillary table is used, not only can pronunciation be practised but it also guarantees that the connection between the spoken word and the written form is rooted deeper into the students' minds. It bridges both basic skills – reading and speaking and consolidates the rules of pronunciation of the written word (Haycraft 1978:39).

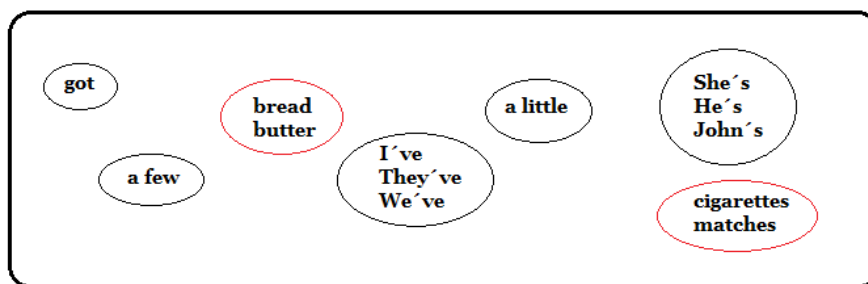
Wills (1981:110-111) points out that there should be six items at most in the longest column, thus making the sentences sound more natural.

The table does not necessarily only serve this purpose. It can also be combined with other types of drill – the table can be extended to facilitate the question and

answer drill technique to fit the piece of grammar into a certain context which would assist learners with its proper use in context (Haycraft 1978:40).

- Bubbles:

Once the students master the structure, the table can be erased and only bubbles with prompts written on the board for them to create their own sentences by combining each item with another. As students progress, bubbles with the key structure words could be left on the board and the learners could try to follow the path to improvisation. This could be even more engrossing (Haycraft 1978:40).



Picture 2: Bubbles with prompts

Such a diagram can be seen in Picture 2. The red edge bubbles are the bubbles which might be easily substituted with other items and this could be left to the learner's own choice. If the bubbles are written on individual sheets of paper and put on the whiteboard with a magnet, the students can be asked to assemble the words into correct formation. With all the new technology nowadays, such as the interactive whiteboard, this could be done electronically and learners may move the items around as well (Haycraft 1978:40).

- Rods:

Rods are small pieces of wood or plastic, rectangular in shape and different in colour and length (Stevick 1986:143). They can be used preferably when teaching pronunciation – especially word stress. A set of rods might be put on a desk to represent a certain stress pattern (a longer rod a stressed syllable and a shorter rod an unstressed syllable) and while drilling, these may help students to link the visual representation with the audial representation of the word.

Stevick (1986:143-4) highly recommends the use of rods in language classes as they appeal to the senses, thus capture the learners' attention and allow the students' imagination to take its course.

3. MATERIAL AND METHOD

To describe and establish the current position of drill, research should focus on the primary participants in the learning process, i.e. – the learners. Moreover, language schools using drill as their primary technique exists; therefore, these students were selected to become participants in the survey. What the students think of the method, why they study at such a school and what benefits it has given them has become the central viewpoint. Therefore, such a questionnaire was designed and distributed to answer these and many other questions.

As the research was carried out only at one language school, the results could hardly be generalised. In order to improve this aspect of the research, the author sought ways of complimenting the research with more data obtained using a different tool. To ask the teacher to compare data against the responses given by the learners would be logical and meaningful, nevertheless, also time-consuming, and there would not be enough room for the analysis of such a survey in this thesis.

Another option appeared to be an analysis of the learning materials such as textbooks, as these, without doubt, affect both learner and teacher. Moreover, they are designed by specialists, teachers and professionals in the area of education and methodology of language teaching. Therefore, if any evidence of drill is found in modern textbooks, it would certainly shed some light on the current position of drills as well. Thus, the research consists of two parts – a questionnaire survey and a textbook analysis.

3.1. Sources of material and method

3.1.1. Questionnaire research

3.1.1.1. Language school where the survey was conducted

We are to discuss the exact form of drill practice used in language schools where the research was carried out. The language school itself will stay anonymous for the purpose of this research. The drill practice used at the language school is completely different to what one would expect – no such drill practice as described in the theoretical part is used there – their drill practice is very unique. The drill used at this language school is a combination of the mother tongue and the target language.

First of all, the teacher introduces the topic of the lesson and starts to explain the rules of the given grammar. He or she usually explains the rules in the mother tongue and inserts several target language words which are already known to the learners and then once the teacher provides an example of the grammar then it is immediately practised via the unique oral drill.

For instance, the teacher explains the rules of the future tense *WILL* and starts drilling. They say a sentence at the beginning of drill in the mother tongue – Czech, then they translate the sentence into the target language – English. They let the students translate the sentence with them. The very same Czech and English version is repeated, then all the learners say the sentence in English. If it is needed, the same Czech/English version can be repeated again. Students say the sentence only in English, and never repeat the Czech version. See the example:

T: *Půjde domů.*

T+Ss: *He will go home.*

T: *Půjde domů.*

T+Ss: *He will go home.*

The next step is to change the Czech sentence – the rule is to change one item only as seen below in the list of recommended changes to the original sentence above:

1. to add a new word:

T: *Půjde domů s tebou.*

T+Ss: *He will go home with you.*

2. to change a word: T: *Půjde do hospody.*
T+Ss: *He will go to the pub.*
3. to create a new sentence type: (e.g. a question from a statement etc)
T: *Půjde domů?*
T+Ss: *Will he go home?*
4. to change the tense: T: *Šel domů.*
T+Ss: *He went home.*

Moreover there is not only one teacher selected for a given course, rather the school sends in more than one teacher to the lessons who then rotate. Students never know beforehand who will come to the next lesson. The reason for this is to provide the learners with multiple teaching styles and pace, which ensures that they have a teacher with whom they work well. The designation of levels at the language school is A-G.

3.1.1.2. Target respondents

There are three distinct groups of people who answered the questions in the questionnaire. It is expected that the results will differ accordingly as each group of learners is unique.

1) Adult courses:

a) Public courses: Students of public courses usually choose to study at the language school as drill-based oral choral exercises meet their requirements. The learners are expected to take a strong liking to the technique, thus, their opinion might be very subjective.

b) Company courses: Students of company courses do not usually choose the method they would like to be taught, the employer often chooses the language school and, sadly, not exceptionally, the price of the course is more relevant than the method used in the classroom. Hence, the students could be more objective as the method has been chosen for them and they have little option but to accept the choice.

2) Children's courses:

Learners of children's courses have the advantage of still studying at school and that is why they can better compare the technique with others used at school or during the

language school class. Courses for children do not use drill alone. There is much more room for other activities such as conversation, word games, written tasks etc.

3.1.1.3. Questionnaire and its versions

Two questionnaires are provided in chapter 8 – Appendices (chapter 8.1. and 8.2.). The questionnaires were distributed at the given language school. The first one is a pilot version and the second one is the final version which was later distributed to learners at the language school chosen for this research. The reason for having two versions was to test the proposed questionnaire (the pilot version) in order to identify the problematic parts and amend them.

Firstly, it was to check if the questionnaire was designed properly so that the students could choose the answers without any problems. Secondly, to close any open questions where we could not predict which answers would appear. Thirdly, to analyse if there were any misunderstandings or confusion in the questions so that they could be corrected or amended. Finally, additional questions were able to emerge based on the analysis, discussion and brainstorming over the first results. Thanks to these changes, the research may show a clearer picture and be more conclusive.

The pilot version (PV) was distributed in one public course (8 people) and one company course (9 people), and therefore, the pilot version was completed by 17 people altogether. This version comprised of 16 questions.

The final version (FV) of the questionnaire with 15 questions was distributed to 68 learners of English (to understand why only 68 people, please see chapter 3.1.1.6.), the majority of questionnaires were distributed in the public courses (43 people). 10 respondents completed the questionnaire in the company courses and 15 respondents in the children's courses.

3.1.1.4. Major changes to the final questionnaire

The final version consists of 15 questions. Having taken into account the answers of the pilot version, the major changes to the pilot version were as follows:

- There were two questions which had to be removed from the final version, as the answers proved to be irrelevant to the survey (Q3), or the answers were already covered in another question (Q12):

PV: Q3: *Do you have any previous experience with a similar technique (drill)?*

PV: Q12: *If you are not satisfied with the teacher's drill, what is it with?*

- A number of open questions had to be rewritten to give the respondents options to choose from – the options were selected to match the answers given by the respondents in PV, an extra option “Other” was made available to those who wanted to give another answer not covered by the other options.

PV: Q4 / FV Q3: *What advantages can you see in drills?*

PV: Q7 / FV Q7: *What disadvantages can you see in drills?*

PV: Q 11 / FV Q11: *What does an ideal drilling exercise look like?*

- More precise guidelines about the choice had to be given – learners sometimes selected more than one answer even though the question did not say to do so, or the learners were confused as to what was meant by the question. The underlined part is the new formulation of the question.

PV: Q5: *Do you consider the average length of time allotted to drilling in the lesson sufficient? How much is it? (___ minutes per 60 min)*

FV: Q4: *What is the average length of time allotted to drilling in the lesson?*

(___ %)

FV: Q5: *Do you consider that amount sufficient? If not, why?*

PV: Q10 / FV: Q10: *What plays the key role in the evaluation of the teacher for you? (Choose only 1 item!)*

PV: Q13 / FV: Q12: *Do you think that a lesson based purely on drill exercises can be effective (i.e. without any conversation, reading and listening activities)?*

- The designation of the level had to be changed from the usual levels of A1-C2 levels used in other language schools. It seemed to be very difficult to determine which A-G level

used at the language school corresponds with the CEFR levels. In the analysis itself, the levels were renamed to the scale from *elementary* to *advanced*.

3.1.1.5. Problems with the questionnaire

While going through the answers, it probably cannot be avoided coming across questionnaires which are incomplete or the respondents chose more or less answers than they were supposed to. Therefore, it is possible that even though the total number of respondents is 68, the total number of answers for each question will not coincide exactly.

Nevertheless, thanks to the pilot version, some common misunderstandings were averted and the majority of questionnaires fully accommodate the needs of this survey.

3.1.1.6. Problems with the research at the language school

Unfortunately, for some reason, the whole project was soon stopped as the language school did not approve of carrying out the survey in their school. The management of the school did not agree with the final version of the questionnaire and required changes to be made to it, which was unacceptable from the point of view of the researcher. However, before the project was stopped, the final version had been distributed in several courses, therefore, 68 people could complete the questionnaires, which under the circumstances seemed to be enough for the survey to be taken into account and the results could thus be analysed.

3.1.2. English language textbook analysis

Textbooks are without a doubt the main source of language information for both learners and teachers. For that reason, textbooks were chosen to be studied and analysed to carry out a different research on the drill technique – that is to what extent the drill technique is used, how exactly it is used, the types that are used and for what purpose.

3.1.2.1. Target textbooks

In total, eight English contemporary textbooks have been chosen for analysis – in every case, there are two books from the same edition at different levels. Two basic levels

were chosen to establish whether there are any differences in the use of drills at different stages of learning. The chosen levels for the purpose of this analysis are *pre-intermediate* and *upper-intermediate* levels.

The textbooks studied were *Face2face (F2F)*, *New Cutting Edge (NCE)*, *New English File (NEF)* and *New Opportunities (NO)*. These were chosen as they are widely used in both Czech secondary and language schools. In all cases, the latest editions were analysed. In the book analysis, the focus will be on the type of information given below.

- ✓ the number of all the exercises in every unit and in the whole textbook
- ✓ the number and percentage of the exercises solely devoted to drill
- ✓ the number and percentage of the types of drilling exercises
- ✓ the number and percentage of the topic or focus of the drilling exercises

3.1.2.2. Problems with the analysis

A thorough analysis of all of the exercises in the selected textbooks revealed that the distinction between exercises which employ the drill technique and the exercises which do not, is not always easy. Therefore, after perusing all of the textbooks and gaining a basic insight into which types of exercises each textbook uses, general guidelines had to be established and followed whilst analysing the textbooks in their entirety.

3.2. Research questions

Based on the theoretical part and experience with students at the language school where the research was conducted, a set of nine research questions was established. Each question will represent a different feature or characteristic of drill. The answers to these questions should fill the picture of the current position of drill.

1. Is drill the reason why learners study in the given language school?
2. Do learners consider drill more useful for practising already acquired grammar – for its internalisation rather than for practising new grammar?
3. Do learners require an explanation of grammar prior to drill? If so, how detailed?

4. When should conversation be included in the lessons comprising of drills?
5. How rich is the variation of drill exercises in modern textbooks?
6. Is there a systematic use of drill technique employed in modern textbooks or is it rather random?
7. To what extent is drilling encouraged in modern textbooks?
8. Is drill practice employed to a greater extent in textbooks at lower levels than at upper levels?
9. What is the focus of drill exercises in modern textbooks?

4. RESEARCH

4.1. Questionnaire analysis

4.1.1. Profile of respondents

There were 68 respondents altogether who answered the questions given in the questionnaire in the final version – 43 public course students (at the age of 14 to 67), 10 company course students (aged 28 to 52) and finally 15 children (at the age of 12 to 19 – these children were carefully selected, they were supposed to be mature enough to answer such questions about the drill technique).

There were 44 women (65%) and 24 (35%) men who participated in the research. All respondents had been learning English (both with longer or shorter gaps) for over 10 years, on average. Learners of adult courses (both company and public courses) had been studying English for 10.5 years and for around six months at the language school whilst children had been studying English, on average, for 8.5 years and for 5.5 years at the language school. Therefore, it might appear that children were more familiar with the method and drill technique better, however, there is a huge difference between the use of drills in adult courses and children's courses.

The level of students is given in Table 1. The table shows at which level of English they started studying at the language school and the level at which they filled in the questionnaire.

LEVEL	starting		currently	
	elementary	57	84%	14
pre-intermediate	9	14%	33	49%
intermediate	1	1%	11	16%
upper-intermediate	1	1%	6	9%
advanced	0	0%	4	6%

Table 1: Level of respondents

Therefore, it is quite evident that most of the learners started at elementary level (57 respondents out of 68 – 84%) and the major shift was towards the pre-intermediate level (49%). However, it is clear from the table that there is a general shift upwards, the students tend to stay at the language school and do not change it for another one immediately after finishing the first course.

4.1.2. Responses to the questionnaire

Q1) Is the drill technique used at the language school the reason why you study at this language school?

The first query focuses on beliefs held by learners about their motivation to study in the language school. The students chose the affirmative answer in 32 cases and negative in 36 cases, however, if we subtract company course students, we might get a different ratio – 32 students (55%) study at the language school due to the drill technique and 26 learners do not (45%).

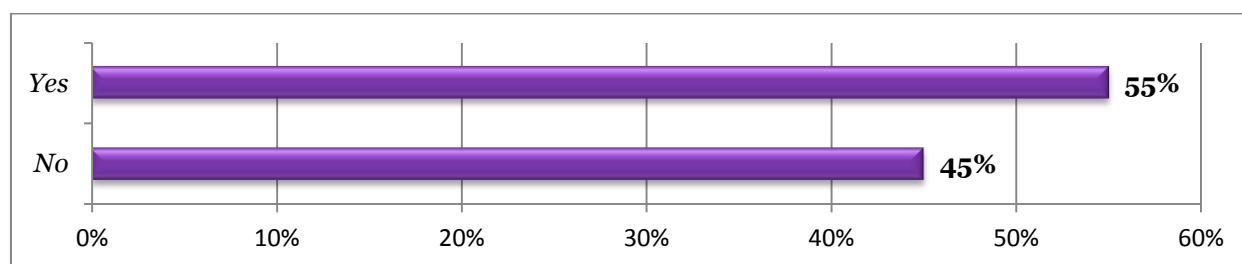


Figure 1: Did the participants choose the language school because of drill (company course participants excluded)?

Figure 1 is provided above to illustrate the results. We should take this second ratio into consideration as the company course students chose the negative option. These students did not select which language school they attended; rather, their employer chose it for them.

- Research question 1: Is drill the reason why learners study in the given language school?

So it is seen that over half of the learners who choose to study somewhere owing to drill is rather relevant, as one could find a number of other factors which probably influence the student's choice such as recommendations, price, location or advertisement. Unfortunately, there is no research on which factors influence the learners' choice of a language school. If half of the students choose the school deliberately because of drill, then the method seems to have gained popularity, at least to some extent.

Q2) Does the drill technique meet your requirements? Why (not)?

The great majority, 55 respondents (81%), are satisfied with the technique. They predominantly mention that drill helps them to retain and internalise the knowledge, and as a result, helps them react quickly without having to think before responding.

Those whose requirements are not met (18% – 12 respondents: 7 children, 2 company and 3 public course learners) usually indicate that it is not effective and that conversation would be far better, as they would be able to experience the real language (8 respondents). 3 respondents stated that drilling is tiring, boring and demanding. 1 student stresses that the efficiency of drills depends on the teacher.

The results revealed that a large majority claim that drills meet their requirements, which might be evidence that the method is seemingly successful even nowadays and that it could still merit implementation. Drill techniques seem to maintain their popularity. Although the drilling procedure employed at this particular language school is highly specific, the foundation of the structure, oral practice, remains the same.

Q3) What advantages can you see in drills?

For this question, learners were provided with a set of options and were allowed to choose two options at most. If they wished to give an alternative option, they could choose the option *Other* and specify it themselves. As demonstrated by Figure 2, no single option dominated the majority. The option selected by the majority of respondents was *The Ease of*

memorisation (26%), followed by *Necessity to speak* (22%). *Acquiring good habits* tied with *Decrease of stress levels* at 17%. *Necessity to react quickly* scored the lowest with only 3% of respondents selecting it.

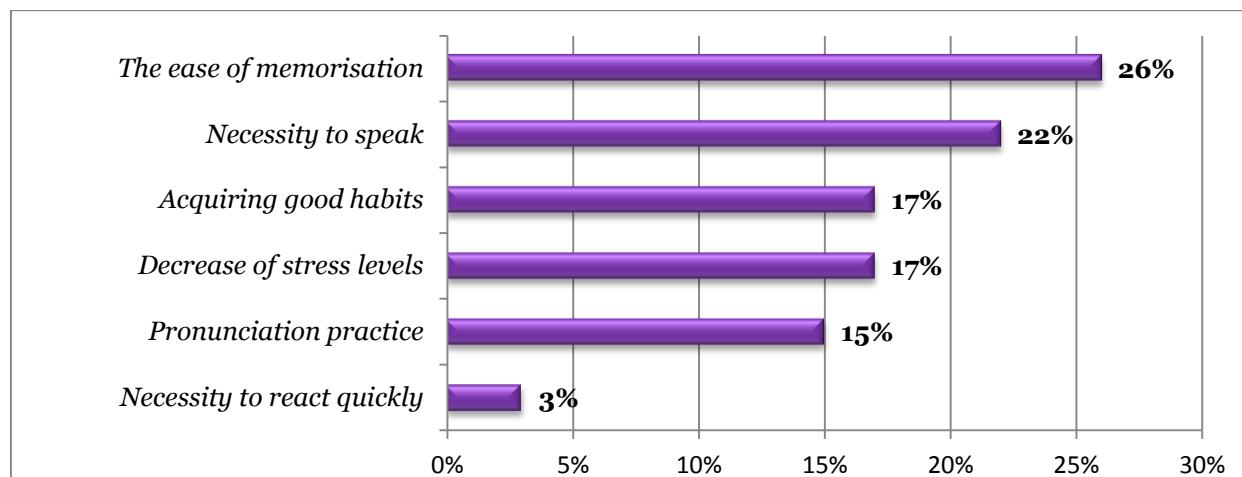


Figure 2: Advantages of drill as perceived by the participants

Q4 & Q5) What is the average length of time allotted to drilling in the lesson? & Do you consider that amount sufficient? If not, why?

Some interesting facts came to light – 52 respondents (78%) are satisfied with the amount of drill practice whereas 15 people are not (22%). The average time spent on drilling in children’s courses is 10% of the lesson, in public courses it is 47%, and in company courses it is 44%. The research also showed that if the students reach a higher level of their learning (here levels D, E, F, and G) then the amount of drill practice drops quite significantly: overall 25% in adult courses, however, half of the respondents are not satisfied with this ratio and would prefer more drill practice.

Those who were not satisfied with the length of drill, the aforementioned 15 people, were divided into two groups of almost the same size – 8 people wished to have more drill practice (3 children and 5 public course students; the children usually stressed that the drill practice should not be so inconsistent. Apparently, not all the teachers were using drills in their lessons or only in cases when the learners were struggling. Therefore, they say that drill practice should be more consistent and regular). 7 respondents (2 children’s and 2 company course students) would like less drill practice and these people almost unanimously voted for

more conversation and less grammar practice. Some also indicated that too much drill confused them.

At the next stage, we analysed only the group of learners who considered the time allotted to drill sufficient. Their answers (percentages) were averaged again in order to produce a suitable total average. Therefore, the ideal drill is 8.2% of the lesson in courses for children (for example, 7 minutes in a 90-minute lesson), 43% in company courses (38 min/90 min) and 47% in public courses (42 min/90min). This means that the duration of time spent on drilling at the language school appears to be satisfactory.

Q6) What do you think is the most important form of individual practice?

The learners were asked to rank the five options in Figure 3 from 1 to 5 in order of importance – each option was given 5 points if it was put in the first place, 4 points for second place and so on. If respondents needed, they could choose another option *Other*, and give it a name, which later appeared to be *Films and games* in most of the cases (1% in total). The majority of respondents placed *Vocabulary* (26%) in the highest position, followed by *Written exercises* and *Listening & reading* at almost the same position with 21% and 20%, respectively.

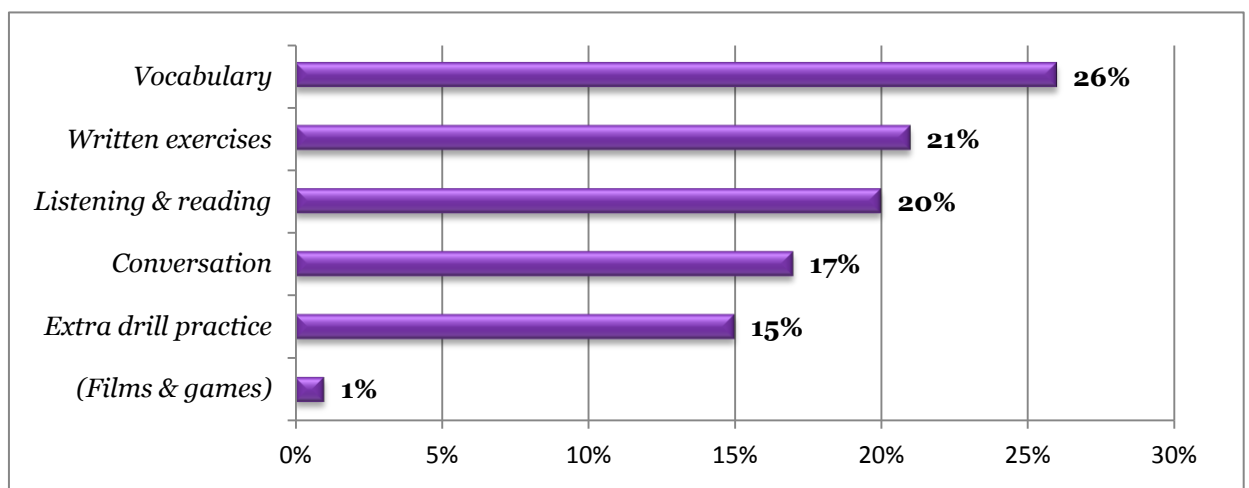


Figure 3: Importance of individual practice given by the participants

If the respondents stated that they were not satisfied with the drill practice in general, the number of *Extra drill practice* dropped from an average of 15% to 8% and *Written exercises* dropped from 21% to 15%. Averages for the other selections subsequently increased:

Conversation rose from 17% to 22%, *Listening & reading* from 20% to 25% and *Other: Films & games* from 1% to 5%. The remaining option, *Vocabulary* scored more or less the same, slightly dropping from 26% to 25%.

It may be surprising that the *Extra drill practice* did not score relatively highly, as the majority of students claim that drills met their requirements, however, they probably received a great deal of practice in the lesson and then, after the lesson, they preferably needed to learn vocabulary and practise the grammar through written exercises. Another fascinating fact could be that *Conversation* ranks as the fourth option, as it belongs to the main focus in the *Communicative approach*. Therefore, there is still a group of students who do not find conversation as important in their learning and apparently, these students favour guided oral-based drills to conversation.

Q7) What disadvantages can you see in drills?

As with the advantages, the learners were allowed to provide two reasons at most, one from the suggested options and one could be of their own (*Other*). Figure 4 demonstrates that almost all of the options scored more or less equally, with the exception of the most selected option in this category, *I am not forced to think about the sentence* (30%). The other results are of equal value.

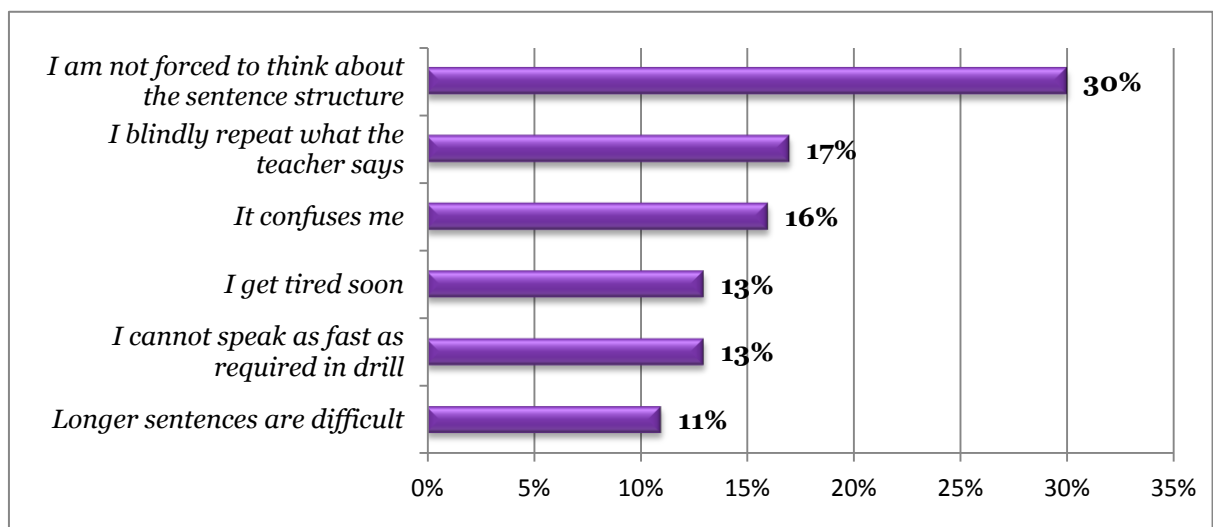


Figure 4: Disadvantages of drill as perceived by the participants

Q8) In your opinion, what is drill most suitable for?

Even though there were three options to select from, the respondents never chose the option *Practice of new grammar* as seen in Figure 5. Instead, they either chose *Practice of already known grammar – for its automatisisation* (58%), or *For both – it does not matter* (42%). Participants usually commented on the fact that grammar and vocabulary practice for elements that are already stored in their memory helps to make the link in their brain stronger and more permanent.

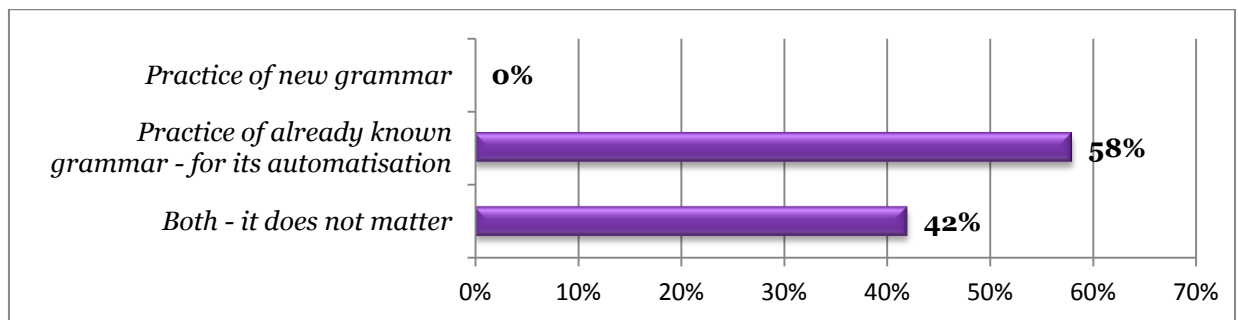


Figure 5: The suitability of drill as perceived by the participants

- Research question 2: *Do students consider drill more useful for practising already acquired grammar – for its internalisation rather than for practising new grammar?*

These results indicate that it is recommended to use drills for the practice of grammar items that learners already know, however, new topics also seem suitable as a sizeable minority believes that drills can be used efficiently for both new and older grammar. Therefore, the evidence that claims that drills are best for internalising is not strong enough.

Q9) Can you see any differences in your teachers' drilling techniques? If so, what are they?

As described in section 3.1.1.1., a variety of teachers appear during the course so that the students do get bored and thus experience a variety of teaching styles. Therefore, it was a unique opportunity for the author of this thesis to ask about the differences in drill practice, as well as their approach towards drills, since every teacher is different.

The large majority, 78% of respondents, see clear differences in their teachers' drilling techniques. Variations were reported in the following factors: speed, variety, pronunciation (clear pronunciation vs. mumbling; British vs. American accent), experience level,

enthusiasm, duration, correction and feedback, explanation of grammar points which learners struggle with, and providing hints to help formulate the sentence correctly (some teachers immediately translate the prompt for the students whereas others ask the students to translate the sentences).

Most interestingly, learners praise the fact that the teachers were rotate during the course; they reported that it provided them with a variety of personalities and teaching styles, thus creating a richer learning experience.

Q10) What plays the key role in the evaluation of the teacher for you?

The results in Figure 6 clearly demonstrate that learners prefer the ability of clear explanation to drilling techniques. 85% of the respondents voted for the ability to explain the grammar items properly, 14% voted for *Likeability* and only 1% voted for *Drill techniques*. Thanks to the special training, it seems that all of the teachers at the language school achieved a nearly identical drill technique, which could explain why drills scored only 1% – students probably cannot see any difference there.

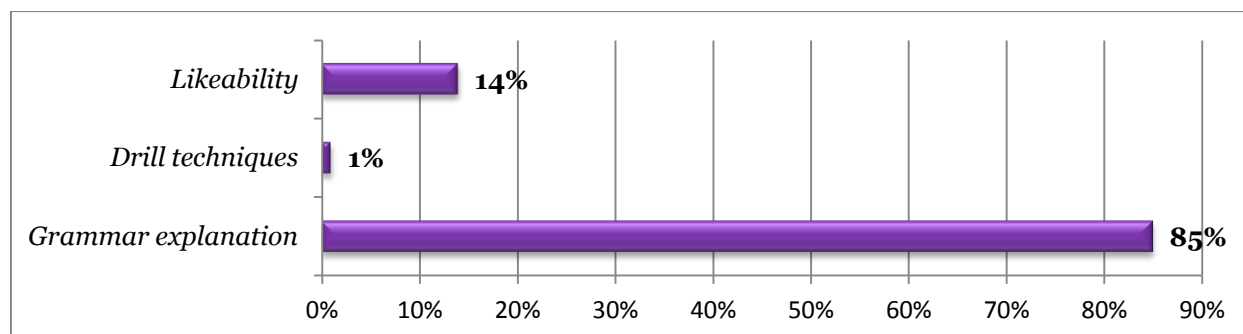


Figure 6: What do students base their assessment of teachers on

Some learners gave a set of qualities which teachers should definitely possess – education and experience; inclusion of supplementary materials and an effort to include a variety of activities, good lesson planning and clear communication.

The results confirm that drill without proper explanation of grammar is not desirable for learners. Grammar must be explained prior to drilling in order to be effective as opposed to the inductive approach employed in the *Audiolingualism* (chapter 2.3.1., principle 4).

Q11) What does an ideal drilling exercise look like?

The findings demonstrate that three aspects comprise the ideal drill practice. Firstly, it was the speed at which the drill practice was used (Figure 7) – 28% of respondents preferred *Constant slower pace*, 61% preferred a pace which is *Varied according to students' needs*, grammar topics, and other factors while 11% gave priority to *Constant faster pace*. These results are not surprising at all as what matters here is the focus of drill – if learners continuously repeat grammar drills for the subjects they understand, the rate of learning and retention can increase, however, if the drill introduces a new grammatical element then it may take the students longer to understand.

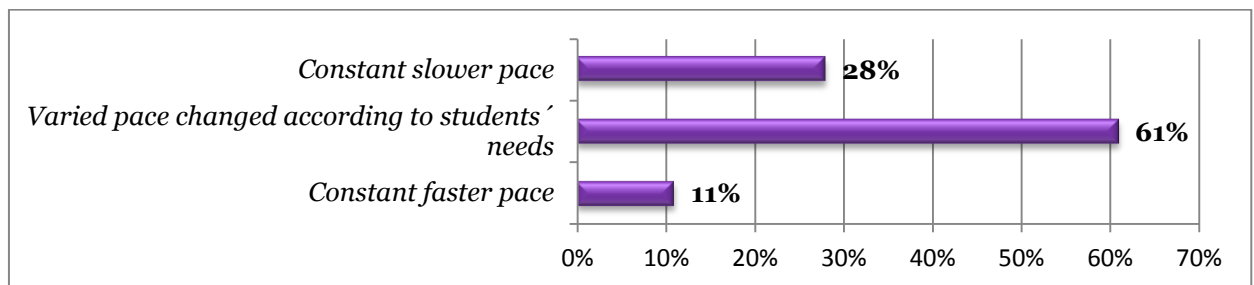


Figure 7: Ideal pace of drilling as perceived by the participants

The second aspect that was analysed was the type of practice technique (Figure 8). Three types of practice techniques, each differing in the level of variation between sentence types and tenses, were observed in this study. 17% of the respondents preferred practising with one tense and sentence type with a slow progression to other tenses or types, whereas 35% preferred a technique that varies the sentence type more often and the tense more slowly. The remaining 48% of respondents preferred the technique that varied both sentence types and tenses often.

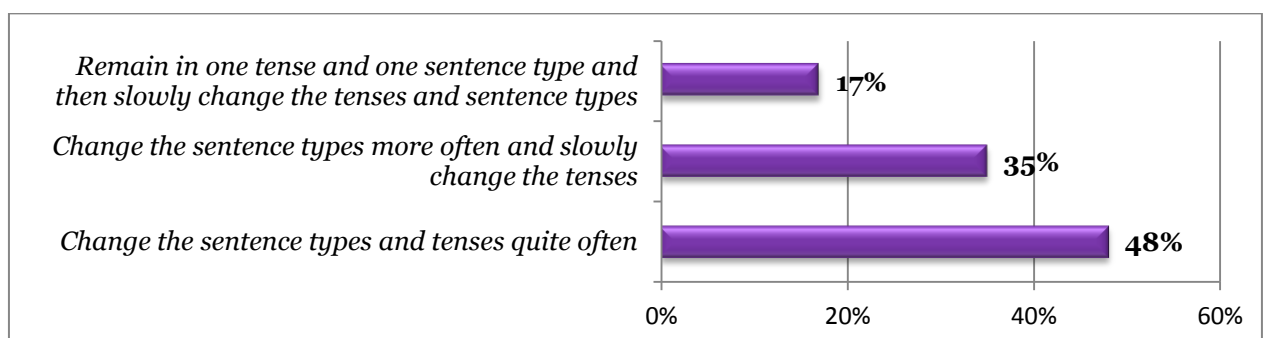


Figure 8: The ideal technique of drilling as perceived by the participants

These results indicate that students prefer being challenged and desire to practise multiple types and tenses more frequently than focusing on just one of each at a time.

Lastly, from the point of difficulty, 16% of the learners preferred drills that were not complicated and that contained no irregular aspects, whereas 84% of the learners indicated a strong preference for drills that included sophisticated sentences with irregular aspects. A typical example used at the language school is a sequence of sentences like these:

T: *Už jsem to udělal.* → Ss: *I have done it.*

T: *Už jsem to udělal včera.* → Ss: ~~*I have done it yesterday.*~~ (*I did it yesterday.*)

In summary, learners prefer varied drill practice that engages and challenges them. Once learners are comfortable with the vocabulary in the sentences being drilled they can progress at a fast pace, and prefer drills that contain complex, irregular sentences that are varied frequently by the teacher.

Q12) Do you think that a lesson based purely on drill exercises can be effective?

When surveyed, only 29% of the respondents thought that lessons based solely on drill practice were efficient, while 71% did not believe that such lessons were efficient. The results in Figure 9 demonstrate a clear dominance of the negative answer to the query. The students indicated that this method of instruction was sufficient after the grammar elements being drilled were explained properly, but not beforehand.

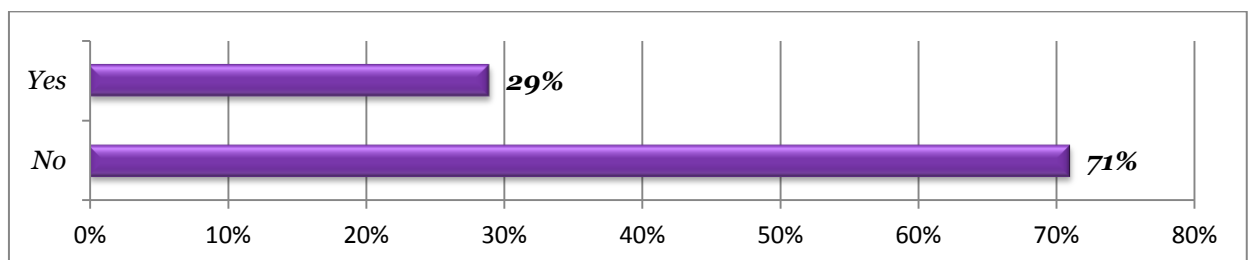


Figure 9: Efficiency of lessons based purely on drill as perceived by the participants

Of the 71% who did not find lessons that were exclusively drill-based efficient, 21% indicated that a variety of activities must be present in the lesson, while 52% indicated that conversation, listening and reading activities must be present in the grammar lessons. The remaining 27% of learners desired more vocabulary, written exercises, and simple

conversation patterns or scenarios for their practice, in addition to drills (such as in a restaurant, in a shop etc.).

All students who were dissatisfied with the drill technique (question 2 in the final questionnaire) indicated that drill techniques are not effective whatsoever. These students preferred their teachers to employ an entirely different method for their lessons – specifically one that involved interaction, probably the communicative method.

These responses demonstrate that drills can be used effectively to reinforce grammar elements, however, learners predominantly maintain preference for lessons that include a variety of activities.

Q13) Which grammar explanation do you prefer?

- Research question 3: *Do students require an explanation of grammar prior to drill? If so, how detailed?*

This question was intended to clarify whether grammar explanation is an important part of drill. 63% of respondents (see Figure 10) preferred lessons that taught exactly when and how grammar was to be used, at the expense of the time given for drills, while 37% preferred lessons that emphasised drilling the grammar being taught with only a basic explanation of the usage rules. These findings demonstrate that a sufficient explanation of the elements being practiced, prior to drilling, is a key aspect of successful lessons.

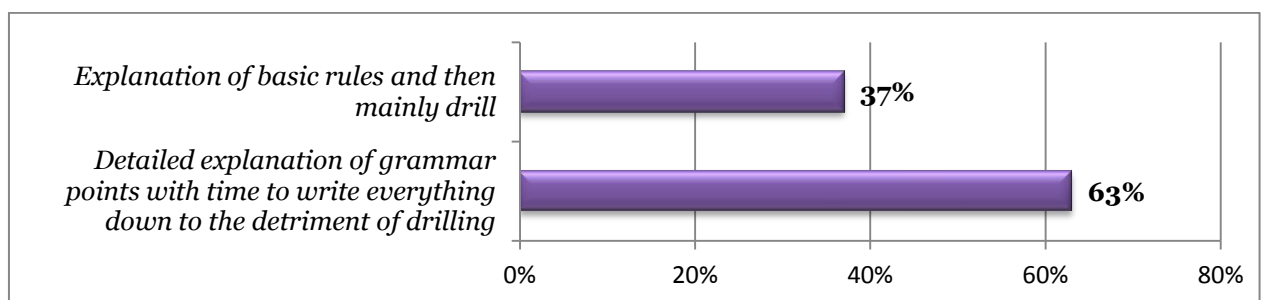


Figure 10: Preference of the type of grammar explanation as perceived by the participants

Q14) At what stage should conversation be included in the lessons?

➤ Research question 4: *When should conversation be included in the lessons comprising of drills?*

As seen below in Figure 11, 60% of students wish to master grammar elements through drill practice prior to using it in conversation activities as opposed to 40% of the respondents who preferred lessons that placed a greater emphasis on using the grammar being taught through conversation activities with less emphasis on drills. This supports the claim above (Q6) that conversation is not a key component of the lesson as perceived by the respondents.

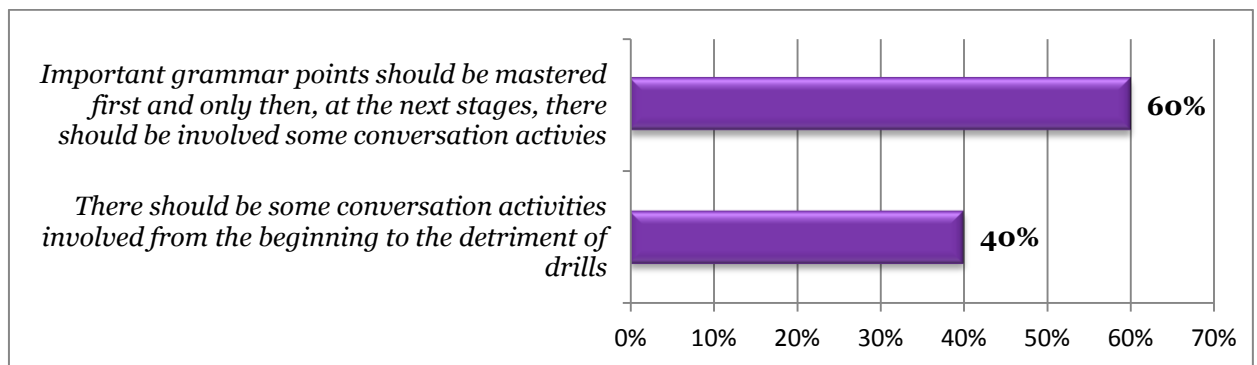


Figure 11: At what stage should conversation be included in the lessons as perceived by the participants

Q15) State the ideal length of time spent on each activity.

Figures 12 and 13 show how students would construct their ideal lesson. The respondents were asked to plan a 90-minute lesson based on the time allotted for each activity that they desire, as represented by the numbers in each figure (numbers represent minutes in a 90-minute lesson).

Figure 12 reflects the response of learners in lower level courses (A, B and C). These students indicated a vast preference for overall grammar instruction by allotting 57 minutes to it, in the form of *Drill practice* (26 minutes), *Grammar explanation* (20 minutes), and *Written exercises and their correction* (11 minutes). The rest of the lesson was divided among *Conversation* (13 minutes), *Listening & reading* (11 minutes), and *Vocabulary* (9 minutes).

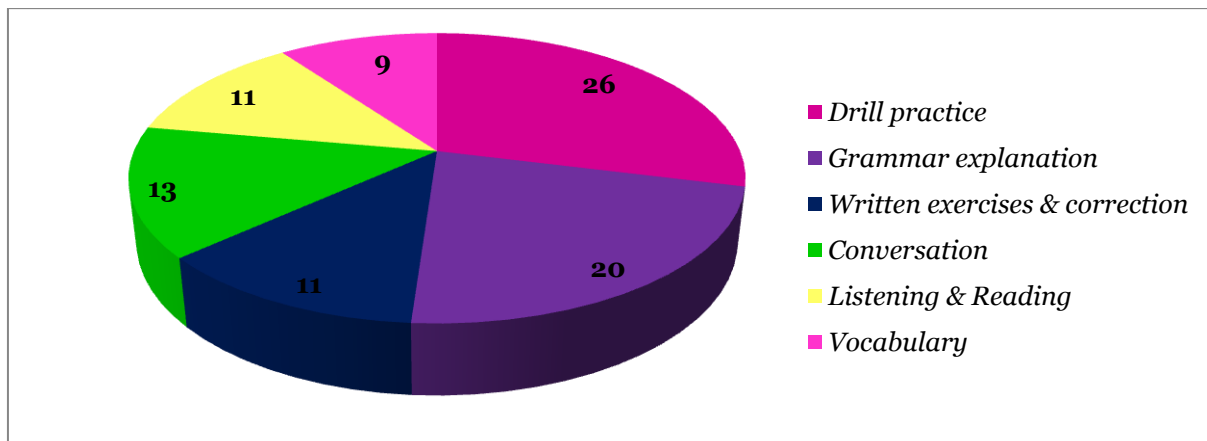


Figure 12: Ideal lesson proportions as perceived by the lower level participants (90 min)

Figure 13 shows the response of the upper level learners (D, E, F and G). These students allotted more time for *Conversation*, *Listening & reading*, and *Vocabulary*, and less time for the preferred activities of the lower level learners, namely *Drills practice*, *Grammar explanation*, and *Written exercises*.

It seems that students prefer less independence and greater guidance by the instructor at the lower levels when they have not yet mastered the basics of the language. Once learners have a solid foundation of understanding, they tend to prefer activities that allow for more autonomy and active learning.

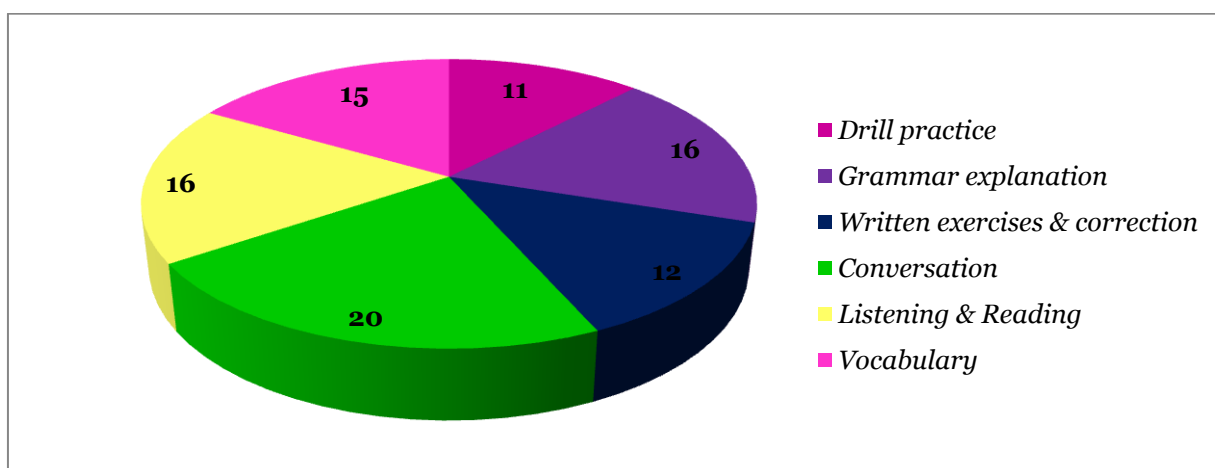


Figure 13: Ideal lesson proportions as perceived by the upper level participants (90 min)

4.2. Textbook analysis

The analysed textbooks deploy a variety of drill-based exercises. Their types (listed below) have been labelled for the purpose of this thesis, and the exercises fall into different groups and subgroups. Concrete examples are shown in Appendix 8.3.

4.2.1. Drill exercise types appearing in the analysed textbooks

- **Choral drill exercises with a recording:**

- Listen and repeat / Listen and practise (L&R):

In all cases, there is a tape recording ready to be used by the teacher. Students have to first listen to the tape and then repeat what they have just heard. This exercise is the most common and typical representative of drill exercise.

- **Individual pace drill exercises:**

In this type of drill exercise, students are given time to practise the piece of text or language according to their own pace. They either work in pairs, groups or independently, however, the basic notion of not practising the language item in choral practice is the common denominator for the whole group. There are four types altogether in this group:

- Practise in pairs (PinP):

The textbook provides a text, typically a dialogue, which is to be practised in pairs or groups. The rationale is perhaps to increase independence, whilst reducing the stress which may result from the recording being either faster or slower than required.

- Practise on your own (POYO):

In some cases, the textbook does not provide any text, but typically the words specifically chosen, whose pronunciation is to be practised individually, and so the

learners have to mumble the words for themselves to get used to the correct pronunciation, intonation and so on.

➤ Ask, await an answer & reverse roles (A&A):

The textbook gives a set of questions which are to be drilled first (via *Listen & practise* or *Practise on your own*, for instance) and later, the learners are divided into pairs to take turns in asking and answering the given questions. While students are asking and answering the questions they are supposed to practise the given grammar item or a lexical phrase.

On the condition that the questions are not related to any particular grammar and lexical practice (in other words, there would be no repeating pattern in those questions or no set of fixed expressions related to a particular topic) this exercise could not be regarded as drill. To illustrate this, questions typically related to reading cannot be subsumed under drill even though all of them could possess the same grammar structure, for instance, present tense.

➤ Transformation exercise (TransEx):

The exercise in a textbook focuses on an aspect of grammar where the speaker needs a prompt first, to be able to practise the structure. This exercise is exclusively focused on grammar practice (such as echo questions or similar structures). Students are supposed to work in pairs and take turns in prompting and reacting to a required structure.

○ **Communicative drill exercises:**

➤ Communicative/Conversation activity (CA)

This type, as described in the theoretical part, guarantees the most independent type of drill exercises since the speaker's task is to freely use the given pattern or lexical phrases in a particular communicative activity, the teacher should only help if there are any problems. This type of drill is not typically described in the usual manuals, however, it seems that drill can be found even in an activity typically

used in the *Communicative approach*, which might be a breakthrough. Nobody would probably expect that drills can be secretly hidden in disguise like that.

There are a great deal of types of activities which could be subsumed under this type (see chapter 2.8.12.), the only condition is that there must be guided repetition (either by a teacher or instructions in a textbook, usually grammar patterns or simply the use of given phrases).

➤ Research question 5: *How rich is the variation of drill exercises in modern textbooks?*

The analysis revealed that the typology of drill exercises in contemporary textbooks is considerably wide. There are three different categories according to the degree of independence (already mentioned *Drill with a recording*, *Individual pace drill* and finally *Ccommunicative drill*) and even within some of these categories we could find subcategories.

4.2.2. Focus of the drill exercises found in the analysed textbooks

All the types of drill exercises could be further divided into three distinct subgroups based on the topic or focus of the drilling exercise as seen below.

○ Pronunciation:

All the exercises teach the learners about pronunciation as they are all oral based. Nevertheless, if the topic is purely pronunciation, that is to say, not connected with any grammar item or lexical phrases at all, it falls under this heading in the analysis. Individual words or whole sentences are practised in these drill exercises.

○ Grammar:

If the unit deals with a certain grammar topic, the textbook usually provides simple pronunciation tips related to them (weak forms, for instance), and these are practised in this type of exercise. Nonetheless, the focus is predominantly on grammar practice. Students are encouraged to use the new grammar in real conversation or typical situations. Such exercises were included under the heading *Grammar*, even though pronunciation tips may have been given.

- Lexical phrases:

The last subgroup focuses on lexical phrases or basic vocabulary patterns or collocations but not individual words. The practice of new vocabulary is not included in this group as drills are employed in cases in which there is a certain pattern in the sentences (the same tense or the same function, for instance).

Additionally, all the analysed textbooks provided us with a section aimed at lexical phrases. These sections or rather boxes were labelled differently: *Common phrases (New English File)*, *Function File (New Opportunities)*, *Real World (Face2face)* or *Useful language (New Cutting Edge)* where typical phrases from the same lexical field or with the same pragmatic usage were stored together and later employed in communicative activities or dialogues.

Such phrases, called *Prefabricated language chunks* in this thesis (chapter 2.6.2.) are useful, as they must be completely memorised. Such a repetition might facilitate the whole learning process. Examples of such language boxes can be found in Appendix 8.4.

4.2.3. Methodological recommendations

Since we might refer to *Listen and practise* and *Practise in pairs* as the most controlled drill types, it may be intriguing to find out what methodological recommendations the textbooks generally provide. The methodological tips for the other types of drill practice, as specified in the book analysis (chapter 4.2.1.), did not reveal any crucial principles worth mentioning here. It may also be of interest that not all the textbooks mentioned drills in their basic textbooks description; only *Face2face* and *New Cutting Edge* specifically single out drills as the primary technique in pronunciation practice and give concrete tips related to implementing it.

- Listen and practise drill (L&P):

The teacher's books provide us with several tips related to drill practice. One of the textbooks claims that drilling is "the simplest pronunciation activity and possibly the most effective. It can build confidence, and is often popular with low-level learners as

long as you don't overdo it" (NCE, pre 6). Thus, such activities must be brief, but on the other hand, students should be given adequate time to repeat the phrases or words, and should not feel stressed about the pace. Therefore, if needed (if there are no sufficient pauses), the recording ought to be paused after each item. To vary the activity, it is also advised that the drill practice be modelled by the teacher and chorally drilled with the learners (F2F, u, 19).

The teacher should also make sure that all the words or phrases are known to each student prior to the drill practice, that the words or phrases are set up in an appropriate context (F2F, u, 20). The teacher ought to indicate all the language facts related to the given phrases – predominantly the main stress and the secondary stress in the phrases, and possibly intonation patterns and weak forms (NO, p, 35).

After the choral drilling, the textbooks also recommend us to do some individual drilling, starting with the best students. Teachers must then correct all the pronunciation mistakes immediately as the aim of this activity is accuracy, however, it should be noted that even if students struggle they should still be praised for their effort. Finally, the teacher should allow some time for the learners to repeat the given words or phrases using mumble drills (F2F, u, 20).

- Practise in pairs (PinP):

The textbook typically provides a dialogue full of useful phrases or pronunciation patterns. Such a dialogue should be played from a recording or modelled by the teacher first for the learners to see the correct pronunciation. Some textbooks also recommend teachers should drill each sentence from a dialogue with the class, prior to being practised in pairs (F2F, u, 19).

Once the learners practice the activity in pairs, they might close their books and practise the conversation again without the text in front of them (F2F, u, 75). In addition, the teacher can nominate a few pairs to reproduce the dialogue in front of the class to check if all the students have practised sufficiently (NCE, p, 37).

4.2.4. Textbook analysis

All exercises in the selected textbooks were analysed in order to establish which ones could be classified as drills. Consequently, any such exercises were further categorised.

- Research question 6: *Is there a systematic use of drill technique employed in modern textbooks or is it rather random?*

Drill was employed in the selected modern textbooks systematically, and in some of the selected textbooks, special sections devoted to pronunciation, grammar and lexical phrases employed the drill technique regularly. Thus, it cannot be stated that the use of drill in the selected textbooks would be in any way random, in all of them, the use was very systematic and consistent.

Total sum of drill exercises

- Research question 7: *To what extent is drilling encouraged in modern textbooks?*

Table 2 provides an overview of the results from the analysis. As the number of exercises varies to a great extent in each textbook, we need to look firstly at the percentages. Pink and white lines represent pre-intermediate and upper-intermediate levels respectively. In general, the results reveal that *New English File* (drill exercises: 17.9%), *New Cutting Edge* (15.5%) and *Face2face* (10.3%) textbooks, especially at the pre-intermediate level, favour the use of drills to a greater extent than *New Opportunities* (8.9%) in this analysis, as in all of them, they cross the line of at least 10% of drill exercises.

Textbook	Level	Total exercises	Total drill exercises	Percentage of drill exercises
Face2face	p	744	93	10.3%
	u	806	66	7.6%
New English File	p	291	52	17.9%
	u	584	51	8.7%
New Opportunities	p	483	43	8.9%
	u	452	37	8.1%
New Cutting Edge	p	582	80	15.5%
	u	534	72	13.5%
Average	p	525	67	13.2%
	u	594	57	9.5%

Table 2: Total sum of drill exercises found in the selected textbooks

- Research question 8: *Is drill practice employed to a greater extent in textbooks at lower levels than at upper levels?*

Nevertheless, all of the pre-intermediate textbooks (p) employ drill exercises to a slightly greater extent than the upper-intermediate levels (u). In some cases, the difference between the two distinct levels is quite significant (*New English File*: p: 17.9% and u: 8.7%, for instance) whereas in some cases, the results are more or less consistent on both levels (*New Opportunities*: p: 8.9% and u: 8.1%).

The last two lines of the chart show the total average for each level of all the textbooks so that we could have a better sense of how many drill exercises the average textbook employs – 13.2% for a pre-intermediate level textbook and 9.5% for an upper-intermediate level textbook. Therefore, the results show that drills are employed in textbooks even at higher levels, despite being used on a smaller scale.

Results for different drill exercise types

Table 3 is provided here to show more detailed results for each drill type found in the selected textbooks with their percentages (pink lines represent pre-intermediate level, white lines upper-intermediate).

Textbook	Listen & practise		Practise in pairs		Ask & answer		Practise on your own		Transformation exercise		Communicative activity	
Face2face	42	45.2%	7	7.5%	4	4.3%	0	0%	2	2.1%	38	40.9%
	16	24.3%	9	13.4%	3	4.6%	0	0%	0	0%	38	57.7%
New English File	21	40.4%	6	11.5%	4	7.7%	8	15.4%	0	0%	21	40.4%
	2	3.9%	4	7.8%	0	0%	13	25.5%	3	5.9%	29	56.9%
New Opportunities	12	27.8%	2	4.7%	0	0%	2	4.7%	0	0%	27	62.8%
	6	16.2%	0	0%	0	0%	0	0%	0	0%	31	83.8%
New Cutting Edge	19	23.8%	5	6.3%	0	0%	14	17.5%	0	0%	42	52.5%
	16	22.2%	3	4.2%	3	4.2%	7	9.7%	0	0%	43	59.7%
Average	24	33.6%	5	7.5%	2	2%	6	9.4%	0.5	0.5%	33	49.2%
	10	16.7%	4	6.4%	1.5	2.2%	5	8.8%	0.75	1.5%	35	64.5%

Table 3: Overview of different drill types found in the selected textbooks

The numbers in bold represent the greatest number of drill exercise types for each textbook. From looking briefly at the bold percentages, it might be stated that in almost all cases, the most common type of drill exercise type is the *Communicative activity* (CA). As the contemporary approaches to methodology tend to favour the *Communicative approach*, *Communicative drill type* being the strongest exercise type is not that astonishing, nonetheless, as mentioned above, such communicative activities are, as a matter of fact, drills as well. Therefore, for this research, these findings are priceless as it was not expected to find that the *Communicative approach* uses activities which in themselves bear a great deal of the characteristics of drill.

There are two exceptions – the first one is *Face2face* textbook, level pre-intermediate with 45.2% for the *Listen & practise* (L&P) drill exercise type, however, the *Communicative activity* (CA) drill exercise type is following closely (40.9%). The second exception would be *New English File* textbook, level pre-intermediate again, with the same percentage (40.4%) for both CA and L&P drill exercise types.

Therefore, the most common drill exercise type is the *Communicative activity* type with 49.2% for pre-intermediate level and 64.5% for upper-intermediate level. It is followed by the *Listen & practise* type with p: 33.6% and u: 16.7% and finally *Practise on your own* with p: 9.4% and u: 8.8%. However, the third group of drills is being followed closely by the *Practise in pairs* type with p: 7.5% and u: 6.4% .

The only two drill exercise types which scored the least points are the *Transformation drill* and the *Ask and answer* exercise types. Even though they sporadically occurred in some textbooks, their scores are very low – p: 2% and u: 2.2% and p: 0.5% and u: 1.5% respectively. It might seem that this order of preference for drill types is not influenced by the level of the textbook compared to the other type which scored more points.

Nonetheless, what is influenced by the level of textbooks is the tendency of drill types to rise or decrease. The only drill exercise type that corresponds positively as the level increases is the *Communicative activity* drill type. It increased its percentage in all cases, on average from 49.2% to 64.5%.

It might seem that textbook writers follow a pre-constructed pattern of a set of exercises, which is just slightly modified at each level. Apparently, the textbook writers do not follow any basic research findings on the efficiency of exercises at each level (if there is any research on efficiency of exercises at all). Otherwise, all the textbooks would use these drill types more or less at the same scale, nonetheless, these findings prove the opposite.

In some cases, the level of the textbook did not play a key role. The percentages were almost identical for both pre-intermediate and upper-intermediate levels (*Ask and answer*, *Practise on your own* and *Transformation exercise* drill exercise types).

The use of the *Listen and practise* exercise and the *Practise on your own* drill exercises types decreases as the level of the difficulty increases. On the one hand, the differences can be enormous such as in *New English File* textbook – the percentage of L&P exercises in the pre-intermediate level is 40.4%, but in the upper-intermediate it is only 3.9%. On the other hand, the difference could be negligible such as in *New Cutting Edge* textbook (p: 23.8% and u: 22.2%).

The focus of drill exercise types

Table 4, which is an extension of Table 3, demonstrates a detailed breakdown of all the drill exercise types with their focus indicating which exercises to predominantly concentrate on.

The categories of focus found in the textbooks are *Pronunciation* (P), *Grammar* (G) and *Lexical phrases* (LP). The percentages in bold demonstrate the focus winner in the given category (for the given drill exercise type – either pink or white column).

➤ Research question 9: What is the focus of drill exercises in modern textbooks?

We can establish a great deal more categories than just one devoted to solely one aspect of English. However, the results do not seem to be consistent at all, each textbook appears to prioritise a different aspect at each level. While one textbook moves away from grammar practice towards the *Lexical phrases* exercises, another textbook appears to do the complete opposite.

Having stated that textbook writers apparently do not follow any research on the efficiency of exercises, the finding in the paragraph above seems also to support this claim. If there were any tendencies in the writers to follow some guidelines on the efficiency of exercises, there should not be such great discrepancies. This probably means that the textbooks are not designed in line with a more consistent general pattern based on research.

Text-book	Level	L&P			PinP			A&A			POYO			TransEx			CA		
		P	G	LP	P	G	LP	P	G	LP	P	G	LP	P	G	LP	P	G	LP
F2F	p	6	24	12	2	0	5	0	4	0	0	0	0	0	2	0	1	27	10
		14%	57%	29%	29%	0%	71%	0%	100%	0%	0%	0%	0%	100%	0%	3%	71%	26%	
F2F	u	2	10	4	0	0	10	0	3	0	0	0	0	0	0	0	0	26	12
		13%	62%	25%	0%	0%	100%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	68%	32%
NEF	p	4	9	8	0	1	5	3	0,5	0,5	8	0	0	0	0	0	1	18	2
		19%	43%	38%	0%	17%	83%	75%	12.5%	12.5%	100%	0%	0%	0%	0%	0%	5%	86%	9%
NEF	u	2	0	0	3	1	0	0	0	0	12	1	0	0	3	0	0	18	11
		100%	0%	0%	75%	25%	0%	0%	0%	0%	92%	8%	0%	0%	100%	0%	0%	62%	38%
NO	p	8	0	4	0	0	2	0	0	0	1	0	1	0	0	0	0	17	10
		67%	0%	33%	0%	0%	100%	0%	0%	0%	50%	0%	50%	0%	0%	0%	0%	63%	37%
NO	u	0	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	7	24
		0%	17%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	23%	77%
NCE	p	6	11	2	0	0	5	0	0	0	12	0	2	0	0	0	0	17	25
		32%	58%	10%	0%	0%	100%	0%	0%	0%	86%	0%	14%	0%	0%	0%	0%	40%	60%
NCE	u	7	4	5	2	1	0	0	2	1	6	0	1	0	0	0	0	11	32
		44%	25%	31%	67%	33%	0%	0%	67%	33%	86%	0%	14%	0%	0%	0%	0%	26%	74%
Average	p	33%	39%	28%	7%	4%	89%	38%	56%	6%	79%	0%	21%	0%	100%	0%	2%	65%	33%
	u	39%	26%	35%	47%	20%	33%	0%	84%	16%	89%	4%	7%	0%	100%	0%	0%	45%	55%

Table 4: Detailed breakdown of drill types and their focus found in the selected textbooks

The only consistent result is in the *Transformation exercise* (TransEx) drill, however, such exercises were found only in two textbooks – *Face2face* and *New English File*. Both of

them focus on *Grammar*, which is the only possible usage of such a drill exercise. Therefore, this result is definitely not a breakthrough. Furthermore, we will have to take a look at the last two lines of Table 4 as these lines provide the average numbers for all the textbooks.

At this point, each exercise type (average) will be analysed separately. First of all, the most frequent exercise was the *Communicative activity* (CA) drill which starts with *Grammar* (65%) and *Lexical phrases* (33%) at the pre-intermediate level. At the upper-intermediate level, they switch positions – *Lexical phrases* with 55% and *Grammar* with 45%. Pronunciation is almost not practised at all in *Communication activities* (p: 2%, u: 0%).

Secondly, it could be stated that in the *Listen and practise* (L&P) exercise, there appears to be a shift from *Grammar* (39%) and *Pronunciation* (33%) drill based focus towards *Pronunciation* (39%) and *Lexical phrases* focus (35%). This is quite understandable since students need help with grammar prior to learning fixed phrases.

Thirdly, the *Practice on your own* (POYO) drill exercise type shows interesting data – there were not any changes, the main focus still lies in *pronunciation*, the number increasing – from 79% (p) to 89% (u). At the pre-intermediate level, the second most common focus was *lexical phrases* (21%) but it drops dramatically to 7% at the upper-intermediate level becoming almost as common as *pronunciation* (4%).

Fourthly, the *Practise in pairs* (PinP) type shows large discrepancies rather than strong tendencies – while there was strong evidence that the main focus was on *lexical phrases* at the pre-intermediate level (89%), significant changes took place at the upper-intermediate level as the percentages are spread across all three focus types of drills letting *pronunciation* take the lead with 47% before the *lexical phrases* with only 33%.

Fifthly, the *Ask and answer* (A&A) type is focused on *grammar* on both levels, the number increasing from 56% to 84%. *Pronunciation* however decreases (from 38% to 0%), whereas *lexical phrases* increase their position from 6% to 16%.

Lastly, as already mentioned above, the *Transformation exercise* (TransEx) focuses on *Grammar* at a constant level, however, judging from the insignificant evidence (only 5 examples in the whole analysis), it is impossible to draw any meaningful conclusion.

5. CONCLUSION

Coming to the end, the last remaining part to reflect on is the outcome of the entire research in a broader sense and most importantly to finally answer the question: What is the current position of drill in ELT?

Research: Method

The research consisted of two separate analyses – the first one was based on the questionnaire distributed in a language school where drill practice is the main tool used in the lesson. The language school remained anonymous for the purpose of the research. Our primary concern was to discover whether the learner believed that the technique helped them to acquire the language in the way they wished. The choice to carry out research at the language school was motivated by a unique opportunity to investigate the approach of students to drills as there are not many schools which primarily use drill.

To conduct research based on the teacher's answers to a similar questionnaire or an interview would be highly recommended, however, for the sake of the extent of this thesis, it was not possible to carry out such research. To compensate, a second analysis emerged.

Having investigated what the learners' approach to drill is, the second part of the research consisted of modern textbook analysis. Textbooks are a written learning and teaching material which influence both learners and teachers considerably. Therefore, an analysis of contemporary textbooks (and for further research also their teacher's books) was the evident solution to the problem. Drills are described in almost all teaching manuals, however, it does not answer the crucial question here – to determine if drills are actively employed in learning materials in the 21st century. If drills are used in textbooks systematically, it would prove that drills are still a valid technique which has a stable position in methodology. Thus, textbook analysis was a clear choice in establishing that.

The latest editions of eight textbooks in total were chosen (*Face2face*, *New Cutting Edge*, *New English File*, and *New Opportunities*) at two levels – pre-intermediate and upper-intermediate. All these textbooks are seemingly popular with teachers of secondary schools

and widely known by teachers. This analysis was supposed to cast some light on the current use of drills in learning materials.

Research: Outcomes

Research questions:

1. More than 50% of the respondents deliberately chose the language school because it uses drill as its primary technique. This is by no means a negligible result especially if we take into account the fact that there are many other possible factors which influence the learners' choice of language school.
2. The majority of respondents believe that the drill practice is especially useful to employ in practising already acquired knowledge in order to internalise it. This may prove that students assume that fluency is of supreme importance since drill helps them to be able to express their thoughts more readily. Repetition of forms students already know facilitates the process of internalising and retention. However, as our result showed only a marginal majority, it does not appear to be sufficiently conclusive to confirm such a claim.
3. Drill practice is employed on both lower and upper levels. Nevertheless, the more advanced the learner is, the less likely they are to encounter drill exercises in their textbooks. Textbooks are designed to help students with their learning to a greater extent; the types of exercises are more controlled (the *Listen and practise* type is more frequent at the lower levels, for instance). Eventually, as practice becomes less controlled (textbooks apply more *Communicative activity* drill types), learners are allowed to practise in a more relaxed and independent way. The most typical drill type appears to be *Communicative drill*. This correlates with the findings of the research – when asked to design their own lessons, learners pointed out that at a lower level, more time allotted to drill is desirable whereas at the upper levels, they expect a wider range of communicative and listening activities and reading.
4. Students prefer to receive a proper explanation of the grammar problem before

practising it orally. Practice of sentences without being able to understand why the sentences are built up in the way they are is considered inefficient and undesirable. Learners may even wish to spend more time in writing down typical examples and grammar rules to the detriment of drill practice. Therefore, drills should not be used as in the *Audiolingual method* any more under the current conditions and expectations of today's learners who appear to want to practise sentences and chunks of language that they properly understand both semantically and morphologically.

5. The majority of learners who choose drill as the primary technique of learning prefer to master grammar first and only then use it in conversation. Students tend to feel insecure at the initial levels of the learning process and therefore, they wish to use drill exclusively. After reaching a higher level of English and becoming more confident, they seem to become less anxious and develop the ability to express their thoughts in conversation.

6. The variation of drill exercises in modern textbooks seems to be considerably wide. Three distinct groups, some of which also include subgroups, were defined, and altogether six types of drill were found and defined (the names are usually self-explanatory). The most typical drill appeared to be *Listen and practise* followed by *Practise in pairs* and *Practise on your own*. Some textbooks also employed *Transformation drill* or *Ask and answer drill*. Each drill activity was focused on from a different aspect of the language. However, the most popular drill practice was *Communicative activity drill* which might not seem to belong to the category of drills, nevertheless, it was added to the groups of drills thanks to its repetitive nature (used in games, quizzes, milling activities, gap-fills etc.). This type of drill is less controlled than the typical examples of drill, nonetheless, it has the widest use in the modern textbooks. It might be stated here that this observation is somewhat surprising as hardly anybody would expect that one could find drills under the cloak of a communicative activity – the primary tool of the *Communicative approach*. This is not as insignificant finding, however accidental and unexpected as it may seem. Not only have drills, which were for

a period of time practically condemned, made a comeback but have even found their place amongst the techniques and activities of the *Communicative approach*.

7. There is a systematic use of the drill technique employed in modern textbooks, it is definitely not random. The book analysis revealed a consistency in the application of drills, some textbooks even defined drills as separate teaching techniques and the analysis proved that drill was applied systematically in every unit of the textbooks with clear purpose. This unequivocally supports the claim that drills are not a dead technique and is a minor, but an essential technique in contemporary language teaching.
8. Drill is employed in modern textbooks to a surprisingly large extent. Of course the ratio changes for every textbook, however, the average ratio is approximately 13% and 10% of the exercises for pre-intermediate and upper-intermediate levels, respectively.
9. The focus of drill exercises in modern textbooks falls into three categories. These are grammar, lexical phrases and pronunciation. Basically, all exercises dealing with pronunciation as oral practice cannot be successively carried out without sound pronunciation foundations. But whenever the exercise was focused purely on pronunciation, then it was subsumed under the heading of *Pronunciation*. If the main focus was a grammar structure with extra tips on its weak form etc., then it was subsumed under *Grammar*. Finally, all the textbooks had special sections in their units devoted to lexical phrases (so called *Prefabricated language chunks*). These sections included language boxes with useful phrases for each given topic or context. Including these phrases, this drill practice was subsumed under the heading *Lexical phrases*. Nonetheless, the analysis did not reveal any stronger general tendencies towards one type or another, not even a difference in the levels of proficiency. Every textbook was different in a way and therefore, no general conclusions could be drawn from these results, apart from one observation. The textbooks seem to follow a pre-set pattern, probably designed by the writers of the textbook to aid the writing process. However, we have not managed to establish whether this pattern is based on research into the efficiency of exercises. There are such great differences in the types of drills and their

focus that it seems that the analysed textbooks are based on a rather randomly generated pattern of exercises.

Other findings of the research:

1. The majority of students studying at the language school in question claim that drill practice meets their requirements. However, the ratio changes in accordance with the level of students. Lower level learners expect more drill practice and upper level learners prefer other less controlled activities such as conversation, communicative activities, reading and listening. However, the students studying here are prone to favour the technique. We cannot expect that the usual students in the classroom of, for example secondary school, would praise lessons based fully on drills as was the case at the language school chosen for our research. Therefore, it would appear that drill can be used in the lessons, it is not a dead technique, nevertheless, it ought to be used with caution. The results also told us that drills are acceptable to a greater extent at lower levels. Upper-level learners would consider frequent oral practice as lacking in sophistication.
2. With regards to possible advantages, the learners at the language school predominantly mentioned that drills possess the following qualities: they facilitate memorisation; they encourage prompt reactions; the learners acquire good speaking habits by focusing on accuracy and the overall practice is not perceived as stressful. The nature of these findings would appear to imply that they are likely to apply to all learners, not only those studying in the given language school.
3. The results of the survey showed that the ideal drill should not exceed 10% of the lesson in children's courses, and less than half of the lesson in adult courses (company courses and public courses). However, these students were unique in the way that they would not mind long drill practice. In reality, in the usual classroom environment, as mentioned in point 1, we should not drill more than several minutes (approximately two minutes) as we work with children primarily, therefore, their attention span is shorter and activities ought to be changed on a regular basis.

4. As to the disadvantages, we could highlight that students are not forced to think about the sentence structure and they just passively repeat what the teacher says. Also long practice may be tiring and confusing.
5. The analysis of the selected textbooks revealed that textbooks in general systematically employ drill and some of them even mention the technique in their teacher's books as a well-established technique, especially useful for pronunciation practice. The textbooks also provided methodological recommendations on drills in some cases – especially tips on *Listen and repeat* and *Practise in pairs* drills. From all these recommendations, we can mention the following: the teacher should be aware of the fact that drill practice should be brief, the teacher could use both recordings and their own voice, the teacher may pause the recording in order to give learners extra time to practice on their own etc. It is also advised to combine drill practice types – *Listen and repeat* first, then *Practise in pairs* or *Practise on your own*.

Reflexion

Having presented the outcome of the thesis, the last remaining part is to reflect on the research itself. Due to the lack of support at the language school, the lower number of respondents might not have particularly revealed all the aspects valid for the research. In some cases, the insufficient evidence could not answer some of the follow-up questions which emerged during the research. Especially the number of respondents in certain groups (company course learners and children) gave only scant evidence on possibly interesting observations.

Such research is also limited if the chosen language school uses its own, slightly modified version of drill practice (in this case the use of the mother tongue, for instance). Therefore, some of the characteristics of drill are dissimilar to the drill used at the analysed language school. The thesis deals with drill in general, with drill used in the usual school environment. This language school was chosen by students who are inclined to drills, thus, the research cannot be entirely objective. This might cause a somewhat different attitude of

students towards drill in general. Therefore, the results of our research ought to be set against data from other available research (here textbook analysis, but should future research be carried out, the scope should definitely be extended, for example, interviews with teachers or questionnaires completed by teachers. This ought to be carried out also in the secondary school environment).

As for the textbook analysis, more books would have to be included to determine some of the minor characteristics such as the focus of drill exercises as our results were not entirely conclusive. Also to distinguish if the exercise could be subsumed under the category of drills or not was rather demanding, some of the exercises carried characteristics of both a drill and non-drill exercise.

In the case of further research into drills, there might be other language schools which use drill as the primary technique and the same research could be carried out there as well. The outcomes might be compared and contrasted with the results from this language school where the research was carried out and some common characteristics may lead to more accurate results. Furthermore, as far as textbook analysis is concerned, older and newer versions of the same textbooks could be compared to see if there is any progress and change in the concept of drills over a period of time and across many editions. The findings could show the development of drill use in time.

Final comment

To conclude, the survey proved that the drill technique is not dead, and definitely has a stable position in language teaching. Learners positively respond to drill practice; it is a familiar technique for them. Drill can be employed in various forms, either more or less controlled by the teacher and with the focus on pronunciation, memorisation of lexical phrases and finally the practice of grammar. Therefore, drills should be part and parcel of a teacher's repertoire constantly at hand whenever the situation is ripe for it. Nonetheless, drill should not be used as the main technique in the lessons (as in the anonymous language school where the research was carried out), it should not become the central point, just an

ancillary tool, regularly and systematically taken advantage of. Moreover, teachers when using drills, have to follow certain guidelines as not to overuse it and spoil this practice for their learners.

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7. RESUMÉ

Jistě každý učitel cizího jazyka by souhlasil, že nedílnou součástí práce učitele je zajímat se o metody vyučování, sám je vyzkoušet a udělat si na ně svůj názor, aby je případně mohl uvést do praxe jako součást své palety učebních pomůcek a metod. Autorka této diplomové práce se ve své praxi setkala s technikou drilu a tato problematika ji oslovila natolik, že se rozhodla hlouběji ponořit do studia historie a škály použití této techniky.

V jazykové škole, kde se technika drilu uplatňuje jako hlavní nástroj výuky, byl proveden dotazníkový výzkum a ten se společně s analýzou moderních učebnic stal hlavními opěrnými body praktické části diplomové práce. Úkolem dotazníkového šetření a analýzy učebnic bylo odpovědět na výzkumné otázky.

Dril je často charakterizován jako opakování, nejčastěji formou hlasitého předříkávání ve skupině. Jedná se o opakování jistého ideálního modelu jazyka, který má žák za cíl si zautomatizovat. Opakována mohou být jak jednotlivá slova, tak i delší celky, gramaticky zaměřené věty či fráze, které jsou v daném jazyce obvyklé. Ideální model v cizím jazyce je prezentován nejprve učitelem a poté studenti nahlas větný celek opakuji, posléze mohou i samostatně podle svého tempa.

Dril je plně v rukách učitele, proto se tedy mluví o drilu jako o řízeném, či kontrolovaném, neboť student po většinu času nemá možnost měnit obsah drilového cvičení.

Historie drilu spadá do období druhé světové války, přesněji do roku 1942 ve Spojených státech, kde vznikla akutní potřeba rychle jazykově vyškolit vojáky. Americké univerzity tedy dostaly za úkol přijít s metodou, která by splňovala tyto podmínky. Vznikl tedy *Army Specialised Training Program*, kde je možné vystopovat právě kořeny drilu.

Leonard Bloomfield tedy vyvinul metody výuky, při níž byli přítomni hned dva učitelé – jeden jako zdroj jazyka (rodilý mluvčí), po kterém studenti opakovali věty v cílovém jazyce, a druhý, který vysvětloval studentům pravidla spojená s použitím daných vět. Později se metoda dále vyvíjela, pozornost byla soustředěna především na výslovnost a na ústní procvičování než psaní. Plně se technika drilu uplatnila až v Audiolingvní metodě, ale

náznaky jsou patrné již u předchůdců Audiolingvní metody – *the Oral Approach* a *the Structural Approach*. V padesátých letech minulého století se tedy dril plně rozvinul v již zmíněné Audiolingvní metodě, která se opírala o behavioristické principy založené na formování jazykových návyků. Takové návyky jsme se naučili všichni, kteří jsme se naučili mateřský jazyk. Tyto principy se tedy snaží co nejvíce přiblížit přirozené akvizici jazyka.

V Audiolingvní metodě najdeme celou řadu principů. Mezi ty základní patří zaměření se na správnost a přesnost v cílovém jazyce, student se učí i to, co už považuje za naučené, jedná se tedy o ještě větší zautomatizování, aby jeho projev byl automatický a správný. Mateřský jazyk je během vyučování naprosto ignorován, student je na sto procent ponořen do cílového jazyka. Veškerá pravidla jsou dedukována z jejich použití v kontextu, nikoliv nejprve vysvětlena a pak procvičena, jak tomu většinou bývá.

Během vyučování se jako výchozí text, který se posléze procvičuje, používá většinou rozhovor zaměřený na danou problematiku. Nejprve jsou věty ústně nahlas procvičeny zvlášť, poté jako větší celky a pak i studenti procvičují rozhovory více jednotlivě, například ve dvojicích nebo skupinách.

Dril má celou řadu podob, z nichž nejčastější je klasický opakovací dril, dále je možné věty modifikovat na pozici jednoho větného členu i více. Učitel vždy zadá konkrétní úkol, co přesně s větou učinit, zda jen zopakovat, či převést do jiného tvaru, času atd. Dril je možné používat i volněji, například v komunikačních aktivitách, kde se klade za cíl si zautomatizovat danou gramatickou strukturu či ustálené fráze. Tento druh drilu je velmi oblíbený a studenti ho ani jako dril nevnímají. Vhodný do konverzace je také typ pravdivých vět, kdy se učitel ptá stále na tu samou otázku a studenti popravdě odpovídají, každý sám za sebe. Procvičují tím tu samou strukturu věty, kterou použil v otázce již učitel.

Jak již bylo zmíněno, do dnešní doby jsou velmi oblíbené komunikační aktivity, v nichž si učitel může vybrat z celé palety aktivit, kde je uplatněn do jisté míry dril – tedy mechanické opakování. Jsou to například aktivity, kdy studenti kladou otázky, aby něco zjistili, hádají, provádějí průzkumy ve skupině nebo simulují známé situace z běžného prostředí (v obchodě, v restauraci atd.). Ale to již jsou dnešní podoby drilu, jeho modernější

úpravy. Vraťme se ovšem zpět do minulého století.

V šedesátých letech se drilu dařilo nejvíce, později se ovšem již nedokázal vyhnout kritice, ani jí úspěšně čelit. Drilu bylo vyčítáno, že studenti nemají možnost se volněji rozvíjet, neustále jen memorují dané texty, které jim nedovolí myslet svobodně sám za sebe. Jak v metodologii, tak i v lingvistice došlo v následujících desítkách let k ohromnému rozvoji a to i přineslo nový pohled na dril. Vyvinuly se nové, v té době moderní a slibné metody (nejprve *Total Physical response*, *Community Language Learning* a později v osmdesátých letech i *Communicative Approach*, *Task-Based Approach*, atd.), které postupně zastínily Audiolingvní metodu, která tudíž ztrácela na popularitě.

Do dnešní doby se technika stále uplatňuje, jelikož z ekonomického hlediska je to technika nenáročná na přípravu a materiály, je rychlá, velice mnohostranná, tlumí úzkost studenta a jeho strach z mluvení před obecnstvem a maximalizuje prostor pro ústní vyjadřování. Zvláště vhodná je tato technika pro trénování a procvičování výslovnosti a k zautomatizování ustálených slovních spojení a frází v daném jazyce.

Do dnešní doby se nám dril zachoval s celou řadou připomínek a poznámek, jak konkrétně lze dril používat, aby byl co nejvíce efektivní. V první řadě je potřeba brát v potaz úroveň studentů. Dril je nejvíce vhodný do hodin začátečníků a mírně pokročilých studentů, kdy je ještě potřeba studenty pevněji vést a asistovat jim více než později, kdy už studenti umí v jazyce vyjádřit jednoduché myšlenky a jsou daleko nezávislejší. U pokročilých studentů se tedy už dril nedoporučuje pro jeho jednoduchost a neschopnost studenty více motivovat.

Dále by drilové cvičení mělo být krátké, dynamické, cvičení by měla být obměňována, aby se z hodin nestala rutina. Učitel by se měl zamyslet nad obsahem drilových cvičení již předem, věty by vždy za každých okolností měly být autentické a přirozené.

Důležitá je také celková atmosféra během drilu, žádný student by se neměl cítit nepříjemně, učitel by měl být zapálený do procvičování, měl by reflektovat situaci v učebně, zahrnout situace týkající se studentů nebo dané doby, měl by napomáhat předváděním, názorným ukazováním a také se přizpůsobit potřebám konkrétních studentů. Obměnit je možno i to, kdo všechno opakuje – například jen dívky/chlapci, můžeme více pracovat i

s hlasem. Pokud je to možné, určitě by učitel neměl zapomenout na pomůcky, tabulky či obrázky, které při drilu pomohou a hodinu oživí.

Samotná teoretická část je složená ze dvou podčástí. Tou první je už zmiňované dotazníkové šetření v anonymní jazykové škole, kde se dril používá jako hlavní nástroj výuky. Typ drilu používaný v této jazykové škole je ale poměrně odlišný, založený na interakci mateřského a cílového jazyka a také na vysvětlení gramatických pravidel. To ale ničemu nebrání, jelikož technika je ve všech svých podobách ústní procvičování vět v cílovém jazyce.

Aby byl dotazník srozumitelný pro respondenty a jeho výsledky byly přínosné, byla nejprve studentům rozdána jeho pilotní verze. Odpovědi na jeho otázky pomohly uzavřít otevřené otázky, upravit znění otázek, které nebyly dostatečně srozumitelné a celkově zhodnotit, zda výzkum přinese očekávané výsledky. Posléze byla rozdána již finální verze a to ve třech typech kurzů v již zmíněné anonymní škole. Bylo to ve firemních a veřejných kurzech a kurzech pro děti (dotazník vyplňovaly žáci ve věku od 12 do 19 let).

Ovšem průzkum se nevyhnul komplikacím, neboť vedení firmy mělo v úmyslu výrazně zasahovat do znění dotazníku, některé otázky se jim evidentně zdály nevhodné. Nedošlo tedy k oboustranné dohodě, a tudíž byl celý projekt záhy zastaven. Nicméně se autorce podařilo do zastavení celé akce finální verzi dotazníků rozdat celkem 68 posluchačům a po konzultaci s vedoucím práce se toto číslo zdálo postačující. Výsledky poměrně jasně postačovaly k zodpovězení výzkumných otázek.

Mezi respondenty se objevili studenti z celé škály úrovní od úplných začátečníků až po velmi pokročilé studenty připravující se na různé formáty zkoušek typu FCE, CAE atd. Z čísel je patrný postup směrem k vyšším úrovním, tudíž studenti v jazykové škole povětšinou setrvávají a jazykově se neustále posouvají vpřed.

Z výsledků stojí za zmínku především zodpovězení výzkumných otázek. Bylo potvrzeno, že studenti si úmyslně vybírají školu, kde je aplikována technika drilu. Valná většina studentů též tvrdí, že technika naprosto vyhovuje jejich požadavkům a pomáhá jim si jazyk zautomatizovat a zafixovat ve správné podobě.

Mezi jeho největší výhody patří snadné zapamatování, nutnost mluvit, získání

správných jazykových návyků díky důrazu na bezchybnost, nutnost rychle reagovat a nakonec výuka beze stresu a strachu z chyby. Mezi nevýhody patří to, že student není nucen přemýšlet o větné stavbě, občas jen slepě opakuje, co říká učitel, dlouhý dril může být matoucí a únavný a nakonec pokud je student pomalejší, nedokáže během drilu větu sestavit sám, a tudíž zase jen opakuje.

Dále z dotazníkového šetření vyplynulo, že v kurzech pro dospělé účastníkům v průměru vyhovuje věnovat se drilu přibližně 45% vyučovacího času, děti akceptují jen 10%. Je proto až zarážející, kolik toho jsou studenti schopni tolerovat, když se v metodologických publikacích dočteme, že drilu je potřeba věnovat jen sotva pár minut.

Další otázka v dotazníku se věnovala samostudiu, čili aktivitám mimo školu a/nebo kurz. Studenti v rámci mimoškolní výuky považují za nejdůležitější zejména učit se slovní zásobu, dále pak dělat písemná cvičení, číst a poslouchat, teprve až na závěr je to konverzace.

S výzkumnou otázkou, zda je dril zvláště užitečná technika pro opakování již známé látky, tedy pouze její lepší fixaci se pozitivně shodla většina respondentů, ale nebyla nijak valná. Menšina tvrdí, že dril je možné aplikovat jak na novou, tak i starší, již známou látku. Tudíž evidentně lze dril použít na všechny typy procvičování.

Jelikož se v anonymní škole střídají lektori během vyučovacích hodin, bylo na místě se zeptat, zda studenti poznají nějaký rozdíl v technice drilu u jednotlivých učitelů. Dril se ukázal být povětšinou velice podobný u všech lektorů, jen se lehce lišilo tempo, práce s hlasem, nadšení, výklad nové látky, výslovnost (ať už britská či americká, ale též srozumitelnost), celková doba trvání drilu a případné poznámky a dovysvětlení nejasných bodů během drilu.

Studenti v dotaznících uváděli, že technika je přínosná, jelikož je látka předem důkladně vysvětlena se všemi pravidly i výjimkami, a tudíž je dril efektivní, neboť studenti vědí, co říkají a jakými pravidly se mají řídit. Studenti si také na učiteli nejvíce cení právě jeho schopnosti výkladu, ten podle výzkumu hraje největší roli při hodnocení lektora.

Studenti si také většinou přejí nejdříve se naučit gramatiku drilem a teprve poté, když už si budou jazykově jistější, je možno přistoupit ke konverzaci, kterou hodiny

obohatíme, ale stále bude základem dril, který bude posléze ustupovat v zájmu více komunikativních cvičení. Ideální dril by měl reflektovat potřeby studentů, tempo by se mělo lišit podle toho, jak si studenti vedou během drilu, pokud zápolí, mělo by se zpomalit, pokud je vše jasné a studenti nechybují, rychlost se může zvýšit. Dril by neměl být skoupý na obtížnější, více komplikované věty a upozorňovat by se mělo na typické chyby, které studenti dělají. V drilu by se také mělo často střídat vše co je možné obměňovat, nejprve typy vět (kladné, záporné, otázky) a posléze i přecházet z jednoho času do druhého.

Na otázku, zda by hodiny založené pouze na drilu byly efektivní studenti povětšinou odpověděli záporně. Dril musí být založen na výkladu, pravidla musí být jasně definována. Studenti preferují strávit více času nad výkladem a poznámkami na úkor drilu. Studenti si z hodiny chtějí odnést hlavně dobré poznámky a vědět, že doma se mají podle čeho učit. Hodiny je též potřeba zpestřit poslechy a četbou či konverzací, vše ale spíše v menší míře, neboť podle výzkumu si studenti přejí alespoň 40% hodiny drilovat. Toto ale bude platit pouze pro danou jazykovou školu, rozhodně to neznamena, že takové množství drilu budeme nyní uplatňovat také ve svých hodinách.

V ideální hodině je tedy opravdu nutné mít všechny základní složky zastoupeny (od drilu a psaní s opravou cvičení až po konverzaci). Pouze u pokročilejších studentů bylo vysledováno, že se výrazně čísla liší u drilu a psaných cvičení, která výrazně poklesla v zastoupení v běžné vyučovací hodině. Studenti si přejí více konverzovat, poslouchat a číst, jakmile dosáhnou vyšší úrovně.

Druhá část praktické části byla analýza učebnic. Autorka si po důkladném zvážení stanovila celkem čtyři běžně používané učebnice angličtiny na středních školách. Byly to učebnice *Face2Face*, *New English File*, *New Cutting Edge* a *New Opportunities*. Od každé edice analyzovala vždy dvě úrovně – a to úrovně mírně pokročilý (*pre-intermediate*) a velmi pokročilý (*upper-intermediate*). Tudíž celkem bylo analyzováno osm učebnic.

Po celkové analýze všech učebnic byly stanoveny základní typy drilových cvičení, které byly nalezeny v učebnicích, i když ne vždy ve všech učebnicích byly nalezeny všechny typy. Bylo velice překvapující, jak široká škála cvičení se objevila. Celkem to bylo šest typů.

Nejčastější byl klasický dril – Poslouchej a opakuj (*Listen and practise*) a též úplně opačný typ Komunikativní typ drilu (*Communicative activity drill*). Čím vyšší úroveň, tím se snižoval počet kontrolovaných drilů směrem k těm komunikativním.

Pro autorku bylo také zajímavé zjistit, na co se obecně jednotlivé typy drilů zaměřovaly. Byly to celkem tři kategorie – gramatika, výslovnost a ustálené fráze. Očekávalo se, že dril v moderních učebnicích bude zařazen pouze sporadicky, možná ani nijak systematicky, ale především se zaměřením na výslovnost. To, že máme k dispozici hned tři kategorie, bylo velice překvapující a celkové výsledky i naznačují, že to rozhodně není nijak náhodné zařazení drilu do výuky anglického jazyka.

Některé učebnice i do svých úvodních pasáží zakomponovaly techniku drilu a detailně popsaly jakým způsobem s drilem pracovat, co všechno mít na paměti, na co myslet. Celkově se ale učebnice zaměřily na popis pouze dvou typů drilu, a to Poslouchej a opakuj (*Listen and practise*) a Procvičuj ve dvojici (*Practise in pairs*).

Celkově se ukázalo, že nejvíce drilu se uplatňuje na úrovni mírně pokročilý (*pre-intermediate*) učebnice *New English File* a *New Cutting Edge*, na úrovni velmi pokročilý (*upper-intermediate*) jsou to *New Cutting Edge* a *New English File*. Tyto dvě učebnice si tedy pouze vyměnily místa, ale stále jsou to učebnice, které využívají nejvíce drilu ze všech analyzovaných.

Z pohledu zaměření drilového cvičení na výslovnost, gramatiku či ustálené fráze se dospělo k velmi překvapivému, až nečekanému zjištění. Po analýze všech zvolených učebnic se ukázalo, že žádné dvě učebnice nepostupují stejným směrem při zaměření drilu na již zmíněné tři typy cvičení. Zatímco jedna učebnice směřovala s vyšší úrovní od gramatiky směrem k ustáleným frázím, jinde tomu bylo naopak. Z takových výsledků nebylo tudíž možno nic obecného vyvodit, ale při hlubším zamyšlení toto zjištění zřejmě poukazuje na to, že autoři učebnic si předem stanoví šablonu, podle které budou učebnici psát. Tato šablona má rysy náhodnosti, výběr cvičení zřejmě není nijak založen na výzkumech efektivity cvičení pro danou úroveň. Šablonovitost byla zpozorována vždy u jednoho typu učebnic, jiná zase postupovala podle své, jiné šablony.

Závěrem je důležité připomenout základní výsledky průzkumu. Co se týče studentů, někteří mají i v dnešní době velmi kladný vztah ke drilu a jsou ochotni se výlučně drilem i učit. To svědčí o tom, že tato technika má své nesporné výhody, alespoň dobře funguje pro část studentů a jak víme, každý student je jiný a každému vyhovuje i něco jiného. Pokud si tedy dril našel mezi studenty své místo, jen nás to utvrzuje, že dril je právoplatná technika.

Technika drilu by tedy jistě měla patřit mezi základní repertoár technik a metod, které učitel používá, zejména se nám dril osvědčil pro trénování výslovnosti, ustálených vazeb a základních gramatických konstrukcí, které je dobré se naučit nazpaměť a dril tomuto výrazně napomáhá. Dril má řadu výhod, také řadu podob, tím pádem ho lze velice dobře využívat pro každou vhodnou situaci, vždy v pozmeněné podobě a tím učinit vyučování pestřejší.

8. APPENDICES

8.1. Appendix 1: Questionnaire 1 – Pilot version

**PILOTÁŽ: Anonymní dotazník: podklad pro zpracování diplomové práce Jany Hájkové,
FF UK
“The Current Position of Drill in ELT”**

Tento dotazník neslouží pro potřeby této jazykové školy, byli jste vybráni, protože se v této JS uplatňuje technika drilu – proto se nebojte jakkoli okomentovat vše, co Vám připadá důležité a relevantní – raději pište více, cokoliv Vás napadne. Zaškrtněte smajlíky ☺

Údaje o Vás:

Pohlaví: ☺ muž ☺ žena Věk: _____ let Úroveň: _____
Jak dlouho se učím AJ: _____ V této škole se AJ učím: _____
Díky této škole jsem pokročil: z úrovně _____ na úroveň _____ (použijte stupnici A1-C2)

1. Je technika drilu důvodem, proč studujete v této škole? ☺ ano ☺ ne

2. Jste spokojeni s technikou drilu? ☺ ano ☺ ne:

proč: _____

3. Máte už nějakou předešlou zkušenost s podobnou technikou? ☺ ano ☺ ne
pokud ano: kde: _____

4. Co vidíte jako největší výhody drilu:

5. Jste spokojen(a) s objemem drilu při hodinách? ☺ ano: kolik to je _____/h ☺ ne:
proč ne: _____

6. Co si myslíte, že v rámci domácí přípravy je nejvíce potřeba: (pořadí od 1)

____ další dril (poslech audiosouborů)	____ poslech, četba
____ dělat písemné domácí úkoly	____ konverzace
____ učit se slovní zásobu	____ jiné: _____

7. Jaké jsou podle vás nevýhody drilu?

8. Na co je podle vás dril nejvhodnější? ☺ procvičení úplně nové látky
☺ procvičení už známé látky – její zautomatizování ☺ obojí, na tom nezáleží

9. Jelikož se zde střídají učitelé, vidíte rozdíl v jejich drilech? ☺ ano ☹ ne
pokud ano: v čem:

10. Když lektora hodnotíte, co v tom hraje největší roli?

☺ jeho dril ☺ vysvětlování ☺ sympatie

☺ jiné: _____

11. Jak vypadá podle vás ideální dril lektora? (tempo drilu, body language, hlasitost, střídání časových rovin, zařazování chytáků, atd.)

12. Pokud nejste spokojen s lektorovým drilem, co Vám vadí:

13. Myslíte si, že vyučování postavené pouze na drilu je efektivní? ☺ ano ☹ ne
pokud ne: jak zefektivnit:

14. Co preferujete?

☺ dokonalé vysvětlení látky, kde si stihnu vše potřebné zapsat na úkor drilu

☺ vysvětlit jen základní pravidla a pak hlavně drilovat

15. Myslíte si, že:

☺ by od začátku měly být do hodin na úkor drilu začleněna konverzační cvičení

☺ nejprve se vše chce důkladně naučit a zautomatizovat a teprve v dalších úrovních přidat konverzaci

16. Napište ideální proporce vyučovací hodiny: (60 min)

dril _____ /min

vysvětlování látky _____ /min

písemná cvičení a jejich oprava _____ /min

konverzace _____ /min

poslech, četba _____ /min

slovní zásoba _____ /min

Komentář:

8.2. Appendix 2: Questionnaire 2 – Final version

Anonymní dotazník: podklad pro zpracování diplomové práce Jany Hájkové, FF UK

“The Current Position of Drill in ELT”

Tento dotazník neslouží pro potřeby této jazykové školy, studenti této jazykové školy byli vybráni, protože se v této JŠ uplatňuje technika drilu. **Zaškrtněte křížkem smajlíky ☺**

Údaje o Vás:

Pohlaví: ☺ muž ☺ žena

Věk: ____ let

Jak dlouho se učím AJ: _____ **V této škole se AJ učím:** _____

V této škole jsem začínal na levelu ____ **a teď jsem v levelu** ____ (levely A-G)

1. Je technika drilu důvodem, proč studujete v této škole? ☺ ano ☺ ne

2. Jste spokojen(a) s technikou drilu? ☺ ano ☺ ne:

proč: _____

3. Co vidíte jako největší výhody drilu? (vyberte maximálně 2!!!)

☺ získání správných návyků ☺ nutnost mluvit ☺ nutnost okamžitě reagovat

☺ trénování výslovnosti ☺ odpadá stres a úzkost z mluvení v AJ

☺ snadné zapamatování a fixace ☺ jiné: _____

4. Jaký je průměrný objem drilu při hodinách? Je to _____ % z vyučovací hodiny

5. Jste s tímto objemem spokojeni? ☺ ano ☺ ne

proč ne: _____

6. Co si myslíte, že v rámci domácí přípravy je nejvíce potřeba? (určete pořadí od 1)

____ další dril (poslech audiosouborů) ____ poslech, četba

____ dělat písemné domácí úkoly ____ konverzace

____ učít se slovní zásobu ____ jiné: _____

7. Jaké jsou podle vás nevýhody drilu? (vyberte maximálně 2!!!)

☺ když je toho moc, plete se to ☺ jen slepě opakuji, pokud neznám slovíčka či nechápu

☺ nejsem nucen přemýšlet na větnou stavbou ☺ delší věty či souvětí jsou obtížné

☺ když jsem pomalejší, nestihnu si sám sestavit větu ☺ únava po delším drilu

☺ jiné: _____

8. Na co je podle vás dril nejvhodnější? ☺ procvičení úplně nové látky

☺ procvičení už známé látky – její zautomatizování ☺ obojí, na tom nezáleží

9. Jelikož se zde střídají učitelé, vidíte rozdíl v jejich drilech? ☺ ano ☺ ne

pokud ano: v čem: _____

10. Když lektora hodnotíte, co v tom hraje největší roli? (vyberte pouze 1 položku!!)

jeho dril styl vysvětlování sympatie jiné: _____

11. Jak vypadá podle vás ideální dril lektora? (vyberte pouze 1 položku!!)

a) tempo drilu: konstantní pomalejší tempo konstantní svižnější tempo

přízpůsobování rychlosti studentům tak, aby větu složili spíše oni než lektor

b) práce s drilem: setrvávat v 1 čase a typu věty a po chvíli pozvolna přecházet do jiných

často střídát klad, otázku, zápor, ale pozvolné přecházení v časech

častěji střídát jak klad, otázku, zápor tak i časové roviny, tj. „skákat“ v tabulce časů

c) chytáky: trénovat jen základní věty zařazovat problematičtější věty i s chytáky

d) jiný aspekt drilu: _____

12. Myslíte si, že vyučování postavené pouze na drilu je efektivní?

(tj. bez konverzace, poslechů, četby atd.) ano ne

pokud ne: jak zefektivnit: _____

13. Co preferujete?

dokonalé vysvětlení látky, kde si stihnu vše potřebné zapsat na úkor drilu

vysvětlit jen základní pravidla a pak hlavně drilovat

14. Myslíte si, že:

by od začátku měla být do hodin na úkor drilu začleněna konverzační cvičení

nejprve se vše chci důkladně naučit a zautomatizovat a teprve v dalších úrovních přidat konverzaci

15. Napište ideální proporce vyučovací hodiny: (90 min)

dril _____ /min

vysvětlování látky _____ /min

písemná cvičení a jejich oprava _____ /min

konverzace _____ /min

poslech, četba _____ /min

slovní zásoba _____ /min

Komentář:

8.3. Appendix 3: Textbook samples – Drill exercise types appearing in the textbooks

1. Listen and practise / Listen and repeat:

a) single, individual words:

Practise saying the words.

belt blouse clothes coat pyjamas scarf

shirt shoes skirt suit sweater trousers

(New English File, pre-intermediate, page 40, exercise 2a)

b) sentences:

3 PRONUNCIATION sentence stress

a **3.14** Listen to sentences 1–6 and underline the stressed (information) words.

- 1 You'll have a meeting with your boss.
- 2 Somebody was playing the violin.
- 3 You're going to meet a lot of people.
- 4 How did you feel?
- 5 I'm meeting her tonight.
- 6 She doesn't love me.

b Listen and repeat the sentences. Copy the rhythm.


New English File, pre-intermediate, 3D, ex.3b

2. Practise in pairs / Practise with your neighbour:

PROBLEMS WITH A MEAL

a **3.16** Cover the dialogue and listen. What three problems do they have?



YOU HEAR	YOU SAY
Chicken for you ma'am, and the steak for you, sir.	I'm sorry, but I asked for a baked potato, not fries.
No problem _____.	Excuse me.
Yes, sir?	I asked for my steak rare and this is well done.
I'm very sorry. _____ back to the kitchen.	Could we have the check, please?
Yes, sir.	Thanks. Excuse me. I think there's a mistake in the check. We only had two glasses of wine, not a bottle.
Your check.	Thank you.
Yes, you're right. I'm very sorry. It's not my day today! _____ a new check.	



b Listen again. Complete the YOU HEAR phrases.

c **3.17** Listen and repeat the YOU SAY phrases. Copy the rhythm.

d In pairs, roleplay the dialogue. A (book open) you're the waiter, B (book closed) you're Mark and Allie. Swap roles.

 US English	fries	check
 UK English	chips	bill


New English File, pre-intermediate, Problems with meal, page 36

3. Practise on your own:

3 PRONUNCIATION word stress in multi-syllable words

a Underline the stressed syllable in these multi-syllable words.

accommodation cathedral community cosmopolitan entertainment exhibition
gallery historic homelessness industrial neighbourhood overcrowding pedestrian
performance pollution poverty provincial skyscraper synagogue violence

b  6.8 Listen and check. Then practise saying the words.

New English File, upper-intermediate, 6B, ex.3b

4. Ask and answer:

7

a) Make questions with these words.

- 1 do / What / do / you ? *What do you do?*
- 2 you / got / brothers and sisters / have / How many ?
- 3 go / did / Where / you / to school ?
- 4 studying / Why / you / are / English ?
- 5 any other languages / you / Can / speak ?
- 6 going to / What / you / do / are / next weekend ?

b)  R1.2  Listen and check. Listen again and practise.

c) Work in pairs. Take turns to ask and answer the questions.

Faceface, pre-intermediate, 1A, 7c

5. Transformation exercise:

d Complete the sentences on the left so that they are true for you. Then read them to your partner who will respond with an echo question and then say whether he / she is the same as you or different.

I'm not very good at _____ . (activity)	Aren't you?	Neither am I. / I am.
I'm very _____ . (adjective)	Are you?	So am I. / I'm not.
I hate _____ . (a food)	Do you?	So do I. / I don't. I like it.
I don't often _____ . (verb)	Don't you?	_____ .
I've been to _____ . (town / country)	_____ .	_____ .
My favourite season is _____ .	_____ .	_____ .

New English File, upper-intermediate, 1B, ex. 8d

6. Communicative activity:

4 Can you find someone in the class who ...

- a got home late last night?
- b got stuck in bad traffic on their way to work/school?
- c gets a lot of colds?
- d doesn't get on very well with their next door neighbours?
- e got a really special present for his/her last birthday?
- f got lost the first time they came to this school?
- g is getting the bus home today?
- h often gets tired in the middle of the afternoon?
- i rarely gets angry?
- j got into trouble a lot at primary school?

New Cutting Edge, upper-intermediate, page13, ex. 4

8.4. Appendix 4: Textbook samples – Lexical phrases representation

Real World Complaints and requests

- 4 a) Look at these sentences. Are they complaints (C) or requests (R)?
- 1 I'm sorry, but I've got a bit of a problem. C
 - 2 I wonder if you could check for me.
 - 3 I wonder if I could have some more towels, please.
 - 4 I'm afraid I've got a complaint.
 - 5 Could I speak to the manager, please?
 - 6 Could you help me?
 - 7 I'm sorry, but I think there's something wrong with the TV.
 - 8 Would you mind sending someone to look at it?
- b) Look at the underlined verb forms in 4a). Then complete these phrases with *infinitive* or *verb+ing*.
- 1 I wonder if I/you could + ...
 - 2 Could I/you + ...
 - 3 Would you mind + ...
- c) Which two phrases in 4b) are more polite, do you think?
- d) Check in **RW7.1** p133.

Face2face, pre-intermediate, 7D, ex.4

USEFUL PHRASES

- B Don't I k_____ you?
 A I don't t_____ so.
 B What are you d_____ here?
 A I'm l_____ for (Union Square).
 A That's really k_____ of you.
 A Are you s_____?

New English File, pre-intermediate,
 4 Practical English, page 48

Customer	Shop Assistant/Shopkeeper
1 _____? I've got a problem with this shirt. It's 2 _____ around the collar. And it's not 3 _____ in the sleeves, either. There are a couple of buttons 4 _____, too.	Have you got 5 _____, love? I'm afraid I can't 6 _____ your money without a receipt.
This track suit faded and 7 _____ in the first wash. It says on 8 _____ that it's machine washable. Well, it's 10 _____, I suppose. But thanks anyway.	I'm 9 _____, but we can't refund your money.
The first time I used it, it didn't 12 _____. Now it doesn't 13 _____. I think I'll take 16 _____.	What exactly's 11 _____ with it? Have you got the receipt and 14 _____ it came in? I can either get you 15 _____ or I can refund your money. Did you pay by 17 _____ or by cash?

New Opportunities, pre-intermediate,
 Unit 5, page 63

Useful language

a Describing your feelings

One thing/another thing that really frightens/embarrasses me is when ...

I hate/love it when ...

It really annoys me when ...

I find ... very embarrassing/relaxing/annoying, etc.

... makes me very happy/relaxed/depressed, etc.

I just can't stand/cope with ...

b Comparing

Me too./So do I.

What about you?

Does anyone else feel the same way?

Yes, I find ... very relaxing/annoying, too.

New Cutting Edge,
 upper-intermediate, page 25