
Drill and Review in an ELT Classroom: An Innovative Approach

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Abstract:

The term 'drill' as used in this article is applied to the process of repetition to automatize a certain responses or mental association for ready use. Drill is one of the most frequently and widely used procedures in teaching. Likewise, drill or practice is the usual method adopted by all classes of people for habit-formation. Drill has or its purpose the strengthening of connections to make then stronger and more automatic. It has for its purpose the perfection of skills. Drill and practice have the same meaning and purpose. There are several studies which show that practice is a fundamental procedure in habit formation.

Key words: Drill, Review, Innovative Approach in Conducting a Drill, Innovative Approach on Doing a Review, Principles in Conducting Drill and Review

INTRODUCTION

Drill is one of the oldest types of teaching. The teachers yesterday were largely drill teachers. They drilled their students in all types of subject-matter. Most of the early textbooks were written for the drill type of teaching. Probably

there is little need today to argue against the conception of teaching which makes teaching simply and solely a matter of drill. The teacher should only drill the subject-matter that requires a response to a stimulus to be automatic, and accurate or correct. There should be drill only after the significance of each is understood. Drill must follow understanding. Drill is important in education when the right material is drilled. The teacher must be careful not to drill these things that should be taught about and appreciated. Drill must be confined to tools that are used for specific purposes.

In evaluating drill as a teaching procedure, it is well to remember that it is not mere repetition of the condition of learning that is effective. Drill can be effective if properly conducted, or it can be ineffective if not properly distributed. Drill must be recognized and appraise for what it is worth. Progress in drill work has developed new principles governing its use by the teachers.

AN INNOVATIVE APPROACH IN CONDUCTING A DRILL IN AN ELT CLASSROOM

The drill approach should find some use in every subject, but it should not be used exclusively in any subject. Drill is encouraged in an ELT classroom as an innovative approach in mastering the skills. To make drill work more effective, the following innovation is posited:

1. The drill as an approach should be conducted under definitely controlled or standardized conditions so that results obtained in one period may be compared with those obtained in others. Drill exercise provides the conditions which develop the higher level of performance.

2. The drill as an approach should be explained clearly to the students. The fundamental purpose of drill is to increase speed, accuracy, facility, or quality of the performance. It has also for its purpose the strengthening of connections, mastery of

facts and skills. Make it that the guidelines are discussed so that students can think the importance of the drill.

3. The results of each period of drill should be measured scientifically and objectively. The objective type of tests may be used for this purpose. Testing must be made a regular part of drill work.

4. The result of each period for drill work should be noted and their relations to appropriate and inappropriate techniques discovered. The performance of the students in the drill activities must be given a value by the teacher through proper recording.

5. The results of successive drill periods should be displayed in such a way as to reveal the improvement made by the students. This will give the students opportunity to know of their improvement. Knowledge of results defines success and failures. A student should know his degree of success in reaching a goal immediately after practice.

6. Appropriate length of drill periods of intervals between periods, and other mechanical aids to learning should be adopted. In other words, space drill periods in line with research findings or spaced practice. These findings indicate that shorter periods of drill, spaced over a period of time, are more effective than longer drill periods, with longer interval of time between them.

7. Drill materials should be so prepared that the student can himself manage the whole learning process. Such materials increase the interests and enable students to develop initiative in educating themselves. The materials covered should be clearly related to the other aspects of the course in well-integrated fashion.

Drills work is essential in developing habits and skills. Skills may be defined as any refined pattern of performance. The development of skills has long been recognized as an important aims of education. In developing skills the following

principles are innovative techniques and approaches for consideration:

1. Skill that has its meaning to the students should be given focused only. Skills should be properly explained to the students it's real significance. In simple words, the students must be sure that the skills that they learned must accomplish his goal.

2. The students should be given guidance in the development of skills. Some skills can be mastered with very little special guidance. On the other hand there are many skills, which are highly complex and which cannot be mastered without careful and detailed instruction. Thus, teaching is necessary in the development of skills which are complex.

3. Skills should be taught when they can be mastered with greatest economy of time and effectiveness. Training can very much advance the time at which various skills are mastered. All the students must see to it that the skills that they learned are beneficial to them. Most skills could be mastered at older age level.

4. Skills should be developed to the level of proficiency at which normal use will maintain them. In the past, skills have been developed to the level of proficiency through special practice far above those that will be maintained by normal use. The test of a skill is its adequacy to functional situations. The level of proficiency which an individual maintains in a skill is directly related to his capacity.

5. Basic skills, otherwise known as the tolls subjects, must be taught and mastered. Basic skills of communication involve language arts (English). English are compose generally of those subjects that have been called reading, writing, spelling and those concomitants of spelling, composition and grammar are skills that must be mastered.

The term 'review' means new view. This means that the old must be presented in a new view or in way that will bring out points of relationship, association, and meaning between

the old and the new facts, information or lessons. It is seeing facts in a new relationship. The term review applies more particularly to tool subjects which may be interpreted, summarized, and organized into a unit of thought. Hence, the review is a means of relating the old to the new so that growth will be natural, gradual, and efficient. Review must be recognized as an indispensable element in the various stages of teaching and of learning. The review is a highly important classroom procedure or exercise because it measures and diagnoses the teacher's teaching and the student's learning. A review, while serving to promote this end, has in fact, different ends and a different setting that results in a new understanding or relationship, a changed attitude, and different purposes such as the following:

1. To strengthen or fix in mind activities or materials learned. The repetition involved in review work insures greater retention. Any repetition will tend to establish connections previously formed more firmly in mind. Review is necessary in strengthening ideas and in insuring retention. Such procedure gives students practice in thinking and organizing, and this should contribute to their ability to work independently.

2. To organize the important facts and experiences into a larger unit for understanding, to bring out the relationship between the old and the new materials, to review old knowledge and to work and enlarge on it. Effective reviewing helps the students to reorganize the subject-matter and the activities from a new point of view, for better understanding and greater returns.

3. To diagnose whether the lesson is adequately presented or properly discussed. By carefully guiding the review, the teacher will be able to determine what desired educational results have not yet been achieved. The review will offer an opportunity to reconcile any consistency that may appear. Sometimes an added word of explanation and intensive additional information can be taken during review.

4. To motivate the students to future study. Review is a means of directing student's activities into new channels of experience in which they will find a need for utilizing it. If the new lesson is related to the lesson just studied, then it becomes merged with the apperceptive functions of the assignment.

5. To check up on teacher's teaching and student's learning. A good review would reveal the teacher's and the student's success or failure in preparation and understanding. Frequently the success or weakness of the teacher is in reality the success or weakness of the learner. At any rate, the teacher should not look upon the review merely as an index of the student's success or failure. The teacher should remember that the review which would test his own teaching, as any good review would, is valuable to the students. Review furnishes excellent proof of the kind of teaching which has been done. It often reveals the weakness and the ignorance which the teacher must overcome in later teaching.

6. To give a finishing touch to the teacher's work. The finishing touch is generally administered by the teacher in lecture form: This kind of review need not be given regularly by the teacher, but should be given often enough to unify the work. Some teachers make use of such brief review frequently at the close of the class period, where it serves as a means of summarizing work previously discussed and prepares for the introduction of the new lesson. These procedures will the pupils a broader perspective of the subject-matter field as a whole. It is then safe to say that the main purpose of a review exercise is the organization of knowledge. It is also serves to repeat points in need of additional attention, to recall old knowledge in preparation for the new, to discover whether a topic has been learned adequately, and to test the work that the students have done. It is also given for the purpose of preparing for an examination and for appraising habits of study. But when the review is given for the purpose of examining the students, it is not so effective a learning tool as when it is given to form the

basis of new series of experience. The best type of review, then, is that which a natural activity is growing out of a preceding natural activity.

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