

# Oral Drills and How to Handle Them in Language Classes

By Dr Hossein Vossoughi, University for Teacher Education

## Introduction

Drills are the main language teaching devices without which the teaching of language skills cannot be achieved at different stages of language proficiency in the formal education. Drills are the classroom techniques and practical aspects of any teaching method or approach. Drills will materialize what are depicted or schemed in the linguistic and psychological theories. To teach the language as a medium of communication or to get the students involved in using the foreign language in order to learn to use it, we can't help employing the appropriate drills. Drills are real teaching tools which enable the teacher to implement her intended objectives in teaching a foreign language.

For the crucial functions the drills play in

the course of foreign language teaching/learning, they are to be scientifically constructed and to be technically and professionally practiced in the classroom; otherwise, they would be blocked and the result would be reversed.

## The Goal of the Study

The purpose of this article is, first of all, to introduce some of the most useful and prevalent language teaching drills which are inevitable to any language teaching program, especially those which are to be employed in the teaching of English as a foreign language at the elementary and intermediate levels of proficiency in the formal education in Iran. Then the most suitable and feasible ways of handling them in the classroom are explained

and demonstrated, and finally the necessary characteristics with which a teacher should be equipped to handle the drills skillfully are illustrated and scrutinized.

### Categorization of Drills

Drills have been classified into various types by different educators and methodologists. The classifications have been based on different standards and viewpoints, such as skills the drills achieve, functions they play, forms they assume, structures of the responses they motivate, and so on. Some important categorizations of drills have been suggested by Chastain(1988), Finocciaro & Bonomo(1973), Lado(1964), Mackey(1967), Paulston and Bruder(1976), Rivers(1968), Rivers & Temperly(1978), to name a few.

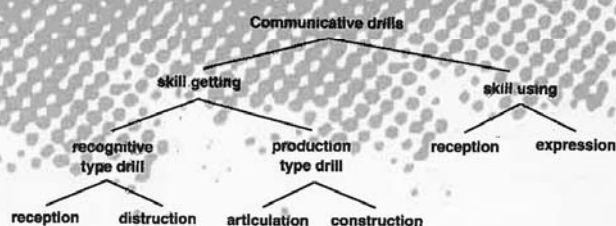
Mackey (op. cit.: 419-439) has classified drills for teaching the four skills, so he has introduced four general categories of drills such as:

listening drills	speaking drills
reading drills	writing drills

Each of the above categories consists of a number of drill-types to achieve the related skill.

Rivers and Temperly (op. cit.: 3-5), above all, have assigned crucial goals for the drills. They, accordingly, contend that for communicative purposes, there are two stages of learning: (i) skill getting, and (ii) skill-using. In the skill-getting process, two types of drills are depicted. One is the **recognition-type** drill for reception and abstraction, and the other is the **production-type** drill. Then in the skill-using categories, the main purpose is to interact with

original speakers of the foreign language, to comprehend what they say, and to convey what the learner intends to get across. This classification is demonstrated in the following diagram:



In Paulston and Bruder(1976), the structured, or structural, drills are the main point of view. Before and above all, the drills are categorized into three general groups as far as the process of structural learning or teaching is concerned. The three categories are (i) mechanical drills, (ii) meaningful drills, and (iii) communicative drills. (op. cit.: 4-10)

A **mechanical drill**, as defined by Paulston and Bruder (op. cit.: 4), is a drill whose response is completely controlled, and there is only one correct way of responding. Examples of this kind of drill are repetition and substitution drills.

The **meaningful drill**, according to Paulston and Bruder, refers to that kind of drill that students cannot do without fully understanding, structurally and semantically, what is being said(p.7). In a meaningful drill, although there is control of response, more than one correct response is possible.

**Communicative drills**, as Paulston and Bruder state, (op. cit.: 8-10), are the drills in which the language learner freely transfers the learned language patterns to appropriate

situations. In his answer, "He adds **new** information about the real world" (op. cit.: 9). And the answers are not already known, predictable, or expected, like this example: "What university did you graduate from?" The answer provides a piece of information which was already unknown to the inquirer. Asking one's opinion, explaining how to do or to make something, describing an object, buying articles, ordering foods, discussing for or against a topic, and so forth are all different types of communicative drills.

### Types of Drills

In this study, drills are classified on the basis of their implications and implementations in educational situations, and they are introduced as far as the pedagogical order of sequence is considered, that is the priority of handling drills in classrooms from the elementary level to the advanced stages.

Thus, the most prevalent drill-types from easy to difficult can be ranked as follows:

#### Types of Oral Drills

- (1) Recognition drill
- (2) Repetition drill
- (3) Substitution drill
- (4) Transformation drill
- (5) Completion drill
  - (a) with missing words
  - (b) with proper forms
  - (c) with chosen items
- (6) Correct/ Incorrect, T/F drill.
- (7) Choice drill (2 or 4 choices)
- (8) Matching drill
- (9) Scrambled-sentence drill
- (10) Expansion drill

- (11) Reduction drill
- (12) Integration drill
- (13) Question-answer drill
  - (a) simple Q.
  - (b) Polar/ choice Q.
  - (c) Information (Wh-)Q
  - (d) Tag-Q

The above mentioned drills will be introduced and described below, and the most helpful and practicable way of their handling in the classroom will be illustrated.

### (1) Recognition Drill

This drill is also termed **introduction**, **listening**, or **discrimination** drill because of the different occasions or instances for which it is employed. The recognition drill is usually used for the instruction of a point to be taught for the first time. It is, in fact, the first stage of "instruction". Through this drill, the teacher exposes the students to a new vocabulary, a new pattern, a new dialogue, a new reading passage or a new sound-element.

An example of this drill is when the teacher intends to introduce "past tense" in contrast with "the simple present tense." So it is carried out as follows:

T: (T refers to **teacher** and S to **students** hereafter) "Please listen to me carefully!"

1- They leave school at 12 **every day**.

They left school at 11 **yesterday**.

2- Mr Brown teaches math **every day**.

Mr Brown taught math **yesterday**.

3- Mr Miller eats some ice cream after lunch **every day**.

Mr Miller ate some ice cream after lunch

yesterday.

4- John goes to the library **every evening**.  
John went to the library **yesterday evening**.

5- I think about my future **every day**.  
I thought about my future **yesterday**.

### (2) Repetition Drill

The goal of this drill is to get the students to manipulate a problem or a linguistic point they have already been introduced to. In this drill, the learners are supposed to exactly repeat whatever pattern or item the teacher models for them. So this drill has functionally been termed as "mim-mem" or "imitation" drill.

An example is given below:

T: "Please repeat the sentences after me."

1- Mary doesn't cut the cake today.

Mary didn't cut the cake yesterday.

2- Susan doesn't make the breakfast this morning.

Susan didn't make the breakfast yesterday morning.

3- We don't spend our time in the park today.

We didn't spend our time in the park yesterday.

4- I don't lend John this book today.

I didn't lend John this book yesterday.

5- They don't know the answer today.

They didn't know the answer yesterday.

### (3) Substitution Drill

This is the most generative type of mechanical drills. It is one of the best habit-forming drills which stimulate many different

unvoluntary or voluntary responses. It is sometimes challenging and requires mental readiness and immediate interaction. It ranges from pure mechanical to the meaningful or even communicative forms. It means that there are replacement drills with different degrees of difficulty. Single slot substitution drills are such as the following one:

T: "Please repeat the sentence after me and change it with the given words."

"Maryam is a student."

Reza

Susan and Don

You

I

Double-slot substitution drills are attractive and meaningful, e. g.:

"Working for a long time made him tired."

Studying/ her

Practicing/ me

Teaching/ John

Quarreling/ Jack and Jill

Speaking/ them

Fighting/ the two countries

Visiting aunts/ the boys

Multiple-slot substitution drills, however, are difficult and challenging because they require quickness of apprehension, immediate response, and different adjustments in the structure of the sentence produced, such as:

I ate my breakfast rapidly yesterday.

this morning

lunch

John

slowly

John and Mary

my sister

order

every day

ate

Mary  
yesterday

A substitution drill should be chosen in terms of the proficiency level of the learners. If it is too easy, it will be boring, and if it is too difficult it will be frustrating.

#### (4) Transformation Drill

This drill is mainly used to teach a change in the structural or functional forms of grammatical categories or sentence-patterns. There are wide varieties of transformational drills from simple types to very difficult ones. In this type of drill, usually a basic form is changed to a new form, or an already transformed structure is changed back into the basic form. For example, a statement is changed into the negative or question form, or a passive form may be changed into the active one. A transformational drill should be carried out in three stages: (i) recognition, (ii) manipulation, and (iii) production:

(i) Teacher: (as the books are closed)  
"Listen to the sentences carefully."

T: To walk in the park is pleasant. It is pleasant to walk in the park.

(ii) Teacher: "Please repeat the sentences after me."

T: To walk in the park is pleasant.

S: To walk in the park is pleasant.

T: It is pleasant to walk in the park.

S: It is pleasant to walk in the park.

(iii) Teacher: "Now, I say the first type, and you say the second type."

T: To walk in the park is pleasant.

S: It is pleasant to walk in the park.

Other sentences

1- To drive John's car isn't safe.

2- To watch cats is interesting.

3- To drive big cars is expensive.

4- To get up early is healthy.

The best way to teach the transformation drill is to prompt it with an example and carry out the three stages as mentioned above.

#### (5) Completion Drills

This type of drill consists, at least, of three main different types: type (a) requires missing words, type (b) is completed with the proper forms of the given items in parentheses, and type (c) should be filled with items chosen from a given list. For each of these three completion drills, an example is introduced here:

Type (a) completion drill. Teacher: "Please listen to the statement and after I finish it say the missing word for the blank which is signaled with three strokes." Then the teacher reads the sentences below one by one to the class, and students will suggest a suitable word. The teacher should confirm the correct answer.

1- Please wait in the..... and study some books until I come back.

2- The taxi driver doesn't drive..... fast.

3- This part of the river is very.....; we can walk across.

4- The radio is too.....; I can't hear you.

5- I don't sit..... her because she speaks very much.

Type (b) completion drill. In this drill a base

form of lexical or grammatical word is given in the parentheses, and the proper form of it should be used in the blank provided in the sentence. As the books are closed, the teacher writes the basic forms of the words on the board with the number of each relevant sentence. Then, she gives the instructions, "Please say the proper form of the words on the board to fill the blank!" Now, she reads the sentences written on a card which she has in her hands and signals the blank with three strokes on the table.

- |             |            |            |
|-------------|------------|------------|
| 1- (answer) | 4- (take)  | 7- (type)  |
| 2- (close)  | 5- (build) | 8- (wash)  |
| 3- (buy)    | 6- (kill)  | 9- (clean) |

- 1- Javad..... all the questions easily yesterday.
- 2- The windows..... on Fridays.
- 3- She..... the tickets next Monday.
- 4- The sick man..... to the hospital soon.
- 5- This house..... many years ago.
- 6- Two men..... in the accident.
- 7- All these letters..... yesterday.
- 8- The rooms..... tomorrow morning.
- 9- We..... the windows tonight.

Type(c) completion drill. This drill consists of 8 to 12 sentences each with a blank which can be filled with a word or a phrase chosen from a list provided. The list of the words will be written on the board or on a wall chart to be hanged before the class. The teacher gives the following directions before she handles the drill orally:

Teacher: "Please read these words after me!"

tired	coat	expensive	ladder
swim	door	lemonade	buy

Teacher: "Now complete the sentences lead to you with words chosen from the list. Say the word after I finish reading the sentence."

- 1- Mr Watson felt too hot, so he took off his.....
- 2- Ali has walked a long way, so he probably feels.....
- 3- The oranges were too....., so Mrs Cook didn't buy any.
- 4- The Browns went to the seaside yesterday, so they are all able to.....
- 5- Susan feels very thirsty, so she is going to buy some.....
- 6- Someone unlocked the....., so the prisoners were able to escape.
- 7- His wife wanted Mr Smith to..... a car, so he did.
- 8- Tony is going to get a....., so he will be able to reach the roof.

There are other varieties of completion drills which can be performed more or less in the same way introduced here.

### (6) Correct/ Incorrect Drills

This type of drill is also termed as **true/ false** drill. The teacher gives directions like the following:

Teacher: "Listen to the statement and say correct or incorrect (true or false) as you think!" This drill usually tests the comprehension of a

reading passage or the general knowledge of the learners. The students are supposed to respond chorally. An example is presented below:

- T: "1- Water boils at zero degrees centigrade."  
 S: False (or incorrect) Other sentences to be continued:  
 2- The sun shines at day time.  
 3- Everybody knew Einstein **when he was** alive.  
 4- Egypt is a country in Africa.  
 5- London is the capital of the United Kingdom.

### (7) Choice Drill

This type of drill may be of two, three, four or even five choices. The more the number of choices, the less the amount of guessing. So the easiest type is the two-choice drill, and the most difficult one is the five-choice drill because it measures the knowledge of the learner more accurately; however, the four-choice type is the most commonly employed.

In the following, an example of a two-choice drill and another of four-choice drill will be presented, and their oral applications in the classroom will be illuminated.

(a) Two choice drill. The teacher, first, writes the two choices on the board with the number of the related sentences, as shown below:

1- big, small	5- expensive, cheap
2- hot, cold	6- big, small
3- easy, difficult	7- good, bad
4- young, old	8- tall, short

Teacher: "Please listen to the sentences and choose the correct form of the proper choice!" Meanwhile, she signals the blank with three strokes beaten on the table.

T: "1-Tehran is..... Shiraz."

S: "bigger than"

Other sentences to continue:

- 2- Winter is..... summer.  
 3- English is..... Chinese.  
 4- My grandfather is..... my father.  
 5- A watch is..... a pencil.  
 6- Iran is..... England.  
 7- A cow is..... a cat.  
 8- A giraffe is..... a camel.

(b) Four-choice drills. These drills are very effective for measuring the proficiency level and evaluating the achievement of the learners; however, that is not their only use. They can be employed in the teaching of words, structures, and reading comprehension. Although the construction of them is time consuming, their pedagogical implications are very widespread. Each multiple-choice item consists of a lead (stem), which provides the necessary information and introduces only a single problem, and four choices one of which is the answer (solution) and other three are the distractors.

To handle such a drill in the classroom orally, the teacher draws a horizontal line on the board which symbolizes the lead of the item, and below it, she writes four letters which represent the choices, as follows:

- a.
- b.
- c.
- d.

The following is an example of the four-choice drill. It usually contains 8 to 12 items.

Teacher: "Please close your books; listen to each item and say the letter a, b, c, or d whichever carries the answer!"

- a.
- b.
- c.
- d.

1- Amir always falls..... when we are going up a hill.

- a. back    b. away    c. out    d. behind

2- English..... all over the world.

- a. speaks                      b. is speaking
- c. is spoken                    d. spoke

3- Ali and his brother..... their hands now.

- a. wash                              b. is washing
- c. are washing                    d. have washed

4- We shall welcome him when he.....

- a. comes                              b. come
- c. was coming                    d. has been coming

5- Do you know where..... ?

- a. is the pen                              b. was the pen
- c. the pen was                            d. the pen is

6- Look! Isn't that John who..... the street?

- a. crosses                              b. is crossing
- c. crossed                                d. has crossed

### (8) Matching Drill

In matching drills two columns of items are put across each other. There is an item in Column II which, somehow, relates to the first item in Column I, like the following drill.

#### Column I (left hand)

1- He opened the door...

2- Ann fetched her photos...

3- I put the flowers on the table...

4- She bought her shoes...

5- John put out his tongue...

6- Tom fetched a chair...

7- She bought a book...

8- I drove to the top....

#### Column II (right hand)

(a) for everybody to see them.

(b) for her husband to read it.

(c) for the doctor to see.

(d) for me to look at them.

(e) for Jill to see the lovely view.

(f) for Amir to come in.

(g) for his mother to sit down.

(h) for me to clean them.

The teacher should write the items in Column II on the board or on a wallchart; then she should give instructions to practice the drill orally, as illustrated below:

Teacher: "Please, listen to the first sentence-part and say a letter from a to h whichever can complete the sentence!" Then he reads items in column I: Teacher: "1- He opened the door..." And he beats three strokes on the table and waits for the relevant letter. If some of the learners find the correct answer, the teacher wants the class to repeat the whole sentence after her, and thus she continues.

### (9) Scrambled-Sentence Drill

In this drill, there are about 8 to 12 sentences the words of which are mixed up.



The teacher should ask the learners to close their books; then she should remind them of the typical English sentence structure which is, "subject+verb+object (+different adverbs)".

The teacher, as an example, reads the first scrambled sentence and puts the words into the well-formed structure. Then she asks each individual student to arrange the word-order of each scrambled sentence in the following drill:

- 1- painted-every year-the-windows-are-school.
- 2- last year-bridge-repaired-stone-was-the.
- 3- books-your-will be-history-next week-bought.
- 4- will pass-hard-you-if-study-the test-you.
- 5- he-they-if-is-here-won't come.

### (10) Expansion Drill

In the expansion drill, the learner is to repeat or use a sentence construction provided to him and add one or more lexical items to one or more positions of it to make a longer structure which is accurate both structurally and semantically. There are wide varieties of expansion drills. A couple examples of them will be introduced here. It goes without saying that expansion drills may be of repetition, substitution, question-answer, transformation types, and so forth.

Teacher: "Repeat the sentence after me and add either **every day** or **yesterday** to it!"

T: "Example: They write it. ----- They write it every day.

They wrote it. ----- They wrote it yesterday."

T: (Addressing the class) "Now, you repeat and add the adverb."

- |                    |                    |
|--------------------|--------------------|
| 1- They write it.  | 2- They wrote it.  |
| 3- They see it.    | 4- They saw it.    |
| 5- They took it.   | 6- They forget it. |
| 7- They cross it   | 8- They wear it.   |
| 9- They drink it.  | 10- They tear it.  |
| 11- They broke it. | 12- They watch it. |

Another expansion drill which is of a transformational type is given below. The teacher addresses the class with the following instruction:

T: "Please listen to the model carefully!"

T: "He works quietly. ----- He is a quiet worker."

T: "Please repeat after me!"

T: He works quietly. ----- He is a quiet worker.

S: He works quietly. ----- He is a quiet worker.

T: "Now I say sentences of the first type; you say sentences of the second type."

- 1- He works quietly.
- 2- He speaks clearly.
- 3- He talks slowly.
- 4- He teaches well.
- 5- He runs fast.
- 6- He speaks sincerely.

Another expansion drill is like the following one:

T: "Repeat the sentence after me and add its affirmative form to it as the model."

T: There wasn't a pen here yesterday. There wasn't a pen here yesterday, but there is one here today.

T: (Addressing the class) "Now you do it

chorally!"

- 1- There wasn't a pen here yesterday.
- 2- There wasn't any ice here yesterday.
- 3- There weren't any chairs here yesterday.
- 4- There wasn't any coffee here yesterday.
- 5- There weren't any books on the table yesterday.

### (11) Reduction Drill

"These drills are the converse of the expansion drills; that is, the order of the constituents remains the same, but the number is fewer in the response than the cue." (Paulston and Bruder 1976: 25). The following is an example for the reduction drill:

T: "Please listen to me carefully!"

T: The car is small.            It's small.

T: "Now repeat after me!"

T: The car is small.    S: The car is small.

T: It's small.            S: It's small.

T: "Now I say the first type: you say the second type!"

1- The car is small.

2- The girls are smart.

3- People are in a hurry.

4- The team is ready.

Another instance is the usage of the indefinite pronoun as follows:

T: All the people are coming.

S: Everyone is coming.

T: All the students are busy.

S: Everyone is busy.

T: All the thieves were arrested.

S: Everyone was arrested.

Answers to the polar questions constitute another type of this drill.

T: Did John break a cup or a plate?

S: He broke a plate.

T: Did you send a letter or a postcard?

S: I sent a letter.

T: Did they begin lesson 8 or 9?

S: They began lesson eight.

Short answers to yes/no questions are also a type of reduction drills.

T: Is the new teacher from Brazil?

S: Yes, she is.

T: Is Mary twenty-nine years old?

S: No, she isn't.

T: Are you very hungry?

S: Yes, I am.

### (12) Integration Drill

In the intergration drills, there are usually two constructions which should be combined or united into one sentence. So a type of transformation is always involved. There are wide varieties of this type of drill. A few examples are enough to reveal the general nature and type of these drills. They should be practiced in the same way as other transformation drills,

T: "Combine the two statements to form one!"

T: The student speaks French. He is from Canada.

S: The student from Canada speaks French.

Other sentences to continue:

1- The girl is studying English. She is tall.

2- The shoe store is very large. It's on Main Street.

3- The man is intelligent. He's from Shiraz.

Another type of this drill can be found in the following set of sentences containing a prepositional phrase of "with".

T: The man is a lawyer. He has a briefcase.

S: The man with a briefcase is a lawyer.

Other sentences to continue.

1- That boy is Amir. He has a newspaper.

2- The student is from Shiraz. He has a big hat.

3- The house looks beautiful. It has brown windows.

Another example is in using a proper preposition after special adjectives as collocations or fixed combinations, such as:

tired out                      worried about  
bored with                    happy about  
accustomed to                unhappy about  
disappointed with (in) in favour of  
pleased with

surprised at, etc. (see Krohn 1971: 213)

T: Mrs Miller is going to London. She is excited.

S: Mrs Miller is excited about going to London.

Other sentences to continue.

1- John is going into the army. He is worried.

2- Mary is away from home. She is unhappy.

3- Robert wants to write long compositions. He is in favor of this.

The other drill-type of this kind is the use of the combination of **too+infinitive**, such as the following example.

T: The mountain is very high. I can't climb it.

S: This mountain is too high for me to climb.

Other sentences to continue:

1- The coat is small. John can't wear the coat.

2- Bill is afraid to take a trip. He is timid.

3- Mary can't study. She is sick.

The complex sentences are the result of integration of the two basic sentences. Relative clauses are suitable examples to show here:

T: The books are here. I want them.

S: The books which I want are here.

Other sets of sentences to practice:

1- The math teacher is my friend. John visited him.

2- My friend teaches English. He is visiting Italy.

3- They know the man. He talked to John yesterday.

### (13) Question and Answer drill

Questions and answer drills are of four different types: (i) simple or yes/no questions, (ii) polar, alternative or choice questions, (iii) information or wh-word questions, and (iv) tag-questions. An example of each one is given below:

(i) Do you know Mr Ahmadi?

(ii) Are you studying a book or a magazine?

(iii) Who can solve the problem of hunger?

(iv) You are studying a book, aren't you?

There are many different pedagogical implications for question and answer drills. Questions are the best communicative drills through which a lot of interaction between teacher-student, student-teacher, and student-student can be performed. The teachers should always remember that not only should

students learn to answer questions but also they should learn how to ask different types of questions in the course of learning a foreign language.

In the following, we introduce question and answer drills of all types. They can range from mechanical drills to communicative types:

**(i) simple question drill**

T: "Close your books and listen to me carefully."

T: The book is interesting.

Is the book interesting?

T: "Now, repeat after me!"

T: The book is interesting.

S: The book is interesting.

T: Is the book interesting?

S: Is the book interesting?

T: "Now, I say sentences of the first type, and you say sentences of the second type!"

T: The book is interesting.

S: Is the book interesting?

Other sentences to continue in this way:

1- The pencils are red.

2- Mary studies in the afternoon.

3- The students understand English.

**(ii) Polar or choice question.** The teacher introduces the first sentence of this drill in the same way that he handles the transformation drill; then she addresses a question to each individual member of the class to answer as he wishes.

T: Did you feel happy or sad yesterday?

S: I felt happy.

Other sentences to continue:

1- Does Mr Alavi study English or chemis-

try?

2- Will John go to the party tomorrow night or to the library?

3- Do you understand everything or only something?

4- Shall I stand here or at the door?

**(iii) Wh-word questions.**

Teacher: "Listen to the statements, then form questions by using the question-words shown to you on flash cards which may be anyone of **who, whom, whose, what, where, why, how, when, how many, how long, what time, how often, how far etc.**"

T: Mr Zarei sells car in Tehran. [**Who**]

S: Who sells car in Tehran?

If the question is made correctly, the teacher confirms it and shows another flash card with a different question word on it to another student, and thus the drill continues:

T: Mr Zarei sells second-hand cars in Tehran.

T: (Showing card [**Who**] to S1)

S1: Who sells second-hand cars in Tehran?

T: [**What**]

S2: What does Mr Zarei sell in Tehran?

T: [**Where**]

S3: Where does Mr Zarei sell second...?

T: [**What kind**]

S4: What kinds of cars does Mr Zarei...?

Other sentences to continue in the same way:

1- John saw Mary in Detroit last week.

2- This car costs \$ 2000 a year ago.

3- Jack visited the Art Museum yesterday.

4- A lot of coffee grows in Brazil.

**(iv) Tag-question.** For stimulating the tag

questions, the teacher introduces a statement plus a tag-question in three stages like the transformational drills. but for the production stage he asks the learners to repeat the statement and add a proper tag-question to it, as it is demonstrated below:

T: They didn't leave school at noon today.

S: They didn't leave school at noon today, did they?

Other sentences to continue:

1- John can drive a car.

2- Mary speaks Spanish.

3- John lived in New York last year.

4- Mrs Smith flew to California last month.

## Conclusion

The drills discussed in this paper were introduced for oral presentation at the elementary and intermediate levels of proficiency in formal education in Iran. Although English is a foreign language in our country and it is not used in every day activities of the learners, learning it as a medium of communication in the classroom enhances the learning of other skills a great deal. So all the drill-types are to be performed in the class orally; then the teacher should have the students write them at home as exercises to reinforce their learning. For better outcome, the written assignments should be checked and corrected in the next classtime.

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