

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 English Teaching**

English is an important thing for everybody who wants to communicate with people around the world. A lot of global exchanges in every sector have created a worldwide demand in English teaching. Moreover, English teaching in a foreign/second language is important in most countries. In English, there are four skills to be taught, such as speaking, listening, reading, and writing. In speaking, a teacher is required to have English fluency so that students can be easy to imitate and analyze their teacher's spoken. In reading, a teacher is required to apply skimming and scanning technique so that students may not get confused in a big generalization. In listening, English is taught audibly in order to make students capable to analyze spoken English well. For writing, students are required to express feeling and opinion in paper.

English teaching needs methodologies to attract students' interest. It also needs a big role from teachers. Teachers may develop their teaching techniques through a process of exploration (Gebhard, 1996). They may create a new strategy to accomplish English teaching and learning goal.

However, most Indonesian teachers are still using a teacher centered lecturing approach. Their speaking activities usually involve students giving a short speech, telling a story or reciting some material. The problem with this approach aside, from being boring and inauthentic

for students, is that students would be able to say the sentence. Accurately in the classroom but would be unable to use the target language in a real situation outside the classroom (Larsen-Freeman, 2000:5).

## **2.2 Approach, Method, Strategy, and Technique**

In language teaching and learning process, some factors such as approach, method, strategy, and technique are essential things for teacher. These four factors may determine the goal of teaching and learning in class. Teachers should have a creative way to implement the four factors in order to accomplish the goal of teaching and learning a foreign language.

### **2.2.1 Approach**

Approach is an access, method, system and procedure (Aziz, 2008).

According to Mintzberg (1994:34), Approach in teaching English is the way a teacher to have a good access in teaching students. Means that teachers should have ideas or actions intended to deal with a problem or situation in class.

According to Richards and Rodgers (2001:19), approach is “a set of correlative assumptions dealing with the nature of language teaching and learning.”

The researcher tended to choose the approach definition from Mintzberg and Richards because the definitions can be specified in learning English in classroom.

### **2.2.2 Method**

Method is a process by which a task is completed (Fisher, 1998).

According to <http://www.teachingenglish.com>, method is a way of doing something, especially a systematic way. This way can be said as a procedure, process, manner or mode to improve language teaching and learning in classrooms.

According to Richards and Rodgers (2001:19), method is “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.” A method is procedural that within one approach, there can be many methods.

The researcher chose the method definition from <http://www.teachingenglish.com> because the definition is clear and reflects to English learning.

### **2.2.3 Strategy**

According to Oxford dictionary, Strategy is “a plan of action or policy designed to accomplish a major or overall aim”. Strategy can be said as a mean for teachers in teaching students. A Strategy that is used by a teacher in a class is concerned with how the teacher will achieve the aim of language learning.

Meanwhile, according to Richards and Rodgers (2001:19), strategy is a plan for reaching objectives and goals.

The researcher agreed with both definition of strategy because both definitions have the same point.

#### **2.2.4 Technique**

According [www.creativity.com](http://www.creativity.com), technique is a way to present the material in classrooms. The technique may depend on teachers' ability. On the other hand, technique can be said as something that is implemented by teachers in classrooms.

According to [www.LSE.co.uk](http://www.LSE.co.uk), a technique is a particular method of combining inputs to make output.

According to Richards and Rodgers (2001:19), technique is a kind of implementation that a teacher does in a classroom. A technique must be correlated with a method and an approach as well.

The researcher chose the definition from [www.creativity.com](http://www.creativity.com) and Richards because the definition has to do with teachers' activity in the classroom.

### **2.3 English Teaching Technique**

There are a lot of teaching techniques used by teachers in classrooms. Those teaching techniques are classified into their own group called a method.

Here, the researcher wanted to describe kinds of teaching techniques based on their methods.

### **2.3.1 The Grammar-Translation Method**

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek (Rusdi, 2008)

This method is used for teachers to help students read and appreciate foreign language literature. This method tends to explain grammar deductively. Students are enabled to study about the grammar rules and vocabulary of target language. Students are given the grammar rules and examples, then they are asked to apply the rules to other examples. Teachers use students' mother tongue with little active use of target language (Mora, 1999). If students are capable to translate from one language to another, the goal of the method is achieved (Larsen-Freeman, 2000:11-19).

The researcher tended to use the definition from Larsen-Freeman and Mora because they tend to describe about the grammar and translation learning in classroom.

The techniques related to the method are:

#### **2.3.1.1 Cognates**

In a technical sense, two words that have a common origin are cognates. Most often, cognates are words in two

languages that have a common etymology and thus are similar or identical (Iruio, 1990:56).

Students are required to recognize cognates and memorize words that look like cognates which meaning in the target language is different from meaning in the native language. So, students are learning spelling or sound patterns that correspond between their first language and their target language (Larsen-Freeman, 2000:20).

The researcher used Larsen-Freeman description because it is clear about the usage in classroom activities.

### **2.3.2 The Direct Method**

This method requires students to use the target language communicatively. In the class, the role of a teacher is as a partner for students (Larsen-Freeman, 1986:24).

In this method, grammar is taught inductively with exclusive instruction in the target language. Only vocabularies and sentences are taught everyday through demonstration, objects, and pictures (Richards and Rodgers, 1986: 9-10).

The researcher agreed with all description from Larsen-Freeman and Rodgers because both of them describe the direct method as a method that makes students will not feel bored in learning English in classroom.

Techniques related to this method are:

### **2.3.2.1 Getting Students to Self-correct**

Teachers help students to have self correct by giving alternative answer. For example, a teacher will repeat what students said in questioning voice so that students may recognize that there is a mistake in their sentence. In this way, the teacher uses tone to make students correct themselves (Larsen-Freeman, 2000:31).

### **2.3.2.2 Conversation Practice**

In this technique, a teacher will ask students about themselves, then students will continue to ask their friends about themselves too in their target language. They can do this practice frequently so that they can achieve their goal in communicating using their target language (Larsen-Freeman, 2000: 31).

According to Garcia (2007), a teacher should have a trick like finding a topic that students have enough knowledge about and feel comfortable enough to speak about in English. Knowing something about students' interests will help both a teacher and students to accomplish English learning.

The researcher used the definition from Garcia because she tends to have a trick in making students feel comfortable to speak English.

### **2.3.3 The Audio Lingual Method**

This method drills students in the use of grammatical sentence patterns. New vocabulary and structural patterns are presented through dialogs. Teachers want their students to be able to use the target language communicatively (Larsen-Freeman, 2000: 37-47).

In this technique, there is much use of tapes, language labs and visual aids. This technique tends to focus on pronunciation (Brown, 1994:57).

The researcher tends to use the definition of the audio lingual method from Larsen-Freeman because this method requires students to use language communicatively without focusing too much in pronunciation.

Techniques related to this method are:

#### **2.3.3.1 Dialog Memorization**

According to Larsen-Freeman (1986:47) this technique requires students to memorize dialogs between two people or more, then perform the dialog in front of class. Students usually memorize an opening dialog using mimicry and applied role-playing.

According to Chen (2006:2), students take the role of one person in the dialogue then switch roles and memorize the other person's part. Half of the class take one



role and the other half take the other. Some pairs of students might perform the dialogue for the rest of the class.

The researcher used definition from both Larsen-Freeman and Chen because the definition is quite the same that requires students to perform the dialog in front of the class.

### **2.3.3.2 Backward Build-up Drill**

This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line, then expand what they are repeating part by part until they are able to repeat the entire line (Larsen-Freeman, 2000:48).

According to Bower (2007), this is where a sentence or new vocabulary word is broken down in parts or syllables. The students either start from the end of the final word in a sentence and repeat each word within the sentence working backward or begin with the final syllable of the word and repeat each syllable, again working backward until the entire word is pronounced. This is highly effective when done correctly.

The researcher used the definition from Bower because Bower describes the process clearly than Larsen-Freeman.

### **2.3.3.3 Repetition Drill**

In this technique, students are required to repeat teacher's word as accurately and as quickly they can. The teacher may do the practice frequently until the students have a good pronunciation to say the words (Larsen-Freeman, 2000:48).

According to deMeurers (2000), in this technique, the students are asked to repeat what the teacher says. This basic drill is often used to teach the lines of the dialog.

The researcher used the definition from Larsen-Freeman because his definition tends to make students get hard learning in English.

### **2.3.3.4 Chain Drill**

In this technique, the teacher begins the chain by greeting one student or asking him a question. Then that student responds and turns to students sitting next to him. In short, "students ask and answer each other one by one in a circular chain around the classroom" (Larsen-Freeman, 1986:48).

According to Chen (2006:1), this technique makes students ask and answer questions with each other. It allows some controlled communication among students and gives the teacher an opportunity to check students' speech.

The researcher used the definition from Larsen-Freeman because Larsen-Freeman describes the process of how the chain drill technique works.

#### **2.3.3.5 Single-slot Substitution Drill**

In this technique, the teacher says a line, then says a word or a phrase called the cue. The students repeat the line given, substituting the cue into the line in its proper place (Larsen-Freeman, 2000:48).

According to deMeurers (2000), the teacher says a line from the dialog and then the teacher says another word (known as a "cue"). The students must repeat the line from the dialog, substituting the cue word. The teacher most often would use pictures to help with the meaning of the cue words.

The researcher used the definition from deMeurers because his definition is easy to understand.

### **2.3.3.6 Multiple-slot Substitution Drill**

The teacher gives cue phrases that students must recognize what part of speech each cue. Then they say the line, fitting the cue phrase into the line where it belongs. Same as the single slot drill, except that there are multiple cues to be substituted into the line (Larsen-Freeman, 2000:48).

According to Chen (2006:2), this technique gives cue phrases, one at a time that fits into different slots in the dialogue line. Students recognize what part of speech each cue is and make any other changes, such as subject-verb agreement. Students fit cue phrase into line where it belongs and say the line loudly.

The researcher tended to use the description of multiple-slot substitution drill from both Larsen-Freeman and Chen because the description is quite the same that describes about the process of the technique.

### **2.3.3.7 Transformation Drill**

Students are required to make transformation. A teacher will provide sentences that must be turned into something else, such as changing affirmative sentences into negative sentences or passive voices into active voices (Larsen-Freeman, 2000:49).

Same as the definition from Chen (2006:2), this technique requires students to change a certain kind of sentence pattern to another form. For example, students are required to transform a statement into a question or transform a direct speech into reported speech.

The researcher used both definitions because the definitions are same that requires students to make a transformation in their speech.

#### **2.3.3.8 Question and Answer Drill**

This drill gives students practice with answering questions. Students are required to answer questions as quickly as they can (Larsen-Freeman, 2000:49).

According to Chen (2006:2), students are required to answer questions from the teacher to improve their target language. The more questions students can answer, the better progress students will have.

The researcher used both definitions because both Larsen-Freeman and Chen describe about students improvement that can be achieved from the technique.

#### **2.3.4 The Silent Way**

This method requires students to use the language for self-expression to express their thought, perceptions, and feelings (Larsen-Freeman, 2000:53-67).

In this method, the teacher should be silent as much as possible and the learners should be encouraged to produce language as much as possible. A Silence makes students to concentrate on what is to be learned (Franklin, 2003).

The researcher used definition from both Larsen-Freeman and Franklin because if both definitions are united, the complete theory about the silent way will be described.

Techniques related to this method are:

#### **2.3.4.1 Teacher's Silence**

In this technique, the teacher does a silence as much as possible. The teacher only gives a help if necessary.

“...Or the teacher sets up an unambiguous situation, puts a language structure into circulation, and then is silent”

(Larsen-Freeman, 2000:68).

According to Young (2000: 546-548), the teacher is almost silent in a classroom because the teacher gives students the time and space to practice the language so that they can explore the language using their natural action. Simply, the teacher doesn't give answers that students can find for themselves.

The researcher used definition from Young (2000:1-3) because his definition is quite complete about the process of teacher's silence in the classroom.

#### **2.3.4.2 Peer Correction**

Students are required to cooperate each other to help other students when they are experiencing difficulty. They should not be allowed to have competitive activities. In this technique, the teacher only does a monitoring without interfering (Larsen-Freeman, 2000:68).

Peer correction is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom peer correction is a useful technique as learners can feel less intimidated being helped by others in the class ([www.teachingenglish.com](http://www.teachingenglish.com))

The teacher used the definition from Larsen-Freeman because he describes the rules in and good explanation about the process of peer correction.

#### **2.3.4.3 Self-correction Gestures**

Teachers use gesture to represent the words or sentence in the target language. Teachers also can use their part of body to make instruction without any sound produced (Larsen-Freeman, 2000:69).

According to Larsen-Freeman (1986:66-68) in his first book, this technique requires teacher to use hands to indicate that something is incorrect or needs changing. For

example, the teacher uses fingers as words then touches the finger/word that is in need of correction.

The researcher used the definition from Larsen-Freeman in his first book because he explain it more detail in the process of self-correction gestures.

#### **2.3.4.4 Structured Feedback**

The students are required to make observations about the lesson they have learned. Then the teacher will expect students' opinion so that students know how to take responsibility for their own learning (Larsen-Freeman, 2000:70).

#### **2.3.5 Desuggestopedia**

This method helps students to eliminate the feeling that they cannot be successful; or the negative association they may have toward studying. By this method, teachers hope to accelerate the process by which students learn to use a foreign language for daily communication (Larsen-Freeman, 2000:73-83).

According to Lozanov (1976:15), desuggestopedia is an approach to education whose primary objective is to tap the extraordinary reserve capacities students all possess but rarely if ever use.



The researcher uses the definition from Larsen-Freeman because the researcher thinks it is clearer to understand.

Techniques related to this method are:

#### **2.3.5.1 Classroom Set-up**

Teachers should provide as positive an environment as possible, such as providing scenes in a class. Teachers should make a class does not feel as a normal class. So, they have to be creative to make students feel relaxed and comfortable (Larsen-Freeman, 2000:84).

The room should be set up in comfortable situation so that all students can see the action of the teacher in delivering material easily, and so that the teacher has fairly good access to most students (Asher, 1979:5).

The researcher used the definition from Larsen-Freeman because he describes the rule in classroom set-up in detail.

#### **2.3.5.2 Positive Suggestion**

This technique requires a teacher to give positive suggestion to students, for example a teacher may tell to students that they are going to be successful. In this case, students can be motivated to learn their target language (Larsen-Freeman, 2000:84).

According to Lozanov (1976:15), positive suggestion can be given by a teacher to make students active in doing their learning.

The researcher used the definition from Larsen-Freeman because the definition describes about how the teacher motivate students not to give up in learning English.

### **2.3.5.3 Choose a New Identity**

Students may create their own identity then develop it in spoken or written. For example, students may create their fictional name, hometown, childhood, and family. Then they may be asked to tell their fictional identity in oral speech or written form (Larsen-Freeman, 2000:84).

According to Lozanov (1976:15), this technique requires students to imagine and create new identity and character for themselves. They may use identity from their favorite famous people.

The researcher used the definition from both Larsen-Freeman and Lozanov because the definitions are quite the same that requires students to create a new identity.

### **2.3.5.4 Role Play**

Students are required to pretend that they are someone else. Then they may make improvisation in their character. In this technique, students are required to practice communicating in different social contexts and social roles (Larsen-Freeman, 2000:84-85).

According to [www.macmillan.com.mx](http://www.macmillan.com.mx), role play is an important fluency activity. Students act out conversations in which they have a certain role. Role plays can be guided or free.

The researcher tended to use a definition from Larsen-Freeman because he describes about the rule and the process.

#### **2.3.5.5 Creative Adaptation**

Students are asked to involve in activities, such as singing, dancing, dramatizations, and games. They may do those activities spontaneously. These various activities allow students to focus on communicative intent (Larsen-Freeman, 2000:85).

According to [www.ccreativity.com](http://www.ccreativity.com), creative adaptation means creating something from nothing or something else.

The researcher used the definition from Larsen-Freeman because the definition is easy to understand and focuses on English learning.

### **2.3.6 Community Language Learning**

This method requires students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from another. In this learning, students are not thought as students but as clients (Larsen-Freeman, 2000: 89-102).

According to Abisamra (1998), this method is created especially for Adult Learners who might fear to appear foolish, so the teacher becomes a Language Counselor who will understand and lead students to overcome their fears.

Techniques related to this method are:

#### **2.3.6.1 Tape Recording Students Conversation**

Teachers will record students' conversation, and then replay the record. Students may say what they want to say, and then their target language production is recorded for correcting their mistakes (Larsen-Freeman, 2000:103).

According to Bertrand (2002), if the students feel comfortable enough, they can say some sentences directly in English. When they feel ready to speak, the students take the microphone and record their sentences. Here they're working on pace and fluency. They immediately stop

recording and then wait until other students want to respond. This continues until a whole conversation has been recorded.

The researcher used the definition from Bertrand because his definition is clear and easy to understand.

#### **2.3.6.2 Reflection on Experience**

The teacher takes time during or after the various activities to give the students opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another (Larsen-Freeman, 2000:104).

According to Bertrand (2002), students think in silence about what they'd like to talk about. To avoid a lack of ideas students can brainstorm their ideas on the board before recording.

The researcher uses the definition from Larsen-Freeman because his definition is suitable with the topic and easy to understand.

#### **2.3.7 Total Physical Response**

According to Asher (1979: 5-6), this method is a method that combines information and skills through the use of the kinesthetic sensory system. This kind of combination allows students to assimilate information and skills at a rapid rate.

This method is developed to reduce the tiredness of learners who study foreign language. This method allows learners to speak when they are ready to speak. However, perfection in speaking should not be expected (Larsen-Freeman, 2000:107-115).

The researcher used definition from both Asher and Larsen-Freeman because their definitions are quite the same, and can complete each other.

Techniques related to this method are:

#### **2.3.7.1 Using Commands to Direct Behavior**

Commands are given to make students active in action of learning language. However, teachers should not introduce new commands fast. Three commands in a time may be recommended (Larsen-Freeman, 2000:116).

According to Iruio (1990:7), the teacher will ask students to do simple actions, for example walk and jump. The action may involve objects and location. For example, walk to the door.

The researcher uses the definition from Larsen-Freeman because his definition reflects teaching and learning in class that can understand the ability of students.

#### **2.3.7.2 Role Reversal**

This technique requires students to give command to their teacher and classmates to perform some actions.

However, teacher should not encourage students to speak when they are not ready (Larsen-Freeman, 2000:116).

According to Asher (1979:7), students command their teacher and classmates to perform some actions. Students will want to speak after ten to twenty hours of instruction, although some students may take longer.

The researcher used both definitions from Larsen-Freeman because the definitions are quite same, and reflect on role reversal process.

### **2.3.8 Communicative Language Teaching**

This method requires students to use language communicatively. Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks (Johnson and Morrow, 1981: 8).

Based on Nunan (1991:9-54), the characteristics of this technique is an emphasis on learning to communicate through interaction in the target language.

The researcher used the definition from both Nunan, and Johnson and Morrow because their definitions can complete each other, and can be a good way to be implemented in a classroom.

Techniques related to this method:

### **2.3.8.1 Authentic Materials**

In this technique, a teacher uses a real material, such as real newspaper article. The teacher may also ask students to listen to a live radio or television broadcast (Larsen-Freeman, 2000:132-133).

There are several important points to consider when choosing authentic materials. Teachers should make sure that they have enough copies of the materials to be used so that each student can have a copy to use. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference (Kelly, Offner and Vorland, 2002).

The researcher used the definition from Larsen-Freeman because the definition is clear in giving the example of authentic material.

### **2.3.8.2 Language Games**

Students are given language games in order to make them active in their communication of the target language. Games are usually used frequently in this technique. Teachers should be creative to make students enjoy the activities (Larsen-Freeman, 2000:133-134).

The use of games can be a powerful language learning tool. The aim of all language games is for students



to use the language. The competition in games gave students a natural opportunity to work together and communicate using English with each other (Chen, 2005:3).

The researcher used the definition from Chen because he gives the goal description in his definition.

### **2.3.8.3 Picture Strip Story**

In this technique, a teacher teaches students using pictures as a media. For example, the teacher shows students a single picture. Students are asked to predict what is the next picture related to the first picture (Larsen-Freeman, 2000:134).

Students read or listen to the story to check if they were right, and thereby develop their reading or speaking skills. This in itself is an interesting and effective activity, but a lot more can be added to make it more fun, more challenging and ultimately more satisfying

([www.matefl.com](http://www.matefl.com))

## **2.4 Speaking Skill**

Speaking is an important skill for learners to be regarded. People who have a good spoken communication may converse with other people. Language learners need to recognize that speaking involves three areas of

knowledge; they are mechanics, functions, and social and cultural rules or norms.

Mechanics, consist of pronunciation, grammar, and vocabulary, use the right words in the right order with the correct pronunciation. While functions, consist of transaction and interaction, know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). The last one is social and cultural rules and norms, consist of turn-taking, rate of speech, length of pauses between speakers, relative roles of participants), Understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation (Burkart, 1998).

#### **2.4.2 Developing Speaking Activities**

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and

predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely (Burkart, 1998).

## 2.5 International Standard Class

There are three main factors for education strategy. One of them is international based class. International based class in Indonesia is known as SNBI (Sekolah Nasional Bertaraf Internasional) which definition is a class that is held with local curriculum but international quality. Most of International standard classes in Indonesia based on Singapore and Australia Curriculum.

This kind of class uses English as a main language. English is not only used in English lesson, but also Math, Chemistry, and so on. The class can be also called extension class because it provides high technology, such as laptop with dual core.

The target of the class is to prepare students to face globalization so that students are ready with global exchange. Another target is to prepare students to study abroad (WordPress.com).

Meanwhile, according to Aziz (2008), an International standard class is a class where business professionals, (what ever their origin) live in the “same culture”, greet each other as equals and close deals in the same fashion.

The researcher uses the definition from WordPress.com, accessed on June 14, 2008 because the definition reflects on language learning and teaching.

## **2.6 Previous Studies**

In this chapter, the researcher summarized the previous studies about speaking teaching technique.

### **2.6.1 Teaching Conversation Strategies Through Pair-Taping**

In the study by Nancy Washburn (1996), she described that in pair-taping, learners play with learners; using conversation strategies, they are able to return serves and control the tempo of the game. In this way, they build up confidence to play with those on the next level. In addition, requiring learners to make tapes creates a genuine need for the strategies which the researcher show them, and allow the researcher to monitor their use. These self-generated and self-directed conversations give students a rare opportunity to experience themselves as successful English speakers, even though they are imperfect speakers. Furthermore, by using their own production as examples of successful English conversation strategies, learners are encouraged to learn from each other and from themselves. The end result is students who are empowered to take responsibility and control of their own English study and use.

### **2.6.2 Communicative Language Teaching in a Multimedia Language Lab**

In the study by Shih-Jen Huang (2000), he tends to explore how students adjust themselves in learning English with the aid of

multimedia computers and the interaction between students and multimedia computers.

This study would like to address three questions. First, what are the similarities and differences of language teaching and learning between a traditional classroom and a multimedia language lab under the communicative framework? Second, are there any changes in the roles of teachers and students when they are in a different teaching environment from traditional classroom? Third, what are the implications of the Communicative Language Teaching Approach (CLT approach hereafter) in a multimedia computer language lab in teaching?

The answer of all the questions are: for the first question, the answer explains that there are similarities in the layouts of the traditional classroom and the multimedia. There are also differences in the communicative activities.

For the second question, the answer shows that the role of teachers and students apparently change. While in the last question, the answer shows that there are three implications. The first is the choice of appropriate computer software that fits into the setting of a multimedia lab is one of the keys to success. The second is orientation is import. And the last is the technical problems in the management of the multimedia lab.