

INTRODUCING COMMUNICATIVE APPROACH IN THE SYSTEM OF TEACHING AND LEARNING ENGLISH IN GOMA SCHOOLS

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SUMMARY

Communicative language teaching has become today a worldwide growing concern in English teaching and learning. Many countries have introduced communicative approach in their English teaching system for it answers best to the communicative development of English teaching and learning process. Therefore, the introduction of this methodology in English language teaching and learning in Goma schools does not constitute an isolated case but it becomes an urgent necessity that can prompt rapidly English teaching process in our schools. As direct and audiolingual methods hitherto used in the English teaching and learning process have not yielded the expected outcomes, it turns out important today to introduce this innovative methodology in our educational system of English teaching in general and in Goma schools in particular.

Keywords: Communication – Communicative approach – Communicative competence – Innovative methodology – Direct method – Audio-lingual method – Skills.

RESUME

L'enseignement communicatif de la langue est devenu aujourd'hui une préoccupation mondiale croissante dans l'enseignement et l'apprentissage de l'anglais. Beaucoup de pays ont introduit l'approche communicative dans leur système d'enseignement de l'anglais puisqu'elle répond mieux au développement communicatif du processus d'enseignement et d'apprentissage de l'anglais. C'est pourquoi, l'introduction de cette méthodologie dans l'enseignement et l'apprentissage de la langue anglaise dans les écoles de Goma ne constitue pas un cas isolé mais elle devient une nécessité urgente qui peut promouvoir rapidement le processus de l'enseignement et de l'apprentissage de l'anglais dans nos écoles. Comme les méthodes directes et audio-linguales utilisées jusqu'ici dans le processus de l'enseignement et de l'apprentissage de l'anglais n'ont pas produit les résultats escomptés, il apparaît important aujourd'hui d'introduire cette méthodologie innovatrice dans notre système d'enseignement de l'anglais en général et dans les écoles de Goma en particulier.

Mots-clés : Communication – Approche communicative – Compétence communicative – Méthodologie innovatrice – Méthode directe – Méthode audio-linguale – Habiletés.

1. INTRODUCTION

Teaching methodology is not static and stagnant because it evolves every time in accordance with the needs of the time. Over decades teaching methods have changed a great deal due to their shortcomings, and new ones have consistently been introduced in language teaching and learning. Dissatisfaction is felt when a teaching method no longer responds to certain language activities in its implementation. Stern (1983 :472) argues that ‘it is the dissatisfaction and failures of teachers and pupils with a particular method that have contributed to the constant critique of method and the demand for reform and new emphasis’.

Empirical evidence has shown that the methods which have been attempted to be used in language teaching and learning in the whole country and particularly in the Goma system of education have not yielded so far the expected results. They have neither developed the learners communicative competence nor helped teachers develop a comprehensive approach that might meet their teaching satisfaction.

The direct method and the audio-lingual one teachers have used hitherto in the teaching and learning process have not contributed to prompt the English skills practice. The evidence is that the learners I tested at all levels (secondary and tertiary) do not display any training competence in English at all. Basic notions of English are unknown and learners’ level hardly reflects any awareness in the English learning. They are so weak that one would think that the Congolese young people are inherently incapable to learn English and to master it.

Therefore it is justified to instil a new dynamic methodology in the system of English language teaching and learning in Goma schools so that learners and teachers can develop communicative skills, attitudes and culture.

The method I suggest to be introduced in the system of English language teaching and learning in Goma schools is communicative teaching approach.

Communicative language teaching, as Richards (2006 :2) maintains, ‘can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom’. As said in the above definition, communicative language teaching clearly establishes the objectives of language teaching and learning. Obviously, the rationale of teaching and learning a language consists primarily in enabling learners to communicate in it. Learning a language makes sense if one can communicate in it. As Wilkins (1974 : 1) puts it, ‘language is a means of communication’. In the light of this principle, it would be absurd to teach English in our schools without allowing the Goma learners to communicate in it.

The proposed approach to be attempted in the English language teaching in Goma schools is not a panacea for an automatic communication in the language. It requires herculean efforts both on the part of teachers, on the one hand, and on that of learners, on the other hand. At the same time, the education authorities and stakeholders in Goma should be involved in this enterprise and bring the required support for its successful implementation.

The approach to language teaching and learning has proved its mettle and strengths in its application worldwide like Great Britain, Senegal, Bukavu, Greece, etc. As Richards (op. cit. p.2006: 2) reinforces the above assumption when he puts it that, 'Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms mention "communicative" as the methodology of choice'.

Those views on communicative language teaching show clearly that where it is adequately applied it produces good results.

2. METHODOLOGY

In this study, I have particularly used the qualitative method which has enabled me to provide a panoramic description of the major principles underlying communicative approach. This method has been coupled with teachers' lessons observations and attendances involving their teaching methods, techniques and strategies used, various data from different schools, interviews from school authorities, teachers and inspectors enhancing the failure of direct and audio-lingual methods and the necessity of introducing an innovative methodology in the English language teaching and learning process in Goma schools, and ultimately the compilation of documentary sources.

3. INTRODUCING COMMUNICATIVE LANGUAGE TEACHING IN THE SYSTEM OF TEACHING AND LEARNING IN GOMA SCHOOLS.

Goma learners do not enjoy exposure to English language in their multilingual society where, as said earlier, Kiswahili and French increasingly prevail. Their only exposure to English is restricted to classroom input provided by their teachers who devise practical linguistic exercises in forms of excessive drills built in isolated sentences that cannot train learners in functional and interactive or integrating activities. Learners parrot grammatical rules and learn them by heart, memorize dialogues without any communicative effectiveness, manipulate repetition and substitution drills, etc. which never yield the expected outcomes.

These drills have never raised learners either to language fluency or proficiency. They have not enabled them to master language skills which constitute the language – based communication. On the contrary, learner's inclusive learning of linguistic forms has slowed their communicative abilities to use the language effectively. Therefore, there is a strong reason to believe that time has come to try out another methodology which could raise learners' level of fluency and proficiency.

Communicative language teaching has become the most used teaching approach in the language teaching and learning today. It 'sets as its goal the teaching of communicative competence' (Richards idem p.2006: 2). It differs from grammatical competence which 'refers to knowledge of the building blocks of sentences (e.g. parts of speech, tenses, phases, clauses, sentences patterns) and how sentences are formed'. (Richards ibidem p.3).

These two kinds of competence are obviously important in language learning but they entail different abilities.

On this point, Richards (idem) makes it clear that:

While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication.

This quotation obviously stigmatizes the direct and audio-lingual methods which are in vogue in the Congolese education system today. They do not train learners in all skills and should thus be enhanced by communicative language teaching which develops in learners communicative competence.

Communicative competence can be understood as including the following aspects as language abilities:

- *'Knowing how to use language for a range of different purposes and functions*
- *Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).*
- *Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations).*
- *Knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies' (Richards op.cit. p.3)*

As it can be seen, communicative language teaching entails a great deal of aspects which can prompt learners to learn the language. It could enable learners to create opportunities to use the language in various contexts that might offer them practical applicability of the language.

It is interesting to note that the most important advantage of communicative approach consists in seeking to develop all language skills which constitute the invaluable asset of this methodology because no skill is left to chance. Thus, it will remedy the selective practice of Goma teachers who believe that there are skills to be taught and others to be left out. On the contrary, communicative teaching views language teaching as a holistic enterprise. This said, let me provide some principles governing communicative teaching approach which

underlie the overall advantages of using it in English language teaching and learning.

4. PRINCIPLES OF COMMUNICATIVE TEACHING APPROACH

Communicative language teaching approach contains a whole range of principles and its application requires a comprehensive understanding of these principles. These principles can be divided into two categories: general principles and specific principles.

4.1. General principles

This category provides the overall literature about communicative language teaching approach. It is meant to enlighten teachers who have to implement communicative language teaching to get as much information as possible. For education to be meaningful teachers should be enlightened enough about its methods to make it operational and beneficial to the beneficiaries.

Following Breen and Condin (1980), Moorrow (1977) and Widdowson (1878), communication is understood to have the following characteristics: it

- a) *Is a form of social interaction, and is therefore normally acquired in social interaction;*
- b) *Involves a high degree of unpredictability and creativity in form and message;*
- c) *Takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances;*
- d) *Is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distraction;*
- e) *Always has a purpose (for example, to establish social relations, to persuade or promise);*
- f) *Involves authentic, as opposed to a textbook contrived language; and*
- g) *Is judged as successful or not on the basis of actual outcomes (Richards and Schmidt 1983: 3 – 4).*

These principles highlight all the rules governing communicative language teaching and to fully understand them constitutes a valuable asset to implement communicative language teaching.

It is obvious that (1) communication occurs in social interactive activities because the speaker must know who he/she is addressing, where, when and why he/she is communicating; (2)

communication is unpredictable since the hearer cannot predict what the speaker is intending to tell him/her; (3) communication teaching is carried out under certain psychological factors which are meant not to inhibit learners' motivation. To use Krashen's terms language acquisition occurs in contexts where the 'affective filter' is low. (4) communication activities are always purposeful. As Coulthard (1985: 157) argues, 'it is only when an activity has an outcome that it is truly communicative'; (5) communicative language is always authentic. This means as it occurs in real life; (6) There is true communication when the learner can perform something in the language, that is 'language – learning objectives are defined in terms of behavior' (van Ek in Brumfit and Johnson (1979: 103).

4.2. Learners' needs

Identifying learners' needs constitutes one of the major and ultimate goals of all the teachers' action. Teaching without any specific objectives is time-consuming. Knowing what the learner can do with the language at the end of his/her studies is essential in the language teaching and learning process because the learner is viewed as the centre of the teaching concern. Every teaching activity should be measured in terms of the learner's benefit from it.

Cunningsworth (1987: 5) observes that 'our teaching must have at its base a consideration of what our students needs to learn, that is, what they will do with English on completing their course'.

In fact, the teacher's task consists in predicting or anticipating different situations or contexts in which the learner will be using the language and in selecting the linguistic aspects and operations in which the teacher can engage his learners.

Referring to the Council of Europe's Threshold Level, Littlewood (1981: 82-83) provides a checklist for predicting communicative needs. The document helps the teacher answer questions such as:

1. *What situation might the learner encounter?*
2. *What language activities in the learner most likely to take part in?*
3. *What functions of language are likely to be most useful?*
4. *What topics are likely to be important?*
5. *What general notions are likely to be important?*

The above questions constitute an overall action programme and a provision for the teaching process in that they orient the teacher towards the fulfillment of his teaching. The checklist provides the teacher with the ability and facility to select his teaching material and appropriate functions to fulfill while the teacher engages his learners in communicative abilities.

4.3. Fluency versus accuracy

One of the merits of communicative approach has obviously been the recognition of the distinction between fluency and accuracy in language teaching and learning. This distinction constitutes a fundamental pedagogical principle in language teaching because it takes accounts of the ability of the learner at different stages of learning. Communicative approach views the learning process in terms of steps and recognizes that the language acquisition occurs at different maturity stages of learning. Therefore, Revel (1979: 8) points out that ‘Making mistakes is now considered to be a necessary part of a foreign learner’s progress towards mastery of the language’. On this point, Edge (1989) cited by Harmer (2007: 99) suggests that mistakes can be divided into three categories: ‘slips’ (that is mistakes which students can correct themselves once the mistake has been pointed out to them), ‘errors’ (mistakes which they cannot themselves correct), and ‘attempts’ (that is when a student tries to say something but does not yet know the correct way of saying it)’. In other words, when the learner has not advanced yet in learning the language his making mistakes can be understandable (fluency), but if he has advanced in learning the language and mastered it, mistakes should not be tolerated (accuracy). Of course, the degree of accuracy cannot be predictable as it depends on the learning maturity of each individual.

4.4. Integrating skills

Unlike other teaching approaches which advocated the separation of skills, communicative teaching extols frequent use of the integration of skills. The rationale of the integration of skills is based on the assumption that one cannot teach a skill without involving another.

Harmer (1983 : 47) reinforces this in pointing out that ‘it is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading ...’

Integration of skills reflects communicative situations in real life in which people use numerous skills. It constitutes a powerful means of developing communication and the interdependence of these skills cannot be denied in a variety of classroom activities.

Using many skills in the teaching process makes students aware that there are many opportunities in real life that provoke integration skills. These may be provoked by listening to a lecturer whose conference or lecture needs to be summarized, by reading a friend’s letter which requires immediate reply, by giving instructions to another person, which needs to take notes and to execute them adequately.

Integration of skills breaks monotony which prevails in a classroom activity. Some Goma teachers teach and focus on the same activity in a lesson from the beginning to the end, which undermines the attractiveness, the comprehension and the effectiveness of the lesson. Learners find such lesson boring and uninteresting and soon lose their interest for it. But if a classroom activity is diversified learners will be enthusiastic to perform it and enjoy the move. Let us exemplify integration of skills by the following activity:

- We have just exploited the text « Hyena and Hare », from English for Africa, pp.8-10, which alludes to 3 animals : lion, Hyena and Hare.
- In groups of 5 students, identify 5 other animals found in the National Park of Virunga or our forests, describe their modes of living and behaviour as follows :

Names of animals	Mode of living	Behaviour of animals
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

From the instructions above learners should cope with the exercise discussing the task and indentifying the language material they should use in the exercise. At the same time the exercise should enable them to integrate the skills such as reading, speaking and writing, which is the obvious application of one of the principles of communicative methodology.

4.5. Discourse

Discourse constitutes a crucial feature of communicative approach in that reflects language as ‘used in a real situation for real purpose’ or ‘... language as social behaviour’ (Cunningsworth 1987 : 86). Leech and Short (1981 : 209) define it as ‘... linguistic communication seen as a transaction between speaker and hearer, as an interpersonal activity whose form is determined by its social purpose’. This transaction between speaker and hearer to form discourse in not achieved through separate sentences but through a combination of sentences to form a cohesive and coherent unit. The terms « cohesive » and « coherent » derive from « cohesion » and « coherence’ which constitute two important aspects of discourse. In communicative approach, discouse comptence ‘includes the mastery of cohesion (e.g. the ability to connect text with appropriate conjunction or adverbs) and coherence the ability to arrange ideas in logical sequence and organize meanings effectively (Cummins and Swain (1986 : 113 – 114). Let us exploit these two items.

4.5.1. Cohesion

It has been pointed out that cohesion refers to the relationship between connected sentences overtly marked by means of certain devices known as cohesive resources. The importance of cohesion in language teaching and learning lies in the right sentence organization. The teacher as well as the learner must bear in mind that they have to produce correct texts made up of or containing appropriate sentences and lexical items.

Practically, in language teaching and learning, cohesion may be exemplified as below:

Example 1		Example 2	
A	I saw the President in town	A	I saw the President in town
B	Where did you see the President precisely?	B	Where precisely?
A	I saw the President at Ihusi Hotel	A	At Ihusi Hotel
B	When did you see the President?	B	When did you see him?
A	I saw the President at 14 hours	A	At 14 hours
B	What was the President doing when you saw him?	B	What was he doing when you saw him?
A	When I saw the President he was holding a meeting with the provincial authorities	A	He was holding a meeting with the provincial authorities

Example 1 denotes correct sentences in that they are constructed in accordance with grammatical rules. However, the discourse is not cohesive because the sentences express each independent proposition and do not allow effective propositional development. The relationship between them is deficient and not effective. Cohesive sentences used in communication do not express unnecessary repetitions or redundancies which undermine effective communication.

Example 2, on the other hand, denotes appropriate use of forms which allow communicative effectiveness. The relationship between them allow adequate propositional development. Unnecessary repetitions or redundancies have been removed so that there is a normal propositional development.

In language teaching and learning, knowledge of the notion of cohesion is crucial in that it enables learners to use the language appropriately. The immediate consequence of the first instance of exchange in language teaching is that many Goma English teachers tend to teach the language in this way by repeating the independent propositions without realizing that sentences used for communication depend on each other by cohesive mechanisms. Knowledge of those cohesive mechanisms should help teachers avoid grammatical and lexical irregularities and produce appropriate use of the language.

4.5.2. Coherence

Coherence consists of the logical organization of ideas in a text. However, to create a piece of discourse, cohesive links are not the only way to achieve it. Sentences can perform speech acts without being necessarily connected by cohesive devices. To understand this, let us illustrate it by a classic example provided by Widdowson (1978: 29):

A. *That's the telephone*

B. *I'm in the bath*

A. *Ok.*

To understand this discourse requires a certain degree of linguistic and communicative competence. In fact, the propositional development is not achieved through linguistic ties in order to constitute a cohesive and coherence discourse. To be aware of the degree of coherence in the text the hearer and the reader have to use their interpretative knowledge to understand it.

The consequence of the notion of coherence is that in the language teaching and learning process, the Goma teachers should instruct their learners that a text may have a sense even if linguistic signals are not evident. After describing the importance of discourse in English language teaching and learning, let us focus now on communicative activities.

4.6. Group dynamics activities

Group dynamics activities refer to interactive activities in which learners have to be engaged in order to effectively use the language. They consist of pair work and group work. They are meant to allow learners to co-operate, to create and construct their own language and practice it, and to become responsible of their own learning.

Harmer (2007: 417) points out that the aim of pair work is that:

... it immediately increases the amount of student practice. It allows the students to use the language ... and also encourages student co-operation which is itself important for the atmosphere of the class and for the motivation it gives to learning with others.

On the other hand, Harmer (1991: 419) observes that the advantages of group work is

Just as in pair work, we can mention the increase in the amount of student talking time and we can place emphasis on the opportunities it gives students really to use the language to communicate with each other. When all the students in group are working together to produce an advertisement, for example, they will be communicating with each other and more importantly co-operating among themselves. Students will be teaching and learning in the group exhibiting a degree of self-reliance that simply is not possible when the teacher is acting as a controller.

The obvious advantage of pair work and group work in Goma schools will consist in providing learners with opportunities to use the language as they have no sufficient exposure to use it. Frequent classroom communicative sessions in various integrative activities should help them initiate a new era in the emergence of sustained purposeful use of English. This innovative habit should actually allow them to create facility and confidence to develop their communicative skills and to procure them a new profile of genuine users of English. On the other hand, the excessive teacher-talk which prevailed hitherto in Goma schools could be decreased in favour of student centred-talk base. In addition, this free expression can enable them to surmount the fear of making mistakes and to increase their eagerness to communicate in the language with their counterparts who do not hold any particular authority over them.

The relaxing mood thus created by pair work and group work is patronizing for the peer-group and ensures each participant in the interactive activities that they are equal acting partners among whom there are neither superior nor inferior.

4.7. The role of the teacher in communicative approach

Communicative teaching has defined and specified the role of the teacher much more than other teaching methods. Contrary to the audio-lingual method, for example, in which the teacher is all-knowing, dominant, does everything in the place of learners, talks for the three-fourths of the lecture, cares little for communicative practice of learners in language, communicative teaching actually confers to the teacher the responsibility for initiating the activity, showing the learner the way he/she can carry it out and finally leaving him to depend on himself/herself in attempting to use the piece of language the teacher has just taught him/her.

Harmer (1983: 200 – 204) enhances the multi-role of the teacher in communicative teaching when he points out that the teacher is regarded as

... controller (He controls not only what the students do, but when they speak and what language they use), assessor (-... to assess the students' work, to see how well they are performing or how well they performed), organizer (... to tell the students what they are going to talk about (or write or read about), give them clear instructions about what exactly their task is), prompter (... to encourage students to participate or ... to make suggestions about how students may proceed in an activity ...), participant (... the teacher should not participate as an equal in an activity ...) and a resource (... the teacher should always be ready to offer help if it is needed)'.

As can be seen, communicative approach confers a multi-role to the teacher. Indeed, the teacher conceives and facilitates learning; he guides, encourages and corrects learners in different learning operations; he participates and involves himself in language activities; he enables learners to become independent from him and to become their own teachers while performing interactive activities without the teacher's interference. He is obviously the consciousness of the learning process in that he must be omnipresent and omniscient in learners' overall activities by watching them furtively.

4.8. Communicative activities

In communicative teaching, communicative activities have specific criteria to be qualified communicative. They have to be (1) integrative, (2) purposeful, (3) interactive, (4) unpredictable and (5) contextualized.

Clark (1987: 207) clarifies the above criteria when he argues that:

... in order to judge whether a particular classroom activity is communicative or not, it is useful to ask a number of questions, to which the answer should normally be 'yes':

- *Is there a purpose to the activity beyond that of practicing particular forms?*
- *Are there participants? Is their relationship to one another clear? Or does the activity involve processing information from a spoken or written text, and if so, is the text being used for the purpose for which it was produced?*
- *Is there an information or opinion gap between the participants involved, or between the user and the spoken or written text? Is the speech or writing received or produced unpredictable?*

From the above point of view it is not every activity devised in the classroom which is communicative. As said above, a communicative activity has to be purposeful, unpredictable, interactive and highly contextualized.

This implies learner's personal contribution as well as the teacher's involvement if the activity has to be successful.

5. SPECIFIC PRINCIPLES OF COMMUNICATIVE APPROACH

5.1. Morrow's principles of communicative methodology

Morrow (1981) in Johnson and Morrow (1979: 60 – 66) has elaborated useful instruments showing teachers “what” they should teach rather than “how” they should do. These principles are five:

Principle One: Know what you are doing ... the starting point (and en point) of every lesson should be an operation of some kind which the student might actually perform in the foreign language. In reading, this might be understanding or set of instructions; in writing it might be a letter reserving accommodation at a hotel.

Principle two: The whole is more than the sum of the parts. One of the most significant features of communication is that it is a dynamic and developing phenomenon. In other words

it cannot easily be analysed into component features without its nature being destroyed in the process. What is needed is the ability to work in the context of the whole.

Principle three: The processes are as important as the forms. A method which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the processes of communication, so that practice of the forms of the target language can take place within a communicative framework.

Principle four: To learn it, do it. Only by practicing communicative activities can we learn to communicate.

Principle five: Mistakes are not always a mistake. One of the most frequently voiced criticisms of a communicative approach to language teaching is that it encourages students to make mistakes, particularly of grammar. Firstly, 'trivial' mistakes of grammar or pronunciation are not often trivial at all ..., secondly, a learner who makes mistakes because he is trying to do something he has not been told or shown to do, or which he has not yet mastered, is not really making a mistake at all.

These principles constitute an invaluable asset which should guide Goma teachers in the realization of communicative teaching. They actually reflect the new challenge these teachers should face while embarking themselves into this new methodology. They provide them with a clear understanding of what they are expected to do to fulfill their task. They show them the clear demarcation they should make between the abusive direct and audio-lingual methods and the communicative method. Principles 1, 4 and 5 are so explicit and eloquent that they can instill in the English teaching and learning in Goma secondary schools a new dynamism and spirit hitherto unexplored in English teaching experience.

5.2. Littlewood's methodological principle

Some tenants of communicative approach argued that grammatical rules and structures should be overlooked and that learners should only be taught how to use the language without any reference to the usage of language.

This view of usage and use has led language teachers to divide a language lesson into two parts: a part dealing with usage underlying rules of the language system and another focusing on use underlying 'ability to use knowledge of linguistic rules for effective communication' (Widdowson 1978: 3).

In this approach to communicative teaching, Littlewood (1981: 85-86) assumes that it is necessary to divide teaching activities in 'pre-communicative activities and 'communicative activities'. He asserts that pre-communicative activity

'enables the teacher to isolate specific elements of knowledge or skill which compose communicative activity, and provides the learners with opportunity to practice them separately. The learners are thus being trained in the part-skills of communication rather than practicing the total skill to be acquired.'

On the other hand, communicative activity allows the learner to

'activate and integrate his pre-communicative knowledge and skills, in order to use them for the communication of meaning. He is therefore now engaged in practicing the total skills of communication'.

Littlewood's principle obviously provides Goma teachers with a valuable instrument which will serve them to usefully plan the usual progression of the lesson by focusing their attention on the main steps imparting learners with the momentum of training them in the language use. It is in fact this second part of the lesson that requires the teacher to transform language usage into language use. In other words, the teacher who has trained his learners in isolated linguistic units should now train them to use them in appropriate linguistic contexts for effective communication purpose. As Littlewood (op. cit. p.86), clarifies, 'in the first instance, this may simply mean greater grammatical accuracy; later, it may also involve producing speech which is socially appropriate to specific situations and relationships'.

7. CONCLUSION

This study has focused exclusively on the necessity to introduce communicative teaching in system of teaching and learning English in Goma secondary schools. It has provided useful indications about the methodology to help Goma English teachers familiarize themselves with it.

Principles underlying it and discussed in this article constitute invaluable materials to illuminate the teachers about its implementation. Interactive practices, indications on the role of teacher in communicative teaching, discourse and other principles highlight the major innovation in that can bring about change and improvement in the Goma English teachers' pedagogy and handling of the input provision and enhance learners' integrative motivation and involvement in English learning.

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