

## EFL TEACHERS' USE OF COMMUNICATIVE ACTIVITIES AS A MEANS DEVELOPING LEARNERS' COMMUNICATIVE COMPETENCES

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### RÉSUMÉ

*La langue anglaise sous différents aspects dans le monde est devenue une langue de communication. Dans différents pays, l'anglais est utilisé pour les affaires (commerce), les réunions internationales et à d'autres fins. On s'intéresse de plus en plus à l'importance de cette langue dans le monde. Pour cette raison, l'Anglais est étudié et appris même dans des pays où elle n'est pas la première langue. Par conséquent, il y a un intérêt croissant pour l'apprendre et l'étudier. Cependant dans le processus d'apprentissage ou d'étude d'une langue étrangère, l'objectif est de travailler sur la maîtrise des quatre compétences de base : écouter, parler, lire et écrire. Toutes ces compétences sont nécessaires à la maîtrise de la seconde langue mais l'expression orale a une importance cruciale comme toutes les autres compétences.*

*Dans nos écoles secondaires ces compétences ne sont pas développées à cause des effectifs pléthoriques dans des salles des classes. En plus les enseignants n'ont pas des moyens, les ressources d'apprentissage, aucune opportunité donnée aux apprenants pendant le processus d'apprentissage afin de développer la communication. Certaines leçons telle que la grammaire ne sont pas bien dispensées et certains et l'utilisation du temps du déductif lors de la présentation d'une leçon de grammaire, l'utilisation excessive de la langue anglaise en classe par l'enseignant qui se place au centre. Ceci occasion la démotivation chez les élèves dans le processus de l'apprentissage de la langue. L'accent est également mis sur l'attitude de de l'enseignant et surtout sur la sélection des techniques, stratégies et méthodes d'enseignement qu'il utilise afin de d'aider les apprenants à maîtriser l'anglais comme langue étrangère.*

*Dans ce travail, l'accent est aussi mis sur l'activité communicative comme moyen efficace d'améliorer l'acquisition de la compétence communicative par les apprenants dans le processus d'apprentissage de l'Anglais comme langue étrangère par les élèves de nos écoles secondaires en République Démocratique du Congo en général et celles de la ville de Kikwit en particulier.*

**Mots-clés:** *Activités communicatives, compétences communicatives, processus d'apprentissage*

## ABSTRACT

*English language in different aspects in the world has become an important and international language for communication. In different countries, English is used for business, international meetings and other purposes. There is an increased interest regarding the importance of that language around the world. Due to that English is studied and learned in countries where it is not the first language. Therefore there is an increasing interest to learn and study it.*

*However, in the process of learning or studying a foreign language the purpose is to work on how to master the four basic skills listening, speaking, reading and writing. All these skills are necessary for the mastering of the second language but speaking has a crucial importance like all the other skills. In our Congolese secondary schools these competencies are not well developed. The reason is that in many schools there is an increasing number of pupils in a class, teachers do not have means learning resources, no opportunities given to learners during learning process in order to develop communication, some lessons like grammar are not well taught and some time use of deductive when presenting a grammar lesson, the teacher's excessive self-use of classroom language which puts him at the center of the class, therefore no motivation for learners in the learning process. There is also an emphasis on the teacher's attitude and the selection of teaching techniques, strategies and methods he uses in order to help learners mastering English as a foreign language.*

*Through this work the focus is put on the communicative activity as a means to enhance learners' acquisition of communicative competence in the process of learning of English as a Foreign Language by pupils in our Congolese secondary schools in general and particularly those of Kikwit town.*

**Key words:** *Communicative activities, Communicative competences, learning process*

## 1. STATEMENT OF THE PROBLEM

Language learning is a social enterprise, jointly constructed and intrinsically linked to learners' repeated and regular participation in classroom activities. However, in teaching and learning process interaction has been a crucial issue in the era of communicative language teaching. The language first aim is communication and without that there will be misunderstandings in the all the era of the world. It is known that learning any language is a long process during which many things should be taken into consideration such as communicating in a given language one must have required skills for that purpose. Through various learnings aspects there is an activity embodies in such different lessons as grammar, vocabulary, reading, conversation and the like. In this regard, through these lessons the teacher can help the learners develop their communicative skills.

Considering the importance of communicating, interacting and the fact that language is primarily spoken not written, it is important to note that training the secondary school learners of English is crucial in developing their oral abilities. Communicating and interacting seem to be an essential activity to achieve the above practical aim of EFL in our secondary schools. It is also important to mention that language learners develop their competences in social interactions and relationships via participation in communication with more experienced, knowledgeable, and competent participants, such as teacher and/or peer (Thoms, 2012).

In the process of learning, learners in general and secondary school pupils in particular hardly communicate fluently in English even though they have opportunity to study or learn English. Having taught for many years as teacher of English at secondary, I noticed that teachers do not offer enough opportunities to get pupils involve during the lessons to communicate, to speak. This way of teaching the foreign language does not enable learners to communicate fluently. Another thing which I also observed is that teacher of English thinks that he/she is the one who should talk more than learners in the classroom. The teacher should expose learners to more open classroom discourse, i.e to involve learners in classroom activities that will generate output as close as possible to naturally occurring talk (Cullen, R. 1998).

Theoretically speaking, a communicative classroom seeks to promote interpretation, expression and negotiation of meaning... (Learners) should be encouraged to ask for information, seek clarification, express an opinion, agree and/or disagree with peers and teachers...In reality, however, such a classroom seems to be a rarity. Research shows that even teachers who are committed to communicative language teaching can fail to create opportunities for genuine interaction in the classroom (Kumaravadivelu, 1993, as cited in Cullen, 1998: 180).

In this regard, it shows that learners (pupils) face difficulties to communicate themselves easily. Though they have English class in their program, most of the time they only utter single and isolated words or mere greetings which is common. Through communicative activities such as pair word, group work, role-play, debating, problem solving can play a large role to get pupils or learner develop communicative competence, this is the reason why I have chosen this area of investigation.

Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when learners are in relevant tasks within a dynamic learning environment rather than traditional teacher-led classes (Moss & Ross-Feldman, 2003; [www.cal.org...Part2-41](http://www.cal.org...Part2-41) Interactions).

## **2. WORKING METHODOLOGY**

The method used to accommodate this study is a qualitative one. However, this investigation on EFL teachers' use of Communicative Activities helps to get learners to be fully involved in learning process of English as a foreign language. A questionnaire was administrated to teachers of English in some secondary schools of Kikwit town. This serves as a tool for my investigation.

## **3. WORK DIVISION**

This paper is divided into four points. The first point provides us with some definitions of the key concepts. The second deals with the research methodology used for the data collected. The third presents the data analysis and interpretation and findings. The fourth and last point provides some suggestions. A conclusion recapitulates the present paper.

## **4. DEFINITION OF SOME KEY CONCEPTS**

### **4.1. Communicative activities**

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. They are also those activities that find information, break down barriers, talk about self, and learn about culture. Even when a lesson is focused on developing reading or writing skill, they should be integrated into the lesson.

### **4.2. Communicative competence**

Communication competence which are also known as communicative competences are abilities one uses when giving and receiving different kinds of information. Mills (1999 cited by Khan, 2017: 18) said that the Communicative skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which communication takes place. According to Gutiérrez (2005:84) one of the main necessities in the learning of a foreign language is the development of the four skills, which are listening, speaking, reading and writing. Communication competences involve listening and speaking as well as reading and writing. The effective communicative competences are really important for a teacher in transmitting of education, classroom management and interaction with students in the class

### **4.3. Learning process**

The language is used for communication, therefore to communicate in a given language this obliges one to acquire that particular language. Then acquisition is also used in the context of learning a foreign language. In this

context, acquisition is sometimes opposed to learning. Learning process is defined by *A Dictionary of Linguistics and Phonetics* (2008:8) as an instrumental process which takes place in a teaching context, guiding the performance of the speaker. Since language is an individual process, the instructor cannot do it for the learner. Learner can learn only from personal experiences; therefore, learning and knowledge cannot exist apart from a person. (<http://www.dynamicflht.com/avcfibook/learning-process/>)

## **5. RESEARCH METHODOLOGY AND DATA COLLECTION**

The sample population of this study was mainly concerned with the teachers of English in fifth form of Kikwit Town. They were selected from some secondary schools in Kikwit town. There were sixty teachers.

To carry this out, a questionnaire of eight questions was given to teachers of English teaching in fifth form. The questions were multiple choices or yes/no and only one question was aiming to discover teachers' innovation and creativity. It was administered to teachers from October to November 2022. This question took a long time before I collected them back simply because the teachers were not motivated, there was no interest to collaborate. Therefore, there were only thirty-five out of sixty who submitted back.

### **5.1. Research instrument**

When a research paper in English Language Teaching (ELT) is undertaken, it aims at bringing solution to an important problem encountered in the EFL teaching/learning. To reach our objective, a questionnaire was set in order to see how the teachers make learners fully involved in the learning process. That questionnaire was an appropriate way and instrument used to collect data of the subject understudied. According to Kirk Patrick (1980:581) a "questionnaire is a written list of questions to be answered by a large number of people to provide information for survey or report". In these schools we were mostly interested in giving a questionnaire to teachers and the answers provided help us to have a synthetic idea on how teachers help their pupils to become fully involved during the English classes.

## **6. DATA ANALYSIS AND INTERPRETATION AND FINDINGS**

### **6.1. Data analysis and interpretation**

This questionnaire can be explained as follows: The first question was asked with the objective to find out whether the teacher of English in the fifth form takes care to make good use of all lessons in teaching English as a foreign language.

The second aimed at checking if the teacher uses the methods with the aim to arouse interest in learners in the process of learning the foreign language. This second question also sought to know whether the methods used by the teacher when teaching English aimed at developing the learner desire and interest to be active class activities.

Through the third question, I want to make sure that the teacher uses the communicative activities to help learners to be fully participant in the process of learning the foreign language.

The fourth question seeks to know whether the techniques used during the TEFL help learners to develop their communicative skill. In the same vein, I wanted also to know the different techniques used by the teacher to foster participation during the process of teaching English as a foreign language.

With the fifth question, I sought to check whether the teacher considers the learners' attitudes towards English in order to help them to like or to have interest in the teaching of English as a foreign language.

The sixth question aims at checking if the role plays by the learner during communicative activities hinder the teacher's ability to push the learner to promote participation in the language learning process.

Through the seven question, I wanted at the same time to know whether the teacher's attitudes during the Teaching of English as a Foreign Language allow or do not allow learners to overcome fear, to take the risk learn English.

The eight and the last question was simply to remind the teacher what his role look like in the process of learning and teaching English as a foreign language. Through this role he helps learner to master the English language.

I used a questionnaire as the tool to collect data of the subject under study. As mentioned earlier, the questionnaire which was administered to thirty-five teachers selected from fifteen schools in Bandundu Town. The questionnaire contained eight questions and was made of multiple choice questions. The teachers were asked to tick the right answer according to what they usually do during the teaching of English as a foreign language. They also had the opportunity to give their own view about the other techniques they use in order to help learners to develop their communicative skills.

The questionnaire was given to teachers personally to avoid hearing that it did not reach the target teachers. I moved myself from school to school in order to make sure that I met teachers. Though many of them seem to be busy, I went several times at the selected schools to collect the questionnaire.

The questionnaire was distributed to the teachers in order to make a research on how through communicative activities the teachers help the learners to be fully participant in the process of learning and teaching English as a foreign language. The information collected from teachers that are answers are analyzed and interpreted as follows:

After the collection of the questionnaire which was administrated to thirty-five teachers of English selected from ten schools in Bandundu. The questionnaire included eight questions which aimed at knowing whether the teacher helps pupils to be fully participant during English classes through communicative activities.

**Table 1: Teachers' qualification**

Alternative	Number of Teachers	Percentage
Gradué	10	28.57%
Licencié	25	71.43%
Total	35	100%

The above table shows that ten teachers (or 28.57%) out of thirty-five (100%) answered that they were "Gradué", and twenty-five teachers (or 71.43%) wrote that they were "Licencié". This demonstrates clearly that, all the teachers who responded to the questionnaire completed their studies from Teacher Training Colleges and were qualified with a specific objective to teach English as foreign language.

**Table 2: Teacher's seniority**

Alternative	Number of Teachers	Percentage
One year	0	0%
Two years	0	0%
Three years	7	20%
Five than five years	10	28.57%
More than ten years	10	28.57%
More than fifteen years	5	14.29%
More than twenty years	3	8.57%
Total	35	100%

Among all the teachers who responded to the questionnaire each had a good professional experience. It is clearly seen that out of thirty-five (0%) none of the teachers answered to have been teaching English for less than one or two years; seven teachers (20%) mentioned that they had a teaching experience of more than three years; ten teachers(28.57%) said that they have been teaching English for more than five years; ten teachers (or 28.57%) answered that they had a professional experience of more than ten years; five teachers (14.29%) revealed that they have been teaching English as a foreign language for more than fifteen years; and three teachers (8.57%) responded that they have a long professional experience of more than twenty years.

**Question 1:** What types of lessons do you often teach in English?

- a) Reading Aloud                      b) Reading Comprehension                      c) Conversation  
 d) Reading vocabulary                      e) Listening Comprehension                      f) All lessons  
 g) Grammatical structure                      h) If not any, specify

**Table 3: Types of lessons often taught**

Alternative	Number of Teachers	Percentage
Reading Aloud	0	0%
Reading Comprehension	1	2.85%
Conversation	0	0%
Reading vocabulary	0	0%
Listening Comprehension	0	0%
Grammatical structure	0	0%
All lessons	34	97.15%
If not any, specify	0	0%
Total	35	100%

The analysis of this question revealed that there are six lessons that are not often taught by most of the teachers; one teacher (or 2.85%) answered that he often teaches reading comprehension; and thirty-four teachers (97.15%) mentioned that they often teach all types of lessons in English.

**Question 2:** What methods do you use while teaching?

- a) Direct method                      b) Suggestopedia                      c) Total Physical Response  
 d) Audio-Lingual                      e) Grammar Translation                      f) Silent Way  
 h) Community Language Learning.

**Table 4: Methods used in teaching**

Alternative	Number of Teachers	Percentage
Direct Method	9	25.7%
Suggestopedia	5	14.29%
Total Physical Response	15	42.8%
Audio-Lingual Method	0	0%
Grammar Translation Method	0	0%
Silent Way	0	0%
Community Language Learning	6	17.1%
Total	35	100%

The above table shows that all the methods are not used by the teachers only some; nine teachers (25.7%) responded that they used Direct Method while teaching English as a foreign language; five teachers (14.29%) mentioned that



since they are teaching English they use suggestopedia; fifteen teachers (42.8%) answered that they often use Total Physical Response method; and six teachers (17.1%) revealed that they make good use of Community Language Learning.

**Question 3.** a) Do you resort to communicative activities?

Yes NO

b) Which one?

1. Task based      2. Role-Play      3. Debating/discussion  
4. Pair work      5. Group work

c) In which type of lesson?

**Table 5: Communicative Activities**

a) *Resort communicative activities Yes - No*

Alternative	Number of Teachers	Percentage
Yes : 35 No: 0	35	100%
Total	35	100%

To the questionnaire if the teachers resort to communicative activities, all respondents' i.e. thirty-five teachers (100%) responded to this question. This shows that during the teaching of English in the fifth forms the teachers resort communicative activities.

b) *Which one*

Alternative	Number of Teachers	Percentage
Task based	0	0%
Role-Play	0	0%
Debating/Discussion	5	14.29%
Pair Work	10	28.57%
Group Work	20	57.14%
Total	35	100%

It can be seen from the above chart, twenty teachers out of thirty-five (57.14%) answered that the very often make use of group work; ten teachers (28.57%) answered that they often use pair work; and five teachers (14.29%) replied that they sometimes use debating or discussion. None of them (0%) said that they neither use task based nor play role.

**Question 4:** What are the teaching techniques that you use in order to promote your learners' participation?

**Table 6: The teaching Techniques used to promote participation**

Number of Teachers	Percentage	Summary of main Ideas
20	57.14%	Visual Aids
1	2.85%	Communicative approach
13	37.14%	Pair Work
1	2.85%	Question answer technique
<b>Total</b>	<b>35</b>	<b>100%</b>

To this question, all the respondents (100%) gave a technique which he uses to promote his learners participation; twenty teachers (57.14%) said that the use Visual Aids to help pupils to be fully participant; one teacher (2.85%) mentioned that he solely uses communicative approach; thirteen (37.14%) find Pair Work most appropriate to promote participation in their English classes.

**Question 5:** What are your learners' attitudes during the communicative activities?

- a) Fear      b) Lack of risk-taking      c) Lack of interest  
 d) Laziness      e) Lack of motivation      f) Anxiety      g) All answers.

**Table 7: Learners' attitudes during communicative activities**

Alternative	Number of Teachers	Percentage
Fear	10	28.57%
Lack of Risk-Taking	7	20%
Lack of interest	5	14.29%
Laziness	1	2.85%
Lack of motivation	8	22.85%
Anxiety	3	8.57%
All answers	1	2.85%
Total	35	100%

This chart demonstrates that among the thirty-five teachers who responded to the above question, ten teachers (28.57%) revealed that learners have fear attitude during the communicative activities; seven teachers (20%) showed that pupils lack of Risk-Taking; five teachers (14.29%) answered that their pupils lack interest during communicative activities; on teacher (2.85%) has demonstrated that pupils have laziness attitude during communicative activities; eight teachers (22.85%) mentioned that there is a lack of motivation from pupils during communicative activities; three teachers (8.57%) responded that pupils have anxiety; and only one teacher (2.85%) showed that pupils experience all the above attitude during communicative activities.

**Question 6:** What is the role of your learners during communicative activities?

- a) Imitator                      b) Jar/recipient/receiver                      c) Producer/parroting  
d) Listener                      e) Observer

**Table 8: The role of the learner during communicative activities**

Alternative	Number of Teachers	Percentage
Imitator	30	85.71%
Jar/recipient/receiver	0	0%
Producer/parroting	5	14.29%
Listener	0	0%
Observer	0	0%
Total	35	100%

Concerning the role of the learners, thirty teachers (85.71%) revealed that pupils are mainly imitators during the communicative activities; five teachers (14.29%) responded that pupils play the role of producer/parroting during the communicative activities; and finally none of the teacher (0%) shows that the other role are also play by the pupils during communicative activities.

**Question 7:** What is your attitude during the teaching process?

- a) Enthusiasm                      b) Sympathy                      c) Warmth                      d) Tolerance  
e) Flexibility                      f) All answers

**Table 9: Teacher's attitude during teaching process**

Alternative	Number of Teachers	Percentage
Enthusiasm	0	0%
Sympathy	0	0%
Warmth	0	0%
Tolerance	8	22.85%
Flexibility	2	5.71%
All Answers	25	71.42%
Total	35	100%

The above table reveals that eight teachers (22.85%) answered that have tolerance attitude during the teaching process; two teachers (5.71%) mentioned that teachers are flexible during the teaching process; and twenty-five teachers (71.42%) answered that teachers have all the attitudes during the teaching process.

**Question 8:** What is your role as a teacher of English during the teaching/learning process?

- a) Counselor                      b) Coach                      c) Facilitator                      d) Coordinator  
e) Arouser of interest                      f) Manager                      g) Guide                      h) Leader  
j) All answers                      i) If none specify

**Table 10: The teacher's role during teaching/learning process**

Alternative	Number of Teachers	Percentage
Counselor	3	8.57%
Coach	0	0%
Facilitator	21	60%
Coordinator	0	0%
Arouser of interest	0	0%
Manager	0	0%
Guide	1	2.85%
Leader	0	0%
All answers	10	28.57%
If none specify	0	0%
Total	35	100%

To this question, all the teachers who responded, three teachers (8.57%) mentioned that teacher's role during the learning/teaching process is a counselor; twenty-one (60%) answered that teacher is mainly a facilitator during the teaching process; one teacher (2.85%) showed that the teacher's role is seen as a guide during the teaching/learning process; and finally ten teachers (28.57%) qualified the teacher as the one who plays all the above role mentioned in that question.

## 6.2. Findings

After a thorough analysis of data collected, it was noticed that the investigation was done in some Bandundu schools, among the thirty-five teachers who received and responded to the questionnaire twenty-five (71.43%) were male and "licencié" and ten teachers (28.57%) were female and "graduée" (22%). As shown above in the first table, the teaching profession or the teaching experience seems to be male-dominated in all schools we investigated. As far as the types of lessons often taught were concerned, all of the teachers of the thirty-five teachers who were questioned, thirty-four (97.15%) often teach all the lessons and explore well all the type of lessons in their teaching of English as a foreign language. Unfortunately, only one teacher (2.85%) who often teaches the reading comprehension. This clearly shows that all the lessons are taught in English classes. It was also clearly demonstrated that Total Physical Response (TPR) is the most used method, fifteen teachers (42.8%) and nine teachers use Direct Methods, Community Learning. We bitter noticed that the Audio-Lingual method, Grammar Translation Method and Silent Way are not used at all. As far as communicative activities are concerned, I noticed that pair work, group work and debating/class discussion were used specially when doing classroom activities involving dialogues, practices, classroom debates whereas role-play does not appear at all.

Considering the teaching techniques used to promote learner's participation, more than twenty teachers among the thirty-five use visual aids to help their pupils to be fully participant in the teaching and learning process. But there is also the use of pair work that some teachers use in order to help their pupils to be fully involved and enhance their communicative competence. It was also observed that the learner's attitude have a great impact on the teaching and learning process, therefore fear was one of the attitudes that learners have during the communicative activities which implies that learners will not be fully participant to teaching/learning process.

There is also the lack of Risk-Taking from learners; most of them do not want to try to give a wrong answer. Besides, there is also a lack of motivation from learners, interest laziness and anxiety which probably do not help the pupils to participate in the teaching/learning process. Moreover, about the learner's role during the communicative activities, it is demonstrated positively that most of the learners are imitators during the communicative activities; which shows that the teacher try to help their pupils to be immerge in their learning process. At the same time it showed that most of the teacher's attitudes help the learners during the teaching process.

My findings have demonstrated that twenty-five teachers (71.42%) attitudes' help the learners to promote participation. Concerning the teacher's role, almost all the respondents pointed out that the teacher's role is a facilitator during the teaching/learning process. Besides, ten teachers make use of all the roles during the teaching/learning process. They also underlined that the teacher should be a guide in order to help pupil to participate to their learning process.

## 7. DIFFICULTIES ENCOUNTERED

After choosing the schools, we have submitted the designed questionnaire to the teachers of English in the fifth forms expecting to get answers from them within three weeks. Unfortunately, the collection of data took so much time because of lack of interests from some teachers who pretended to be busy. Several times I went to some schools and the expected answers not ready for some reasons that the teachers gave, either they forgot the questionnaire at home or they have not yet finished. In some schools I was not welcomed by the teachers simply they did not want to do such work. In addition, in some of the papers returned few teachers did not want to reveal their identity.

All through this section, I have been concerned with the inquiry in some schools in Kikwit Town. It has been proved that the teachers of English in fifth form do not explore the communicative activities to increase their learner's participation in oral interactional activities to enhance their communicative

competence. The answers provided by the teacher shown that English as a foreign language is taught by most of the teachers not with the objective to develop learners' participation through communicative activities. This can be clearly seen through unsatisfactory result from the answers to the question which shown that not all the techniques are not used, the Role-Play technique does not appear and some of the learner's attitudes do not develop participation.

What can be advised to the teachers of English in fifth form is the use of communicative activities throughout all the lessons and make intensive use of different techniques to give great opportunity to each learner to participate actively in order to foster cooperative rather than being passive in the learning/teaching process. A very efficient way to help learners will be to encourage them to overcome fear, to engage to take risk of mistaken. In so doing, the teacher helps learners to develop their communicative competence in the use of debate, discussion, role-play, pair work, group work. The use of these techniques in the learning process of English as a foreign language helps to maximize learner's participation.

## CONCLUSION

The present study dealt with “EFL Teachers’ Use of Communicative Activities as a Means developing Learners’ communicative Competences”. In approaching this topic, we focused our research in the area of Teaching English as a Foreign Language. This work has been an investigation on the teachers’ of EFL to deal with learners’ full involvement in the learning process, with a particular sample of teachers of Kikwit Town. After the investigation, it has been discovered that less than half teachers are for the use of Communicative Activities.

Besides, the research demonstrated that English should not be taught for marks purpose, but first of all to be spoken. In order to bring forth these communicative activities, the teacher should avoid to be too talkative rather aims at promoting communicative competence, creating opportunities to let be fully involve to practice the language learned. Actually the lack of Communicative Activities constitutes somewhat a big obstacle to Democratic Republic of Congo secondary schools learners to speak English fluently. Since a great number of EFL teachers do not often or do not at all use this available method, we heartily claim and advice its usage while teaching English as a foreign language.

The students acquire language through and in interaction with others, teacher and students.

To promote learner-learner involvement during English classes i.e. role-play, class discussion or debate, pair work, group work, group discussion should be encouraged. In so doing, the teacher is encouraged to use these activities in different types of lessons.

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