

# “Developing learners’ communicative competence: L2 teachers’ search for complicity”

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# Communicative competence and L2 teaching

“[...] the communicative option is not just simply accounting for known competences and structures: it entails the integration of these competences and structures into actions.” (Hymes 1984: 190)

# Current PhD research

## An ongoing research

- L2 teachers' self-presentation
- L2 communicative classes (Berard 1991; Nunan 1989)
- L2 teachers' roles: facilitator, interaction conductor and participant (Berard 1991; Nunan 1989)
- Eventual tensions among L2 teachers' different roles (Aguilar-Río 2007)

## A multidisciplinary approach

- Sociology:
  - Self-presentation management (Goffman 1959)
  - Individuals as multiple and dynamic beings conditioned by social circumstances (Lahire 2006)
- L2 teaching:
  - L2 teachers' teaching postures (Narcy-Combes 2005)
  - L2 teachers' beliefs (Williams & Burden 1997)
  - Ethnographical approach to L2 classes (Cambra Giné 2003, Cicurel 2002)
  - L2 teachers' "communication style" (Noëls 2001)
- Social and personality psychology
  - Self-monitoring theory (Snyder 1985)

# The EFL Scottish corpus

University of Glasgow Language Centre

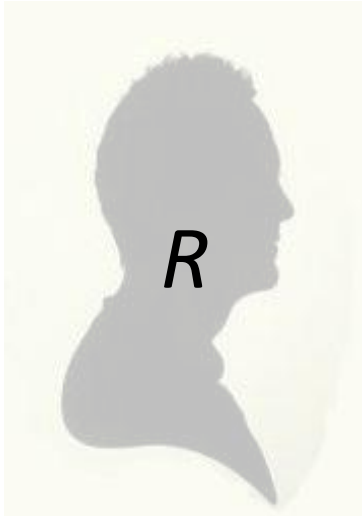


- Recordings from 13<sup>th</sup> to 18<sup>th</sup> of April, 2007
- 3 EFL teachers: *C*, *J* and *R*
- 2 pre-entry EAP classes (*C* and *R*'s) and 1 free EFL leisure class (*J*'s)
- 9 hours of classes
- 2 hours 15 minutes of interviews with teachers
- One 1 hour focus group session with 6 learners (*Ss*)

# Hypotheses

L2 class management style may fit in two teaching profiles

Complicity-based/driven



Content-based/driven

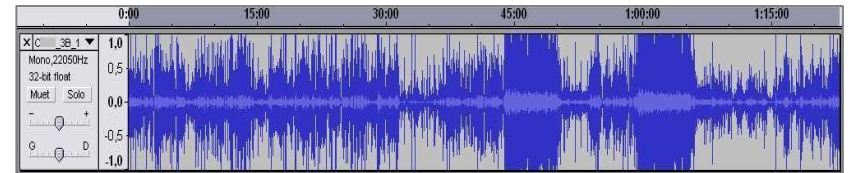
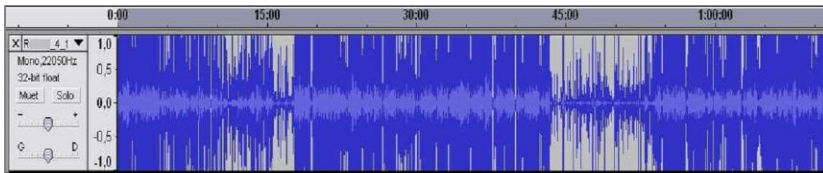


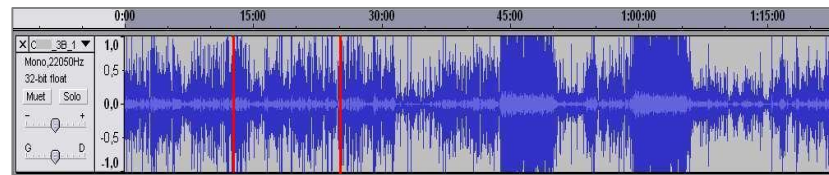
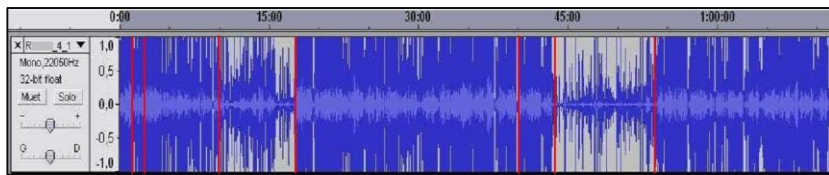
## Teacher *R*

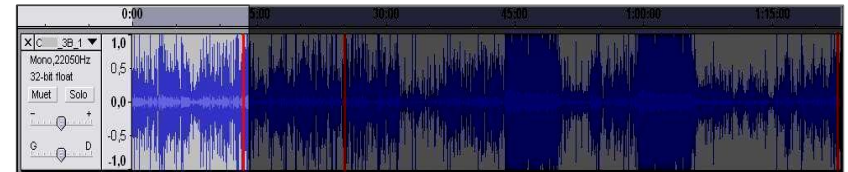
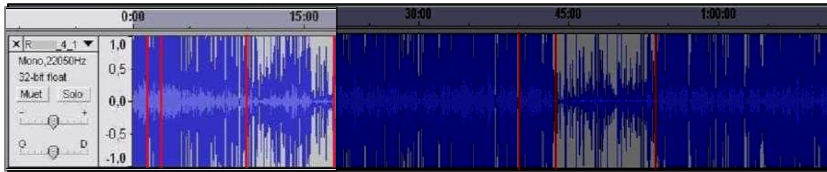
- EAP Pre-entry class
- Level 4 IELTS
- 11 learners (Ss)
- 1 hour 11minutes 24 seconds (1h11'24'')

## Teacher *C*

- EAP Pre-entry class
- Level 3B IELTS
- 9 learners (Ss)
- 1 hour 22minutes 58 seconds (1h22'58'')



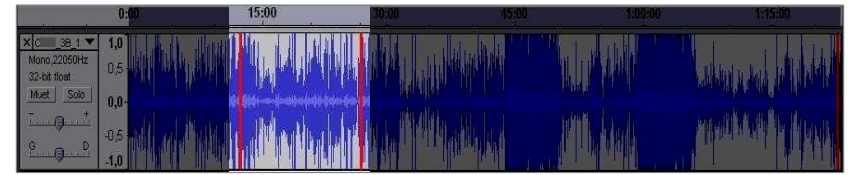
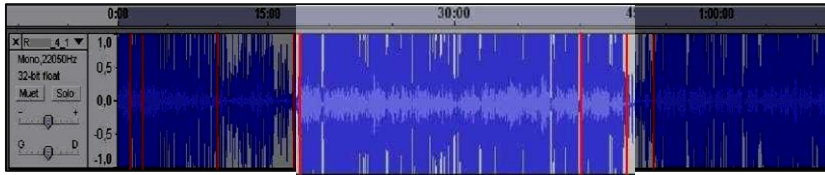




- *R*'s arrival and roll call (0'00''-2'33'')
- *R* presents topic: "dreams",  $T \rightarrow Ss$   
Introductory discussion (2'35''-8'45'')
- *R* presents vocabulary activity, *Ss* work on pairs, *Ss* write words on board (8'45''-17'47'')

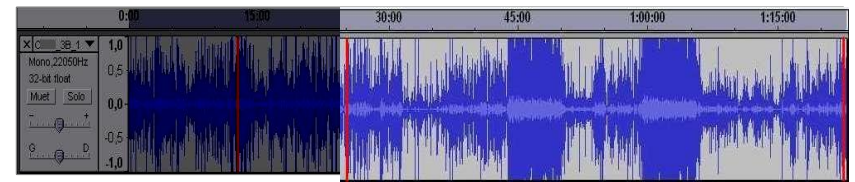
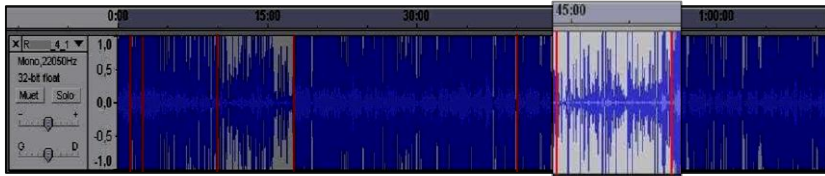
- *Ss* present pieces of news they have read on the papers to *C*. (00'00''-09'54''). Focus on vocabulary and form
- *C* announces they move on to another activity (12'13'')





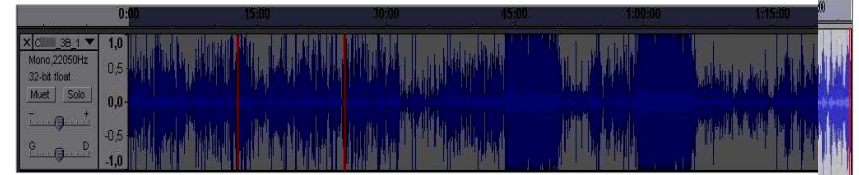
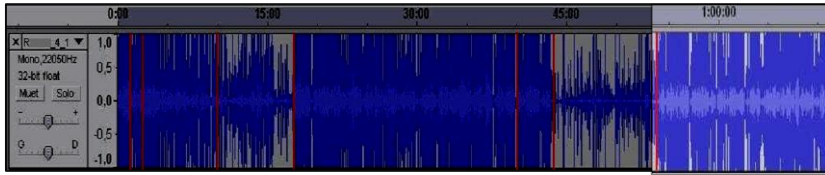
- Words written by Ss commented (17'47''-40'01'')
- R presents reading activity, gives instructions to Ss (40'01''-43'22'')

- C refers to text previously handed out, C reads it out loud (12'18''-14'00'')
- Ss read text out loud (14'57''-16'15'')
- C gives Ss feedback and reads text out loud a 2<sup>nd</sup> time, C focuses on rhythm and speed (16'17''-18'01'')
- Ss read text a 2<sup>nd</sup> time (18'32''-19'23'')



- Ss work on their own (43'22''-53'57'')
- R announces correction (53'57''-54'09'')

- C introduces topic: "stress", C opens discussion (22'09''-28'31'')
- C hands out text about stress, vocabulary commented, Ss work by themselves, they focus on vocabulary (28'31''-42'51'')
- Listening (43'46''-50'04'')
- C asks Ss to discuss their answers, collective discussion of vocabulary (50'07''-59'22'')
- Listening (59'22''-1h05'35'')
- Ss work in groups, collective correction (1h05'51''-1h22'42'')



- *R* announces correction (54'09''- 1h04'50'')
  - *R* calls page for vocabulary exercise, keywords commented (1h04'50''-1h11'19'')
  - *R* sets homework for next lesson and dismisses class (1h11'19''-1h11'24'')
- *C* dismisses class (1h22'52'')



## Teacher R: “Sunny day” (00”-18”)

R: (0.5)  
HI  
(0.5)

AS: hi  
(0.6)

R: hmm XXX lots of {absences} yeah  
one two: three four five: XXX  
(2.7)  
do you THINK it's {because of the} sunny DAY

AS: (laughs)

AM: eh yeah

R: YEAH they just probably said AH:: R's lesson  
NAH::

AS: (laughs)  
(1.8)

R: (0.5)  
HI  
(0.5)

AS: hi  
(0.6)

R: hmm XXX lots of absences yeah  
one two: three four five: XXX  
(2.7)  
do you THINK it's because of the sunny DAY

AS: (laughs)

AM: eh yeah

R: YEAH they just probably said AH:: R's lesson  
NAH::

AS: (laughs)  
(1.8)



## Teacher R: “Doing hair” (18’03”-18’22”)

R: and a DREAM positive or negative (writes on the board)  
(0.7)

AM: XXX

R: neutral

AM: neutral

R: (S arrives late) HI GOOD EVENING  
(0.5)

R: [(laughs)]

AS: [(laughs)]

R: I know you were doing your hair this morning  
I unders[tand]

AS: [(laughs, 1.3)]

R: don't worry I UNDERSTAND  
(0.3)  
better than XXX about it  
I understand (Ss' laughter continues)  
(0.2)

AS: (laughs, 1.3)

R: XXX  
what's the opposite of PHYSIOLOGY

R: and a DREAM positive or negative (writes on the board)  
(0.7)

AM: XXX

R: neutral

AM: neutral

R: (S arrives late) HI GOOD EVENING  
(0.5)

R: [(laughs)]

AS: [(laughs)]

R: I know you were doing your hair this morning  
I unders[tand]

AS: [(laughs, 1.3)]

R: don't worry I UNDERSTAND  
(0.3)  
better than XXX about it  
I understand (Ss' laughter continues)  
(0.2)

AS: (laughs, 1.3)

R: XXX  
what's the opposite of PHYSIOLOGY



# Teacher R: “R’s dog’s REM” (25’24”-26’01”)

R: REM or R-E-M sleep  
what does that MEAN: is it

AF: XXX

AM: XXX

R: RA-PID (writes on board, 1.1)

AM: eye [movement]

AF: [eye] [movement]

R: [EYE]: (writes ob board, 0.8) movement  
(1.2)

R: WELL-DONE (0.7, writes on board)  
RAPID EYE: MO:VEMENT (0.6) is REM sleep r-e-m sleep  
(0.7) ok (0.8, breathes)  
FOR EXAMPLE I: I ALWAYS TALK ABOUT MY DOG: (0.5)  
MY DOG: (0.2)  
DREAMS: (0.2)  
MY DOG (0.1)  
he moves his PAWS but his EYES MOVE (0.1)  
it's quite {frightening he goes like that}  
(0.3)

AS: (laughs, 0.6)

R: YEAH (0.2) and I know he's DREAMING he's probably dreaming about  
(0.2)

AF: XXX[.....]

R: [eating]

AF: [.....]XXX

AS: (laughs, 1.3)



R: REM or R-E-M sleep  
what does that mean is it

AF: XXX

AM: XXX

R: RA-PID (writes on board, 1.1)

AM: eye [movement]

AF: [eye] [movement]

R: [EYE]: (writes ob board, 0.8) movement  
(1.2)

R: WELL-DONE (0.7, writes on board)  
RAPID EYE: MO:VEMENT (0.6) is REM sleep r-e-m sleep  
(0.7) ok (0.8, breathes)  
**FOR EXAMPLE I: I ALWAYS TALK ABOUT MY DOG: (0.5)**  
MY DOG: (0.2)  
DREAMS: (0.2)  
MY DOG (0.1)  
he moves his PAWS but his EYES MOVE (0.1)  
it's quite {frightening he goes like that}  
(0.3)

AS: (laughs, 0.6)

R: YEAH (0.2) and I know he's DREAMING **he's probably dreaming about  
(0.2)**

AF: XXX[.....]

R: [eating]

AF: [.....]XXX

AS: (laughs, 1.3)

# Teacher C: “Brambles” (19’54”-20’49”)



C: {anybody} know what {what's a BRAMBLE} (3.3) anyone to  
CHECK the DICTIONARY check YOUR OWN dictionary or check  
(0.3) check XXX's (S's first name) dictionary bramble  
(2.4)

AF: {a LARGE blackberry}  
(1.0)

C: that's right yes

AM: {coming from a: BUSH}  
(0.1)

C: a-HA yes a-HA

AS: (laughs, 0.7)

C: it's a VERY-POPULAR-HOBBY-IN: eh: (0.1) in BRITAIN  
(0.6) at the END of the summer (0.2) {sort of} (0.3)  
September  
(0.6) people like to go to the countryside and they  
gather BRAMbles  
(rolls whiteboard, 4.1) XXX  
(1.5) a BRAMBLE  
(writes on board, 2.8) perhaps more COMMONLY KNOWN  
(2.0) as the BLACKberry the fruit {it makes a NICE:}  
JAM  
(0.6) BLACKberry jam is al-also called bramble

C: {anybody} know what {what's a BRAMBLE} (3.3) anyone to  
CHECK the DICTIONARY check YOUR OWN dictionary or check  
(0.3) check XXX's (S's first name) dictionary bramble  
(2.4)

AF: {a LARGE blackberry}  
(1.0)

C: that's right yes

AM: {coming from a: BUSH}  
(0.1)

C: a-HA yes a-HA

AS: (laughs, 0.7)

C: it's a VERY-POPULAR-HOBBY-IN: eh: (0.1) in BRITAIN  
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gather BRAMbles  
(rolls whiteboard, 4.1) XXX  
(1.5) a BRAMBLE  
(writes on board, 2.8) perhaps more COMMONLY KNOWN  
(2.0) as the BLACKberry the fruit {it makes a NICE:}  
JAM  
(0.6) BLACKberry jam is al-also called bramble

# Teacher C: “Stress” (22’09”-23’03”)



C: (rolls whiteboard, clears throat) so TODAY {carrying on with the theme we go on} with something that's a little bit less: a little bit less CHEER:FUL (1.1) we're talking about when STRESS affects our life and our WORK (0.5) XXX

AF: {yes} (3.0) it's cause [many disease] (/d□'za□z/)

C: [YEAH] (0.9) WHAT (0.2)

AF: it's cause many diseases (/d□'za□z□s/) (0.5) like hypertension (0.2)

C: hmm [·····]

AF: [and headache] (0.2)

C: YES (2.7) and: how d'you know THIS (1.4)

AF: eh: I: know (0.1)

C: a-ha [·····]

AF: [I read] (/r□d/) (0.8)

C: a-ha (0.1) have you have you have you yourself {some of these things:} you've mentioned (0.1)

AF: when I {go enter in a kind of exam} my {rate's fast} (2.9) it's cause XXX (laughs)

C: a-ha (0.1) ok: (0.4) do you do you do you do the same thing you you still you always have stress before the exam (0.8)

AF: YES and then XXX (noise) (0.2)

C: a-ha

C: so TODAY {carrying on with the theme} XXX something that's a little bit less: less CHEERFUL (1.1) we're talking about when STRESS affects our live and our work  
(0.5) XXX

AF: {yes} (3.0) it's cause [many disease] (/d[]za[]z[]s/)

C: [YEAH] (0.9) WHAT  
(0.2)

AF: it's cause many diseases (/d[]za[]z[]s/) (0.5) like hypertension  
(0.2)

C: hmm [.....]

AF: [and headache]  
(0.2)

C: YES (2.7) and how do you know this  
(1.4)

AF: I know  
(0.1)

C: a-ha [.....]

AF: [I read] (/r[]:d/)  
(0.8)

C: a-ha (0.1) have you have you yourself {some of these things:} you've mentioned  
(0.1)

AF: when I {go enter in a kind of exam} my {rate's fast}  
(2.9) it's cause XXX (laughs)

C: a-ha (0.1) ok:  
(0.4) do you do you do you do the same thing you you still you always have stress before the exam  
(0.8)

AF: YES and then XXX (noise)  
(0.2)

C: a-ha

# Teacher C: “Promotion and stress” (37’50”-39’31”)



C: {what about the word HIGH RESPONSIBILITY} (0.7)

C: could you {match} that in-a-PHRASE (1.0) remember we're talking about PROMOTION then: XXX PROMOTION

{AM}: {promotion} (0.7)

C: how would you: expect XXX to be in a PHRA:SE (4.6) the proMOTION: {BRINGS: ABOUT:} (1.4)

AM: pressure (0.6)

C: WELL FIRST we need XXX someone who XXX (3.3) the proMOTION: (0.1) BRINGS: YOU: (1.5) {a new:} (0.2)

AF1: responsibility (0.3)

C: A-HA (0.1) probably (0.1) GREATER (0.7) greater responsibility (0.5) or perhaps DIFFERENT responsibility (0.1)

AM: MORE responsibility (0.2)

C: YES more responsibility and then you you use XXX the word status (0.2) could you put THAT in a sentence (1.0)

AM: eh: [·····]

C: [what happens] when you get a promotion (2.3)

AF2: your status [change]

AM: {[self promotion]} (0.6)

AM: hmm: (0.7)

AM: XXX the people (0.5) get higher (0.2) status (0.2)

C: a-ha hm-mm XXX of status F (S's first name) (1.4)

AF2: changes: his: status (0.1) I think (0.5)

C: YES a-ha hm-mm (0.1) XXX CHANGE of status (0.5) what about the word EXPECTATIONS (1.8) could you put that in a sentence (1.3)

AM: is is YOUR expectation of from the other {people} (0.6)

C: (breathes, 0.5) maybe maybe from your BOSS: if {it's your boss who has promoted you} (4.8)

AF3: promotion bring higher expec:Tation {from} the BOSS (0.2)

C: YES a-ha (0.1) yes and maybe even from: from YOURSELF you you: (0.1) expect YOURSELF to do: to do: to do better (0.1)

hmm ok:

C: {what about the word HIGH RESPONSIBILITY} (0.7)

C: could you {match} that in-a-PHRASE (1.0) remember we're talking about PROMOTION then: XXX PROMOTION

{AM}: {promotion} (0.7)

C: XXX expect XXX to be in a phrase (4.6) the PROMOTION: {brings aABOUT:} (1.4)

AM: pressure (0.6)

C: WELL FIRST we need XXX someone who XXX (3.3) the PROMOTION: (0.1) BRINGS: YOU: (1.5) {a new:} (0.2)

AF1: XXX (0.3)

C: A-HA (0.1) probably (0.1) GREATER (0.7) greater responsibility (0.5) or perhaps DIFFERENT responsibility (0.1)

AM: MORE responsibility (0.2)

C: YES more responsibility and then you you use XXX the word status (0.2) could you put THAT in a sentence (1.0)

AM: eh: [.....]

C: [what happens] when you get a promotion (2.3)

AF2: your status [change]

AM: {[self promotion]} (0.6)

AM: hmm: (0.7)

AM: XXX the people (0.5) get higher (0.2) status (0.2)

C: a-ha hm-mm XXX of status F (S's first name) (1.4)

AF2: changes: his: status (0.1) I think (0.5)

C: YES a-ha hm-mm (0.1) XXX CHANGE of status (0.5) what about the word EXPECTATIONS (1.8) could you put that in a sentence (1.3)

AM: is is YOUR expectation of from the other {people} (0.6)

C: (breathes, 0.5) maybe maybe from your BOSS: if {it's your boss who has promoted you} (4.8)

AF3: promotion bring higher expect:TAtion {from} the boss (0.2)

C: YES a-ha (0.1) yes and maybe even from: from YOURSELF you you: (0.1) you expect YOURSELF to do: to do: to do better (0.1)

hmm ok:

# Focus group: learners' views

- Correcting is important, but may be perceived negatively by Ss
  - “[...] when I make wrong must be this correct [...] I don't need learn rubbish English [...]” (S1, C's class)
  - “[...] to give them more eh opportunities [...] to speak and [...] to see their mistakes and to correct their mistakes [...]” (S2, R's class)
  - “[...] is important when other person correct me because I learn more [...]” (S3, J's class)
  - “[...] I don't like formal teachers because when they ask {any} question you have to say correct [...]” (S5, C's class)
- Communication in L2 classes is perceived positively
  - “[...] in our country [...] you can you can see the students as a listeners only there's no {time} [...] for discussion [...]” (S2, R's class)
  - “[...] it's a very good eh form of teaching because we are not concentrating in writing because in general [...] we want to communicate speak with {each other} [...]” (S4, J's class)
- L2 teachers' use of humour is appreciated:
  - “[...] he say some {words} funny {words} [...] maybe this class {no stress} [...] I like this type of teacher [...]” (S1, C's class)
  - “[...] we only concentrate on our lessons in one of our teachers and the other one is like our friends she make many jokes during the lesson [...]” (S5, C's class)



# Discussion: *R* and *C*'s teaching profiles

## Teacher *R*

- Self-disclosure
- Allows diverting from content
- May refer to personal experience in order to exemplify
- Acknowledges Ss' existence as other than learners, may refer to previous experiences shared with them
- May evaluate teaching in terms of what teacher brings (or does not bring) to it
- Frequent laughter (mocking tone, tongue-in-cheek)

## Teacher *C*

- Limited self-disclosure
- Seems to lead Ss towards content teacher has previously chosen
- May refer either to community practices or to well documented facts (newspaper) in order to exemplify
- Often addresses Ss in terms of class-related actions they may perform
- May evaluate teaching in terms of content
- Limited presence of laughter

# Conclusion: Suggested guidelines for future research

- Complicity-based teaching and communicative competence
  - Intertwined elements?
- Complicity-based and content-based teaching
  - Two categories among some possible others
  - Not mutually exclusive but opposite extremes within a continuum
- Further qualitative research
  - Systematically recurrent categories?
  - In different contexts?



**Merci!**



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