**INTERACTIONAL COMPETENCE: SELECTED REFERENCES**

**(Last updated 21 February 2025)**

Abdulrahman, N. C., & Ayyash, E. A. S. A. (2019). Linguistic competence, communicative competence, and interactional competence. *Journal of Advances in Linguistics,* *10*(1), 1600-1616.

Abe, M., & Roever, C. (2019). Interactional competence in L2 text-chat interactions: First-idea proffering in task openings. *Journal of Pragmatics*, *144*, 1-14. <https://doi.org/10.1016/j.pragma.2019.03.001>

Arxé, E. A., Comallonga, L., Sala, M., & Galera, M. (2020). Co-teaching to foster classroom interactional competence (CIC): How can co-teaching benefit classroom interactional competence?. *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*, *3*(1), 35-43.

Aziz, A., & Arar, S. (2024). Teachers’ classroom interactional competence: An analysis in micro-contexts of teacher-class Interaction. *ALTRALANG Journal*, *6*(1), 330-348.

Barraja-Rohan, A. M. (2011). Using conversation analysis in the second language classroom to teach interactional competence. *Language Teaching Research*, *15*(4), 479-507. <https://doi.org/10.1177/1362168811412878>

Barth-Weingarten, D., Freitag-Hild, B., Salaberry, R., & Burch, R. (2021). Assessing interactional competence in secondary schools: Issues of turn-taking. In M. R Salaberry & A. R. Burch (Eds.), *Assessing speaking in context: Expanding the construct and its applications* (pp. 237-262). Multilingual Matters. <https://doi.org/10.21832/9781788923828-011>

Campbell-Larsen, J. (2015). Interactional competence in second language acquisition. *Kwansei Gakuin University Humanities Review*, *19*, 265-287.

Can Daşkın, N. (2015). Shaping learner contributions in an EFL classroom: Implications for L2 classroom interactional competence. *Classroom Discourse*, *6*(1), 33-56. <https://doi.org/10.1080/19463014.2014.911699>

Cekaite, A. (2007). A child's development of interactional competence in a Swedish L2 classroom. *The Modern Language Journal*, *91*(1), 45-62. <https://doi.org/10.1111/j.1540-4781.2007.00509.x>

Dunkle, S. (2021). Using social deduction board games to assess and strengthen interactional competence in ESL learners. In M. R Salaberry & A. R. Burch (Eds.), *Assessing speaking in context: Expanding the construct and its applications* (pp. 211-235). Multilingual Matters.

Farrell, T. S. (2023). “I treat them all the same”: Reflecting on classroom communicative and interactional competence. *Applied Linguistics Inquiry*, *1*(1), 1-6. DOI: [10.22077/ali.2022.2268](https://doi.org/10.22077/ali.2022.2268)

Galaczi, E. D. (2014). Interactional competence across proficiency levels: How do learners manage interaction in paired speaking tests?, *Applied Linguistics*, 35(5), 553-574, <https://doi.org/10.1093/applin/amt017>

Galaczi, E., & Taylor, L. (2018). Interactional competence: Conceptualisations, operationalisations, and outstanding questions. *Language Assessment Quarterly*, *15*(3), 219-236. <https://doi.org/10.1080/15434303.2018.1453816>

Girgin, U., & Brandt, A. (2020). Creating space for learning through ‘Mm hm’ in a L2 classroom: Implications for L2 classroom interactional competence. *Classroom Discourse*, *11*(1), 61-79. <https://doi.org/10.1080/19463014.2019.1603115>

Hall, J. K. (1995). “Aw, man, where you going’?”: Classroom interaction and the development of L2 interactional competence. *Issues in Applied Linguistics*, *6*(2), 37-62.

Hall, J. K. (2018). From L2 interactional competence to L2 interactional repertoires: reconceptualising the objects of L2 learning. *Classroom Discourse*, *9*(1), 25-39. https://doi.org/10.1080/19463014.2018.1433050

Hall, J. K., Hellermann, K., & Pekarek-Doehler, S. (Eds.). (2011). *Interactional competence and development*. Multilingual Matters.

Hauser, E. (2019). The construction of interactional incompetence in L2 interaction. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 77-121). Routledge.

Hauser, E. (2019). Handling unprepared-for contingencies in an interactional language test: Student initiation of correction as a collaborative accomplishment. In H. T. Nguyen & T. Malabarba (Eds.), *Conversation analytic perspectives on English language learning, teaching and testing in global contexts* (pp. 132-158). Multilingual Matters.

Huth, T. (2020). Testing interactional competence: Patterned yet dynamic aspects of L2 interaction. *Papers in Language Testing and Assessment*, *9*(1), 1-24.

Huth, T., & Betz, E. (2019). Testing interactional competence in second language classrooms: Goals, formats and caveats. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 322-356). Routledge.

Iwashita, N., May, L., & Moore, P. J. (2021). Operationalising interactional competence in computer-mediated speaking tests. In M. R Salaberry & A. R. Burch (Eds.), *Assessing speaking in context: Expanding the construct and its applications* (pp. 283-302). Multilingual Matters.

Kecskes, I., Sanders, R. E., & Pomerantz, A. (2018). The basic interactional competence of language learners. *Journal of Pragmatics*, *124*, 88-105. <https://doi.org/10.1016/j.pragma.2017.10.019>

Kley, K. (2019). What counts as evidence for interactional competence? Developing rating criteria for a German classroom-based paired speaking test. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 291-321). Routledge.

Koike, D. A., & Tocaimaza-Hatch, C. (2024). L2 interactional competence in a short-term service-learning and study abroad program. *Study Abroad Research in Second Language Acquisition and International Education, 9*(2), 157-187. <https://doi.org/10.1075/sar.22025.koi>

Konzett-Firth, C. (2025). Pre-service teachers' understanding of teaching L2 French interactional competence through TBLT: Insights from task design processes and post-implementation reflections. *System*, *128*. <https://doi.org/10.1016/j.system.2024.103549>

Kramsch, C. (1986). From language proficiency to interactional competence. *The Modern Language Journal*, *70*(4), 366-372. https://doi.org/10.2307/326815

Kunitz, S., & Yeh, M. (2019). Instructed L2 interactional competence in the first year. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice*. (pp. 228-259). Routledge.

Lam, D. M. K. (2018). What counts as “responding”? Contingency on previous speaker contribution as a feature of interactional competence. *Language Testing*, *35*(3), 377-401. <https://doi.org/10.1177/0265532218758126>

Li, Y. (2020). Trends in interactional competence: Targeting engagement and explicit utterances. c*reative Education*, *11*(12), 2617-2626. DOI: [10.4236/ce.2020.1112194](https://doi.org/10.4236/ce.2020.1112194)

Lilja, N., & Piirainen-Marsh, A. (2019). Making sense of interactional trouble through mobile-supported sharing activities. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 260-288). Routledge.

Makhlouf, A. (2022). Classroom interactional competence: A reflective practice to classroom interaction. *Review EL’BAHITH*, *14*(3), 553-569.

Markee, N. (2019). Some theoretical reflections on the construct of interactional competence. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence*: *Bridging theory and practice* (pp. 60-76). Routledge.

Marshall, N. (2012). Helping learners develop interactional competence through project work in the language classroom. *Language Education In Asia, 3(2)*, 168-175. http://dx.doi.org/10.5746/LEiA/12/V3/I2/A05/Marshall

May, L., Nakatsuhara, F., Lam, D., & Galaczi, E. (2020). Developing tools for learning oriented assessment of interactional competence: Bridging theory and practice. *Language Testing*, *37*(2), 165-188. <https://doi.org/10.1177/0265532219879044>

Moorhouse, B. L., Li, Y., & Walsh, S. (2023). E-classroom interactional competencies: Mediating and assisting language learning during synchronous online lessons. *RELC Journal*, *54*(1), 114-128. <https://doi.org/10.1177/0033688220985274>

Nakatsuhara, F., May, L., Lam, D., & Galaczi, E. (2018). *Learning oriented feedback in the development and assessment of interactional competence* (Research Notes, Issue 70). Cambridge English Language Assessment. <https://eprints.qut.edu.au/215424/1/517543-research-notes-70.pdf>

Nemati, M., Dashtestani, S. R., & Izadi, A. (2022). Exploring novice and experienced Iranian EFL teachers’ beliefs and practices regarding classroom interactional competence and uncovering reasons behind their belief-practice misalignment. *Journal of Modern Research in English Language Studies*, *9*(3), 131-158. <https://doi.org/10.30479/jmrels.2022.16814.2021>

Nguyen, H. T. (2019). Conclusion: Deepening roots and broadening horizons in interactional competence research and praxis. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 397-412). Routledge.

Nguyen, H. T. (2019). Developing interactional competence in a lingua franca at the workplace: An ethnomethodologically endogenous account. In H. T. Nguyen & T. Malabarba (Eds.), *Conversation analytic perspectives on English language learning, teaching and testing in global context* (pp. 59-84). Multilingual Matters.

Ockey, G. J., Chukharev-Hudilainen, E., & Hirch, R. R. (2023). Spoken dialogue systems and their potential for aiding in the assessment of interactional competence. *Language Assessment Quarterl*y, 20(4/5), 377-398.  <https://doi.org/10.1080/15434303.2023.2237486>

Park, J. (2017). Multimodality as an interactional resource for classroom interactional competence (CIC). *Eurasian Journal of Applied Linguistics*, *3*(2), 121-138. <https://doi.org/10.32601/ejal.460977>

Pekarek Doehler, S. (2018). Elaborations on L2 interactional competence: The development of L2 grammar-for-interaction. *Classroom Discourse*, *9*(1), 3-24. <https://doi.org/10.1080/19463014.2018.1437759>

Pekarek Doehler, S. P. (2019). On the nature and the development of L2 interactional competence: State of the art and implications for praxis. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence* (pp. 25-59). Routledge. <https://doi.org/10.4324/9781315177021>

Pekarek Doehler, S. (2021). L2 interactional competence and L2 education. In S. Kunitz, N. Markee, & O. Sert (Eds.), *Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy* (pp. 417-424). Springer. <https://doi.org/10.1007/978-3-030-52193-6_21>

Pekarek Doehler, S., & Pochon-Berger, E. (2015). The development of L2 interactional competence: Evidence from turn-taking organization, sequence organization, repair organization and preference organization. In T. Cadierno & S. W. Eskildsen (Eds.), *Usage-based perspectives on second language learning* (pp. 233-268). De Gruyter Mouton. <https://doi.org/10.1515/9783110378528-012>

Pinnow, R. J., & Chval, K. B. (2015). “How much you wanna bet?”: Examining the role of positioning in the development of L2 learner interactional competencies in the content classroom. *Linguistics and Education*, *30*, 1-11. <https://doi.org/10.1016/j.linged.2015.03.004>

Plough, I. (2018). Revisiting the speaking construct: The question of interactional competence. *Language Testing*, *35*(3), 325-329. <https://doi.org/10.1177/0265532218772322>

Radia, D., & Nadia, M. (2019). A qualitative study of classroom interactional competence among university teachers. *Journal of Psychological and Educational Sciences*, *5*(4), 65-78.

Roever, C. (2021). *Teaching and testing second language pragmatics and interaction: A practical guide*. Routledge.

Roever, C., & Dai, D. W. (2021). Reconceptualizing interactional competence for language testing. In M. R Salaberry & A. R. Burch (Eds.), *Assessing speaking in context: Expanding the construct and its applications* (pp. 23-49). Multilingual Matters.

Roever, C., & Ikeda, N. (2022). What scores from monologic speaking tests can (not) tell us about interactional competence. *Language Testing*, *39*(1), 7-29. <https://doi.org/10.1177/02655322211003332>

Roever, C., & Ikeda, N. (2024). The relationship between L2 interactional competence and proficiency. *Applied Linguistics*, *45*(4), 676-698. <https://doi.org/10.1093/applin/amad053>

Roever, C., & Kasper, G. (2018). Speaking in turns and sequences: Interactional competence as a target construct in testing speaking. *Language Testing*, *35*(3), 331-355. <https://doi.org/10.1177/0265532218758128>

Sandlund, E., & Sundqvist, P. (2019). Doing versus assessing interactional competence. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 357-396). Routledge.

Skogmyr Marian, K., & Balaman, U. (2018). Second language interactional competence and its development: An overview of conversation analytic research on interactional change over time. *Language and Linguistics Compass*, *12*(8). <https://doi.org/10.1111/lnc3.12285>

Sert, O. (2019). The interplay between collaborative turn sequences and active listenership: Implications for the development of L2 interactional competence. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 142-166). Routledge.

Sert, O., Gynne, A., & Larsson, M. (2024). Developing student-teachers’ interactional competence through video-enhanced reflection: A discursive timeline analysis of negative evaluation in classroom interaction. *Classroom Discourse*, 1-30. <https://doi.org/10.1080/19463014.2024.2337184>

Supakorn, S. (2020). A conversation analytic study of classroom interactional competence. *LEARN Journal: Language Education and Acquisition Research Network*, *13*(2), 15-40.

Taguchi, N., & Yoshimi, D. R. (2019). Developing and teaching interactional competence in Japanese style shifting. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 167-191). Routledge.

Tai, K. W. (2024). Classroom interactional competence in an English medium instruction mathematics classroom: A creation of a technology-mediated translanguaging space. *Learning and Instruction*, *90*. <https://doi.org/10.1016/j.learninstruc.2023.101849>

Tajeddin, Z., & Kamali, J. (2023). Teachers' classroom interactional competence: Scale development and validation. *Language Teaching Research Quarterly*, *35*, 1-20.

Urmeneta, C. E., & Walsh, S. (2017). Classroom interactional competence in content and language integrated learning. In A. Llinares & T. Morton (Eds.), *Applied linguistics perspectives on CLIL* (pp. 183-200). John Benjamins. <https://doi.org/10.1075/lllt.47.11esc>

van Compernolle, R. A. (2021). Observing and assessing interactional competence in dynamic strategic interaction scenarios. In M. R Salaberry & A. R. Burch (Eds.), *Assessing speaking in context: Expanding the construct and its applications* (pp. 192-210). Multilingual Matters.

Vo, S. (2024). Exploring the construct of interactional competence in different types of oral communication assessment. *Interaction Studies*, *25*(1), 1-35. <https://doi.org/10.1075/is.00022.vo>

Walsh, S. (2014). Developing classroom interactional competence. *Language Issues: The ESOL Journal*, *25*(1), 4-8.

Waring, H. Z. (2019). Developing interactional competence with limited linguistic resources. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 215-227). Routledge.

Watanabe, A. (2016). Engaging in an interactional routine in EFL classroom: The development of L2 interactional competence over time. *Novitas-ROYAL (Research on Youth and Language)*, *10*(1), 48-70.

Watanabe, A. (2017). Developing L2 interactional competence: Increasing participation through self-selection in post-expansion sequences. *Classroom Discourse*, *8*(3), 271-293. https://doi.org/10.1080/19463014.2017.1354310

White, K. (2019). Interactional competence and study abroad: Empirical methods, findings and pedagogical implications. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 192-211). Routledge.

Wu, J., & Roever, C. (2025). Data from role plays and elicited conversations: What do they show about L2 interactional competence?. *Research Methods in Applied Linguistics*, *4*(1), 100165. <https://doi.org/10.1016/j.rmal.2024.100165>

Young, R. F. (2011). Interactional competence in language learning, teaching, and testing. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 426-443). Routledge.

Zhai, C., & Wibowo, S. (2023). A systematic review on artificial intelligence dialogue systems for enhancing English as foreign language students’ interactional competence in the university. *Computers and Education: Artificial Intelligence*, *4*, 100134. https://www.sciencedirect.com/science/article/pii/S2666920X23000139