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Next Relevant Action in L2 Interaction / Carmen Taleghani-Nikazm -- 5. The Interplay Between Collaborative Turn Sequences and Active Listenership: Implications for the Development of L2 Interactional Competence / Olcay Sert -- 6. Developing and Teaching Interactional Competence in Japanese Style Shifting / Naoko Taguchi And Dina Yoshimi -- Section III: Research-Informed Pedagogy: 7. Interactional Competence and Study Abroad: Empirical Methods, Findings, and Pedagogical Implications / Kate White -- 8. Developing Interactional Competence with Limited Linguistic Resources / Hansun Zhang Waring -- 9. Instructed L2 Interactional Competence in the First Year / Silvia Kunitz and Meng Yeh -- 10. Making Sense of Interactional Trouble Through Mobile-Supported Sharing Activities / Niina Lilja and Arja Piirainen Marsh -- Section IV: Testing: 11. What Counts as Evidence For Interactional Competence? Developing Criteria for a Germa Classroom-Based Paired Speaking Project / Thorsten Huth and Emma Betz -- 12. Testing Interactional Competence in Second Language Classrooms: Goals, Formats and Caveats / Katharina Kley -- 13. Doing Versus Assessing Interactional Competence / Erica Sandlund and Pia Sundqvist -- Conclusion / Hanh Thi Nguyen -- Appendix: Transcription Conventions -- Contributors -- Index.

Sommario/riassunto

This volume features the latest research findings on L2 interactional competence to demonstrate the potential for developing and implementing research-based pedagogy that targets interactional competence (IC) in early instruction in a variety of L2 learning and teaching contexts. Incorporating contributions from both leading and emerging researchers in the area, the book is organized into four sections to provide a systematic account of interactional competence, defined as a set of skills required to co-construct an effective interaction with a variety of interlocutors in a variety of settings, and advocates for IC to be part of a well-rounded curriculum of L2 instruction. The volume provides a comprehensive overview of the different theoretical perspectives on IC within Conversation Analysis, and moves into a discussion of conversation-analytic research findings from a variety of contexts and of their pedagogical implications. The book then presents examples of pedagogy in practice and also illustrates the potential for implementing IC in testing settings. This volume makes a valuable contribution to the growing literature on interactional competence and will be of particular interest to graduate students and researchers in applied linguistics, SLA, language education, curriculum and instruction studies, and educational linguistics.
