

تقييم الكفاءة التفاعلية لمتعلمي اللغة الإنكليزية كلغة أجنبية

Assessing Iraqi EFL learners' Interactional Competence

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المخلص

يهدف البحث الحالي إلى تقييم الكفاءة التفاعلية لمتعلمي اللغة الإنكليزية كلغة أجنبية في العراق. تكونت عينة الدراسة من ٥١ طالباً جامعياً في السنة الرابعة من قسم اللغة الإنكليزية، كلية التربية للعلوم الإنسانية، جامعة الموصل. تعتمد الدراسة نموذج (Galaczi and Taylors (2020 للكفاءة التفاعلية حيث تم إجراء بعض التعديلات لتلائم اجراءات ومتطلبات الدراسة. وبالتالي، فإن الفئات التفاعلية التي تم دراستها هي: إدارة الادوار، وإدارة الموضوعات والإصلاح والاستماع التفاعلي والمعلومات المشتركة. تم استخدام منهج تحليل المحادثة كإجراء أساسي لجمع البيانات وكتابة الترميز الصوتي لها. تفترض الدراسة أن المستوى الحالي للكفاءة التفاعلية لمتعلمي اللغة الإنكليزية كلغة أجنبية في العراق غير مقبول. تستخدم الدراسة كلاً من اختبار المناقشة الجماعية المركزة واستبيان ذاتي التنظيم لاستنباط البيانات من أجل المعالجة الإحصائية. تظهر نتائج الدراسة أن المستوى الحالي للكفاءة التفاعلية للمتعلمين غير مقبول فيما يتعلق بمناقشة المجموعة المركزة في حين أنه مقبول فيما يتعلق بالاستبيان ذاتي التنظيم.

Abstract

The current research aims at investigating Iraqi EFL learners' Interactional Competence. The sample of the study consists of 51 fourth-year university students from the Department of English. The study adopts Galaczi and Taylors' (2020) model of interactional competence. Some modifications have been made to suit its settings and requirements. Thus, the interactional categories accounted for are; turn management, topic management, breakdown repair, interactive listening, and intersubjectivity. Also, conversation analysis approach is implemented as the essence procedure for collecting and transcribing the data. The study hypothesises that the current level of Iraqi EFL learners' interactional competence is unacceptable. The study employs both focus group discussion test and a self-reported questionnaire to elicit data for statistical treatment. The findings of the study at hand show that learners' current level of interactional competence is unacceptable as far as focus group discussion is concerned whereas it is acceptable as far as the self-reported questionnaire is concerned.

1. Introduction

The term interaction is typically used to refer to the spoken interaction that occurs, either face-to-face or mediated by technology, between interlocutors. Such interaction, regardless of the medium, is described as dynamic as well as co-constructed by the participants and it is not always linear or predictable. A successful interaction entails, in addition to “the shared knowledge of the world” and “the reference to a common external context of communication”, the construction of a shared internal context or what is known as “sphere of inter-subjectivity” that is constructed through the cooperative efforts of the partners (Kramsch,1986:367).

In recent decades, as applied linguists' realisation of the complicated nature of speaking capacity has developed, interactional competence (henceforth IC) has gained more attention in L2 language teaching. This is reflected in communicative language teaching and learning approaches (Galaczi and Taylor, 2020: 338). In multiple domains of second language learning, teaching, and testing, the term IC has been employed by different researchers with different shades of meaning. The notion of IC was first introduced by Kramsch (1986), referring to it as the "interlocutors' ability to communicate and construct meaning jointly" with an emphasis on what happens between the participants in the conversation and how meaning is managed by them. Thus, IC focuses on how meaning is constructed, in an interaction, together and not individually (Ahmadi and Montasseri,2019:5). As McCarthy (2005: 4) points out, learners deal with confluency in interactional competence rather than fluency; which means making the language fluent together through meaning-creation and contribution. Learners are involved in meaning-making, clarification, and negotiation during interactions, thus confluency takes

priority over fluency not just in the EFL classroom but as well as in real-life situations.

2. Aim of the study

This study aims at investigating Iraqi EFL learners' Interactional Competence.

3. Hypotheses of the Study

The current study hypothesises the following:

1. The current level of Iraqi EFL learners' interactional competence is unacceptable as far as focus group discussion is concerned.
2. The current level of Iraqi EFL learners' interactional competence is unacceptable as far as the self-reported questionnaire is concerned.

4. From Communicative Competence to Interactional Competence

Despite the fact that it is constantly updated and revised for the sake of its use, the term communicative competence (CC) has dominated the field of second language acquisition and language assessment for many years (Bagařić and Djigunovi, 2007). Some scholars regard IC as merely a "re-elaboration or expansion" of CC (Dings,2007:1). It is important to note, however, that IC differs from CC in that it "attempts to account for how interactants manage communication together" (ibid, p.8) rather than perceiving them as distinct persons.

Kramsch's work in 1986—the first to adopt the term IC—further extends the construct of IC in her description of the "dynamic process of communication" (Kramsch, 1986:368). She explains that "interaction always entails negotiating intended meanings, i.e. adjusting one's speech to the effect one intends to have on the listener. It entails anticipating the listener's response and possible misunderstandings, clarifying one's own and the other's intentions"(ibid, p.367).

According to Kramsch (1986) and more recently He and Young (1998) and Young (2008), IC is a construct that clearly encompasses the co-construction of interaction and goes beyond individual capacity. As a result, it includes elements like awareness of the individuals' roles in the interaction and the context, as well as interactional resources like the proper use of speech acts, managing turn-taking, repairing conversation breakdown, and the ability to effectively use visual behaviours like eye contact, posture, and facial expressions (Young, 2008: 654).

In the same line of thought, speaking is to be regarded as both a cognitive and a social interactional trait, with an emphasis not only on "the knowledge and processing dimension of language use", as in the Bachman and Palmer (1996) model, but on the social and interactional nature of speaking as well, with the individual in interaction as its main focus. Accordingly, the interlocutors and the variety of factors that they bring to the interactional event contribute to the second language (L2) interaction construct, with implications for the assessment's validity considerations. " Individual ability and contextual features interact in ways that modify them both"(Chalhoub-Deville , 2003: 369).

4.1 The Concept of Interactional Competence

The concept of IC is coined for the first time by Kramsch (1986). She claims that IC refers to the "learners' ability to communicate and construct meaning jointly with focus on what goes on between or among the interlocutors and how meaning is organised by them"(Kramsch, 1986:367). Thus, IC is different from CC since it "attempts to account for how interactants manage communication together" (Dings, 2007:8). Young (2008) also presents IC as "a relationship between participants' employment of linguistic an interactional resources and the contexts in which they are employed" (

p.100). While Kasper and Ross (2013:9) define IC simply as the “competence to participate in interaction”.

4.2 Galaczi and Taylor’s (2020) Model of Interactional Competence

Since Galaczi and Taylor’s (2020) model of IC has been modified, the studied categories are: (1) Turn Management, (2) Topic Management, (3) Breakdown Repair, (4) Interactive Listening, and (5) Intersubjectivity. These main categories are introduced in the following sections.

4.2.1 Turn Management

Galaczi and Taylor (2020:340) define turn-taking management as “a way of organising conversation, where participants alternate and one speaker speaks at a time”. Whereas turn taking system, according to Young (2008), is the second interactional resource used in discursive practice. It describes how participants in a conversation determine when to choose the next speaker, when to end the turn and when to start a new one.

In any conversation, the turn-taking system accommodates the following facts:

- “One party speaks at a time
- Changing the speaker is frequent, or at least occurs once.
- Transitions ,from one turn to another, without (or with slight) gaps or overlaps are common.
- Turn order as well as turn size are not fixed, but vary .
- Obviously, turn-allocation mechanisms are employed. Either the current speaker may choose a next speaker or the parties can self-select to talk.

- Distribution of turns, length of conversation and what speakers say are not specified in advance” (Sacks et al.,1974: 700-1).

4.2.2 Topic Management

Knowing how to properly participate in conversations entails being able to smoothly initiate, shift and terminate a topic. Even for proficient speakers, these skills do not always happen easily. Participants can use a variety of methods to inform one another when topics are being initiated, shifted, or closed. Atkinson and Heritage (1984:165) stated that “topic may well prove to be among the most complex conversational phenomena to be investigated and, correspondingly, the most recalcitrant to systematic analysis”.

4.2.3 Breakdown Repair

Repair, in CA, is defined as “the process by which a speaker recognises a speech error and repeats what has been said with some sort of correction”. A linguistic repair is sometimes viewed as a type of dysfluency because it is characterised by hesitation and an editing term (e.g. "I mean") (Nordquist, 2019). In a conversation, repair addresses recurrent errors in hearing, understanding and speaking (Schegloff et al.,1977:361).

4.2.3.1 Self-Repair and Other-Repair

When the speaker and/or the recipient notice an error, they repair it. So, one of them takes the initiative in this regard (Emrani and Hooshmand, 2019: 58). As a result, repair can be classified as either self-repair or other-repair. That is to say, the speaker corrects or repairs himself versus having someone else do it (Schegloff et al., 1977:361).

4.2.4 Interactive listening

Listeners use verbal and non-verbal means to indicate that they are following the interaction. Verbal means include comprehension checks (e.g., “Exactly!”) and backchannels (e.g., “yeah”); non-verbal cues include gaze and nodding (Galaczi and Taylor,2020:340).

Backchannelling, in pragmatics and sociolinguistics, refers to the study of listener behaviour in interactions. It occurs when the speaker receives assurance from the listener that they are paying attention to the conversation and the speech has been understood. In other words, backchannelling primarily refers to the feedback that listeners provide to speakers. It could be either verbal or nonverbal. Monosyllabic responses such as “uhum”, “mhm”, short phrases like I guess so, utterance repetitions, and sentence completions are among the verbal cues. Nodding, laughter and gaze variation are examples of nonverbal ones (McPherron and Smoke, 2019:220; Crystal, 2008:48).

4.2.5 Intersubjectivity

Interactional competence, according to Kramsch (1986:367), “presupposes a shared internal context or sphere inter-subjectivity,” which indicates that a participant in a conversation may guess what is on his partner's mind. To achieve intersubjectivity three conditions must be met: (a) the receiver should come to attend to the situation as intended by the sender, (b) “the sender should know that the receiver is doing so,” and (c) “the receiver should know that the sender knows that this is the case (Young, 2011: 430-1). Thus, intersubjectivity should be investigated through focusing on how the participants establish a shared understanding (Alterman, 2007).

5. Model of Analysis

As mentioned earlier, the aim of the current study is to investigate Iraqi EFL learners’ IC. The model adopted in the current study is Galaczi and Taylor's (2020) model of IC. Some modifications have been made to suit the settings and requirements of the current study. First, non-verbal behaviour is excluded due to the pandemic situation as the assessment is conducted online which makes it very difficult to account for. Second, intersubjectivity has been accounted for as it is

recognised by many scholars as a crucial factor that distinguishes IC from the broad concept of CC. Thus, the 'modified' model of IC consists of: (1)turn management; (2) topic management; (3)breakdown repair; (4) interactive listening;(5) Intersubjectivity.

Harvey Sacks's (1960s) model of the CA approach which is developed later by Schegloff and Jefferson is meant to be used as the essence of the adopted procedure in the current study for collecting and transcribing data. The collected data are analysed according to the principles of the CA approach as it is "a powerful tool for revealing the various interactional practices that constitutes IC" (Wong and Waring, 2010:12).

6 Data Collection

In terms of data collection, both Focus group discussion and self-reported questionnaire are conducted to collect the data. The questionnaire is a structured one; it consists of close-ended questions that are used in quantitative researches. The focus group discussion, the study's second method, uses a qualitative method for data collection. It is classified as qualitative because the researcher employed a tape recorder and transcribed data. As a result, the collected data are only available in text format.

7 Data Analysis and Findings

After the data collection process, the final step is to transform the data into a form that could be used for analysis. As a result, the students' questionnaire responses were organised and categorised. The recorded discussions, on the other hand, are transformed into written form. That is, they are transcribed using the Jefferson transcription system. The employment of the categories of IC is then evaluated using a five-point Likert scale. The interactional categories are rated by the researcher and her supervisor separately. Then, the results of both the researcher and supervisor evaluation were statistically correlated to

produce a final student performance rating. The data are analysed using SPSS V26 (statistical package for the social sciences).

7.1 Focus Group Discussion

To investigate learners' IC level, the sub-categories are discussed respectively according to Galaczi and Taylor's (2020) model one by one. Then, at the end, a discussion is provided for the main categories as a whole to provide a conclusion. Learners' ability to interact with each other is evaluated based on a five-point Likert scale where 3 is the medium level. Therefore, the statistical treatment considers the hypothetical median equal 3.00. This means that if learners' score less than 3.00 are considered incompetent as far as IC is concerned, while those who score 3.00 or higher are described to have good interactional skills.

1) **Turn Management:** this category involves six sub-categories: starting, maintaining, ending, pausing, latching and interrupting.

- **Starting:**

Starting a turn is the first sub-category of Turn Management. The p-value of learners' marks in the FGD at the beginning of the academic year is 0.001 at 0.05 level of significance (see Table1). As shown in Figure (1), the hypothetical median is 3.00 whereas the observed one is only 2.00, which indicates that learners' ability to start a turn is poor.

Table 1: The Statistical Treatment of Starting

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	130.000
Standard Error	61.719
Standardized Test Statistic	-3.289
p-value	.001

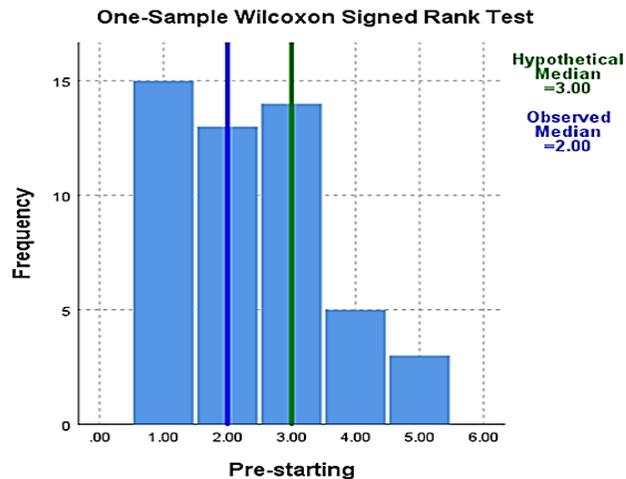


Figure 1: The Statistical Treatment of Starting

- **Maintaining:**

As noticed in the table below, the p-value of learners' marks in maintaining a turn is 0.083 at 0.05 “level of significance”. This indicates that there is “no statistically significant difference” between the hypothetical median and the observed one as illustrated in Figure 2. Thus, learners’ ability to maintain a turn is average.

Table 2 : The Statistical Treatment of Maintaining

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic.	243.500
Standard Error	62.256
Standardized Test Statistic	-1.735
p-value	.083

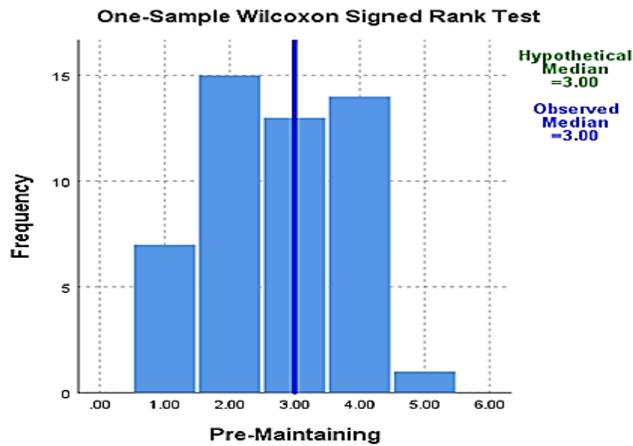


Figure 2: The Statistical Treatment of Maintaining

• **Ending:**

Concerning *ending a turn*, the p-value is found to be 0.001 at 0.05 level of significance as it is shown in Table 3. It is quite clear that there is a significant difference between the hypothetical median and the observed one since the first is 3.00 while the latter is found to be only 2.00 (see Figure 3). Thus, learners' ability to end a turn is poor.

Table3: The Statistical Treatment of Ending

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	131.500
Standard Error	64.230
Standardized Test Statistic	-3.425
P-value	.001

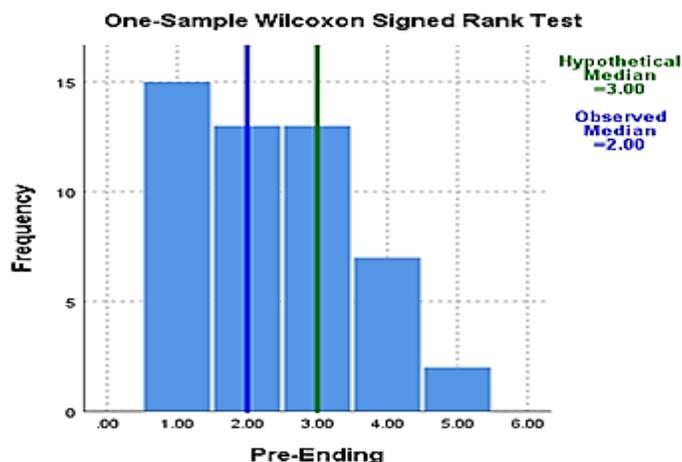


Figure3: The Statistical Treatment of Ending

- **Pausing:**

As the table below shows, learners' use of pauses while they interact with each other is analysed again based on the One-Sample Wilcoxon Signed Rank formula. The P-value is found to be 0.822 at 0.05 level of significance. Considering Figure 4 below, it is noticed that there is no significant difference between the hypothetical median and the observed median. That is both of them are 3.00, which indicates that learners' level of employing pauses in interaction is average.

Table 4: The Statistical Treatment of Pausing

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	252.500
Standard Error	51.166
Standardized Test Statistic	-.225
P-value	.822

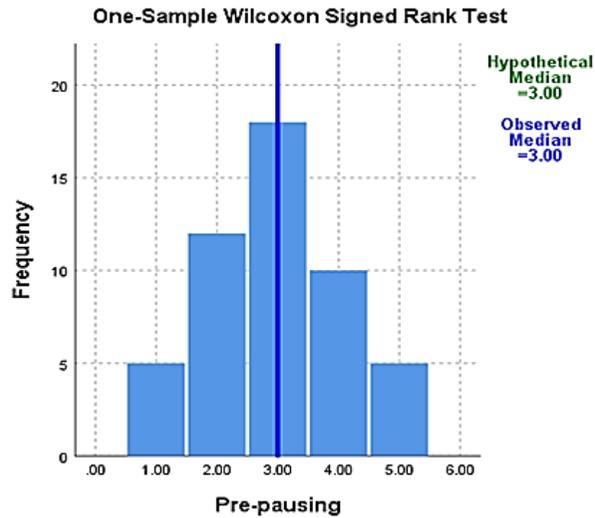


Figure4: The Statistical Treatment of pausing

- **Latching:**

Observing the results in Table 5, the P-value is 0.001 at 0.05 “level of significance”. This indicates that there is a statistically significant difference between the hypothetical median and the observed one, where the latter is only 2.00. Thus, the learners' level of latching is found to be poor. (See Figure5).

Table5: The Statistical Treatment of Latching

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	241.500
Standard Error	85.381
Standardized Test Statistic	-3.233
P-value	.001

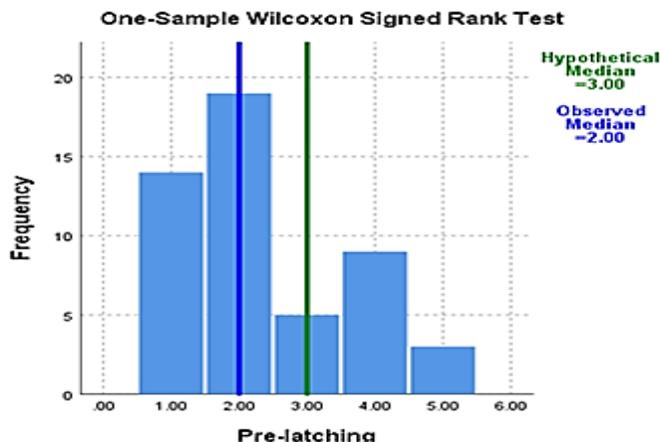


Figure5: The Statistical Treatment of Latching

- **Interrupting:**

As it is shown in the table below, the p-value is 0.000 which means less than 0.05 level of significance. In other words, there is a significant difference between the hypothetical median and the observed one where the latter is found to be only 1.00. Thus, learners' use of interrupting is poor. This can be noticed in figure 6.

Table6: The Statistical Treatment of Interrupting

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	4.500
Standard Error	95.803
Standardized Test Statistic	-6.607
P-value	.000

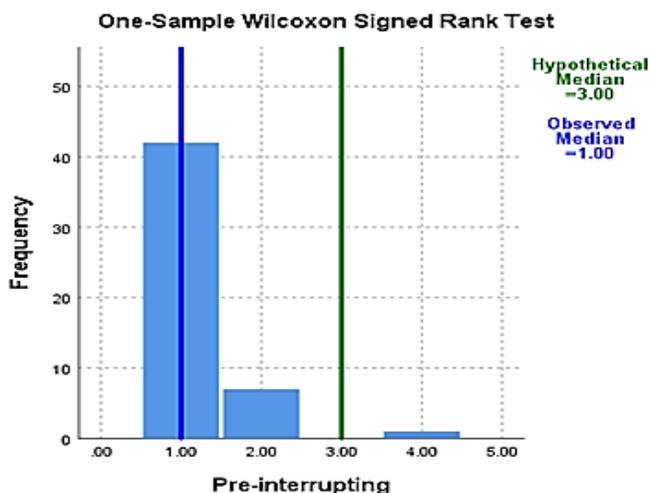


Figure6: The Statistical Treatment of Interrupting

2) **Topic Management:** this category of IC includes four sub-categories; initiating, extending, shifting and closing.

- **Initiating**

As it is illustrated in Table 7, the p-value is found to be 0.001 at 0.05 “level of significance” which shows that there is a statistically significant difference between the hypothetical median (3.00) and the observed one (2.00) and this can be seen obviously in Figure7.

Table7: The Statistical Treatment of Initiating

One-Sample Wilcoxon Signed Rank Test	
Summary	
Total N	51
Test Statistic	168.000
Standard Error	71.274
Standardized Test Statistic	-3.395
P-value	.001

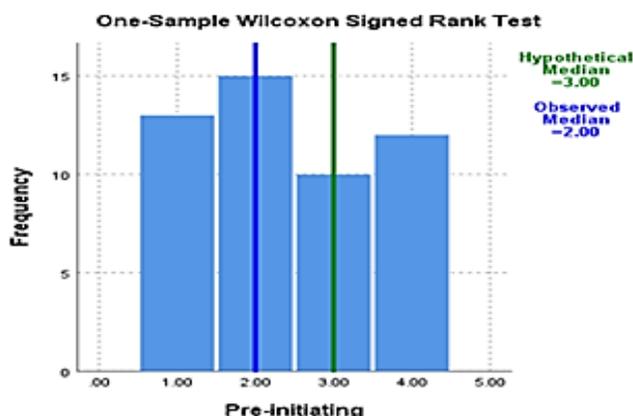


Figure7: The Statistical Treatment of Initiating

- **Extending**

The p-value of learners' marks in extending a turn in FGD is 0.215 at 0.05 level of significance (see Table8). Thus, there is no statistically significant difference between the hypothetical median and the observed median as illustrated in Figure 8. Thus, learners' ability to extend a turn is average.

Table8: The Statistical Treatment of Extending

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic.	272.000
Standard Error	64.050
Standardized Test Statistic	-1.241
P-value	.215

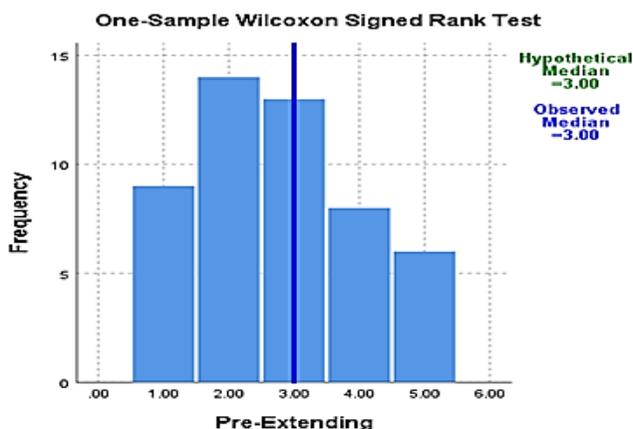


Figure8: The Statistical Treatment of Extending

- **Shifting**

Table 9 shows that the p-value of learners' marks in shifting a turn in FGD is 0.000 at 0.05 level of significance. This indicates that there is a statistically significant difference between the hypothetical median and the observed median as illustrated in Figure 4.10. Thus, learners' ability to shift a turn is poor.

Table9: The Statistical Treatment of Shifting

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	122.000
Standard Error	66.838
Standardized Test Statistic	-3.718
P-value	.000

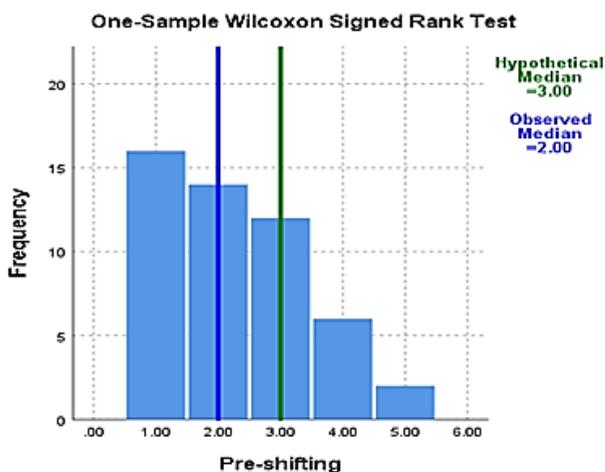


Figure9: The Statistical Treatment of Shifting

- **Closing**

As shown in Table 10, the p-value is 0.000 at 0.05 “level of significance”. This proves that there is a statistically significant difference between the hypothetical median and the observed one. That is the hypothetical median is 3.00 and the observed median is only 2.00. Thus, learners’ ability to close a turn is poor.

Table 10: The Statistical Treatment of Closing

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	118.500
Standard Error	66.696
Standardized Test Statistic	-3.778
P-value	.000

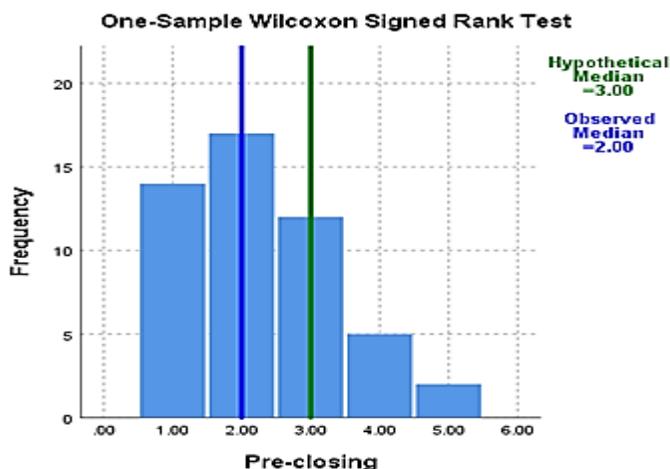


Figure 10: The Statistical Treatment of Closing

3) **Breakdown Repair:** this category covers three sub-categories: joint utterance creation, self/other and recasts.

- **Joint utterance creation**

As shown in the table (11), the p-value is 0.000 which is less than 0.05 level of significance. In other words, there is a significant difference between the hypothetical median and the observed one where the latter is found to be only 2.00. Thus, learners' use of joint utterance creation is poor. This can be noticed in Figure11.

Table 11: The Statistical Treatment of Joint Utterance Creation

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	84.500
Standard Error	77.108
Standardized Test Statistic	-4.760
P-value	.000

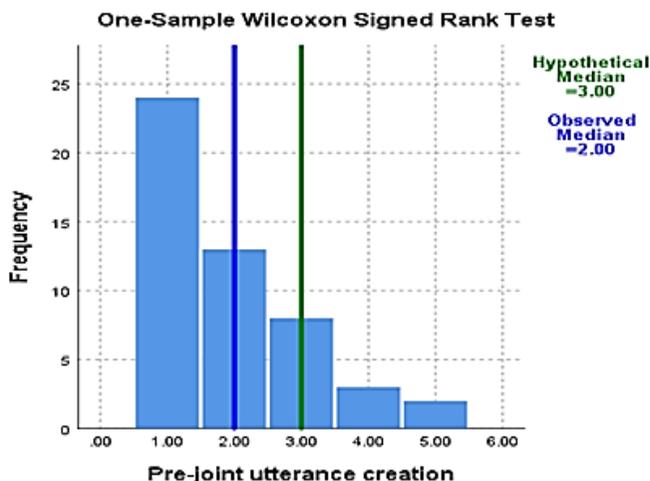


Figure11: The Statistical Treatment of Joint Utterance Creation

- **Self/Other Repair:** As shown in the table below, the p-value of learners' marks in the FGD test is 0.000 at 0.05 level of significance. This indicates that there is a statistically significant difference between the hypothetical median which is 3.00 and the observed median which is 1.50 (see Figure 11). Thus, learners ability to use this kind of repair is poor.

Table 12: The Statistical Treatment of Self-Initiated Self-Repair

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	200.000
Standard Error	87.925
Standardized Test Statistic	-3.873
P-value	.000

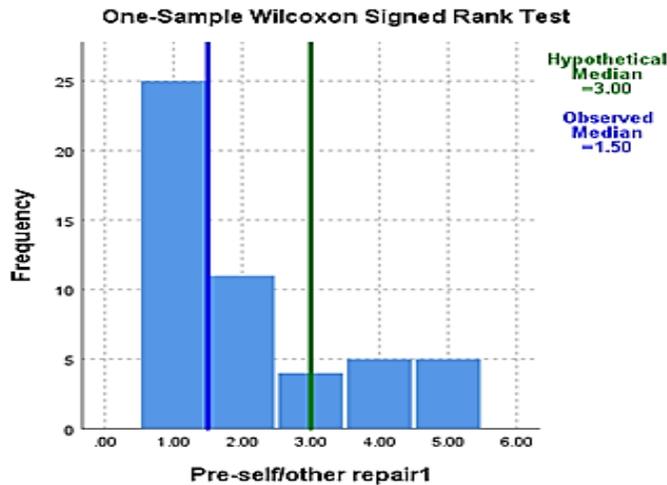


Figure 12: The Statistical Treatment of Self-Initiated Self-Repair

- **Recasts**

As illustrated in the table below, the p-value of learners' marks in the FGD test is 0.000 at 0.05 level of significance. Statistically, there is a significant difference between the hypothetical median and the observed median. Thus, the learners' current level of *recast* is poor. This would be more clear in Figure 13.

Table 13: The Statistical Treatment of Recasts

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	28.500
Standard Error	82.799
Standardized Test Statistic	-5.634
P-value	.000

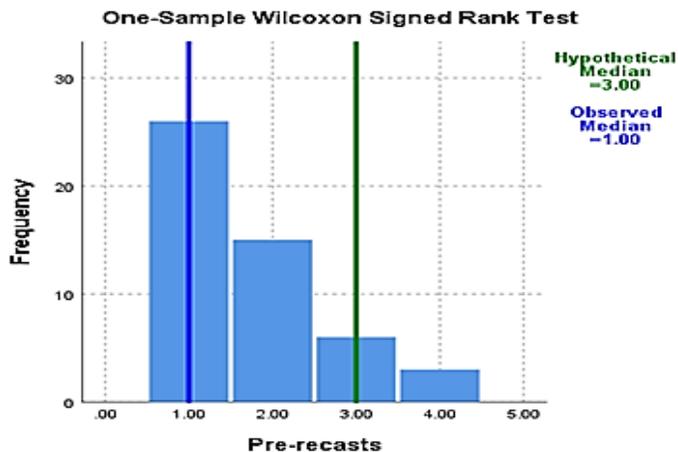


Figure 13: The Statistical Treatment of Recasts

4) **Interactive Listening:** this category involves three sub-categories; backchannelling, comprehension checks and continuers.

- **Backchannelling**

The results in Table 14 illustrates that the P-value is 0.000 at 0.05 “level of significance”. It indicates that there is a statistically significant difference between the hypothetical median and the observed one where the latter is only 2.00. Thus, the learners' level of backchannelling is found to be poor. (See Figure14).

Table 14: The Statistical Treatment of Backchannelling

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	93.000
Standard Error	73.252
Standardized Test Statistic	-4.607
P-value	.000

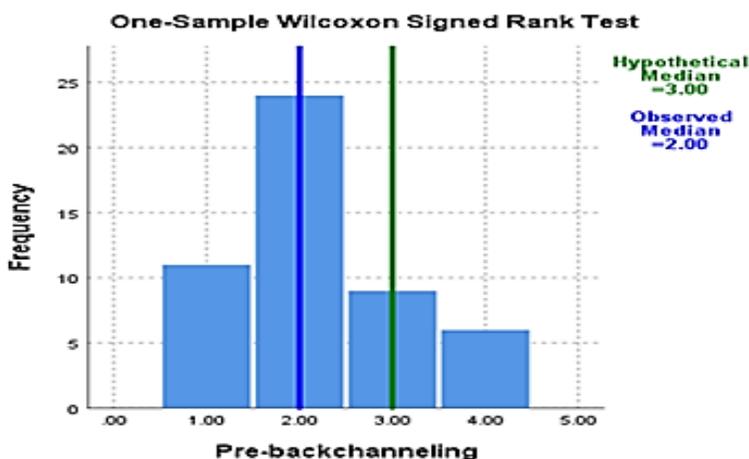


Figure14: The Statistical Treatment of Backchannelling

- **Comprehension checks**

The P-value is 0.000 at 0.05 “level of significance”. This indicates that there is a statistically significant difference between the hypothetical median and the observed one, where the latter is only 1.00. Thus, as shown in Figure 15 the learners' level of Comprehension Checks is found to be poor.

**Table 15: The Statistical Treatment of Other-Initiated Other-
Repair**

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	54.000
Standard Error	85.381
Standardized Test Statistic	-5.429
P-value	.000

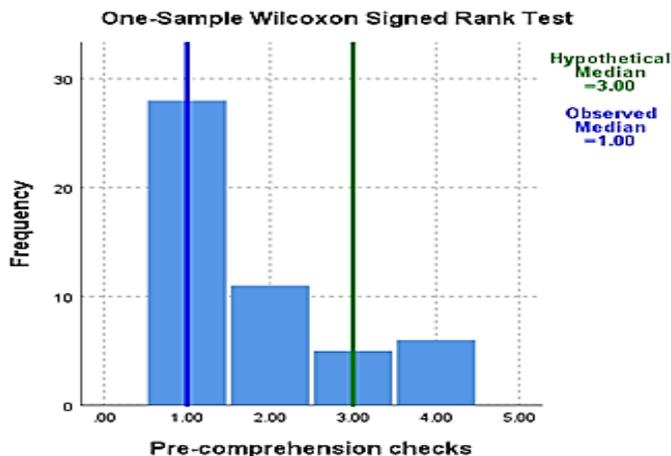


Figure15: The Statistical Treatment of Comprehension Checks

- **Continuers**

The p-value of learners' marks in using Continuers, as seen in the table below, is 0.000 at 0.05 “level of significance”. This indicates that there is a statistically significant difference between the hypothetical median and the observed one as illustrated in Figure16. Thus, learners’ ability to employ continuers is poor.

Table16: The Statistical Treatment of Continuers

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	18.000
Standard Error	85.381
Standardized Test Statistic	-5.850
P-value	.000

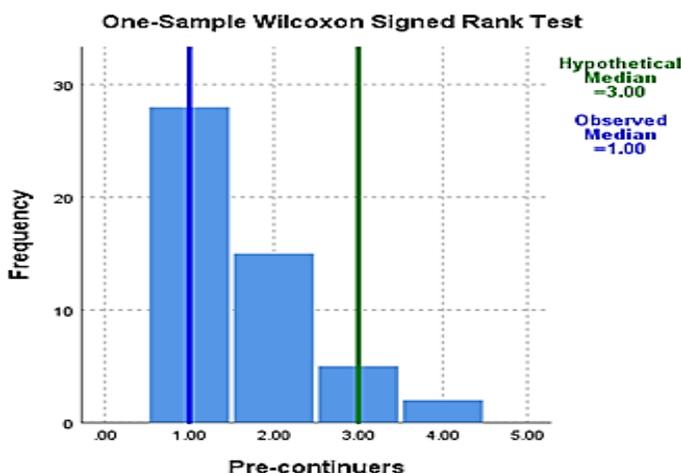


Figure16: The Statistical Treatment of Continuers

5) **Intersubjectivity:** means mutual understanding and feelings.

To have a better account of intersubjectivity look at the table below where a total p-value of is found to be 0.391 at 0.05 “level of significance”. It indicates that there is no significant difference between the hypothetical median and the observed median as is shown in Figure 17. Both the hypothetical median and the observed one are found to be 3.00. Accordingly, learner’ level of Intersubjectivity is found to be acceptable

Table17: The Statistical Treatment of Intersubjectivity

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	249.000
Standard Error	56.552
Standardized Test Statistic	-.858
P-value	.391

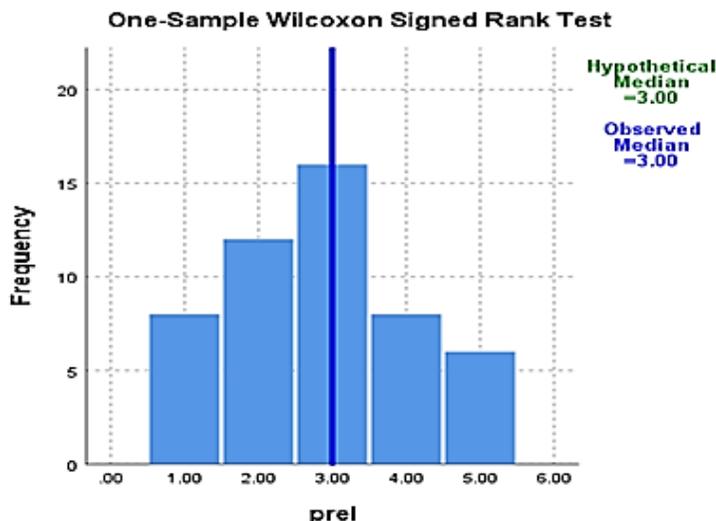


Figure17: The Statistical Treatment of Intersubjectivity

Table 18 illustrates the analysis of all the sub- and main categories of IC. The results obtained from FGD test are summarised as follows:

1. Regarding Turn Management, there is a statistically significant difference between the hypothetical median and the observed median. That is, the first is 3.00 while the second is 2.17 and the p-value is 0.000 at 0.05 level of significance. Thus, learners' level of Turn Management is found to be *unacceptable*.

2. As the p-value of Topic management is 0.001 at 0.05 "level of significance", there is "a statistically significant difference between the hypothetical and the observed one". This indicates that learners' level of Topic Management is *unacceptable*.

3. Learners' level of Breakdown Repair in FGD is *unacceptable*. This can be proved through the results shown in the table below, where the p-value is 0.000 at 0.05 level of significance and the observed median is found to be only 1.17.

4. Table 18 illustrates that the difference between the means of both hypothetical median and the observed one has a statistically significant

value as far as Interactive listening is concerned. The results show that learners' level of Interactive listening is *unacceptable*.

5. Concerning Intersubjectivity, the p-value is found to be 0.391 at 0.05 level of significance. Both the hypothetical median and the observed median are found to be 3.00. Thus, learners' level of Intersubjectivity is found to be *acceptable*.

To conclude, the current level of learners' IC in FGD is found to be unacceptable. Thus, *the first hypothesis is verified* as far as FGD is concerned.

Table 18: The Total Statistical Treatment of Interactional Competence in Focus Group Discussion

NO.	The Hypothetical median	The Observed median	Test	P-value	Decision
1	The median of TM equals 3.00.	2.17	One-Sample Wilcoxon Signed Rank Test	.000	Unacceptable
2	The median of Topic M equals 3.00.	2.25	One-Sample Wilcoxon Signed Rank Test	.001	Unacceptable
3	The median of BR equals 3.00.	1.17	One-Sample Wilcoxon Signed Rank Test	.000	Unacceptable
4	The median of IL equals 3.00.	1.67	One-Sample Wilcoxon Signed Rank Test	.000	Unacceptable
5	The median of Intersubj. equals 3.00.	3.00	One-Sample Wilcoxon Signed Rank Test	.391	Acceptable
Asymptotic significances are displayed. The significance level is .050.					

7.2 The Self-Reported Questionnaire

The same procedure followed in the previous section is applied in the current one. The interactional categories are examined one by one according to Galaczi and Taylor's (2020) model to investigate learners' IC level.

1.Turn Management:

Turn Management has six sub-categories; starting, maintaining, ending, pausing, latching and interrupting. The total p-value of learners' marks in *Turn Management* in the self-reported questionnaire is 0.00 at 0.05 level of significance. This indicates that there is a statistically significant difference between the hypothetical median which is 3.00 and the observed median which is 3.53. Thus, the current level of learners' *Turn Management* is *acceptable* as explained in Figure18.

Table19: The Statistical Treatment of Turn Management in the Questionnaire

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	1029.000
Standard Error	97.451
Standardized Test Statistic	4.525
P-value	.000

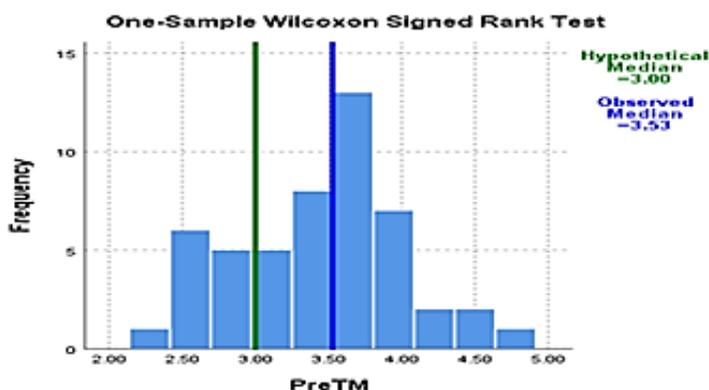


Figure18: The Statistical Treatment of Turn Management in the Questionnaire

2.Topic Management

This category of IC involves four sub-categories; initiating, extending, shifting and closing. The table below summarises the statistical treatment of all sub-categories in Topic Management. The total p-value of learners' marks in *Topic Management* in the self-reported questionnaire is 0.00 at 0.05 "level of significance". This indicates there is "a statistically significant difference" between the hypothetical median which is 3.00 and the observed median which is 3.50. Thus, the current level of learners' *Topic Management* is *acceptable* as explained in Figure 19.

Table20: The Total Statistical Treatment of Topic Management in the Questionnaire

"One-Sample Wilcoxon Signed Rank Test Summary"	
Total N	51
Test Statistic	986.500
Standard Error	97.378
Standardized Test Statistic	4.092
P-value	.000

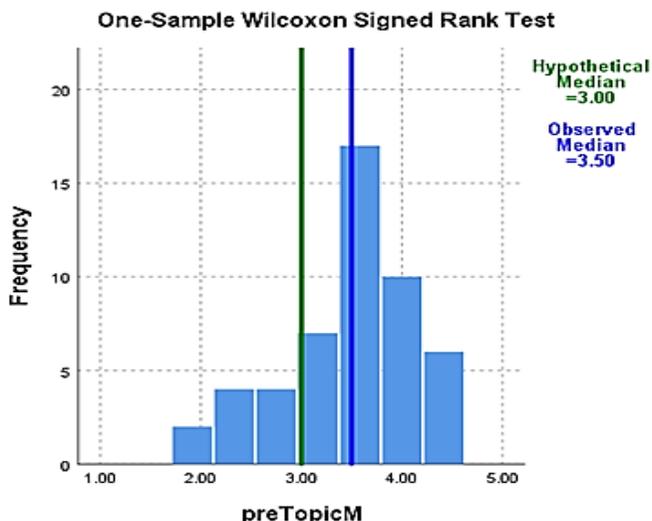


Figure19: The Total Statistical Treatment of Topic Management in the Questionnaire

3. Breakdown Repair: this category of IC covers three sub-categories: joint utterance creation, self/other and recasts. The table below explains that the total p-value of learners' marks in *Breakdown Repair* in the questionnaire is 0.042 at 0.05 "level of significance". This shows that there is a statistically significant difference between the hypothetical median which is 3.00 and the observed median which is 3.19. Thus, as shown in Figure 20, learners' current level of *Breakdown Repair* is acceptable.

Table 21: The Total Statistical Treatment of Breakdown Repair in the Questionnaire

"One-Sample Wilcoxon Signed Rank Test Summary"	
Total N	51
Test Statistic	848.500
Standard Error	103.565
Standardized Test Statistic	2.037
P-value	.042

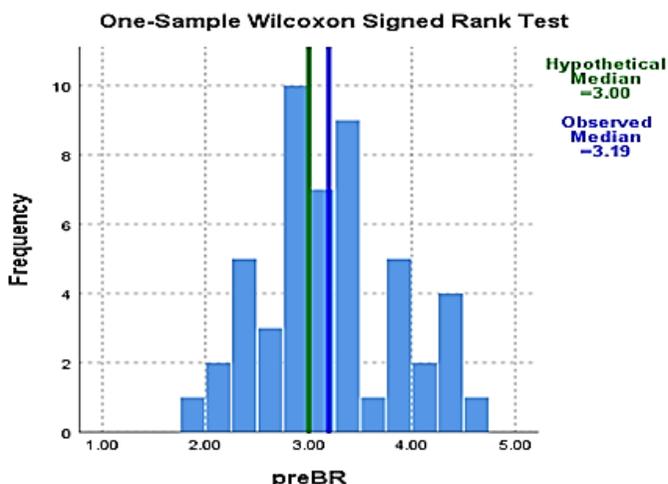


Figure 20: The Total Statistical Treatment of Breakdown Repair in the Questionnaire

4. Interactive Listening: this category involves three sub-categories: backchannelling, comprehension checks and continuers. The results in the table below show that the total p-value of learners’ marks in *Interactive Listening* is 0.000 at 0.05 “level of significance”. This indicates that there is a statistically significant difference between the hypothetical median and the observed median where the first is 3.00 while the second is 3.83. Thus, as shown in Figure 21, learners’ current level of *Interactive Listening* is acceptable.

Table22: The Total Statistical Treatment of Interactive Listening in the Questionnaire

One-Sample Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	1178.000
Standard Error	103.484
Standardized Test Statistic	5.223
P-value	.000

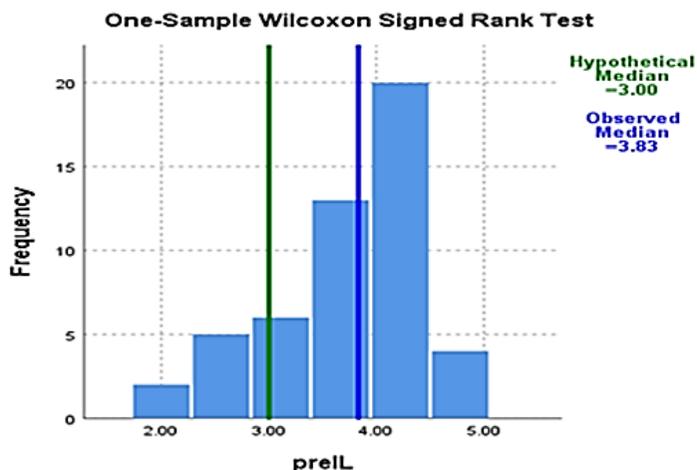


Figure 21: The Total Statistical Treatment of Interactive Listening in the Questionnaire

5.Intersubjectivity: which is the mutual understanding and feelings among learners through interaction. To have a better understanding of intersubjectivity check the table below where a total p-value of Intersubjectivity is found to be 0.000 at 0.05 “level of significance”. This indicates there is a statistically significant difference between the hypothetical median and the observed median as is shown in Figure 22. As the observed median is 3.67, learner’ level of Intersubjectivity is found to be *acceptable*.

Table23: The Total Statistical Treatment of Intersubjectivity in the Questionnaire

“One-Sample Wilcoxon Signed Rank Test Summary”	
Total N	51
Test Statistic	987.000
Standard Error	90.944
Standardized Test Statistic	4.910
P-value	.000

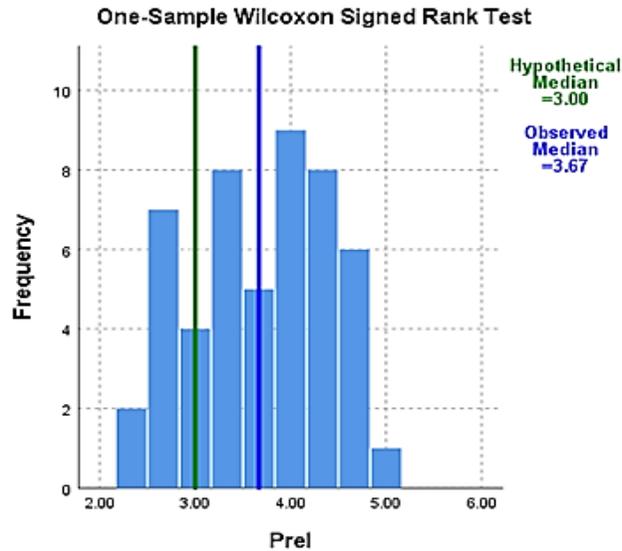


Figure22: The Total Statistical Treatment of Intersubjectivity in the Questionnaire

To summarise, the current level of learners' IC in the self-reported questionnaire is found to be *acceptable*(Table24). Thus, the *second hypothesis is rejected as far as the self-reported is concerned*.

Table24: The Total Statistical Treatment of Interactional Competence in the Questionnaire

NO.	The Hypothetical median	The Observed median	Test	P-value	Decision
1	The median of TM equals 3.00.	3.53	One-Sample Wilcoxon Signed Rank Test	.000	Acceptable
2	The median of Topic M equals 3.00.	3.50	One-Sample Wilcoxon Signed Rank Test	.000	Acceptable
3	The median of BR equals 3.00.	3.19	One-Sample Wilcoxon Signed Rank Test	.042	Acceptable
4	The median of IL equals 3.00.	3.83	One-Sample Wilcoxon Signed Rank Test	.000	Acceptable
5	The median of Intersubj. equals 3.00.	3.67	One-Sample Wilcoxon Signed Rank Test	.000	Acceptable
Asymptotic significances are displayed. The significance level is .050.					

Conclusions

Based on the findings, the current study has concluded the following:

1. The results show inconsistency in significance between FGD and the self-reported questionnaire. According to students claims, the current level of their IC is average while the results of the FGD show that their IC level is unacceptable. This implies learners' over evaluate their language skills and therefore, they fail to self-evaluate their actual level of IC.
2. Learners' level of IC at the beginning of the academic year 2021 is unacceptable although they represent the advanced level in the department.

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