

## Interactional Competence in Language Use: A Literature-Informed Review of Influencing Factors

Nuntapat Supunya <sup>a</sup>

[nuntapatsupunya@gmail.com](mailto:nuntapatsupunya@gmail.com)

Language Institute Thammasat University, Thailand

Supong Tangkiengsirisin <sup>b</sup>

[supong.t@litu.tu.ac.th](mailto:supong.t@litu.tu.ac.th)

Language Institute Thammasat University, Thailand

### ABSTRACT

Human social actions in interaction can be achieved through the spontaneous execution of multiple resources beyond linguistics. Achieving mutual understanding among interlocutors relies upon Interactional Competence (IC), the ability to interact, maintain, and repair problems in ongoing conversation using available resources-at-talk. The proliferation of conversation analysis (CA) studies has predominantly shed light on interactional mechanisms (e.g., requests and complaints), conversational sequences, and conversational feature development, resulting in calls for further inquiries into what comes into play in interaction. Thus, this systematic review, with a macro-analytical focus, aims to characterise literature-informed factors evident in influencing interaction. Guided by the adapted PRISMA flow diagram, 67 Scopus-indexed IC-related articles published from January 2010 to July 2023 were shortlisted and analysed to determine such influential factors. Using an inductive approach, eight significant factors emerged from the empirical research synthesis: social actions, interactional mechanisms, sociopragmatics, pragmalinguistics, linguistic knowledge, non-linguistic resources, content knowledge, and psychological elements. The analysis further illustrated that these factors are interrelated, reflecting a dynamic and complex praxeology of interaction in today's conversation. Reflecting on the conceptualisation of IC, the findings further expand our current understanding by defining IC as a psychology-driven construct as evidenced in its 13-year literature review. Pedagogical implications and future research directions are also proposed.

**Keywords:** Interactional competence; interaction; factors influencing interaction; systematic review; research synthesis

---

<sup>a</sup> Main author

<sup>b</sup> Corresponding author

## INTRODUCTION

Global mobility has generated linguistic diversification that has shaped the dynamics of current praxeological practices. English users are likely to encounter diverse situations of language use (Jenkins et al., 2018), ranging from daily speech exchanges to English as a medium of instruction (EMI), which requires distinct and context-bound interactional practices to co-construct mutual understanding. Current praxeological practices are also linked to all available linguistic resources, not restricted to merely L2 English, as evidenced in translanguaging (Canagarajah, 2018), but rather localised Englishes across contexts. In addition, to co-construct meanings, multilingual interlocutors employ non-linguistic resources as means to establish pragmatically appropriate utterances in interaction (Taguchi & Roever, 2017). Interactional success, indeed, relies upon a multitude of layered factors that establish intersubjectivity among the involved multilingual interlocutors (Larsen-Freeman & Cameron, 2008). This reflects the dynamic nature of today's interactions among multilingual and multicultural speakers, where merely linguistic resources are deemed substantial, yet insufficient to accomplish intended social actions.

Utilising available resources-at-talk to co-construct intersubjectivity in utterance production among interlocutors concerns the concept of Interactional Competence (IC). Since the multilingual turn during the 1960s, this construct has received significant attention regarding its conceptualisation (e.g., Kramsch, 1986) and interactional mechanisms (e.g. Hellermann, 2008), as complemented by CA methodology. Surprisingly, since its emergence in Applied Linguistics, there has been “a lack of clarity and agreement with regard to what exactly constitutes such competence” (Waring, 2018, p.57), apart from what it means (definition) and how interlocutors practise under each social action (mechanisms). Thus, characterising potential factors influencing how interlocutors utilise available resources in interaction through the perspective of a literature-informed systematic review is believed to bring such crystallisation to the absent theoretical concept of IC. Notably, this review was inspired by Hall's (1993), Young's (2000), and Galaczi and Taylor's (2018) works on conceptualising IC by drawing upon empirical studies. This systematic review further shifts the analytical focus from a micro perspective, which underlies multiple linguistic-sequential orders of interaction, to a macro-analytical focus that can illuminate interaction-related factors at a broader level. This also responds to calls for more research to help establish a more holistic understanding of IC (e.g., Hall & Pekarek Doehler, 2011; Young, 2007), as it is deemed limited.

## INTERACTIONAL COMPETENCE (IC)

Sharing various ontological roots, intercultural competence (IC) is theoretically interdisciplinary. Drawing on previous work on Communicative Competence (Hymes, 1972), Hall (1995) proposed that IC is “the ability to develop and manage topical issues in practice-relevant ways” (p. 38). This account brings an individualist perspective to competence in relation to social contexts as grounded in linguistic anthropology. In sociolinguistics, Young (1999) asserts that IC is “a theory of the knowledge that participants bring to and realise in interaction, including an account of how such knowledge is acquired” (p. 118). IC therefore requires the ability to recognise interactional actions being performed by other interlocutors and to respond using conventionalised patterns developed in interlocutors' repertoires (Hall & Pekarek Doehler, 2011). The ability to interact requires interlocutors to engage in multiple social interactions, to implement the in-situ communicative

practices, and to utilise existing linguistic resources and other resources beyond language to accomplish shared objectives of communication (Roever & Dai, 2021). When the absence of understanding occurs, interlocutors need to draw upon their accumulated interactional practices (Young, 2009) to perform real-time repair-related practices (e.g., clarification checks and negotiation for meaning). In second language acquisition (SLA), the ability to maintain intersubjectivity relates to the sub-component of communicative competence, strategic competence (Canale & Swain, 1980), which interlocutors perform to “compensate for breakdowns in communication due to performance variables or insufficient competence” (p. 30). In the current review, IC refers to an observable, dynamic, reflexive emergence of interactional orders performed by interlocutors to collaboratively establish intersubjectivity based on social actions.

## CURRENT IC LITERATURE

The existing IC studies can holistically be characterised into three distinct domains based on Tai and Dai’s (2023) work. The first domain highlights interactional mechanisms or what interlocutors co-perform to accomplish social actions. Using conversation analysis (CA), many scholars have identified various interactional mechanisms, including turn-taking (e.g., Cekaite, 2007), disagreeing (e.g., Pekarek Doehler & Pochon-Berger, 2011), opening tasks (e.g., Hellermann, 2008), storytelling (e.g., Pekarek Doehler & Berger, 2018), responding to such telling (e.g., Ishida, 2011), repairing conversational trouble (e.g., Hellermann, 2011), and managing participation (e.g., Nguyen, 2011). Others have paid attention to the recalibration of these interactional mechanisms in a new context (e.g., Masuda, 2011). This proliferated domain deploys a micro-analysis to highlight the interactional sequences through the conversational data, resulting in a partial interactional account specific to each social action and the exclusion of other sociocultural elements. Another domain of IC studies concerns IC-informed pedagogy. Highlighting the theoretical benefits of IC on language pedagogy, Dai and Davey (2023) utilise a membership categorisation analysis to analyse students’ interactions set in different roles. The findings suggest that the students could recognise their social actions and produce appropriate responses to others based on their moral order of interaction. In Salaberry and Kunitz’s (2019) book, many IC-informed investigations across contexts agree on the benefits of IC to SLA and encourage language practitioners to implement IC in their curricula. Finally, IC has been reconceptualised by scholars in language testing. Despite its significance, the role of IC in standardised speaking tests has received little attention (Roever & Dai, 2021), and the execution of semiotic sources has not been assessed (Dai, 2022). The holistic criteria primarily focus on the individual’s ability, rather than what constitutes interactional success as fundamental to real-world interaction. As such, several attempts have been made to characterise the testability of IC (e.g., Dai, 2022). This reflects the nature of IC as dynamic, context-bound, emergent, and co-constructed, which requires an interplay of multifaceted factors until intersubjectivity is achieved.

The current review aims to characterise the heterogeneous factors evident in the empirical literature that contribute to the process of interaction among interlocutors by shifting the analytical focus from a micro (linguistic-sequential orders) to a macro (interaction-related factors) perspective. This review responds to the need for more research to establish a holistic understanding of IC (e.g., Eskildsen, 2018; Pekarek Doehler, 2018). The findings will also provide pedagogical implications for classrooms where factors influencing interactional success for real-world communication need to be fostered. The following research question was formulated to

guide the analysis: What factors influence IC based on Scopus-indexed articles published from January 2010 – July 2023?

## METHODOLOGY

The current study was framed as a systematic review that allows researchers to eliminate systematic bias by identifying related articles, evaluating the selected empirical studies, and synthesising the included studies to form a comprehensive conclusion (Plonsky, 2017). A systematic review thus follows three fundamental principles – systematicity of the reviewing process, transparency in conducting the review, and replicability that is open to critique and replication (Grant & Booth, 2009). The current review adhered to these key principles to eliminate bias in the process of analysing the selected articles by using a co-coder to co-analyse the shortlisted articles (Macaro, 2020). To illustrate the systematic procedures, the PRISMA diagram (Page et al., 2021) has been adapted to guide the data screening process, including the inclusion and exclusion of the articles (see Figure 1). Regarding the feasibility of the adopted method, the current review is in line with existing systematic reviews in Applied Linguistics (e.g., Macaro et al., 2018; Nagaraja et al., 2024; Salehuddin & Mahmud, 2024).

## ARTICLE SELECTION

Scopus-indexed articles published from January 2010 to July 2023 were shortlisted for analysis. As illustrated in Figure 1, Scopus-indexed articles were included in the systematic review as these articles are subject to double-blind peer-review processes, and that promotes academic rigour and integrity that, in turn, generates the impact to the field (Duman et al., 2015). Some journals included in this current review are also indexed in other internationally accepted databases (e.g., Web of Science, ERIC, Wiley, ScienceDirect, and JSTOR). Due to the redundancy in databases and the study's objective, the authors decided to include only papers published in Scopus, deeming them sufficient for the analysis. The keyword search on Scopus included: “Interactional Competence” OR “Communicative Competence” OR “Classroom Interaction” OR “Student Talks” AND “Conversation Analysis.” Notably, the keyword of CC was used due to its shared root of IC, and some scholars defined CC as an umbrella term of IC. The keywords were derived from those used in the published IC-related papers and expert consideration. The advanced search technique was also applied by limiting the timespan from January 2010 to July 2023, specifying articles only, and including articles written in English. Over 500 articles emerged in the initial search, and in the abstract screening stage, 124 articles were initially found to be relevant to IC. A second abstract screening process was then applied to reduce the scope to factors influencing IC.

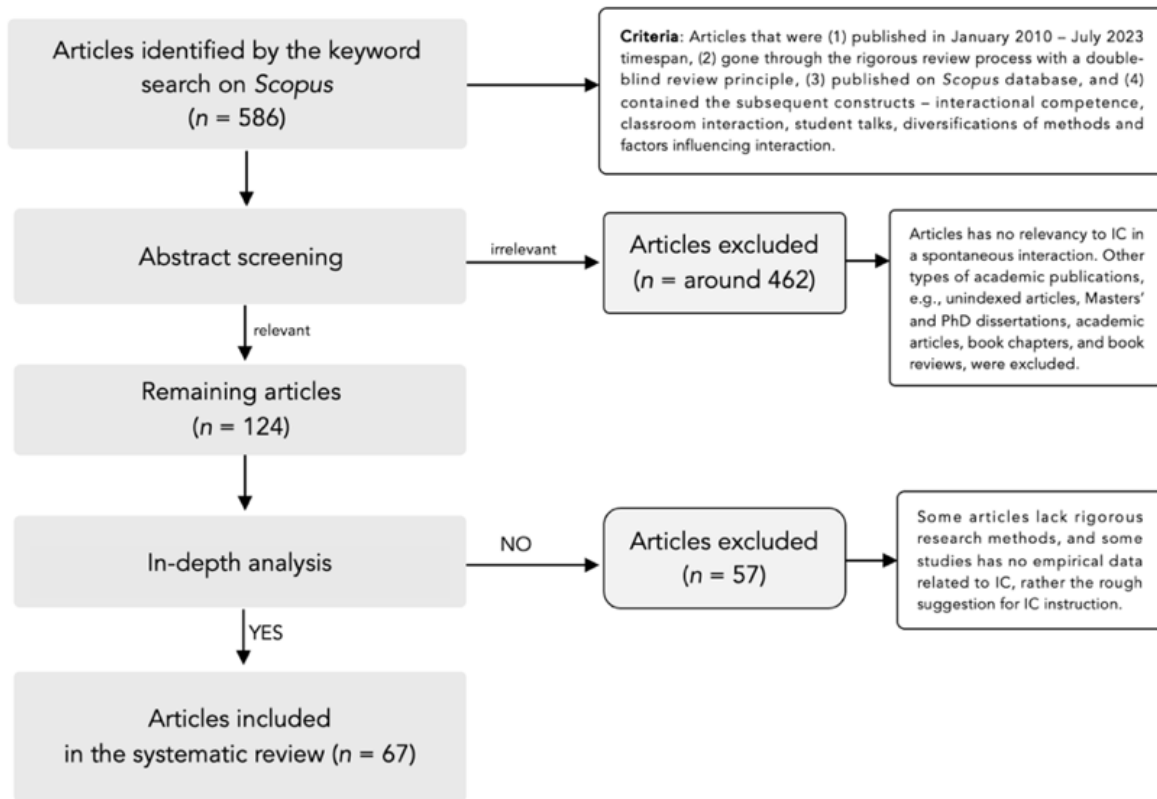


FIGURE 1. The article selection process used in this review adapted from Page et al.'s (2021) PRISMA diagram

### INCLUSION AND EXCLUSION CRITERIA

The current review included articles that were (1) empirically published from January 2010 to July 2023 in the Scopus database, (2) subject to a rigorous double-blind reviewing process, (3) focused on any process of interaction, and (4) contained the following constructs – interactional competence, classroom interaction, student talk, diversifications of methods, and factors influencing interaction. Other types of academic publications, namely unindexed articles, Master's and PhD dissertations, academic articles, book chapters, and book reviews, were excluded from the review. The researchers acknowledged that there are empirical studies focusing on IC assessment, the testability of IC (e.g., Roever & Ikeda, 2022), and IC-informed pedagogy (e.g., Milliner & Dimoski, 2022). Despite their theoretical relevance, these scholarly works rarely accounted for the process of interaction as proliferated studies depicted interactional sequences and discrete features that are, in this review, considered incomplete for drawing a comprehensive account of IC. Moreover, some empirical studies lacking theoretical soundness and articles with few mentions of IC were also excluded as they were deemed irrelevant to the aim of the review. To address this limitation, the researchers followed Rose et al.'s (2018) suggestion, stating that “a positive result of following these stringent criteria is the limitation of bias, thereby increasing the trustworthiness, and arguably the value of the results and recommendations of the study” (p.153).

## DATA ANALYSIS

Following the screening process, 67 empirical articles on IC were included in the analysis. An inductive approach that allows themes to be generated by the analysts based on the shared values of the data was used to analyse the selected articles (Phakiti & Paltridge, 2015). Specifically, in the first round of analyses, both researchers independently analysed the included articles by reading through the articles with a focus on the factors influencing interaction. During this process, each researcher independently established themes based on the emerging values (factors) from the dataset. Subsequently, both researchers performed a co-analysis by sharing their established themes, discussing problematic issues, and resolving disagreements in the data analyses. As agreed by the researchers, the emerging themes included (1) social actions, (2) interactional mechanisms, (3) sociopragmatics, (4) pragmalinguistics, (5) linguistic knowledge, (6) non-linguistic knowledge, (7) content knowledge, and (8) psychological elements. The operational definition of each factor was provided in the following section. The number of papers under each literature-informed factor were derived from the content in the articles, resulted from an inductive approach. The number does not contribute to the total of the included papers, as one paper yields more than one factor. Other information concerning study types, target language, contexts, participants, data sources, and key findings was also analysed to establish the demographics. The researchers also focused on the appropriateness of the research methodology, validity, reliability, and trustworthiness of the articles, as suggested by Gough et al. (2017).

## RESULTS AND DISCUSSION

The included papers were predominantly qualitative. Of the 67 papers included, 61 followed a qualitative research design to document interactional communication (IC), five adopted a mixed-methods research design, and only one employed a quantitative design. Types of interaction were reported to be both dyadic and multi-party. For analytical frameworks, conversation analysis (CA) and multimodal CA were predominantly utilised, combined with qualitative data collection instruments such as audio and video recordings, semi-structured and stimulated-recall interviews, observation, questionnaires, self-rating lists, and journals. Instrumental triangulation was employed in some studies to account for the complex and dynamic nature of IC. The synthesis revealed eight factors influencing spontaneous interaction among interlocutors, and these factors were shown to be interrelated. Due to space limitations, the summary table of included studies classified into different factors has been provided in the attached supplementary document. The following sections depict each of the identified factors.

### FACTOR 1: SOCIAL ACTIONS

The concept of social actions refers to interlocutors' execution of interactional resources to serve their communicative intentions in an interactive manner (Dai, 2023). For example, if an interlocutor wishes to express thanks to other communicative partners, expressing thanks is considered the interlocutor's intended social action. Unlike interactional mechanisms of thanking, where interlocutors need to draw upon knowledge of lexicogrammar, a social action of thanks concerns how individual interlocutors verbally act in expressing thanks. This appears relevant to what Schegloff (1995) refers to as what interlocutors are doing regarding the topic of what others



are saying. The social actions can, thus, be viewed as verbal actions based on their intention, rather than the knowledge of each interactional mechanism.

TABLE 1. Studies related to the factor of social actions

<b>Factor: Social Actions</b>	
<b>Studies</b>	
Structural organisation of communicative practices	Nguyen, 2012
Organisation of talk in school interaction	Kapellidi, 2013
Increasing participation through self-selection in post-expansion sequences	Watanabe, 2017
Classroom role-play to workplace patient consultation	Nguyen, 2018
Language recalibration (Teacher-student talk)	Konzett-Firth, 2020
‘Subject’, ‘topic’, and ‘zero’ particles in Korean in formulating WH-Qs	Kwon et al., 2021
Child’s agency and social actions in language-focused sequences	Nguyen & Nguyen, 2021
Relationship between the <i>/aihtla/</i> expressions and social actions	Theodórsdóttir & Eskildsen, 2022
Social actions in students’ interaction needs	Dai, 2023
Home language in linguistically diverse primary school classroom	Foster et al., 2023
Facilitative use of learner-initiated translanguaging	Harumi, 2023
Translanguaging and IC (classroom interaction)	Tai & Dai, 2023
Story-closing practices in PhD supervisory feedback	Ta & Filipi, 2023

As illustrated in Table 1, 13 studies indicated that social actions were purposively constructed through the deployment of interactional mechanisms in a flow of real-time communication. That is, social actions were (re)shaped by a structural organisation of interactional mechanisms. This was evident in Nguyen’s (2012) longitudinal conversation analysis study, suggesting that participants’ interactional competence was developed through increasing exposure to the co-construction of meaning(s) based on various social actions in turn-by-turn interaction. Similarly, Kapellidi (2013) analysed the organisation of talk in school interactions and found that interlocutors typically produced a sequential organisation of talk, serving specific social actions through turn-taking practices. In Dai’s (2023) qualitative study, social actions were classified into two broad categories. Affiliative practices (e.g., agreements, apologies, and thanks) are performed to promote “social solidarity” among interlocutors, while disaffiliating practices (e.g., refusals, disagreements, cancellations, and interruptions) are performed to disrupt the relationship between interlocutors (Dai, 2023, p. 13). Social actions are, thus, verbally performed to deliver intended communicative functions, and such actions vary depending on the topic of discussion, topical shifts, and culture-specific situations.

## FACTOR 2: INTERACTIONAL MECHANISMS

Interactional mechanisms concern the knowledge of subsequent practices underlying each social action (e.g., apologies, requests, and disagreements) that interlocutors need to draw upon. In other studies, interactional mechanisms have been referred to as interactive practice (Hall, 1995), communicative practice (Hanks, 1996), and discursive practice (Young, 2007). The current review considers these mechanisms as necessary for the meaning-making process in interactions. That is, interlocutors need to draw upon their interactional mechanisms, which have been developed through their prior interactional exposures and communicative engagements, to verbally perform a selected social action within a speech-exchange ecology.

TABLE 2. Studies related to the factor of interactional mechanisms

<b>Factor: Interactional Mechanisms</b>	
<b>Studies</b>	
L2 requests – Preferences structure in talk-in-interaction	Taleghani-Nikazm & Huth, 2010
Structural organisation of a communicative practice	Nguyen, 2012
Interactional practices in an emergency call	Osvaldsson et al., 2013
Organisation of talk in school interaction	Kapellidi, 2013
Incomplete sentences as Interactional resources	Taguchi, 2014
Small-talk-focus on topic management and backchanneling in Skype	Barron & Black, 2015
Teaching assistant's interactional practices in engineering labs	Kim, 2016
Requests negotiation practices (a case of a four-year-old girl)	Nguyen & Nguyen, 2016
Avoiding initiation of repairs in L2 conversation-for-learning	Hauser, 2017
Increase in interactional practises (i.e., turn-taking)	Watanabe, 2017
Diversification of interactional methods	Skogmyr Marian et al., 2017
Proficiency and preference organisation in L2 refusals	Al-Gahtani & Roever, 2018
Effective communication features in aviation interaction	Kim, 2018
Classroom role-play to workplace patient consultation	Nguyen, 2018
Story-opening in L2 conversation	Pekarek Doehler & Berger, 2018
Correction and explanation practices in everyday L2 interaction	Theodórsdóttir, 2018
L2 IC in text chat interactions – Task openings	Abe & Roever, 2019
L2 IC in text chat interactions – Task closings	Abe & Roever, 2020
Self-repairs as indicator of L2 IC development	Kim, 2020
L2 (Finnish) requests	Kim, 2020
Translanguaging as interactional resources for productive interaction	Masaeed, 2020
Repairs in L2 Spanish	Batlle & Suárez, 2021
'Subject', 'topic', and 'zero' particles in Korean in formulating WH-Qs	Kwon et al., 2021
Child's agency and social actions in language-focused sequences	Nguyen & Nguyen, 2021
Dispreference organisation in (L2) refusals across proficiency levels	Wu & Roever, 2021
Translanguaging as practice in interaction	Canals, 2022
Multiple cases of requests in L2 interaction	Al-Gahtani, 2022
Yo – Japanese particle in L2 peer interaction	Hoshi, 2022
L2 English user's language calibration during the first-time encounters	Kim, 2022
Precluding linguistic repairs in online dyadic L2-learning interactions	Owens, 2022
Diversifications of the Icelandic auxiliary verb in increasing social actions	Theodórsdóttir & Eskildsen, 2022
Facilitative use of learner-initiated translanguaging	Harumi, 2023
Translanguaging as practise and resource for interaction	Tai & Dai, 2023
Story-closing practices in PhD supervisory feedback	Ta & Filipi, 2023

Thirty-four studies explored interactional mechanisms, employing a micro-analytical approach to identify sequential patterns. This includes L1 and L2 requests (Al-Gahtani, 2022; Kim, 2020; Nguyen & Nguyen, 2016; Taleghani-Nikazm & Huth, 2010), opening talks (Abe & Roever, 2019; Pekarek Doehler & Berger, 2018), closing talks (Abe & Roever, 2020; Ta & Filipi, 2023), correction (Osvaldsson et al., 2013; Theodórsdóttir, 2018), explanation (Theodórsdóttir, 2018), clarification (Osvaldsson et al., 2013), topic management (Barron & Black, 2015), backchanneling (Barron & Black, 2015), turn-taking (Watanabe, 2017), comprehension checks (Osvaldsson et al., 2013), repairs (Batlle & Suárez, 2021; Hauser, 2017; Kim, 2020; Owens, 2022), refusals (Al-Gahtani & Roever, 2018; Wu & Roever, 2021), negotiation for meaning (Kim, 2016), and organisation of talks (Kapellidi, 2013; Nguyen, 2012). This body of literature appears to be prevalent in conversation analysis (CA) and CA-SLA research. This seems to be the dominant body of the interactional competence (IC) literature.



### FACTOR 3: SOCIOPRAGMATICS

Sociopragmatics refers to knowledge concerning society, context, and culture, which plays a role in determining social actions in communicative interaction. Broadly defined, this type of knowledge is associated with an interlocutor's ability to successfully apply interactional mechanisms for their intended purposes (Dai, 2023; Dai & Davey, 2023). In the synthesis of articles, 17 studies reported on sociopragmatics-related practices.

TABLE 3. Studies related to the factor of sociopragmatics

<b>Factor: Sociopragmatics</b>	
<b>Studies</b>	
Intersubjectivity in NS-NNS interaction in electrical and computer engineering	Vickers, 2010
JFL learners' use of particle "ne" in a study abroad context	Masuda, 2011
Social positioning in student-student interaction	Stone & Kidd, 2011
Local contingencies in L2 tasks	Balaman & Sert, 2017b
Increase in relevancy and appropriateness of utterances in interaction	Watanabe, 2017
Classroom role-play to workplace patient consultation	Nguyen, 2018
Teachers' management of overlapping talks for students' expanded contribution	Avila, 2019
Language recalibration and L2 IC development (Teacher-student talk)	Konzett-Firth, 2020
Child's agency in language-focused sequences (conversation with their parents)	Nguyen & Nguyen, 2021
Maintaining 'intersubjectivity' through shifting epistemic stance	Pouromid, 2021
DIUs (Designedly Incomplete Utterances) as context for interaction	Engida et al., 2022
L2 English user's calibration to conduct self-presentations	Kim, 2022
Achieving intercultural transactional service encounters	Moody, 2022
Use of Icelandic auxiliary expressions in contexts of social actions	Theodórsdóttir & Eskildsen, 2022
Parents perceived communicative differences in Finnish and Italian children	Gabbatore et al., 2023
Perspectives on international students' communication issues	Grieve et al., 2023
Progression of gestures influenced by culture and L1 differences	Lopez-Ozieblo, 2023

Multiple aspects related to sociopragmatics were documented. First, an interactional context significantly contributed to utterance production and praxeological dynamics. For example, interactions online (Balaman & Sert, 2017b), in an electrical and computer engineering meeting (Vickers, 2010), and in transactional service encounters (Moody, 2022), varied in their sequential patterns such that the interaction was shaped by the context and specific community of practice where the interaction occurred. Intersubjectivity is maintained through shifting epistemic stances or the management of fluid turns in conversation (Pouromid, 2021). Another aspect concerned the linguistics-related context. Engida et al. (2022) suggested that DIU (Designedly Incomplete Utterances) needed to be used by the teacher as an interaction-for-learning strategy in which students could make their utterances understood, maintain intersubjectivity among peers, and resolve issues of participation imbalance. Students' social positioning also shaped how they interacted in the classroom. Stone and Kidd (2011) suggested that students' interactions were associated with their relationships to their social group and others.

Another line of research concerns language recalibration. Sociopragmatics is reflected in how linguistic expressions (either in L1 or L2) are recalibrated in later similar contexts (Kim, 2022). Interlocutors' initial use of a certain expression may be socially and culturally inappropriate, requiring them to recalibrate their utterances. Nguyen (2018) found that language from classroom role-plays was subsequently reconstructed during patient consultations in workplace interactions. Similarly, some specific language use, such as the particle "ne" in Japanese, was later recalibrated

by JFL in a study abroad context (Masuda, 2011), and the Icelandic auxiliary verb in later conversations (Theodórsdóttir & Eskildsen, 2022) was documented. These studies demonstrate that the first-time production of utterances may be socially awkward or inappropriate despite their grammatical accuracy, and interlocutors need to engage in linguistic adjustment to be socially appropriate in subsequent use.

Sociopragmatics was also reported in stakeholders' perceptions of international students' communication issues. Griever et al. (2023) stated in their qualitative study that socially accepted language production, among other competencies, is considered essential for international students. Moreover, sociopragmatics was perceived as important for overseas students to engage in multicultural (non)classroom interactions. Gabbatore et al. (2023) reported the results from parents' perceptions of their Finnish and Italian children's communicative performance and asserted that differences in performance can be attributed to children's societal exposure, which shapes their interactional patterns. Lopez-Ozieblo (2023) also noted that, to maintain intersubjectivity, gestures shaped by L1 and societal and cultural influences also come into play. This reflects the interrelatedness of factors influencing fluid and complex interactions that extend beyond an individual's linguistic ability.

#### FACTOR 4: PRAGMALINGUISTICS

Another notable factor relates to the concept of pragmalinguistics – the ability to determine the what, when, and purpose of linguistic features to be brought into pragmatically appropriate use. Unlike sociopragmatics, which is the understanding of societal and cultural context that shapes sequential orders of talk, pragmalinguistics focuses on how interlocutors use language to be pragmatically appropriate (Dai & Davey, 2023; Waring, 2013). Fifteen studies reported that pragmalinguistics was relevant in a face-to-face language configuration, as shown in Table 4.

Pragmalinguistics was identified through the application of available linguistic resources alongside sociopragmatic knowledge to accomplish social actions. Many interactional mechanisms were drawn upon by interlocutors to produce pragmatically meaningful utterances for such specific social actions. This included interactional management with limited linguistic knowledge (Sert & Walsh, 2013), how interactional mechanisms were pragmatically used to establish intersubjectivity (Balaman & Sert, 2017a), how overlapping turns were managed in the classroom (Avila, 2019), children's linguistic use when engaged in social actions with parents (Nguyen & Nguyen, 2021), how interlocutors shifted their epistemic stance to maintain a mutual understanding (Pouromid, 2021), interlocutors' active listening to collaboratively complete turns (Pouromid & Hosseinasab, 2022), and how postgraduate students performed communicative practice to serve the purpose of closing a story in a supervisory feedback provision (Ta & Filipi, 2023).

Some studies analysed the specific use of linguistic features in utterances in relation to social actions. Kwon et al. (2021) explored the formulation of Korean particles (i.e., subject “ka”, topic “nun”, and zero), demonstrating that different particles were uttered for various pragmatically appropriate intentions – the ka-marked particle was used when referring to a problem, while the zero particle was used to indicate the alignment of an activity. The nun-mark particle served a remedial purpose. Similarly, Theodórsdóttir and Eskildsen (2022) analysed the Icelandic auxiliary verb expressions, *ætla*, and their relationship with social actions. The *ætla* expressions were formulated to serve multiple social actions. This result was also in line with Konzett-Firth (2020)

and Kim (2022), who focused on language recalibration or how linguistic features were reformulated for more pragmatically appropriate use.

The latest line of research in pragmalinguistics concerns stakeholders' perceptions of communication and learning needs. Grieve et al. (2023) also explored educators' viewpoints on international students' communication issues, suggesting that pragmalinguistics, among other areas, needs to be fostered to improve interactional success in international communication. Dai (2023) examined pragmalinguistics by exploring the interactional learning needs of EFL students. Specifically, pragmalinguistics focuses on (1) language devices that interlocutors deploy to establish the formality of speech, (2) devices used for constructing directness, (3) language choices that are specific to a certain culture in which the language is used, and (4) other formulaic language. This ability goes beyond knowledge of linguistics alone and instead requires the appropriate use of language to serve different social actions based on their purposes.

TABLE 4. Studies related to the factor of pragmalinguistics

<b>Factor: Pragmalinguistics</b>	
<i>Studies</i>	
Management of claims of insufficient knowledge in English class	Sert & Walsh, 2013
Observable practise to interactional achievements in tasks	Balaman & Sert, 2017a
Participation through self-selection in post-expansion sequences	Watanabe, 2017
Classroom role-play to workplace patient consultation	Nguyen, 2018
Teachers' and learners' overlapped turns	Avila, 2019
Language recalibration in classroom interaction	Konzett-Firth, 2020
'Subject', 'topic', and 'zero' particles in Korean in formulating WH-Qs	Kwon et al., 2021
Child's agency and social actions in language-focused sequences	Nguyen & Nguyen, 2021
Maintaining 'intersubjectivity' through shifting epistemic stance	Pouromid, 2021
L2 English user's language calibration during the first-time encounters	Kim, 2022
Active listenership to collaborative turn completion	Pouromid & Hosseiniinasab, 2022
Relationship between auxiliary verb expressions and social actions	Theodórsdóttir & Eskildsen, 2022
Pragmalinguistics in students' learning needs in a Chinese EFL context	Dai, 2023
Educators' perspectives on international students' pragmalinguistics	Grieve et al., 2023
Story-closing practices in PhD supervisory feedback	Ta & Filipi, 2023

## FACTOR 5: LINGUISTIC KNOWLEDGE

When engaging in interactions, interlocutors typically draw upon their long-developed linguistic knowledge as a primary resource for interaction. In this review, linguistic knowledge refers to both the L1 and L2 resources evident in interlocutors' utterances from the initiation of talk to conversation repairs, clarification requests, and closing a conversation. Twenty-three studies, as provided in Table 5, reported linguistics-related issues in interaction, highlighting three lines of research: (1) language in interaction, (2) language for interaction, and (3) L1 use.

Linguistic features used in interaction have been analysed in 23 studies. For example, particle use has been investigated in various L2 contexts, such as the particle "ne" in Japanese (Masuda, 2011), "yo" in Japanese in L2 peer-to-peer interaction (Hoshi, 2022), and "subject", "topic", and "zero" particles in question formation in Korean (Kwon et al., 2021). Other studies have focused on L2 speakers' preferred refusal structures across competency levels (Al-Gahtani & Roever, 2018), language use to preclude repairs in pair interaction (Owens, 2022), new L2 lexical feature encounters as ways to negotiate meanings (Eskildsen, 2018), auxiliary verb /aihtla/ use in Icelandic expressions in different social actions (Theodórsdóttir & Eskildsen, 2022), and how

scholars use language to network on X (Luzón & Albero-Posac, 2020). Using Conversation Analysis (CA), these studies have demonstrated that the execution of certain linguistic features or preferred structures for each social action is practised based on interlocutors' linguistic knowledge.

TABLE 5. Studies related to the factor of linguistic knowledge

<b>Factor: Linguistic Knowledge</b>	
<i>Studies</i>	
Use of interactional particle “ne” in Japanese	Masuda, 2011
L1 use in foreign language discussion	Hauser, 2013
Language use in the management of claims of insufficient knowledge	Sert & Walsh, 2013
L2 resource development for online collaborative task accomplishment	Balaman & Sert, 2017a
Increase in L2 English learner's linguistic resources	Watanabe, 2017
L2 Proficiency and preference organisation in L2 refusals	Al-Gahtani & Roever, 2018
Encountering L2 vocabulary outside of class and negotiation for meanings	Eskildsen, 2018
Linguistic modification in a role-play to workplace patient consultation	Nguyen, 2018
Language recalibration and L2 IC development	Konzett-Firth, 2020
Networked language practices of scholars in <i>Tweeter</i>	Luzón, & Albero-Posac, 2020
Multidialectal and multilingual practices for productive interaction	Masaeed, 2020
‘Subject’, ‘topic’, and ‘zero’ particles in Korean in formulating WH-Qs	Kwon et al., 2021
Translanguaging effects on interaction feedback and modified output	Canals, 2022
“Yo” – Japanese particle in L2 peer conversation	Hoshi, 2022
L2 English user's language calibration during the first-time encounters	Kim, 2022
Language use in precluding linguistic repairs in L2-learning interactions	Owens, 2022
Auxiliary verb /aihtla/ expressions in increasing social actions	Theodórsdóttir & Eskildsen, 2022
Home language proficiency in the linguistically diverse classroom	Foster et al., 2023
Linguistic concerns towards international students' communication issues	Grieve et al., 2023
Facilitative use of L1 in a translanguaging context	Harumi, 2023
L2 Proficiency and progression of gestures	Lopez-Ozieblo, 2023
Language proficiency and fluctuations in the WTC of Japanese EFL speakers	Sato, 2023
Linguistic resources in teacher-student interaction as a translanguaging space	Tai & Dai, 2023

Some empirical studies also explored language used as a resource for interaction. Three studies (Balaman & Sert, 2017a; Tai & Dai, 2023; Watanabe, 2017) documented how language was used as an interactional resource for interaction and its development in interaction encounters. This was evident in the work on language recalibration, where L2 development could be traced through how individuals applied, modified, and redeveloped linguistic structures in communicative interactions, as seen in Konzett-Firth's (2020) study on L2 IC development, Kim's (2022) work on interlocutors' language use during first-time encounters, and Nguyen's (2018) study on interlocutors' language use in subsequent work-related communication. Moreover, Grieve et al.'s (2023) work on stakeholders' concerns about linguistic expectations regarding international students' communication suggested that linguistic knowledge needs to be acquired as a fundamental element for interaction among international students in higher education.

L1 use in a meaning-making process of interaction was also reported. In a multilingual speech-exchange ecology, it is likely that interlocutors encounter speakers with linguistically diverse backgrounds, and any language apart from English is brought into spontaneous use in interaction (Hauser, 2013; Masaeed, 2020). The use of home language as an interactional resource and meaning-making space in classroom interaction was documented in Foster et al.'s (2023) study. Similarly, Canals (2022) highlighted the effect of translanguaging (Spanish and English) on

interaction feedback and language output modification. The use of students' L1 and L2 appeared to offer opportunities for students to generate and modify their linguistic output in response to other interlocutors. Recently, Harumi (2023) explored the roles of L1 in a translanguaging context, suggesting eight facilitative uses of native language: "(1) connectives for topic management, (2) floor-holding devices, (3) explicit word searches, (4) lexical gap fillers, (5) understanding displays, (6) clarification requests, (7) confirmation checks, and (8) explicit requests for assistance" (p. 1). Thus, knowledge of linguistics can be expanded to include all available linguistic resources that interlocutors can possibly draw upon in interaction and are, therefore, fundamental to interaction.

#### FACTOR 6: NON-LINGUISTIC RESOURCES

Achieving interactional success requires the execution of non-linguistic resources to accompany linguistic utterance production. Indeed, non-linguistic resources are drawn upon by the interlocutors in interaction to facilitate utterance production. Fifteen studies documented that there were two main areas of research related to semiotic resources, including investigations into identifying the semiotic resources and how semiotic resources were utilised.

Multiple non-linguistic resources were documented in the analysed studies. As illustrated in Table 6, these included the use of visual technology (Kimura, 2020; Sharma, 2023), in-class materials (Kimura, 2020; Sharma, 2023), body gestures (Amgott & Gorham, 2023; Lopez-Ozieblo, 2023; Sharma, 2023), and facial expressions (Amgott & Gorham, 2023) such as smiling (Jakonen & Evnitskaya, 2020) and laughter (Icbay & Koschmann, 2022; Petitjean & Morel, 2017). Semiotic resources in interaction were shown to be facilitative and compensatory for effective interaction. Specifically, gestures were performed by the interlocutors in Sert and Walsh's (2013) conversation analysis study as a means to manage claims by those with insufficient knowledge. Smiles and laughter in interaction were performed to resolve ongoing interactional problems, as seen in L2 French classrooms (Petitjean & González-Martínez, 2015), in classroom management (Jakonen & Evnitskaya, 2020), or even to co-construct interactional success (Icbay & Koschmann, 2022; Petitjean & Morel, 2017). Semiotic elements can, thus, be regarded as a resource for interaction in that interlocutors are able to draw upon the pre-established multimodal resources, embodied semiotic resources, to compensate for their limited language performance (Tai & Dai, 2023).

TABLE 6. Studies related to the factor of non-linguistic resources

<b>Factor: Non-linguistic Resources</b>	
<i>Studies</i>	
Semiotic resources in a kindergarten play	Karrebæk, 2011
Gestures in interactional management of claims of insufficient knowledge	Sert & Walsh, 2013
Laughing and smiling to manage trouble in French classroom interaction	Petitjean & González-Martínez, 2015
Pedagogical gestures in classroom interaction	Matsumoto & Dobs, 2017
Diversification of IC resources – semiotic resources	Balaman & Sert, 2017a
Interactional achievement of laughter ("hahaha") in WhatsApp	Petitjean & Morel, 2017
Increase in students' non-linguistic resources	Watanabe, 2017
Teachers' smiles as interactional resources in CIC	Jakonen & Evnitskaya, 2020
Students' and teachers' use of technological features	Dooley & Tudini, 2022
Laughs together in panel meetings as an interactional accomplishment	Icbay & Koschmann, 2022
Semiotic resources for social actions: a case of L2 Icelandic	Theodórsdóttir & Eskildsen, 2022

*continue to next page...*



...continued from previous page

Embodied modes (gestures and facial expressions) in L2 French	Amgott & Gorham, 2023
Progression of gestures with L2 Proficiency	Lopez-Ozieblo, 2023
Visual technology, material space and human bodies in L2 interactions	Sharma, 2023
Multimodal resources to compensate the limited L2 resources	Tai & Dai, 2023

## FACTOR 7: CONTENT KNOWLEDGE

Content knowledge refers to what interlocutors use in their speaking, generating meanings specific to each field of study or conversation topic. This type of knowledge is considered relevant to topical knowledge in some contexts and facilitative in the meaning-making process, especially among individuals in the same discipline.

TABLE 7. Studies related to the factor of content knowledge

<b>Factor: Content Knowledge</b>	
<b>Studies</b>	
Interaction among one Thai tutor and three Japanese tutees	Kimura, 2020
Students' IC needs for authentic interaction	Dai, 2023

Two empirical studies, as provided in Table 7, illustrated how content knowledge played a role in ongoing interaction. In Kimura (2020), a Thai tutor and three Japanese tutees referred to some of the highlighted content, or prior knowledge, which was related to what was being discussed in conversation. As such, the content was drawn upon to form a mutual understanding in a multi-party interaction, and the tutees also generated content-relevant linguistic outputs as ways to foster understanding. Similarly, in Dai (2023), students' authentic interaction needs were analysed, and students, as real-world interactants, also expressed their perceived needs for content knowledge to help them accomplish communicative tasks in various interactional situations. When engaging in real-world interaction, especially in academic contexts (e.g., lectures, academic talks, Q and A sessions, and classroom discussions) with others in the same repertoire, the interlocutors relied upon their prior knowledge of such content, and this content knowledge helped them expand their interactional patterns. Thus, content knowledge functions as a resource for interaction, especially among those from a similar repertoire, to better facilitate the establishment of intersubjectivity.

## FACTOR 8: PSYCHOLOGICAL ELEMENTS

The literature indicates that human sociality is inevitably influenced by psychology-related elements. The research revealed that interlocutors' interactional participation varies depending on their willingness to communicate (WTC), motivation, topic-related interests for topic management and elaboration, and self-efficacy. Such psychological factors appear to shape their sequential patterns of interaction, direct the interactional trajectory, and modify their linguistic output to either repair erroneous utterances or position themselves in real-time interactions.

Of the 67 studies, eight explored how psychological issues influenced interaction, as illustrated in Table 8. Specifically, Cao (2011) investigated WTC in L2 classroom interactions and demonstrated that situational WTC was the result of the interplay between self-confidence, individual characteristics, emotion, opportunities to speak, contextual conditions (e.g., topic,



activity, conversation partners, instructor, and group size), and linguistic ability. Similarly, Sato's (2023) CA-informed study in a Japanese EFL classroom reported that WTC fluctuated depending on the interlocutors' proficiency levels. Wei and Cao (2021) also explored types of interactional participation in the classroom and revealed three different types of student participation: willing, silent, and forced participation. The forced participation also appeared in Sert's (2017) paper, which emphasised the inclusion of turn management performed by the teacher in establishing an interaction-for-learning space. Avila (2019) suggested that the more students engaged in interaction-based practices, the better they became at interaction. Jakonen and Evnitskaya (2020) further showed that students' self-confidence was enhanced through teachers' smiling. Such practices may function as a backchannel to support students' engagement in an ongoing configuration of spoken utterances. However, smiling and shared laughter in some institutional contexts (e.g., medical meetings) may be perceived differently. Icbay and Koschmann (2022) illustrated that shared laughter may be seen as an alleviation of tension. In contrast, its absence could be perceived as disagreement and as a conflict-related expression that may shape the organisation of talk.

TABLE 8. Studies related to the factor of psychological elements

<b>Factor: Psychological Elements</b>	
<b>Studies</b>	
Situational WTC in L2 classroom interaction	Cao, 2011
Students' engagement in L2 classroom interaction	Sert, 2017
Learners' participation gained through an interactional space	Avila, 2019
Teachers' smiles to restore students' sense of self-confidence	Jakonen & Evnitskaya, 2020
Willing, Silent and Forced participation in classroom	Wei & Cao, 2021
Shared laughter in panel meetings to show tension, disagreement, and conflict	Icbay & Koschmann, 2022
Students' WTC in synchronous group discussion tasks	Nematizadeh & Cao, 2023
Fluctuations in the WTC of Japanese EFL speakers across proficiencies levels	Sato, 2023

The conceptualisation of IC has been advanced by this literature-informed analysis to include the psychological dimension. Not only does this finding resonate with the established definition of IC as a dynamic, complex, co-constructed, and context-specific construct (e.g., Pekarek Doehler, 2018; Young, 2011), but it also expands to be psychologically driven in nature. It is evident in Cao's (2011) work that capitalises on the interplay between self-efficacy, personal traits, emotion, opportunities to produce utterances, context-specific conditions, and linguistic competence. Sato (2023) further highlights that the psychological element, especially WTC, is found situational or fluctuating across proficiency levels. This means that these psychological elements appear to influence linguistic choices in utterance production, decisions to remain silent, and individual participation in interaction. Thus, it can be acknowledged that IC can be seen as a psychology-driven construct.

## CONCLUSION

This systematic review characterised the holistic literature-informed factors that influence interaction. As illustrated in Figure 2, interactional success is not determined primarily by linguistic knowledge (Kentmen et al., 2023). Instead, a multitude of layered factors contribute to intercultural communication (IC), including social actions, interactional mechanisms, sociopragmatics, pragmalinguistics, linguistic knowledge, non-linguistic resources, content knowledge, and psychological issues. To achieve the intersubjectivity of communicative turn-by-turn interaction, interlocutors must have a communicative intention to perform social actions, which includes using various interactional mechanisms to initiate, maintain, repair, and close conversations. This requires knowledge of language and how language operates across contexts in order to be pragmatically and socially appropriate. Other resources for interaction (e.g., semiotics) need to be incorporated to facilitate the meaning-making process. Finally, interaction is also affected by psychological factors, which shape the interlocutor's participation in, and the trajectory of, the interaction. The synthesis of literature further highlights the interrelation between factors, reflecting the nature of IC. Specifically, to produce one social action, interlocutors need to draw upon a series of interactional mechanisms, stemming from linguistic knowledge in utterance production. Importantly, those utterances need to be socially accepted (sociopragmatics), pragmatically appropriate (pragmalinguistics), accompanied by other non-linguistic resources, and based on psychological states at the time of the conversation. IC may, thus, be characterised as the result of the spontaneous execution of factors involved in ongoing interaction.

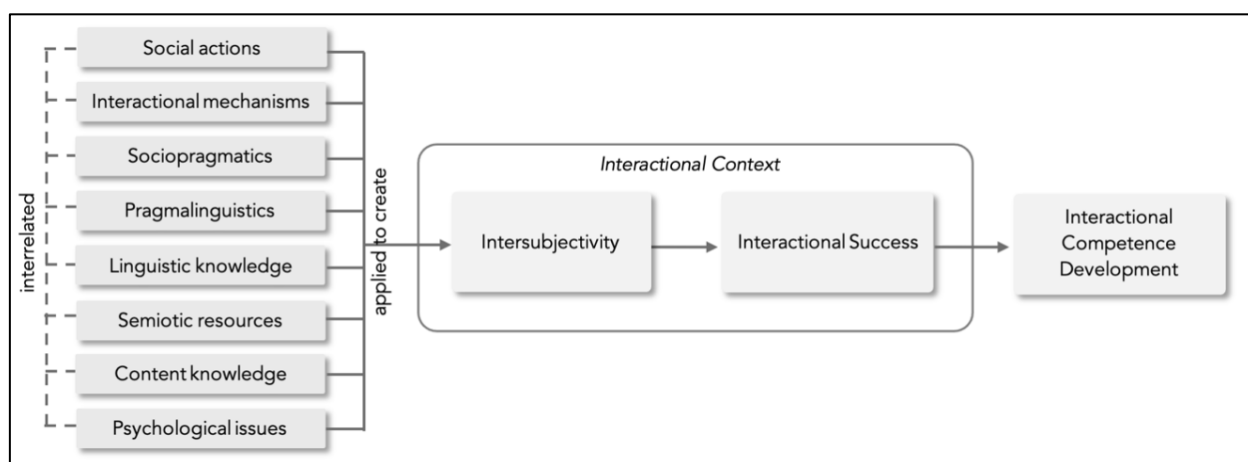


FIGURE 2. An account of the literature-informed factors influencing IC

These findings provide pedagogical implications for language learning and teaching. Language teachers could be made aware of these potential factors and their roles in students' participation in interaction. As such, teachers could design pedagogical activities to facilitate an interaction-for-learning approach that offers interaction-based opportunities. In this context, students can exercise their interactional mechanisms to accomplish pragmatically and socioculturally appropriate social actions. Interaction-for-learning appears in the work of Balaman and Sert (2017a), Tai and Dai (2023), and Watanabe (2017), highlighting that students' interactional exposure contributes to subsequent language development. Teachers can implement interaction-based tasks or peer-to-peer interaction activities (e.g., pair or group discussions, and

role-plays) so that students' interactional competence and language ability can be developed simultaneously. In skill-focused lessons, peer-to-peer discussion, whether in L1 or L2, needs to be incorporated into in-class activities despite the focus on receptive skills. For instance, in reading and listening lessons, peer-to-peer discussion is suggested as a means to increase exposure to interactional opportunities. Guiding questions after chapters can also be considered a facilitative tool for teachers when multiple content areas are focused on. In this way, teachers can cover all required content from a course syllabus, while students can also have opportunities to exercise their interactional competence. This, in turn, is believed to promote students' language acquisition and development (e.g. Gass, 2003) since students could draw upon their prior knowledge and exercise interactional practices necessary for achieving intersubjectivity, either in the target language or L1. For assessment, dynamic assessment with ongoing language use needs to be emphasised to foster interactional success through socio-collaboration among interlocutors. This can also account for the phenomenon of mismatch between test scores and actual competence in real-world language use.

Future research should continue to shift from a micro- to a macro-analytical investigation. Since 2010, IC studies have explored the micro features within communicative interaction through CA, leaving a scarcity of research on other factors that come into play when interlocutors engage in spontaneous, emergent, complex, and dynamic interaction. As evidenced in the current review, psychological mechanisms have been neglected in the conceptualisation of IC. Apart from the literature-informed factors discussed in this review, it may be worth considering additional factors that may emerge from various types of interaction, whether in dyads, triads, or teams. Future studies may also explore the interplay among these factors in determining interaction success and the sources of each factor that contribute to the theory-driven notion of IC.

## ACKNOWLEDGEMENT

This study is part of the large-scale PhD project of the first author, which was supported by the scholarship on research and internationalisation by Thammasat University, Thailand. Both authors wish to also extend their sincere appreciation to the editorial team and anonymous peer-reviewers for their constructive feedback upon the revision of this paper.

## REFERENCES

- 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>
- Abe, M., & Roever, C. (2020). Task closings in L2 text-chat interactions: A study of L2 interactional competence. *CALICO Journal*, 37(1), 23-45. <https://doi.org/10.1558/cj.38562>
- Al-Gahtani, S. (2022). The development of L2 interactional competence in Arabic: The case of multiple requests. *Foreign Language Annuals*, 55(2), 610-634. <https://doi.org/10.1111/flan.12603>
- Al-Gahtani, S. & Roever, C. (2018). Proficiency and preference organization in second language refusals. *Journal of Pragmatics*, 129, 140-153. <https://doi.org/10.1016/j.pragma.2018.01.014>

- Amgott, N. & Gorham, J. A. (2023). Embodied modes in L2 French video reflections: Supporting metalinguistic awareness, organization, and community. *Foreign Language Annals*, 56(2), 501-523. <https://doi.org/10.1111/flan.12666>
- Avila, M. O. (2019). Exploring teachers' and learners' overlapped turns in the language classroom: Implications for classroom interactional competence. *Studies in Second Language Learning and Teaching*, 9(4), 581-606. <http://dx.doi.org/10.14746/ssllt.2019.9.4.2>
- Balaman, U. & Sert, O. (2017a). Development of L2 interactional resources for online collaborative task accomplishment. *Computer Assisted Language Learning*, 30(7), 601-630. <https://doi.org/10.1080/09588221.2017.1334667>
- Balaman, U. & Sert, O. (2017b). The coordination of online L2 interaction and orientations to task interface for epistemic progression. *Journal of Pragmatics*, 115, 115-129. <https://doi.org/10.1016/j.pragma.2017.01.015>
- Barron, A. & Black, E. (2015). Constructing small talk in learner-native speaker voice-based telecollaboration: A focus on topic management and backchanneling. *System*, 48, 112-128. <https://doi.org/10.1016/j.system.2014.09.009>
- Batlle, J., & Suárez, M. del. M. (2021). An analysis of repair practices in L2 Spanish listening comprehension materials with implications for teaching interactional competence. *Classroom Discourse*, 12(4), 365-385. <https://doi.org/10.1080/19463014.2020.1810724>
- Canagarajah, S. (2018). Translingual practice as spatial repertoires: Expanding the paradigm beyond structuralist orientations. *Applied Linguistics*, 39(1), 31-54. <https://doi.org/10.1093/applin/amx041>
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-48. <https://doi.org/10.1093/applin/1.1.1>
- Canals, L. (2022). The role of the language of interaction and translanguaging on attention to interactional feedback in virtual exchanges. *System*, 105, 1-10. <https://doi.org/10.1016/j.system.2022.102721>
- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, 39(4), 468-479. <https://doi.org/10.1016/j.system.2011.10.016>
- Cekaite, A. (2007). A child's development of interactional competence in a Swedish L2 classroom. *Modern Language Journal*, 91(1), 45-62. <https://doi.org/10.1111/j.1540-4781.2007.00509.x>
- Dai, D. W. (2022). *Design and Validation of an L2-Chinese Interactional Competence Test* (PhD dissertation). University of Melbourne, Melbourne, Australia. <https://www.proquest.com/openview/fda5f389be0274fe555b4ff6275231dc/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Dai, D. W. (2023). What do second language speakers really need for real-world interaction? A needs analysis of L2 Chinese interactional competence. *Language Teaching Research*, (online first). <https://doi.org/10.1177/13621688221144836>
- Dai, D. W., & Davey, M. (2023). On the promise of using membership categorization analysis to investigate interactional competence. *Applied Linguistics*, 45(4), 573-598. <https://doi.org/10.1093/applin/amad049>

- Dooley, M. & Tudini, V. (2022). 'We should google that': The dynamics of knowledge-in-interaction in an online student meeting. *Classroom Discourse*, 13(2), 188-211. <https://doi.org/10.1080/19463014.2021.2023596>
- Duman, G., Orhon, G., & Gedik, N. (2015). Research trends in mobile assisted language learning from 2000 to 2012. *ReCALL*, 27(2), 197-216. <https://doi.org/10.1017/S0958344014000287>
- Engida, M. A., Bewuket, H. K., & Tariku, M. E. (2022). Interactional competence in designedly incomplete utterances: Interactures in making elicitation. *English Teaching & Learning*, 48, 49-71. <https://doi.org/10.1007/s42321-022-00130-9>
- Eskildsen, S. W. (2018). 'We're learning a lot of new words': Encountering new L2 vocabulary outside of class. *The Modern Language Journal*, 102(S1), 46-63. <https://doi.org/10.1111/modl.12451>
- Foster, N., Avermate, P.V., & Auger, N. (2023). Hierarchies of home language proficiency in the linguistically diverse primary school classroom: Personal, social and contextual positioning. *Linguistics and Education*, 76, 1-14. <https://doi.org/10.1016/j.linged.2023.101187>
- Gabbatore, I., Dindar, K., Pirinen, V., Vähäniikkilä, H., Mämmelä, L., Kotila, A., Bosco, F. M., Leinonen, E., & Loukusa, S. (2023). Silent Finns and Talkative Italians? An investigation of communicative differences and similarities as perceived by parents in typically developing children. *First Language*, 43(3), 313-335. <https://doi.org/10.1177/01427237221149310>
- 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>
- Gass, S. M. (2003). Input and interaction. In C. Doughty, & M. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 224-255). Blackwell.
- Gough, D., Oliver, S., & Thomas, J. (2017). Introducing systematic reviews. In D. Gough, S. Oliver & J. Thomas (Eds.), *An Introduction to Systematic Reviews* (2nd ed., pp. 1-18). SAGE.
- Grant, M. J., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal*, 26, 91-108. <https://doi.org/10.1111/j.1471-1842.2009.00848.x>
- Grieve, A., Ta, B., & Ross, B. (2023). Placement educators' perspectives of international social work students' sociopragmatic communication skills. *Advances in Health Sciences Education*, 28, 347-368. <https://doi.org/10.1007/s10459-022-10155-1>
- Hall, J. K. (1993). The role of oral practices in the accomplishment of our everyday lives: The sociocultural dimension of interaction with implications for the learning of another language1. *Applied Linguistics*, 14(2), 145-166. <https://doi.org/10.1093/applin/14.2.145>
- Hall, J. K. (1995). "Aw, man, where you goin'?" : Classroom interaction and the development of L2 interactional competence. *Issues in Applied Linguistics*, 6(2), 37-62. <https://doi.org/10.5070/1462005217>
- Hall, J. K., & Pekarek Dohler, S. (2011). L2 interactional competence and development. In J. K. Hall, J. Hellermann & S. Pekarek Doehler (Eds.) *L2 Interactional Competence and Development*. (pp. 1-18). Multilingual Matters.
- Hanks, W. (1996). Language form and communicative practices. In J. J. Gumpertz & S. C. Levinson (Eds.), *Rethinking Linguistic Relativity* (pp. 232-270). Cambridge University Press.



- Harumi, S. (2023). The facilitative use of learner-initiated translanguaging in Japanese EFL contexts. *Applied Linguistics*, 5(1), 86-119. <https://doi.org/10.1075/ap.20014.har>
- Hauser, E. (2013). Beyond intersubjectivity: Task orientation and first language use in foreign language discussions. *Pragmatics and Society*, 4(3), 285-316. <https://doi.org/10.1075/ps.4.3.02hau>
- Hauser, E. (2017). Learning and the immediate use(fulness) of a new vocabulary item. *The Modern Language Journal*, 101(4), 1-28. <https://doi.org/doi.org/10.1111/modl.12429>
- Hellermann, J. (2008). *Social actions for classroom language learning*. Multilingual Matters & Channel View Publications.
- Hellermann, J. (2011). Members' methods, members' competencies: Looking for evidence of language learning in longitudinal investigations of other-initiated repair. In J. K. Hall, J. Hellermann, & S. Pekarek Doehler (Eds.), *L2 Interactional Competence and Development* (pp. 147-172). Multilingual Matters.
- Hoshi, S. (2022). Effects of classroom instruction on the development of L2 interactional resource for joint stance taking: Use of Japanese interactional particle *Yo* in spontaneous peer conversation. *Applied Linguistics*, 43(4), 698-724. <https://doi.org/10.1093/applin/amab074>
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Penguin.
- Icbay, M. A., & Koschmann, T. (2022). Laughing alone and laughing together in panel meetings: Laughter as an interactional accomplishment during negotiation talks. *HUMOR*, 35(4), 617-641. <https://doi.org/10.1515/humor-2022-0013>
- Ishida, M. (2011). Engaging in another person's telling as a recipient in L2 Japanese: Development of interactional competence during one-year study abroad. In G. Pallotti & J. Wagner (Eds.), *L2 learning as Social Practice: Conversation-Analytic Perspectives* (pp. 45-85). National Foreign Language Resource Centre.
- Jakonen, T., & Evnitskaya, N. (2020). Teacher smiles as an interactional and pedagogical resource in the classroom. *Journal of Pragmatics*, 163, 18-31. <https://doi.org/10.1016/j.pragma.2020.04.005>
- Jenkins, J., Baker, W., & Dewey, M. (2018). *The Routledge Handbook of English as a Lingua Franca* (1st ed.). Routledge.
- Kapellidi, C. (2013). The organization of talk in school interaction. *Discourse Studies*, 15(2), 185-204. <http://www.jstor.org/stable/24443320>
- Karrebæk, M. S. (2011). It farts: The situated management of social organization in a kindergarten peer group. *Journal of Pragmatics*, 43(12), 2911-2931. <https://doi.org/10.1016/j.pragma.2011.05.008>
- Kentmen, H., Debreli, E., & Yavuz, M. A. (2023). Assessing tertiary Turkish EFL learners' pragmatic competence regarding speech acts and conversational implicatures. *Sustainability*, 15(4), 1-21. <https://doi.org/10.3390/su15043800>
- Kim, D.R. (2020). Emergence of proactive self-initiated self-repair as an indicator of L2 IC development. *Applied Linguistics*, 41(6), 901-921. <https://doi.org/10.1093/applin/amz047>
- Kim, H. (2018). What constitutes professional communication in aviation: Is language proficiency enough for testing purposes? *Language Testing*, 35(3), 403-426. <https://doi.org/10.1177/0265532218758127>



- Kim, J. (2016). International teaching assistants' initiation of negotiations in engineering labs. *International Journal of Applied Linguistics*, 26(3), 420-436. <https://doi.org/10.1111/ijal.12140>
- Kim, S. (2022). Developing practices for first-time encounters: Pursuing mutual understanding and relational achievement in conversations-for-learning. *Linguistics and Education*, 71, 1-10. <https://doi.org/10.1016/j.linged.2022.101090>
- Kimura, D. (2020). Enacting and expanding multilingual repertoires in a peer language tutorial: Routinized sequences as a vehicle for learning. *Journal of Pragmatics*, 169, 13-25. <https://doi.org/10.1016/j.pragma.2020.07.008>
- Konzett-Firth, C. (2020). Co-adaptation processes in plenary teacher-student talk and the development of L2 interactional competence. *Classroom Discourse*, 11(3), 209-228. <https://doi.org/10.1080/19463014.2019.1597744>
- Kramsch, C. (1986). From language proficiency to interactional competence. *The Modern Language Journal*, 70, 366-372. <https://doi.org/10.1111/j.1540-4781.1986.tb05291.x>
- Kwon, H., Rim, S., & Kim, K. (2021). Formulating WH-questions in Korean adult-child conversation: 'Subject', 'topic', and 'zero' particle as interactional resources. *Journal of Pragmatics*, 180, 157-172. <https://doi.org/10.1016/j.pragma.2021.04.026>
- Larsen-Freeman, D. & Cameron, L. (2008). *Complex Systems and Applied Linguistics*. Oxford University Press.
- Lopez-Ozieblo, R. (2023). Observations on the progression of gestures with L2 proficiency: A call for further research. *Journal of Psycholinguistic Research*, 52, 381-404. <https://doi.org/10.1007/s10936-022-09862-y>
- Luzón, M. J., & Albero-Posac, S. (2020). 'Had a lovely week at #conference2018': An analysis of interaction through conference tweets. *RELC Journal*, 51(1), 33-51. <https://doi.org/10.1177/0033688219896862>
- Macaro, E. (2020). Systematic reviews in applied linguistics. In J. McKinley & H. Rose (Eds.), *The Routledge Handbook of Research Methods in Applied Linguistics* (pp. 230-239). Routledge.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76. <https://doi.org/10.1017/S0261444817000350>
- Masaed, K. (2020). Translanguaging in L2 Arabic study abroad: Beyond monolingual practices in institutional talk. *The Modern Language Journal*, 104(1), 250-266. <https://doi.org/10.1111/modl.12623>
- Masuda, K. (2011). Acquiring interactional competence in a study abroad context: Japanese language learners' use of the interactional particle *Ne*. *The Modern Language Journal*, 95(4), 519-540. <https://doi.org/10.1111/j.1540-4781.2011.01256.x>
- Matsumoto, Y., & Dobs, A.M. (2017). Pedagogical gestures as interactional resources for teaching and learning tense and aspect in the ESL grammar classroom. *Language Learning*, 67, 7-42. <https://doi.org/10.1111/lang.12181>
- Milliner, B., & Dimoski, B. (2022). The effects of communication strategy training on speaking task performance. *RELC Journal*, 55(2). <https://doi.org/10.1177/00336882221085781>
- Moody, S. J. (2022). Multimodality, interactional competence, and the 'intercultural' in achieving intercultural service encounters in Japan. *Journal of Pragmatics*, 189, 114-133. <https://doi.org/10.1016/j.pragma.2021.12.015>

- Nagaraja, J.S., Hamid, B.A., & Maamor, N. (2024). Phonological acquisition process in hearing-impaired children: A systematic review. *GEMA Online® Journal of Language Studies*, 24(3), 131-151. <http://dx.doi.org/10.17576/gema-2024-2403-08>.
- Nematizadeh, S. & Cao, Y. (2023). Investigating willingness to communicate in synchronous group discussion tasks: One step closer towards authentic communication. *International Review of Applied Linguistics in Language Teaching*, 62(4), 1587-1617. <https://doi.org/10.1515/iral-2022-0092>
- Nguyen, H. T. (2011). A longitudinal microanalysis of a second language learner's participation. In G. Pallotti & J. Wagner (Eds.), *L2 learning as Social Practice: Conversation-Analytic Perspectives* (pp. 17-44). University of Hawaii at Manoa.
- Nguyen, H. T. (2012). Social interaction and competence development: Learning the structural organization of a communicative practice. *Learning, Culture and Social Interaction*, 1(2), 127-142. <https://doi.org/10.1016/j.lcsi.2012.05.006>
- Nguyen, H. T. (2018). Interactional practices across settings: From classroom role-plays to workplace patient consultations. *Applied Linguistics*, 39(2), 213-235. <https://doi.org/10.1093/applin/amw007>
- Nguyen, H. T. & Nguyen, M. T. (2021). "Did you just say transformers?" A child's agency and social actions in language-focused sequences. *Journal of Pragmatics*, 183, 242-255. <https://doi.org/10.1016/j.pragma.2021.07.004>
- Nguyen, H. T., & Nguyen, M. T. (2016). "but please can I play with the iPad?": The development of request negotiation practices by a four-year-old child. *Journal of Pragmatics*, 101, 66-82. <https://doi.org/10.1016/j.pragma.2016.05.013>
- Osvaldsson, K., Persson-Thunqvist, D., & Cromdal, J. (2013). Comprehension checks, clarifications, and corrections in an emergency call with a nonnative speaker of Swedish. *International Journal of Bilingualism*, 17(2), 205-220. <https://doi.org/10.1177/1367006912441420>
- Owens, W. (2022). Precluding and abandoning linguistic repair in dyadic online interactions for L2 learning. *English Teaching*, 77(1), 93-122. <https://doi.org/10.15858/engtea.77.1.202203.93>
- Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McKenzie, J. E. (2021). PRISMA 2020 explanation and elaboration: Updated guidance and exemplars for reporting systematic reviews. *Research Methods and Reporting*, 372(160), 1-36. <https://doi.org/10.1136/bmj.n71>.
- 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., & Berger, E. (2018). L2 interactional competence as increased ability for context-sensitive conduct: A longitudinal study of story-openings. *Applied Linguistics*, 39(4), 555-578. <https://doi.org/10.1093/applin/amw021>.
- Pekarek Doehler, S., & Pochon-Berger, E. (2011). Developing 'methods' for interaction: A cross-sectional study of disagreement sequences in French L2. In J. K. Hall, J. Hellermann & S. Pekarek Doehler (Eds.) *L2 Interactional Competence and Development* (pp. 206-243). Multilingual Matters.

- Petitjean, C., & González-Martínez, E. (2015). Laughing and smiling to manage trouble in French-language classroom interaction. *Classroom Discourse*, 6(2), 89-106. <https://doi.org/10.1080/19463014.2015.1010556>
- Petitjean, C., & Morel, E. (2017). “Hahaha”: Laughter as a resource to manage WhatsApp conversations. *Journal of Pragmatics*, 110, 1-19. <https://doi.org/10.1016/j.pragma.2017.01.001>
- Phakiti, A., & Paltridge, B. (2015). Approaches and methods in applied linguistics research. In B. Paltridge & A. Phakiti (Eds.), *Research Methods in Applied Linguistics: A Practical Resource* (pp. 5-25). Bloomsbury.
- Plonsky, L. (2017). Quantitative research methods in instructed SLA. In S. Loewen, & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition* (pp. 505-521). Routledge.
- Pouromid, S. (2021). From incompetence to competence: Maintaining intersubjectivity through shifting epistemic stance in intercultural L2 talk in an Asian context. *Asian Englishes*, 23(2), 166-183. <https://doi.org/10.1080/13488678.2020.1717795>
- Pouromid, S. & Hosseininasab, K. (2022). Demonstrating active listenership through collaborative turn completion to display epistemic access in multi-party interactions. *Linguistics and Education*, 72, 1-9. <https://doi.org/10.1016/j.linged.2022.101118>
- Roever, C., & Dai, D. W. (2021). Reconceptualising 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>
- Rose, H., Briggs, J. G., Boggs, J. A., Sergio, L., & Ivanova-Slavianskaia, N. (2018). A systematic review of Language learner strategy research in the face of self-regulation. *System*, 72, 151-163. <https://doi.org/10.1016/j.system.2017.12.002>
- Salaberry, M. R. & Kunitz, S. (2019). *Teaching and Testing L2 Interactional Competence: Bridging Theory and Practice*. Routledge
- Salehuddin, K., & Mahmud, F.N. (2024). Assessing children’s language development: A Systematic literature review on early language milestone scales. *GEMA Online® Journal of Language Studies*, 24(4), 17-42. <http://dx.doi.org/10.17576/gema-2024-2404-02>.
- Sato, R. (2023). Examining fluctuations in the WTC of Japanese EFL speakers: Language proficiency, affective and conditional factors. *Language Teaching Research*, 27(4), 974-994. <https://doi.org/10.1177/1362168820977825>
- Schegloff, E. A. (1995). Discourse as an interactional achievement III: The omnirelevance of action. *Research on Language and Social Interaction*, 28(3), 185-211. [https://doi.org/10.1207/s15327973rlsi2803\\_2](https://doi.org/10.1207/s15327973rlsi2803_2)
- Sert, O. (2017). Creating opportunities for L2 learning in a prediction activity. *System*, 70, 14-25. <https://doi.org/10.1016/j.system.2017.08.008>
- Sert, O. & Walsh, S. (2013). The interactional management of claims of insufficient knowledge in English language classrooms. *Language and Education*, 27(6), 542-565. <https://doi.org/10.1080/09500782.2012.739174>
- Sharma, B. K. (2023). A new materialist perspective to studying L2 instructional interactions in engineering. *International Journal of Bilingual Education and Bilingualism*, 26(6), 689-707. <https://doi.org/10.1080/13670050.2020.1767030>

- Skogmyr Marian, K., Petitjean, C. & Doehler, S. (2017). The development of second language interactional competence: Theoretical overview and empirical illustrations. *Revue française de linguistique appliquée*, XXII, 127-145. <https://www.cairn-int.info/journal--2017-2-page-127.htm>.
- Stone, P., & Kidd, A. (2011). Students' Social Positioning in the Language Classroom: Implications for Interaction. *RELC Journal*, 42(3), 325-343. <https://doi.org/10.1177/0033688211424664>
- Ta, B.T. & Filipi, A. (2023). Story-closing in PhD supervisory feedback: A conversation analytical study. *Linguistics and Education*, 75, 1-11. <https://doi.org/10.1016/j.linged.2023.101183>
- Taguchi, N. (2014). Development of interactional competence in Japanese as a second language: Use of incomplete sentences as interactional resources. *The Modern Language Journal*, 98(2), 518–535. <http://www.jstor.org/stable/43649900>
- Taguchi, N. & Roever, C. (2017). *Second Language Pragmatics*. Oxford University Press.
- Tai, K. & Dai, D. (2023). Observing a teacher's interactional competence in an ESOL classroom: A translanguaging perspective. *Applied Linguistics Review*, 15(5), 2061-2096. <https://doi.org/10.1515/applirev-2022-0173>
- Taleghani-Nikazm, C. & Huth, T. (2010). L2 requests: Preference structure in talk-in-interaction. *Multilingua*, 29(2), 185-202. <https://doi.org/10.1515/mult.2010.008>
- Theodórsdóttir, G. (2018). L2 teaching in the wild: A closer look at correction and explanation practices in everyday L2 interaction. *The Modern Language Journal*, 102, 30-45. <https://doi.org/10.1111/modl.12457>
- Theodórsdóttir, G. & Eskildsen, S.W. (2022). Accumulating semiotic resources for social actions: A case study of L2 Icelandic in the wild. *The Modern Language Journal*, 106(S1), 46-68. <https://doi.org/10.1111/modl.12752>
- Vickers, C. H. (2010). Language competence and the construction of expert–novice in NS–NNS interaction. *Journal of Pragmatics*, 42(1), 116-138. <https://doi.org/10.1016/j.pragma.2009.05.010>
- Waring, H. Z. (2013). Doing being playful in the second language classroom. *Applied Linguistics*, 34(2), 191–210. <https://doi.org/10.1093/applin/ams047>
- Waring, H. Z. (2018). Teaching L2 interactional competence: Problems and possibilities. *Classroom Discourse*, 9(1), 57–67. <https://doi.org/10.1080/19463014.2018.1434082>
- 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>
- Wei, W., & Cao, Y. (2021). Willing, silent or forced participation? Insights from English for academic purposes classrooms. *RELC Journal*, 55(1), 63-78. <https://doi.org/10.1177/00336882211066619>
- Wu, J. & Roever, C. (2021). Proficiency and preference organization in second language Mandarin Chinese refusals. *The Modern Language Journal*, 105(4), 897-918. <https://doi.org/10.1111/modl.12736>
- Young, K. (2009). Understanding online gaming addiction and treatment issues for adolescents. *American Journal of Family Therapy*, 37(5), 355-372. <https://doi.org/10.1080/01926180902942191>
- Young, R. (1999). Sociolinguistic approaches to SLA. *Annual Review of Applied Linguistics*, 19, 105-132. <https://doi.org/10.1017/S0267190599190068>

- Young, R. F. (2000). Interdisciplinary interfaces with language testing. In *Interactional Competence: Challenges for Validity* (pp. 1-15). The American Association for Applied Linguistics and the Language Testing Research Colloquium.
- Young, R. F. (2007). Language learning and teaching as discursive practice. In Z. Hua, P. Seedhouse, V. Cook, & L. Wei (Eds.). *Language Learning and Teaching as Social Interaction* (pp. 251-271). Palgrave Macmillan.
- Young, R. F. (2011). Interactional competence in learning, teaching, and testing. In E. Hinkel (Ed.), *The Handbook of Research in Second Language Teaching and Learning* (pp. 426-443). Routledge.

### ABOUT THE AUTHORS

Nuntapat Supunya is a doctoral student in English Language Teaching (ELT) at the Language Institute Thammasat University, Thailand. He holds his M.Ed. in TESOL from the University of Sydney, Australia. His research interests include CEFR in Thailand, ESP teachers, and interactional competence (IC).

Supong Tangkiengsirisin, PhD, is an Associate Professor in Applied Linguistics at the Language Institute Thammasat University, where he currently serves as the Director of Language Institute Test Centre. His areas of research interest include L2 writing, written discourse analysis, and ESP. He has extensively published papers in international peer-reviewed journals.