Interactional Competence in additional languages

In search for constructive alignment in teaching and teacher education

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Zusammenfassung

Gegenstand dieses Vortrags ist die Beschreibung der interaktionalen Kompetenz (in Zweitsprachen) als ein Konstrukt, das sich über das Sprachenlernen, den Unterricht und die Lehrerausbildung erstreckt. Dabei stütze ich mich dabei auf Datenbanken von Lerner-Lerner- und Lehrer-Lerner-Interaktionen sowie auf Daten aus Lehrerbildungskontexten. Ich vertrete die Auffassung, dass interaktionelle Kompetenz sowohl für Lehrende als auch für Lernende ein wichtiges Konstrukt sein kann, das sowohl Erstausbildung als auch in der Lehrerausbildung berücksichtigt werden sollte. Obwohl wir noch viel mehr Forschung benötigen, um zu klären, was es für Lernende und Lehrende bedeutet, interaktional kompetent zu sein, gibt es bereits einige vielversprechende Ergebnisse aus der longitudinal angelegten korpusbasierten konversationsanalytischen Forschung. Die praktischen Implikationen dieser Forschungslinie aus Untersuchungen zum Lernen, Lehren und zur Lehrerausbildung müssen jedoch aus der Perspektive eines prinzipiengeleiteten Ansatzes in der Bildung (z. B. constructive alignment) zusammengestellt und diskutiert werden. Die Präsentation wird mit einem Hinweis auf zukünftige Forschung und Lehrerbildungspraktiken schließen.

Schlagwörter: interaktionale Kompetenz; Sprachenlernen; Sprachenlehren; Lehrendenentwicklung; constructive alignment

Abstract

In this presentation, I describe interactional competence (in second languages) as a construct that spans over language learning, teaching, and teacher education, drawing on databases of learner-learner and teacher-learner interactions as well as data from teacher education contexts. I argue that interactional competence can be a key construct for teachers and learners alike and can inform both initial and in-service teacher education. Although we need much more research to explicate what it means to be interactionally competent for a learner and a teacher, there are already some promising findings from longitudinal and collection-based conversation analytic research. The practical implications of this line of research investigations into learning, teaching, and teacher education, however, need to be compiled and discussed from the perspective of a principled approach in education (e.g. constructive alignment). I will end the presentation by pointing to future research and teacher education practices.

Keywords: interactional competence; language learning; language teaching; teacher development; constructive alignment

1 Screencast

Dieser Beitrag ist als Screencast unter folgendem Link abrufbar:

Abbildung 1: *http://doi.org/10.17192/ziaf.2023.3.1.8589*

2 Zitation

Sert, Olcay (2023): Interactional Competence in additional languages. *Zeitschrift für Interaktionsforschung in DaFZ* 3(1): 11–15. DOI: http://doi.org/10.17192/ziaf.2023.3.1.8589.

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