

What influences interactional competence? A structural equation modelling study of test-taker background variables



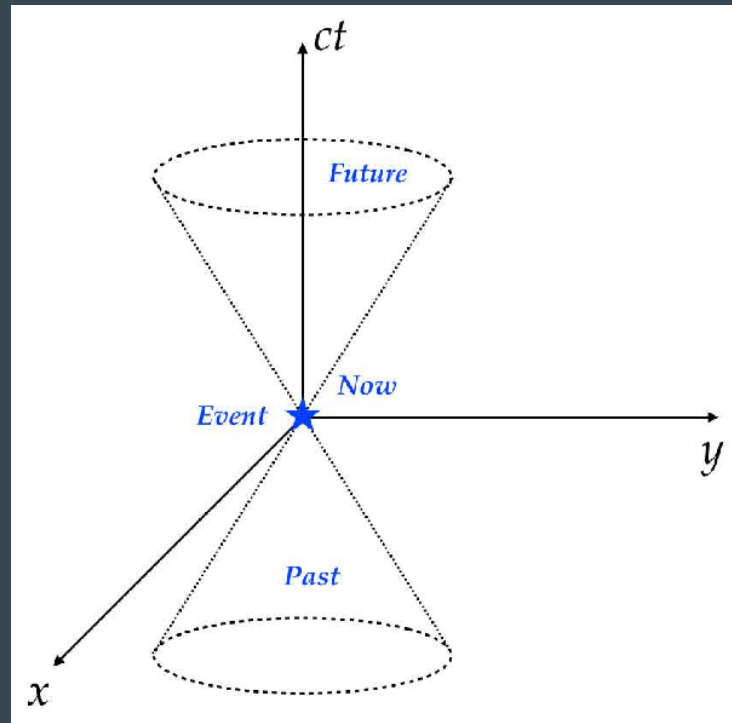
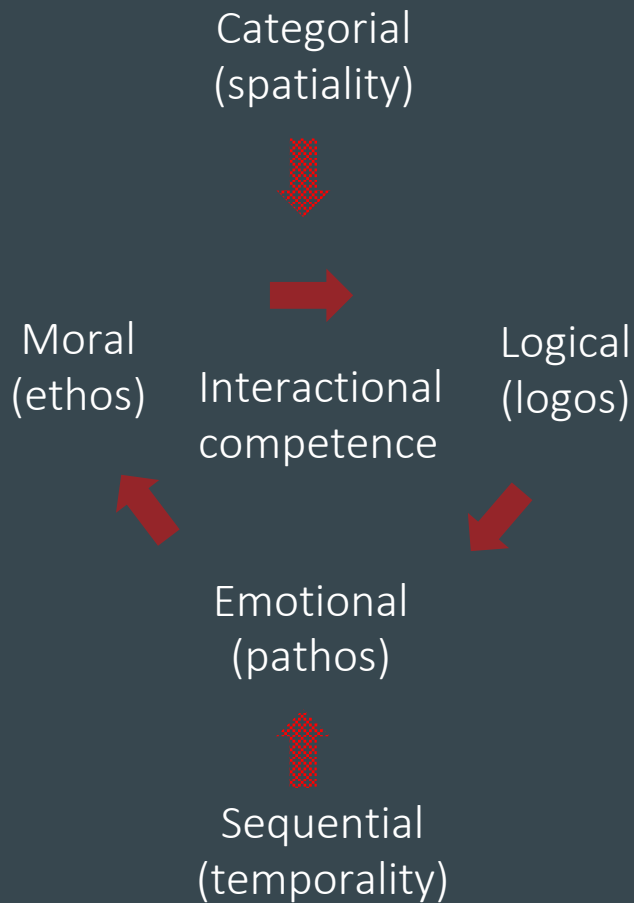
David Wei Dai Monash University, Australia
Ivy Chen University of Melbourne, Australia

Interactional competence

“Psycholinguistic-individualist”
“Sociolinguistic-interactional”

Roever & Kasper, 2018, p.331

(Dai, 2022, in press) – everyday life informants

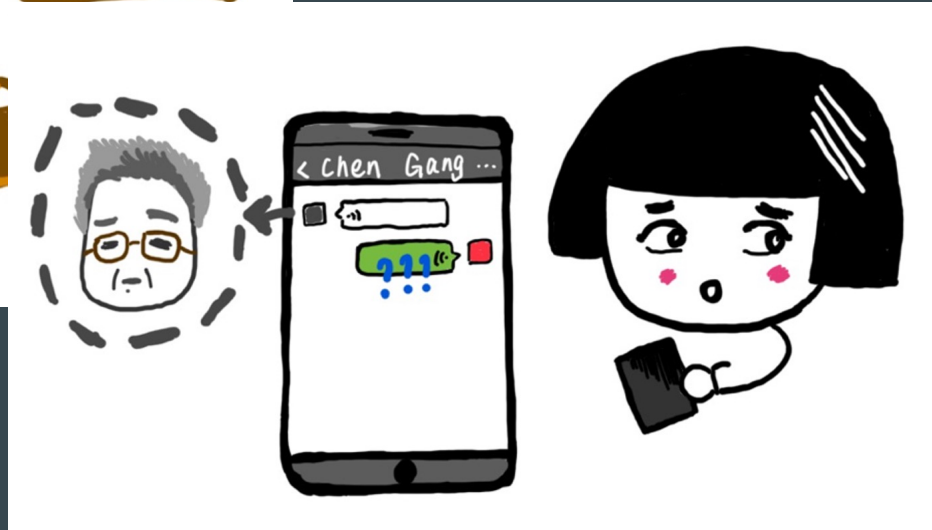
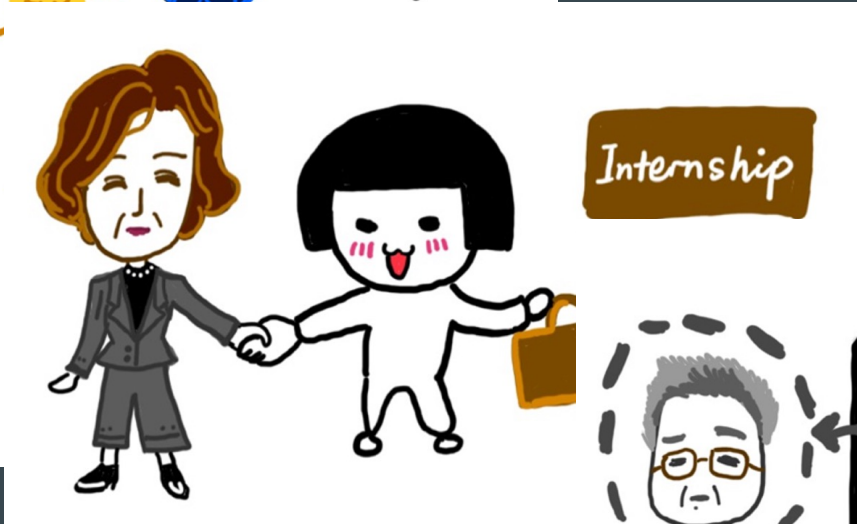


Background variables & RQ

- Language proficiency (e.g., Roever & Ikeda, 2022; Youn, 2015)
- Degree of socialization (e.g., Hall et al., 2011; Pekarek Doehler & Berger, 2018)

Single measure

RQ: What background variables affect speakers' interactional competence?



Methodology

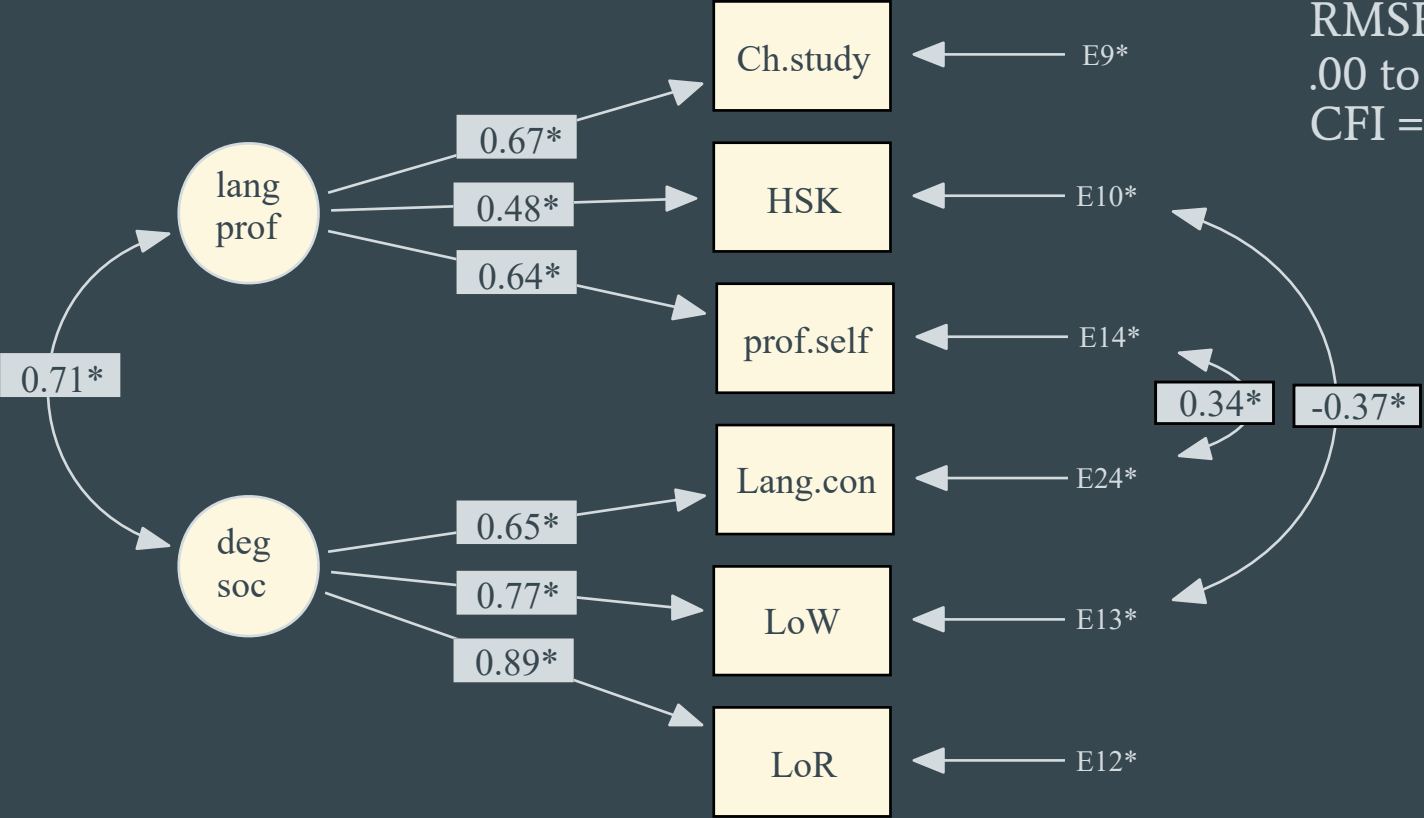
- Test taker: 105 (90 L2 Chinese and 15 L1 Chinese)
- Instruments (Dai, 2022, in press)
 - IC test of nine roleplay items: MFRM: test .97, item .98, rater .46
 - IC rubric: sequential, categorial, emotional, logical and moral
 - Background questionnaire: age, proficiency level, study, length of residence, length of work experience etc
- SEM

Results: EFA

| | Degree of Socialization | Lang Proficiency |
|---------------------------------------|-------------------------|------------------|
| Length of Work (LoW) | .936 | .024 |
| Length of Residence (LoR) | .716 | .388 |
| Language Contact (lang.con) | .556 | .434 |
| Length of Chinese Study (Ch.study) | .256 | .609 |
| HSK score (HSK) | .039 | .609 |
| Self-reported proficiency (prof.self) | .410 | .483 |

**excluded: age, education level*

Results: SEM



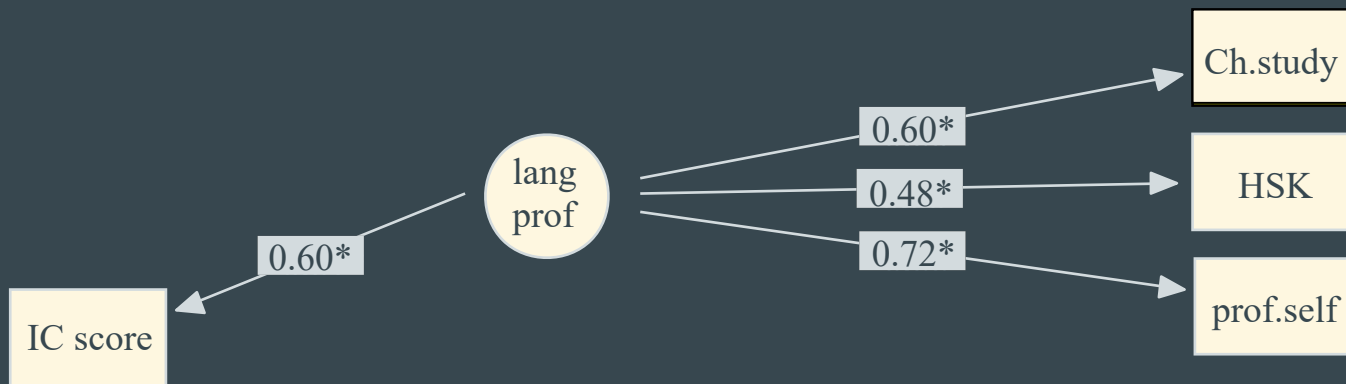
$\chi^2(4) = 3.89, p = .42,$
RMSEA < .001 (90% CI:
.00 to .16), SRMR = .03,
CFI = 1.00

Results: Predicting $IC_{(1)}$

Correl IC score &
HSK score: $r(71) =$
.30, $p = .009$, $R^2 = .09$

Correl IC score &
prof.self: $r(102) =$
.44, $p < .001$, $R^2 = .20$

Results: Predicting IC₍₂₎



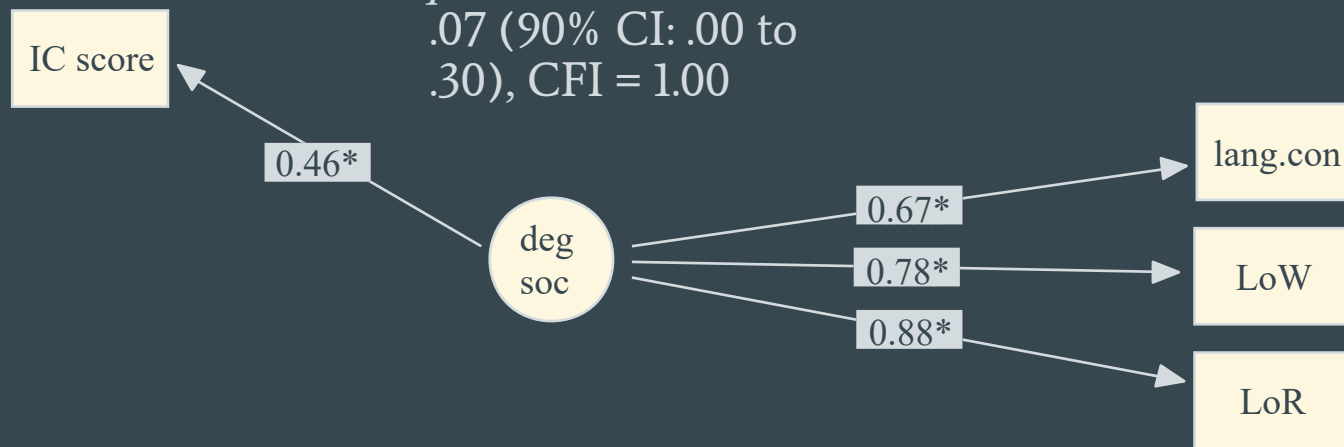
Robust: $\chi^2(1) = 1.52$,
 $p = .22$, RMSEA =
.08 (90% CI: .00 to
.30), CFI = 0.99

Correl IC score &
HSK score $\Rightarrow R^2 =$
.09

Correl IC score &
prof.self $\Rightarrow R^2 =$
.20

Lang.prof $\Rightarrow R^2 =$
.36

Results: Predicting $IC_{(3)}$



Robust: $\chi^2(1) = 1.47$,
 $p = .22$, RMSEA =
.07 (90% CI: .00 to
.30), CFI = 1.00

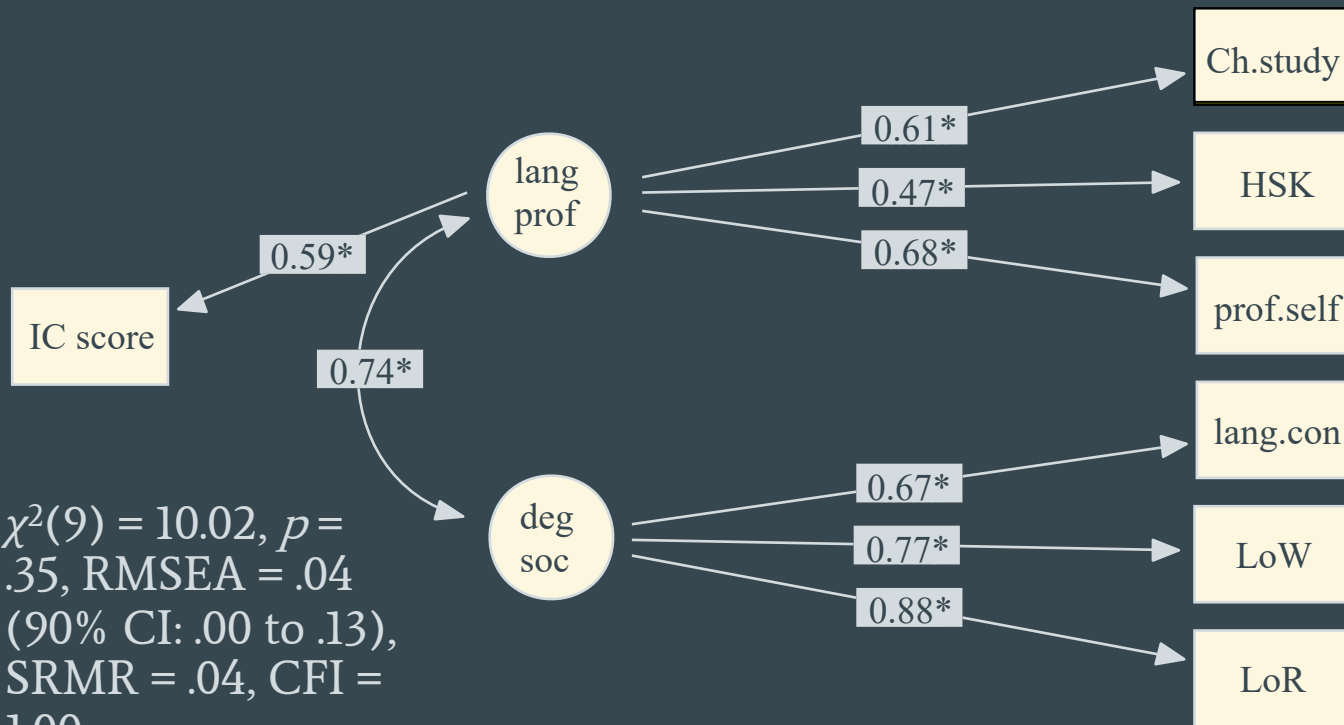
Correl IC score &
HSK score $\Rightarrow R^2 =$
.09

Correl IC score &
prof.self $\Rightarrow R^2 =$
.20

Lang.prof $\Rightarrow R^2 =$
.36

Deg.soc $\Rightarrow R^2 =$
.21

Results: Predicting $IC_{(4)}$



$\chi^2(9) = 10.02, p = .35, RMSEA = .04$
(90% CI: .00 to .13),
SRMR = .04, CFI = 1.00

Correl IC score &
HSK score $\Rightarrow R^2 = .09$

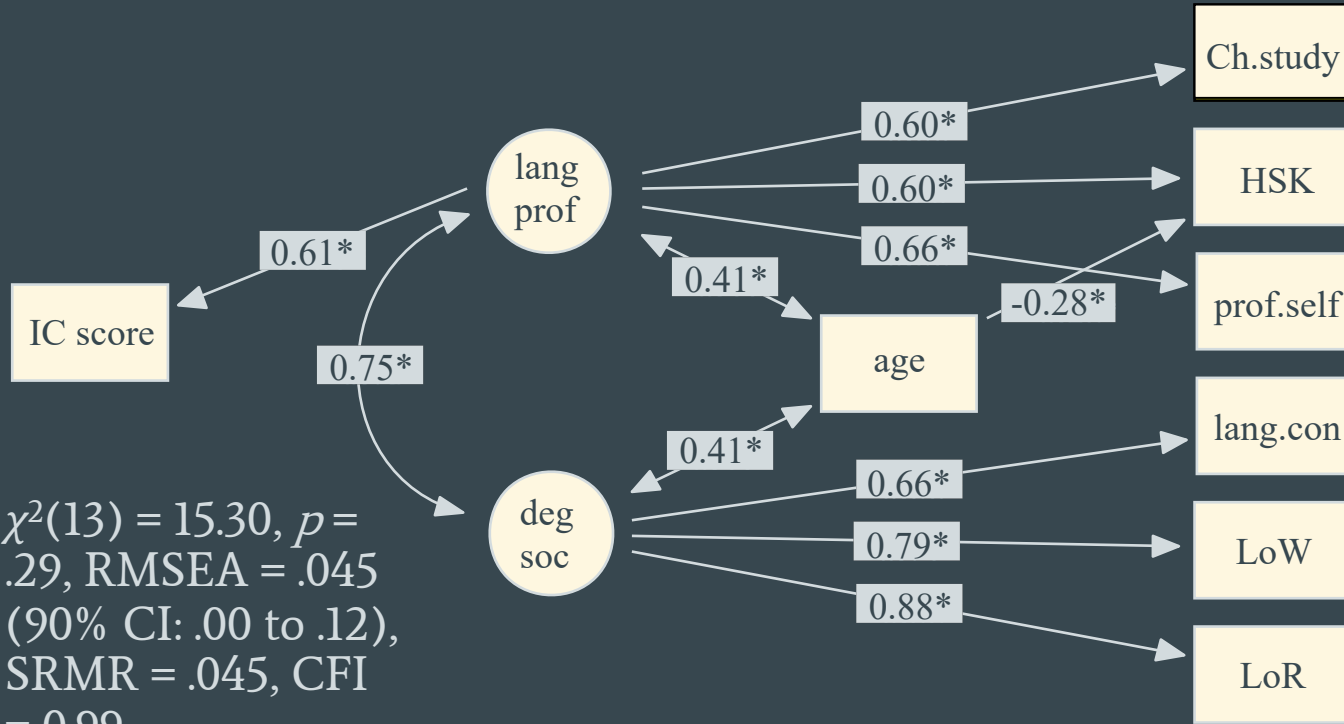
Correl IC score &
prof.self $\Rightarrow R^2 = .20$

Lang.prof $\Rightarrow R^2 = .36$

Deg.soc $\Rightarrow R^2 = .21$

Lang.prof & deg.soc
 $\Rightarrow R^2 = .35$

Results: Predicting IC₍₅₎



$\chi^2(13) = 15.30, p = .29, RMSEA = .045$
 (90% CI: .00 to .12),
 SRMR = .045, CFI = 0.99

Correl IC score & HSK score $\Rightarrow R^2 = .09$

Correl IC score & prof.self $\Rightarrow R^2 = .20$

Lang.prof $\Rightarrow R^2 = .36$

Deg.soc $\Rightarrow R^2 = .21$

Lang.prof & deg.soc $\Rightarrow R^2 = .35$

Full (incl. age) $\Rightarrow R^2 = .37$

Final Remarks: Significance

- First to quantitatively show lang prof & degree of socialization significantly predict spoken IC
 - SEM => more complex and nuanced picture: multiple measures vs. previous research (single measures)
 - More convincing evidence of relationship between lang prof and IC: test rubric developed based on everyday life informant judgements vs. previous research (language features selected due to differences in proficiency)
- => Future research on (spoken) IC: include multiple test-taker background variables & use different/more sophisticated measures

References

- Dai, D. W. (2022). *Design and validation of an L2-Chinese interactional competence test* [PhD thesis, The University of Melbourne]. ProQuest Access. <https://search.proquest.com/openview/fda5f389be0274fe555b4ff6275231dc/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Dai, D. W. (in press). *Assessing Interactional Competence: Principles, test development and validation through an L2 Chinese IC test*. Peter Lang.
- Roever, C., & Kasper, G. (2018). Speaking in turns and sequences: Interactional competence as a target construct in testing speaking. *Language Testing*, 35(3), 331-355. <https://doi.org/10.1177%2F0265532218758128>

Thank you!
Do you have any questions or comments?



david.dai@monash.edu
ivy.chen@unimelb.edu.au



David_Wei_Dai



David Wei Dai
Ivy Chen