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## **Learning-oriented feedback for the development and assessment of interactional competence**

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In the modern society where mobility of students and professionals is the norm, the importance of interactional competence (IC) in addition to other linguistic competencies has been highlighted for them to be successful in social integration. For example, the speaking component of *Cambridge: First*, which assesses learners' language and interactional skills to 'live and work independently in an English speaking country or study on courses taught in English', includes the assessment of IC.

While IC has attracted considerable attention in the field of speaking assessment both in L2 English and modern foreign languages, the findings have not been fully realised in terms of informing the teaching and learning of interactional skills in a comprehensive and user friendly way. This talk reports on a two-phase project where practical tools to support the development of learners' IC have been developed in relation to *Cambridge: First*. To develop a checklist and accompanying descriptors/recommendations that teachers can use to provide feedback on learners' interactional skills, 72 stimulated verbal reports were elicited from six trained examiners who are also experienced teachers. Their detailed comments, as well as the existing examiner training materials and expert judgement, formed the basis for a draft checklist and accompanying materials, which were then trialled and discussed by four teachers to further refine these resources.

This talk concludes with a discussion on how the developed tools can bridge the theoretical discussions on IC and its' practical use in testing and teaching. By clarifying what interactional skills can actually be practically evaluated by examiners and teachers and by identifying the ways in which meaningful feedback can be given to learners, it is hoped that the findings will benefit not only teachers and learners of the English language but also those of modern foreign languages.