

A Paradigm Shift in Epistemological Insights: Reconceptualizing Interactional Competence in Educational Linguistics

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Abstract. This study examines the transformative potential of interactional competence within educational linguistics. Employing a mixed-methods approach, it critically reassesses existing paradigms and introduces new epistemological perspectives. Our analysis reveals significant discrepancies in current pedagogical practices and suggests actionable pathways for integrating interactional competence into linguistic curricula. The findings underscore the indispensable role of interactional proficiency in language education, advocating for a strategic overhaul of traditional methodologies. This research contributes to a nuanced understanding of interactional competence, offering insights that hold implications for both theory and practice.

Keywords: interactional competence, educational linguistics, language pedagogy, epistemological insights, multicultural communication

Introduction

The current landscape of language education is undergoing rapid transformations, necessitating a reassessment of foundational concepts such as interactional competence. This paper addresses the urgent need to redefine this construct, given its pivotal role in fostering effective communication and understanding in educational settings. In the wake of increasing globalization and multicultural interactions, the ability to navigate complex linguistic exchanges has never been more crucial. This research examines the deficiencies in traditional pedagogical approaches that often overlook the nuanced dynamics of interactional competence, thus impeding learners' comprehensive development in multilingual environments. By employing a robust mixed-methods framework, this study seeks to unearth the latent potential of interactional competence to enhance curricular

designs and pedagogical strategies. The paper is structured as follows: it begins with a review of existing literature, followed by the presentation of our methodological approach. Subsequent sections delineate the findings and their implications for educational practices.

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