

# SCHOOL

Legitimate competence: The differential treatment of interactional competences within classroom interaction



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# WHO?

- **Prof. Simona Pekarek Doehler**, project leader
- **Dr. Virginie Fasel Lauzon**, postdoctoral researcher
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# WHAT ?

- Explores the interactional mechanisms that operate an institutionally bound selection of "legitimate" interactional competences within everyday practices in the classroom
- Reveals what dimensions of interactional competence are made relevant, as part of how these school settings prepare for the requirements of out-of school practices.

# WHY ?

- What are the **interactional mechanisms of legitimization** through which various dimensions of interactional competence are made relevant and assessed within the classroom?
- How do these practically enacted mechanisms of legitimization, their ensuing values as well as people's understandings of them **relate to the official curricula**?
- To what degree do they differ between compulsory and post-compulsory schooling?
- Are there (dis-)continuities between the institutional logics of assessing interactional competences in school, speech therapy and the workplace?

# How ?

- Data
  - 35 lessons of French L1 **classroom interactions** video-recorded in the French-speaking part of Switzerland (Sec. I & II)
  - **focus-group discussions**
- Analysis
  - Analysis of classroom interactions: Conversation Analysis
  - Analysis of focus-group discussions
  - Comparisons

# WHAT FOR?

- **Fundamental research**
  - a better understanding of what *interactional competence* is and of how it can be empirically documented
  - a better understanding of the complex *relation between practices and representations*
- **Applied research**
  - Transition from obligatory to post-obligatory schooling
  - Transition from school to the workplace
  - School and therapy



# WORK IN PROGRESS

- Data collection
- Conceptualization of the notion of social representation-in-action
- Focus on the methodological approach to representation-in-action

