



**Title of Project:**

Exploring Construct and Practicality of an Interactional Test for L2 Oral Pragmatic Performance

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**Project Summary:**

Assessment of L2 pragmatics has been developed by conceptualizing the test construct as well as in task formats. Traditionally, the focus of pragmatics has been on offline knowledge of speech acts isolated from interaction. Recent research efforts to elicit speakers' performances of L2 pragmatics by employing communicative tasks (Grabowski, 2009; Youn, 2013) have expanded the argument to the perspective of interaction. Despite considerable groundwork in pragmatics research, the findings in the literature are constrained by the narrowly defined construct and task design to restrict participants' performances by pre-planned scenarios. Therefore extrapolation from observed task performances to abilities in reality is made questionable.

This research is therefore designed to develop and evaluate assessment instruments (tasks and rating criteria) for L2 oral pragmatics integrating interaction as the target of assessment as well as the form of assessment. The language activity domain from which task situations are created was specified as university settings. In addition to the issues of test construct and task format, this research explores an appropriate balance between practicality and construct coverage of an interactional test for L2 pragmatics, which challenges the social dimension of language testing (McNamara & Roever, 2006). L2 speakers' task performances on dialogue and monologue tasks, combined with actual speakers' perspectives and raters' judgment were analyzed quantitatively and qualitatively. Multiple sources of evidence were integrated to structure an argument to discuss measurable constructs of pragmatics, how test scores are arrived at, and how assessment can be implemented practically while avoiding construct-underrepresentation for assessment of L2 pragmatics.