

Researcher

Shishi Zhang
University College London, UK

**Title of Project**

Assessing second language pragmatic competence for intercultural communication: The case of pre-sessional students in UK higher education

Research Supervisors

Prof. Talia Isaacs
University College London

TIRF Research Topic Investigated

Language Assessment

Supported by

Cambridge

Bio

Shishi Zhang, is a Ph.D. Candidate at University College London. Her Ph.D. project is on assessment of second language pragmatic competence in the spoken medium for intercultural communication in the academic domain. The project specifically targets U.K. pre-sessional students and draws on the SocioCognitive Framework for test development and validation.

Final Report**1. Motivation for the Research**

Second language (L2) pragmatic competence, which governs the social and interactional dimensions of language use, is an essential component of L2 proficiency and shapes communication success (Taguchi & Ishihara, 2018). The stakes of lacking pragmatic competence are likely to be high: a vocabulary or grammar error may primarily lead to the questioning of one's language proficiency, whereas a pragmatic error can lead to communication breakdowns or even relationship failure (e.g., Gumperz, 2015; Timpe-Laughlin et al., 2015). The recognised importance of pragmatic competence is reflected in its increasingly explicit role in major models of L2 proficiency and communicative language ability models (e.g., Bachman & Palmer, 1996, 2010; Purpura, 2004, 2017), as well as the rising number of studies across multiple disciplines. Within the academic domain, for example, pragmatic competence is shown in extensive research in L2 pragmatics and English for Academic Purposes (EAP) as a required competence in diverse language use scenarios (e.g., Bardovi-Harlig & Hartford, 1990, 1993; Caprario, 2020; Halenko & Jones, 2011; Liu & Kinginger, 2021; Youn, 2018; Young, 2013).

However, despite the past decades' efforts to address L2 pragmatic competence in assessments, a number of issues remain, substantially limiting assessment practices of L2 pragmatic competence to reflect the real-world language use and cater to the specific needs of target test users and stakeholders. Therefore, I explained and addressed three major issues via the test development and initial validation project documented in this thesis: (1) the necessity of (re)conceptualisation of L2 pragmatic competence

and its construct for assessment in line with the increasingly multilingual and intercultural nature of communication in the current era (e.g., Jenkins & Leung, 2019; Kecskes, 2014, 2022), (2) the need for innovative assessment tools to match this (re)conceptualisation, and (3) the importance of systematically addressing stakeholders' needs and perceptions (particularly in local test contexts).

The goal of this multi-phase thesis was to develop and initially validate a prototype test of L2 pragmatic competence for intercultural communication in academic spoken interaction, targeting UK pre-sessional students. The aim of the test was to be included in the exit exams of pre-sessional programmes as a standalone test or in combination with existing speaking tests (subject to local decisions of pre-sessional programmes). Therefore, the test's purpose was to determine the academic readiness of pre-sessional students to study at UK universities.

2. Research Questions

Drawing on the Socio-Cognitive framework (SCF; O'Sullivan & Weir, 2011; Taylor Ed., 2011; Weir, 2005) and focusing on SCF's first four validity components (test-taker characteristics, context validity, cognitive validity, scoring validity), this thesis was guided by the following four research questions (RQs):

- **RQ1:** What is the initial *a priori* validity evidence to inform test design?
 - (1) **RQ1-1:** What are the general psychological and experiential characteristics of UK pre-sessional students?
 - (2) **RQ1-2:** What are the relevant topics and communication scenarios for UK pre-sessional students' oral academic communication?
 - (3) **RQ1-3:** What are the relevant speaking task formats for UK pre-sessional students' oral academic communication?
 - (4) **RQ1-4:** What pragmatics-relevant components in speaking are currently covered in UK pre-sessional programmes?
 - (5) **RQ1-5:** What pragmatics-relevant speaking skills do UK pre-sessional students need to handle academic communication while studying at UK universities?
 - (6) **RQ1-6:** What are the contextual conditions for including the L2 pragmatic competence test in UK pre-sessional programmes?
- **RQ2:** How do domain experts (experienced pre-sessional teachers and pragmatics testing experts) perceive the tasks and task specifications in terms of clarity of language and concepts, relevance to the testing population and purpose, and effectiveness for testing the target competence of the target population?
- **RQ3:** How does the test function in terms of construct elicitation, task authenticity and difficulty, and test administration (time arrangements, testing platform) for UK pre-sessional students?
 - (1) **RQ3-1:** How does the test function in terms of construct elicitation?
 - (2) **RQ3-2:** How does the test function in terms of task authenticity and difficulty, and test administration (time arrangements, testing platforms)?
- **RQ4:** How does the test function in terms of credibility of test scores and test-taker perceived task authenticity, difficulty, and test-taking experience?
 - (1) **RQ4-1:** How does the test function in terms of rater reliability, rating scale consistency, and test score generalisability for UK pre-sessional students?
 - (2) **RQ4-2:** How does the test function in terms of task authenticity, difficulty, and test-taking experience as perceived by UK pre-sessional students?

3. Research Methodology

This thesis employed a multi-stage exploratory sequential mixed methods design that comprised five phases to capitalise on the strengths of QUAL and QUAN to fit the research purpose and address the research questions (Creswell & Creswell, 2023; Creswell & Plano Clark, 2018). **Figure 1** illustrates the

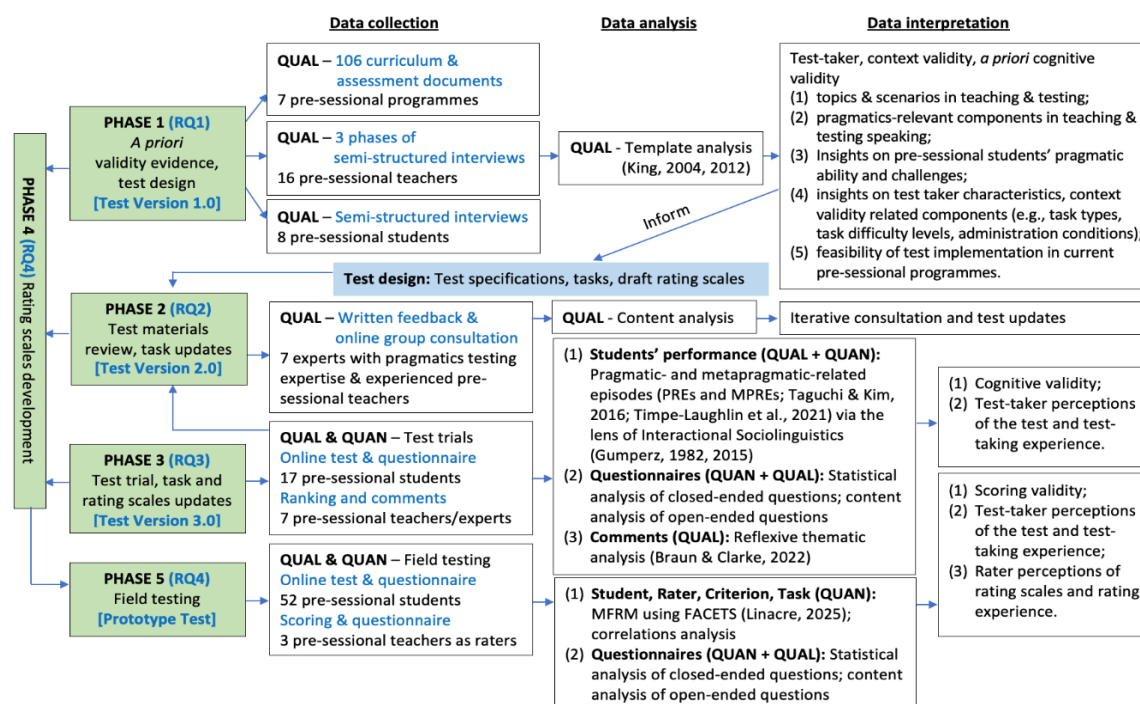
overall research design and specifies the participants, data collection and analysis, as well as data interpretation for each research phase. As shown in the section on data interpretation, each phase generates the relevant validity evidence, thereby contributing to an overall validity argument for the designed prototype test.

4. Summary of Findings

This thesis has documented the development and initial validation of a prototype test of L2 pragmatic competence for intercultural communication, targeting pre-sessional students in UK higher education. Specifically, I reconceptualised L2 pragmatic competence from an intercultural perspective and proposed a new construct of L2 pragmatic competence for intercultural communication that consisted of *pragmatic knowledge and use* and *metapragmatic awareness*. Targeting this construct, and through close collaboration with test end-users and key stakeholders (pre-sessional teachers and students), I designed two innovative task types (group oral tasks for pragmatics testing purposes, and video analytical tasks) and developed rating scales via a hybrid approach that ensures both theoretical and empirical rigour. Both task types and the rating scales functioned well, as demonstrated by a small-scale test trial with 17 students (focusing on context validity and qualitative evidence of cognitive validity of the tasks) and a larger-scale field test involving 52 students (quantitatively examining task and rating scales functions, producing further cognitive validity evidence and scoring validity evidence). More importantly, I developed and validated the test addressing a local test context and population, the process of which has demonstrated the challenges, concerns, and adjustments in a real-life language testing context.

Figure 1

Research Design of the Thesis



5. Implications

This thesis generates new insights into how L2 pragmatic competence can be defined and tested within a local EAP context. It provides a replicable approach to assessment for future research, and the basis for stakeholders to understand and use the designed test. Theoretically, this thesis broadens the scope of L2 pragmatic competence by incorporating both *pragmatic knowledge and use* and *metapragmatic awareness*. It contributes to an up-to-date construct that has largely remained unaddressed in existing pragmatics assessments. Methodologically, this thesis demonstrates rigorous test development and initial validation within a local context (UK pre-sessional programmes), using innovative group oral and video analytical tasks. It thus offers insights for future test development and validation projects targeting a local context through showcasing the specific challenges, concerns, and weighted decisions in local language testing. Pedagogically, this thesis and the resulting test represent a meaningful step towards facilitating pre-sessional students to better handle oral academic communication at UK universities. The eventual test, if adopted in pre-sessional programmes, could promote positive washback, encouraging a greater and more systematic instructional focus on pragmatic competence and intercultural language teaching and learning. Using the test and providing meaningful feedback could enhance pre-sessional students' pragmatic skills to better handle oral academic communication, contributing to their overall academic preparedness for university study, and could ultimately help foster more competent intercultural communicators. Although designed for UK pre-sessional programmes, the prototype test can be adapted and extended to other EAP contexts (e.g., UK in-sessional programmes) for pragmatics testing and instruction. By addressing the pragmatic needs and skills of pre-sessional students, this thesis may encourage pre-sessional and EAP programme evaluation and continuous improvements, potentially leading to better student academic outcomes in the long run.

References

- Adisa, T. A., Baderin, M. A., Gbadamosi, G., & Mordi, C. (2019). Understanding the trajectory of the academic progress of international students in the UK. *Education + Training*, 61(9), 1100–1122. <https://doi.org/10.1108/ET-08-2018-0177>
- Anderson, K., Lynch, T., & Maclean, J. (2004). *Study speaking: A course in spoken English for academic purposes* (2nd ed.). Cambridge University Press.
- Aryadoust, V., Ng, L. Y., & Sayama, H. (2020). A comprehensive review of Rasch measurement in language assessment: Recommendations and guidelines for research. *Language Testing*, 38(1), 6–40. <https://doi.org/10.1177/0265532220927487>
- Austin, J. L. (1962). *How to do things with words*. Oxford University Press.
- BALEAP. (n.d.). *Can Do framework for EAP syllabus design and assessment*. Retrieved January 27, 2026, from <https://www.baleap.org/downloads/official-baleap-publications/candoframeworkwithsampleactivitiesapril2013.pdf>
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language tests and justifying their use in the real world*. Oxford University Press.
- Baffoe-Djan, J. B., & Smith, S. A. (2020). Descriptive statistics in data analysis. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 398–414). Routledge. <https://doi.org/10.4324/9780367824471-34>
- Banerjee, J., & Wall, D. (2006). Assessing and reporting performances on pre-sessional EAP courses: Developing a final assessment checklist and investigating its validity. *Journal of English for Academic Purposes*, 5(1), 50–69. <https://doi.org/10.1016/j.jeap.2005.11.003>
- Barbour, R. S. (2018). *Doing focus groups* (2nd ed.). SAGE.
- Bardovi-Harlig, K. (2017). Pragmatic awareness in second language acquisition. In P. Garrett & J. M. Cots (Eds.), *The Routledge handbook of language awareness* (pp. 323–338). Routledge. <https://doi.org/10.4324/9781315676494.ch22>
- Bardovi-Harlig, K. (2025). Research methods in L2 pragmatics research: Introduction to the special issue. *Research Methods in Applied Linguistics*, 4(3), 1–8. <https://doi.org/10.1016/j.rmal.2025.100241>
- Bardovi-Harlig, K., & Hartford, B. S. (1990). Congruence in native and nonnative conversations: Status balance in the academic advising session. *Language Learning*, 40(4), 467–501. <https://doi-org.libproxy.ucl.ac.uk/10.1111/j.1467-1770.1990.tb00603.x>
- Bardovi-Harlig, K., & Hartford, B. S. (1993). Learning the rules of academic talk: A longitudinal study of pragmatic change. *Studies in Second Language Acquisition*, 15(3), 279–304. <https://doi.org/10.1017/S0272263100012122>
- Bardovi-Harlig, K., & Hartford, B. S. (2005). Institutional discourse and interlanguage pragmatics research. In K. Bardovi-Harlig & B. S. Hartford (Eds.), *Interlanguage Pragmatics* (pp. 13–42). Routledge.

- Bardovi-Harlig, K., Mossman, S., & Vellenga, H. E. (2015). The effect of instruction on pragmatic routines in academic discussion. *Language Teaching Research*, 19(3), 324–350.
<https://doi.org/10.1177/1362168814541739>
- Blum-Kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics*, 5(3), 196–213.
<https://doi.org/10.1093/applin/5.3.196>
- Bond, T. G., Yan, Z., & Heene, M. (2021). *Applying the Rasch model: Fundamental measurement in the human sciences* (4th ed.). Routledge. <https://doi.org/10.4324/9780429030499>
- Bonk, W. J., & Ockey, G. J. (2003). A many-facet Rasch analysis of the second language group oral discussion task. *Language Testing*, 20(1), 89–110. <https://doi.org/10.1191/0265532203lt245oa>
- Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE.
- Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a knowing researcher. *International Journal of Transgender Health*, 24(1), 1–6.
<https://doi.org/10.1080/26895269.2022.2129597>
- Braun, V., & Clarke, V. (2024). Supporting best practice in reflexive thematic analysis reporting in *Palliative Medicine*: A review of published research and introduction to the *Reflexive Thematic Analysis Reporting Guidelines* (RTARG). *Palliative Medicine*, 38(6), 608–616.
<https://doi.org/10.1177/02692163241234800>
- British Association for Applied Linguistics. (2021). *Recommendations on good practice in applied linguistics*. <https://www.baal.org.uk/wp-content/uploads/2021/03/BAAL-Good-Practice-Guidelines-2021.pdf>
- British Association for Applied Linguistics Testing, Evaluation and Assessment Special Interest Group. (2026). *2026 Glasgow — call for papers*.
<https://www.baalteasig.co.uk/glasgow2026callforpapers>
- British Educational Research Association. (2018). *Ethical guidelines for educational research* (4th ed.). <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>
- Brooks, J., McCluskey, S., Turley, E., & King, N. (2015). The utility of template analysis in qualitative psychology research. *Qualitative Research in Psychology*, 12(2), 202–222.
<https://doi.org/10.1080/14780887.2014.955224>
- Brooks, L. (2009). Interacting in pairs in a test of oral proficiency: Co-constructing a better performance. *Language Testing*, 26(3), 341–366. <https://doi.org/10.1177/0265532209104666>
- Brown, J. D. (2001). Six types of pragmatics tests in two different contexts. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 301–25). Cambridge University Press.
- Brown, P., & Levinson, S. C. (1978). Universals in language usage: Politeness phenomena. In E. N. Goody (Ed.), *Questions and politeness: Strategies in social interaction* (pp. 56–289). Cambridge University Press.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
- Brunfaut, T. & Kormos, J. (2025). Assessing multimodal viewing-to-write constructs: Task design, performance, processing, and rating. *Language Assessment Quarterly*, 22(4-5), 429–459.
<https://doi.org/10.1080/15434303.2025.2596374>

- Burton, J. D. (2023). The role of nonverbal behavior and affect on ratings of second language proficiency. [Unpublished doctoral dissertation]. Michigan State University.
- Burton, J. D. (2024). Evaluating the impact of nonverbal behavior on language ability ratings. *Language Testing*, 41(4), 729–758. <https://doi.org/10.1177/02655322241255709>
- Burton, J. D. (2026). The salience and function of nonverbal behavior in L2 speech evaluations. *TESOL Quarterly*. Advance online publication.
- Cambridge English. (n.d.). *Cambridge English: Advanced (CAE) speaking assessment scales*. Cambridge English. <https://www.cambridgeenglish.org/images/167865-cambridge-english-advanced-cae-speaking-assessment-scales.pdf>
- Cambridge University Press & Assessment (2023). *The Cambridge English Scale explained: A guide to converting practice test scores to Cambridge English Scale scores* (ENG/36303/V1/NOV23). <https://www.cambridgeenglish.org/Images/210434-converting-practice-test-scores-to-cambridge-english-scale-scores.pdf>
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. Richards, & R. Schmidt (Eds.), *Language and communication* (pp. 2-27). Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47. <https://doi-org.libproxy.ucl.ac.uk/10.1093/applin/1.1.1>
- Caprario, M. (2020). Developing pragmatic competence in English academic discussions: An EAP classroom investigation. *Lodz Papers in Pragmatics*, 16(1), 123-152. <https://doi.org/10.1515/lpp-2020-0006>
- Chan, S., Khabbazzashi, N., & Clark, T. (2025). Embracing multimodality to overhaul assessment of English for Academic Purposes: Task design and validation. *Language Assessment Quarterly*, 22(4–5), 460–483. <https://doi.org/10.1080/15434303.2025.2605207>
- Chen, S. (2021). *Development and validation of a web-based L2 pragmatic speaking test in the university context*. [Unpublished doctoral dissertation]. Northern Arizona University.
- Chiang, S. Y. (2011). Pursuing a response in office hour interactions between US college students and international teaching assistants. *Journal of Pragmatics*, 43(14), 3316-3330. <https://doi.org/10.1016/j.pragma.2011.07.001>
- Clennell, C. (1999). Promoting pragmatic awareness and spoken discourse skills with EAP classes. *ELT Journal*, 53(2), 83–91. <https://doi.org/10.1093/elt/53.2.83>
- Cohen, A. D., & Olshtain, E. (1981). Developing a measure of sociocultural competence: The case of apology. *Language Learning*, 31(1), 113–134. <https://doi.org/10.1111/j.1467-1770.1981.tb01375.x>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Consoli, S. (2022). Practitioner research in a UK pre-sessional: The synergy between Exploratory Practice and student motivation. *Journal of English for Academic Purposes*, 57(March), 101108. <https://doi.org/10.1016/j.jeap.2022.101108>
- Copland, F., & Garton, S. (2011). “I felt that I do live in the UK now”: International students’ self-reports of their English language speaking experiences on a pre-sessional programme. *Language and Education*, 25(3), 241-255. <https://doi.org/10.1080/09500782.2011.566617>

- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment—Companion volume*. Council of Europe Publishing. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE.
- Crystal, D. (2019). *The Cambridge encyclopedia of the English language* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781108528931>
- Dai, D. W. (2021). *Design and validation of an L2 Chinese interactional competence test* [Unpublished doctoral dissertation]. University of Melbourne.
- Dai, D. W. (2024). *Assessing interactional competence: Principles, test development and validation through an L2 Chinese IC test*. Peter Lang. <https://doi.org/10.3726/b21295>
- Davidson, F. and Lynch, B. (2002). *Testcraft: A teacher's guide to writing and using language test specifications*. Yale University Press.
- DeMars, C., & Linacre, J. M. (2004). Mapping multidimensionality. *Rasch Measurement Transactions*, 18(3), 990–991. <https://www.rasch.org/rmt/rmt183j.htm>
- Department for Education. (2024). *Higher education providers by UK country* [Data set]. Explore education statistics. <https://explore-education-statistics.service.gov.uk/data-tables/permalink/f6a1771c-45a4-4afa-61e1-08dd1b6a61d0>
- Dervin, F. (2011). A plea for change in research on intercultural discourses: A “liquid” approach to the study of the acculturation of Chinese students. *Journal of Multicultural Discourses*, 6(1), 37–52. <https://doi.org/10.1080/17447143.2010.532218>
- Dimova, S., Yan, X., & Ginther, A. (2020). *Local language testing: Design, implementation, and development*. Routledge.
- Dimova, S., Yan, X., & Ginther, A. (2022). Local tests, local contexts. *Language Testing*, 39(3), 341–354. <https://doi.org/10.1177/02655322221092392>
- Dörnyei, Z., & Dewaele, J.-M. (2023). *Questionnaires in second language research: Construction, administration, and processing* (3rd ed.). Routledge.
- Ducasse, A. M., & Brown, A. (2009). Assessing paired orals: Raters' orientation to interaction. *Language Testing*, 26(3), 423–443. <https://doi.org/10.1177/0265532209104669>
- Eckes, T. (2009). Many-facet Rasch measurement (Section H, pp. 1–52). In *Reference supplement to the Manual for relating language examinations to the Common European Framework of Reference for languages: Learning, teaching, assessment*. Council of Europe, Language Policy Division.
- Eckes, T. (2015). *Introduction to many-facet Rasch measurement: Analysing and evaluating rater-mediated assessments*. Peter Lang. <https://doi.org/10.3726/978-3-653-04844-5>

- Eckes, T. (2019). Many-facet Rasch measurement: Implications for rater-mediated language assessment. In V. Aryadoust, & M. Raquel (Eds.), *Quantitative data analysis for language assessment: Vol. 1. Fundamental techniques* (pp. 153–175). Routledge.
- Ellis, R., & Shintani, N. (2023). Investigating a failed novel test of socio-pragmatic knowledge. *Research Methods in Applied Linguistics*, 2(1). <https://doi.org/10.1016/j.rmal.2023.100046>
- Ellis, R., Zhu, Y., & Shintani, N. (2024). The metapragmatic knowledge test: A comparative study of Chinese and Japanese learners. In R. Ellis, C. Roever, N. Shintani & Y. Zhu (Eds.), *Measuring second language pragmatic competence: A psycholinguistic perspective* (pp. 51–74). <https://doi.org/10.21832/9781800417748-008>
- Ellis, R., Roever, C., Shintani, N., & Zhu, Y. (2024). *Measuring second language pragmatic competence: A psycholinguistic perspective*. Multilingual Matters.
- European Parliament and Council of the European Union. (2016). *Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data (General Data Protection Regulation)*. Official Journal of the European Union. <https://eur-lex.europa.eu/eli/reg/2016/679/oj>
- Fan, J., & Bond T. (2019). Applying Rasch measurement in language assessment: Unidimensionality and local independence. In V. Aryadoust & M. Raquel (Eds.), *Quantitative data analysis for language assessment, Vol. I: Fundamental techniques* (pp. 83–102). Routledge. <https://doi.org/10.4324/9781315187815>
- Félix-Brasdefer, J. C. (2025). Pragmatic competence and metapragmatic awareness in intercultural understanding. In J. C. Félix-Brasdefer (Ed.), *The pragmatics of intercultural communicative competence: Language use and intercultural understanding in foreign language and study abroad contexts* (pp. 38–54). Multilingual Matters.
- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4(1), 6–16. <https://doi.org/10.1177/1558689809349691>
- Ficzere, E. (2019). *An investigation into assessing ESL learners' pragmatic competence at B2–C2 levels* [Unpublished doctoral dissertation]. University of Bedfordshire.
- Field, J. (2011). Cognitive validity. In L. Taylor (Ed.), *Examining speaking: Research and practice in assessing second language speaking* (pp. 65–111). Cambridge University Press.
- Fraser, B. (2010). Pragmatic competence: The case of hedging. In G. Kaltenböck, W. Mihatsch, & S. Schneider (Eds.), *New approaches to hedging* (pp. 15–34). Emerald Group Publishing Limited.
- Fulcher, G. (1996). Testing tasks: Issues in task design and the group oral. *Language Testing*, 13(1), 23–51. <https://doi.org/10.1177/026553229601300103>
- Fulcher, G. (2003). *Testing second language speaking*. Longman.
- Galaczi, E. D. (2010). Face-to-face and computer-based assessment of speaking: Challenges and opportunities. In L. Araújo (Ed.), *Computer-based assessment (CBA) of foreign language speaking skills* (pp. 29–51). European Commission.
- Galaczi, E. & French, A. (2011). Context validity. In L. Taylor (Ed.), *Examining speaking: Research and practice in assessing second language speaking* (pp. 112–170). Cambridge University Press.

- Galaczi, E., & Taylor, L. (2018). Interactional competence: Conceptualisations, operationalisations, and outstanding questions. *Language Assessment Quarterly*, 15(3), 219–236.
<https://doi.org/10.1080/15434303.2018.1453816>
- Galletta, A., & Cross, W. (2013). *Mastering the semi-structured interview and beyond*. NYU Press.
<https://www.jstor.org/stable/j.ctt9qgh5x>
- Glasson, N. (2024). *Left to their own devices: Exploring interactional practices in an online group speaking task*. [Unpublished doctoral dissertation]. University of Bedfordshire.
- Glasson, N., & Halley, K. (2024). Less talk, more action? Exploring proficiency scores and embodied resources in online L2 interactions. *Classroom Discourse*, 16(3), 318–339.
<https://doi.org/10.1080/19463014.2024.2408421>
- Gordon, C., & Tannen, D. (2023). Framing and related concepts in interactional sociolinguistics. *Discourse Studies*, 25(2), 237–246. <https://doi.org/10.1177/14614456231155073>
- Grabowski, K. (2009). *Investigating the construct validity of a test designed to measure grammatical and pragmatic knowledge in the context of speaking*. [Unpublished doctoral dissertation]. Columbia University.
- Grabowski, K. (2013). Investigating the construct validity of a role-play test designed to measure grammatical and pragmatic knowledge at multiple proficiency levels. In S. Ross & G. Kasper (Eds.), *Assessing second language pragmatics* (pp. 149–171). Palgrave MacMillan. https://doi.org/10.1057/9781137003522_6
- Green, A. (2007). Washback to learning outcomes: A comparative study of IELTS preparation and university pre-session language courses. *Assessment in Education: Principles, Policy & Practice*, 14(1), 75–97. <https://doi.org/10.1080/09695940701272880>
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics 3: Speech acts* (pp. 41–58). Academic Press.
- Grice, H. P. (1989). *Studies in the way of words*. Harvard University Press.
- Gumperz, J. (1982). *Discourse strategies*. Cambridge University Press.
- Gumperz, J. (1992). Contextualization and understanding. In A. Duranti & C. Goodwin (Eds.), *Rethinking context* (pp. 229–252). Cambridge University Press.
- Gumperz, J. (2015). Interactional sociolinguistics: A personal perspective. In D. Tannen, H. E. Hamilton, & D. Schiffrin (Eds.), *The handbook of discourse analysis* (2nd ed.) (pp. 309–323). Wiley.
<https://doi.org/10.2307/3399826>
- Halenko, N., & Jones, C. (2011). Teaching pragmatic awareness of spoken requests to Chinese EAP learners in the UK: Is explicit instruction effective? *System*, 39(2), 240–250.
<https://doi.org/10.1016/j.system.2011.05.003>
- Harding, L. (2026). Beyond dichotomies: unravelling the complexities of international standardised English language testing. *ELT Journal*. Advance online publication.
<https://doi.org/10.1093/elt/ccaf068>
- Higher Education Statistics Agency. (2026). *Figure 9: HE student enrolments by permanent address* [Statistical figure]. HESA. <https://www.hesa.ac.uk/data-and-analysis/sb273/figure-9>
- Holliday, A. (1999). Small cultures. *Applied Linguistics*, 20(2), 237–264.
<https://doi.org/10.1093/applin/20.2.237>

- Holliday, A. (2020). Culture, communication, context, and power. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (2nd ed., pp. 39–52). Routledge. <https://doi.org/10.4324/9781003036210-4>
- Hudson, T., Detmer, E., & Brown, J. D. (1992). *A framework for testing cross-cultural pragmatics*. University of Hawai'i, Second Language Teaching and Curriculum Center.
- Hudson, T., Detmer, E., & Brown, J. D. (1995). *Developing prototypic measures of cross-cultural pragmatics*. University of Hawai'i, Second Language Teaching and Curriculum Center.
- Hymes, D. (1972). On communicative competence. In J. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.
- IELTS. (n.d.). *IELTS and the CEFR*. Retrieved July 13, 2025, from <https://ielts.org/organisations/ielts-for-organisations/compare-ielts/ielts-and-the-cefr>
- Ifantidou, E. (2014). Pragmatic meaning in L2. In E. Ifantidou (Ed.), *Pragmatic competence and relevance* (pp. 31–58). John Benjamins Publishing Company. <https://doi.org/10.1075/pbns.245.04ch2>
- Ifantidou, E., & Tzanne, A. (2012). Levels of pragmatic competence in an EFL academic context: A tool for assessment. *Intercultural Pragmatics*, 9(1), 47–70. <https://doi.org/10.1515/ip-2012-0003>
- Ikeda, N. (2017). *Measuring L2 oral pragmatic abilities for use in social contexts: Development and validation of an assessment instrument for L2 pragmatics performance in university settings*. [Unpublished doctoral dissertation]. The University of Melbourne.
- Ikeda, N. (2021). Assessing L2 learners' pragmatic ability in problem-solving situations at English-medium university. *Applied Pragmatics*, 3(1), 51–83. <https://doi.org/10.1075/ap.19039.ike>
- International Language Testing Association. (2018). *ILTA code of ethics*. <https://www.iltaonline.com/page/CodeofEthics>
- International Language Testing Association. (2024). *ILTA guidelines for practice*. <https://www.iltaonline.com/page/ILTAGuidelinesforPractice2024>
- International Language Testing Association. (2026). *Language Testing Research Colloquium (LTRC) 2026*. <https://www.iltaonline.com/page/LTRC2026>
- Isaacs, T. (2016). Assessing speaking. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 131–146). De Gruyter Mouton. <https://doi.org/10.1515/9781614513827-011>
- Isaacs, T., Trofimovich, P., & Foote, J. A. (2018). Developing a user-oriented second language comprehensibility scale for English-medium universities. *Language Testing*, 35(2), 193–216. <https://doi.org/10.1177/0265532217703433>
- Itomitsu, M. (2009). *Developing a test of pragmatics of Japanese as a foreign language*. [Unpublished doctoral dissertation]. Ohio State University.
- Iwaniec, J. (2020). Questionnaires: Implications for effective implementation. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 324–335). Routledge. <https://doi.org/10.4324/9780367824471-28>
- Jenkins, J., & Leung, C. (2019). From mythical 'standard' to standard reality: The need for alternatives to standardised English language tests. *Language Teaching*, 52(1), 86–110. <https://doi.org/10.1017/S0261444818000307>

- Jewitt, C., Bezemer, J., & O'Halloran, K. (2016). *Introducing multimodality*. Routledge.
<https://doi.org/10.4324/9781315638027>
- Jin, Y. (2017). Construct and content in context: Implications for language learning, teaching and assessment in China. *Language Testing in Asia*, 7, 12. <https://doi.org/10.1186/s40468-017-0044-1>
- Jin, Y. (2021). Test specifications. In G. Fulcher & L. Harding (Eds.), *The Routledge handbook of language testing* (2nd ed., pp. 271–288). Routledge. <https://doi.org/10.4324/9781003220756-22>
- Jin, Y. (2022). Test-taker insights for language assessment policies and practices. *Language Testing*, 40(1), 193–203. <https://doi.org/10.1177/02655322221117136>
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26. <https://doi.org/10.3102/0013189X033007014>
- Kane, M. T. (2012). Validating score interpretations and uses. *Language Testing*, 29(1), 3–17. <https://doi.org/10.1177/0265532211417210>
- Kasper, G. (2001). Four perspectives on L2 pragmatic development. *Applied Linguistics*, 22(4), 502–530. <https://doi.org/10.1093/applin/22.4.502>
- Kasper, G. (2006). Speech acts in interaction: Towards discursive pragmatics. In K. Bardovi-Harlig, C. Félix-Brasdefer, & A. S. Omar (Eds.), *Pragmatics and language learning* (pp. 281–314). University of Hawai'i at Manoa, National Foreign Language Resource Center.
- Kasper, G. (2008). Data collection in pragmatics research. In H. Spencer-Oatey (Ed.), *Culturally speaking: Culture, communication and politeness theory* (2nd ed., pp. 279–303). Continuum.
- Kasper, G. (2013). Managing task uptake in oral proficiency interviews. In S. Ross & G. Kasper (Eds.), *Assessing second language pragmatics* (pp. 258–287). Palgrave Macmillan. https://doi.org/10.1057/9781137003522_10
- Kasper, G., & Ross, S. (2007). Multiple questions in oral proficiency interviews. *Journal of Pragmatics*, 39(11), 2045–2070. <https://doi.org/10.1016/j.pragma.2007.07.011>
- Kecskes, I. (2008). Dueling contexts: A dynamic model of meaning. *Journal of Pragmatics*, 40(3), 385–406. <https://doi.org/10.1016/j.pragma.2007.12.004>
- Kecskes, I. (2013). Why do we say what we say the way we say it? *Journal of Pragmatics*, 48(1), 71–83. <https://doi.org/10.1016/j.pragma.2012.11.010>
- Kecskes, I. (2014). *Intercultural pragmatics*. Oxford University Press. <https://doi.org/10.4324/9781315668925>
- Kecskes, I. (2016). Can intercultural pragmatics bring some new insight into pragmatic theories? In A. Capone & J. L. Mey (Eds.), *Interdisciplinary studies in pragmatics, culture and society* (pp. 43–69). Springer. https://doi.org/10.1007/978-3-319-12616-6_3
- Kecskes, I. (2020). Interculturality and intercultural pragmatics. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (2nd ed., pp. 138–155). Routledge. <https://doi.org/10.4324/9781003036210-11>
- Kecskes, I. (2022). *The Cambridge Handbook of intercultural pragmatics*. Cambridge University Press. <https://doi.org/10.1017/9781108884303>

- Kecskes, I., & Zhang, F. (2009). Activating, seeking, and creating common ground: A socio-cognitive approach. *Pragmatics & Cognition*, 17(2), 331–355. <https://doi.org/10.1075/pc.17.2.06kec>
- Khabbazzbashi, N. (2017). Topic and background knowledge effects on performance in speaking assessment. *Language Testing*, 34(1), 23–48. <https://doi.org/10.1177/0265532215595666>
- Khabbazzbashi, N. (2021). *On topic validity in speaking tests*. Cambridge University Press. <https://www.cambridgeenglish.org/Images/640158-silt-volume-54.pdf>
- Khabbazzbashi, N., Chan, S., & Clark, T. (2023). Towards the new construct of academic English in the digital age. *ELT Journal*, 77(2), 207–216. <https://doi.org/10.1093/elt/ccac010>
- Khalifa, H., & Salamoura, A. (2011). Criterion-related validity. In L. Taylor (Ed.), *Examining speaking: Research and practice in assessing second language speaking* (pp. 259–292). Cambridge University Press.
- Kiesling, S. C. (2015). Cross-cultural and intercultural communication and discourse analysis. In D. Tannen, D. Schiffrin, & H. E. Hamilton (Eds.), *The Handbook of discourse analysis* (pp. 620–638). John Wiley & Sons. <https://doi.org/10.1002/9781118584194.ch29>
- Kim, J., & Craig, D. A. (2012). Validation of a videoconferenced speaking test. *Computer Assisted Language Learning*, 25(3), 257–275. <https://doi.org/10.1080/09588221.2011.649482>
- Kim, Y., & Taguchi, N. (2015). Promoting task-based pragmatics instruction in EFL classroom contexts: The role of task complexity. *The Modern Language Journal*, 99(4), 656–677. <https://doi.org/10.1111/modl.12273>
- Kim, Y., & Taguchi, N. (2016). Learner–learner interaction during collaborative pragmatic tasks: The role of cognitive and pragmatic task demands. *Foreign Language Annals*, 49(1), 42–57. <https://doi.org/10.1111/flan.12180>
- King, N. (2004). Using templates in the thematic analysis of text. In C. Cassell & G. Symon (Eds.), *Essential guide to qualitative methods in organizational research* (pp. 256–270). SAGE.
- King, N. (2012). Doing template analysis. In G. Symon & C. Cassell (Eds.), *Qualitative organizational research: Core methods and current challenges* (pp. 426–450). SAGE.
- King, N. (n.d.-a). *Template analysis*. University of Huddersfield. Retrieved 4 January 2025, from <https://research.hud.ac.uk/research-subjects/human-health/template-analysis/>
- King, N. (n.d.-b). *Quality check and reflexivity in template analysis*. University of Huddersfield. Retrieved 4 January 2025, from <https://research.hud.ac.uk/research-subjects/human-health/template-analysis/technique/quality-and-reflexivity/>
- King, N., & Brooks, J. M. (2018). Thematic analysis in organisational research. In C. Cassell, A. L. Cunliffe & G. Grandy (Eds.), *The SAGE handbook of qualitative business management research methods: Methods and challenges* (pp. 219–236). SAGE.
- Kinginger, C., & Farrell, K. (2004). Assessing development of meta-pragmatic awareness in study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10(1), 19–42. <https://doi.org/10.36366/frontiers.v10i1.131>
- Knoch, U., Deygers, B., & Khamboonruang, A. (2021). Revisiting rating scale development for rater-mediated language performance assessments: Modelling construct and contextual choices made by scale developers. *Language Testing*, 38(4), 602–626. <https://doi.org/10.1177/0265532221994052>

- Knoch, U., Elder, C., Woodward-Kron, R., Manias, E., Flynn, E., McNamara, T., Huisman, A., & Zhang, B. Y. (2020). Capturing domain expert perspectives in devising a rating scale for a health-specific writing test: How close can we get? *Assessing Writing*, 46, Article 100489. <https://doi.org/10.1016/j.asw.2020.100489>
- Krase, E. (2007). “Maybe the communication between us was not enough”: Inside a dysfunctional advisor/L2 advisee relationship. *Journal of English for Academic Purposes*, 6(1), 55–70. <https://doi.org/10.1016/j.jeap.2006.12.001>
- Kremmel, B., Eberharter, K., & Holzknacht, F. (2022). Pre-operational testing. In L. Harding & G. Fulcher (Eds.), *The Routledge handbook of language testing* (2nd ed., pp. 415–429). Routledge. <https://doi.org/10.4324/9781003220756-32>
- Krippendorff, K. (2019). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications. <https://methods.sagepub.com/book/content-analysis-4e>
- Krosnick, J. A., & Presser, S. (2010). Question and questionnaire design. In P. V. Marsden and J. V. Wright (Eds.), *Handbook of survey research* (pp. 263–313). Emerald Group Publishing.
- Kuiken, F., & Vedder, I. (2020). Scoring approaches. In P. Winke & T. Brunfaut (Eds.), *The Routledge handbook of second language acquisition and language testing* (pp. 125–134). Routledge. <https://doi.org/10.4324/9781351034784-14>
- Lam, D. M. K. (2019). Interactional competence with and without extended planning time in a group oral assessment. *Language Assessment Quarterly*, 16(1), 1–20. <https://doi.org/10.1080/15434303.2019.1602627>
- Lazaraton, A. (2002). *A qualitative approach to the validation of oral language tests*. Cambridge University Press.
- Leaper, D. A., & Brawn, J. R. (2019). Detecting development of speaking proficiency with a group oral test: A quantitative analysis. *Language Testing*, 36(2), 181–206. <https://doi.org/10.1177/0265532218779626>
- Leaper, D. A., & Riazi, M. (2014). The influence of prompt on group oral tests. *Language Testing*, 31(2), 177–204. <https://doi.org/10.1177/0265532213498237>
- Lee, H.-W., Mullooly, A., Devine, A., & Galaczi, E. (2024). Exploring interaction in video-call paired speaking tests: A look at scores, language, and perceptions. *Applied Linguistics*, 45(3), 533–552. <https://doi.org/10.1093/applin/amad046>
- Lee, J. J., & Subtirelu, N. C. (2015). Metadiscourse in the classroom: A comparative analysis of EAP lessons and university lectures. *English for Specific Purposes*, 37(1), 52–62. <https://doi.org/10.1016/j.esp.2014.06.005>
- Leech, G. N. (1983). *Principles of pragmatics*. Longman.
- Leung, C., Lewkowicz, J., & Jenkins, J. (2016). English for academic purposes: A need for remodelling. *Englishes in Practice*, 3(3), 55–73. <https://doi.org/10.1515/eip-2016-0003>
- Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
- Li, C., & Gao, X. (2017). Bridging ‘what I said’ and ‘why I said it’: The role of metapragmatic awareness in L2 request performance. *Language Awareness*, 26(3), 170–190. <https://doi.org/10.1080/09658416.2017.1387135>

- Liddicoat, A. J. (2014). Pragmatics and intercultural mediation in intercultural language learning. *Intercultural Pragmatics*, 11(2), 259–277. <https://doi.org/10.1515/ip-2014-0011>
- Liddicoat, A. J. (2022a). *An introduction to conversation analysis* (3rd ed.). Bloomsbury Academic.
- Liddicoat, A. J. (2022b). Intercultural mediation from the perspective of linguistic pragmatics. In D. Busch (Ed.), *The Routledge handbook of intercultural mediation* (pp. 349–357). Routledge. <https://doi.org/10.4324/9781003227441-44>
- Liddicoat, A. J. (2022c). Intercultural mediation in language teaching and learning. In I. Golubeva, M. Wagner, & T. McConachy (Eds.), *Intercultural learning in language education and beyond* (Vol. 38, pp. 41–59). Channel View Publications. <https://doi.org/10.21832/9781800412613-010>
- Liddicoat, A. J. (2024). Intercultural pragmatics. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1–4). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781405198431.wbeal1446.pub3>
- Liddicoat, A., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell.
- Liddicoat, A., & Scarino, A. (2020). Assessing intercultural language learning. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (2nd ed., Vol. 1, pp. 395–410). Routledge. <https://doi.org/10.4324/9781003036210-30>
- Limberg, H. (2007). Discourse structure of academic talk in university office hour interactions. *Discourse Studies*, 9(2), 176–193. <https://doi.org/10.1177/1461445607075343>
- Limberg, H. (2010). *The interactional organization of academic talk: Office hour consultations*. John Benjamins.
- Linacre, J. M. (1994a). Many-facet Rasch measurement (2nd ed.). MESA.
- Linacre, J. M. (1994b). Sample size and item calibration [or person measure] stability. *Rasch Measurement Transactions*, 7(4), 328. <http://www.rasch.org/rmt/rmt74m.htm>
- Linacre, J. M. (1998a). Detecting multidimensionality: Which residual data-type works best? *Journal of Outcome Measurement*, 2(3), 266–283. <https://www.winsteps.com/a/Linacre-multidimensionality-residuals.pdf>
- Linacre, J. M. (1998b). Rating, judges and fairness. *Rasch Measurement Transactions*, 12(2), 630–631. <https://www.rasch.org/rmt/rmt122f.htm>
- Linacre, J. M. (1998c). Rasch analysis first or factor analysis first? *Rasch Measurement Transactions*, 11(4), 603. <https://www.rasch.org/rmt/rmt114l.htm>
- Linacre J. M. (2000). Item discrimination and infit mean-squares. *Rasch Measurement Transactions*, 14(2), 743. <https://www.rasch.org/rmt/rmt142a.htm>
- Linacre J. M. (2002a). What do infit and outfit, mean-square and standardized mean? *Rasch Measurement Transactions*, 16(2), 878. <https://www.rasch.org/rmt/rmt162f.htm>
- Linacre, J. M. (2002b). Optimizing rating scale category effectiveness. *Journal of Applied Measurement*, 3(1), 85–106.
- Linacre, J. M. (2005). Standard errors: Means, measures, origins and anchor values. *Rasch Measurement Transactions*, 19(3), 1030. <https://www.rasch.org/rmt/rmt193e.htm>
- Linacre J. M. (2009). Unidimensional models in a multidimensional world. *Rasch Measurement Transactions*, 23(2), 1209. <https://www.rasch.org/rmt/rmt232d.htm>

- Linacre, J. M. (2010). Rasch measures and unidimensionality. *Rasch Measurement Transactions*, 24(4), 1310. <https://www.rasch.org/rmt/rmt244f.htm>
- Linacre, J. M. (2011). Rasch measures and unidimensionality. *Rasch Measurement Transactions*, 24(4), 1310. <https://www.rasch.org/rmt/rmt244f.htm>
- Linacre, J. M. (2012). Rasch Q&A: empirical multidimensionality or imposed unidimensionality? *Rasch Measurement Transactions*, 26(2), 1372. <https://www.rasch.org/rmt/rmt262i.htm>
- Linacre, J. M. (2013). Reliability, separation and strata: Percentage of sample in each level. *Rasch Measurement Transactions*, 26(4), 1399. <https://www.rasch.org/rmt/rmt264g.htm>
- Linacre, J. M. (2023). *A user's guide to FACETS Rasch-model computer programs. Program Manual 3.87.0*. <https://www.winsteps.com/a/Facets-Manual.pdf>
- Linacre, J. M. (2025a). Minifac® (Version 4.4.1) [Computer software]. Winsteps.com. <https://www.winsteps.com/minifac.htm>
- Linacre, J. M. (2025b). Ministep® (Version 5.10.2) [Computer software]. Winsteps.com. <https://www.winsteps.com/ministep.htm>
- Linacre, J. M. (2025c). *A user's guide to WINSTEPS MINISTEP Rasch-Model computer programs. Program Manual 5.10.1*. <https://www.winsteps.com/a/Winsteps-Manual.pdf>
- Linacre, J. M. (August, 2025). Personal Communication.
- Liu, S., & Kinginger, C. (2021). The sociocultural ontogenesis of international students' use of pragmatic strategies in ELF academic communication: Two contrasting case studies. *Journal of Pragmatics*, 186, 364–381. <https://doi.org/10.1016/j.pragma.2021.10.022>
- Long, M. (2005). Methodological issues in learner needs analysis. In M. H. Long (Ed.), *Second language needs analysis* (pp. 19-76). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667299.002>
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.
- May, L. (2011). Interactional competence in a paired speaking test: Features salient to raters. *Language Assessment Quarterly*, 8(2), 127–145. <https://doi.org/10.1080/15434303.2011.565845>
- Mey, J. L. (1993). *Pragmatics: An introduction*. Blackwell.
- McConachy, T. (2012). Exploring the meta-pragmatic realm in English language teaching. *Language Awareness*, 22(2), 100–110. <https://doi.org/10.1080/09658416.2011.644795>
- McConachy, T. (2018). *Developing intercultural perspectives on language use: Exploring pragmatics and culture in foreign language learning*. Multilingual Matters. <https://doi.org/10.21832/9781783099337>
- McConachy, T. (2019). L2 pragmatics as 'intercultural pragmatics': Probing sociopragmatic aspects of pragmatic awareness. *Journal of Pragmatics*, 151, 167–176. <https://doi.org/10.1016/j.pragma.2019.02.014>
- McConachy, T. (2022). Pragmatic awareness in intercultural language learning. In I. Kecskes (Ed.), *The Cambridge handbook of intercultural pragmatics* (pp. 766-787). Cambridge University Press. <https://doi.org/10.1017/9781108884303.030>
- McConachy, T., & Liddicoat, A. J. (2016). Meta-pragmatic awareness and intercultural competence: The role of reflection and interpretation in intercultural mediation. In F. Dervin & Z. Gross (Eds.),

- Intercultural competence in education* (pp. 13–30). Palgrave Macmillan.
https://doi.org/10.1057/978-1-137-58733-6_2
- McConachy, T., & Liddicoat, A. J. (2022). Introduction: Second language pragmatics for intercultural understanding. In A. J. Liddicoat & T. McConachy (Eds.), *Teaching and learning second language pragmatics for intercultural understanding* (pp. 1–18). Routledge.
<https://doi.org/10.4324/9781003094128-1>
- McCormack, J., & Watkins, S. (2012). *English for academic study: Speaking* (2nd ed.). Garnet Education.
- McNamara, T., Knoch, U., & Fan, J. (2019). *Fairness, justice and language assessment*. Oxford University Press.
- Min, S., & Aryadoust, V. (2021). A systematic review of item response theory in language assessment: Implications for the dimensionality of language ability. *Studies in Educational Evaluation*, 68.
<https://doi.org/10.1016/j.stueduc.2020.100963>
- Ministry of Education of the People's Republic of China; National Language Commission of the People's Republic of China. (2018). *China's standards of English language ability* (GF 0018-2018). Ministry of Education; National Language Commission.
<https://cse.neea.edu.cn/res/ceedu/1811/6bdc26c323d188948fca8048833f151a.pdf>
- Morgan, D. L. (1997). *Focus groups as qualitative research* (2nd ed.). Sage.
- Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48–76. <https://doi.org/10.1177/2345678906292462>
- Myles, J., & Cheng, L. (2003). The social and cultural life of non-native English speaking international graduate students at a Canadian university. *Journal of English for Academic Purposes*, 2(3), 247–263. [https://doi.org/10.1016/S1475-1585\(03\)00028-6](https://doi.org/10.1016/S1475-1585(03)00028-6)
- Nakatsuhara, F. (2009). *Conversational styles in group oral tests: How is the conversation co-constructed?* [Unpublished doctoral dissertation]. University of Essex.
- Nakatsuhara, F. (2011). Effects of test-taker characteristics and the number of participants in group oral tests. *Language Testing*, 28(4), 483–508. <https://doi.org/10.1177/0265532211398110>
- Nakatsuhara, F., Inoue, C., & Taylor, L. (2021). Comparing rating modes: Analysing live, audio, and video ratings of IELTS speaking test performances. *Language Assessment Quarterly*, 18(2), 83–106.
<https://doi.org/10.1080/15434303.2020.1799222>
- Nakatsuhara, F., May, L., and Khabbazzashi, N. (2023). Exploring the speaking construct in academic settings in a digital age. *IELTS Research Reports Online Series*, No. 4/23. British Council, Cambridge Assessment English and IDP: IELTS Australia. <https://ielts.org/researchers/our-research/research-reports/exploring-the-speaking-construct-in-academic-settings-in-a-digital-age>
- Nakatsuhara, F., Inoue, C., Berry, V., & Galaczi, E. (2017). Exploring the use of video-conferencing technology in the assessment of spoken language: A mixed-methods study. *Language Assessment Quarterly*, 14(1), 1–18. <https://doi.org/10.1080/15434303.2016.1263637>
- Nakatsuhara, F., May, L., Inoue, C., Willcox-Ficzer, E., Westbrook, C., & Spiby, R. (2021). *Exploring the potential for assessing interactional and pragmatic competence in semi-direct speaking tests* (VS/2021/001). British Council. <https://doi.org/10.57884/JB1C-P371>

- Norris, J. M., Davis, J. M., & Xi, X. (2021). Framing the assessment of academic English for admissions decisions. In X. Xi & J. M. Norris (Eds.), *Assessing academic English for higher education admissions* (pp. 1–21). Routledge. <https://doi.org/10.4324/9781351142403-1>
- Ockey, G. J. (2006). *Making a case for the group oral discussion test: The effects of personality on the group oral's score-based inferences* [Unpublished doctoral dissertation]. University of California, Los Angeles.
- Ockey, G. J. (2009). The effects of group members' personalities on a test taker's L2 group oral discussion test scores. *Language Testing*, 26(2), 161–186. <https://doi.org/10.1177/0265532208101005>
- Ockey, G. J., Koyama, D., & Setoguchi, E. (2013). Stakeholder input and test design: A case study on changing the interlocutor familiarity facet of the group oral discussion test. *Language Assessment Quarterly*, 10(3), 292–308. <https://doi.org/10.1080/15434303.2013.769547>
- Ockey, G. J., Timpe-Laughlin, V., Davis, L., & Gu, L. (2019). *Exploring the potential of a video-mediated interactive speaking assessment* (Research Report No. RR-19-05). ETS. <https://doi.org/10.1002/ets2.12240>
- O'Grady, S., Rotsinger, A., & Carver, M. (2025). Prioritising authenticity in live lecture comprehension pre-session assessment task design. *Journal of English for Academic Purposes*, 77. <https://doi.org/10.1016/j.jeap.2025.101554>
- Okada, Y., & Greer, T. (2013). Pursuing a relevant response in oral proficiency interview role-plays. In G. Kasper, & S. J. Ross (Eds.), *Assessing second language pragmatics* (pp. 288–310). Palgrave Macmillan. https://doi.org/10.1057/9781137003522_11
- O'Loughlin, K. J. (2001). *The equivalence of direct and semi-direct speaking tests*. Cambridge University Press.
- O'Sullivan, B. (2015). Validity, validation and development: Building and operationalizing a comprehensive model. *Japanese Language Testing Association Journal*, 18, 25–33. https://doi.org/10.20622/jltajournal.18.0_25
- O'Sullivan, B. (2021). *The Comprehensive Learning System*. British Council. <https://doi.org/10.57884/ZDEC-CK78>
- O'Sullivan, B., & Green, A. (2011). Test taker characteristics. In L. Taylor (Ed.), *Examining speaking: Research and practice in assessing second language speaking* (pp. 36–64). Cambridge University Press.
- O'Sullivan, B., & Nakatsuhara, F. (2011). Quantifying conversational styles in group oral test discourse. In B. O'Sullivan (Ed.), *Language testing: Theories and practices* (pp. 164–185). Palgrave Macmillan.
- O'Sullivan, B., & Weir, C. J. (2011). Test development and validation. In B. O'Sullivan (Ed.), *Language testing: Theories and practices* (pp. 13–32). Palgrave Macmillan.
- O'Sullivan, B., Weir, C. J., & Saville, N. (2002). Using observation checklists to validate speaking-test tasks. *Language Testing*, 19(1), 33–56. <https://doi.org/10.1191/0265532202lt219oa>
- O'Sullivan, B., Dunlea, J., Spiby, R., Westbrook, C., & Dunn, K. (2020). *Aptis General Technical Manual Version 2.2* (TR/2020/001). British Council. <https://www.britishcouncil.org/exam/aptis/research/publications/technical/general-technical-manual-version-2-2>

- Pearson, W. S. (2020a). The effectiveness of pre-sessional EAP programmes in UK higher education: A review of the evidence. *Review of Education*, 8(2), 420–447. <https://doi.org/10.1002/rev3.3191>
- Pearson, W. S. (2020b). Mapping English language proficiency cut-off scores and pre-sessional EAP programmes in UK higher education. *Journal of English for Academic Purposes*, 45. <https://doi.org/10.1016/j.jeap.2020.100866>
- Pearson, W. S. (2021a). Policies on minimum English language requirements in UK higher education, 1989–2021. *Journal of Further and Higher Education*, 45(9), 1240–1252. <https://doi.org/10.1080/0309877X.2021.1945556>
- Pearson, W. S. (2021b). The predictive validity of the Academic IELTS test: A methodological synthesis. *ITL - International Journal of Applied Linguistics*, 172(1), 85–120. <https://doi.org/10.1075/itl.19021.pea>
- Plonsky, L., & Oswald, F. L. (2014). How big is “big”? Interpreting effect sizes in L2 research. *Language Learning*, 64(4), 878–912. <https://doi.org/10.1111/lang.12079>
- Purpura, J. (2004). *Assessing grammar*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733086>
- Purpura, J. E. (2017). Assessing meaning. In E. Shohamy (Ed.), *Language testing and assessment* (pp. 33–61). Springer. https://doi.org/10.1007/978-3-319-02261-1_1
- Qian, D. (2009). Comparing direct and semi-direct modes for speaking assessment: Affective effects on test takers. *Language Assessment Quarterly*, 6(2), 113–125. <https://doi.org/10.1080/15434300902800059>
- QSR International. (2024). *NVivo* (Version 14 Plus) [Computer software]. QSR International. <https://www.qsrinternational.com/nvivo>
- Read, J. (2022). Test review: The International English Language Testing System (IELTS). *Language Testing*, 39(4), 679–694. <https://doi.org/10.1177/02655322221086211>
- Reershemius, G. (2012). Research cultures and the pragmatic functions of humor in academic research presentations: A corpus-assisted analysis. *Journal of Pragmatics*, 44(6-7), 863–875. <https://doi.org/10.1016/j.pragma.2012.03.012>
- Ren, W. (2011). *The effect of study abroad on L2 pragmatic development: A longitudinal investigation*. [Unpublished doctoral dissertation]. University of Bristol.
- Ren, W. (2014). A longitudinal investigation into L2 learners’ cognitive processes during study abroad. *Applied Linguistics*, 35(4), 575–594. <https://doi.org/10.1093/applin/amt019>
- Roever, C. (2005). *Testing ESL pragmatics*. Peter Lang.
- Roever, C. (2006). Validation of a web-based test of ESL pragmalinguistics. *Language Testing*, 23(2), 229–256. <https://doi.org/10.1191/0265532206lt329oa>
- Roever, C. (2013). Testing implicature under operational conditions. In G. Kasper, & S. J. Ross, (Eds.), *Assessing second language pragmatics* (pp. 43–64). Palgrave Macmillan. https://doi.org/10.1057/9781137003522_2
- Roever, C. (2022). *Teaching and testing second language pragmatics and interaction: A practical guide*. Routledge. <https://doi.org/10.4324/9780429260766>

- Roever, C. (2024). Assessment and L2 pragmatics. *Applied Pragmatics*, 6(2), 117–130.
<https://doi.org/10.1075/ap.00022.roe>
- 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/10.1177/0265532218758128>
- Ross, S., & Kasper, G. (Eds.). (2013). *Assessing second language pragmatics*. Palgrave Macmillan.
<https://doi.org/10.1057/9781137003522>
- Ross, S. J., & Zheng, Q. (2021). Strategic competence and pragmatic proficiency in L2 role plays. In J. C. Félix-Brasdefer & R. L. Shively (Eds.), *New directions in second language pragmatics* (pp. 179–194). De Gruyter Mouton. <https://doi.org/10.1515/9783110721775-013>
- Rylander, J., Clark, P., & Derrah, R. (2013). A video-based method of assessing pragmatic awareness. In G. Kasper & S. J. Ross (Eds.), *Assessing second language pragmatics* (pp. 65–97). Palgrave Macmillan. https://doi.org/10.1057/9781137003522_3
- Sacks, H. (1992). *Lectures on conversation*. Blackwell.
- Safont Jordà, M. P. (2003). Metapragmatic awareness and pragmatic production of third language learners of English: A focus on request acts realizations. *International Journal of Bilingualism*, 7(1), 43–69. <https://doi.org/10.1177/13670069030070010401>
- Safont Jordà, M. P. (2004). An analysis on EAP learners' pragmatic production: A focus on request forms. *Ibérica*, 8, 23–39.
- Salaberry, M. R., & Burch, A. R. (Eds.). (2021). *Assessing speaking in context: Expanding the construct and its applications*. Multilingual Matters. <https://doi.org/10.21832/9781788923828>
- Schegloff, E. A. (1992). In another context. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 191–228). Cambridge University Press.
- Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis*. Cambridge University Press.
- Schiffrin, D. (1994). *Approaches to discourse*. Blackwell.
- Schissel, J. L., Leung, C., & Chalhoub-Deville, M. (2019). The construct of multilingualism in language testing. *Language Assessment Quarterly*, 16(4–5), 373–378.
<https://doi.org/10.1080/15434303.2019.1680679>
- Schneider, S. (2010). Parenthetical hedged performatives. In G. Kaltenböck, W. Mihatsch, & S. Schneider (Eds.), *New approaches to hedging* (pp. 267–287). Emerald Group Publishing Limited.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
- Searle, J. R. (1975). Indirect speech acts. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics 3: Speech acts* (pp. 59–82). Academic Press.
- Searle, J. R. (1979). *Expression and meaning: Studies in the theory of speech acts*. Cambridge University Press.
- Seedhouse, P. (2013). Oral proficiency interviews as varieties of interaction. In S. Ross & G. Kasper (Eds.), *Assessing second language pragmatics* (pp. 199–219). Palgrave Macmillan.
https://doi.org/10.1057/9781137003522_8
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.

- Selinker, L. (1972) 'Interlanguage', *International Review of Applied Linguistics in Language Teaching*, 10: 209–231.
- Selvi, A. F. (2020). Qualitative content analysis. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 440–452). Routledge. <https://doi-org.libproxy.ucl.ac.uk/10.4324/9780367824471-37>
- Serafini, E. J., Lake, J. B., & Long, M. H. (2015). Needs analysis for specialized learner populations: Essential methodological improvements. *English for Specific Purposes*, 40, 11-26. <https://doi.org/10.1016/j.esp.2015.05.002>
- Shohamy, E. (1988). A proposed framework for testing the oral language of second/foreign language learners. *Studies in Second Language Acquisition*, 10(2), 165-179. <https://doi.org/10.1017/S0272263100007294>
- Shohamy, E. (1990). Discourse analysis in language testing. *Annual Review of Applied Linguistics*, 11, 115-131. <https://doi.org/10.1017/S0267190500001999>
- Shohamy, E. (1994). The validity of direct versus semi-direct oral tests. *Language Testing*, 11(2), 99–123. <https://doi.org/10.1177/026553229401100202>
- Shohamy, E. (2022). Critical language testing, multilingualism and social justice. *TESOL Quarterly*, 56(4), 1445–1457. <https://doi.org/10.1002/tesq.3185>
- Siegel, A., & Seedhouse, P. (2024). *Human spoken interaction as a complex adaptive system: A longitudinal study of L2 interaction*. Edinburgh University Press. <http://www.jstor.org/stable/10.3366/jj.15478444.6>
- Silverstein, M. (1993). Metapragmatic discourse and metapragmatic function. In J. A. Lucy (Ed.), *Reflexive language: Reported speech and metapragmatics* (pp. 33–58). Cambridge University Press.
- Skyrme, G. (2010). Is this a stupid question? International undergraduate students seeking help from teachers during office hours. *Journal of English for Academic Purposes*, 9(3), 211–221. <https://doi.org/10.1016/j.jeap.2010.02.012>
- Spencer-Oatey, H. (2022). Politeness and rapport management. In I. Kecskes (Ed.), *The Cambridge handbook of intercultural pragmatics* (pp. 484–509). Cambridge University Press
- Su, Y., & Shin, S.-Y. (2024). Comparing two formats of data-driven rating scales for classroom assessment of pragmatic performance with roleplays. *Language Testing*, 41(2), 357–383. <https://doi.org/10.1177/02655322231210217>
- Suzumura, N. (2022). Content analysis of test taker responses on an AP Japanese computer-simulated conversation test: A mixed methods approach for a validity argument. *Language Assessment Quarterly*, 19(5), 480–502. <https://doi.org/10.1080/15434303.2022.2130326>
- Syquia, J., & Leeming, P. (2024). Assessing interactional competence through group discussion: A mixed methods validation. *Research Methods in Applied Linguistics*, 3(3), 100144. <https://doi.org/10.1016/j.rmal.2024.100144>
- Tada, M. (2005). *Assessment of EFL pragmatic production and perception using video prompts*. [Unpublished doctoral dissertation]. Temple University.
- Taguchi, N. (2005). Comprehension of implied meaning in English as a second language. *Modern Language Journal*, 89, 543–562.

- Taguchi, N. (2009). *Pragmatic competence*. De Gruyter Mouton.
<https://doi.org/10.1515/9783110218558>
- Taguchi, N. (2015). "Contextually" speaking: A survey of pragmatic learning abroad, in class, and online. *System*, 48, 3–20. <https://doi.org/10.1016/j.system.2014.09.001>
- Taguchi, N. (2019). Second language acquisition and pragmatics: An overview. In N. Taguchi (Ed.), *The Routledge handbook of second language acquisition and pragmatics* (pp. 1–14). Routledge.
<https://doi.org/10.4324/9781351164085-1>
- Taguchi, N. (2024). Technology-enhanced data collection methods in L2 pragmatics research. In K. Sadeghi (Ed.), *Routledge handbook of technological advances in researching language learning*. Routledge. <https://doi.org/10.4324/9781003459088>
- Taguchi, N. (2025). Acquisition of second language pragmatics. *Reference Module in Social Sciences*. Elsevier Inc. <https://doi.org/10.1016/B978-0-323-95504-1.00563-9>
- Taguchi, N., & Kim, Y. (2016). Collaborative dialogue in learning pragmatics: Pragmatic-related episodes as an opportunity for learning request-making. *Applied Linguistics*, 37(3), 416–437.
<https://doi.org/10.1093/applin/amu039>
- Taguchi, N., & Ishihara, N. (2018). The pragmatics of English as a lingua franca: Research and pedagogy in the era of globalization. *Annual Review of Applied Linguistics*, 38, 80–101.
<https://doi.org/10.1017/S0267190518000028>
- Taguchi, N., & Roever, C. (2017). *Second language pragmatics*. Oxford University Press.
- Tannen, D. (1993). *Framing in discourse*. Oxford University Press.
- Tannen, D. (2004). Interactional sociolinguistics. In U. Ammon, N. Dittmar, K. Mattheier, & P. Trudgill (Eds.), *Sociolinguistics: An international handbook of the science of language in society* (pp. 76–88). Walter de Gruyter.
- Tannen, D. (2007). *Talking voices: repetition, dialogue, and imagery in conversational discourse* (2nd ed.). Cambridge University Press.
- Taylor, L. (Ed.) (2011). *Examining speaking: Research and practice in assessing second language speaking*. Cambridge University Press.
- Taylor, L., & Galaczi, E. (2011). Scoring validity. In L. Taylor (Ed.), *Examining speaking: Research and practice in assessing second language speaking* (pp. 171–233). Cambridge University Press.
- Taylor, L., & Wigglesworth, G. (2009). Are two heads better than one? Pair work in L2 assessment contexts. *Language Testing*, 26(3), 325–339. <https://doi.org/10.1177/0265532209104665>
- The jamovi project (2022). jamovi. (Version 2.3) [Computer Software]. Retrieved from <https://www.jamovi.org>.
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4, 91–111.
- Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. Longman.
- Thorpe, A., Snell, M., Davey-Evans, S., & Talman, R. (2017). Improving the academic performance of non-native English-speaking students: The contribution of pre-sessional English language programmes. *Higher Education Quarterly*, 71(1), 5–32. <https://doi.org/10.1111/hequ.12109>

- Timpe-Laughlin, V., & Choi, I. (2017). Exploring the validity of a second language intercultural pragmatics assessment tool. *Language Assessment Quarterly*, 14(1), 19–35.
<https://doi.org/10.1080/15434303.2016.1256406>
- Timpe-Laughlin, V., Green, A., & Oh, S. (2021). Raising pragmatic awareness: A think-aloud study. *System*, 98, 102470. <https://doi.org/10.1016/j.system.2021.102470>
- Timpe-Laughlin, V., Sydorenko, T., & Dombi, J. (2022). Human versus machine: Investigating L2 learner output in face-to-face versus fully automated role-plays. *Computer Assisted Language Learning*, 37(1-2), 149–178. <https://doi.org/10.1080/09588221.2022.2032184>
- Timpe Laughlin, V., Wain, J., & Schmidgall, J. (2015). *Defining and operationalizing the construct of pragmatic competence: Review and recommendations* (ETS Research Report No. RR-15-06). Educational Testing Service. <http://dx.doi.org/10.1002/ets2.12053>
- Trenkic, D., & Warmington, M. (2019). Language and literacy skills of home and international university students: How different are they, and does it matter? *Bilingualism: Language and Cognition*, 22(2), 349–365. <https://doi.org/10.1017/S136672891700075X>
- UK Parliament. (2018). *Data Protection Act 2018*.
<https://www.legislation.gov.uk/ukpga/2018/12/contents>
- Upshur, J., & Turner, C. E. (1999). Systematic effects in the rating of second-language speaking ability: Test method and learner discourse. *Language Testing*, 16(1), 82–111.
<https://doi.org/10.1177/026553229901600105>
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences*, 15(3), 398–405.
<https://doi.org/10.1111/nhs.12048>
- van Compernelle, R. A. (2013). From verbal protocols to cooperative dialogue in the assessment of second language pragmatic competence. *Intercultural Pragmatics*, 10(1), 71–100.
<https://doi.org/10.1515/ip-2013-0003>
- van Compernelle, R. A. (2014). *Sociocultural theory and L2 instructional pragmatics*. Multilingual Matters.
- van Compernelle, R. A., & Kinginger, C. (2013). Promoting metapragmatic development through assessment in the zone of proximal development. *Language Teaching Research*, 17(3), 282–302.
<https://doi.org/10.1177/1362168813482917>
- Van Dyke, A., & Acton, W. R. (2023). Role-play and dialogic meta-pragmatics in developing and assessing pragmatic competence. *Pedagogical Linguistics (Online)*, 4(2), 228–263.
<https://doi.org/10.1075/pl.22004.van>
- van Lier, L. (1989). Reeling, writhing, drawling, stretching, and fainting in coils: Oral proficiency interviews as conversations. *TESOL Quarterly*, 23(3), 489–508. <https://doi.org/10.2307/3586922>
- Van Moere, A. (2006). Validity evidence in a university group oral test. *Language Testing*, 23(4), 411–440. <https://doi.org/10.1191/0265532206lt336oa>
- Van Moere, A. (2007). *Group oral tests: How does task affect candidate performance and test scores?* [Unpublished doctoral dissertation]. Lancaster University.
- Verscheuren, J. (1999). *Understanding pragmatics*. Edward Arnold.

- Verschueren, J. (2000). Notes on the role of metapragmatic awareness in language use. *Pragmatics*, 10(4), 439-456. <https://doi.org/10.1075/prag.10.4.02ver>
- Vo, S. (2020). Evaluating interactional competence in interview and paired discussion tasks: A rater cognition study. *TESOL Journal*, 12(2), e563. <https://doi.org/10.1002/tesj.563>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
- Walters, F. S. (2004). *An application of conversation analysis to the development of a test of second language pragmatic competence*. [Unpublished doctoral dissertation]. University of Illinois at Urbana-Champaign.
- Walters, F. S. (2009). A conversation analysis-informed test of L2 aural pragmatic comprehension. *TESOL Quarterly*, 43(1), 29-54. <https://doi.org/10.1002/j.1545-7249.2009.tb00226.x>
- Weir, C. J. (2005). *Language testing and validation: An evidence-based approach*. Palgrave Macmillan.
- Wright, C., & Schartner, A. (2013). 'I can't ... I won't?' International students at the threshold of social interaction. *Journal of Research in International Education*, 12(2), 113-128. <https://doi.org/10.1177/1475240913491055>
- Wright B. D. (1992). Point-biserials and item fits. *Rasch Measurement Transactions*, 5(4), 174. <https://www.rasch.org/rmt/rmt54a.htm>
- Wright B. D. (1996). Reliability and separation. *Rasch Measurement Transactions*, 9(4), 472. www.rasch.org/rmt/rmt94n.htm
- Wright, B. D., Linacre, J. M., Gustafsson, J. E., & Martin-Loff, P. (1994). Reasonable mean-square fit values. *Rasch Measurement Transactions*, 8(3), 370. <https://www.rasch.org/rmt/rmt83b.htm>
- Xi, X., Norris, J. M., Ockey, G. J., Fulcher, G., & Purpura, J. E. (2021). Assessing academic speaking. In X. Xi & J. M. Norris (Eds.), *Assessing academic English for higher education admissions* (pp. 152-199). Routledge. <https://doi.org/10.4324/9781351142403-5>
- Yamashita, S. O. (1996). *Comparing six cross-cultural pragmatics measures*. [Unpublished doctoral dissertation]. Temple University.
- Yamashita, S. O. (2008). Investigating interlanguage pragmatic ability: What are we testing? In E. A. Soler & A. Martínez-Flor (Eds.), *Investigating pragmatics in foreign language learning, teaching and testing* (pp. 201-223). Multilingual Matters. <https://doi.org/10.21832/9781847690869-012>
- Yan, X., Dimova, S., & Ginther, A. (Eds.). (2023). *Local language testing: Practice across contexts*. Springer. <https://doi.org/10.1007/978-3-031-33541-9>
- Yoshitake, S. (1997). *Interlanguage competence of Japanese students of English: A multi-test framework evaluation*. [Unpublished doctoral dissertation]. Columbia Pacific University.
- Youn, S. J. (2013). *Validating task-based assessment of L2 pragmatics in interaction using mixed methods*. [Unpublished doctoral dissertation]. University of Hawai'i at Mānoa.
- Youn, S. J. (2015). Validity argument for assessing L2 pragmatics in interaction using mixed methods. *Language Testing*, 32(2), 199-225. <https://doi.org/10.1177/0265532214557113>
- Youn, S. J. (2018). Task-based needs analysis of L2 pragmatics in an EAP context. *Journal of English for Academic Purposes*, 36, 86-98. <https://doi.org/10.1016/j.jeap.2018.10.005>

Youn, S. J. (2020). Interactional features of L2 pragmatic interaction in role-play speaking assessment. *TESOL Quarterly*, 54(1), 201–233. <https://doi.org/10.1002/tesq.542>

Young, R. F. (2013). Learning to talk the talk and walk the walk: Interactional competence in academic spoken English. *Ibérica*, 25(1), 15–38.

Young, R. F. (2019). Interactional competence and L2 pragmatics. In N. Taguchi (Ed.), *The Routledge handbook of second language acquisition and pragmatics* (pp. 93–110). Routledge. <https://doi.org/10.4324/9781351164085-7>

Zhang, S., & Isaacs, T. (2022). Can interactions happen across the screens? The use of videoconferencing technology in assessing second language pragmatic competence. In K. Sadeghi (Ed.), *Technology-assisted language assessment in diverse contexts* (pp. 196–211). Routledge. <https://doi.org/10.4324/9781003221463-16>

Zhang, L. J., & Zhang, D. (2020). Think-aloud protocols. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 302–311). <https://doi.org/10.4324/9780367824471-26>