
Interlanguage Pragmatic Competence Test for EFL Learners' Request Speech Act: A Systematic Review

Musli Ariani

Universitas Jember

Received 05-11-2024

Revised 06-11-2024

Accepted 19-12-2024

Published 21-12-2024



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Abstract:

This paper intends to provide a range of possibilities for testing learners' interlanguage pragmatic competence of request speech acts. A request speech act has scarcely been understood in the context of the sequences of talk that involve the pre-request, the request, and the post-request stages. Request speech acts unfold over multiple turns in conversation and are co-constructed by the interlocutors engaged in the conversation. Previous studies have provided robust sources for assessing learners' request abilities. Some assessment tools such as the discourse completion test, both oral (ODCT) and written discourse completion test (WDCT), and role play (RP) are among the most popular tools generally used to test learners' comprehension and production of English requests. While these tools suggest a promising outlook of learners' interlanguage pragmatic competence, their lack of authenticity remains questionable, except for role plays based on carefully planned scenarios of learners' daily experiences and interests. Current development of interlanguage measures has taken advantage of technology such as the use of role-play computer-based tasks (RPCBT), role-play virtual reality tasks (RPVRT), and computer-animated production tasks (CAPT). Hence, it is likely that an interactive form of assessment device that can unfold every move and act of learners' performance during interaction may become a better alternative to resolve the problems of testing learners' interlanguage pragmatic competence covering knowledge, comprehension, and production of pragmalinguistic and sociopragmatic abilities. However, the use of ODCT or WDCT, despite the drawbacks, remains a reasonable choice for eliciting learners' off-line knowledge of normative conventions of pragmatic language use.

Key Words: interlanguage pragmatic competence, request speech acts, discourse completion tests, WDCT

Abstract:

The citizens of any country where English is not a native language have every reason to learn English and be able to function using English to become competent members of the global society. This circumstance does not seem avoidable since people are connected to the World Wide Web and use English as an alternative language to communicate. The function of learning English may expand

greatly from achieving the learning goal of communicative and academic language functions to career development and further for communication used in such fields as international politics, academics, business, and science (Cutrone, 2013). This is a great opportunity and a crucial challenge for English as a foreign language (EFL) teachers because they must accept the fact

that EFL instruction bears both the teaching of the language forms and how they function in sociocultural contexts. Learning language use in a sociocultural context involves teaching and assessing the pragmatic competence of EFL learners. Accordingly, a particular concern arises on account of what and how to test interlanguage pragmatics since information is lacking on this part.

As one type of measure, testing is meant to elicit specific kinds of learners' language behavior. While measurements quantify the characteristics of learners according to explicit procedures and rules, testing values lie in their capability to elicit specific kinds of behavior that test users can interpret as evidence of the attributes or abilities under examination (Canale & Swain, 1980). Hence, there is a question of whether a test measures what it should measure. Testing interlanguage request ability requires a full understanding of the construct of request speech acts supported by theoretical or empirical bases.

Testing EFL learners of their interlanguage pragmatics is quite a demand due to its important function in sociocultural contexts in this global era. Testing learners' pragmatic ability or interlanguage pragmatics means testing "a non-native speaker's use and acquisition of linguistic action patterns in a second language" or foreign language (Kasper & Schmidt, 1996). Pragmatic competence is the expansion of communicative competence, that is, the ability to communicate effectively, efficiently, and appropriately according to the context where people have diverse cultural backgrounds (Canale & Swain, 1980). For this reason, English pragmatic competence, covering pragmalinguistic and sociopragmatic competence (Kasper, 1997; Taguchi, 2014; Thomas, 1995), should become the main target of teaching and learning English.

Pragmalinguistic competence refers to the ability to use the linguistic resources for conveying communicative acts and relational or interpersonal meanings. Such resources include pragmatic strategies like directness and indirectness, routines, and a large range of linguistic forms that can

intensify or soften communication acts (Leech, 2016). Sociopragmatics is described as the sociological interface of pragmatics referring to the social perceptions underlying participants' interpretation and performance of communication action (Leech, 2016). Accordingly, pragmatic development entails the acquisition of both knowledge bases (Taguchi, 2014). Learners need to know what to say to whom in what circumstance. However, learners' pragmatic competence has obtained less emphasis in teaching and learning English in the EFL context, despite its important role in communication (McConachy & Hata, 2013). There has been a mismatch between textbook dialogues and authentic discourse, in which the pragmatic features that represent everyday conversation have been scarcely served in many English language textbooks (McConachy & Hata, 2013).

Previous studies have provided robust sources for the testing of interlanguage pragmatics. Because studies of pragmatics investigate language use in context, almost any aspect of language, context, interaction, setting, or consequence is relevant for measurement (Bardovi-Harlig, 1999, 2005, 2013).

The studies examining request speech acts have provided some assessment measures such as awareness raising and strategies for request speech acts (Alcón-Soler, 2005, 2017; Alcón-Soler & Pitarch, 2010; Ishihara, 2011, 2013); production of request speech act in a formal setting (Taguchi & Kim, 2014); accuracy and speed in recognizing and producing request-making forms (Li & Taguchi, 2014) ; and sociopragmatic of a formal and informal request (Kim & Taguchi, 2016).

Awareness-raising tests measure participants' awareness of requests by utilizing the written discourse completion test (WDCT). The results showed significant effects of explicit instruction on students' knowledge and ability to use request strategies (Alcón Soler, 2005). A multiple choice (MC) questionnaire was applied to find out non-native speakers' ability to recognize some selected features of pragmalinguistics of indirect requests; and discourse completion tests (DCTs) were

constructed to elicit participants' ability to use indirect requests (Karatepe, 2001). The findings revealed that in the case of the realization of indirect requests, Turkish teacher trainees were quite successful in recognizing appropriate forms in multiple choice questions (MC questionnaire); however, results of discourse completion tests (DCTs) showed that they tended to improvise when asked to create their forms. Most participants failed to use mitigating pragmalinguistic features appropriately, such as "please" as a politeness marker. Turkish trainees appeared to have problems using interpersonal features in indirect requests (Karatepe, 2001). Formality judgment tasks (FJTs), discourse completion tasks (DCTs), and student-generated visual discourse completion tasks (SVDCTs) were used as measures, and video-recorded data showed that repeated visual assistance provided by the teacher and peers led to enhanced pragmatic awareness and metapragmatic judgment of the relative levels of formality and politeness of the target pragmatic formulas (Ishihara, 2013).

In Nguyen, Pham, and Pham's (2012) study, measure for comprehension of the production of speech acts with a variety of techniques evaluated the relative effect of explicit and implicit form-focused instruction on the development of L2 pragmatic competence: constructive criticism using role play (RP) and oral peer feedback (OPF) (Nguyen et al., 2012). The results suggested that two types of pedagogical intervention, explicit and implicit form-focused instruction (FFI), affected Vietnamese EFL learners' performance of constructive criticism significantly (Nguyen et al., 2012). A written DCT (WDCT) instrument was used to measure learning outcomes from participants assigned to three groups: the collaborative group, the individual group, and the control group. Instruction focused on two categories of pragmatic forms: request head acts and modifications. The results showed how collaborative dialogue in learning pragmatics had allowed learning request-making through the emergence of pragmatic-related episodes (PREs) (Taguchi & Kim, 2014). In this study, WDCT is the

main tool to test learners' abilities in producing formal requests. Another study investigates the development of accuracy and speed in recognizing and producing request-making forms in a second language (L2) Chinese. The development of request-making was evaluated from the effects of input-based and output-based practices measured by a listening judgment test (LJT) and an oral discourse completion test (ODCT). The results showed that the effects of input-based and output-based practice were shared across task modalities on measures of performance accuracy (i.e., accuracy in the LJT and ODCT), but not on measures of performance speed (i.e., LJT response times, ODCT planning times, and speech rates) (Li & Taguchi, 2014).

Multiple measures were implemented in a case study that focuses on the development of socio-pragmatic competence by one ESL learner in making requests appropriate to the New Zealand sociocultural context. The study illustrates a female participant's developing awareness of the effectiveness of certain relatively indirect request strategies in many New Zealand social contexts (Holmes & Riddiford, 2011). The multiple assessment tools implemented to see the development of request-making including the role-play technique DCTs, preliminary and retrospective interviews, and recordings of about four hours of the migrants' daily face-to-face interactions in their assigned workplaces (Holmes & Riddiford, 2011).

A vast range of measurements was utilized to measure and to record participants' awareness, knowledge, comprehension, production, and development of request speech acts. The previous studies have used tools such as the discourse completion test (oral and written), student-generated visual discourse completion task, role play, oral peer feedback, listening judgment test, multiple choice questionnaire, interview (preliminary interview, retrospective interview)

awareness-raising test, and authentic conversation. Little is known whether the current situation has allowed the implementation of similar assessment measures to those used in previous studies. Therefore, this paper aims to explore the reported types of tests utilized in measuring EFL learners' interlanguage pragmatic competence of request speech acts in the global context where technology has been incorporated into EFL instruction. The current study focuses on the reported types of testing EFL learners' request speech acts under the guidance of the following research question.

Research question: What are the types of tests utilized in measuring the EFL learners' interlanguage pragmatic competence of request speech acts?

This paper intends to provide the reported types of tests utilized in measuring the EFL learners' interlanguage pragmatic competence particularly request speech acts based on the results of the systematic review of the relevant studies in the last ten years. The results are expected to contribute to the body of knowledge in language assessment and testing the interlanguage pragmatics of EFL learners .

This paper focuses on testing request speech acts for some reasons. Requests are face-threatening acts (Brown & Levinson, 1987), by making a request, the speaker impinges on the hearer's claim to freedom of action and freedom from imposition (Blum-Kulka & Olshtain, 1984). Requests are considered as high-stakes speech acts. They occur relatively frequently in interaction and, when inappropriately used, can impact negatively on relationships (Holmes & Riddiford, 2011). In the classroom context, request speech acts have undergone a problem of representation between classroom materials and the actual use in

sociocultural contexts. Besides that, a request speech act must be understood in the context of the sequences of talk as a whole discourse. It involves three stages: the pre-request stage, the request stage, and the post-request stage (Nicholas, 2015). Request speech acts unfold over multiple turns in conversation and are co-constructed by the interlocutors engaged in the conversation.

Methods:

The construction of the systematic review has a rigorous basis. It follows Preferred Reporting Items for Systematic Reviews and Meta Analysis (PRISMA) guidelines that cover the eligibility criteria, information sources, search strategy, selection process, data collection process, data items, and synthesis method (Page et al., 2021).

The inclusion and exclusion criteria for the review determine the eligibility of the studies. The inclusion criteria were peer-reviewed journal research articles, published in English between the years 2015 and 2024 with the topic of interlanguage pragmatic competence, request speech acts, and EFL learners. The exclusion criteria were review articles, book reviews, non-peer-reviewed articles, studies published in languages other than English, studies not focusing on testing interlanguage pragmatic competence, and articles that lacked data relevant to the research question.

The information sources were articles searched from the Education Resources Information Center (ERIC) within the range of the last ten years. The search strategy includes the specified query using keywords such as "interlanguage pragmatic competence", "speech acts", "request", and "EFL learners".

The selection process consists of several steps. The first step was reading and examining the titles and the abstracts, then reading the full papers. The selection process was intended to identify if the studies met the inclusion criteria. Meanwhile, the studies were excluded if they did not meet the inclusion criteria.

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Peer-reviewed empirical articles on the topic of interlanguage pragmatic competence, request speech act, and English as a Foreign Language (EFL) learners.	Non peer-reviewed empirical articles on the topic other than interlanguage pragmatic competence, request speech act, and non EFL learners.
Peer-reviewed empirical research articles	Other than peer-reviewed empirical research articles, such as plenary speeches, review articles, book reviews, thesis or dissertation
Articles written in English	Articles written in language other than English
Studies published between the years 2015 and 2024	Studies published other than the 2015 to 2024

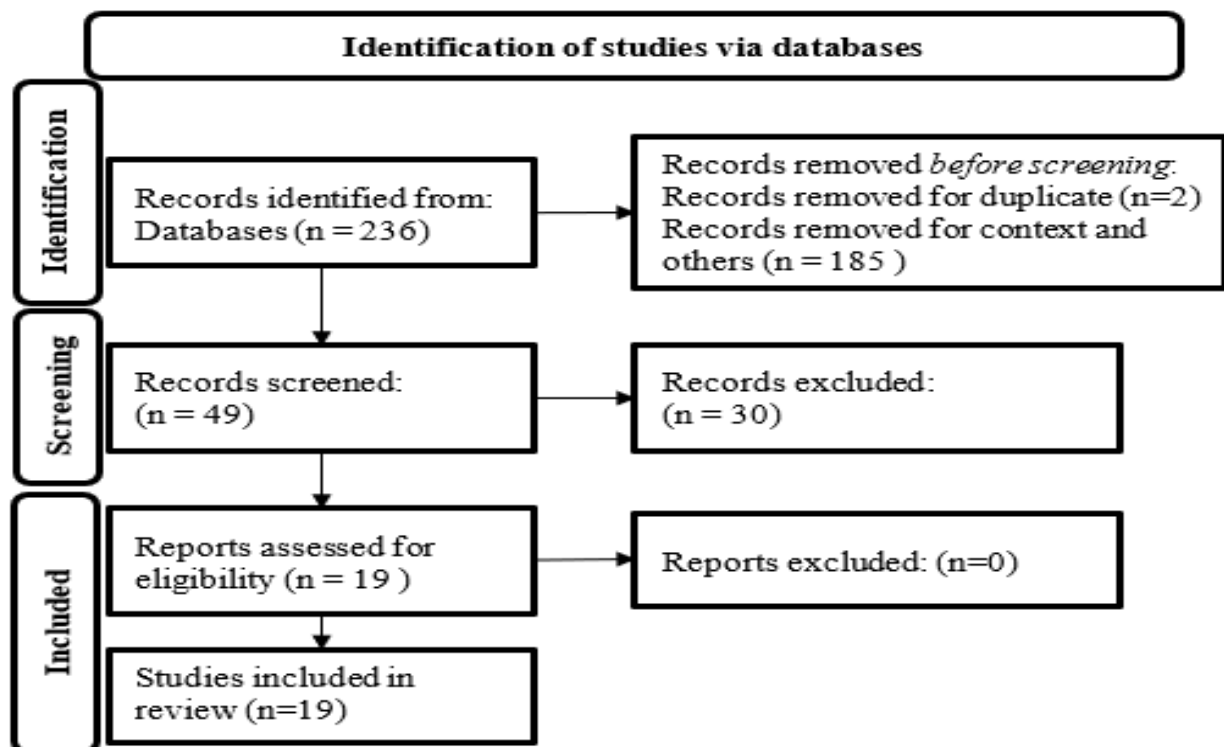
Data were extracted systematically to obtain relevant information from each selected study. The elements of data extraction include the author/s, the study title, the year of publication, the research design, the participants, the interlanguage pragmatic target, and the interlanguage pragmatic outcomes.

The data synthesis process covers the step of processing the results of data extractions by synthesizing the information gathered from data

extraction to create comprehensive and justified ideas on testing interlanguage pragmatics of EFL learners, particularly request speech acts.

Results:

There were 236 studies identified from the search in the ERIC database from the years 2015 to 2024. Figure 1 shows detailed steps to obtain relevant studies based on the screening process of the inclusion-exclusion criteria using MAXQDA. Figure 1 shows the result of the selection.

Figure 1. The Selection Process and Identification of the Studies

Adapted from Page et al. (Page et al., 2021)

The data extractions are pertinent to the information from the studies relevant to interlanguage pragmatic competence, speech acts,

requests, and EFL learners. The summary of the data from the included studies is presented in Table 2.

Table 2 The Studies on EFL Learners' Interlanguage Pragmatics of Request

Title	Design	Participant	Interlanguage pragmatic target	Interlanguage pragmatic outcome
(1)	(2)	(3)	(4)	(5)
The Effect of Consciousness-raising Instruction on the Pragmatic Development of Apology and Request (Derakhshan & Eslami 2015)	Experimental study	60 Persian learners of English (22 male and 38 female)	Participant's request and apology / level of pragmatic proficiency	The development of request and apology proficiency after three activities: group discussion, role play, and interactive translation is significant.
Does Instruction Alter the Naturalistic Pattern of Pragmatic Development? A Case of Request Speech Act (Taguchi, Naganuma, & Budding 2015)	Experimental study	23 first semester Students in Japan with average TOEFL score 457	The Speech act of request, focusing on three pragmalinguistic forms: mitigated preparatory forms (request head act), hedging, and amplifiers (internal modifications)	Results showed strong instructional effects of students' production rates of the target features of request speech act from pre- to immediate post-test, and a large portion of gain was maintained at delayed post-test four months later.
Testing University Learners' Interlanguage Pragmatic Competence in a Chinese EFL Context (Xu & Wannaruk 2016)	Mixed method	390 second-year English major students from four universities in the Guizhou Province of China were grouped based on English proficiency level (high,	Interlanguage pragmatic competence (speech acts) by Interlanguage pragmatic (ILP) test (WDCT) and semi-structured interview.	Three groups achieved the highest scores in the use of the correct speech act. The high or medium group gained the lowest in the aspect of typical expressions, while the low group obtained the lowest scores in the aspect of amount of

		medium, and low).		speech and information.
Are the Speech Acts of EFL Learners Really Direct? The Case of Requests in the Omani EFL Context (Lenchuk & Ahmed-2019)	Qualitative study - cultural scripts proposed in the field of cross-cultural pragmatics to interpret the strategies of EFL learners in making request	26 undergraduate female students, whose age ranges from 19 to 23 years the institutions of higher education located in the Sultanate of Oman	The communication strategies used in requests by the first-year undergraduate female students.	EFL learners used indirect request based on the total of seventy-six requests.
Pragmatic Forces in The Speech Acts of EFL Speakers At Kampung Inggris, Indonesia (Mukhroji, Nurkamto, Subroto, & Tarjana 2019)	Qualitative study uses a corpus of speech acts as its data	237 participants: 225 students and 12 teachers	Speech acts in terms of sentences and conversation corpuses obtained from video recording observation of interaction among students and teachers	All types of speech acts were obtained, including requests.
Realisation of the Speech Act of Request, Suggestion and Apology by Libyan EFL Learners (Alfgh & Mohammadzadeh 2021)	Mixed method-descriptive quantitative and discourse analysis	87 participants: 50 Arab EFL university students and 37 Amazigh EFL university students	The strategies used on speech acts of request and apology strategy patterns as well as sociolinguistic and pragmalinguistic competence	Similar performance between the Libyan Arab and Amazigh participants in all the speech act strategies of request, suggestion and apology; significant differences related to gender among Libyan students; and more competence in functioning than in structuring the three speech act strategies for both

				groups
Using social networking tools for teaching requests to undergraduate Arab EFL learners: a study of pragmatics (Qadha, Al-Wasy, & Mahdi 2021)	An experimental, pre-test/post-test research design	40 EFL students at a university in Saudi Arabia	Learners' Pragmatic knowledge and production of requests	Gain scores for requests showed that the experimental groups outperformed the control groups with large effect sizes using social networking tools to increase learners' understanding and use of requests.
The Effect of Explicit Instruction of Requests on Saudi EFL learners using a pre-test, post-test Approach (Qari 2021)	Experimental study	30 Saudi females in their preparatory year at King Abdulaziz University (KAU) in Jeddah, Saudi Arabia, ages ranged between 18-25.	Knowledge and understanding of request strategies and functions	SEFLs suffered from linguistic weaknesses and pragmatic deficiencies in realising requests in English before explicit pedagogical intervention; but made substantial improvement after post-treatment intervention of new request strategies.
Effect of Information-gap, Reasoning-gap, and Opinion-gap Tasks on EFL Learners' Pragmatic Production, Metapragmatic Awareness, and Comprehension of Implicature (Zand-Moghadam & Samani 2021)	Mixed method: Likert scale, experiment	60 (33 female and 27 male) intermediate English students from a private language institute in Tehran, Iran with the ages ranged from 16 to 46	Metapragmatic awareness and production of Speech act: request, refusal, and apology	Task-based instruction of pragmatic features, improves EFL learners' pragmatic competence speech act production, metapragmatic awareness, and implicature comprehension
Request Speech Act of	Descriptive-qualitative	20 respondents,	Request realizations: (1) Speech Form, as	Results: (1) request form differences,

<p>Indonesian English Learners and Australian English Speakers Through Cross-Cultural Pragmatic Perspectives (Akmal, Syahriyadi, and Handayani 2022)</p>		<p>with the first and second native groups (10 Indonesians and 10 Australians) aged 18-45 years</p>	<p>observed in the main and supporting actions, (2) Speech Strategies Utilization, as shown in the mode of sentences and request plans, and (3) Semantic Formulas Utilization,</p>	<p>(2) request strategy differences, and (3) semantic formula strategies.</p>
<p>Interlanguage Pragmatic Development: Comparative Impacts of Cognitive and Interpersonal Tasks (Bagherkazemi & Harati-Asl 2022)</p>	<p>A pretest-posttest control group design</p>	<p>125 intermediate Iranian male EFL learners studying at Safir Language Institute in Tehran, from 20 to 30 years of age, five intact classes</p>	<p>The participants' speech act performance of apology and request.</p>	<p>Interpersonal groups outperformed the cognitive groups in their production of the two speech acts. tasks which demand greater mental processing.</p>
<p>Japanese learners' spoken requests in the study abroad context: appropriateness, speech rate and response time (Halenko & Economidou-Koetsidis 2022)</p>	<p>Longitudinal, developmental study</p>	<p>10 Japanese exchange students (5 females and 5 males) at a UK university in Northwest England, voluntarily participated to track their linguistic development; aged 20 to 22, had six years of formal English language instruction in Japan.</p>	<p>The appropriateness, planning time, and speech rate in high and low imposition situations of ten Japanese learners' oral requestive output during their overseas sojourn.</p>	<p>The ten-month SA period in the UK effectuated change in request production and processing in different ways in each of the three variables examined (appropriateness of pragmatic production, planning time, and speech rate). SA had the most positive effect on the appropriateness of request responses with low-level requests and much less with high-level requests.</p>

Immersive Virtual Reality for Pragmatics Task Development (Taguchi 2022)	Experimental study	62 native and nonnative speakers of English completed both tasks (computer-based and VR-based) eliciting speech acts (requests, refusals, and opinions).	The development of pragmatics task speech acts (requests, refusals, and opinions). Speech acts (requests, refusals, and opinions) using immersive virtual reality (VR)	Both groups spoke more slowly and used more modification devices in the VR-based speech acts; the directness level of the main speech act strategies was similar between the two task mediums.
Discourse Analysis of Directive Speech Acts Used by Teachers in Classroom Interactions (Aini, Husna, Hidayat, & alek 2023)	Descriptive qualitative study- Discourse Analysis	The teacher of an elementary school in Indonesia	The speech acts obtained from online teaching and learning through the Microsoft Teams application	The realization of the teacher's directive speech acts: Type of Directive Speech Act (Command:7, Request:9,Suggestion:2, Invitation: 2, and Prohibition 1)
Implementing Peer-dynamic Assessment to Cultivate Iranian EFL Learners' Interlanguage Pragmatic Competence: A Mixed-methods Approach (Azizi & Namaziandost 2023)	A sequential exploratory mixed-method design	37 female upper-intermediate EFL learners from the population of 56 learners of Iran Language Institute (ILI) in Burojerd City, ages ranged from 13 to 28,	The Interlanguage pragmatic competence of five most frequent speech acts: requests, apologies, refusals, complaints, and compliments with the situations varied from very informal situations to very formal ones.	Significant develop EFL learners' ILP competence of speech acts: requests, apologies, refusals, complaints, and compliments through gradual implicit to explicit Peer-DA
The Interplay of Contextual Variables and Language Proficiency in Request Realization (Khavidaki 2023)	Mixed method	60 male and female TOEFL holders, aged 19 to 36, with various academic backgrounds	The request patterns of Iranian EFL learners: strategies, modifiers, and perspective under two contextual factors of social power and social distance and	The use conventionally indirect requests as the most preferred strategy as evidence of pragmatic awareness and

			across different levels of proficiency.	competence of the participants; underdeveloped pragmatic performance and some “non-native like” request realizations including the choice of speaker perspective and underuse of internal modifiers; and pragmatic performance did not follow the increase in proficiency.
Cultivating interlanguage pragmatic comprehension through concurrent and cumulative group dynamic assessment: a mixed-methods study (Rezai 2023)	An explanatory Mixed method	45 female pre-intermediate EFL learners selected out of 97 students who took the key English test (KET), aged from 14 to 20	EFL learners' ILPC of five most frequent speech acts: apologies, refusals, requests, compliments, and complaints	Both concurrent G-DA and cumulative G-DA were useful in improving Iranian EFL learners' ILPC. The qualitative analysis of the ZPD-sensitive feedback also evidenced that both types of G-DA could open valued learning opportunities for both primary and secondary interactants.
Formulaic Language in the Acquisition of L2 Pragmatic Competence in a Community-based Classroom (Zavialova 2023)	A classroom-based study	7 students and 1 teacher from a LING program in Ottawa participated in the Teaching Intervention	Students' interlanguage pragmatic development through formula-enhanced treatment to help mitigate both pragmalinguistic and sociopragmatic	The improvements in both the pragmalinguistic and sociopragmatic abilities of the students were associated with the use of target-like formulas in their

		phase, selected using a convenience sampling method.	violations in student-produced speech acts	speech acts
The Impact of Corrective Feedback on L2 Pragmatics Production in Face-to-face and Technology-mediated Settings (Yousefi & Nassaji 2024)	A quasi-experimental study	44 students from three parallel intact classes	Speech act production (request and refusal) in face-to-face (FF) and technology-mediated (TM) settings.	Corrective Feedback (CF) had a substantial positive effect on L2 pragmatic production, resulting in significant overall improvement. The effects of CF on pragmatic production were durable and long-lasting.

The data extraction of the selected studies shows that the most research designs utilized are experimental design (7 studies), followed by mixed method (6 studies), qualitative research design (4 studies), classroom-based study design (1), and longitudinal-developmental study (1). It is evident that to measure the EFL learners' interlanguage pragmatic competence, most researchers have relied on both experimental and mixed-method designs to obtain the answers to the research questions.

The participants of the studies are all EFL learners. It ranges from 1 participant to 390 participants, with variations of female- or male-only and mixed female-male participants. The selection of participants varied from convenience sampling to criterion-referenced, in which participants were selected based on certain criteria, like level of English proficiency.

The interlanguage pragmatic target of measurement varied from awareness of request features to production. Among the reviewed studies, 2 studies explored metapragmatic awareness and production of speech acts (Zand-Moghadam & Samani, 2021) and pragmalinguistic

forms of request (Taguchi et al., 2015a). There have been 3 studies focusing on request strategies including the knowledge and understanding of the strategies (Qari, 2021), direct and indirect request strategies in communication (Lenchuk & Ahmed, 2019), and the patterns of strategies, modifiers, and perspectives in two contexts of social power and distance across different levels of proficiency (Khavidaki, 2023).

Some other studies focus on request production and realization of interlanguage pragmatic of speech acts. There is quite a bit of study investigating the production of request speech acts, such as the investigation of knowledge and production of requests (Qadha et al., 2021), interlanguage pragmatic competence of the five most frequent speech acts, such as requests, apologies, refusals, compliments, and complaints (Azizi & Namaziandost, 2023; Rezai, 2023). speech act performance/production of interpersonal and cognitive groups (Bagherkazemi & Harati-Asl, 2022), appropriate planning time and speech rate of requestive output of high and low imposition situations/request production and processing (Halenko & Economidou-Kogetsidis, 2022), the

production of pragmatic task speech acts (request) (Taguchi, 2022), the speech act production in face-to-face and technology-mediated settings (Yousefi & Nassaji, 2024), interlanguage pragmatic competence of speech acts (accuracy, typical expression, and amount of speech and information) (Xu & Wannaruk, 2016), and improvement of pragmalinguistic and sociopragmatic production speech acts (Zavialova, 2023). There have been 5 out of 19 studies reviewed explore the realization of speech acts during the interaction between students and teachers (Mukhroji et al., 2019), participants' proficiency level of request after three activities: group discussion, role play, and interactive translation (Derakhshan & Eslami, 2015b), the realization of speech act (including request) strategies between genders (Alfghhe & Mohammadzadeh, 2021), the realization of request forms, strategies, and semantic formulas (Akmal et al., 2022), and the realization of teachers/directive speech acts during online teaching learning (Aini et al., 2023).

The interlanguage pragmatic outcome is evident in all the studies. The intervention conditions (group discussion, role play, and interactive translation) have shown positive results for the development of interlanguage pragmatic of speech acts/requests (Derakhshan & Eslami, 2015). Strong instructional effects are evident on the students' production rates of the target request features (mitigated preparatory forms/request head act, hedging, and amplifiers/internal modifications) from pre-, post-test, and delayed post-test (Taguchi et al., 2015a). Social networking tools increase learners' understanding and use of requests (Qadha et al., 2021). Saudi female EFL students gain improvement in request strategies after explicit instruction (Qari, 2021). Interpersonal groups outweighed cognitive groups in the production of speech acts (request and apology) (Bagherkazemi & Harati-Asl, 2022). Exposed to computer-based pragmatic tasks and virtual reality-based pragmatic tasks, groups of NNS and NS performed more slowly and used more modification devices in the VR-based speech acts (Taguchi, 2022). Corrective feedback had durable long lasting positive effect on

interlanguage pragmatic production of the ESL students (Yousefi & Nassaji, 2024). In all, EFL learners' interlanguage pragmatic competence develops and improves significantly after treatments. Gain is higher when the interventions engage learners in a more interactive mode rather than in a cognitive mode.

The mixed-method studies present empirical evidence on the EFL learners' interlanguage pragmatic competence. Grouped based on proficiency levels, high-low-medium, consisting of 390 second-year English major students achieved the highest scores in using the correct speech act. Gain is the lowest on the use of typical expression by both high and medium groups. The low group gained the lowest scores on the amount of speech and information (Xu & Wannaruk, 2016). Speech act performance was similar among EFL university students with different language backgrounds. Significant differences were visibly related to gender. Participants were more competent in functioning than structuring the speech acts (Alfghhe & Mohammadzadeh, 2021). The effect of information-gap, reasoning-gap, and opinion gap tasks on 60 EFL students' pragmatic competence, speech act production, metapragmatic awareness, and implicature comprehension was significant (Zand-Moghadam & Samani, 2021). Engaged in peer-dynamic assessment, 37 female intermediate EFL learners developed their interlanguage pragmatic of the five most frequent speech acts (including request) significantly (Azizi & Namaziandost, 2023). The request realizations of 60 male and female participants of various education backgrounds revealed that they used conventional indirect requests the most, non-native-like request realizations, and underuse of internal modifiers (Khavidaki, 2023). Engaged in concurrent G-DA and cumulative G-DA, 45 female pre-intermediate EFL learners improved their interlanguage pragmatic competence (Rezai, 2023). Formula-enhanced treatment helped 7 students and 1 teacher from a LING program in Ottawa improve in both the pragmalinguistic and sociopragmatic abilities of speech acts (Zavialova, 2023).

Empirical evidence on the EFL learners' interlanguage pragmatic realizations is present from qualitative studies. The results revealed that EFL learners used indirect requests more than direct requests (Lenchuk & Ahmed, 2019); realization of all types of speech acts (including request) emerged from 237 participants (225 students and 12 teachers) observed in video-recording of interactions (Mukhroji et al., 2019). Differences were found in realizations of request forms, strategies, and semantic formulas (Akmal et al., 2022). The realization of the teacher's directive in an online class was evident with requests emerging the most (Aini et al., 2023).

The longitudinal study reported the development of request production of 10 Japanese EFL learners with the most positive effect of study abroad on appropriateness of request responses for the low-level requests than high-level requests (Halenko & Economidou-Kogetsidis, 2022).

Data synthesis is intended to obtain information that answers the research question. Table 3 shows the reported types of tests utilized in measuring EFL learners' interlanguage pragmatic competence generated from the studies included in the systematic review.

Table 3. Interlanguage Pragmatic Testing in EFL Contexts

Author/s/ and Year of Publication	Objective of the study	Interlanguage pragmatic test/s	Findings
(1)	(2)	(3)	(4)
Derakhshan & Eslami 2015	To investigate the effectiveness of consciousness-raising video-driven prompts on the development of two-commonly used speech acts of apology and request for sixty Persian upper-intermediate learners of English	Multiple Choice Discourse Completion Test (MCDCT)	Results of the multiple choice discourse completion test (MCDCT) indicated that learners' awareness of requests and apologies benefit from all three types of instruction, but the results of the Scheffe test illustrated that the discussion group outperformed the other two groups (Derakhshan & Eslami, 2015).
Taguchi, Naganuma, & Budding 2015	To examine the effects of explicit instruction on the development of pragmatic competence in L2 English (Taguchi et al., 2015).	Oral discourse completion role play (oral DCRP)	Students' production rates of the target features jumped by 40-90% from pre- to immediate post-test, and a large portion of the gain was maintained at delayed post-test given four months later (Taguchi et al., 2015).
Xu & Wannaruk 2016	To examine the reliability and validity of an interlanguage pragmatic (ILP) competence test on speech acts in a Chinese EFL context, and to investigate EFL learners' variations of ILP	Written discourse completion test (WDCT)	The ILP competence test had high reliability and validity, and variations existed in four aspects of conducting speech acts: 1) use of correct speech act, 2) typical expressions, 3) amount of speech and information, and 4) degrees of formality, directness and politeness, according to the level of

	competence by language proficiency (Xu & Wannaruk, 2016).		language proficiency (Xu & Wannaruk, 2016).
Lenchuk & Ahmed-2019	To identify the strategies of (EFL) learners in requests without evaluating them against the norm of a native speaker (Lenchuk & Ahmed, 2019)	Discourse completion task (DCT)	Contrary to the claims made in most of the literature on requests in interlanguage pragmatics, EFL learners use indirect strategies (Lenchuk & Ahmed, 2019).
Mukhroji, Nurkamto, Subroto, & Tarjana 2019	To examine the kinds of speech acts performed by EFL learners at Kampung Inggris, Kediri, Indonesia and the reasons behind them. (Mukhroji et al., 2019)	Observation, questionnaire	The variation of pragmatic forces was manifested the highest in directives (e.g. commands, requests, advice); then expressives (e.g. greetings, thanks, and congratulations); declaratives (e.g. baptising someone, pronouncing someone guilty); assertives (e.g. statements, explanations); and commissives (e.g. promises, threats, and agreements) (Mukhroji et al., 2019).
Alfghhe & Mohammadzadeh-2021	To identify the similarities and differences between AREFLUS and AMEFLUS concerning request, suggestion and apology strategy use and patterns; To explore to what extent AREFLUS and AMEFLUS are able to choose appropriate pragmatic and linguistic forms in performing the speech acts of request, suggestion, and apology; and to identify the similarities and differences between male and female Libyan EFL students regarding overall strategy uses and patterns in the speech acts of request, suggestion and apology? Are there any significant differences in the appropriate linguistic and pragmatic forms used by them? (Alfghhe	Computer animated production task (CAPT)	The numerous similarities between the Libyan Arab and Amazigh participants were evident in performing all the speech act strategies of request, suggestion, and apology; significant differences regarding gender are found among Libyan EFL students; both groups appear to be more competent in functioning than in structuring the three mentioned speech act (Alfghhe & Mohammadzadeh, 2021).

	& Mohammadzadeh, 2021).		
Qadha, Al-Wasy, & Mahdi 2021	To investigate the impact of social networks on learning requests by Arab undergraduate EFL students (Qadha et al., 2021).	Open-ended discourse completion task (DCT)	The experimental groups' performance significantly outscored the control groups on the knowledge and use of requests. However, no significant difference was reported between the two experimental groups on requests (i.e. direct and indirect) (Qadha et al., 2021).
Qari 2021	To find out whether explicit instruction of request strategies will be effective in helping Saudi EFL learners gain linguistic knowledge and achieve pragmatic appropriateness in making requests (Qari, 2021).	Pre- and post-instruction questionnaires	The EFL students demonstrated great progress in their understanding of request forms and this improvement was manifested in proper employment of request strategies in English, recognition of request function names, ability to assign correct functions to linguistic realizations, and overall understanding of the appropriate use of these forms dictated by the weightiness of different request situations (Qari, 2021).
Zand-Moghadam & Samani 2021	To investigate the effectiveness of task-based instruction (TBI) on the development of pragmatic competence; and to see the effect(s) of information-gap, reasoning-gap, and opinion-gap tasks on the development of EFL learners' pragmatic production, metapragmatic awareness, and comprehension of implicature (Zand-Moghadam & Samani, 2021).	Written discourse completion test (WDCT)	The findings confirmed the positive effect of TBI on EFL learner's pragmatic competence. Learners in the information-gap task group outperformed the other groups on pragmatic production and metapragmatic awareness, but there was no significant difference among the groups regarding their comprehension of implicature (Zand-Moghadam & Samani, 2021).
Akmal, Syahriyadi, & Handayani, 2022	To examine the pragmatic ability of the IEL (Indonesian English Learners) and AES (Australian English-native Speakers), using the theory initiated by Blum-Kulka (1989) (Akmal et al., 2022).	Discourse completion task (DCT)	The realization of the request speech act of the IEL and AES were different based on the following, (1) Form of Speech, as observed in the use of the main and supporting actions. This indicated that the IEL and AES used indirect and direct speech acts, respectively, and (2) Different Speech Strategies, as

			observed in the mode of sentences and request strategies (Akmal et al., 2022).
Bagherkazemi & Harati-Asl 2022	To investigate the effect of cognitive and interpersonal task-based instruction on EFL Learners' production of two speech acts of apology and request (Bagherkazemi & Harati-Asl, 2022).	Written discourse completion test (WDCT)	The findings showed the significant effect of both cognitive and interpersonal tasks, but also the greater effectiveness of the latter for speech act production (Bagherkazemi & Harati-Asl, 2022).
Halenko & Economidou-Kogetsidis 2022	To investigate whether the Study abroad stay (SA) affects the overall appropriateness, planning time, and speech rate in high and low imposition situations of ten L2 Japanese learners' oral requestive output during their overseas sojourn (Halenko & Economidou-Kogetsidis, 2022).	Multiple choice discourse completion test (MCDCT)	The SA had a minimal positive impact on the spoken requests, suggesting that the learners required other sources and a longer time to activate, process, and develop pragmatic knowledge and appropriate pragmatic output across academic encounters. Individual variation is evident, highlighting the complexity of examining pragmatic performance over time (Halenko & Economidou-Kogetsidis, 2022).
Taguchi 2022	To examine the usability of immersive virtual reality (VR) for developing a pragmatics task (Taguchi, 2022).	Role play Computer-based task (RPCBT) and role play virtual reality task (RPVRT)	Both groups spoke more slowly and used more modification devices in the VR-based speech acts; while the native speaker group used fewer direct strategies in the former situation type regardless of the task medium, the nonnative speaker group was less direct in the former situation type in the VR condition only (Taguchi, 2022).
Aini, Husna, Hidayat, & Alek, 2023	Explore the types of directive speech acts by teachers in classroom interactions, and identify teachers' most frequent directive speech acts in classroom interactions (Aini et al., 2023).	Observation of the online class	Type of Directive Speech Act : Command 7 Request 9 Suggestion 2 Invitation 2 Prohibition 1. Most teachers' directive speech act is requests (Aini et al., 2023).
Azizi & Namaziandost 2023	To investigate the effects of peer-DA on cultivating Iranian upper-intermediate EFL learners' interlanguage pragmatic (ILP) competence and to disclose how peer-DA	Multiple choice ILP test	A statistically significant difference between the experimental group and control group concerning the gains of ILP competence on the post-test was evident; and the gradual, contingent prompts could

	leads to improving the learners' ILP competence (Azizi & Namaziandost, 2023).		lead to noticeable improvements in the learning of ILP features (Azizi & Namaziandost, 2023).
Khavidaki 2023	To elicit pragmatic requestive features of Iranian EFL learners with respect to (a) request directness, (b) request perspective, (c) internal modification, and (d) external modification in eight social situations. This study also examined whether language proficiency and two contextual factors of social power and social distance affect Iranian EFL learners' requests in English (Khavidaki, 2023).	Written discourse completion test (WDCT)	The results showed a significant main effect for contextual factors; participants' choice of requestive features was affected by the two social factors of power and distance. Proficiency did not have a significant effect on the pragmatic performance of participants (Khavidaki, 2023).
Rezai 2023	To explore the effects of concurrent group dynamic assessment (G-DA) and cumulative G-DA on Iranian pre-intermediate EFL learners' interlanguage pragmatic comprehension (Rezai, 2023).	Con-versation pamphlet	The concurrent G-DA and cumulative G-DA outperformed the IP group concerning the gains in the ILPC on the post-test and both could lead to improving the learners' ILPC (request, apology, refusal, compliment, complaint) (Rezai, 2023).
Zavialova 2023	To examine a formula-enhanced treatment focusing on both pragmalinguistic and sociopragmatic components of pragmatic ability on a classroom-based study (Zavialova, 2023).	Role Play (RP)	The results indicate that improvements in both pragmalinguistic and sociopragmatic abilities of the students were associated with the use of target-like formulas in their speech acts (Zavialova, 2023).
Yousefi & Nassaji 2024	To examine the effect of corrective feedback (CF) on L2 pragmatics, specifically comparing Face-to-Face (FF) and Technology-Mediated (TM) modes (Yousefi & Nassaji, 2024)	Oral discourse completion test (oral DCT)	Both FF and TM modes of CF were significantly effective in enhancing L2 pragmatic production and gain was long-lasting (Yousefi & Nassaji, 2024).

The studies vary in the types of measurement tools for testing the EFL learners' interlanguage pragmatic competence. Most studies utilized discourse completion tests/tasks in the form of oral,

written, and role-play. Oral discourse completion tasks or tests (DCT) were found in 4 studies (Akmal et al., 2022; Lenchuk & Ahmed, 2019; Qadha et al., 2021; Yousefi & Nassaji, 2024) and

so were written discourse completion test (WDCT) (Bagherkazemi & Harati-Asl, 2022; Khavidaki, 2023; Xu & Wannaruk, 2016; Zand-Moghadam & Samani, 2021). Multiple choice discourse completion test (MCDCT) and Multiple choice ILP test were found in 3 studies (Azizi & Namaziandost, 2023; Derakhshan & Eslami, 2015b; Halenko & Economidou-Kogetsidis, 2022). Role plays (RP) or oral discourse completion role play (oral DCRP) were carried out in 2 studies (Taguchi et al., 2015a; Zavialova, 2023).

Technology-based tools were also used in some of the studies. Role play computer-based task (RPCBT) and virtual reality task (RP VRT) (Taguchi, 2022) and computer animated production task (CAPT) (Alfghhe & Mohammadzadeh, 2021).

The rest of the studies used various tools to elicit EFL learners' interlanguage pragmatic competence, such as conversational pamphlet (Rezai, 2023); observation of the online class talk (Aini et al., 2023); observation of offline class (Mukhroji et al., 2019); and pre- and post-instruction questionnaires (Qari, 2021).

In all, DCT is the most common method used in testing interlanguage pragmatics. Multiple choice DCT is also relatively common in testing interlanguage pragmatics. Technology-based testing is evident in previous studies, such as computer-based and virtual reality-based role plays and computer-animated production tasks.

The MCDCT elicited learners' awareness of requests and apologies and benefitted from all three types of instructions: group discussion, role play, and interactive translation. The results of the Scheffe test, however, illustrated that the discussion group outperformed the other two groups (Derakhshan & Eslami, 2015). In another study, the MCDT elicited learners' spoken requests targeting the appropriateness, planning time, and speech rate in high and low imposition situations. Results revealed that learners need other sources and longer time to develop spoken requests. Meanwhile, individual variation emerged, showing the complexity of examining pragmatic

competence over time (Halenko & Economidou-Kogetsidis, 2022). Multiple choice ILP test was used to measure the EFL learners' interlanguage pragmatic competence after peer-DA. The results show a significant difference between the experimental and the control groups in the interlanguage pragmatic gains (Azizi & Namaziandost, 2023).

The DCT was used to tap EFL learners' request strategies. The results showed that the learners use indirect request strategies. This is contradictory to most of the literature on requests (Lenchuk & Ahmed, 2019). Another study utilized DCT to elicit the Indonesian English learners' (IEL) and Australian English native speakers (AES) realization of request speech acts. The results showed that both groups differed in the realization of requests regarding form and speech strategies. The IEL used an indirect request form, while the AES used a direct form (Akmal et al., 2022). Again, it is evident that the EFL learners used the indirect form. Still, the other study used open ended DCT to measure the EFL learners' knowledge and production of requests. The group with social networking tools outweighed the control group in both the knowledge and use of requests (Qadha et al., 2021). The oral DCT was used to measure the learners' interlanguage pragmatics after the face-to-face (FF) and technology-mediated (TM) modes of corrective feedback (CF). The results revealed that the two modes were effective in enhancing pragmatic production and the effect was long-lasting (Yousefi & Nassaji, 2024).

In relatively many studies, the written discourse completion test (WDCT) was utilized to measure EFL learners' interlanguage pragmatic competence (ILP) of speech acts to investigate the learners' variation of the ILP competence relative to language proficiency. The results show that variations were found in four aspects of conducting speech acts such as the accuracy of the use of speech acts, typical expressions, the amount of speech and information, and the degrees of formality (Xu & Wannaruk, 2016). The WDCT tested the EFL learners' pragmatic competence covering the metapragmatic awareness and

production of speech acts request, refusal, and apology. The results showed a significant effect of task-based instruction (TBI) on EFL learners' pragmatic competence. Learners in the information-gap task group outweighed their counterparts, in reasoning-gap and opinion-gap groups, on the metapragmatic awareness and production (Zand-Moghadam & Samani, 2021). A WDCT was also used to measure learners' production of speech acts of request and apology after the intervention. The finding revealed that both cognitive and interpersonal tasks had significant effects on the learners' production of speech acts, but greater gains resulted from the interpersonal tasks (Bagherkazemi & Harati-Asl, 2022). Another WDCT was delivered to measure pragmatic requestive features of Iranian EFL learners covering the aspects of request directness, request perspectives, internal modification, and external modification in eight social situations relative to language proficiency, social power, and social distance. The findings confirm a significant effect of contextual factors on the learners' pragmatic performance, but no significant effect of proficiency on the learners' pragmatic performance (Khavidaki, 2023).

Role plays are also found in previous studies as assessment measures. Role play was used to elicit the improvement of pragmalinguistics and sociopragmatic component of learners' pragmatic ability based on a classroom-based study. The results showed that the learners improved their pragmalinguistic and sociopragmatic abilities due to the use of target-like formulas (Zavialova, 2023). Another study incorporated role play with discourse completion mode called oral discourse completion role play (ODCRP). The test was used to measure the development of request speech act focusing on three pragmalinguistic forms: mitigated preparatory forms (request head act), hedging, and amplifiers (internal modifications) after the intervention, pragmatic instruction. The findings confirmed the production rates from 40 to 90% from pre- to immediate post-test. Gains were maintained at the delayed post-test four months later (Taguchi et al., 2015).

Technology-based tools include the computer-based task (RPCBT), virtual reality task (RPVRT), and computer-animated production task (CAPT). The RPCBT and RPVRT were utilized to elicit the development of pragmatics task speech acts (request, refusals, and opinion). The results showed that both groups, native speakers and nonnative speakers spoke more slowly and used more modification devices in the VR-based speech acts, the directness level of the main speech act strategies was similar between the two task mediums. The native speaker group used fewer direct strategies regardless of the task medium, the nonnative speaker group was less direct in the VR condition only (Taguchi, 2022). A computer animated production task (CAPT) was utilized to measure the production of request, suggestion and apology to investigate the similarities and differences between Libyan Arab and Amazigh participants in performing the target speech acts. The findings revealed the similarities in performance of all the target speech acts for both groups. Significant differences relative to gender were evident only among Libyan EFL students. Both groups proved to be better in functioning than structuring the speech acts (Alfghhe & Mohammadzadeh, 2021).

Other tools in testing EFL interlanguage pragmatic competence include observation of online and offline class talks, conversational pamphlets, and questionnaires. The observation of online class talks was conducted to elicit the production of the teachers' directive speech acts. The results showed that the teachers used requests the most among the five types of directive speech acts that emerged in the talks. The five directive speech acts include command, request, suggestion, invitation, and prohibition (Aini et al., 2023). The observation of offline class talks was carried out to obtain the EFL learners' pragmatic performance of speech acts in various encounters. The results showed that most speech acts performed were directives, including requests (Mukhroji et al., 2019). The questionnaires delivered during the pre-and post-instructions were utilized to measure the EFL learners' development in linguistic knowledge and

pragmatic appropriateness in request making before and after explicit instruction. The results confirmed that the learners made significant progress in their understanding of request forms and strategies with reference to different request situations (Qari, 2021). A conversational pamphlet was delivered to elicit EFL learners' interlanguage pragmatic comprehension (ILPC) of the five most frequent speech acts (request, apology, refusal, compliment, and complaint) relative to the group dynamic assessment (G-DA) interventions. The findings proved that the concurrent G-DA and the cumulative G-DA were useful in improving the learners' ILPC on the post-test (Rezai, 2023).

Discussion:

Research Question: What are the test types utilized in measuring the EFL learners' interlanguage pragmatic competence of request speech acts?

The systematic review of 19 studies provides evidence of the types of tests used in measuring the EFL learners' interlanguage pragmatic competence of request speech acts. The results have been classified into three major groups of test types, namely discourse completion test (DCT) in the form of oral, written, multiple choice, and role play, technology-based tests, and other types of tests that elicit interlanguage pragmatics from a conversational pamphlet, observations of online and offline class talks.

Most of the reviewed studies elicited the EFL interlanguage pragmatic competence of request speech acts using the discourse completion test (DCT). This fact keeps the patterns of the previous studies in which DCT has been widely used due to its advantage in eliciting learners' off-line knowledge of normative conventions of pragmatic language use (Taguchi, 2014). While oral DCT and written DCT miss the crucial aspects of pragmatic competence such as the contexts and real-time use of language in real-world contexts, they have a positive role in that they can record the learners' conscious process of learning the forms and possible functions assigned in the test. The test could provide a set of situations that best represent the real-life situations specific and complete

enough to record real-world language use. Such efforts have been found in previous studies in which situations included social factors such as social power and social distance (Bagherkazemi & Harati-Asl, 2022; Khavidaki, 2023).

Role play has been incorporated with DCT as a measure of learners' interlanguage pragmatic competence of request speech acts. Role play alone had been found to be useful in measuring learners' development of awareness and production of request strategies in various social contexts (Holmes & Riddiford, 2011); incorporating role play and DCT has made double advantage for the assessment measures to function, like the oral discourse completion role play (ODCRP) that could successfully record learners' development of request speech acts (Taguchi et al., 2015).

The promising insight learned from the studies under review is the use of technology in testing the EFL learners' interlanguage pragmatic competence of requests. RPCBT, RPYRT, and CAPT have made real-world contexts possible to be set for classroom settings (Alfge & Mohammadzadeh, 2021; Taguchi, 2022). These tasks could eliminate the time and space barriers. EFL learners could experience the real target situations and settings necessary for the target language use.

Research in the last 10 years shows the learners' interlanguage pragmatics of request making on two accounts: awareness raising and production of pragmalinguistic and sociopragmatic abilities. Research in pragmatics often distinguishes between pragmalinguistics – the language resources speakers use for pragmatic purposes – and sociopragmatics – the rules that guide the use of language in context. Understanding the development of interlanguage is of direct importance to pragmalinguistics because it examines what in essence are the parts of language used to realize pragmatic intent (Ishihara & Chiba, 2014). Researchers have not sought a common metric by which development can be measured, but rather have utilized multiple measures. Instead of seeking global proficiency measures for pragmatics, the studies have utilized the measures of development appropriate to the research

questions and the research designs used to investigate them (Bardovi-Harlig, 2013). Thus, it might be useful to provide assessment tools that can be implemented for actual use to test pragmatic abilities.

However, there are some concerns regarding the construction of ideal assessment procedures and tools for request-making. The assessment procedures and tools need to reveal how the speech acts unfold across turns and speakers revealing the dynamic process of interactions to elicit learners' language use in context. One possibility is the interactional assessment, though it tends to be impractical in everyday teaching contexts, reveals the teacher's ongoing mediation and the dynamic process of joint knowledge construction, including teacher or peer scaffolding, the learners' response to the mediation, collaborative meaning-making, stages of other-regulation, and emerging signs of self-regulation (Ishihara & Chiba, 2014). Another possibility is to implement task modalities that engage learners in collaborative task activities with different group formations and interactions to enable learners to perform target pragmatic-related episodes (PREs) (Kim & Taguchi, 2016; Taguchi & Kim, 2014). For these types of testing learners' request-making, a flow chart of turns could be drawn to show the number of turns and PREs so that the analysis of the target pragmatic features can be done more easily. Still another possibility is the implementation of discourse analysis for a role-play type of testing that incorporates the use of technology (Taguchi, 2022). In all, by looking closely at every turn in a whole interaction, for instance, more comprehensive and detailed information on learners' development of comprehension and production of request speech acts could be obtained. This implies the need for discourse analysis even though it is intended primarily for use with natural data such as those studies utilizing the observation of online or online teacher and students talks (Aini et al., 2023; Mukhroji et al., 2019). As a matter of fact, it applies also for the collection of conversation, institutional talk (including service encounters), role plays, and other types of turn-taking

communication. which can be analyzed in multiple ways relevant to pragmatics or the development of pragmlinguistic resources (Bardovi-Harlig, 2013).

Hence, it is likely that testing learners' interlanguage pragmatics comprehension and production can still be resolved. Role plays, for instance, will likely fit classroom context if constructed based on carefully prepared scenarios containing a vast range of social contexts concerning learners' interests and daily experiences. Discourse analysis can be implemented to capture every move and act within the interactions. In this way, some drawbacks of assessment tools such as DCT which lack authenticity of interactions can be minimized with audio recording or video-recording learners' role plays and discourse analysis functions as a means of analysis. Nevertheless, it still is important to highlight that DCT provide information about learners' off-line knowledge of normative conventions of pragmatic language use, and it can control social factors in scenarios and help researchers obtain data that are comparable across learners over time. Meanwhile, the use of role play incorporated in DCT, and technology-based tests/tasks are likely to resolve practical classroom obstacles.

Conclusion:

Testing interlanguage pragmatic competence of request speech acts varies. Even though there have been some identified drawbacks, some types of assessment measures are available to resolve the problems of testing learners' interlanguage request-making abilities. It might be more on the goals of testing than the ways of testing which should be of important concern to those who need to assess learners' interlanguage pragmatics. Once the goals are set, ways of measuring or testing the learners' request abilities would be at hand. As for the general hint in testing learners' interlanguage pragmatics, it is worth highlighting that the more authentic the data of learners' production, the better they represent learners' interlanguage pragmatic abilities.

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