

การสร้างแบบทดสอบสมิทธิภาพทางภาษาอังกฤษสำหรับนักศึกษา  
ระดับประกาศนียบัตรวิชาชีพช่างอุตสาหกรรมวิทยาลัยเทคนิคนครสวรรค์

THE DESIGN OF ENGLISH PROFICIENCY TEST FOR  
INDUSTRIAL TRADES CERTIFICATE STUDENTS AT  
NAKHONSAWAN TECHNICAL COLLEGE



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
สาขาวิชาภาษาศาสตร์ประยุกต์-ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี

คณะครุศาสตร์อุตสาหกรรม

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

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## ABSTRACT

The purpose of this study was to design the English proficiency test for Industrial Trades Certificate students at Nakhonsawan Technical College. The research instruments were 1) the English proficiency test, 2) the Index of the Item – Objective Congruence (IOC), 3) an evaluation form of the quality level of the test, and a questionnaire. The research participants included: 1) two pilot groups, each of which consisted of 30 certificate graduates majoring in Automotive Specification, studying in their first year of the diploma program in the academic year 2012, 2) the subjects who were 87 third-year certificate students majoring in Automotive Specification, studying in the last semester in the academic year 2012 and, 3) 30 employers to explore the workplace needs.

The research results revealed that, of all 200 test items, 154 items were congruent with the objectives, with the IOC between 0.5 and 1.00 while 60 items must be revised (46 items with IOC lower than 0.5 and 14 items being incorrect as a writing skill test). The test was evaluated in 3 aspects; i.e., authenticity, interactivity, and practicality, all of which were found at a high level with the average mean ( $\bar{X}$ ) of 3.75 (S.D. = 0.81), 3.63 (S.D. = 0.38), and 3.87 (S.D. = 0.30), respectively. Moreover, it was found that all the test items were required by the workplaces at a high level with the average mean ( $\bar{X}$ ) of 4.25 (S.D. = 0.14). The 200 validated English proficiency test items were divided into 2 sets with 100 items each: Set A and Set B. The difficulty level and the discrimination level of the 2 sets were assessed through the two pilot groups. The results indicated that the difficulty levels of the two test sets were moderate ( $p = 0.49$  for Set A and  $0.53$  for Set B), but the discrimination levels were low ( $r = 0.137$  for Set A and  $0.173$  for Set B). However, only the reliability of Set B was within acceptable range ( $KR20=0.664$ ). The results of the test scores showed that most of the subjects failed in the test with an average mean ( $\bar{X}$ ) of 34.9 (S.D. = 10.91). Only nine students could attain the passing scores of 50 and over.

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### บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อสร้างแบบทดสอบสมิทิภาพทางภาษาอังกฤษสำหรับนักศึกษาระดับประกาศนียบัตรวิชาชีพแผนกวิชาช่างอุตสาหกรรมวิทยาลัยเทคนิคนครสวรรค์ เครื่องมือที่ใช้ในการศึกษาค้นคว้าครั้งนี้คือ 1) แบบทดสอบสมิทิภาพทางภาษาอังกฤษ 2) แบบประเมินความสอดคล้องระหว่างข้อคำถามและวัตถุประสงค์ 3) แบบประเมินระดับคุณภาพของแบบทดสอบ และ 4) แบบสอบถามความต้องการของสถานประกอบการ กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้าครั้งนี้คือ 1) นักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง ปีที่ 1 ปีการศึกษา 2555 แผนกวิชาช่างยนต์วิทยาลัยเทคนิคนครสวรรค์ 2 กลุ่ม กลุ่มละ 30 คน 2) นักศึกษาระดับประกาศนียบัตรวิชาชีพ ปีที่ 3 แผนกวิชาช่างยนต์จำนวน 87 คนที่กำลังศึกษาในภาคเรียนสุดท้ายของปีการศึกษา 2555 วิทยาลัยเทคนิคนครสวรรค์ และ 3) ผู้ประกอบการทางด้านอุตสาหกรรมช่างยนต์ 30 แห่งในการสำรวจความต้องการ

ผลการศึกษาพบว่าข้อสอบที่สร้างขึ้นทั้งหมด 200 ข้อ มีค่าความสอดคล้องระหว่างข้อคำถามและวัตถุประสงค์อยู่ในเกณฑ์ที่เหมาะสม (ระหว่าง 0.50-1.00) จำนวน 154 ข้อ มีข้อสอบจำนวน 60 ข้อที่ต้องถูกปรับปรุง โดย 46 ข้อมีค่าความสอดคล้องระหว่างข้อคำถามและวัตถุประสงค์ต่ำกว่า 0.5 และ 14 ข้อที่ไม่ใช่ลักษณะของแบบทดสอบที่ใช้ประเมินทักษะการเขียน) การประเมินคุณภาพของข้อสอบทั้ง 3 ด้านได้แก่ด้านความเสมือนจริง การตอบสนอง และการนำไปใช้มีคุณภาพอยู่ในระดับมากที่สุดที่ค่าเฉลี่ย 3.75 (S.D. = 0.81), 3.63 (S.D. = 0.38), และ 3.87 (S.D. = 0.30) ตามลำดับ นอกจากนี้เนื้อหาของข้อสอบทุกหัวข้อมีความต้องการของสถานประกอบการโดยได้รับการประเมินอยู่ในระดับมากที่สุดที่ค่าเฉลี่ย 4.25 (S.D. = 0.14) หลังจากการปรับปรุงข้อสอบแล้ว ข้อสอบทั้ง 200 ข้อถูกแบ่งออกเป็น 2 ชุดคือชุด A และชุด B และนำไปใช้กับกลุ่มตัวอย่างที่เป็นนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง ปีที่ 1 จำนวน 2 กลุ่ม กลุ่มละ 30 คนพบว่าค่าความยากของข้อสอบทั้ง 2 ชุดอยู่ในระดับปานกลาง (ชุด A ค่า  $p = 0.49$  และชุด B ค่า  $p = 0.53$ ) ในขณะที่ค่าอำนาจจำแนกของข้อสอบทั้ง 2 ชุดอยู่ในระดับต่ำ (ชุด A ค่า  $r = 0.137$  และชุด B ค่า  $r = 0.173$ ) โดยข้อสอบชุด B เท่านั้นที่มีค่าความเชื่อมั่นของข้อสอบในเกณฑ์ที่เหมาะสม ( $KR20 = 0.664$ ) จึงได้นำข้อสอบชุด B ไปปรับปรุงและนำไปใช้ในการทดสอบสมิทิภาพทางภาษาอังกฤษกับกลุ่มตัวอย่างที่เป็นนักศึกษาระดับประกาศนียบัตรวิชาชีพ ปีที่ 3 ผลของการประเมินความสามารถทางภาษาอังกฤษของกลุ่มตัวอย่างพบว่าส่วนใหญ่สอบไม่ผ่านที่คะแนนเฉลี่ย 34.9 มีกลุ่มตัวอย่างเพียง 9 คนเท่านั้นที่สามารถสอบผ่านได้คะแนนมากกว่า 50

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
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# CHAPTER 1

## INTRODUCTION

This chapter consists of 6 sections: statement and significance of the problems, goal and objectives, scopes or limitation of the study, process of the study, definition of terms used, and anticipated outcomes.

### 1.1 Statement and Significance of the Problems

According to Graddol (2006), in the next decade, English will be being learned by two billion people. Furthermore, Thailand has committed into the ASEAN Economic Community (AEC) in 2015. The AEC is expected to transform ASEAN into a region with free movement of goods, services, investment, skilled labor, and free flow of capital. The liberalization process under AEC is giving Thailand huge opportunities for the expansion of market and production (UTCC, 2011). Consequently, in order to increase the national competitiveness and achieve sustainable economic growth in AEC, Thailand needs to strengthen the productivity throughout its economy. Thai workers must be capable of doing a larger variety of jobs, taking on more responsibility, and learning how to meet the needs of their employers.

In addition, the government approved the proposal of the Federation of Thai Industries to develop the Vocational Qualification (VQ) based on occupational competency standards. The VQ is a qualification for measuring the vocational students' competency (Office of the Education Council, 2004). It is a set of tests used to assess students' professional skills and knowledge in each particular specification. It also includes both paper and practical tests. However, English competency of those students has never been assessed by the VQ tests. To get ready for the AFTA and AEC international business agreements, Thai vocational students' English language needs to be assessed to assure their international workforce quality.

The 2002 Curriculum for the Certificate of Vocational Education aims to produce and develop skillful workers who have knowledge and vocational skills and let them experience in their areas with morals, ethics, disciplines, personality, intelligence, and ability suitable for 2 careers in accordance with the needs of labor market by using Thai, English and other languages in daily life and careers (Ministry of Education of Thailand 2002). Thai vocational students should be particularly concerned with not only the occupational skills but also language skills in order to be competent workers. According to the above-mentioned assessment on English

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competency for the international workforce quality, this study aimed to design an English proficiency test for industrial Trades Certificate students at Nakhonsawan Technical College. This test was designed in accordance with their English courses of the certificate curriculum.

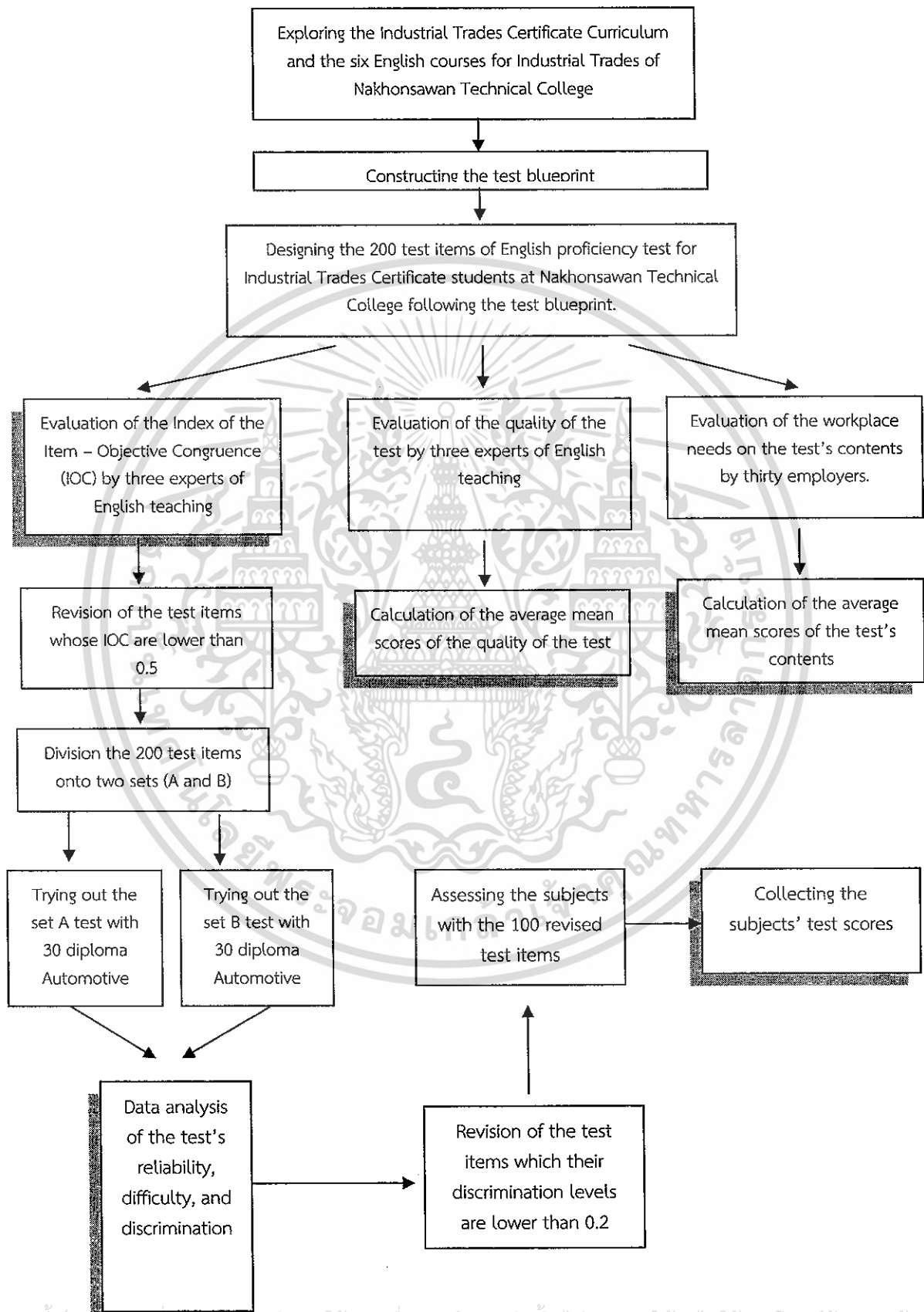
## 1.2 Goal and Objectives

The purpose of the study was to design an English proficiency test for Industrial Trades Certificate students at Nakhonsawan Technical College. The objectives of the study were as follows:

1.2.1 To design an English proficiency test for Industrial Trades Certificate students.

1.2.2 To assess the English proficiency of Industrial Trades Certificate students at Nakhonsawan Technical College through the test scores obtained from the test designed in Objective 1.2.1.

### 1.3 Conceptual Framework



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## 1.4 Scopes or Limitation of the Study

This study designed an English proficiency test that focused on the English proficiency of Industrial Trades Certificate students at Nakhonsawan Technical College. The contents of the test were in accordance with the 2002 Curriculum for Certificate of Vocational Education (2003 REVISED EDITION). The test was designed as four multiple-choice questions. It consisted of four parts, namely listening, language use and usage, reading, and writing. The total number of the test items was 100 for the three-hour test time. The additional test items were provided in parallel with the test objectives to ensure that, after the validating process, the total number of the quality test items were 100 and covered the objectives.

## 1.5 Processes of the Study

The processes of the study were as follows:

1.5.1 The Industrial Trades Curriculum for the Certificate Vocational Education and the six core English courses of Industrial Trades of Nakhonsawan Technical College were explored for the test contents.

1.5.2 The test blueprint was constructed to determine the proportion of test items in accordance with the objectives of each item.

1.5.3 The English proficiency test for Industrial Trades Certificate students at Nakhonsawan Technical College was designed following the test blueprint.

1.5.4 The validity of the proficiency test, with the Index of the Item – Objective Congruence (IOC) used to evaluate the congruence between the test items and the objectives, was evaluated by three experts in the field of English teaching.

1.5.5 The evaluation form of the quality level of the test was used by the experts in 1.5.4.

1.5.6 The questionnaire of workplaces' needs was used to evaluate by 30 employers in the field of Automotive industry in order to investigate whether the test's contents were related to the workplaces' needs.

1.5.7 After the validating process, the test contents were revised in accordance with the suggestions of the experts and the thesis advisor.

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1.5.8 The revised test was tried out by the two pilot groups each of which consisted of 30 Automotive Specification certificate graduates studying in their first year diploma level in Automotive Specification of the academic year 2012.

1.5.9 Data analysis was conducted for the quality of the test in three aspects: the test's reliability, difficulty levels, and discrimination levels.

1.5.10 After data analysis, the 100 test items were chosen to assess the English proficiency of the 87 subjects who were the third year Automotive Specification certificate students studying in the last semester of the three - year certificate level of the academic year 2012. The subjects' test scores indicated their English proficiency.

## 1.6 Definition of Terms Used

In this study, the following terms were used frequently and they could be defined as follows:

**English Proficiency Test:** The test used to assess the students' English proficiency in accordance with the six core English courses of Industrial Trades before their graduation.

**Listening:** The part of the test assessing the test takers' listening comprehension for main idea, details and inference.

**Language Use and Usage:** The part of the test providing the conversations and dialogues in various real-life situations.

**Reading:** The part of the test assessing the test takers' ability of meaning derivation by using contexts and finding main ideas and supporting details from the contexts.

**Writing:** The part of the test assessing the test takers' ability to use grammatical patterns in the form of word orders, terminology, and sentence structures.

**Industrial Trades:** 10 industrial specifications of Industrial Trades Curriculum for the Vocational Certificate Education consisting of Automotive, Machinery, Welding, Electrical Power, Electronics, Mechatronics, Architecture, Civil Technology, Survey Technology, and Construction specifications.

**Automotive Specification Certificate students:** Students studying in Automotive Specification, which is one of the 10 specifications of Industrial Trades, at the certificate level.

## CHAPTER 2

# LITERATURE REVIEWS

This chapter was divided into eight sections: section one- the six English courses for Industrial Trades at Nakhonsawan Technical College, related to the test contents; sections two- language testing; section three- kinds of tests; section four- the qualities of the test; section five- the test development; section six- the test blueprint including steps of the test design; and, finally, section seven- previous research studies related to the test design.

### 2.1 Six Core English Courses for Industrial Trades at Nakhonsawan Technical College

One of the Vocational Education Standards of the Program identifies that the vocational certificate students should be able to communicate using Thai, English, and other languages in daily life and career (Ministry of Education, 2002). As the aim of this study was to design the English proficiency test for Industrial Trades Certificate students, the test contents were relevant to the stated curriculum.

For the fulfillment of the program, graduates have to complete at least 104 credits from the five groups of courses (general courses, vocational courses, free Elective Courses, on-the-job training, and extracurricular activities). Those general courses provide six English courses. They are the subjects of English for Communication 1, English for Communication 2, English for Industrial Trades, Supplementary English, English for Workplace, and Independent Study in English. The objectives of each course are as follows:

2.1.1 The objectives of English for Communication 1 are to enable the students to communicate in daily life situations, namely introducing oneself, others, and family; asking for and giving personal information, time, and date; giving help; accepting and denying invitation; and interrupting politely . The student will also be able to transfer information from the messages they have listened to and reading texts from various kinds of media.

2.2.2 The objectives of English for Communication 2 are to enable the students to communicate correctly in daily life and work, using present, past, and future simple tenses in different situations such as describing people, things, places, or health condition, as well as giving directions. The students will also be able to

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comprehend reading news and general texts. Additionally, after reading and listening, the students can transfer information from the texts.

2.2.3 The objectives of English for Industrial Trades are to enable the students to read and complete the sentences with describing words that focus on shape, size, and proportion, as well as those with factorial signs and symbols, warning signs, workshop safety, work manuals, work processes, job reports, and job work order form. The students will also be able to fill in the work forms correctly.

2.2.4 The objectives of Supplementary English are to enable the students to read aloud and read for comprehension in any suitable contexts.

2.2.5 The objectives of English for the Workplace are to enable the students to read and write job positions, departments, and divisions; workplace announcements; workplace signs; brochures; and leaflets or questionnaires. The students will also be able to deal with welcoming, telephoning, and filling in forms.

2.2.6 The objectives of Independent Study in English are to enable the students to comprehend English learning from various types of media and to aware of self access language learning benefit in any contexts that interest them.

From the course objectives above, the six English courses were explored and 33 topics were concluded. Table 1.1 shows the topics and English skills focused by the course objectives:

Table 2.1: Topics and English Skills Focused on the Course Objectives

No.	Topics	English Skills			
		Listening	Language use and usage	Reading	Writing
1.	Introducing oneself and others	✓	✓		
2.	Family	✓	✓		
3.	Asking for and giving information	✓	✓		
4.	Time	✓	✓		
5.	Date	✓	✓		
6.	Giving help	✓	✓		

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Table 2.1 (Continued)

No.	Topics	English Skills			
		Listening	Language use and usage	Reading	Writing
7.	Accepting and denying	✓	✓		
8.	Making polite interruption	✓	✓		
9.	Describing people	✓	✓		
10.	Describing things	✓	✓		
11.	Describing places	✓	✓		
12.	Talking about health	✓	✓		
13.	Giving directions	✓	✓		
14.	Reading news			✓	
15.	Shape			✓	✓
16.	Size			✓	✓
17.	Proportion			✓	✓
18.	Names of tool and device			✓	✓
19.	Tools' description			✓	✓
20.	Factorial signs and symbols			✓	✓
21.	Warning signs			✓	✓
22.	Workshop safety			✓	✓
23.	Work manuals			✓	✓
24.	Work processes			✓	✓
25.	Job reports			✓	✓
26.	Job work order			✓	✓
27.	Job position, department, and division			✓	✓
28.	Workplace announcements			✓	✓
29.	Brochures			✓	✓
30.	Leaflets or questionnaires			✓	✓
31.	Telephoning	✓	✓		
32.	Welcoming	✓	✓		
33.	Work forms			✓	✓

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After analyzing such English courses, the test's contents and language skills were categorized. The contents of the test included 33 topics above and consisted of four parts, namely listening, language use and usage, reading, and writing, each of which contains 25 items.

## 2.2 The Language Testing

Bachman, and Palmer (1996) claimed that a language test is a tool for collecting educational information of teaching and learning language. It reflects individual differences in language ability and the course accomplishment. The results of a test can be used for developing the course, providing suitable materials and activities, or making changes to instruction. The language test reviews the individual language ability; similarly, the person shows knowledge of grammar, vocabulary, pronunciation, and spelling through listening, speaking, reading, and writing.

Moreover, according to Lado (1961) and Carroll (1961a), many language testers take a broader view of language ability; hence, the terms of communicative language ability has been used to describe it. Bachman (1990) examined language ability in terms of language competence. Language competence, then, was divided into organizational and pragmatic competences, which are subdivided into further elements. Organizational competence consists of abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their prepositional content, and ordering them to form texts. It further includes grammatical competence (knowledge of vocabulary, morphology, syntax and phonology/graphology) and textual competence (knowledge of rules of cohesion and rhetorical organization). Pragmatic competence was defined as the relationships between utterances and the acts of functions that speakers (or writers) intend to perform through these utterances, which can be called the illocutionary force of utterances, and the characteristics of the context of language use that determine the appropriateness of utterances and it further comprises illocutionary. Illocutionary means the knowledge of the pragmatic conventions for performing acceptable language functions. It comprises ideational, manipulative, heuristic, and imaginative functions. In addition, sociolinguistic competence refers to the knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context. It is sensitivity to differences in dialect or variety, sensitivity to differences in register, sensitivity to naturalness, and the ability to interpret cultural references and figures of speech.

Furthermore, Bachman (1990) described communicative language ability as consistency of both knowledge, or competence, and the capacity for implementing, เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

or executing that competence in appropriate, contextualized communicative language use. It consists of three components (Fig.2.1): language competence, strategic competence and psychophysiological mechanisms.

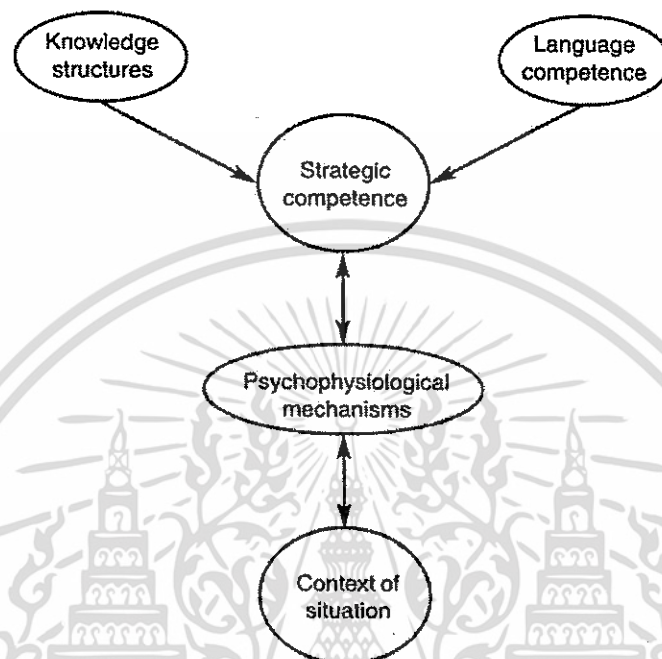


Figure 2.1 Components of Communicative Language Ability in Communicative Language Use (Bachman 1990)

As shown in the diagram, this study tried to test the test taker's language competence. This would lead him to strategic competence in a particular context of situation, where this case was designed for the Automotive Specification curriculum.

## 2.3 Kinds of Tests

Language tests differ according to their purposes. Valette, M.R. (1977) classified four types of language tests: aptitude tests, progress tests, achievement tests, and proficiency tests.

### 2.3.1 The Aptitude Test

The aptitude test is conceived as a predictive measure that indicates whether a student is likely to learn a second language readily. It is generally given before the

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student begins the language study, and may be used to select students for a language course.

### 2.3.2 The Progress Test

The progress test measures how much the student has learned in a specific course of instruction. The tests that the classroom teacher prepares for administration at the end of a unit or the end of a semester are progress tests.

### 2.3.3 The Achievement Test

The achievement test is similar to the progress test in that it measures how much the student has learned in the course of second-language instruction. However, achievement tests are usually not built around one set of teaching materials but are designed for use with students from a variety of different schools and programs.

### 2.3.4 The Proficiency Test

The proficiency test measures what students have learned, but the aim of the proficiency test is to determine whether this language ability corresponds to specific language requirements. In fact, the proficiency test usually report student language ability on continuum that reflects a predetermined set of categories.

From such kinds of tests, the study designed the test which corresponded to six English courses of the three-year Industrial Trades Certificate curriculum to check whether the learner could gain the demands of those courses or not. Hence, the proficiency test would be the research instrument for measuring Nakhonsawan Technical College students' real language ability in their use of knowledge gained at the college in real life situations.

## 2.4 The Qualities of the test

Tests can serve pedagogical purposes. They must be developed with a specific purpose, a particular group of test takers and a specific language use domain. The qualities of the test should be considered. Valette, M.R. (1977) implied two essential qualities of test: reliability and validity are critical for tests, and are sometimes referred to essential measurement qualities. Hughes (2003) added one more quality of the test: backwash. Backwash is the effect that tests have on learning and teaching. Backwash is seen as a part of the impact a test may have on learners and teachers, on educational systems in general, and on society at large. Although, there are different concepts of test qualities, these qualities provide the major justification for using test scores as a basis for making inferences or decision. Consequently, the เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่นิยมนำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

most important consideration in designing and developing a language test is the use for which it is intended, so that the most important quality of a test is its usefulness.

According to Bachman and Palmer (1996), test usefulness can be determined by considering the following measurement qualities of the test: validity, reliability, authenticity, interactiveness, impact, and practicality. Such qualities represent the usefulness of a test, indicating that it is a good language test. The following qualities are mentioned below:

#### 2.4.1 Test's Validity:

To be valid, a test should measure what it claims to measure. Similarly, construct validity is the extent to which a test measures the concept or construct that it is intended to measure.

For instance, the purpose of this study was to design an English proficiency test for Automotive Specification Certificate students at Nakhonsawan Technical College. Hence, the test specifications were designed by considering the Automotive Specification Certificate Curriculum and the six English courses for Industrial field of Nakhonsawan Technical College. These test specifications generated the test contents and focused skills. The test consisted of four parts, namely listening, language use and usage, reading, and writing. It was constructed in accordance with the objectives of each part. Every part of the test: listening, language use and usage, reading, writing, contained 25 items. The total number of test items was 100. The additional test items were also provided in parallel with the test objectives to ensure that after the validating process, the total number of the quality test items were 100 and covered the objectives. Subsequently, the validity of the proficiency test was evaluated by three experts in the field of English teaching with the Index of the Item-Objective Congruence (IOC). The questions that obtained the IOC between 0.5 – 1.0 would be acceptable. After the validating process, the test was revised in accordance with the suggestion of the experts and the thesis advisor. Then, the revised test was ready to use with a pilot group.

#### 2.4.2 Test Reliability:

The term of reliability, according to Bachman and Palmer (1996), refers to consistency of measurement. The test is reliable if it consistently provides accurate measures of abilities at all times with different students and/or different test takers.

In this study, for example, the proficiency test was designed as a multiple choice test. It consisted of 100 items with four choices for each. Only one of the choices was correct. The additional test items were also provided in parallel with the test objectives to ensure that after the validating process, the total number of the quality test items were 100 and covered the objectives. After the validating process, the test

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will be tried out by two pilot groups who were 30 each of Automotive Specification Certificate graduates and studying in their first year diploma level in Automotive Specification in the academic year 2012 at Nakhonsawan Technical College. The test scores of the pilot group were analyzed for the test's reliability, difficulty levels, and discrimination levels. Then, the 100 quality test items were chosen to assess the English proficiency of the subjects who were the 87 third year Automotive Specification Certificate students studying in the last semester of the three-year certificate level in the academic year 2012 at Nakhonsawan Technical College.

#### 2.4.3 Authenticity:

Bachman and Palmer (1996) divided the term authenticity into two parts. The first relates to the language used in the test which is real-life language (known as Target Language Use); and the second means the relationship between the learners and the test. In case of authenticity, it is defined as the degree of correspondence between the characteristic of a test task and the features of the Target Language Use (TLU).

As stated in 2.5.1, the Vocational Standard of the Program and the six English courses for Industrial field of Nakhonsawan Technical College were explored for the test contents and focused skills. Those courses involved four focused sections, namely listening, language use and usage, reading and writing. The contents of listening and language use and usage focused on the course description of English for Daily Life course, while the contents of reading and writing skills relied on English for Career course (as shown in the table 1 in 2.2). Hence, the proficiency test was authentically designed to test such skills. The test provided real life situations, emphasizing both daily life language and occupational language in each part of the test.

#### 2.4.4 Interactiveness:

Interactiveness, according to Bachman and Palmer (1996), is the test task which involves the ways a test takers apply their language knowledge, metacognitive strategies, topical knowledge, and effective schemata. Moreover, it is the extent and type of participation of the test taker's individual characteristics in accomplishing a test task. It involves various things such as the test's attractiveness that motivates students, the language used in the test, and the instructions appropriate for the students' level.

In this study, the proficiency test provided four parts: listening as well as language use and usage were the parts which focused on English for daily life contents; reading and writing were the ones which focused on English for career contents. To enhance practicality, the test promoted the test takers' response to the

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question with their language knowledge and professional knowledge. For example, the content of names of tools and devices in reading part were related to the test takers' industrial professional knowledge, the reading passage was about the automotive tools and devices. The test takers, then, transferred their topical knowledge and language knowledge to strategic competence in automotive career situations.

#### 2.4.5 Impact:

According to Bachman and Palmer (1996), impact can be defined as the effect that the test has on the relevant areas such as a society, an educational system, and the individual test taker.

In this study, after the proficiency test was designed, it would assess English proficiency of the third year Automotive Specification Certificate students (one of 11 Industrial Trades) who were studying in the last semester of the three-year certificate level in 2012 academic year at Nakhonsawan Technical College. Thus, the impact of the test was the test scores which would show how proficient in English the students were, according to six English courses of three-year Industrial Trades' Certificate curriculum.

#### 2.4.6 Practicality:

Practicality is the relationship of three resources that will be required in designing, developing, and using the test. It focuses on how the test is conducted. Based on this definition, practicality can be measured by the availability of three resource types (human resources, material resources, and time) required to develop and conduct the test.

As this was a study with small-scale measurement of an English proficiency test, there were four test administrators: one test designer, one media room controller, and two test examiners. The test time allocation was 3 hours. Regarding material resources, a CD or a tape player was used for a listening task of Part 1: Listening. For Part 3: Reading, pictures were used along with the test paper. Hence, the overall 100 test items, in this study, assessed such resource types. Also, the material resources of Part 1: Listening and Part 3: Reading were specifically assessed.

The above review of the test quality highlighted six topics: reliability, construct validity, authenticity, interactivity, impact, and practicality. Accordingly, the test that was designed in this study would be regarded in conformance with such qualities. In this study, the questionnaire was designed to evaluate the authenticity, interactiveness, and practicality; while, the reliability, construct validity were analysed by a statistical computer program. The impact was induced after the test results.

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## 2.5 Test Development

According to Bachman and Palmer (1996), they stated that the test development is the total procedures of making a test from the start to the finish. It engages all processes from creating, designing, and using a test, collecting information to interpreting results of the test use. The test development is classified into three stages: design, operationalization, and administration.

### 2.5.1 Design Stage

The design stage provides the steps that ensure the correspondence between test task performance and language use and the correlation of test score and test purpose. In the stage of design, the test designer will get the designed statement. The designed statement involves the following:

- describing the purpose of the test
- identifying and describing tasks in the Target Language Use (TLU) domain
- describing the characteristics of the language users/ test takers
- defining the construct (ability) to be measured
- developing a plan for evaluating the qualities of usefulness
- identifying resources and developing a plan for their allocation and management

### 2.5.2 Operationalization Stage

Operationalization stage affords test blueprint which contains test structure and test task specification. In this stage, the test structure involves a number of parts or tasks, salience of parts, sequence of parts, relative importance of parts or tasks, and numbers of tasks per part. Also, the test task specification associates the purpose, definition of constructs, setting, time allotment, instructions, characteristics of input and expected response, and scoring method.

### 2.5.3 Test administration Stage

Test administration stage is the phase of giving the test to a group of individuals, collecting information, and analyzing the information. It involves administering the test, collecting feedback, analyzing test scores, and archiving. In this stage, the feedback, test usefulness, and test score will be included.

It is clear as mentioned from above that such stages of test development conveyed the research instrument. Hence, the English proficiency test for Automotive Specification Certificate students was developed along with those stages.

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## 2.6 Test Blueprint

To have the appropriate and useful test, the test designer has to prepare an excellent test blueprint. According to Bachman and Palmer (1996), the test blueprint is a detailed plan that provides the basis for developing an entire test. A test blueprint, is also known as test specifications. McNamara (2000) stated that test specifications are a set of instructions for creating the test written as if they are followed by someone other than the test developer; they are a recipe or blueprint for test construction. Their functions are to force explicitness about the design decisions in the test and to allow new versions to be written in the future.

Hence, the test blueprint consists of a matrix, or chart, representing the number of questions in a test within each topic and level of objective. The blueprint identifies the objectives and skills that are to be tested and the relative weight on the test given to each. The blueprint can help the test designer ensure that he or she is obtaining the desired coverage of topics and level of objective.

Based on the above considerations, this study designed the English proficiency test according to the test blueprint.

## 2.7 The Multiple-choice Item

The multiple-choice item is generally recognized as the most widely applicable and useful type of objective test item. It can effectively measure many of the simple learning outcomes and also a variety of complex outcomes in the knowledge, understanding, and application areas.

Linn and Gronlund (1995) stated that the multiple-choice item consists of a problem and a list of suggested solutions. The problem may be stated as a direct question or an incomplete statement and is called the stem of the item. The list of suggested solutions may include words, numbers, symbols, or phrases and are called alternative (also called choices or options). The student is typically requested to read the stem and the list of alternatives and to select the one correct, or the best, alternative. The correct alternative in each item is called the answer, and the remaining alternatives are called distractors. These incorrect alternatives receive their names from their function – to distract those students who are in doubt from the correct answer.

Whether to use a direct question or incomplete statement in the stem depends on several factors. The direct-question form is to write, is more natural for younger students, and is more likely to present a clearly formulated problem. On

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the other hand, the incomplete statement is more concise, and if skilfully phrased, it too can present a well-defined problem. A common procedure is to start each item as a direct question and shift to the incomplete statement form only when the clarity of the problem can be retained and greater conciseness achieved.

To write an appropriate multiple-choice item, Phanit-akson (1976) collected suggestions for composing multiple-choice item as follows:

2.7.1 Prior to writing, make a specific statement of the idea to be used in the item.

2.7.2 The teacher should write the item in such a way that the better students will be able to achieve greater success than the poorer students.

2.7.3 The original draft should be drawn up in such a way that makes it convenient to revise and assemble. A pencil draft of each particular item on a separate sheet of paper is a good way to start. In writing the alternatives, the teacher should write the correct answer first and then make sure that the correct answer is randomly placed among alternatives.

2.7.4 Write the stem as an incomplete statement or question which has a precise answer and plausible alternatives.

2.7.5 The answer must be thoroughly correct and clearly expressed. One should also avoid specific determiners which will give the correct answer away to the alert but unknowledgeable student.

2.7.6 The distractor should be thoroughly wrong and yet plausible to the students who know a little but not enough. Thus, the difficulty of each item is, in fact, determined by the plausibility of the distractors. Therefore, if the alternatives are either ridiculous or implausible, they do not serve any useful purpose and only waste the students' valuable reading time during the examination. If an item has one correct answer but the alternatives are ridiculous or implausible, that item becomes one alternative item. Hence the item must be rejected.

2.7.7 Write the stem clearly, correctly, and as simply as possible.

2.7.8 The stems may be changed so that 50% of the students will answer correctly.

2.7.9 Arrange for a friend to review the original draft. The reviewer should attempt all the items and check his result with the answer key.

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In this study the multiple-choice English proficiency test was designed according to the above rules and suggestion.

## 2.8 Related Research

This section presents previous studies and provides both domestic and foreign researches as follows:

### 2.8.1 Domestic Research

A lot of studies focusing on test design have been conducted in Thailand. The results obtained from these studies are varied, but most of findings suggest prototype of language test.

Wannarong (1985) designed the diagnostic tests of reading comprehension for Mathayomsuksa 3. The purposes of the study were to design seven diagnostic tests of reading comprehension for Mathayomsuksa 3 and to find out the quality of those seven diagnostic tests. The result showed that the tests had appropriate difficulty levels ( $r > 0.5$ ) because the tests were appropriately analyzed, revised and selected.

Next, in Thawut's study (2005), an English proficiency test in four skills (listening, speaking, reading, and writing) for fourth-year students of Chandrakhasem Rajabhat University was developed and improved based on standardized test. The test was selection-type tests consisting of 100 questions. The result of the study showed that the test's difficulty was at a proper level. Fifty-five questions of the test were at the proper standard of discrimination. The reliability of the test was at a high level. As a result, the study developed three matters, namely the choices of 36 questions, six questions including choices, and three questions.

Later on, in another study by Sukamonsan (2006), he created and developed three sets of the Chulalongkorn University Language Institute Test of English Proficiency for Occupational and International Communication Purposes CULI-TEPOIC and developed testing programs of the Chulalongkorn University Language Institute Test of English Proficiency for Occupational and International Communication Purposes CULI-TEPOIC. The result showed that the five-testing programs could operate and supervise in creating the CULI-TEPOIC correctly and precisely. It could also run better than the old version. There were many reasons why the quality and the concurrent validity of CULI-TEPOIC were high. Firstly, test makers were keen in creating the test. Secondly, the character of CULI-TEPOIC were similar to TOEIC but had less items. Thirdly, test takers were various in English proficiency; while, they were a good representative sample of population. Finally, a systematic random

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sampling technique was used for choosing the representative sample from the CULI-TEPOIC test takers so that the correlation was high as well.

In considering English competency of the test takers, a number of studies have explored Thai learners' English competence.

In Bunnag's study (1983), Thai undergraduate students' ability to read for literal and inferential were explored. The result showed that one of the problems Thai students had in reading English was the paucity of vocabulary.

In a study conducted by Wongsothorn (1993), the levels of English skills of Thai students were explored. The study aimed to inspect the levels of both unitary and integrative English skills and the knowledge of language components (elements of language consisting of sound, words, and grammatical rules) of secondary school students in Matayom Suksa Three and Matayom Suksa Six and those of university students. She found that Matayom Suksa Three and Six students had a low level of ability which needed improvement while university students revealed a medium level of ability. University students had a medium-level of skills in both the sound and the graphic modalities needing improvement, especially in the integrative skills (combination of two or more skills in language use such as speaking and listening in conversation or reading and writing in translation, etc.) of reading-writing and the writing skills, which were very weak.

According to Prapphal (2001), she claimed that Thai students who took the Chulalongkorn University Test of English Proficiency (CU-TEP) in 2001 could not meet the standard required to study at the graduate level at Chulalongkorn University. This finding called for an urgent need to enhance the English proficiency of Thai students at various levels. Components of the English syllabus, namely course goals and objectives, materials, tasks and activities, testing and evaluation as well as the roles of teachers and students had to be reconsidered.

In another study on English reading competence, Ekwannang (2004) studied about reading problems that affected the communication between Thai people and foreigners in their workplace. The finding showed types of difficulties during conversations. The study concluded that problems occurred due to the following factors: (1) misinterpretation of the contexts and the contents, (2) the accents of people from various parts of the world, and (3) the level of language. Furthermore, he claimed that some cultural barriers such as common characteristics of the Thais and cultural differences resulted in miscommunication between the Thai and foreigners.

In a study conducted by, Chalaysap (2005), she examined the English proficiency of 198 NIDA students in eight graduate programs in the last semester of coursework enrollment in four skills namely, listening, speaking, reading, and writing.

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She found that 57.6 percent of the population had a fair to good English ability, 24.8 percent needed improvement, and 17.7 percent were very poor in English. In comparison of students in all programs, the overall English abilities were significantly different at 0.001. The study also showed the different ability of those populations in listening, reading and writing, but not in speaking. In addition, it was found that their English abilities were positively related to their grade point average in the number of English courses taken in the undergraduate and graduate levels, and frequency of attending English training courses before and during studying at NIDA.

In another study of by Srithongkam (2008), a study of the English conversational competency of vocational students was employed by 63 second-year students majoring in accountancy at the diploma level at Chetupon Commercial College and Intrachai Commercial College. The study evaluated vocational students' comprehension and ability in using English expression which concerning in situations of greeting, suggesting, thanking, and requesting. The study found that the diploma students possessed the necessary knowledge and comprehension in using English expression which concerning in situations of greeting, suggesting, thanking, and requesting. Based on those four types of evaluated situational expressions, the highest percentage level was expression of thanks while the lowest percentage level was expression of requesting.

In conclusion, the previous studies revealed that there are many researches, in Thailand, focusing on test design and English competency of Thai learners. Most of the tests have been done in secondary, high school, university, and post graduate levels. However, no studies have been conducted into those at a vocational level. Hence, in this study, an English proficiency test for students was designed for Industrial Trades Certificate students. Also, those students were assessed how proficient in English they were.

### 2.8.2 Foreign Research

In language test design, there are some researches focusing on the quality level of test or test's usefulness, the needs of the workplaces for graduates' English language competency, and language skills competency. Those studies are congregated as follows:

For the authenticity, one quality level of the test, Wagner's study (2002) did the pilot study on the video listening test. He investigated two authenticity variables: the mediums used to deliver the aural input in the listening test and test item types. In this study, he explored the listening process with the aural input delivered on video tape which was considered a more authentic test. Two types of test items used in the test were limited production item type and multiple-choice item type.

The limited production item types were considered a more authentic item type

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while the multiple-choice item type was considered as a less authentic item type. Video tapes were used because video allowed listeners to perceive and process nonverbal information. A model of second language L2 listening ability was hypothesized and operationalized, and an assessment instrument was created. This video listening test was then administered to 85 ESL students. The data from this test were then analyzed using reliability and exploratory factor analyses. The results provided some evidence for that the limited production item type might be more suitable for testing a listener's ability to comprehend inferential information, while the multiple-choice item type might be better appropriate to assess a listener's ability to comprehend explicitly stated information. In conclusion, the aural input in the listening test delivered through the use of video which was considered a more authentic test may lead to more reliable and valid listening assessment.

Similarly, Lynch's study also showed the importance of authenticity in a reading test. Lynch (2003) studied authentic, performance-based assessment in English as a Second Language (ESL)/ English as a Foreign Language (EFL) reading instruction. A reading exercise was implemented as a representative instructional model and it was also used to inform a valid performance-based reading comprehension test. The performance-based reading assessment tasks in the study were considered authentic since they involved reading for authentic purpose and the selection of texts depended on the students being assessed as well as the specific domain characteristics of the context within which they expected to perform such as academic or work. His study used an authentic performance-based assessment focusing on assessing the aspects of the reading process. The study was conducted by introducing and practicing the exercise intensively in class in order to have students employ them in self-study. By working through the exercise several times in class, the teacher could demonstrate and model each of the tasks as well as feedback. He reported that the advantage of performance-based testing resides in its potential to create and maintain positive washback on the teaching and learning process. Such positive impact on the instructional process was not, however, a function of performance-based testing. This could only derive from a comprehensively valid interaction between the nature of the instruction preceding evaluation and the actual performances being assessed. Validity must be grounded in a range of interrelated factors which could all be subsumed under a general notion of construct validity. In order to maximize the validity of performance-based assessments, both test designers and teachers needed to be aware of these factors and their interaction. Construct validity and its interrelated aspects were discussed and applied to the authentic performance-based testing of reading comprehension.

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In brief, the findings indicated that authenticity could allow more validity in performance-based reading comprehension tests.

Another study conducted by Piggin (2011), an evaluation commentary of Grade 1 EIKEN test was made to evaluate that test in regard to Bachman and Palmer's (1996) seminal model of test usefulness. EIKEN is recognized as the most popular domestic public test of English language proficiency in Japan, and in recent years the Grade 1 level has gained a new purpose; validating Japanese students entry into graduate and postgraduate programs of over 300 international educational institutions. This paper attempted to highlight the problematic issues relates to EIKEN Grade 1, its test tasks and their subsequent use as an overall measurement of test takers' language ability in relation to the target language use (TLU) domain of Western educational contexts. Grade 1 is administered in two stages; a paper-pencil test which evaluates reading, listening, and writing ability and a speaking test in the format of face-to-face interview with two examiners. Furthermore, the test takers are permitted to re-sit their Stage two interview up to three times, as long as they pay the testing fee of 7,500 yen (US 90 dollars). The study's results showed the construct validity of Reading and Listening sections' test task did not correspond with target language used (TLU) tasks that test takers might perform when studying aboard as they are too limited in scope. That is, Reading section was not a direct test, rather vocabulary recognition in a short context. Furthermore, both Reading and Listening sections are composed of multiple-choice questions (MCQ) which were not appropriate in advanced tests. The limited range of skills in the Reading and Listening sections which were tested could be considered ambiguous interpretation of generalizing beyond the testing situation itself to a particular TLU domain. Although, the MCQ which was used for the Reading and Listening sections, objective scoring of MCQ test ensured great reliability of test. The test obtained the reliability at 0.86 which was considered high. However, its reliability was considered quite low for a high-stake test. For the authenticity and interactiveness, there seemed to be lack of correspondence with the TLU domain of Western educational setting as both Listening and Reading sections were not overtly reflective of an academic real life language but of a professional world of work. In Japan language education, lexical knowledge which was memorized and rote learnt was the dominant teaching methodology. Subsequently, EIKEN reinforced that English was a skill and language knowledge of lexical items. Hence, EIKEN was considered as a negative impact on wider society. In EIKEN test administration, it took a team of 200 writers, editors, and content specialists more than four months to produce one set of the test. EIKEN's accessibility through its wide distribution of test sites, frequency of testing periods, and sustained affordability, in addition to a fairly quick turn over of results, allowed

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EIKEN test to maintain its position as Japan's most popular test. Therefore, the practicality of the test was high.

In considering whether the contents of the test of this research were related to the workplaces' needs, studies of needs on graduates' English language competency were also investigated. There was Goldstein's (1992) research focusing on the language choices of immigrant female workers learning a second language. She discovered through an interactionist approach to anthropology research that the content of the ESL lessons focusing on communicative tasks of politeness and asking for equipment was not representative of the sociocultural environment of the actual workplace of these factory women. The majority of the workers were speaking Portuguese on the job, making politeness and actually the use of English on the job unnecessary. The supervisor was bilingual, which ruled out the need for worker supervisor communication in English. The workers did not associate speaking English with getting ahead on the job. It was actually Portuguese that made them able to be efficient and work together. Goldstein concluded that English language training was not always necessary to function well at work or for economic survival; it was still a good idea to learn English to function in an English speaking environment outside of work. She suggested looking at the bigger picture and investigating needs that could be addressed by providing a language course that would cover more possibilities and choices as a member of society. What she was pointing out was the need for a NA that went beyond the tasks at the workplace.

According to Wettergren (2005), he researched a second language needs analysis in the workplace: Hispanic immigrant manufacturing workers. The study used qualitative techniques in need analysis (NA) with research methods including, non-participant observation, semi-structured and unstructured interviews, and questionnaires. Participants were the workers, leads or coordinators, supervisors, and staff as part of the factory floor, human resource staff, and the plant manager. Methods and Participants were triangulated to determine credibility of the data. The study concluded with the discovery that Hispanic workers did not depend on English skills to do their jobs due to the target domain and that standard NA were not sufficient enough to give a complete assessment of the target situation and the social factors that influence the relationship between language task, language need and language use. Communication occurred in Spanish, with a few instances where English was used with more proficient workers or the leads and involved process-related information and social talk. The results of this study call for a more critical perspective on NA to allow for the inclusion of a wider range of people's voices as well as factors that stretch beyond the workplace.

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In another study by Hunter (2007), his study aimed to capture participants' hindsight and reflections on their own employment experiences, as managers or employees. The study comprised the interview phase of a two-part project and an observational case study of immigrant professionals in the workplace. The two groups of interview participants consisted of managers in ten successful New Zealand companies that employed EAL professional immigrants, and seventeen tertiary-educated EAL immigrants and refugees. All the interviews took place in the Auckland area. The study found that the employers, on the one hand, considered interaction at work to be essential to smooth functioning of the workplace and to the establishment and maintenance of workplace relationships. They saw communication as vital to the smooth functioning of the workplace. On the other hand, employees believed that confidence, as well as hard work, played an important part in their success. The employees were confident of their ability to perform their jobs. They believed that their language abilities improved with interaction and experience on the job. While resourceful about overcoming communication breakdowns, they had not developed strategies for improving the language development. They were aware of comprehension difficulties in tasks involving interpersonal communication but they were less aware of the complexity and need for appropriateness in accomplishing these tasks well.

Later in the research by Global English (2010), it surveyed its subscribers around the world to get their perspectives on the globalization of English, trends in business communication, and the needs of global enterprises. There were more than 26,000 subscribers from 152 countries participating in the study. The finding of the study showed that the flattening of global business increasingly mandated English competency as a crucial skill for workplaces. Ninety-two percent of global employees said English is required or important for their job at all levels of organization all over the world. Eighty-four percent of them responded that they need of English for every week in their job. The study also revealed a growing number of global workers, both employers and employees must communicate in English – both within and outside their company – on a regular basis. Sixty percent reacted that they communicated with co-workers in English; 55% used English with their managers and executives. Moreover, 40% of subscribers reported that they used English with customers and 31% with suppliers.

In a study conducted by Isarji, et. al. (2013), Communication skills in English was identified as essential workplace tools for success in business and have been correlated with career success and increased in financial rewards. The study presented the finding of a study to investigate the importance of English competency for employment and employers' needs for English competency certification test.

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Data for the study were gathered from 295 companies representing 14 industry sectors using a 14-item survey questionnaire, focus group discussion and semi-structured interviews. The finding of the study indicated that English was the most important language for employment and English competency was assessed in the recruitment process by all industry sectors.

Several previous studies have been investigated the effects of English accents on the listeners' listening comprehension ability. Firstly, Smith and Bisazza (1982) found that Japanese subjects gained higher scores when listening to Japanese accent more than American accent. Similarly, Flowerdrew (1994) found that local English accent of Twi and Ewe in Ghana to be more advantageous to English listening comprehension than British and American English. Schmidt-Rinehart (1994) supported in the same way that familiarity was important with students' listening comprehension ability. Additionally, Major and Fitzmaurice (2002) found that native speakers of Spanish gained higher scores when listening to Spanish accent of English. These studies supported that listeners could comprehend better when listening to their local accents which were the speech sounds that they were familiar with.

According to the study of Thomson (2009), he researched The Survival Guide for Teaching in Thailand. He clarified that Thai students have high degree of accuracy in certain written exercise such as filling in the blank with the correct pronoun, article or verb tense, but in contrast, students rarely wrote sentences or formed a paragraph. Students were obstructed by factors such as language transfer, language interference, the modality of the target language production, and the instability of the learner's linguistic system.

The foreign literatures accumulated above were investigated in terms of the quality level of the test and the workplaces' need for employees' English competency. In this study, hence, an English proficiency test was primarily concerned. The additional workplaces' needs were surveyed in order to investigate whether the test covered the contents used in English for careers.

## CHAPTER 3

# RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this study. It consists of four sections. Section 3.1 presents participants. Section 3.2 describes research instruments. Section 3.3 explains procedures. Section 3.4 involves data analysis.

### 3.1 Participants

The participants of the study were divided into two groups as follows:

#### 3.1.1 The Pilot Group

The pilot group included two groups each of which consisted of 30 Automotive Specification certificate graduates studying in their first year diploma level in Automotive Specification of the academic year 2012 at Nakhonsawan Technical College.

#### 3.1.2 The Subjects

The subjects were 87 third-year Automotive Specification certificate students chosen by purposive sampling from those of 11 industrial fields. They were studying at Nakhonsawan Technical College in the last semester of the three-year certificate level of the academic year 2012.

### 3.2 Research Instruments

Research instruments of this study were the English proficiency test, the evaluation forms, and the questionnaire. They are described as follows:

#### 3.2.1 The English Proficiency Test

The six core English courses of Industrial Trades Certificate Curriculum were used as a guideline for designing the English proficiency test. Four English for daily life courses focused on listening and language use and usage and two English for careers courses focused on reading and writing skills. Hence, the proficiency test was designed to test these skills. The contents of listening, and language use and usage were related to English for daily life. In reading and writing, the contents were about English for careers.

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This four-multiple-choice test consisted of four parts, namely listening, language use and usage, reading, and writing. It was constructed in accordance with the objectives of each part. Each part of the test contained 25 items, with a total of 100 items. Also, the 100 additional test items were constructed to ensure that after the validating process, the total number of the quality test items was 100 and covered the objectives. After the validating process, the test items were revised and divided into two sets: Set A and Set B with 100 test items each. Both sets were tried out with two groups of 30 first-year Automotive Specification diploma students. Those two test sets were analyzed for the test's reliability, difficulty levels, and discrimination levels by a statistical computer program.

### 3.2.2 The Evaluation Forms

There were two evaluation forms used in this study: an Index of the Item – Objective Congruence (IOC), and an evaluation form of the quality level of the test.

3.2.2.1 The Index of the Item – Objective Congruence (IOC) was employed by three experts in the field of English teaching to evaluate the congruence between the test items and the objectives.

3.2.2.2 A questionnaire with five-point Likert scale was designed to find out the quality level of the test. It was used by the same three experts who evaluated the IOC to assess authenticity, interactiveness, and practicality for all four parts of the test.

### 3.2.3 The Questionnaire

The workplaces' needs were explored through 30 employers in the field of the Automotive Industry. A questionnaire was designed with the five-point Likert scale and used to investigate whether the contents of the test were related to the workplace needs.

## 3.3 Procedures

The procedures show how the study was conducted. They are described in accordance with the objectives of the study as follows:

3.3.1 The procedures in accordance with the first objective of the study

3.3.1.1 The Industrial Trades Curriculum for the Vocational Certificate Education and the six core English courses for Industrial Trades at Nakhonsawan Technical College were explored for the test contents.

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3.3.1.2 The test blueprint was constructed to determine the proportion of test items in accordance with the objectives of each item. The test blueprint of the study was shown in Appendix A.

3.3.1.3 The English proficiency test for Industrial Trades Certificate students at Nakhonsawan Technical College was designed following the test blueprint.

3.3.1.4 The validity of the proficiency test, with the Index of the Item – Objective Congruence (IOC) used to evaluate the congruence between the test items and the objectives, was evaluated by three experts in the field of English teaching. The criteria of IOC were shown in 3.4.1. The IOC is shown in Appendix B.

3.3.1.5 The evaluation form of the quality level of the test was used to evaluate by the experts in 3.3.1.4. The criteria for the interpretation of the average mean scores were presented in 3.4.2. The evaluation form of the quality level of the test was shown in Appendix C.

3.3.1.6 The questionnaire was used to ask 30 employers in the field of Automotive industry whether the test's contents were related to the workplaces' needs. The questionnaire is shown in Appendix D.

3.3.1.7 After the validating process, the test's contents were revised in accordance with the suggestion of the experts and the advisor.

3.3.2 The procedures in accordance with the second objective of the study

3.3.2.1 The revised test was tried out with the pilot group.

3.3.2.2 Data analysis was conducted to find out the quality of the test in terms of the test reliability, difficulty levels, and discrimination levels.

3.3.2.3 After the data analysis, the 100 quality test items were chosen to assess the English proficiency of the subjects, as stated in 3.1.2. The subjects' test scores showed how proficient the subjects' English ability was.

### 3.4 Data Analysis

The statistical analyses were carried out in the study as follows:

#### 3.4.1 The Test's Validity

Harrison (1983) claimed that the test's validity is the extent to which the test measures what it is intended to measure. Hence, the Index of the Item – Objective Congruence (IOC) will be used to evaluate the congruence between the test items and the objectives. The formula is as follows:

$$IOC = \sum R/N$$

where IOC = The Index of the Item Objective Congruence

$\sum R$  = Sum of total scores of experts

N = Total number of experts

The criteria of the Index of the Item Objective Congruence (IOC) is as follows:

+ 1 means the question is congruent with the objectives

0 means the question is uncertain to be congruent with the objectives

- 1 means the question is not congruent with the objectives

The questions that obtain the IOC between 0.5 – 1.0 will be deemed acceptable.

### 3.4.2 The Criteria of Average Mean Scores

Likert (1970) stated that the evaluation form refer to a measure of the experts' opinions on the quality level of the test. the formula is as follows:

$$\bar{X} = \frac{\sum X}{N}$$

where  $\bar{X}$  = Arithmetic mean

$\sum X$  = Sum of scores

N = Number of scores

According to Nasser (2014), the criteria of the average mean scores are presented as follows:

4.21 - 5.00 means the highest

3.41 - 4.20 means high

2.61 - 3.40 means moderate

1.81 - 2.60 means low

1.00 - 1.80 means the lowest

### 3.4.3 The Test's Reliability

To evaluate the test's reliability, the KR - 20 (Kuder Richardson) was used in the study. The test's reliability shows accurate measures of the test takers' proficiency whenever the test is used, with different students and/or different test takers (Genesee and Upshur, 1998). The KR - 20 values between 0 – 1. The closer the value is to the whole number 1.00, the greater the test's reliability. Conversely, when the KR -20 gets close to 0.00, the test has low consistency. The formula for the reliability in this study is shown as follows:

$$KR\ 20\ r_t = (k / (k - 1)) * (1 - (\sum pq/s^2))$$

where	$r_t$	=	The reliability of the test
	$k$	=	The number of the test items
	$p$	=	The ratio of correct answers
	$q$	=	The ratio of wrong answers
	$s^2$	=	The variance of total scores

The criteria of the test's reliability at 0.60 and over are acceptable.

#### 3.4.4 The Difficulty Level (p)

The difficulty level is the proportion between numbers of students who got correct answer and those of students who did the test (Bailey, 1998). The test's difficulty values range from 0.20 to 0.80. The formula for the test's difficulty is as follows:

$$p = \frac{R}{N}$$

where	$p$	=	The test's difficulty
	$R$	=	The number of the correct answers
	$N$	=	The number of the test takers

The criteria of the difficulty level are as follows:

> 0.95	means the test is very easy
0.81 – 0.94	means the test is quite easy
0.20 – 0.80	means the test is good
< 0.20	means the test is difficult or very difficult

#### 3.4.5 The Discrimination Level (r)

The test's discrimination is the test's qualification which can discriminate students in high level group, moderate, or low group (Oller, 1979). In other words, students with high proficiency have higher scores within a correct sequence of individual proficiency level. If any test can discriminate those test takers like this, it has test's discrimination. The formula of the test's discrimination is as follows:

$$r = \frac{(H-L)}{N_H \text{ or } N_L}$$

where	r	=	The test's discrimination
	H	=	The number of the correct answers of the high scores test takers
	L	=	The number of the correct answers of the low scores test takers
	N <sub>H</sub>	=	The number of the high scores test takers
	N <sub>L</sub>	=	The number of the low scores test takers

The test's discrimination values range from + 1 to -1 and can be interpreted as follows:

0.40	means a perfect discrimination between high scorers and low scorers
0.30 – 0.39	means good discrimination
0.20 – 0.29	means acceptable discrimination
< 0.20	means low discrimination
≤ 0	means no discrimination, or no variance whatsoever

#### 3.4.6 The Criteria for Judging the Test Items

After the statistical analysis, the 200 test items were judged to be of good quality, deleted or revised. Criteria for judging the test items to be of good or low quality are shown below.

3.4.6.1 The test items with discrimination levels (r) below zero were deleted.

3.4.6.2 In the case that r-value ranged from 0.20 to 0.29 and difficulty levels (p) ranged between 0.2 and 0.7, the test items were judged to be of good quality.

3.4.6.3 In the case that r-value was lower than 0.2 but not lower than or equal to zero and the p-value ranged between 0.2 and 0.8, the test items were revised.

3.4.6.4 In addition to the criteria (3.4.6.3), when p-value was higher than 0.8, the test items were deleted.

3.4.6.5 In the case that r-value ranged from 0.2 to 0.29, but p-value was higher than 0.8 (0.81-0.875), the test items were revised because of quite easy test items but acceptable discrimination.

3.4.6.6 In addition to the criteria (3.4.6.5), when p-value was higher than 0.9, the test items were deleted.

### 3.4.7 The Criteria for Judging the Subjects' Test Scores

The University of Groningen (2014) classified various grading systems used around the world. It also showed the grading system used in Thailand. In this study, the grading system was used for judging the subjects' test scores after the subjects were assessed by the 100 quality test items. Thus, the criteria for judging the subjects' test scores is shown in Table 3.1.

**Table 3.1** The Criteria for Judging the Subjects' Test Scores

Meaning	Range of percentages
Excellent	More than 80
Very good	75 – 79
Good	70 – 74
Fairly good	65 – 69
Fair	60 – 64
Poor	55 – 59
Very poor	50 – 54
Fail	0 - 49

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## Chapter 4

# RESULTS

The purpose of the study was to design an English proficiency test for Industrial Trades Certificate students at Nakhonsawan Technical College. The objectives of the study were 1) to design the English proficiency test for Industrial Trades Certificate students and 2) to assess the Automotive Specification Certificate students' English proficiency at Nakhonsawan Technical College. Hence, the results in accordance with the two objectives are presented as follows:

### 4.1 The Result of the Study in Accordance with the First Objective

This part of result presents statistical results found in relation to the first objective. It consists of five sections. Section 4.1.1 presents the Index of the Item-Objective Congruence (IOC). The quality level of the test is described in Section 4.1.2. In Section 4.1.3, the workplaces' needs are provided. Section 4.1.4 involves the statistical results of overall test items. Section 4.1.5 includes the comparison of IOC, difficulty levels, and discrimination levels.

#### 4.1.1 The Index of the Item-Objective Congruence (IOC)

The Index of the Item-Objective Congruence (IOC) was calculated in order to evaluate the congruence between the questions and the objectives. The test items obtaining the IOC between 0.5 – 1.0 were acceptable while the test items containing the IOC lower than 0.5 must be revised. The Index of the Item-Objective Congruence (IOC) of 200 test items is shown in Appendix E. The numbers of the test items of each IOC level are shown in Table 4.1.

Table 4.1 The Numbers of the Test Items of Each IOC Level

The Index of the Item-Objective Congruence (IOC)	The numbers of the test items				Total
	Listening (50)	Language Use and Usage (50)	Reading (50)	Writing (50)	
0.33	1	12	13	6	32
0.00	-	2	10	-	12
-0.33	-	1	1	-	2
0.5 -1.0	49	35	26	44	154

Table 4.1 illustrates the numbers of the test items of each IOC level. The results show that the IOC of 0.33 was found in 32, 0.00 in 12, and -0.33 in 2 test items. The acceptable IOC between 0.5-1.00 was found in 154 test items. The IOC of 0.33 was

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found in Part 1: Listening for 1 test item, Part 2: Language Use and Usage for 12 test items, Part 3: Reading for 13 test items, and Part 4: Writing for 6 test items. The IOC of 0.00 was found in Part 2: Language Use and Usage for 2 test items and Part 3: Reading for 10 test items. The IOC of -0.33 was found in Part 2: Language Use and Usage and Part 3: Reading for 1 test item. Thus the test items containing the IOC between 0.33 to -0.33 were revised in accordance with the suggestion of the experts and the thesis advisor. The IOC of 200 test items is shown in Appendix E.

In Part 4: Writing, only 6 test items contained unacceptable IOC. However, all 20 test items were revised because they tested vocabulary knowledge, as commented by one expert.

#### 4.1.2 The Quality Level of the Test

According to Bachman and Palmer (1996), a good language test must contain the following quality level of the test: validity, reliability, authenticity, interactivenss, impact, and practicality. The results of the quality level of the test are shown in Table 4.2

Table 4.2 Results of the Quality Level of the Test

Quality level of the test	Part 1 Listening		Part 2 Language Use and Usage		Part 3 Reading		Part 4 Writing		All four parts	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Authenticity	3.00	0.94	3.33	0.94	4.33	0.00	4.33	0.00	3.75	0.81
Interactivenss	3.67	0.47	3.67	0.38	3.75	0.32	3.42	0.42	3.63	0.38
Practicality	3.00	0.00	-	-	3.33	1.53	-	-	3.87	0.30
Time allocation of all four parts	-	-	-	-	-	-	-	-	4.00	0.00

Table 4.2 shows the result of the quality level of the test. The criteria of average mean score from 3.40 – 4.20 means the high quality level of the test. The three quality levels of the test, namely authenticity, interactivenss, and practicality were at a high level with the average mean ( $\bar{X}$ ) of 3.75 (S.D. = 0.81), 3.63 (S.D. = 0.38), and 3.87 (S.D. = 0.30), respectively. The authenticity of Part 1 Listening and Part 2 Language Use and Usage was at the moderate level with the average mean of 3.00 (S.D. = 0.94) and 3.33 (S.D.=0.94), respectively. In addition, the authenticity of the test of Part 3 Reading and Part 4 Writing was at very high level ( $\bar{X}$  = 4.33). As the quality

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of practicality evaluated the media used in the test such as the audio script and pictures, the practicality of Part 1 Listening and Part 3 Reading was at moderate level with the average mean ( $\bar{X}$ ) of 3.00 (S.D. = 0.00), and 3.33 (S.D. = 1.53), respectively.

#### 4.1.3 The Workplaces' Needs

The questionnaire was conducted to ask 30 employers in the field of Automotive industry whether the test's contents related to the workplaces' needs. The results are shown follows:

Table 4.3 The Results of the Workplaces' Needs on the Contents Taught to the Certificate Automotive Students

No.	Content	$\bar{X}$	S.D.	Requirement Level
1	Introducing oneself and others	4.57	0.50	Highest
2	Names of tool and device	4.57	0.63	Highest
3	Work processes	4.50	0.73	Highest
4	Welcoming	4.50	0.57	Highest
5	Tools' description	4.47	0.78	Highest
6	Shape	4.43	0.77	Highest
7	Giving help	4.37	0.56	Highest
8	Describing things	4.37	0.81	Highest
9	Describing places	4.37	0.76	Highest
10	Size	4.37	0.81	Highest
11	Proportion	4.37	0.76	Highest
12	Warning signs	4.37	1.07	Highest
13	Job work order	4.37	0.85	Highest
14	Date	4.30	0.70	Highest
15	Accepting and denying	4.30	0.75	Highest
16	Factorial signs and symbols	4.30	0.92	Highest
17	Work manuals	4.30	0.92	Highest
18	Work forms	4.24	0.83	Highest
19	Asking for and giving information	4.23	0.77	Highest
20	Time	4.23	0.68	Highest
21	Workshop safety	4.23	1.07	Highest

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Table 4.3 (Continued)

No.	Content	$\bar{X}$	S.D.	Requirement Level
22	Workplace announcements	4.23	0.82	Highest
23	Describing people	4.13	0.82	High
24	Giving directions	4.13	0.68	High
25	Telephoning	4.10	0.88	High
26	Job reports	4.07	0.83	High
27	Job position, department, and division	4.07	0.78	High
28	Health	3.97	0.85	High
29	Family	3.93	0.98	High
30	Brochures	3.93	0.83	High
31	Leaflets or questionnaires	3.93	0.83	High
32	Making polite interruption	3.90	1.06	High
33	Reading news	3.83	0.91	High
	<b>Overall Average</b>	<b>4.25</b>	<b>0.14</b>	<b>Highest</b>

Table 4.3 presents the workplaces' needs on the contents taught for the certificate automotive students. The overall average mean ( $\bar{X}$ ) of 4.25 with the standard deviation (S.D.) of 0.14 shows that the test's contents provided what was needed by the workplaces at the highest level. Ten topics (Family, Making Polite Interruption, Describing People, Health, Giving Directions, Reading News, Job Reports, Job Position, Department, and Division, Brochures, Leaflets or Questionnaires, and Telephoning) are rated at a high level with average means ( $\bar{X}$ ) ranging from 3.83 to 4.13.

#### 4.1.4 The Statistical Results of the Overall Test Items

After the validating process, the 200 test items were revised and divided into two sets: Set A and Set B. Both sets were tried out with two groups of 30 first year Automotive Specification diploma students. The statistical results of the overall test items are shown in Table 4.4.

Table 4.4 The Statistical Results of the Overall Test Items

Set of Test	Numbers of the pilot group	Mean	Median	S.D.	Max	Min	p (Difficulty)	r (Discrimination)	KR-20 (Reliability)
Set A	30	50.267	52.00	5.537	59.000	40.000	0.496	0.137	0.492
Set B	30	53.967	53.00	7.045	67.000	39.000	0.539	0.173	0.664

Table 4.4 indicates that the difficulty level ( $p$ ) of those two sets are moderate ( $p \approx 0.49 - 0.53$ ) as acceptable  $p$ -value is from 0.2 to 0.8. The discrimination levels ( $r$ ) of the two test sets are lower than the acceptable  $r$ -value of 0.2. The discrimination of Set B test ( $r = 0.173$ ) is slightly higher than Set A ( $r = 0.137$ ). They indicated that both tests could not discriminate the students. It can be stated that both tests could not discriminate the students. However, only Set B has an acceptable range of the reliability (KR-20) at 0.664.

#### 4.1.5 The Comparison of the IOC, Difficulty levels, and the Discrimination levels

According to the criteria for judging the test items mentioned in Chapter 3 (3.4.6), the comparison of the 3 assessment instruments: IOC, the difficulty levels and the discrimination levels, is shown in Table 4.5.

Table 4.5 The Comparison of the IOC, the Difficulty Levels and the Discrimination Levels

Part	Item	Set A						Set B					
		IOC	p	r	Good	Revised	Deleted	IOC	p	r	Good	Revised	Deleted
Part1: Listening	1	1.00	0.250	-0.500			✓	1.00	0.813	0.375	✓		
	2	0.67	0.500	0.500	✓			1.00	0.313	-0.625			✓
	3	1.00	0.000	0.000			✓	0.67	0.125	-0.250			✓
	4	0.67	0.688	0.625	✓			0.67	0.125	-0.250			✓
	5	0.67	0.500	-0.250			✓	1.00	0.875	0.250		✓	
	6	0.67	0.875	0.250		✓		1.00	0.125	-0.250			✓

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Table 4.5 (Continued)

Part	Item	Set A						Set B						
		IOC	p	r	Good	Revised	Deleted	IOC	p	r	Good	Revised	Deleted	
Part 1: Listening	7	1.00	0.750	0.250	✓			1.00	0.125	-0.250			✓	
	8	1.00	0.750	0.500	✓			1.00	0.250	-0.250			✓	
	9	0.67	0.750	0.500	✓			0.67	0.750	0.250	✓			
	10	0.67	0.750	0.500	✓			0.33	0.250	0.000			✓	
	11	1.00	0.938	0.125			✓	1.00	0.813	0.375		✓		
	12	1.00	0.375	-0.250			✓	1.00	0.250	-0.250			✓	
	13	1.00	0.000	0.000			✓	0.67	0.688	0.375	✓			
	14	1.00	0.750	0.250	✓			1.00	0.688	0.125		✓		
	15	1.00	0.500	0.500	✓			0.67	0.750	0.500	✓			
	16	1.00	0.563	0.125		✓		0.67	0.813	0.375		✓		
	17	1.00	1.000	0.000			✓	0.67	0.813	0.375		✓		
	18	1.00	0.438	-0.375			✓	1.00	0.750	0.000			✓	
	19	1.00	0.563	0.375	✓			1.00	0.313	-0.375			✓	
	20	1.00	0.625	0.500	✓			1.00	0.500	0.250	✓			
	21	0.67	0.938	-0.125			✓	1.00	0.188	0.125			✓	
	22	1.00	0.188	0.125			✓	1.00	0.750	0.500	✓			
	23	1.00	0.250	0.000			✓	1.00	0.875	0.250		✓		
	24	1.00	0.000	0.000			✓	1.00	0.813	0.125			✓	
	25	0.67	0.250	0.000			✓	0.67	0.250	0.000			✓	
	Part 2: Language Use and Usage	26	0.67	0.063	0.125			✓	1.00	0.188	-0.125			✓
		27	1.00	0.125	0.000			✓	0.67	0.438	0.625	✓		
		28	1.00	0.875	0.000			✓	0.33	0.188	-0.375			✓
		29	0.33	0.000	0.000			✓	0.33	0.750	0.500	✓		
		30	1.00	0.250	-0.250			✓	1.00	0.845	0.250		✓	
		31	1.00	0.813	0.125			✓	1.00	0.750	0.250	✓		
32		1.00	0.875	0.000			✓	0.67	0.938	0.125			✓	

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Table 4.5 (Continued)

Part	Item	Set A						Set B					
		IOC	p	r	Good	Revised	Deleted	IOC	p	r	Good	Revised	Deleted
Part 2: Language Use and Usage	33	1.00	0.125	0.000			✓	1.00	0.063	-0.125			✓
	34	1.00	0.875	0.000			✓	0.33	0.313	-0.375			✓
	35	1.00	0.813	0.375		✓		0.67	0.750	0.500	✓		
	36	0.33	0.000	0.000			✓	1.00	0.875	0.250		✓	
	37	1.00	0.875	0.250		✓		1.00	0.188	0.125			✓
	38	1.00	0.688	-0.125			✓	1.00	0.125	-0.250			✓
	39	1.00	0.875	0.000			✓	0.33	0.125	0.000			✓
	40	1.00	0.750	0.250	✓			1.00	0.938	0.125			✓
	41	1.00	0.063	0.125			✓	0.33	0.813	0.375		✓	
	42	1.00	0.063	-0.125			✓	0.33	0.125	-0.250			✓
	43	0.33	0.188	0.125			✓	0.33	0.438	0.625	✓		
	44	0.33	0.313	0.125		✓		0.00	0.813	0.125			✓
	45	-0.33	0.188	-0.375			✓	0.67	0.313	0.375	✓		
	46	1.00	0.500	0.000			✓	0.33	0.438	0.375	✓		
	47	1.00	0.125	0.000			✓	1.00	0.563	0.375	✓		
	48	1.00	0.688	0.125		✓		1.00	0.188	0.375		✓	
	49	1.00	0.125	0.000			✓	1.00	0.313	-0.125			✓
	50	1.00	0.313	0.375	✓			0.00	0.188	-0.125			✓
Part 3: Reading	51	1.00	0.188	-0.125			✓	1.00	0.813	0.125			✓
	52	0.33	0.750	0.500	✓			1.00	0.563	0.625	✓		
	53	0.33	0.250	0.250	✓			0.00	0.563	0.875	✓		
	54	0.00	0.875	0.250		✓		0.33	0.688	0.375	✓		
	55	1.00	0.625	0.500	✓			1.00	0.625	0.500	✓		
	56	1.00	0.063	-0.125			✓	1.00	0.313	-0.125			✓
	57	1.00	0.750	0.500	✓			0.00	0.813	0.125			✓

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Table 4.5 (Continued)

Part	Item	Set A						Set B					
		IOC	p	r	Good	Revised	Deleted	IOC	p	r	Good	Revised	Deleted
Part 3: Reading	58	1.00	0.688	0.375	✓			0.33	0.750	0.500	✓		
	59	-0.33	0.875	0.250		✓		0.00	0.000	0.000			✓
	60	0.00	0.875	0.250		✓		0.00	0.688	0.625	✓		
	61	0.33	0.250	0.000			✓	0.33	0.438	0.375	✓		
	62	0.33	0.625	0.750	✓			0.33	0.688	0.375	✓		
	63	0.33	0.688	0.625	✓			0.33	0.625	0.250	✓		
	64	0.33	0.500	0.500	✓			0.33	0.625	0.750	✓		
	65	1.00	0.063	0.125			✓	1.00	0.500	0.500	✓		
	66	1.00	0.625	0.750	✓			1.00	0.625	0.500	✓		
	67	1.00	0.750	0.500	✓			1.00	0.750	0.500	✓		
	68	1.00	0.000	0.000			✓	0.67	0.625	0.750	✓		
	69	0.33	0.750	0.250	✓			0.67	0.375	-0.500			✓
	70	1.00	0.813	0.125			✓	1.00	0.500	0.750	✓		
	71	1.00	0.688	0.625	✓			1.00	0.500	0.250	✓		
	72	1.00	0.750	0.500	✓			1.00	0.688	0.125		✓	
73	1.00	0.438	0.375	✓			1.00	0.625	0.250	✓			
74	0.00	0.375	0.000			✓	0.00	0.688	0.375	✓			
75	0.00	0.750	0.250	✓			0.00	0.313	0.375	✓			
Part 4: Writing	76	0.33	0.750	0.250	✓			0.67	0.875	0.000			✓
	77	0.67	0.313	-0.375			✓	0.67	0.875	0.250		✓	
	78	0.33	0.813	0.125			✓	0.67	0.813	0.375		✓	
	79	0.67	0.000	0.000			✓	0.67	0.063	0.125			✓
	80	0.67	0.125	0.000			✓	0.67	0.313	-0.375			✓
	81	1.00	0.125	0.000			✓	0.33	0.063	-0.125			✓
	82	1.00	0.063	0.125			✓	0.33	0.750	0.500	✓		

เอกสารนี้เป็นเอกสารสงวนลิขสิทธิ์ของสำนักงานส่งเสริมการค้าในต่างประเทศ ณ นครเชียงใหม่ สำนักงานส่งเสริมการค้าในต่างประเทศ

ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Table 4.5 (Continued)

Part	Item	Set A						Set B					
		IOC	p	r	Good	Revised	Deleted	IOC	p	r	Good	Revised	Deleted
Part 4: Writing	83	0.67	0.875	0.000			✓	0.67	0.625	0.750	✓		
	84	0.67	0.063	0.125			✓	0.33	0.250	0.000			✓
	85	0.67	0.188	-0.125			✓	0.33	0.875	0.250		✓	
	86	1.00	0.938	0.125			✓	1.00	1.000	0.000			✓
	87	1.00	0.188	-0.125			✓	1.00	0.938	0.125			✓
	88	1.00	0.938	0.125			✓	1.00	0.813	0.375		✓	
	89	1.00	1.000	0.000			✓	1.00	0.938	0.125			✓
	90	0.67	0.875	0.250		✓		1.00	1.000	0.000			✓
	91	1.00	0.938	0.125			✓	1.00	0.188	-0.125			✓
	92	1.00	0.125	0.000			✓	1.00	0.063	-0.125			✓
	93	1.00	0.063	-0.125			✓	1.00	0.875	0.000			✓
	94	1.00	0.938	0.125			✓	1.00	0.875	0.250		✓	
	95	1.00	0.125	-0.250			✓	1.00	0.750	0.250	✓		
	96	1.00	0.688	0.125		✓		1.00	0.313	0.125		✓	
	97	1.00	0.313	-0.125			✓	0.67	0.500	-0.250			✓
	98	1.00	0.250	0.000			✓	1.00	0.313	0.375	✓		
	99	1.00	0.625	0.500	✓			1.00	0.250	-0.250			✓
	100	1.00	0.563	0.375	✓			1.00	0.563	0.375	✓		

Table 4.5 shows that p and/or r values are not consistent with the IOC values in 109 test items (59 test items of Set A and 50 items of Set B). That is, while the IOC values are higher than 0.5, which are judged to be of good validity, p and/or r values are not in the acceptable levels. Moreover, there are 27 test items (12 test items of Set A and 15 items of Set B) containing the IOC values lower than 0.5, but p and/or r values are at acceptable levels. There are 64 test items of which the IOC values are consistent with the p and r values. Forty-five good test items contain the IOC values higher than 0.5 and the acceptable p and r values. Furthermore, there are 19 poor

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test items (8 test items of Set A and 11 items of Set B) with the IOC values lower than 0.5 and unacceptable p and r values.

#### 4.2 The Result of the Study in Accordance with the Second Objective

As the present study aimed to design English proficiency test for Industrial Trades Certificate students, the 100 revised test items of both test sets (43 test items of Set A and 57 items of Set B) were used to assess the 87 Automotive Specification certificate subjects who were studying in Nakhonsawan Technical College in the last semester of the three-year certificate level of the academic year 2012. Their test scores are shown in Appendix F. The overall subjects' test scores are shown in Table 4.6 as follows:

Table 4.6 The Overall Subjects' Test Scores

Part of the test	Top score	Percentage	Lowest score	Percentage	$\bar{X}$	S.D.
Listening (25 marks)	18	72.08	2	8.00	9.56	4.07
Language Use and Usage (25 marks)	16	64.00	2	8.00	8.26	3.46
Reading (25 marks)	16	64.00	2	8.00	8.55	4.03
Writing (25 marks)	12	48.00	1	4.00	7.59	2.24
All 4 parts (100 marks)	60	60.00	17	17.00	34.09	10.91

Table 4.6 illustrates the overall subjects' test scores. The overall subjects' test scores in all four parts are 'fail' at the average mean ( $\bar{X}$ ) of 34.09 (S.D. = 10.91). The top score of all four parts is 60% which means 'fair' while the lowest score is 17% which means 'fail'. For each part of the test, the top score of Part 1: Listening is 'good' with 72.08% while the lowest score is 'fail' with 8.00%. The average mean score is 9.56 with S.D. of 4.07. In Part 2: Language Use and Usage and Part 3: Reading, the top scores and lowest scores are the same at 16 and two, respectively. That is, the top scores of Part 2: Language Use and Usage and Part 3: Reading are fair with 64.00% while the lowest scores of those are 'fail' with 8.00%. The average mean score of Part 2: Language Use and Usage is 8.26 with S.D. of 3.46 while the average mean of Part 3: Reading is 8.55 with S.D. of 4.03. For Part 4: Writing, both top and

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lowest scores are less than 50, at 12 and one, respectively. These scores mean 'fail'. The average mean score is 7.59 with S.D. of 2.24.



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## Chapter 5

# DISCUSSION CONCLUSION AND SUGGESTION

This chapter presents discussion, conclusion, and suggestions for further studies. Section 5.1 explains discussion. Section 5.2 presents conclusion of the study. Section 5.3 describes suggestion for further Studies.

### 5.1 Discussion

In this section, the discussion is divided into 5 topics in accordance with the results as follows:

#### 5.1.1 The 60 Revised Test Items in Accordance with the Experts' Comments

The purpose of the study was to design an English proficiency test for Industrial Trades Certificate students at Nakhonsawan Technical College. According to the results of IOC shown in 4.1.1, the reason why 60 test items were unacceptable are classified into four groups as follows:

5.1.1.1 The distractors were possible answers as found in the test items 20, 68, 89, 92, and 100 as follows.

Item 20: On the recording you hear:

(man): Would you like to join me for cycling on Saturday? The weather forecast said it would be warm all this week.

(woman): That sounds like a good idea. I will prepare some sandwiches for us.

20. What does the woman mean?

(A) She plans on riding and prepares for a picnic.

(B) She plans for exercise at a park.

(C) She prefers having lunch at a park.

(D) She plans for riding around the park.

It can be seen that all distractors were possible answers. Additionally, the verbs used in distractors (A), (B), and (D) were repeated. Hence, the distractors were changed. The revised Item 20 is shown as follows:

**Revised item 20** What does the woman mean?

(A) She plans on riding and prepares for a picnic.

(B) She is interested in a cycling but not a picnic.

(C) She prefers listening to music at the park.

(D) She neither goes cycling nor has a picnic.

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ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Item 68 (man): Are you enjoying a party?

(woman): Yes, I am.

(man): \_\_\_\_\_.

(woman): Not right now, thanks

(A) Are you feeling tired? (C) Is it time for celebration?

(B) Can I get you something to drink? (D) How do you like a party?

The context of item 68 was not complete and all distractors were possible answers. Thus, the context and the distractors were revised as follows:

**Revised item 68** (man): Are you enjoying a party?

(woman): Yes, I am.

(man): \_\_\_\_\_.

(woman): Well, I've just had a Cola. Thanks

(A) Is it time for celebration? (C) Do you want to go home now?

(B) How do you like a party? (D) Can I get you something to drink?

Item 89 (woman): \_\_\_\_\_ . May I help you?

(man): Hello. I'm calling to ask about the book fair on Saturday.

(woman): Yes. You should talk to Ms. Forrest. Her extension is ...

(A) Se-Ed Book Center. (C) Hello.

(B) Hello. This is Se-Ed. (D) Good morning.

Again, all distractors were possible answer in item 89; therefore, they were changed as follows:

**Revised item 89** (woman): \_\_\_\_\_ . May I help you?

(man): Hello. I'm calling to ask about the book fair on Saturday.

(woman): Yes. You should talk to Ms. Forrest. Her extension is ...

(A) Se-Ed Book Center. (C) Please hold the line.

(B) Hello. This is Se-Ed. (D) A minute, please.

Item 92 (man1): Hello. \_\_\_\_\_ Can I speak to Jersey?

(man2): Yes. Just a moment.

(A) How are you doing? (C) Is Jersey available?

(B) Can I help you? (D) This is Ethan.

As you can see from the item 92 that distractor (D) was possible answer, the distractor (D) was revised as shown below.

**Revised item 92** (man1): Hello. \_\_\_\_\_ Can I speak to Jersey?

(man2): Yes. Just a moment.

(A) How are you doing? (C) Is Jersey available?

(B) Can I help you? (D) How's everything?

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Item 100 (woman1): Your new apartment is really nice.

(woman2): \_\_\_\_\_.

- (A) Sure. It's very expensive. (C) Of course. It's a nice place.  
 (B) Thanks. I like it a lot, too. (D) I know you'll like it.

In item 100, all distractors and stem were possible answers. They were revised as follows:

**Revised item 100** (woman1): Your new apartment is really nice.

(woman2): I'm glad you like it. \_\_\_\_\_.

- (A) I'd be happy to. (C) That sounds interesting.  
 (B) I like it a lot, too. (D) Have a nice day. Goodbye.

5.1.1.2 A word clue in the context was another reason why the test items were revised. It was found in the items 57, 85, and 86 as shown below.

Item 57 (man): Tell me about your family, Donna.

(woman): Well, \_\_\_\_\_ - he's younger than me.

- (A) I've got one sister  
 (B) I've got one father  
 (C) I've got one brother  
 (D) I've got one grandfather

In this test item, there is a limitation in creating distractor (A). The word of 'sister' was too obvious because there was the clue word of 'he' in the context. It can be seen that both high and low scorers might not choose this distractor. However, in Thai culture, the word 'Phi' which means 'sister' in English is always used to call a lady who is younger or older than a speaker although they are not relatives. The word 'sister' compare obviously with the word 'aunt'. The test takers obscurely used the word 'aunt' in their daily lives. Hence, the word 'sister' was too obvious but the word 'aunt' was more plausible. The distractor (A) and (B) were revised as follows:

**Revised item 57** (man): Tell me about your family, Donna.

(woman): Well, \_\_\_\_\_ - he's younger than me.

- (A) I've got one uncle (C) I've got one brother  
 (B) I've got one aunt (D) I've got one grandfather

The following two items show that one test item clues the other test items in items 85 and 86.

- Item 85 (man1): Excuse me. \_\_\_\_\_.  
 (man2): Yes, there is. It's on the second floor next to the restaurant.  
 (A) Do you know any good restaurants? (C) **Is there a coffee shop in this hotel?**  
 (B) Where is a business center? (D) How can I get to a health club?

- Item 86 (woman1): Is there a laundry in this building?  
 (woman2): Yes, there is.  
 (woman1): \_\_\_\_\_.  
 (woman2): Take the elevator to the third floor. It's next to the business center.

- (A) **Can you tell me how to get there?** (C) Is it on the third floor?  
 (B) Please give me a minute. (D) How do you like about it?

The context of 'Is there...?' and 'There is ...' in items 86 were the clues for the item 85 which is shown below. Also, the items 85 was itself clue for the correct answer. Hence, the items 85 or 86 were modified as follows:

- Revised item 85** (man1): Excuse me. \_\_\_\_\_.  
 (man2): Yes. It's on the second floor next to the restaurant.  
 (A) How do you like vegetarian food?  
 (B) Have you tried that new restaurant?  
 (C) **Is there a coffee shop in this hotel?**  
 (D) This restaurant is really cool. Shall we have lunch here?

- Revised item 86** (woman1): Is there a laundry in this building?  
 (woman2): Yes, there is.  
 (woman1): \_\_\_\_\_.  
 (woman2): Take the elevator to the third floor. It's next to the business center.

- (A) Is the service good?  
 (B) Please give me a map.  
 (C) Is it on the third floor?  
 (D) **Can you tell me how to get there?**

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 ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

5.1.1.3 Unacceptable test items was insensible question as found in item 136.

**Questions 135 - 140**

SUBARU MOTOR

Personnel Day Policy

Every employee is entitled to four paid personal days a year. When you can't come to work, you MUST:

- Call or speak to your manager one day BEFORE the personal day. For example: If you need to take a personal day on Wednesday, you have to tell your manager on Tuesday.
- Tell your manager the date you can return to work.
- Fill out a personal form when you return to work at the Personnel department

Item 136 Whose is this announcement?

- |                    |                           |
|--------------------|---------------------------|
| (A) Subaru Motor.  | (C) NSN Technical College |
| (B) Decha Hospital | (D) Suksan Company        |

It can be seen that the question is not sensible and the stem is too obvious.

Thus, the question and the stem were modified as follows.

Revised item 136 Whose is this announcement?

- |                               |                                 |
|-------------------------------|---------------------------------|
| (A) The Personnel department. | (C) The financial department.   |
| (B) The marketing department. | (D) The maintenance department. |

5.1.1.4 Mismatching between tested skills and questions are found the most in 51 items. The mismatching between tested skills and questions are found in Part 2: Language Used and Usage (items 56, 58, 70, 78, 82, 84, 87, and 88), Part 3: Reading (items 102, 105, 106, 107, 108, 115, 116, 117 – 128, and 147-150), and Part 4: Writing (items 151 – 170) as follows.

For Part 2: Language Use and Usage, items 56 and 58 were in the same test objective which tested the ability of describing family as shown below.

Objective 3: Students will be able to describe the family relationship (items 55-58)

Item 56 (woman): This is my father with my uncle and aunt and two cousins.

(man): \_\_\_\_\_?

(woman): The one on the left.

(man): Oh, yes.

- (A) Which one is your father?  
 (B) Is your father older than your aunt?  
 (C) Is your father in the picture?  
 (D) Is your father a brother of your uncle or aunt?

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 ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Item 58 (woman): \_\_\_\_\_.

(man): Just one – my sister, Anna.

(woman): Is she older than you?

(man): Yes, she is.

(A) Do you live in a big family? (C) Do you have any brothers or sisters?

(B) Tell me about your family. (D) What does your sister do?

Items 56 and 58 tested the ability to make questions about family relationship. Then, the test contexts were revised in accordance with the objective. The items 56 and 58 were revised as follows:

**Revised item 56** (woman): This is my father with his sibling.

(man): Who is older?

(woman): My grandmother has two sons.

\_\_\_\_\_ is two years older than my father.

(man): Oh, yes.

(A) My uncle

(C) My aunt

(B) My nephew

(D) My mother

**Revised item 58** (woman): Do you have any brothers or sisters?

(man): Just one - \_\_\_\_\_, Anna

(woman): Is she older than you?

(man): Yes, she is.

(A) niece

(C) sister

(B) cousin

(D) brother

Item 70 of objective 8: Students will be able to accept and decline an invitation.

Item 70 (man): Do you have any plans for Sunday?

\_\_\_\_\_.

(woman): I'd love to. I like that.

(A) Would you like to go?

(B) Would you like to try it?

(C) Why don't we have a picnic?

(D) Why do you stay home?

The item 70, the question was not congruent with the objective which tested the ability of accepting and declining an invitation but making an invitation. The context was modified in accordance with the objective as follows:

**Revised item 70** (man): Do you have any plans for Sunday?

Why don't we have a picnic?

(woman): \_\_\_\_\_ . I like that.

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- (A) I'm fine. (C) I'd love to  
 (B) I'm sorry (D) I have to finish the report.

Item 78 of objective 11: Students will be able to describe someone's personality.

**Item 78** (man1): Have you met Mr. Williams, our new English teacher?

(man2): No, not yet. \_\_\_\_\_.

(man1): He's very easy going, and he's really smart too.

- (A) What does he like? (C) What does he do?  
 (B) What is he doing? (D) **What is he like?**

Over again, the question of the item 78 was not congruent with the objective. It tested the ability of making a question of someone's personality instead of the ability of describing someone's personality. Therefore, the context was improved as follows:

**Revised item 78** (man1): Have you met Mr. Williams, our new English teacher?

(man2): No, not yet. What is he like?

(man1): \_\_\_\_\_.

- (A) He likes telling joke.  
 (B) He likes teaching English.  
 (C) **He's very easy going, and he's really smart too.**  
 (D) He graduated in Engineering from Thammasart University.

Item 82 of objective 13: Students will be able to describe places.

**Item 82** (woman1): I heard that you've ever been in Singapore. \_\_\_\_\_.

(woman): Oh, sure. I love it there. It's very clean and convenient to get around.

- (A) How long have you been there?  
 (B) **How do you like about it?**  
 (C) What is it about?  
 (D) What is your favorite?

Similarly, the question of item 82 was not congruent with the objective which tested the ability of describing places. Conversely, it tested the ability of making a question about places. Thus, the context was revised in accordance with the objective as follows:

**Revised item 82** (woman1): I heard that you've ever been in Singapore.

How do you like about it?

(woman): \_\_\_\_\_.

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- (A) I dislike its environment.
- (B) I'll go back there sooner or later.
- (C) I have no plan to find a vacancy and work there.
- (D) **It's very clean and convenient to get around.**

Item 84 of objective 14: Students will be able to describe someone's health.

Item 84 (man): \_\_\_\_\_.

(woman): Terrible. I think I'm going to have this tooth pulled.  
It's much worse today.

- (A) How do you like a new clinic?
- (B) **How's your toothache today?**
- (C) How often do you see a dentist?
- (D) Do you brush your teeth every day?

For the item 84, the question was not congruent with the objective which tested the ability of describing someone's health. On the contrary, it tested the ability of making a question about describing someone. The experts recommended that the context should be improved in accordance with the objective. The revised item 84 is shown as follows:

**Revised item 84** (man): How's your toothache today?.

(woman): \_\_\_\_\_.  
I think I'm going to have this tooth pulled.

- (A) I fell better than yesterday.
- (B) **Terrible. It's much worse today.**
- (C) Good. I'm very well now.
- (D) I'd like some cake and coffee.

Items 87 and 88 of objective 16: Students will be able to give directions outside a building.

Item 87 (woman): I'm looking for the post office. \_\_\_\_\_.

(man): Yes, it's quite near here. You just go left here in Fist Street to King Street and you'll see it on the next corner of King Street and Second Street.

- (A) Do I need to call a police?
- (B) **Is there one near here?**
- (C) Could you fill in this form, please?
- (D) Is it a big building on the left?

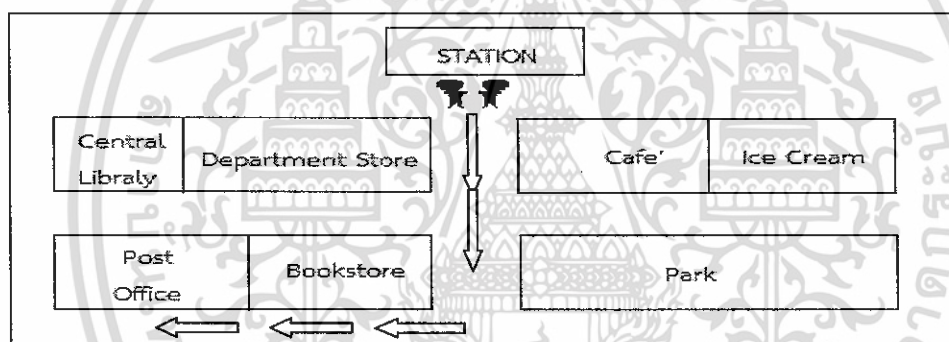
- Item 88 (man): Can you help me? \_\_\_\_\_.
- (woman): OK. Go straight up two blocks and turn right at the light.  
You'll see a hotel on your right.
- (man): Thanks.
- (A) I think I'm lost. (C) I'd like a room for tonight.  
(B) I'm looking for a hotel. (D) I reserved a room for tonight.

For the items 87 and 88, the questions were not congruent with the objective which tested the ability of giving directions outside a building. Nevertheless, they tested the ability of making a question about the directions. The experts recommended that the contexts should be improved in accordance with the objective. The revised items 87 and 88 are shown as follows:

**Revised item 87** At the station

(woman): I'm looking for the post office.

(man): \_\_\_\_\_.



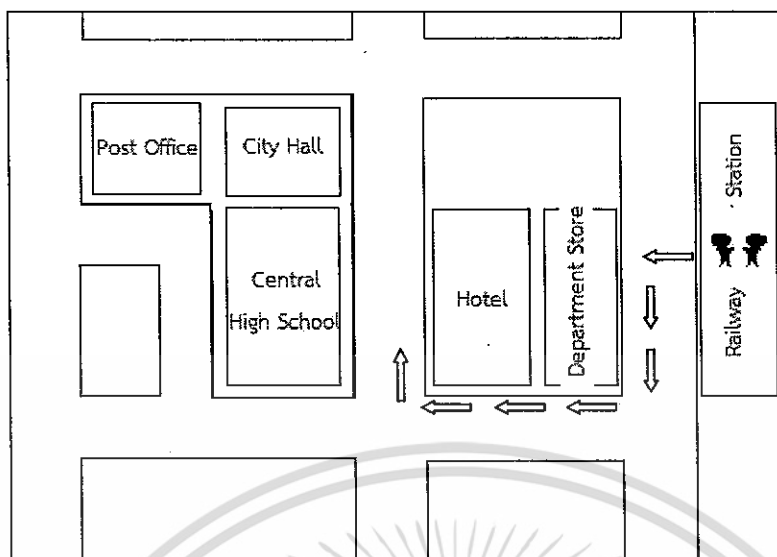
- (C) Go past the department store and turn left.  
(D) Take the first left and go past the department store.

Besides, for the item 88, the distractor (C) was possible answer. Hence, both the question and the distractor (C) were revised in the item 88.

**Revised item 88** (man): Can you help me? I'm looking for a hotel.

(woman): \_\_\_\_\_.

(man): Thanks.



- (A) Turn left at the corner. Go straight to the next corner then turn right.
- (B) Turn right at the Railway Station. Go along the street. It's the second building on the next block on your the left
- (C) Turn left out of the stations. Then turn right at the department store. It's just behind the department store.
- (D) Go straight for one block then turn left. Keep going to the next intersection and turn right. It'll be on your right next to the school.

According to Part 3: Reading, the test aimed to assess the test takers' reading skills such as skimming, scanning, reading for main ideas, and reading for specific details. Moreover, each type of reading passages needs different reading skills. However, test items 102, 105 to 108, 115 to 116, 117 to 128, and 147 to 150 were irrelevant to the reading skills.

Item 102 of objective 1: Students will be able to answer the questions about the tools.

#### Questions 101 to 102

To measure dimensions such as the length, height, depth or diameter of a component, micrometers are used. There are different types of micrometers for different dimensions. To measure the external diameter of a small component such as a small shaft, a micrometer caliper is used; to measure internal diameter, a micrometer cylinder gauge is used. Depth micrometers are used to measure the depth of a component. The measurements are shown on the different types of scale depending on the type of micrometer.

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Item 102 \_\_\_\_\_ are used to measure dimension of a component.

- (A) Components (C) **Micrometers**  
 (B) Dimensions (D) Shafts

The item 102 cannot measure test takers' reading comprehension. The question was revised as follows:

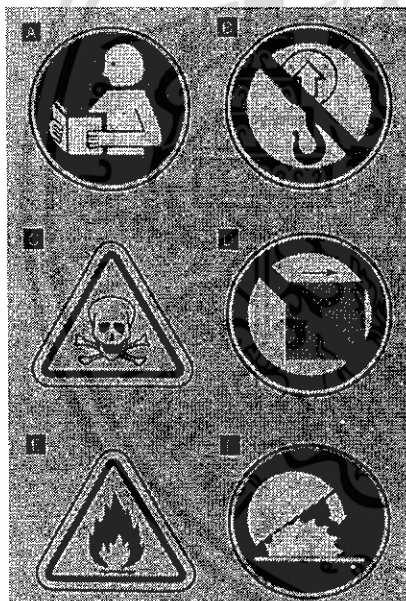
**Revised item 102** What tool is used to measure the dimension of a component?

- (A) Components (C) **Micrometers**  
 (B) Dimensions (D) Shafts

Items 105 – 108 of objective 2: Students will be able to skim the factorial signs and symbols and answer the questions.

### Questions 105 - 108

The factorial signs or safety signs below follow the ISO international standard. This standard is used in the EU because it has many different languages. There are three types of factorial signs.



- **WARNING SIGNS.** These signs warn you about a danger. They say things like this: Warning. Danger. Be careful. Look out. There is a danger or hazard here. You might injure yourself. The signs are yellow and black in color and triangular in shape.
- **PROHIBITION SIGNS.** These signs prohibit an action. They say: Do not do this. You must not do this. Never do this. The signs are red, white and black in color and round in shape.
- **MANDATORY ACTION SIGNS.** These signs order you to do something. They say: Do this. You must do this. Always do this. These signs are blue and white in color, and round in shape.

Item 105 Which type of factorial sign will you see if you are ordered to do something?

- (A) Factorial signs (C) Warning signs  
 (B) Mandatory signs (D) Prohibition signs

Item 106 Which type of factorial sign is red, white and black color?

- (A) Prohibition signs (C) Safety signs  
 (B) Warning signs (D) Mandatory signs

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**Item 107** Which type of factorial sign is in triangular shape?

- (A) Mandatory signs                      (C) **Warning signs**  
 (B) Safety signs                              (D) Prohibition signs

**Item 108** What sign means ‘Always read the manual before you service this machine’?

- (A) Sign E                                      (C) Sign D  
 (B) Sign F                                      (D) **Sign A**

Kinds of text in 105 -108 were factorial signs and symbols but the questions cannot measure test takers’ scanning for reading. It tested skimming skill instead. Thus, the questions were revised as follows:

Objective 2: Students will be able to **scan** the factorial signs and symbols and answer the questions.

**Revised items 105** According to the text, which type of factorial sign told you to do something?

- (A) Factorial signs                      (C) Warning signs  
 (B) **Mandatory signs**                      (D) Prohibition signs

**Revised items 106** Which type of factorial sign is red, white and black in color?

- (A) **Prohibition signs**                      (C) Safety signs  
 (B) Warning signs                              (D) Mandatory signs

**Revised items 107** Which of the following is a warning sign?

- (A) Sign B                                      (C) **Sign C**  
 (B) Sign D                                      (D) Sign F

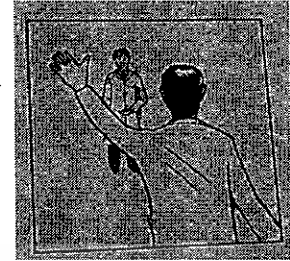
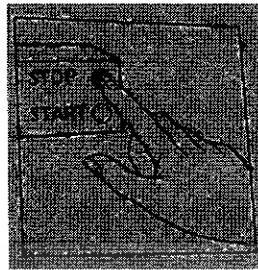
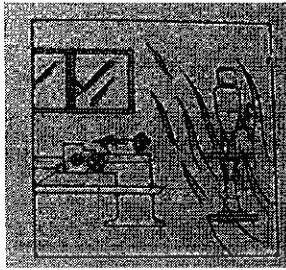
**Revised items 108** What sign means ‘Always read the manual before you service this machine’?

- (A) Sign E                                      (C) Sign D  
 (B) Sign F                                      (D) **Sign A**

Items 115 – 116 of objective 4: Students will be able to find the main idea from the workshop safety.

### Questions 115 – 116

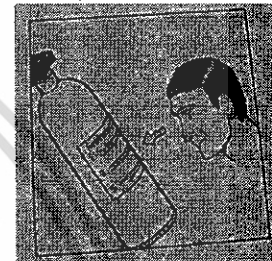
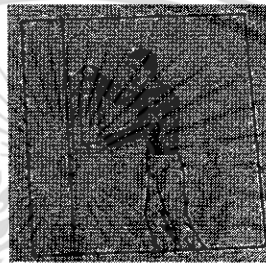
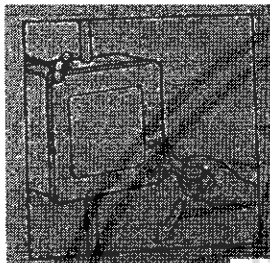
Instruction when there is a fire in workshop



1. There is a fire in the workshop!

2. Stop all the machines.

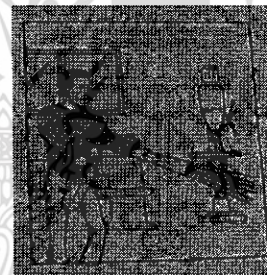
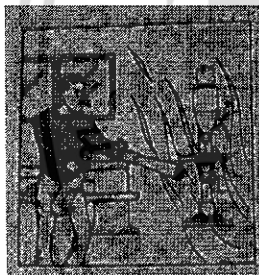
3. Call the supervisor.



4. Turn off the main switch.

5. Take a fire extinguisher from the wall.

6. Read the instructions on the extinguisher.



7. Point the extinguisher at the fire.

8. Extinguish the fire.

**Item 115** What is the first step to do when you are caught in a fire?

- (A) Point the extinguisher at a fire.
- (B) Take a fire extinguish from the wall.
- (C) Read the instruction on the extinguisher.
- (D) Stop all the machines.

**Item 116** What should you do first when you are in case of fire in your workshop?

- (A) Call 911 and run away from the burning building.
- (B) Stop all machines, turn off main switches and call supervisor.
- (C) Take the fire extinguisher and start the machine.
- (D) Read the instruction of the fire extinguisher and turn on main switch.

Likewise, a kind of text in the items 115 – 116 was workshop safety reading.

The questions could not measure test takers' reading for main idea; on the other

hand, it tested scanning. Thus, the items 115 – 116 were revised as follows:

ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ตัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

**Revised item 115** What is the first step to do when you are in a fire?

- (A) Point the extinguisher at a fire.
- (B) Take a fire extinguish from the wall.
- (C) Read the instructions on the extinguisher.
- (D) **Stop all the machines.**

**Revised item 116** What should you do before using the fire extinguisher?

- (A) **Read the instruction of the fire extinguisher.**
- (B) Take the fire extinguisher and start the machine.
- (C) Call 911 and run away from the burning building.
- (D) Turn off all machines and main switches and call supervisor.

Items 117-118 of objective 5: Students will be able to find the main ideas from the work manuals (items 117 – 120).

**Questions 117 – 118**

Instruction for changing a car wheel .

- |  |  |
|--|--|
| 1. Put on the hand-break   | 9. Put on the wheel nuts.              |
| 2. Block the wheels with the blocks in the front and behind wheels |  |
| 3. Take off the wheel cap.   | 10. Tighten the wheel nuts.            |
| 4. Loosen the wheel nuts.  | 11. Lower the car with the jack.       |
| 5. Lift the car with the jack.                                     | 12. Tighten the wheel nuts again.      |
| 6. Take off the wheel nuts.  | 13. Put on the wheel cap.              |
| 7. Take off the wheel.   | 14. Take away the jack and the blocks. |
| 8. Put on the spare wheel.   |  |

**Item 117** How do you block the wheels?

- (A) Put a block next to the wheels.
- (B) Put two blocks in front of and behind of each wheel.
- (C) **Put one block in front of and behind of a wheel.**
- (D) Put the jack under a car and tighten the nuts.

**Item 118** How do you lift and lower the car?

- (A) By a wheel spanner.
- (B) By a wheel nuts.
- (C) By a spare wheel.
- (D) **By a jack.**

A kind of text in test items 117-118 could measure the test takers' reading for not only main idea but also specific details. The items 117 – 118; thus, were revised as follows:

Objective 5: Students will be able to find the **main ideas and specific details** from the work manuals.

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**Questions 117 – 118 (Revised text)**

Read the following instructions and answer the questions

- |  |  |
|--|--|
| 1. Put on the hand-break   | 9. Put on the wheel nuts.              |
| 2. Block the wheels with the blocks in the front and behind wheels |  |
| 3. Take off the wheel cap.   | 10. Tighten the wheel nuts.            |
| 4. Loosen the wheel nuts.  | 11. Lower the car with the jack.       |
| 5. Lift the car with the jack.                                     | 12. Tighten the wheel nuts again.      |
| 6. Take off the wheel nuts.  | 13. Put on the wheel cap.              |
| 7. Take off the wheel.   | 14. Take away the jack and the blocks. |
| 8. Put on the spare wheel.   |  |

**Revised item 117** What are these instructions about?

- (A) Using a car jack.  
 (B) Locking a car wheel.  
 (C) **Changing a car wheel.**  
 (D) Blocking a car wheels.

**Revised item 118** How do you lift and lower the car?

- (A) By a wheel spanner. (C) By a spare wheel.  
 (B) By a wheel nuts. (D) By a jack.

Items 119 – 120 were also in the same objectives of those foregoing items. They are shown as follows:

**Questions 119 – 120**

Instruction for changing the engine oil.

1. Start the engine.
2. Let the engine run for a few minutes.
3. Stop the engine.
4. Take off the oil filler cap.
5. Put an oil tray under the engine
6. Take out the drain plug with a spanner.
7. Let the oil run into the oil tray.
8. Put the drain plug back and tighten it with a spanner.
9. Fill the engine with new engine oil.
10. Start the engine.
11. Let the engine run for a few minutes. The engine must run slowly.
12. Stop the engine.
13. Check the oil level with the dipstick.
14. Put on the oil filler cap.

Item 119 Where do you put the new engine oil?

- (A) Under the engine. (C) Into the oil tray.  
 (B) On the oil filler cap. (D) **Into the engine.**

Item 120 What do you check with the dipstick?

- (A) **The oil level.** (C) The drain plug.  
 (B) The new engine oil. (D) The engine.

The Items 119 – 120 were revised to test the test takers' reading of both main idea and specific details as follows:

**Questions 119 – 120 (Revised text)**

Read the following instruction and answer the questions

1. Start the engine.
2. Let the engine run for a few minutes.
3. Stop the engine.
4. Take off the oil filler cap.
5. Put an oil tray under the engine
6. Take out the drain plug with a spanner.
7. Let the oil run into the oil tray.
8. Put the drain plug back and tighten it with a spanner.
9. Fill the engine with new engine oil.
10. Start the engine.
11. Let the engine run for a few minutes. The engine must run slowly.
12. Stop the engine.
13. Check the oil level with the dipstick.
14. Put on the oil filler cap.

**Revised item 119** What are these instructions about?

- (A) Checking a car engine. (C) Refilling engine oil.  
 (B) Cleaning a drain plug. (D) **Changing engine oil.**

**Revised item 120** What do you check with the dipstick?

- (A) **The oil level.** (C) The drain plug.  
 (B) The new engine oil. (D) The engine.

Items 121 – 128 of objective 6: Students will be able to find the main ideas from the job reports.

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**Questions 121 – 128**

Customer: Tony Luca

Product: Honda Scoopi

Problems:

1. The engine couldn't work. It sometimes started but ended in short time.
2. Squeaky noise when operating using a break.
3. The breaks didn't work.
4. The turn lights didn't work.
5. The horn's sound wasn't smooth.

Causes:

1. The spark plug was damaged.
2. The rusty chain.
3. The break cable was worn.
4. The bulbs were burnt.
5. The horn switch was dirty

Containment action:

1. Check and change a spark plug.
2. Oil the chain.
3. Replace the new brake cable.
4. Change the blubs.
5. Rub the switch.

Mechanic's name Signature: *Anan Sabaichai*

Date: 05/05/12

Item 121 What should mechanic do to stop the squeaky noise?

- (A) Rub the chain. (C) Clean the engine.  
 (B) **Oil the chain.** (D) Replace the oil.

Item 122 Why did the engine end in short time?

- (A) The oil was empty. (C) **The spark plug was expired**  
 (B) The engine was expired. (D) The bulbs were dirty.

Item 123 Why didn't the break work?

- (A) **The cable was too old** (C) The bulb was broken.  
 (B) The plug was blunt. (D) The chain was rusty.

Item 124 How did the horn sound?

- (A) No voice. (C) Too loud.  
 (B) Too quiet. (D) **Not smooth.**

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- Item 125** What should the mechanic do with the horn?  
 (A) Oil the cable. (C) Change the switch.  
 (B) Clean the engine. (D) **Rub the switch.**

- Item 126** What was needed to run the engine smoothly?  
 (A) New engine. (C) New spark plug.  
 (B) **New break cable.** (D) New light bulbs.

- Item 127** Why didn't the turn-lights work?  
 (A) The blubs were worn.  
 (B) **The bulbs were burnt.**  
 (C) The blub cables were torn.  
 (D) The bulb switches were dirty.

- Item 128** How should the mechanic fix with the turn lights?  
 (A) **Change the bulbs.** (C) Replace the cable.  
 (B) Change the battery. (D) Recharge the battery.

The Items 121 – 128 were from the same passage of job report. They were wrongly designed to measure reading for specific details. The items were revised to measure both reading for main ideas and specific details as follows:

**Revised item 121** What should mechanic do to stop the squeaky noise?

- (A) Rub the chain. (C) Clean the engine.  
 (B) **Oil the chain.** (D) Replace the oil.

**Revised item 122** Why did the engine end in short time?

- (A) The oil was empty. (C) **The spark plug was broken**  
 (B) The engine was old. (D) The bulbs were dirty.

**Revised item 123** Why did the break not work?

- (A) **The cable was too old** (C) The bulb was broken.  
 (B) The plug was torn. (D) The chain was rusty.

**Revised item 124** How did the horn sound?

- (A) No voice. (C) Too loud.  
 (B) Too quiet. (D) **Not clear.**

**Revised item 125** What should the mechanic do with the horn?

- (A) Oil the cable. (C) Change the switch.  
 (B) Clean the engine. (D) **Rub the switch.**

**Revised item 126** What was needed in order to run the engine smoothly?

- (A) New engine. (C) New spark plug.  
 (B) **New break cable.** (D) New light bulbs.

**Revised item 127** Why did the turn-lights not work?

- (A) The bulbs were worn.
- (B) **The bulbs were burnt.**
- (C) The bulb cables were torn.
- (D) The bulb switches were dirty.

**Revised item 128** How should the mechanic fix with the turn lights?

- (A) **Change the bulbs.**
- (B) Change the battery.
- (C) Replace the cable.
- (D) Recharge the battery.

Items 147 - 150 of objective 10: Students will be able identify the main ideas and specific information from the news.

**Questions 147 – 150**

The Office of Vocational Education Commission (VEC) has asked for help from technical and vocational teachers and students in Saraburi, Buri Ram, Khon Kaen, Chaiyaphum and Nakhorn Ratchasima to help facilitate traffic routes in flooded areas of Nakhorn Ratchasima, said the Secretary-General of VEC Dr. Sasithara Pichaichannarong.

Both teacher and student volunteers will work in collaboration with the Sung Nern and Si Kew Provincial Police Offices to help remove damaged cars that currently block those areas. They will also distribute first aid kits, water and instant food to local people who have been stranded in their homes because of the disastrous flooding.

6 flat-bottomed boats from the Nong Khai Boat Building College and the Ayudhaya Boat Building College will be sent into the flooded areas of the province together with 30 floating mobile toilets and also some floating rubbish disposal containers. These will be extremely useful for communities in remote areas where assistance from governmental sectors has still to be felt.

**Item 147** Which province did the flood ravage?

- (A) Chaiyaphum
- (B) Buri Ram
- (C) Saraburi
- (D) **Nakhorn Ratchasima**

**Item 148** What did technical and vocational teachers and students do to help police?

- (A) Supplied food and water for communities.
- (B) **Removed damaged cars stuck in flood.**
- (C) Taught local people the traffic rules.
- (D) Checked and fixed damaged cars.

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Item 149 What college built flat-bottomed boats?

- (A) Nong Khai Boat Building College and the Ayudhaya Boat Building College.
- (B) Buri Ram Polytechnic College and Chaiyaphum Polytechnic College.
- (C) Saraburi Technical College and Saraburi Vocational College.
- (D) Nong Khai Technical College and Saraburi Technical College.

Item 150 What were not built for helping people in the flooded areas?

- (A) Flat-bottomed boats.
- (B) Floating mobile toilets.
- (C) Floating houses.
- (D) Floating rubbish disposal containers.

A kind of text used in the items 147 - 150 was news. The objectives were that test-takers should be reading this kind of texts for both main idea and details. Hence, The items 147 - 150 were revised to measure reading for both main idea and specific details as shown below.

Revised item 147 What should be the best headline news?

- (A) VEC works in with the Sung Nern and Si Kew Provincial Police Offices
- (B) VEC Askes for Help from Technical and Vocational Colleges
- (C) VEC Removes Damaged Cars Stuck in Flooded Areas
- (D) VEC Provides Help to Flood Ravaged Korat

Revised item 148 What, according to the news story, does the underlined word "stranded" mean?

- (A) aground
- (B) delivery
- (C) abundant
- (D) independent

Revised item 149 From the first paragraph, we know that technical and vocational teachers and students \_\_\_\_\_.

- (A) supplied food and water for communities.
- (B) removed damaged cars stuck in flood.
- (C) taught local people the traffic rules.
- (D) checked and fixed damaged cars.

Revised item 150 What will not be provided for the flooded areas?

- (A) Floating rubbish disposal containers.
- (B) Floating mobile toilets.
- (C) Flat-bottomed boats.
- (D) Floating houses.

Regarding the revised test items of Part 4: Writing as shown in Appendix G, there were 20 test items (items 151 - 170) with mismatching between tested skills of writing and the questions. They tested only vocabulary of the test takers as shown below.

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Objective 1: Students will be able to complete the passage with describing words that focus on shape, size, proportion, and tool names (items 151 – 160).

Item 151 You need a vice \_\_\_\_\_.

- (A) to drill a hole on materials
- (B) to smooth the surface of the woods
- (C) to cut out small edge of work pieces
- (D) **to hold a material firmly onto the work bench**

Item 152 A screwdriver is a tool for \_\_\_\_\_.

- (A) driving the nails
- (B) **turning the screws**
- (C) measuring the length of objects
- (D) measuring the dimensions of very small objects

Item 153 A jack is a basic tool for an automotive mechanic. It is used for \_\_\_\_\_.

- (A) **raising a car.**
- (B) suspending a car to a sling
- (C) striking soft material such as a thin sheet of metal
- (D) containing and supplying electricity for car devices

Item 154 Pliers are useful for many types of works. They are needed to \_\_\_\_\_.

- (A) draw a circle
- (B) clean the floor
- (C) protect eyes from dust and wind
- (D) **grip on, straighten, and bending things**

Item 155 Squares are shape \_\_\_\_\_.

- (A) with a zigzag line
- (B) on the big building
- (C) **with four equal sides**
- (D) that students like to go

Item 156 Rectangle has four sides \_\_\_\_\_.

- (A) which all sides are equal
- (B) which opposite sides are unequal
- (C) which opposite sides are unparallel
- (D) **which opposite sides are equal and parallel**

Item 157 A circle is one kind of shape. It \_\_\_\_\_.

- (A) has no sides
- (B) has parallel line
- (C) has no curves
- (D) has two right angles

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**Item 158** A cube has a length, a width, and a height. If the length, width, and height of a cube are 5 cm, \_\_\_\_\_.

- (A) the cube area is  $125 \text{ cm}^3$
- (B) the cube's volume is  $125 \text{ cm}^3$**
- (C) the size of the cube is medium
- (D) the cube volume is from the sum of all sides

**Item 159** There are twenty screw and five nails in a box

- \_\_\_\_\_.
- (A) so the ratio of the screw and nails is 4 : 1
  - (B) since the ratio of the screw and nails is 4 : 1
  - (C) because the ratio of the screw and nails is 4 : 1
  - (D) as a result of the ratio of the screw and nails is 4 : 1

**Item 160** If a circle has 1 cm radius, \_\_\_\_\_.

- (A) its area is approximately 6.28 cm.
- (B) its volume is approximately 6.28 cm.
- (C) its diameter is approximately 6.28 cm.
- (D) its circumference is approximately 6.28 cm.**

The objective of writing test, the items 151 – 160 cannot measure the test takers' writing skills but vocabulary. So the items 151 – 160 questions were edited as follow.

**Revised item 151** You need a vice to \_\_\_\_\_.

- (A) holding a bench work and a material firmly
- (B) hold a material firmly onto the work bench.**
- (C) holding a material firmly onto the work bench
- (D) hold and work onto the material bench firmly

**Revised item 152** A screwdriver is used to \_\_\_\_\_.

- (A) drive the screws
- (C) loosen or tighten the screws**
- (B) driving the screws
- (D) loosening or tightening the screws

**Revised item 153** A jack is \_\_\_\_\_.

- (A) one of automotive mechanic basic tools
- (B) one basic tool of the automotive mechanic.
- (C) one of the basic tools automotive mechanic.
- (D) One of the automotive mechanic's basic tools.**

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**Revised item 154** Pliers are useful for many types of works. They are needed

- \_\_\_\_\_.
- (A) to grip, straighten, and bend on things
  - (B) to grip, straighten, and bend things on
  - (C) on to grip, straighten, and bend things
  - (D) to grip on, straighten, and bend things

**Revised item 155** A car intake is \_\_\_\_\_.

- (A) cylindrical in shape
- (B) shaped like cylindrical
- (C) like cylindrical shape
- (D) in the cylindrical shape

**Revised item 156** An oil tank \_\_\_\_\_.

- (A) which contains petrol is in cubic shape
- (B) which petrol contains is in cubic shape
- (C) which is contains petrol in cubic shape
- (D) which contains petrol is cubic in shape

**Revised item 157** Because a motorbike is smaller than a car, \_\_\_\_\_.

- (A) Easily finding a parking space
- (B) It is easy to find a parking space.
- (C) It is to find an easy parking space
- (D) Finding easily it is a parking space

**Revised item 158** Compared with the size of the truck engine,

- \_\_\_\_\_.
- (A) is the small relatively motorbike engine
  - (B) the relatively small motorbike engine
  - (C) is the motorbike relatively small engine
  - (D) the motorbike engine is relatively small

**Revised item 159** There are twenty screw and five nails in a box

- \_\_\_\_\_.
- (A) so the ratio of the screw and nails is 4 : 1
  - (B) for the ratio of the screw and nails is 4 : 1
  - (C) so to the ratio of the screw and nails that is 4 : 1
  - (D) as a result of the ratio of the screw and nails is 4 : 1

**Revised item 160** In gear system, if gear A and B have 36 and 45 teeth respectively, the ratio of \_\_\_\_\_.

- (A) the number teeth A to the number teeth B is 4 : 5
- (B) the number teeth on A to the number teeth on B is 4 : 5
- (C) the number on teeth of A to the number on teeth of B is 4 : 5
- (D) the number of teeth on A to the number of teeth on B is 4 : 5

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Items 161 – 171 of objective 2: Students will be able to complete the passage of work processes with verbs and time sequences.

If your car doesn't start in the morning, you should check three things first: the battery, the fuel level, and the spark plug. It is easy to repair these faults. If the battery is flat, \_\_\_\_\_ 161 \_\_\_\_\_. If this doesn't work, you should replace it. If the petrol tank is empty, \_\_\_\_\_ 162 \_\_\_\_\_. If the spark plugs are dirty, clean them, and if the gap in the spark plug is too narrow or too wide, \_\_\_\_\_ 163 \_\_\_\_\_.

If your car still doesn't start, the petrol pump may be broken, or the fuel pipe may be blocked. If the pump is broken, it must be \_\_\_\_\_ 164 \_\_\_\_\_. If the fuel pipe is blocked, take it off and unblock it.

If there is a loud CLICK! when you turn the key, the starter motor may be jammed. If it is, you can try to release it by \_\_\_\_\_ 165 \_\_\_\_\_ (in 2<sup>nd</sup> gear). If the car still doesn't start, the starter motor should be repaired or replaced.

- Item 161 (A) you should refill it (C) you should recheck it  
(B) you should replace it (D) you should recharge it
- Item 162 (A) fill it up (C) pour it out  
(B) move it in (D) clean it up
- Item 163 (A) adjust it to the correct width  
(B) loosen the nut to make it wider  
(C) enlarge it to the edge of the gap  
(D) resize the plug to make the space wider
- Item 164 (A) it must be welded or arced (C) you have to do the electric arc  
(B) it must be repaired or replaced (D) you must not pump any petrol
- Item 165 (A) turning the car fast forward  
(B) driving the car fast then slowly  
(C) pushing the car forwards and backwards  
(D) pulling the car either slowly forward or backwards

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Many cars have a fuel warning light. When the level of fuel (petrol) in tank is very low, this light switches on and the driver can see that he \_\_\_\_\_ 166 \_\_\_\_\_. How does this light work?

When the level of the fuel falls, the float moves downward. When this happened, the arm also \_\_\_\_\_ 167 \_\_\_\_\_, and makes the lever touch an electrical contact. \_\_\_\_\_ 168 \_\_\_\_\_.

When driver sees the fuel warning light, he puts more petrol into the tank. This makes the fuel level rise and \_\_\_\_\_ 169 \_\_\_\_\_. When the float rises, it makes the arm move upwards and this causes \_\_\_\_\_ 170 \_\_\_\_\_ also. The fuel warning light then switches off.

- Item 166 (A) needs more petrol (C) drives the car slowly  
(B) has to turn on the light (D) stop the car immediately
- Item 167 (A) moves upward (C) moves backwards  
(B) moves downwards (D) moves forward
- Item 168 (A) This switches off the fuel light in the car.  
(B) This switches on the fuel light in the car.  
(C) This makes the short circuit and the power outage.  
(D) This makes the voltage drop and the car engine stop
- Item 169 (A) breaks the float in pieces (C) pushes the float upwards  
(B) bends the float into two parts (D) swings the float up and down
- Item 170 (A) the lever to drop (C) the lever to be straight  
(B) the lever to stand up (D) the lever to move upwards

As the objective of the test was to complete the passage of work processes with verbs and time sequences. Nonetheless, the questions tended to test the ability in vocabulary not the writing skill. The question; hence, were revised to test the ability of writing in the pattern of word orders as follows:

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**Questions 161 to 165 (Revised text)**

If your car doesn't start in the morning, you should check three things first: the battery, the fuel level, and the spark plug. It is easy to repair these faults. If the battery is flat, \_\_\_\_\_ 161 \_\_\_\_\_. If this doesn't work, you should replace it. If the petrol tank is empty, \_\_\_\_\_ 162 \_\_\_\_\_. If the spark plugs are dirty, clean them. And if the gap in the spark plug is too narrow or too wide, \_\_\_\_\_ 163 \_\_\_\_\_.

If your car still doesn't start, the petrol pump may be broken, or the fuel pipe may be blocked. If the pump is broken, \_\_\_\_\_ 164 \_\_\_\_\_. If the fuel pipe is blocked, take it off and unblock it. If there is a loud CLICK! when you turn the key, the starter motor may be jammed. If it is, you can try to release it by \_\_\_\_\_ 165 \_\_\_\_\_

(in 2<sup>nd</sup> gear). If the car still doesn't start, the starter motor should be repaired or replaced.

**Revised item 161**

- (A) you should recharge it
- (B) you should to recharge it
- (C) you should have recharged it
- (D) you should have been recharged it

**Revised item 162**

- (A) fill it up
- (B) filled it up
- (C) filling it up
- (D) be filled up

**Revised item 163**

- (A) adjust it to the correct width
- (B) adjust correct it to the width
- (C) adjusting it to the correct width
- (D) adjusting the width to it correct

**Revised item 164**

- (A) it must repair or replace
- (B) it must be repaired or replaced
- (C) it must have repaired or replaced
- (D) you must be repaired or replaced it

**Revised item 165**

- (A) pushed the car forwards and backwards
- (B) pushed the forwards and backwards car
- (C) pushing the forwards and backwards car
- (D) **pushing the car forwards and backwards**

**Questions 166 to 170 (Revised text)**

Cars are built in factories and most cars are built quickly in some factories. A finished car is produced every few minutes. Firstly, the parts of the car body \_\_\_\_\_ 166 \_\_\_\_\_. Then, the shaped parts \_\_\_\_\_ 167 \_\_\_\_\_. After that, the body is set on the underbody. Following this, each car is washed and sprayed with paint. In a big oven, the paint is \_\_\_\_\_ 168 \_\_\_\_\_. Now the windscreen and small shiny chromium parts are added. \_\_\_\_\_ 169 \_\_\_\_\_ into the car body. When the wheels and the controls are added the car is ready for test to make sure that it is safe. \_\_\_\_\_ 170 \_\_\_\_\_ to car dealers to be sold.

**Revised item 166**

- (A) shape giant sheets of steel from presses
- (B) shapes of steel giant sheets from presses
- (C) shaped from sheets of steel by giant presses
- (D) **are shaped by giant presses from sheets of steel**

**Revised item 167**

- (A) cut to make a car body
- (B) cut are make to a car body
- (C) are cut to a car body make
- (D) **are cut to make a car body**

**Revised item 168**

- (A) dried hard onto the body
- (B) drying hard on to the body
- (C) been dried hard onto the body
- (D) going to dry hard onto the body

**Revised item 169**

- (A) Accordingly, the engine joined and the gearbox are fitted
- (B) **Subsequently, the engine joined and the gearbox are fitted**
- (C) Consequently, the engine joined and the gearbox are fitted
- (D) Extraordinarily, the engine joined and the gearbox are fitted

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### Revised item 170

- (A) At last, finished cars are dispatched
- (B) **Finally, finished cars are dispatched**
- (C) At final, finished cars are dispatched
- (D) At the end, finished cars are dispatched

#### 5.1.2 The Quality Level of the Test

Regarding the result of the quality level of the test as shown in 4.1.2, the 3 quality levels of the test, namely authenticity, interactiveness, and practicality of all were used to evaluate the test.

According to Bachman & Palmer (1996), the authenticity is the degree of correspondence of the characteristics of a given language test task to the features of a target language use task (TLU). The TLU task is an activity that an individual is engaged in by using the target language to achieve a particular goal or an objective in a particular situation. In this study, the study's results showed the moderate level of authenticity of Part 1: Listening and Part 2: Language Use and Usage. It can be stated that the test tasks did not correspond with TLU tasks. The test takers never performed such TLU tasks in the classroom. The college has never hired the foreign teacher. That is, the test takers encountered only Thai teachers accents in the classroom while they confronted the accents of native and near-native English speakers in the test. The result is consistent with Ingram's study (2003) that the disparity between the test situations and real authentic language situations was one of the main reasons for lack of authenticity in a language test.

In Part 3: Reading, and Part 4: Writing of the test, in the study, reading and writing abilities were assessed, and obtained the highest level of the authenticity as they involved English for careers with various kinds of reading passages and forms taught in the classroom. For example, the test takers were provided with the lessons of factorial signs and symbols with language forms used in careers. It can be seen that TLU task in the classroom corresponded to the language test task. The findings of the present study were consistent with Lynch's study (2003). He stated that the performance-based reading assessment tasks in his study was considered authentic since they involved reading for authentic purpose and the selection of texts depended on the students being assessed as well as the specific domain characteristics of the context within which they expected to perform such as academic or work.

According to interactiveness, for this study, all four parts of the test were rated at a high level. The possible explanation might be because the test takers were engaged to solve the problems in the test tasks in similar way to what they

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encountered in their classroom. For instance, in giving direction, the test takers learned the direction signs, and language form for giving directions. In addition, in the classroom, the test takers practiced filling forms of a resume and an application letter. They were provided with the form patterns, terminology, and written expressions of the forms. It can be seen that the test takers intimately react to target language use which is similar to what they learned in the classroom.

For practicality, it is defined as the relationship between the resources that will be required in the design, development, and use of the test and the resources that will be available for these activities (Bachman and Palmer, 1996). In this study, the media used in the test such as the audio script of Part 1 Listening and pictures of Part 3 Reading were evaluated for the practicality. Thus, the practicality of those 2 parts was evaluated at the moderate level of the practicality.

### 5.1.3 The Workplaces' Needs

According to the workplaces' needs as shown in Table 4.3, the overall average mean ( $\bar{X}$ ) of 4.25 with the standard deviation (S.D.) of 0.14 showed the test's contents providing what was needed by the workplaces at the highest level. It might be because the workplaces prefer their workers to have language and communication experiences in doing their work. As claimed by Hunter (2007), the employers considered interaction at work to be essential to smooth functioning of the workplace and to the establishment and maintenance of workplace relationships.

All 33 topics of the test contents could be classified into 2 groups of the test's contents providing what was needed by the workplaces at the highest and high level. It can be seen that 22 topics rated at the highest level focused on English for careers.

Although, the literacy rates for the English-speaking population in Thailand is only 27.16 % according to Crystal (2003), many Thais in Bangkok and tourist areas also speak and understand English in basic English communication such as greeting, introducing. In this case, greeting and introducing involved the workplace communication among four groups of speakers, namely coworkers, managers and executives, customers, and suppliers. That is, when a new foreigner comes into the workplace, introducing himself or herself and others is the basic function in starting conversation. According to Global English (2010), the study revealed a growing number of global workers, both employers and employees must communicate in English – both within and outside their company – on a regular basis. Sixty percent reacted that they communicated with co-workers in English; 55% used English with

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their managers and executives. Moreover, 40% of subscribers reported that they use English with customers and 31% with suppliers.

With the high level of what was needed by the workplaces, 6 topics were rated at the high level. These topics were related to English for daily life and personal or social matters. According to Watkhaolarm (2005), Thai people increasingly use English as a part of their daily life. She also stated that Thai people perceive that English is the language for social mobility, for gaining access to information, and for communicating with others in the English as a Lingua Franca. In addition, as claimed by Hunter (2007), the employers considered interaction at work to be essential to smooth functioning of the workplace and to the establishment and maintenance of workplace relationships.

However, the topics of Brochures, Leaflet and questionnaire were rated at a high level, because it is possible that the workplaces could employ the private organizations to design brochures, leaflet and questionnaire for them. Accordingly, their employees may not need English abilities in designing such materials. Furthermore, newspapers provided in the companies are also in the Thai language. Hence, reading an English newspaper was useless and unnecessary for them. This finding supports the conclusion of Goldstein's study in 1992 that if the workforce shares the same first language (L1), there is no need for English among the workers.

#### 5.1.4 The Quality Evaluation of the Test

Regarding the comparison of the 3 assessment instruments as shown in Table 4.5, the test items 53 and 100 of Set A with the acceptable IOC, p, and r values, , for example, are shown below:

53. Which sign means 'Danger. There are lasers in this laboratory. You might injure your eyes.'?
- |            |                                   |
|------------|-----------------------------------|
| (A) Sign C | (H:L = 0:2, p = 0.125, r = 0.250) |
| (B) Sign H | (H:L = 0:1, p = 0.063, r = 0.125) |
| (C) Sign F | (H:L = 8:4, p = 0.750, r = 0.500) |
| (D) Sign K | (H:L = 0:1, p = 0.063, r = 0.125) |

With the acceptable value of IOC, this test item showed that more high scorers than low scorers (H:L = 8:4) chose the correct answer C. The item was quite easy with the p-value of 0.750. Besides, it could well discriminate the test takers with the r-value of 0.500. The distractors A, B, and D could lure the weak test takers. As claimed by Valette (1977), the distractors should be thoroughly wrong, but yet plausible to the students who know a little but not enough.

Another example is item 100 of Set A as shown in Figure 5.1.

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<p>Choose the one word or phrase that best completes the resume.</p> <p style="text-align: center;"><b>RESUME</b></p> <p><b>Krisada Srirachan</b>          18 Jesadabordin Rd.          Muang, Uttaradit 53000          Tel: (055) 441-682 Fax: (055) 441-683          email: krisri@gmail.com</p> <p><b>Personal Detail</b>          Age: 23          ___96___ : Single Nationality: Thai Date of Birth:          February 1, 1989          ___97___ : Uttaradit, Thailand          ___98___          2009 – 2011 Uttaradit Technical College          (Diploma in Automotive Specification with          GPA 3.50)</p>	<p>2005 – 2008 Uttaradit Technical College          (Certificate in Automotive Specification with          GPA 3.50)</p> <p><b>Working Experience</b>          March – April 2010 Maintenance trainee at          Uttaradit TOYOTA, Uttaradit          May – August 2008 Maintenance trainee at          ___99___, Uttaradit</p> <p><b>Interests / Activities</b>          • Committee of Thailand Future Technician          Organization          • Football          • Crosswords          ___100___          • Proficient with Microsoft Word, Excel, and          PowerPoint, and Internet</p>
--	---

Figure 5.1 The test item 100 of Set A

100. (A) Computer Skills (H:L = 6:3, p = 0.563, r = 0.325)  
 (B) Public Relation (H:L = 0:4, p = 0.250, r = 0.500)  
 (C) Interpersonal Skills (H:L = 2:0, p = 0.125, r = -0.250)  
 (D) Correspondence (H:L = 0:1, p = 0.063, r = 0.125)

According to the appropriate difficulty level ( $p = 0.563$ ) and the acceptable discrimination level ( $r = 0.325$ ), it can be seen that more high scorers ( $H = 6$ ) than low scorers ( $L = 3$ ) chose the correct answer A. The distractors B and D could well trick the low scorers because many low scorers but no high scorers chose them. As a result, the factors that might influence the well-designed test with the acceptable values of IOC might be derived from test takers. The result is consistent with Sukamonsan's study (2006). He stated that test's quality is very high since test designers are experts in language testing and test takers are intellectual. That is, knowledgeable test takers choose the correct answer while the good distractors are chosen by examinees who do not know the content.

However, as regards a number of the students who selected the wrong answer (distractor C), more high scorers than low scorers chose the distractor C. It might be because of the students' response patterns of plodding and guessing. According to Haladyna (1999), students may not have enough time to answer all items due to their plodding nature. Plodding test takers are very careful and meticulous in approaching each item but lack a test-taking skill to encourage time management strategies. As the test item was the last item, in this study, the test takers might presume that the test time was over. Hence, they might guess the correct answer.

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For some items, the IOC values were lower than acceptable level while the p and r values were at acceptable levels. For instance, the test item 52 of Set A is shown below:

52. What tool is used to measure the dimension of a component?
- |                        |  |
|------------------------|--|
| (A) Shafts             | (H:L = 0:2, p = 0.125, r = 0.250)        |
| (B) Dimensions         | (H:L = 0:1, p = 0.063, r = 0.125)        |
| (C) <b>Micrometers</b> | <b>(H:L = 8:4, p = 0.750, r = 0.500)</b> |
| (D) Components         | (H:L = 0:1, p = 0.063, r = 0.125)        |

It is plausible that the test item was revised well before it was piloted. The low scorers were distracted by the good distractors. Moreover, the high scorers chose the correct answer. As claimed by the study of Wannarong (1985), the tests were analyzed, revised and selected appropriately. The tests were at acceptable levels of p and r values

However, there were test items with unacceptable p and r values. Those test items were divided into three groups as follows:

Firstly, more high scorers chose the distractor, as shown in the test item 26 of Set A:

26. (man): Hello. Are you a friend of John?  
 (woman): Hi. \_\_\_\_\_ . Nice to meet you.  
 (man): Glad to meet you, too.
- |                              |  |
|------------------------------|--|
| (A) Yes, I know him.         | (H:L = 1:3, p = 0.250, r = 0.250)        |
| (B) No, he is sick.          | (H:L = 5:3, p = 0.500, r = -0.250)       |
| (C) <b>Right, I'm Linda.</b> | <b>(H:L = 1:0, p = 0.063, r = 0.125)</b> |
| (D) John? He's over there.   | (H:L = 1:2, p = 0.188, r = 0.125)        |

This item focused on introducing oneself but the language form was represented as a Yes/No question. The distractor A and B directly showed the response of the Yes/No question while the correct answer C and the distractor D were indirect responses. The problem of this item was more high scorers than low scorers chose the distractor B (H=5). Moreover, the distractors A and D were chosen by few high scorers. The noun phrase “ a friend of John” might attract the high scorers who might guess that the pronouns “he” in distractor A or “him” in distractor D was appropriate words. They, therefore, they chose the distractors. According to Congos (2013), test takers always choose the option among familiar answers, and avoid unknown or irrelevant options.

Another example in which the distractor was chosen by more high scorers is the test item 30 of Set A.

30. (man): \_\_\_\_\_, Marie?  
 (woman): Me? I'm a salesperson.
- (A) How are you (H:L = 7:4, p = 0.688, r = -0.375)  
 (B) How do you do (H:L = 0:1, p = 0.063, r = 0.125)  
 (C) **What do you do** (H:L = 1:3, p = 0.250, r = -0.250)  
 (D) What are you doing (H:L = 0:0, p = 0.000, r = 0.000)

It can be seen that the correct answer is C, the question about a job. However, most of the high scorers identified the distractor A (H = 7) as the correct answer probably by noticing the use of the verb to be “am” in the sentence “I’m a salesperson.” Also, they might be familiar with the basic greeting expression “How are you?”. On the other hand, the distractor D made with the use of the verb to be “are” followed by the present participle form of the verb “do” (doing) was not selected (H:L = 0:0). It might be the case that the students relied on the surface match between the stem “I’m a salesperson.” and the distractor D without understanding the item. That is, the verb “do” did not appear in the stem. As claimed by Linn and Gronlund (1995), students who depend on rote memory and verbal associations will then be led away from, rather to, the correct answer.

Secondly, more low scorers than high scorers chose the correct answer as shown in the test item 38 of Set A:

38. (woman): What does your sister look like?  
 (man): \_\_\_\_\_.
- (A) She's a super star. (H:L = 0:1, p = 0.063, r = 0.125)  
 (B) She loves going out. (H:L = 1:1, p = 0.125, r = 0.000)  
 (C) She likes tennis. (H:L = 2:0, p = 0.125, r = -0.250)  
 (D) **She's got long curly hair.** (H:L = 5:6, p = 0.688, r = -0.125)

For this test item, the question “What does your sister look like?” was related to personal description. Almost the same number of high and low scorers chose the correct answer (H:L = 5:6). It is possible that the item was so easy (p = 0.688) that the low scorers guessed the correct answer. According to Matlock-Hetzel (1997), a poor student may make a guess, select that response, and come up with the correct answer. Fewer high scorers than low scorers, moreover, chose the correct answer D, and a small number of high scorers chose the distractors B and C. As claimed by the study of Matlock-Hetzel (1997), good students may be suspicious of a question that looks too easy. They may take the harder path to solving the problem, and read too much into question. At that point, they may end up being less successful than those who guess.

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Lastly, no low scorers chose the distractor, as shown in the test item 32 of Set A:

32. (man): \_\_\_\_\_.  
 (woman): Let me see. It's ten fifteen.  
 (man): Thanks.
- |                                  |  |
|----------------------------------|--|
| (A) Is time up?                  | (H:L = 0:1, p = 0.063, r = 0.125)        |
| (B) <b>Do you have the time?</b> | <b>(H:L = 7:7, p = 0.875, r = 0.000)</b> |
| (C) Can I borrow your watch?     | (H:L = 1:0, p = 0.063, r = -0.125)       |
| (D) Are you a time keeper?       | (H:L = 0:0, p = 0.000, r = 0.000)        |

The item was very easy as the p-value was very high at 0.875 and could not discriminate between high and low scorers. The result supports Phinit-akson's study (1976). He stated that a difficult exam always discriminates between good and poor students better than an easy exam. An easy exam may not discriminate between good or poor students at all. According to the sentence "It's ten fifteen.", it is interpreted as time telling. Though all options identify the pattern of question, only the distractor A and the keyed response B ask about the time while the distractors C and D represent requesting and asking for information, respectively. It can be seen that the distractors A and D show Yes/No Question which was not related to the item. The distractor A were chosen by only one low scorer (L = 1) while the distractor D drew no responses. There was no discrimination between high and low scorers. On the contrary, the correct answer B was chosen by the same number of high and low scorers (H:L = 7:7). It was very obvious. However, one of the high scorers chose the distractor C. The possible explanation is that the item was about the time telling. Since the watch could tell the time, the students might guess the answer from the word "watch" to complete the time telling. Thus, the distractors A, C and D must be rewritten as they could not trick test takers; they were poor distractors. As claimed by Professional Testing Inc. (2006), distractors must be clearly incorrect but plausible. That is, the distractors should seem reasonable to an examinee who is not sufficiently knowledgeable in the content area to choose them. If a distractor appears so unreasonable that almost no examinee will select it, it is not contributing to the performance of the item. In fact, implausible distractors in a multiple choice item can make the item artificially far easier than it ought to be. In this study, the test item with no low scorers choosing the distractors was deleted.

#### 5.1.5 The Subjects' Test Scores

After the pilot study, the 100 revised test items of Set B were used to access 87 Automotive Specification certificate subjects who were studying in the second

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semester of the last year of three-year certificate curriculum (academic year of 2/2012) the overall subjects' test score was very low at average mean ( $\bar{x}$ ) 34.09 (S.D. = 10.91) as shown in Table 4.5. The result showed that 78 of 87 test takers failed the test. Only nine subjects attained test scores over 50.

A subject failed the Writing part. It is possible that listening and reading are receptive skills which are less complicated. It can be seen that writing is the most problematic skill for the subjects. Although the test was four-multiple-choice test and the writing task involved grammatical patterns in the form of word orders, terminology, and sentence structures, the subjects still poorly did the test. This might be because of memorization and rote-learning which are common to Thai teaching approaches, students transmitted the knowledge without analytical and critical skills. Although, they were always provided the writing exercises in the form of vocabulary spelling, the students could not use grammatical rules in sentence writing. According to the study of Thomson (2009), Thai students have a degree of accuracy in certain written exercises such as filling in the blank, but they rarely write in sentences or a paragraph.

For Part 3: language use and usage, only nine subjects passed this part of the test. Part 3: language use and usage is used to assess how students response and react to the conversation in a specific situation. It can be seen that spoken English communication involves not only the knowledge of vocabulary, grammar rules, pronunciation, accents, but also the context on the way the language is used. In Language Use and Usage, most subjects could not pass this part of the test. It is possible that students might be blocked by cultural differences as shown in item 32 of Set A.

32. (man): \_\_\_\_\_.  
 (woman): Let me see. It's ten fifteen.  
 (man): Thanks.  
 (A) Is time up? (H:L = 0:1, p = 0.063, r = 0.125)  
 (B) Do you have the time? (H:L = 7:7, p = 0.875, r = 0.000)  
 (C) Can I borrow your watch? (H:L = 1:0, p = 0.063, r = -0.125)  
 (D) Are you a time keeper? (H:L = 0:0, p = 0.000, r = .000)

According to the context, it was about time telling. It can be seen that this test item could not discriminate high and low scorers. As in Thai culture, people ask for time with the word 'ki-mong' which means 'what time'. Hence, in this case, time telling might be the factor that is both high and low scorers might choose the correct answer B from noticing the word 'time'.

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In reading, 20 of 87 subjects could pass this part of the test. It might be because of their vocabulary limitation. Knowing the meaning of a word is necessary for comprehending the word and integrating its meaning with the overall meaning of the sentences, paragraphs, and texts. Limited vocabulary could bring poor test results. As claimed by the study of Bunnag (1983), one of the problems Thai students have in reading English is a paucity of vocabulary.

In the listening part, the recording of the conversation were produced by using sounds from Australian, Singaporean, and Thai speakers. The utterances, moreover, were not produced in the natural way as native English speakers did. This might be the reason why the subjects did the listening test better than the other parts of the tests.

## 5.2 Conclusion of the Study

The purpose of the study was to design an English proficiency test for Industrial Trades Certificate students at Nakhonsawan Technical College. The contents of the test were in accordance with the 2002 Curriculum for Certificate of Vocational Education (2003 REVISED EDITION). The test was four multiple-choices test. The test consisted of four parts, namely listening, language use and usage, reading, and writing. It was constructed in accordance with the objectives of each part. Every part of the test: listening, language use and usage, reading, writing, contained 25 items. In listening and language use and usage, the contents were about English for daily life. In reading and writing, the contents were about English for careers. The total number of test items was 100. The additional test items were provided in parallel with the test objectives to ensure that after the validating process, the total number of the quality test items were 100 and covered the objectives.

After the design of the proficiency test, the test's validity of the proficiency test was evaluated by three experts in the field of English teaching. The Index of the Item – Objective Congruence (IOC) was used to evaluate the congruence between the test items and the objectives. According to the results of the content validity, the IOC of 0.33 was found in 32, 0.00 in 12, and -0.33 in two test items. The IOC between 0.5-1.00 which was acceptable was found in 154 test items. However, not only six but 20 test items of Part 4 Writing were revised not only in accordance with the objective but also in the correct pattern of the writing test.

Regarding the results of the quality of the test, all three qualities of test which were authenticity, interactiveness, and practicality were at a high level with the average mean ( $\bar{X}$ ) of 3.75 (S.D. = 0.81), 3.63 (S.D. = 0.38), and 3.87 (S.D. = 0.30),

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respectively. In addition, the authenticity of the test of Part 3 Reading and 4 Writing are at very high level ( $\bar{X} = 4.33$ ).

About the workplace needs for the contents taught to the certificate automotive students, all contents were required by the workplaces at a high level with the overall average mean ( $\bar{X}$ ) of 4.25 and the standard deviation (S.D.) of 0.14. The result showed that the test contents needed for the future workforces of automotive students met the workplace needs.

After the validating process, the 200 test items were revised and divided into two sets: Set A and Set B. Both sets were tried out by two groups of 30 first year Automotive Specification diploma students. The difficulty level ( $p$ ) of those two sets were moderate ( $p \approx 0.49 - 0.53$ ) as acceptable  $p$ -value was from 0.2 to 0.8. The discrimination levels ( $r$ ) of the two test sets were lower than the acceptable  $r$ -value of 0.2. The discrimination of Set B test ( $r = 0.173$ ) was slightly higher than Set A ( $r = 0.137$ ). They indicated that both tests could not discriminate between the students with high scores and those with low scores. However, only Set B has the acceptable range of the reliability (KR-20) at 0.664.

After the data analysis, the 100 revised test items of both test sets (43 test items of Set A and 57 items of Set B) were used to assess the 87 Automotive Specification certificate subjects who were studying in Nakhonsawan Technical College in the last semester of the three-year certificate level of the 2012 academic year. The overall subjects' test scores in all four parts are fail at the average mean ( $\bar{X}$ ) of 34.09 (S.D. = 10.91). The subjects' top score of all four parts was 60%, meaning 'fair' while the lowest score was 17% which meant 'fail'. For each part of the test, the top score of Part 1: Listening was 'good' with 72.08% while the lowest score was 'fail' with 8.00%. The average mean score was 9.56 with S.D. of 4.07. In Part 2: Language Use and Usage and Part 3 :Reading, the top scores and lowest scores were the same at 16 and 2, respectively. That was, the top scores of Language Use and Usage and Reading were 'fair' with 64.00% while the lowest scores of those were 'fail' with 8.00%. The average mean score of Part 2 Language Use and Usage was 8.26 with S.D. of 3.46 while the average mean of Part 3: Reading was 8.55 with S.D. of 4.03. For Part 4: Writing, both top and lowest scores were less than 50, at 12 and 1, respectively. These scores meant 'fail'. The average mean score was 7.59 with S.D. of 2.24.

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### 5.3 Suggestions for Further Studies

With regard to the results of the present study, the following points for English proficiency test design are noted as follows:

5.3.1 Guessing is another strategy that the test takers may use. They may have partial knowledge that allows for the elimination of implausible distractors. They may also make a guess among the remaining options or simply guess in the absence of any knowledge (Haladyna, 1999). Moreover, test takers without necessary knowledge may select the correct answer (Suen, 1990). Accordingly, it is possible that the quality evaluation of the test can include guessing – an assumption of how test takers without necessary knowledge can select the correct answer (Suen, 1990).

5.3.2 The tests in the present study were constructed in accordance with the English courses offered in the Vocational Education Curriculum. The test scores are, however, bound to raise questions about the knowledge of the test takers. Such knowledge would bring about the reliable results of the test quality. As a result, material designs or teaching methodology may be investigated in order to find out whether the test takers are knowledgeable and good enough to be qualified subjects of the language testing research.

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**The Test blueprint of English Proficiency Test for  
Industrial Trades Certificate Students at  
Nakhonsawan Technical College**

The six core English courses for Industrial Trades consist of four skills namely, listening, language use and usage, reading, and writing. This study will design four multiple - choices test which consists of such four parts.

**Part 1: Listening**

Test objectives	Test contents	Numbers of items	Numbers of additional items
1.1 To identify a person's name when someone introduces himself or herself in a dialogue.	1.1 Introducing oneself	1	1
1.2 To identify a person's name when someone introduces another person in a dialogue.	1.2 Introducing others	1	1
1.3 To identify the relationship in a family.	1.3 Introducing family	1	1
1.4 identify what information is asked for and given.	1.4 Asking for and giving information	1	1
1.5 To identify what time is talked about.	1.5 Time	2	2
1.6 To identify what date is stated.	1.6 Date	1	1
1.7 To identify what to do to help.	1.7 Giving help	1	1
1.8 To identify whether the invitation is accepted or declined.	1.8 Accepting and denying	2	2
1.9 To identify someone's appearance	1.9 Describing someone's appearance	2	2
1.10 To identify someone's personality	1.10 Describing someone's personality	2	2

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## Part 1 (Continued)

Test objectives	Test contents	Numbers of items	Numbers of additional items
1.11 To identify an object	1.11 Describing things	1	1
1.12 To identify a place	1.12 Describing places	2	2
1.13 To identify someone's health.	1.13 Health	1	1
1.14 To identify which inside-building location is described	1.14 Giving directions inside building	1	1
1.15 To identify which outside-building direction is given	1.15 Giving directions outside building	1	1
1.16 To identify the name of the person who makes a phone call or who is needed on a phone call	1.16 Making telephone call	2	2
1.17 To identify what information is stated for telephone messages	1.17 Telephone message	2	2
1.18 To identify what is done when welcoming someone	1.18 Welcoming	1	1
Total		25	25

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## Part 2: Language use and usage

Test objectives	Test contents	Numbers of items	Numbers of additional items
2.1 To complete a short dialogue when someone introduces himself or herself	2.1 Introducing oneself	1	1
2.2 To complete a short dialogue when someone introduces another person	2.2 Introducing others	1	1
2.3 To describe the family relationship	2.3 Introducing family	2	2
2.4 To ask for and give information	2.4 Asking for and giving information	1	1
2.5 To ask for and tell the time	2.5 Asking for and giving time	2	2
2.6 To ask for and give the date	2.6 Asking for and giving date	1	1
2.7 To offer help	2.7 Giving help	1	1
2.8 To accept and decline an invitation	2.8 Accepting and denying	2	2
2.9 To interrupt a conversation politely	2.9 Making polite interruption	1	1
2.10 To describe someone's appearance	2.10 Describing someone's appearance	1	1
2.11 To describe someone's personality	2.11 Describing someone's personality	1	1
2.12 To describe things	2.12 Describing things	1	1
2.13 To describe places	2.13 Describing places	1	1
2.14 To talk about health	2.14 Health	1	1
2.15 To describe location inside a building	2.15 Giving direction inside building	1	1
2.16 give direction outside a building	2.16 Giving direction outside building	1	1
2.17 To make and answer the telephone call	2.17 Making telephone call	1	1

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## Part 2 (Continued)

Test objectives	Test contents	Numbers of items	Numbers of additional items
2.18 To find someone on the telephone	2.18 Finding someone on the telephone	1	1
2.19 To deal with a wrong number	2.19 Dialling a wrong number	1	1
2.20 To to take and leave the telephone message	2.20 Telephone messages	2	2
2.21 To welcome a new comer	2.21 Welcoming new comer	1	1
Total		25	25

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**Part 3: Reading**

Test objectives	Test contents	Numbers of items	Numbers of additional items
3.1 To answer the questions about the tools	3.1 Tool description	2	2
3.2 To skim the factorial signs and symbols and answer the questions	3.2 Factorial signs	2	2
3.3 To scan the warning signs and answer the questions	3.3 Warning signs	2	2
3.4 To find the main ideas from the workshop safety	3.4 Workshop safety	2	2
3.5 To find the main ideas from the work manuals	3.5 Work manuals	2	2
3.6 To find the main ideas from the job reports	3.6 Job reports	4	4
3.7 To identify the correct position, department, and division from the passage	3.7 Job positions, department, and division	3	3
3.8 To skim the workplace announcement and answer the questions	3.8 Workplace announcement	3	3
3.9 To scan the workplace brochure and answer the questions	3.9 Brochures	3	3
3.10 To identify the main ideas from the news	3.10 News	2	2
Total		25	25

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

**Part 4: Writing**

Test objectives	Test contents	Numbers of items	Numbers of additional items
4.1 To complete the passage with describing words that focus on shape, size, proportion, and tool names as well as with the names of tools	4.1 Shape, size, proportion, tools names and devices	5	5
4.2 To complete a passage on work processes with suitable verbs and time connectives	4.2 Work process	5	5
4.3 To complete the job work order forms	4.3 Job work order	5	5
4.4 To complete a memo and a resume	4.4 Workplace announcement	5	5
4.5 To complete a job application letter	4.5 Work form	5	5
Total		25	25

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

The Index of the Item – Objective Congruence (IOC) Form  
English Proficiency Test for Industrial Trades Certificate Students at  
Nakhonsawan Technical College

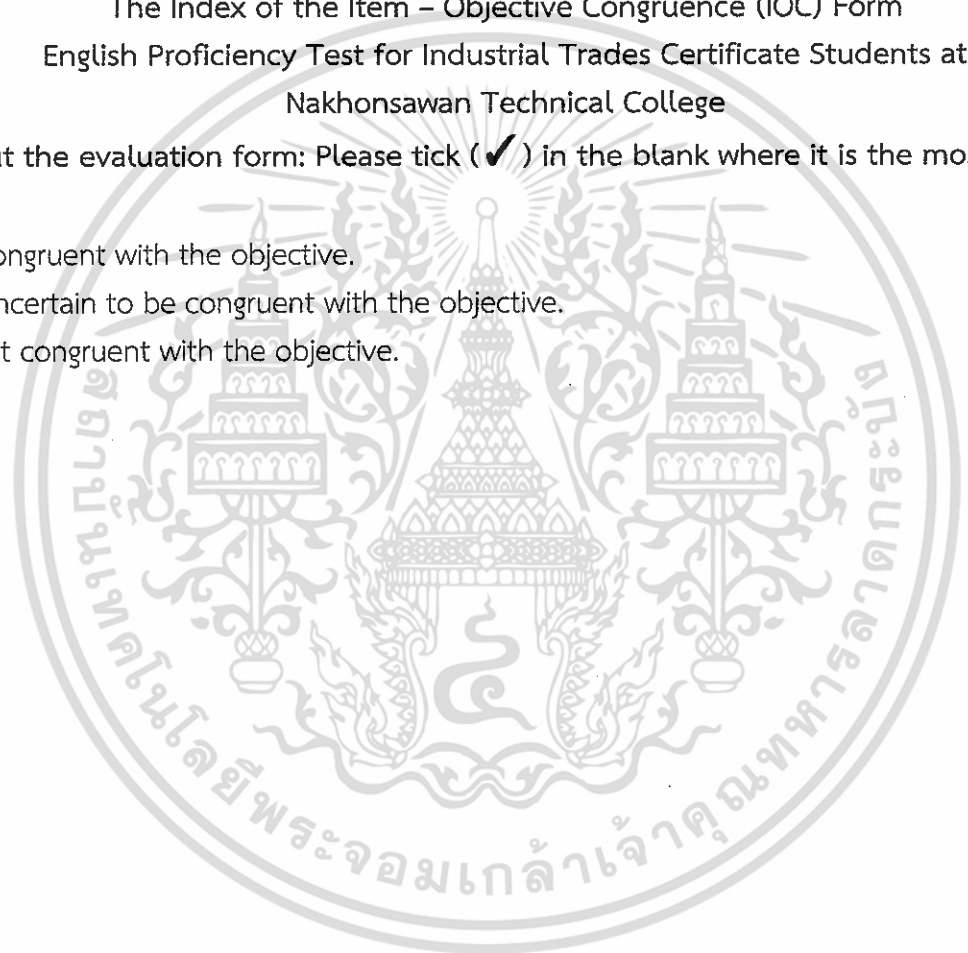
Instructions for filling out the evaluation form: Please tick (✓) in the blank where it is the most relevant to your opinion.

Criteria:

+ 1 means the question is congruent with the objective.

0 means the question is uncertain to be congruent with the objective.

- 1 means the question is not congruent with the objective.



### Part 1: Listening

**Objective 1:** Students will be able to identify a person's name when someone introduces himself or herself in a dialogue. (Items 1 and 2)

**Objective 2:** Students will be able to identify a person's name when someone introduces another person in a dialogue. (Items 3 and 4)

**Objective 3:** Students will be able to identify the relationship in a family. (Items 5 and 6)

**Objective 4:** Students will be able to identify what information is asked for and given. (Items 7 and 8)

**Objective 5:** Students will be able to identify what time is talked about. (Items 9 to 12)

**Objective 6:** Students will be able to identify what date is stated. (Items 13 and 14)

**Objective 7:** Students will be able to identify what to do to help. (Items 15 and 16)

**Objective 8:** Students will be able to identify whether the invitation is accepted or declined. (Items 17 to 20)

**Objective 9:** Students will be able to identify someone's appearance. (Items 21 to 24)

**Objective 10:** Students will be able to identify someone's personality. (Items 25 to 28)

**Objective 11:** Students will be able to identify an object. (Items 29 and 30)

**Objective 12:** Students will be able to identify a place. (Items 31 to 34)

**Objective 13:** Students will be able to identify someone's health. (Items 35 and 36)

**Objective 14:** Students will be able to identify which inside-building location is described. (Items 37 and 38)

**Objective 15:** Students will be able to identify which outside-building direction is given. (Items 39 and 40)

**Objective 16:** Students will be able to identify the name of the person who makes a phone call or who is needed on a phone call.  
(Items 41 to 44)

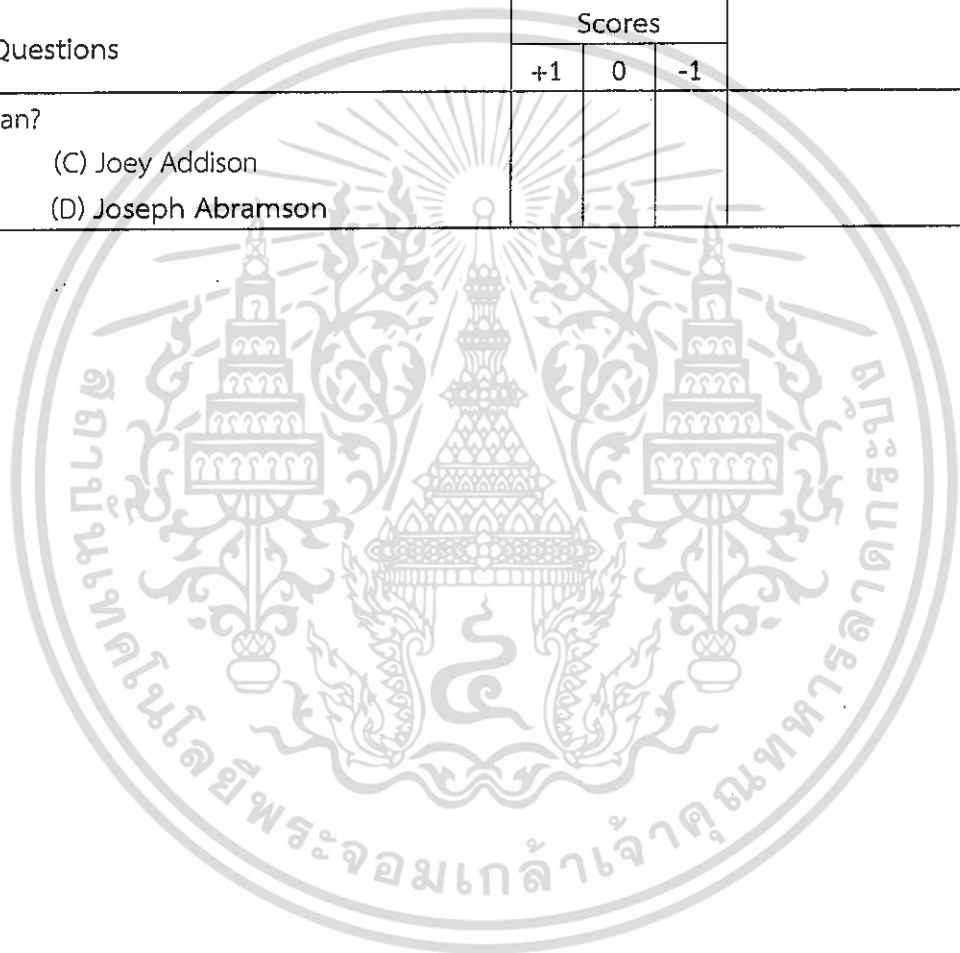
**Objective 17:** Students will be able to identify what information is stated for telephone messages. (Items 45 to 48)

**Objective 18:** Students will be able to identify what is done when welcoming someone. (Items 49 and 50)

**Part 1: Listening**

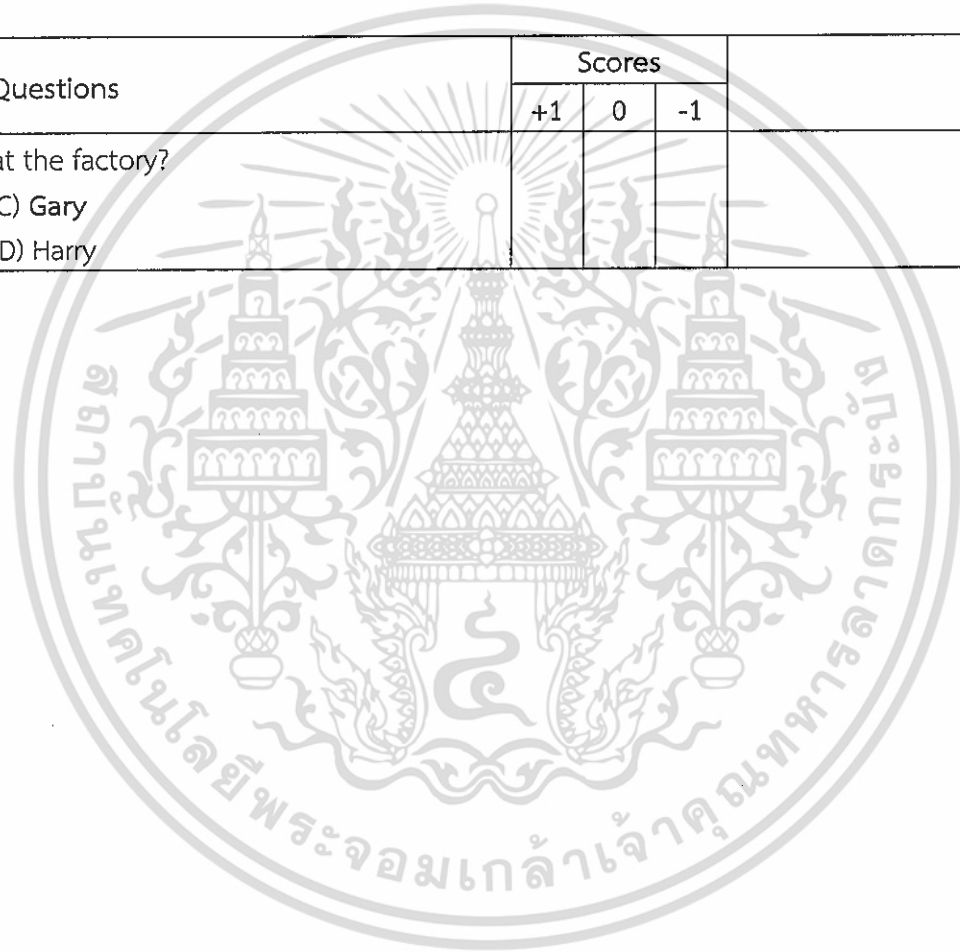
Questions	Scores			Remarks
	+1	0	-1	
<p><b>Objectives 1:</b> Students will be able to identify a person's name when someone introduces himself or herself in a dialogue. (Items 1 and 2)</p>				
<p>On the recording, you hear:                      (woman): My name is Maria Carter and I have a reservation.                      (man): Is that Mary Carter?                      (woman): No, Maria. MARIA.                      (man): Oh, right. Here it is. Two nights, right?                      (man): That's right.</p> <p>1. What is the name of the woman?                      (A) Mary Clarkson            (C) Maria Carter                      (B) Mary Carter                (D) Maria Clarkson</p>				
<p>From the recording, you hear:                      (man): My name's Abramson. ABRAMSON.                      Do you have a reservation for me?                      (woman): Hmm... just a minute. The first name's Joseph?                      (man): That's right. Joseph.                      (woman): Ah, yes. Here it is.</p>				

Questions	Scores			Remarks
	+1	0	-1	
2. What is the name of the man? (A) Joel Anderson                      (C) Joey Addison (B) Johanna Abramson                (D) Joseph Abramson				



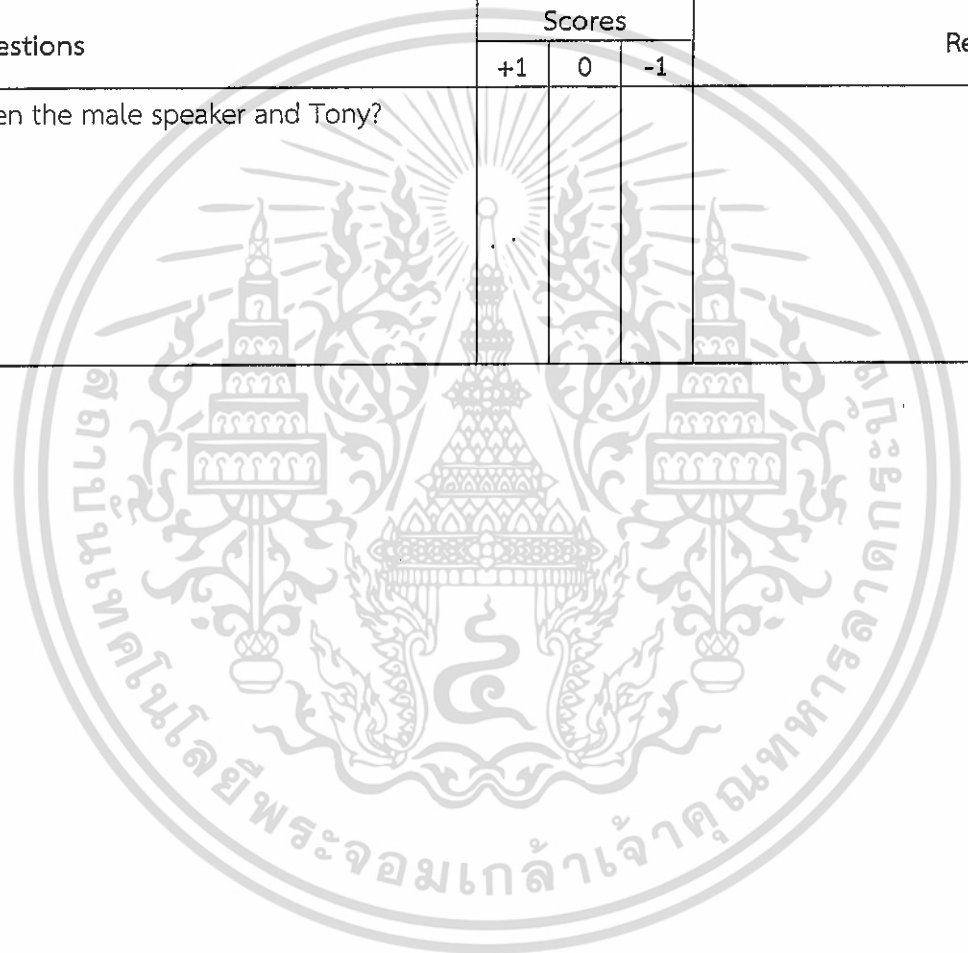
Questions	Scores			Remarks
	+1	0	-1	
Objective 2: Students will be able to identify a person's name when someone introduces another person in a dialogue. (Items 3 and 4)				
<p>On the recording, you hear:</p> <p>(woman1): Hello, Susan. How are you?</p> <p>(woman2): Oh. Hi, Amy. Fine, and you?</p> <p>(man1): Very well, thanks. Susan. There's someone I'd like you to meet. This is Tony. Tony, this is Amy.</p> <p>(man2): Pleased to meet you.</p> <p>(woman12): Nice to meet you, too.</p> <p>3. What is the name of the man?</p> <p>(A) Amy                      (C) Susan</p> <p>(B) Andy                     (D) Tony</p>				
<p>On the recording, you hear:</p> <p>(woman1): Excuse me, Beth. Let me introduce you to a friend of mine, Gary.</p> <p>(woman2): Hi, Gary. Glad to meet you.</p> <p>(man): Nice to meet you, Beth.</p> <p>(woman1): Gary just started a new job at the factory.</p> <p>Woman2): Oh, yes.</p>				

Questions	Scores			Remarks
	+1	0	-1	
4. Who just started a new job at the factory? (A) Beth                      (C) Gary (B) Brittany                (D) Harry				



Questions	Scores			Remarks
	+1	0	-1	
Objective 3: Students will be able to identify the relationship in a family. (Items 5 and 6)				
<p>On the recording, you hear:</p> <p>(woman): Is that your dad, Bill?</p> <p>(man): Who do you mean?</p> <p>(woman): You know, the short middle - aged man with brown hair and the yellow shirt next to your mom?</p> <p>(man): Uh... no. That's her brother.</p> <p>5. What is the relationship between Bill and the man who is next to his mother?</p> <p>(A) Father                      (C) Nephew</p> <p>(B) Brother                      (D) Uncle</p>				
<p>On the recording, you hear:</p> <p>(woman): Is that Tony? The one with short black hair.</p> <p>(man): Yes. That's him.</p> <p>(woman): He looks just like you.</p> <p>(man): Yeah. When we were young, everybody thought we were twins.</p>				

Questions	Scores			Remarks
	+1	0	-1	
6. What is the relationship between the male speaker and Tony? (A) Father and son (B) Brothers (C) cousins (D) Uncle and nephew				



Questions	Scores			Remarks
	+1	0	-1	
Objective 4: Students will be able to Identify what information is asked for and given. (Items 7 and 8)				
<p>On the recording, you hear:</p> <p>(man): How old are you?</p> <p>(woman): I'm seventeen.</p> <p>(man): Where are you from?</p> <p>(woman): I'm from Spain, originally.</p> <p>(man): Were you born there?</p> <p>(woman): Absolutely, I was born in Madrid and have lived there until now.</p> <p>7. What is true about the woman's information?</p> <p>(A) She is Aborigine and seventeen.</p> <p>(B) She is teenager and left Madrid to Europe.</p> <p>(C) She was born and has lived in Madrid for 17 years now.</p> <p>(D) She is Brazilian and wants to leave Madrid now.</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(woman): When did you come to Montreal, then?</p> <p>(man): Well, my family moved here when I was ten.</p> <p>(woman): Did you go to school here?</p> <p>(man): Yes. I went to middle school here, but I went to high school in Quebec.</p> <p>(woman): Did you go to college right after high school?</p> <p>(man) Actually, I didn't. I travelled for a while in America. And I lived in Mexico for six months.</p> <p>8. What is true about the man's information?</p> <p>(A) He visited other countries for about half a year.</p> <p>(B) He was born in Montreal and finished high school there.</p> <p>(C) He lived in Quebec ten years ago and went to America.</p> <p>(D) He started his high school as soon as he graduated the middle school.</p>				

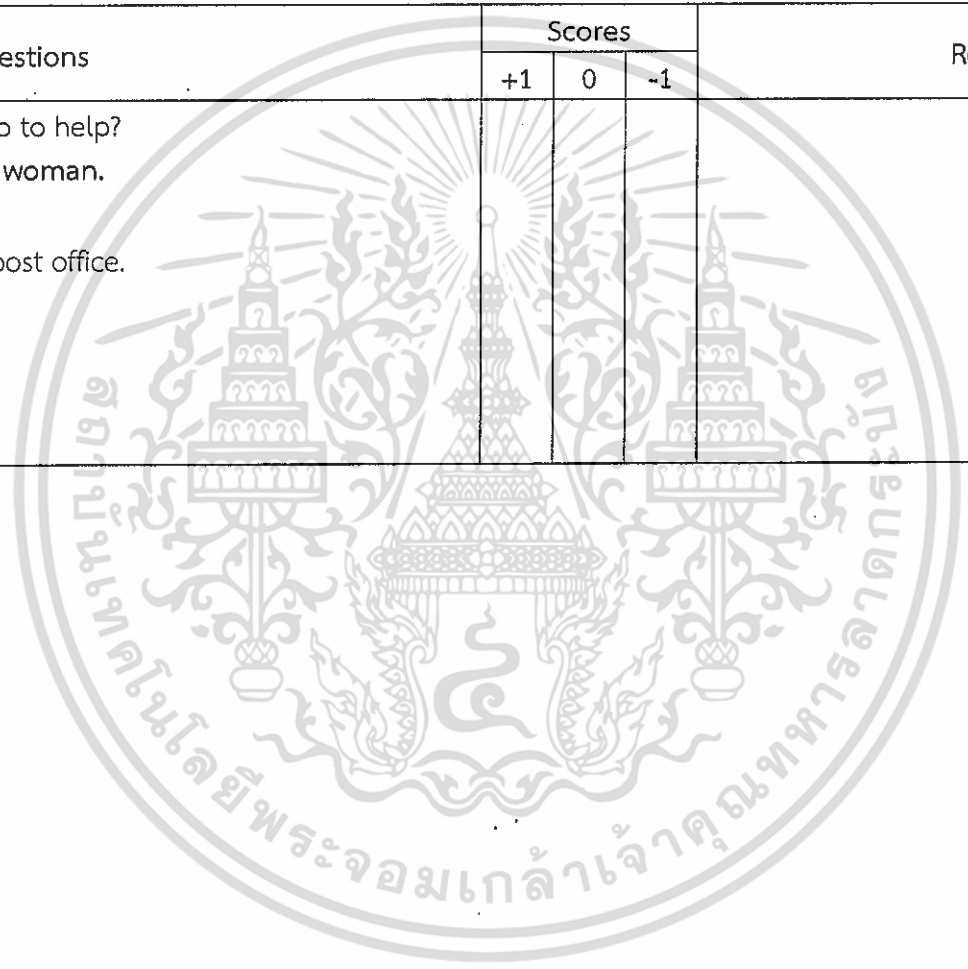
Questions	Scores			Remarks
	+1	0	-1	
Objective 5: Students will be able to identify what time is talked about. (Items 9 to 12)				
<p>On the recording, you hear:            (woman): This is WBYZ 105.1 FM and the time is coming up to 10:05.            And we've got more music for you, so stay tuned.</p> <p>9. What time is it?            (A) 10:50                      (C) 10:05            (B) 10:51                      (D) 10:55</p>				
<p>On the recording, you hear:            (woman): This is 1010 News Radio. The station with all the news, all the time. It is now 9:30.</p> <p>10. What time is it?            (A) 10:30                      (C) 9:10            (B) 9:30                        (D) 10:10</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:            (woman): Do you have time?            (man): Let me see. Yeah. Two ten.            (woman): Two ten. Thanks</p> <p>11. What time is it?            (A) 1:50                      (C) 2:10            (B) 10:20                    (D) 2:50</p>				
<p>On the recording, you hear:            (man): Hey, it's midnight. Happy New Year!</p> <p>12. What time is it now?            (A) 12.00 am.              (C) 6.00 am.            (B) 12.00 pm.              (D) 6.00 pm.</p>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 6 Students will be able to identify what date is stated. (Items 13 and 14)				
On the recording, you hear: (woman): Have you been here long? (man): No, I arrived a few days ago, on the first of the month. (woman): And how long are you staying? (man): I'm staying exactly for two weeks. We leave on the 14 <sup>th</sup> . 13. On what date did the man arrive? (A) The 14 <sup>th</sup> (C) The 7 <sup>th</sup> (B) The 12 <sup>th</sup> (D) The 1 <sup>st</sup>				
On the recording, you hear: (woman): Did you just arrive? (man): I arrived on July 2 <sup>nd</sup> . (woman): Are you enjoying your vacation? (man): Oh, yes. But it's too short. I leave on the 10 <sup>th</sup> . 14. On what date did the man arrive? (A) The 10 <sup>th</sup> (C) The 8 <sup>th</sup> (B) The 2 <sup>nd</sup> (D) The 1 <sup>st</sup>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 7: Students will be able to identify what to do to help. (Items 15 and 16)				
<p>On the recording, you hear:</p> <p>(woman): I think I'll get something to eat. The food looks good. If you like I could get some for you?</p> <p>(man): Never mind. I'm not hungry right now, thanks.</p> <p>(woman): OK, talk to you later.</p> <p>15. What does the woman offer to do to help?</p> <p>(A) To introduce the man to a new friend.</p> <p>(B) To invite the man to a party.</p> <p>(C) To find the lost thing for the man.</p> <p>(D) To get some food for the man.</p>				
<p>On the recording, you hear:</p> <p>(woman): Has anyone left a package for me?</p> <p>(man): Yes, we do have a large envelope for you at the front desk. Perhaps I could send it up to your room?</p> <p>(woman): It's OK. I'll come down for it, thanks.</p>				

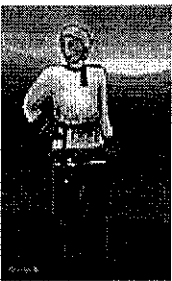



Questions	Scores			Remarks
	+1	0	-1	
16. What does the man offer to do to help? (A) To bring the package to the woman. (B) To keep the package safely. (C) To get the package from the post office. (D) To call for the package claim.				


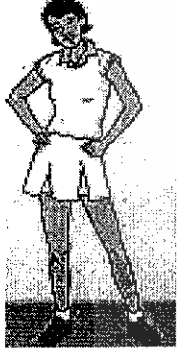








Questions	Scores			Remarks
	+1	0	-1	
Objective 8: Students will be able to identify whether the invitation is accepted or declined. (Items 17 to 20)				
<p>On the recording, you hear:</p> <p>(man): Would you like to go to a movie tomorrow night?</p> <p>(woman): I'd love to, but I'm really busy this week.</p> <p>(man): Oh, well. Maybe some other time.</p> <p>17. What does the woman mean?</p> <p>(A) She loves going out at night.</p> <p>(B) She will go with him tomorrow night.</p> <p>(C) She prefers watching a film at home.</p> <p>(D) She cannot go to a movie with him.</p>				
<p>On the recording, you hear:</p> <p>(man): Are you free on Sunday?</p> <p>(woman): I think so.</p> <p>(man): Why don't we go to the movies?</p> <p>(woman): That's a great idea.</p>				





Questions	Scores			Remarks
	+1	0	-1	
18. What does the woman mean? (A) Movies are good for Sunday (B) <b>She will go to movies on Sunday.</b> (C) Movies are free on Sunday. (D) She has free tickets on Sunday.				
On the recording, you hear: (man): What is the weather going to be like on Saturday? (woman): Hot and sunny. (man): Oh, good, so let's go to the beach. It'll be perfect for swimming. (woman): Yeah. But I just want to lie on the sand and sleep. 19. What does the woman mean? (A) She loves going to the beach. (B) She loves swimming in the sea. (C) <b>She prefers relaxing on the beach.</b> (D) She prefers diving not swimming.				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(man): Would you like to join me for cycling on Saturday? The weather forecast said it would be warm all this week.</p> <p>(woman): That sounds like a good idea. I will prepare some sandwiches for us.</p> <p>20. What does the woman mean?</p> <p>(A) She plans on riding and prepares for a picnic.</p> <p>(B) She plans on exercise at a park.</p> <p>(C) She prefers having lunch at a park.</p> <p>(D) She plans on riding around a park.</p>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 9: Students will be able to identify someone's appearance. (Items 21 to 24)				
<p>On the recording, you hear:</p> <p>(man): Tell me about your boyfriend, Anne.</p> <p>(woman): Well, his name is Bob. He's seventeen. Let me see.</p> <p>Well, he's got short blonde hair. He's not very tall – about average.</p> <p>21. Which picture best describes Anne's boyfriend?</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(man): So, Bob, what's the new girl in your class like?</p> <p>(woman): She's pretty tall, about 170 centimetres. She's got glasses and short curly hair. I think she's about 20.</p> <p>22: Which picture best describes Bob's new friend?</p> <p>(A)  (B)  (C)  (D) </p>				



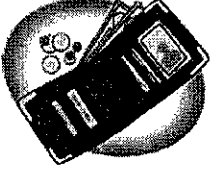

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(man): So tell me about your cousin, Paula.</p> <p>(woman): Well, she's very pretty. I mean, she looks like a movie star.</p> <p>(man): Really! Is she blonde?</p> <p>(woman): No, she's got long brown hair. Everybody wants to go out with her.</p> <p>23. Which picture best describes Paula's cousin?</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(man): Hey! Who's that girl with long curly blonde hair?</p> <p>(woman): Long curly blonde hair? Oh! That's Susan.</p> <p>(man): Umm... Does she have a boyfriend?</p> <p>(woman): No, not right now. Do you want to meet her?</p> <p>24. Which picture best describes Susan?</p> <p>(A)  (C) </p> <p>(B)  (D) </p>				

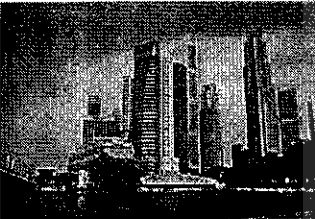


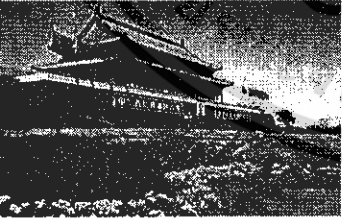
Questions	Scores			Remarks
	+1	0	-1	
Objective 10: Students will be able to identify someone's personality. (Items 25 to 28)				
<p>On the recording, you hear:</p> <p>(man): So tell me about your new friend, Cindy. What's she like?</p> <p>(woman): She's really neat. She's great to be with because she makes me laugh all the time.</p> <p>(man): Oh yeah?</p> <p>(woman): Yeah, she's always telling jokes.</p> <p>25. Which word best describes the personality of Cindy's friend?</p> <p>(A) Serious                      (C) Shy</p> <p>(B) Funny                         (D) Talkative</p>				
<p>On the recording, you hear:</p> <p>(man): What's your brother's wife like?</p> <p>(woman): She's just like my brother – serious and hardworking. She's at the office every night until around 9:00. And so is he.</p> <p>(man): They sound like the perfect couple.</p>				




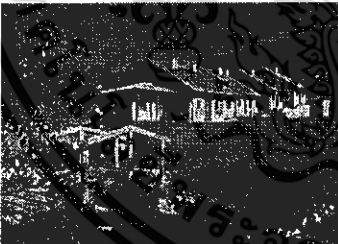
Questions	Scores			Remarks
	+1	0	-1	
<p>26. Which word best describes the personality of the woman's sister-in-law?</p> <p>(A) Serious                      (C) Shy (B) Funny                         (D) Talkative</p>				
<p>On the recording, you hear:</p> <p>(woman): Have you met Wendy's new boyfriend? (man): Yeah, I like him. (woman): Me too. I think he's perfect for Wendy. (man): He sure is. They're so sociable. They both love partying and they're both a little crazy at times. (woman): That's for sure.</p> <p>27. Which word best describes the personality of Wendy's new boyfriend?</p> <p>(A) Critical                      (C) Generous (B) Sociable                      (D) Serious</p>				


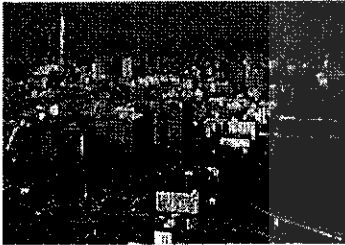

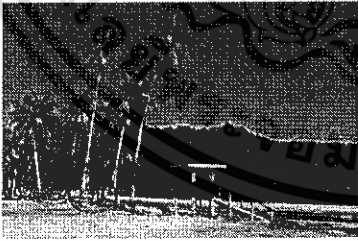
Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(man): Where are Bobby and his brother today?</p> <p>(woman): I think they've skipped class again.</p> <p>(man): Really? They're always doing that.</p> <p>(woman): Yeah. They aren't serious about studying, that's for sure.</p> <p>All they like to do is to sit at home and to play computer games.</p> <p>28. Which word best describes the personality of Bobby and his brother?</p> <p>(A) Sociable                      (C) Diligent</p> <p>(B) Hardworking                (D) Lazy</p>				

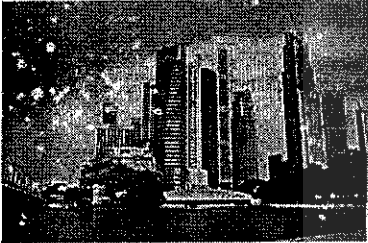
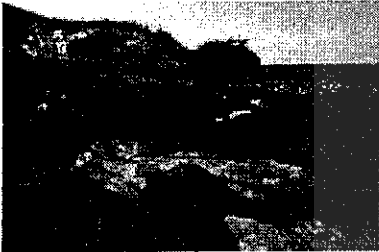

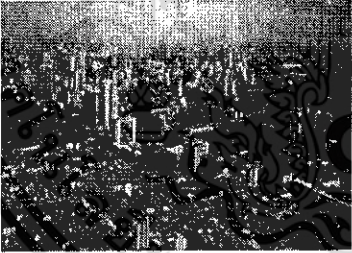
Questions	Scores			Remarks
	+1	0	-1	
Objective 11: Students will be able to identify an object. (Items 29 and 30)				
<p>On the recording, you hear:</p> <p>(woman): Hello. City Taxi.</p> <p>(man): Yes. I left a briefcase in a taxi, coming back from the airport.</p> <p>(woman): Can you describe it?</p> <p>(man): Yes, it's black leather, with the initials MGL on it.</p> <p>29. Which picture best describes the briefcase?</p> <p>(A)  (C) </p> <p>(B)  (D) </p>				





Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:            (woman): I always wear them when it's sunny outside. Otherwise,                              the sun gets in my eyes.</p> <p>30. What does the woman wear?</p> <p>(A) A suitcase                      (C) Sunglasses            (B) A umbrella                   (D) wallet</p>				





Questions	Scores			Remarks
	+1	0	-1	
Objective 12: Students will be able to identify a place. (Items 31 to 34)				
<p>On the recording, you hear:</p> <p>(man): Which city do you most want to visit?</p> <p>(woman): I really want to see Beijing.</p> <p>(man): Really? Why do you want to go there?</p> <p>(woman): Well, it seems like an ancient and historical city.</p> <p>31. Which picture is the place they are talking about?</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>				


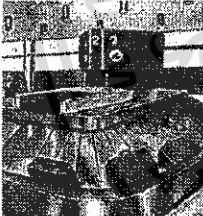
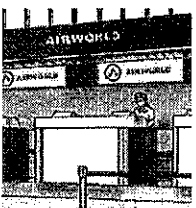

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:            (woman): You are from Japan, aren't you?            (man): Yes, actually I'm from Tokyo.            (woman): What's Tokyo like?            (man): It's very big and modern.</p> <p>32. Which picture is the place they are talking about?</p>	<p>(A) </p>	<p>(C) </p>		
	<p>(B) </p>	<p>(D) </p>		

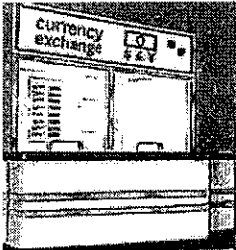

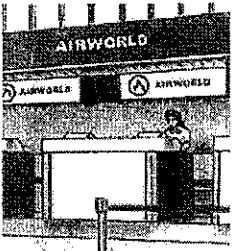
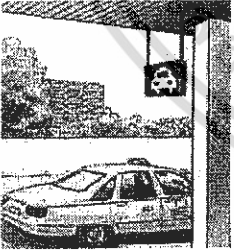
Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:            (man): How was your trip to Bangkok?            (woman): Great.            (man): What's Bangkok like?            (woman): I think it's a beautiful city with Buddhist temples.</p> <p>33. Which picture is the place they are talking about?</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>				

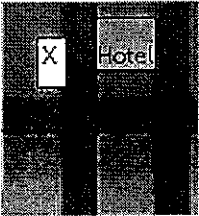
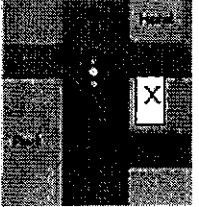
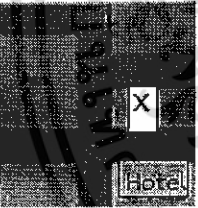
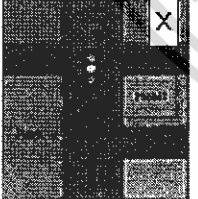
Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:            (woman): Do you think Singapore is a safe place to live?            (man): Absolutely! And it's very clean and convenient.</p> <p>34. Which picture is the place they are talking about?</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>				

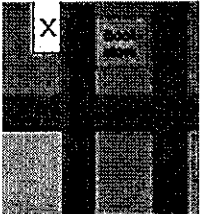
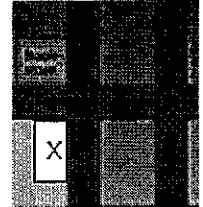
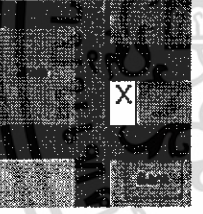

Questions	Scores			Remarks
	+1	0	-1	
<p><b>Objective 13: Students will be able to identify someone's health.</b> (Items 35 and 36)</p> <p>On the recording, you hear:            (woman): What happened to you?            (man): Oh, I didn't have my glasses on so I walked into a door.            (woman): No!            (man): It's true. Isn't it crazy? Now I have a splitting headache.</p> <p>35. Which picture best describes the man?</p>				
<p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(man): Did you cut yourself?</p> <p>(woman): Yes, I was cooking and I cut myself with a knife.</p> <p>(man): You should be more careful.</p> <p>(woman): I know, and now it's difficult for me to eat, because I'm left handed.</p> <p>36. Which picture best describes the woman?</p> <p>(A)  (C) </p> <p>(B)  (D) </p>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 14: Students will be able to identify which inside-building location is described. (Items 37 and 38)				
<p>On the recording, you hear:</p> <p>(man): Could you tell me where Departure Gate 5 is, please?</p> <p>(woman): Yes, just take the escalator up to the next level and turn right.</p> <p style="padding-left: 40px;">All the gates are upstairs.</p> <p>(man): Thanks.</p> <p>37. Which picture is the place that the man wants to go to?</p>				
<p>(A) </p> <p>(C) </p> <p>(C) </p> <p>(D) </p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:            (woman): Is it possible to buy souvenirs and gifts here?            (man): Yes, go to level 2. Look for the duty-free shop in the departure area. There are a lot of cards, books and gifts. You can't miss it.</p> <p>38. Which picture is the place that the woman wants to go to?</p>	<p>(A) </p>	<p>(C) </p>		
	<p>(B) </p>	<p>(D) </p>		

Questions	Scores			Remarks
	+1	0	-1	
Objective 15: Students will be able to identify which outside building direction is given. (Items 39 and 40)				
<p>On the recording, you hear:</p> <p>(man): Excuse me. Is there a bank near here?</p> <p>(woman): Yes, there is. Go straight up for two blocks and turn right at the traffic light. The bank is on the left across from the hotel.</p> <p>39. Which picture is the way to the bank?</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(woman): I'm trying to find a supermarket.</p> <p>(man): A supermarket? OK. Go to the corner and turn left. Then go straight to the next block. It's on the next corner across from the book store.</p> <p>(woman): Thanks.</p> <p>40. Which picture is the way to the supermarket?</p>				
<p>(A) </p> <p>(B) </p>	<p>(C) </p> <p>(D) </p>			

Questions	Scores			Remarks
	+1	0	-1	
<p>Objective 16: Students will be able to identify the name of the person who makes a phone call or who is needed on a phone call. (Items 41 to 44)</p> <p>On the recording, you hear:            (woman): Hello.            (man): Hello. Can I speak to Cindy, please?            (woman): Sorry. She's not in. Can I take a message?            (man): Yes, this is Bob Jackson. Please ask Cindy to call me at 08-8186-8496            (woman): OK, I'll give her the message.</p> <p>41. Who is making the phone call?            (A) Bill Johnson            (C) Bob Johnson            (B) Cindy Crawford        (D) Bob Jackson</p> <p>42. Who is needed on the phone call?            (A) Sandy                    (C) Cindy            (B) Susie                    (D) Sylvia</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(man): Hello.</p> <p>(woman): Hello. Is Mr. Brown there?</p> <p>(man): Yes, may I ask who's calling?</p> <p>(woman): Yes, this is Donna Simpson.</p> <p>(man): Just a moment, please.</p> <p>43. Who is making the phone call?</p> <p>(A) Diana Simpson      (C) Donna Simpson</p> <p>(B) Diane Simpson      (D) Dolly Simpson</p> <p>44. Who is needed on the phone call?</p> <p>(A) Mr. Bond      (C) Mr. Bob</p> <p>(B) Mr. Brown      (D) Mr. Brook</p>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 17: Students will be able to identify what information is stated for the telephone message. (Items 45 to 48)				
<p>On the recording, you hear:</p> <p>(man): Hello. Tom Waite speaking.</p> <p>(woman): Hello. Can I speak to Cathy, please?</p> <p>(man): Sorry, she's not here.</p> <p>(woman): Can I leave a message?</p> <p>(man): Yes, of course.</p> <p>(woman): Thanks. This is Nancy from school. My number is 391-8246. Please ask Cathy to call me.</p> <p>(man): OK. I'll ask her to call you as soon as she gets back.</p> <p>(woman): Thank you.</p> <p>45. What is the relationship between Nancy and Cathy?</p> <p>(A) Boss and employee                      (C) Colleagues at the company.</p> <p>(B) Friends at school.                      (D) Cousins.</p>				
<p>46. What does Nancy want Cathy to do? Nancy wants Cathy</p> <p>(A) to meet her at school.                      (C) to call back.</p> <p>(B) to call back at night.                      (D) to wait for Nancy's next call.</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(woman): Hello. Is David there?</p> <p>(man): Sorry, he's not here. Who's calling, please?</p> <p>(woman): This is Miss Wilson. I'm his teacher.</p> <p>(man): Oh, Miss Wilson. Would you like to leave your number? I'll ask him to call you as soon as he's back.</p> <p>(woman): It's OK. I'll call back.</p> <p>47. What is the relationship between Miss Wilson and David?</p> <p>(A) A teacher and a student.      (C) A mother and a son.</p> <p>(B) Friends at a college.          (D) A director and a subordinator.</p> <p>48. What will Miss Wilson do with David?</p> <p>(A) Miss Wilson will call back again</p> <p>(B). Miss Wilson will wait for him at school.</p> <p>(C) Miss Wilson will have David call back.</p> <p>(D) Miss Wilson will ask him to have a test.</p>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 18: Students will be able to identify what is done after welcoming someone. (Items 49 and 50)				
<p>On the recording, you hear:</p> <p>(woman): Excuse me. Are you Mr. William?</p> <p>(man): Yes, that's right.</p> <p>(woman): I'm Wanna. Nice to meet you.</p> <p>(man): Nice to meet you, too.</p> <p>(woman): Welcome to Thailand.</p> <p>(man): Thank you.</p> <p>(woman): Did you have a good flight?</p> <p>(man): Yes, thank you.</p> <p>49. What does the woman do after introducing herself?</p> <p>(A) She finds him easily.                      (C) She tells him her name.</p> <p>(B) She will have a dinner with him.      (D) She asks about his flight.</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>On the recording, you hear:</p> <p>(man): Welcome to Thailand.</p> <p>(woman): Thank you. It's nice to be here.</p> <p>(man): Is this your first visit to Thailand?</p> <p>(woman): No, I was here last year.</p> <p>(man): Let me help you with your luggage.</p> <p>(woman): Thank you.</p> <p>50. What does the man do after greeting the woman?</p> <p>(A) He helps the woman carry the luggage.</p> <p>(B) He looks for her belongings.</p> <p>(C) He introduces himself.</p> <p>(D) He asks about her trip.</p>				

## Part 2: Language use and usage

Objective 1: Students will be able to complete a short dialogue when someone introduces himself or herself. (Items 51 and 52)

Objective 2: Students will be able to complete a short dialogue when someone introduces another person. (Items 53 and 54)

Objective 3: Students will be able to describe the family relationship. (Items 55 to 58)

Objective 4: Students will be able to ask for and give information. (Items 59 and 60)

Objective 5: Students will be able to ask for and tell the time. (Items 61 to 64)

Objective 6: Students will be able to ask for and give the date. (Items 65 and 66)

Objective 7: Students will be able to offer help. (Items 67 and 68)

Objective 8: Students will be able to accept and decline an invitation. (Items 69 to 72)

Objective 9: Students will be able to interrupt a conversation politely. (Items 73 and 74)

Objective 10: Students will be able to describe someone's appearance. (Items 75 and 76)

Objective 11: Students will be able to describe someone's personality. (Items 77 and 78)

Objective 12: Students will be able to describe things. (Items 79 and 80)

Objective 13: Students will be able to describe places. (Items 81 and 82)

Objective 14: Students will be able to talk about health. (Items 83 and 84)

Objective 15: Students will be able to describe location inside a building. (Items 85 and 86)

Objective 16: Students will be able to give direction outside a building. (Items 87 and 88)

Objective 17: Students will be able to make and answer the telephone call. (Items 89 and 90)

Objective 18: Students will be able to find someone on the telephone. (Items 91 and 92)

Objective 19: Students will be able to deal with a wrong number. (Items 93 and 94)

Objective 20: Students will be able to take and leave the telephone message. (Item 95 to 98)

Objective 21: Students will be able to welcome a new comer. (Items 99 and 100)

Part 2 Language use and usage

Questions	Scores			Remarks
	+1	0	-1	
Objective 1: Students will be able to complete a short dialogue when someone introduces himself or herself. (Items 51 and 52)				
<p>51. (man): Hello. Are you a friend of John's                      (woman): Hi. _____. Nice to meet you.                      (man): Glad to meet you, too.</p> <p>(A) Yes, I know him.                      (C) Right, I'm Linda.                      (B) No, he is sick.                        (D) John? He's over there.</p>				
<p>52. (man): I don't think we've met. _____                      (woman): How do you do? I'm Paula.</p> <p>(A) My name's Andrew.                  (C) Are you new here?                      (B) Are you American?                 (D) What's your name?</p>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 2: Students will be able to complete a short dialogue when someone introduces another person. (Items 53 and 54)				
<p>53. (man): _____. Susan, this is John. John, this is Susan.            (Susan): Nice to meet you, John.            (John): Nice to meet you, Susan.            (A) Come on!            (B) Let's have some new friends.            (C) Attention!            (D) Have you two met?</p> <p>54. (man): Jennifer, _____. This is Tony.            (Jennifer): Hello, Tony. How do you do?            (Tony): Hi, Jennifer. How do you do?            (A) meet my friend            (B) introduce yourself to my friend            (C) talk to me            (D) let me introduce one of my friends.</p>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 3: Students will be able to describe the family relationship. (Items 55 to 58)				
<p>55. (woman): That's me on the left.            (man): Who are the other two?            (woman): Those are my sister and brother, Maria and Jose. They look very alike because _____.</p> <p>(A) they're cousins (C) they're spouses            (B) they're twins (D) they're siblings</p>				
<p>56. (woman): This is my father with my uncle and aunt and two cousins.            (man): _____?            (woman): That one on the left.            (man): Oh, yes.</p> <p>(A) Which one is your father?            (B) Is your father in the picture?            (C) Is your father older than your aunt?            (D) Is your father a brother of your uncle or aunt?</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>57. (man): Tell me about your family, Donna.  (woman): Well, _____ - he's younger than me.  (A) I've got one uncle  (B) I've got one aunt  (C) I've got one brother  (D) I've got one grandfather</p> <p>58. (woman): _____ ?  (man): Just one – my sister, Anna  (woman): Is she older than you?  (man): Yes, she is.</p> <p>(A) Do you live in a big family?  (B) Tell me about your family.  (C) Do you have any brothers or sisters?  (D) What does your sister do?</p>				

Questions	Scores			Remarks
	+1	0	-1	
Objective 4: Students will be able to ask for and give information. (Items 59 and 60)				
59. (man): _____, Marie? (woman): Me? I'm a salesperson. (A) How are you (B) How do you do (C) What do you do (D) What are you doing				
60. (woman): _____, Rod? (man): Every day after work, and on Saturdays, too. (A) Do you like having a diet (B) How do you keep in shape (C) How often do you go to gym (D) What kind of sports do you play				

Questions	Scores			Remarks
	+1	0	-1	
Objective 5: Students will be able to ask for and tell the time. (Items 61 to 64)				
<p>61. (woman): I'm late again. What time is it now?            (man): _____            (A) It's time off now. (C) It's very late now.            (B) It's seven times a week. (D) It's seven fifty-five.</p> <p>62. (man): _____            (woman): Let me see. It's ten fifteen.            (man): Thanks.            (A) Is time up? (C) Can I borrow your watch?            (B) Do you have the time? (D) Are you a time keeper?</p>				