



**AN INVESTIGATION OF CONTENT VALIDITY IN THE
O-NET (ENGLISH SUBJECT) FOR THE UPPER
SECONDARY LEVEL**

BY

MISS NELOBOL NIPAKORNKITTI

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
ARTS IN ENGLISH LANGUAGE STUDIES
DEPARTMENT OF ENGLISH AND LINGUISTICS
FACULTY OF LIBERAL ARTS
THAMMASAT UNIVERSITY
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THESIS

BY

MISS NELOBOL NIPAKORNKITTI

ENTITLED

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was approved as partial fulfillment of the requirements for
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ABSTRACT

The O-NET (Ordinary National Educational Test) for the upper secondary level (Matthayom 6) plays the roles of accountability and gatekeeping in the Thai educational system. It has been used to hold schools accountable and to be one of the criteria to determine students who are qualified for the admission to universities. The results of the test have a great impact on stakeholders and especially on the future of Thai students. Therefore, the O-NET test must be rigorously aligned with the Basic Education Core Curriculum in order to ensure a high degree of the test validity. However, little is known about the validity of the test. Thus, the purpose of this study was to investigate content validity of the O-NET tests in the English subject for the upper secondary level by using the test-curriculum alignment method. The samples used in this study were the 2009 and 2010 O-NET tests. Five participants were purposively selected to match the O-NET test items with the Basic Education Core Curriculum. The results demonstrated that the O-NET test items were partially aligned with the national curriculum. Some issues were analyzed and discussed in order to clarify the results found regarding the alignment between the test items and curriculum domains and the O-NET test items' distribution of this study.

Keywords: O-NET test, standardized test, high-stakes test, accountability, content validity, test-curriculum alignment

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CHAPTER 1

INTRODUCTION

1.1 Rationale and Background of the Study

Aiming at improving educational quality, the fifth wave of the standards-based accountability system (Linn, 2000, 2003) is created to assess students, teachers, and school administrators in the educational system. Tests have become an important agent for reform (Linn, 2000) and the standards-based accountability system has been dominant in many countries around the world (Brown & Abeywickrama, 2010).

Like other countries, Thailand has adopted an accountability system in order to improve the quality of teaching and learning. As a result, the enactment of the National Education Act in 1999 was the starting point of educational reform in Thailand. This act formulates the provisions and national education guidelines for establishing the national curriculum. The Ministry of Education claims that some studies (Nutravong, 2002; Kittisunthorn, 2003; Bureau of Academic Affairs and Educational Standards, 2003a, 2003b, 2005a, 2005b; Office of the Education Council, 2004; Suvimol Wongvanich & Nonglak Wiratchai, 2004; Bureau of Inspection and Evaluation, 2005) found problems emerging from unclear provisions of the curriculum enacted in 2001. In addition, the outcomes of implementing the 2001 national curriculum were unsatisfying. Therefore, the 2008 Basic Education Core Curriculum was formulated with clearer provisions and objectives as well as appropriateness for human development in the 21st century (Ministry of Education, 2008).

The 2008 Basic Education Core Curriculum explicitly prescribes the learning standards and indicators for all academic compulsory levels. In particular, in the English curriculum, the four main concepts: culture, communication, connection, and communities, known as the 4Cs (Foley, 2005) have been implemented to give Thai students proficiency in a competitive globalized world.

The organization which is responsible for measurement and evaluation at the national level is the National Institution of Educational Testing Service (NIETS). It is assigned to develop national tests, for example, O-NET for grades 6, 9, and 12, GAT (General Aptitude Test), PAT (Professional and Academic Aptitude Test), or even 9 subjects. These tests play the role of gate keeping at higher educational levels, especially the tertiary level (www.niets.or.th).

However, of all the tests developed by NIETS, the O-NET (Ordinary National Educational Test) is the most important for the following reasons: O-NET holds accountability to the Thai educational system and the O-NET serves as a gate keeper.

First, the O-NET which is a state-mandated test is used to serve as a tool to hold accountability in Thailand. The O-NET is employed to verify the stakeholders accountable: students, teachers, schools, and policymakers. To begin, the O-NET test holds students accountable by comparing them to national standards. Next, teachers are held accountable according to the achievement of their students' performance and by the alignment between the teaching content and the curriculum. Furthermore, schools are held accountable when the number of students attaining high performance is increasing. Ultimately, policymakers are held accountable when the average national test scores meet the standard.

Second, the O-NET functions as a gate-keeper for the higher educational level, particularly the O-NET for the upper secondary level, which plays an important role in allocating sparse seats for qualified test takers at the tertiary academic level (Goodman, 2013). Implicitly, the O-NET is regarded as a high-stakes mandated test because the test results can determine the students' future lives (Brown & Abeywickrama, 2010). In addition, the O-NET's results can reflect the accountability system of Thailand.

To explain, when students cannot attain the learning standards that are utilized as an indicator in the accountability system, it will reflect their teacher's performance as well. It is possible that teachers may not teach in accordance with the Basic Education Core Curriculum or their teaching methods may be ineffective. When the number of students who do not achieve the standards is increasing, it will have an influence on

the school's ranking when compared among schools in local areas or at the national level as well as the school's accountability. Consequently, it affects parents' attitudes, values, and trustworthiness; that is, parents will want their children to attend schools where the students perform well in standardized testing. Regarding the administrative level, Stecher (2002) stated that when the accountability system is unreliable because of inaccurate information, policymakers and school administrators will either inaccurately identify the educational direction in the future or determine the educational policy merely to enhance the student's test scores without an interest in the student's actual needs (cited in Minarechova, 2012). Hence, the accountability system held by policymakers and school administrators is questionable and cannot answer the taxpayers' question whether their money is worthily and appropriately spent to improve educational quality.

Therefore, it is unavoidable that the O-NET test results for the upper secondary level can cause a negative impact as follows.

To begin, policymakers may emphasize subjects that are contained in high-stakes tests in order to improve the test's results. Stecher (2002) indicated that policymakers could legislate policies to enhance test scores regardless of the necessity to develop a better teaching and learning process (cited in Minarechova, 2012). Consequently, the policies cannot enhance educational quality or support educational resources to improve the student's progress as they should do.

Next, the O-NET test result can cause a negative washback. The form of instruction that promotes a student's performance could be changed to tutorial sessions so that the student can attain high test scores (Marchant, 2004). For example, teachers would teach particularly what is tested and diminish teaching and learning activity hours. Certainly, traditional teaching and rote memorization still exist in the classroom (Romberg et al., 1989; Brown, 1992, 1993 cited in Marchant, 2004) and there are teachers who insist on the "teaching-to-the-test" approach. In cases where the test has especially high stakes, the "teaching-the-test" approach would be applied in the classroom in order to increase the student's test performance only.

Ultimately, the O-NET test has a direct impact on students and teachers. Some students undergo negative mental conditions such as test anxiety, resentment, and other types of stress; they may even suffer physical symptoms from testing such as headache, upset stomach, and vomiting (Marchant, 2004). Furthermore, another negative impact from using the high-stakes testing of students is demotivation in learning. Students taking high-stakes tests could lose their intrinsic learning motivation (Brown & Abeywickrama, 2010) and merely focus on specific test content because high-stakes testing could have a significant influence on the students' future careers and lives (Brown & Abeywickrama, 2010). In addition, a report on university admission (2003) indicated that most cram schools have been abundantly founded to review the test content and format (Prapphal, 2008). The socioeconomic status of a student's family has great effect on the fairness of taking high-stakes tests and accessing higher levels of education in Thailand (Prapphal, 2008). That is, only students whose parents can afford the tuition fee of cram schools during the extracurricular test preparation period have more chances to reach high test scores so that they can be admitted to a high ranking university.

In terms of teachers, some are rewarded or punished depending on the achievement of their student's test performance. In high-stakes testing, some teachers emphasize the test content (Stecher, 2002; Amrein & Berliner, 2003; Marchant, 2004; Madaus and Russell, 2010; Minarechova, 2012). They restrict their teaching activity hours to encouraging their student's learning process due to tutorial sessions designed solely for attaining high test scores in high-stakes testing (Marchant, 2004). Smith (1991) stated that in some cases teachers feel guilty about the impact of testing on students (cited in Boardman & Woodruff, 2004).

1.2 Statement of the Problem

As mentioned above, the O-NET has a great impact and a washback effect on stakeholders. Thus, it is essential to construct an O-NET test based on language assessment principles: validity, reliability, washback, authenticity, and practicality in

order that the O-NET test will be fair for all stakeholders and that the test takers will be accurately placed in an appropriate seat (Brown & Abeywickrama, 2010).

Based on language assessment principles, validity is the most essential element which high-stakes test needs to have. Based on Messick's theory (1998, p.1), validity is defined as "a unitary concept, which means that fundamentally there is only one kind of validity, namely, construct validity." In construct validity, it is composed of six aspects of construct validity: content, substantive processes, score structure, generalizability, external relationships, and testing consequence (Messick, 1998, p.7).

Of all the aspects of construct validity, the content aspect can diminish the threats to validity of a test, known as construct underrepresentation and construct-irrelevant variance (Messick, 1989, 1995, 1998). In addition, content validity is an evidence to support the relevance and representativeness of the test items as sampling specified content (Messick, 1981) in order to ensure that a fair test where the test scores are comparable person-to-person, group-to-group, and setting-to-setting (Willingham, 1998) will be applied to all the test takers. A test supported by evidence of content validity can provide meaningful test scores and policymakers can make accurate interpretations of the scores.

In order to comply with the language assessment principles, NIETS, along with funded researchers, have conducted studies as evidence to support when to use the O-NET's result for interpretation and use. Sinchindawong et al. (2009) conducted a quantitative research of the 2008 O-NET test's quality. They found that the O-NET's reliability value was relatively high; that is, the O-NET's reliability value was 0.794 in the 2008 O-NET test of English subject for the upper secondary level. Additionally, it was found that the discrimination index of the 2008 O-NET was approximately at 0.169 and SEM was 4.438. The difficulty item in the real test of 2008 O-NET was mostly opposite that of the NIETS scheme. In the O-NET scheme, NIETS discriminated the degree of difficulty into three levels: very difficult, accounting for 20 percent, medium 60 percent, and easy 20 percent. In reality, the O-NET test of 2008 comprised very difficult test items, accounting for 51 percent, followed by medium at 47 percent, and easy at 2 percent (Sinchindawong et al., 2009).

Moreover, owing to statistical evidence, the O-NET test scores have declined since 2008 (www.niets.or.th). For example, in 2008, the English scores for the upper secondary level in Thailand were at 30.68, followed by 23.98 in 2009, and 19.22 in 2010. Such low test scores for the student's performance reflect the accountability system and washback in Thailand. Some previous studies (Lincharearn et al., 2009; Waiwannajit, 2009) examined the factors causing low O-NET test scores.

Lincharearn et al.'s study (2009) collected data by interviewing sixth- and twelfth-grade students, teachers, and school administrators at 18 schools of three different sizes, small, medium, and large in three provinces: Pitsanulok, Sukhothai, and Nakhonsawan in Thailand. The researchers found that there were many factors affecting the low O-NET test scores, such as students, teachers, school administrators, or even the O-NET test. With respect to the O-NET test, the researchers reported that the English subject was the most difficult and some parts of the test content were extended from what the students were taught in the classroom.

Waiwannajit (2009) also qualitatively examined the causes of the low O-NET test scores for upper secondary students (grade 12) in Suksawad Wittaya School by interviewing two school administrators, three teachers, and three students. The results demonstrated that the main factors causing the low test scores were the students, teachers, school administrators, and the misalignment of the curriculum and the O-NET test.

Likewise, Goodman (2013) qualitatively analyzed the 2010 O-NET's test items in terms of language use in the test content. Goodman's study (2013) showed that the O-NET tests had subjective questions and found that the 2010 O-NET test for grade 6 and grade 12 contained biases and discrimination among the test takers; namely, the language used by the test writers for some subjects, such as physical education, Thai language, and social studies. The discrimination was reinforced in terms of religion, geography, ethnicity, and so on. This may implicitly cause conflict among Thai students. Further, the author claimed that the O-NET test failed to align with the national curriculum.

According to these previous studies (Lincharearn et al., 2009; Waiwannajit, 2009; Goodman, 2013), it can be seen that there was no evidence to support the English O-NET's (upper secondary level) validity regarding its use and interpretation (Chinda, 2013). Therefore, an investigation into the English O-NET's (upper secondary level) content validity is needed in order to ensure that the tests are designed to test what the students should know (Brown & Abeywickrama, 2010) and that the test scores are meaningful enough (Messick, 1993) for making important educational decisions.

1.3 Purpose of the Study

This research was devised to investigate content validity of the O-NET English tests in the past two academic years at the upper secondary level (Matthayom 6) (2009 and 2010) based on the 2008 Basic Education Core Curriculum. The research question is as follows:

- To what extent is the O-NET English test content for Matthayom 6 (upper secondary level) aligned with the 2008 Basic Education Core Curriculum?

1.4 Significance of the Study

Owing to its function as a high-stakes test, the English subject O-NET tests for the upper secondary level (Matthayom 6) have a consequential impact and washback effect. Based on Messick's theory of validity as a unitary concept, the two threats, construct underrepresentation and construct-irrelevant variance, are the primary threats to validity (Messick, 1989, 1995, 1998). The test, which does not have any evidence to confirm its content validity (Chinda, 2013), would affect other aspects of construct validity (Messick, 1989), test fairness (Messick, 1998), and test interpretation when making major decisions on education.

Therefore, there is a need to conduct a study in order to fulfill the gap regarding the O-NET's validity. This study will provide evidence to indicate the extent to which

the test items are aligned with the 2008 Basic Education Core Curriculum. This study is expected to be useful for test developers in terms of raising awareness of content validity, which is the most rudimentary characteristic of validity in the language assessment principle.

1.5 Limitation of the Study

One limitation found in this study is that the latest editions of the O-NET English tests for the upper secondary level are not officially published by NIETS. There are three O-NET tests for the upper secondary level that are officially published on the NIETS website (www.niets.or.th); that is, the 2008, 2009, and 2010 editions. However, the 2008 edition is based on the former 2001 national curriculum. The 2009 and 2010 O-NET English tests for the upper secondary level were designed using the same framework of the 2008 Basic Education Core Curriculum as the latest O-NET English tests for upper secondary level.

1.6 Definition of Terms

The O-NET test refers to the national test for the upper secondary level which was developed based on the 2008 Basic Education Core Curriculum. The editions used in this study were the 2009 and the 2010 O-NET tests of English.

Indirect assessment refers to testing that makes an effort to measure students' abilities through indirectly performing tasks (Hughes, 2012). For example, the indirect assessment of speaking can be measured by a multiple-choice test, or that of writing can be measured by error identification and sentence completion.

1.7 Summary of the Chapter

Chapter I introduces this study. First, the rationale and background of this study were addressed. Then, the statement of the problem, the purpose of the study, and the research question guiding this study were provided.



CHAPTER 2

REVIEW OF LITERATURE

2.1 The 2008 Basic Education Core Curriculum

In Thailand, since the enactment of the National Education Act in 1999, measurement and evaluation have been reformed and modernized to improve educational quality. The objectives of the 1999 National Education Act are to decentralize authority to educational service areas and schools, and to actively participate in preparing curricula suitable to actual situations and serving their real needs (Office of the Prime Minister, 1999 as cited in the Ministry of Education, 2008). In response to this law, the Basic Education Curriculum was formulated in 2001; however, the provision of the 2001 Basic Education Curriculum was ambiguous, resulting in confusion and uncertainty for practitioners at the school level in preparing their own curricula.

In compliance with the 1999 National Education Act, the 2008 Basic Education Core Curriculum was implemented with clearer and more proper provisions and objectives. The new curriculum has two main objectives regarding measurement and evaluation: to improve learners' capacities and to assess learning outcomes (Ministry of Education, 2008). It explicitly prescribes the learning standards and indicators for all academic compulsory levels. Especially, in English curriculum, the four main concepts: culture, communication, connection, and communities, known as 4Cs (Foley, 2005), are implemented to develop Thai students' proficiency in a competitive, globalized world. Measuring and evaluating learners' achievements based on the 2008 Basic Education Core Curriculum are very useful in terms of educational decisions, administration, teaching, testing, and guidance and counseling decisions (Suwathanpoornkul, 2013) by determining the orientation and creation of education policy for the nation. Furthermore, in order to promote the quality of teaching and learning, the Ministry of Education (2008) has divided measurement and evaluation into four levels in order to cover all of the educational system: classroom

level, school level, educational service area level, and national level, in order to align with the primary aim of the 1999 National Education Act.

At the national level of measurement and evaluation, a public organization responsible for measurement and evaluation was established in 2005, known as the National Institution of Educational Testing Service (NIETS). The main objectives of NIETS are to administer the testing system and to conduct research on educational measurement and evaluation, and to endorse educational measurement and evaluation (NIETS, 2009). NIETS has directly been in charge of developing the following tests: the Ordinary National Educational Test (O-NET) for three transitional levels: primary level (grade 6), lower secondary level (grade 9), and upper secondary level (grade 12); the General Aptitude Test (GAT) for the upper secondary level; and the Professional and Academic Aptitude Test (PAT) for the upper secondary level.

2.2 Accountability

In order to improve educational quality as a whole system, the standards-based accountability (Linn, 2000, 2003) system has been predominant in many countries around the world. Accountability is explained as the mutual responsibility among stakeholders-- students, teachers, schools, district, parents, and taxpayers-- so as to create high test scores (Smith & Fey, 2000). In other words, it is a method of evaluating how effectively the stakeholders perform their responsible tasks in order to hold accountability and to ensure whether the tax paid by taxpayers is worthily spent on educational issues in a constructive way. Theoretically, holding accountability should begin with trust, which is a key element at the early stage. Then strengthening shared responsibility for school systems is the next important step for creating accountability (Hargreaves, 2008, p. 37).

However, in practice, many schools mostly emphasize accountability, which can be externally identified by government policy. As a result, stakeholders focus on accountability as a whole. They use a test as a standard that examinees have to attain in order to hold accountability. Achieving the cut-off scores is really a crucial requirement in a high-stakes test (Marchant, 2004) because it is meaningful for the accountability system.

The crucial tool used in the standards-based accountability system is testing. As far as we know, testing has long been utilized to solve many social and educational problems (Madaus & Russell, 2010). Moreover, testing proponents point out that tests are the fairest tool for comparing individuals; that is, all the examinees have to do the same tasks and the test scores are reported without identifying the test taker's identity (Chapman & Snyder, 2000).

Later, some educational reformers claim that the essential strategy for developing educational quality in many industrialized and developing countries, such as Japan, Korea, and Taiwan, to evaluate whether the student's performance has achieved the standards (Brown & Abeywickrama, 2010), is improving the testing system (Popham, 1987, 1993; Mitchell, 1992; Lissitz & Schafer, 1993; Capper, 1994, 1996; Murphy et al., 1996; Bruininks et al., 1996; Sviggum, 1997; Minnesota House & Senate Leadership, 1997; see also Kortz et al., 1991; Shepard, 1992; Kirst & Mazzeo, 1996; Spring, 1998, as cited in Chapman and Snyder, 2000). Influenced by the fifth wave of educational reform in the 1990s (Linn, 2000), Thailand became one of the countries that adopted standards-based assessment as a part of its accountability system in order to enhance educational quality.

There are some reasons to support the development of the O-NET test as a standards-based assessment. First, a test is quite inexpensive (Linn, 1998; Bauer, 2000; Chapman and Snyder, 2000). When considering the number of test takers, timing, administering, and hiring of teacher aides, a test is cheaper than any other types of assessment. Second, testing can be externally forced (Linn, 1998; Bauer, 2000). Practically, it is facile to implement a new test at state or national levels. Thirdly, testing changes can be swiftly implemented (Linn, 1998; Bauer, 2000). Certainly, using a new test can be adopted and mandated within a limited time. Finally, test results are visible for the general public (Linn, 1998; Bauer, 2000) and test results are reported in statistic figures so as to be easily accessed and scrutinized by stakeholders and policymakers.

2.3 The importance of the O-NET for the upper secondary level in Thailand

Of all the tests developed by NIETS, the O-NET for the upper secondary level (Matthayom 6) plays a crucial role as a national test required for twelfth-grade students in order to be a ladder for a higher educational level (NIETS News, 2012). The O-NET consists of eight subjects: Thai language, social studies, English, mathematics, science, health and physical education, art, and vocational skills, covering 67 learning standards units (Suwathanpoornkul, 2013) in order to measure the knowledge of twelfth-grade students (NIETS, 2010). The O-NET examination is annually held during February (www.niets.or.th) and each test taker has only one chance to take this exam (Hassaprab, 2014).

2.3.1 The O-NET and its accountability

The O-NET has been used as a tool to hold standards-based accountability in Thai education in order to improve teaching effectiveness (NIETS News, 2012). After NIETS reports the O-NET test results to each school (Linn, 2003), the school administrators and teachers discuss how to improve their students' performances, relying on O-NET outcomes (Suwathanpoornkul, 2013; Hassaprab, 2014) for holding their school accountable. The O-NET outcomes are used as an indicator to foretell the orientation of education (Hassaprab, 2014) at many levels-- schools, educational service areas, and national levels-- so that major educational decisions and policies can be made by school administrators and teachers to achieve higher O-NET scores (Linn, 1998; Suwathanpoornkul, 2013; Hassaprab, 2014). Despite the negative impact of an accountability system, all stakeholders make an effort to be accountable according to different methods as follows.

First, students can be accountable by passing the high-stakes national test (Smith & Fey, 2000; Linn, 2003). Even though preparation for the O-NET causes some negative mental conditions such as testing anxiety, resentment, and stress, or physical symptoms of testing such as headaches, upset stomachs, and vomiting (Marchant, 2004), students are motivated to attain a higher performance by giving them a reward for performing at a high level in order to maintain their school's fame (Suwathanpoornkul, 2013). This can motivate the students' only externally (Brown &

Abeywickrama, 2010) and sometimes they lose their motivation (Madaus & Clarke, 2001; Amrein & Berliner, 2003; Minarechova, 2012), and it can have an impact on the students' negative attitudes towards testing (Marchant, 2004), including the test content (Cizek, 2001). As a result, the dropout rate at the upper secondary level is increasing (Madaus & Clarke, 2001).

Second, the O-NET test scores can be employed to hold teachers accountable (Smith & Fey, 2000; Linn, 2003). The test outcomes are used to assess whether the teaching activities comply with the national curriculum in Thailand and whether the teachers are performing well in terms of pedagogical process. To be accountable, incentives and sanctions are given to teachers so as to motivate them to enhance their students' scores (Suwathanpoornkul, 2013). This method can cause teachers to feel stress and pressure (Bauer, 2000). Additionally, the O-NET test can simplify the teachers' responsibility because with its high stakes teachers tend to "teach-to-the-test" or "teach-the-test" (Madaus, 1988; Madaus & Clarke, 2001; Cizek, 2001; Marchant, 2004; Minarechova, 2012), resulting in devaluing their profession (Jones et al., 1999; Cizek, 2001; Marchant, 2004; Madaus & Russell, 2010; Minarechova, 2012). Certainly, it can affect the teaching and learning activities in the classroom by focusing on the testing material (Boardman & Woodruff, 2004).

Finally, schools would compare the O-NET results to other schools in that area, at regional or national levels (Smith & Fey, 2000); thus, they are ranked by the number of students who attain a high performance (Suwathanpoornkul, 2013; Hassaprab, 2014). Schools are implicitly given a rating system (Smith & Fey, 2000). The teacher's and school's reputation would be strengthened or weakened depending on the test results (Wall, 2000). Consequently, school administrators attempt to enhance the test scores by enacting policies that promote high test scores and ignore solving the real problems in pedagogical activities (Stecher, 2002; Minarechova, 2012). The schools with a large number of high achieving students would be prominent and accountable in the parents' perception (Suwathanpoornkul, 2013). Certainly, most parents want their children to learn at a school that is accountable and they depend on the reputation of the school (Madaus & Clarke, 2001). This causes high competition among students to be admitted to a renowned, high performing school. Comparing the O-NET test results among schools sometimes makes the

schools and teachers prioritize their school's prominence and accountability more than their real needs regarding teaching and learning activities (Suwathanpoornkul, 2013), which will be reflected in the form of school policies.

2.3.2 The O-NET and its impact

Apart from providing accountability in the educational system, the O-NET for the upper secondary level in Thailand is regarded as a high-stakes test because it has a great impact and washback effect on the stakeholders: students, teachers, parents, school administrators, and policymakers. Each year, more than 330,000 twelfth-grade students (NIETS, 2009) have to take the O-NET, which also functions as a gatekeeper (Brown & Abeywickrama, 2010) for entering the tertiary level. The test results play an essential role in determining the qualified students at the tertiary levels of education (Wall, 2000) and places test takers in appropriate seats (Marchant, 2004).

The O-NET washback has an influence on instructional patterns. First, it seems that the O-NET promotes "teach-to-the-test" or "teach-the-test" approach in the classroom (Madaus, 1988; Firestone, Mayrowetz, & Fairman, 1998; Madaus & Clarke, 2001; Marchant, 2004). Teachers shape their instructional methods by the O-NET test (Madaus & Clarke, 2001). The time used for an ordinary teaching approach is diminished (Rottenberg & Smith, 1990 as cited in Marchant, 2004) and is replaced by tutorial sessions (Suwathanpoornkul, 2013). Thus, teachers tend to use material similar to that found in test or an O-NET test from the previous academic year to teach in the classroom (Marchant, 2004; Suwathanpoornkul, 2013) so as to make students familiar with it.

Additionally, when teachers are pressured (Jones et al., 1999; Bauer, 2000) and obsessed about enhancing test scores in order to meet the standards, they are restricted in their creativity (Madaus, 1988; Madaus & Clarke, 2001) and they ignore innovative teaching strategies (Brown, 1992, 1993; Romberg et al., 1989, as cited in Marchant, 2004). As a result, students are confined in terms of their innovative learning opportunities (Cizek, 2001) and interactive activities.

Furthermore, a high-stakes test like the O-NET can distract school administrators from necessary needs and real problems (Stecher, 2002 as cited in Minarechova, 2012). The school administrators will issue certain policies to increase

test scores (Madaus & Clarke, 2001; Minarechova, 2012) and neglect solving other problems that are not involved with increasing the test results.

Ultimately, when the O-NET outcomes are importantly served in many functions, parents are highly concerned about their children's test results (Madaus & Clarke, 2001). Therefore, to enhance test scores, a number of cram schools have been established for this goal (Report on University Admission, 2003 as cited in Prapphal, 2008). Parents who can afford it will pay for their children to attend cram schools that teach using the test as material (Suwathanpoornkul, 2013); thus, the students pay more attention to their tutorial sessions rather than learning in the classroom.

2.4 Language assessment principles

As mentioned in the previous section, the O-NET is important for students' lives and provides a test impact as well as washback for stakeholders. It is necessary to construct an English O-NET test for the upper secondary level that relies on language assessment principles in order to make sure that the test will be fair for all stakeholders (Messick, 1998).

Language assessment principles have been continually developed for more than two decades, and meanwhile the notion of the communicative teaching method has been introduced (Bachman, 2000). Developing a test is an important and elaborate process in a testing system, including identifying the test content, designing the test items, reviewing the items, and trailing the items (Farhady, 2012). An inaccurate test can have a consequential impact. There are two sources of inaccuracy: test content and test format, as well as lack of reliability (Hughes, 2012). Therefore, a good test can be used to minimize an inaccurate test. Bachman and Palmer (2000) stated that the most essential quality of a test is its usefulness; however, there are some questions concerning the extent to which test usefulness is explained. To make it clearer, Bachman and Palmer (2000) explained that the test usefulness should be combined with the balance of test qualities, consisting of reliability, construct validity, authenticity, interactiveness, impact, and practicality. This notion is in compliance with Brown and Abeywickrama's (2010) proposal of the key concepts of a good test:

validity, reliability, washback, authenticity, and practicality whereas Farhady (2012, p.37) suggested that a good test should be composed of the properties of validity, reliability, and practicality; and it should provide guidelines for pre-testing or piloting.

Scholars seem to agree that the main characteristics of a test that is desired by many test writers are validity, reliability, washback or test impact, authenticity, and practicality.

2.4.1 Validity

Validity has been defined as “the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund, 1998, p.226).” To simplify, Bachman (2001) explains validity as the quality of interpretation and use.

Generally, validity can be divided into three categories: content-related evidence, criterion-related evidence, and construct-related evidence (Standards of Educational and Psychological Measurement, Brown & Abeywickrama, 2010; Hughes, 2012). However, in 1980s, Messick, who challenged the world of traditional language assessment, proposed an innovative theory of validity as a unitary concept (McNamara, 2006).

Messick (1996) illustrated that validity consists of six aspects: content, substantive, structural, generalizability, external, and consequential aspects that interrelate to one another.

2.4.1.1 Content validity

According to language assessment principles, the most essential quality of a good test is validity. However, validity is a big issue, one that covers six aspects of construct validity (Messick, 1989). Hence, in this paper, an investigation regarding test validity would merely emphasize the content aspect of construct validity.

Many scholars have given the definition of content validity, beginning with Lennon (1956, p.295 as cited in Sireci and Faulkner-Bond, 2014), who described content validity as “the extent to which a subject’s responses to the items of a test may be considered to be a representative sample of his responses to real or hypothetical universe situations which together constitute the area of concern to the person

interpreting the test.” Turning to Messick (1994, p.12), the content aspect of construct validity is “the specification of the boundaries of the construct domain to be assessed—that is, determining the knowledge, skills, and other attributes to be revealed by the assessment tasks.” According to Messick’s notion, the content aspect of construct validity includes the evidence of content relevance, and representativeness as well as of technical quality (Messick, 1998) whereas Sireci (1998b) believes that content validity possesses the four salient elements of test quality: domain definition, domain representation, domain relevance, and appropriateness of the test development process.

Based on Messick (1993, 1994, 1996, 1998), two threats to validity of a test are construct underrepresentation and construct-irrelevant variance. Construct underrepresentation is related to a test that is too narrow and fails to include the important facets of the construct (Messick, 1989, 1993, p.9) while construct-irrelevant variance is defined as a test that contains too broad and excess reliable variance that is irrelevant to the interpreted construct (Messick, 1989, 1996, p.7). Certainly, these two threats to validity are the main cause of adverse washback in language testing. Therefore, investigating content-related validity can help test developers diminish negative test impact.

In constructing a test, it is necessary to make a primary decision whether the test is a sample representing the content of whatever the test was supposed to measure (Brown, 2005; Hughes, 2012). For the test designers, devising a test should be congruent with the test specifications so that the test will be an accurate measuring tool (Brown, 2005; Hughes, 2012). An obvious specification will help the test developers write more valid items by matching the test specifications with the test items (Brown, 2005).

2.4.2 Reliability

Reliability has been explained as “the consistency of measures across different times, test forms, raters, and other characteristics of measurement context (Bachman, 2001).” In other words, reliability is represented as the quality of test scores (Bachman, 2001).

Hughes (2012, p. 36) noted that the more similar the scores are, the more reliable the test is said to be. In other words, a reliable test, utilized as a stable scale in measuring the student's proficiency, should provide the same results every time so as to diminish the flaws that can cause inaccuracies as well as the stakeholders being able to count on the test result (Brown, 2005). However, there are some factors that threaten the reliability of the test: the student, the scoring, the test administration, and the test itself (Brown & Abeywickrama, 2010).

2.4.3 Washback

The term washback was coined to generally describe the phenomenon where testing affects the teaching and learning process (Alderson and Wall, 1993). Based on Cheng's (1997) research on the influence of washback at Hong Kong University, the primary result pointed out that the impact of washback can rapidly and efficiently work in causing some changes in teaching materials, and at the same time, it impedes the teaching process. According to Cheng, Watanabe, and Curtis (2004), there are two types of washback occurring in the teaching and learning process: washback from traditional tests (Shepard, 1990; Madaus & Kellaghan, 1992; Nolan, Haladyna, & Haas, 1992) and washback from alternative assessment (Linn & Herman, 1997; Sanders & Horn, 1995). The former mostly causes negative washback whereas the latter has a positive to neutral influence on the quality of teaching and learning. In this paper, the washback of traditional tests will be highlighted.

Washback is regarded as a complicated phenomenon (Hawkey, 2006), as can be seen in the work of Shohamy (1993). She devised research focusing on three distinct tests and several different methods for collecting data. She came up with the notion that the impact of a test was more complicated than had previously been assumed and many factors need to be considered (Wall, 2000). It has been feasibly stated that a specific test would have a specific impact in a specific context.

2.4.4 Authenticity

The term authenticity emerged more than three decades after the advent of communicative methodology (Birjandi & Ahmadi, 2013). Authenticity can be explained as the naturalness of language used in a test and the contextualization of the

item. It is related to reproducing a real-life situation designed to examine the student's ability to manipulate it (Doye, 1991). Authenticity is regarded as a significant quality of a language test in the assessment scholars' opinion (Bachman and Palmer, 1996; Lewkowicz, 2000). However, from the point of view of the examinees, the perception of authenticity depends on the individual (Lewkowicz, 2000).

The issue of authenticity has been criticized for decades. Until 1979, the dilemma of authenticity was relevant to the nature of authenticity. Thus, Widdowson (1979) distinguished the nature of authenticity into "genuineness" and "authenticity" as follows:

Genuineness is a characteristic of the passage itself and is an absolute quality. Authenticity is a characteristic of the relationship between the passage and the reader and has to do with the appropriate response (Widdowson, 1978, p. 80 as cited in Lewkowicz, 2000).

In essence, genuineness is a quality of texts whereas authenticity is an attribute of the congruence between texts and the readers (Birjandi & Ahmadi, 2013). Later on, in the 1980s, the authenticity issue was widely debated. Breen (1985) proposed the idea that authenticity is complex (as cited in Lewkowicz, 2000). This notion is in compliance with the notion of Bachman (1991) who moved forward the ideas of Widdowson and Breen (Lewkowicz, 2000). Bachman (1990; 1991) categorized authenticity into two types: situational authenticity and interactional authenticity. The former, situational authenticity, is "the perceived match between the characteristics of test tasks to target language use (TLU) tasks" and the latter, interactional authenticity, was defined as "the interaction between the language user, the context, and the discourse" (Lewkowicz, 2000; Birjandi & Ahmadi, 2013). In 1996, Bachman and Palmer used the term "authenticity" refer to "situational authenticity" and the term "interactiveness" to refer to "interactional authenticity" (Birjandi & Ahmadi, 2013).

Furthermore, authenticity has a close relationship with validity. Based on Messick (1996), he indicated that in order to avoid invalidity and washback in the classroom, a test should be authentic and direct. He noted that authenticity and directness can minimize the threats to validity in language testing, known as construct

under-representation, which is harmful for authenticity and as construct-irrelevant variance, which jeopardizes directness.

2.4.5 Practicality

Practicality, the last feature of a good test, involves economical issues: the time of testing, the money spent on testing and administration, and the ease of scoring tests (Brown & Abeywickrama, 2010).

2.5 Test-curriculum alignment methodology

The examination of content validity is normally conducted by using the test-curriculum alignment method, which is classified as one kind of content analysis methodology. In order to find evidence supporting content validity, the expert would justify whether the test items are congruent with the test specification (Messick, 1993; Webb, 1997; Lopez, 2013). The alignment method has been explained as “the degree of agreement between content standards for specific subject areas and the assessment(s) used to measure student achievement of these standards” (Bhola et al., 2003, p.21).

Regarding the test-curriculum alignment methodology, mostly simple methods are used to measure the alignment between the test item and the content domain, particularly, “matching task” or “Likert-type rating scales” (Sireci & Faulkner-Bond, 2014). Certainly, the degree of congruence between the standard and the test item is gauged by subject matter experts (SMEs) (Case, Jorgensen, & Zucker, 2004; Sireci & Faulkner-Bond, 2014).

In order to avoid inconsistent inference of matching tasks among subject matter experts, training subject matter experts must be done by practicing with sample materials so that they will interpret the test items and curriculum with the same understanding (Li & Sireci, 2005; Martone & Sireci, 2009). Moreover, Bhola et al. (2003) were concerned that the arduous tasks in training sessions minimize the

inclination of the participants to be overly generous in the number of matches they find (cited in Li & Sireci, 2005).

2.6 Previous studies

2.6.1 Previous studies on the O-NET

Sinchindawong et al. (2009) conducted a study on an analysis of the O-NET. They statistically analyzed the basic values, ranging from the difficulty index, to the discriminant index, and reliability value, and including primary, lower secondary, and upper secondary levels. Based on their work's result (2009), it was found that the English subject for the upper secondary level, comprising 100 items, had a difficulty value of 51 percent and a discriminant index up to 0.20, accounting for 42 percent. Moreover, the results showed that the reliability value of the O-NET test was at 0.794.

The findings from Sinchindawong et al.'s study (2009) can be used to fulfill the statistical indices based on language assessment principles as well as measurement and evaluation theory. It was very useful for test users to have such statistical values confirming the interpretation of the O-NET test results. However, this study cannot fulfill the other important characteristic of a good test, namely the validity index. According to language assessment principles, validity is considered as the most important element of a good test in order to confirm that the test result are meaningful enough to make educational decisions. Furthermore, this study placed emphasis on qualitative analysis. It is suggested that it would be better to qualitatively analyze the O-NET test to make it more triangulate.

Lincharearn et al. (2009) conducted a study on the causes of low O-NET test scores in the academic year 2008 by interviewing the sixth grade students and twelfth grade students, teachers, and school administrators in Pitsanulok, Nakhon Sawan, and Sukhothai provinces in Thailand. The study's results showed that there were many factors causing the low O-NET test scores; namely, students, teachers, school administrators, and O-NET test. Interestingly, based on Lincharearn et al.'s study (2009), it was found that even the 2008 O-NET test was one of the factors causing

low test scores among the test takers. Most stakeholders thought that the 2008 O-NET English test was the most difficult, followed by mathematics. Moreover, some stakeholders added that some test content exceeded what the students were taught in the classroom.

Likewise, Waiwannajit's study (2009) conducted research on the causes of low O-NET test scores among twelfth-grade students, which was a case study of Suksawad Wittaya School in Thailand. The researcher used in-depth interview as the method to collect the data from two school administrators, three teachers, and three students. It was found that the low O-NET test scores resulted from the following: school administrators lacked understanding of administering teaching and the learning process; the inadequate number of teachers was one factor as well as the teachers were not proficient in what they taught; the school curriculum was not aligned with what was tested with the O-NET test; the teaching content relied on the former curriculum; the teaching materials were scarce; the learners were passive; the parents did not support students' learning; and the students in Southern part of Thailand had few opportunities to promote their learning skills.

Lincharearn et al.'s study (2009) and Waiwannajit's study (2009) concluded that there were some factors causing low O-NET test scores: students, teachers, school administrators, the school curriculum and even the O-NET test. With respect to O-NET test, Lincharearn et al.'s study (2009) showed that this test (English subject) for the upper secondary level was the most difficult subject and the test content was developed beyond what the students were taught in the classroom whereas Waiwannajit's study (2009) demonstrated that the O-NET test was not aligned with what students had been taught in the classroom. Hence, it was found that there was misalignment between the O-NET test (English subject) for the upper secondary level and the curriculum.

In addition, in these studies (Lincharearn et al., 2009; Waiwannajit, 2009), the researchers used only in-depth interviews as the method to collect data from the stakeholders, which was relatively subjective. As a result, with this method, the results of these two studies (Lincharearn et al., 2009; Waiwannajit, 2009) could not be

used as empirical evidence to verify that the O-NET test was incongruent with the national curriculum. The researchers did not further examine the O-NET test's content validity in order to prove that it was free from the threats to validity (both construct underrepresentation and construct irrelevance) (Lincharearn et al., 2009; Waiwannajit, 2009). Hence, there is a need to investigate the alignment between the O-NET test items and the national curriculum in order to fulfill this gap and to confirm the results of Lincharearn et al.'s study (2009) and Waiwannajit's study (2009).

A study on the O-NET was conducted by Goodman (2013) on the categorical biases inherent in it. In this study, Goodman (2013) used the content analysis method to investigate the 2010 O-NET's content in terms of many subjects, such as physical education, social studies, and Thai language. The researcher indicated that O-NET's test content could cause conflicts among people and antagonism between groups in a diverse Thai student population. Thus, it was suggested that future exam questions be obvious and less subjective so as to promote educational equality and fairness.

In Goodman's study (2013), the researcher used close inspection of the 2010 O-NET exam questions for primary (Grade 6) and upper secondary (Grade 12) levels. The results were qualitative data and relatively subjective. The advantage of this method is that the researcher provided the logic and rationale to improve the quality of the test items for the future. However, it has been suggested that the study be analyzed in terms of both quantitative and qualitative data in order to make the results more objective and so that they extend to other subjects such as English or mathematics. Additionally, although the author claimed that NIETS, the organization developing the O-NET exam, produced the subjective questions that failed to adhere to the national curriculum, the author did not explore O-NET's content alignment between the O-NET exam and the standards.

2.6.2 Previous studies on test-curriculum alignment research

The first related research was conducted by D'Agostino et al. (2008) on comparing the rating and matching item-objective alignment methods. The researchers used the rating and matching techniques to analyze the test items and content standards relied on subject matter experts' judgment. Forty-nine judges were divided into four groups: two groups for matching tasks and the other two groups for rating tasks. All of them were trained in 45-50-minute training sessions. The experts were randomly assigned a test and had to individually analyze 40 test items out of 59 operational multiple-choice items based on the content and cognitive skills. The first two groups matched the 2004 high school mathematics Arizona Instrument to Measure Standards (AIMS) to the standards whereas the second groups rated the alignment between items and objectives as "consistent," "somewhat consistent," or "not consistent" in the three distinct areas: content, intellectual skill, and overall match. The rating task took 31 minutes to complete on average and matching took 42 minutes. The results from the matching and rating tasks were not significantly different.

The methodology employed in D'Agostino et al. (2008) was rather practical in terms of collecting and interpreting the data. They used tables to collect the data that were understandable and easy to compute. Additionally, compared to the matching method, rating is less time-consuming. This is a good point of rating because the participants will not be too exhausted while rating the test items with the linked objectives. However, when comparing these two methods, which are relatively traditional and low complexity test alignment methods, each method has some characteristics that serve different research objectives as D'Agostino et al. (2008) mentioned as follows:

...matching and rating are not substitute methods. Rating appears to be most suitable for confirming test specifications, whereas matching can be used to confirm specifications or explore other possible item-PO connections that were not included in test specification documents. Results from a rating study will not inform test developers or sponsors if certain items are aligned with other POs than initially presumed. Rating merely provides information regarding extant linkages.

Matching can provide both types of information. It can indicate the degree to which SMEs chose the PO stated in specifications, or identify the best matching PO regardless of prior linkages. Matching also has the capacity to reveal if there are several plausible PO matches for an item, or if there are only tenuous connections to the standards (p. 19-20).

As can be seen from this quote, matching and rating methods can be used for different objectives of research methodology; that is, if the researcher wants to know more information or about many aspects of test item-objective alignment, matching can be employed to answer the research question. However, if the researcher has test specification and wants to confirm the alignment between the test item and test specification, rating can help the researcher find the answer.

Another study on alignment research was carried out by Lopez (2013). The researcher explored the degree of alignment between the content of the Saber Mathematics test for Grade 9 and the content in the standards as well as the alignment of cognitive demand, range of knowledge, and balance of knowledge in the questions on the Saber Mathematics test and the standards in Colombia. The seven participants that had experience in mathematics coded all of the items on the 2009 Saber Math Tests based on the level of the depth of knowledge and content in the standards. Moreover, these seven judges provided qualitative data by giving their perception of the test items and the degree of alignment. There were three important stages: training session, judging test item to content standards, justifying the cognitive skills between the test items and content standards, and discussion. The process of judging the alignment took five hours. It was found that the degree of congruence between the Grade 9 Saber Math test and the standards was not at the appropriate level and the results of the test should be carefully interpreted.

The interesting point of this study is that the researcher used both qualitative and quantitative data to explore the degree of alignment. With the judges' review, the researcher would indicate the real problems occurring in the math test and the standards. However, there were some weak points in this study. It was suggested that the author extend the number of academic years of the math test so that the results

from the study can be generalized. In addition, it was claimed that this study was time-consuming and might limit the participants' effectiveness in making decisions during the data analysis.

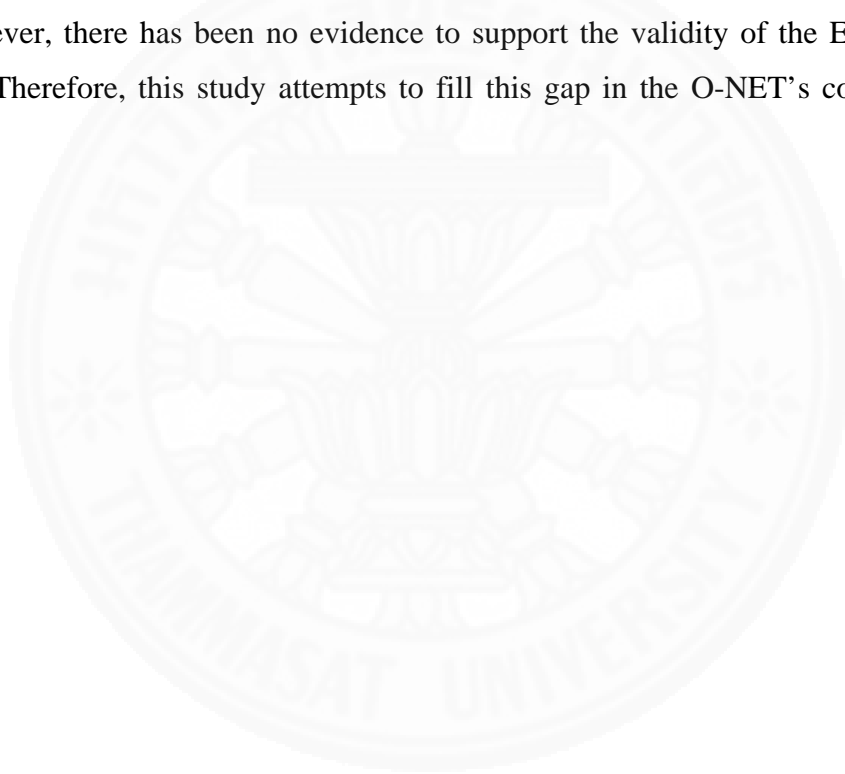
Buckendahl, Plake, Impara, and Irwin (2000) also conducted a study on the comparison between test publishers' agreement and teachers' perception of the degree of commercial test-curriculum alignment. Explicitly, the degree of the commercial test-curriculum alignment of the test publishers was higher than that of the teachers. Based on this study, it was observed that the raters, who were engaged in the stakes of the test, had a great influence on the degree of the test-curriculum congruence. Therefore, it was suggested that researchers that conducted studies on test-curriculum alignment be aware of the rater's prejudice.

In summary, in order to answer the question whether the O-NET (English subject) for the upper secondary level is aligned with the 2008 Basic Education Core Curriculum in Thailand, the matching test-objective alignment method is the most appropriate to find test specification and distribution of the test items in each curriculum domain. After getting the results from matching test-objective alignment methodology, the rating method is necessarily used to confirm the alignment of test items and matched standards (D'Agostino et al., 2008), and in this study, the rating method will be called the validating process.

However, there are some limitations in conducting a test-curriculum alignment. First, the matching task between the test items and curriculum is time consuming when compared with the rating method. Thus, practically, it is better to analyze and match test item to the standards by the researcher and qualified graduate students to receive the primary results in order to save time for the subject matter experts. Second, even though the rating method is less time consuming, practically, it is implausible that the subject matter experts will validate all of the matches between the test items and matched standards of the two O-NET tests. Therefore, the matches between the test items and the linked standards will be stratified randomly as representatives of the two O-NET tests.

2.7 Summary of the Chapter

In this chapter, the literature related to the 2008 Basic Education Core Curriculum, the O-NET test for the upper secondary level, and content validity was reviewed. The importance of the O-NET for the upper secondary level in Thailand was presented by linking its accountability function and its impact for stakeholders. Validity, especially content validity, was addressed as a theoretical framework to support the construction of a good test. Researchers in several studies have attempted to prove that the O-NET test was designed based on language assessment principles. However, there has been no evidence to support the validity of the English O-NET test. Therefore, this study attempts to fill this gap in the O-NET's content validity.



CHAPTER 3

RESEARCH METHODOLOGY

This study was conducted to investigate to what extent the O-NET English test content for Matthayom 6 (upper secondary level) is aligned with the 2008 Basic Education Core Curriculum by using test items-curriculum alignment methodology.

3.1 Sample Texts

The O-NET English tests for the upper secondary level (Matthayom 6) in the past two academic years, 2009 and 2010, were selected as samples for this study. On the NIETS website (www.niets.or.th), three tests, 2008, 2009, and 2010, are officially published. However, there was a limitation in using all the three published O-NET tests. That is, the 2008 O-NET English test for the upper secondary level was designed based on the 2001 national curriculum whereas the 2009 and 2010 O-NET English tests for the upper secondary level were developed based on the 2008 Basic Education Core Curriculum. Therefore, the 2009 and 2010 editions were selected to be sample texts for this study because they were based on the 2008 Basic Education Core Curriculum, like the latest English O-NET tests for the upper secondary level in the following academic years.

In addition, these two O-NET English tests, the 2009 and 2010 editions, had the same form. One thing that made them different was the number of scores per item. The 2009 O-NET English test for upper secondary level had 70 items, accounting for 70 points whereas the 2010 O-NET English test for the upper secondary level had 70 items, accounting for 100 scores as shown in Table 3.1.

Table 3.1: O-NET test's total number of items in each part and scores

Academic year	Total number of items (items/ points)			
	Speaking	Writing	Reading	Total
2009	10/10	20/20	40/40	70/70
2010	10/20	20/40	40/40	70/100

In practical terms, in the matching process, the 2009 and 2010 O-NET tests were classified according to the number of test items in order to easily match with the objective, especially in the speaking part, which were divided into items A and B, as shown in Example 3.1.

Example 3.1: Test item number 4 for the 2009 O-NET test in the speaking part

4/2009

Situation: Miss Jones, an American tourist, is telling her friend, Tommy, about her problem.

Miss Jones: Tommy, my bag was stolen, and ___A___

Tommy: ___B___ Do you know when it happened?

Miss Jones: I just realized it a moment ago.

- A. 1. I lost my passport and all my money.
2. I should have brought my bag with me.

3. I wonder where I can find my belongings.
4. I don't remember where I kept my passport.

- B. 1. What's the matter?
2. How shameful!
3. How unfortunate!
4. That's your problem.

(Answer: 4A: 1, 4B: 3)

Matching results: 4A: standard F 1.2.1

4B: standard F 1.2.5

Example 3.1 shows that test item number 4 of the 2009 O-NET test was divided into item A and item B in order to easily match with the objective; that is, item A was intended to measure standard F 1.2.1 and item B wanted to measure standard F 1.2.5. Hence, a number of the O-NET test items were little changed as shown in Table 3.2.

Table 3.2: The number of 2009 and 2010 O-NET test items in each part used in the matching process

Academic year	Total number of test items for each part			
	Speaking	Writing	Reading	Total
2009	20	20	40	80
2010	20	20	40	80

Table 3.2 displays the number of 2009 and 2010 O-NET test items in each part used in the matching process. There were 20 test items in the speaking and writing parts, and the reading part had 40 test items. It can be seen that half of O-NET test items of each edition are in the reading part. Actually, the speaking section had 10 test items and each item were divided into item A and item B, so the test items in the speaking part accounted for 20 items in the matching process.

The 2008 Basic Education Core Curriculum, which is currently used as a framework for developing the O-NET tests, consists of four curriculum domains: language for communication, language and culture, language and relationship with other learning areas, and language and relationship with the community and the world (see Appendix A and Appendix B).

3.2 Participants

The participants in this study were purposively sampled and were categorized into two groups: five matchers and four subject matter experts. The first group was composed of a researcher and four graduate students matching the O-NET English test items (upper secondary level) with the 2008 Basic Education Core Curriculum as matchers. The first two matchers (the researcher and the other participant) were those taking part in the pilot study because it was necessary to obtain feedback from the participants in the pilot study in order to improve the matching instruments. The other three matchers were not involved in the pilot study. All of the matchers were teachers for the upper secondary level (2 people) and tertiary level (3 people) and they were taking courses at the graduate level. All of the graduate students had to fill out a questionnaire in order to meet the criteria and to be selected as qualified participants. The criteria were as follows: first, the qualified participants had at least 5 years of teaching and testing experience at the upper secondary or higher level. Secondly, they had to take at least one course on language assessment or a related field such as education measurement and evaluation, curriculum and instruction, or English

language teaching. Thirdly, the qualified participants could not have been engaged in developing O-NET English tests for the upper secondary level so as to avoid bias during the matching procedure.

Five qualified participants (including the researcher), called matchers, were trained in a training session (the first meeting) to make sure that the matching procedure between the test items and the standards was valid and reliable. The qualified participants were trained to be familiar with the O-NET test and the national curriculum 2008, as well as how to justify the matches between the test items with the national curriculum to make sure that they understood the criteria in the same way. Before matching the intended tests, the researcher and matchers were required to do some practice exercises by matching the sample material with the 2008 Basic Education Core Curriculum, and then they were asked to try to independently match sample test items with the 2008 Basic Education Core Curriculum again in order to ensure that they understood the criteria in the same way. After that, the matchers were provided with the 2009 and 2010 O-NET English tests, the 2008 Basic Education Core Curriculum and a matching sheet and then they independently matched the O-NET test items with the 2008 Basic Education Core Curriculum.

The second group of participants was comprised of four subject matter experts that were adept at language assessment or related fields such as education measurement and evaluation, curriculum and instruction, or English language teaching. The subject matter experts had at least 10 years of teaching and testing experience. In order to avoid any biases affecting the results of the test item-curriculum alignment (Buckendahl, Plake, Impara, and Irwin, 2000), experts that were not involved in the O-NET's stakes were purposively chosen. They had to independently rate the degree of congruence between the test items and curriculum on a provided validating sheet so as to confirm the results from the matchers.

3.3 Instruments

There were three instruments used in this study. The first instrument was a questionnaire designed for selecting qualified participants (see Appendix D). This questionnaire had two major parts: demographic information and qualifications. For the first section, the participants were asked for their name, mobile number, e-mail, and about their educational background. The second part was concerned their qualifications, consisting of four questions on teaching experience, testing experience, engagement in O-NET tests, and courses related to language assessment areas taken.

The second instrument was a matching sheet (see Appendix E) devised for investigating the extent to which the O-NET English test for Matthayom 6 (upper secondary level) was aligned with the 2008 Basic Education Core Curriculum in terms of test content. The researcher, along with the inter-raters, matched the O-NET test items with the curriculum. The matching sheet, which was adapted from D'Agostino et al. (2008), was in the form of a table. The first column was the test item number. The second, third, fourth, and fifth columns were curriculum domain 1, 2, 3, and 4 respectively. In these columns, there were sub-standards in each curriculum domain so that the inter-raters could put a check mark on the table easily and practically. The sixth column was designed for remarks (if any).

The third tool was a validating sheet (see Appendix F) for the subject matter experts. It was designed to validate the matches of the test-curriculum alignment from the matching process to make sure that the matches between the test item and standard would be reliable and valid evidence. The validating sheet was adapted from Rovinelli and Hambleton (1976) and Turner and Carlson (2003). In Rovinelli and Hambleton's study (1976, p. 13) and Turner and Carlson's study (2003), they designed the table in the form of an Index of Item-Objective Congruence (IOC), ranging from +1 (clearly measuring) to -1 (clearly not measuring). Therefore, in this study, the table was designed by using the IOC as well and it had six columns. The first column was the O-NET test item number and the second was the O-NET test content and the third column was the standard which was matched to that test item

from the matching process. The fourth, fifth, and sixth columns were the rating scales ranging from +1 (Agree) to 0 (Undecided) and, -1 (Disagree), asking the subject matter experts “Do you agree that the test item is clearly measuring the matched standard?” The four subject matter experts had to put a check mark on the rating scale in order to validate the degree of item-objective congruence. The matches between the test items and curriculum were randomly selected to put on the rating sheet for the experts by not less than 30% for each test, accounting for 24 test items per test.

3.4 Procedures

In this study, in order to find the extent to which the O-NET English test content for Matthayom 6 (upper secondary level) was aligned with the 2008 Basic Education Core Curriculum, there were four crucial stages for examining the congruence between the O-NET test items and the 2008 Basic Education Core Curriculum: a pilot study, the preparation process, the matching process, and the validating process by subject matter experts.

3.4.1 Pilot study

A pilot study was conducted in order to field-test the matching procedure to ensure that the instruments designed for this study would help the participants and be practical in terms of finding the alignment between the test-items and the curriculum.

3.4.1.1 Sample texts

The 2009 and 2010 O-NET tests for the upper secondary level were used as samples in this pilot study. The 2009 and the 2010 editions were officially published by NIETS and also had the same format. Each test consisted of 70 test items divided into three parts: speaking (10 items), writing (20 items), and reading (40 items).

Furthermore, in the process of constructing the O-NET tests for the English subject, they were developed based on the 2008 Basic Education Core Curriculum, which was composed of four curriculum domains: language for communication, language and culture, language and relationship with other learning areas, and language and relationship with the community and the world. Thus, in this pilot study, the 2008 Basic Education Core Curriculum was used as a test blueprint with which the O-NET tests should be aligned. It was designed in the form of flash cards in order to assist the participants in making their matching decision.

3.4.1.2 Participants

Four participants (including the researcher) took part in the pilot study as matchers. All of them were graduate students and had taken language assessment courses. One participant was a male that had experience of at least three years in teaching and testing at the primary level. The others were females that had had teaching and testing experience of more than five years at the tertiary level. Moreover, in order to avoid bias during the matching process, none of them had been involved in developing the O-NET tests for English subject.

Before matching the test items to the national curriculum, the qualified participants were individually trained for around 25 to 30 minutes in how to use the given tools and how to match the test items to the national curriculum. Then, they were individually given with the instruments, consisting of the 2009 and 2010 O-NET tests of English (upper secondary level), the 2008 Basic Education Core Curriculum, and matching sheet. Each participant had only one week to complete the task and to return the instruments with their written comments from the matching process to the researcher. In addition, when the participants submitted their tasks, they were interviewed on aspects of the matching process.

3.4.1.3 Instruments

A matching sheet was used as a tool to collect the data from the participants in this pilot study. It was developed for the purpose of investigating the extent to which the O-NET English test for Matthayom 6 (upper secondary level) was aligned with the 2008 Basic Education Core Curriculum in terms of test content. The matching sheet was in the form of a table, composed of six columns. The first column was the test item number. The second, third, fourth, and fifth columns were the curriculum domain 1, 2, 3, and 4. In each curriculum domain, there were standards that described what the students should be taught. The sixth column was for the written comments from the matchers (if any). The matchers had to put a check mark on the standard with which test item was aligned.

3.4.1.4 Procedures

The purpose of this pilot study was to field test the matching process. It was necessary to verify that the instruments would be practical and would help the participants find the extent to which the O-NET English test for Matthayom 6 (upper secondary level) was aligned with the 2008 Basic Education Core Curriculum. Therefore, there were three crucial steps in this pilot study: training, individual matching, and interviewing.

Training was the beginning step. The researcher individually made an appointment with a participant in order to explain general information about the pilot study and how to use the given materials, which were the 2009 and 2010 O-NET tests of English subject (upper secondary level), the 2008 Basic Education Core Curriculum in the form of flash cards and paper, and the matching sheet. In addition, the participant was taught how to use the flash-card curriculum and matching sheet. Then, in each part, one or two test items were exemplified for the participant so as to make sure that s/he obviously understood how to match the test item with the standard. The training process to each participant took around 25-30 minutes and each participant had only one week to complete their task.

After the training process, each participant independently matched the test item to the standard. If s/he were uncertain or found some problems with putting a check mark on the standard, s/he could write comments or what s/he thought about the match. This process took one week to return all of the tools to the researcher in person.

The final process was interviewing. The researcher made an appointment with each participant in person to collect the data. Each participant was asked to give feedback on the given tools, address problems found during the matching, and discuss what they thought while matching the test items to the standards.

3.4.1.5 Findings

The findings from the pilot study showed that the agreement among the four matchers was relatively inconsistent. Particularly, the agreement among the matchers on the matches of the 2009 O-NET test items was more varied than with the 2010 O-NET test items.

Analyses of the findings revealed that there were some problems in the matching process. First, some test items measured more than one objective. Particularly, in the speaking section, the researcher found that this section was problematic because the participants could not match the test item with one standard, as should have been done, and they thought that the test item could match two standards.

Example 3.2: The O-NET test item with possible matched standards

The O-NET test item	The possible matched standards
2/2009. (Speaking ability) Situation: Sunisa, a Thai student, just got off the plane at Heathrow Airport in London and is asking an official on duty	Participant 1 & 3: 1.2.2. Choose and use requests and give instructions, clarifications and explanations fluently.

<p>for help.</p> <p>Sunisa: Excuse me, __A__ the Thai Embassy?</p> <p>Official: __B__</p> <p>Sunisa: Thank you very much.</p> <p>A. 1. could you tell me how to get to 2. would you kindly take me to 3. did this coach normally stop at 4. do you know when this bus stops at</p> <p>B. 1. Our taxi drivers are very helpful and polite. 2. It won't take long to get there. 3. You can buy a ticket on the bus. 4. That coach will take you there.</p> <p>(Answer: A1, B4)</p>	<p>Participant 2 & 4: 1.2.3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.</p>
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As it can be seen from Example 3.2, it was found two out of four matchers agreed that test item number 2 of the 2009 O-NET test matched standard 1.2.2 whereas the others agreed that test item number 2 should match standard 1.2.3.

Second, the misinterpretation of the standard among the matchers may be another factor causing the widely varied agreement regarding test alignment. As can be seen from the writing part, the matchers interpreted the key words in the standard with varied understanding.

Example 3.3: The O-NET test item with possible matched standards

The O-NET test item	The possible matched standards
<p>11/2009. (Writing ability)</p> <p>Ban Na Nong, __A__ __B__ full of shopping malls and restaurants.</p> <p>A. 1. a small village, quiet once 2. it was once a quiet small village 3. a quiet small village once it was 4. once a small quiet village</p> <p>B. 1. now a busy town 2. is now a busy town 3. a busy town it is now 4. it is now a busy town</p> <p>(Answer: A4, B2)</p>	<p>Participant 1: 1.2.4. Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.</p> <p>Participant 2: 1.1.3. Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.</p> <p>Participant 3: 1.2.1. Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately.</p> <p>Participant 4: 1.3.1. Speak and write to present data themselves/ experiences, news/ incidents, matters and various issues of interest to society.</p>

For instance, in Example 3.3, the matchers differently agreed on matching test item number 11 of the 2009 O-NET test with the standard. The first matcher matched it with standard 1.2.4, the second one matched it with standard 1.1.3, the third one matched it with standard 1.2.1, and the other one matched it with standard 1.3.1.

Analyses from the interviews and written comments of this part revealed that some problems that made the results inconsistent were found during the matching process in the pilot study. First, the participants were sometimes distracted by the test item's objective during the matching process. According to the written comments, some participants ignored the key skills, listening, speaking, writing, and reading, where the test item was intended to measure test takers' ability and they focused on the specific detail of the test item. For example, in the writing part, which was an indirect assessment, the test item should be matched to the standard which was related to the writing skill and then the test item justified to the indicator. In practical terms, some of the participants focused on the indicator that seemed to match the test item and ignored the standard. A sample is showed in Example 3.4.

Example 3.4: The O-NET test item with possible matched standards

The O-NET test item	The possible matched standards
<p>12/2009. (Writing ability)</p> <p>__A__ their customers, supermarkets __B__ as possible.</p> <p>A. 1. Having attracted and kept 2. As if to attract and keep 3. In order to attract and keep 4. Attracting and keeping</p> <p>B. 1. want to make shoppers as pleasant 2. have made shopping as pleasing 3. must try to make their shoppers as pleasing 4. have tried to make shopping as</p>	<p>Participant 1: 1.2.4. Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.</p> <p>Participant 2: 1.1.4. Identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration</p> <p>Participant 3: she argued that the objective of test item was not aligned with the standard.</p>

<p>pleasant</p> <p>(Answer: A3, B4)</p>	<p>Participant 4: 1.3.1. Speak and write to present data themselves/ experiences, news/ incidents, matters and various issues of interest to society.</p>
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Secondly, the national curriculum translated into English did not convey the same meaning in the original Thai version. It was found that some words did not convey the correct meaning as they should have, as shown in Example 3.5.

Example 3.5: The translations between the Thai and English version of the 2008 Basic Education Core Curriculum

Thai version	English version
<p>มาตรฐาน ต 1.2</p> <p>มีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยนข้อมูลข่าวสาร แสดงความรู้สึก และความคิดเห็นอย่างมีประสิทธิภาพ</p> <p>มาตรฐาน ต 1.2.2</p> <p>เลือกและใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง คำอธิบาย อย่างคล่องแคล่ว</p>	<p>Standard F 1.2</p> <p>Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions</p> <p>Standard F 1.2.2</p> <p>Choose and use requests and give <u>instructions</u>, clarifications and explanations fluently.</p>

Example 3.5 demonstrates that standard F 1.2.2 translated into the English version did not convey the same meaning as Thai version, especially the underlined word which in Thai uses “คำแนะนำ” whereas English version translates into “instructions” instead of “advice.” Hence, the word “instructions” was changed in this study to “advice” in order to convey the same meaning as in the original text to the target English language and to minimize confusion among the matchers.

Ultimately, some of the content of the 2008 Basic Education Core Curriculum is ambiguous. Some ambiguity of content in the standards and some overlap of content in the indicators were the other problems found from the pilot study. To begin, the content of the standard was relatively vague; that is, the content of the standard was so broad that most of test items were aligned with such a standard.

Example 3.6: The comparison between the broad content of standard F 1.2.1 and the more specific content of standard F 1.2.2

Standard F 1.2.1	Standard F 1.2.2
<p>Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately.</p> <p>สนทนาและเขียนโต้ตอบข้อมูลเกี่ยวกับตนเองและเรื่องต่าง ๆ ใกล้ตัว ประสบการณ์ สถานการณ์ ข่าว / เหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคม และสื่อสารอย่างต่อเนื่องและเหมาะสม</p>	<p>Choose and use requests and give advice, clarifications and explanations fluently.</p> <p>เลือกและใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง คำอธิบาย อย่างคล่องแคล่ว</p>

Example 3.6 compares the broad content of standard F 1.2.1 and the more specific content of standard F 1.2.2. It can be seen that the content of standard F 1.2.1 was comparatively broad; that is, it was relevant to the issues or matters occurring in the student's daily life and its objective was that student could exchange his or her information to other people. Hence, most of the issues discussed in daily life were categorized into this standard; in contrast, standard F 1.2.2 focused on appropriately using expressions of requests, advice, clarifications, and explanations.

In addition, according to written comments, the participants agreed that there was some overlap in terms of the content of the indicators. That is, some of the content of the indicators overlapped with the other content of the indicators as shown in the following example.

Example 3.7: The overlap between the content of the indicators

Standard F 1.2.2	Standard F 1.2.3
<p>Choose and use requests and give advice, clarifications and explanations fluently.</p> <p>เลือกและใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง คำอธิบาย อย่างคล่องแคล่ว</p>	<p>Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.</p> <p>พูดและเขียนแสดงความต้องการ เสนอ ตอบรับ และปฏิเสธการให้ความช่วยเหลือในสถานการณ์จำลองหรือสถานการณ์จริงอย่างเหมาะสม</p>
Indicator of standard F 1.2.2	Indicator of standard F 1.2.3
<p>คำขอร้อง คำแนะนำ คำชี้แจง คำอธิบาย ที่มีขั้นตอนซับซ้อน</p>	<p>ภาษาที่ใช้ในการแสดงความต้องการ เสนอและให้ความช่วยเหลือ ตอบรับและปฏิเสธการให้ความช่วยเหลือในสถานการณ์ต่างๆ เช่น</p> <p>Please.../..., please./ I'd like.../ I need.../ May/Can/Could...?/Would you please...?Yes,../ Please do./ Certainly./</p>

	Yes, of course./Sure./ Need some help?/ What can I do to help?/ Would you like any help?/ If you like I could.../ What can I do to help?/ Would you like any help?/ Would you like me to help you?/ If you need anything, please.../ Is there anything I can do?/ I'll do it for you./ I'm afraid.../ I'm sorry, but.../ Sorry, but...etc.
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Example 3.7 illustrates that there was some overlap between the content of the indicators. It was clear that standard F 1.2.2 required the students to express their request, advice, clarification, and explanation whereas standard F 1.2.3 required the students to express their need and offer, their acceptance or refusal in different situations. When considering the indicator of standard F 1.2.2, it was found that the content of this standard was quite unclear; on the other hand, the indicator of standard F 1.2.3 was relatively obvious; that is, the indicator of standard F 1.2.3 provided some examples of the expressions regarding the idea of needing and offering, acceptance and refusal, and so on. Nevertheless, if the content of indicator in standard F 1.2.3 is closely scrutinized, it can be seen that it covers some request sentences, for instance, “Would you please...?” or “May/ Can/ Could...?” which should be classified as an indicator of standard F 1.2.2 measuring the expressions of request. The participants accepted that the overlap of the content in the indicators made it difficult for the participants to justify the appropriate matches between the test items and the standards and this was one of the factors affecting the inconsistency in the matching results in the pilot study.

In this pilot study, time limitations and the short training were important factors causing the inconsistent results. In order to solve these problems, training sessions and doing some trials are very important steps. The researcher divided the training into three sessions: the national curriculum and the O-NET test, the instrument, and the trial sessions. For the first session, general information was explained to the participants so that they could become familiar with the national

curriculum and the O-NET test before matching. This session included how to observe the key words in the standard and the indicator (Ariyaritwikol et al., 2014, p.222) as follows.

Example 3.8: The key words in an indicator

The standard	The key words	What the student learns
<p>Standard 1.2.3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.</p> <p>มาตรฐาน ต 1.2.3 พูดและเขียนแสดงความต้องการ เสนอ ตอบรับและปฏิเสธการให้ความช่วยเหลือในสถานการณ์จำลองหรือสถานการณ์จริงอย่างเหมาะสม</p>	<p>Speak and write</p> <p>พูดและเขียน</p>	<p>-</p> <p>พูดและเขียนภาษาที่ใช้ในการแสดงความต้องการ เสนอและให้ความช่วยเหลือ ตอบรับและปฏิเสธการให้ความช่วยเหลือในสถานการณ์ต่างๆ เช่น</p> <p>Please.../..., please./ I'd like.../ I need.../ May/Can/Could...?/Would you please...?Yes,../ Please do. /Certainly./ Yes, of course./Sure./ Need some help?/ What can I do to help?/ Would you like any help?/ If you like I could.../ What can I do to help?/ Would you like any help?/ Would you like me</p>

		<p>to help you?/ If you need anything, please.../ Is there anything I can do?/ I'll do it for you./ I'm afraid.../ I'm sorry, but.../ Sorry, but... etc.</p>
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Furthermore, the participants were trained in how to find the objective of each test item so as to minimize their distraction during the matching process.

For the second session, the participants were trained how in using the instruments: the matching sheet and the flash-card national curriculum designed to help the participants during the matching. Each participant was given the national curriculum in the form of flash cards and paper, the matching sheet, and the 2009 and 2010 O-NET tests.

In the last session, the researcher gave the participants a module of the O-NET test, which was used as a trial before the individual matching, for at least 50% of all the test items. The purpose of this trial was to ensure that the participants understood the matching process and used clear-cut criteria. After the trial, problems found during the trial session were discussed in order to find solutions.

In summary, the problems found in this pilot study made the researcher carefully conduct the matching process in the future. The solutions mentioned above were carried out in during the preparation process in order to minimize inconsistent results.

3.4.2 Preparation process

The first phase was the preparation process. Before beginning the study, a pilot study (see Pilot Study in 3.4.1) was conducted and the findings showed that the agreement among the five matchers was comparatively inconsistent, and some

problems were found during the matching procedure (see Pilot Study in 3.4.1). After selecting qualified participants, the research information and procedures were explained to the participants and all of the participants were required to sign the consent form.

The findings from the pilot study pointed out that training the matchers with adequate sample material and proper time was one of the most essential steps in making sure that they understood the criteria in the same way before matching the intended tests. The sample test used in the training session was selected from a commercially published book written by Watanapokakul (2010). The sample test had the same form as the intended tests of the O-NET. As a result, the five qualified participants (including the researcher) were trained in general information about the O-NET test and how to consistently match the sample O-NET test items to the 2008 Basic Education Core Curriculum so that they could match the intended O-NET test items and curriculum domains in the same way.

Importantly, the matchers were trained in justifying the test item's objective so that they would not be distracted and would consistently match the test items to the standards. As the guidelines of Ariyaratwikel and his colleagues (2014) indicated, the matchers were asked to notice the key words of the indicators in order to match the test item with the appropriate standard (see Pilot study in 3.4.1). After the training, they did some matching exercises together and then they independently matched the sample test so as to examine their understanding about the matching process and criteria before the intended matching process. Problems found during the trial were also discussed and the criteria justified during this session.

The other problems found in the pilot study were related to the 2008 Basic Education Core Curriculum. On the one hand, the national curriculum translated into English did not convey the same meaning in the original Thai version; therefore, this issue was discussed among the matchers before matching the intended tests and the participants decided to use the original Thai version to be a standard during the matching process. On the other hand, there was some ambiguity of the content in the standards and some overlap in the indicators; thus, these problems were considered

and discussed to find solutions that the matchers could use the standard as a main criterion to justify the alignment between the test items and the standards. The findings from the pilot study were able to enhance the consistency of the matching results in this study.

3.4.3 Matching process

The second phase was the matching process. The objective of this phase was to investigate to what extent the O-NET English test content for Matthayom 6 (upper secondary level) was aligned with the 2008 Basic Education Core Curriculum. The researcher, along with four qualified matchers, independently matched the test items of texts, the 2009 and 2010 O-NET English tests for upper secondary level, with the 2008 Basic Education Core Curriculum by using the matching sheet as a tool.

In the training session (the first meeting), the matchers were trained about the criteria of matching which were the alignment between test items and the key words of standards and the language assessment principles (Brown & Abeywickrama, 2010). To explain, the matching between the O-NET test items and the national curriculum was conducted by focusing on the key words of the standard that were appropriately congruent with the test item. Moreover, the other matching criterion was based on language assessment principles (Brown & Abeywickrama, 2010); that is, a good test item should measure one objective; as a result, the matchers discussed the possibility of matched curriculum domains and finally decided to match the O-NET test item with the most appropriately matched curriculum domain.

Furthermore, the matching sheet, the 2009 and the 2010 O-NET tests, and the 2008 Basic Education Core Curriculum were provided to the matchers so that each matcher could independently match all of the 2009 and 2010 O-NET test items to the 2008 Basic Education Core Curriculum.

After independently matching the test items to curriculum domains for a week, a second meeting was established so that the matchers could share and discuss difficulties, problematic items, or make some remarks on what occurred when

matching. Then, the matchers independently matched the problematic test items to the curriculum domains again.

A week later, the matchers had to submit their matching sheet as well as discuss the difficulties or limitations found during the matching process in the third meeting. The data from the matching sheet were analyzed for each section: speaking, writing, and reading. The results from the matchers were used to find the relationships among the matchers by using the coefficient reliability index. After that, the matchers found the best fit matches in order to put them on validating sheet for the next phase.

3.4.4 Validating process

The third phase was validating the congruence between the test item and the standard by four subject matter experts. The objective of this process was to validate the test-curriculum congruence in order to confirm that the matches between the test item and the standard were valid. The validating sheet, which consisted of 30% of the randomly selected test items from each test, was employed as a tool to independently validate the test item-standard congruence by the four experts. The four experts were provided the validating sheet and they had to rate it by putting a check mark on the IOC, ranging from +1 (Agree) and, 0 (Undecided) to -1 (Disagree), in order to answer whether the expert agreed that the test item was clearly measuring the standard which was adapted from Rovinelli and Hambleton (1976) and Turner and Carlson (2003). The results from the experts were calculated so as to find the degree of congruence between the test item and the standard by subject matter experts.

3.5 Data Analyses

The results from the two previous phases, the matching and validating procedures, were analyzed and calculated with appropriate statistical tools in order to find the extent to which the O-NET English test content for Matthayom 6 (upper secondary level) was aligned with the 2008 Basic Education Core Curriculum. The degree of content validity was shown by the degree of alignment between the O-NET test items and the 2008 Basic Education Core Curriculum. Moreover, the results demonstrated the coverage of test content in the 2008 Basic Education Core Curriculum.

The results from the matching and validating procedures were shown in the quantitative outcomes. First, the results from the matching process were calculated by using descriptive statistics to find the inter-rater reliability among five matchers. After obtaining raw data from the matching process, the results were calculated. For instance, if four out of five matchers agreed upon the same standard, it was evident that the test item had 0.8 of agreement among the five matchers. In addition, after obtaining each inter-rater reliability value for each test item, the overall inter-rater reliability value was calculated. The overall inter-rater reliability value is shown in Table 3.3.

Table 3.3: Inter-rater reliability among the five matchers

O-NET test's part	Measured standard	Inter-rater reliability	
		2009	2010
Reading part	Standard F 1.1	1.0	1.0
Speaking part	Standard F 1.2	0.88	0.98
Writing part	Standard F1.3	1.0	1.0
	Overall	0.97	0.99

The degree of internal correlation among the five matchers was comparatively high. The inter-rater reliability was at 0.97 and 0.99 for overall matching in the 2009 and the 2010 O-NET test of English (upper secondary level) respectively. According to Table 3.3, in both the reading and writing parts of the 2009 and 2010 O-NET tests of English, the degree of inter-rater reliability was at 1.0. However, only in the speaking part, the degree of internal correlation among the matchers was little lower than in the other parts; that is, the 2009 edition was at 0.88 and for the 2010 edition it was at 0.98. The cut-off score of 0.5 or above was employed as a threshold to justify that the item was adequately aligned with the objective (Polit et al., 2007; D'Agostino et al., 2008).

The results of the internal correlation among the matchers indicate that in training session the participants or matchers were adequately trained and they understood the criteria in the same way.

Second, the results from validating process were computed using Index of Item Objective Congruence (IOC) (Rovinelli & Hambleton, 1976; Turner & Carlson, 2003) in order to find the agreement among the subject matter experts. The IOC is three-point scales consisting of +1 (Agree), 0 (Undecided), and -1 (Disagree). The IOC results demonstrate the agreement on the O-NET test content and the cut-off score was at 0.5 (Rovinelli & Hambleton, 1976; D'Agostino et al., 2008). The IOC formula is as follows:

$$IOC_i = \frac{\sum I_j}{n_j}$$

The matches between the O-NET test items and the standards were validated by using the Index of item-objective congruence (IOC) by four subject matter experts and the cut-off score was at 0.5 (Rovinelli & Hambleton, 1976; D'Agostino et al., 2008). The validating results showed that the Index of item-objective congruence of the 2009 O-NET test was at 0.79 and the Index of item-objective congruence of the 2010 O-NET test was at 0.73. This indicated that the validating results were relatively high.

After obtaining the results of Index of item-objective congruence (IOC), the Kendall coefficient of concordance was applied to examine the inter-rater reliability among four subject matter experts (Tangdhanakanond, 2016). The moderate value of the Kendall coefficient of concordance was at or more than 0.7 (Tangdhanakanond, 2016) and the formula is as follows:

$$W = 1 - \frac{12 \sum D_i^2}{k^2 N(N^2 - 1)}$$

The inter-rater reliability value of the 2009 O-NET test was at 0.4 whereas that of the 2010 O-NET test was at 0.3. This pointed out that the inter-rater reliability value of the 2009 and the 2010 was comparatively low. It is feasible that there were uncontrollable factors: the broad content of the standards and the overlap of the content between the standards in the national curriculum. These two uncontrollable factors affected the inconsistent matches among the matchers in the matching process and the experts in the validating process when they had to justify the standard that most appropriately matched with the test item.

3.6 Summary of the Chapter

This chapter presents a description of the sample texts, the participants, tools, procedures, and analyses used in this study. The pilot study providing information about the possible problems occurring in the test item-objective alignment was also discussed.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results obtained. The research question is restated and related findings are demonstrated.

4.1 Purpose of the Study

The purpose of this study was to investigate content validity of the O-NET English tests in the past two academic years of upper secondary level (Matthayom 6), 2009 and 2010, based on the 2008 Basic Education Core Curriculum.

4.2 Review of the Research Question

The research question is as follows:

- To what extent is the O-NET English test content for Matthayom 6 (upper secondary level) aligned with the 2008 Basic Education Core Curriculum?

4.3 Results and Discussion

The results obtained from the matching process were analyzed both quantitatively and qualitatively in order to investigate the test-curriculum alignment of the O-NET tests. The results and interpretation of this study were based on the point of view of the matchers, not on the O-NET test writers. Overall, the results have shown that the 2009 and 2010 O-NET tests were partly aligned with the 2008 Basic

Education Core Curriculum. Some issues are analyzed and discussed in order to clarify the results found regarding the alignment between the test items and curriculum domains and the O-NET tests' distribution of this study. They are divided into two sections: the matched curriculum domain and the unmatched curriculum domains.

4.3.1 Matched curriculum domain

The matching results show that the 2009 and 2010 O-NET test items were matched with the curriculum domain of language for communication (curriculum domain 1). There were two crucial factors affecting the results of the alignment between the O-NET test items and the curriculum domain as follows.

First, a test item should measure one objective in accordance with language assessment principles (Brown & Abeywickrama, 2010). For this factor, the matchers had to justify the most appropriate matched standard for the test item as shown in Example 4.1.

Example 4.1: Test item number 1 of the 2009 O-NET test in the speaking part compared with standard F 1.2 and standard F 2.1

1/ 2009: Situation: A secretary is talking to a caller.

Caller: This is Jim Smith. Can I speak to Mr. Johnson, please?

Secretary: ___A___

Caller: ___B___

Secretary: I'll tell him as soon as I see him.

A. 1. Pardon me. I don't know him.

2. Can you talk to him now?
3. I'm afraid he's just gone out.
4. Sorry. He doesn't want to speak to you.

B. 1. Could you hold on?

2. Can you call me later?
3. Can you ask him to return my call?
4. Could I return his call later?

(Answer: A: 3, B: 3)

Matching result: 1A matched with Standard F 1.2

1B matched with Standard F 1.2

Comparing the curriculum domains

Curriculum domain 1: Language for Communication

Standard F 1.2:

Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

มีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยน
ข้อมูลข่าวสาร แสดงความรู้สึก และความ

Curriculum domain 2: Language and Culture

Standard F 2.1:

Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

คิดเห็นอย่างมีประสิทธิภาพ	เข้าใจความสัมพันธ์ระหว่างภาษากับวัฒนธรรมของเจ้าของภาษา และนำไปใช้ได้เหมาะสมกับกาลเทศะ
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Example 4.1 presents test item number 1 of the 2009 O-NET test in the speaking part compared with standard F 1.2 and standard F 2.1. For this item, the matchers decided to match both item A and item B with standard F 1.2 when considering the stem and distractors of this item. Especially, if considering the distractors that intend to measure how the student appropriately asks and responds to a telephone situation to get some information, this test item was more suitable for standard F 1.2 than for standard F 2.1, measuring language and culture.

Secondly, in the curriculum domain 1, the indicator for each standard is meant to measure language for communication skills, which consist of listening and reading (standard F 1.1), language communication skills (standard F 1.2), and speaking and writing (standard F 1.3), as shown in Table 4.1.

Table 4.1: The description of each standard in curriculum domain 1

Curriculum domain 1: Language for communication	
Standard F 1.1	Understanding and capacity for interpreting what has been <i>heard and read</i> from various types of media, and ability to express opinions with proper reasoning
Standard F 1.2	Endowment with <i>language communication skills</i> for exchange of data and information; efficient expression of feelings and opinions

Standard F 1.3	Ability to present data, information, concepts and views about various matters through <i>speaking and writing</i>

In Table 4.1, it can be seen that curriculum domain 1 can be indirectly assessed by using a standardized test like the O-NET to test student's language knowledge and abilities. For instance, as standard F 1.1 was designed to measure "understanding and capacity for interpreting what has been *heard and read* from various types of media, and ability to express opinions with proper reasoning," this can be assessed in the "reading comprehension part" of the O-NET test to check the student's understanding of what s/he read. Standard F 1.2 measuring "endowment with *language communication skills* for exchange of data and information; efficient expression of feelings and opinions," can be indirectly tested in the "speaking part," which was designed as a dialogue verifying that the student knew how to appropriately ask and respond in different places and on different occasions. Standard F 1.3, measuring the "ability to present data, information, concepts and views about various matters through *speaking and writing*" can be indirectly assessed in the "writing part" of the O-NET test, which examined the student's productive skills.

Besides the results of test-curriculum alignment, the matching results provided the distribution of the O-NET test items among the standards, which are shown in Table 4.2.

Table 4.2: The distribution of the O-NET test items of English for the upper secondary level for each part of the O-NET test and each standard of curriculum domain 1

O-NET's part	Curriculum domain 1: Language for communication		O-NET test items	
			2009	2010
Reading	Standard F 1.1	Understanding and capacity for interpreting what has been <i>heard and read</i> from various types of media, and ability to express opinions with proper reasoning	50%	50%
Speaking	Standard F 1.2	Endowment with <i>language communication skills</i> for exchange of data and information; efficient expression of feelings and opinions	25%	25%
Writing	Standard F 1.3	Ability to present data, information, concepts and views about various matters through <i>speaking and writing</i>	25%	25%

As can be seen in Table 4.2, which presents the distribution of the 2009 and 2010 O-NET test items (English subject for upper secondary level) to each part of the O-NET test and each standard for curriculum domain 1, the percentages of the 2009 and 2010 O-NET test items that matched standard F 1.1 were similar; that is, 50% of the test items in the O-NET of English for the upper secondary level were congruent with standard F 1.1, which was considered an indicator measuring reading skill. Moreover, the results from the matching process showed that 25% of all the test items in each O-NET test were aligned with standard F 1.2 as an indicator measuring language communication skills. Finally, 25% of all the test items of each O-NET test edition matched standard F 1.3, which was an indicator measuring speaking and writing skills.

A possibility why the distribution of the 2009 and 2010 O-NET test items were shown as the results above may be because of the fact that the 2009 and 2010 O-NET tests were devised to measure receptive and productive skills according to the same proportion. That is, as can be seen from the distribution on the 2009 and 2010 O-NET tests, 50% of the test items were meant to measure the receptive skill through the reading comprehension part and 50% of the remaining test items were designed to measure productive skills through the speaking and writing parts.

Hence, half of all the O-NET test items were matched with standard F 1.1.4, which requires the student to perform many sub-skills of reading, for instance, identifying main ideas, making inferences, skimming and scanning techniques, guessing vocabulary, guessing meaning from contextual clues, and so on. In the meantime, the remaining test items (50%) in each edition were equally distributed to measure productive skills: speaking (25%) and writing (25%). Therefore, 25% of the O-NET test items in the speaking part were matched with standard F 1.2 whereas 25% of the remaining O-NET test items in the writing part were matched with standard F 1.3.

The commonalities between standard F 1.2 matched with the speaking part and standard F 1.3 matched with the writing part were to exchange data or information in daily life and to express the student's feelings or opinions in order to convey what the student thinks to their interlocutors. However, standard F 1.2 differs from standard F 1.3 in terms of the given situations; for example, standard F 1.2 focuses on making requests, offering acceptances and refusals, and other topics related to conversation in daily life. Standard F 1.3 emphasizes issues or matters that are analyzed before presenting through productive skills (speaking and writing).

In the following section, the distribution of the 2009 and 2010 O-NET test items in the curriculum domain is presented in order to provide more specific details. As the results from the test item-curriculum domain alignment indicate, it was significant that all of the 2009 and 2010 O-NET test items were congruent with curriculum domain 1, measuring language for communication. Therefore, in this

section, three standards in curriculum domain 1 were analyzed, standard F 1.1, standard F 1.2, and standard F 1.3 as follows.

Table 4.3: The distribution of the 2009 and 2010 O-NET test items of English for the upper secondary level in standard F 1.1

Curriculum domain 1: Language for communication	O-NET test	
	2009	2010
Standard F 1.1: Understanding and capacity for interpreting what has been <i>heard and read</i> from various types of media, and ability to express opinions with proper reasoning		
Standard F 1.1.1: <i>Observe</i> instructions in manuals for various types of work, clarifications, explanations and descriptions <i>heard and read</i>	-	-
Standard F 1.1.2: Accurately <i>read aloud</i> texts, news, advertisements, poems and skits by observing the principles of reading	-	-
Standard F 1.1.3: <i>Explain and write</i> sentences and texts related to various forms of <i>non-text information</i> , as well as specify and write various forms of non-text information related to sentences and texts heard or read	-	-
Standard F 1.1.4: <i>Identify</i> the main idea, <i>analyze</i> the essence, <i>interpret and express</i> opinions from <i>listening to and reading</i> feature articles and entertainment articles, as well as provide justifications and examples for illustration	50%	50%

Table 4.3 demonstrates the distribution of the 2009 and 2010 O-NET test items of English for the upper secondary level in standard F 1.1 measuring the reading skill in the form of a percentage. The results showed that 50% of the test items in the 2009 and 2010 editions matched standard F 1.1.4. None of the 2009 or 2010 O-NET test items were found in the other standards (F 1.1.1, F 1.1.2, and F 1.1.3).

When analyzing all of the indicators for standard F 1.1, standard F 1.1.2 requires the student to “accurately *read aloud* texts, news, advertisements, poems and skits by observing the principles of reading” which seemed to be impractical to test in the O-NET tests; therefore, there was no test item that matched this standard.

When considering the other standards, standard F 1.1.1, standard F 1.1.3, and standard F 1.1.4, the difference among these standards was the *types of the text*. That is, standard F 1.1.1 is meant to “observe *instructions in manuals* for various types of work, clarifications, explanations and descriptions heard and read;” standard F 1.1.3 was intended to measure student to “explain and write sentences and texts related to various forms of *non-text information*, as well as specify and write various forms of non-text information related to sentences and texts heard or read;” and standard F 1.1.4 was meant student to “identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature *articles and entertainment articles*, as well as provide justifications and examples for illustration.”

It was noticed that the purpose of the key words identifying several sources and types of reading texts in the standards (standard F 1.1.1, standard F 1.1.2, standard F 1.1.3, and standard F 1.1.4) was for the student to encounter various sources and types of reading texts in his or her daily life. This helps to promote authenticity in language testing (Berardo, 2006). However, in the 2009 and 2010 O-NET tests, the sources and types of reading texts were not varied; that is, most of them were articles from newspapers or advertisements. In fact, based on the key words of text sources and types indicated in the standards (standard F 1.1.1, standard F 1.1.2, standard F 1.1.3, and standard F 1.1.4), the reading texts used in the O-NET tests should be taken from various sources, for example, TV programs, non-text information, fiction, and so on.

Nevertheless, the matching results pointed out that only standard F 1.1.4 was properly matched with the 2009 and 2010 O-NET test items in the reading part, as shown in Example 4.2. It was possible that the indicator of standard F 1.1.4 clearly identified what student requires in performing the reading skill; and the skills or techniques measured in this standard can be used for indirect assessment by using multiple-choice tests, which emphasize product rather than process (Adunyarittigun, 2001).

Example 4.2: Test items number 47-54 of the 2010 O-NET test in the reading part aligned with standard F 1.1.4

Passage 2/ 2010 (item 47-54):

Zoos, the most accessible nature reserves for most people in Russia, are becoming endangered species.

With 11 million people, Moscow has only one zoo covering about 60 acres. It is crowded with visitors all summer.

Zoo officials say there is not enough space to keep lions, giraffes, gorillas and chimpanzees.

The city has been giving money to expand and improve it, five major building projects are underway and five more are planned.

A few of Russia's new banks and business sponsor exhibits, and an American businessman gives US\$100 a month to buy fruit for the apes.

Now many zoo workers have quit because they are paid very low wages.

47. The best headline for this passage is _____.

1. Russian zoo facing shortage of food
2. Businessmen to sponsor Russian zoo
3. Russian zoo struggling to survive
4. Workers quit Russian zoo

48. The major problem of the zoo seems to be _____.

1. a shortage of workers
2. the construction in the zoo area
3. some animals becoming endangered
4. insufficient financial support

49. All of the statements below describe a problem of the Russian zoo EXCEPT "_____."

1. The zoo is very crowded only in summer
2. The zoo does not have enough space for all its animals
3. The government provides little money for zoo management
4. The budget for operating the zoo is too low

50. One of the changes being carried out at the moment is _____.

1. several more zoos will be built
2. certain areas of the zoo are being improved
3. the endangered species collection is being expanded

4. more food is provided for wild animals in the zoo

51. The private sector also _____.

1. cooperates by funding displays and providing money to buy food for animals
2. tries to recruit more workers to replace those who leave the zoo
3. supports the improvement of the zoos by funding the building projects
4. invites foreign businessmen, especially the Americans, to buy food for the animals

52. One private sector group that is lending a hand consists of _____.

1. a group of American businessmen
2. Russian businessmen and banks
3. The Russian bank association
4. Business exhibition enterprises and organizers

53. According to the passage, the zoo is _____.

1. the only important wild animal reserve for nature studies in Russia
2. important because it is a place where Russians can see wildlife easily
3. important to most Russians in that it is the only place that keeps wild animals
4. the important place that preserves endangered wildlife for the Russians to see

54. The purpose of this passage is to _____.

1. inform readers of what is happening at the zoo in Russia
2. suggest a solution to the problem of endangered animals

3. make comments on the economic situation in Russia
4. persuade people to help solve a problem about zoo workers

(Answer: 47: 3, 48: 4, 49: 1, 50: 2,

51: 21, 52: 2, 53: 2, 54: 1)

Matching result: 47-54: standard F 1.1.4

Matched standard:

Standard F 1.1.4: *Identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration*

According to Example 4.2, it was noticed that the questions asking test takers are meant to measure identifying main idea, making an inference from the given passage, making a reference, and so on which were congruent with standard F 1.1.4. The students had to use their skimming and scanning skills of reading as mentioned in the indicator for standard F 1.1.4.

Table 4.4: The distribution of the 2009 and 2010 O-NET test items of English for the upper secondary level in standard F 1.2

Curriculum domain 1: Language for communication	O-NET test	
	2009	2010
Standard F 1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions		
Standard F 1.2.1: <i>Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and</i>	14%	13%

communicate the data continuously and appropriately		
Standard F 1.2.2: <i>Choose and use requests and give advices, clarifications and explanations fluently</i>	1%	1%
Standard F 1.2.3: <i>Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations</i>	5%	5%
Standard F 1.2.4: <i>Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read</i>	-	-
Standard F 1.2.5: <i>Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning</i>	5%	6%

Table 4.4 reports the distribution of the 2009 and 2010 O-NET test items of English for the upper secondary level in standard F 1.2 in percentage form. Overall, most of the O-NET test items in the 2009 and 2010 matched standard F 1.2.1 at 14% and 13% respectively. Next, 5% of the 2009 and 2010 O-NET test items were aligned with standard F 1.2.3. At the same time, the matches between the 2009 test items and standard F 1.2.5 were at 5%, and the matches between the 2010 test items and standard F 1.2.5 were at 6%. Ultimately, none of the 2009 or 2010 test items were found in standard F 1.2.4.

According to the results from Table 4.4, it was noticed that the distribution of the test items was weighed on standard F 1.2.1 rather than any other standards. It is feasible that the indicator of standard F 1.2.1 was too broad in terms of its content; that is, its content covers most of the conversation issues used in daily life as stated in the indicator that require students to “converse and write to exchange data about themselves and various matters around them, experiences, situations, news, incidents

and issues of interest to society, and communicate the data continuously and appropriately.” As a result, most of the 2009 and 2010 O-NET test items in the speaking part could be categorized under this standard, as shown in Example 4.3.

Example 4.3: Test item number 10 of the 2009 O-NET test in the speaking part and the matched standards

<p>10/2009</p> <p>Situation: Mr. Hill is returning Supa’s writing assignment to her. He has given her an A for it.</p> <p>Mr. Hill: Supa, here is your writing assignment. ___A___</p> <p>Supa: ___B___</p> <p>Mr. Hill: You deserve it.</p> <p>A. 1. Try to keep up with your work. 2. Did anybody help you do it? 3. You have to spend a lot more time on this. 4. You’ve really done a very good job!</p> <p>B. 1. Are you sure you like it? 2. That’s very kind of you. 3. It is a difficult assignment. 4. I don’t believe you!</p> <p style="text-align: right;">(Answer 10A: 4, 10B: 2)</p> <p style="text-align: right;">Matching results: 10A: standard F 1.2.5 10B: standard F 1.2.1</p>	
<p>10A: standard F 1.2.5</p> <p>Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents with proper reasoning.</p>	<p>10B: standard F 1.2.1</p> <p>Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data</p>

<p>พูดและเขียนบรรยายความรู้สึกและแสดงความคิดเห็นของตนเองเกี่ยวกับ เรื่องต่างๆ กิจกรรม ประสบการณ์ และข่าว/เหตุการณ์อย่างมีเหตุผล (ภาษาที่ใช้ในการแสดงความรู้สึก ความคิดเห็น และให้เหตุผลประกอบ เช่น ชอบ ไม่ชอบ ดีใจ เสียใจ มีความสุข เศร้า หิว รสชาติ สวย น่าเกลียด เสียใจ ดี ไม่ดี จากข่าวเหตุการณ์ สถานการณ์ ในชีวิตประจำวัน เช่น</p> <p>Nice./Very nice./Well done!/ Congratulations on</p> <p>I like... because.../ I love... because.../ I feel... because.../I think.../I believe.../ I agree/disagree.../ I'm afraid I don't like.../ I don't believe.../I have no idea.../ Oh no! etc.)</p>	<p>continuously and appropriately.</p> <p>สนทนาและเขียนโต้ตอบข้อมูลเกี่ยวกับตนเอง และเรื่องต่าง ๆ ใกล้ตัว ประสบการณ์ สถานการณ์ ข่าว/ เหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคม และสื่อสารอย่างต่อเนื่อง และเหมาะสม</p> <p>(ภาษาที่ใช้ในการสื่อสารระหว่างบุคคล เช่น การ ทักทาย กล่าวลา ขอบคุณ ขอโทษ ชมเชย การ พูดแทรกอย่างสุภาพ การชักชวน การ แลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง เรื่องใกล้ตัว สถานการณ์ต่างๆ ในชีวิตประจำวัน การสนทนา /เขียนข้อมูลเกี่ยวกับตนเองและบุคคลใกล้ตัว ประสบการณ์ สถานการณ์ต่างๆ ข่าวเหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคม)</p>
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According to Example 4.3, although the results showed that test item 10A matched standard F 1.2.5, there was some discussion on the appropriate matched standard for this test item. Some matchers agreed that test item 10A should be congruent with standard F 1.2.5 because they thought that that standard was more specific in content than standard F 1.2.1, which had broad content, whereas the others thought that this test item should be aligned with standard F 1.2.1. Likewise, in the validating process, some experts agreed that test item 10A was congruent with standard 1.2.5; however, the others did not agree with the matching results and commented that test item 10A should be matched with standard F 1.2.1.

Based on the analyses from the discussion in the matching process and written comments from the experts, it was likely that the content of standard F1.2.1 is too broad and covers most of the aspects of the conversation issues encountered in daily

life. Consequently, most of the 2009 and 2010 test items in the speaking part were aligned with standard F 1.2.1.

Furthermore, according to Table 4.4, it reported that only 1% of the 2009 and 2010 O-NET test items matched with standard F 1.2.2. It was possible that the overlap of the content between standard F 1.2.2 and standard F 1.2.3 affected the test item-standard alignment. During the discussion period in the matching procedure and from the written comments from some subject matter experts, it was found that some O-NET test items could be justified to be matched with standard 1.2.2 and standard F 1.2.3, as shown in Example 4.4. However, as mentioned earlier, based on language assessment principles (Brown & Abeywickrama, 2010), the matchers decided to justify the O-NET test item with the most appropriate standard, which depended on the judges' perception.

Example 4.4: Test item number 2A of the 2009 O-NET test in the speaking part which could be matched with standard F 1.2.2 and standard 1.2.3

2/2009

Situation: Sunisa, a Thai student, just got off the plane at Heathrow Airport in London and is asking an official on duty for help.

Sunisa: Excuse me, ___A___ the Thai Embassy?

Official: ___B___

Sunisa: Thank you very much.

- A.
1. could you tell me how to get to
 2. would you kindly take me to
 3. did this coach normally stop at
 4. do you know when this bus stops at

<p>B.</p> <ol style="list-style-type: none"> 1. Our taxi drivers are very helpful and polite. 2. It won't take long to get there. 3. You can buy a ticket on the bus. 4. That coach will take you there. <p style="text-align: right;">(Answer 2A: 1, 2B: 4)</p> <p style="text-align: right;">Matching result: 2A: standard F 1.2.3 2B: standard F 1.2.3</p>	
Matched standard	Matched standard
<p>2A: standard F 1.2.3</p> <p>Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.</p> <p>พูดและเขียนแสดงความต้องการ เสนอ ตอบรับ และปฏิเสธการให้ความช่วยเหลือในสถานการณ์จำลองหรือสถานการณ์จริงอย่างเหมาะสม</p> <p>(ภาษาที่ใช้ในการแสดงความต้องการ เสนอและให้ความช่วยเหลือ ตอบรับและปฏิเสธการให้ความช่วยเหลือในสถานการณ์ต่างๆ เช่น</p> <p>Please.../..., please. / I'd like.../ I need.../</p> <p>May/Can/Could...?/Would you please...?Yes,../ Please do. /Certainly./</p> <p>Yes, of course./Sure./ Need some help?/</p> <p>What can I do to help?/ Would you like any help?/ If you like I could.../ What can I do to help?/ Would you like any help?/ Would you like me to help you?/ If you need anything, please.../ Is there anything I can do?/ I'll do it for you./ I'm afraid.../</p>	<p>2A: standard F 1.2.2</p> <p>Choose and use requests and give advices, clarifications and explanations fluently.</p> <p>เลือกและใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง คำอธิบาย อย่างคล่องแคล่ว</p> <p>(คำขอร้อง คำแนะนำ คำชี้แจง คำอธิบาย ที่มีขั้นตอนซับซ้อน)</p>

I'm sorry, but.../ Sorry, but... etc.)	
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Example 4.4 demonstrates test item number 2A of the 2009 O-NET test in the speaking part that could be matched with standard F 1.2.2 and standard 1.2.3. Test item number 2A of the 2009 O-NET test was discussed during the matching process regarding the appropriateness of its matched standard. Some matchers agreed that test item number 2A should be matched with standard F 1.2.2, while others proposed that this test item should be aligned with standard F 1.2.3. To explain, some matchers thought that the sentence “could you tell me how to get to ...” was meant to measure students in making a request which was congruent with standard F 1.2.2. In the meantime, when considering the sentence “could you tell me how to get to...” and compared with standard F 1.2.3, it was found that there was a key word “Could..?” in the indicator of standard F 1.2.3. Therefore, the matchers decided that this test item should be congruent with standard F 1.2.3 rather than standard F 1.2.2.

However, the dilemma of the content overlap between standard F 1.2.2 and standard F 1.2.3 was also found in the validating procedure. Some subject matter experts made some constructive comments that test item number 2A should be aligned with both standard F 1.2.2 and standard F 1.2.3. It was obvious that there was some overlap of content between standard F 1.2.2 and standard F 1.2.3, which made it difficult for the judges, both matchers and experts, to justify the matched standard.

Table 4.4 shows that only standard F 1.2.4 was not matched with any other test items of the 2009 or 2010 O-NET tests. It is plausible that the indicator of this standard identifies that the student had to *speak and write* appropriately to ask for and give data, describe, explain, compare and express opinions about *matters, issue, news, and situations heard and read*. When analyzing the key words of this indicator, it was found that there was some limitation in measuring the student’s abilities by using a paper-and-pencil test like the O-NET. This was due to the fact that this indicator requires the student to *hear and read* information and then has to produce receptive information by using productive skills: speaking and writing. It was clear that this standard requires the student to perform integrated tasks with multiple skills and

focuses on both product and process. Thus, with the limitation of multiple-choice tests which can merely measure product (O'Malley & Pierce, 1996), none of O-NET test items was matched with standard F 1.2.4.

Table 4.5: The distribution of the 2009 and 2010 O-NET test items of English for the upper secondary level in standard F 1.3

Curriculum domain 1: Language for communication	O-NET test	
	2009	2010
Standard F 1.3: Ability to present data, information, concepts and views about various matters through speaking and writing		
Standard F 1.3.1: <i>Speak and write to present data themselves/ experiences, news/ incidents, matters and various issues of interest to society</i>	25%	25%
Standard F 1.3.2: <i>Speak and write to summarize the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests</i>	-	-
Standard F 1.3.3: <i>Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration</i>	-	-

The distribution of the 2009 and 2010 O-NET test items of English for the upper secondary level in standard F 1.3 is presented by Table 4.5. It shows that the 2009 and 2010 O-NET test items were merely congruent with standard F 1.3.1 at 25% whereas none of the 2009 or 2010 O-NET test items was matched with the other standards (F 1.3.2 and F 1.3.3).

A total of 25% of the O-NET test items for each edition were found in standard F 1.3.1. It is possible that the indicator of this standard, stating that student has to “*speak and write to present data themselves, experiences, news, incidents, matters and various issues of interest to society*” is relatively broad content; that is to say, it covers nearly all of the general issues in daily life by using productive skills, as a result, the 2009 and 2010 O-NET test items in the writing part matched this standard.

In addition, the writing part, consisting of two forms, error identification and sentence completion, was designed to indirectly assess the student’s grammar ability (writing’s sub-skill) (Coombe, Folse, & Hubley, 2007); therefore, all of 20 test items in the writing part were matched with standard F 1.3.1.

Example 4.5: Test item number 23 of the 2010 O-NET test in the writing part aligned with standard F 1.3.1

23/2010		
<u>The tour guide recommended that the tourist will see a movie or visit a theater after</u>		
A	B	C
<u>having dinner at the restaurant.</u>		
D		

- A. 1. That the tour guide will recommend
2. That the tour guide recommended
3. A guide that tour recommended
4. The tour that guide recommended

- B. 1. tourists can see movies
2. a tourist sees movies
3. the tourist see a movie
4. a tourist saw a movie

- C. 1. should visit theaters
2. visiting a theater
3. visited theaters
4. visits a theater

- D. 1. while having dinner at a restaurant
2. except having dinner in the restaurant
3. until he had dinner at the restaurant
4. once he had dinner in a restaurant

(Answer: B3)

Matching results: standard F 1.3.1

Example 4.5 shows that test item number 23 of the 2010 O-NET test in the writing part was aligned with standard F 1.3.1. It is obvious that this item is meant to measure grammar, which was considered as a sub-skill of writing. Consequently, when considering the objective of this item, the matchers stated that this item was congruent with standard F 1.3.1, which required the student to *speak and write to present data themselves, experiences, news, incidents, matters and various issues of interest to society*.

Nevertheless, for standard F 1.3.2 and standard F 1.3.3, which were not matched with any test items in the O-NET tests, it is likely that these standards require the student to perform integrated tasks by using multiple skills, ranging from receptive skills (listening and reading), analyzing, justifying, to productive skills (speaking and writing). Therefore, it is necessary to assess both process and product so that the measurement and evaluation would be as valid as possible.

In summary, it is evident that the 2009 and 2010 test items were aligned with the curriculum domain of language for communication (curriculum domain 1) and the 2009 and 2010 O-NET test items were equally distributed to the reading part as a receptive skill and the speaking and writing parts as productive skills.

Some uncontrollable factors found while conducting the research were the broad content of the curriculum domain, for example, standard F 1.2.1 and standard F 1.3.1, and the overlap of the content between the indicators of standards, such as standard F 1.2.2 and standard F 1.2.3. These factors affected the obtained results in terms of both the matching and validating processes.

4.3.2 Unmatched curriculum domains

The results derived from the matching process provided evidence that the 2009 and 2010 O-NET tests of English for the upper secondary level were partially aligned with the 2008 Basic Education Core Curriculum. That is, the 2009 and 2010 O-NET test items were congruent with the curriculum domain of language for communication (curriculum domain 1). Consequently, there were some curriculum domains that did not match the O-NET test items: language and culture (curriculum domain 2), language and relationship with other learning areas (curriculum domain 3), and language and relationship with community and the world (curriculum domain 4) (see Appendix A).

When analyzing the content of standards, it was found that the key words used in the indicators required the student to perform integrative skills (Hughes, 2012) in the classroom, for instance, “read aloud” (standard F 1.1.2), “analyze, discuss”

(standard F 2.2.2), “research, search for” (standard F 3.1.1), “make records” (standard F 3.1.1), “disseminate, convey” (standard F 4.2.2) and so on. The content of standards was congruent with the 2008 Basic Education Core Curriculum, which was devised with the primary objectives for enhancing the student’s competence and to assess learning outcomes in a competitive, globalized world (Ministry of Education, 2008). In other words, the main purpose of this national curriculum is to make teaching and learning process more communicative and integrative.

To illustrate, standard F 1.1.2 requires students to “accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.” It is certain that the student has to read the given texts aloud and to have his or her reading aloud assessed in the classroom by the teachers.

Another example is standard F 2.1.3, which requires students to “participate in, give advice and organize language and cultural activities appropriately.” That is, there would be a language or cultural activity held by students and they are expected to take part in this activity and use English as a medium to communicate with other people. In the measurement and evaluation process, teachers have to observe how students organize the language or cultural activity or how the students cooperate and solve problems occurring during the organizing and then the teachers have to assess both their receptive and productive skills, for example, how students use strategic competence to communicate with other people or how they integrate multiple tasks and perform in an appropriate way.

Another example is that standard F 4.2.2 requires students to “disseminate, convey to the public data and news about the school, community and the local area, the nation in foreign languages.” With this standard, it is likely that teachers assign some tasks or activities to students, for example, “Christmas day activity,” “Market day,” or “International day.” To illustrate, students have to find some news and publish the news on Christmas day’s activity to the school or community in a foreign language. After that, the teachers will assess the students’ performance throughout the learning process from how to find news to how to convey students’ news to the public.

As can be seen from the examples, it was difficult to assess these standards using a paper-and-pencil test. Thus, it was found that none of the 2009 or 2010 O-NET test items was directly aligned with the standards in curriculum domain 2, curriculum domain 3, or curriculum domain 4. It is plausible that these standards require the students to perform integrative tasks by using multiple skills, to apply higher order thinking, to engage in performing the activity in order to promote authenticity, and to be evaluated in terms of both process and product; consequently, these unmatched curriculum domains are evaluated by teachers in the classroom using performance-based assessment during the semester.

However, the O-NET test, regarded as a multiple-choice test, has some limitations regarding the measurement of these standards in curriculum domain 2, curriculum domain 3, and curriculum domain 4. O'Malley and Pierce (1996), for example, indicated the limitations of using multiple-choice tests as follows. First, multiple-choice tests measure discrete skills, not integrative skills. Second, multiple-choice tests cannot measure a wide range of higher order thinking skills. Third, using multiple-choice tests limit authenticity; in other words, students cannot engage in real-world activities, and the sources and types of texts encountered in a multiple-choice test are not as complex or authentic as engaging in an activity. Finally, multiple-choice tests emphasize product rather than process (Adunyarittigun, 2001).

Because of the characteristics of a multiple-choice test like the O-NET test, it is clear that the standards in curriculum domain 2, curriculum domain 3, and curriculum domain 4 were not appropriate to be measured by a multiple-choice test. Hence, it was necessary to measure these curriculum domains using formative assessment or performance-based assessment, which encourages students to perform integrative skills, to stimulate higher-order thinking skills, to encounter authentic contexts, and to focus on both product and process. It is evident that in the guidelines of measurement and evaluation based on the 2008 Basic Education Core Curriculum, the Office of the Basic Education Commission or OBEC (2011) promotes the use of both formative and summative assessments at all levels of education. Therefore, it was suggested that more than half of the curriculum domains that require integrative language skills (Adair-Hauck et al., 2006; Hughes, 2012) be evaluated by the teachers

in the classroom through performance-based assessment or integrative language testing (Hughes, 2012).

Furthermore, in order to endorse valid measurement in the Thai educational system, the O-NET tests should not be used as a single tool of measurement and evaluation to reflect the standards-based accountability system in Thai education. It was evident that curriculum domain 1 could be measured by the O-NET test whereas the remaining curriculum domains were not evaluated by it. Therefore, both summative assessment and formative assessment should be used as indicators to reflect standards-based accountability so that the measurement and evaluation will be more valid and reliable and fair for all stakeholders in the educational system.

Nevertheless, if we consider the objectives of the unmatched curriculum domains from the point of view of test writers, it is likely that the unmatched curriculum domains were indirectly assessed in the O-NET tests. To illustrate, standard F 4.1 indicates that “ability to use foreign languages in various situations in *school, community and society.*” If we considered the contexts of this standard, which are the school, community and society, it is feasible that these contexts appeared in the O-NET tests. An example is test item number 9 of the 2009 O-NET test (see Appendix C), where the conversation occurred in the classroom or in instructor’s room. Another example is test item number 8 of the 2010 O-NET test (see Appendix C). The situation of this test item was at a restaurant which is a part of the community.

In conclusion, that the curriculum domains (curriculum domain 2, curriculum domain 3, and curriculum domain 4) did not match the O-NET tests may be due to the fact that these curriculum domains require students to be tested using performance-based assessment or authentic assessment in the classroom by teachers. However, if one considers the context of the unmatched curriculum domains, it is plausible that some contexts in the remaining curriculum domains were measured via the O-NET tests.

4.4 Conclusions of the Study

1. Based on the results of the study, it was found that the 2009 and 2010 O-NET tests were partly aligned with the 2008 Basic Education Core Curriculum. Especially, the 2009 and the 2010 O-NET tests were congruent with the curriculum domain of language for communication (curriculum domain 1).
2. The results provided evidence that the 2009 and 2010 O-NET tests had content validity. That is, the 2009 and 2010 O-NET tests were matched with the curriculum domain of language for communication (curriculum domain 1) due to the fact that the objectives of curriculum domain 1 were designed to measure the students' communicative language skills: listening, speaking, reading, and writing (Ministry of Education, 2008), which can be indirectly assessed using multiple-choice tests. In addition, it seemed that some of the 2009 and 2010 O-NET test items were meant to measure more than one objective; however, Brown and Abeywickrama (2010) suggested that one test item should measure one objective. Therefore, the matching results demonstrated that the 2009 and 2010 O-NET test items were congruent with the curriculum domain of language for communication (curriculum domain 1).
3. The results reported that the 2009 and 2010 O-NET tests did not match the other curriculum domains (curriculum domain 2, 3, and 4) due to the fact that the objectives of the remaining curriculum domains required students to apply higher-order thinking skills and to perform integrative tasks combined with language skills. The objectives of the other curriculum domains (curriculum domain 2, 3, and 4) were to stimulate students to learn and understand different foreign cultures, to access knowledge in

other learning fields, and to use foreign language beyond the classroom both in the community and in the world (Ministry of Education, 2008). To illustrate, the indicator of standard F 3.1.1 states that “*research, search for, make records, summarize and express* opinions about the data related to other learning areas, and *present* them through speaking and writing.” With the key words of the indicator meant to assess both process and product, it seemed that standard F 3.1.1 was not evaluated with a multiple-choice test. Furthermore, it is possible that a multiple-choice test like the O-NET test has some limitations in terms of measuring the other curriculum domains (curriculum domain 2, 3, and 4). In other words, multiple-choice tests have limitations regarding the measurement of higher-order thinking skills, assessing authentic tasks, evaluating both process and product, and integrating multiple tasks by using various communicative language skills.

Nevertheless, the remaining curriculum domains may be assessed during semesters using various forms of assessment in the classroom, such as performance-based assessment, authentic assessment, portfolios, quizzes and achievement tests.

4. The results of this study provide evidence that the 2009 and 2010 O-NET tests did not cover all of the curriculum domains. It can be explained that the 2008 Basic Education Core Curriculum aims the teaching, learning, and testing at learning standards for 2-3 years whereas the O-NET tests aim to test the students’ knowledge. Therefore, it can be assumed that some curriculum domains measured using various forms of formative assessment in the classroom.

4.5 Suggestions from the Study

The results of this study provide the following suggestions:

1. It is suggested that the O-NET test should be developed to cover the four curriculum domains as much as possible so as to contribute to a higher degree of content validity. Because the O-NET test results are used to hold stakeholders accountable, it is necessary to develop a test theoretically based on language assessment principles (Brown & Abeywickrama, 2010), especially regarding content validity which is considered the primary characteristic of validity.
2. It is recommended that test specification is needed in order to explore content validity of O-NET tests. Test specification can be used to verify the test writers' intention in assessing the students' abilities and to precisely indicate the degree of content validity of the O-NET tests. In the case of not having test specification, an interview with the test developers may help provide some information about the tests' objectives. Without the specification of the tests, it is difficult to identify the degree of content validity as discussed above.
3. The procedures of collecting the data and verifying the instruments used in this study can be applied to further study investigating content validity because they were thoroughly verified and proved to be reliable via the matching and validating processes.

4.6 Limitations of the Study

The generalizability of the results may be limited because of the following factors:

1. This study was conducted based on selected O-NET tests. The O-NET tests used in this study were the 2009 and 2010 editions, which were officially published on the NIETS website and are based on the framework of the 2008 Basic Education Core Curriculum. The latest editions, which are based on the 2008 Basic Education Core Curriculum, are not allowed to be published to the general public. Thus, it is recommended that the next study investigate the updated editions of the O-NET tests in order to explore the similarities and the differences, including the distribution of the test content in the O-NET tests.
2. In order to investigate content validity, there must be test specification to cross-check the content that the test writers aim to measure. In this study, the specifications of the 2009 and 2010 O-NET tests were not officially published to the general public and the test writers were anonymous. Thus, in this study, it was not possible to verify the test content with specification.

4.7 Implications of the Study

1. The O-NET test should be developed to measure four curriculum domains. Even though the curriculum domains 2, 3, and 4 require students to be evaluated by formative assessment, it is recommended that some of the items be addressed in curriculum domains 2, 3 and 4, which could be measured using indirect assessment, or other practical forms of assessments should be included in the O-NET tests as much as possible in order to give the tests a higher degree of content validity. Some objectives of curriculum domains 2, 3, and 4 could be measured with indirect assessment. For instance, standard F 2.2.2, stating that the test taker should “*analyze, discuss* similarities and

differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and *apply* them appropriately,” can be measured using indirect assessment. Moreover, the test writers of the O-NET test may use open-ended questions to examine the students’ knowledge of native speakers’ cultures compared with the Thai culture. Students would have to use their higher-order thinking skills and then produce their answers in writing.

However, some objectives of curriculum domains 2, 3, and 4 cannot be measured by indirect assessment because they require students to perform integrative language tasks. For example, standard F 4.2.1 states the following: “use foreign languages in conducting research, collecting, analyzing and summarizing knowledge, various data from the media and different learning sources for further education and livelihood.” According to the key words used in the indicator, it is necessary that students use a foreign language as a medium for further study in their real life or simulated situations in the classroom.

2. Regarding the pedagogical implications, the results of the study promote the employment of both summative and formative assessments due to the fact that the national curriculum requires the measurement of the students’ skills in many dimensions: four language communicative skills, integrative skills, and higher-order thinking (OBEC, 2011). If teachers, parents, and stakeholders are aware of the limitations of summative assessment, as with like the O-NET tests, and accept the use of formative assessment or authentic assessment in the classroom, it is evident that the students will be tested with valid assessment. This will ensure the effectiveness of the programs for our students.

4.8 Summary of Chapter

Descriptive statistics in the form of percentages were reported. Both quantitative and qualitative analyses were conducted to investigate the alignment between the O-NET test items and the curriculum domains. Limitations and implications were presented.



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APPENDICES



Appendix A: The 2008 Basic Education Curriculum (English subject for upper secondary level) (English version)

Curriculum domain		Indicators
Curriculum domain 1: Language for Communication		
Standard F 1.1	Understanding and capacity for interpreting what has been heard and read from various types of media, and ability to express opinions with proper reasoning	<ol style="list-style-type: none"> 1. Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read. 2. Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading. 3. Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read. 4. Identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration
Standard F 1.2	Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions	<ol style="list-style-type: none"> 1. Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately. 2. Choose and use requests and give advices, clarifications and explanations fluently. 3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations. 4. Speak and write appropriately to ask for and

		<p>give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.</p> <p>5. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning.</p>
Standard F 1.3	Ability to present data, information, concepts and views about various matters through speaking and writing	<p>1. Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.</p> <p>2. Speak and write to summarize the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.</p> <p>3. Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.</p>
Curriculum domain 2: Language and Culture		
Standard F 2.1	Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places	<p>1. Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.</p> <p>2. Explain/ discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.</p> <p>3. Participate in, give advice and organize language and cultural activities appropriately</p>
Standard F 2.2	Appreciation of similarities and differences between	1. Explain/ compare differences between the structures of sentences, texts, idioms, sayings,

	language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language	proverbs and poems in foreign languages and Thai language. 2. Analyze/ discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.
Curriculum domain 3: Language and Relationship with Other Learning Areas		
Standard F 3.1	Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view	Research/ search for, make records, summarize and express opinions about the data related to other learning areas, and present them through speaking and writing.
Curriculum domain 4: Language and Relationship with Community and the World		
Standard F 4.1	Ability to use foreign languages in various situations in school, community and society	Use language for communication in real situations/ simulated situations in the classroom, school, community and society.
Standard F 4.2	Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community	1. Use foreign languages in conducting research, collecting, analyzing and summarizing knowledge/ various data from the media and different learning sources for further education and livelihood. 2. Disseminate/ convey to the public data and news about the school, community and the local area/the nation in foreign languages.

(Ministry of Education, 2008)

Appendix B: The 2008 Basic Education Core Curriculum (English subject for the upper secondary level) (Thai version)

สาระ	ตัวชี้วัด	สาระการเรียนรู้แกนกลาง
สาระที่ 1 ภาษาเพื่อการสื่อสาร		
มาตรฐาน ต 1.1 เข้าใจและตีความเรื่องที่ฟังและอ่านจากสื่อประเภทต่างๆ และแสดงความคิดเห็นอย่างมีเหตุผล	1.ปฏิบัติตามคำแนะนำในคู่มือ การใช้งานต่างๆ คำชี้แจง คำอธิบาย และคำบรรยายที่ฟังและอ่าน	คำแนะนำ คำชี้แจง คำอธิบาย คำบรรยาย เช่น ประกาศเตือนภัยต่างๆ ยาและการใช้ยา การใช้อุปกรณ์และสิ่งของ การสืบค้นข้อมูลทางอินเทอร์เน็ต - Modal verb: should/ ought to/ need/ have to/ must+ verb ที่เป็น infinitive without to เช่น You should have it after meal. (Active Voice)/The doses must be divided. (Passive Voice) - Direct/Indirect Speech - คำสันธาน) conjunction (and/ but/ or/ so/ not only...but also/ both...and/ as well as/ after/ because etc. - ตัวเชื่อม) connective words(เช่น First,... Second,... Third,... Fourth,... Next,... Then,... Finally,... etc.
	2. อ่านออกเสียงข้อความ ข่าว ประกาศ โฆษณา บทร้อยกรอง และบทละครสั้น (skit) ถูกต้องตามหลักการอ่าน	ข้อความ ข่าว ประกาศ โฆษณา บทร้อยกรอง และบทละครสั้น การใช้พจนานุกรม หลักการอ่านออกเสียง เช่น - การออกเสียงพยัญชนะต้นคำและพยัญชนะท้ายคำ สระเสียงสั้น สระเสียงยาว สระประสม

		<ul style="list-style-type: none"> - การออกเสียงเน้นหนัก-เบา ในคำและกลุ่มคำ - การออกเสียงตามระดับเสียงสูง-ต่ำ ในประโยค - การออกเสียงเชื่อมโยงในข้อความ - การแบ่งวรรคตอนในการอ่าน - การอ่านบทร้อยกรองตามจังหวะ
	<p>3. อธิบายและเขียนประโยคและข้อความให้สัมพันธ์กับสื่อที่ไม่ใช่ความเรียงรูปแบบต่างๆ ที่อ่าน รวมทั้งระบุและเขียนสื่อที่ไม่ใช่ความเรียงรูปแบบต่างๆ ให้สัมพันธ์กับประโยคและข้อความที่ฟังหรืออ่าน</p>	<p>ประโยคและข้อความ การตีความ/ถ่ายโอนข้อมูลให้สัมพันธ์กับสื่อที่ไม่ใช่ความเรียง เช่น ภาพ แผนผัง กราฟ แผนภูมิ ตาราง อักษรย่อ จากกลุ่มสาระการเรียนรู้อื่น ด้วยการพูดและการเขียนอธิบาย โดยใช้ Comparison of adjectives/ adverbs/ Contrast : but, although, however, in spite of.../ Logical connectives เช่น caused by/ followed by/ consist of/ etc.</p>
	<p>4. จับใจความสำคัญ วิเคราะห์ความสรุปความ ตีความ และแสดงความคิดเห็นจากการฟังและอ่าน เรื่องที่เป็นสารคดีและบันเทิงคดี พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ</p>	<p>เรื่องที่เป็นสารคดีและบันเทิงคดี การจับใจความสำคัญ การสรุปความ การวิเคราะห์ความ การตีความ การใช้ skimming/scanning/guessing/context clue ประโยคที่ใช้ในการแสดงความคิดเห็น การให้เหตุผลและการยกตัวอย่าง เช่น I believe.../ I agree with... but.../ Well, I must say.../ What do you think of /about...?/ I think/don't think...?/ What's your opinion about...?/ In my opinion.../</p> <ul style="list-style-type: none"> - if clauses - so...that/such...that

		<ul style="list-style-type: none"> - too to.../enough to... - on the other hand,... - others/ another/ the other (s) - คำสันธาน (conjunctions) because/ and/ so/ but/ however/ because of/ due to/owing to/ etc. - Infinitive pronouns: some, any, someone, anyone, everyone, one, ones etc. - Tenses: present simple/ present continuous/ present perfect/ past simple/ future tense, etc. - Simple sentence/ Compound sentence/ Complex sentence
มาตรฐาน ต 1.2 มีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยนข้อมูลข่าวสาร แสดงความรู้สึก และความคิดเห็นอย่างมีประสิทธิภาพ	1. สนทนาและเขียนโต้ตอบ ข้อมูลเกี่ยวกับตนเองและเรื่องต่าง ๆ ใกล้ตัว ประสบการณ์ สถานการณ์ ข่าว/ เหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคม และสื่อสารอย่างต่อเนื่องและเหมาะสม	ภาษาที่ใช้ในการสื่อสารระหว่างบุคคล เช่น การทักทาย กล่าวลา ขอบคุณ ขอโทษ ชมเชย การพูดแทรกอย่างสุภาพ การชักชวน การแลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง เรื่องใกล้ตัว สถานการณ์ต่างๆ ในชีวิตประจำวัน การสนทนา /เขียนข้อมูลเกี่ยวกับตนเองและบุคคลใกล้ตัว ประสบการณ์ สถานการณ์ต่างๆ ข่าวเหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคม
	2. เลือกและใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง คำอธิบายอย่างคล่องแคล่ว	คำขอร้อง คำแนะนำ คำชี้แจง คำอธิบาย ที่มีขั้นตอนซับซ้อน
	3. พูดและเขียนแสดงความต้องการ เสนอ ตอรับและ	ภาษาที่ใช้ในการแสดงความต้องการ เสนอและให้ความช่วยเหลือ ตอรับและปฏิเสธการให้ความ

	<p>ปฏิเสธรการให้ความช่วยเหลือ ในสถานการณ์จำลองหรือ สถานการณ์จริงอย่าง เหมาะสม</p>	<p>ช่วยเหลือในสถานการณ์ต่างๆ เช่น Please.../..., please./ I'd like.../ I need.../ May/ Can/ Could...?/ Would you please...?Yes,../ Please do. / Certainly./ Yes, of course./ Sure./ Need some help?/ What can I do to help?/ Would you like any help?/ If you like I could.../ What can I do to help?/ Would you like any help?/ Would you like me to help you?/ If you need anything, please.../ Is there anything I can do?/ I'll do it for you./ I'm afraid.../ I'm sorry, but.../ Sorry, but... etc.</p>
	<p>4. พูดและเขียนเพื่อขอและให้ ข้อมูล บรรยาย อธิบาย เปรียบเทียบ และแสดงความ คิดเห็นเกี่ยวกับเรื่อง/ ประเด็น/ ข่าว/ เหตุการณ์ที่ ฟังและอ่านอย่างเหมาะสม</p>	<p>คำศัพท์ สำนวน ประโยคและข้อความที่ใช้ในการ ขอและให้ข้อมูล บรรยาย อธิบาย เปรียบเทียบ และแสดงความคิดเห็นเกี่ยวกับประเด็น/ ข่าว/ เหตุการณ์ที่ฟังและอ่าน</p>
	<p>5. พูดและเขียนบรรยาย ความรู้สึกและแสดงความ คิดเห็นของตนเองเกี่ยวกับ เรื่องต่างๆ กิจกรรม ประสบการณ์ และข่าว/ เหตุการณ์อย่างมีเหตุผล</p>	<p>ภาษาที่ใช้ในการแสดงความรู้สึก ความคิดเห็น และให้เหตุผลประกอบ เช่น ชอบ ไม่ชอบ ดีใจ เสียใจ มีความสุข เศร้า ทิว รสชาติ สวย น่า เกลียด เสียใจ ดี ไม่ดี จากข่าวเหตุการณ์ สถานการณ์ ในชีวิตประจำวัน เช่น Nice/ Very nice/ Well done!/ Congratulations on... I like... because.../ I love... because.../ I feel... because.../ I think.../I believe.../ I agree/ disagree.../ I'm afraid I don't</p>

		like.../ I don't believe.../ I have no idea.../ Oh no! etc.
มาตรฐาน ต 1.3 นำเสนอข้อมูลข่าวสาร ความคิดรวบยอด และ ความคิดเห็นในเรื่องต่างๆ โดยการพูด และการเขียน	1. พูดและเขียนนำเสนอข้อมูล เกี่ยวกับตนเอง ประสบการณ์ ข่าว/เหตุการณ์ เรื่องและ ประเด็นต่างๆ ตามความสนใจ ของสังคม	การนำเสนอข้อมูลเกี่ยวกับตนเอง ประสบการณ์ ข่าว/ เหตุการณ์ เรื่องและประเด็นที่อยู่ในความ สนใจของสังคม เช่น การเดินทาง การ รับประทานอาหาร การเล่นเกม/ ดนตรี การดู ภาพยนตร์ การฟังเพลง การเลี้ยงสัตว์การอ่าน หนังสือ การท่องเที่ยว การศึกษา สภาพสังคม เศรษฐกิจ
	2. พูดและเขียนสรุปใจความ สำคัญ/ แก่นสาระที่ได้จาก การวิเคราะห์เรื่อง กิจกรรม ข่าว เหตุการณ์ และ สถานการณ์ตามความสนใจ	การจับใจความสำคัญ/ แก่นสาระ การวิเคราะห์ เรื่อง กิจกรรม ข่าว เหตุการณ์ และสถานการณ์ ตามความสนใจ
	3. พูดและเขียนแสดงความคิด เห็นเกี่ยวกับกิจกรรม ประสบการณ์ และเหตุการณ์ ทั้งในท้องถิ่น สังคม และ โลก พร้อมทั้งให้เหตุผลและ ยกตัวอย่างประกอบ	การแสดงความคิดเห็น การให้เหตุผลประกอบ และยกตัวอย่างเกี่ยวกับกิจกรรม ประสบการณ์ และเหตุการณ์ในท้องถิ่น สังคม และโลก
สาระที่ 2 ภาษาและวัฒนธรรม		
มาตรฐาน ต 2.1 เข้าใจความสัมพันธ์ ระหว่างภาษากับ วัฒนธรรมของเจ้าของ ภาษา และนำไปใช้ได้ อย่างเหมาะสมกับ	1. เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทางเหมาะกับ ระดับของบุคคล โอกาส และ สถานที่ ตามมารยาทสังคม และวัฒนธรรมของเจ้าของ ภาษา	การเลือกใช้ภาษา น้ำเสียง และกิริยาท่าทางใน การสนทนา ระดับของภาษา มารยาทสังคมและ วัฒนธรรมของเจ้าของภาษา เช่น การขอบคุณ ขอโทษ การชมเชย การใช้สีหน้าท่าทางประกอบ การพูดขณะแนะนำตนเอง การสัมผัสมือ การ โบกมือ การแสดงความ รู้สึกชอบ/ ไม่ชอบ การ กล่าวอวยพร การแสดงอาการตอบรับหรือปฏิเสธ

กาลเทศะ		
	2. อธิบาย/ อภิปรายวิถีชีวิต ความคิด ความเชื่อ และที่มา ของขนบธรรมเนียม และ ประเพณีของเจ้าของภาษา	วิถีชีวิต ความคิด ความเชื่อ และที่มาของ ขนบธรรมเนียม และประเพณีของเจ้าของภาษา
	3. เข้าร่วม แนะนำ และจัด กิจกรรมทางภาษาและ วัฒนธรรมอย่างเหมาะสม	กิจกรรมทางภาษาและวัฒนธรรม เช่น การเล่นเกม การร้องเพลง การเล่านิทาน/ เรื่องจากภาพยนตร์ บทบาทสมมุติ ละครสั้น วันขอบคุณพระเจ้า วันคริสต์มาส วันขึ้นปีใหม่ วันวาเลนไทน์
มาตรฐาน ต 2.2 เข้าใจความเหมือนและความแตกต่างระหว่างภาษาและวัฒนธรรมของเจ้าของภาษากับภาษาและวัฒนธรรมไทย และนำมาใช้อย่างถูกต้องและเหมาะสม	1. อธิบาย/ เปรียบเทียบความแตกต่างระหว่างโครงสร้างประโยค ข้อความ สำนวน คำพังเพย สุภาษิต และบทกลอนของภาษาต่างประเทศและภาษาไทย	การอธิบาย/ การเปรียบเทียบความแตกต่างระหว่างโครงสร้างประโยค ข้อความ สำนวน คำพังเพย สุภาษิต และบทกลอนของภาษาต่างประเทศและภาษาไทย
	2. วิเคราะห์/ อภิปราย ความเหมือนและความแตกต่างระหว่างวิถีชีวิต ความเชื่อและวัฒนธรรมของเจ้าของภาษากับของไทยและนำไปใช้อย่างมีเหตุผล	การวิเคราะห์/ การอภิปรายความเหมือนและความแตกต่างระหว่างวิถีชีวิต ความเชื่อและวัฒนธรรมของเจ้าของภาษากับของไทย การนำวัฒนธรรมของเจ้าของภาษาไปใช้
สาระที่ 3 ภาษากับความสัมพันธ์กับกลุ่มสาระการเรียนรู้อื่น		

<p>มาตรฐาน ต 3.1</p> <p>ใช้ภาษาต่างประเทศในการเชื่อมโยงความรู้กับกลุ่มสาระการเรียนรู้อื่น และเป็นพื้นฐานในการพัฒนา แสวงหาความรู้ และเปิดโลกทัศน์ของตน</p>	<p>1. ค้นคว้า/ สืบค้น บันทึกรูป และแสดงความคิดเห็นเกี่ยวกับข้อมูลที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่น จากแหล่งเรียนรู้ต่างๆ และนำเสนอด้วยการพูดและการเขียน</p>	<p>การค้นคว้า/ การสืบค้น การบันทึก การสรุป การแสดงความคิดเห็น และนำเสนอข้อมูลที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่นจากแหล่งเรียนรู้ต่างๆ</p>
<p>สาระที่ 4 ภาษากับความสัมพันธ์กับชุมชนและโลก</p>		
<p>มาตรฐาน ต 4.1</p> <p>ใช้ภาษาต่างประเทศในสถานการณ์ต่างๆ ทั้งในสถานศึกษา ชุมชน และสังคม</p>	<p>1. ใช้ภาษาสื่อสารในสถานการณ์จริง/ สถานการณ์จำลองที่เกิดขึ้นในห้องเรียน สถานศึกษา ชุมชน และสังคม</p>	<p>การใช้ภาษาสื่อสารในสถานการณ์จริง/ สถานการณ์จำลองเสมือนจริงที่เกิดขึ้นในห้องเรียน สถานศึกษา ชุมชน และสังคม</p>
<p>มาตรฐาน ต 4.2</p> <p>ใช้ภาษาต่างประเทศเป็นเครื่องมือพื้นฐานในการศึกษาต่อ การประกอบอาชีพ และการแลกเปลี่ยนเรียนรู้กับสังคมโลก</p>	<p>1. ใช้ภาษาต่างประเทศในการสืบค้น/ ค้นคว้า รวบรวม วิเคราะห์ และสรุปความรู้/ ข้อมูลต่างๆ จากสื่อและแหล่งการเรียนรู้ต่างๆ ในการศึกษาต่อและประกอบอาชีพ</p>	<p>การใช้ภาษาต่างประเทศในการสืบค้น/ การค้นคว้าความรู้/ ข้อมูลต่างๆ จากสื่อและแหล่งการเรียนรู้ต่างๆ ในการศึกษาต่อและประกอบอาชีพ</p>
	<p>2. เผยแพร่/ ประชาสัมพันธ์ข้อมูล ข่าวสารของโรงเรียน ชุมชน และท้องถิ่น/ ประเทศชาติ เป็น</p>	<p>การใช้ภาษาอังกฤษในการเผยแพร่/ ประชาสัมพันธ์ข้อมูล ข่าวสารของโรงเรียน ชุมชน และท้องถิ่น/ ประเทศชาติ เช่น การทำหนังสือเล่มเล็กแนะนำโรงเรียน ชุมชน ท้องถิ่น/</p>

	ภาษาต่างประเทศ	ประเทศชาติ การทำแผ่นปลิว ป้ายคำขวัญ คำ เชิญชวนแนะนำโรงเรียน สถานที่สำคัญในชุมชน และท้องถิ่น/ประเทศชาติ การนำเสนอข้อมูล ข่าวสารในโรงเรียน ชุมชน ท้องถิ่น/ ประเทศชาติเป็นภาษาอังกฤษ
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(Ministry of Education, 2008)



Appendix C: The 2009 and 2010 O-NET tests (English subject for the upper secondary level)

The 2009 O-NET test (English subject for upper secondary level)



สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)

รหัสวิชา 03 วิชา ภาษาอังกฤษ

สอบวันเสาร์ที่ 20 กุมภาพันธ์ พ.ศ. 2553 เวลา 14.30 - 16.30 น.

ชื่อ-นามสกุล..... เลขที่นั่งสอบ.....
สถานที่สอบ..... ห้องสอบ.....

คำอธิบาย

1. ข้อสอบวิชาภาษาอังกฤษ (38 หน้า) : จำนวน 70 ข้อ รวม 70 คะแนน
2. ก่อนตอบคำถามให้เขียนชื่อ-นามสกุล เลขที่นั่งสอบ สถานที่สอบและห้องสอบบนข้อสอบ
3. ให้ตรวจสอบ ชื่อ - นามสกุล เลขที่นั่งสอบ รหัสวิชาสอบในกระดาษคำตอบว่าตรงกับตัวผู้เข้าสอบหรือไม่ กรณีไม่ตรง ให้แจ้งผู้คุมสอบเพื่อขอกระดาษคำตอบสำรอง แล้วกรอกข้อความหรือระบายให้สมบูรณ์
4. ในการตอบ ให้ใช้ดินสอดำเบอร์ 2B ระบายวงกลมตัวเลือกในกระดาษคำตอบให้เต็มวง (ห้ามระบายนอกวง) ถ้าต้องการเปลี่ยนตัวเลือกใหม่ ต้องลบให้สะอาดจนหมดรอยดำ แล้วจึงระบายวงกลมตัวเลือกใหม่
5. ห้ามนำข้อสอบและกระดาษคำตอบออกจากห้องสอบ
6. อนุญาตให้นำบัตรเข้าสอบออกจากห้องสอบ ก่อนหมดเวลาสอบ
7. อนุญาตให้นำบัตรผู้คุมสอบเปิดอ่านข้อสอบ

เอกสารนี้เป็นเอกสารสงวนลิขสิทธิ์ของสถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
ห้ามเผยแพร่ อ้างอิง หรือ เฉลย ก่อนได้รับอนุญาต
สถาบันฯ จะย่อยทำลายข้อสอบและกระดาษคำตอบทั้งหมด หลังจากประกาศผลสอบแล้ว 3 เดือน



รหัสวิชา 03 ภาษาอังกฤษ



หน้า 2

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

เวลา 14.30 – 16.30 น.

SECTION 1: Speaking and Writing Ability (Nos. 1 - 30)

Directions: In this part of the test, you will have to answer TWO questions to gain ONE mark. There are two parts in this section. Read the directions for each part carefully and study the example before working on the questions.

Part 1: Speaking Ability (Nos. 1 - 10)

Directions: Read each situation and the dialogue carefully. Choose

1. the appropriate expression for the first missing part (Item A) and
2. the response/reaction to the expression for the second missing part (Item B).

Both answers (Items A and B) must be correct and make sense in order to gain ONE mark.

Example:

No. 0. Situation: Mr. Carson is talking to a new colleague, Wichit.

Mr. Carson: __A__

Wichit: __B__. I grew up there.

- | | |
|-------------------------------|---------------------------------|
| A. 1. Why were you at school? | 2. How were you at school? |
| 3. What did you do at school? | 4. Where did you go to school? |
| B. 1. Often by bus. | 2. I enjoy watching TV at home. |
| 3. In New York. | 4. I stayed with my friend. |



รหัสวิชา 03 ภาษาอังกฤษ



หน้า 3

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

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The correct answers are A4 and B3. Therefore, you must darken the circle under number 4 for Item A and darken the circle under number 3 for Item B as follows:

Choice		1	2	3	4
Item No.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.



รหัสวิชา 03 ภาษาอังกฤษ



หน้า 4

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

เวลา 14.30 – 16.30 น.

1. Situation: A secretary is talking to a caller.

Caller: This is Jim Smith. Can I speak to Mr. Johnson, please?

Secretary: A

Caller: B

Secretary: I'll tell him as soon as I see him.

- A.
1. Pardon me. I don't know him.
 2. Can you talk to him now?
 3. I'm afraid he's just gone out.
 4. Sorry. He doesn't want to speak to you.
- B.
1. Could I hold on?
 2. Can you call me later?
 3. Can you ask him to return my call?
 4. Could I return his call later?



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หน้า 5

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
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2. Situation: Sunisa, a Thai student, just got off the plane at Heathrow Airport in London and is asking an official on duty for help.

Sunisa: Excuse me, __A__ the Thai Embassy?

Official: __B__

Sunisa: Thank you very much.

- A.
1. could you tell me how to get to
 2. would you kindly take me to
 3. did this coach normally stop at
 4. do you know when this bus stops at
- B.
1. Our taxi drivers are very helpful and polite.
 2. It won't take long to get there.
 3. You can buy a ticket on the bus.
 4. That coach will take you there.



รหัสวิชา 03 ภาษาอังกฤษ



หน้า 6

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
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3. Situation: Prasert is trying to talk Tom into going to a football match with him.

Tom: My favorite football team from England is playing against the Thai National team this Sunday. I really want to go, but __A__

Prasert: Oh, come on. Go with me. __B__

- A.
1. I'm sure I'll enjoy it.
 2. it's too late for me to go.
 3. all the tickets are sold out.
 4. my assignment is due on Monday.
- B.
1. Don't you like football?
 2. You shouldn't hand in the work late.
 3. There won't be another match like this.
 4. We shouldn't pay anything extra for tickets.



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หน้า 7

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

เวลา 14.30 – 16.30 น.

4. Situation: Miss Jones, an American tourist, is telling her friend, Tommy, about her problem.

Miss Jones: Tommy, my bag was stolen, and __A__

Tommy: __B__ Do you know when it happened?

Miss Jones: I just realized it a moment ago.

- A.
1. I lost my passport and all my money.
 2. I should have brought my bag with me.
 3. I wonder where I can find my belongings.
 4. I don't remember where I kept my passport.
- B.
- | | |
|-----------------------|-------------------------|
| 1. What's the matter? | 2. How shameful! |
| 3. How unfortunate! | 4. That's your problem. |

5. Situation: Ploy is a tour guide from TT Tour waiting to meet a customer at the airport.

Ploy: You are Mr. Richards, aren't you? I'm Ploy from TT Tour.

__A__

Mr. Richards: __B__ Have you been waiting long?

- A.
- | | |
|------------------------|---------------------------|
| 1. Here is my friend. | 2. Have a nice trip. |
| 3. Welcome to Bangkok. | 4. Please follow the way. |
- B.
- | | |
|------------------|-------------------|
| 1. Thank you. | 2. With pleasure. |
| 3. Sure, I will. | 4. That's fine. |



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หน้า 8

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

เวลา 14.30 – 16.30 น.

6. Situation: Dave and Pete are talking about their plans for tonight.

Pete: Tonight I'm going to study for our English test. __A__

Dave: No, thanks. __B__

- A. 1. What would you like to do now?
2. Will you come to the library with me?
3. When will you study for it?
4. Is it important for us to study?
- B. 1. I'm going to the movies tonight. 2. I haven't decided yet.
3. I don't want anything tonight. 4. I'll follow you.

7. Situation: Usa is a new Thai student at a college in America. Mary, her roommate, is telling her about the college library.

Mary: During final exam week, __A__

Usa: __B__ In Thailand, most university libraries are open only until 8.00 p.m.

- A. 1. I like to study in the library after class.
2. the main library is open 24 hours a day.
3. you must show your ID card when you take a book.
4. the library has a lot of science journals.
- B. 1. How could they? 2. Dear me!
3. Of course! 4. How convenient!



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หน้า 10

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

เวลา 14.30 – 16.30 น.

10. Situation: Mr. Hill is returning Supa's writing assignment to her. He has given her an A for it.

Mr. Hill: Supa, here is your writing assignment. __A__

Supa: __B__

Mr. Hill: You deserve it.

- A.
1. Try to keep up with your work.
 2. Did anybody help you do it?
 3. You have to spend a lot more time on this.
 4. You've really done a very good job!
- B.
- | | |
|----------------------------------|-----------------------------|
| 1. Are you sure you like it? | 2. That's very kind of you. |
| 3. It is a difficult assignment. | 4. I don't believe you! |



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หน้า 11
เวลา 14.30 – 16.30 น.

Part 2: Writing Ability (Nos. 11 – 30)

A. Writing (Nos. 11 – 20)

Directions: Choose

1. the appropriate choice for the first missing part (Item A) and
2. the choice for the second missing part (Item B).

Both answers (Item A and Item B) must be correct and make sense in order to gain **ONE** mark.

Example:

No. 0. The man A B .

- | | |
|--|-----------------------------|
| A. 1. sat in the first row | 2. sitting in the first row |
| 3. sits in row one | 4. may sit in row one |
| B. 1. wants to draw pictures with the visited lecturer | |
| 2. is drawing a picture of the visiting lecturer | |
| 3. has the ability to draw pictures of visited lecturers | |
| 4. always likes to draw pictures by visiting lecturers | |

The correct answers are A2 and B2. Therefore, you must darken the circle under number 2 for Item A and darken the circle under number 2 for Item B as follows:



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หน้า 12

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สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
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เวลา 14.30 – 16.30 น.

Choice		1	2	3	4
Item No.					
0.	A.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.

11. Ban Na Nong, A B full of shopping malls and restaurants.
- A. 1. a small village, quiet once 2. it was once a quiet small village
3. a quiet small village once it was 4. once a small quiet village
- B. 1. now a busy town 2. is now a busy town
3. a busy town it is now 4. it is now a busy town
12. A their customers, supermarkets B as possible.
- A. 1. Having attracted and kept 2. As if to attract and keep
3. In order to attract and keep 4. Attracting and keeping
- B. 1. want to make shoppers as pleasant
2. have made shopping as pleasing
3. must try to make their shoppers as pleasing
4. have tried to make shopping as pleasant



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หน้า 14

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
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เวลา 14.30 – 16.30 น.

16. Some doctors and health experts agree that butter, A, B.
- A. 1. it is unlike coconut oil 2. unlike coconut oil
3. coconut oil being different 4. that is different from coconut oil
- B. 1. which is not good for people's health
2. for people's health is not good
3. is not good for people's health
4. is for people's health not good
17. As soon as A their lunch, they B rehearsing for the play.
- A. 1. the actors all will have 2. all the actors have had
3. all the actors had 4. the actors have all
- B. 1. are resuming 2. will resume
3. have resumed 4. will have resumed
18. Proper nutrition and regular exercise A you lose weight B.
- A. 1. that are necessary to help 2. are necessary to help
3. which can necessarily help 4. are necessities for helping
- B. 1. and improve your state of fitness
2. which can improve your fitness state
3. while your fitness state is improved
4. and can improve your state of fitness



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หน้า 15

วันเสาร์ที่ 20 กุมภาพันธ์ 2553

National Institute of Educational Testing Service (Public Organization)

เวลา 14.30 – 16.30 น.

19. A at public universities come from the central region of Thailand B.
- A. 1. The students about sixty percent
2. Of the students, about sixty percent
3. About sixty percent of the students
4. Of about sixty percent, the students
- B. 1. and from the others the rest 2. and the rest from the others
3. from the rest and the others 4. from the others and the rest
20. A bus A only once a week; B from the outer world.
- A. 1. was coming to that small village
2. to that small village was coming
3. came to that small village
4. to that small village comes
- B. 1. however, its inhabitants were almost completely cut off
2. moreover, its inhabitants were cut off most completely
3. similarly, its inhabitants were cut off most completely
4. therefore, its inhabitants were almost completely cut off



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สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

หน้า 16

เวลา 14.30 – 16.30 น.

B. Usage (Nos. 21 – 30)

- Directions:**
1. Identify the incorrect part of each sentence (marked A, B, C, or D) and
 2. choose the appropriate correction from the choices (1, 2, 3, or 4).

Example:

No. 0. The man sits in the first row is busy drawing a picture of the visiting lecturer.

A B C D

- | | | |
|----|----------------------------|------------------------------|
| A. | 1. A man sat | 2. The man sitting |
| | 3. A man will sit | 4. The man is sitting |
| B. | 1. the row first | 2. the row one |
| | 3. first row | 4. one row |
| C. | 1. busy draw | 2. drawing busy |
| | 3. drawn busily | 4. busily drawn |
| D. | 1. for visited lecturer | 2. by the visiting lecturer |
| | 3. about visiting lecturer | 4. with the visited lecturer |



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หน้า 17

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เวลา 14.30 – 16.30 น.

The answer is A2. Therefore, on your answer sheet you must darken the circle as follows:

Choice		1	2	3	4
Item No.					
0.	A.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	D.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	D.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.



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หน้า 18

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21. The simplest way to understand how a jet engine works is to watch air

A

B

C

escapes from a balloon.

D

- | | | |
|----|--------------------------------|----------------------------|
| A. | 1. A more simple way | 2. Simpler ways |
| | 3. The most simple way | 4. A simpler way than |
| B. | 1. to understand that how | 2. understanding that how |
| | 3. to understand that | 4. understanding that |
| C. | 1. watching | 2. is to be watching |
| | 3. to watch | 4. is watched |
| D. | 1. to escape from a balloon | 2. escaping from a balloon |
| | 3. will escape out of balloons | 4. escapes out of balloons |



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หน้า 19
เวลา 14.30 – 16.30 น.

22. The Benson family likes to shop at the supermarket which Julian works.

A B C D

- | | | |
|----|-------------------------------|--------------------------|
| A. | 1. Mr. Benson family | 2. The Benson's family |
| | 3. The family Bensons | 4. Benson family |
| B. | 1. to shopping | 2. go shopping |
| | 3. shop | 4. going to shopping |
| C. | 1. near each supermarket | 2. from supermarkets |
| | 3. at any supermarket | 4. in the supermarkets |
| D. | 1. in which Julian is working | 2. where Julian works in |
| | 3. that Julian is working | 4. that Julian works |



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หน้า 20
เวลา 14.30 – 16.30 น.

23. No doctor will prescribe any new drug if he is confident enough that it will work.

A B C D

- A. 1. Any doctor is prescribing
2. A doctor prescribed
3. The doctor has prescribed
4. A doctor will not prescribe
- B. 1. for some new drugs 2. with new drugs
3. the drugs that are new 4. of the drugs which are new
- C. 1. if he is with enough confidence
2. unless he is confident enough
3. should he have enough confidence
4. if he will feel confident enough
- D. 1. which will work 2. in order that it can work
3. that is working well 4. so that it might work well



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หน้า 21
เวลา 14.30 – 16.30 น.

24. A black hole is a region of space where the gravitational pull is too strong that

A

B

C

nothing can escape.

D

- A. 1. some region of space 2. a region out of space
3. the region with spacing 4. any region for spacing
- B. 1. by which the gravitational pull
2. while pulling the gravitation
3. when pulled by the gravitation
4. with which the gravitational pull
- C. 1. strong so that
2. such strong power that
3. strong enough that
4. so strong that
- D. 1. anything can escape
2. everything can be escaping
3. something can escape
4. nothing can be escaping



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หน้า 22
เวลา 14.30 – 16.30 น.

25. The decision on the workers' wages finalized at the meeting which was held

A B C D

yesterday.

- A. 1. A decision for 2. The decision of
3. The decision for 4. A decision of
- B. 1. worker's wages
2. the wages for the worker
3. wages to a worker
4. the worker wages
- C. 1. was to finalize 2. were finalized
3. would be finalized 4. was finalized
- D. 1. being held 2. holding
3. having been holding 4. having been held



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หน้า 23
เวลา 14.30 – 16.30 น.

26. In the year 1970, a tornado had destroyed about 100 homes in a small town

A

B

on the Mississippi River, and four residents were killed.

C

D

- A. 1. was destroyed by about 100 homes
2. could destroy homes about 100
3. destroyed about 100 homes
4. has destroyed homes about 100
- B. 1. of a small town 2. of the small town
3. into a small town 4. inside the small town
- C. 1. at the Mississippi River
2. nearby the river of Mississippi
3. from the Mississippi River
4. alongside the Mississippi River
- D. 1. four residents being killed
2. four residents had been killed
3. killing four residents
4. had killed four residents



รหัสวิชา 03 ภาษาอังกฤษ
วันเสาร์ที่ 20 กุมภาพันธ์ 2553



หน้า 24
เวลา 14.30 – 16.30 น.

27. If present dissatisfaction over salaries continues, the final result would lose staff.

A. B. C. D.

- A. 1. dissatisfaction at present
2. nowadays dissatisfaction
3. dissatisfaction now
4. at the moment dissatisfaction
- B. 1. for salaries
2. from the salary
3. about salaries
4. of salary
- C. 1. final result
2. finally result
3. the result finally
4. the resulting final
- D. 1. will be losing staff
2. will be loss of staff
3. must lose staff
4. might be staff losing



รหัสวิชา 03 ภาษาอังกฤษ
วันเสาร์ที่ 20 กุมภาพันธ์ 2553



หน้า 26
เวลา 14.30 – 16.30 น.

29. Most students usually complain about the amount of time which they are allocated

A

B

C

to work on a test is too short.

D

- A. 1. Mostly, students are usually complaining
2. Almost usually, students are complaining
3. Most students are usually complained
4. Usually, most of the students are complained
- B. 1. about a number of times 2. when a number of times
3. whether the amount of time 4. that the amount of time
- C. 1. which allocated 2. is allocated
3. having been allocated 4. they were allocating
- D. 1. is shortened too
2. is too shortened
3. can be short too
4. is short too



รหัสวิชา 03 ภาษาอังกฤษ
วันเสาร์ที่ 20 กุมภาพันธ์ 2553



หน้า 28
เวลา 14.30 – 16.30 น.

SECTION 2: Reading Ability (Nos. 31 – 70)

Directions: In this section you will gain ONE mark for ONE correct answer.

There are two parts in this section.

Part 1: Vocabulary (Nos. 31 - 40)

Directions: Choose the word that best completes each blank in the passage.

Self-esteem is the confidence and worth that you feel about yourself. Your self-esteem 31 everything you do, think, feel, and are. It is, in fact, one of the most important 32 in your overall sense of well-being. How well you feel physically, 33, and socially can affect your self-esteem. In turn, your 34 of self-esteem can directly affect your physical, mental, and social health.

Some of the 35 about who you are and how likable you are come from outside yourself. They are called 36 messages. Others come from inside yourself. They are called internal messages.

Many people 37 their self-esteem on external factors -- on how they look, what they have, how they 38, how others see them, or with whom they are friends. In 39, however, self-esteem comes from knowing, 40 and liking not what you have, whom you know, or what you do, but who you are.

- | | |
|------------------|----------------|
| 31. 1. discovers | 2. examines |
| 3. influences | 4. understands |



รหัสวิชา 03 ภาษาอังกฤษ



วันเสาร์ที่ 20 กุมภาพันธ์ 2553

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

หน้า 29

เวลา 14.30 – 16.30 น.

- | | |
|------------------|-----------------|
| 32. 1. samples | 2. factors |
| 3. properties | 4. structures |
| 33. 1. mindfully | 2. mentally |
| 3. spiritually | 4. thoughtfully |
| 34. 1. area | 2. limit |
| 3. level | 4. range |
| 35. 1. problems | 2. directions |
| 3. discussions | 4. messages |
| 36. 1. special | 2. usual |
| 3. actual | 4. external |
| 37. 1. fix | 2. put |
| 3. base | 4. rest |
| 38. 1. hope | 2. perform |
| 3. improve | 4. feel |
| 39. 1. turn | 2. general |
| 3. reality | 4. conclusion |
| 40. 1. caring | 2. wanting |
| 3. praising | 4. accepting |



รหัสวิชา 03 ภาษาอังกฤษ
วันที่ 20 กุมภาพันธ์ 2553



หน้า 30
เวลา 14.30 – 16.30 น.

Part 2: Reading Comprehension (Nos. 41 – 70)

Directions: Read the passages and choose the best answer to each question that follows.

Passage 1

You are in Sydney with a friend. Now you are looking at a page of a city guide which gives information about Sydney's best restaurants. Look at the list below and answer the questions that follow:

Sydney's best restaurants

B = breakfast L = lunch D = dinner

<p>Alhambra --- A Spanish/ Moroccan menu plus flamenco dancing and harbour views. <input type="checkbox"/> Mon – Fri, & <input type="checkbox"/> D daily. 54 West Esplanade, Manly Tel: 9976-2977</p>	<p>Diamond Century --- One of Sydney's best Chinese restaurants, specializes in fresh seafood. <input type="checkbox"/> Mon-Sat, & <input type="checkbox"/> D daily. 876 – 878 Sussex Street, Haymarket Tel: 9545-9885</p>
<p>Darling Pavilion --- modern Australian cuisine in beachside setting. <input type="checkbox"/> L & <input type="checkbox"/> D daily. 68 Darlinghurst Rd., Darlinghurst Tel: 9887-6456</p>	<p>Florence's --- Delicious Italian cuisine. Enjoy a three course meal or just drop in for a coffee. Waterfront location. Open 24 hours. <input type="checkbox"/> B, <input type="checkbox"/> L & <input type="checkbox"/> D daily. 345 Harbourside, Darling Harbour Tel: 9656-7866</p>
<p>Ram & Rain --- Authentic Thai dishes, plus Thai dances. Informal café upstairs. <input type="checkbox"/> Tue – Fri & <input type="checkbox"/> Tue – Sat. 658 Commonwealth Street, Surry Hills Tel: 9787-7457</p>	<p>Rani's --- Authentic and unique dishes from different regions of India. Outdoor seating. <input type="checkbox"/> L & <input type="checkbox"/> D Mon – Sat. 786 Commonwealth Street, Surry Hills Tel: 9897-4959</p>



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หน้า 31
เวลา 14.30 – 16.30 น.

41. You can order fish, lobsters, or prawns cooked in Chinese style at ____.
- | | |
|---------------------|---------------|
| 1. Darling Pavilion | 2. Ram & Rain |
| 3. Diamond Century | 4. Alhambra |
42. Customers can enjoy Spanish dancing at the restaurant with the telephone number " ____."
- | | |
|--------------|--------------|
| 1. 9897-4959 | 2. 9656-7866 |
| 3. 9976-2977 | 4. 9545-9885 |
43. The restaurant that serves only lunch and dinner every day is located at ____.
- | | |
|-------------------------|----------------------------|
| 1. 68 Darlinghurst Road | 2. 658 Commonwealth Street |
| 3. 54 West Esplanade | 4. 345 Harbourside |
44. The restaurant that is open all day and all night is ____.
- | | |
|---------------------|---------------|
| 1. Rani's | 2. Alhambra |
| 3. Darling Pavilion | 4. Florence's |
45. The restaurant that serves lunch only 4 days a week is the ____.
- | | |
|--------------------------|-----------------------|
| 1. Australian restaurant | 2. Thai restaurant |
| 3. Italian restaurant | 4. Chinese restaurant |



Passage 2

A secret Santa who has donated more than 81 million *won* since 2000 has come to the same South Korean town again this year, a report said yesterday. Staff at a residents' centre in the southwestern city of Jeonju on Tuesday found a box containing 20 million *won* (516,616 baht) in a parking lot after a phone tip-off from the **anonymous benefactor**, the *Korea Times* said. It said the man has left donations 10 times since 2000, not always at Christmas, but has never been spotted.

46. The best headline for this news article would be "___."
- | | |
|----------------------------------|---------------------------------|
| 1. Secret Santa returns | 2. Box containing money |
| 3. 81 million <i>won</i> donated | 4. Money found in a parking lot |
47. The man who donated the money must be ___ by people in this South Korean town.
- | | |
|-----------------|-------------------|
| 1. looked up to | 2. looked into |
| 3. looked over | 4. looked down on |
48. Staff at a residents' centre ___.
- | |
|--|
| 1. recovered a box with 81 million <i>won</i> in a parking lot |
| 2. discovered a money box while parking their car |
| 3. found the 20 million <i>won</i> from the anonymous benefactor |
| 4. saw the man who had left the donations in a parking lot |



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หน้า 33
เวลา 14.30 – 16.30 น.

49. An "anonymous benefactor" (line 5) is ____.
1. one who gives money to unknown people
 2. someone who gives money for a good purpose
 3. a donor who likes to give money to an organization
 4. a person who gives money without revealing himself
50. The verb "spotted" (line 7) means ____.
1. seen
 2. known
 3. found
 4. discovered
51. Since the year 2000, a secret Santa ____ in a South Korean town.
1. has given money every Christmas
 2. has always put donations in boxes
 3. has already donated almost 81 million won
 4. has donated money 10 times

Passage 3

A study presented in proceedings of the National Academy of Sciences, USA, indicates that broccoli, grown under the right conditions, contains sulforaphane glucosinolate (SGS), a substance that may **boost** the body's natural defense systems against cancer and even kill cancer cells. But you would have to eat pounds of

5 broccoli to get enough SGS to be effective. Continued food research by John Hop-



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หน้า 34
เวลา 14.30 – 16.30 น.

kins University, Baltimore, and the USDA, however, found that three-day-old broccoli seedlings contain a concentrated amount of SGS -- 20 times the amount found in broccoli -- so only an ounce provides the same benefits. Sold as BroccoSprouts, the seedlings are grown under controlled conditions to ensure SGS content, and can be used on salads, sandwiches and omelets for a "zingy" taste. They have been patented by John Hopkins University, and 19 growers nationwide are licensed to grow **them**. BroccoSprouts are available in select grocery and health food stores nationwide.

52. The best heading for this passage is ____.

1. Baby broccoli may fight cancer
2. Broccoli is found useful
3. SGS is important for the body
4. Cancer cells can be killed

53. The verb "boost" (line 3) can be best replaced by ____.

- | | |
|------------|-------------|
| 1. advance | 2. preserve |
| 3. expand | 4. improve |

54. In this passage, the word that means "producing the expected results" is ____.

- | | |
|--------------|-----------------|
| 1. effective | 2. concentrated |
| 3. patented | 4. available |



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หน้า 35
เวลา 14.30 – 16.30 น.

55. The pronoun "them" (line 12) refers to ____.
1. salads
 2. broccoli plants
 3. the seedlings
 4. health foods
56. The passage could probably be found in the section ____.
1. Secrets for Safety
 2. Natural Health
 3. Health Medicine
 4. Natural Safety Systems
57. We can infer from the passage that SGS ____.
1. is very beneficial to our health
 2. can be found only in broccoli sprouts
 3. is used mainly to kill cancer cells
 4. can be used on salads and some other foods
58. "BroccoSprouts" can be bought at ____.
1. any grocery or supermarket
 2. certain groceries and health food stores
 3. nineteen groceries nationwide
 4. John Hopkins University
59. "BroccoSprouts" is a ____.
1. brand name
 2. manufacturer
 3. research title
 4. health food store



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หน้า 36
เวลา 14.30 – 16.30 น.

60. According to the passage, the SGS in an ounce of young broccoli seedlings ____.
1. is sufficient for the body's needs
 2. equals that in 20 ounces of broccoli
 3. is enough to give a zingy taste
 4. is useful if concentrated

Passage 4

Sometimes just "saving" in general is not enough **incentive** to keep families on the budget track. You need a goal to get started. To use a diet analogy, it's easier to lose 10 pounds when your high school reunion is **around the corner**. A goal not only gives a family something to reach for, it makes a savings plan short term.

5 Knowing you don't have to give something up forever makes the sacrifice easier. Once you've reached your goal, you can abandon your strategy or apply those savings to a new object.

That approach worked for Cynthia McIntyre, who launched a search for extra savings after she spotted an antique table that fit perfectly in her living room -- but
10 not in her budget.

McIntyre went over her checkbook carefully and realized she was buying 10 books every month. A lifelong reader, she couldn't wait to rush out and snap up a new release. "It was a \$400-a-year habit," she says. The worst part was, many of the books didn't live up to the reviews and McIntyre gave them away. Now she
15 gets the latest bestsellers from the local library. "Reading them a little later doesn't spoil the story," she concludes.



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หน้า 37
เวลา 14.30 – 16.30 น.

61. The word "incentive" (line 1) means ____.
- | | |
|---------------|----------------|
| 1. power | 2. strength |
| 3. motivation | 4. willingness |
62. The phrase "around the corner" (line 3) as used in this passage means ____.
- | | |
|----------------|---------------------|
| 1. nearby | 2. at a distance |
| 3. coming soon | 4. not long lasting |
63. According to the passage, in order to save money effectively, one should ____.
- | | |
|------------------------------|---------------------------|
| 1. give up all expenses | 2. cut the family budget |
| 3. have a definite objective | 4. change one's lifestyle |
64. The writer compares the intention to save money with ____.
- | | |
|------------------------|-----------------------|
| 1. a school reunion | 2. buying and antique |
| 3. short-term planning | 4. losing weight |
65. The advantage of having a definite time limit is that you ____.
- | |
|--|
| 1. have more willpower to achieve your goal |
| 2. can give up after a certain time has passed |
| 3. will get what you want more easily |
| 4. do not have to give up your intention |




66. The phrase "That approach" (line 8) refers to ____.
1. setting a new objective
 2. reapplying the strategy
 3. searching for extra savings
 4. working toward a goal
67. Cynthia McIntyre was trying to save up money for ____.
1. hardcover books
 2. the latest best sellers
 3. an antique table
 4. a kitchen gadget
68. It can be inferred from the passage that Cynthia McIntyre is a ____.
1. bookworm
 2. great shopper
 3. librarian
 4. book reviewer
69. Cynthia achieved her goal because she ____.
1. no longer gave away books
 2. gave up her reading habit
 3. seldom visited the local library
 4. temporarily stopped buying novels
70. The purpose of the passage is to ____.
1. suggest a way to achieve a goal
 2. promote the value of money
 3. support a search for savings
 4. discourage unnecessary spending



The 2010 O-NET test (English subject for upper secondary level)

รหัสวิชา 03 ภาษาอังกฤษ
วันเสาร์ที่ 19 กุมภาพันธ์ 2554

 **สทศ**
NIETS
สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

หน้า 2
เวลา 14.30 – 16.30 น.

SECTION 1: Speaking and Writing Ability (Nos. 1- 30 : 60 marks)

Directions: In this part of the test, you will have to answer TWO questions to gain TWO marks. There are two parts in this section. Read the directions for each part carefully and study the example before working on the questions.

Part 1: Speaking Ability (Nos. 1 – 10 : 20 marks)

Directions: Read each situation and the dialogue carefully. Choose

1. the appropriate expression for the first missing part (Item A) and
2. the response/reaction to the expression for the second missing part (Item B).

Both answers (Items A and B) must be correct and make sense in order to gain TWO marks.


Example:

No. 0. Situation: Ms Smith is talking to a new student, Nirut.

Ms Smith: A

Nirut: B I arrived a week ago.

- A. 1. Why did you come here?
2. How did you come here?
3. Did you enjoy your trip?
4. Where are you from?



รหัสวิชา 03 ภาษาอังกฤษ



หน้า 3

วันเสาร์ที่ 19 กุมภาพันธ์ 2554

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

เวลา 14.30 – 16.30 น.

- B.
1. Still tired.
 2. I want to study law.
 3. Thailand.
 4. Very interesting.

The correct answers are A4 and B3. Therefore, you must darken the circle under number 4 for Item A and darken the circle under number 3 for Item B as follows:

Choice		1	2	3	4
Item No.					
0.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.



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National Institute of Educational Testing Service (Public Organization)

หน้า 4

เวลา 14.30 – 16.30 น.

1. Situation: Sandy wants to open the window, but Peter is sitting in her way.

Sandy: Peter, __A__ I want to open it.

Peter: __B__ but let me do that for you.

- A.
1. can I open the window?
 2. you haven't opened the window.
 3. you should not sit near the window like that.
 4. would you mind moving away from the window?

- B.
1. Yes, I know,
 2. Never mind,
 3. No, not at all,
 4. Of course, I'd love to,



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National Institute of Educational Testing Service (Public Organization)

หน้า 5

เวลา 14.30 – 16.30 น.

2. Situation: A flight attendant with the drink trolley is talking to a passenger.

Flight Attendant: A

Passenger: B

Flight Attendant: Yes. Here you are.

- A.
1. Anything to drink before dinner?
 2. Can you have a drink before dinner?
 3. The drinks for you to choose are already here.
 4. You must choose a drink for your dinner now.

- B.
1. How much is the apple juice?
 2. Have you got any apple juice?
 3. Would you like some apple juice?
 4. Can you get me some apple juice later?



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วันเสาร์ที่ 19 กุมภาพันธ์ 2554



หน้า 6

เวลา 14.30 – 16.30 น.

3. Situation: Ron and Lisa are at an art exhibition.

Ron: A

Lisa: B

Ron: Oh, you're right.

- A.
1. What do you think about that painting?
 2. This painting is spectacular. Don't you agree?
 3. These paintings are very expensive, aren't they?
 4. This is my painting. How do you like it?
- B.
1. No, I think I'm not going to buy it.
 2. Well, I like to collect beautiful paintings.
 3. Yes, but I think that one is even better.
 4. I wish I could buy one.



รหัสวิชา 03 ภาษาอังกฤษ

วันเสาร์ที่ 19 กุมภาพันธ์ 2554



สถาบันทดสอบการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

ชุดข้อสอบเลข หน้า 7

เวลา 14.30 – 16.30 น.

4. Situation: Helen is trying to calm down her friend, Ladda.

Helen: Why are you crying, dear? __A__

Ladda: My little puppy has run away from home.

Helen: __B__

- A.
1. How are you?
 2. What's wrong with that?
 3. How was it?
 4. What's the matter?

- B.
1. What a story!
 2. I'm sorry to hear that.
 3. That doesn't matter.
 4. How sad you are!



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วันเสาร์ที่ 19 กุมภาพันธ์ 2554



ภาคเรียนที่ 1/2554 หน้า 8

เวลา 14.30 – 16.30 น.

5. Situation: Napa is on a train in England.

Man: __A__

Napa: __B__ ... Oh no, I'm sorry.

- A.
1. Whose seat are you in now?
 2. Move to another seat. This is my seat.
 3. How come you're sitting in the wrong seat!
 4. Pardon me, I think you've taken my seat.
- B.
1. Are you sure you're right?
 2. I don't think so, but let me check my ticket.
 3. No, it's my seat. You should find another one.
 4. I'm sure you're wrong. Please take the other one.



รหัสวิชา 03 ภาษาอังกฤษ

วันเสาร์ที่ 19 กุมภาพันธ์ 2554


 สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
 National Institute of Educational Testing Service (Public Organization)

หน้า 9

เวลา 14.30 – 16.30 น.

6. Situation: Pete is on his way to a lecture. A friend, Pim, stops him and talks to him.

Pim: Have you handed in the history assignment, Pete?

Pete: No, not yet. Oh, I'm running late. A

Pim: B

- A.
1. Don't talk to me now, will you?
 2. I must stop talking to you now.
 3. Can you stop talking? I want to go to a lecture.
 4. Excuse me, I've got to go to a lecture now.
- B.
1. Is that so? Please go now.
 2. Sorry to keep you. See you later, then.
 3. Why not? I'll talk to you again soon.
 4. Don't worry. I think I'd better go to the lecture, too.



รหัสวิชา 03 ภาษาอังกฤษ



หน้า 10

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National Institute of Educational Testing Service (Public Organization)

เวลา 14.30 – 16.30 น.

7. Situation: Amporn tells Sandra, her roommate, that she found a diamond ring in the restroom at the dormitory.

Amporn: I found this ring in the restroom. A

Sandra: B

Amporn: That's a good idea.

- A.
1. What should I do with it?
 2. How beautiful it is!
 3. How lucky I am to find it!
 4. Isn't this a nice diamond ring?
- B.
1. What's it made of?
 2. Of course, it's a diamond ring.
 3. Do you know how much it costs?
 4. Why don't you put up a notice to find the owner?



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หน้า 11

เวลา 14.30 – 16.30 น.

8. Situation: Lin is talking to Jim about a new restaurant.

Lin : I went to a new restaurant yesterday.

Jim : __A__

Lin : Well, __B__

A. 1. How did you like it?

2. When did you go?

3. Where is it?

4. What does it look like?

B. 1. I found it in the newspaper.

2. it's very easy to find the right way.

3. the food was good, but the service was slow.

4. I like to dine there with my friends on weekends.



รหัสวิชา 03 ภาษาอังกฤษ



หน้า 12

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เวลา 14.30 – 16.30 น.

9. Situation: Mrs. Parker is looking for her son in his dormitory.

Mrs. Parker: A

Don: B I don't know when he'll be back.

- A.
1. I hope to see John.
 2. How is John?
 3. Have you seen John?
 4. I think John has already gone out.
- B.
1. Is he your son?
 2. I don't see him any more.
 3. I saw John yesterday already.
 4. I saw him going out about 5 minutes ago.



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National Institute of Educational Testing Service (Public Organization)

หน้า 13

เวลา 14.30 – 16.30 น.

10. Situation: Mary wants to go to the library.

Mary: A I need to do some research.

Friend: B I have a lot of reading to do, too.

- A.
1. I'm going to the library.
 2. I like to work in the main library.
 3. How often do you go to the library?
 4. What time does the library open today?

- B.
1. Yes, it's open every day, even on weekends.
 2. It starts rather late every afternoon.
 3. It's open from nine till seven.
 4. Can I come along?



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หน้า 14

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เวลา 14.30 – 16.30 น.

Part 2: Writing Ability

(Nos. 11 – 30 : 40 marks)

A. Writing (Nos. 11 – 20 : 20 marks)

Directions: Choose

1. the appropriate expression for the first missing part (Item A) and
2. the expression for the second missing part (Item B).

Both answers (Items A and B) must be correct and make sense in order to gain TWO marks.

Example:

No. 0. The girl __A__ Jane and May __B__ yesterday.

- | | | |
|----|--------------------------------------|----------------------|
| A. | 1. stands among | 2. standing between |
| | 3. stood nearby | 4. was standing with |
| B. | 1. has returned from visiting France | |
| | 2. just returned from France | |
| | 3. to return to France for a visit | |
| | 4. returning to France very often | |

The correct answers are A2 and B2. Therefore, you must darken the circle under number 2 for Item A and darken the circle under number 2 for Item B as follows:



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หน้า 15
เวลา 14.30 – 16.30 น.

Choice		1	2	3	4
Item No.					
0.	A.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.



11. A are vegetables, fruit and grain B in organic matter.

- A. 1. That some examples of natural foods
 2. Some examples of natural foods
 3. Of some examples are nature foods
 4. Examples of some nature foods that

- B. 1. where they have grown in soil rich
 2. when they have grown in rich soil
 3. which have been grown in soil rich
 4. that have been grown in rich soil

12. A of money B like a birthday or on New Year's Day.

- A. 1. Most children expect usually small gifts
 2. Most children usually expect small gifts
 3. Small gifts usually expected by children
 4. Gifts expected usually by small children

- B. 1. from their parents either on a special occasion
 2. on a special occasion from either of their parents
 3. either from their parents on a special occasion
 4. either on a special occasion from their parents



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หน้า 17

เวลา 14.30 – 16.30 น.

13. Some sociologists A B the social causes of human behavior.

- A. 1. spending their time much 2. spend much of their time
3. much of their time is spent 4. their time is spent much
- B. 1. to try understanding 2. trying to understand
3. and try to understand 4. but trying understanding

14. Homeless young people A B .

- A. 1. have become one of the important issues
2. have one of the issues that became important
3. who became one of the important issues
4. one of whose issues has become important
- B. 1. which needs immediate attention from the government
2. that the government needs attention immediately
3. the government needs to give them immediate attention
4. attention needs to be given immediately to the government



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หน้า 19

เวลา 14.30 – 16.30 น.

17. It can be clearly noticed that A, B.

- A. 1. Paula exercised more 2. Paula exercises the more
3. the more Paula exercises 4. Paula did more exercise

- B. 1. she becomes healthier 2. the more she became healthy
3. she became the healthier 4. the healthier she becomes

18. A a vacation, B his students a test.

- A. 1. Had Mr. Benson not taken
2. Mr. Benson had not taken
3. Unless Mr. Benson had not taken
4. If Mr. Benson would not have taken

- B. 1. he had given 2. he will have given
3. he would give 4. he would have given



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หน้า 20
เวลา 14.30 – 16.30 น.

19. The news reporter A the Prime Minister B the comments about his leadership.

- A. 1. wanting to know how 2. wants to know when
3. wanted to know whether 4. has wanted to know why

- B. 1. had read 2. has read
3. would have read 4. was reading

20. Cities in underdeveloped nations A B industrial buildings.

- A. 1. are likely to have
2. likely they are to have
3. that they are likely to have
4. have those that are likely to

- B. 1. very high housing proportion to
2. much higher proportion of housing than
3. a much higher proportion of housing to
4. a much higher housing proportion than



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หน้า 21

เวลา 14.30 – 16.30 น.

B. Usage (Nos. 21 – 30 : 20 marks)

- Directions:
1. Identify the incorrect part of each sentence (marked A, B, C, or D) and
 2. choose the appropriate correction from the choices (1, 2, 3, or 4).
- You will get TWO marks for each correct item.

Example:

No. 0. The girl standing with Jane or May returned from France yesterday.

A B C D

- A. 1. A girl stands
2. The girl who may have stood
3. A girl that can be standing
4. The girl to be standing
- B. 1. among Jane and May 2. between Jane and May
3. among Jane or May 4. between Jane or May
- C. 1. returning 2. to return
3. was returned 4. to be returning
- D. 1. for 2. into
3. back 4. in



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หน้า 22

เวลา 14.30 – 16.30 น.

The answer is B2. Therefore, on your answer sheet you must darken the circle as follows:

Choice		1	2	3	4
Item No.					
0.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	D.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	A.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	D.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now start to work on the following questions.



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หน้า 23

เวลา 14.30 – 16.30 น.

21. Film pictures appear to move on the screen actually are still pictures

A

B

C

flashing one after another.

D

- A. 1. A film picture appearing
2. The film picture which appears
3. Film pictures that appear
4. The film pictures appear
- B. 1. move on
2. to moving in
3. moving on
4. moves in
- C. 1. still are pictures
2. are pictures still
3. pictures are still
4. pictures still are
- D. 1. flashed one after another
2. flashed one by one
3. flashing from one to one
4. flashing one and the others



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หน้า 24

เวลา 14.30 – 16.30 น.

22. How solid is something depends on how closely packed the atoms in it are.

A B C D

- A. 1. How something is solid
2. How something solid is
3. How is something solid
4. How solid something is
- B. 1. depending on
2. depended upon
3. dependent on
4. depend upon
- C. 1. how it is closely packed
2. what closely packed
3. what packs closely
4. when it is packed closely
- D. 1. the atoms they are in it
2. the atoms there are in it
3. in it are the atoms
4. there are atoms in it



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หน้า 25
เวลา 14.30 – 16.30 น.

23. The tour guide recommended that the tourist will see a movie or visit a theatre

A

B

C

after having dinner at the restaurant.

D

- A. 1. That the tour guide will recommend
2. That the tour guide recommended
3. A guide that tour recommended
4. The tour that guide recommended
- B. 1. tourists can see movies
2. a tourist sees movies
3. the tourist see a movie
4. a tourist saw a movie
- C. 1. should visit theatres
2. visiting a theatre
3. visited theatres
4. visits a theatre
- D. 1. while having dinner at a restaurant
2. except having dinner in the restaurant
3. until he had dinner at the restaurant
4. once he had dinner in a restaurant



24. The readers of the magazine was invited to send letters with their personal

A

B

C

information to the magazine office within two weeks.

D

- A. 1. Readers of the magazine
2. The reader of the magazine
3. A reader of the magazine
4. The magazines' readers
- B. 1. invited
2. being invited
3. is invited
4. were invited
- C. 1. a letter for personal information
2. its letter with the personal information
3. their letters from their personal information
4. the letters of their personal information
- D. 1. to the magazine's office within
2. for the magazine office in
3. at the office's magazine before
4. into the office magazine for



26. Nowadays, college students must only not be taught academic skills but also

A

B

be trained to work as a team and to be socially responsible.

C

D

- A. 1. Now student colleges can
 2. At present, students' college should
 3. At the moment, the college's student may
 4. Presently, colleges' students will
- B. 1. be taught not only academic skills
 2. not only academic skills be taught
 3. be not only academic skills taught
 4. not only be taught academic skills
- C. 1. but to work to be trained also
 2. but be trained also to work
 3. to be trained also but to work
 4. to also work but be trained
- D. 1. and to be responsible socially as a team
 2. and to be as a team socially responsible
 3. to be as a team and socially responsible
 4. to as a team and be responsible socially



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หน้า 29

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เวลา 14.30 – 16.30 น.

27. Any company wanting to establish a new branch office or a new headquarters

A

B

must be considering the suitability of the location carefully.

C

D

- A. 1. To establish any company that wants
2. Any company wanting to be established
3. Wanting to establish any company
4. Any company wants to establish
- B. 1. a new office's branch or a new headquarters
2. an office new branch and a new headquarters
3. a new branch or a new office of a headquarters
4. an office with a new branch and a new headquarters
- C. 1. must consider suitably
2. must consider the suitability
3. the suitability must be considered
4. the suitability should consider
- D. 1. of the careful location
2. carefully of the location
3. at the location carefully
4. the location with care



28. This series of readers makes reading lessons enjoy and rewarding

A

B

C

for students at all levels.

D

- A. 1. The reader' s series
2. Readers' series
3. Series of readers
4. A series of reader
- B. 1. makes reading lessons enjoyable
2. make reading lessons enjoying
3. makes enjoyable lesson reading
4. make lessons enjoying reading
- C. 1. and rewards
2. or rewarded
3. but rewarding
4. if rewarded
- D. 1. to students in all levels
2. for all levels of students
3. at all levels for students
4. in all levels of students



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หน้า 31

วันเสาร์ที่ 19 กุมภาพันธ์ 2554

เวลา 14.30 – 16.30 น.

29. In an optimist's view, after the year 2015 electrical vehicles will become more

A

B

C

efficiently than present-day vehicles.

D

- A. 1. In a view of an optimist
2. According to optimists' view
3. From the view of the optimist
4. As for an optimist's view
- B. 1. electrical vehicles later than the year 2015
2. not before the year 2015, electrical vehicles
3. the year after 2015 electrical vehicles
4. no sooner than the year 2015 electrical vehicles
- C. 1. will become efficiently more than
2. will more than efficient become
3. will efficiently become more than
4. will become more efficient than
- D. 1. the present days vehicles
2. the vehicles of present days
3. the vehicles in the present day
4. vehicles of present day



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หน้า 33

เวลา 14.30 – 16.30 น.

SECTION 2: Reading Ability (Nos. 31 – 70 : 40 marks)

Directions: In this section you will gain ONE mark for ONE correct answer.
There are two parts in this section.

Part 1: Vocabulary (Nos. 31-40 : 10 marks)

Directions: Choose the word that best completes each blank in the passage.

Mosquitoes breed in stagnant water in areas with a summer temperature of over 21°C. The female anopheles mosquito, one of 60 species of mosquito, can __31__ a small parasite. If the mosquito __32__ a person who has malaria, it picks up the parasite as it __33__ the human blood. The parasite __34__ inside the mosquito and is __35__ to another human when the mosquito bites again. Malaria __36__ fever and shivering fits. It is not __37__ a killer in itself, but it weakens the __38__ people so that they cannot work very hard. They gradually become __39__ and more likely to __40__ to other diseases.

- | | |
|--------------|-------------|
| 31. 1. fetch | 2. defeat |
| 3. carry | 4. produce |
| 32. 1. bites | 2. hurts |
| 3. tastes | 4. touches |
| 33. 1. sucks | 2. drags |
| 3. pulls | 4. swallows |



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หน้า 34

เวลา 14.30 – 16.30 น.

- | | |
|--------------------|-----------------|
| 34. 1. ripens | 2. swells |
| 3. extends | 4. matures |
| 35. 1. sent in | 2. hurried off |
| 3. passed on | 4. thrown down |
| 36. 1. mixes | 2. causes |
| 3. creates | 4. holds |
| 37. 1. closely | 2. readily |
| 3. necessarily | 4. importantly |
| 38. 1. painful | 2. depressed |
| 3. confused | 4. infected |
| 39. 1. drier | 2. weaker |
| 3. slower | 4. hungrier |
| 40. 1. fall victim | 2. admit defeat |
| 3. lack power | 4. lose spirit |



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หน้า 35

เวลา 14.30 – 16.30 น.

Part 2: Reading Comprehension (Nos. 41 – 70 : 30 marks)

Directions: Read the passages and choose the best answer to each question that follows.

Passage 1

Handy blanching guide for vegetables

Vegetable	Maturity Desired	How Prepared	Blanching	
			Boiling Water	Steam
Asparagus	Tender tips best	Cut to 6-inch lengths	Small 3 mins.	3 ½ mins.
			Large 4 mins.	4 ½ mins.
Beans, Lima	Young, tender	Shell	Small 2 mins.	
			Medium 3 mins.	
			Large 4 mins.	
Beans, Snap	Tender, crisp	Snip ends, cut into ¾-inch lengths or French style	3 mins.	
Peas	Young, tender sweet, not starchy	Shell, wash	1 ½ mins.	

41. The vegetable that can be blanched by using either steam or boiling water is ____.

1. asparagus
2. lima beans
3. snap beans
4. peas



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หน้า 36

เวลา 14.30 – 16.30 น.

42. In terms of quality, all the vegetables to be blanched should be ____.
- | | |
|----------|-----------|
| 1. young | 2. tender |
| 3. sweet | 4. crispy |
43. Three different blanching times are used for ____.
- | | |
|---------------|---------------|
| 1. asparagus | 2. lima beans |
| 3. snap beans | 4. peas |
44. The longest time for blanching beans as shown in the table is ____ minutes.
- | | |
|------|--------|
| 1. 2 | 2. 3 |
| 3. 4 | 4. 4 ½ |
45. The vegetable that takes the least time in blanching is ____.
- | | |
|---------------|---------------|
| 1. asparagus | 2. lima beans |
| 3. snap beans | 4. peas |
46. The vegetables whose outer covering has to be removed before blanching are ____.
- | | |
|-----------------------------|------------------------------|
| 1. asparagus and lima beans | 2. snap beans and peas |
| 3. lima beans and peas | 4. snap beans and lima beans |



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หน้า 37

เวลา 14.30 – 16.30 น.

Passage 2

Zoos, the most accessible nature reserves for most people in Russia, are becoming endangered species.

With 11 million people, Moscow has only one zoo covering about 60 acres. It is crowded with visitors all summer.

5 Zoo officials say there is not enough space to keep lions, giraffes, gorillas and chimpanzees.

The city has been giving money to expand and improve it. Five major building projects are underway and five more are planned.

A few of Russia's new banks and businesses sponsor exhibits, and an
10 American businessman gives US\$100 a month to buy fruit for the apes.

Now many zoo workers have quit because they are paid very low wages.

47. The best headline for this passage is ____.

- | | |
|--|---------------------------------------|
| 1. Russian zoo facing shortage of food | 2. Businessmen to sponsor Russian zoo |
| 3. Russian zoo struggling to survive | 4. Workers quit Russian zoo |

48. The major problem of the zoo seems to be ____.

- | | |
|-------------------------------------|-------------------------------------|
| 1. a shortage of workers | 2. the construction in the zoo area |
| 3. some animals becoming endangered | 4. insufficient financial support |



49. All of the statements below describe a problem of the Russian zoo EXCEPT "___."
1. The zoo is very crowded only in summer
 2. The zoo does not have enough space for all its animals
 3. The government provides little money for zoo management
 4. The budget for operating the zoo is too low
50. One of the changes being carried out at the moment is ___.
1. several more zoos will be built
 2. certain areas of the zoo are being improved
 3. the endangered species collection is being expanded
 4. more food is provided for wild animals in the zoo
51. The private sector also ___.
1. cooperates by funding displays and providing money to buy food for animals
 2. tries to recruit more workers to replace those who leave the zoo
 3. supports the improvement of the zoos by funding the building projects
 4. invites foreign businessmen, especially the Americans, to buy food for the animals
52. One private sector group that is lending a hand consists of ___.
1. a group of American businessmen
 2. Russian businesses and banks
 3. the Russian bank association
 4. business exhibition enterprises and organizers



53. According to the passage, the zoo is ____.
1. the only important wild animal reserve for nature studies in Russia
 2. important because it is a place where Russians can see wildlife easily
 3. important to most Russians in that it is the only place that keeps wild animals
 4. the important place that preserves endangered wildlife for the Russians to see
54. The purpose of this passage is to ____.
1. inform readers of what is happening at the zoo in Russia
 2. suggest a solution to the problem of endangered animals
 3. make comments on the economic situation in Russia
 4. persuade people to help solve a problem about zoo workers

Passage 3

Easy to make, easy to eat and easy to enjoy. Moonlight Rice offers you the ultimate in easy salad preparation.

- Just one hour of soaking in the refrigerator and you have the perfect base for any summer rice salad. Add your favorite flavor, be it meat, fruit, vegetables or
- 5 nuts, and you have a salad or even a meal to tempt every member of your family.

Moonlight Rice makes overcooking rice virtually impossible. You can cook it in the normal way, through the absorption method, in the microwave, or you can let it cook itself by putting it in water and leaving it in the fridge for an hour.

Whichever way, it will be perfect rice every time.



55. The best heading for this advertisement would be ____.
1. Summer Rice Salad Preparation
 2. Summer Perfect Rice Salad
 3. Moonlight Rice for Easy Salads
 4. Summertime with Salads
56. The most suitable slogan for this product is "____."
1. Add your favorite flavor
 2. Easy to make, easy to eat and easy to enjoy
 3. Whichever way, it will be perfect rice every time
 4. Moonlight Rice makes overcooking rice virtually impossible
57. All of the following can be added to the salad EXCEPT ____.
1. fruit
 2. vegetables
 3. nuts
 4. bases
58. "...and you have a salad or even a meal to tempt every member of your family (line 5) suggests that the salad or the meal ____.
1. may make your family popular
 2. will become part of your family
 3. may tempt your family members to learn to cook
 4. will be appreciated by all members of your family



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หน้า 41

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เวลา 14.30 – 16.30 น.

59. The easiest way to prepare Moonlight Rice is to ____.
1. leave it in the fridge for an hour
 2. put it in water and let it cook itself
 3. cover it with water and put it in the fridge for an hour
 4. mix it with salad
60. It can be inferred about Moonlight Rice that ____.
1. heat is not always necessary in cooking it
 2. overcooking it is the most impossible method
 3. salads will not be perfect without it
 4. it is the most economical rice you can buy
61. This advertisement would probably appear in a ____.
1. cookbook
 2. diet book
 3. women's magazine
 4. restaurant guide



Passage 4

Grant Bell was driving along with some friends when they saw a car coming towards them on the other side of the road. What they did not see until too late were two other cars racing alongside it – with no lights and on the wrong side. One crashed into him and he was killed on spot. The driver of that car fled the scene.

- 5 Normally the penalty for such a commission is 240 hours' community service and a five-year driving ban.

In many hundreds of cases where death results from irresponsible behavior at the wheel of a car, the blame is much less severe than killing with any other weapon – gun, knife, or even bare hands – in which case the killer would have been charged
 10 with and convicted of murder or manslaughter. And the maximum penalty is life imprisonment. When the weapon is a car, however, these horrible acts of violence go virtually unpunished.

Because recklessness is difficult to prove in court, many cases of causing death by reckless driving are charged simply as "careless driving," for which the
 15 maximum fine is £1,000. Even on those increasingly rare occasions when the correct charge is brought, sentences are frequently derisory. Of the 111 drivers sentenced to prison in England last year for causing death or bodily harm by reckless driving, more than half received sentences of less than a year. Often the only penalty is a normal fine – rarely more than £450 – and a driving ban.



รหัสวิชา 03 ภาษาอังกฤษ



วันเสาร์ที่ 19 กุมภาพันธ์ 2554

สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

หน้า 43

เวลา 14.30 – 16.30 น.

62. The best title of this passage is ____.
1. Car accidents
 2. An unpunished murder
 3. Killing with weapons
 4. Unfair punishment for murderers
63. It is TRUE that ____.
1. Bell died instantly in the car crash
 2. the car driver that crashed into Bell's car was severely punished
 3. two cars crashed into Bell's car killing him and his friend
 4. the driver of the other car was also killed in the crash
64. The car accident was caused by ____.
1. Grant Bell
 2. Grant Bell and his friends
 3. the driver who crashed into Grant Bell's car
 4. the two car drivers that came in the other direction
65. The writer states that ____.
1. the punishment for killing with a weapon is more severe than killing someone in a car crash
 2. usually a careless driver who kills someone in a car crash escapes punishment
 3. car crashes are often caused by drunk drivers
 4. most irresponsible car drivers who act recklessly are released unpunished



รหัสวิชา 03 ภาษาอังกฤษ

วันเสาร์ที่ 19 กุมภาพันธ์ 2554



หน้า 44

เวลา 14.30 – 16.30 น.

66. The phrase "such a commission" (line 5) refers to ____.
1. killing with a weapon
 2. escaping after killing someone in a car crash
 3. driving on the wrong side of the road
 4. causing a road accident and killing the other driver
67. The word "manslaughter" (line 10) can be replaced by ____.
1. homicide
 2. imprisonment
 3. irresponsibility
 4. disability
68. In Paragraph 2, the writer ____.
1. compares the punishment of killing with weapons to killing while driving
 2. discusses how killing with a weapon should be punished
 3. disapproves of heavy penalties for irresponsible drivers who kill other drivers
 4. argues that murderers should get milder penalties



รหัสวิชา 03 ภาษาอังกฤษ
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สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน)
National Institute of Educational Testing Service (Public Organization)

หน้า 45

เวลา 14.30 – 16.30 น.

69. The writer is using Grant Bell's case to ____.
1. discuss the severe punishment for drivers responsible for another's death
 2. support stronger penalties for drivers who cause death in a car accident
 3. show his disapproval of killing with weapons
 4. inform readers of unfair punishment for killers with weapons
70. The writer also thinks that the punishment for all irresponsible driving at present is ____.
1. sufficient
 2. more flexible
 3. too mild
 4. too severe



Appendix D: Questionnaire for selecting participants

Questionnaire for selecting participants

This questionnaire is a part of the thesis for the Degree in Master of Arts in English Language Studies, Liberal Arts, Thammasat University.

This questionnaire has two major parts: demographic information and qualifications on teaching experience, testing experience, engagement in O-NET tests, and taken courses related to language assessment areas.

All given information is confidential and will not be used for other objectives.

Part I Demographic information

Name: _____ Surname: _____ age ____ years

Mobile phone: _____ E-mail: _____

Educational Background Bachelor's degree _____

Master's degree _____

Part II Qualifications

Item No.	Questions	Yes	No	Details (if any)
1	Do you have experience on teaching and testing English? If so, how many years have you taught English?			
2	Have you ever written or designed language tests by yourself?			
3	Have you ever been engaged in O-NET English tests for upper secondary level?			
4	Have you ever taken courses related to language assessment, testing, curriculum and instruction, or related areas? If so, please identify the course.			

BIOGRAPHY

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