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## **APPENDICES**

**Appendix 1: แบบสอบถามปลายเปิด เรื่องการใช้ทักษะการอ่านภาษาอังกฤษในชีวิตประจำวัน  
(Open-ended Survey Questionnaire: English Reading in Real Life)**

โปรดตอบคำถามต่อไปนี้ด้วยความคิดเห็นของท่านเอง

(Please answer the following questions by expressing your own opinions.)

1. ท่านคิดว่านักศึกษา สถาบันเทคโนโลยีพระจอมเกล้าพระนครเหนือ (ทั้งนักศึกษาที่กำลังศึกษาอยู่ และบัณฑิตที่เรียนจบและประกอบอาชีพแล้ว) จะใช้ทักษะการอ่านภาษาอังกฤษเพื่อจุดประสงค์ใดบ้าง ในชีวิตประจำวัน

(What are KMITNB students' reading purposes in their real life? Both current students and the graduates who already got jobs)

.....  
 .....

2. ท่านคิดว่านักศึกษา (จากข้อ 1) จะอ่านภาษาอังกฤษในสถานที่ใดบ้าง  
(Where do they read in their real life?)

.....  
 .....

3. ท่านคิดว่ามีหัวข้อเรื่องใดบ้างที่นักศึกษาจะอ่านในชีวิตประจำวัน  
(What topics do students tend to read in their real life?)

.....  
 .....

4. ท่านคิดว่านักศึกษาจะอ่านจากสื่อใดบ้าง ในชีวิตประจำวัน  
(What reading materials do students read in their real life?)

.....  
 .....

ขอบพระคุณยิ่ง

Thank you for your kind cooperation

Appendix 2:

แบบสอบถาม เรื่องการใช้ทักษะการอ่านภาษาอังกฤษในชีวิตประจำวัน  
(Questionnaire: English Reading in Real Life)

ตอนที่ 1: ข้อมูลส่วนตัว (Part I: Personal Information)

โปรดทำเครื่องหมายถูก (✓) ลงในช่องที่ตรงกับข้อมูลของท่าน (Please put a tick (✓) in a box responding to your personal data.)

อาจารย์ภาษาอังกฤษ (English instructors)  อาจารย์สาขาวิชาอื่น (Other discipline instructors)  หัวหน้างาน (Supervisor)  นักศึกษาปัจจุบัน (Current students) บัณฑิตที่จบการศึกษาและมีงานทำแล้ว (Graduates who already got the jobs)

ตอนที่ 2: แบบสอบถาม เรื่องการใช้ทักษะการอ่านภาษาอังกฤษในชีวิตประจำวัน (Part II: English Reading in Real Life)

โปรดเลือกหัวเรื่องที่จะอ่าน โดยทำเครื่องหมายถูก (✓) ลงในช่อง  อ่าน หรือ  ไม่อ่าน ของแต่ละหัวเรื่อง สำหรับหัวเรื่องที่เลือก  อ่าน อ่าน โปรดระบุ จุดประสงค์, สื่อ วัสดุ และสถานที่อ่าน โดยเขียนรหัสตามที่ระบุในตารางที่ 1 เติมลงในแต่ละหัวเรื่องในตารางที่ 2 ตามความเป็นจริงที่เกิดขึ้นในชีวิตประจำวัน (Please select the reading topics normally read in your real life by putting a tick (✓) in  อ่าน (read) or  ไม่อ่าน (never read) in each topic provided in Table 2. For the reading topic you put a tick in a box,  อ่าน (read), please specify the purposes, medium or materials, and settings by writing their codes mentioned in Table 1. ตัวอย่างเช่น (Example)

หัวเรื่องที่อ่าน(Topic)	จุดประสงค์ในการอ่าน (Reading Purposes)	สื่อ วัสดุ (Materials)	สถานที่อ่าน (Reading Settings)
1 <input type="checkbox"/> อาหาร (food) <input checked="" type="checkbox"/> อ่าน (Read) <input type="checkbox"/> ไม่อ่าน (Never read)	...6... ..7... ..10... อื่น ๆ (others) ฝึกทำอาหาร	...C... ..D... อื่น ๆ (others) ตำราสอนทำอาหาร	..1A... ..2A... ..7A... อื่น ๆ (others) .....

ตารางที่ 1 (Table 1)

รหัส Code	จุดประสงค์ในการอ่าน (Reading Purposes)	รหัส Code	สื่อ วัสดุ (Medium, Materials)	รหัส Code	สถานที่อ่าน (Reading Settings)
1	ทำวิจัย หรือทำรายงาน (doing research or reports)	A	หนังสือเรียน (Textbooks)	1A	ห้องสมุด (Library)
2	หางานทำ (finding jobs)	B	หนังสือนวนิยาย, เรื่องสั้น (Novels, Short story)	2A	ห้องคอมพิวเตอร์ (Computer room)
3	สมัครงาน (applying for a job)	C	หนังสือพิมพ์ (Newspapers)	3A	ห้องเรียน (Classroom)
4	ใช้งานเครื่องจักร หรืออุปกรณ์ (operating machines or	D	วารสาร, นิตยสาร (Journals, Magazines)	4A	บริเวณสถานศึกษา (Around campus)

	equipment)				
5	ติดต่อกับผู้คน หรือบริษัทต่าง ๆ (dealing with other people or companies)	E	รายงานทางวิชาการ (Academic Reports, Research Papers)	5A	ที่ทำงาน, สำนักงาน (Workplace, Office)
6	การผ่อนคลาย และความบันเทิง (relaxing and reading for pleasure)	F	รายงานการทำงาน (Technical Reports)	6A	โรงงานอุตสาหกรรม (Factory)
7	เพิ่มเติมวิสัยทัศน์ (broadening their outlook)	G	แผ่นพับ, โปสเตอร์, ไปรษณีย์ (Brochures, Leaflets, Posters)	7A	บ้าน, ที่อยู่อาศัย (Home, Residence)
8	ทันต่อข่าวสาร (updating news)	H	คู่มือ (Manuals)	8A	ท้องถนน (On the streets)
9	เตรียมตัวสอบ (preparing for tests)	I	ป้ายประกาศ (Bulletin boards)	9A	โรงภาพยนตร์ (Movie Theater)
10	ได้รับข้อมูลเฉพาะ (getting particular information i.e. tourist attractions)	J	ป้ายโฆษณา (Billboards)	10A	สถานที่ท่องเที่ยว (Tourist Attractions)
				11A	ธนาคาร (Banks)
				12A	โรงพยาบาล (Hospitals)
				13A	ร้านอาหาร, ภัตตาคาร (Restaurants)
				14A	ร้านหนังสือ (Book stores)
				15A	ยานพาหนะ เช่น รถประจำทาง, รถไฟฟ้า (Public Transportation i.e. bus, sky train)
				16A	สนามบิน (Airport)

ตารางที่ 2 (Table 2)

หัวเรื่องที่อ่าน (Topic)	จุดประสงค์ในการอ่าน (Reading Purposes)	สื่อ วัสดุ (Materials)	สถานที่อ่าน (Reading Settings)
<b>1. การเมือง (Politics)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....
<b>2. เศรษฐกิจ (Economics)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) ..... .....	..... ..... ..... อื่น ๆ (others) ..... .....
<b>3. บันเทิง (Entertainment)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... .....

		.....	..... ..... อื่น ๆ (others) .....
<b>4. กีฬา (Sports)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....
<b>5. เทคโนโลยี (Technology)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....
<b>6. สุขภาพ (Health)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....
<b>7. งาน, การประกอบอาชีพ (Jobs)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....
<b>8. การศึกษาต่อ, ทุนการศึกษา (Education, Scholarship)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....
<b>9. วิทยาศาสตร์ (Science)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....
<b>10. การท่องเที่ยว (Tourism)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....
<b>11. การใช้งาน อุปกรณ์ต่าง ๆ (Equipment Instructions)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... อื่น ๆ (others) .....	..... ..... อื่น ๆ (others) .....	..... ..... ..... อื่น ๆ (others) .....

<b>12. ประวัติบุคคล สถานที่ (History of people or places)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... ..... <b>อื่น ๆ (others)</b> .....
<b>13. ธุรกิจ (Business)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... ..... <b>อื่น ๆ (others)</b> .....
<b>14. ภาษาและการ สื่อสาร (Language and Communication)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... ..... <b>อื่น ๆ (others)</b> .....
<b>15. ธรรมชาติ และสิ่งแวดล้อม (Nature and Environment)</b> <input type="checkbox"/> อ่าน (read) <input type="checkbox"/> ไม่อ่าน (never read)	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... ..... <b>อื่น ๆ (others)</b> .....
<b>อื่น ๆ (others)</b> .....	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... <b>อื่น ๆ (others)</b> .....	..... ..... ..... <b>อื่น ๆ (others)</b> .....

**Appendix 3: The most frequently selected reading topics answered by 5 groups: English teachers, other discipline instructors, supervisors, current students and graduates**

The findings show the most frequent reading topics selected by each group. The first five reading topics selected most frequently in each group will be taken into consideration in the final step. Regarding the final step, all the most frequently selected reading topics from each group will be considered on the basis of how frequently each topic has been selected from 5 groups.

**Table 1: Summary of the Most Frequently Selected Reading Topics of Each Group**

<b>English Teachers</b>	<b>Other Discipline Instructors</b>	<b>Supervisors</b>	<b>Current Students</b>	<b>Graduates</b>
-Jobs	-Technology	-Technology	-Jobs	-Jobs
-Technology	-Jobs	-Jobs	-Science	-Technology
-Entertainment	-Entertainment	-Education, Scholarship	-Entertainment	-Science
	-Politics	-Health	-Education, Scholarship	-Equipment instruction
	-Equipment instruction	-Entertainment	-Technology	-Entertainment
	-Sports	-Tourism		-Sports
	-Economics	-History of People or Places		

Table 1 summarizes the reading topics selected most frequently by each group. From this table, it can be summarized that there are 12 topics selected (Jobs, Technology, Entertainment, Politics, Equipment instruction, Sports, Economics, Education, Health, Tourism, History of People or Places and Science).

The frequencies of the 12 reading topics are tallied according to the data obtained from Table 1 in order to find what reading topics are selected most frequently from the five groups.



**Table 2: The Frequency of Reading Topics from 5 Groups**

<b>Jobs</b>	<b>Technology</b>	<b>Entertainment</b>	<b>Politics</b>	<b>Equipment instruction</b>	<b>Sports</b>
5	5	5	1	2	2
<b>Economics</b>	<b>Education, Scholarship</b>	<b>Health</b>	<b>Tourism</b>	<b>History of People or Places</b>	<b>Science</b>
1	2	1	1	1	2

According to Table 2, there are 3 reading topics (Jobs, Technology and Entertainment) selected from all 5 groups. Hence, these 3 reading topics are selected as the reading topics for constructing reading proficiency tests in this study.

The three reading topics are therefore analysed in terms of their reading purposes, reading materials and reading settings. The information obtained is used to define the target language use (TLU) domain.

**Appendix 4: The Frequency of Purposes, Materials and Settings of Reading Topic, Entertainment, selected by 5 groups**

**Table 3: Summary of the most frequently selected reading purposes of reading topic, Entertainment from 5 groups**

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Purpose</b>	- relaxing, reading for pleasure - updating news	- relaxing, reading for pleasure - updating news - broadening their outlook - getting particular information	- relaxing, reading for pleasure - getting particular information - updating news - dealing with other people or companies - doing researches or reports	- relaxing, reading for pleasure - updating news - broadening their outlook - getting particular information	- relaxing, reading for pleasure - updating news - getting particular information - broadening their outlook

Table 3 summarizes the reading purposes selected most frequently by each group. The findings are tallied to find the frequency of each reading purpose selected by the five groups. The data obtained is illustrated in Table 3.

**Table 4: The Frequency of Reading Purposes for Reading Topic, Entertainment  
(5 Groups)**

<b>Reading Purpose</b>	Relaxing, Reading for pleasure	Updating news	Broadening their outlook
<b>Frequency (n=5)</b>	5	5	3
<b>Reading Purpose</b>	Getting particular information	Dealing with other people or companies	Doing researches or reports
<b>Frequency (n=5)</b>	4	1	1

Table 4 shows that the reading purposes selected by all five groups are relaxing, reading for pleasure ( $f=5$ ) and updating news ( $f=5$ ). Getting particular information is selected by four groups. Therefore, it is included in the TLU domain of this study.

**Table 5: Summary of the most frequently selected reading materials of reading topic, Entertainment from 5 groups**

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Material</b>	- newspapers - journal, magazine - brochures, leaflets, posters -novels, short story	- journal, magazine - newspapers - internet - brochures, leaflets, posters -novels, short story	- journal, magazine - newspapers - brochures, leaflets, posters - bulletin boards	- journal, magazine - newspapers -novels, short story - billboards - brochures, leaflets, posters	- newspapers - journal, magazine - brochures, leaflets, posters - billboards - bulletin boards

Table 5 summarizes the reading materials selected most frequently from each group. The findings are tallied to find the frequency of each reading material selected from 5 groups. The data obtained is presented in Table 6.

**Table 6: The Frequency of Reading Materials for Reading Topic, Entertainment  
(5 Groups)**

<b>Reading Material</b>	Newspapers	Journal, Magazine	Brochures, Leaflets, posters	Novels, Short story
<b>Frequency (n=5)</b>	5	5	5	2
<b>Reading Material</b>	Internet	Bulletin boards	Billboards	
<b>Frequency (n=5)</b>	1	2	2	

Table 6 illustrates that the reading settings selected by all five groups are newspapers ( $f=5$ ), journal, magazine ( $f=5$ ) and brochures, leaflets, posters ( $f=5$ ). Therefore, they are included in the TLU domain of this study.

**Table 7: Summary of the Most Frequently selected Reading Settings of Reading Topic, Entertainment from 5 Groups**

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Setting</b>	- bookstore - movie theatre - home, residence - around campus -workplace, office - tourist attraction - library	- home, residence -workplace, office -bookstore - movie theatre - tourist attraction - library - street	- home, residence - movie theatre - library -bookstore	- library - home, residence -bookstore - computer room - around campus	- home, residence - library -bookstore - computer room - movie theatre

Table 7 summarizes the reading settings selected most frequently by each group. The findings are tallied to find the frequency of each reading setting selected by the five groups. The data obtained is illustrated in Table 8.

**Table 8: The Frequency of Reading Settings for Reading Topic, Entertainment  
(5 Groups)**

<b>Reading Setting</b>	Bookstore	Movie theater	Home, Residence	Around campus	
<b>Frequency (n=5)</b>	5	4	5	2	
<b>Reading Setting</b>	Workplace, office	Tourist attraction	Library	Street	Computer room
<b>Frequency (n=5)</b>	2	2	5	1	2

Table 8 presents that the reading settings selected from all five groups are bookstore ( $f=5$ ), home, residence ( $f=5$ ) and library ( $f=5$ ). There are two settings, movie theater and computer room selected by the four groups, therefore, they are included in the TLU domain of this study.

In conclusion, the reading topic, Entertainment has 4 reading purposes included in the TLU domain of this study. These purposes consist of relaxing, reading for pleasure, updating news and getting particular information.

In terms of reading materials, newspapers, journal, magazine and brochures, leaflets, posters are included in the TLU domain.

In terms of reading settings, bookstore, home, residence, library, movie theatre and computer room are included in TLU domain.

**Appendix 5: The Frequency of Purposes, Materials and Settings of Reading Topic, Jobs, selected by 5 groups**

**Table 9: Summary of the Most Frequently selected Reading Purposes of Reading Topic, Jobs from 5 Troups**

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Purpose</b>	- finding jobs - applying for a job - getting particular information - dealing with other people or companies - updating news	- doing research or reports - finding jobs - applying for a job - dealing with other people or companies - updating news - broadening their outlook	- finding jobs - applying for a job - broadening their outlook - doing research or reports - updating news	- finding jobs - applying for a job - dealing with other people or companies - getting particular information - updating news - operating machines or equipment	- applying for a job - finding jobs - dealing with other people or companies - getting particular information - updating news

Table 9 summarizes the reading purposes selected most frequently by each group. The findings are tallied to find the frequency of each reading purpose selected by the five groups. The data obtained is illustrated in Table 10.



**Table 10: The Frequency of Reading Purposes for Reading Topic, Job  
(5 Groups)**

<b>Reading Purpose</b>	Finding jobs	Applying for a job	Getting particular information	Dealing with other people or companies
<b>Frequency (n=5)</b>	5	5	3	4
<b>Reading Purpose</b>	Updating news	Doing research or reports	Broadening outlook	Operating machines or equipment
<b>Frequency (n=5)</b>	5	2	2	1

According to Table 10, the reading purposes selected by all five groups are finding jobs ( $f=5$ ), applying for a job ( $f=5$ ) and updating news ( $f=5$ ). There is one reading purpose, dealing with other people or companies selected by the four groups. Therefore, this purpose is also included in the TLU domain of this study.

**Table 11: Summary of the Most Frequently selected Reading Materials of Reading Topic, Jobs from 5 Groups**

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Material</b>	- newspapers - brochures, leaflets, posters - journals, magazines - bulletin boards - internet - manual	- newspapers - academic report, technical report - journals, magazines - internet - manual	- newspapers - journals, magazines - internet - brochures, leaflets, posters	- newspapers - bulletin boards - brochures, leaflets, posters - journals, magazines -academic report, technical report - internet	- newspapers - bulletin boards - journals, magazines - brochures, leaflets, posters - textbook - academic report, technical report - manual

This table summarises the reading materials selected the most frequently by the five groups. The findings are tallied to find the frequency of each reading material selected by the five groups. Table 12 illustrates the data obtained.

**Table 12: The Frequency of Reading Materials for Reading Topic, Job  
(5 Groups)**

<b>Reading Material</b>	Newspapers	Brochures, Leaflets, posters	Journals, Magazines	Bulletin boards
<b>Frequency (n=5)</b>	5	4	5	3
<b>Reading Material</b>	Internet	Manual	Academic report, Technical report	Textbook
<b>Frequency (n=5)</b>	4	3	3	1

Table 12 illustrates that the reading materials selected by all five groups are newspapers (f=5) and journal, magazine (f=5). Brochures, leaflets, posters and internet, selected by the four groups. Therefore, they are also included in the TLU domain of this study.

**Table 13: Summary of the Most Frequently selected Reading Settings of Reading Topic, Jobs from 5 Groups**

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Setting</b>	-workplace, office - home, residence - library -bookstore -computer room	-workplace, office - home, residence - library -bookstore	- home, residence - around campus - library - computer room	- library - home, residence - computer room - around campus -classroom -street	- around campus - computer room - home, residence - library -factory -bookstore

Table 13 summarizes the reading settings selected most frequently by each group. The findings are tallied to find the frequency of each reading setting selected by the five groups. The data obtained is illustrated in Table 14.



**Table 14: The Frequency of Reading Settings for Reading Topic, Job (5 Groups)**

<b>Reading Setting</b>	Workplace, Office	Home, Residence	Library	Bookstore	
<b>Frequency (n=5)</b>	2	5	5	3	
<b>Reading Setting</b>	Around campus	Computer room	Factory	Classroom	Street
<b>Frequency (n=5)</b>	3	4	1	1	1

Table 14 illustrates that the reading settings selected by all five groups are home, residence ( $f=5$ ) and library ( $f=5$ ). Computer room is selected by the four groups, therefore, it is also included in the TLU domain of this study.

In conclusion, the reading topic, Job has 4 reading purposes included in TLU domain of this study. These purposes consist of finding jobs, applying for a job, updating news, and dealing with other people or companies.

According to reading materials, newspapers, journal, magazine, brochures, leaflets, posters and Internet are included in the TLU domain.

In terms of reading settings, home, residence, library, and computer room are included in TLU domain.

**Appendix 6: The Frequency of Purposes, Materials and Settings of Reading Topic, Technology, selected by 5 groups**

**Table 15: Summary of the Most Frequently selected Reading Purposes of Reading Topic, Technology from 5 Groups**

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Purpose</b>	- broadening outlook - updating news - getting particular information - relaxing, reading for pleasure	- broadening outlook - doing research or reports - updating news - getting particular information - operating machines or equipment - dealing with other people or companies	- broadening outlook - doing research or reports - updating news - operating machines or equipment - dealing with other people or companies	- operating machines or equipment - broadening outlook - doing research or reports - updating news - preparing for tests	- broadening outlook - doing research or reports - updating news - getting particular information - operating machines or equipment

Table 15 summarizes the reading purposes selected most frequently by each group. The findings are tallied to find the frequency of each reading purpose selected by the five groups. The data obtained is illustrated in Table 16.

**Table 16: The Frequency of Reading Purposes for Reading Topic, Technology  
(5 Groups)**

<b>Reading Purpose</b>	Broadening outlook	Updating news	Getting particular information	Relaxing, Reading for pleasure
<b>Frequency (n=5)</b>	5	5	3	1
<b>Reading Purpose</b>	Doing researches or reports	Operating machines or equipment	Dealing with other people or companies	Preparing for tests
<b>Frequency (n=5)</b>	4	4	2	1

Table 16 illustrates that the reading purposes selected by all five groups are broadening outlook ( $f=5$ ) and updating news ( $f=5$ ). Doing research or reports and operating machines or equipment are selected by 4 groups. Therefore, they are included in the TLU domain of this study.

Table 17: Summary of the Most Frequently selected Reading Materials of Reading Topic, Technology from 5 Groups

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Material</b>	- newspapers - brochures, leaflets, posters - journal, magazine - manuals - internet	- journal, magazine - academic reports, technical report - newspapers - textbook - manuals - internet	- journal, magazine - manuals - academic reports, technical report - newspapers - billboards - brochures, leaflets, posters	- newspapers - journal, magazine - academic reports, technical report - manuals - textbook	- academic reports, technical report - textbook - journal, magazine - newspapers - manuals

Table 17 summarizes the reading materials selected the most frequently by each group. The findings are tallied to find the frequency of each reading material selected by the five groups. The data obtained is illustrated in Table 18.



**Table 18: The Frequency of Reading Materials for Reading Topic, Technology  
(5 Groups)**

<b>Reading Material</b>	Newspapers	Brochures, Leaflets, Posters	Journal, magazine	Manuals
<b>Frequency (n=5)</b>	5	2	5	5
<b>Reading Material</b>	Internet	Academic reports, Technical report	Textbook	Billboards
<b>Frequency (n=5)</b>	2	4	3	1

Table 18 illustrates that the reading materials selected by all five groups are newspapers ( $f=5$ ), journal, magazine ( $f=5$ ) and manual ( $f=5$ ). Therefore, these three materials are included in the TLU domain of this study.

**Table 19: Summary of the Most Frequently selected Reading Settings of Reading Topic, Technology from 5 Groups**

<b>Group</b>	English Teachers	Other Discipline Instructors	Supervisors	Current Students	Graduates
<b>Reading Setting</b>	- library	- library	- home, residence	- library	- library
	- bookstore	- home, residence	- library	- computer room	- computer room
	- around campus	- workplace, office	- computer room	- around campus	- around campus
	- workplace, office	- bookstore		- classroom	- workplace, office
		- around campus		- workplace, office	
		- factory			- home, residence

Table 19 summarizes the reading settings selected the most frequently by each group. The findings are tallied to find the frequency of each reading setting selected by the five groups. The data obtained illustrates in Table 20.

**Table 20: The Frequency of Reading Settings for Reading Topic, Technology  
(5 Groups)**

<b>Reading Setting</b>	Library	Bookstore	Around campus	Workplace, Office
<b>Frequency (n=5)</b>	5	2	4	4
<b>Reading Setting</b>	Home, Residence	Factory	Computer room	Classroom
<b>Frequency (n=5)</b>	3	1	3	1

Table 20 illustrates that the reading settings selected by all five groups is only library ( $f=5$ ). There are two settings, around campus and workplace, office selected from four groups, therefore, they are included in the TLU domain of this study.

In conclusion, the reading topic, Technology has 4 reading purposes included in TLU domain of this study. These purposes consist of broadening their vision, updating news, doing researches or reports and operating machines or equipment.

According to reading materials, are newspapers, journal, magazine and manual included in the TLU domain.

In terms of reading settings, library, around campus and workplace, office are included in TLU domain.

*Appendix 7: Target Language Use Domain for Authentic Reading Tests*

**Table 21: Target Language Use Domain of Reading Skill**

**Reading Topic: Entertainment**

<b>Characteristics of Target Language Use (TLU) of Reading Skill</b>	
<b>1. Setting</b>	-Participants are both current students and graduates who want updates on entertainment news and get particular information.
1.1 Physical characteristics	- The participants mostly read journals or magazines at home. The physical characteristics are likely to be well-lit, comfortable and may be free from extraneous noise.
1.2 Participants	- Both current students and graduates who want to give an explanation about entertainment news to foreign friends (International Association for the Exchange of Students for Technical Experience: IEASTE students) or foreign teachers.
1.3 Time of task	- Selected materials will have to be read carefully, with less time pressure, but with a much greater need for accuracy in the interpretation of facts of opinions.
<b>2. Test rubrics</b>	
2.1 Instruction	
2.1.1 Language (native, target)	Target language
2.1.2 Channel (aural, visual)	- aural: the instructions directly given by friends, or other people
2.1.3 Specification of procedures and tasks	- Readers read a particular entertainment news and can give particular information, summarize and evaluate the information obtained for other people.

2.2 Structure	There is a task.
2.2.1 Number of parts	Test-takers are required to identify the main points of the news given. They are also required to be able to give some details and evaluate the information obtained for other people who are interested in the news.
2.2.2 Salience of tasks	The items are clearly distinguished.
2.2.3 Sequence of tasks	Fixed but the sequence of the items in each task is flexible. Each item is independent.
2.2.4 Relative importance of tasks	The items are equally weighted.
2.2.5 Number of items per task	Task 1 consists of 21 items.
2.3 Time allotment	Test takers are given forty-two minutes to complete the task. This time allotment is expected to require test takers to take strategic decisions about which tasks of the texts to concentrate on and whether to read carefully or selectively.
2.4 Scoring method	
2.4.1 Criteria for correctness	Each item will be scored dichotomously.
2.4.2 Procedures for scoring the response	One point each will be received for correct answers according to the scoring scheme. Both spelling and grammatical mistakes are not considered.
2.4.3 Explicitness of criteria and procedures	The test takers are told about the scoring procedure and criteria.
<b>3. Input</b>	
3.1 Format	
3.1.1 Channel (aural, visual)	Visual
3.1.2 Form (language, non-language, both)	Language and graphic
3.1.3 Language (native,	Target language

target, both)	
3.1.4 Length	a medium-length entertainment news
3.1.5 Type (item, prompt)	Short answer (Supply-Type)
3.1.6 Degree of speededness	2 minutes will be taken for each item
3.1.7 Vehicle (live, reproduced, both)	Reproduced
3.2 Language of Input	
3.2.1 Language characteristics	
3.2.1.1 Organizational characteristics	
- Grammar (vocabulary, syntax, phonology, graphology)	Not simplified or altered
- Textual (cohesion, rhetorical/ conversational organization)	- The written texts will be medium length. The cohesion and rhetorical knowledge are needed.
3.2.1.2 Pragmatic characteristics	
- Functional (ideational, manipulative, heuristic, imaginative)	Typically ideational, a wider range of functions, including the manipulative, the heuristic and the imaginative, will be included.
- Sociolinguistic (dialect/ variety, register, naturalness, cultural references and figurative language)	- Using both the standard variety of the written language and some will exhibit the non-standard features typical of genres  - A wider range of text types will be used, both of an everyday nature; genres like popular magazines will contain many more cultural references and figurative language.
3.2.2 Topical characteristics	- Text topics will relate to up-to-date entertainment news

---

#### 4. Expected response

##### 4.1 Format

4.1.1 Channel (aural, visual)      Visual

---

4.1.2 Form (language, non-  
language, both)      Language and graphic

---

4.1.3 Language (native,  
target, both)      Target language

---

4.1.4 Length      Short

---

4.1.5 Type (selected, limited  
production, extended production)      Limited production and extended production types  
will all be employed, thus some responses will be a  
number, word or brief phrase.

---

4.1.6 Degree of speededness      Unspeeded

---

##### 4.2 Language of expected response

##### 4.2.1 Language characteristics

##### 4.2.1.1 Organizational characteristics

- Grammar (vocabulary,      Not simplified or altered  
syntax, phonology, graphology)

---

- Textual (cohesion,      - The written texts will be medium length. The  
rhetorical/ conversational      cohesion and rhetorical knowledge are needed.  
organization)

---

##### 4.2.1.2 Pragmatic characteristics

- Functional (ideational,      Typically ideational, a wider range of functions,  
manipulative, heuristic,      including the manipulative, the heuristic and the  
imaginative)      imaginative, will be included.

---

- Sociolinguistic      - Using both the standard variety of the written  
(dialect/ variety, register,      language and some will exhibit the non-standard  
naturalness, cultural references and      features typical of genres  
figurative language)

---

	- A wider range of text types will be used, both of an everyday nature. Genres like popular magazines will contain many more cultural references and figurative language.
4.2.2 Topical characteristics	- Text topics will relate to up-to-date entertainment news.

---

### **5. Relationship between input and response**

5.1 Reactivity (reciprocal, non-reciprocal, adaptive)	Non-reciprocal (For conventional paper-and-pencil test) Adaptive (For computer-based test)
5.2 Scope of relationship (broad, narrow)	Test takers will be exposed to every level of reading ability questions: literal comprehension questions, inferential comprehension questions and applied comprehension. Hence the scope can be both broad (the questions deal with the content of an entire passage) and narrow (the questions focus on a specific detail or a limited part of the passage.)
5.3 Directness of relationship (direct, indirect)	Direct (the response includes primarily information supplied in the input.)

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**Table 22: Target Language Use Domain of Reading Skill Reading Topic: Jobs**

<b>Characteristics of Target Language Use (TLU) of Reading Skill</b>	
<b>1. Setting</b>	<p>-Participants are a graduate who is looking for a job and a graduate who already has a job, but wants to find a new job. They aim to read in order to find jobs. After finding an interesting job, they read the relevant documents in order to apply for that job.</p> <p>-When they already have a job, they read documents related to their job in order to deal with their colleagues, supervisors and customers.</p> <p>-They also read to update the news related to their job.</p>
1.1 Physical characteristics	-The participants read advertisements from newspapers and an article from a website on a computer screen in order to look for a job from home. Hence, the physical characteristics tend to be well-lit, comfortable and may be free from extraneous noise.
1.2 Participants	- Graduates who are looking for a job.
1.3 Time of task	- In terms of reading to find a job, they will usually be expected to process documents fairly rapidly, for the main message, or to decide whether they possess required qualifications responding to that job.

<b>2. Test rubrics</b>	
2.1 Instruction	
2.1.1 Language (native, target)	Target language
2.1.2 Channel (aural)	Aural: the instructions directly told by interlocutors
2.1.3 Specification of procedures and tasks	<p>- The participants have got their own qualifications then they look for a job advertisement corresponding to the qualifications.</p> <p>- They select the right job and respond to that classified advertisement by filling in the application form. They know how to apply for the job according to the information given in the classified ad. i.e. having a personal interview, sending a letter.</p>
2.2 Structure	
2.2.1 Number of tasks	<p>There are three major tasks.</p> <p>- In Task 1, test takers are required to read several job classified advertisements from newspapers. Then they are required to identify the main points of each advertisement, and decide which ad. corresponds to the qualifications given and they are required to use the information mentioned in the ad. to fill in the application from.</p>
2.2.2 Saliency of tasks	The items in the task are clearly distinguished.
2.2.3 Sequence of tasks	Fixed but the sequence of the items in each task are flexible. Each item is independent.
2.2.4 Relative importance of tasks	The test items are equally weighted.
2.2.5 Number of items per task	Task 1 consists of 21 items.
2.3 Time allotment	Test takers are given forty-two minutes to complete this macro task. This time allotment is expected to

	require test takers to take strategic decisions about which tasks of the texts to concentrate on and whether to read carefully or selectively.
<b>2.4 Scoring method</b>	
2.4.1 Criteria for correctness	Each item will be scored dichotomously.
2.4.2 Procedures for scoring the response	One point each will be received for correct answers according to the scoring scheme. Both spelling and grammatical mistakes are not considered.
2.4.3 Explicitness of criteria and procedures	The test takers are told about the scoring procedure and criteria.
<b>3. Input</b>	
<b>3.1 Format</b>	
3.1.1 Channel (aural, visual)	Visual
3.1.2 Form (language, non-language, both)	Language and graphic
3.1.3 Language (native, target, both)	Target language
3.1.4 Length	Vary greatly in length, from a medium to short job classified advertisements.
3.1.5 Type (item, prompt)	Short answer (Supply-Type)
3.1.6 Degree of speededness	About 2 minutes for doing each item
3.1.7 Vehicle (live, reproduced, both)	Reproduced
<b>3.2 Language of Input</b>	
<b>3.2.1 Language characteristics</b>	
<b>3.2.1.1 Organizational characteristics</b>	
- Grammar (vocabulary,	Not simplified or altered

---

syntax, phonology, graphology)

---

<p>- Textual (cohesion, rhetorical/ conversational organization)</p>	<p>- The written texts will typically be the sort required for social survival.</p>
--	---

---

### 3.2.1.2 Pragmatic

characteristics

<p>- Functional (ideational, manipulative, heuristic, imaginative)</p>	<p>Typically ideational, a wider range of functions, including the manipulative as well as the heuristic, will be included.</p>
--	---

---

<p>- Sociolinguistic (dialect/ variety, register, naturalness, cultural references and figurative language)</p>	<p>- Using the standard variety of the written language</p> <p>- Some will exhibit the non-standard features typical of genres</p>
---	--

- A wider range of text types will be used, both of a professional as well as an everyday nature, genres like popular newspapers and websites will contain many more cultural references and figurative language.

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### 3.2.2 Topical characteristics

- Text topics will relate to job seeking particularly, jobs for graduates from faculty of Engineering, Applied Science, Technical Education, Industrial Technology and Management, and Agro-Industry.

- Tests may refer to current news relevant to the jobs they are interested in. They will require specific knowledge in order to be able to understand the texts.

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## 4. Expected response

### 4.1 Format

<p>4.1.1 Channel (aural, visual)</p>	<p>Visual</p>
--------------------------------------	---------------

4.1.2 Form (language, non-language, both)	Language and graphic
4.1.3 Language (native, target, both)	Target language
4.1.4 Length	Short
4.1.5 Type (selected, limited production, extended production)	Limited production and extended production types will all be employed, thus the responses will be a number, word or brief phrase.
4.1.6 Degree of speededness	Unspeeded
4.2 Language of expected response	
4.2.1 Language characteristics	
4.2.1.1 Organizational characteristics	
- Grammar (vocabulary, syntax, phonology, graphology)	Not simplified or altered
- Textual (cohesion, rhetorical/ conversational organization)	- The written texts will typically be the sort required for social survival.
4.2.1.2 Pragmatic characteristics	
- Functional (ideational, manipulative, heuristic, imaginative)	Typically ideational, a wider range of functions, including the manipulative as well as the heuristic, will be included.
- Sociolinguistic (dialect/ variety, register, naturalness, cultural references and figurative language)	- Using the standard variety of the written language  - Some will exhibit the non-standard features typical of genres  - A wider range of text types will be used, both of a professional as well as an everyday nature, genres like popular newspapers and websites will contain

---

	many more cultural references and figurative language
--	---

---

4.2.2 Topical characteristics	<p>- Text topics will relate to job seeking particularly, jobs for graduates from Faculties of Engineering, Applied Science, Technical Education, Industrial Technology and Management, and Agro-Industry.</p> <p>- Tests may refer to current news relevant to the jobs they are interested in. They will require specific knowledge in order to be able to understand the texts.</p>
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**5. Relationship between input and response**

5.1 Reactivity (reciprocal, non-reciprocal, adaptive)	<p>Non-reciprocal (For conventional paper-and-pencil test)</p> <p>Adaptive (For computer-based test)</p>
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5.2 Scope of relationship (broad, narrow)	<p>Test takers will be exposed to every level of reading ability questions: literal comprehension questions, inferential comprehension questions and applied comprehension. Hence the scope can be both broad (the questions deal with the content of an entire passage) and narrow (the questions focus on a specific detail or a limited part of the passage.)</p>
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5.3 Directness of relationship (direct, indirect)	<p>Direct (the response includes primarily information supplied in the input.)</p>
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**Table 23: Target Language Use Domain of Reading Skill**  
**Reading Topic: Technology**

<b>Characteristics of Target Language Use (TLU) of Reading Skill</b>	
<b>1. Setting</b>	-Participants are current students who aim to read the articles related to technology in order to do research.
1.1 Physical characteristics	- The participants read journals or magazines to update the knowledge related to technology and to do their research. Most of their reading activities tend to take place at a library. Therefore, the physical characteristics tend to be well-lit, comfortable and free from extraneous noise.
1.2 Participants	- Current students who are interested in technology and are assigned to do research or report related to technology.
1.3 Time of task	Selected documents will have to be read carefully, with less time pressure, but with a much greater need for accuracy in the interpretation of facts of opinions.
<b>2. Test rubrics</b>	
2.1 Instruction	
2.1.1 Language (native, target)	Target language
2.1.2 Channel (aural, visual)	- aural: the instructions directly told by interlocutors, supervisors or colleagues
2.1.3 Specification of procedures and tasks	- Readers read the article from journal or magazines related to technological invention then do a research or a report.

2.2 Structure	There is a major task.
2.2.1 Number of parts	- In Task 1, test takers are required to read an article extracted from a journal or a magazine related to technological invention.  Then they identify the main points of the article. They use the information obtained to prepare their report. Hence, they are required to transfer the information to another forms i.e. fill in the table, graph.
2.2.2 Salience of tasks	The items are clearly distinguished.
2.2.3 Sequence of tasks	Fixed but the sequence of the items in each task is flexible. Each item is independent.
2.2.4 Relative importance of tasks	The items are equally weighted.
2.2.5 Number of items per task	Task 1 consists of 21 items.
2.3 Time allotment	Test takers are given forty-two minutes to complete the task. This time allotment is expected to require test takers to take strategic decisions about which tasks of the texts to concentrate on and whether to read carefully or selectively.
2.4 Scoring method	
2.4.1 Criteria for correctness	Each item will be scored dichotomously.
2.4.2 Procedures for scoring the response	One point each will be received for correct answers according to the scoring scheme. Both spelling and grammatical mistakes are not considered.
2.4.3 Explicitness of criteria and procedures	The test-takers are told about the scoring procedure and criteria.
<b>3. Input</b>	
3.1 Format	
3.1.1 Channel (aural, visual)	Visual
3.1.2 Form (language, non-language, both)	Language and graphic



3.1.3 Language (native, target, both)	Target language
3.1.4 Length	Rather long articles
3.1.5 Type (item, prompt)	Short answer (Supply-Type)
3.1.6 Degree of speededness	2 minutes will be taken for each item
3.1.7 Vehicle (live, reproduced, both)	Reproduced
3.2 Language of Input	
3.2.1 Language characteristics	
3.2.1.1 Organizational characteristics	
- Grammar (vocabulary, syntax, phonology, graphology)	Not simplified or altered
- Textual (cohesion, rhetorical/ conversational organization)	- The knowledge of cohesion and rhetorical are used.
3.2.1.2 Pragmatic characteristics	
- Functional (ideational, manipulative, heuristic, imaginative)	Typically ideational, a wider range of functions, including the manipulative as well as the heuristic, will be included.
- Sociolinguistic (dialect/ variety, register, naturalness, cultural references and figurative language)	- Using the standard variety of the written language - Specific register - A wider range of text types will be used, both of a professional as well as an everyday nature, genres like popular magazines will contain figurative language
3.2.2 Topical characteristics	- Text topics will relate to technology particularly, new invention in Engineering, Applied Science, Technical Education, Industrial Technology and

---

 Management, and Agro-Industry.

- Specific knowledge will be required in order to be able to understand the article related to technology.

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**4. Expected response**

## 4.1 Format

4.1.1 Channel (aural, visual)	Visual
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4.1.2 Form (language, non-language, both)	Language and graphic
---	----------------------

4.1.3 Language (native, target, both)	Target language
---------------------------------------	-----------------

4.1.4 Length	Short
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4.1.5 Type (selected, limited production, extended production)	Limited production and extended production types will all be employed, thus some responses will be a number, word or brief phrase.
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4.1.6 Degree of speededness	Unspeeded
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 4.2 Language of expected response

## 4.2.1 Language

## characteristics

## 4.2.1.1 Organizational

## characteristics

- Grammar (vocabulary, syntax, phonology, graphology)	Not simplified or altered
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- Textual (cohesion, rhetorical/ conversational organization)	- The knowledge of cohesion and rhetorical are used.
---	--

## 4.2.1.2 Pragmatic

## characteristics

- Functional (ideational, manipulative, heuristic, imaginative)	Typically ideational, a wider range of functions, including the manipulative as well as the heuristic, will be included.
---	--

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<p>- Sociolinguistic (dialect/ variety, register, naturalness, cultural references and figurative language)</p>	<p>- Using the standard variety of the written language</p> <p>- Specific register</p> <p>- A wider range of text types will be used, both of a professional as well as an everyday nature, genres like popular magazines will contain figurative language.</p>
<p>4.2.2 Topical characteristics</p>	<p>- Text topics will relate to technology particularly, new invention in Engineering, Applied Science, Technical Education, Industrial Technology and Management, and Agro-Industry.</p> <p>- Specific knowledge will be required in order to be able to understand the article related to technology.</p>
<p><b>5. Relationship between input and response</b></p>	
<p>5.1 Reactivity (reciprocal, non-reciprocal, adaptive)</p>	<p>Non-reciprocal (For conventional paper and pencil test)</p> <p>Adaptive (For computer-based test)</p>
<p>5.2 Scope of relationship (broad, narrow)</p>	<p>Test takers will be exposed to every level of reading ability questions: literal comprehension questions, inferential comprehension questions and applied comprehension. Hence the scope can be both broad (the questions deal with the content of an entire passage) and narrow (the questions focus on a specific detail or a limited part of the passage.)</p>
<p>5.3 Directness of relationship (direct, indirect)</p>	<p>Direct (the response includes primarily information supplied in the input.)</p>

**Appendix 8: Evaluation Form of Test Authenticity**

Put a ✓ in a box corresponding to your opinion

- 4     **strongly agree**  
 3     **agree**  
 2     **disagree**  
 1     **strongly disagree**

No.	Review Questions	1	2	3	4
1.	The language in each test task is natural.				
2.	The items are contextualized.				
3.	The situations in the test are interesting.				
4.	The theme in the test can occur in the real situation.				
5.	Tasks are related to real-world tasks				

**Comments:** .....

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**Appendix 9: Table of Specification of Reading Tests**

The authentic and inauthentic reading tests consist of 3 subtests as follows:

<b>Reading topic: Entertainment</b>		<b>Reading topic: Jobs</b>		<b>Reading topic: Technology</b>	
Task 1: 21 items	Time: 42 Min	Task 2: 21 items	Time: 42 Min	Task 3: 21 items	Time: 42 Min
<i>Total 63 items/ 126 minutes</i>					

**Task 1**

Read Ability	Authentic Test					Inauthentic Test				
	<b>Context:</b> - <b>Participant:</b> Both current students and graduates who want to give an explanation about entertainment news to the others. - <b>Task characteristics:</b> Test-takers are required to be able to give some details.					<b>Context:</b> no				
	Topic	Text Length	Item Type	Number of Item	Time (Min)	Topic	Text Length	Item Type	Number of Item	Time
<b>1. Literal comprehension</b> - Facts and details - Surface understanding only (word meanings in context)	Entertainment (unadapted text)	150 – 350 words	Short answer	6	12	Entertainment (adapted text)	150 – 350 words	MC	6	12
			Short answer	5	10			MC	5	10
<b>2. Inferential comprehension</b> - Drawing inferences (summarizing the main idea) - Making logical leaps and educated guesses (predicting outcomes)			Short answer	4	8			MC	4	8
			Short answer	3	6			MC	3	6
<b>3. Critical comprehension</b> - Analyzing - Applying			Short answer	2	4			MC	2	4
			Short answer	1	2			MC	1	2
<b>Total</b>				<b>21</b>				<b>21</b>	<b>42</b>	

**Task 2**

Read Ability	Authentic Test					<i>Inauthentic Test</i>				
	<b>Context:</b> - <b>Participant:</b> A graduate who is looking for a job and a graduate who already has a job - <b>Task characteristics:</b> Test takers are required to read several job classified advertisements from newspapers. Then they identify the main points of each advertisement, and decide which ad. corresponds to the qualifications given					<b>Context:</b> no				
	Topic	Text Length	Item Type	Number of Item	Time	Topic	Text Length	Item Type	Number of Item	Time
<b>1. Literal comprehension</b> - Facts and details - Surface understanding only (word meanings in context)	Jobs (unadapted text)	150 – 350 words	Short answer	6	12	Jobs (adapted text)	150 – 350 words	MC	6	12
			Short answer	5	10			MC	5	10
			Short answer	4	8			MC	4	8
			Short answer	3	6			MC	3	6
			Short answer	2	4			MC	2	4
<b>2. Inferential comprehension</b> - Drawing inferences (summarizing the main idea) - Making logical leaps and educated guesses (predicting outcomes)										
<b>3. Critical comprehension</b> - Analyzing										

- Applying			Short answer	1	2			MC	1	2
<b>Total</b>				<b>21</b>	<b>42</b>				<b>21</b>	<b>42</b>

### Task 3

Read Ability	Authentic Test					<i>Inauthentic Test</i>				
	<b>Context:</b> <b>- Participant:</b> Current students who are interested in an article related to technology and are assigned to do research or report related to technology. <b>- Task characteristics:</b> Test-takers are required to read an article extracted from a magazine related to technological invention. They have to understand the article and use the information obtained to prepare their report.					<b>Context:</b> no				
	Topic	Text Length	Item Type	Number of Item	Time	Topic	Text Length	Item Type	Number of Item	Time
<b>1. Literal comprehension</b> - Facts and details	Technology (unadapted text)	150 – 350 words	Short answer	6	12	Technology (adapted text)	150 – 350 words	MC	6	12
- Surface understanding only (word meanings in context)			Short answer	5	10			MC	5	10
<b>2. Inferential comprehension</b> - Drawing inferences (summarizing the main idea)			Short answer	4	8			MC	4	8



- Making logical leaps and educated guesses (predicting outcomes)			Short answer	3	6			MC	3	6
<b>3. Critical comprehension</b>										
- Analyzing			Short answer	2	4			MC	2	4
- Applying			Short answer	1	2			MC	1	2
<b>Total</b>				<b>21</b>	<b>42</b>				<b>21</b>	<b>42</b>

## Appendix 10: Passage Selecting Form

Please select an appropriate reading passage(s) according to each *test task characteristics* mentioned. In terms of language appropriateness, please also consider the following selection criteria.

1. **Lexical Knowledge:** The number of unknown words is acceptable in a reading passage.

2. **Background Knowledge:** The passage is on a topic that is known or familiar to the students.

3. **Syntactic Appropriateness:** A passage contains grammatical constructions that the students tend to know. These constructions are not new or not too difficult for them to recognize or understand.

4. **Organization:** A passage is well organized.

5. **Discourse Phenomena:** It includes the arrangement of topics and comments in a reading passage, and considerations of cohesiveness and coherence. The students who read the passage tend to be able to handle the presentation of ideas and arguments in the passage, whether the cohesion markers and transition devices are within the linguistic competence of the students, and whether they can follow the line of reasoning utilized by the writer of the passage.  
(Day, 1994: 20)

Put a cross (×) in the box according to the number of passages required in each test task.

Task Characteristics	Please select <u>1</u> passage.					
	1	2	3			
<p><b>Task 1</b></p> <p>- <b>Participant:</b> Both current students and graduates who want to give an explanation about entertainment news to the others.</p> <p>- <b>Task characteristics:</b> Test-takers are required to identify the main points of each entertainment news given. They are also required to be able to give some details and evaluate the information obtained to the other people who are interested in those news.</p>						
<p><b>Task 2</b></p> <p>- <b>Participant:</b> Graduates who are looking for a job.</p>	Please select <u>4</u> passage.					
	1	2	3	4	5	6

<p>- <b>Task characteristics:</b> Test-takers respond to the longer classified by writing a letter of application or fill in the application form. They know how to apply for the job according to the information given in the classified i.e. having a personal interview, sending a letter. If they want to know more information or have questions, they know what to do next.</p>						
<p><b>Task 3</b></p> <p>- <b>Participant:</b> Current students who are interested in an article related to technology and current students who are assigned to do research or report related to technology.</p> <p>- <b>Task characteristics:</b> Test-takers are required to read an article extracted from journals, magazines, newspaper, academic reports or technical reports related to technological invention.</p> <p>Then they identify the main points of the article. They use the information obtained to prepare their report. Hence, they are required to transfer the information to another forms i.e. fill in the table, graphs.</p> <p>They also use the information obtained to create things.</p>	<b>Please select <u>1</u> passage.</b>					
	<b>1</b>	<b>2</b>	<b>3</b>			

**Thank you very much for your kind cooperation.**

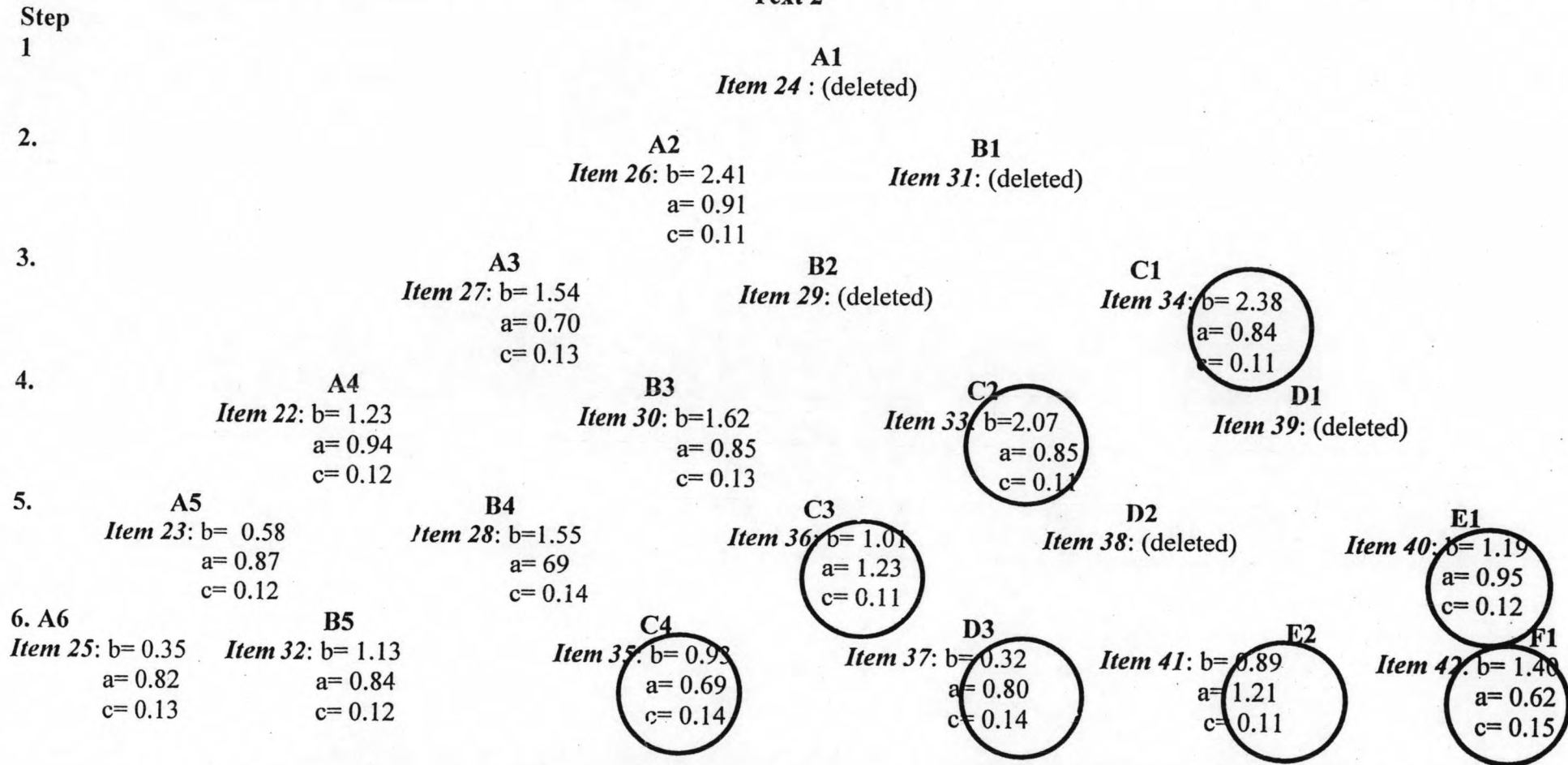
Appendix 11: The first pilot

Text 1

Step 1						A1																		
						Item 3 : (deleted)																		
2.						A2						B1												
						Item 2: b= 2.02 a= 0.76 c= 0.13						Item 8: (deleted)												
3.						A3						B2			C1									
						Item 6: b= 1.67 a= 0.71 c= 0.13						Item 7: (deleted)			Item 14: b=2.17 a= 0.86 c= 0.12									
4.						A4						B3			C2			D1						
						Item 5: b= 0.73 a= 0.54 c= 0.14						Item 10: b=1.61 a= 0.69 c= 0.14			Item 12: b=0.46 a= 0.86 c= 0.13			Item 17: b= 0.99 a= 0.77 c= 0.13						
5.						A5						B4			C3			D2			E1			
						Item 1: b= 0.21 a= 0.63 c= 0.13						Item 11: b=-0.07 a= 0.52 c= 0.13			Item 15: b= 0.28 a= 0.62 c= 0.13			Item 18: b=0.75 a= 0.56 c= 0.13			Item 19: b=1.40 a= 0.64 c= 0.14			
6. A6						F1						B5			C4			D3			E2			
						Item 4: b= -0.64 a= 0.81 c= 0.13						Item 9: b= -0.21 a= 0.68 c= 0.13			Item 13: b= -0.89 a= 0.71 c= 0.13			Item 16: b=0.61 a= 0.55 c= 0.14			Item 20: b= 0.13 a= 0.66 c= 0.13			Item 21: b=0.31 a= 0.84 c= 0.13

**Notice:** The circled items (Items 9, 11, 10, 13, 15, 12, 16, 18, 17, 20, 19, and 21) are the excluded items since their difficulty levels are required to get increased respectively. Items 3, 7 and 8 are deleted due to being mostly omitted. Items 4, 1, 5, 6, 2 and 14 are kept.

Text 2



**Notice:** The circled items (Items 35, 36, 33, 34, 37, 41, 40 and 42) are the excluded items since their difficulty levels are required to rise respectively. Items 24, 29, 31, 38 and 39 are deleted due to being mostly omitted. Items 25, 23, 22, 27, 26, 32, 28 and 30 are kept.

Text 3

Step 1	A1 <i>Item 46: (deleted)</i>					
2.	A2 <i>Item 45: (deleted)</i>		B1 <i>Item 49: b=2.15</i> a= 1.01 c= 0.10			
3.	A3 -		B2 <i>Item 52: b=2.09</i> a= 0.80 c= 0.12		C1 <i>Item 57: b= 2.13</i> a= 0.70 c= 0.13	
4.	A4 <i>Item 48: b= 1.60</i> a= 1.15 c= 0.11		B3 <i>Item 50: b=1.36</i> a= 1.05 c= 0.12		C2 <i>Item 54: b= 1.66</i> a= 0.83 c= 0.12	
5.	A5 <i>Item 47: b= 1.38</i> a= 1.01 c= 0.12		B4 <i>Item 51: b=0.73</i> a= 1.22 c= 0.12		C3 <i>Item 56: b= 1.59</i> a= 0.70 c= 0.13	
6. A6	B5 <i>Item 53: b= 0.32</i> a= 0.79 c= 0.13		C4 <i>Item 55: b= 0.11</i> a= 0.93 c= 0.13		D3 <i>item 60: b= 1.73</i> a= 0.86 c= 0.12	
					D1 <i>Item 59: (deleted)</i>	
					D2 <i>Item 58: (deleted)</i>	
					E1 <i>Item 62: (deleted)</i>	
					E2 <i>Item 61: (deleted)</i>	
					F1 <i>Item 63: (deleted)</i>	

Notice: The circled items (Items 53, 51, 55, 54 and 57) are the excluded items since their difficulty levels are required to rise respectively. Items 45, 46, 58, 59, 61, 62 and 63 are deleted due to being mostly omitted. Items 47, 48, 50, 52, 49 and 60 are kept. Since item 43 and 44 have the same level of difficulty, the two items are also kept, but they are adjusted.

Appendix 12: The second pilot

Text 1

Step 1							<b>A1</b> <i>Item 1:</i> b=1.01 a= 0.79 c= 0.20							
2.					<b>A2</b> <i>Item 6:</i> b= 0.99 a= 1.06 c= 0.18			<b>B1</b> <i>Item 11:</i> b=3.00 a= 0.99 c= 0.15						
3.				<b>A3</b> <i>Item 5:</i> b= -0.42 a= 0.76 c= 0.19			<b>B2</b> <i>Item 8:</i> b=1.88 a= 1.03 c= 0.17				<b>C1</b> <i>Item 15:</i> b=2.70 a= 1.01 c= 0.16			
4.			<b>A4</b> <i>Item 3:</i> b= -0.88 a= 0.77 c= 0.19			<b>B3</b> <i>Item 9:</i> b=1.13 a= 1.14 c= 0.17			<b>C2</b> <i>Item 13:</i> b=0.95 a= 0.76 c= 0.21				<b>D1</b> <i>Item 16:</i> (deleted)	
5.			<b>A5</b> <i>Item 4:</i> b= -1.09 a= 0.86 c= 0.19			<b>B4</b> <i>Item 10:</i> b=0.91 a= 1.07 c= 0.18			<b>C3</b> <i>Item 12:</i> b= 0.72 a= 1.05 c= 0.18			<b>D2</b> <i>Item 17:</i> b=3.00 a= 1.00 c= 0.23	<b>E1</b> <i>Item 19:</i> b=0.19 a= 1.16 c= 0.18	
6. A6			<b>B5</b> <i>Item 11:</i> b= -0.43 a= 0.88 c= 0.19			<b>C4</b> <i>Item 14:</i> b= 0.17 a= 1.03 c= 0.18			<b>D3</b> <i>Item 18:</i> b=2.03 a= 1.10 c= 0.16			<b>E2</b> <i>Item 20:</i> b= -0.54 a= 0.85 c= 0.19	<b>F1</b> <i>Item 21:</i> (deleted)	

Notice: The circled items (Items 12, 13, 20 and 19) are the excluded items since their difficulty levels are required to rise respectively. Items 16 and 21 are deleted due to being mostly omitted. Items 2, 4, 3, 5, 6, 1, 11, 10, 9, 8, 11, 14, 15, 18, and 17 are kept. Since item 11 and 17 have the highest level of difficulty, 3.00, the two items are also kept, but they are adjusted.

Text 2

Step 1										
	A1									
	Item 26 : b=2.63 a= 0.99 c= 0.18									
2.	A2					B1				
	Item 27: b= 2.52 a= 1.00 c= 0.17					-				
3.	A3			B2			C1			
	Item 22: b= 0.88 a= 0.99 c= 0.19			-			Item 36: b= 3.00 a= 0.91 c= 0.20			
4.	A4		B3			C2		D1		
	Item 23: b= 0.16 a= 0.73 c= 0.20		Item 29: b=3.00/ Item 31: b= 3.00 a= 1.01 c= 0.16			Item 33: b=1.77 a= 0.86 c= 0.20		-		
5.	A5		B4		C3		D2		E1	
	Item 25: b= 0.02 a= 1.01 c= 0.18		Item 32: b=2.03 a= 0.99 c= 0.19		Item 35: b= 1.60 a= 0.80 c= 0.20		Item 37: b= 3.00/ Item 38: b= 3.00 a= 0.97 c= 0.18		a= 0.99 c= 0.17	
6. A6	B5		C4		D3		E2		F1	
	Item 24: b= -0.27 a= 0.79 c= 0.19		Item 28: b= 1.90/Item 30: b= 1.90 a= 1.09 c= 0.17		Item 36: b= 0.57 a= 0.63 c= 0.20		Item 39: b= 1.78 a= 1.04 c= 0.18		Item 40: b= 3.00/ Item 41: b= 3.00 a= 1.00 c= 0.17	
							Item 42: b=3.00 a= 0.95 c= 0.17			

Notice: The circled items (Items 36, 35, 33, 39, 40 and 41) are the excluded items since their difficulty levels are required to rise respectively. Items 24, 25, 23, 22, 27, 26, 28, 30, 32, 29, 31, 36, 37, 38 and 42 are kept. Since item 29, 31, 36, 40 and 41 have the same level of difficulty, they are adjusted.



Text 3

Step  
1

A1  
*Item 48:* b=3.00  
a= 0.99  
c= 0.17

2.

A2  
*Item 45:* b= 2.98  
a= 1.03  
c= 0.16

B1  
*Item 53:* b=2.95  
a= 1.03  
c= 0.17

3.

A3  
*Item 46:* b= 2.03  
a= 0.80  
c= 0.21

B2  
*Item 50:* b=2.80  
a= 1.03  
c= 0.17

C1  
*Item 56:* b= 2.93  
a= 0.93  
c= 0.20

4.

A4  
*Item 43:* b= 1.77  
a= 0.90  
c= 0.17

B3  
*Item 49:* b=2.24  
a= 0.90  
c= 0.17

C2  
*Item 54:* b= 2.74  
a= 1.01  
c= 0.17

D1  
*Item 60:* (deleted)

5.

A5  
*Item 47:* b= 0.66  
a= 1.08  
c= 0.18

B4  
*Item 51:* b=2.01  
a= 1.07  
c= 0.16

C3  
*Item 57:* b= 2.67  
a= 1.02  
c= 0.17

D2  
*Item 59:* b= 3.00  
a= 0.95  
c= 0.18

E1  
*Item 61:* b= 3.00  
a= 0.95  
c= 0.19

6. A6

B5  
*Item 44:* b= 0.55  
a= 0.84  
c= 0.19

*Item 52:* b= 1.13  
a= 0.99  
c= 0.17

C4  
*Item 55:* b= 1.41  
a= 0.80  
c= 0.18

D3  
*Item 58:* b= 2.92  
a= 0.91  
c= 0.20

E2  
*Item 62:* b= 0.16  
a= 0.82  
c= 0.19

F1  
*Item 63:* b= 2.38  
a= 1.01  
c= 0.17

**Notice:** The circled items (Items 45, 48, 62, 61 and 63) are the excluded items since their difficulty levels are required to rise respectively. Item 60 is deleted due to being mostly omitted. Items 44, 47, 43, 46, 52, 51, 49, 50, 53, 55, 57, 54, 56 58 and 59 are kept. Since item 48 and 61 have the same level of difficulty, they are adjusted. Item 45 should be excluded and replaced by an easier item.

Appendix 13: The third pilot

Text 1

Step 1									
2.									
3.									
4.									
5.									
6. A6									

Notice: The circled items (Items 19 and 20) are the excluded items since their difficulty levels are required to rise respectively. Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 21 are kept.

Text 2

Step 1				<b>A1</b> <i>Item 25</i> : b= 1.61 a= 1.28 c= 0.15				
2.			<b>A2</b> <i>Item 24</i> : b= 1.52 a= 1.29 c= 0.15		<b>B1</b> <i>Item 32</i> : b=2.14 a= 1.31 c= 0.15			
3.		<b>A3</b> <i>Item 26</i> : b= 1.44 a= 1.27 c= 0.18		<b>B2</b> <i>Item 28</i> : b= 1.57 a= 1.30 c= 0.15		<b>C1</b> <i>Item 33</i> : b= 2.46 a= 1.27 c= 0.16		
4.	<b>A4</b> <i>Item 22</i> : b= 1.23 a= 1.57 c= 0.20		<b>B3</b> <i>Item 31</i> : b=1.53 a= 1.85 c= 0.16		<b>C2</b> <i>Item 35</i> : b=1.49 a= 1.22 c= 0.21		<b>D1</b> <i>Item 37</i> : b= 2.62 a= 1.32 c= 0.23	
5.	<b>A5</b> <i>Item 27</i> : b= 1.14 a= 0.94 c= 0.19	<b>B4</b> <i>Item 30</i> : b=1.30 a= 1.88 c= 0.16		<b>C3</b> <i>Item 34</i> : b= 1.42 a= 0.98 c= 0.22		<b>D2</b> <i>Item 38</i> : b= 2.54 a= 1.22 c= 0.23		<b>E1</b> <i>Item 41</i> : b= 2.70 a= 1.29 c= 0.16
6. A6	<b>B5</b> <i>Item 23</i> : b= 1.05 a= 0.87 c= 0.20	<b>C4</b> <i>Item 29</i> : b= 1.12 a= 1.74 c= 0.16	<b>D3</b> <i>Item 36</i> : b= 1.32 a= 1.52 c= 0.18	<b>E2</b> <i>Item 39</i> : b= 2.23 a= 1.06 c= 0.20	<b>F1</b> <i>Item 40</i> : b= 2.61 a= 0.98 c= 0.23		<b>F1</b> <i>Item 42</i> : b= 3.00 a= 1.27 c= 0.17	

Notice: The circled items (Items 34 and 35) are the excluded items since their difficulty levels are required to rise respectively. Items 23, 27, 22, 26, 24, 25, 29, 30, 31, 28, 32, 36, 33, 39, 38, 37, 40, 41 and 42 are kept.

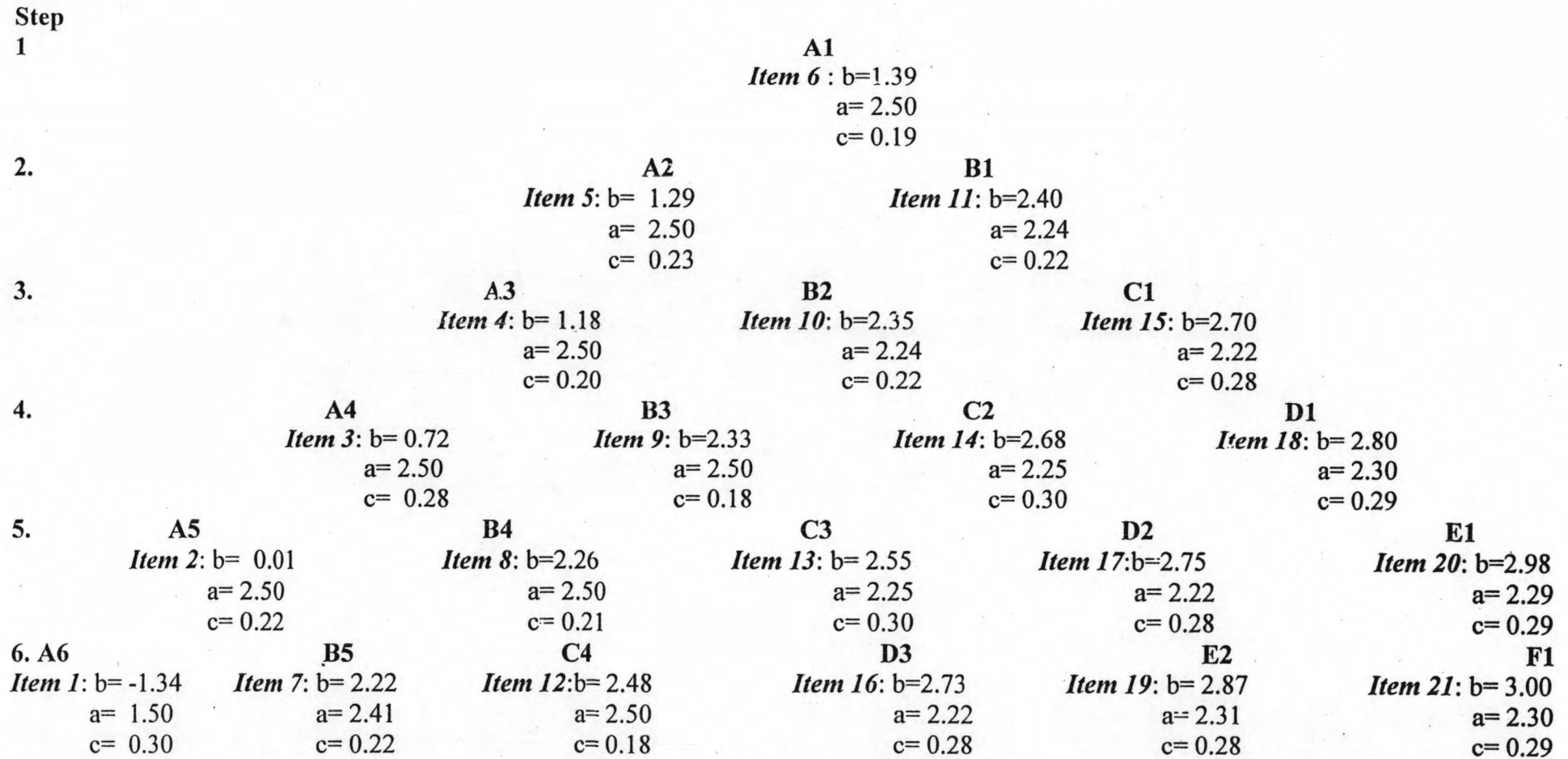
Text 3

Step 1									
2.									
3.									
4.									
5.									
6. A6									

Notice: The circled item (Item 60) is the excluded item since its difficulty level is required to rise respectively. Items 46, 44, 45, 48, 43, 47, 53, 52, 51, 49, 50, 54, 55, 56, 57, 58, 59, 61 and 63 are kept.

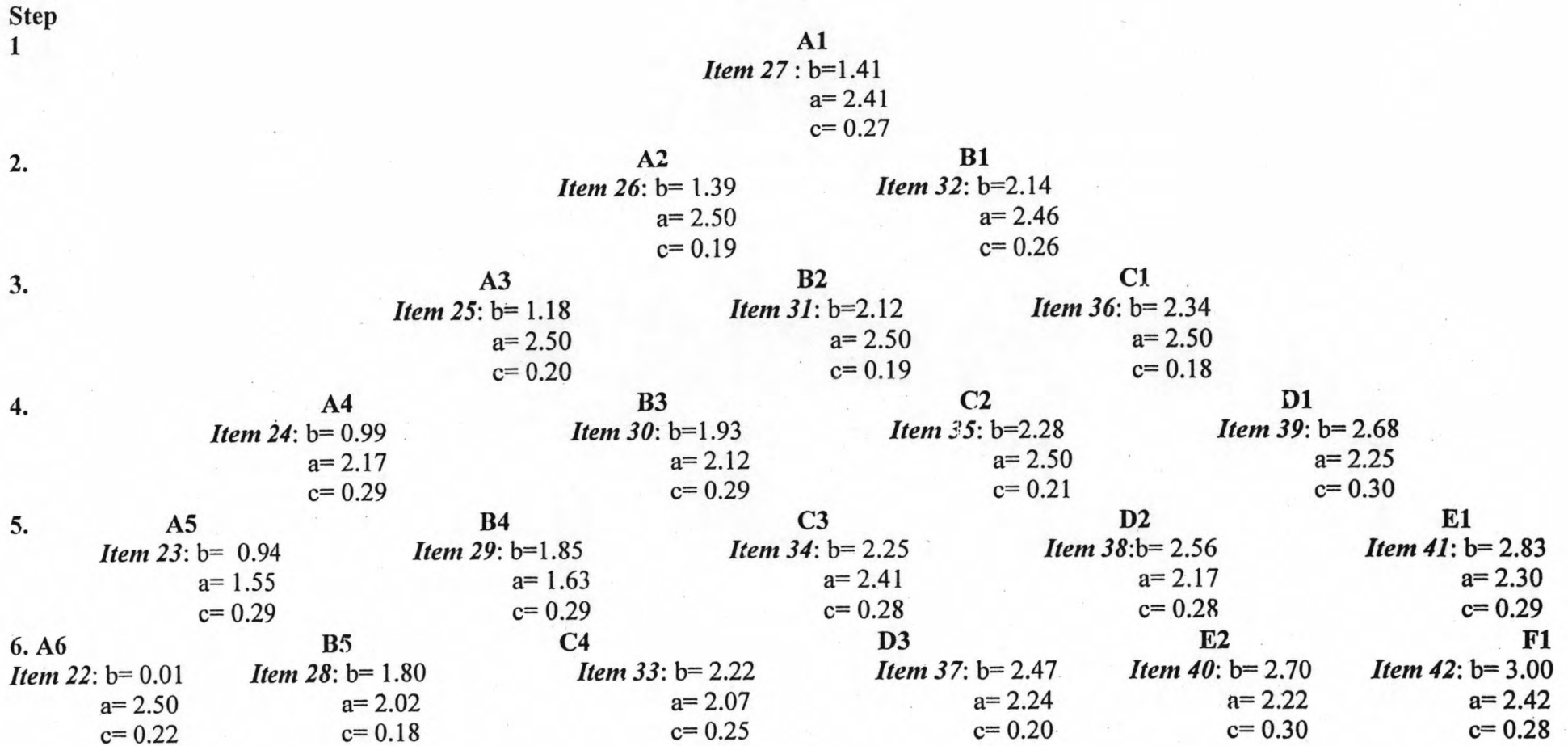
Appendix 14: The fourth pilot

Text 1



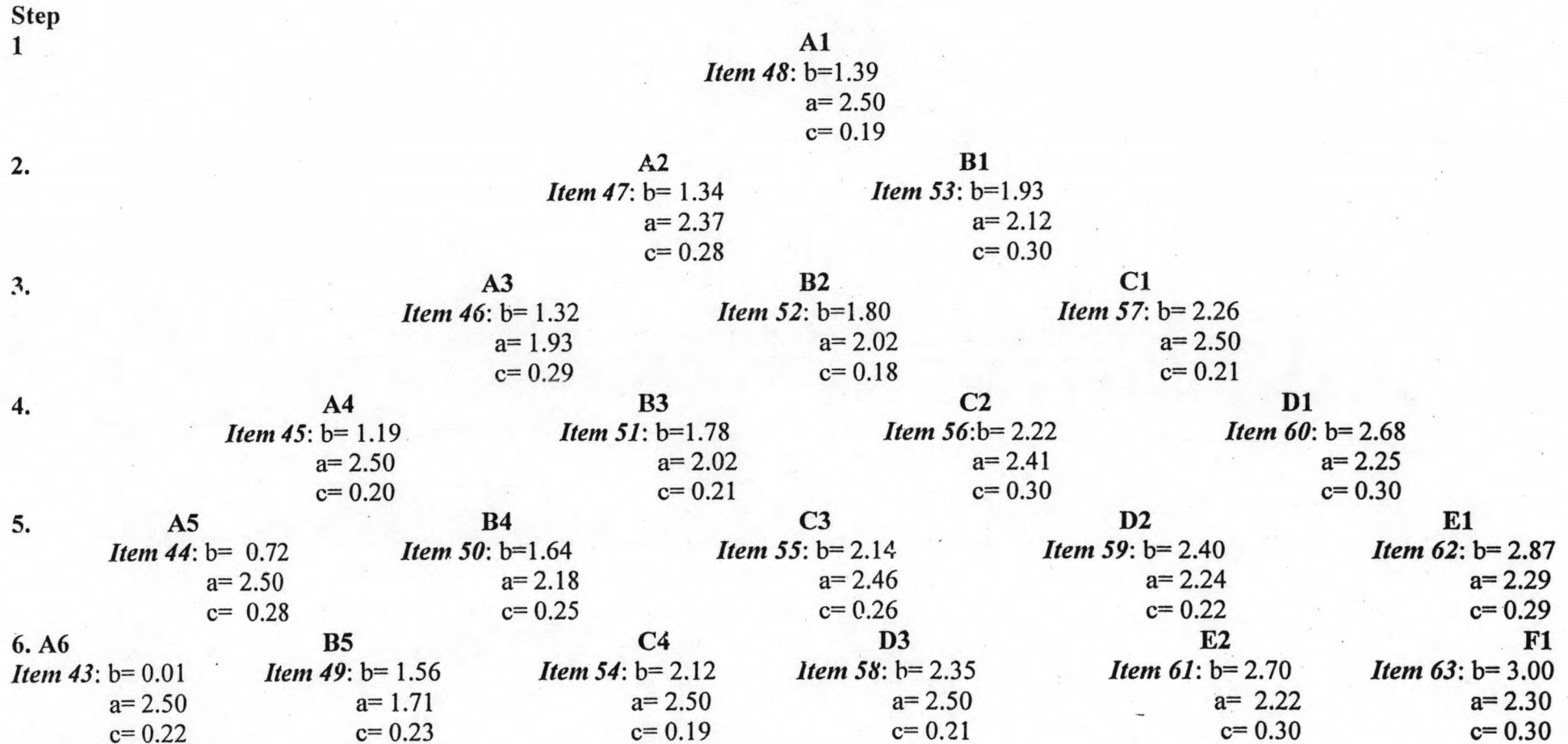
Notice: The items are reordered so that the item numbers illustrating in this flowchart correspond to the sequence in the complete test.

Text 2



Notice: The items are reordered so that the item numbers illustrating in this flowchart correspond to the sequence in the complete test.

Text 3



Notice: The items are reordered so that the item numbers illustrating in this flowchart correspond to the sequence in the complete test.

**Appendix 15 : Factor Analysis**

	Initial
V1	.854
V2	.670
V3	.892
V4	.890
V5	.829
V6	.669
V7	.696
V8	.653
V9	.867
V10	.819
V11	.868
V12	.752
V13	.781
V14	.811
V15	.920
V16	.814
V17	.959
V18	.658
V19	.889
V20	.831
V21	.750
V22	.845
V23	.801
V24	.794
V25	.658
V26	.913
V27	.860
V28	.686
V29	.680
V30	.367
V31	.777
V32	.773
V33	.756
V34	.840
V35	.772
V36	.847
V37	.650
V38	.871
V39	.881
V40	.868
V41	.752
V42	.781
V43	.811
V44	.920
V45	.814



V46	.959
V47	.936
V48	.914
V49	.924
V50	.777
V51	.773
V52	.756
V53	.840
V54	.772
V55	.847
V56	.920
V57	.814
V58	.959
V59	.658
V60	.889
V61	.720
V62	.700
V63	.650

The values are greater than eigenvalues (1), therefore it shows that there are 6 factors.

Extraction Method: Maximum Likelihood.

a One or more communality estimates greater than 1 were encountered during iterations. The resulting solution should be interpreted with caution.

**Total Variance Explained**

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.373	20.551	23.551	6.980	12.451	10.118
2	3.789	7.498	33.829	5.871	8.391	33.485
3	3.323	6.882	29.117	4.326	7.356	30.221
4	3.693	4.912	43.096	3.001	7.402	40.110
5	2.494	4.564	67.923	2.215	6.705	37.815
6	1.832	3.041	61.166	1.032	4.777	52.592
7	.953	1.522	63.687	.981	4.193	56.785
8	.946	1.177	66.265	.956	3.139	59.924
9	.870	1.050	68.715	.890	2.634	62.557
10	.866	.910	70.825	.887	2.145	64.702
11	.789	.903	72.748	.852	1.747	66.449
12	.779	.863	74.611	.789	1.218	67.667
13	.767	.699	76.309	.607	1.011	68.679
14	.752	.684	77.793			
15	.724	.641	79.234			
16	.713	.634	80.575			
17	.709	.586	81.862			
18	.701	.566	83.057			
19	.679	.532	84.189			
20	.648	.520	85.269			
21	.632	.503	86.322			
22	.562	.487	87.259			
23	.517	.482	88.121			
24	.489	.476	88.936			

25	.451	.452	89.688
26	.425	.449	90.397
27	.390	.430	91.047
28	.378	.428	91.676
29	.354	.420	92.266
30	.343	.419	92.838
31	.318	.411	93.368
32	.289	.409	93.850
33	.275	.405	94.309
34	.266	.403	94.753
35	.242	.400	95.156
36	.236	.393	95.549
37	.226	.376	95.925
38	.216	.360	96.285
39	.207	.346	96.631
40	.193	.322	96.952
41	.189	.315	97.267
42	.161	.269	97.535
43	.154	.256	97.791
44	.142	.237	98.028
45	.135	.225	98.253
46	.125	.208	98.461
47	.115	.192	98.653
48	.108	.180	98.834
49	.104	.173	99.007
50	.093	.155	99.162
51	.080	.134	99.296
52	.077	.128	99.424
53	.066	.110	99.534
54	.058	.097	99.630
55	.049	.081	99.712
56	.046	.076	99.788
57	.041	.069	99.857
58	.036	.061	99.917
59	.033	.050	99.930
60	.031	.045	99.943
61	.027	.041	99.951
62	.024	.036	99.967
63	.020	.033	100.00

Extraction Method: Maximum Likelihood.

**Appendix 16: Authentic Reading Comprehension Test (ACON)****Reading Comprehension Test**

**Objective:** To test undergraduate students' reading proficiency

**Directions:** 1) The test paper consists of 3 reading extracts each of which is followed by 21 questions. You are to read the extracts and answer all questions, or complete the sentences.

*Extract 1: Entertainment news*

*Extract 2: Finding a job*

*Extract 3: Technology*

- 2) The approximate time given is 2 hours.
- 3) Write your answers on the separate answer sheet.
- 4) Dictionary is not allowed.

Reading topic: Entertainment

**Task I: Reading entertainment news (21 points)**

**Instruction:** Read the news extracted from a magazine and complete the blanks to answer the questions provided.



Pui is a student at King Mongkut's Institute of Technology North Bangkok. Alfons, an exchange student of International Association for the Exchange of Students for Technical Experience (IEASTE) from Germany is Pui's friend. Right now, they are talking about the following news.



**Sek Loso Goes Inter**

"I travelled to the UK to study English and put together a band for my English-language album project," says Thai rock star Sek Loso. "But I never expected I'd work with a world-class producer. It's better than anything I've ever dreamed of!"

The guitarist hero son of itinerant rice farmers was talking at this "Sek Loso: The Road to Glastonbury Festival" press conference (he and his band played at the famous English rock festival in June, along with the Meltdown Festival).

The world-class producer he refers to is Owen Morris, who worked on the Oasis albums "Definitely Maybe" and "(What's the Story) Morning Glory?" and with the bands New Order, Ash and The Verve.

Morris was in Bangkok recently to finish Sek's first English-language album, "For God's Sake", and while here spoke to the Bangkok Post. He explained that he heard about Sek through "the legendary Mr Tim Carr", the A&R man behind the success of the Beastie Boys, Megadeth and Ash. Carr had sent him some demos.

"I liked the songs- songs like "I Wish I Could". Then I arrived in Bangkok, met Sek and we started recording that night. We did four songs and it was behind the mixing desk. He brought ex-Oasis rhythm guitarist Paul "Bonehead" Arthurs to join the band.

"When Owen played me Sek's songs," said Bonehead, "I could hear myself in that band, because it reminded me of ten years ago when Oasis came about. It's exactly what Sek's doing."

"What I like is that he plays good, honest rock "n" roll music, guitars, bass, drums, with good chords and good melodies. He's not pretending. He's not trying to be like somebody else, not following the trend."

Bonehead found himself working with a seasoned performer. Sek was already a huge success in Thailand, his nine albums having sold at least a million copies each. But Sek knew there was more.

According to his website, in 2003, he read a Jimi Hendrix biography, and was inspired to follow the Hendrix game plan and move to England, where he enrolled in an English language school for a six month intensive course. "He now speaks near perfect English with a posh accent!"

(Britain in Thailand July-August, 2005:18)

1. **Alfons:** Pui, what's the name of Sek's album, the one produced by Owen Morris?  
**Pui:** .....
2. **Pui:** Alfons, what song was likely to have made Morris reach his decision to work with Sek?  
**Alfons:** .....
3. **Pui:** Carr seems to be behind several famous bands, do you know some of them?  
**Alfons:** Yep, they are ....., ....., .....
4. **Pui:** Alfons, who actually inspired Sek to go to England?  
**Alfons:** .....
5. **Pui:** Alfons, how did Bonehead get to know Sek's songs?  
**Alfons:** ..... him the songs.
6. **Alfons:** Here, Bonehead said that Sek reminded him of the early music of Oasis. Do you know in what year Oasis' first album was released?  
**Pui:** Easy. This article was written in 2005, so Oasis' first album must have been released in .....
7. **Alfons:** Pui, does Sek's song cause Bonehead to remember when he had an album with Oasis?  
**Pui:** That's right. He said that it ..... him.
8. **Pui:** Alfons, how do you know that Carr has supported many artists and also made them famous?  
**Alfons:** The phrase, "....." told me.
9. **Pui:** Alfons, you said that Morris was just in Bangkok. How do you know?  
**Alfons:** There's the word "....." here. This word means lately or not long ago.
10. **Pui:** See here, Alfons, Sek forms a group to play music. I can't recall the word for a group of musicians. Do you know it?  
**Alfons:** Yep! It's a .....

11. **Pui:** Alfons, in which paragraph does Morris tell how he knows about Sek?  
**Alfons:** See! It must be this one. This word “.....” can mean describe or make clear.
12. **Alfons:** Why did they have to mention that Sek’s from a farming family?  
**Pui:** I think the writer’d like to signify that Sek was ..... at the beginning, but he is rich now and very successful.
13. **Alfons:** Pui, what’s the main task Morris planned to do in Bangkok?  
**Pui:** .....
14. **Pui:** This article mentioned a lot of artists’ names but who exactly played the guitar for this English album?  
**Alfons:** .....
15. **Pui:** Alfons, what’s the focus of this article?  
**Alfons:** .....
16. **Pui:** Alfons, which country has Sek picked as his main market for his first English-language album ?  
**Alfons:** .....
17. **Alfons:** I really dig Oasis. I have all of Oasis on CD. I hope my mum knows what kind of music to give me for my birthday!  
**Pui:** I’ll tell her you only listen to .....
18. **Pui:** Alfons, including Sek’s album, how many albums has Morris produced according to this article?  
**Alfons:** If we consider the information only from this article, it must be ..... albums.
19. **Alfons:** What are the main musical instruments used by a rock music band?  
**Pui:** I think a rock band should mainly consist of ..... , ..... , .....
20. **Pui:** Alfons, do you know who introduced Sek to Owen?  
**Alfons:** **Yep !** .....
21. **Alfons:** How can we promote Sek’s album in print? I mean, what kind of document do we need to make?  
**Pui:** .....

Reading topic: Jobs

**Task II: Finding a job (21 points)**

**Instruction:** Following are Mina's, Mana's resumes and four advertisements. Use the information given to fill in the conversation beginning on page 8.

**Mina is a graduate who is looking for a job. Her qualifications mentioned in her resume are as follows:**



Name: Mina Rattanun

Age: 21

Education and qualifications

2003-6: King Mongkut's Institute of Technology North Bangkok

/Computer Science

Other information

Foreign Languages: Chinese, English

**Mana is Mina's brother. He has already got a job. Anyway, Mana wants to change his job. Here is his resume prepared to look for a new job.**

**Name: Mana Rattanun**

Age: 26

Education and qualifications

1998-2001: King Mongkut's Institute of Technology North Bangkok/

Mechanical Engineering

Experience

2002-present: Junior Engineer at Weil Engineering, Bangkok

Other information

Languages: English

Future plans: To move into Marketing from Production



**Thomas is Mana's colleague. They work at the same company. Mana and Mina, therefore, consults him about Mina's and his own job application.**

### **Premas (Thailand) Co., Ltd.**

Premas (Thailand) Co., Ltd. is a joint venture company of PREMAS Group, the Siam Commercial Bank PCL and other Thai shareholders established to conduct property and facility management services in Thailand. Our portfolio of managed properties includes the prestigious SCB Park Plaza, SCB Head Office, Erawan Bangkok in Bangkok. If you believe you can contribute to the real estate industry, we invite you to come and join us.

#### **Energy Engineer**

##### **Qualifications:**

To lead Sales and Marketing activities, for Energy Services, assist in the execution of Energy Audits and Energy retrofit projects.

- A degree in Mechanical Engineering
- At least 2 years of relevant working experience in the area of energy auditing and energy retrofit
- Sales experience is preferable
- Good working knowledge of air-conditioning and ventilation systems
- Excellent command of English

##### **All positions require:**

- Experience in real estate business will be an advantage
- Good team player and service-minded
- Good command of English
- Computer literacy (MS Word, Excel, PowerPoint, Access, Internet and e-mail)

If you are interested, please apply in person or send application or e-mail with full resume indicating qualifications and experience, transcript, expected salary and recent photo to:

**Human Resources Departments, Premas (Thailand) Co., Ltd. 20<sup>th</sup> Floor, SCB Park Tower, 2, 18 Ratchadapisek road, Ladyao, Jatujak, Bangkok 10900**

**Tel: 0 2937-8800 ext. 151, 152, 153**

**e-mail: [hrm@th.premas.com](mailto:hrm@th.premas.com), [liworn@th.premas.com](mailto:liworn@th.premas.com)**

(Bangkok Post 11 January 2006)

### **KNKN Retail Co., Ltd.**

KNKN Retail Co., Ltd., a retailer of exclusive home furnishing and children bedroom furniture, needs to fill the following positions urgently with dynamic and proactive team.

#### **Retail Manager**

**Qualifications:** Min. 3 years experience in retail management & sales operation. Strong leadership, excellent team player and highly creative with strong marketing and retail management skills. Job responsibility includes operation, planning, category management. Strong proficiency in English and computer literacy preferred.

KNKN RETAIL Co., LTD., Human Resources Dept. 99/1 Soi. Phaholyothin 5, Phaholyothin Road, Samsen-nai, Phayathai Bangkok 10400

**Tel: +662 672 0498**

**Fax: +662 672 0497**

**e-mail: [mail@knkn.biz](mailto:mail@knkn.biz)**

(Bangkok Post 17 January 2006)



### **First Idea Productions Co., Ltd.**

First Idea Productions Co., Ltd. is a leading Event Management Company providing turnkey service for all kinds of events: teambuilding events, gala dinner decorations, entertainment, themed dinners, and technical support for conferences (AV, multimedia, etc.). We are now recruiting a dynamic team to join us in the following positions:

#### **Assistant IT Manager**

##### **Qualification:**

2 positions

- Set up, maintain, and support for the network and PC's.
- Assist with conferencing and the main activities for the company.
- Video editing and professional presentations.
- Can be flexible and supportive, and work under stress.
- English fluency is required.
- LINUX O.S. ability is required.
- Mandarin language ability is a huge plus.

Interested candidates please send your professional resume in English (in MS word only) with full details of previous experiences and qualifications, expected salary and your recent photograph to either [fristideaproductions.hr@gmail.com](mailto:fristideaproductions.hr@gmail.com) or [fip.hrdept@gmail.com](mailto:fip.hrdept@gmail.com)

All the above positions are urgently required. All resumes will be treated in strict confidence. Only short-listed applicants will be notified.

(Bangkok Post 11 January 2006)

### **B.P. Power Engineering**

B.P. Power Engineering is the leading company in Thailand who specializes in hydraulic press manufacturing for over 18 years. Our products supply to many leading automobile manufacturers in the world.

Now we are looking for qualified persons to fill our management team.

#### **Engineer**

8 Positions

##### **Qualification:**

1. Male/female age 20-30 with bachelor's degree in engineering field
2. 0-5 years of experience in autocad design
3. Able to communicate in English

\*\*\*\*\*All positions have to work in Chonburi district. Please send your recent picture, application letter, and resume to:

**Tel: 038-387141 (8 Lines)      Fax: 038-387142**

**e-mail: [support@bpthai.com](mailto:support@bpthai.com)**

**<http://www.bpthai.com>**

(Bangkok Post 11 January 2006)

22. **Thomas:** I saw that there are two ads requiring a candidate to mention the salary he wants.  
**Mana:** Right! These companies are ..... and .....
23. **Mana:** See Tom, which company is possibly the oldest one according to these ads?  
**Thomas:** .....
24. **Mina:** Tom, what kind of experience does KNKN require?  
**Thomas:** .....
25. **Mana:** Tom, how many ways can we apply for a job at Premas?  
**Thomas:** .....
26. **Mina:** How about First Idea Productions? What do they do?  
**Thomas:** .....
27. **Thomas:** Is there any company situated in a provincial area?  
**Mana:** Let me see! Oh yes. .... may not be in Bangkok.
28. **Mana:** I've got to do something near Ratchadapisek, so I may as well drop in at Premas' to apply for the job. What do you think?  
**Thomas:** Sure! This ad says .....  
 which means you can take the job application there yourself.
29. **Mina:** How do you know KNKN sells goods directly to customers from its shops?  
**Thomas:** From the word "....." here.
30. **Mana:** It seems that they use another word for "applicant" in the ad of First Idea Productions. What's the word?  
**Thomas:** .....
31. **Thomas:** Mana, if you apply for a job at KNKN, you are likely to be accepted. It mentioned here that they require a person to fulfill this post. as quickly as possible.  
**Mana:** Oh! Yes. I also see the word, "....." here.
32. **Mina:** Could I use my photo I took two years ago to apply for First Idea?  
**Thomas:** No ! It mentioned here they expect you to use your ..... one that means a photo you took only a short time ago.
33. **Mina:** According to each company's description, which company is likely to have the biggest headquarters in Bangkok?  
**Thomas:** .....

34. **Mana:** How come First Idea wants applicants to apply by Internet only?  
**Thomas:** They probably want to check her ..... skills.
35. **Mina:** The Premas ad is a bit too wordy for my liking. What exactly do they do?  
**Thomas:** .....
36. **Mina:** Tom, KNKN doesn't say exactly what educational background they need from applicants. What degree or major do you think they're after?  
**Thomas:** It can be: .....
37. **Mina:** Suppose I get this interview with First Idea Production, and they ask me what I'd do to prepare for a wedding reception. What kind of work shall I talk about? I know I'd have to mention my IT skills as well.  
**Thomas:** ..... it'll show your professional IT skills as well as your creativity.
38. **Mina:** Do you see here Tom? Mana'll have to sell directly to customers if he works for KNKN. What kind of things do you think he'll be demonstrating to them?  
**Thomas:** .....
39. **Mina:** Hey, here's a job that Mana might like. There's a chance to travel around too.  
**Thomas:** Which company is that Mina?  
**Mina:** .....
40. **Mina:** The Premas ad separates the qualifications clearly into two main parts.  
**Thomas:** Yep. The first part is related to ..... and experience, while the second to special abilities required.
41. **Mana:** Does the Premas ad say how many types of business the company covers?  
**Thomas:** Yep! It covers ..... businesses.
42. **Mina:** Tom, one of our friends has one year's experience selling cribs and strollers. For which position can we recommend him?  
**Thomas:** .....

## Reading topic: Technology

### Task III: Reading an article for preparing a report (21 points)

**Instruction:** Following is an article Sita, and Janos are reading. Use the information from this article to fill in each blank in the conversation.



Sita, Janos who is a Hungarian exchange student of IEASTE and some friends are in the same group. They are assigned to prepare a report. Right now, they are reading an article in the library.



### Movement sensors enhance GPS reliability

#### Mobile Navigation Plus

Ekkehard Scholz

In the 1490s when Columbus sailed the ocean blue he wasn't able to plot a course with the aid of a GPS (Global Positioning System) navigation system. Instead, he worked out his position on the globe (as it turned out) by meticulously recording the ship's speed and compass bearing in a process known as "dead reckoning". In those days it was quite common to be a couple of hundred miles out on long journeys.

Modern GPS navigation aids achieve remarkable accuracy in comparison but when the satellite signal gets weak or obscured they still need to take a lesson from Columbus to fill in the gaps.

The market for GPS navigation systems has grown at a staggering rate so that now there are dedicated systems available for practically every type of travel and/or vehicle. As a consequence of the high level of system integration, mass production of specialist chips and lower production costs, the price of both in-car (figure 1) and portable (figure 2) navigation equipment has fallen dramatically over recent years. Vehicular navigation installations use additional information from turn-rod sensors and distance trip data to help keep the system on course and display the correct on-screen position between GPS "fixes". The process of position plotting using distance travelled and compass heading is known as "dead reckoning" (DR). DR information is important because it can be used in conjunction with digital map information stored on a CD or flash memory to update the displayed vehicle position when the GPS signal is obscured in tunnels or by tree canopy cover in a forest or buildings in town.



Figure 1: The TravelPilot RNS 149 from Blaupunkt crams a car radio, CD player and navigation system into a standard DIN vehicle radio-housing format. (photo: Blaupunkt)



Figure 2: A personal navigation aid for serious ramblers. (photo: Garmin)

(Elector Electronics Vol 31 May 2005 No. 343)

43. Sita: **Janos, how has the price of in-car and portable GPS changed?**

Janos: .....

44. Sita: **Janos, in what kind of places does the signal tend to be highly obscured?**

Janos: .....

45. Sita: So Janos, what kind of thing do travelers nowadays use to give them very accurate position?

Janos: .....

46. Janos: What navigation method did Columbus use? You know, the one that the modern navigation system still uses.

Sita: .....

47. Sita: Janos, how much of an error were travelers in the past likely to make on their long journeys?

Janos: .....

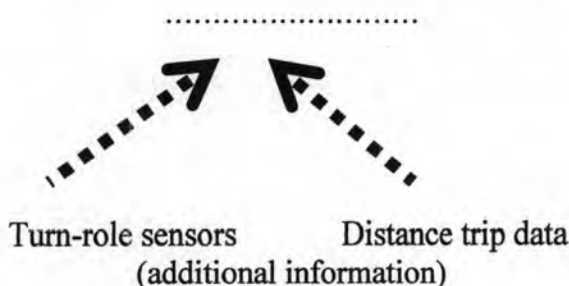
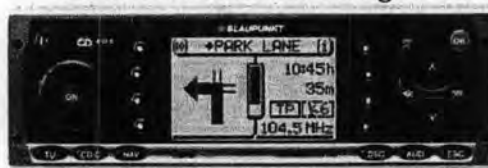
48. Janos: **Sita, what kind of transport did travelers in ancient times use to travel by sea?**

Sita: .....

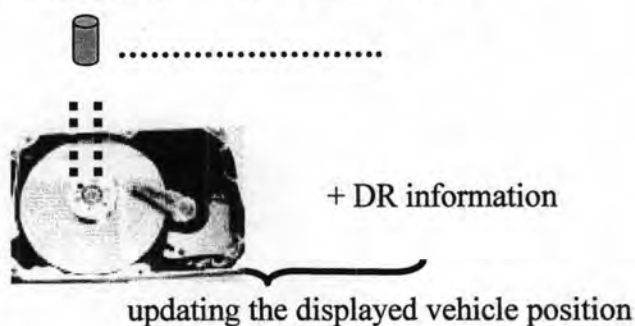
49. **Sita:** Janos, if the signal is obstructed, will the GPS have a problem?  
**Janos:** Yes. If the signal is ..... or hidden, it will give GPS a problem to plot the position.
50. **Sita:** Janos, can you find the word from the article which means “world” or “the earth”.  
**Janos:** .....
51. **Sita:** The GPS signal is usually blocked in an underground passage.  
**Janos:** Do you mean in a .....?
52. **Sita:** Janos, what kind of GPSs can you take with you any place?  
**Janos:** .....
53. **Sita:** How do you know that in the past Columbus didn’t use GPS to help plot the position?  
**Janos:** The word, “.....” can mean help or support.
54. **Janos:** GPS navigation isn’t always efficient. Do you know what affects it most?  
**Sita:** Absolutely! It is .....
55. **Sita:** Janos, what was the main device Columbus used to find the ship’s direction?  
**Janos:** .....
56. **Sita:** Janos, what is GPS navigation mainly invented for?  
**Janos:** .....
57. **Sita:** See Janos, nowadays, what kind of transport is GPS mainly created for?  
**Janos:** .....
58. **Sita:** This article mentions a growing market for GPS systems. What does it say about price trends?  
**Janos:** Well, prices are ..... . Particularly for in-car and portable GPS systems.

59. **Sita:** Suppose I use GPS navigation for our trip to Khao Yai (a national park). What kind of thing should I save in the flash memory?  
**Janos:** Easy! You'll need ..... to help update information when the signal's blocked.
60. **Sita:** If people want to travel in a forest with no routes for vehicles, what kind of GPS are they likely to use the most?  
**Janos:** .....
61. **Janos:** Sita, can you help me to figure out how the vehicular navigation works?  
**Sita:** Sure, see this diagram here.

*How the Vehicular navigation works*



62. **Sita:** The diagram shows how the GPS updates the data.  
**Janos:** What does the cylinder in the diagram show?



63. **Sita:** As you can see, Janos, the GPS can show us the way. So what problem do you think it can solve in Bangkok?  
**Janos:** Probably the ..... 'coz it can suggest shortcuts that'll cut down travel time especially in the rush hour!

END OF THE TEST

**Appendix 17: Inauthentic Reading Comprehension Test (ICON)****Reading Comprehension Test**

**Objective:** To test undergraduate students' reading proficiency

**Directions:** 1) The test paper consists of 3 reading extracts each of which is followed by 21 questions. You are to read the extracts and answer all questions, or complete the sentences.

*Extract 1: Entertainment*

*Extract 2: Jobs*

*Extract 3: Technology*

- 2) The approximate time given is 2 hours.
- 3) Write your answers on the separate answer sheet.
- 4) Dictionary is not allowed.



Reading topic: Entertainment

**Task 1: Reading entertainment news (21 points)**

**Instruction: Read the news extracted from a magazine and answer the questions provided.**



**Sek Loso Goes Inter**

“I travelled to the UK to study English and put together a band for my English-language album project,” says Thai rock star Sek Loso. “But I never expected I’d work with a world-class producer. It’s better than anything I’ve ever dreamed of!”

The guitarist hero son of itinerant rice farmers was talking at this “Sek Loso: The Road to Glastonbury Festival” press conference (he and his band played at the famous English rock festival in June, along with the Meltdown Festival).

The world-class producer he refers to is Owen Morris, who worked on the Oasis albums “Definitely Maybe” and “(What’s the Story) Morning Glory?” and with the bands New Order, Ash and The Verve.

Morris was in Bangkok recently to finish Sek’s first English-language album, “For God’s Sake”, and while here spoke to the Bangkok Post. He explained that he heard about Sek through “the legendary Mr Tim Carr”, the A&R man behind the success of the Beastie Boys, Megadeth and Ash. Carr had sent him some demos.

“I liked the songs- songs like “I Wish I Could”. Then I arrived in Bangkok, met Sek and we started recording that night. We did four songs and it was behind the mixing desk. He brought ex-Oasis rhythm guitarist Paul “Bonehead” Arthurs to join the band.

“When Owen played me Sek’s songs,” said Bonehead, “I could hear myself in that band, because it reminded me of ten years ago when Oasis came about. It’s exactly what Sek’s doing.”

“What I like is that he plays good, honest rock “n” roll music, guitars, bass, drums, with good chords and good melodies. He’s not pretending. He’s not trying to be like somebody else, not following the trend.”

Bonehead found himself working with a seasoned performer. Sek was already a huge success in Thailand, his nine albums having sold at least a million copies each. But Sek knew there was more.

According to his website, in 2003, he read a Jimi Hendrix biography, and was inspired to follow the Hendrix game plan and move to England, where he enrolled in an English language school for a six month intensive course. “He now speaks near perfect English with a posh accent!”

(Britain in Thailand July-August, 2005:18)

1. What is the name of Sek's album which is produced by Owen Morris?
  - a. Mr. Tim Carr
  - b. For God's Sake
  - c. Definitely Maybe
  - d. Sek Loso Goes Inter
  
2. What song likely inspired Morris to make his decision to work with Sek?
  - a. I wish I could
  - b. Morning Glory
  - c. For God's Sake
  - d. Definitely Maybe
  
3. Carr seems to be behind the fame of which band?
  - a. Oasis
  - b. Beastie Boys
  - c. Definitely Maybe
  - d. The Legendary Mr. Tim Carr
  
4. Who is the person who actually inspired Sek to go to England?
  - a. Carr
  - b. Morris
  - c. Hendrix
  - d. Bonehead
  
5. How did Bonehead hear Sek's songs for the first time?
  - a. Owen played them.
  - b. Carr introduced them.
  - c. He read the lyrics 10 years ago.
  - d. He heard about them from Oasis.
  
6. In what year was Oasis' first album released?
  - a. 1990
  - b. 1995
  - c. 2003
  - d. 2005
  
7. Which word in the paragraph could mean causing to remember?
  - a. Inspire
  - b. Expect
  - c. Explain
  - d. Remind



8. Which phrase in the paragraph indicates that Carr has supported many artists and made them famous?
  - a. The legendary
  - b. The A&R man
  - c. Behind the success of
  - d. Not following the trend
  
9. Which word or phrase in the paragraph could mean lately or not long ago?
  - a. While
  - b. Recently
  - c. Definitely
  - d. Came about
  
10. Which word or phrase in the paragraph means "a group of musicians"?
  - a. Band
  - b. Posh
  - c. Rock star
  - d. Rock "n" roll music
  
11. Which word in the paragraph can mean describe or make clear?
  - a. Pretend
  - b. Remind
  - c. Expect
  - d. Explain
  
12. What is the main reason to mention that Sek is from a farming family?
 

It signifies that .....

  - a. he likes to be a farmer
  - b. he expects to work in a farm
  - c. he was poor, but he is rich now
  - d. he would like to stay with a farming family
  
13. What is the main task Morris planned to do for his visit to Bangkok?
  - a. To start planning for Sek's concerts
  - b. To be interviewed by Bangkok Post
  - c. To explain how he feels about Sek's songs
  - d. To finish Sek's first English-language album
  
14. Who played the guitar for Sek's English album?
  - a. Tim Carr
  - b. Jimi Hendrix
  - c. Owen Morris
  - d. Paul Bonehead

15. Which point does this article focus on?
- Sek's success
  - Studying English in England
  - Famous rock artists in Europe
  - Working with a world-class producer
16. Which country has Sek aimed to be his main market for this first English-language album?
- U.S.A
  - England
  - Belgium
  - Thailand
17. If you really like Oasis, what kind of music would you like to get as a birthday gift?
- Pop
  - Jazz
  - Rock
  - Orchestra
18. According to this article, if Morris finishes Sek's album, how many albums has he produced ?
- 4
  - 5
  - 9
  - 10
19. What are the main musical instruments used by a rock music band?
- Drums, guitars and bass
  - Chords, bass and drums
  - Mixing desks and guitars
  - Guitars, chords and melodies
20. Who introduced Sek to Owen?
- Tim Carr
  - Jimi Hendrix
  - Owen Morris
  - Paul Bonehead
21. What kinds of print materials can be used to promote Sek's album?
- Websites, TV programs
  - Road show, Mini concerts
  - Brochures, posters, magazine
  - Radio broadcasting, press conference

Reading topic: Jobs

**Task II: Finding a job (21 points)**

**Instruction: Following are Mina's, Mana's resumes and four advertisements. Use the information given to answer the questions provided.**



**Name:** Mina Rattanun

**Age:** 21

Education and qualifications

2003-6: King Mongkut's Institute of Technology North Bangkok  
/Computer Science

Other information

Foreign Languages: Chinese, English

**Name:** Mana Rattanun

**Age:** 26

Education and qualifications

1998-2001: King Mongkut's Institute of Technology North Bangkok/  
Mechanical Engineering

Experience

2002-present: Junior Engineer at Weil Engineering, Bangkok

Other information

Languages: English

Future plans: To move into Marketing from Production



### **Premas (Thailand) Co., Ltd.**

Premas (Thailand) Co., Ltd. is a joint venture company of PREMAS Group, the Siam Commercial Bank PCL and other Thai shareholders established to conduct property and facility management services in Thailand. Our portfolio of managed properties includes the prestigious SCB Park Plaza, SCB Head Office, Erawan Bangkok in Bangkok. If you believe you can contribute to the real estate industry, we invite you to come and join us.

#### **Energy Engineer**

##### **Qualifications:**

To lead Sales and Marketing activities, for Energy Services, assist in the execution of Energy Audits and Energy retrofit projects.

- A degree in Mechanical Engineering
- At least 2 years of relevant working experience in the area of energy auditing and energy retrofit
- Sales experience is preferable
- Good working knowledge of air-conditioning and ventilation systems
- Excellent command of English

##### **All positions require:**

- Experience in real estate business will be an advantage
- Good team player and service-minded
- Good command of English
- Computer literacy (MS Word, Excel, PowerPoint, Access, Internet and e-mail)

If you are interested, please apply in person or send application or e-mail with full resume indicating qualifications and experience, transcript, expected salary and recent photo to:

**Human Resources Departments, Premas (Thailand) Co., Ltd. 20<sup>th</sup> Floor, SCB Park Tower, 2, 18 Ratchadapisek road, Ladyao, Jatujak, Bangkok 10900**

**Tel: 0 2937-8800 ext. 151, 152, 153**

**e-mail: [hrm@th.premas.com](mailto:hrm@th.premas.com), [liworn@th.premas.com](mailto:liworn@th.premas.com)**

(Bangkok Post 11 January 2006)

### **KNKN Retail Co., Ltd.**

KNKN Retail Co., Ltd., a retailer of exclusive home furnishing and children bedroom furniture, needs to fill the following positions urgently with dynamic and proactive team.

#### **Retail Manager**

**Qualifications:** Min. 3 years experience in retail management & sales operation. Strong leadership, excellent team player and highly creative with strong marketing and retail management skills. Job responsibility includes operation, planning, category management. Strong proficiency in English and computer literacy preferred.

KNKN RETAIL Co., LTD., Human Resources Dept. 99/1 Soi. Phaholyothin 5, Phaholyothin Road, Samsen-nai, Phayathai Bangkok 10400

**Tel: +662 672 0498**

**Fax: +662 672 0497**

**e-mail: [mail@knkn.biz](mailto:mail@knkn.biz)**

(Bangkok Post 17 January 2006)

### **First Idea Productions Co., Ltd.**

First Idea Productions Co., Ltd. is a leading Event Management Company providing turnkey service for all kinds of events: teambuilding events, gala dinner decorations, entertainment, themed dinners, and technical support for conferences (AV, multimedia, etc.). We are now recruiting a dynamic team to join us in the following positions:

#### **Assistant IT Manager**

##### **Qualification:**

2 positions

- Set up, maintain, and support for the network and PC's.
- Assist with conferencing and the main activities for the company.
- Video editing and professional presentations.
- Can be flexible and supportive, and work under stress.
- English fluency is required.
- LINUX O.S. ability is required.
- Mandarin language ability is a huge plus.

Interested candidates please send your professional resume in English (in MS word only) with full details of previous experiences and qualifications, expected salary and your recent photograph to either [fristideaproductions.hr@gmail.com](mailto:fristideaproductions.hr@gmail.com) or [fip.hrdept@gmail.com](mailto:fip.hrdept@gmail.com)

All the above positions are urgently required. All resumes will be treated in strict confidence. Only short-listed applicants will be notified.

(Bangkok Post 11 January 2006)

### **B.P. Power Engineering**

B.P. Power Engineering is the leading company in Thailand who specializes in hydraulic press manufacturing for over 18 years. Our products supply to many leading automobile manufacturers in the world.

Now we are looking for qualified persons to fill our management team.

#### **Engineer**

8 Positions

##### **Qualification:**

1. Male/female age 20-30 with bachelor's degree in engineering field
2. 0-5 years of experience in autocad design
3. Able to communicate in English

\*\*\*\*\*All positions have to work in Chonburi district. Please send your recent picture, application letter, and resume to:

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**<http://www.bpthai.com>**

(Bangkok Post 11 January 2006)

22. What are two ads requiring a candidate to mention the salary he wants?
  - a. First Idea and KNKN
  - b. Premas and First Idea
  - c. B.P. Power Engineering and Premas
  - d. KNKN and B.P. Power Engineering
  
23. Which company is likely to be the oldest one according to these ads?
  - a. KNKN
  - b. Premas
  - c. First Idea
  - d. B.P. Power Engineering
  
24. What kind of experience is required by KNKN?
  - a. Repairing children's furniture
  - b. Retail management and sales operation
  - c. Using computer programs to design furniture
  - d. Manufacturing home furnishing and children's bedroom
  
25. How many ways can we put in applications for the Premas job?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
  
26. What does First Idea Productions do?
  - a. Video repairs
  - b. Event organizing
  - c. Computer retailing
  - d. Multimedia production
  
27. What company is situated in a provincial area?
  - a. Premas
  - b. KNKN Retail
  - c. First Idea Productions
  - d. B.P. Power Engineering
  
28. Which word or phrase indicates that you may drop in at Premas' to apply for the job?
  - a. Apply in person
  - b. A joint venture company
  - c. The area of the real estate industry
  - d. Showing qualification and experience



29. Which word or phrase in the paragraph indicates that KNKN sells goods directly to customers from its shops?
- Retail
  - Proactive
  - Sales operation
  - Category management
30. Which word in the ad for First Idea Productions has an equivalent meaning to “applicant” ?
- Former
  - Candidate
  - Confidence
  - Short-listed
31. The KNKN ad states that they require a person to fill the position as quickly as possible. Which word can mean “as quickly as possible”?
- Exclusive
  - Preferred
  - Urgently
  - Dynamic
32. Which word or phrase in First Idea ad. mentions that an applicant must provide a photo taken a short time ago?
- Former
  - Recently
  - Expected
  - Short-listed
33. Which company is likely to have the biggest headquarters in Bangkok?
- Premas
  - KNKN Retail
  - First Idea Productions
  - B.P. Power Engineering
34. Why does First Idea require their applicants to apply by Internet only?
- There is no posting address.
  - There is only a small staff on duty.
  - They want to conserve the environment.
  - They want to monitor applicants’ computer skills
35. What exactly does Premas do?
- Vehicle renting
  - Internet servers
  - Property management
  - Mechanical engineering

36. What educational background is likely required for the position at KNKN?
- Engineering
  - Agricultural Science
  - Information Technology
  - Business administration
37. If the interviewer at First Idea Production requires an applicant to prepare something for a wedding reception, what kind of work related to IT skills should an applicant prepare?
- Themed dinners
  - Venue decoration
  - Video presentation
  - LINUX O.S. ability
38. If you work for KNKN and have to sell the products directly to customers, what kind of things will you demonstrate to those customers?
- Brochures
  - Newspapers
  - TV programs
  - Radio broadcasts
39. Which company will give you a chance to travel around if you are accepted?
- Premas
  - KNKN Retail
  - First Idea Productions
  - B.P. Power Engineering
40. The qualifications in the Premas ad can be divided into two main parts. One is special abilities required. What is the other part of the qualifications?
- Education
  - Personal data
  - Work history
  - Extra-curricula activities
41. How many types of business does Premas Group cover?
- 1
  - 2
  - 3
  - 4
42. Which position is suitable for a person who has one year's experience selling cribs and strollers?
- IT manager
  - Retail manager
  - Event provider
  - Mechanical Engineer

## Reading topic: Technology

### Task III: Reading an article for preparing a report (21 points)

**Instruction:** Use the information from this article to answer the questions provided.



### Movement sensors enhance GPS reliability

#### Mobile Navigation Plus

**Ekkehard Scholz**

In the 1490s when Columbus sailed the ocean blue he wasn't able to plot a course with the aid of a GPS (Global Positioning System) navigation system. Instead, he worked out his position on the globe (as it turned out) by meticulously recording the ship's speed and compass bearing in a process known as "dead reckoning". In those days it was quite common to be a couple of hundred miles out on long journeys.

Modern GPS navigation aids achieve remarkable accuracy in comparison but when the satellite signal gets weak or obscured they still need to take a lesson from Columbus to fill in the gaps.

The market for GPS navigation systems has grown at a staggering rate so that now there are dedicated systems available for practically every type of travel and/or vehicle. As a consequence of the high level of system integration, mass production of specialist chips and lower production costs, the price of both in-car (figure 1) and portable (figure 2) navigation equipment has fallen dramatically over recent years. Vehicular navigation installations use additional information from turn-rol sensors and distance trip data to help keep the system on course and display the correct on-screen position between GPS "fixes". The process of position plotting using distance travelled and compass heading is known as "dead reckoning" (DR). DR information is important because it can be used in conjunction with digital map information stored on a CD or flash memory to update the displayed vehicle position when the GPS signal is obscured in tunnels or by tree canopy cover in a forest or buildings in town.



Figure 1: The TravelPilot RNS 149 from Blaupunkt crams a car radio, CD player and navigation system into a standard DIN vehicle radio-housing format. (photo: Blaupunkt)



Figure 2: A personal navigation aid for serious ramblers. (photo: Garmin)

(Elector Electronics Vol 31 May 2005 No. 343)

43. How was the price of in-car and portable GPS changed?
  - a. Fallen
  - b. Increased
  - c. Fluctuated
  - d. Remained stable
  
44. Where is the signal the most likely to be obscured?
  - a. Farms
  - b. Tunnels
  - c. High mountains
  - d. Top of the buildings
  
45. What can tell travelers the position where they are the most accurately?
  - a. Maps
  - b. Compasses
  - c. Digital recorders
  - d. Global Positioning System
  
46. What navigation method was used by Columbus in the past and is still used as a modern navigation system?
  - a. GPS
  - b. Satellite signal
  - c. Dead reckoning
  - d. In-car navigation
  
47. Approximately, how much of an error were travelers in the past likely to make on their long journeys?
  - a. 1-2 miles
  - b. 4-5 miles
  - c. 200-300 miles
  - d. 400-500 miles

48. According to the article, what kind of transport was mainly used for traveling on long journeys in ancient times?

- a. Carts
- b. Ships
- c. Trains
- d. Horse Sleighs

49. Which word can complete the following sentence?

“If the signal is ..... or hidden, it will give GPS a problem to plot the position.”

- a. Fallen
- b. Stored
- c. increased
- d. obscured

50. Which word from the article has a similar meaning to “the earth”?

- a. globe
- b. word
- c. planet
- d. conjunction

51. Which word can replace the underlined phrase?

“The GPS signal is usually blocked in an underground passage.”

- a. a gap
- b. a tunnel
- c. a long trip
- d. a building in town

52. What kind of GPSs can be taken any place?

- a. In-car
- b. Portable
- c. Vehicular
- d. TravelPilot

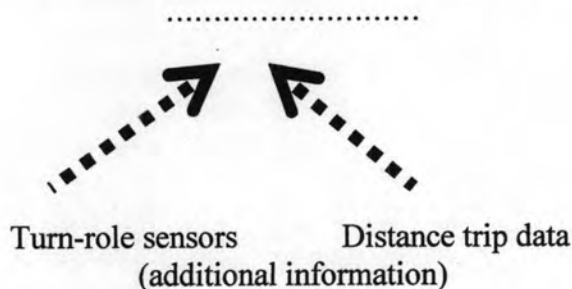
53. In the past Columbus didn't use GPS to help plot the position. Which word in the paragraph can mean help or support?

- a. Achieve
- b. Bearing
- c. The aid
- d. Dedicated

54. Since GPS navigation does not always work well in some situations, what affects it most?
- Ship's speed
  - Types of vehicles
  - The Satellite signal
  - The distance of a journey
55. What was the main device used by Columbus in order to find the ship's direction?
- A GPS
  - A compass
  - A flash memory
  - A vehicular navigation system
56. What was the main purpose for inventing GPS navigation?
- Finding a position
  - Recording memory from CDs
  - Calculating the ship's speed
  - Working with the satellite signal
57. What kind of vehicle is GPS mainly created for nowadays?
- cars
  - trains
  - ships
  - airplanes
58. What does the article say about price trends, particularly for in-car and portable GPS systems?
- Stable
  - Cheaper
  - Staggering
  - More expensive
59. If GPS navigation is used for a trip to Khao Yai (a National Park), what kind of thing should I save in the flash memory especially for when the signal is blocked?
- Compass bearing
  - Turn-role sensors
  - Digital map information
  - The satellite signal receivers
60. If people want to travel in a forest with no routes for vehicles, what kind of GPS is the most appropriate?
- DIN
  - In-car
  - Vehicular
  - Personal

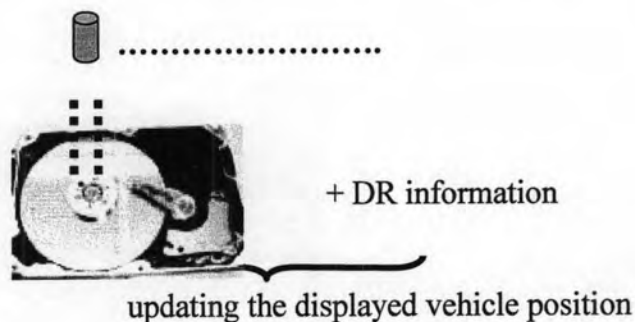
61. The diagram shows how the vehicular navigation works. What function should be written in the blank?

*How the Vehicular navigation works*



- Updating information
- Installing additional information
- Displaying the on-screen position
- Being used in conjunction with digital map information

62. The diagram shows how the GPS updates the data. What does the cylinder in the diagram show?



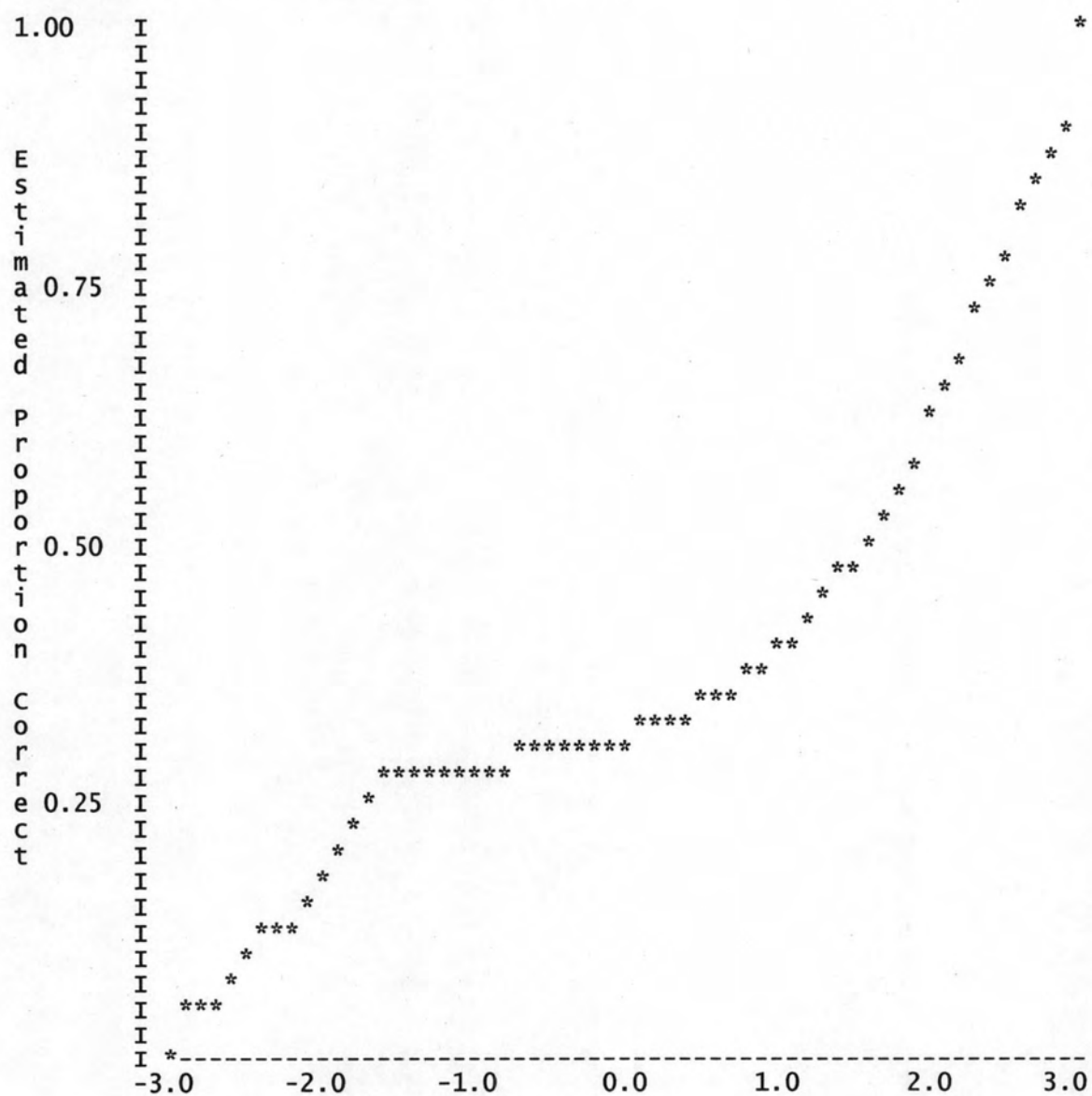
- Vehicles' speed
- Compass heading
- Turn-rol sensors
- Digital map information

63. Since GPS can show us the way, it is likely to be able to suggest shortcuts that will cut down travel time especially in the rush hour. So what problem could it solve in Bangkok?

- Traffic
- Flooding
- Construction
- Road maintenance

**END OF THE TEST**

**Appendix 18: Test Characteristic Curve (TCC)**





## Appendix 19: An encoding scheme for test takers' attitudes towards test authenticity and test delivery mediums

### General questions asking about the quality of the test to assess reading ability:

#### 1. The opportunity to demonstrate strengths and weaknesses in reading ability (SW)

(โอกาสในการให้นักศึกษารู้สึกว่าได้แสดงข้อดี และจุดบกพร่องในการอ่านของตนเอง)

- SWn = negative attitude (ทัศนคติเชิงลบ)
- SWp = positive attitude (ทัศนคติเชิงบวก)
- SWneu = neutral attitude (ทัศนคติเป็นกลาง)

#### 2. The perception of test difficulty (TD)

(การรับรู้ถึงความยากของแบบทดสอบ)

- TDn = negative attitude (ทัศนคติเชิงลบ)
- TDp = positive attitude (ทัศนคติเชิงบวก)
- TDneu = neutral attitude (ทัศนคติเป็นกลาง)

#### 3. The perception of test fairness (TF)

(การรับรู้ถึงความยุติธรรมของแบบทดสอบ)

- TFn = negative attitude (ทัศนคติเชิงลบ)
- TFp = positive attitude (ทัศนคติเชิงบวก)
- TFneu = neutral attitude (ทัศนคติเป็นกลาง)

#### 4. The perception of nervousness while taking the test (N)

(การรับรู้ถึงความตื่นเต้นขณะทำแบบทดสอบ)

- Nn = negative attitude (ทัศนคติเชิงลบ)
- Np = positive attitude (ทัศนคติเชิงบวก)
- Nneu = neutral attitude (ทัศนคติเป็นกลาง)

### 5. The perception of the clarity of the test direction (CD)

(การรับรู้ถึงความชัดเจนของคำสั่งในแบบสอบ)

- CDn = negative attitude (ทัศนคติเชิงลบ)
- CDp = positive attitude (ทัศนคติเชิงบวก)
- CDneu = neutral attitude (ทัศนคติเป็นกลาง)

### 6. The accuracy of the test to elicit their true ability in reading (AT)

(ความถูกต้องในการวัดความสามารถในการอ่านที่แท้จริง)

- ATn = negative attitude (ทัศนคติเชิงลบ)
- ATp = positive attitude (ทัศนคติเชิงบวก)
- ATneu = neutral attitude (ทัศนคติเป็นกลาง)

### Test administration:

#### 1. Test administration (TA)

(วิธีการจัดสอบ)

- TAn = negative attitude (ทัศนคติเชิงลบ)
- TAp = positive attitude (ทัศนคติเชิงบวก)
- TAneu = neutral attitude (ทัศนคติเป็นกลาง)

#### 2. Time length (TL)

(ระยะเวลาในการสอบ)

- TLn = negative attitude (ทัศนคติเชิงลบ)
- TLp = positive attitude (ทัศนคติเชิงบวก)
- TLneu = neutral attitude (ทัศนคติเป็นกลาง)

#### 3. Facilities (F)

(สิ่งอำนวยความสะดวกในการจัดสอบ)

- Fn = negative attitude (ทัศนคติเชิงลบ)

- Fp = positive attitude (ทัศนคติเชิงบวก)
- Fneu = neutral attitude (ทัศนคติเป็นกลาง)

### Test characteristics:

#### 1. Test contents (TC)

(เนื้อหาของแบบทดสอบ)

- TCn = negative attitude (ทัศนคติเชิงลบ)
- TCp = positive attitude (ทัศนคติเชิงบวก)
- TCneu = neutral attitude (ทัศนคติเป็นกลาง)

#### 2. Scoring (S)

(การให้คะแนน)

- Sn = negative attitude (ทัศนคติเชิงลบ)
- Sp = positive attitude (ทัศนคติเชิงบวก)
- Sneu = neutral attitude (ทัศนคติเป็นกลาง)

#### 3. Interactiveness (I)

(การโต้ตอบ เป็นส่วนหนึ่งกับแบบทดสอบ)

- In = negative attitude (ทัศนคติเชิงลบ)
- Ip = positive attitude (ทัศนคติเชิงบวก)
- Ineu = neutral attitude (ทัศนคติเป็นกลาง)

#### 4. Authenticity (A)

(ความสมจริงของแบบทดสอบ)

- An = negative attitude (ทัศนคติเชิงลบ)
- Ap = positive attitude (ทัศนคติเชิงบวก)
- Aneu = neutral attitude (ทัศนคติเป็นกลาง)

**Candidates' performance:****1. Familiarity (FM)**

(ความคุ้นเคยกับแบบทดสอบ)

- FMn = negative attitude (ทัศนคติเชิงลบ)
- FMp = positive attitude (ทัศนคติเชิงบวก)
- FMneu = neutral attitude (ทัศนคติเป็นกลาง)

**2. Perseverance (P)**

(ความพยายามที่ใช้ในการทำแบบทดสอบ)

- Pn = negative attitude (ทัศนคติเชิงลบ)
- Pp = positive attitude (ทัศนคติเชิงบวก)
- Pneu = neutral attitude (ทัศนคติเป็นกลาง)

**3. Attitudes (ATD)**

(ทัศนคติโดยรวม)

- ATDn = negative attitude (ทัศนคติเชิงลบ)
- ATDp = positive attitude (ทัศนคติเชิงบวก)
- ATDneu = neutral attitude (ทัศนคติเป็นกลาง)

### Appendix 20: Summed up score for calculating the inter-coder reliability

#### ACOM

Investigated issues	First Coder			Second Coder		
	+ (+1)	Neu 0	- (-1)	+ (+1)	Neu 0	- (-1)
<b>General questions asking about the quality of the test to assess reading ability:</b>						
1. <i>The opportunity to demonstrate strengths and weaknesses in reading ability (SW)</i>	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
2. <i>The perception of test difficulty (TD)</i>		3	2		2	3
<b>Total</b>	<b>(-2)</b>			<b>(-3)</b>		
3. <i>The perception of test fairness (TF)</i>						
- คำถาม	4		1	4		1
<b>Total</b>	<b>(3)</b>			<b>(3)</b>		
- การตอบ	1	1	3	1	1	3
<b>Total</b>	<b>(-2)</b>			<b>(-2)</b>		
- สถานการณ์ในแบบสอบ	3	2		3	2	
<b>Total</b>	<b>(3)</b>			<b>(3)</b>		
4. <i>The perception of nervousness while taking the test (N)</i>	3		2	1		4
<b>Total</b>	<b>(2)</b>			<b>(-3)</b>		
5. <i>The perception of the clarity of the test direction (CD)</i>	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
6. <i>The accuracy of the test to elicit their true ability in reading (AT)</i>						
- ความถูกต้อง	4	1		5		
<b>Total</b>	<b>(4)</b>			<b>(5)</b>		
- ความสามารถจริงในชีวิตประจำวัน	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
<b>The test administration:</b>						
1. <i>Test administration (TA)</i>						
- TA	4		1	4		1
<b>Total</b>	<b>(3)</b>			<b>(3)</b>		
- เปรียบเทียบกับ paper	4		1	4		1
<b>Total</b>	<b>(3)</b>			<b>(3)</b>		
2. <i>Time length (TL)</i>	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
3. <i>Facilities (F)</i>	4		1	4	1	
<b>Total</b>	<b>(3)</b>			<b>(3)</b>		

<b>The test characteristics</b>						
1. <i>Test contents</i> (TC)	5 (5)			5 (5)		
<b>Total</b>						
2. <i>Scoring</i> (S)	4 (3)		1	4 (3)		1
<b>Total</b>						
3. <i>Interactiveness</i> (I)	1 (0)	3	1	1 (0)	3	1
<b>Total</b>						
4. <i>Authenticity</i> (A)	5 (5)			5 (5)		
<b>Total</b>						
<b>Candidates' performance:</b>						
1. <i>Familiarity</i> (FM)	2 (-1)		3	2 (-1)		3
<b>Total</b>						
2. <i>Perseverance</i> (P)	4 (4)	1		4 (4)	1	
<b>Total</b>						
3. <i>Attitude</i> (ATD)	4 (3)		1	4 (3)		1
<b>Total</b>						

## ACON

Investigated issues	First Coder			Second Coder		
	+ (+1)	Neu 0	- (-1)	+ (+1)	Neu 0	- (-1)
<b>General questions asking about the quality of the test to assess reading ability:</b>						
1. <i>The opportunity to demonstrate strengths and weaknesses in reading ability</i> (SW)	5 (5)			5 (5)		
<b>Total</b>						
2. <i>The perception of test difficulty</i> (TD)	1 (0)	3	1	2 (1)	2	1
<b>Total</b>						
3. <i>The perception of test fairness</i> (TF)	4 (4)	1		5 (5)		
- คำถาม	3	1	1	4		1
<b>Total</b>						

- การตอบ	(2)			(3)		
<b>Total</b>	3	1	1	4		1
- สถานการณ์ในแบบสอบ	(2)			(3)		
<b>Total</b>						
4. <i>The perception of nervousness while taking the test</i> (N)	3	1	1	2	2	1
<b>Total</b>	(2)			(1)		
5. <i>The perception of the clarity of the test direction</i> (CD)	5			4		1
<b>Total</b>	(5)			(4)		
6. <i>The accuracy of the test to elicit their true ability in reading</i> (AT)						
- ความถูกต้อง	5			5		
<b>Total</b>	(5)			(5)		
- ความสามารถจริงในชีวิตประจำวัน	5			5		
<b>Total</b>	(5)			(5)		
<b>The test administration:</b>						
1. <i>Test administration</i> (TA)						
- TA	2	2	1	3	1	1
<b>Total</b>	(1)			(2)		
- เปรียบเทียบกับ paper	3	1	1	3	1	1
<b>Total</b>	(2)			(2)		
2. <i>Time length</i> (TL)	1		4	1		4
<b>Total</b>	(-3)			(-3)		
3. <i>Facilities</i> (F)	3	1	1	4		1
<b>Total</b>	(2)			(3)		
<b>The test characteristics</b>						
1. <i>Test contents</i> (TC)						
<b>Total</b>	5			5		
	(5)			(5)		
2. <i>Scoring</i> (S)			5			5
<b>Total</b>	(-5)			(-5)		
3. <i>Interactiveness</i> (I)	3	2		4		1

	<b>Total</b>	<b>(3)</b>			<b>(3)</b>		
4. <i>Authenticity</i> (A)	<b>Total</b>	3 <b>(3)</b>	2		4 <b>(4)</b>	1	
<b>Candidates' performance:</b>							
1. <i>Familiarity</i> (FM)	<b>Total</b>	3 <b>(2)</b>	1	1	4 <b>(3)</b>		1
2. <i>Perseverance</i> (P)	<b>Total</b>	5 <b>(5)</b>			5 <b>(5)</b>		
3. <i>Attitude</i> (ATD)	<b>Total</b>	3 <b>(2)</b>	1	1	3 <b>(2)</b>	1	1

## ICOM

Investigated issues	First Coder			Second Coder			
	+ (+1)	Neu 0	- (-1)	+ (+1)	Neu 0	- (-1)	
<b>General questions asking about the quality of the test to assess reading ability:</b>							
1. <i>The opportunity to demonstrate strengths and weaknesses in reading ability</i> (SW)	<b>Total</b>	5 <b>(5)</b>		5 <b>(5)</b>			
2. <i>The perception of test difficulty</i> (TD)	<b>Total</b>	<b>(-2)</b>	3	2	<b>(-4)</b>	1	4
3. <i>The perception of test fairness</i> (TF)							
- คำถาม	<b>Total</b>	3 <b>(2)</b>	1	1	4 <b>(4)</b>	1	
- การตอบ	<b>Total</b>	2 <b>(0)</b>	1	2	3 <b>(1)</b>		2
- สถานการณ์ในแบบสอบ	<b>Total</b>	3 <b>(2)</b>	1	1	2 <b>(0)</b>	1	2



4. <i>The perception of nervousness while taking the test</i> (N)	1		4	2	1	2
<b>Total</b>	<b>(-4)</b>			<b>(0)</b>		
5. <i>The perception of the clarity of the test direction</i> (CD)	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
6. <i>The accuracy of the test to elicit their true ability in reading</i> (AT)						
- ความถูกต้อง	4	1		4		1
<b>Total</b>	<b>(4)</b>			<b>(4)</b>		
- ความสามารถจริงในชีวิตประจำวัน	4		1	4		1
<b>Total</b>	<b>(4)</b>			<b>(4)</b>		
<b>The test administration:</b>						
1. <i>Test administration</i> (TA)						
- TA	4		1	4		1
<b>Total</b>	<b>(3)</b>			<b>(3)</b>		
- เปรียบเทียบกับ paper	2	1	2	3		2
<b>Total</b>	<b>(0)</b>			<b>(1)</b>		
2. <i>Time length</i> (TL)	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
3. <i>Facilities</i> (F)	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
<b>The test characteristics</b>						
1. <i>Test contents</i> (TC)	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
2. <i>Scoring</i> (S)	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
3. <i>Interactiveness</i> (I)		5		3	2	
<b>Total</b>	<b>(0)</b>			<b>(3)</b>		
4. <i>Authenticity</i> (A)	3		2	3	1	1
<b>Total</b>	<b>(1)</b>			<b>(2)</b>		

<b>Candidates' performance:</b>							
1. <i>Familiarity</i> (FM)		2	2	1	2	1	2
<b>Total</b>		<b>(1)</b>			<b>(0)</b>		
2. <i>Perseverance</i> (P)		4	1		4		1
<b>Total</b>		<b>(4)</b>			<b>(4)</b>		
3. <i>Attitude</i> (ATD)		5			5		
<b>Total</b>		<b>(5)</b>			<b>(5)</b>		

### ICON

Investigated issues	First Coder			Second Coder		
	+ (+1)	Neu 0	- (-1)	+ (+1)	Neu 0	- (-1)
<b>General questions asking about the quality of the test to assess reading ability:</b>						
1. <i>The opportunity to demonstrate strengths and weaknesses in reading ability</i> (SW)	4	1		4		1
<b>Total</b>	<b>(4)</b>			<b>(3)</b>		
2. <i>The perception of test difficulty</i> (TD)	1	3	1	2	2	1
<b>Total</b>	<b>(0)</b>			<b>(1)</b>		
3. <i>The perception of test fairness</i> (TF)						
- คำถาม	3	1	1	3		2
<b>Total</b>	<b>(2)</b>			<b>(1)</b>		
- การตอบ	3		2	3		2
<b>Total</b>	<b>(1)</b>			<b>(1)</b>		
- สถานการณ์ในแบบสอบ			5	1		4
<b>Total</b>	<b>(-5)</b>			<b>(-3)</b>		
4. <i>The perception of nervousness while taking the test</i> (N)	4		1	2	2	1
<b>Total</b>	<b>(3)</b>			<b>(1)</b>		
5. <i>The perception of the clarity of the test direction</i> (CD)	5			5		
<b>Total</b>	<b>(5)</b>			<b>(5)</b>		
6. <i>The accuracy of the test to elicit their true ability in</i>						

<i>reading</i> (AT)						
- ความถูกต้อง	4		1	3	1	1
<b>Total</b>	(3)			(2)		
- ความสามารถจริงในชีวิตประจำวัน	2		3	2		3
<b>Total</b>	(-1)			(-1)		
<b>The test administration:</b>						
1. <i>Test administration</i> (TA)						
- TA	4	1		4		1
<b>Total</b>	(4)			(3)		
- เปรียบเทียบกับ paper	5			5		
<b>Total</b>	(5)			(5)		
2. <i>Time length</i> (TL)	5			5		
<b>Total</b>	(5)			(5)		
3. <i>Facilities</i> (F)	5			5		
<b>Total</b>	(5)			(5)		
<b>The test characteristics</b>						
1. <i>Test contents</i> (TC)						
<b>Total</b>	2	3		2	1	2
	(2)			(0)		
2. <i>Scoring</i> (S)	3		2	2	1	2
<b>Total</b>	(1)			(0)		
3. <i>Interactiveness</i> (I)	3		2	3		2
<b>Total</b>	(1)			(1)		
4. <i>Authenticity</i> (A)	1		4	1		4
<b>Total</b>	(-3)			(-3)		
<b>Candidates' performance:</b>						
1. <i>Familiarity</i> (FM)	5			5		
<b>Total</b>	(5)			(5)		
2. <i>Perseverance</i> (P)	3	2		2	1	2
<b>Total</b>	(3)			(0)		
3. <i>Attitude</i> (ATD)	4	1		5		
<b>Total</b>	(4)			(5)		

### Biography

Supalak Nakhornsri was born on July 9, 1974 in Bangkok. She received a Bachelor's Degree of Education in English (First class honors) from Srinakarinwirote University (Songkhla Campus). In 1997, she graduated with a Master's Degree in Teaching English as a Foreign Language from Chulalongkorn University. During 1998 – 2003, she was a lecturer of English courses at King Mongkut's Institute of Technology North Bangkok (KMITBN). Since 2003, she has been a member of the Testing and Translation Center Project at KMITNB. In 2004, she got a scholarship from the Cooperative Research Network to further her studies for her Doctoral Degree at Chulalongkorn University. Her main interest is in assessment and evaluation.

