Table 1. Number of questions per text

Text	# of questions
ST/SC	16
ST1	20
ST2	32
ST3	22
ST4	28

The questions were recorded in Standard Thai by Mr. Akorn Vivatvarin, who also recorded the introduction and instructions for use on the "hometown" test..

Because of the somewhat large number of questions prepared for some of the texts and, in particular, because in many cases two questions pertained to the same sentence from a given text, two test tapes were prepared for the "hometown" test. For ST/SC, all 16 questions were used on each tape; for each of the other texts, exactly half of the questions were used on each tape.

For the "hometown" test tape, texts were recorded in the following order: ST/SC, ST1, ST2, ST4, and ST3. This order was chosen since it was expected that texts ST2 and ST3 would be the most difficult parts of the test; text ST4, which is somewhat simpler, was place between these two texts to avoid having subjects becoming discouraged and losing interest.

The "hometown" control testing was done in Bangkok and in Chiang Mai. Ten subjects were tested for each of the two test tapes, for a total of 20 subjects (9 in Bangkok and 11 in Chiang Mai). With one exception, all subjects were born and grew up in Central Thailand. (Subject 9 was born in Khorat, grew up in Yala and later moved to Chiang Mai; this subject performed acceptably on the subject control portion of the test.) They ranged in age from 12 to 42 and had education ranging from completion of ป. 6 (grade 6) through completion of a master's degree. Recording of responses was done with the assistance of Mr. Santi Saengtong.

After the completion of testing, a list of alternate responses given to each question was prepared. This was then reviewed and scored with the assistance of Mrs. Phailyn Yupanon.

2. Results of "Hometown" Testing

Responses to questions were given scores of 0, ½ (for partially correct responses), or 1. The results of the "hometown" testing are presented in Tables 2–6. Scores for each question have been converted to percentages.

Scores for text ST/SC, shown in Table 2, were generally high, as expected. Three subjects, 1, 2, and 9, scored below 90%. Some of their errors were fairly minor and may have been the result of being distracted or nervous (subjects 1 and 2 were 12 years old). At the time, each of these seemed generally able to perform the test, and all three were retained as subjects.

Table 2. Results of "hometown" test for ST/SC

Question scores:

Question	Score	Question	Score	Question	Score	Question	Score
1	100	5	100	9	100	13	100
2	95	6	82.5	10	100	14	100
3	100	7	90	11	100	15	95
4	100	8	100	12	100	16	90

Subject scores:

Subject	Score	Subject	Score	Subject	Score	Subject	Score
1	87.5	6	93.8	11	100	16	100
2	81.3	7	100	12	100	17	100
3	100	8	100	13	96.9	18	100
4	100	9	87.5	14	100	19	100
5	93.8	10	100	15	100	20	100

The decision to retain subject 9 is vindicated by the fact that she performed well on the remainder of the test. For subjects 1 and 2, the situation is less clear: Subject 1 ranked in the lowest 30% of the field of 20 subjects on each text, scored 60% on ST2 (23% below the average), scored 50% on ST3 (18% below average), and had the second lowest overall score on all five texts, 75.4%. This subject's low performance is not necessarily due entirely to limitations on his part, however. For example, five subjects had lower scores for ST3, yet three of these scored 100% on the control test and a fourth scored 96.7%. As subject 1's score of 87.5% on the control test is not exceedingly low, it seems acceptable to retain his scores.

Subject 2 ranked lowest on 4 out of 5 texts, scored much below average on ST1–3 (between 22.2% and 36.4% below average), and had the lowest overall score of 66.4%. At the time of testing, it was not noted that this subject performed poorly on the control test; his score of 81.3% was not entirely unacceptable. It is possible, though, that the subject should have been rejected. Overall, however, this would have little effect on the results of the "hometown" testing: Only four questions, one from each of ST1–4, were eliminated on the basis of the "hometown" test results that would have been kept if subject 2 had been replaced by another subject who answered those questions correctly. None of these questions would be essential for the final test; in fact, three of them pertain to sentences for which there already is a usable question. Results for subject 2 are therefore retained.

Should text ST/SC be used on a RTT as part of the actual test rather than as a subject control, 15 of the 16 questions would be usable.

Results for ST1 are shown in Table 3. Of the 20 questions prepared for this text, 9 received scores of less than 90%, leaving 11 usable questions. Of those 11, 2 pertain to the same portion of the text, effectively leaving 10 possible questions.

Table 3. Results of "hometown" test for ST1

Tape A:

Question	Score	Question	Score	Question	Score	Question	Score
1	85	4	100	7	100	10	80
2	65	5	25	8	90		
3	100	6	100	9	85		

Tape B:

Question	Score	Question	Score	Question	Score	Question	Score
1	40	4	100	7	100	10	80
2	90	5	100	8	55		
3	70	6	95	9	100		

32 questions were prepared for ST2, the results of which are shown in Table 4. 11 questions received scores of less than 90%, leaving 21 usable questions. Of these, there are 3 pairs of questions for which both questions pertain to the same portion of text, leaving effectively 18 possible questions.

Table 4. Results of "hometown" test for ST2

Tape A:

Question	Score	Question	Score	Question	Score	Question	Score
1	100	5	90	9	80	13	100
2	100	6	100	10	70	14	90
3	70	7	100	11	50	15	80
4	90	8	95	12	90	16	100

Tape B:

Question	Score	Question	Score	Question	Score	Question	Score
1	85	5	100	9	70	13	100
2	100	6	95	10	95	14	55
3	100	7	50	11	60	15	90
4	80	8	90	12	100	16	95

Results for text ST3 are shown in Table 5. Of 22 questions that were prepared, 16 had scores below 90%. For this text, therefore, only 6 of the questions prepared are usable.

Table 5. Results of "hometown" test for ST3

Tape A:

Question	Score	Question	Score	Question	Score	Question	Score
1	55	4	70	7	65	10	70
2	85	5	35	8	90	11	90
3	55	6	90	9	65		

Tape B:

Question	Score	Question	Score	Question	Score	Question	Score
1	95	4	45	7	90	10	55
2	65	5	80	8	40	11	60
3	100	6	30	9	55		

Results for text ST4 are shown in Table 6. Of 28 questions that were prepared, 5 had scores below 90%, leaving 23 usable questions. Of the 23, there are 7 pairs of questions for which both questions pertain to the same portions of text, leaving effectively 16 possible questions.

Table 6. Results of "hometown" test for ST4

Tape A:

Question	Score	Question	Score	Question	Score	Question	Score
1	80	5	100	9	100	13	100
2	100	6	90	10	100	14	85
3	100	7	100	11	100		
4	95	8	90	12	90		

Tape B:

Question	Score	Question	Score	Question	Score	Question	Score
1	100	5	100	9	85	13	100
2	100	6	90	10	100	14	90
3	100	7	85	11	100		
4	100	8	80	12	100		

3. Problems Encountered in the Development of the Test

As mentioned in §1.4, texts that require higher levels of ability in Standard Thai were specifically used with the aim of making the test more suitable for bilingualism testing. Attempting to develop a test using non-narrative and formal-language texts presented numerous difficulties, however. The first problem to be addressed was that of how to collect texts: As mentioned previously, RTTs require oral texts, but formal texts are more usually written rather than spoken. I have assumed that this is not, in principle, a problem since news broadcasts are prepared in writing but are delivered orally, and since each of the texts that originated in written form, ST1–3, are very similar in style to stories for news broadcasts. There was an additional complication, however, in the need to have texts of roughly 2–3 minutes in length. This required that the written sources used for ST1–3 be adapted to shorten them which, in turn, introduced the possibility that the resulting texts were less coherent, less natural, or that crucial pieces of information might have been removed making the resulting text difficult to understand. Hence an additional step of checking and revision was required to ensure that the texts were good. Portions of ST2 in particular were difficult to understand in the first draft, and a few rounds of checking and revision were required.

Even after the original texts were adapted for the purpose of making them fit within 2–3 minutes, some of them, ST2 and ST3 in particular, were still slightly long (toward the higher end of the 2–3 minute range or over 3 minutes). The result of having long texts was that the entire "hometown" test was somewhat long. The length combined with the concentration demanded due to the style and content of the texts may have caused subjects to lose their concentration as the test progressed. This may have contributed to the low scores for ST3, though there is no way to be certain. It would appear that, in general, attempting to use texts that require higher levels of language ability on a RTT may have the potential to greatly increase interference in comprehension due to mental fatigue during the course of the test, thereby decreasing the validity of the test. It may have been possible to overcome any problems with fatigue, for the "hometown" testing at least, by developing additional test tapes with each tape having fewer texts. This would have increased the time and work required to develop a test substantially, however. Also, the possibility of a problem with fatigue may have been reduced by shortening the longest texts further. This also would have required additional work, and it would have resulted in less text upon which to base possible questions, which would have led to fewer questions having been developed and tested. As seen in