of royal Thai for any but the smallest of samples; at the least, it would be rather difficult to develop a RTT that includes texts that use royal Thai.

The question as to the extent to which speakers of KM (or even native speakers of Standard Thai, for that matter) are able to understand texts that use royal Standard Thai will, therefore, remain unanswered at this time. In spite of this uncertainty, royal Thai is predictably used is particular contexts, either with the assumption that the average member of the target audience is adequately able to understand, or with the attitude that the use of royal language is appropriate in those contexts regardless of whether the target audience can understand or not. If a value is to be placed upon communication of some particular message to the target audience, it appears likely that the use of royal language would conflict with that goal.

4. Conclusions

The process of developing a RTT for testing bilingualism in Standard Thai among speakers of KM has been documented, and a sufficient number of usable questions for texts ST1, ST2 and ST4 have been identified. Text ST3 cannot be used in bilingualism testing at this time, however, since too few of the questions for this text proved to be usable. Various difficulties in developing a RTT using formal, non-narrative texts have been identified.

Some of the problems encountered in developing a RTT using specifically formal, non-narrative texts were of a sort that could render some of the questions used on the test invalid; i.e. some problems may result in questions not measuring level of comprehension, which is purpose of the test. It was mentioned in §1.2 that some have suggested that a RTT may be made more suitable for bilingualism testing by the use of texts which require greater levels of proficiency, but also that no studies in which this was actually attempted are known of. Difficulties encountered in the current research indicate, at best, that attempting to use the RTT methodology in this way will be somewhat problematic. At worst, they suggest that using the RTT methodology in this way might not be entirely valid. There are other issues that are relevant to questions regarding the validity of the use of RTTs in the way described here; these are beyond the scope of this paper.

The small number of questions developed for text ST3 which proved to be usable has led to the suggestion that the royal range of Standard Thai may not be anybody's mother tongue and was not fluently understood by the native speakers of Standard Thai used for "hometown" testing. This led further to observations regarding problems that would be anticipated with any attempt to develop a RTT that measures level of comprehension of royal Thai.

Appendices: Standard Thai Texts and Questions

The five Standard Thai texts used in the "hometown" testing are presented in the appendices that follow. Each text is divided into units, typically one clause or sentence each, and are presented in interlinear, annotated format: the text is presented in Standard Thai script with word-by-word annotations that give a roman transcription and also an English gloss.

The roman transcription follows that of Haas (1964). The following points regarding this method of transcription are to be noted: All symbols have standard IPA interpretations except as noted here. Syllable-final "b", "d" or "g" denote voiceless, unreleased stops. Digraphs "ph", "th" and "kh" denote aspirated stops, counterparts to unaspirate stops "p", "t" and "k". The symbol "y" denotes the high, back, unrounded vowel [ɯ].[24] Doubling of a vowel, e.g. "ee", denotes vowel length. Accentual diacritics denote tones: "a" = mid tone, "à" = low tone, "â" = falling tone, "á" = high tone, and "ǎ" = rising tone.

The following abbreviations are used in the English glosses:

1Sg	1st person singular	*HUM*	human
1Pl	1st person plural	*INCMPLTV*	incompletive
3	3rd person	*IRREAL*	irrealis
(AdN)	adnominal	*NEG*	negative
(eleg)	elegant speech	*NOM*	nominalizer
(ProN)	pronominal	*PAST*	past
(roy)	royal speech variety	*POSS*	possessive
BEN	benefactive	*PROG*	progressive
CLFR	classifier	*PTCL*	particle
COMP	complementizer	*REDUPL*	reduplication
FEM	feminine	*REL*	relativizer

Following each unit of text is a free English translation of that unit of text as well as questions that were asked in relation to that unit of text. Questions for texts ST1–4 are labeled "A" or "B" according to which of two test tapes on which they were used (see §1.4); questions are also numbered sequentially.

A checkbox "☑" appears to the left of those questions which proved to be usable, i.e. which were answered correctly in 90% or more cases (see §2).

---

[24] This vowel may possibly be central, [ɨ].