The Validity of and the Test Anxiety Produced by Rational Cloze Test as a Test of Vocabulary

Nurhuda Benjama

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of Arts in Teaching English as an International Language

Prince of Songkla University

2015

Thesis Title	The Validity of and the Test Anxiety Produced by Rational Cloze Test as a Test of Vocabulary
Author	Miss Nurhuda Benjama
Major Program	Teaching English as an International Language

Advisor :

Thanyapa Palanukulwong
.....
(Assoc. Prof. Dr. Thanyapa Palanukulwong)

Examining Committee :

Sirirat Sinprajakpol .....Chairperson
(Dr. Sirirat Sinprajakpol)

Thanyapa Palanukulwong .....Committee
(Assoc. Prof. Dr. Thanyapa Palanukulwong)

Usa Intharaksa .....Committee
(Dr. Usa Intharaksa)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language.

Teerapol Srichana
.....
(Assoc. Prof. Dr. Teerapol Srichana)
Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

Thanyapa Palanukulwong .....Signature

(Assoc. Prof. Dr. Thanyapa Palanukulwong)

Advisor

Nurhuda Benjama .....Signature

(Nurhuda Benjama)

Candidate

I hereby certify that this work has not already been accepted in substance for any degree, and is not being concurrently submitted in candidature for any degree.

.....Nurhuda Benjama.....Signature
(Nurhuda Benjama)
Candidate

ชื่อวิทยานิพนธ์ ความเที่ยงตรงและความวิตกกังวลในการสอบที่เกิดจากข้อสอบแบบเติมคำในช่องว่างที่ใช้เป็นเครื่องมือวัดความสามารถด้านคำศัพท์

ผู้เขียน นางสาวนูร์ฮูดา เบญจมะ

สาขาวิชา การสอนภาษาอังกฤษเป็นภาษานานาชาติ

ปีการศึกษา 2557

บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาความเที่ยงตรงของข้อสอบแบบเติมคำในช่องว่างที่ใช้เป็นเครื่องมือวัดความสามารถด้านคำศัพท์ 2) ศึกษาความสัมพันธ์ระหว่างคะแนนที่ได้จากข้อสอบแบบเติมคำในช่องว่างและคะแนนที่ได้จากข้อสอบวัดความสามารถด้านการอ่านทำความเข้าใจและด้านไวยากรณ์ 3) ศึกษาความแตกต่างของระดับความกังวลที่เกิดจากข้อสอบแบบเติมคำในช่องว่างและข้อสอบวัดความสามารถด้านคำศัพท์ กลุ่มตัวอย่างที่ทำการศึกษาคือ นักเรียนชั้นมัธยมศึกษาปีที่ 6 จากโรงเรียนเดชะปัตตนยานุกูล จังหวัดปัตตานี ปีการศึกษา 2557จำนวน 104 คน ข้อมูลวิจัยได้เก็บรวบรวมจากเครื่องมือจำนวน 5 ชิ้น คือ 1) ข้อสอบแบบเติมคำในช่องว่าง 2) ข้อสอบวัดความสามารถด้านคำศัพท์ 3) ข้อสอบวัดความสามารถด้านไวยากรณ์ 4) ข้อสอบวัดความสามารถด้านการอ่านทำความเข้าใจ 5) แบบสอบถามวัดความวิตกกังวลที่เกิดจากข้อสอบ ผลการวิจัยพบว่า คะแนนเฉลี่ยของข้อสอบแบบเติมคำในช่องว่างต่ำกว่าคะแนนเฉลี่ยของข้อสอบวัดความสามารถด้านคำศัพท์ นอกจากนี้ยังพบว่า คะแนนของข้อสอบแบบเติมคำในช่องว่างและคะแนนของข้อสอบวัดความสามารถด้านคำศัพท์ ข้อสอบวัดความสามารถด้านการอ่านทำความเข้าใจ และข้อสอบวัดความสามารถด้านไวยากรณ์ มีความสัมพันธ์กันอย่างมีนัยสำคัญ ($p < 0.01$, $p < 0.05$ ตามลำดับ) และปริมาณความวิตกกังวลที่เกิดจากข้อสอบแบบเติมคำในช่องว่างอยู่ในระดับกลาง ในขณะที่ปริมาณความวิตกกังวลที่เกิดจากข้อสอบวัดความสามารถด้านคำศัพท์อยู่ในระดับต่ำ

Thesis Title	The Validity of and the Test Anxiety Produced by Rational Cloze Test as a Test of Vocabulary
Author	Miss Nurhuda Benjama
Major Program	Teaching English as an International Language
Academic Year	2014

ABSTRACT

The purposes of the present study were to: 1) investigate the validity of the rational cloze test claimed to test the test takers' vocabulary proficiency, 2) explore the relationships between the sets of scores from the rational cloze test, reading comprehension test and grammar test, and 3) examine the differences of the test anxiety level produced by the rational cloze test and the discrete vocabulary test. The subjects of this study were 104 Grade 12 EFL learners from Dechapattanayanukul School, Pattani, Thailand in the academic year 2014. The research data were obtained through 5 instruments: the rational cloze test, the discrete vocabulary test, the grammar test, the reading comprehension test and the test anxiety questionnaire. The study revealed that the average score of the rational cloze test was significantly lower than that of the discrete vocabulary test. It was found that the scores on rational cloze test were positively and significantly correlated with the scores on discrete vocabulary test, reading comprehension test and grammar test ($p < .01$ and $p < .05$ respectively). For the test anxiety level, the rational cloze test produced a moderate level of test anxiety while the discrete vocabulary level produced a low level of test anxiety.

ACKNOWLEDGEMENT

I would like to gratefully acknowledge my thesis advisor, Assoc. Prof. Dr. Thanyapa Palanukulwong, who kindly and patiently encouraged and supported me through constructive comments, valuable suggestions and guidance. In addition, I am also indebted to my thesis and proposal readers, Dr. Sirirat Sinprajakpol, Dr. Usa Intharaksa, Assoc. Prof. Dr. Adisa Teo, and Asst. Prof. Dr. Prachamon Aksornjarung, for their thoughtful and critical guidance as well as fruitful comments.

My appreciation would be extended to all instructors in the M.A. program in Teaching English as an International Language, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat-Yai Campus for the knowledge to carry out this research.

Moreover, my grateful thanks are extended to Ms. Sammireh Nagaratnam for kindly proofreading and editing my paper and giving good suggestions, Ms. Putthida Chomchei for her valuable suggestions about statistical data analysis, and Ms. Natrada Rungrujthanachote for offering me friendly and helpful library service.

Finally, my special thanks go to my beloved family, my seniors, my friends, and to other people for their endless patience, encouragement, support, and understanding.

Nurhuda Benjama

CONTENTS

CONTENTS (CONTINUED)

MANUSCRIPT

LIST OF TABLES

TABLE

A SYNTHESIS REPORT

PAPER 1

PAPER 2

LIST OF PAPERS

This thesis is based on the following papers:

Benjama, N. & Palanukulwong, T. (2015). Rational cloze test: A valid measure of vocabulary?. *Veridian E-Journal*. Graduate School Silpakorn University. Vol. 8 (International), No. 4 (January-June). (In press)

Benjama, N. & Palanukulwong, T. (Submitted manuscript). The impact of test formats on vocabulary test performance and test anxiety. *Journal of Liberal Arts.* Prince of Songkla University Hat Yai Campus, Hat Yai, Songkla.

LIST OF PAPERS

This thesis is based on the following papers:

Benjama, N. & Palanukulwong, T. (2015). Rational cloze test: A valid measure of vocabulary?. *Veridian E-Journal*. Graduate School Silpakorn University. Vol. 8 (International), No. 4 (January-June). (In press)

Benjama, N. & Palanukulwong, T. (Submitted manuscript). The impact of test formats on vocabulary test performance and test anxiety. *Journal of Liberal Arts.* Prince of Songkla University Hat Yai Campus, Hat Yai, Songkla.

ที่ ศธ 0520.107 (นฐ.) / 1880

บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร
วิทยาเขตพระราชวังสนามจันทร์
อำเภอเมือง จังหวัดนครปฐม 73000

27 มีนาคม 2558

เรื่อง แจ้งผลการพิจารณาบทความเพื่อจัดพิมพ์เผยแพร่ในวารสารวิชาการ Veridian E - Journal มหาวิทยาลัยศิลปากร ฉบับ International ปีที่ 8 ฉบับที่ 4 เดือนมกราคม – มิถุนายน 2558

เรียน นางสาวนูร์ฮูดา เบญจมะ

ตามที่ท่านได้ส่งบทความเรื่อง "Rational Cloze Test: A Valid Measure of Vocabulary?" เพื่อพิจารณาจัดพิมพ์เผยแพร่ ในวารสารวิชาการ Veridian E - Journal มหาวิทยาลัยศิลปากร ฉบับ International ปีที่ 8 ฉบับที่ 4 เดือนมกราคม – มิถุนายน 2558 นั้น

ในการนี้ บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร ขอเรียนให้ทราบว่าผู้ทรงคุณวุฒิได้พิจารณาบทความของท่านแล้ว **เห็นสมควรให้ตีพิมพ์เผยแพร่บทความดัง**กล่าวในวารสารวิชาการ Veridian E - Journal ฉบับ International ปีที่ 8 ฉบับที่ 4 เดือนมกราคม – มิถุนายน 2558 บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร ได้

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.ไชยยศ ไพวิทยศิริธรรม)
รองคณบดีบัณฑิตวิทยาลัยฝ่ายวิชาการและวิจัย
รักษาราชการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานเลขานุการ
โทรศัพท์ 034 - 218789 โทรสาร 034 - 243435
เว็บไซต์เผยแพร่ http://www.ejournal.su.ac.th

ที่ ศธ 0521.1.11/ ๕๑๔

คณะศิลปศาสตร์
มหาวิทยาลัยสงขลานครินทร์
อ.หาดใหญ่ จ.สงขลา
90112

๑๕ มิถุนายน 2558

เรื่อง ตอบรับการได้รับบทความ

เรียน นางสาวนูร์ฮูดา เบญจมะ

ตามที่ท่านได้ส่งบทความ เรื่อง The Impact of Test Formats on Vocabulary Test Performance and Test Anxiety เพื่อตีพิมพ์ในวารสารศิลปศาสตร์มหาวิทยาลัยสงขลานครินทร์ ตามความทราบแล้วนั้น

กองบรรณาธิการได้รับบทความของท่านแล้ว และจะนำบทความของท่านเข้าสู่กระบวนการประเมินคุณภาพโดยกองบรรณาธิการและผู้ทรงคุณวุฒิต่อไป ทั้งนี้ กองบรรณาธิการจะแจ้งผลให้ท่านทราบอีกครั้งหนึ่ง

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.อดิศา แซ่เตียว)
คณบดีคณะศิลปศาสตร์

งานวิจัย
โทรศัพท์/โทรสาร 0-7428-6675
E-mail: waraporn.no@psu.ac.th

1. Introduction

Testing is a topic of using data to ascertain the proof of learning (McNamara, 2000). A language test is significant for language learning. A language test is strongly related with language learning. The test supports learning and evaluates a language performance of the learners (Heaton, 1988). Thus, developing and understanding the principles of language assessment are necessary (McNamara, 2000).

According to Prapphal (2008), in Thailand there are still problematic issues in language testing. One of the great concerns is the issue of test validity. In the Thai educational system, Ordinary National Educational Test (O-NET) is administered in order to evaluate learners' quality at national level, regarding the learning standards designated in the Basic Education Core Curriculum. The National Institute of Educational Testing Service (NIETS) is responsible for arranging for assessment of all learners in 3 educational levels which are primary level (grades 1-6), lower secondary level (grades 7-9) and upper secondary level (grades 10-12). The results of assessment equip significant data in order to compare the quality of education at different levels. It is beneficial for planning and enhancing the educational quality. The data acquired also encourage decision-making at the national policy level (Ministry of Education, 2008).

In the current global society, communication technology connects every part of the world (Kuljitjuewong, 2012). When the world becomes smaller, languages are necessary. Thai students need to learn foreign languages because of its importance, not only for communication, but also for seeking information and understanding cultures of the world community. The foreign language prescribed as a basic learning content in the basic education core curriculum is English (Ministry of Education, 2008).

English is one of the eight subjects assessed in O-NET. The English contents assessed in the O-NET test are language, community and work relationship, language and other subject groups relationship, language and culture and language for

communication. The English O-NET test consists of several parts measuring English language proficiency in many areas: conversation, writing ability, grammar, reading comprehension and vocabulary. Every part, except vocabulary part, is tested with multiple choice test format.. For vocabulary, the rational cloze test in multiple-choice format is used with only content words deleted. Each year approximately two million Thai students take the O-NET examination: 950,000 grade 6 students, 880,000 grade 9 students and 330,000 grade 12 students (The National Institute of Educational Testing Service, 2009). The O-NET scores are important especially for grade 12 students because it is part of their university admission to continue their specific study in the future For example, in Thai higher education, communication skills are needed such as in Hotel English Training Program (Taraporn, Torat, and Torat, 2014).

Vocabulary plays important roles in all English language skills. Vocabulary significantly relates to reading, writing, listening, and grammar (Schmitt, 2010). Knowledge of vocabulary can account for the success of communication. Lack of grammar knowledge does not affect achievement of communication, but the communication will be meaningless if there is no vocabulary (Wilkins, 1972 cited in Schmitt, 2010). Learners always perceive the importance of vocabulary and master their vocabulary through language learning (Lessard-Clouston, 2013).

A vocabulary test is designed to test the students' lexical knowledge and the test has to be able to discriminate the students' word proficiency (Heaton, 1988). According to Nation (2008), testing vocabulary is a way to see the ability of the learners' vocabulary development in order to further the pedagogical plan and stimulate their learning. Vocabulary testing can be used to clarify what needs to be instructed, to observe and encourage learning, to place students in the right class, to assess students' achievement by giving a grade, and to assess students' vocabulary size or proficiency. The vocabulary test scores have to represent the students' lexical ability (Nation, 2008). The effective vocabulary tests should not rely on the students' grammatical knowledge to comprehend the test items or complete the test (Heaton, 1988).

Vocabulary tests can be classified as productive vocabulary test of which test takers must go from meaning to the word form and receptive vocabulary test of which test takers see the word form and have to find the meaning (Nation, 2008). If the learners perform a productive vocabulary test well, they may be good at the skills of speaking and writing. If the learners perform a receptive vocabulary test well, they may be good at the skills of listening and reading (Heaton, 1988).

A good vocabulary test needs to have certain characteristics. Firstly, it should be practical. The test takers do not spend a long time and use various skills to the test. The test has to be easily marked and scores on the test should be easily interpreted. In addition, the test should be reliable, consisting of at least 30 items. Test takers should be familiar with the test format. Finally, it should be valid. The test must test what it is supposed to test. The test becomes valid if the test is used for the objective for which it is planned (Nation, 2008).

Validity is classified into two types of quality. A unitary quality relates to the sufficient and suitable interpretations and uses of test scores. Another quality is a local quality specified to a particular inference or use of a particular test. Valid language test scores can infer test takers' knowledge and performance and place them into courses. To ensure those results, the testers must supply enough justification. The testers have to prove them with reasonable discussion and obvious evidence to make the expected score interpretation and use valid (Bachman, 2004).

Validation is the means of combining an interpretive statement relating a test score with its interpretation and use, and gathering relevant proof to support discussion (Bachman, 2004). Validation can be demonstrated by qualitative and quantitative approaches. Qualitative approaches include analysis of test content and of the process that test takers use in taking tests. Quantitative approaches consist of analysis of patterns of correlations among many different tests, using exploratory and confirmatory factor analysis, as well as experimental, equivalent group designs and comparisons among non-equivalent groups (Bachman, 2004).

One of the important types of validity in language testing is construct validity (Bachman, 2009). Construct validity is the concept that the test has to test what the test taker aims to test (Davies, Brown, Elder, Hill, Lumley, and McNamara, 1999). For Hughes (1989), construct validity refers to a testing technique that demonstrates the test is measuring only the competence which it is assumed to measure. The term "construct" involves any trait or underlying ability hypothesized in a theory of language ability. A good test should contain construct validity in order to supply and predict an accurate and reliable result of the knowledge proficiency measured in the test (Bachman, 1990).In order to validate the test constructs, coefficients can be calculated between the various measures of language ability. If the coefficients between sets of the scores on the similar construct are consistently higher than those between the scores on the different constructs, the evidence is claimed that the test measures isolate constructs. Direct testing of abilities is recommended if there is unclear and doubtful explanation in the test constructs (Hughes, 1989).

There are many ways to test vocabulary knowledge. One common vocabulary test is to give a word, phrase or passage to students to read and write the word with the equivalent meaning. A vocabulary completion item vocabulary test is also employed in vocabulary assessment(Heaton, 1988). This format, modified from the traditional or systematic deletion cloze test, is referred by many researchers as a gap-filling reading test, a selective deletion cloze test and a rational cloze test (Lee, 2008; McKamey, 2006; Yamashita, 2003; Saito, 2003; Hadley and Naaykens, n.d.).

The rational deleted cloze test was first developed by Bachman to assess the specific linguistic performances of the learners in reading (Lee, 2008). It is a test in which the tester deletes words that he or she wants to assess from the text (Eyckmans, Boers, Demecheleer, Hogeschool, and Universite Libre de Bruxelles, 2004). The deleted words could be a grammatical word or a content word. Davies et al. (1999) defined the rational cloze as a procedure of words deleted and selected by the teachers or test administrators. The students are required to fill functional words or content words

depending on what they are aimed to be tested. To predict the missing word, test takers employ the underlying abilities of their language performance (Hughes, 1989).

Lee (2008) showed that rational cloze procedure could encourage learner's acquisition on vocabulary. The rational cloze procedure reinforced using words rather than emphasizing on words to learn the meaning. The study added that the rational cloze procedure improved knowledge in written text form which the learners read and comprehended by using their semantic and syntactic knowledge.

However, the validity of cloze tests has been criticized. For example, McNamara (2000) mentioned that it is hard to use the cloze procedure as an accurate predictor of test takers' separate language skills performance. Different score results from the test vary with the chosen texts. In addition, intelligent test takers can easily predict the missing words in the cloze test. Therefore, the validity of cloze technique in language testing is called into question.

Apart from validity, test anxiety can also affect test performance. The test anxiety is a psychological state in which people are worried and stressful in testing situations: before and during exams (Cassady and Johnson, 2002). Test anxiety can indeed diminish learning and lead to poor test performance even though test takers have knowledge on the test (Cassady and Johnson, 2002; Cherry, 2014). With small level of test anxiety, test takers become alert in test taking, but test anxiety is harmful when test takers have large amount of test anxiety (Cherry, 2014). High level of test anxiety had negative correlation with scholastic achievement in English and reading. It could be because of the individuals' incapacity to overcome the interfering thoughts and feelings which might be about the test outcome during doing the test (Cassady and Johnson, 2002). Nihae and Chiramanee (2014) revealed the effect of test anxiety produced by the error recognition and multiple-choice test formats on learners' performance. In their study, the anxiety level produced by the error recognition test format was found to be higher than one produced by multiple-choice test format. The test anxiety was significantly and negatively correlated with the error recognition test format. The more

anxious the test takers were, the lower their performance on the error recognition test format was.Madsen, Brown, and Jones (1991) found that different types of tests evoked different levels of anxiety. Anxiety did not have any effect on performance when the individual had sufficient competence to do the test task (Horwitz and Young, 1991). The individual's score could show the effect of anxiety on test performance.

According to Horwitz and Young (1991), test anxiety is a type of performance anxiety caused by a fear of failure. Pimsleur (1970) argues that appropriate testing could help alleviate high dropout rate, underachievement, discipline problems, and negative student attitudes. Unfamiliarity with a test format could increase test frustration (Scott, 1980; Scott and Madsen, 1983). The relationship between students' performance and test anxiety is an important part of the result. As a result, assessing test impact is as important as assessing test validity and reliability (Horwitz and Young, 1991).

From the overall review, it is clear that the rational cloze test requires learners' not only vocabulary but also grammatical knowledge and reading ability (Lee, 2008; McKamey, 2006; Yamashita, 2003; Saito, 2003; Hadley and Naaykens, n.d.). However, in Thailand, rational cloze test is used in the English O-NET test to assess test takers' vocabulary knowledge. So far in Thailand, there have been very few studies on the use of rational cloze test to test vocabulary. As a result, this study was conducted to find out whether the rational cloze test is valid as a test of vocabulary.

2. Purposes of the study

The purposes of the study were to investigate:

2.1 the validity of the rational cloze test claimed to test the test takers' vocabulary proficiency

2.2 the relationships between the sets of scores from the rational cloze test, reading comprehension test and grammar test

2.3 the test anxiety level produced by the rational cloze test and the discrete vocabulary test

3. Research Questions:

3.1 Does the rational cloze test claimed to test vocabulary really measure vocabulary?

3.2 Are there relationships between the scores of the rational cloze test and those on discrete vocabulary test, grammar test and reading comprehension test?

3.3 What is the test anxiety level produced by the rational cloze test and the discrete vocabulary test?

4. Significance of the study:

It was expected that the findings would provide relevant and useful information on testing vocabulary knowledge. It would be also beneficial to a teacher or a test constructor to choose and design an effective vocabulary test to measure students' vocabulary knowledge.

5. Methodology

5.1 Subjects

The subjects in this study were 104 Mattayom 6 students from Dechapattanayanukul School, Pattani, Thailand in the academic year 2014. They were selected by purposive sampling technique from a population of 442. All of them had no experience on taking the O-NET tests.

5.2 Research instruments

5.2.1 Rational cloze test

The rational cloze test was used to assess the vocabulary knowledge of the subjects. The test was taken from three years of O-NET tests at the upper-secondary level: 2009, 2010, and 2011. The rational cloze test was in a four-multiple-choice format composed of 30 items. It was required to read 3 cloze passages and select suitable and meaningful words for each gap in the contexts.

5.2.2 Discrete Vocabulary test

The discrete vocabulary test was constructed by the researcher to measure the subjects' vocabulary knowledge. It consisted of 30 multiple-choice items which were the same words tested in the rational cloze test (as in 5.2.1). Each of the 30 words was presented in a single word form not requiring other English language skills except the knowledge of vocabulary. The subjects had to choose the correct meaning for each given word.

5.2.3 Grammar test

The grammar test was used to investigate the subjects' grammar knowledge. This test consisted of 30 grammatical error identification items taken from 2009, 2010 and 2011 O-NET tests of the upper-secondary level.

5.2.4 Reading comprehension test

The reading comprehension test was employed to investigate the test takers' reading ability and was taken from the upper-secondary O-NET tests of 2009, 2010 and 2011. It consisted of three passages with different lengths. There were 26 four-multiple choice items.

5.2.5 Test anxiety questionnaire

The questionnaire was used to find out the test anxiety level produced by the rational cloze test and the vocabulary test. It contained 22 items. This questionnaire was adapted from the cognitive test anxiety scale developed by Cassady and Johnson (2002). The scales ranked from 1 "Strongly Disagree" to 4 "Strongly Agree". For interpretation, the values 1 to 1.75 indicate "no anxiety", 1.76 to 2.51 "low anxiety", 2.52 to 3.27 "moderate anxiety", and 3.28 to 4.00 "high anxiety" respectively.

All these four tests had already been piloted with 40 Mattayom6 students at Dechapattanayanukul School who were not the 104 subjects participated in this pilot study. The Cronbach's Alpha coefficient of reliabilityfor the rational cloze test, the discrete vocabulary, the grammar test, the reading comprehension test and the test anxiety questionnaire were .80, .89, .83, .79, and .88 respectively.

5.3 Data Collection

The tests were administered to the 104 subjects. The subjects first sat for the rational cloze test for 30 minutes. When they completed the test, the test anxiety questionnaire was then administered. After the rational cloze test and the questionnairewere collected, the discrete vocabulary testwas administered for 20 minutes, followed by the test anxiety questionnaire. There was no time limit for completing the questionnaire. Then, the grammar test and the reading comprehension test were administeredfor 1 hour and 40 minutes. Together all the four tests took 150 minutes.

5.4 Data Analysis

Descriptive statistics were used to describe the subjects' scores on four tests: rational cloze test, vocabulary test, grammar test and reading comprehension, and the subjects' test anxiety levels. Then, Pearson correlation coefficient was applied to explore relationships between scores on the rational cloze test and other sets of the scores.

6. Results

Research Question 1: Does the rational cloze test claimed to test vocabulary really measure vocabulary?

To answer research question 1, the vocabulary knowledge of the subjects was assessed by the two test types: discrete vocabulary test and rational cloze test. The comparison between the subjects' vocabulary knowledge revealed that the subjects' vocabulary scores on the vocabulary test were significantly higher than those on the rational cloze test as shown Table 1.

Table 1 Comparison of the vocabulary scores tested by two different test formats

Test	N	Total	Mean	S.D.	Max.	Min.
Rational Cloze Test	**104**	**30**	**10.72**	**4.30**	**27**	**4**
Discrete Vocabulary Test	**104**	**30**	**18.42**	**4.94**	**30**	**10**

From Table 1, the mean scores on the rational cloze test and the discrete vocabulary testwere significantly different. It was found that the subjects scored 18.42 out of 30 (S.D. = 4.94) in the discrete vocabulary test. They scored 10.72 out of 30 (S.D. = 4.30) on the rational cloze test. The maximum and minimum scores of the discrete vocabulary test (Max. = 30, Min. =10) were obviously higher than those of the rational cloze test (Max. = 27, Min. = 4).

It was possible that the subjects did better on the discrete vocabulary test than the rational cloze test because they could identify the vocabularies tested through single words in the discrete vocabulary test;they did not need to read or employ underlying abilities.However, when they did the rational cloze test, they had to understand the context and work out the target words.

Research Question 2:. Are there relationships between the scores of the rational cloze test and those on discrete vocabulary test, grammar test and reading comprehension test?

In order to answer this research question, the rational cloze test, the discrete vocabulary test, the grammar test and the reading comprehension test were administered and analyzed. The subjects scored differently on the four tests as shown in Table 2.

Table 2 Comparison of the test scores

Test	N	Total	Mean	S.D.	Max.	Min.
Rational Cloze Test	**104**	**30**	**10.72**	**4.30**	**27**	**4**
Discrete Vocabulary Test	**104**	**30**	**18.42**	**4.94**	**30**	**10**
Grammar Test	**104**	**30**	**9.28**	**3.54**	**23**	**2**
Reading Comprehension	**104**	**26**	**10.58**	**4.46**	**25**	**4**

Table 3 shows the correlation of these four tests in order to answer research question 2.

Table 3 Correlation of four tests scores

Test	Rational Cloze	Discrete Vocabulary	Grammar	Reading Comprehension
Rational Cloze		**.470****	**.213***	**.315****
Discrete Vocabulary			**.058**	**.346****
Grammar				**.254****
Reading Comprehension				

**. significant at the 0.01 level (1-tailed).

*. significant at the 0.05 level (1-tailed).

As can be seen from Table 3, the scores on the rational cloze test were significantly and positively correlated with the discrete vocabulary scores, reading comprehension scores and the grammar scores. To begin, the scores on the rational cloze test were significantly and moderately related to the discrete vocabulary test ($r = .47$, $p < .01$). The higher the discrete vocabulary test scores were, the higher the rational cloze test scores were. In other words, the two sets of tests measured the same construct. This

implies that a larger vocabulary enabled students to increase their scores on the rational cloze test.

Also, there was a low but significant correlation between scores of the rational cloze test and those of the grammar test ($r = .21$, $p<0.05$), suggesting that the students with high grammar knowledge would also score high on the rational cloze test and vice versa.

In terms of the relationship between the rational cloze test and the reading comprehension test, the analysis indicates that there was a positive and significant correlation ($r = .32$, $p<.01$). Those learners who had better scores on the rational cloze test would also have better reading comprehension scores and vice versa.

Research question 3: What is the test anxiety level produced by the rational cloze test and the discrete vocabulary test?

The test anxiety questionnaire was administered to 104 subjects after they completed the rational cloze test and the discrete vocabulary test in order to explore test anxiety produced by these two test formats. There are four scales ranked from 1 "Strongly Disagree" to 4 "Strongly Agree". For interpretation, the scores1 to 1.75 indicate "no anxiety", 1.76 to 2.51 "low anxiety", 2.52 to 3.27 "moderate anxiety", and 3.28 to 4.00 "high anxiety" respectively. The analysis is presented in Table 4

Table 4Test anxiety levels

	Test Anxiety Scale		
	Mean	S.D.	Level
Rational Cloze Test	**2.65**	**.26**	**Moderate**
Discrete Vocabulary Test	**2.37**	**.32**	**Low**

The levels of test anxiety produced by the rational cloze test and the discrete vocabulary test were different. The test anxiety level produced by the discrete vocabulary test ($\bar{x} = 2.37$, S.D. = .32) was significantly lower than the test anxiety

produced by the rational cloze test ($\bar{x}$ = 2.65, S.D. = .26). In other words, the rational cloze test produced moderate test anxiety level while the discrete vocabulary test produced low test anxiety level. It might suggest that the rational cloze test caused the subjects to feel more anxious.

In short, in testing vocabulary, the rational cloze test and the discrete vocabulary test elicited different vocabulary performance. The rational cloze test was less valid than the discrete vocabulary test because doing the rational cloze test did not only involve vocabulary knowledge but also grammar and reading ability. In addition, the rational cloze test generated a higher level of test anxiety than the discrete vocabulary test.

7. Discussion

The aims of the present study were to determine whether the rational cloze test claimed to test vocabulary really measured vocabulary; to explore relationships between the scores on rational cloze test and the vocabulary, grammar and reading comprehension scores; and to find out the test anxiety level produced by the rational cloze test and the discrete vocabulary test.

This study has found that the rational cloze test and the vocabulary test measured the same construct, but the overall scores of vocabulary measured by the two test formats were significantly different. The subjects scored higher in the vocabulary test than in the rational cloze test. This implies that even though the two tests assessed vocabulary knowledge, the discrete vocabulary test was more valid because it tested only vocabulary knowledge. The rational cloze test required them to apply their grammar knowledge and reading competence in order to select the correct words. To illustrate, the rational cloze test scores were significantly and moderately related to the vocabulary test scores (r = .47). This suggests that in doing the rational cloze test, the students needed not

only vocabulary knowledge but also other underlying skills. There might be other English language abilities affecting the vocabulary tested by the rational cloze test.

The scores on the rational cloze test were also positively correlated with the reading comprehension and grammar tests. The relationships were quite low (r=.32 and r=.21 respectively). It implies that not only vocabulary knowledge, but that the rational cloze test could assess the reading comprehension and grammar ability of the students. This study corresponds to the research of McKamey (2006) who stated that the scores of the rational cloze test were correlated with the scores of grammar and reading test. It means that what the rational cloze test measures was the homogeneous ability that grammar tests, vocabulary tests and reading comprehension tests assessed (Saito, 2003).

However, Hall (2012) argued that even though vocabulary competence was correlated with the ability of the reading texts, testing vocabulary by using text clues did not validly assess the students' vocabulary proficiency because the skill of reading interfered with the performance. Heaton (1988) also said that the effective vocabulary tests should not rely on the students' grammatical knowledge to comprehend the test items or complete the test.

The findings also show that different formats of vocabulary tests did not only produce different scores but also generated different levels of test anxiety. The subjects did poorer on the rational cloze test and were more affected of higher anxiety when doing the rational cloze test. However, they scored higher on the discrete vocabulary test and had lower level of anxiety. The reason why the students did the discrete vocabulary test better than the rational cloze test was that the discrete vocabulary test produced alower level of test anxiety than the rational cloze test. The discrete vocabulary test measured only their vocabulary knowledge. On the other hand, the students got the lower scores on the rational cloze test because of the higher anxiety and not only vocabulary knowledge being measured. Many researchers (Lee, 2008; McKamey, 2006; Yamashita, 2003; Saito, 2003; Hadley & Naaykens, n.d.) noted that to complete the rational cloze test, the test takers needed the grammatical knowledge and

reading competence. According to Young (1991), the unusual and obscure test tasks and formats could increase current level of language anxiety. This study is also consistent with the research of Shaha (1982) showing the effect of test format on test anxiety. The research demonstrated that the level of test anxiety generated by the matching test was less than the level of test anxiety generated by the multiple-choice test. Most of the subjects preferred the matching test format. They thought that the matching test was easier and took less time to complete the test. If a particular test format decreases anxiety, scholastic achievement scores can be increased (Shaha, 1982).

Therefore, it could beconcluded thatdoing a rational cloze test did not only involve vocabulary knowledge. It also demanded learners' vocabulary knowledge, grammar ability and reading comprehension skills. Additionally, the test anxiety produced by the rational cloze test was found to be higher than that produced by the discrete vocabulary test.

8. Conclusion and Recommendation

Based on the findings of this study, it could be said that the discrete vocabulary test was more valid to measure the vocabulary knowledge of the students because the rational cloze test also involved grammar knowledge and reading comprehension skill. It means that the rational cloze test did not only measure vocabulary knowledge but also grammar and reading comprehension. The students who had high grammar and reading comprehension competence could do better on the rational cloze test than those who had only vocabulary knowledge. School teachers should take this into consideration for test design. Not only teachers, but also students, can benefit from the results on the performance of the rational cloze test.

This study also shows that the two test formats could reflect different scores of vocabulary and produce different levels of test anxiety. The subjects did better on the discrete vocabulary test than on the rational cloze test because the discrete

vocabulary test measured only the students' vocabulary performance. When they did the rational cloze test, they did poorer in spite of the fact that the same sets of words were tested. The rational cloze test required reading comprehension and grammar to complete the test. Moreover, the test anxiety level produced by the discrete vocabulary test was significantly lower than that produced by the rational cloze test.

For further studies, researchers should investigate the validity of rational cloze test as a test of other English proficiency and explore the factors which are important parts of the rational cloze test scores in order to shed insights on the use of rational cloze test.

References

Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.

Bachman, L. F. (2004). *Statistical analyses for language assessment*. New York: Cambridge University Press.

Bachman, L. F. (2009). *Language testing in practice: designing and developing useful language tests.* New York: Oxford University Press.

Birjandi, P.,& Alemi, M. (2010). The impact of test anxiety on test performance among Iranian EFL learners. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience, 1,* 44–58.

Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology, 27*(2), 270–295.

Cherry, K. (2014). Test anxiety - what is test anxiety. *About.com*. Retrieved from http://psychology.about.com/od/mentalhealth/a/test-anxiety.htm

Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T., & McNamara, T. (1999). *Dictionary of language testing*. New York: Press Syndicate of the University of Cambridge.

Eyckmans, J., Boers, F., Demecheleer, M., Hogeschool, E., & Universite Libre de Bruxelles. (2004). The deleted essentials test: an effective and affective compromise. *Humanising Language Teaching, 4*. Retrieved from http://www.hltmag.co.uk/nov04/mart.htm

Fulcher, G. (2007). *Language testing and assessment*. New York: Routledge.

Greene, B. B. (2001). Testing reading comprehension of theoretical discourse with cloze. *Journal of Research in Reading,24*, 82–98.

Hadley, G. S., & Naaykens, J. E. (n.d.). *An investigation of the selective deletion cloze test as a valid measure of grammar-based proficiency in second language learning*. Retrieved from http://www.nuis.ac.jp/~hadley/publication/nucloze/NUCLOZE.htm

Hall, B. L. (2012). *Vocabulary assessment with varying levels of context: a replication study*. California State University.

Heaton, J. B. (1988). *Writing English language tests*(New ed.). New York: Longman.

Hembree, R. (1988). Correlates, causes, effects, and treatment of test anxiety. *Review of Education Research, 58*, 47-77.

Hughes, A. (1989). *Testing for language teachers*. New York: Cambridge University Press.

Horwitz, E.K., & Young, D.J. (Eds.). (1991). *Language anxiety: from theory and research to classroom implications*. Upper Saddle River, NJ: Prentice Hall.

Kobayashi, M. (2002). Cloze tests revisited: exploring item characteristics with special attention to scoring methods. *The Modern Language Journal, 86*, 571–586.

Kuljitjuewong, S. (2012). The evolution of communication in the future, 2012. *Veridian E-Journal, 5*(2), 59-70.

Lee, S. H. (2008). Beyond reading and proficiency assessment: the rational cloze procedure as stimulus for integrated reading, writing, and vocabulary instruction and teacher–student interaction in ESL. *System,36*(4), 642–660.

Lessard-Clouston, M. (2013). *Teaching vocabulary*. VA: TESOL International Association.

Madsen, H. S., Brown, B. L., & Jones, R. L. (1991). Evaluating students' attitudes toward second language tests. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: from theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall.

McKamey, T. (2006). Getting closure on cloze: a validation study of the "rational deletion" method. *Second Language Studies, 24*, 114–164.

McNamara, T. F. (2000). *Language testing*. New York: Oxford University Press.

Ministry of Education. (2008). *The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)*. Bangkok: Kurusapa Ladprao Publishing.

Nation, I. S. P. (2008).*Teaching vocabulary: strategies and techniques*. MA: Heinle.

Nihae, N. & Chiramanee, T. (2014). Multiple-choice and error recognition tests: effects of test anxiety on test performance. *International Journal of English Language Education,2*(2), 78-88.

Oller, J. W., & Conrad, C. A. (1971). The cloze technique and ESL proficiency. *Language Learning, 21*(2), 183–195.

Pimsleur, P. (1970). New approaches to old problems through testing. *Wisconsin Association of Foreign Language Teacher Bulletin, 56*, 2-9.

Prapphal, K. (2008). Issues and trends in language testing and assessment in Thailand. *Language Testing,25*(1), 127–143.

Saito, Y. (2003). Investigating the construct validity of the cloze section in the examination for the certificate of proficiency in English. *Spaan Fellow Working Papers in Second or Foreign Language Assessment, 1*, 39–82.

Schmitt, N. (2010). *Researching vocabulary: a vocabulary research manual.* New York: Palgrave Macmillan.

Scott, M. L. (1980). *The effect of multiple retesting on affect and test performance.* Unpublished master's thesis, Brigham Young University, Provo, UT.

Scott, M. L., & Madsen, H. S. (1983). The influence of retesting on test affect. In J.W. Oller, Jr. (Ed.), *Issues in language testing research.* Rowley, MA: Newbury House.

Shaha, S. H. (1982). *Reduced Anxiety and Increased Assessment Effectiveness with Matching Test Formats* (CSE Report No. 192). Center for the Study of Evaluation, Graduate School of Education: University of California, Los Angeles.

Taraporn, T., Torat, S., & Torat, B. (2014). The development of hotel English training program focusing on task-based instruction to enhance communication skills. *Veridian E-Journal, 7*(5), 205-221.

The National Institute of Education Testing Service. (2009). *The National Institute of Educational Testing Service(Public Organization) Thailand.* Bangkok: The National Institute of Education Testing Service.

Yamashita, J. (2003). Processes of taking a gap-filling test: comparison of skilled and less skilled EFL readers. *Language Testing.20*(3), 267–293.

Young, D. J. (1991). Creating a low-anxiety classroom environment: what does language anxiety research suggest? *The Modern Language Journal, 75*, 426–439.

Zeidner, M. (1998).*Test anxiety: the state of the art.* New York: Plenum Press.

Appendices

Appendix A

Rational Cloze Test

ENGLISH PROFICIENCY TESTFOR MATHAYOM 6 STUDENTS

Name: _____ **Student ID.**_____

Class: _____ **School:** _____ **Date:**_____

Time: 30 Minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pen.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are **30**questions on this question paper.

Each question carries **one** mark.

The test consists of one part:

Part I :Rational Cloze Test	30 items	30 marks
Total	**30 items**	**30 marks**

Part I: Rational Cloze Test (30 items)

Direction: Choose the word that best completes each blankin the passage.

Passage 1 (Items 1-10)

Mosquitos breed in stagnant water in areas with a summer temperature of over 21°C. The female anopheles mosquito, one of 60 species of mosquito, can __1__ a small parasite. If the mosquito __2__ a person who has malaria, it picks up the parasite as it __3__ the human blood. The parasite __4__ inside the mosquito and is __5__ to another human when the mosquito bites again. Malaria __6__ fever and shivering fits. It is not __7__ a killer in itself, but it weakens the __8__ people so that they cannot work very hard. They gradually become __9__ and more likely to __10__ to other diseases.

1. 1. fetch	2. defeat	3. carry	4. produce
2. 1. bites	2.hurts	3.tastes	4. touches
3. 1. sucks	2. drags	3. pulls	4. swallows
4. 1. ripens	2. swells	3. extends	4. matures
5. 1. sent in	2. hurried off	3. passed on	4. thrown down
6. 1. mixes	2. causes	3. creates	4. holds
7. 1. closely	2. readily	3. necessarily	4. importantly
8. 1. painful	2. depressed	3. confused	4. infected
9. 1. drier	2. weaker	3. slower	4. hungrier
10. 1. fall victim	2. admit defeat	3. lack power	4. lose spirit

Passage 2 (Items 11-20)

Self-esteem is the confidence and worth that you feel about yourself. Your self-esteem __11__ everything you do, think, feel, and are. It is, in fact, one of the most important __12__ in your overall sense of well-being. How well you feel physically, __13__ , and socially can affect your self-esteem. In turn, your __14__ of self-esteem can directly affect your physical, mental, and social health.

Some of the __15__ about who you are and how likable you are come from outside yourself. They are called __16__ messages. Others come from inside yourself. They are called internal messages.

Many people __17__ their self-esteem on external factors -- on how they look, what they have, how they __18__ , how others see them, or with whom they are friends. In __19__ , however, self-esteem comes from knowing, __20__ and liking not what you have, whom you know, or what you do, but who you are.

11. 1. discovers	2. examines	3. influences	4. understands
12. 1. samples	2. factors	3. properties	4. structures
13. 1. mindfully	2. mentally	3. spiritually	4. thoughtfully
14. 1. area	2. limit	3. level	4. range
15. 1. problems	2. directions	3. discussions	4. messages
16. 1. special	2. usual	3. actual	4. external
17. 1. fix	2. put	3. base	4. rest
18. 1. hope	2. perform	3. improve	4. feel
19. 1. turn	2. general	3. reality	4. conclusion
20. 1. caring	2. wanting	3. praising	4. accepting

Passage 3 (Items 21-30)

Tom and his friend Dave drop by their favorite fast-food restaurant several times a week for a meal of hamburgers, fries, and shakes. Their parents __21__ that this fast food will not provide the vitamins and minerals needed by growing teenagers. Their basketball coach insists that their diet of high-fat, high-calorie food will __22__ with their athletic performance. The boys, who are active and not overweight, see no __23__to change their eating habits.

Fast-food meals like Tom's and Dave's are the cause of much __24__ . Diets that continue to be high in fat may be__ 25__ with heart disease and certain cancers in later years. High-calorie diets may result in a __26__ weight gain, which is difficult to lose once growth has stopped and taste for such foods has formed. A __27__ meal of a cheeseburger, fries, and a shake provides a whopping 1,000 calories. This kind of caloric __28__ when you grow older could cause serious weight problems.

If you enjoy fast-food meals once in a while, consider __29__ milk or orange juice for shakes and sodas. Use the salad bar in place of fries and onion rings. If you __30__ wise food habits now, they will help you throughout your adult years.

21. 1. complain	2. report	3. announce	4. defend
22. 1. interact	2. combine	3. interfere	4. associate
23. 1. reason	2. choice	3. support	4. opinion
24. 1. tiredness	2. frustration	3. enjoyment	4. discussion
25. 1. linked	2. mixed	3. dealt	4. joined
26. 1. rising	2. gradual	3. sufficient	4. temporary
27. 1. plain	2. healthy	3. typical	4. nutritious
28. 1. intake	2. input	3. insight	4. instance
29. 1. enjoying	2. taking	3. substituting	4. consuming
30. 1. gain	2. form	3. change	4. follow

ENGLISH PROFICIENCY TESTFOR MATHAYOM 6 STUDENTS

Name: _____ **Student ID.**_____

Class: _____ **School:** _____ **Date:**_____

Items	A	B	C	D	Items	A	B	C	D
1					16				
2					17				
3					18				
4					19				
5					20				
6					21				
7					22				
8					23				
9					24				
10					25				
11					26				
12					27				
13					28				
14					29				
15					30				

Appendix B

Discrete Vocabulary Test

ENGLISH PROFICIENCY TESTFOR MATHAYOM 6 STUDENTS

Name: _____ **Student ID.**_____

Class: _____ **School:** _____ **Date:**_____

Time: 20 Minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pen.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are **30**questions on this question paper.

Each question carries **one** mark.

The test consists of one part:

Part I :	Vocabulary	30 items	30 marks
Total		**30 items**	**30 marks**

Part I: Vocabulary (30 items)

Direction: Choose the answer that has the same meaning as the target word or phrase.

1. การอภิปราย

1. destruction 2. frustration 3. occasion 4. discussion

2. มีอิทธิพลต่อ

1. investigate 2. discover 3. assume 4. influence

3. แทรกแซง

1. interact 2. interfere 3. assign 4. associate

4. ส่งต่อ

1. break through 2. send in 3. pass on 4. throw down

5. ซึ่งเป็นแบบอย่าง

1. typical 2. common 3. proper 4. plain

6. กัด

1.lick 2. bite 3. beat 4. touch

7. เป็นสาเหตุ

1. pause 2. hold 3. lead 4. cause

8. ยอมรับ

1. reject 2. access 3. deny 4. accept

9. อย่างจำเป็น

1. completely 2. necessarily 3. readily 4. recently

10.เข้าแทนที่

1. blend 2. require 3. accomplish 4. substitute

11. อ่อนแอ

1. hungry 2. weak 3. thin 4. tired

12. เชื่อมโยง

1. cope 2. deal 3. link 4. mix

13. ปัจจัย

1. factor 2. character 3. property 4. structure

14. ติดเชื้อ

1. infect 2. pain 3. exhaust 4. depress

15. เหตุผล

1. choice 2. opinion 3. reason 4. support

16. ดูด

1. drag 2. pull 3. swallow 4. suck

17. ด้านจิตใจ

1. mindfully 2. thoughtfully 3. emotionally 4. mentally

18. เจริญเติบโต

1. extend 2. ripen 3. swell 4. mature

19. ปริมาณที่บริโภค

1. intake 2. instance 3. insight 4. input

20. ระดับ

1. zone 2. range 3. level 4. scope

21.วางรากฐาน

1. fix 2. base 3. put 4. rest

22. ซึ่งเกิดขึ้นช้าๆ

1. temporary 2. gradual 3. sufficient 4. continuous

23. ภายนอก

1. external 2. actual 3. usual 4. internal

24. สร้างขึ้น

1. gain 2. obtain 3. form 4. change

25. บ่น

1. criticize 2. complain 3. defend 4. report

26.แสดง

1. approve 2. improve 3. perform 4. reform

27. ข่าวสาร

1. direction 2. trouble 3. discussion 4. message

28. ความเป็นจริง

1. reality 2. confession 3. conclusion 4. generality

29.ฉือ

1. fetch 2. carry 3. refuse 4. detect

30. ตกเป็นเหยื่อ

1. lose spirit 2. admit defeat 3. fall victim 4. lack power

ENGLISH PROFICIENCY TESTFOR MATHAYOM 6 STUDENTS

Name: _____ **Student ID.**_____

Class: _____ **School:** _____ **Date:**_____

Direction: Mark (X) the correct answer of each item on this sheet

Items	A	B	C	D	Items	A	B	C	D
1					16				
2					17				
3					18				
4					19				
5					20				
6					21				
7					22				
8					23				
9					24				
10					25				
11					26				
12					27				
13					28				
14					29				
15					30				

Appendix C

Grammar Testand Reading Comprehension Test

ENGLISH PROFICIENCY TESTFOR MATHAYOM 6 STUDENTS

Name: _____ **Student ID.**_____

Class: _____ **School:** _____ **Date:**_____

Time: 1 Hour 40 Minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pen.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are **56**questions on this question paper.

Each question carries **one** mark.

The test consists of two parts:

Part I :	Structure	30 items	30 marks
Part II:	Reading	26 items	26 marks
	Total	**56 items**	**56 marks**

Part I: Grammar Test (30 items)

Direction: Four parts of each sentence below are underlined and marked with the numbers 1, 2, 3 and 4. Identify the underlined part that makes the sentence incorrect.

1. The minutes of last month's meeting will deliver to all the board members for approval

1 2 3 4

before the next meeting.

2. The most troublesome types of pollution are the sewage of cities or the wastes of

1 2 3

industrial plants.

4

3. Some viruses can be transmitted from a sick to a well person only through close person

1 2 3 4

contact.

4. Quality customer-service leaders know that what their team members want and

1 2 3

provide it.

4

5. Electronics are one of the most recent and most exciting branches of electrical

1 2 3 4

science which is taught at most universities.

6. The first passenger elevator was installed in a New York hotel; he traveled up and

1 2 3 4

down on a giant screw.

7. Most people were unhappy about the government, but they became

1 2

determined to protest against it.

3 4

8. The majority of settlers on the continent were farmers, supported themselves as much as

1 2 3 4

theycould by their own labors.

9. It is required that government plays an important role in stopping

1 2

depressions and recessions in industrialized countries.

3 4

10. Large downtown department stores often spend vast amounts of money try to have

1 2 3

the best window displays in their community.

4

11. The simplest wayto understand how a jet engine works is to watch air

1 2 3

escapes from a balloon.

4

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

1 2 3 4

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

1 2 3 4

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

1 2 3

nothing can escape.

4

15. The decision on the workers' wages finalized at the meeting which was heldyesterday.

1 2 3 4

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

1 2

on the Mississippi River, and four residents were killed.

3 4

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

1 2 3 4

18. The belief whether all of the fat is unhealthy and should therefore be omitted

1 2 3

from a daily diet is untrue.

4

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

1 2 3

to work on a test is too short.

4

20. The capital city has such a large, rapidly growing population so that the

1 2 3

governor cannot solve the problem of waste disposal there.

4

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

1 2 3 4

another.

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

1 2 3 4

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

1 2 3

after having dinner at the restaurant.

4

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

1 2 3

the magazine office within two weeks.

4

25. Students should sit and hold their pens correctly so that improve their handwriting.

1 2 3 4

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

1 2 3

work as a team and to be socially responsible.

4

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

1 2

considering the suitability of the location carefully.

3 4

28. This series of readers makes reading lessons enjoy and rewarding for students at all

1 2 3 4

levels.

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

1 2 3

than present-day vehicles.

4

30. Before the managing director announced the company's new regulations to all another

1 2 3

employee, he had consulted with his assistant and his lawyer about them.

4

Part II: Reading Comprehension (26 items)

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

Passage 1 (Items 31-37)

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

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

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

Whichever way, it will be perfect rice every time.

31. The best heading for this advertisement would be ____.

1. Summer Rice Salad Preparation
2. Summer Perfect Rice Salad
3. Moonlight Rice for Easy Salads
4. Summertime with Salads

32. The most suitable slogan for this product is "_____."

1.Add your favorite flavor
2. Easy to make, easy to eat and easy to enjoy
3. Whichever way, it will be perfect rice every time
4. Moonlight Rice makes overcooking rice virtually impossible

33. All of the following can be added to the salad EXCEPT _____.

1. fruit
2. vegetables
3.nuts
4. bases

34. "…..**and you have a salad or even a meal to tempt every member of you family.**" (line 5) suggest that the salad or the meal____.

1. may make your family popular
2. will become part of your family
3. may tempt your family members to learn to cook
4. will be appreciated by all members of your family

35. The easiest way to prepare Moonlight Rice is to ____.

1. leave it in the fridge for an hour
2. put it in water and let it cook itself
3. cover it with water and put it in the fridge for an hour
4. mix it with salad

36. It can be inferred about Moonlight Rice that _____.

1. heat is not always necessary in cooking it
2. overcooking it is the most impossible method
3. salads will not be perfect without it

4. it is the most economical rice you can buy

37. This advertisement would probably appear in a____.

1. cookbook

2. diet book

3. woman's magazine

4. restaurant guide

Passage 2 (Items 38-46)

A study presented in proceedings of the National Academy of Sciences, USA, indicates that broccoli, grown under the right conditions, contains sulforaphane glucosinolate (SGS), a substance that may **boost** the body's natural defense systems against cancer and even kill cancer cell. But you would have to eat pounds of broccoli to get enough SGS to be effective. Continued food research by John Hop-kins University, Baltimore, and the USDA, however, found that three-day-old broccoli seedlings contain a concentrated amount of SGS –20 times the amount found in broccoli – so only an ounce provides the same benefits. Sold as BroccoSprouts , the seedlings are grown under controlled condition to ensure SGS content, and can be used on salads, sandwiches and omelets for a "zingy" taste. They have been patented by John Hopkins University, and 19 growers nationwide are licensed to grow**them**. BroccoSprouts are available in select grocery and health food stores nationwide.

38. The best heading for this passage is ____.

1.Baby broccoli may fight cancer

2. Broccoli is found useful

3. SGS is important for the body

4. Cancer cells can be killed

39. The verb "**boost**" (line 3) can be best replaced by ___.

1. advance
2. Preserve
3. expand
4. Improve

40. In this passage, the word that means "**producing the expected result**" is ____.

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

41. The pronoun "**them**" (line 12) refers to ____.

1. salads
2. broccoli plants
3. the seedlings
4. health foods

42. The passage could probably be found in the section ___.

1. Secrets for Safety
2. Natural Health
3. Health Medicine
4. Natural Safety Systems

43. We can infer from the passage that SGS____.

1. is very beneficial to our health
2. can be found only in broccoli sprouts
3. is used mainly to kill cancer cells
4. can be used on salads and some other foods

44. "BroccoSprouts" can be bought at ____.

1. any grocery or supermarket
2. certain groceries and health food stores
3. nineteen groceries nationwide
4. John Hopkins University

45. "BroccoSprouts" is a ____.

1. brand name
2. manufacturer
3. research title
4. health food store

46. According to the passage, the SGS in an ounce of young broccoli seedlings____.

1. is sufficient for the body's needs
2. equals that in 20 ounces of broccoli
3. is enough to give a zingy taste
4. is useful if concentrated

Passage 3 (Items 47-56)

Genetics plays a big role in the way our skin develops, determining its color, pore concentration, thickness, even the number of veins and nerves and nerves situated in its deepest layer. Yet your skin's well-being not only depends on a really efficient, scientific skincare routine, but on a healthy lifestyle too.

Getting enough sleep is important, for example, because this is the time when skin works especially hard at repairing itself. Lack of it leaves skin looking dull. If you're suffering from insomnia, the chances are that stress is a significant factor. Where happiness makes skin glow, stress makes skin show the worst side of **its nature.** Spots, pimples, eczema, blotchiness and flakiness: these are just someof the stress symptomsyou may see in your skin.

Luckily, one of the best ways of reducing stress is also very beneficial to skin: getting more exercise. Both aerobic exercise such as tennis, dancing, and jogging, and anaerobic exercise like stretching and yoga, are highly beneficial, because they improve circulation. And it is blood that brings the vitamins and nutrients necessary for cell metabolism to the skin. For your general well-being, it is always best to mix the **two types of exercise.**

If you are not eating healthily, it certainly becomes evident swiftly in your skin which loses its glow and shine. The problem can be as simple as a lack of vitamin C, which plays a vital role in collagen formation and cell repair. Although vitamin C is found in fresh fruit like melon, oranges, and even in tomatoes, the body cannot store it. Therefore, **it** needs regular supplies. Other important vitamins are the B group, especially B2 and B12 and vitamin E, along with zinc.

But vitamin and mineral supplement are not the complete answer. The best way to obtain a balanced mix of vitamins and minerals is to eat the freshest, most

natural foods. A diet rich in unsaturated fats such as olive oil rather than butter, unprocessed fiber, raw fruit and vegetables and low-fat protein such as fish and chicken will provide everything your skin needs. If you can cut out caffeine, smoking and alcohol, so much the better.

Do not forget to drink as much water as you can each day: six glasses at least.

It helps every organ in your body function better, aiding digestion, circulation and even excretion of toxins through the skin's pores.

47. The best title for this extract is ____.

1.Keeping Skin Shiny

2. Good Skin from Within

3. How Your Skin Works

4. Healthy Food, Healthy Look

48. The main idea of the extract is ____.

1. genetics is necessary for our skin's well-being

2. genetics plays a big role in the way our skin develops

3. a healthy lifestyle is really important to our skin's well-being

4. our skin's well-being depends on a really efficient scientific skincare routine

49.____is not good for the skin .

1. Collagen

2. Vitamin C

3. Insomnia

4. Exercise

50. According to the extract, it is TRUE that____.

1. skin works hard at night to repair itself

2. oversleeping may have bed effects on skin

3. the most important vitamins for skin are the B group

4. aerobic exercise is the best way to improve the skin

51. Your skin loses its glow and shine swiftly if you ____.

1. exercise regularly
2. reduce your stress level
3. consume alcohol and caffeine
4. have a healthy, balanced diet

52. The phrase "**its nature**" (line 9) refers to the nature of ____.

1. skin
2. stress
3. sleep
4. lifestyle

53. The phrase "**two types of exercise**" (line16) refers to ____.

1. stretching and yoga
2. aerobic exercise and dancing
3. jogging and anaerobic exercise
4. aerobic and anaerobic exercise

54. The word "**it**" (line21) refers to____.

1. the body
2. fresh fruit
3. vitamin C
4. cell repair

55. According to the last paragraph, water helps the body to do all of the following EXCEPT_____.

1. digest food
2. circulate blood
3. eliminate toxins
4. overcome insomnia

56. The extract is primarily intended for____.

1. people trying to live longer
2. women desiring to lose weight
3. people wanting to have youthful skin
4. women preparing to enter a beauty contest

ENGLISH PROFICIENCY TESTFOR MATHAYOM 6 STUDENTS

Name: _____ **Student ID.**_____

Class: _____ **School:** _____ **Date:**_____

Direction: Mark (X) the correct answer of each item on this sheet

Items	A	B	C	D	Items	A	B	C	D	Items	A	B	C	D
1					20					39				
2					21					40				
3					22					41				
4					23					42				
5					24					43				
6					25					44				
7					26					45				
8					27					46				
9					28					47				
10					29					48				
11					30					49				
12					31					50				
13					32					51				
14					33					52				
15					34					53				
16					35					54				
17					36					55				
18					37					56				
19					38									

Appendix D

Test Anxiety Questionnaire

แบบสอบถาม

แบบสอบถามชุดนี้มีวัตถุประสงค์เพื่อวัดปริมาณความวิตกกังวลของผู้เข้าสอบในการทำแบบทดสอบคำศัพท์แบบเติมคำในช่องว่างข้อมูลที่ได้รับจากแบบสอบถามจะถูกเก็บเป็นความลับและไม่มีผลประการใดกับผู้เข้าสอบจึงขอความร่วมมือตอบแบบสอบถามตามความเป็นจริง

ข้อมูลส่วนตัว

ชื่อ _____ นามสกุล_____ ห้อง ม. 6/_____

สายการเรียน _____ เพศ ☐ ชาย ☐ หญิง เกรดวิชาภาษาอังกฤษเทอมที่ผ่านมา _____

หมายเลขโทรศัพท์ _____ (หากไม่ขัดข้อง)

คำชี้แจง: โปรดกาเครื่องหมาย ✔ ลงในช่องที่ตรงกับความเป็นจริงของนักเรียนมากที่สุด

ข้อ	คำถาม	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ข้าพเจ้าเข้าใจในคำสั่งที่ปรากฏอยู่ในข้อสอบ				
2.	ก่อนการทำข้อสอบ ข้าพเจ้ารู้สึกมั่นใจว่าทำได้และรู้สึกผ่อนคลาย				
3.	เมื่อข้าพเจ้าได้รับข้อสอบ ข้าพเจ้ารู้สึกกังวล				
4.	เมื่อข้าพเจ้าได้รับข้อสอบ ข้าพเจ้าต้องใช้สมาธิในการคิดหาคำตอบ				
5.	ระหว่างการทำข้อสอบ ข้าพเจ้ารู้สึกมั่นใจและผ่อนคลาย				
6.	ระหว่างการทำข้อสอบข้าพเจ้ารู้สึกว่าข้าพเจ้าทำข้อสอบได้ไม่ดี				
7.	ระหว่างการทำข้อสอบ ข้าพเจ้ารู้สึกอ่อนล้า				
8.	ระหว่างการทำข้อสอบข้าพเจ้ารู้สึกกังวล				
9.	ระหว่างการทำข้อสอบ ข้าพเจ้าคิดว่าข้าพเจ้าทำข้อสอบไม่ได้				
10.	ระหว่างการทำข้อสอบข้าพเจ้าคิดไม่ออก				
11.	ระหว่างการทำข้อสอบ ข้าพเจ้าไม่สามารถใช้ความรู้ในชั้นเรียนมาตอบคำถามในข้อสอบได้				
12.	ข้าพเจ้าสามารถเดาคำตอบได้เมื่อทำข้อสอบลักษณะนี้				
13.	หลังจากทำข้อสอบเสร็จ ข้าพเจ้ารู้สึกว่าข้าพเจ้าน่าจะทำข้อสอบได้ดีกว่าที่ข้าพเจ้าทำไว้				
14.	ข้าพเจ้ารู้สึกกังวลในการทำข้อสอบมากกว่าปกติ				
15.	เมื่อพบคำถามยาก ข้าพเจ้ารู้สึกว่าเป็นความท้าทายมากกว่าความกังวล				

ข้อ	คำถาม	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
16.	ข้าพเจ้าคิดว่าข้อสอบที่ข้าพเจ้าทำวัดความสามารถที่แท้จริงของข้าพเจ้าได้				
17.	ข้าพเจ้ารู้สึกกังวลเป็นอย่างมากในผลคะแนนที่จะได้รับ				
18.	ความกังวลทำให้ข้าพเจ้าขาดความระมัดระวังในการทำข้อสอบ				
19.	ข้าพเจ้ารู้สึกคุ้นเคยกับข้อสอบลักษณะนี้				
20.	ข้าพเจ้าสามารถทำข้อสอบลักษณะนี้ได้อย่างรวดเร็ว				
21.	ข้าพเจ้าชอบลักษณะข้อสอบแบบนี้				
22.	ข้าพเจ้าทำข้อสอบได้ดี				

ขอขอบคุณในความร่วมมือ

แบบสอบถาม

แบบสอบถามชุดนี้มีวัตถุประสงค์เพื่อวัดปริมาณความวิตกกังวลของผู้เข้าสอบในการทำแบบทดสอบคำศัพท์แบบหาคำเหมือนข้อมูลที่ได้รับจากแบบสอบถามจะถูกเก็บเป็นความลับและไม่มีผลประการใดกับผู้เข้าสอบจึงขอความร่วมมือตอบแบบสอบถามตามความเป็นจริง

ข้อมูลส่วนตัว

ชื่อ _____ นามสกุล_____ห้อง ม. 6/_____

สายการเรียน _____ เพศ ☐ ชาย ☐ หญิง เกรดวิชาภาษาอังกฤษเทอมที่ผ่านมา _____

หมายเลขโทรศัพท์ _____ (หากไม่ขัดข้อง)

คำชี้แจง: โปรดกาเครื่องหมาย ✔ ลงในช่องที่ตรงกับความเป็นจริงของนักเรียนมากที่สุด

ข้อ	คำถาม	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ข้าพเจ้าเข้าใจในคำสั่งที่ปรากฏอยู่ในข้อสอบ				
2.	ก่อนการทำข้อสอบ ข้าพเจ้ารู้สึกมั่นใจว่าทำได้และรู้สึกผ่อนคลาย				
3.	เมื่อข้าพเจ้าได้รับข้อสอบ ข้าพเจ้ารู้สึกกังวล				
4.	เมื่อข้าพเจ้าได้รับข้อสอบ ข้าพเจ้าต้องใช้สมาธิในการคิดหาคำตอบ				
5.	ระหว่างการทำข้อสอบ ข้าพเจ้ารู้สึกมั่นใจและผ่อนคลาย				
6.	ระหว่างการทำข้อสอบข้าพเจ้ารู้สึกว่าข้าพเจ้าทำข้อสอบได้ไม่ดี				
7.	ระหว่างการทำข้อสอบ ข้าพเจ้ารู้สึกอ่อนล้า				
8.	ระหว่างการทำข้อสอบข้าพเจ้ารู้สึกกังวล				
9.	ระหว่างการทำข้อสอบ ข้าพเจ้าคิดว่าข้าพเจ้าทำข้อสอบไม่ได้				
10.	ระหว่างการทำข้อสอบข้าพเจ้าคิดไม่ออก				
11.	ระหว่างการทำข้อสอบ ข้าพเจ้าไม่สามารถใช้ความรู้ในชั้นเรียนมาตอบคำถามในข้อสอบได้				
12.	ข้าพเจ้าสามารถเดาคำตอบได้เมื่อทำข้อสอบลักษณะนี้				
13.	หลังจากทำข้อสอบเสร็จ ข้าพเจ้ารู้สึกว่าข้าพเจ้าน่าจะทำข้อสอบได้ดีกว่าที่ข้าพเจ้าทำไว้				
14.	ข้าพเจ้ารู้สึกกังวลในการทำข้อสอบมากกว่าปกติ				
15.	เมื่อพบคำถามยาก ข้าพเจ้ารู้สึกว่าเป็นความท้าทายมากกว่าความกังวล				
16.	ข้าพเจ้าคิดว่าข้อสอบที่ข้าพเจ้าทำวัดความสามารถที่แท้จริงของข้าพเจ้าได้				
17.	ข้าพเจ้ารู้สึกกังวลเป็นอย่างมากในผลคะแนนที่จะได้รับ				

ข้อ	คำถาม	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
18.	ความกังวลทำให้ข้าพเจ้าขาดความระมัดระวังในการทำข้อสอบ				
19.	ข้าพเจ้ารู้สึกคุ้นเคยกับข้อสอบลักษณะนี้				
20.	ข้าพเจ้าสามารถทำข้อสอบลักษณะนี้ได้อย่างรวดเร็ว				
21.	ข้าพเจ้าชอบลักษณะข้อสอบแบบนี้				
22.	ข้าพเจ้าทำข้อสอบได้ดี				

ขอขอบคุณในความร่วมมือ

Manuscript

Paper 1

Rational Cloze Test: A Valid Measure of Vocabulary?

Rational Cloze Test: A Valid Measure of Vocabulary?*
ข้อสอบแบบเติมคำ: เครื่องมือวัดความรู้ด้านคำศัพท์ที่เที่ยงตรง ?

NurhudaBenjama**
นูร์ฮูดา เบญจมะ
ThanyapaPalanukulwong***
ธัญภา พลานุกูลวงศ์

Abstract

The study aimed to 1) determine whether the rational cloze test claimed to test vocabulary really measured vocabulary, 2) explore relationships between the rational cloze test scores and the scores on vocabulary, grammar and reading comprehension, and 3) find out the significant predictors of the rational cloze test scores. The subjects were 104 grade 12 EFL students selected by purposive sampling technique. The research instruments were the rational cloze test, vocabulary test, grammar test and reading comprehension test. The findings showed that the average score of the rational cloze test was significantly lower than that of the vocabulary test. Moreover, it was found that there was a positive significant relationship between scores of the rational cloze test and scores on vocabulary, reading comprehension and grammar. Regression analysis revealed that vocabulary and grammar were the significant predictors of the scores on the rational cloze test.

การวิจัยครั้งนี้มีจุดประสงค์เพื่อ1) ศึกษาความเที่ยงตรงของแบบเติมคำที่ใช้เป็นเครื่องวัดความสามารถด้านคำศัพท์ 2)ศึกษาความสัมพันธ์ระหว่างคะแนนที่ได้จากข้อสอบแบบเติมคำและคะแนนที่ได้จากข้อสอบวัดความสามารถด้านคำศัพท์ ไวยากรณ์ และการอ่านทำความเข้าใจ และ3)ศึกษาปัจจัยบ่งชี้ที่สำคัญของคะแนนที่ได้จากข้อสอบแบบเติมคำ กลุ่มเป้าหมายเป็นนักเรียนชั้นมัธยมศึกษาปีที่6 จำนวน 104 คน เลือกโดยการสุ่มตัวอย่างแบบเฉพาะเจาะจง เครื่องมือวิจัยประกอบด้วย ข้อสอบแบบเติมคำ ข้อสอบวัดความสามารถด้านคำศัพท์ ข้อสอบวัดความสามารถด้ายไวยากรณ์ และข้อสอบวัดความสามารถด้านการอ่านทำความเข้าใจ ผลการวิจัยพบว่า คะแนนเฉลี่ยที่ได้จากข้อสอบแบบเติมคำ ต่ำกว่าคะแนนที่ได้จากข้อสอบวัดความสามารถด้านคำศัพท์อย่างมีนัยสำคัญ นอกจากนั้น ยังพบว่าคะแนนที่ได้จากข้อสอบแบบเติมคำมีความสัมพันธ์เชิงบวกกับคะแนนที่ได้จากข้อสอบวัดความสามารถด้านคำศัพท์ ด้านไวยากรณ์ และด้านการอ่านทำความเข้าใจอย่างมีนัยสำคัญ ส่วนการวิเคราะห์การถดถอยพบว่า ความสามารถด้านคำศัพท์และไวยากรณ์เป็นปัจจัยบ่งชี้ที่สำคัญของคะแนนที่ได้จากข้อสอบแบบเติมคำ

Keywords: Rational Cloze Test, Vocabulary Test, Validity

---

*This article is conducted to investigate the validity of rational cloze test as a test of vocabulary andto fulfill the requirement for M.A. in Teaching English as a foreign language, Prince of Songkla University.

** M.A. student, Faculty of Liberal Arts, Prince of Songkla University, E-mail: danurhuda@gmail.com

*** Assoc. Prof. Dr., Faculty of Liberal Arts, Prince of Songkla University, E-mail: thanyapa.c@psu.ac.th

1. Rationale

The main objective of language tests is to measure the real language performance of the test takers; tests play an important role in indicating learners' language achievement (Heaton, 1988; McNamara, 2000). To ensure the test quality, construct validity needs to be considered. Construct validity is concerned with meaningful and appropriate interpretations based on the test scores. According to Bachman (2009), what the test tests has to reflect what it is aimed to test from the individuals. The validation in language testing aims to ensure defensible and fair interpretations based on test performance (McNamara, 2000). Test validity must show a strong relationship between the test scores and the ability of the individuals (Fulcher, 2007).This helps to provide a reliable test score. If no processes of validation are available in test construction, there will not be justice in test score results. The tests will be useless if they lack validity (Hughes, 1989).Thus, developing and understanding the principles of language assessment are necessary (McNamara, 2000).

According to Prapphal (2008), in Thailand there are still problematic issues in language testing. One of the great concerns is the issue of test validity. In the Thai educational system, Ordinary National Educational Test (O-NET) is conducted in order to assess learners' quality at national level, based on the learning standards prescribed in the Basic Education Core Curriculum. The National Institute of Educational Testing Service (NIETS) is responsible for arranging for assessment of all learners in three educational levels:primary(grades 1-6), lower secondary (grades 7-9) and upper secondary (grades 10-12). The evaluation results will provide relevant data for comparing educational quality at different levels, which will be useful for planning in order to raise the quality of education provided. The data obtained will also support decision-making at the national policy level (Ministry of Education, 2008).

In the current global society, communication technology connects every part of the world (Kuljitjuewong, 2012). When the world becomes smaller, languages are necessary. Thai students need to learn foreign languages because of its importance, not only for communication, but also for seeking knowledge and creating understanding of cultures of the world community. The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English (Ministry of Education, 2008).

English is one of the eight subjects assessed in O-NET. The English skills assessed in the O-NET test are language for communication, language and culture, language and other subject groups relationship, and language, community and work relationship. Each year approximately two million Thai students take the O-NET examination: 950,000 grade six students, 880,000 grade nine students and 330,000 grade twelve students. The O-NET scores are important especially for grade 12 students because it is part of their university admission to continue their specific study in the future (National Institute of Educational Testing Service, 2009). For example, in Thai higher education, communication skills are needed such as in Hotel English Training Program (Taraporn et al., 2014).

Vocabulary is a significant component for communication. It is an achievement indicator of language use. Wilkins (1972:111 cited in Schmitt, 2010) said "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." In language learning, vocabulary needs to be measured (Hall, 2012). A vocabulary test assesses learners' knowledge of the lexical meanings, patterns and collocations in a context. Both learners' active vocabulary and passive vocabulary may be tested.

A vocabulary completion test is employed in measuring vocabulary knowledge both in the classroom and at the national level. This format modified from the traditional or systematic deletion cloze test is referred to by many researchers as a gap-filling reading test, a rational cloze test and a selective deletion cloze test (Heaton, 1988). To complete the rational cloze test, the test takers need the grammatical knowledge and reading competence (Lee, 2008; McKamey, 2006; Yamashita, 2003; Saito, 2003; Hadley and Naaykens, n.d.).

Accordingly, it is necessary for this research to investigate the validity of the rational cloze test claimed to test the test takers' vocabulary proficiency and the relationship between the sets of scores from the rational cloze test, reading comprehension test and grammar test.

Research Questions:

1. Does the rational cloze test claimed to test vocabulary really measure vocabulary?
2. Are there relationships between the scores of the rational cloze test and those on vocabulary, grammar and reading comprehension test?
3. Which variables are significant predictors of the rational cloze test scores?

2. Literature Review

2.1 Importance of Vocabulary

Vocabulary plays important roles in all English language skills. Vocabulary significantly relates to reading, writing, listening, and grammar (Schmitt, 2010). Knowledge of vocabulary can account for the success of communication. Lack of grammar knowledge does not affect achievement of communication, but the communication will be meaningless if there is no vocabulary (Wilkins, 1972 cited in Schmitt, 2010). Learners always perceive the importance of vocabulary and master their vocabulary through language learning (Lessard-Clouston, 2013). The lexical performance of learners can be measured on any language test to establish their vocabulary size.

2.2 Testing Vocabulary Performance

A vocabulary test is designed to test the students' lexical knowledge and the test has to be able to discriminate the students' word proficiency (Heaton, 1988). According to Nation (2008), testing vocabulary is a way to see the ability of the learners' vocabulary development in order to further the pedagogical plan and stimulate their learning. Vocabulary testing can be used to clarify what needs to be instructed, to observe and encourage learning, to place students in the right class,

to assess students' achievement by giving a grade, and to assess students' vocabulary size or proficiency. The vocabulary test scores have to represent the students' lexical ability (Nation, 2008).

Vocabulary tests can be classified as productive vocabulary tests of which test takers must go from meaning to the word form and receptive vocabulary tests of which test takers see the word form and have to find the meaning (Nation, 2008). In fact, vocabulary can be tested in four skills of English: speaking, listening, writing and reading. If the learners perform a productive vocabulary test well, they may be good at the skills of speaking and writing. If the learners perform a receptive vocabulary test well, they may be good at the skills of listening and reading (Heaton, 1988).

There are several ways to test vocabulary. A vocabulary test can be in the format of multiple-choice items asking test takers to select the nearest meaning, the definition or the best synonym with the given word, make a set of associated words, or match items. The formats of word formation test items, rearrangement items and completion items are also used in testing lexical knowledge (Heaton, 1988). Linking vocabulary items with other tests may help discover how well students can apply the vocabulary they have been taught (Nation, 2008).

A good vocabulary test needs to have certain characteristics. Firstly, it should be practical. Nation (2008) said that the test takers should not spend a long time or use various skills in the test. The test has to be easily marked and scores on the test should be easily interpreted. In addition, the test should be reliable, consisting of at least 30 items. Test takers should be familiar with the test format. Finally, it should be valid. The test must test what it is supposed to test. The test becomes valid if it is used for the objective for which it is planned. Test takers have to use knowledge and skills involved in the vocabulary knowledge being measured to take the test (Nation, 2008).

2.3 Rational Cloze Test

A cloze was introduced by Taylor in 1953 who deleted words in a passage systematically. Its first use was for testing reading competence of American school students. It is widely used to measure English proficiency of both ESL and EFL learners because of its advantages in measuring the integrative skills and being easy to construct (Oller and Conrad, 1971).

Hughes (1989) proposed that the cloze test draws on the candidate's ability to process lengthy passages of language in order to replace the missing word in a blank. To predict the missing word, test takers employ the underlying abilities of their language competence.

At least five major types of cloze tests are available in language testing: the fixed-rate deletion, the multiple-choice cloze, the cloze elide, the C-test and the selective deletion, also known as the rational cloze (Hadley and Naaykens, n.d.). In the fixed-rate deletion, every nth word is deleted after the first or second sentences of the text. Often every fifth or seventh word is deleted. In multiple choice cloze tests, test takers select from possible items to fill in each blank. The cloze elide includes words which are not relevant to the text. The test takers have to identify the wrong words and correct them. The C-test is composed of words of which the initial part is kept in a text, and each shortened

word is completed by test takers. The selective deletion or rational cloze test is one in which the tester deletes words that he or she wants to assess from the text (Eyckmans et al., 2004). This type of test is to assess specific points of grammar and vocabulary (Hadley and Naaykens, n.d.)

The rational deleted cloze test was first developed by Bachman to assess the specific linguistic performances of the learners in reading (1985, cited in Lee, 2008). The deleted words could be a grammatical word or a content word. For Davies et al. (1999), in a rational cloze, words are deleted and selected by the teachers or test administrators. The students are required to fill functional words or content words depending on whatever being tested.

Lee's study (2008) suggested that rational cloze procedure could encourage a learner's vocabulary acquisition because it reinforces using words rather than putting emphasis on words to learn the meanings. It was found that the rational cloze procedure improved knowledge in written text form which the learners read and comprehended by using their semantic and syntactic knowledge.

However, the validity of cloze tests has been criticized by many researchers. For example, Kobayashi's study (2002) claimed that the cloze item characteristics impacted the cloze test scores even though cloze tests have been used to measure various kinds of language proficiency. Those item characteristics involved the deleted word type, frequency of word deletion, the grammatical variation, the quantity of context and background knowledge. McNamara (2000) mentioned that it is hard to use the cloze procedure as an accurate predictor of test takers' separate language skills performance. Different score results from the cloze test vary with the chosen texts. In addition, intelligent test takers can easily predict the missing words in a cloze test. Therefore, the validity of cloze technique in language testing is called into question.

2.4 Validity

Validity is of two types of quality. A unitary quality relates to the sufficient and suitable interpretations and uses of test scores. Another quality is a local quality specified to a particular inference or use of a particular test. Valid language test scores can infer test takers' knowledge and performance and place them into courses. To ensure those results, the testers must supply enough justification. The testers have to prove them with reasonable discussion and obvious evidence to make the expected score interpretation valid (Bachman, 2004).

Validation is the means of combining an interpretive statement relating a test score with its interpretation and use, and gathering relevant proof to support discussion (Bachman, 2004). Validation can be demonstrated by qualitative and quantitative approaches. Qualitative approaches include analysis of test content and of the process that test takers use in taking tests. Quantitative approaches consist of analysis of patterns of correlations among many different tests, using exploratory and confirmatory factor analysis, as well as experimental, equivalent group designs and comparisons among non-equivalent groups (Bachman, 2004).

Construct validity is an important kind of validity in language testing. It is the concept that the test has to test what the test taker aims to test (Davies et al., 1999). For Hughes (1989), construct validity refers to a testing technique that demonstrates the test is measuring only the competence which it is assumed to measure. The term "construct" involves any trait or underlying ability hypothesized in a theory of language ability. A good test should contain construct validity in order to supply and predict an accurate and reliable result of the knowledge proficiency measured in it(Bachman, 1990).In order to validate the test constructs, coefficients can be calculated between the various measures of language ability. If the coefficients between sets of scores on a similar construct are consistently higher than those between the scores on different constructs, the evidence is claimed that the test measures isolate constructs. Direct testing of abilities is recommended if there is unclear and doubtful explanation in the test constructs (Hughes, 1989).

3. Methodology

3.1 Subjects

The subjects in this study were 104 Grade 12 EFL learners from Dechapattanayanukul School, Pattani, Thailand. They were selected by purposive sampling technique.

3.2 Research instruments

3.2.1 Rational cloze test

The rational cloze test was used to assess the vocabulary knowledge of the subjects. The test was taken from three years of O-NET tests at the upper-secondary level: 2009, 2010, and 2011. The rational cloze test was in a four-multiple-choice format composed of 30 items. It was required to read cloze passages and select suitable and meaningful words for each gap in the contexts.The reliability coefficient of this test was .80.

3.2.2 Vocabulary test

A vocabulary test was constructed to measure the subjects' vocabulary knowledge. It consisted of 30 multiple-choice items which were the same words tested in the rational cloze test (as in 3.2.1). The reliability coefficient of this test was .89. The subjects had to choose the correct meaning for each given word. This kind of test is a single word test not requiring other English language skills except the knowledge of vocabulary.

3.2.3 Grammar test

The grammar test was used to investigate the subjects' grammar knowledge. This test consisted of 30 grammatical error identification items taken from 2009, 2010 and 2011 O-NET tests of the upper-secondary level. The reliability coefficient of this test was .83.

3.2.4 Reading comprehension test

A reading comprehension test was employed to investigate the test takers' reading ability and was taken from the upper-secondary O-NET tests of 2009, 2010 and 2011. It consisted of three

passages with different lengths. There were 26 four-multiple choice items.The reliability coefficient of this test was .79.

All these four tests had already been piloted with 40 Grade 12 studentsbefore use.

3.3 Data Collection

The tests were administered to the 104 subjects. The subjects first sat for the rational cloze test for 30 minutes. After the rational cloze test had been collected, the vocabulary test was administered for 20 minutes. Then, the grammar test and the reading comprehension test were administered. Together all the four tests took approximately 150 minutes to administer.

3.4 Data Analysis

Descriptive statistics were used to describe the subjects' scores on four tests: rational cloze test, vocabulary test, grammar test and reading comprehension. Then, Pearson correlation coefficient was applied to explore relationships between scores on the rational cloze test and other sets of the scores. Finally, regression was applied to find the most significant variable in predicting scores on the rational cloze test.

4. Results

Research Question 1: Does the rational cloze test claimed to test vocabulary really measure vocabulary?

Table 1 Comparison of test scores

Test	N	Total	Mean	S.D.	Max.	Min.
Rational Cloze Test	104	30	10.72	4.30	27	4
Vocabulary Test	104	30	18.42	4.94	30	10
Grammar Test	104	30	9.28	3.54	23	2
Reading Comprehension	104	26	10.58	4.46	25	4

Table 1 shows the means of the four tests: the rational cloze test, vocabulary test, grammar test and reading comprehension test. It is found that the scores on the vocabulary test were the highest ($\bar{x}$ = 18.42, S.D.=4.94) followed by rational cloze test scores ($\bar{x}$ = 10.72, S.D.=4.30), reading comprehension scores ($\bar{x}$ =10.58, S.D.=4.46) and grammar test scores ($\bar{x}$ =9.28, S.D.= 3.54) respectively.

The vocabulary knowledge of the subjects was assessed by the two test types: vocabulary test and rational cloze test. The results revealed that the subjects' vocabulary scores on the vocabulary test ($\bar{x}$ = 18.42, S.D.= 4.94) were higher than those on the rational cloze test ($\bar{x}$ =10.72, S.D.= 4.30). The maximum and minimum scores of the vocabulary test (Max. = 30, Min. =10) were obviously higher than those of the rational cloze test (Max. = 27, Min. = 4). It seems that the subjects knew the vocabulary tested well because they could identify the words when tested through single words in the vocabulary test. They did need to read or employ any underlying abilities. However,

when they did the rational cloze test, they had to read the contexts. Thus, their vocabulary competence was obstructed by the rational cloze test.

Research Question 2:. Are there relationships between the scores of the rational cloze test and those on vocabulary test, grammar test and reading comprehension test?

Table 2 Correlation scores of all tests

	Rational Cloze Test	Vocabulary Test	Grammar Test	Reading Comprehension
Rational Cloze Test		.470**	.213*	.315**
Vocabulary Test			.058	.346**
Grammar Test				.254**
Reading Comprehension				

**. significant at the 0.01 level (1-tailed).

*. significant at the 0.05 level (1-tailed).

As can be seen from Table 2, the scores on the rational cloze test were significantly and positively correlated with the vocabulary scores, reading comprehension scores and the grammar scores. To begin, the scores on the rational cloze test were significantly and moderately related to the vocabulary test ($r = .47$, $p < .01$). The higher the vocabulary test scores were, the higher the rational cloze test scores were. In other words, the two sets of tests measured the same construct. This implies that a larger vocabulary enabled students to increase their scores on the rational cloze test.

Also, there was a low but significant correlation between scores of the rational cloze test and those of the grammar test ($r = .21$, $p < 0.05$), suggesting that the students with high grammar knowledge would also score high on the rational cloze test and vice versa.

In terms of the relationship between the rational cloze test and the reading comprehension test, the analysis indicates that there was a positive and significant correlation ($r = .32$, $p < .01$). Those learners who had better scores on the rational cloze test would also have better reading comprehension scores and vice versa.

To confirm the correlations between the sets of scores, regression was performed as shown in Table 3.

Research Question 3: Which variables are the significant predictors of the rational cloze test scores?

Table 3Multiple regression for the relationship between scores on the rational cloze test and scores on the vocabulary and grammar test

Model	R	R Square	Std. Error of the Estimate	F	Sig.
1	.505	.255	3.749	17.324	.000

Independent variables: Vocabulary and Grammar

Dependent variable: Rational Cloze Test

In order to examine the strength of the relationship, the model's R-Square value was calculated as shown in Table 3. The model summary reveals that 26 percent of the variance (R-Square = .255) in the rational cloze test scores can be attributed to the competence of vocabulary and grammar. Thus, from these results, it can be inferred that vocabulary and grammar competence can significantly predict up to 26 percent of the variance in the scores on the rational cloze test ($F=17.32$, $p<.01$).

Table 4 Partial regression coefficients for the degree of prediction of vocabulary, grammar and reading comprehension on the rational cloze test scores

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	1.254	1.680		.746	.457
Vocabulary	.400	.075	.459	5.338	.000
Grammar	.226	.104	.186	2.168	.033

To determine which of the three variables under investigation could significantly predict the outcome on the rational cloze test scores, Table 4 presents the variance breakdown for each of the variables. These results show that only vocabulary and grammar could significantly predict the outcome on the rational cloze test scores ($p<.01$ and $p<.05$ respectively). However, beta indices reveal that scores on the vocabulary test were a stronger predictor and had a stronger effect on the rational cloze test scores (0.46) than scores on the grammar test (0.19). This means, with all the variables held constant, for every unit increase in the level of vocabulary knowledge, the rational cloze test scores increased by .46 unit. Another predictor of the rational cloze test scores was grammar knowledge with Beta = .19. This, again, means that there was an increase in the rational cloze test scores by .19 for every extra point in the level of grammar knowledge.

Surprisingly, reading comprehension was not included in the regression model for predicting rational cloze test scores in this study. It means that the reading comprehension did not predict and affect the scores on the rational cloze test.

With respect to the above results, one can say that vocabulary and grammar knowledge were the significant predictors of the rational cloze test scores.

5. Discussion

The aims of the present study were to determine whether the rational cloze test claimed to test vocabulary really measured vocabulary; to explore relationships between the scores on rational cloze test and the vocabulary, grammar and reading comprehension scores; and to find out the significant predictors of the rational cloze test scores.

This study finds that the rational cloze test and the vocabulary test measured the same construct, but the overall scores of vocabulary measured by the two test formats were different. The subjects scored higher in the vocabulary test than in the rational cloze test. This implies that even though the two tests assessed vocabulary knowledge, the vocabulary test seemed more valid because it tested only vocabulary knowledge. The rational cloze test required them to apply their grammar knowledge and reading competence in order to select the correct words. To illustrate, the rational cloze test scores were significantly and moderately related to the vocabulary test scores ($r = .47$). This suggests that in doing the rational cloze test, the students needed not only vocabulary knowledge but also other underlying skills. There might be other English language abilities affecting the vocabulary tested by the rational cloze test.

The scores on the rational cloze test were also positively correlated with the reading comprehension and grammar tests. The relationships were quite low ($r=.32$ and $r=.21$ respectively). It implies that not only vocabulary knowledge, but that the rational cloze test could assess the reading comprehension and grammar ability of the students. This study corresponds to the research of McKamey (2006) who stated that the scores of the rational cloze test are correlated with the scores of grammar and reading test. It means that what the rational cloze test measures is the homogeneous ability that grammar tests, vocabulary tests and reading comprehension tests assess (Saito, 2003).

However, Hall (2012) argued that even though vocabulary competence is correlated with the ability of the reading texts, testing vocabulary by using text clues does not validly assess the students' vocabulary proficiency because the skill of reading interferes with the performance. Heaton (1988) also said that the effective vocabulary tests should not rely on the students' grammatical knowledge to comprehend the test items or complete the test

In order to ensure the relationships between the sets of scores, regression was applied. It is surprising that the reading comprehension test was left out of the regression model by chance. It probably suggests that reading comprehension did not predict rational cloze test performance while vocabulary and grammar contributed significantly to the prediction of the rational cloze test. Not only vocabulary but also grammar knowledge was a significant factor affecting the scores on the rational cloze test. It is interesting to note that to restore the blanks in the rational cloze test, test takers must have both vocabulary and grammar knowledge. However, the knowledge of vocabulary played the most significant role in predicting the scores on the rational cloze test. This finding is not consistent

with the study of McKamey (2006) showing that grammar and reading comprehension are good indicators of the rational cloze test performance.

Therefore, we can conclude from this study that vocabulary is a significant contributor to the rational cloze test performance, but its contribution is not unique. Grammar and reading comprehension seem to overlap in the rational cloze test.

6. Conclusion

Based on the findings of this study, it could be summarized that the rational cloze test was valid for measuring the vocabulary knowledge of the students, but it was not as valid as the vocabulary test because of its relation with grammar test and reading comprehension test. It means that the rational cloze test did not only measure vocabulary knowledge but also grammar and reading comprehension. The students who have high grammar and reading comprehension competence could do better on the rational cloze test than those who have only vocabulary knowledge. School teachers should take this into consideration for test design. Not only teachers, but also students, can benefit from the results on the performance of the rational cloze test. For further study, because of low correlations between the rational cloze test and other sets of English language performance, a future study should repeat other different variables that play a significant role in the rational cloze test and increase the number of samples from different schools in order to generalize the results.

References

Bachman, L. F. (1990). **Fundamental considerations in language testing**. Oxford: Oxford University Press.

Bachman, L. F. (2004). **Statistical analyses for language assessment**. New York: Cambridge University Press.

Bachman, L. F. (2009). **Language testing in practice: designing and developing useful language tests**. New York: Oxford University Press.

Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T., and McNamara, T. (1999). **Dictionary of language testing**. New York: Press Syndicate of the University of Cambridge.

Eyckmans, J., Boers, F., Demecheleer, M., Hogeschool, E., and Universite Libre de Bruxelles. (2004). "The Deleted Essentials Test: an effective and affective compromise". **Humanising Language Teaching**, 4. Retrieved from http://www.hltmag.co.uk/nov04/mart.htm

Fulcher, G. (2007). **Language testing and assessment**. New York: Routledge.

Greene, B. B. (2001). "Testing reading comprehension of theoretical discourse with cloze". **Journal of Research in Reading,** 24: 82–98.

Hadley, G. S., and Naaykens, J. E. (n.d.). "An Investigation of the Selective Deletion Cloze Test as a Valid Measure of Grammar-Based Proficiency in Second Language Learning". Retrieved March 20, 2014, from http://www.nuis.ac.jp/~hadley/publication/nucloze/NUCLOZE.htm

Hall, B. L. (2012). **Vocabulary assessment with varying levels of context: a replication study.** California State University.

Heaton, J. B. (1988). **Writing English language tests** (New ed.). New York: Longman.

Hughes, A. (1989). **Testing for language teachers**. New York: Cambridge University Press.

Kobayashi, M. (2002). "Cloze Tests Revisited: Exploring Item Characteristics with Special Attention to Scoring Methods". **The Modern Language Journal**, 86: 571–586.

Kuljitjuewong, S. (2012). "The evolution of communication in the future, 2012". **วารสารวิชาการ Veridian E-Journal** 5, 2 (May-August) : 59-70

Lee, S. H. (2008). "Beyond reading and proficiency assessment: The rational cloze procedure as stimulus for integrated reading, writing, and vocabulary instruction and teacher–student interaction in ESL". ***System36***, *4: 642–660.*

Lessard-Clouston, M. (2013). **Teaching vocabulary**. VA: TESOL International Association.

McKamey, T. (2006). "Getting Closure on Cloze: A Validation Study of the "Rational Deletion" Method". **Second Language Studies**, 24: 114–164.

McNamara, T. F. (2000). **Language testing**. New York: Oxford University Press.

Ministry of Education. (2008). **The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)**. Bangkok: Kurusapa Ladprao Publishing.

Nation, I. S. P. (2008).**Teaching vocabulary: strategies and techniques**. MA: Heinle.

Oller, J. W., and Conrad, C. A. (1971). "The cloze technique and ESL proficiency". **Language Learning** 21, 2: 183–195.

Prapphal, K. *(2008). "Issues and trends in language testing and assessment in Thailand".* **Language Testing** 25, 1: 127–143.

Saito, Y. (2003). "Investigating the Construct Validity of the Cloze Section in the Examination for the Certificate of Proficiency in English". **Spaan Fellow Working Papers in Second or Foreign Language Assessment,** 1: 39–82.

Schmitt, N. (2010). **Researching vocabulary: a vocabulary research manual**. New York: Palgrave Macmillan.

Taraporn, T., Torat, S., and Torat, B. (2014). "The Development of Hotel English Training Program Focusing on Task-based Instruction to Enhance Communication Skills". **วารสารวิชาการ Veridian E-Journal** 7, 5 (July-December) : 205-221.

The National Institute of Education Testing Service. *(2009).* **The National Institute of Educational Testing Service(Public Organization) Thailand**. Bangkok: The National Institute of Education Testing Service.

Yamashita, J. (2003). "Processes of taking a gap-filling test: comparison of skilled and less skilled EFL readers". **Language Testing** 20, 3: 267–293.

Paper 2

The Impact of Test Formats on Vocabulary Test Performance and Test Anxiety

The Impact of Test Formats on Vocabulary Test Performance and Test Anxiety
ผลกระทบของรูปแบบข้อสอบต่อความสามารถด้านคำศัพท์และความกังวล

นูร์ฮูดา เบญจมะ[1]
NurhudaBenjama
ธัญภา พลานุกูลวงศ์[2]
ThanyapaPalanukulwong

บทคัดย่อ

ความสามารถทางด้านคำศัพท์ของผู้เรียนภาษาอังกฤษเป็นภาษานานาชาติถือเป็นตัวชี้วัดความสำเร็จทางด้านภาษา โดยข้อสอบที่ใช้วัดความสามารถทางด้านคำศัพท์นั้นมีหลายรูปแบบซึ่งจะส่งผลต่อคะแนนและระดับความกังวลแตกต่างกันออกไป ดังนั้นการวิจัยฉบับนี้จึงมีวัตถุประสงค์เพื่อ 1) ศึกษาคะแนนและระดับความกังวลที่เกิดจากข้อสอบแบบเติมคำ และข้อสอบคำศัพท์ 2) เปรียบเทียบระดับความกังวลที่เกิดจากข้อสอบแบบเติมคำ และข้อสอบคำศัพท์ และ3)หาความสัมพันธ์ระหว่างระดับความกังวลและคะแนนที่ได้จากข้อสอบแบบเติมคำและข้อสอบคำศัพท์ โดยมีกลุ่มตัวอย่างที่เป็นผู้เรียนภาษาอังกฤษเป็นภาษานานาชาติจำนวน 104 คน เครื่องมือวิจัยประกอบด้วย ข้อสอบแบบเติมคำ ข้อสอบคำศัพท์ และแบบสอบถามเกี่ยวกับความกังวลที่เกิดจากข้อสอบ ผลการวิจัยพบว่า คะแนนและระดับความกังวลที่เกิดจากข้อสอบแบบเติมคำและข้อสอบคำศัพท์แตกต่างกัน ซึ่งระดับความกังวลที่เกิดจากข้อสอบแบบเติมคำสูงกว่าระดับความกังวลที่เกิดจากข้อสอบคำศัพท์ นอกจากนั้นแล้ว คะแนนที่เกิดจากข้อสอบแบบเติมคำมีความสัมพันธ์เชิงลบกับระดับความกังวลอย่างมีนัยยะสำคัญ

คำสำคัญ:รูปแบบข้อสอบ ความกังวลที่เกิดจากข้อสอบ ข้อสอบแบบเติมคำ ข้อสอบคำศัพท์

Abstract

Vocabulary proficiency of EFL learners is an indicator of language achievement. It can be assessed in many ways; nevertheless test formats produce different test results partly because of test anxiety. This study aimed 1) to investigatethe scores and the test anxiety levels produced by a rational cloze test and the discrete vocabulary test, 2) to compare the test anxiety levels produced

---

[1]นักศึกษามหาบัณฑิต (การสอนภาษาอังกฤษเป็นภาษานานาชาติ) คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์
M.A. student(Teaching English as an International Language) Faculty of Liberal Arts, Prince of Songkla University
[2] รองศาสตราจารย์ ดร. คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์
Associate Professor, Ph.D.Faculty of Liberal Arts, Prince of Songkla University

by the rational cloze test and the discrete vocabulary test, and 3) to find out the relationship between the test anxiety levels and the scores on the rational cloze test and the discrete vocabulary test. The subjects were 104 EFL learners. There were 3 research instruments: a rational cloze test, a discrete vocabulary test and a test anxiety questionnaire. The findings showed that the scores and the test anxiety levels produced by the rational cloze test and the discrete vocabulary test were different. The anxiety level produced by the rational cloze test was significantly higher than that by the discrete vocabulary test. Moreover, the scores on the rational cloze test were significantly and negatively correlated with test anxiety levels. Test anxiety had an impact on the scores of the rational cloze test, but not on the vocabulary test.

Keywords: Test format, Test anxiety, Rational cloze test, Vocabulary test

Introduction

Vocabulary plays a significant role in language use. Vocabulary refers to single words, compound words or idioms of a language. The total number of lexical items of a target language that a user or learner knows is a measure of ability (Davies et al., 1999). Vocabulary significantly enhances students' reading, writing and listening skills (Schmitt, 2010). Knowledge of vocabulary can account for the success of communication. Lack of grammar knowledge does not affect achievement of communication, but the communication will be meaningless if there is no vocabulary (Wilkins, 1972 cited in Schmitt, 2010). Learners always perceive the importance of vocabulary and master their vocabulary through language learning (Lessard-Clouston, 2013).

Evidence of vocabulary knowledge can be tested explicitly or implicitly, such as using discrete-point test items, which test individual lexical items, or use an integrative test, where knowledge of a set of vocabulary items is required to complete the test task. Discrete-point vocabulary tests most commonly test the number of words known by a learner, but may also test how well words are known in different contexts, or the meaning that may be attached to them. In an integrative test, the vocabulary items tested may be specified, such as in a dictation test, a cloze test, in a performance test of speaking etc. Vocabulary performance may be based on related factors (Davies et al., 1999).

A vocabulary test is a popular and traditional type of language test, although vocabulary test items are largely decontextualized (Davies et al., 1999). Two popular types of vocabulary test are multiple choice and gap-filling (rational cloze). A multiple-choice item is a test item where test takers are required to select the correct choice from several given. Most commonly, multiple-choice items include an instruction to the test taker and a stem. The key and several distractors, usually three, then follow in random order. Rational cloze is a particular type of gap-filling item. The rational cloze is a procedure of words deleted and selected by teachers or test administrators. The students are required to fill functional words or content words depending on whatever being tested (Davies et al., 1999).

Many factors come into play when students' performance in a second language is assessed. A wide range of variables may significantly influence test performance. They can produce measurement error and affect the validity of an assessment. These may include test takers' language background, age, sex, educational background, background knowledge and level of proficiency in the target language. Poor performance on language tests could be a result of inadequate knowledge, skill or performance (Horwitz and Young, 1991). Affective reactions to test taking and familiarity with the test method may also lead to different test performance among test takers (Davies et al., 1999).

Test anxiety is a psychological state in which people are worried and stressful in testing situations, both before and during exams (Cassady and Johnson, 2002). It can be defined as an emotional reaction of a test taker to a test. It is a factor other than language ability which may affect performance and contribute to measurement error. The level of test anxiety varies between individuals. Anxiety may have both positive and negative effects on test performance. The affective state of the learner was determined by Alpert and Haber's Facilitating/ Debilitating Anxiety Scale. Facilitating anxiety is an increase in drive level which results in improved performance while debilitating anxiety is an increase in arousal or drive level which leads to poor performance. The anxiety relates to various test types. (Hembree, 1988).

Research findings commonly suggest that test anxiety interferes with the ability of individuals to concentrate on the test. A test taker with high anxiety and low motivation tends to have a poorer performance than one with low anxiety and high motivation (Davies et al., 1999). Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test-anxious in a foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Oral tests have the potential of provoking both test and oral communication anxiety simultaneously in sensitive students. Additionally, test anxiety is shown to influence language course achievement both positively and negatively (Horwitz and Young, 1991).

Test format is a cause of test anxiety. Test format refers to the overall design of a test. This includes characteristics such as the test length, the number and type of sections, the skills or sub-skills tested, the items and task types used and their number, the ways in which stimulus material is presented and the kinds of responses required of test takers (Davies et al., 1999). Many studies have found test formats have an effect on test anxiety. For example, Nihae and Chiramanee (2014) revealed the effect of test anxiety produced by error recognition and multiple-choice test formats on learners' performance. In their study, the anxiety level produced by the error recognition test format was found to be higher than one produced by the multiple-choice test format. Test anxiety was significantly and negatively correlated with the error recognition test format. The more anxious the test takers were, the lower their performance on the error recognition test format was. Madsen, Brown, and Jones (1991) found that different types of tests evoked different levels of anxiety. Anxiety did not have any effect on performance when the individual had sufficient competence to do the test task (Horwitz and Young, 1991). The individual's score could show the effect of anxiety on test performance.

According to Horwitz and Young (1991), test anxiety is a type of performance anxiety caused by a fear of failure. Unfamiliarity with a test format could increase test frustration (Scott, 1980; Scott & Madsen, 1983). The relationship between students' performance and test anxiety is

an important part of the result. As a result, assessing test impact is as important as assessing test validity and reliability (Horwitz and Young, 1991).

Accordingly, it has been worthwhile to investigate the extents of test anxiety produced by the vocabulary test and the rational cloze test in order to determine which of the two test types could reflect the real vocabulary performance of students. The findings would be useful for language evaluation and English course planning.

Research questions

1. What are the scores and the test anxiety levels produced by the rational cloze test and the discrete vocabulary test?

2. What are the differences between the test anxiety levels produced by the rational cloze test and the discrete vocabulary test?

3. Is there a significant relationship between the vocabulary scores on the two tests and test anxiety?

Methodology

Participants

The participants in this study were 104 Grade 12 EFL students. They were selected by purposive sampling technique.

Research Instruments

1. Rational cloze test

The rational cloze test was used to measure the vocabulary knowledge of the students. The students had to read 3 cloze passages and complete the passages. There were 30 multiple-choice items. The reliability coefficient of the test was .80.

2. Discrete Vocabulary test

The vocabulary test was also employed to assess vocabulary knowledge. The 30 words tested were the same as those tested in the rational cloze test. Each of the 30 words was presented in a single word form. The students had to select the words which had the same meaning as the given meanings. There were 30 multiple-choice items. The reliability coefficient of the test was .89.

3. Test anxiety questionnaire

The questionnaire was used to find out the test anxiety levels produced by the rational cloze test and the vocabulary test. It contained 22 items. This questionnaire was adapted from the cognitive test anxiety scale developed by Cassady and Johnson (2002). The scales ranked from 1 "Strongly Disagree" to 4 "Strongly Agree". For interpretation, the values 1 to 1.75 indicated "no anxiety", 1.76 to 2.51 "low anxiety", 2.52 to 3.27 "moderate anxiety", and 3.28 to 4.00 "high anxiety" respectively. The reliability coefficient of the test was .88.

Data Collection

The rational cloze tests were first administered to the 104 subjects. When they completed the tests, the test anxiety questionnaire was then administered. After that, the subjects sat for the discrete vocabulary tests, followed by the test anxiety questionnaire.

Results

Research question 1: What are the scores and the test anxiety levels produced by the rational cloze test and the discrete vocabulary test?

Table 1 Test scores and test anxiety levels

	Scores			Test Anxiety Scale		
	Total	Mean	S.D.	Total	Mean	S.D.
Rational Cloze Test	30	10.72	4.30	4	2.65	.26
Discrete Vocabulary Test	30	18.42	4.94	4	2.37	.32

As shown in Table 1, the scores on the rational cloze test and discrete vocabulary were different. The subjects scored 10.72 out of 30 (S.D. = 4.30) on the rational cloze test. On the other hand, they scored 18.42 (S.D. = 4.94) on the discrete vocabulary test. Obviously, the mean scores on the rational cloze test were significantly lower than those on the discrete vocabulary test.

The levels of test anxiety produced by the rational cloze test and the discrete vocabulary test were also different. The test anxiety produced by the discrete vocabulary test ($\bar{x}$ = 2.37, S.D. = .32) was significantly lower than the test anxiety produced by the rational cloze test ($\bar{x}$ = 2.65, S.D. = .26). In other words, the rational cloze test produced moderate test anxiety levels, while the discrete vocabulary test produced low test anxiety levels. It seems that the rational cloze test

caused the subjects to feel more anxious while doing this test than when they were doing the discrete vocabulary test.

In short, in testing vocabulary, different test formats elicit different vocabulary performance from the subjects and produce different levels of test anxiety.

Research question 2: What are the differences between the test anxiety levels produced by the rational cloze test and the discrete vocabulary test?

The data from the questionnaire on test anxiety produced by two test formats are presented in Table 2.

Table 2 Comparison between the test anxiety levelsproduced by the rational cloze test and the discrete vocabulary test

Item	Questions	Rational Cloze Test		Discrete Vocabulary Test		t
		Mean	Level of Test Anxiety	Mean	Level of Test Anxiety	
1.	I had less difficulty in getting test instructions straight.	1.97	Low	1.80	Low	2.30*
2.	Before taking the test, I did not feel confident and relaxed.	2.71	Moderate	2.31	Low	5.26**
3.	At the beginning of the test, I was so nervous that I often couldn't think straight.	2.79	Moderate	2.43	Low	4.17**
4.	When I first got my copy of the test, it took me a while to calm down to the point where I could begin to think straight.	3.23	Moderate	3.06	Moderate	2.67**

Item	Questions	Rational Cloze Test		Discrete Vocabulary Test		t
		Mean	Level of Test Anxiety	Mean	Level of Test Anxiety	
5.	While taking the test, I did not feel confident and relaxed.	2.79	Moderate	2.37	Low	5.78**
6.	During the test, I had the feeling that I was not doing well.	3.01	Moderate	2.55	Moderate	6.91**
7.	While taking the test, I felt exhausted.	2.53	Moderate	2.26	Low	4.00**
8.	During the test, I got so nervous that I forgot facts I really know.	2.84	Moderate	2.44	Low	5.61**
9.	During the test, I found myself thinking of the consequence of failing.	2.84	Moderate	2.46	Low	5.00**
10.	My mind went blank when I was pressured for an answer on the test.	2.78	Moderate	2.41	Low	4.96**
11.	While taking the test, I could apply the knowledge learned in class to answer the questions.	2.22	Low	2.23	Low	-0.11
12.	I could guess the answers when taking this test.	2.43	Low	2.15	Low	3.97**

Item	Questions	Rational Cloze Test		Discrete Vocabulary Test		t
		Mean	Level of Test Anxiety	Mean	Level of Test Anxiety	
13.	After taking the test, I felt I could have done better than I actually did.	2.78	Moderate	2.88	Moderate	-1.52
14.	I worried more about doing well on the test than I should.	2.39	Low	2.23	Low	2.44*
15.	Finding unexpected vocabulary in the test caused me to feel challenged rather than panicky.	2.39	Low	2.31	Low	1.15
16.	I was a poor test taker in the sense that my performance on the test did not show how much I really knew about vocabulary.	2.12	Low	2.00	Low	2.03*
17.	I felt under a lot of pressure to get good grades on the test.	2.83	Moderate	2.64	Moderate	2.49**
18.	When I took the test, my nervousness caused me to make careless errors.	2.87	Moderate	2.68	Moderate	2.63**
19.	I was familiar with this kind	2.46	Low	2.19	Low	3.71**

Item	Questions	Rational Cloze Test		Discrete Vocabulary Test		t
		Mean	Level of Test Anxiety	Mean	Level of Test Anxiety	
	of test.					
20.	I did not do well in the test within the given time limit.	2.88	Moderate	2.18	Low	10.55**
21.	I was not good at taking the test.	2.63	Moderate	2.05	Low	7.76**
22.	I did not perform well on the test.	2.88	Moderate	2.41	Low	6.52**
	Total	2.65	Moderate	2.37	Low	9.88**

**. significant at the 0.01 level (2-tailed)

*. significant at the 0.05 level (2-tailed)

Obviously, the levels of test anxiety on the rational cloze test were significantly higher than those on the vocabulary test ($t = 9.88$, $p<.01$). The mean level of test anxiety produced by the rational cloze test was 2.65 out of 4 (a moderate anxiety level), whereas one produced by the discrete vocabulary test was 2.37 (a low anxiety level). The highest mean of test anxiety level produced by the rational cloze test and the vocabulary test was on Item 4, while the lowest mean of test anxiety level was on Item 1.

A closer look of each item revealed that 19 out of 22 items were significantly different. For example, the subjects did not feel confident and relaxed (Item 2) and were so nervous before they did the tests (Item 3). While doing the discrete vocabulary test, they did not feel exhausted (Item 7). They were not so nervous that they forgot the facts they really know (Item 8). They did not find themselves thinking of the consequence of failing (Item 9). Their minds did not go blank when they were pressured for an answer on the test (Item 10). On the other hand, while taking the rational cloze test, the subjects did not feel confident and relaxed (Item 5). They felt tired (Item 7). They

were so nervous that they forgot the facts they really knew (Item 8). Their minds went blank when they were pressured for an answer on the test (Item 10). After taking the tests, they could have done better that they actually did (Item 13). They felt under a lot of pressure to get good grades on the tests (Item 17). Their nervousness caused them to make careless errors (Item 18). With the time limits, they did well in the discrete vocabulary test (Item 20). In short, they thought that they performed well and with low anxiety on the discrete vocabulary test (Item22).

It can be said that the rational cloze test produced significantly higher test anxiety than the vocabulary test.

Research question 3: Is there a significant relationship between the vocabulary scores on the two tests and the extent of test anxiety?

Table 3 Correlation between the test scores and the test anxiety level

	Rational cloze test scores	Discrete Vocabulary test scores
Test anxiety level	-.317**	-.162

**. significant at the 0.01 level (2-tailed).

As can be seen in Table 3, the rational cloze test scores were significantly and negatively correlated with test anxiety levels ($r = -.317$, $p < .01$). It implies that the higher the level of test anxiety was, the lower the scores on the rational cloze test. For the discrete vocabulary test, there seems to have been a negative, but not significant, correlation between the scores and the test anxiety levels. Therefore, it can be concluded that test anxiety had an impact on scores of the rational cloze test, but not on the performance on the discrete vocabulary test.

Discussion

The aims of the present study were to find out the scores and the test anxiety levels produced by the rational cloze test and the discrete vocabulary test, to compare the levels of test anxiety produced by the rational cloze test and the discrete vocabulary test, and to explore the relationship between test anxiety and performance on the two tests.

First, the findings showed that different formats of vocabulary tests did not only produce different scores but also generated different levels of test anxiety. The subjects did poorer on the rational cloze test and were more affected by higher anxiety when doing the rational cloze test.

However, they scored higher on the discrete vocabulary test and had lower levels of anxiety. The reason why the students did the discrete vocabulary test better than the rational cloze test was that the former was less stressful for them than the rational cloze test. The discrete vocabulary test measured only their vocabulary knowledge. On the other hand, the students got lower scores on the rational cloze test because of higher anxiety and not only because of vocabulary knowledge being measured. Many researchers (Lee, 2008; McKamey, 2006; Yamashita, 2003; Saito, 2003; Hadley & Naaykens, n.d.) noted that to complete the rational cloze test, the test takers needed grammatical knowledge and reading competence. According to Young (1991), the unusual and obscure test tasks and formats could increase current levels of language anxiety. This study agreed with the research of Shaha (1982) who demonstrated that the different test formats generated different levels of test anxiety and the subjects preferred the test format which produced a little test anxiety. If a particular test format decreased anxiety, scholastic achievement scores could be increased (Shaha, 1982).

Interestingly, this study found that test anxiety was not related to the vocabulary scores. It was similar to the results of Birjandi and Alemi's study (2010). They examined the test-taking anxiety associated with test takers' performance on the general English test of 164 ESP students of Engineering enrolled in a B.A. program. The multiple-choice test format was employed in the test including the measure of vocabulary. It was found that there was no statistically significant correlation between test takers' anxiety and test performance, meaning that there was no relationship between the two variables in this study.

However, from the study, test anxiety significantly and negatively affected the scores of the rational cloze test. Test anxiety had a significant impact on the performance of the rational cloze test. The lower the test anxiety on the test was, the higher the scores on the test, and vice versa. With small levels of test anxiety, test takers became alert in test taking, but test anxiety was harmful when had large amounts of anxiety (Cherry, 2014). It could be said that the low scores of the rational cloze test might have been the result of test anxiety, which could have affected the real English language performance of the students. It corresponds to the study of Cassado and

(2002) and Cherry (2014) who showed that there was the relationship between the quantity of test anxiety and the level of standardized test achievement. They found that test anxiety could lead to poor test performance even though test takers had knowledge of the test. The high level of test anxiety had a negative correlation with scholastic achievement in English. It could be because of the individuals' incapacity to overcome the interfering thoughts and feelings, which might have been about the test outcome, during the test (Cassady and Johnson, 2002).

Conclusion

This study shows that the two test formats could reflect different scores of vocabulary and produce different levels of test anxiety. The subjects did better on the discrete vocabulary test than on the rational cloze test because the discrete vocabulary test measured only the students' vocabulary performance. When they did the rational cloze test, they did poorly, in spite of the fact that the same sets of words were tested. The rational cloze test required the competence of reading comprehension and grammar to complete the test. Moreover, the test anxiety levels produced by the discrete vocabulary test were significantly lower than those produced by the rational cloze test. For the discrete vocabulary test, test anxiety was negatively, but not significantly, correlated with the scores, while there was a significant and negative relationship between test anxiety and scores on the rational cloze test. It was a debilitating test anxiety. The higher the level of test anxiety was, the lower the scores on the test were. Hence, teachers or test designers should consider this factor that different test formats produce different test scores and different test anxiety levels when they measure students' English vocabulary performance. Selecting a test format that can reflect students' ability is important. However, there are many test formats testing vocabulary knowledge. Future researches should find out test formats that produce test anxiety as little as possible in order to avoid misinterpretation on test scores and assess students' real vocabulary performance effectively.

References

Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.

Bachman, L. F. (2004). *Statistical analyses for language assessment.* New York: Cambridge University Press.

Bachman, L. F. (2009). *Language testing in practice: designing and developing useful language tests.* New York: Oxford University Press.

Birjandi, P., & Alemi, M. (2010). The impact of test anxiety on test performance among Iranian EFL learners. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, (1), 44–58.

Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*, *27*(2), 270–295.

Cherry, K. (2014). Test Anxiety - What Is Test Anxiety. *About.com.* Retrieved March 29, 2014, from http://psychology.about.com/od/mentalhealth/a/test-anxiety.htm

Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T., & McNamara, T. (1999). *Dictionary of language testing.* New York: Press Syndicate of the University of Cambridge.

Hadley, G. S., & Naaykens, J. E. (n.d.). *An Investigation of the Selective Deletion Cloze Test as a Valid Measure of Grammar-Based Proficiency in Second Language Learning.* Retrieved March 20, 2014, from http://www.nuis.ac.jp/~hadley/publication/nucloze/NUCLOZE.htm

Hembree, R. (1988). Correlates, causes, effects, and treatment of test anxiety. *Review of Education Research, 58*, 47-77.

Horwitz, E.K., & Young, D.J. (Eds.). (1991). *Language anxiety: from theory and research to classroom implications.* Upper Saddle River, NJ: Prentice Hall.

Lee, S. H. (2008). Beyond reading and proficiency assessment: The rational cloze procedure as stimulus for integrated reading, writing, and vocabulary instruction and teacher–student interaction in ESL. *System,36*(4), 642–660.

Lessard-Clouston, M. (2013). *Teaching vocabulary.* VA: TESOL International Association.

McKamey, T. (2006). Getting closure on cloze: A validation study of the "Rational Deletion" method. *Second Language Studies, 24*, 114–164.

Saito, Y. (2003). Investigating the construct validity of the cloze section in the examination for the certificate of proficiency in English. *Spaan Fellow Working Papers in Second or Foreign Language Assessment*, *1*, 39–82.

Schmitt, N. (2010). *Researching vocabulary: a vocabulary research manual.* New York: Palgrave Macmillan.

Shaha, S. H. (1982). *Reduced Anxiety and Increased Assessment Effectiveness with Matching Test Formats* (CSE Report No. 192). Center for the Study of Evaluation, Graduate School of Education: University of California, Los Angeles.

Yamashita, J. (2003). Processes of taking a gap-filling test: comparison of skilled and less skilled EFL readers. *Language Testing,20*(3), 267–293.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal, 75*, 426–439.

Zeidner, M. (1998).*Test anxiety: The State of the Art.* New York: Plenum Press.

VITAE

Name Nurhuda Benjama

Student ID 5611121010

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts in English	Chiang Mai University	2010

List of Publications

Benjama, N.&Palanukulwong, T. (2015).Rational cloze test: A valid measure of vocabulary?.*Veridian E-Journal.* Graduate School Silpakorn University.Vol. 8 (International), No. 4 (January-June). (In press)

Benjama, N. &Palanukulwong, T. (Submitted manuscript). The impact of test formats on vocabulary test performance and test anxiety. *Journal of Liberal Arts.*Prince of Songkla University Hat Yai Campus, Hat Yai, Songkla.