

## REFERENCES

- Alderson, J.C. (1983). The cloze procedure and proficiency in English as a foreign language. In Oller, J.W., editor, *Issues in language testing research*, Rowley, MA: Newbury House.
- Alderson, J.C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
- Anderson, A., and Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.
- Anderson-Hsieh, J., & Koehler, K. (1988). The effect of foreign accent and speaking rate on native speaker comprehension. *Language Learning*, 38(4), 561-613.
- Asch, S.E. (1946). Forming impressions of personality. In Hiraga, Y. (2005) British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, 24(3), 289-308.
- Bachman, L. (1983). Performance on different item types in cloze passages with fixed ratio and random deletions. Paper read at the 18<sup>th</sup> TESOL Annual Convention, Toronto, Canada.
- Bachman, L. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Bachman, L., and Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bae, J., and Bachman, L. (1998). A latent variable approach to listening and reading: testing factorial invariance across two groups of children in the Korean/English two-way immersion program. *Language Testing*, 15(3), 380-413.
- Bates College Psychology Department. (2006). *Introduction to SPSS for the PC: Within Subject Analyses*. [online] Available from: <http://abacus.bates.edu/acad/depts/psychology/SPSSPC/spsspcanalm.html> [2006, March 31]
- Bayard, D., Weatherall, A., Gallois, C., and Pittam, J. (2001). Pax Americana? Accent attitudinal evaluations in New Zealand, Australia and America. *Journal of Sociolinguistics*, 5(1), 22-49.
- Becker, L. A. (2000). *Effect Size (ES)*. [online] Available from: <http://web.uccs.edu/lbecker/Psy590/es.htm> [2006, February 26]

- Berne, J.E. (1995). How does varying pre-listening activities affect second language listening comprehension? *Hispania*, 78, 316-329.
- BOI. (2006). *Foreign Investment from Major Countries*. [online] Available from: [http://www.boi.go.th/english/download/statistics\\_foreign\\_investment/80/FIN\\_V06.pdf](http://www.boi.go.th/english/download/statistics_foreign_investment/80/FIN_V06.pdf) [2006, December 30]
- Brindley, G. (1998). Assessing listening abilities. *Annual Review of Applied Linguistics*, 18, 171-191.
- Brindley, G., and Slatyer, H. (2002). Exploring task difficulty in ESL listening Assessment. *Language Testing*, 19(4), 369-394.
- Brown, G., and Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Buck, G. (1990). The testing of second language listening comprehension. Unpublished Ph.D. thesis. Lancaster University, England.
- Buck, G. (1991). The testing of listening comprehension: an introspective study. *Language Testing*, 8(1), 67-91.
- Buck, G. (1994). The appropriacy of psychometric measurement models for testing second language listening comprehension. *Language Testing*, 11, 145-170.
- Buck, G., (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Buck, G., and Tatsuoka, K. (1998) Application of the rule-space procedure to language testing: examining attributes of a free response listening test. *Language Testing*, 15, 119-157.
- Burg, B.L. (2004). *Qualitative Research Methods for the Social Sciences (5<sup>th</sup> ed.)*. Boston: Pearson Allyn and Bacon.
- Carranza, M.A., and Ryan, E.B. (1975). Evaluative reactions of bilingual Anglo and Mexican American adolescents toward speakers of English and Spanish. *International Journal of the Sociology of Language*, 6, 83-104.
- Cenoz-Garcia, I. J., and Lecumberri, M.L.G. (1999). The acquisition of English pronunciation: Learner's views. *International Journal of Applied Linguistics*, 9(1), 3-18.
- Chamot, A. (1995). Learning strategies and listening comprehension. In D. Mendelsohn and J. Rubin (eds.) *A Guide for the Teaching of Second Language listening*. San Diego: Dominic Press: 13-30.

- Chang, A.C., and Read, J. (2006). The effects of listening support on the listening performance of EFL learners. *TESOL Quarterly*, 40(2), 375-397.
- Cheyne, W.M. (1970). Stereotyped reactions to speakers with Scottish and English regional accents. *British Journal of Social and Clinical Psychology*, 9, 77-79.
- Chiba, R., and Yamamoto, A. (1995). Japanese attitudes toward English accents. *World Englishes*, 14(1), 77-86.
- Coe, R. (2000). *What is an Effect Size?* [online] Available from: <http://www.cemcentre.org/ebeuk/research/effectsize/Esbrief.htm> [2005, November 23]
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155-159.
- Coniam, D. (1998). Interactive evaluation of listening comprehension: how the context may help. *Computer Assisted Language Learning*, 11(1), 35-53.
- Cook, L. B. (1999). *Effective Uses of Effect Size Statistics to Demonstrate Business Value*. [online] Available from: <http://forum.gfk.ru/texts/articles/article0518.pdf> [2006, March 16]
- Dalton-Puffer, C., Kaltenboeck, G., and Smit, U. (1997). Learner attitudes and L2 pronunciation in Austria. *World Englishes*, 16(1), 115-128.
- Derwing, T.M., and Munro, M. J. (1997). Accent, intelligibility, and comprehensibility: Evidence from four L1s. *Studies in Second Language Acquisition*, 19(1), 1-16.
- Derwing, T.M., Rossiter, M.J., and Munro, M.J. (2002). Teaching native speakers to listen to foreign accented speech. *Journal of Multilingual and Multicultural Development*, 23, 245-259.
- Dunkel, P., Henning, G., and Chaudron, C. (1993). The assessment of an L2 listening comprehension construct: tentative model for test specification and development. *The Modern Language Journal*, 77(2), 180-191.
- Ebel, R.L. (1976). The relation of item discrimination to test reliability. *Journal of Educational Measurement*, 4, 125-128.
- Eisenstein, M. R. (1986). Target language variation and second-language acquisition: learning English in New York City. *World Englishes*, 5, 31-46.
- Eisenstein, M. R., and Berkowitz, D. (1981). The effect of phonological variation on adult learner comprehension. *Studies in Second Language Acquisition*, 4, 75-80.

- Eisenstein, M. R., and Verdi, G. (1985). The intelligibility of social dialects for working-class adult learners of English. *Language Learning*, 35, 287-298.
- El-Dash, L.G., and Busnardo, J. (2001). Brazilian attitudes toward English: dimensions of status and solidarity. *International Journal of Applied Linguistics*, 11(1), 57-74.
- Fertig, S., and Fishman, J.A. (1969). Some measures of the interaction between language, domain semantic dimension in bilinguals. *Modern Language Journal*, 53, 244-249.
- Field, A.P. (2005) *Discovering Statistics Using SPSS*. (2<sup>nd</sup> ed.). London: Sage.
- Flowerdew, J. (1994). Research of relevance to second language lecture comprehension-an overview. In J. Flowerdes(Ed.), *Academic listening* (pp. 7-29). New York: Cambridge University Press.
- Fraenkel, J.R., and Wallen, N.E. (2000). *How to Design and Evaluate Research in Education*. Boston: McGraw-Hill Companies.
- Gass, S., and Varonis, E. M. (1984). The effect of familiarity on nonnative speech. *Language Learning*, 34, 65-89.
- Gill, M. M. (1994). Accent and stereotypes: their effect on perceptions of teacher and lecture comprehension. *Journal of Applied Communication Research*, 22, 346-361.
- Giles, H. (1970). Evaluation reactions to accents. *Educational Review*, 22, 211-227.
- Giles, H. (1992). Current and future directions in sociolinguistics: a social psychological contribution. *Sociolinguistics Today: Current Perspectives*. London: Routledge. pp. 361-368.
- Giles, H., and Powesland, P.F. (1975). *Speech Style and Social Evaluation*. London: Academic Press.
- Ginther, A. (2002). Context and content visuals and performance on listening comprehension stimuli. *Language Testing*, 19(2), 133-167.
- Goh, C. (1999). How much do learners know about the factors that influence their listening comprehension? *Hong Kong Journal of Applied Linguistics*, 4, 17-41.
- Goh, C. (2002). *Teaching Listening in the Language Classroom*. Singapore: SEAMEO Regional Language Centre.
- Gynan, S. N. (1985). Comprehension, irritation, and error hierarchies. *Hispania*, 68, 160-165.



- Hale, G.A., and Courtney, R. (1994). The effects of note-taking on listening comprehension in the Test of English as a Foreign Language. *Language Testing*, 11(1), 29-47.
- Harsch, K., and Wolfe-Quintero, K. (2002). *Impact Listening 3*. Hong Kong: Longman Asia ELT.
- Heaton, J. B. (1990). *Writing English Language Tests* (2<sup>nd</sup> ed.). London: Longman.
- Hiraga, Y. (2005). British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, 24(3), 289-308.
- Hopkins, W.G. (2002). *A Scale of Magnitudes for Effect Statistics*. [online] Available From: <http://www.sportsci.org/resource/stats/effectmag.html> [2006, March 16]
- Huygens, I., and Vaughan, G.M. (1983). Language attitudes, ethnicity, and social class in New Zealand. *Journal of Multilingual and Multicultural Development*, 4(2,3), 207-223.
- Jarvella, R.J., Bang, E., Jakobsen, A.L., and Mees, I. M. (2001). Of mouths and men: non-native listeners' identification and evaluation of varieties of English. *International Journal of Applied Linguistics*, 11(1), 37-56.
- Jenkins, J. (2005). Implementing an international approach to English pronunciation: the role of teacher attitudes and identity. *TESOL Quarterly*, 39(3), 535-543.
- Jenkins, J. (2006). The spread of EIL: a testing time for testers. *ELI Journal*, 60(1), 42-50.
- Jessen, C., Hansen C., Green, S., and Akey, T. (1997). An investigation of item difficulty incorporating the structure of listening tests: a hierarchical linear modeling analysis. In Brindley, G., and Slatyer, H. (2002) Exploring task difficulty in ESL listening Assessment. *Language Testing*, 19(4), 369-394.
- Just, M., and Carpenter, P. (1992). A capacity hypothesis of comprehension: Individual differences in working memory. *Psychological Review*, 99, 122-149.
- Kachru, B.B. (1997). World Englishes and English-using communities. *Annual Review of Applied Linguistics*, 17, 66-87.
- Krejcie, R.V., and Morgan, D.W. (1970). Determining sample size for research activities. *Journal of Educational and Psychological Measurement*, 30, 607- 610.

- Lambert, W.E. (1967). A social psychology of bilingualism. In Hiraga, Y. (2005) British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, 24(3), 289-308.
- Lambert, W.E., Hodgson, R., Gardner, R.C., and Fillenbaum, S. (1960). Evaluative reactions to spoken language. In Hiraga, Y. (2005) British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, 24(3), 289-308.
- Lazaraton, A. (2002). 'A Qualitative Approach to the Validation of Oral Language Tests', *Studies in Language Testing 14*. Cambridge: Cambridge University Press.
- Levy, L.H., and Dugan, R.D. (1960). A constant error approach to the study of dimensions of social perception. In Hiraga, Y. (2005) British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, 24(3), 289-308.
- Llurda, E. (2004). Non-native-speaker teachers and English as an International Language. *International Journal of Applied Linguistics*, 14(3), 314-323.
- Lowenberg, P.H. (1993). Issues of validity in tests of English as a world language: whose standard? *World Englishes*, 12(1), 95-106.
- Lynch, T. (1998). Theoretical perspectives on listening. *Annual Review of Applied Linguistics*, 18, 3-19.
- Mackey, L.S., and Finn, P. (1997). Effect of speech dialect on speech naturalness ratings: a systematic replication of Martin, Haroldson, and Triden (1984). *Journal of Speech, Language & Hearing Research*, 40, 349-361.
- Major, R. C., Fitzmaurice, S. M., Bunta, F., and Balasubramanian, C. (2002). The effects of nonnative accents on listening comprehension: implications for ESL assesment. *TESOL Quarterly*, 36, 173-190.
- Major, R. C., Fitzmaurice, S. M., Bunta, F., and Balasubramanian, C. (2005). Testing the effects of regional, ethnic, and international dialects of English on listening comprehension. *Language Learning*, 55(1), 37-69.
- McKay, S. L. (2003). Toward an appropriate EIL pedagogy: re-examining common ELT assumptions. *International Journal of Applied Linguistics*, 13(1), 1-19.

- Messick, S. (1989). Validity. In R.L. Linn (ed.), *Educational Measurement* (3<sup>rd</sup> ed.). New York: American Council on Education and Macmillan. 13-103.
- Kim, H.J. (2006). World Englishes in language testing: a call for research. *English Today* 88, 22(4), 32-39.
- Mislevy, R.J., Steinberg, L.S., and Almond, R.G. (2003) On the structure of assessment arguments. *Measurement: Interdisciplinary Research and Perspective*, 1(1), 3-62.
- Morrison, R., and White, M. (2005). Nurturing global listeners: increasing familiarity and appreciation for world Englishes. *World Englishes*, 24(3), 361-370.
- Munro, M. J., and Derwing, T. M. (1999). Foreign accent, comprehensibility and intelligibility in the speech of second language learners. *Language Learning*, 49 (Suppl. 1), 285–310.
- Munro, M.J., Derwing, T.M., and Morton, S.L. (2006). The mutual intelligibility of L2 speech, *Studies in Second Language Acquisition*, 28(1), 111-131.
- Nakano, M. (2007). *The Oral Test for Asian Englishes*. The paper presentation through distance learning, Waseda University, Japan. on 28<sup>th</sup> February 2007 at Chulalongkorn University.
- Nemtchinova, E. (2005). Host teachers' evaluations of nonnative-English-speaking teacher trainees – a perspective from the classroom. *TESOL Quarterly*, 39(2), 235-261.
- Nissan, S., DeVinenzi, F., and Tang, K.L. (1996). *An Analysis of Factors Affecting the Difficulty of Dialogue Items In TOEFL Listening Comprehension*. Princeton, New Jersey: Educational Testing Service. (TOEFL Research Report 51)
- Nunan, D. (2003). *Listen In* (2<sup>nd</sup> ed.). Singapore: Thomson Heinle.
- Osgood, C.E.(1964). Semantic differential technique in the comparative study of cultures. In Hiraga, Y. (2005) British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, 24(3), 289-308.
- Pennycook, A. (2001). *Critical Applied Linguistics: A Critical Introduction*. Mahwah, NJ: Erlbaum.

- Pihko, M. K. (1997) "His English sounded strange": The intelligibility of native and non-native English pronunciation to Finnish learners of English (Doctoral dissertation, University of Jyväskylä, Finland, 1997) *Dissertation Abstracts International*, 60(1), 9C.
- Purpura, J. E. (1999). *Learner Strategy Use and Performance on Language Tests: a Structural Equation Modeling Approach*. Cambridge: Cambridge University Press.
- Roever, C., and McNamara, T. (2006). Language testing: the social dimension. *International Journal of Applied Linguistics*, 16(2), 242-258.
- Rost, M. (1990). *Listening in Language Learning*. Harlow: Longman.
- Rost, M. (1994). *Introducing Listening*. Harmondsworth: Penguin.
- Rost, M. (2002). *Teaching and Researching Listening*. Harlow: Longman.
- Rupp, A., Garcia, P., and Jamiexon, J. (2001). Combining multiple regression and CART to understand difficulty in second language reading and listening comprehension test items. *International Journal of Testing*, 1(3&4), 185-216.
- Sabatini, E. (2001). Listening comprehension, shadowing, and simultaneous interpretation of two "non-standard" English speeches. *Interpreting*, 5, 25-48.
- Scannell, D.P., and Tracy, D.B. (1975). *Testing and Measurement in the Classroom*. Boston: Houghton Mifflin Company.
- Schmidt-Rinehart, B.C. (1994). The effects of topic familiarity on second language listening comprehension. *The Modern Language Journal*, 78, 179-189.
- Seidlhofer, B. (2001) Closing a conceptual gap: the case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133-158.
- Shohamy, E. (1983). The stability of oral proficiency assessment on the oral interview testing procedure. *Language Learning*, 33, 527-540.
- Shohamy, E. (1984). Does the testing method make a difference? The case of reading comprehension. *Language Testing*, 1(2), 147-70.
- Shohamy, E., and Inbar, O. (1991). Validation of listening comprehension tests: the effects of text and question types. *Language Testing*, 8(1), 23-40.
- Sherman, J. (1997). The effect of question preview in listening comprehension tests. *Language Testing*, 14(2), 185-213.
- Smith, L.E. (1983). *Readings in English as an International Language*. Oxford: Pergamon.

- StatSoft. (2007). *When does it make sense to use repeated measures two-way ANOVA?* [online] Available from: <http://www.obgyn.cam.ac.uk/RMRG/statsbook/glosf.html> [2007, April 18]
- Strongman, K.T., and Woosley, J. (1967). Stereotyped reactions to regional accents. In Hiraga, Y. (2005) British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, 24(3), 289-308.
- Sukamolson, S. (1995). *CTIA/grading (Chapter 2) in Computerised Objective Test Analysis*. Bangkok: Vidhayaphat.
- Sukamolson, S. (2004). Subjective test item analysis. *Phasaparithasana*, 21, 44-55.
- Tabachnick, B.G., and Fidell, L.S. (2001). *Computer-Assisted Research Design and Analysis*. Boston: Allyn and Bacon.
- TAT. (2006). *International Tourist Arrivals to Thailand*. [online] Available from: <http://www2.tat.or.th/stat/download/1206/nat-1-12.xls> [2006, December 30]
- Tauroza, S., and Luk, J. (1997). Accent and second language listening comprehension. *RELC Journal: A Journal of Language Teaching and Research in Southeast Asia*, 28, 54-71.
- Taylor, L. (2006). The changing landscape of English: implications for language assessment. *ELT Journal*, 60 (1), 51-60.
- Thalheimer, W., and Cook, S. (2002). *How to Calculate Effect Sizes from Published Research Articles: a Simplified Methodology*. [online] Available from: [http://work-learning.com/effect\\_sizes.htm](http://work-learning.com/effect_sizes.htm) [2005, November 23]
- Toro, M. I. (1997). The effect of accent on listening comprehension and attitudes of ESL students. Unpublished master's thesis, University of Puerto Rico at Mayaguez.
- Tucker, R.G., and Lambert, W.E. (1969). White and Negro listeners' reactions to various American-English dialects. In Hiraga, Y. (2005) British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, 24(3), 289-308.
- Turner, R.C., and Carlson, L. (2003). Index of item-objective congruence for multidimensional items. *International Journal of Testing*, 3(2), 163-177.
- UCLA. (2006). *ANOVA: Power and Size*. [online] Available from: <http://www.linguistics.ucla.edu/facilities/statistics/power.htm> [ 2006, September 14]

- UTCC. (2006). *School of Humanities*. [online] Available from:  
<http://www.utcc.ac.th/schoolofhumanities/fac-hist.htm> [2006, April 21]
- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- Valette, R.M. (1977). *Modern Language Testing*. (2<sup>nd</sup> ed.). New York: Harcourt Brace Jovanovich.
- Vandergrift, L. (2003). Orchestrating strategy use: toward a model of the skilled second language listener. *Language Learning*, 53(3), 463-496.
- Vandergrift, L. (2004). Listen to learn or learning to listen? *Annual Review of Applied Linguistics*, 24, 3-25.
- Weir, C. (1993). *Understanding and Developing Language Tests*. Hemel Hempstead, England: Prentice-Hall.
- Weir, C., Huizhong, Y., and Yung, J. (2000). 'An Empirical Investigation of the Componentiality of L2 Reading in English for Academic Purpose'. *Studies in Language Testing 12*. Cambridge: Cambridge University Press.
- Wilcox, G. K. (1988). The effect of accent on listening comprehension: A Singapore study. *English Language Teaching Journal*, 32, 118-127.
- Yi'an, W. (1998). What do tests of listening comprehension test? – A retrospection study of EFL test-takers performing a multiple-choice task. *Language Testing*, 15(1), 21-44.
- Zwaan, R., and Brown, C. (1996). The influence of language proficiency and comprehension skill on situation-model construction. *Discourse Processes*, 21, 289-327.

## *Appendices*



*Appendix A*  
***IDENTIFICATION OF TEST TASKS***

### Identification of TLU task types

**TLU domain:** real-life and language instructional

**Identification and selection of TLU tasks for consideration as test tasks:** The test is divided into four parts according to the test task format. In these four parts, there are 25 conversations which are drawn from the units studied in the course and each unit is weighted equally in the test. The tasks are illustrated here according to the 25 conversations target language domain.

### Description of TLU task types

	Conversation 1 Part I	Conversation 2 Part I	Conversation 3 Part I
<i>i. Input format</i>			
<b>Channel</b>	Audio, aural	Audio, aural	Audio, aural
<b>Form</b>	Language	Language	Language
<b>Length</b>	Short conversation (30seconds)	Short conversation (30 seconds)	Short Conversation (30 seconds)
<b>Language</b>	Native	Native	Non-native
<b>Type</b>	Item	Item	Item
<b>Setting</b>	Location: At a party Participants: Two friends: a man and a woman	Location: At a department store Participants: Two male friends	Location: at a language school Participants: Two classmates: male and female
<b>Rubric</b>	2 items: 2 points	2 items: 2 points	2 items: 2 points
<b>Expected response</b>	Objective answers (multiple choices answers)	Objective answers (multiple choices answers)	Objective answers (multiple choices answers)
<b>Weight</b>	2 points = 2.5%	2 points = 2.5%	2 points = 2.5%
<b>Time</b>	1.30 minute	1.30 minutes	1.30 minutes
<i>ii. Language characteristics</i>			

<b>Organizational</b>	<p><b>Grammatical:</b> <i>Vocab</i>-related to the choices about careers, family, education, travel and future dreams. <i>Syntax</i>- past VS present and present perfect tenses</p> <p><b>Textual:</b> Conversational</p>	<p><b>Grammatical:</b> <i>Vocab</i>- related to clothes, fashion, people's choices and costs <i>Syntax</i>- complements of the verb be</p> <p><b>Textual:</b> Conversational</p>	<p><b>Grammatical:</b> <i>Vocab</i>- related to learning English, using English, different accents and dialects <i>Syntax</i>- verbs followed by objects and participles</p> <p><b>Textual:</b> Conversational</p>
<b>Pragmatic</b>	<p><b>Functional:</b> Ideational</p> <p><b>Sociolinguistic:</b> native and natural (informal talk)</p>	<p><b>Functional:</b> Ideational</p> <p><b>Sociolinguistic:</b> native and natural (informal talk)</p>	<p><b>Functional:</b> Ideational and manipulative</p> <p><b>Sociolinguistic:</b> variety and natural (informal talk)</p>
<b>iii. Topical characteristics</b>	Personal information	Personal information	Cultural information

	<b>Conversation 4 Part I</b>	<b>Conversation 5 Part I</b>	<b>Conversation 6 Part I</b>
<b>i. Input format</b>			
<b>Channel</b>	Audio, aural	Audio, aural	Audio, aural
<b>Form</b>	Language	Language	Language
<b>Length</b>	Short talk (30seconds)	Short talk (30 seconds)	Longer conversation (1.45 minutes)
<b>Language</b>	Native	Native	Native and non-native
<b>Type</b>	Item	Item	Item
<b>Setting</b>	Location: Somewhere indoor Participants: One male	Location: Somewhere outdoor Participants: One woman	Location: On the telephone Participants: A couple –native male and non-native female
<b>Rubric</b>	2 items: 2 points	2 items: 2 points	5 items: 5 points
<b>Expected response</b>	Objective answers (multiple choices answers)	Objective answers (multiple choices answers)	Objective answers (multiple choice answers)

<b>Weight</b>	2 points = 2.5%	2 points = 2.5%	5 points=6.25%
<b>Time</b>	1.30 minutes	1.30 minutes	3.45 minutes
<b>ii. Language characteristics</b>			
Organizational	<b>Grammatical:</b> <i>Vocab</i> -related to personal qualities, likes and dislikes and potential partners <i>Syntax</i> - relative clauses <b>Textual:</b> Informal talk	<b>Grammatical:</b> <i>Vocab</i> -related to living in different culture, things that are surprising about a new culture <i>Syntax</i> - particular VS general indefinite nouns <b>Textual:</b> informal talk	<b>Grammatical:</b> <i>Vocab</i> -related to different accents and dialects and attitudes towards the accents <i>Syntax</i> - verb and participles <b>Textual:</b> Conversational
Pragmatic	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> variety and natural (informal talk)	<b>Functional:</b> Ideational <b>Sociolinguistic:</b> Native and cultural references	<b>Functional:</b> Ideational <b>Sociolinguistic:</b> Variety , native and natural
<b>iii. Topical characteristics</b>	Personal information	Cultural information	Cultural information

	<b>Conversation 7 Part I</b>	<b>Conversation 8 Part II</b>	<b>Conversation 9 Part II</b>
<b>i. Input format</b>			
<b>Channel</b>	Audio, aural	Audio, aural	Audio, aural
<b>Form</b>	Language	Language	Language
<b>Length</b>	Longer conversation (1.45 minutes)	Short conversation (40 seconds)	Short conversation (40 seconds)
<b>Language</b>	Native	Non-native	Native
<b>Type</b>	Item	Series of items	Series of Items
<b>Setting</b>	Location: At a department store Participants: A male customer, two sale women	Location: Somewhere indoor Participants: One non-native female	Location: Somewhere indoor Participants: a female
<b>Rubric</b>	5 items: 5 points	5 items: 5 points	5 items: 5 points
<b>Expected response</b>	Objective answers	Written answers	Written answers

	(multiple choices)	(gap-filling)	(gap-filling)
<b>Weight</b>	5 points = 6.25%	5 points = 6.25%	5 points=6.25%
<b>Time</b>	3.45 minutes	0.45 minutes	0.45 minutes
<b>ii. Language characteristics</b>			
<b>Organizational</b>	<b>Grammatical:</b> <i>Vocab</i> -related to things service people and salespeople say to customers <i>Syntax</i> - noun clauses as objects <b>Textual:</b> Conversational	<b>Grammatical:</b> <i>Vocab</i> -related to using English, different accents and dialects <i>Syntax</i> - verbs followed by objects and participles <b>Textual:</b> A speech	<b>Grammatical:</b> <i>Vocab</i> -related to customs and traditions <i>Syntax</i> - particular VS.general indefinite nouns <b>Textual:</b> A speech
<b>Pragmatic</b>	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> native and natural (informal)	<b>Functional:</b> Ideational <b>Sociolinguistic:</b> variety and natural (informal)	<b>Functional:</b> Ideational <b>Sociolinguistic:</b> native and natural (informal)
<b>iii. Topical characteristics</b>	Personal information	Personal information	Personal and cultural information
	<b>Conversation 10 Part II</b>	<b>Conversation 11 Part II</b>	<b>Conversation 12 Part III</b>
<b>i. Input format</b>			
<b>Channel</b>	Audio, aural	Audio, aural	Audio, aural
<b>Form</b>	Language	Language	Language
<b>Length</b>	Short conversation (1.10 minutes)	Short conversation (1 minute)	longer conversation (1.30 minutes)
<b>Language</b>	Native and non-native	Non-native	Native
<b>Type</b>	Series of items	Series of items	Series of items
<b>Setting</b>	Location: At a student apartment Participants: Two male friends	Location: At a language school Participants: One non-native male	Location: In an apartment Participants: Two females and one male
<b>Rubric</b>	5 items: 5 points	5 items: 5 points	5 items: 5 points
<b>Expected response</b>	Written answers (gap-filling)	Written answers (gap-filling)	Objective answers (true- false)

<b>Weight</b>	5 points = 6.25 %	5 points = 6.25%	5 points = 6.25%
<b>Time</b>	1.15 minute	1 minute	3.30 minutes
<b>ii. Language characteristics</b>			
<b>Organizational</b>	<b>Grammatical:</b> <i>Vocab</i> -related to people in different cultures. <i>Syntax</i> - using gerunds <b>Textual:</b> Conversational	<b>Grammatical:</b> <i>Vocab</i> - related to studying and future <i>Syntax</i> - present tense <b>Textual:</b> A speech	<b>Grammatical:</b> <i>Vocab</i> - related to living and lifestyle <i>Syntax</i> - verb to be and adjectives <b>Textual:</b> Conversational
<b>Pragmatic</b>	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> variety and natural (informal talk)	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> variety and natural (informal talk)	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> native and natural (informal talk)
<b>iii. Topical characteristics</b>	Personal information	Personal information	Personal information

	<b>Conversation 13 Part III</b>	<b>Conversation 14 Part III</b>	<b>Conversation 15 Part III</b>
<b>i. Input format</b>			
<b>Channel</b>	Audio, aural	Audio, aural	Audio, aural
<b>Form</b>	Language	Language	Language
<b>Length</b>	Longer conversation (1.15 minutes)	Long conversation (1.45 minutes)	Long conversation (1.45 minutes)
<b>Language</b>	Native	Non-native	Native
<b>Type</b>	Series of items	Series of items	Series of items
<b>Setting</b>	Location: At a house Participants: A couple	Location: In an office Participants: Two female colleagues	Location: In an office Participants: Two colleagues: male and female
<b>Rubric</b>	5 items: 5 points	5 items: 5 points	5 items: 5 points
<b>Expected response</b>	Objective answers (true-false)	Objective answers (true-false)	Objective answers (true- false)
<b>Weight</b>	5 points = 6.25 %	5 points = 6.25%	5 points = 6.25%

<b>Time</b>	3.15 minutes	3.45 minutes	3.45 minutes
<b><i>ii. Language characteristics</i></b>			
<b>Organizational</b>	<b>Grammatical:</b> <i>Vocab</i> -related to food <i>Syntax</i> - countable and uncountable nouns <b>Textual:</b> Conversational	<b>Grammatical:</b> <i>Vocab</i> - related to things you like to do in your free time, obligations <i>Syntax</i> - Simple and phrasal verb modals <b>Textual:</b> Conversational	<b>Grammatical:</b> <i>Vocab</i> - related to customs, traditions, adapting in a new culture <i>Syntax</i> - Particular VS. general indefinite nouns <b>Textual:</b> Conversational
<b>Pragmatic</b>	<b>Functional:</b> Ideational <b>Sociolinguistic:</b> native and natural (informal talk)	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> native and natural (informal talk)	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> native and natural (informal talk)
<b>iii. Topical characteristics</b>	Personal information	Personal information	Personal information

	<b>Conversation 16 Part IV</b>	<b>Conversation 17 Part IV</b>	<b>Conversation 18 Part IV</b>
<b><i>i. Input format</i></b>			
<b>Channel</b>	Audio, aural	Audio, aural	Audio, aural
<b>Form</b>	Language	Language	Language
<b>Length</b>	Short conversation (30 seconds)	Short conversation (30 seconds)	Short conversation (30 seconds)
<b>Language</b>	Native	Native	Native
<b>Type</b>	Item	Item	Item
<b>Setting</b>	Location: At a classroom Participants: A female teacher and a male student	Location: At a classroom Participants: A female teacher and two male students	Location: In a clinic Participants: a woman and a man
<b>Rubric</b>	1 item: 1 point	1 item: 1 point	1 item: 1 point



<b>Expected response</b>	Written answers (short answer)	Written answers (short answer)	Written answers (short answer)
<b>Weight</b>	1 point = 1.25 %	1 point = 1.25%	1 point = 1.25%
<b>Time</b>	1 minute	1 minute	1 minute
<b>ii. Language characteristics</b>			
<b>Organizational</b>	<b>Grammatical:</b> <i>Vocab</i> -related to study subject <i>Syntax</i> - using nouns <b>Textual:</b> Conversational	<b>Grammatical:</b> <i>Vocab</i> - related to study subject <i>Syntax</i> - using nouns <b>Textual:</b> Converlsational	<b>Grammatical:</b> <i>Vocab</i> - related to health <i>Syntax</i> - yes-no and wh-questions <b>Textual:</b> Conversational
<b>Pragmatic</b>	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> native and natural (informal talk)	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> native and natural (informal talk)	<b>Functional:</b> Ideational <b>Sociolinguistic:</b> native and natural (informal talk)
<b>iii. Topical characteristics</b>	subject information	Subject information	Personal information

	<b>Conversation 19 Part IV</b>	<b>Conversation 20 Part IV</b>	<b>Conversation 21 Part IV</b>
<b>i. Input format</b>			
<b>Channel</b>	Audio, aural	Audio, aural	Audio, aural
<b>Form</b>	Language	Language	Language
<b>Length</b>	Short conversation (30 seconds)	Short conversation (30 seconds)	Short conversation (30 seconds)
<b>Language</b>	Native	Native	Native
<b>Type</b>	Item	Item	Item
<b>Setting</b>	Location: At a restaurant Participants: Two men and a woman	Location: On a radio Participants: One male	Location: On a radio Participants: a woman
<b>Rubric</b>	1 item: 1 point	1 item: 1 point	1 item: 1 point

<b>Expected response</b>	Written answers (short answer)	Written answers (short answer)	Written answers (short answer)
<b>Weight</b>	1 point = 1.25 %	1 point = 1.25%	1 point = 1.25%
<b>Time</b>	1 minute	1 minute	1 minute
<b><i>ii. Language characteristics</i></b>			
<b>Organizational</b>	<b>Grammatical:</b> <i>Vocab</i> -related to food <i>Syntax</i> - using nouns <b>Textual:</b> Conversational	<b>Grammatical:</b> <i>Vocab</i> - related to food <i>Syntax</i> - using nouns <b>Textual:</b> An advertisement	<b>Grammatical:</b> <i>Vocab</i> - related to food <i>Syntax</i> - using nouns <b>Textual:</b> An advertisement
<b>Pragmatic</b>	<b>Functional:</b> Ideational and municipulative <b>Sociolinguistic:</b> native and natural (informal talk)	<b>Functional:</b> Ideational and municipulative <b>Sociolinguistic:</b> native and natural (informal talk)	<b>Functional:</b> Ideational and municipulative <b>Sociolinguistic:</b> native and natural (informal talk)
<b>iii. Topical characteristics</b>	Personal information	Personal information	Personal information

	<b>Conversation 22 Part IV</b>	<b>Conversation 23 Part IV</b>	<b>Conversation 24 Part IV</b>
<b><i>i. Input format</i></b>			
<b>Channel</b>	Audio, aural	Audio, aural	Audio, aural
<b>Form</b>	Language	Language	Language
<b>Length</b>	Short conversation (30 seconds)	Short conversation (30 seconds)	Longer conversation (1 minute)
<b>Language</b>	Native	Native	Native and non-native
<b>Type</b>	Items	Items	Series of items
<b>Setting</b>	Location: At a department store Participants: A couple	Location: In a student apartment Participants: Two female friends	Location: somewhere indoor Participants: one native male and non-native female
<b>Rubric</b>	2 items: 2 points	2 items: 2 points	5 items: 5 points
<b>Expected response</b>	Written answers	Written answers	Written answers

	(short answer)	(short answer)	(short answer)
<b>Weight</b>	2 points = 2.5 %	2 points = 1.5%	5 points = 6.25%
<b>Time</b>	1.30 minutes	1.30 minutes	4.30 minutes
<b>ii. Language characteristics</b>			
<b>Organizational</b>	<b>Grammatical:</b> <i>Vocab</i> -related to clothes, fashion and costs <i>Syntax</i> - complement of verb be <b>Textual:</b> Conversational	<b>Grammatical:</b> <i>Vocab</i> - related to things to do in free time <i>Syntax</i> - simple and phrasal modals <b>Textual:</b> Conversational	<b>Grammatical:</b> <i>Vocab</i> - related to living in different culture <i>Syntax</i> - past tense <b>Textual:</b> Conversational
<b>Pragmatic</b>	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> native and natural (informal talk)	<b>Functional:</b> Ideational and manipulative <b>Sociolinguistic:</b> native and natural (informal talk)	<b>Functional:</b> Ideational <b>Sociolinguistic:</b> variety and natural (informal talk)
<b>iii. Topical characteristics</b>	Personal information	Personal information	Personal information

	<b>Conversation 25</b> <b>Part IV</b>
<b>i. Input format</b>	
<b>Channel</b>	Audio, aural
<b>Form</b>	Language
<b>Length</b>	longer conversation (1.30 minutes)
<b>Language</b>	Native
<b>Type</b>	Series of items
<b>Setting</b>	Location: At someone's place Participants: Two female friends
<b>Rubric</b>	5 items: 5 points
<b>Expected response</b>	Written answers (short answer)
<b>Weight</b>	5 points = 6.25%
<b>Time</b>	4.30 minutes
<b>ii. Language characteristics</b>	

<b>Organizational</b>	<b>Grammatical:</b> <i>Vocab-</i> people's choice and cost <i>Syntax-</i> complement of verb be <b>Textual:</b> Conversational
<b>Pragmatic</b>	Functional: Ideational, manipulative, and heuristic Sociolinguistic: native and natural (informal)
<b>iii. Topical characteristics</b>	Personal information

***Appendix B***  
***Time Allotment for***  
***Listening Comprehension Test***  
***(Pilot and Main Study Version)***

**Time allotment for the pilot test**

Instructions for all parts: 15 seconds = 1 minute for 4 parts

The time for each conversation plus the time to complete the questions:

- Part I      Conversation 1: 1.30 minutes  
                Conversation 2: 1.30 minutes  
                Conversation 3: 1.30 minutes  
                Conversation 4: 1.30 minutes  
                Conversation 5: 1.30 minutes  
                Conversation 6: 3.45 minutes  
                Conversation 7: 3.45 minutes
- Part II      Conversation 8: 0.45 minutes  
                Conversation 9: 0.45 minutes  
                Conversation 10: 1.15 minutes  
                Conversation 11: 1.00 minutes
- Part III     Conversation 12: 3.30 minutes  
                Conversation 13: 3.15 minutes  
                Conversation 14: 3.45 minutes  
                Conversation 15: 3.45 minutes
- Part IV     Conversation 16: 1.00 minutes  
                Conversation 17: 1.00 minutes  
                Conversation 18: 1.00 minutes  
                Conversation 19: 1.00 minutes  
                Conversation 20: 1.00 minutes  
                Conversation 21: 1.00 minutes  
                Conversation 22: 1.30 minutes  
                Conversation 23: 1.30 minutes  
                Conversation 24: 4.30 minutes  
                Conversation 25: 4.30 minutes

**Total = 52 minutes**

**Time allotment for the main study test**

Instructions for all parts: 15 seconds = 1 minute for 4 parts

The time for each conversation plus the time to complete the questions

**Part One** Conversation 1: 1.30 minutes  
Conversation 2: 1.30 minutes  
Conversation 3: 1.30 minutes  
Conversation 4: 1.30 minutes  
Conversation 5: 1.30 minutes

Part two Conversation 6: 1.00 minutes  
Conversation 7: 1.00 minutes  
Conversation 8: 1.00 minutes  
Conversation 9: 1.00 minutes  
Conversation 10: 1.00 minutes  
Conversation 11: 1.00 minutes  
Conversation 12: 1.30 minutes  
Conversation 13: 1.30 minutes

Part three Conversation 14: 2.30 minutes  
Conversation 15: 2.00 minutes  
Conversation 16: 4.30 minutes

Part four Conversation 17: 3.45 minutes  
Conversation 18: 3.45 minutes

**Total = 33 minutes**



*Appendix C*  
*Questionnaire for*  
*Teachers and Students*



The test is designed for evaluating the students' mastery of the content of the teaching units in the Listening Comprehension Course. The questions are developed to measure the students' ability to perform the following behavioral objectives:

1. Guess the topic and identify main ideas;
2. Get details from the extracts;
3. Understand and complete the paragraphs;
4. Get the meanings of the vocabularies used in context and draw correct conclusions and valid inferences about social situation, the speaker's intent or the general context.

**Please evaluate whether individual items measure specific behavioral objectives listed above by ticking the appropriate boxes.**

Item	Objective	Clearly measuring (Yes)	Unclear (undecided)	not measuring (No)	Comments
1.	2				
2.	2				
3.	4				
4.	4				
5.	1				
6.	2				
7.	4				
8.	2				
9.	4				
10.	4				
11.	4				
12.	2				
13.	2				
14.	2				
15.	2				
16.	2				
17.	4				
18.	4				
19.	4				
20.	2				
21.	3				
22.	3				
23.	3				
24.	3				
25.	3				
26.	3				
27.	3				
28.	3				

Item	Objective	Clearly measuring (Yes)	Unclear (undecided)	not measuring (No)	Comments
29.	3				
30.	3				
31.	3				
32.	3				
33.	3				
34.	3				
35.	3				
36.	3				
37.	3				
38.	3				
39.	3				
40.	3				
41.	4				
42.	2				
43.	2				
44.	2				
45.	2				
46.	2				
47.	2				
48.	2				
49.	2				
50.	1				
51.	2				
52.	2				
53.	4				
54.	2				
55.	2				
56.	4				
57.	1				
58.	2				
59.	2				
60.	2				
61.	1				
62.	1				
63.	4				
64.	4				
65.	2				
66.	2				
67.	2				
68.	2				
69.	4				
70.	2				
71.	2				
72.	2				
73.	2				

Item	Objective	Clearly measuring (Yes)	Unclear (undecided)	not measuring (No)	Comments
74.	2				
75.	2				
76.	2				
77.	2				
78.	2				
79.	2				
80.	2				



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



## II. About the test formats

Formats	Your familiarity with the test format				Your opinion of the test format			
	Very familiar	familiar	Not familiar	Not familiar at all	Very good	good	Not good	Not good at all
Part 1 <b>Multiple Choice</b>								
Part 2 <b>Gap-filling</b>								
Part 3 <b>True-false</b>								
Part 4 <b>Short answer</b>								

## III. Time sufficiency

Part	Time sufficiency for each section			
	Very sufficient (more than enough)	Quite sufficient	Just enough	Not sufficient
1.				
2.				
3.				
4.				

## IV. Comments on sections

	Comments on test sections			
	Part 1 Multiple Choice	Part 2 Gap filling	Part 3 True-false	Part 4 Short Answer
Most difficult part				
Easiest part				
Least time pressured part				
Most time pressured part				

**Thank you very much for your cooperation**



*Appendix D*  
*Questionnaire Results*



### Students' Opinions on Language Difficulty of the 25 Conversations

	N	Minimum	Maximum	Mean	Std. Deviation
con1	32	3.00	3.00	3.0000	.00000
con2	32	2.00	3.00	2.7500	.43994
con3	32	2.00	3.00	2.6250	.49187
con4	32	2.00	3.00	2.6250	.49187
con5	32	2.00	3.00	2.6250	.49187
con6	32	2.00	3.00	2.3750	.49187
con7	32	2.00	3.00	2.5000	.50800
con8	32	2.00	3.00	2.5000	.50800
con9	32	2.00	4.00	2.8750	.60907
con10	32	1.00	3.00	2.0000	.50800
con11	32	2.00	3.00	2.5000	.50800
con12	32	2.00	3.00	2.5000	.50800
con13	32	1.00	3.00	2.7500	.67202
con14	32	2.00	3.00	2.1250	.33601
con15	32	1.00	3.00	2.2500	.67202
con16	32	1.00	3.00	2.3750	.87067
con17	32	1.00	4.00	2.5000	.87988
con18	32	2.00	3.00	2.6250	.49187
con19	32	2.00	4.00	2.7500	.67202
con20	32	1.00	4.00	3.0000	.87988
con21	32	1.00	3.00	2.5000	.71842
con22	32	1.00	3.00	2.1250	.60907
con23	32	2.00	3.00	2.5000	.50800
con24	32	1.00	3.00	1.7500	.67202
con25	32	1.00	3.00	2.1250	.60907
Valid N (listwise)	32				

### Teachers' Opinions on Language Difficulty of the 25 Conversations

	N	Minimum	Maximum	Mean	Std. Deviation
con1	5	2.00	4.00	3.2000	.83666
con2	5	2.00	4.00	3.2000	1.09545
con3	5	2.00	4.00	3.2000	.83666
con4	5	2.00	4.00	3.0000	1.00000
con5	5	2.00	4.00	3.2000	.83666
con6	5	1.00	4.00	2.8000	1.30384
con7	5	1.00	4.00	2.6000	1.34164
con8	5	2.00	4.00	3.2000	.83666
con9	5	1.00	4.00	3.0000	1.22474
con10	5	1.00	4.00	2.8000	1.30384
con11	5	1.00	4.00	2.8000	1.30384
con12	5	1.00	4.00	2.8000	1.30384
con13	5	1.00	4.00	2.8000	1.30384
con14	5	1.00	3.00	2.6000	.89443
con15	5	1.00	3.00	2.2000	.83666
con16	5	2.00	4.00	3.4000	.89443
con17	5	1.00	4.00	2.6000	1.14018
con18	5	1.00	4.00	3.2000	1.30384
con19	5	2.00	4.00	3.4000	.89443
con20	5	2.00	4.00	2.8000	1.09545
con21	5	1.00	4.00	3.2000	1.30384
con22	5	3.00	4.00	3.4000	.54772
con23	5	2.00	4.00	3.2000	.83666
con24	5	2.00	4.00	3.2000	.83666
con25	5	1.00	3.00	2.4000	.89443
Valid N (listwise)	5				

### Teachers' Opinions on Topic Familiarity of the 25 Conversations

	N	Minimum	Maximum	Mean	Std. Deviation
con1	5	1.00	3.00	2.0000	1.00000
con2	5	1.00	3.00	2.0000	1.00000
con3	5	1.00	3.00	1.8000	1.09545
con4	5	1.00	3.00	1.8000	1.09545
con5	5	1.00	3.00	2.0000	1.00000
con6	5	1.00	3.00	2.0000	1.00000
con7	5	1.00	3.00	1.8000	1.09545
con8	5	1.00	3.00	1.8000	1.09545
con9	5	1.00	3.00	1.8000	1.09545
con10	5	2.00	3.00	2.2000	.44721
con11	5	1.00	3.00	2.0000	1.00000
con12	5	1.00	3.00	2.0000	.70711
con13	5	1.00	3.00	1.6000	.89443
con14	5	1.00	3.00	2.0000	1.00000
con15	5	1.00	3.00	2.0000	.70711
con16	5	1.00	3.00	2.2000	.83666
con17	5	2.00	3.00	2.2000	.44721
con18	5	1.00	3.00	2.2000	.83666
con19	5	1.00	3.00	1.8000	1.09545
con20	5	1.00	3.00	2.2000	.83666
con21	5	1.00	3.00	1.8000	1.09545
con22	5	1.00	3.00	2.0000	1.00000
con23	5	1.00	3.00	1.8000	1.09545
con24	5	2.00	3.00	2.2000	.44721
con25	5	1.00	3.00	2.2000	.83666
Valid N (listwise)	5				

### Students' Opinions on Topic Familiarity of the 25 Conversations

	N	Minimum	Maximum	Mean	Std. Deviation
con1	32	1.00	2.00	1.8750	.33601
con2	32	2.00	2.00	2.0000	.00000
con3	32	1.00	3.00	2.0000	.50800
con4	32	1.00	3.00	2.0000	.50800
con5	32	1.00	3.00	2.0000	.50800
con6	32	1.00	3.00	2.0000	.50800
con7	32	1.00	3.00	2.1250	.60907
con8	32	1.00	4.00	2.2500	.84242
con9	32	1.00	3.00	2.0000	.71842
con10	32	1.00	4.00	2.3750	.87067
con11	32	1.00	3.00	2.0000	.71842
con12	32	1.00	2.00	1.7500	.43994
con13	32	1.00	3.00	1.8750	.60907
con14	32	1.00	3.00	2.3750	.70711
con15	32	1.00	3.00	2.0000	.50800
con16	32	1.00	2.00	1.6250	.49187
con17	32	1.00	3.00	2.0000	.71842
con18	32	1.00	3.00	2.1250	.60907
con19	32	1.00	3.00	1.8750	.60907
con20	32	1.00	3.00	2.0000	.50800
con21	32	1.00	2.00	1.8750	.33601
con22	32	1.00	3.00	2.0000	.50800
con23	32	1.00	3.00	2.0000	.50800
con24	32	1.00	3.00	2.1250	.79312
con25	32	1.00	3.00	2.0000	.50800
Valid N (listwise)	32				

**Teachers' Agreement to the Items' Measurement of Objectives**

Item	Objective	1	0	-1	Frequency of agreement	Percent of agreement
1.	2	5			5	100%
2.	2	5			5	100%
3.	4	5			5	100%
4.	4	5			5	100%
5.	1	4	1		4	80%
6.	2	4			4	80%
7.	4	4	1		4	80%
8.	2	4	1		4	80%
9.	4	5			5	100%
10	4	5			5	100%
11.	4	2	3		2	40%
12.	2	5			5	100%
13.	2	5			5	100%
14	2	4	1		4	80%
15.	2	4	1		4	80%
16.	2	5			5	100%
17.	4	4	1		4	80%
18.	4	5			5	100%
19.	4	5			5	100%
20	2	5			5	100%
21.	3	5			5	100%
22.	3	4	1		4	80%
23.	3	4	1		4	80%
24.	3	5			5	100%
25.	3	4	1		4	80%
26.	3	5			5	100%
27.	3	5			5	100%
28.	3	5			5	100%
29.	3	5			5	100%
30.	3	5			5	100%
31.	3	5			5	100%
32.	3	5			5	100%
33.	3	5			5	100%
34.	3	5			5	100%
35.	3	5			5	100%
36.	3	5			5	100%
37.	3	5			5	100%
38.	3	5			5	100%
39.	3	5			5	100%
40.	3	5			5	100%
41.	4	5			5	100%
42.	2	4	1		4	80%
43.	2	5			5	100%

Item	Objective	1	0	-1	Frequency of agreement	Percent of agreement
44.	2	5			5	100%
45.	2	5			5	100%
46.	2	5			5	100%
47.	2	5			5	100%
48.	2	5			5	100%
49.	2	5			5	100%
50.	1	4	1		4	80%
51.	2	5			5	100%
52.	2	5			5	100%
53.	4	5			5	100%
54.	2	5			5	100%
55.	2	5			5	100%
56.	4	5			5	100%
57.	1	5			5	100%
58.	2	5			5	100%
59.	2	5			5	100%
60.	2	5			5	100%
61.	1	5			5	100%
62.	1	4	1		4	80%
63.	4	4	1		4	80%
64.	4	5			5	100%
65.	2	5			5	100%
66.	2	5			5	100%
67.	2	5			5	100%
68.	2	5			5	100%
69.	4	4	1		4	80%
70.	2	5			5	100%
71.	2	5			5	100%
72.	2	5			5	100%
73.	2	5			5	100%
74.	2	5			5	100%
75.	2	5			5	100%
76.	2	5			5	100%
77.	2	5			5	100%
78.	2	5			5	100%
79.	2	5			5	100%
80.	2	5			5	100%

**Part I. About the test formats****1: very familiar 2: familiar 3: not very familiar 4: not familiar at all****MC = multiple choice, GF = gap filling, TF = true false, SA = short answer****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
MC	32	1.00	3.00	2.1250	.60907
GF	32	1.00	3.00	1.8750	.60907
TF	32	2.00	3.00	2.1250	.33601
SA	32	1.00	3.00	2.0000	.50800
Valid N (listwise)	32				

**Part II. Attitude towards formats****1: very good 2: good 3: not good 4: not good at all****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
MC	32	1.00	2.00	1.6250	.49187
GF	32	1.00	2.00	1.7500	.43994
TF	32	1.00	2.00	1.7500	.43994
SA	32	1.00	3.00	1.7500	.67202
Valid N (listwise)	32				

**Part III About time limit****1: very sufficient 2: quite sufficient 3: just enough 4: not sufficient****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PART1	32	1.00	3.00	2.3750	.87067
PART2	32	2.00	4.00	2.7500	.67202
PART3	32	2.00	3.00	2.7500	.43994
PART4	32	1.00	4.00	2.7500	.84242
Valid N (listwise)	32				

**Part IV. Comments on each sections**

**Value 1 = multiple choice    Value 2 = gap filling**  
**Value 3 = true false        Value 4 = short answer**

Most difficult section

**MOSTDIFF**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	37.5	37.5	37.5
	3.00	4	12.5	12.5	50.0
	4.00	16	50.0	50.0	100.0
	Total	32	100.0	100.0	

Easiest Section

**EASIEST**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	37.5	37.5	37.5
	2.00	8	25.0	25.0	62.5
	3.00	4	12.5	12.5	75.0
	4.00	8	25.0	25.0	100.0
	Total	32	100.0	100.0	

Least time pressured

**LEASTTIM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	25.0	25.0	25.0
	2.00	4	12.5	12.5	37.5
	3.00	12	37.5	37.5	75.0
	4.00	8	25.0	25.0	100.0
	Total	32	100.0	100.0	

Most time pressured

**MOSTTIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	25.0	25.0	25.0
	2.00	12	37.5	37.5	62.5
	3.00	8	25.0	25.0	87.5
	4.00	4	12.5	12.5	100.0
	Total	32	100.0	100.0	



*Appendix E*  
*Mechanical Matching Scores*

### Samples and Their Scores in Mechanical Matching

Pair No.	Group 1 Test A		Group 2 Test B	
	Sample Codes	Listening Scores	Sample Codes	Listening Scores
1	0314	10	191	11
2	118	12	184	12
3	164	12	197	12
4	173	12	0057	13
5	187	13	116	13
6	126	13	163	13
7	139	13	200	13
8.	66	14	157	14
9.	109	14	198	14
10	149	14	0132	14
11	178	14	0216	14
12	190	15	50	15
13	60	15	81	15
14	106	15	129	15
15	189	15	151	15
16	167	15	199	15
17	183	15	177	15
18	21	16	27	16
19	46	16	52	16
20	54	16	61	16
21	108	16	90	16
22	96	16	87	16
23	114	16	119	16
24	138	16	025	16
25	6	17	10	17
26	55	17	59	17
27	62	17	131	17
28	78	17	20059	17
29	107	17	20119	17
30	133	17	0395	16
31	4	18	43	18
32	44	18	53	18
33	58	18	64	18
34	80	18	115	18
35	156	18	162	18
36	175	18	111	18
37	196	18	0038	18
38	94	18	0195	18
39	181	18	0347	17
40	9	19	16	19
41	29	19	47	19
42	49	19	73	19
43	77	19	92	19
44	130	19	124	19
45	0367	19	141	19

Pair No.	Group 1 Test A		Group 2 Test B	
	Sample Codes	Listening Scores	Sample Codes	Listening Scores
46	0136	19	159	19
47	0180	19	204	19
48	0306	19	000	19
49	37	20	17	20
50	180	20	33	20
51	0102	20	82	20
52	0188	20	154	20
53	0079	20	194	20
54	0166	20	31	20
55	28	21	34	21
56	38	21	39	21
57	40	21	63	21
58	72	21	113	21
59	134	21	205	21
60	179	21	20154	22
61	170	22	20111	22
62	20	23	35	23
63	48	23	142	23
64	69	23	158	23
65	152	23	0419	23
66	8	24	12	24
67	18	24	41	24
68	150	24	102	24
69	186	24	127	24
70	0041	24	192	24
71	0053	24	71	24
72	5	25	7	25
73	57	25	68	25
74	84	25	188	25
75	2	26	4	26
76	67	26	76	26
77	128	26	206	26
78	171	26	20127	26
79	3	27	26	27
80	45	27	201	27
81	19	28	23	28
82	11	29	51	29
83	36	29	0358	29
84	185	29	0087	29
85	165	30	161	30
86	203	30	24	30
87	15	31	65	31
88	0010	31	110	31
89	1	32	112	33
90	25	33	153	33
91	0032	34	166	34

Pair No.	Group 1 Test A		Group 2 Test B	
	Sample Codes	Listening Scores	Sample Codes	Listening Scores
92	169	36	13	35
93	0010	25	20110	25
94	0065	27	20094	28
95	20120	26	20129	26
96	0062	23	20073	24

## *Appendix F*

### *The Interpretation of Cohen's $d$ and the Relationship between $d$ and $\eta^2$*

### The interpretation of Cohen's $d$

Cohen's Standard	Effect Size	Percentile Standing	Percent of Nonoverlap
	2.0	97.7	81.1%
	1.9	97.1	79.4%
	1.8	96.4	77.4%
	1.7	95.5	75.4%
	1.6	94.5	73.1%
	1.5	93.3	70.7%
	1.4	91.9	68.1%
	1.3	90	65.3%
	1.2	88	62.2%
	1.1	86	58.9%
	1.0	84	55.4%
	0.9	82	51.6%
<b>LARGE</b>	0.8	79	47.4%
	0.7	76	43.0%
	0.6	73	38.2%
<b>MEDIUM</b>	0.5	69	33.0%
	0.4	66	27.4%
	0.3	62	21.3%
<b>SMALL</b>	0.2	58	14.7%
	0.1	54	7.7%
	0.0	50	0%

### The relationship between $d$ and $\eta^2$

Relative Size of Cohen's $d$	$d$	$\eta^2$
$d > 1.45 =$ huge effect	1.5	.360
Very large effect	1.4	.329
	1.3	.297
	1.2	.265
	1.1	.232
	1.0	.200
Large effect	0.9	.168
	0.8	.138
	0.7	.109
	0.6	.083
	0.5	.059
Medium effect	0.4	.038
	0.3	.022
	0.2	.010
Small effect	0.2	.010
Negligible effect	0.1	.002

(Becker, 2000)

***Appendix G***  
***Test Script and Questions***

***Listening Comprehension Test***  
***(Pilot Version)***

## THE PILOT TEST AND THE SCRIPT

The second trial in February 2006

### Listening Comprehension Test

#### Test Objective

This test is designed for evaluating the students' mastery of the content of Listening Comprehension Course. The questions are developed to measure the students' ability to understand the language taught in the course.

#### Test Component

There are four parts in the test:

- Part I contains 7 conversations and 20 test items
- Part II contains 4 conversations and 20 test items
- Part III contains 4 conversations and 20 test items
- Part IV contains 10 conversations and 20 test items

**Number of items:** 80 items

**Total Score:** 80 points

**Testing Time:** 52 minutes

\* \* \* \* \* **The test starts here** \* \* \* \* \*

#### Part 1 (20 items: 20 points)

**Directions:** Listen to each conversation. Then listen to the questions and answer the questions by put an X on a, b, c, or d on the answer sheet provided.

The test-takers will hear.....

#### Conversation 1

*A: Jim, I can't believe it – wow! I haven't seen you since we graduated high school! What have you been doing?*

*B: Well, after I went to college I went overseas for graduate school, and I had a great time. But finally I had to come home and get a real job in a high tech company.*

*A: Yeah, I remember you always wanted an international lifestyle.*

*B: Oh, I had a great time overseas, but I got homesick, too.*

**Question 1:** What did Jim do overseas?

- a) visited relatives.
- b) went to graduate school.
- c) worked for a high-tech company.
- d) dreamed of an international lifestyle.



**Question 2:** Did Jim enjoy his time overseas?

- a. Yes, completely.
- b. No. He wanted to go home.
- c. No. He had to work too hard.
- d. Yes, but sometimes he got homesick.

**Conversation 2**

*A: Five hundred dollars for a pair of pants? You're crazy to spend that much on clothes.*

*B: Come on, man. These are the best. You just don't understand.*

*A: I understand that I can get a nice-looking pair of pants for around fifty bucks. You're paying \$450 for the designer's name.*

*B: Maybe, but at least I never look like I'm wearing cheap clothes, unlike some people I know. Besides, these pants will never go out of style.*

*A: Okay, fine suit yourself. It's your money.*

**Question 3.** Which best describes the speaker who is buying the pants?

- a. He cares a lot about fashion.
- b. He worries about money.
- c. He follows his friend's advice.
- d. He likes to wear cheap clothes.

**Question 4.** Which best describes his friend?

- a. He really likes designer clothes.
- b. He wishes he could afford \$500 pants.
- c. He thinks his friend spends too much money on clothes.
- d. He wants to be more fashionable.

**Conversation 3**

*A: I can't believe it! Our English teacher is Chinese.*

*B: Yeah, well, so are you! What's wrong with that?*

*A: But he's not a native speaker. I want a teacher who is American or British, so that I can learn standard English.*

*B: But, uh, Mr. Chen can speak English fluently, and he knows things that native speakers don't know.*

*A: Yeah? Like what?*

*B: Like how to learn English. I'll bet he can show us how he did it, and that will make it easier for us, too.*

*A: Hmm. Maybe you're right.*

**Question 5.** What is the first speaker unhappy about?

- a. He has to learn standard English.
- b. He can't speak English fluently.
- c. He has to study Chinese.
- d. He doesn't think the teacher will be good.

- Question 6.** Why does the second speaker think Mr. Chen can help her?
- Because Mr. Chen is a native speaker of English.
  - Because Mr. Chen can show them how to learn English.
  - Because Mr. Chen's always right.
  - Because Mr. Chen is Chinese, too.

**Conversation 4**

*A: Hi! I'm Michael. I'm a 32 year-old white male. I'm divorced, and I want to try again with the right lady. I like bodybuilding, rock music, dancing, and I like to party. I'm looking for an attractive woman who likes the same things I do. And she's gotta be some someone I can trust.*

- Question 7.** What is Michael's marital status?
- He's single, and has never been married.
  - He is currently married.
  - He was married before.
  - He doesn't say.
- Question 8.** What kind of woman does Michael want to avoid?
- Someone who likes quiet evenings together.
  - Someone who likes dancing.
  - Someone who likes bodybuilding.
  - Someone he can trust.

**Conversation 5**

*A: One of the things I really like about living in Costa Rica is that it's so safe. I mean, I can go walk around the street with 50,000 pesetas in my wallet and I don't even worry about it. In American cities, I used to worry about walking around with twenty dollars in my wallet. And another thing is that sometimes I go into a restaurant and I can leave my backpack sitting at table and I go up to order and I come back knowing that my backpack is going to be safe and no one's even touched it.*

- Question 9.** What difference between Costa Rica and America does the speaker talk about?
- She likes the restaurants in Costa Rica better.
  - She thinks American backpacks are safe.
  - She thinks Costa Rica is more secure than the US.
  - She thinks it's easier to have a lot of money in the US.
- Question 10.** How does the speaker feel about living in Costa Rica?
- She likes the variety of restaurants.
  - She doesn't worry about things being stolen.
  - She worries about walking around with \$20.
  - She thinks that everything is too expensive.

**Conversation 6**

*Man: Hello?*

*Woman: Hi, it's me.*

*Man: Oh, hi! How was the job interview?*

*Woman: Well, he hired me.*

*Man: You got the job? The management job? Oh, that's great!*

*Woman: No, I didn't say I got the management job. He hired me for a job in customer service, selling tours to Asia.*

*Man: Just customer service? But what about the management position? You were perfect for that job. You can supervise people. You understand the business.*

*Woman: I know. I showed him my resume. I told him that I worked in travel management for five years back home, and that I even got a degree in Business Management here in the U.S.*

*Man: Oh, I can't believe that. You're perfectly qualified for that management position.*

*Woman: That's what I thought. It's not fair! Why did I bother going to college here?*

*Man: Wait, wait a minute. Did he know that you were applying for he management position?*

*Woman: Of course. And you know what he said?*

*Man: What?*

*Woman: He said that everyone really expects the manager to be someone from the local community. But the person they hired is from New York. And she's woman, too, so it's not because I am a woman. So that means the problem is my English.*

*Man: But your English is fantastic!*

*Woman: But I'm not a native speaker, and I guess that's what they want for the management job.*

*Man: Well, you know, you spend a little time at the customer service job and then you can work your way up to the management position... ..*

**Question 11.** Who do you think the woman is talking to?

- a. Her father
- b. Her son
- c. Her husband
- d. Her teacher

**Question 12.** What job did she get?

- a. Management job
- b. Customer service
- c. Supervisor
- d. International officer

**Question 13.** What qualifications does she have?

- a. She has work experience in customer service.
- b. She worked for an international company.
- c. She worked in travel management for five years.
- d. She worked in New York before got a degree in the U.S.

**Question 14:** Why didn't she get the job she wanted?

- a. Because her English is not good.
- b. Because she did not have a degree.
- c. Because she did not have work experience.
- d. Because she is not a native speaker.

**Question 15:** What is she going to do next?

- a. She is not going to work at the company.
- b. She will try and see if she gets promoted.
- c. She is going to look for a new management job.
- d. She will quit the job and go back home.

### Conversation 7

*Customer:* Excuse me, ma'am.

*Clerk:* Yeah? How can I help you?

*Customer:* I'd like to exchange this shirt. It has a flaw..it's stained right over here.

*Clerk:* Let me see it...Yep, there's a stain all right. How'd that happen?

*Customer:* It was there when I bought it.

*Clerk:* Mmm, don't think so.

*Customer:* Uhh, it's true.

*Clerk:* Um, we check every item, I don't think so.

*Customer:* Are you saying I'm a liar?

*Clerk:* No, but we're careful. I mean, it's our job.

*Customer:* Okay, look, just let me speak to the manager.

*Clerk:* Okay, I'm sorry. What was it that you wanted again? To exchange it?

*Customer:* I want to speak to the manager.

*Clerk:* Fine. Whatever. Dee! A customer wants to talk to you.

*Manager:* How can I be of assistance?

*Customer:* Well, I came in planning to exchange a shirt- and it has a stain, see....

*Manager:* Yes.

*Customer:* But I was treated so rudely by this person, I just want my money back. I'm not shopping here anymore.

*Manager:* Well, I'm very sorry about any problems there may have been. Can you tell me what happened?

*Customer:* She accused me of staining this shirt.

*Clerk:* Hey, I was just trying to make sure..

*Manager:* Um, why don't you go to my office and wait for me. Look, I'm very sorry. I take responsibility for her behavior. But, we'd really like to keep you as a customer and I'd be glad to exchange this item for you, or give you a full refund, whichever you'd like.

*Customer:* Mmm, I don't know. I don't like being treated like that. I don't think she cares.

*Manager:* Rest assured, she will be taught how to treat a valued customer.

*Customer:* Well, okay, I guess I'll just exchange it. I like the shirt, after all.

*Manager:* Oh, wonderful. Well, thanks for understanding. Now, may I see your receipt, please?

- Question 16.** What does the customer want to do?
- to buy a new shirt.
  - to exchange the shirt.
  - to check the shirt.
  - to get a refund for the shirt.
- Question 17.** According to the customer, how did the shirt get stained?
- The clerk stained the shirt.
  - The manager stained the shirt.
  - It was stained before he bought it.
  - It was stained at his house.
- Question 18.** According to the clerk, how did the shirt get stained?
- The clerk thinks the customer stained the shirt.
  - The shirt was stained at the store.
  - The clerk stained it but she did not accept it.
  - The one who checked the item stained the shirt.
- Question 19.** When the manager comes, what does the customer say he wants to do?
- He wants to shop here again.
  - He wants to wait in her office.
  - He wants a full refund.
  - He wants the clerk to be taught.
- Question 20.** What does the customer end up doing?
- He gets his money back.
  - He buys another shirt.
  - He exchanges the shirt.
  - He gets the receipt.

**Part 2 (20 items:20 points)**

**Directions:** Listen to the conversation. Fill in the missing words in the space provided.

The test-taker will hear.....

**Conversation 8**

*It's great because lately, I don't have any trouble(21) being understood when I use English. I came to this country (22) knowing nothing, but I worked hard to learn English. Then I went to college and got a degree in computer science. Now I(23) want a job writing programs for a computer company. I(24) have experience doing that in college, and I know that my(25) ability with English is going to help me get a good job.*

### Conversation 9

*I have found that when I visited Japan, people give me(26) gifts all the time. Once I was on the bullet train and a man and a(27) woman sitting next to me shared part of their meal with me, and then we talked for a long time. Then the man gave me a small(28) picture from his hometown. It was a beautiful, handpainted picture of a bird. I(29) accepted the picture from him but I was embarrassed, because I didn't have a gift for him. In this kind of situation, I'd like to be able to give a gift in return, so now I(30) take little gifts with me whenever I travel.*

### Conversation 10

*Kijana was in his second year at a university near London. One day he received a terrible phone call. He learned that his father was sick, so he immediately took a flight back to his hometown, Nairobi, Kenya. A week later he returned to England and made an(31) announcement to his roommate, Matt.*

- K: Matt, I'm afraid I have to go back to live in Kenya.  
 M: What? You're going to quit school?  
 K: My father had a heart attack. He's getting better, but the doctor told him that he can't work. I have to go back and help manage our family(32) business.  
 M: Your father ordered you to go back? Is that what you want?  
 K: No, I don't like the family business. I'd rather study. Actually, my father said to stay here if I wanted, but some other relatives insisted I go back.  
 M: Your relatives are being unfair! Don't give in to family pressure. You need to (33) stand up for yourself.  
 K: My biggest responsibility is to my family.  
 M: I understand that your family is(34) important to you, but you owe it to yourself to keep studying. You can't help your father by giving up your future.  
 K: Thanks for caring, but I can't be(35) selfish at a time like this.

### Conversation 11

*Masaki Yoshida teaches English at a cram school.*

*" I help students pass(36) university entrance exams. I sometimes worry about them and their futures because they don't know what they want to study in(37) college, or what kind of job they want in the future. A lot of my students go to college because their families expect them to. Many of them think that once they pass the entrance exam their future is guaranteed. That's a(38) mistake. I tell them, 'Passing an entrance exam is just the beginning. To find a satisfying(39) career you have to be able to answer the following questions: What do you want to learn about? What lifestyle do you want? What are your goals?*

*When I was younger, learning English and meeting people from other countries helped me think about my(40) values and my future. I hope that my teaching can do the same for some of my students."*

**Part 3 (20 items:20 points)**

**Directions:** Listen to the conversation and read the statements. Circle True or False on the answer sheet provided.

The test-taker will hear.....

**Conversation 12**

*W1: Well, here we are. I'll just open the .....(grunts, rattling of keys). Ooh, seems to be a little stuck... (door finally gives). Ah, here we go. Come on in, folks....There, isn't that nice?*

*W2: Oh, yes, it's lovely. George, isn't it nice?*

*M1: Hmm. Have to get door fixed.*

*W1: Of course.*

*M1: Where is the view? The advertisement said this place has a great view of the ocean.*

*W1: Oh, well, you....now look...if you stand right here, and you look between those two buildings over there....*

*M1: Where? Oh, you can hardly see it at all!*

*W2: Oh, come on George, I mean, think of all the good points.*

*M1: Like?*

*W1: Like the public transportation right at the front door. It's really convenient.*

*M1: But I don't need public transportation—I have a car.*

*W2: Maybe we don't need the car.*

*M1: I like the car.*

*W1: Plus there's a shopping center just up the road.*

*M1: Yes, that's a plus.*

*W1: And the swimming pool, and gym downstairs*

*M1: I don't have time for sports...Look, can we take look at the place? I don't have all day.*

*W1: Sure. Here's the main bedroom.*

*W2: It's lovely.*

*M1: Is it quiet?*

*W1: Oh, very quiet. And here's the second bedroom.*

*M1: Hmm. It's very small.*

*W1: Well, second bedrooms are never as big as the master suite....*

*M1: But this is ridiculous! Hmm....Well, we'll have to think about it.*

- |   |      |       |
|---|------|-------|
| <b>Question 41.</b> The front door needs to be repaired.        | True | False |
| <b>Question 42.</b> The apartment has a good view of the ocean. | True | False |
| <b>Question 43.</b> There's a gym in the apartment building.    | True | False |
| <b>Question 44.</b> There's a shopping center nearby.           | True | False |
| <b>Question 45.</b> The second bedroom is big .                 | True | False |



**Conversation 13**

The test-taker will hear.....

- W1: *I think I heard the door.*  
 M1: *That should be the take-out. I'll get it, Margaret.*  
 W1: *About time—I'm so hungry.*  
 M2: *Chinese food.*  
 M1: *Oh, great. Hold on a second, OK? Let me find my wallet here. OK. Yeah. Hold on a second....Has it got fortune cookies in there too?*  
 M2: *Yeah, it's got everything in....There's utensils too.*  
 M1: *Here you go, just keep it, OK?*  
 M2: *Oh thanks a lot.*  
 M1: *Yeah, thanks.*  
 M2: *Enjoy.*  
 M1: *OK, let's eat.*  
 W1: *Great. Hey, what's this?*  
 M1: *What's what?*  
 W1: *This.*  
 M1: *Looks this....sweet and sour pork?*  
 W1: *I hate pork! Why did you order pork?*  
 M1: *I didn't order pork. And this looks like lobster.*  
 W1: *Oh, no! I am allergic to lobster.*  
 M1: *You are...?*  
 W1: *Yeah, allergic—you know, I get sick if I eat lobster. And where are my prawn?*  
 M1: *Maybe this is them....No—this is lamb.*  
 W1: *You know I don't eat lamb. Why did you order lamb?*  
 M1: *I didn't order lamb. What do you think....?*  
 W1: *What a disaster! I will just have to eat steamed rice.*  
 M1: *Oh, no.*  
 W1: *Don't tell me there's no steamed.....*  
 M1: *Fried noodles.*  
 W1: *Oh, no! They gave us the wrong order.*

- |   |      |       |
|---|------|-------|
| <b>Question 46.</b> Joe ordered sweet and sour pork       | True | False |
| <b>Question 47.</b> Margaret is allergic to lobster.      | True | False |
| <b>Question 48.</b> Joe doesn't eat lamb.                 | True | False |
| <b>Question 49.</b> Margaret will just eat fried noodles. | True | False |
| <b>Question 50.</b> They get what they have ordered.      | True | False |

**Conversation 14**

The test-taker will hear.....

- Lori: *Oh, good you're here. Another bad commute today?*  
 Carrie: *Yeah, sorry, I'm late. The stupid train was late again, and I missed my connection, and....gosh, I'm tried already, and the day hasn't even started.*  
 Lori: *How long is your commute?*  
 Carrie: *Almost an hour and a half, on a good day. Three hours of my life every day,*



*five days a week, you know. I've got to wake up at six in the morning just to make it in to work by nine or so. I feel like a techno-serf.*

*Lori: That is long. I can walk here in 15 minutes. But you know, at least your commute is green. You can look at the trees and small towns... it must be nice.*

*Carrie: For the first 20 minutes, yeah. But as soon as the train gets closer to the city, it is all concrete and steel. That's when it starts to get really crowded. Today so many people were in the train that I felt like a sardine in a big sardine can.*

*Lori: Well, you could always move closer to the office.*

*Carrie: But I love living in the country. The air is so fresh and clean, and I can have a biggest place, and it's safe and all that. I just wish I had more time to enjoy it. Sometimes it seems like my whole life is get up early/ take the train/ work all day/ take the train home/ go to bed, and then wake up and do it all over again.*

*Lori: Well, can't you find a way to make the trip more worthwhile?*

*Carrie: Well, I read the newspaper and sometimes I bring a book, but I don't really enjoy it.*

*Lori: How about audio tapes or CDs? There're novels or language learning tapes, relaxation tapes, all kinds of stuff on tape and CD.*

*Carrie: Yeah, good idea, maybe I'll look into it. Anything'll be better than complaining about this commute all the time.*

*Lori: Yeah, that's for sure!*

- |  |      |       |
|--|------|-------|
| <b>Question 51.</b> Carrie is tired.                                   | True | False |
| <b>Question 52.</b> Carrie's commute is less than an hour.             | True | False |
| <b>Question 53.</b> Carrie likes her commute.                          | True | False |
| <b>Question 54.</b> Carrie loves living in the country.                | True | False |
| <b>Question 55.</b> Carrie is looking for things to do on her commute. | True | False |

### Conversation 15

The test-taker will hear.....

*Steve: I can't believe these people. I can't believe what they do.*

*Trish: Calm down, Steve. What are you talking about? What is it this time?*

*Steve: Look at this. I just bought a donut. I'm so sick of the clerk wrapping each pastry individually, then taping the bags shut, then putting those bags in another bags, folding it down, and then taping that bag shut. I can't take it anymore. It's crazy and it's bad for the environment.*

*Trish: How long have you been living here? Don't you know that's the way it is?*

*Steve: I just want them to stick 'em in a napkin for me, so I can eat while I'm walking to class.*

*Trish: There you go again. Don't you know it's rude to eat while you walk?*

*Steve: I'm so tired of this place. I don't have time to sit down and eat. People here are too inflexible, and they have too many rules.*

*Trish: Yeah, right, Steve, so you're gonna convert everybody here to your way of doing things?*

*Steve: Yeah, there has to be more individual freedom to do whatever you want.*

*Trish: Why don't you just relax and go with the flow?*

*Steve: Go with the flow? The whole system is a waste of my time. The clerks here should learn how to be more efficient, like in the U.S.*

*Trish: What are you talking about? When I was in the U.S., the clerks were really rude. They just ignore you, seem offended if you want anything. Don't you think it's better this way?*

*Steve: Are you kidding?*

*Trish: Well, I kind of like it. It's nice to relax and enjoy the moment while your packages are being wrapped. I like all of the traditions, and the care and attention that people give you, and the manners. To me, it's a wonderful place to live.*

*Steve: I think you're nuts.*

*Trish: You're not gonna last long, mate.*

**Question 56.** Steve doesn't like all of the packaging. True False

**Question 57.** Steve can adjust himself well here. True False

**Question 58.** Steve thinks the clerks in the US. are more efficient True False

**Question 59.** The clerks here are really rude. True False

**Question 60.** The woman doesn't like the traditions here. True False

#### **Part 4 (20 items:20 points)**

**Directions: Listen to the conversation and give short answer to the questions in the space provided.**

The test taker will hear.....

#### **Conversation 16**

*M1: OK, so last week we looked at some the causes of the First World War. This week we're going to look at some of the ways the war affected Europe. Now, what year did the war start—Scott?*

*M2: Um, 1913?*

*M1: 1913?*

*W1: 1914*

*M1: 1914—thank you, Maria. Remember—dates are really important. You have to memorize them, OK? Now, I'm going to erase these dates from the board, I want you to take about ten minutes to think back....<fade>*

**Question 61.** Which subject is being taught?

Answer: \_\_\_\_\_

#### **Conversation 17**

*W2: Now—what are these your elements—Tony?*

*M3: Where, ma'am?*

*W2: Here. Over here on the board.*

*M3: Uh, oxygen?*

*W2: Oxygen? Come on—get focused, Sam?*

*M1: Hydrogen and helium?*

*W2: Hydrogen and helium, OK. Now, hydrogen has one electron- and helium has..?*

*M1: Three electrons?*

*W2: Three?*

*M3: Two?*

*W2: That's right. It has two.*

**Question 62.** Which subject is being taught?

Answer: \_\_\_\_\_

**Conversation 18**

*W1: Yeah, OK, I'll take a look at it in a minute, but I need to find out a little bit more about you in general before I do any.....*

*M1: But it really.....*

*W1: Well, first of all, um...you say you've had the pain for about three weeks.*

*M1: Well, I think so, you know, it's kind of hard to remember.*

*W1: Mm...hmm. Well, does it hurt when move like this?*

*M1: No.*

*W1: And what's your health like in general? You look like you're in good health.*

*M1: Uh-huh. Generally, I've been fine.*

*W1: Well, that's excellent. So there's probably nothing really....*

**Question 63.** What is the woman's job?

Answer: \_\_\_\_\_

**Conversation 19**

*M2: Ok, then, all set?*

*W2: I am. I'm not sure about... ..*

*M3: I think I need a little more time.*

*M2: Do you want to order something to drink first, or...?*

*W2: It's OK. Why don't I tell you what I want, and then maybe....*

*M2: You're ready, then?*

*W2: Uh-huh.*

*M2: Did you get to see the specials?*

*W2: No, we didn't.*

*M2: Well, the specials today are great. The appetizers are.....*

**Question 64.** What is the man's job?

Answer: \_\_\_\_\_

**Conversation 20**

*M1: ....Pull up a chair and join the feast! Ole Mexican Restaurant is home to the area's most authentic Mexican food. From fajitas to burritos and tacos to enchiladas, Ole's has all your favorites. Visit our newest downtown location at 121 Newman St. For reservation, call 555-1710.....*

**Question 65.** What type of food is being described?

Answer: \_\_\_\_\_

**Conversation 21**

*W1: ....Craving a taste of the old country? You'll find all the old-style dishes you're looking for at Roma Café. Choose from a huge selection of pasta, meat, and seafood dishes and add to your pleasure with one of our fine Italian wines.*

*Roma's is located at New World Shopping Mall. Call 555-6400 for reservations... ..*

**Question 66.** What type of food is being described?

Answer: \_\_\_\_\_

**Conversation 22**

*A: Look, honey, a sale on those purses I was telling you about! I've never seen them so cheap!*

*B: But do you really need a new purse?*

*A: Well, not really, but this style is really in this year. I want to get one while they're on sale.*

*B: But I thought we were trying to save up so we could go somewhere special on our vacation.*

*A: Oh, I just can't pass this up – I really wanted one, and they may never be this cheap again.*

*B: Oh, I give up.*

**Question 67.** What does the woman want to buy?

Answer: \_\_\_\_\_

**Question 68.** Why does she want to buy it?

Answer: \_\_\_\_\_

**Conversation 23**

*A: Hey, hey, hey! It's another Friday night! Time to party!*

*B: Not me – I've gotta go meet my study group. Monday's a big test.*

*A: Studying – on a Friday night? Man, don't you have any fun?*

*B: It doesn't seem like it. Lately, I'm always way too busy with homework*

**Question 69.** What does the first girl want to do?

Answer: \_\_\_\_\_

**Question 70.** What makes another girl so busy?

Answer: \_\_\_\_\_

**Conversation 24**

*When I studied in California, I was surprised to see couples kissing in public, like on a bench on campus, and holding hands when they walked. I was also often hugged by my good American friends. Where I come from China., these things aren't common. I was embarrassed at first. I learned that people from other cultures use very different body language to express their feelings.*

*Bill, American, 35*

*When I worked in Saudi Arabia, I often saw male friends holding hands. Once a Saudi friend took my hand as he showed me the way into his house. Also, I felt that people stood very close to each other when they talked. At first I was surprised and sometimes felt a little uncomfortable. I learned how powerful body language really is.*

**Question 71.** What body language was Lyn surprised to see?

Answer: \_\_\_\_\_

**Question 72.** How did she feel about being hugged?

Answer: \_\_\_\_\_

**Question 73.** What did Lyn learn about body language?

Answer: \_\_\_\_\_

**Question 74.** What body language did Bill often see in Saudi Arabia?

Answer: \_\_\_\_\_

**Question 75.** How did Saudi body language make Bill feel at first?

Answer: \_\_\_\_\_

### Conversation 25

*Rachel: So, Susie, how was the plane ride from London?*

*Susie: Oh, I don't know...all I could think about was getting here and going shopping.*

*Rachel: Hmmm.*

*Susie: Rachel, what's wrong?*

*Rachel: Susie, I thought you came to see me! Isn't that more important than shopping?*

*Susie: Oh c'mon, Rachel. Shopping is so bonding!*

*Rachel: All right, I'll take you to the stores. What are you looking for?*

*Susie: Well, I want a handbag from Prada, and maybe one of their black leather dresses....*

*Rachel: Oh no....*

*Susie: ...a couple of skirts from Donna Karan, you know, the ones that are really fitted, a pair of jeans...*

*Rachel: Whoa! How much money do you have, any way?*

*Susie: Oh, Rachel, you know I save up to come to New York every year to go shopping. Now that you're studying here, I want to go with you. So what are you going to get?*

*Rachel: Are you kidding, Susie? I've got two words for you: "student budget." I can't afford to buy any clothing!*

*Susie: Well, you're just a jeans and T-shirt person, aren't you? I am going to enjoy myself no matter how much it costs. I'm on holiday. Look, Rachel, I'll buy you something, a new blouse, or skirt, whatever you want.*

*Rachel: Well, I don't want anyone to buy me something I can't afford myself.*

*Susie: Oh, don't worry about that. And, there is no need to thank me. It's the least I can do since you'll be cooking dinner every night while I'm here.*

*Rachel: Dinner? What are you talking about?*

**Question 76.** Why did Susie come to visit?

Answer: \_\_\_\_\_

**Question 77.** What are things that Susie want to buys? Write down only one item.

Answer: \_\_\_\_\_

**Question 78.** Where does Rachel study?

Answer: \_\_\_\_\_

**Question 79.** Is Susie going to buy something for Rachel?

Answer: \_\_\_\_\_

**Question 80.** What does Susie want from Rachel?

Answer: \_\_\_\_\_

## *Appendix H*

### *Listening Comprehension Test (Main Study Version)*

**Test Objective**

This test is designed for evaluating the students' mastery of the content of Listening Comprehension Course. The questions are developed to measure the students' ability to understand the language taught in the course.

**Test Component**

There are four parts in the test:

- Part I contains 5 conversations and 10 test items
- Part II contains 8 conversations and 10 test items
- Part III contains 3 conversations and 10 test items
- Part IV contains 2 conversations and 10 test items

**Number of items:** 40 items

**Total Score:** 40 points

**Testing Time:** 30 minutes







Name \_\_\_\_\_ G \_\_\_\_\_

Question 6.

- a. Because Mr. Chen is a native speaker of English.
- b. Because Mr. Chen can show them how to learn English.
- c. Because Mr. Chen's always right.
- d. Because Mr. Chen is Chinese, too.

#### Conversation 4

Question 7.

- a. He's single, and has never been married.
- b. He is currently married.
- c. He was married before.
- d. He doesn't say.

Question 8.

- a. Someone who likes quiet evenings.
- b. Someone who is white.
- c. Someone who hates party.
- d. Someone who is also active.

#### Conversation 5

Question 9.

- a. She likes the restaurants in Costa Rica better.
- b. She thinks American backpacks are safe.
- c. She thinks Costa Rica is more secure than the US.
- d. She thinks it's easier to have a lot of money in the US.

Question 10.

- a. She likes the variety of restaurants.
- b. She doesn't worry about things being stolen.
- c. She worries about walking around with \$20.
- d. She thinks that everything is too expensive.

#### Part 2 (10 items: 10 points)

**Directions:** Listen to the conversation and give short answer to the questions in the space provided. The answer given can be one word or more.

#### Conversation 6

Question 11.

Answer: \_\_\_\_\_



Name \_\_\_\_\_ G \_\_\_\_\_

**Conversation 7**

Question 12.

Answer: \_\_\_\_\_

**Conversation 8**

Question 13.

Answer: \_\_\_\_\_

**Conversation 9**

Question 14.

Answer: \_\_\_\_\_

**Conversation 10**

Question 15.

Answer: \_\_\_\_\_

**Conversation 11**

Question 16.

Answer: \_\_\_\_\_

**Conversation 12**

Question 17.

Answer: \_\_\_\_\_

Question 18.

Answer: \_\_\_\_\_

**Conversation 13**

Question 19.

Answer: \_\_\_\_\_

Question 20.

Answer: \_\_\_\_\_

**Part 3 (10 items: 10 points)**

**Directions:** Listen to the conversation and give short answer to the questions in the space provided. The answer given can be one word or more.

**Conversation 14**

Question 21. What body language was Lyn surprised to see?

Answer: \_\_\_\_\_



Name \_\_\_\_\_ G \_\_\_\_\_

Question 22. Why was Lyn embarrassed at first?

Answer: \_\_\_\_\_

Question 23. What did Lyn learn about body language?

Answer: \_\_\_\_\_

### Conversation 15

Question 24. What body language did Bill often see in Saudi Arabia?

Answer: \_\_\_\_\_

Question 25. How did Saudi body language make Bill feel at first?

Answer: \_\_\_\_\_

### Conversation 16

Question 26. Why did Susie come to visit?

Answer: \_\_\_\_\_

Question 27. What are things that Susie want to buys? Write down only one item.

Answer: \_\_\_\_\_

Question 28. Where does Rachel study?

Answer: \_\_\_\_\_

Question 29. Is Susie going to buy something for Rachel?

Answer: \_\_\_\_\_

Question 30. What does Susie want from Rachel?

Answer: \_\_\_\_\_

### Part 4 (10 items: 10 points)

**Directions:** Listen to each conversation. Then listen to the questions and answer them by put an X on a, b, c, or d on the answer sheet provided.

### Conversation 17

Question 31. Who do you think the woman is talking to?

- a. Her father
- b. Her son
- c. Her husband
- d. Her teacher



Name \_\_\_\_\_ G \_\_\_\_\_

Question 32: What job did she get?

- a. Management job
- b. Customer service
- c. Supervisor
- d. International officer

Question 33: What qualifications does she have?

- a. She has work experience in customer service.
- b. She worked for an international company.
- c. She worked in travel management for five years.
- d. She worked in New York before got a degree in the U.S.

Question 34: Why didn't she get the job she wanted?

- a. Because her English is not good.
- b. Because she did not have a degree.
- c. Because she did not have work experience.
- d. Because she is not a native speaker.

Question 35: What is she going to do next?

- a. She is not going to work at the company.
- b. She will try and see if she gets promoted.
- c. She will stay home and be a housewife.
- d. She is leaving and going back home.

### Conversation 18

Question 36. What does the customer want to do?

- a. to exchange the shirt for a different color.
- b. to change for a new shirt.
- c. to complain about the shirt.
- d. to get a refund for the shirt.

Question 37. According to the customer, how did the shirt get stained?

- a. The clerk stained the shirt.
- b. The manager stained the shirt
- c. It was stained before he bought it.
- d. It was stained at his house.

Question 38. According to the clerk, how did the shirt get stained?

- a. The clerk thinks the customer stained the shirt.
- b. The shirt was stained at the store.
- c. The clerk stained it but she did not accept it.
- d. The one who checked the item stained the shirt.



Name \_\_\_\_\_ G \_\_\_\_\_

Question 39. When the manager comes, what does the customer say he wants to do?

- a. He wants to shop here again.
- b. He wants to wait in her office.
- c. He wants a full refund.
- d. He wants to the clerk to be taught.

Question 40. What does the customer end up doing?

- a. He gets his money back.
- b. He buys another shirt.
- c. He exchanges the shirt.
- d. He gets the receipt.

*This is the end of the test*

*Appendix I*  
*Script for the Main Study Test*

**SCRIPT FOR THE MAIN STUDY TEST VERSION****Part 1**

**Directions:** Listen to each conversation. Then listen to the questions and answer them by put an X on a, b, c, or d on the answer sheet provided.

**Conversation 1**

A: Jim, I can't believe it – wow! I haven't seen you since we graduated high school! What have you been doing?

B: Well, after I went to college I went overseas for graduate school, and I had a great time. But finally I had to come home and get a real job in a high tech company.

A: Yeah, I remember you always wanted an international lifestyle.

B: Oh, I had a great time overseas, but I got homesick, too.

For item 1 and 2

**Question 1:** What did Jim do overseas?

**Question 2:** Did Jim enjoy his time overseas?

**Conversation 2**

A: Five hundred dollars for a pair of pants? You're crazy to spend that much on clothes.

B: Come on, man. These are the best. You just don't understand.

A: I understand that I can get a nice-looking pair of pants for around fifty bucks. You're paying \$450 for the designer's name.

B: Maybe, but at least I never look like I'm wearing cheap clothes, unlike some people I know. Besides, these pants will never go out of style.

A: Okay, fine suit yourself. It's your money.

**Question 3:** Which best describes the speaker who is buying the pants?

**Question 4:** Which best describes his friend?

**Conversation 3**

A: I can't believe it! Our English teacher is Chinese.

B: Yeah, well, so are you! What's wrong with that?

A: But he's not a native speaker. I want a teacher who is American or British, so that I can learn standard English.

B: But, uh, Mr.Chen can speak English fluently, and he knows things that native speakers don't know.

A: Yeah? Like what?

B: Like how to learn English. I'll bet he can show us how he did it, and that will make it easier for us, too.

A: Hmm. Maybe you're right.

**Question 5:** What is the first speaker unhappy about?

**Question 6:** Why does the second speaker think Mr. Chen can help her?

#### **Conversation 4**

A: Hi! I'm Michael. I'm a 32 year-old white male. I'm divorced, and I want to try again with the right lady. I like bodybuilding, rock music, dancing, and I like to party. I'm looking for an attractive woman who likes the same things I do. And she's gotta be some someone I can trust.

**Question 7:** What is Michael's marital status?

**Question 8:** What kind of woman does Michael like?

#### **Conversation 5**

A: One of the things I really like about living in Costa Rica is that it's so safe. I mean, I can go walk around the street with 50,000 pesetas in my wallet and I don't even worry about it. In American cities, I used to worry about walking around with twenty dollars in my wallet. And another thing is that sometimes I go into a restaurant and I can leave my backpack sitting at table and I go up to order and I come back knowing that my backpack is going to be safe and no one's even touched it

**Question 9:** What difference between Costa Rica and America does the speaker talk about?

**Question 10:** How does the speaker feel about living in Costa Rica?

#### **Part 2**

**Directions:** Listen to the conversation and give short answer to the questions in the space provided. The answer given can be one word or more.

#### **Conversation 6**

M1: OK, so last week we looked at some the causes of the First World War. This week we're going to look at some of the ways the war affected Europe. Now, what year did the war start—Scott?

M2: Um, 1913?

M1: 1913?

W1: 1914

M1: 1914—thank you, Maria. Remember—dates are really important. You have to memorize them, OK? Now, I'm going to erase these dates from the board, I want you to take about ten minutes to think back....<fade>

**Question 11.** Which subject is being taught?

Answer: \_\_\_\_\_

#### **Conversation 7**

Woman: You saw that new movie, didn't you, Jake?

Man: Uh-huh.

Woman: So...how was it? I was thinking of taking....



Man: Oh, yeah, you gotta see it. I laughed so hard...

Woman: Funny, huh?

Man: Really funny.

**Question 12.** What kind of movie are the people talking about?

Answer: \_\_\_\_\_

### Conversation 8

W1: Yeah, OK, I'll take a look at it in a minute, but I need to find out a little bit more about you in general before I do any.....

M1: But it really.....

W1: Well, first of all, um...you say you've had the pain for about three weeks.

M1: Well, I think so, you know, it's kind of hard to remember.

W1: Mm...hmm. Well, does it hurt when move like this?

M1: No.

W1: And what's your health like in general? You look like you're in good health.

M1: Uh-huh. Generally, I've been fine.

W1: Well, that's excellent. So there's probably nothing really....

**Question 13.** What is the woman's job?

Answer: \_\_\_\_\_

### Conversation 9

M2: Ok, then, all set?

W2: I am. I'm not sure about.....

M3: I think I need a little more time.

M2: Do you want to order something to drink first, or...?

W2: It's OK. Why don't I tell you what I want, and then maybe....

M2: You're ready, then?

W2: Uh-huh.

M2: Did you get to see the specials?

W2: No, we didn't.

M2: Well, the specials today are great. The appetizers are.....

**Question 14.** What is the man's job?

Answer: \_\_\_\_\_

### Conversation 10

M1:....Pull up a chair and join the feast! Ole Mexican Restaurant is home to the area's most authentic Mexican food. From fajitas to burritos and tacos to enchiladas, Ole's has all your favorites. Visit our newest downtown location at 121 Newman St. For reservation, call 555-1710.....

**Question 15.** What type of food is being described?

Answer: \_\_\_\_\_

**Conversation 11**

Woman: Look at this-only one left.

Man: How much?

Woman: Fifty dollars.

Man: But I can buy one at the store for sixty-and there I get a guarantee.

Woman: You don't need a guarantee-this is high quality.

Man: Yes, but if it falls apart..

Woman: Look-it has a calendar, address book, calculator, appointments. Everything you need.

Man: But I already have all those things.

Woman: Not all in one.

Man: No, but if I...

Woman: Tell you what-I'll give it to you for forty dollars. Special price because it's the last one.

**Question 16.** What is the woman trying to sell?

Answer: \_\_\_\_\_

**Conversation 12**

A: Look, honey, a sale on those purses I was telling you about! I've never seen them so cheap!

B: But do you really need a new purse?

A: Well, not really, but this style is really in this year. I want to get one while they're on sale.

B: But I thought we were trying to save up so we could go somewhere special on our vacation.

A: Oh, I just can't pass this up - I really wanted one, and they may never be this cheap again.

B: Oh, I give up.

**Question 17:** What does the woman want to buy?

Answer: \_\_\_\_\_

**Question 18:** Why does she want to buy it?

Answer: \_\_\_\_\_

**Conversation 13**

A: Hey, hey, hey! It's another Friday night! Time to party!

B: Not me - I've gotta go meet my study group. Monday's a big test.

A: Studying - on a Friday night? Man, don't you have any fun?

B: It doesn't seem like it. Lately, I'm always way too busy with homework

**Question 19:** What does the first girl want to do?

Answer: \_\_\_\_\_

**Question 20:** What makes the other girl so busy?

Answer: \_\_\_\_\_

**Part 3**

**Directions: Listen to the conversation and give short answer to the questions in the space provided. The answer given can be one word or more.**

**Conversation 14**

When I studied in California, I was surprised to see couples kissing in public, like on a bench on campus, and holding hands when they walked. I was also often hugged by my good American friends. I was embarrassed at first. Where I come from China, these things aren't common. I learned that people from other cultures use very different body language to express their feelings.

**Question 21.** What body language was Lyn surprised to see?

Answer: \_\_\_\_\_

**Question 22.** Why was Lyn embarrassed at first?

Answer: \_\_\_\_\_

**Question 23.** What did Lyn learn about body language?

Answer: \_\_\_\_\_

**Conversation 15**

When I worked in Saudi Arabia, I often saw male friends holding hands. Once a Saudi friend took my hand as he showed me the way into his house. Also, I felt that people stood very close to each other when they talked. At first I was surprised and sometimes felt a little uncomfortable. I learned how powerful body language really is.

**Question 24.** What body language did Bill often see in Saudi Arabia?

Answer: \_\_\_\_\_

**Question 25.** How did Saudi body language make Bill feel at first?

Answer: \_\_\_\_\_

**Conversation 16**

Rachel: So, Susie, how was the plane ride from London?  
 Susie: Oh, I don't know...all I could think about was getting here and going shopping.  
 Rachel: Hmm.  
 Susie: Rachel, what's wrong?  
 Rachel: Susie, I thought you came to see me! Isn't that more important than shopping?  
 Susie: Oh c'mon, Rachel. Shopping is so bonding!  
 Rachel: All right, I'll take you to the stores. What are you looking for?  
 Susie: Well, I want a handbag from Prada, and maybe one of their black leather dresses....  
 Rachel: Oh no....

- Susie: ...a couple of skirts from Donna Karan, you know, the ones that are really fitted, a pair of jeans...
- Rachel: Whoa! How much money do you have, any way?
- Susie: Oh, Rachel, you know I save up to come to New York every year to go shopping. Now that you're studying here, I want to go with you. So what are you going to get?
- Rachel: Are you kidding, Susie? I've got two words from you: "student budget." I can't afford to buy any clothing!
- Susie: Well, you're just a jeans and T-shirt person, aren't you? I am going to enjoy myself no matter how much it costs. I'm on holiday. Look, Rachel, I'll buy you something, a new blouse, or skirt, whatever you want.
- Rachel: Well, I don't want anyone to buy me something I can't afford myself.
- Susie: Oh, don't worry about that. And, there is no need to thank me. It's the least I can do since you'll be cooking dinner every night while I'm here.
- Rachel: Dinner? What are you talking about?

**Question 26.** Why did Susie come to visit?

Answer: \_\_\_\_\_

**Question 27.** What are things that Susie want to buy? Write down only one item.

Answer: \_\_\_\_\_

**Question 28.** Where does Rachel study?

Answer: \_\_\_\_\_

**Question 29.** Is Susie going to buy something for Rachel?

Answer: \_\_\_\_\_

**Question 30.** What does Susie want from Rachel?

Answer: \_\_\_\_\_

#### Part 4

**Directions:** Listen to each conversation. Then listen to the questions and answer them by put an X on a, b, c, or d on the answer sheet provided.

#### Conversation 17

- Man: Hello?
- Woman: Hi, it's me.
- Man: Oh, hi! How was the job interview?
- Woman: Well, he hired me.
- Man: You got the job? The management job? Oh, that's great!
- Woman: No, I didn't say I got the management job. He hired me for a job in customer service, selling tours to Asia.
- Man: Just customer service? But what about the management position? You were perfect for that job. You can supervise people. You understand the

- business.
- Woman: I know. I showed him my resume. I told him that I worked in travel management for five years back home, and that I even got a degree in Business Management here in the U.S.
- Man: Oh, I can't believe that. You're perfectly qualified for that management position.
- Woman: That's what I thought. It's not fair! Why did I bother going to college here?
- Man: Wait, wait a minute. Did he know that you were applying for he management position?
- Woman: Of course. And you know what he said?
- Man: What?
- Woman: He said that everyone really expects the manager to be someone from the local community. But the person they hired is from New York. And she's woman, too, so it's not because I am a woman. So that means the problem is my English.
- Man: But your English is fantastic!
- Woman: But I'm not a native speaker, and I guess that's what they want for the management job.
- Man: Well, you know, you spend a little time at the customer service job and then you can work your way up to the management position.....

**Question 31** Who do you think the woman is talking to?

**Question 32** What job did she get?

**Question 33** What qualifications does she have?

**Question 34** Why didn't she get the job she wanted?

**Question 35** What is she going to do next?

### Conversation 18

- Customer: Excuse me, ma'am.
- Clerk: Yeah? How can I help you?
- Customer: I'd like to exchange this shirt. It has a flaw..it's stained right over here.
- Clerk: Let me see it...Yep, there's a stain all right. How'd that happen?
- Customer: It was there when I bought it.
- Clerk: Mmm, don't think so.
- Customer: Uhh, it's true.
- Clerk: Um, we check every item, I don't think so.
- Customer: Are you saying I'm a liar?
- Clerk: No, but we're careful. I mean, it's our job.
- Customer: Okay, look, just let me speak to the manager.
- Clerk: Okay, I'm sorry. What was it that you wanted again? To exchange it?
- Customer: I want to speak to the manager.
- Clerk: Fine. Whatever. Dee! A customer wants to talk to you.
- Manager: How can I be of assistance?
- Customer: Well, I came in planning to exchange a shirt- and it has a stain, see....
- Manager: Yes.
- Customer: But I was treated so rudely by this person, I just want my money back. I'm not shopping here anymore.
- Manager: Well, I'm very sorry about any problems there may have been. Can

you tell me what happened?  
Customer: She accused me of staining this shirt.  
Clerk: Hey, I was just trying to meke sure..  
Manager: Um, why don't you go to my office and wait for me. Look, I'm very sorry. I take responsibility for her behavior. But, we'd really like to keep you as a customer and I'd be glad to exchange this item for you, or give you a full refund, whichever you'd like.  
Customer: Mmm, I don't know. I don't like being treated like that. I don't think she cares.  
Manager: Rest assured, she will be taught how to treat a valued customer.  
Customer: Well, okay, I guess I'll just exchange it. I like the shirt, after all.  
Manager: Oh, wonderful. Well, thanks for understanding. Now, may I see your receipt, please?

**Question 36.** What does the customer want to do?

**Question 37.** According to the customer, how did the shirt get stained?

**Question 38.** According to the clerk, how did the shirt get stained?

**Question 39.** When the manager comes, what does the customer say he wants to do?

**Question 40:** What does the customer end up doing?

*Appendix J*

*Attitude and Preference Questions for*  
*the Semi-Structured Interview*

*(Main Study)*

### Attitude questions

Name..... Group.....

Instructions: Listen to each voice and give your opinion by checking  
 In the box provided.

Totally agree = 4, agree = 3, disagree = 2, strongly disagree = 1

#### Voice 1

This person is .....

1. sociable

totally agree    agree    disagree    strongly disagree

2. educated

totally agree    agree    disagree    strongly disagree

3. sincere

totally agree    agree    disagree    strongly disagree

4. intelligent

totally agree    agree    disagree    strongly disagree

5. comforting

totally agree    agree    disagree    strongly disagree

6. wealthy

totally agree    agree    disagree    strongly disagree

7. friendly

totally agree    agree    disagree    strongly disagree

8. successful

totally agree    agree    disagree    strongly disagree

9. elegant

totally agree    agree    disagree    strongly disagree

10. reliable

totally agree    agree    disagree    strongly disagree



คำถามสำหรับการวัดเจตคติ

ชื่อ.....กลุ่ม.....

คำชี้แจง: กรุณาฟังเสียงแต่ละเสียงและให้ความเห็นของท่านโดย กา  ลงในช่องที่กำหนดให้

เห็นด้วยอย่างยิ่ง = 4, เห็นด้วย = 3, ไม่เห็นด้วย = 2, ไม่เห็นด้วยอย่างยิ่ง = 1

เสียงที่ 1

เสียงของบุคคลนี้มีลักษณะ.....

1. ชอบสังคม

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

2. มีการศึกษา

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

3. จริงใจ

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

4. มีปัญหาเฉลียวฉลาด

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

5. ให้ความอบอุ่นใจ

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

6. มีฐานะดี

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

7. เป็นมิตร

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

8. เป็นผู้ประสบความสำเร็จ

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

9. เป็นผู้มีลักษณะดีและ ภูมิฐาน

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

10. นำให้ความไว้วางใจ

เห็นด้วยอย่างยิ่ง     เห็นด้วย     ไม่เห็นด้วย     ไม่เห็นด้วยอย่างยิ่ง

### Questions for Accent Varieties Preferences

1. Are you able to recognize different accent varieties of English?
2. Which accents do you find easy or difficult to comprehend?
3. Do you find different accents equally pleasing?
4. Do your judgments depend on the voice of the speakers or the content of the utterance?
5. Do you like the listening comprehension test to incorporate accent varieties of English?
6. Does the inclusion of English accent varieties make you uncomfortable?
7. Does the inclusion of English varieties make the listening test more difficult or easier?

### Questions in Thai

1. คุณสามารถแยกสำเนียงต่างๆของภาษาอังกฤษได้หรือไม่?
2. สำเนียงของภาษาอังกฤษชาติไหนที่คุณคิดว่าฟังเข้าใจได้ง่าย และชาติไหนฟังเข้าใจได้ยาก?
3. คุณคิดว่าสำเนียงของแต่ละชาติน่าฟังเท่ากันไหม?
4. การตัดสินใจเกี่ยวกับความน่าฟังของคุณขึ้นอยู่กับเสียงของผู้พูดหรือเนื้อหาที่พูดด้วย?
5. คุณต้องการให้ข้อสอบการฟังเพื่อความเข้าใจภาษาอังกฤษใช้สำเนียงที่หลากหลายของภาษาอังกฤษหรือไม่?
6. การใช้สำเนียงหลากหลายของภาษาอังกฤษในข้อสอบทำให้คุณรู้สึกอึดอัดที่จะฟังหรือไม่?
7. การนำสำเนียงที่หลากหลายของภาษาอังกฤษมาใช้ในข้อสอบทำให้ข้อสอบยากหรือง่ายขึ้น?

*Appendix K*  
*Descriptive Statistics of the Test Data*  
*(Main Study)*

### Descriptive statistics of the main study test data

The test data were entered onto a computer and analyzed using SPSS and CTIA program. Descriptive statistics were generated for the test at the item, section and whole test. Since there are two versions of the test, data from the two test versions were analyzed separately. Firstly, the total scores of the two test versions obtained by the test takers were investigated as follows:

#### Descriptive Statistics of Test Version A

		Statistic	Std. Error
Total	Mean	24.5729	.72302
	Median	24.5000	
	Mode	26.00	
	Variance	50.184	
	Std. Deviation	7.08407	
	Minimum	9.00	
	Maximum	38.00	
	Range	29.00	
	Interquartile Range	10.00	
	Skewness	.008	.246
	Kurtosis	-.640	.488

#### Descriptive Statistics of Test Version B

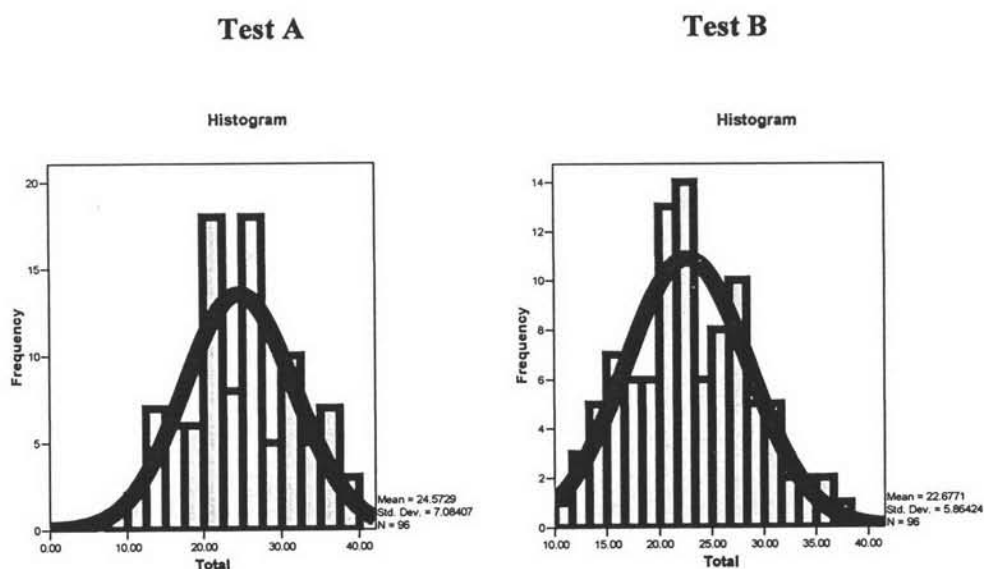
		Statistic	Std. Error
Total	Mean	22.6771	.59852
	Median	22.0000	
	Mode	20.00	
	Variance	34.389	
	Std. Deviation	5.86424	
	Minimum	11.00	
	Maximum	37.00	
	Range	26.00	
	Interquartile Range	8.00	
	Skewness	.217	.246
	Kurtosis	-.458	.488

There were 96 students who took each test. For test version A, the highest score obtained was 38 out of 40 and the lowest score was 9. While in the version B, the highest score was 37 and the lowest score was 11. The difference between the

highest and the lowest score in the test version A was 29 and in version B was 26. The score which is the center of the distribution was 24.50 for test version A, whereas in version B the center was 22. The average score of the test version A was a little higher than of version B which were 24.57 and 22.67 respectively. The most frequently obtained score was 26 in version A and in version B was 20. Since the mean, the mode, and the median are not the same in this analysis in both versions, the distribution of scores was not normal. However, because the values of mean, median and mode were very close, especially in the test version B, they were almost identical (22.67, 22 and 20), so the shape of score distribution was very close to normal.

Furthermore, the skewness value indicates that the shape of distribution was close to normal as they were very close to zero: 0.008 for the test version A and 0.217 for the test version B. The histograms of the total scores below illustrate that both test versions produced the score distributions that were close to bell shape.

### Score Distribution for Test Version A and B



The standard deviations (SD) were 7.08 for version A and 5.86 for version B. The larger the SD, the more variability from the central point in the distribution; if we consider the mean at 24.57 and 22.67, the SD of 7.08 and 5.86 are quite large. The scores for both test versions were widely spread so it is interpreted that the participants' ability in taking the listening comprehension test was not similar and they were a heterogeneous group. This confirms that the participants were selected from all range of ability.

*Appendix L*  
*Test Item Analysis Results*

# CTIA 47

**This is CLASSICAL TEST ITEM ANALYSIS PROGRAM, Version 8 (2547)**

**to analyze M/C item and assign grades.**

**It was originally written for DOS by**

**Dr. Suphat Sukamolson, Ph.D. \***

**(Educational Measurement and Evaluation),**

**and updated for Windows by**

**Mr. Komson Eiamjamrus, M.Sc.**

**LANGUAGE INSTITUTE**

**CHULALONGKORN UNIVERSITY, 2004**

**ALL RIGHTS RESERVED**

*[\* Sukamolson, S. **Computerized Item Analyses and Grading**. BKK: Wittayaphat, 2542.]*

**CONTROL PARAMETERS**

**Total Items:** 40  
**Items Analyzed:** 40  
**From Item:** 1  
**To Item:** 40  
**Number of Choices:** 4

**NUMERIC ANSWER KEYS**

**KEYS:** 24134231323234223133111111111111111111

24134 23132 32342 23133 11111 11111 11111 11111



## RAW SCORES

IDENTIFICATION	SCORE	LAST ANSWER	ITEMS OMITTED OR IN ERROR(*)
001	13	40	5* 7* 11*
002	18	40	13* 14* 15* 17* 18*
003	29	40	
004	22	40	7* 8* 11* 13* 14* 15* 17* 18* 19*
005	17	40	
006	18	40	
007	10	40	4* 5* 7* 11* 13* 15* 19*
008	34	40	
009	23	40	15*
010	17	40	3* 4*
011	21	40	
012	20	40	3* 4*
013	33	40	
014	27	40	
015	22	40	
016	31	40	11*
017	28	40	
018	22	40	3* 4* 6* 13* 18*
019	28	40	
020	26	40	19*
021	26	40	
022	18	40	5* 9* 10* 13* 15* 18*
023	17	40	3* 4*
024	16	40	3* 4* 6* 10* 11*
025	19	40	
026	18	40	3* 4*
027	21	40	3* 4* 13* 17* 18*
028	15	40	17* 18*
029	25	40	
030	17	40	6*
031	26	40	
032	15	40	3* 4* 11* 12* 14* 15* 19*
033	18	40	
034	14	40	
035	25	40	9*
036	15	40	2* 3* 5* 6* 9* 13* 18* 19*
037	26	40	1* 4* 11* 19*

**RAW SCORES**

IDENTIFICATION	SCORE	LAST ANSWER	ITEMS OMITTED OR IN ERROR(*)
038	26	40	15*
039	21	40	
040	22	40	
041	16	40	20*
042	15	40	
043	17	40	
044	18	40	
045	22	40	
046	22	40	7* 17* 19*
047	28	40	
048	12	40	
049	18	40	
050	18	40	
051	26	40	18*
052	23	40	
053	28	40	
054	19	40	
055	19	40	
056	19	40	1* 2* 3* 4* 9* 11* 17* 18* 19*
057	13	40	
058	35	40	
059	15	40	
060	35	40	15*
061	14	40	3* 4* 17* 18* 19* 20*
062	28	40	4*
063	25	40	3* 4*
064	21	40	
065	25	40	2* 3* 4* 17* 18* 19* 20*
066	26	40	
067	18	40	
068	16	40	2* 3* 4* 7* 8* 11*
069	32	40	
070	28	40	
071	33	40	
072	20	40	
073	22	40	
074	21	40	
075	18	40	

## RAW SCORES

IDENTIFICATION	SCORE	LAST ANSWER	ITEMS OMITTED OR IN ERROR(*)
076	15	40	
077	15	40	18*
078	16	40	
079	20	40	3* 4* 7*
080	17	40	2* 17* 18*
081	17	40	1* 2* 4* 15* 17* 18*
082	21	40	4*
083	32	40	
084	21	40	3* 4* 7* 17* 18*
085	21	40	
086	17	40	
087	19	40	5*
088	15	40	
089	13	40	
090	13	40	
091	18	40	
092	26	40	
093	24	40	
094	29	40	
095	34	40	
096	28	40	
097	32	40	
098	35	40	
099	22	40	

**RANKED SCORES**

<b>RANK SCORES</b>	<b>RAW SCORES</b>	<b>PERCENT SCORES</b>	<b>IDENTIFICATION</b>
1	35	87.5	058
1	35	87.5	060
1	35	87.5	098
4	34	85.0	008
4	34	85.0	095
6	33	82.5	013
6	33	82.5	071
8	32	80.0	069
8	32	80.0	083
8	32	80.0	097
11	31	77.5	016
12	29	72.5	003
12	29	72.5	094
14	28	70.0	017
14	28	70.0	019
14	28	70.0	047
14	28	70.0	053
14	28	70.0	062
14	28	70.0	070
14	28	70.0	096
21	27	67.5	014
22	26	65.0	020
22	26	65.0	021
22	26	65.0	031
22	26	65.0	037
22	26	65.0	038
22	26	65.0	051
22	26	65.0	066
22	26	65.0	092
30	25	62.5	029
30	25	62.5	035
30	25	62.5	063
30	25	62.5	065
34	24	60.0	093
35	23	57.5	009
35	23	57.5	052
37	22	55.0	004

**RANKED SCORES**

<b>RANK SCORES</b>	<b>RAW SCORES</b>	<b>PERCENT SCORES</b>	<b>IDENTIFICATION</b>
37	22	55.0	015
37	22	55.0	018
37	22	55.0	040
37	22	55.0	045
37	22	55.0	046
37	22	55.0	073
37	22	55.0	099
45	21	52.5	011
45	21	52.5	027
45	21	52.5	039
45	21	52.5	064
45	21	52.5	074
45	21	52.5	082
45	21	52.5	084
45	21	52.5	085
53	20	50.0	012
53	20	50.0	072
53	20	50.0	079
56	19	47.5	025
56	19	47.5	054
56	19	47.5	055
56	19	47.5	056
56	19	47.5	087
61	18	45.0	002
61	18	45.0	006
61	18	45.0	022
61	18	45.0	026
61	18	45.0	033
61	18	45.0	044
61	18	45.0	049
61	18	45.0	050
61	18	45.0	067
61	18	45.0	075
61	18	45.0	091
72	17	42.5	005
72	17	42.5	010
72	17	42.5	023

**RANKED SCORES**

<b>RANK SCORES</b>	<b>RAW SCORES</b>	<b>PERCENT SCORES</b>	<b>IDENTIFICATION</b>
72	17	42.5	030
72	17	42.5	043
72	17	42.5	080
72	17	42.5	081
72	17	42.5	086
80	16	40.0	024
80	16	40.0	041
80	16	40.0	068
80	16	40.0	078
84	15	37.5	028
84	15	37.5	032
84	15	37.5	036
84	15	37.5	042
84	15	37.5	059
84	15	37.5	076
84	15	37.5	077
84	15	37.5	088
92	14	35.0	034
92	14	35.0	061
94	13	32.5	001
94	13	32.5	057
94	13	32.5	089
94	13	32.5	090
98	12	30.0	048
99	10	25.0	007

**SCORE STATISTICS**

**No. of Items:** 40  
**Respondents:** 99  
**Mean Score:** 21.66  
**Standard Deviation:** 6.08  
**Mean Standard Error:** 0.611  
**Maximum:** 35  
**Minimum:** 10  
**Range:** 25  
**Quartile Deviation:** 4.50  
**Median:** 21.00  
**Mode\*:** 18  
**Skewness:** 0.51  
**Kurtosis:** -0.55

**\* Estimated Mode,**

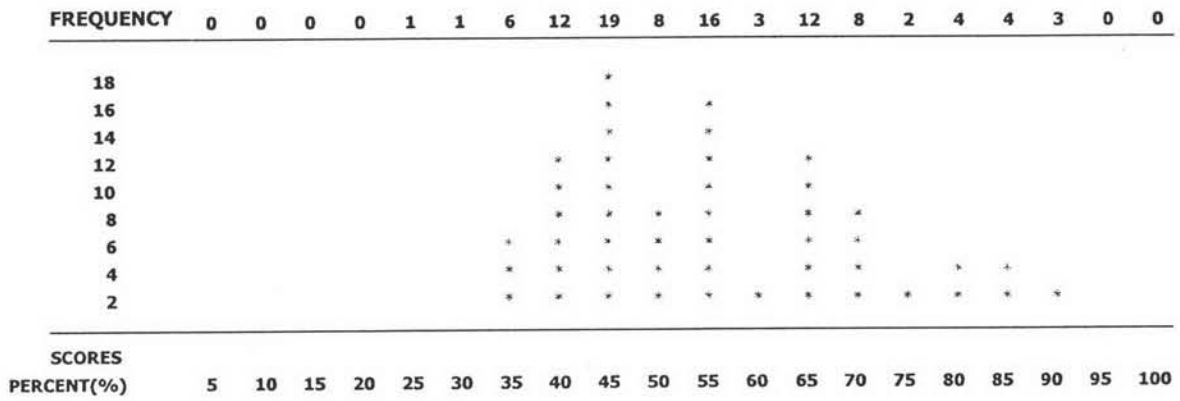
**If the score distribution is not normal,  
look for the actual mode.  
(The score with highest frequency.)**

## DISTRIBUTION OF SCORES

SCORES		CUMULATIVE								
RAW	PERCENT	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT FREQUENCY	PERCENT FREQUENCY	PERCENTILE RANK	NORMALIZED T-SCORE	STANINE SCORE	Z SCORE	LINEAR T-SCORE
35	87.5	3	3	3.0	3.0	98.5	72	1	2.194	71.9
34	85.0	2	5	2.0	5.1	96.0	68	2	2.030	70.3
33	82.5	2	7	2.0	7.1	93.9	66	2	1.865	68.7
32	80.0	3	10	3.0	10.1	91.4	64	2	1.701	67.0
31	77.5	1	11	1.0	11.1	89.4	63	2	1.536	65.4
29	72.5	2	13	2.0	13.1	87.9	62	3	1.208	62.1
28	70.0	7	20	7.1	20.2	83.3	60	3	1.043	60.4
27	67.5	1	21	1.0	21.2	79.3	59	3	0.879	58.8
26	65.0	8	29	8.1	29.3	74.7	57	4	0.714	57.1
25	62.5	4	33	4.0	33.3	68.7	55	4	0.550	55.5
24	60.0	1	34	1.0	34.3	66.2	55	4	0.385	53.9
23	57.5	2	36	2.0	36.4	64.6	54	4	0.221	52.2
22	55.0	8	44	8.1	44.4	59.6	53	5	0.056	50.6
21	52.5	8	52	8.1	52.5	51.5	51	5	-0.108	48.9
20	50.0	3	55	3.0	55.6	46.0	49	5	-0.272	47.3
19	47.5	5	60	5.1	60.6	41.9	48	5	-0.437	45.6
18	45.0	11	71	11.1	71.7	33.8	46	6	-0.601	44.0
17	42.5	8	79	8.1	79.8	24.2	44	6	-0.766	42.3
16	40.0	4	83	4.0	83.8	18.2	41	7	-0.930	40.7
15	37.5	8	91	8.1	91.9	12.1	39	7	-1.095	39.1
14	35.0	2	93	2.0	93.9	7.1	36	8	-1.259	37.4
13	32.5	4	97	4.0	98.0	4.0	33	8	-1.423	35.8
12	30.0	1	98	1.0	99.0	1.5	29	9	-1.588	34.1
10	25.0	1	99	1.0	100.0	0.5	25	9	-1.917	30.8



### HISTOGRAM OF SCORE DISTRIBUTION



**ITEM ANALYSIS**

ITEM NO.	RESP-ONSE	NUMBER RESPONDING			DIFFICULTY INDICE				CORRELATION COEFFICIENTS					MEAN CRITERION	
		UPPER	MIDDLE	LOWER	UPPER	LOWER	TOTAL	DELTA	DISC.INDEX	BISERIAL RBIS	POINT-BISERIAL t	RPB	t	SCORE	T-SC
1	1	0	2	1	0.000	0.038	0.030	20.54	-0.038	-0.244	-2.47	-0.116	-1.15	17.7	43.44
	* 2	16	18	12	0.615	0.462	0.465	13.39	0.154	0.141	1.40	0.113	1.12	22.4	51.21
	3	8	24	10	0.308	0.385	0.424	13.80	-0.077	-0.057	-0.56	-0.046	-0.45	21.3	49.47
	4	1	1	3	0.038	0.115	0.051	19.60	-0.077	-0.071	-0.70	-0.040	-0.39	20.6	48.26
	ERROR	1	2	0	0.038	0.000	0.030	20.54	0.038	-0.060	-0.60	-0.029	-0.28	20.7	48.37
2	1	4	8	1	0.154	0.038	0.131	17.52	0.115	0.018	0.17	0.012	0.12	21.8	50.31
	2	0	2	4	0.000	0.154	0.061	19.24	-0.154	-0.375	-3.99	-0.208	-2.10	16.7	41.79
	3	0	5	4	0.000	0.154	0.091	18.38	-0.154	-0.286	-2.93	-0.184	-1.85	18.1	44.17
	* 4	22	29	13	0.846	0.500	0.646	11.46	0.346	0.371	3.93	0.295	3.04	23.0	52.18
	ERROR	0	3	4	0.000	0.154	0.071	18.92	-0.154	-0.278	-2.85	-0.166	-1.66	18.0	43.99
3	* 1	17	7	1	0.654	0.038	0.253	15.71	0.615	0.648	8.39	0.499	5.67	26.9	58.59
	2	4	12	5	0.154	0.192	0.212	16.23	-0.038	-0.043	-0.42	-0.032	-0.31	21.3	49.39
	3	2	7	3	0.077	0.115	0.121	17.71	-0.038	-0.180	-1.80	-0.122	-1.21	19.7	46.73
	4	3	12	10	0.115	0.385	0.253	15.71	-0.269	-0.265	-2.71	-0.204	-2.05	19.5	46.49
	ERROR	0	9	7	0.000	0.269	0.162	16.99	-0.269	-0.282	-2.89	-0.205	-2.07	18.8	45.32
4	1	2	3	1	0.077	0.038	0.061	19.24	0.038	0.013	0.13	0.007	0.07	21.8	50.29
	2	0	9	5	0.000	0.192	0.141	17.83	-0.192	-0.344	-3.60	-0.206	-2.07	18.6	44.93
	* 3	19	22	10	0.731	0.385	0.515	12.81	0.346	0.369	3.90	0.294	3.03	23.4	52.85
	4	3	2	3	0.115	0.115	0.081	18.64	0.000	-0.013	-0.13	-0.008	-0.08	21.5	49.74
	ERROR	2	11	7	0.077	0.269	0.202	16.38	-0.192	-0.247	-2.51	-0.187	-1.87	19.4	46.29
5	1	1	4	7	0.038	0.269	0.121	17.71	-0.231	-0.262	-2.68	-0.178	-1.78	18.8	45.22
	2	1	11	7	0.038	0.269	0.192	16.52	-0.231	-0.339	-3.54	-0.251	-2.55	18.5	44.85
	3	1	10	1	0.038	0.038	0.121	17.71	0.000	-0.097	-0.96	-0.066	-0.65	20.6	48.24
	* 4	23	20	8	0.885	0.308	0.515	12.81	0.577	0.585	7.11	0.467	5.20	24.4	54.53
	ERROR	0	2	3	0.000	0.115	0.051	19.60	-0.115	-0.449	-4.96	-0.252	-2.57	15.0	39.05
6	1	5	11	10	0.192	0.385	0.263	15.58	-0.192	-0.160	-1.59	-0.125	-1.24	20.4	47.91
	* 2	20	20	6	0.769	0.231	0.465	13.39	0.538	0.503	5.73	0.402	4.33	24.3	54.32
	3	1	3	2	0.038	0.077	0.061	19.24	-0.038	-0.237	-2.41	-0.132	-1.31	18.5	44.81
	4	0	12	5	0.000	0.192	0.172	16.83	-0.192	-0.323	-3.36	-0.230	-2.32	18.6	44.95
	ERROR	0	1	3	0.000	0.115	0.040	20.02	-0.115	-0.286	-2.93	-0.140	-1.40	17.5	43.17
7	1	9	20	13	0.346	0.500	0.424	13.80	-0.154	-0.255	-2.60	-0.204	-2.05	20.2	47.63
	2	1	2	4	0.038	0.154	0.071	18.92	-0.115	-0.300	-3.10	-0.179	-1.79	17.7	43.52
	* 3	14	9	3	0.538	0.115	0.263	15.58	0.423	0.613	7.63	0.479	5.38	26.5	58.03
	4	2	12	3	0.077	0.115	0.172	16.83	-0.038	-0.069	-0.68	-0.049	-0.48	21.0	48.92
	ERROR	0	4	3	0.000	0.115	0.071	18.92	-0.115	-0.300	-3.10	-0.179	-1.79	17.7	43.52
8	* 1	8	7	0	0.308	0.000	0.152	17.16	0.308	0.493	5.58	0.353	3.71	26.7	58.35
	2	0	8	10	0.000	0.385	0.182	16.67	-0.385	-0.532	-6.20	-0.387	-4.13	16.7	41.79
	3	2	2	1	0.077	0.038	0.051	19.60	0.038	0.212	2.14	0.119	1.18	24.8	55.17
	4	16	29	14	0.615	0.538	0.596	11.99	0.077	0.014	0.14	0.011	0.11	21.7	50.09
	ERROR	0	1	1	0.000	0.038	0.020	21.25	-0.038	-0.157	-1.57	-0.063	-0.62	19.0	45.63

## ITEM ANALYSIS

ITEM NO.	RESP-ONSE	NUMBER RESPONDING			DIFFICULTY INDICE				CORRELATION COEFFICIENTS					MEAN CRITERION SCORE	
		UPPER	MIDDLE	LOWER	UPPER	LOWER	TOTAL	DELTA	DISC.INDEX	BISERIAL RBIS	POINT-BISERIAL t	RPB	t	T-SC	
9	1	2	6	7	0.077	0.269	0.152	17.16	-0.192	-0.284	-2.92	-0.203	-2.04	18.7	45.19
	2	5	20	12	0.192	0.462	0.374	14.33	-0.269	-0.263	-2.69	-0.210	-2.12	20.0	47.28
	* 3	19	14	3	0.731	0.115	0.364	14.43	0.615	0.602	7.42	0.478	5.36	25.5	56.32
	4	0	4	3	0.000	0.115	0.071	18.92	-0.115	-0.257	-2.61	-0.153	-1.52	18.3	44.46
	ERROR	0	3	1	0.000	0.038	0.040	20.02	-0.038	-0.165	-1.65	-0.081	-0.80	19.3	46.04
10	1	1	10	2	0.038	0.077	0.131	17.52	-0.038	-0.139	-1.39	-0.096	-0.95	20.2	47.53
	* 2	22	18	6	0.846	0.231	0.465	13.39	0.615	0.640	8.21	0.512	5.87	25.0	55.50
	3	3	9	5	0.115	0.192	0.172	16.83	-0.077	-0.199	-2.00	-0.142	-1.41	19.8	46.89
	4	0	9	12	0.000	0.462	0.212	16.23	-0.462	-0.509	-5.82	-0.377	-4.01	17.2	42.73
	ERROR	0	1	1	0.000	0.038	0.020	21.25	-0.038	-0.276	-2.82	-0.110	-1.09	17.0	42.34
11	1	1	4	5	0.038	0.192	0.101	18.14	-0.154	-0.283	-2.90	-0.185	-1.85	18.3	44.48
	2	0	2	1	0.000	0.038	0.030	20.54	-0.038	-0.203	-2.04	-0.097	-0.96	18.3	44.54
	* 3	22	29	14	0.846	0.538	0.657	11.35	0.308	0.321	3.33	0.253	2.58	22.8	51.83
	4	1	10	1	0.038	0.038	0.121	17.71	0.000	-0.014	-0.14	-0.010	-0.09	21.5	49.74
	ERROR	2	2	5	0.077	0.192	0.091	18.38	-0.115	-0.241	-2.44	-0.155	-1.55	18.7	45.08
12	1	4	5	6	0.154	0.231	0.152	17.16	-0.077	-0.031	-0.31	-0.022	-0.22	21.3	49.47
	* 2	22	41	18	0.846	0.692	0.818	9.33	0.154	0.077	0.76	0.055	0.54	21.8	50.26
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	1	1	0.000	0.038	0.020	21.25	-0.038	-0.039	-0.38	-0.016	-0.15	21.0	48.92
	ERROR	0	0	1	0.000	0.038	0.010	22.33	-0.038	-0.332	-3.47	-0.111	-1.10	15.0	39.05
13	1	0	4	6	0.000	0.231	0.101	18.14	-0.231	-0.426	-4.64	-0.279	-2.86	16.6	41.69
	2	0	2	1	0.000	0.038	0.030	20.54	-0.038	-0.122	-1.21	-0.058	-0.57	19.7	46.73
	* 3	21	23	10	0.808	0.385	0.545	12.50	0.423	0.415	4.49	0.332	3.47	23.5	53.03
	4	5	13	7	0.192	0.269	0.253	15.71	-0.077	-0.086	-0.85	-0.067	-0.66	21.0	48.85
	ERROR	0	5	2	0.000	0.077	0.071	18.92	-0.077	-0.278	-2.85	-0.166	-1.66	18.0	43.99
14	1	6	15	10	0.231	0.385	0.313	14.99	-0.154	-0.191	-1.91	-0.152	-1.51	20.3	47.75
	2	0	4	1	0.000	0.038	0.051	19.60	-0.038	-0.287	-2.96	-0.161	-1.61	17.4	43.00
	3	0	0	4	0.000	0.154	0.040	20.02	-0.154	-0.509	-5.82	-0.250	-2.54	14.3	37.82
	* 4	20	26	10	0.769	0.385	0.566	12.30	0.385	0.432	4.72	0.346	3.63	23.5	53.03
	ERROR	0	2	1	0.000	0.038	0.030	20.54	-0.038	-0.203	-2.04	-0.097	-0.96	18.3	44.54
15	1	0	3	1	0.000	0.038	0.040	20.02	-0.038	-0.062	-0.61	-0.031	-0.30	20.8	48.51
	* 2	6	3	0	0.231	0.000	0.091	18.38	0.231	0.556	6.58	0.359	3.79	28.6	61.34
	3	18	31	16	0.692	0.615	0.657	11.35	0.077	0.050	0.50	0.040	0.39	21.8	50.29
	4	0	5	7	0.000	0.269	0.121	17.71	-0.269	-0.443	-4.87	-0.300	-3.09	16.8	41.93
	ERROR	2	5	2	0.077	0.077	0.091	18.38	0.000	-0.098	-0.97	-0.063	-0.62	20.4	48.01
16	1	0	1	1	0.000	0.038	0.020	21.25	-0.038	-0.246	-2.50	-0.098	-0.97	17.5	43.17
	* 2	21	38	22	0.808	0.846	0.818	9.33	-0.038	0.017	0.17	0.012	0.12	21.7	50.06
	3	2	7	2	0.077	0.077	0.111	17.92	0.000	-0.057	-0.57	-0.038	-0.38	21.0	48.92
	4	3	1	1	0.115	0.038	0.051	19.60	0.077	0.172	1.72	0.096	0.95	24.2	54.18
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00

**ITEM ANALYSIS**

ITEM NO.	RESP-ONSE	NUMBER RESPONDING			DIFFICULTY INDICE				CORRELATION COEFFICIENTS					MEAN CRITERION	
		UPPER	MIDDLE	LOWER	UPPER	LOWER	TOTAL	DELTA	DISC.INDEX	BISERIAL RBIS	t	POINT-BISERIAL RPB	t	SCORE	T-SC
17	1	5	5	7	0.192	0.269	0.172	16.83	-0.077	-0.075	-0.74	-0.054	-0.53	20.9	48.82
	2	1	13	6	0.038	0.231	0.202	16.38	-0.192	-0.280	-2.88	-0.212	-2.13	19.1	45.80
	* 3	20	17	10	0.769	0.385	0.475	13.29	0.385	0.413	4.46	0.330	3.44	23.8	53.47
	4	0	4	0	0.000	0.000	0.040	20.02	0.000	-0.148	-1.48	-0.073	-0.72	19.5	46.45
	ERROR	0	8	3	0.000	0.115	0.111	17.92	-0.115	-0.217	-2.18	-0.144	-1.43	19.2	45.93
18	* 1	15	8	6	0.577	0.231	0.293	15.22	0.346	0.545	6.41	0.423	4.60	25.7	56.58
	2	2	4	3	0.077	0.115	0.091	18.38	-0.038	-0.107	-1.06	-0.069	-0.68	20.3	47.82
	3	8	21	6	0.308	0.231	0.354	14.54	0.077	-0.052	-0.51	-0.042	-0.41	21.3	49.44
	4	1	4	6	0.038	0.231	0.111	17.92	-0.192	-0.415	-4.50	-0.276	-2.83	16.9	42.19
	ERROR	0	10	5	0.000	0.192	0.152	17.16	-0.192	-0.258	-2.63	-0.185	-1.85	19.0	45.63
19	1	0	6	7	0.000	0.269	0.131	17.52	-0.269	-0.432	-4.72	-0.298	-3.07	17.0	42.34
	2	1	4	3	0.038	0.115	0.081	18.64	-0.077	-0.114	-1.13	-0.069	-0.68	20.3	47.69
	* 3	17	17	8	0.654	0.308	0.424	13.80	0.346	0.347	3.64	0.277	2.84	23.6	53.23
	4	6	16	4	0.231	0.154	0.263	15.58	0.077	0.058	0.57	0.045	0.44	22.1	50.75
	ERROR	2	4	4	0.077	0.154	0.101	18.14	-0.077	-0.190	-1.91	-0.124	-1.23	19.4	46.29
20	1	2	3	3	0.077	0.115	0.081	18.64	-0.038	-0.064	-0.63	-0.038	-0.38	20.9	48.71
	2	1	1	3	0.038	0.115	0.051	19.60	-0.077	-0.247	-2.51	-0.139	-1.38	18.0	43.99
	* 3	20	36	13	0.769	0.500	0.697	10.90	0.269	0.299	3.08	0.234	2.37	22.6	51.54
	4	3	6	5	0.115	0.192	0.141	17.83	-0.077	-0.240	-2.44	-0.144	-1.43	19.5	46.45
	ERROR	0	1	2	0.000	0.077	0.030	20.54	-0.077	-0.203	-2.04	-0.097	-0.96	18.3	44.54
21	* 1	25	39	20	0.962	0.769	0.848	8.84	0.192	0.369	3.91	0.259	2.64	22.3	51.09
	2	1	8	6	0.038	0.231	0.152	17.16	-0.192	-0.361	-3.82	-0.259	-2.64	17.9	43.88
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
22	* 1	26	46	23	1.000	0.885	0.960	5.98	0.115	0.521	6.01	0.241	2.45	22.0	50.50
	2	0	1	3	0.000	0.115	0.040	20.02	-0.115	-0.492	-5.56	-0.241	-2.45	14.5	38.23
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
23	* 1	24	29	9	0.923	0.346	0.626	11.67	0.577	0.560	6.66	0.447	4.93	23.8	53.46
	2	2	18	17	0.077	0.654	0.374	14.33	-0.577	-0.559	-6.64	-0.447	-4.93	18.1	44.21
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
24	* 1	24	28	13	0.923	0.500	0.657	11.35	0.423	0.463	5.14	0.365	3.86	23.3	52.64
	2	2	19	13	0.077	0.500	0.343	14.65	-0.423	-0.461	-5.12	-0.365	-3.86	18.6	44.95
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00

**ITEM ANALYSIS**

ITEM NO.	RESP-ONSE	NUMBER RESPONDING			DIFFICULTY INDICE				CORRELATION COEFFICIENTS					MEAN CRITERION	
		UPPER	MIDDLE	LOWER	UPPER	LOWER	TOTAL	DELTA	DISC.INDEX	BISERIAL RBIS	POINT-BISERIAL t	POINT-BISERIAL t	SCORE	T-SC	
25 *	1	26	37	13	1.000	0.500	0.768	10.04	0.500	0.538	6.29	0.409	4.42	23.0	52.25
	2	0	10	13	0.000	0.500	0.232	15.96	-0.500	-0.533	-6.20	-0.409	-4.42	17.1	42.56
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
26 *	1	25	46	23	0.962	0.885	0.949	6.40	0.077	0.274	2.80	0.146	1.46	21.9	50.34
	2	1	1	3	0.038	0.115	0.051	19.60	-0.077	-0.260	-2.66	-0.146	-1.46	17.8	43.66
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
27 *	1	18	23	8	0.692	0.308	0.495	13.04	0.385	0.391	4.18	0.312	3.23	23.6	53.15
	2	8	24	18	0.308	0.692	0.505	12.96	-0.385	-0.391	-4.18	-0.312	-3.23	19.8	46.91
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
28 *	1	24	37	7	0.923	0.269	0.687	11.01	0.654	0.612	7.62	0.485	5.46	23.6	53.27
	2	2	10	19	0.077	0.731	0.313	14.99	-0.654	-0.609	-7.56	-0.485	-5.46	17.3	42.82
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
29 *	1	23	29	5	0.885	0.192	0.576	12.20	0.692	0.638	8.17	0.509	5.83	24.3	54.37
	2	3	18	21	0.115	0.808	0.424	13.80	-0.692	-0.638	-8.16	-0.509	-5.83	18.0	44.07
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
30 *	1	25	43	14	0.962	0.538	0.828	9.17	0.423	0.542	6.36	0.379	4.04	22.7	51.73
	2	1	4	12	0.038	0.462	0.172	16.83	-0.423	-0.533	-6.21	-0.379	-4.04	16.6	41.67
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
31 *	1	18	29	9	0.692	0.346	0.566	12.30	0.346	0.373	3.96	0.299	3.09	23.3	52.62
	2	8	18	17	0.308	0.654	0.434	13.70	-0.346	-0.373	-3.96	-0.299	-3.09	19.6	46.59
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
32 *	1	6	1	0	0.231	0.000	0.071	18.92	0.231	0.766	11.72	0.456	5.05	31.7	66.54
	2	20	46	26	0.769	1.000	0.929	7.08	-0.231	-0.797	-13.01	-0.456	-5.05	20.9	48.74
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00

**ITEM ANALYSIS**

ITEM NO.	RESP-ONSE	NUMBER RESPONDING			DIFFICULTY INDICE				CORRELATION COEFFICIENTS					MEAN CRITERION SCORE	
		UPPER	MIDDLE	LOWER	UPPER	LOWER	TOTAL	DELTA	DISC.INDEX	BISERIAL RBIS	POINT-BISERIAL t	RPB	t	T-S	
33 *	1	11	9	1	0.423	0.038	0.212	16.23	0.385	0.549	6.48	0.407	4.39	26.4	57.85
	2	15	38	25	0.577	0.962	0.788	9.77	-0.385	-0.556	-6.59	-0.407	-4.39	20.4	47.89
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
34 *	1	19	14	3	0.731	0.115	0.364	14.43	0.615	0.702	9.71	0.557	6.61	26.1	57.37
	2	7	33	23	0.269	0.885	0.636	11.57	-0.615	-0.704	-9.75	-0.557	-6.61	19.1	45.79
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
35 *	1	12	15	5	0.462	0.192	0.323	14.87	0.269	0.329	3.43	0.259	2.64	23.9	53.75
	2	14	32	21	0.538	0.808	0.677	11.13	-0.269	-0.330	-3.44	-0.259	-2.64	20.6	48.21
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
36 *	1	26	39	24	1.000	0.923	0.899	7.86	0.077	0.361	3.81	0.229	2.32	22.1	50.77
	2	0	8	2	0.000	0.077	0.101	18.14	-0.077	-0.350	-3.68	-0.229	-2.32	17.5	43.17
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
37 *	1	26	45	22	1.000	0.846	0.939	6.76	0.154	0.419	4.55	0.222	2.25	22.0	50.56
	2	0	2	4	0.000	0.154	0.061	19.24	-0.154	-0.400	-4.30	-0.222	-2.25	16.3	41.25
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
38 *	1	13	23	2	0.500	0.077	0.384	14.22	0.423	0.417	4.51	0.331	3.46	24.2	54.20
	2	13	24	24	0.500	0.923	0.616	11.78	-0.423	-0.417	-4.52	-0.331	-3.46	20.1	47.38
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
39 *	1	20	21	11	0.769	0.423	0.525	12.71	0.346	0.341	3.57	0.272	2.79	23.2	52.59
	2	6	26	15	0.231	0.577	0.475	13.29	-0.346	-0.341	-3.57	-0.272	-2.79	19.9	47.14
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
40 *	1	22	24	3	0.846	0.115	0.495	13.04	0.731	0.661	8.68	0.528	6.12	24.9	55.33
	2	4	23	23	0.154	0.885	0.505	12.96	-0.731	-0.661	-8.68	-0.528	-6.12	18.5	44.78
	3	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	4	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00
	ERROR	0	0	0	0.000	0.000	0.000	0.00	0.000	0.000	0.00	0.000	0.00	0.0	0.00

**TEST SUMMARY****TEST STATISTICS**

	<b>Mean</b>	<b>Min</b>	<b>Median*</b>	<b>Max</b>	<b>Std Devn</b>	<b>Var</b>
<b>Test Scores</b>	21.657	10.000	22.500	35.000	6.081	36.983
<b>Diff. Index</b>	0.541	0.071	0.515	0.960	0.511	0.261
<b>Delta</b>	12.440	5.976	12.449	18.921	3.014	9.085
<b>Disc. Index</b>	0.374	-0.038	0.288	0.615	0.186	0.035
<b>Biserial (RBIS)</b>	0.455	0.017	0.391	0.766	0.164	0.027
<b>Point-Biserial (RPB)</b>	0.341	0.012	0.285	0.557	0.129	0.017

**KUDER-RICHARDSON RELIABILITY STATISTICS**

**KR20** = 0.811    **SEM20** = 2.645

**KR21** = 0.750    **SEM21** = 3.039

**CRONBACH ALPHA RELIABILITY STATISTICS**

**ALPHA** = 0.811    **SEM-ALP** = 2.645

**SPLIT-HALF RELIABILITY STATISTICS**

**RTT** = 0.806    **SEMTT** = 2.677

**\* Approximate medians,  
if the distributions are not normal.**



**DISTRIBUTION OF DIFFICULTIES**

Plotted over 20 equal intervals of 0.044

Min	Median*																		Max	
0.070	0.160	0.248	0.337	0.426	0.515	0.604	0.693	0.782	0.871	0.961										
	0.115	0.204	0.293	0.382	0.471	0.560	0.648	0.737	0.826	0.915										
15	8	0	33	3	18	9	19	1	4	5	14	2	11	20	25	12	21	36	22	
32	0	0	0	7	35	34	38	6	17	13	29	23	24	0	0	16	30	0	26	
0	0	0	0	0	0	0	0	10	27	39	31	0	28	0	0	0	0	0	0	37
0	0	0	0	0	0	0	0	0	40	0	0	0	0	0	0	0	0	0	0	0
<b>Col</b>	2	1	0	1	2	2	2	2	3	4	3	3	2	3	1	1	2	2	1	3
<b>Totals</b>																				

**\*\* If any index is zero,  
its item no. is not plotted.**



**DISTRIBUTION OF DISCRIMINATIONS**

Plotted over 20 equal intervals of 0.038

	Min		Median*																Max			
	-0.039	0.038	0.115	0.192	0.269	0.346	0.423	0.500	0.577	0.654	0.732	0.000	0.077	0.154	0.231	0.308	0.385	0.462	0.538	0.615	0.692	
16	0	0	26	22	1	21	15	20	2	4	14	7	25	6	5	23	3	28	29			
0	0	0	36	0	12	0	32	35	8	18	17	13	0	0	0	0	9	0	40			
0	0	0	0	0	37	0	0	0	11	19	27	24	0	0	0	0	10	0	0			
0	0	0	0	0	0	0	0	0	31	39	33	30	0	0	0	0	34	0	0			
0	0	0	0	0	0	0	0	0	0	0	0	38	0	0	0	0	0	0	0			
Col	1	0	0	2	1	3	1	2	2	4	4	4	5	1	1	1	1	4	1	2		
Totals																						

**\*\* If any index is zero,  
its item no. is not plotted.**

**DISTRIBUTION OF POINT-BISERIALS**

Plotted over 20 equal intervals of 0.027

	Min		Median*																Max	
	0.011	0.067	0.121	0.176	0.230	0.285	0.339	0.394	0.448	0.503	0.558									
	0.039	0.094	0.148	0.203	0.257	0.312	0.366	0.421	0.475	0.530										
	16	12	0	1	26	0	0	36	11	19	2	13	8	30	6	18	5	3	10	34
	0	0	0	0	0	0	0	37	20	21	4	17	14	0	25	23	32	7	29	0
	0	0	0	0	0	0	0	0	22	35	27	38	15	0	33	0	0	9	40	0
	0	0	0	0	0	0	0	0	0	39	31	0	24	0	0	0	0	28	0	0
<b>Col</b>	1	1	0	1	1	0	0	2	3	4	4	3	4	1	3	2	2	4	3	1
<b>Totals</b>																				

**\*\* If any index is zero,  
its item no. is not plotted.**

**DISTRIBUTION OF BISERIALS**

Plotted over 20 equal intervals of 0.037

Min	Median*																		Max	
0.016	0.092	0.167	0.242	0.316	0.391	0.466	0.541	0.616	0.691	0.767										
	0.054	0.129	0.204	0.279	0.354	0.429	0.504	0.578	0.653	0.728										
16	12	0	1	0	0	26	20	11	2	13	14	6	22	15	5	3	40	34	32	
0	0	0	0	0	0	0	0	19	4	17	24	8	25	18	7	10	0	0	0	
0	0	0	0	0	0	0	0	35	21	37	0	0	0	23	9	29	0	0	0	
0	0	0	0	0	0	0	0	39	27	38	0	0	0	30	28	0	0	0	0	
0	0	0	0	0	0	0	0	0	31	0	0	0	0	33	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	36	0	0	0	0	0	0	0	0	0	0	
Col Totals	1	1	0	1	0	0	1	1	4	6	4	2	2	2	5	4	3	1	1	1

**\*\* If any index is zero,  
its item no. is not plotted.**

**The item analysis is successful.**

*Appendix M*  
*Listening Comprehension Course*  
*Description*

มหาวิทยาลัยหอการค้าไทย  
The University of the Thai Chamber of Commerce

คณะมนุษยศาสตร์  
วิชาทักษะการฟัง HE 205

School of Humanities  
Listening Comprehension

**Course Description:**

Students study of principles and practice of listening to locate main ideas and details in sentences, paragraphs, short articles and short conversation, and the development of these skills in the language laboratory.

**General Objectives:**

This course provides students with basic English listening skills in which they could develop their English for general purposes efficiently and also improve their knowledge of English vocabularies and structures.

**Behavioral Objectives:**

At the end of this course, the students should be able to:

1. Guess the topic;
2. Identify main idea;
3. Get the details from the extracts;
4. Understand and complete the paragraphs;
5. Get the meanings of the vocabularies (used in the contexts);
6. Draw correct conclusions and valid inferences about social situation, the speaker's intent or the general context.

**Course Contents:**

Gap-filling  
Dictation  
Stressed, unstressed words  
Authentic language: dialogues, announcements, radio programs  
Lectures: informative speeches, academic statements  
Video sequences  
Games, songs

**Text:** Kenton Harsch and Katee Wolfe-Quintero, 2007. Impact Listening 3, 2<sup>nd</sup> Edition, Longman

**Course Evaluation:**

Attendance	15%
Semester Work	50%
Test	15%
Final Exam	20%
Total	100%

## BIOGRAPHY

Chanpreeya Boonyarattapan obtained her bachelor's degree (1st Class Hons.) in English from the School of Humanities, University of the Thai Chamber of Commerce (UTCC), where she entered a profession as a university lecturer teaching English since 1994. She also received a TEFL certificate from the SEAMEO Regional English Language Centre in Singapore, and a Master of Arts in Language and Communication from National Institute of Development Administration (NIDA). During studying at NIDA, she got a sponsorship from the Ministry of the University Affairs to study at Indiana University (Bloomington), USA, as a part of her MA. Currently, she teaches English courses for the Department of English for Business Communication, UTCC. Her research interest concerns second language listening, language assessment, and international varieties of English.