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The Use of Pragmatic Tests to Identify Two Different Stages of Language Acquisition for Thai Students*

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This study aims at examining the use of pragmatic tests to help identify two different stages of language acquisition for Thai students as well as investigating the relationships between English proficiency, the stages of language acquisition and other variables related to the learners. 2799 secondary school students participated in the study. Two pragmatic tests, one in the visual mode and the other in the auditory mode were used. Each test consisted of two subtests, one aimed at the first stage of language acquisition, and the other at the second stage.

A linear discriminant analysis was utilized to indicate the percent of accurate prediction. It best predicted the initial stage of language acquisition. The two stages were more closely reflected in the visual mode than the auditory mode. The stages of language acquisition, GPA, and age were found to be significantly related to the English proficiency of Thai students.

Language testing research has greatly contributed to the field of language teaching. This is because many researchers have provided empirical evidence as well as insights to curriculum designers, materials adapters and language teachers. In recent years, many language testers seem to agree that there exists a general factor and additional factors. This consensus results from research studies by Bachman and Palmer (1980), Upshur and Homburg (1983) and Carroll (1980). However, Oller (1983a) suggests that the competing factorial models should not be judged as

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mutually exclusive. In fact, they should be viewed as complementary. This suggestion agrees with the theory of language use and acquisition which views communication as the goal of language teaching.

In second language acquisition it is believed that the learner tends to acquire the target language faster if he is exposed to the input that is appropriate to his acquisition stage (the $i+1$ level in Krashen's terms). The acquisition stage as proposed by Krashen is the acquirer's current level of competence. The 'i' is the acquirer's stage in acquisition of syntax and the 'i+1' is the stage at which the acquirer understands input at that level of complexity. This is done with the help of the acquirer's experience or his knowledge of the world.

Tests which do not separate linguistic elements from the context of experience are pragmatic tests. As Oller (1983b) argues, pragmatic tests can be used to measure communicative competence because they assess the ability to use the language in a natural way, i.e., to process the linguistic elements at the discourse level and interpret the texts that are episodically organized. In short, the tests can tap the grammatical system which functions in communicative contexts. It is posited that this grammatical system explains how a language acquirer moves from his present stage to a more advanced level.

However, to find the acquisition stage to which a student belongs has not been possible, i.e., no testable or measurable way of accurately placing a student into his correct stage has been discovered in the context of teaching English to Thai students. This study, therefore, aims at determining the stages of language acquisition to which Thai students belong and at examining the relationships between English proficiency, the stages of language acquisition and other variables related to the learners. Specifically, the research questions were:

1. Can the pragmatic tests help identify two different stages of language acquisition for Thai students?
2. Can the tests help explain the relationships between the two stages of language acquisition, types of schooling, sex, age, GPA, and programs of study?

Method

Subjects

The subjects were 2799 secondary school students randomly selected from 17 schools in Bangkok, Thailand. The first group or the students at stage I were studying at level three. These 1463 students were from government and private schools and they had studied English for three years or had studied it for at least

12 credits. (Two credits required four class hours per week.) Similarly, the students in the second group or the ones belonging to stage 2 who were studying at level six were selected from government and private schools. They had studied English for six years or 24 credits. There were 1,336 students in the second group.

Instruments

Two pragmatic tests, one in the visual mode and the other in the auditory mode, were used. Each pragmatic test consisted of two subtests: one aimed at the first stage of language acquisition, and the other at the second stage. One hour was allowed for each test.

Pragmatic Test I (The visual mode) It consisted of four parts. The first part was in a multiple choice cloze format with every eighth word deleted. There were 15 items and the content was adapted from an Aesop story. The second part was a paraphrase, consisting of 15 items. It was a passage on a child's dream. The students were asked to complete Passage B by using the information from Passage A. Part III was in a matching cloze format. There were 15 blanks and the content was about helping the deaf. The last part was in an outline format. The students had to fill in 15 blanks using the appropriate words from the reading passage which was about the family.

Pragmatic Test II (The auditory mode) Like Pragmatic Test I, this test consisted of four parts, 15 items for each part and 60 in all. The first part was in a multiple choice format, aiming at measuring the ability to understand short, everyday topics of conversation. The second part was also in a multiple choice format but it differed from the first part because it was constructed from short passages. The questions aimed at asking about the meaning, not the form. Part III was a partial dictation, consisting of two dialogues. The subjects had to write down the word (s) they heard from the tape. The last part was in a question-answer and a completion format.

Parts I and II represented the first stage of language acquisition while Parts III and IV indicated the second language acquisition stage. All subjects took all the tests.

Results and Discussion

Summary test statistics (means, standard deviations, percentages and standard errors of measurement) were computed for all the tests. Reliability coefficients computed by the Kuder Richardson formula 20 were also obtained. Table 1 presents the descriptive statistics and reliability coefficients of the tests.

Table 1
Summary Test Statistics and Reliability Coefficients of the Tests
(N = 2799)

| Tests | \bar{X} | % | SD | SE | KR-20* |
|---|-----------|--------|--------|------|--------|
| 1. Pragmatic Test I (Visual Mode) | 28.952 | 48.253 | 10.319 | .195 | .897 |
| Part I | 10.242 | 68.280 | 2.994 | .057 | .761 |
| Part II | 10.786 | 71.907 | 3.028 | .057 | .752 |
| Part III | 4.351 | 29.007 | 3.758 | .071 | .794 |
| Part IV | 3.573 | 23.820 | 3.442 | .065 | .644 |
| 2. Pragmatic Test II (Auditory Mode) | 31.287 | 52.145 | 12.517 | .236 | .942 |
| Part I | 10.159 | 67.727 | 2.840 | .054 | .660 |
| Part II | 8.596 | 57.307 | 3.355 | .063 | .694 |
| Part III | 5.761 | 38.407 | 4.190 | .079 | .879 |
| Part IV | 6.772 | 45.147 | 4.385 | .083 | .921 |

*KR-20 was computed in the pilot project, using 239 subjects.

The overall means of Pragmatic Tests I and II were 28.952 and 31.287 respectively and the means of the tests assessing the competence at the first stage in the visual mode were 10.242 and 10.786 while the means of the tests measuring the competence at the second acquisition stage were 4.351 and 3.573. Pragmatic Test I, thus, appeared to divide the subjects into two groups and the means revealed the relative difficulty of the tests.

Like Pragmatic Test I, Pragmatic Test II indicated a similar pattern. The means of the tests assessing competence in the auditory mode at the first stage were 10.159 and 8.596 and the ones measuring the competence at the second stage were 5.761 and 6.772. Pragmatic Test II was relatively easier than Pragmatic Test I and there was relatively greater variability among the responses to Pragmatic Test II than there was to Pragmatic Test I. The standard deviations of Tests I and II were 12.517 and 10.319 respectively. The reliability coefficients for the two tests were very high although the reliability coefficient for the latter was slightly higher. The coefficients of the two tests were .897 and .942 respectively.

To answer the first research question, "Can the pragmatic tests help identify two different stages of language acquisition for Thai students?", a linear discriminant analysis was utilized. Table 2 presents the classification between the observed stages of language acquisition and the predicted stages as determined by the pragmatic tests.

Table 2
The Classification of the Two Language Acquisition Stages

| Observed Stages | N | Predicted Stages | |
|-----------------|------|------------------------------|------------------------------|
| | | Language Acquisition Stage 1 | Language Acquisition Stage 2 |
| Stage 1 | 1463 | 1200 (81.70%) | 268 (18.30%) |
| Stage 2 | 1336 | 380 (28.50%) | 951 (71.50%) |

Percent of all observation correctly classified = 76.86%

Table 2 reveals that 76.86% of the grouped cases were correctly classified. The pragmatic tests best determined the first stage of language acquisition. The percent of observation correctly classified was 81.70. The tests were less able to differentiate the students at the second stage. The percent of observation correctly classified was 71.50. The two groups could be distinguished from one another on a basis of a set of pragmatic measures. However, the discriminant equation best determined the individuals at the initial stage.

Table 3 contains the discriminant function, Wilks' lambda and univariate F-ratios.

Table 3
The Discriminant Function, Wilks' Lambda and Univariate F-Ratios

| Discriminant Function | Eigenvalue | Canonical Correlation | Wilks' lambda | Chi-square | df | Significance |
|-----------------------|------------|-----------------------|---------------|------------|----|--------------|
| 1 | .479 | .569 | .679 | 1094.020 | 4 | .000 |

| Standardized discriminant function coefficients | | |
|---|------------------|----------|
| | Pragmatic Test 1 | Function |
| | | Part I |
| | | Part II |
| | | Part III |
| | | Part IV |

| Test | Wilks' Lambda | F |
|---------------------|---------------|---------|
| 1. Pragmatic Test 1 | Part I .827 | 583.863 |
| 2. " " | Part II .895 | 327.879 |
| 3. " " | Part III .748 | 943.779 |
| 4. " " | Part IV .771 | 830.555 |
| 5. Pragmatic Test 2 | Part I .861 | 452.974 |
| 6. " " | Part II .848 | 502.203 |
| 7. " " | Part III .804 | 681.142 |
| 8. " " | Part IV .778 | 797.249 |

df = 1.2798

The analysis indicated that the equation was significant at the .001 level and only one discriminant function was found. The eight subtests yielded an index of discrimination. The eigenvalue was .479 and the canonical correlation was .569. The index of discrimination, tested for significance, yielded a highly significant F ratio ($F = 1094.020$). Wilks' lambda was then calculated for each subtest. Each univariate F-ratio with 1 and 2798 degrees of freedom was also found to be highly significant. Therefore, each pragmatic subtest could significantly place the students into two stages. However, Pragmatic Test I, Part III differentiated the two stages the best whereas Pragmatic Test I, Part II discriminated the least. The F-values were 943.779 and 327.879 respectively.

To answer the second research question, namely, "Can the pragmatic tests help explain the relationships between the two stages of language acquisition and other factors related to the learners?", step-up multiple regression analyses were utilized. Table 4 presents the results from a multiple regression analysis with the Pragmatic Test (Visual Mode) as the dependent measure.

Table 4
The Relationships between the Language Skills in the Visual Mode and the Factors Related to the Subjects

| Source | R ² | df | Sum of Squares | Mean Squares | F |
|------------|----------------|------|----------------|--------------|------------|
| Regression | .577 | 10 | 95272.959 | 9527.296 | 198.373*** |
| Residual | .423 | 1453 | 69783.630 | 48.027 | |
| Total | 1.000 | 1463 | 165056.589 | | |

| Variables in the Equation | | | | |
|---------------------------|--------|-------|-------------|------------|
| Variable | B | beta | STD Error B | F |
| T 5 | 5.253 | .227 | .686 | 58.660*** |
| Sex | 1.637 | -.154 | .359 | 20.855*** |
| Programs of Study | .766 | .050 | .269 | 8.094** |
| Stages of Acquisition | -5.458 | -.514 | .231 | 556.311*** |
| Age | .901 | .221 | .088 | 104.043*** |
| GPA | .537 | .406 | .002 | 538.376*** |
| T 1 | -1.708 | -.088 | .539 | 10.044** |
| T 2 | 1.107 | .067 | .504 | 4.829* |
| T 3 | -1.436 | -.069 | .481 | 8.909** |
| T 4 | -1.093 | -.060 | .510 | 4.594* |
| Constant | .747 | | | |

T1-T5 are the effect coding variables of types of schooling.

Five predictors were identified as the best combination of variables. These were sex, the stages of acquisition, age, GPA and the type of schooling. The multiple correlation coefficient between these five predictor variables and the criterion was .577. The good predictors were the stages of acquisition, GPA, and age ($F = 556.311, 538.376$ and 104.043). Table 5 shows the results of the multiple regression analysis with a composite of the four parts of the auditory test as the single criterion.

Table 5
The Relationships between the Language Skills in the Auditory Mode and the Factors Related to the Subjects

| Source | R ² | df | Sum of Squares | Mean Squares | F |
|------------|----------------|------|----------------|--------------|------------|
| Regression | .458 | 10 | 123957.866 | 12395.787 | 122.992*** |
| Residual | .542 | 1453 | 146441.315 | 100.785 | |
| Total | 1.000 | 1463 | 270399.181 | | |

| Variables in the Equation | | | | |
|---------------------------|--------|-------|-------------|------------|
| Variables | B | beta | STD Error B | F |
| T 5 | 1.267 | .043 | .994 | 1.627 |
| Sex | -1.843 | -.136 | .519 | 12.588** |
| Programs of study | -.385 | -.020 | .390 | .977 |
| Stages of Acquisition | -5.452 | -.401 | .335 | 264.545*** |
| Age | 1.515 | .290 | .128 | 140.020*** |
| GPA | .550 | .325 | .003 | 268.457*** |
| T 1 | -4.446 | -.178 | .781 | 32.435*** |
| T 2 | 1.897 | .090 | .730 | 6.748** |
| T 3 | -2.310 | -.086 | .697 | 10.983** |
| T 4 | 1.263 | .054 | .739 | 2.922 |
| Constant | -6.828 | | | |

T1-T5 are the effect coding variables of types of schooling

Similar results were obtained GPA, the two stages of language acquisition, and age were found to be good predictors explaining most of the variance in the criterion. (The F values were 268.457, 264.545 and 140.020). The overall F ratio indicated that the regression of the language skills in the auditory mode on the studied variables was significant, accounting for 46% of the variance ($F = 122.992, df = 10, 1453, p \leq .001, R^2 = .458$).

The findings indicated that the stages of language acquisition, GPA, and age were more closely related to the language skills in the visual mode than to those in the auditory mode. The stages of language acquisition examined in this study appear to be more related to the cognitive-academic language proficiency (CALP) which was acquired through interaction in school contexts than to the basic interpersonal communication skills (BICS) as Cummins (1983) hypothesized. In addition, the ability to acquire the language skills in the visual and auditory modes was related to the two stages of language acquisition, age and the academic skills in the first language. This suggests that the cognitive growth represented by age, GPA, and the two stages of language acquisition may play a significant role in the attainment of English proficiency.

Conclusions

The use of pragmatic tests to help identify level of English Proficiency for Thai students was found to work better at the initial stage of language acquisition. 81.70 percent of the students at the first stage were correctly classified, as were 71.50% of the students at the second stage. However, each pragmatic subtest yielded significant regression weight for predicting the two stages of language acquisition. These stages were also found to be more closely related to the visual mode or literacy skills than to the auditory mode or oracy skills. In addition, the two stages of language acquisition, GPA, and age, all had a significant effect on the language proficiency of Thai students.

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Appendix

Reading and Writing

- I. Read the following story and choose the correct answer. Write the letter in front of the correct answer (a, b, c, or d) on the answer sheet. (15 points)

The Farmer and the Turkey

One day a fat turkey found on the ground a line of his favourite seeds. He began to eat them greedily. But when he reached the end of the line, 1 found himself in a trap. There was 2 escape, so he sat down in a 3 and waited, very afraid.

Soon, a farmer 4 to inspect the trap. He was pleased 5 see that he had caught such a 6 bird.

As the farmer was about to 7 into the trap, the turkey said to 8 "Please do not eat me, good sir. 9 you let me free, I promise to 10 my brothers and sisters and friends to 11 here for food. Then you will catch 12 of them. Twenty turkeys are better than 13".

The farmer said: "You are a traitor, 14 deserve to die". So he killed to 15 and ate him for dinner.

- | | | | |
|------------------|----------------|-------------|-------------|
| 1. (a) I | (b) he | (c) they | (d) we |
| 2. (a) no | (b) an | (c) very | (d) any |
| 3. (a) ground | (b) tree | (c) chair | (d) corner |
| 4. (a) saw | (b) wanted | (c) came | (d) was |
| 5. (a) with | (b) from | (c) to | (d) by |
| 6. (a) sad | (b) fat | (c) long | (d) tall |
| 7. (a) wait | (b) take | (c) put | (d) reach |
| 8. (a) he | (b) him | (c) she | (d) her |
| 9. (a) Therefore | (b) If | (c) Because | (d) When |
| 10. (a) tell | (b) listen | (c) help | (d) see |
| 11. (a) stay | (b) go | (c) wait | (d) come |
| 12. (a) all | (b) none | (c) few | (d) several |
| 13. (a) none | (b) twenty-one | (c) one | (d) some |
| 14. (a) but | (b) or | (c) and | (d) so |
| 15. (a) farmer | (b) turkey | (c) brother | (d) sister |

- II. Read Passage A and fill in the blanks in Passage B, using the information from Passage A. Write your answer on the answer sheet. (15 points)

PASSAGE A.

An Unusual Dream

I don't dream very often, but when I do, I always have unusual dream. As a matter of fact, I had a strange dream last night.

It was a very beautiful day and I was on a big ship. The sea was calm and quiet, the sky was blue and clear. Suddenly, heavy clouds covered the sky. The sun disappeared; the wind began to blow, and the sea turned to grey. There was such a fierce storm that the ship almost sank. At that moment another ship appeared. It was a pirate ship! The pirates jumped onto our ship and the fight began. Two pirates attacked me at once. One pirate had a long beard, and the other had a wooden leg. I had a sword in my hand and I fought bravely. Soon I was wounded. Then, all at once, a very beautiful girl appeared on the ship. She said something to the pirates in a loud voice and all of them disappeared. And their ship too. Immediately, the storm stopped and the sun came out again.

Just then I woke up and found that I was in my own bed. Oh! What a dream!

PASSAGE B.

Last night I 16 dream. I dreamed that I was sailing 17. The sun was shining and the sea was still. Suddenly, 18 came up and there were 19 all over the sky. At that moment, I saw 20 appearing from out of the fog. 21 jumped onto 22 and 23 began. I fought bravely and 24 by two pirates. All at once, 25 appeared 26. She 27 to the pirates and 28 with their ship. Immediately, the storm ended and the sun shined again. Just then I 29 and found myself in 30.

- III. Read the following passage and fill in each blank with the correct answer. Write A, B, C, D..... T on your answer sheet. (15 points)

- | | | | |
|---------------|------------|-------------|----------|
| A. be | F. hearing | K. problems | P. these |
| B. being | G. is | L. service | Q. to |
| C. children | H. money | M. suffer | R. we |
| D. completely | I. on | N. that | S. you |
| E. golden | J. or | O. the | T. your |

Help the Deaf

Ask the deaf if silence is golden. You can 31 very sure that anyone who tells you silence is golden, isn't deaf.

It's not just a matter of not 32. Deafness can also mean not 33 able to learn. Or read and write 34 communicate. Or do anything fulfilling with 35 life.

The RNID (The Royal National Institute for the Deaf) aims to help all who 36 from deafness to overcome 37 problems 38 provide a special school for 39, a hostel for young adults, residential homes for the elderly. We run special laboratories, a welfare service and 40 world's largest information 41 devoted entirely to deafness. Unfortunately, it all takes a lot of 42.

We depend 43 donations, to continue our work. We can't make silence 44 but, with your contribution, we can at least go on relieving some of the 45.

So please give us something soon.

IV. Read the following passage and fill in the outline on your answer sheet, using the information from the passage given. (15 points)

The Family

The family is the oldest human institution. In many ways it is the most important. It is society's most basic unit. Entire civilizations have survived or disappeared, depending on whether family life was strong or weak. Families have existed since earliest times, and will undoubtedly exist as long as man lives on the earth.

Families make up the basis of every society, because they serve three vital human needs found everywhere. First, the family is the means for producing children and continuing the human race. Second, the family provides for the protection and early training of infants. Human infants are perhaps the most helpless of all living creatures. They cannot move far by themselves. As they grow older, they must be trained to become responsible members of society. Third, the family sets up a division of labor so that each member contributes something. The man usually earns the living while the woman looks after the household. Both parents care for the children, who also assume responsibilities as they grow up.

Most persons belong to two families during their lives, the first as children and the second as parents. We are born into the first family and we establish the second.

"The Family"

- I. The family is the most _____ 46 _____ because
- A. _____ 47 _____
- B. it is related to the survival and _____ 48 _____, and
- C. _____ 49 _____
- II. Families are necessary _____ 50 _____ because
- A. they help _____ 51 _____,
- B. give _____ 52 _____ such as _____ 53 _____ and _____ 54 _____ and
- C. divide _____ 55 _____ :
1. Man is responsible _____ 56 _____.
 2. Woman takes care _____ 57 _____.
 3. Parents look after the children who will take their parents' _____ 58 _____ become adults.
- III. A large number of people have two families:
- A. the first one _____ 59 _____ and
- B. _____ 60 _____.

Listening Comprehension

Part I: Circle the letter in front of the correct answer. Write the answer on your answer sheet. (15 points)

Example: How did Pinit feel about Pattaya?

- a. disliked c. hated
b. liked d. really hated

Circle b on your answer sheet.

Dialog 1:

1. Why is he asking for a doctor?
 - a) Because he is ill.
 - b) Because he is terrible.
 - c) Because his wife is terrible.
 - d) Because his wife is ill.
2. Who is the woman?
 - a) the wife
 - b) a friend
 - c) a doctor
 - d) another patient

Dialog 2:

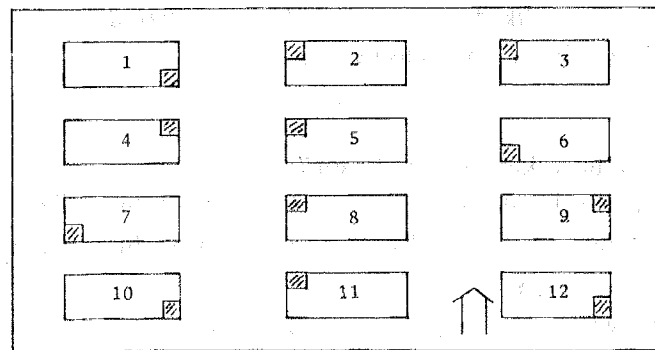
3. Where does the man want to go?
 - a) the clock tower
 - b) a post office
 - c) around here
 - d) down town
4. How does the woman suggest him to go?
 - a) by bus
 - b) on foot
 - c) by bicycle
 - d) by tricycle
5. How long will it take him to get there?
 - a) 15 minutes
 - b) 5 minutes
 - c) 50 minutes
 - d) 25 minutes

Dialog 3:

6. What nationality is Tom Smith?
 - a) American
 - b) Thai
 - c) Russian
 - d) English
7. What does Tom do?
 - a) He's an office worker.
 - b) He's a student
 - c) He's a tourist.
 - d) He's a doctor
8. How old is Suree?
 - a) 30
 - b) 3
 - c) 13
 - d) 23

Dialog 4:

9. Why did the two people ask the other man?
 - a) Because the other man was their friend.
 - b) Because the other man was in their seat.
 - c) Because they wanted to find M-20.
 - d) Because they wanted to sit near him.
10. Where were these people?
 - a) at the hospital
 - b) in the park
 - c) at the theatre
 - d) at the bus stop

Dialog 5:

20. He doesn't spend his holiday away from home because
- a) he misses his family.
 - b) he doesn't have enough money.
 - c) he must see his father.
 - d) he wants to stay home.
21. How is he going to travel?
- a) by bus
 - b) by plane
 - c) by train
 - d) by car

Dialog 4 :

22. What have you just heard?
- a) a short story
 - b) an essay
 - c) a poem
 - d) a dialog
23. Red, blue, yellow, green are colours of
- a) sheets
 - b) mushrooms
 - c) flowers
 - d) umbrellas
24. Which pair of words rhyme?
- a) red-blue
 - b) they-tilt
 - c) flowers-showers
 - d) streets-here

Dialog 5 :

25. What kind of girl is Elizabeth?
- a) pretty but poor
 - b) pretty and rich
 - c) ugly and poor
 - d) ugly and rich
26. How does she feel about the men?
- a) She's bored with them.
 - b) She's unsatisfied with them.
 - c) She enjoys talking with them.
 - d) She really hates them.
27. Elizabeth prefers a man who
- a) likes to watch T.V. like her.
 - b) sings, dances, and plays music well.
 - c) does not smoke much.
 - d) knows how to please her in every way.

Dialog 6 :

28. Erna hart is going to swim
- a) from England to France.
 - b) from France to Italy.
 - c) from France to England.
 - d) from England to Germany.

29. Erna will swim
 a) by herself. c) with her father.
 b) beside her mother. d) after her friends.
30. How old is Erna ?
 a) 4 b) 14 c) 40 d) 44

Part III : First, listen to the dialog. Then, fill in the blanks on your answer sheet.
 (15 points)

Example :

A : Good afternoon. Can I a you?

B : Yes, b . I'd like to see some c .

Answers : a) help b) please c) watches

Dialog 1 :

A : Is there a good 31 near here?

B : 32 , the "ไทยโภชนา" is 33 good.

A : But I think the "ครัวไทย" is much 34

B : O.K. 35 try that.

Dialog 2 :

A : How long have you been in Bangkok ?

B : 36 days.

A : What do you 37 of Bangkok ?

B : Oh! 38 a big city, a lot of people. It 39 a lot
 these days and the 40 is worse than any cities I have been to.

A : What 41 are you from ?

B : 42 from Boston, Massachusetts, the U.S.A.

A : Tell me about Boston.

B : It's 43 than Bangkok. It's very 44 and there
 are a lot of 45 . I really like Boston.

Part IV :

Now listen to the following passages or dialogs and write short answers to questions
 46-52 on your answer sheet. (15 points)

46. Where did this announcement take place?

47. What were the passengers asked not to do?

48. Where is he going?

49. What will he have to buy?

50. Why was the man late?

51. What are they going to do?

52. What is it like in Montreal?

Now listen to the following dialog. A nurse is asking a man for some information about his brother. Listen to the dialog between them and complete the form on the answer sheet as the nurse would.

| | |
|-------------------------|-------|
| BANGKOK HOSPITAL | |
| PATIENT | |
| 53. Last name | _____ |
| 54. First name | _____ |
| 55. Age | _____ |
| 56. Marital Status | _____ |
| 57. Wife/husband's name | _____ |
| 58. Occupation | _____ |
| 59. Place of work | _____ |
| 60. Address | _____ |