

### RESEARCH ABSTRACTS

<b>Project Title</b>	A Construction of a Language Matrix for the Purposes of Teaching, Learning and Testing English as a Foreign Language and a Construction of Tests for Testing macro-Language Test
<b>The Researchers</b>	Kantatip Sinhaneti Phan Banpho
<b>Year</b>	1983
<b>Grant</b>	Rachadapiseksompoj, Chulalongkorn University
<b>Year</b>	1983

#### Purposes

The purposes of this study were to propose a language matrix for teaching, learning and testing English as a foreign language and to construct a test on macro language. One test on macro language was constructed for such purposes.

#### Procedures

The subjects of this study were 360 undergraduates and graduates at Chulalongkorn University. The observed data were processed by computer to determine the mean, standard deviation, correlation coefficient, stepwise multiple regression, varimax rotated factor matrix grouping and to find groups of language predictors in terms of sociocultural competence. Such grouping can, in turn, form a predictive equation for sociocultural competence.

#### Findings

1) All 11 sociocultural categories are important in language teaching and learning for communicative use. The rank order of each component, together with its ability to predict the sociocultural competence, is as follows :

1. various communicative functions
2. proper choice of words/sentences within certain situation
3. holiday and celebrations
4. distinguishing types of information
5. tones, feelings, attitudes
6. daily pastime use
7. association with places
8. sources of information
9. role relationship
10. rhetorical device in literature
11. cultural specificity about names

The first category is of special importance because its predicting ability is 46.7 percent. The first nine categories have moderately positive relationship statistically significant at .001 level while the last two categories show a rather low positive relationship statistically significant at .001 level.