



**THAILAND'S BASIC EDUCATION CORE
CURRICULUM AND SCHOOL-LEVEL, IN-HOUSE
GRADE 9 ENGLISH LANGUAGE TESTS**

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GRADE 9 STUDENTS

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งานวิจัยนี้ศึกษาความสัมพันธ์ระหว่างข้อบังคับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน
พุทธศักราช 2551 และข้อสอบวัดความสามารถภาษาอังกฤษซึ่งออกข้อสอบโดยครูในโรงเรียน ข้อมูล
งานวิจัยชิ้นนี้มาจากการวิเคราะห์ข้อสอบโดยผู้เชี่ยวชาญและการสัมภาษณ์แบบเชิงลึกครูระดับ
มัธยมศึกษาต่างโรงเรียน 3 คนในภาคตะวันออกเฉียงเหนือ ประเทศไทย งานวิจัยชิ้นนี้วิเคราะห์ข้อมูล
โดยใช้วาทกรรมวิเคราะห์เชิงวิพากษ์เพื่อเปิดเผยความเชื่อเกิดก่อนและความคาดหวังเกี่ยวกับการสอน
และการประเมินภาษาอังกฤษในประเทศไทย ผู้ให้ข้อมูลได้เปิดเผยถึงการต่อสู้ดิ้นรนรวมถึงความกังวล
ของครูที่มีต่อข้อจำกัดและความคาดหวังในข้อบังคับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน
พุทธศักราช 2551 และบริบทการสอนที่แท้จริงในโรงเรียนเหล่านั้น

ABSTRACT

TITLE : THAILAND’S BASIC EDUCATION CORE CURRICULUM
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LANGUAGE TESTS

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This research examined relationships between the Basic Education Core Curriculum Requirements and English proficiency tests written by school teachers. The data came from test papers’ analysis by the experts and in-depth interviews with three key informants, who are school teachers at three different secondary schools in Northeast Thailand. The data were analyzed by using the Critical Discourse Analysis approach aiming to uncover presupposed beliefs and expectations with respect to English language teaching and assessment in Thailand. The informants expressed their struggles and concerns with respect to their limitations and expectations in the current Basic Education Core Curriculum Requirements and the actual teaching contexts in those schools.

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CHAPTER 1

INTRODUCTION

1.1 Background and rationale

English language teaching in Thailand is filled with challenges and struggles. A recent report by Pearson Education (2014) showed that Thailand's educational system is ranked 35th among 40 countries around the world. In the 2015 Programme for International Student Assessment (PISA) report, Thai students lagged behind their peers in several Asian countries, as their scores were well below the international averages in all three subjects tested. Moreover, in 2016 Thailand is ranked 55th out of 72 countries in the overall results, 54th for maths and science, and 57th for English. This is alarming given that Thai students spend at least 12 years studying in school, but the results show their still score well below Asian peers and other countries.

Recently, the Bangkok Post, a popular English language newspaper in Thailand, has outlined some common issues. It states that despite huge spending, Thai students scored below global averages in various international tests in key subjects including English (Fernquest, 2017). The news article quotes Rattana Lao, the Head of the Thai Studies International Program at the Pridi Banomyong International College Thammasat University, who revealed growing inequalities in the Thai education system. One problem about educational inequality is that small schools lack sufficient state funding. In addition, the teachers need to increase in the quality of teaching and the students' performance. Given that a large number of Thai students are educated in small rural schools where state funding is limited, as mentioned above, and teachers have to work hard to meet the expectations, these recent reports also lead me to wonder about the teachers' struggles. Of the things that rural schools have to face with, one thing that came to my mind is the challenge of writing proficiency tests.

Tests and assessment are essential in all subjects because they identify students' proficiency, explore students' strengths and weakness, and measure students' improvement (if any) at the end of the course. That's why we need to take tests and assessment very seriously. However, based on my personal experiences as a student at

a rural school, most tests I had to take were multiple-choice tests produced by schoolteachers themselves. They were easy to grade, but what about their validity? Did these tests reflect students' English proficiency? My casual conversations with teachers revealed that the teachers had to write their own tests based on the Ministry of Education imposed standards. This led me to wonder about the quality of teaching and assessments at the school level. Given my experience mentioned before and the fact that schools nowadays need to write proficiency tests that are, in principle, consistent with the state's standards and regulations, of interest here is relationships between school's in-house tests and the standards.

Thus, the proposed research specifically examined the relationships between Thailand's basic education core curriculum and in-house English language tests. These tests are part of formal language assessments. Regarding assessment in Thailand, Prapphal (2008) states:

It is essential to have educational quality and standards at various stages of the teaching and assessment processes. To achieve the set goals in the National Education Act, teachers, learners, administrators and stakeholders need to understand the purposes, nature, benefits and drawbacks of each testing and assessment method when evaluating learning outcomes (p. 140).

Prapphal's view highlights the importance of different stakeholders' good understanding of factors in having proper assessment. For this reason, I took the first step in understanding one group of stakeholders—test-writer teachers through the tests they write and the expectations of state-level administration through the country's education core requirements. To narrow the topic down to a feasible research project, I examined whether Thailand's basic education core curriculum corresponds to school-level in-house English language tests at the Grade 9 level.

I hoped to explore experienced test-writer teachers' beliefs and views about English language teaching and test writing in order to understand their struggles, challenges, success stories, and reflections on the core curriculum requirements. This is because teachers are key actors/stakeholders in English language teaching as Prapphal (2008) has pointed out, Thai language assessment professionals need to examine the needs of their own local contexts. The national curriculum descriptors should be generated by local education authorities and schools taking into consideration international standards.

To implement the standards, teachers are the key actors because they can provide sample progress indicators for their students based on their observations of students' progress towards the achievement of the standards (p. 140).

1.2 Research question

The research questions guiding this study are as follows:

1.2.1 Do Grade 9 in-house English language tests correspond to the requirements of Thailand's basic education core curriculum?

1.2.2 If yes, to what extent do Grade 9 in-house English language tests correspond to the requirements of Thailand's basic education core curriculum?

1.2.3 What do test-writer teachers think about their experience in-house tests?

1.3 Research objective

This research focuses on both tests and teachers who have experiences in the education context. This research helps us better understand how tests correspond to Thailand's basic education core curriculum, which will in turn lead to further examination of expectations by (test-writer) teachers and administrators and potential problems in fulfilling the goal of making proficiency tests truly reflective of Thai students' proficiency.

CHAPTER 2

LITERATURE REVIEW

Given the importance of assessment, the study explores relationships between Thailand's basic education core curriculum and school-level in-house English language tests at the Grade 9 level. This section begins with a review of research on (1) characteristics of good proficiency tests, (2) problems regarding L2 language proficiency test: lessons from other countries, (3) historical perspectives on the regulation of English language teaching in Thailand, and (4) research on L2 language proficiency tests in the Thai context.

2.1 Characteristics of good proficiency tests

Good proficiency tests are a very important tool for measuring language proficiency. However, what exactly are characteristics of a good test? According to Hubley and Zumbo (1996), there are two important features of a good measure, i.e., reliability and validity. They debated on the validity theory and stated some interesting points of testing in their paper. They state, "Of all the concepts in testing and measurement, it may be argued, validity is the most basic and far-reaching, for without validity, a test, measure or observation and any inferences made from it are meaningless" (p. 207). In addition, English Language Teaching & Testing Guide (2011) states that there are twelve characteristics of a good test, that is, a good test should be valid, reliable, practical, comprehensive, relevant, balanced, appropriate in difficulty, clear, authentic, appropriate for time, objective, and economical. Most authors agree that a good test must have at least two components: validity and reliability (ELTT Guide, 2011; Hubley and Zumbo, 1996; Hughes, 2003; Mackey and Gass, 2005). Validity refers to "the appropriateness, meaningfulness, and usefulness of the specifics made from test scores" (APA, AERA, & NCME, 1985, p. 9). Also, Chapelle (1999) pointed out that validity refers to "the quality or acceptability of a test" (p. 254). Hughes (2003) clarified the concept further stating that a test is valid if it accurately measures what it is intended to measure. For instance, in the case of teacher-made tests, Hughes (2003)

recommends the following: writing explicit specifications for the test, including representative sample of the content, using direct testing whenever feasible, scoring of responses relate to what is being tested, and doing everything possible to make the test reliable. In addition, Mackey and Gass (2005) stated that validity means “the extent one can make correct generalizations based on the results from a particular measure” (p. 369). In other words, validity means the extent to which the test measures what it intends to measure. The authors further divided validity into four major types: content, face, criterion, and construct validity. First, content validity is when the content of a test constitutes a representative sample of language skills, structures, and so forth. For example, if a teacher wants to test the acquisition of relative clauses in general, he/she needs to make sure that all relative clause types are included in a judgment task (Mackey & Gass, 2005). Face validity is the second type of validity. Hughes (2003) stated, “a test is said to have validity if it looks as if it measures what it is supposed to measure” (p. 33). For instance, teachers want to test students’ reading comprehension, but a test does not contain any reading passages. When given to potential test takers, it may be considered by the test takers as not familiar and probably not valid. In that case, the test does not appear to the test takers as valid. It is said to lack face validity. Third, Hughes (2003) observed that criterion-related validity “relates to the degree to which results on the test agree with those provided by some independent and highly dependable assessment of the candidate’s ability” (p. 27). Construct validity is the fourth type of validity. The words “construct” refers to “any underlying ability (or trait) that is hypothesised in a theory of language ability” (Hughes, 2003, p. 31). For example, teachers want to test students’ reading comprehension, the test writer must first establish what “reading comprehension” means and ensure that the construct is measured. In addition to validity, a good test has to have reliability. According to Hubley and Zumbo (1996), reliability is “often synonymous with the terms consistent, stable, and predictable” (p. 208). The important type of reliability is test-retest method (Hubley and Zumbo, 1996; Hughes, 2003). Test-retest refers to “obtain the same measure at 2 different times for the same group of people” (Hubley & Zumbo, 1996, p. 208). So, how does one make tests more reliable? Hughes (2003) outlined 15 ways of making language tests more reliable. The following are five important ones: having enough/ sufficient test items, removing items that are not discriminate test takers, writing unambiguous items,

providing clear and explicit instructions, and making candidates familiar with format and testing techniques.

It is then reasonable to say that the main goal of language tests is obtaining validity, reliability, and useful information concerning students' achievement for use in curriculum evaluation and development. Test writing then is not something teachers or proficiency evaluators have to do just for the sake of it, but for its aforementioned importance.

2.2 Problems regarding L2 language proficiency tests: lessons from other countries

A bulk of research in language testing has shown that many foreign or second language tests raise concerns over whether they really reflect learners' or language users' proficiency (Abella, Urrutia, & Shneyderman, 2005; Gu & Liu, 2005; Han, Dai, & Yang, 2004).

The lack of validity

Han, Dai, and Yang (2004) conducted a survey in China by asking 1,194 English teachers' attitudes toward the national testing system of the standardized system called the College English Test (CET) at the university level. The researchers found that 25% of the teachers addressed some important points regarding the problems with the system. For instance, the test encouraged students to use test-taking strategies and to guess rather than to improve their actual language ability. Moreover, they found a concern about the validity issue of a possible self-designed test by an individual university. The study showed teachers' doubt about the validity of the CET.

In another study in China, Cheng (2008) conducted a meta-study to discuss the issues and concerns of language testing in the country. This research reviewed two major issues. First, the paper reviewed major tests and examinations of English designed and administered in China. Second, the paper reviewed an overview of the current research in language testing in Chinese context over the past ten years. She pointed out that teachers and students in China commonly believed that students do not need to read carefully or comprehend passages to pass a test. In addition, multiple-choices in reading comprehension do not accurately indicate students' actual reading comprehension ability. The researcher concluded that the key to success for Chinese students was that they should not only pass an English test, but to become fluent English users in their

academic study and future workplace citing the incongruence between the test and the students' actual ability to succeed as language users.

In England, Baird and Black (2013) conducted a study to investigate the Reliability Programme for England's examinations regulator at the Office of Qualifications and Examinations Regulation. They found that one of the assessment problems in public examinations is curriculum-embedded domain and its instability. For example, preparing for a public examination, students generally expect that the questions in the examination will be linked with the content of their syllabus. But, curricula are not stable over time. So, this causes a problem in the assessment. This study has shown that students' expectations are not always consistent with what they are actually tested on when it comes to standardized testing.

In conclusion, the above research studies in language testing showed that other countries too are faced with problems about language proficiency tests. In the next section, I discuss the regulations of English language teaching in Thailand to give an overview of the expectations from the curriculum developers and monitoring agencies' perspectives.

2.3 Historical perspectives on the Regulation of English language teaching in Thailand

According to Wongsothorn (2000), English language teaching in Thailand (ELT) started in the reign of Rama III (1824 - 1851). After that, ELT became part of school curriculum in 1921. Then in 1996 it was made a compulsory subject in primary school. Since then, the Thai governments promulgated laws and regulations which began to control English language teaching including teaching methods and learning objectives. For example, in 1999, the Ministry of Education issued the National Education Act. This 1999 National Education Act created a shift from traditional teacher- to learner- centered methods for all subjects including English. Rogers (2002) observed that the 1999 National Education Act has changed the Thai education. This law aimed to change the practice of teaching in Thai schools for reorganizing the administration of education in Thailand. The following excerpt shows key elements in the legislation as follows: (Section 24, National Education Act of 1999)

“In organizing the learning process, educational institutions shall:

(1) provide substance and arrange activities in line with the learners' interests and aptitudes, bearing in mind individual differences;

(2) provide training in thinking process, management, how to face various situations and application of knowledge for obviating and solving problems;

(3) organize activities for learners to draw from authentic experience ... enable learners to think critically and acquire the reading habit and continuous thirst for knowledge;

(5) ... both learners and teachers may learn together from different types of teaching- learning media and other sources of knowledge;

(6) enable individuals to learn at all times and in all places.”

Later, the Ministry of Education adopted the 2001 National standards-based curriculum. Culture, communication, connection, and community (4Cs) are the four strands in this curriculum. It emphasizes the importance of English in helping an access new technology and information via computers and the internet. Moreover, it requires that university students take 12 credit hours of English: 6 in general English and 6 in academic English or English for specific purposes at the university level (Ministry of Education, 2001).

The above examples show that over the years the Thai governments have tried to regulate English language teaching through the promulgations of different acts and regulations with specific requirements regarding English, including the elevation of its status to a mandatory subject in schools. The consequence is that all schools and teachers must follow these regulations. In addition, the regulations indicate that all schools must set criteria for assessment, measurement, and evaluation by themselves (Ministry of Education, 2001). However, the regulations do not explain about tests although they are more important points than criteria. In other words, the regulations do not have specific guideline for tests, but they strongly emphasize the criteria. Today, for schools in general, the Basic Education Core Curriculum promulgated in 2008 has been applied to grades 1 - 12 since Academic Year 2012. Moreover, Ministry of Education mandated the official criteria for assessment, measurement, and evaluation in the Basic Education Core Curriculum, and all schools must follow it by setting their own criteria that correspond to the official criteria. Also, the regulations do not have specific guidelines for tests. In the following section, I discuss the 2008 Thailand's basic education core

curriculum (BECC) and the requirements for Grade 9 graduates in order to make explicit the background to this study.

2.4 Thailand's Basic Core Curriculum and Grade 9 Graduates

Thai schools are required to follow the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), henceforth the 2008 BECC. The Thai Ministry of Education aims “to build the capacity of Thai people to communicate in English language in order that they will be able to seek new knowledge by themselves and benefit their profession as well as international competitiveness” (Punthumasen, 2007, p. 8). In English language teaching in Thailand (ELT), English is considered a foreign language. It is not only English language but also other languages. If you teach any languages as a foreign language, according to the 2008 BECC, you must follow indicators and achieve them in 4 strands: *Language for Communication*, *Language and Culture*, *Language and Relationship with Other Learning Areas*, and *Language and Relationship with Community and the World*. The first strand, *Language for Communication* means that it is useful for communication including informational and interpretational ways. Second, the *Language and Culture* strand requires the learning of the culture of the “native speakers”. The third strand, *Language and Relationship with Other Learning Areas* wants the students be good at languages just so they can do well other learning areas that are based on languages. The fourth strand, *Language and Relationship with Community and the World* wants students learning languages just so they can see how language is related to the society around them. The above are four goals towards which that curriculum developers want to improve students' skills. It is the core principle. Each strand is spelled out into different objectives. One of the standards is “Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application” (Ministry of Education Thailand, 2008, p. 267). For details see Appendix A. This is a very ambitious goal of raising not only language but also cross cultural awareness among school students. The proposed study focuses on standards that students graduating from Grade 9 (Mattayomsueksa 3) because it is the current mandatory schooling status. That is, students have to be in primary education for six years and lower secondary education

for three years, totaling 9 years of mandatory education. The following excerpt is considered learning objectives regarding learners' quality of Grade 9 graduates:

(Ministry of Education Thailand, 2008, p. 271)

Are skilful in the use of foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words (words of higher abstract quality)

I think that Ministry of Education Thailand has too high expectations for its policy. Therefore, a mismatch is possible for what is required by the curriculum and what is possible in the particular context in teaching and learning. This motivates the exploration of teachers' perceptions of teaching, policy, and test writing.

Thai teachers' struggles under the implementation of state-mandated English language policy have been documented. For instance, Hayes (2010) observed language learning, teaching and educational reform in rural Thailand from a perspective of a Thai teacher of English. The data came from multiple interviews with one key informant. He found that the curriculum is problematic due to the inappropriateness of centralized curriculum objectives. For example, the informant said that curriculum designers focused on communicative skills in English but teachers taught English through Thai. Moreover, the informant stated that one teacher taught, was a member of his/her department, and worked for the school such as work in the financial department. In addition, if there were guests at the school, she was responsible for serving coffee, tea, and snacks. Consequently, they have less time available for preparation the core task and which impacts their ability to teach. The author concluded that the curriculum reform will be effective, if curriculum developers take into account the local contexts of communication where and how students are likely to use English rather than the contexts of use based in metropolitan areas, where curriculum designers are based. Hayes (2010) thus implied that the demands in the curriculum are not realistic in the environment where the rural learners are. However, the author relied on interviewing only one teacher and did not observe classes or interview students to cross-check with the teacher's account.

In another study on EFL teachers' perspectives, Prapaisit de Segovia and Hardison (2009) investigated the Thai education reform at the levels of policy and practice. The authors observed English classes and interviewed grades 5-6 English teachers and four supervisors. They found that no evidence for communicative language use in classes, and the teachers were confused about the reform's principles and how to apply them. In addition, the teachers were concerned about their English proficiency, insufficient training, and inadequate resources and professional support. One of four supervisors revealed that the reform's principles were not suitable for teaching English in Thailand. The researchers concluded that the curriculum coherence can be lost during educational reform.

As we have seen, Thailand sets high expectations for grade 9 graduates to achieve, but research into the actual teaching practices reveal teachers' struggles to accomplish the goal. Looking into the challenges that school teachers are faced with should therefore help us understand the complexity of a mismatch between learning goals and actual achievements.

2.5 Research on L2 Language proficiency tests in the Thai context

Chulalongkorn University Academic Service Centre (2000) reported on a survey entitled the *Project to Evaluate the Development of Education at Primary and Secondary Levels in Government and Private Sectors-Science, Mathematics, and English*. This report showed key findings concerning problems and obstacles in carrying out English education at the secondary level. According to the report, the following are difficulties in the 1999 Education Act: the content of curriculum was over-abundant; students were inadequate preparation for the level at which they studied; teachers were inadequate preparation and overloaded responsibilities, materials and equipment were inadequate; there was insufficient budgets, class sizes were large, teachers used multiple-choice test items because of no time to grade essay-type items; and students were unable to transfer the skills learned in the classroom to other situations. The above shows many problems with Thai education in former times. This leads to the implementation of the 2001 National standards-based curriculum and then the Basic Education Core Curriculum 2008. In the following section, I will discuss the implementation of the

Basic Education Core Curriculum 2008 in terms of English language assessment in Thailand.

2.6 An overview of foreign language assessment in Thailand

Assessment in Thailand is considered problematic for the most part. Language testing in Thailand does not measure students' abilities, but students are trained to pass tests (Prappal, 2008). It is often that students are not trained to acquire the target language. In other words, school teachers do not focus on teaching, but they instead prepare students for testing. For example, Prappal (2008) examined the issues and trends in language testing and assessment in Thailand. She found that there were washback effects of language tests. The word "washback effects" is defined by many scholars in language testing and assessment. Washback refers to the impact that tests have on teaching and learning practices (Shohamy, 1992; Cheng & Watanabe, 2000). Washback can be viewed as a subset of a test's impact on society and educational system (Bachman & Palmer, 1996; Bachman, 2004). In Thailand, however, there are clearly washback effects of university entrance exams. Prappal (2008) also stated that in the last semester of Grade 12 in many schools, the teaching and learning process focuses on reviewing the content and the formats of the university entrance exam. Moreover, students usually join many tutoring or cram schools before the last year of high school because they want to get high scores in the university entrance exam in order to get admitted to the university of their choice. In short, English language assessment in Thailand is very much like its teaching practice. That is, it is geared towards formal examinations for purposes other than measuring test takers' ability to use the language.

2.7 Teachers as test-writers

Most English language teachers in Thailand lack knowledge in language testing, assessment, and evaluation (Prappal, 2008). According to Wiriyachitra (2002, citing Biyaem, 1997), one of the causes of difficulties in teaching and learning English language in Thailand especially in the primary and secondary schools is that teachers do not have sufficient English language skills. Due to their poor language proficiency and professional development, this causes the problems in constructing language tests. In addition to teacher professional development, Graham (2009) studied teacher training

for primary school teachers of English in a Thai school in Northeastern Thailand. The paper aimed to show the training of primary school Thai teachers of English to adapt to learner-centered communicative activities and the trainings of their students to cope with the tasks they are given. He found that there was little or no formal training in English language teaching for the majority of primary school teachers of English. But even when there is some sort of training or workshop for them, teachers' enthusiasm tend to be short-lived, as Graham further pointed out, "although teachers felt motivated at the time, this feeling of euphoria soon vanished once the reality of their classrooms took hold" (Graham, 2009, p. 32). Although Ministry of Education Thailand intends to reform education and bring teachers together for training, but teachers cannot implement reforms in their context. But even when no reform is insight, teachers can improve themselves. Hayes (1995) mentioned twelve principles for in-service teacher development. Some of these are as follows: offering opportunities for participants for participants to share knowledge and ideas and providing follow-up for courses in participants own schools. To achieve the objectives of curriculum, teachers need to know what the goals are and how to apply in their own context. Prappal (2008) suggests, "To achieve the set goals in the National Education Act, teachers, learners, administrators and stakeholders need to understand the purposes, nature, benefits and drawbacks of each testing and assessment method when evaluating learning outcomes" (p. 140). According to the above studies, it is important that the education in Thailand have quality and standards at various stages of the teaching and assessment processes.

2.8 Critical discourse analysis and language learning/education research

Critical discourse analysis (CDA) aims to understand power relationships that contribute to inequalities and problems in society. Critical discourse analysts see language as a social practice (Rogers, Melissa Mosley, Hui, & Joseph, 2005). Language is not merely a tool of communication, but it is a tool to oppress or liberate people through discursive activities involving the use of language. Given the importance of language in discourse, analysts carefully examine not only linguistic forms (be they word choices or phrases) but also their occurrences in context in order to uncover subtle power relationships or well-hidden beliefs, which people tend to take for granted and are set in the background to a communicative event. They are generally called

“presuppositions” or “consensus” (see Chilton, 2004; Fairclough, 2003). Thus, analysis of presuppositions is highly common in CDA works in which analysts examine presupposition triggers, which make obvious the presupposition that the speaker has. For instance, when someone says, “This house is haunted,” she or he presupposes that ghosts exist. This belief has to be held true in the mind of the speaker, otherwise, he or she would not have said that the house is haunted. Note that presuppositions are generally left unsaid. This makes them interesting because they work in the background that sustains certain beliefs in the discourse. In terms of data, CDA employs corpuses from different sources including interviews (Cruickshank, 2012), writings (Blommaert, 2005), natural conversations (Stubbs, 2007), or publicly available published materials such as news articles (van Dijk, 2006; Virtanen, 2009).

CDA has been used to examine different discourse types although it is predominantly used for political discourse analysis. In language education research, CDA grew out of early works examining patterns of classroom talk and interaction between teachers and students (Cazden & Beck, 2003; Walsh, 2006). The approach helps to show how power structures at the macro level manifest themselves in a micro level of classroom interaction. It has shown us that language learning problems are in fact problems of a greater magnitude and impact. Xiong and Qian (2012) analyzed one of the most commonly used English textbooks in high schools in China using CDA and found that Anglo-based ideologies dominated the textbook along with unhelpful sociolinguistic explanations of language use and grammatical prescriptivism. This shows that hegemonic values are conveyed in something apparently innocuous as a foreign language textbook despite the fact that nowadays English is arguably an international language, which in turn should promote intercultural understandings and internationally accepted values. In the Thai context, CDA is underrepresented. However, among a few studies, using CDA Sukvisit (2011) studied the relationship between language and ideologies in the Thai language textbooks for the Elementary School Curriculum B.E. 2503-2544. Many ideologies were found in these textbooks including the idea that Thailand is fertile, civilized and peaceful country and a good child follows the concept of sufficiency economy. Moreover, these ideologies are linked to many social notions such as the notion of seniority, the notion of patronage system, the notion of Buddhism, and the notion of patriarchy. This study indicated that the

textbooks reproduced ideologies of the dominant, elitist group in order to prepare the children to be good members of the society according to their values. In another study, Chechang (2012) studied the relationship between language and ideologies in narratives for children in national children's day books published during 1980-2010. She found that the books seem to be entertaining, but they convey ideologies to children in Thai society such as Buddhist and Islamic ideologies, beliefs on supernatural power, and the concept of Thainess. This study indicated that these national children's day books that the government has adopted have functioned as ideological tools in order to create "good children" and "good citizens" by the nationalist standard. By doing this, the government effectively controls the members of the society. In another study, Saengboon (2013) shed light on language teachers' experiences and their reflections on teaching. He specifically examined Thai EFL lecturers' opinions about postmethod pedagogy. The concept of postmethod pedagogy is put forth by Kumaravadivelu (2001), who advocates a critical reflection on teaching methodologies after they are implemented, hence, the term "postmethod". According to Kumaravadivelu, practitioners who practice postmethod pedagogy take into account three dimensions: particularity, practicality, and possibility of the method they apply in their teaching. Saengboon's participants were six Thai EFL university lecturers from six universities in Bangkok. He used semi-structured interviews to allow the participants to reflect on their teaching experiences with respect to postmethod pedagogy. The informants appeared to have understood that postmethod pedagogy was different from traditional teaching methods. However, they could not explain postmethod strategies clearly. The author further observed that the informants were familiar with communicative language teaching (CLT) and were already practicing it. However, they were not able to identify CLT as a postmethod pedagogy. The participants, however, did not appear to discuss postmethod pedagogy at length. He concluded that the participants established a sufficient level of understanding of postmethod pedagogy. This study indicates that when people state that they understand issues, it does not always mean that they truly understand it. It shows a mismatch between theoretical beliefs and practices. It is not surprising then that teachers do not necessarily do what they claim to understand when actually teaching. Saengboon's study has shown that Thai EFL teachers, despite their advanced degree in the field, still struggle to reflect on their own beliefs and practice.

Thus, to understand rural school teachers' experience with the implementation of the act should give insights into the nature of the problems and challenges. It is this goal that this research aims to achieve by using a critical discourse analytic approach.

In conclusion, the above research studies show that there are several problems in language teaching and learning in Thailand, especially in achieving the goals of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Therefore, this study would like to identify whether or not the tests measure the goals of the Basic Education Core Curriculum B.E. 2551 (A.D.) and whether teachers' experiences would shed any light on our understanding of English test writing problems in rural Thailand.

CHAPTER 3

METHOD

Recall that this study explored whether Thailand's basic education core curriculum corresponds to school-level in-house English language tests at Grade 9 level as well as teachers' reflections on test-writing. To achieve this goal, the discussion of the research methods used in the study, the chapter is divided into two parts: in-house test evaluation and examination of teachers' reflections on test-writing. Data collection and analysis for each part is discussed below.

3.1 In-house test evaluation

Test papers. I collected four test papers from a basic English subject from School A and School B: two midterm examination test papers and two final examination test papers. I decided to collect only the midterm and final test papers because they were the tests which evaluate students' skills for a large portion of the semester. The following is an example of test papers collected.



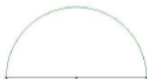

แบบทดสอบกลางภาค ภาคเรียนที่ 2/2560 ชั้นมัธยมศึกษาปีที่ 3	
<div style="text-align: center; margin-bottom: 10px;">  </div> <p>1. What is this shape ?</p> <ol style="list-style-type: none"> cube pyramid oval circle <div style="text-align: center; margin-bottom: 10px;">  </div> <p>2. What is this shape ?</p> <ol style="list-style-type: none"> cone peatagon semicircle square <div style="text-align: center; margin-bottom: 10px;">  </div> <p>3. What is this shape ?</p> <ol style="list-style-type: none"> semicircle quadrand sphere bone shaped 	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>5. What is this shape ?</p> <ol style="list-style-type: none"> octagon rhombus rhomboid magnet shaped <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>6-8 : Complete the dialogue</p> <p>My favorite subject in school is Thai language. Lately, my friends and I really love _____(6)_____. We have been doing it for a few months now. And the best part is that my teacher thinks that some of my Thai poetry is _____(7)_____. Not bad for a beginner, huh? I feel so _____(8)_____ of myself.</p> </div> <p>6. <ol style="list-style-type: none"> listening to a teacher reading e-mail Thai history writing </p> <p>7. <ol style="list-style-type: none"> confuse excellent </p>

Figure 3.1 An example of test papers

Basic information about the four test papers is as follows. The first test paper was a midterm examination from academic year 2017. It contained 30 multiple-choice test items. The full score was set to 20. The students had 60 minutes to do the test. The second test paper was a final examination from academic year 2017. I contained 50 multiple-choice items. The full test score was set to 30. The students had 60 minutes to do the test. The third test paper was a midterm examination from academic year 2017. There were 42 items: 30 items, matching 10 items, and 2 opened-ended 2 questions. The full score was 20 and students had 60 minutes to do the test. The fourth test paper was a final examination from academic year 2017. There were 50 items: 30 multiple-choice items, 10 items for sentence rewriting, and 10 sentence-completion items. The test score was 30. The students had 60 minutes to do the test. The goal of the tests was explicitly stated as to measure students' proficiency based on the 2008 BECC common core requirements. The objective of the first test paper was to measure Indicators 5, 9, and 17. The objective of the second test paper was to measure Indicators 5, 7, 8, and 13. The objective of the third test paper was to measure Indicators 13, 14, 16, 17, 19, and 20. The objective of the fourth test paper was to measure Indicators 1, 10, 13, and 16. The

teachers who wrote the tests also claimed that their test papers aimed to measure the students' proficiency based on the aforementioned indicators.

Table 3.1 Details of tests

Test Papers	Academic Year	Indicators	Items	Types	The full test score	Allotted time (minutes)
Midterm Exam	2017	5, 9, 17	30	- multiple-choice	20	60
Final Exam	2017	5, 7, 8, 13	50	- multiple-choice	30	60
Midterm Exam	2017	13, 14, 16, 17, 19, 20	42	- multiple-choice 30 - matching 10 - opened-ended questions 2	20	60
Final Exam	2017	1, 10, 13, 16	50	- multiple-choice 10 - sentence rewriting 10 - sentence-completion 10	30	60

3.1.1 Participants

My participants were purposively selected. There were two groups. The first group consisted of two language testing experts. They had advanced training in language testing theory as well as experience teaching English for at least 10 years. They also have taught testing/assessment to TEFL teachers-in-training at the graduate level. These experts served as judges, who examined tests collected from the target school to determine whether and to what degree the tests correspond to the 2008 BECC standards prescribed to Grade 9 students by using the guideline in Appendix B. My advisor, who also has the same academic profile as the two judges also evaluated the tests and cross-checked the judges' assessments. In practice, the study relied on test assessments by three qualified language-testing experts.

3.1.2 Data collection procedure

I collected the midterm and final papers from the two target schools. Both schools were located in a rural area in Northeastern provinces of Thailand. The first

school was named “School A” and the other school was named “School B.” From School A, I collected the midterm and final papers from academic year 2017. There were 30 items for the midterm paper and 50 items for the final paper. From School B, I collected the midterm and final papers from academic year 2017. There were 42 items for the midterm paper. There were 30 items, matching 10 items, and 2 open-ended questions. However, there were 50 items for the final paper including multiple choices, sentence rewriting, and sentence completion tasks. To answer the first two research questions, the judges (with their profile discussed above) examined individual test items in the midterm and final exam papers written by the teacher-informants at the target school. The judges examined the midterm and final exam papers to determine whether and to what extent the items in there correspond to the requirements of Thailand’s basic education core curriculum B.E. 2551 (A.D. 2008). The following is an example of the test materials formatted for the experts’ analysis (See the full evaluation packet in Appendix).

ข้อสอบ	ตัวชี้วัด ตามที่ระบุในข้อสอบ	ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่				ข้อสอบ
		ข้อ	ตรง ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	
กลางภาค เทอม 1 ชุด A.1	ตัวชี้วัดที่ 5 สนทนาและเขียนโต้ตอบข้อมูล เกี่ยวกับตนเอง เรื่องต่าง ๆ ใกล้ ตัว สถานการณ์ข่าว เรื่องที่อยู่ใน ความสนใจของสังคมและ สื่อสารอย่างต่อเนื่องและ เหมาะสม ข้อ 1 – 10	1.				At the shoe shop Shop assistant:1..... ? Sombat : Yes, I'd like to buy a new pair of shoes. Shop assistant:2..... ? Sombat : I'd like the black one on the top shelf.
		2.				1. 1) Good morning, sir. May I help you? 2) Good morning, sir. 3) Hello. 4) May I help you? 2. 1) What would you like? 2) Do you like the black one? 2) Which ones would you like? 4) Would you like the black ones?
		3.				At the office Boss : Anita, I need a cup of coffee. Secretary :3..... Here you are.
		4.				Boss :4..... Secretary : You're welcome. Caller : Is that 0-2589-1902?

Figure 3.2 An example of the test materials formatted for the experts’ analysis

After each judge finished examining all test items for all schools, they gave comments on the packet and gave me an in-depth interview on their assessment of the tests. It should be noted that although the experts examined each individual test items,

it was not my goal to use a quantitative approach to the test evaluation in order to assess them in terms of validity or reliability. Rather I was interested in the experts' nuanced judgment of them in order to gain a deep understanding of issues, which may have been overlooked in quantitative-style assessments. For this reason, I asked the experts to focus on tests items that they considered to be highly consistent and highly inconsistent with the common core standards. I also asked them to reflect on the standards themselves as to whether they were realistic goals for Grade 9 graduates. The examination of the experts' notes and interviews provided a rich corpus of data for critical discourse analysis.

3.2 Examination of Teachers' Reflections on Test-writing

3.2.1 Informants

My informants were purposively selected. The second group of the informants consisted of three female Thai teachers who were experienced in teaching English in the Northeast of Thailand for more than 4-34 years. They were purposively selected because I would like to ensure that the informants were comfortable to share candid views and they had varying amounts of experience and were willing to share their views given the fact that this research touched on power relations. It was thus that mutual trust between the informants and me is high. Because I personally knew them, I believed I could trust that they gave me honest opinions. This is the reason I invited them to be my informants.

3.2.2 Informants' background information

Three informants who have taught English in secondary schools were interviewed in this study. The first informant was given the pseudonym as "Teacher A", the second informant was given the pseudonym as "Teacher B", and the third informant was given the pseudonym as "Teacher C". Teacher A constructed the test by herself and took a portion from existing O-NET items. Teacher B constructed the test by taking test items from the internet. Teacher C constructed the test by herself.

3.2.3 Informants' profiles

The informants were three female Thai teachers with a range of 4-34 years of experience in teaching English in the Northeast of Thailand. There were natives of

the region. To protect the identity of the informants, they were given the pseudonyms “Teacher A, Teacher B, and Teacher C,” respectively.

In terms of educational backgrounds, two teachers graduated with a Bachelor’s Degree in education with a focus on teaching English as a Foreign Language. One teacher graduated with a Bachelor’s Degree in English and Communication and later received a graduate diploma in teaching. In terms of age, Teacher A was 56 years old, Teacher B was 26 years old, and Teacher C was 34 years old. In term of teaching experiences, Teacher A has taught for 34 years, Teacher B has taught for 4 years, and Teacher C has taught for 12 years.

Table 3.2 Informants’ Profiles

Teacher	Age (years old)	Work Experience	Education
A	56	34	A Bachelor’s Degree in education with a concentration in teaching English as a Foreign Language
B	26	4	A Bachelor’s Degree in education with a concentration in teaching English as a Foreign Language
C	34	12	A Bachelor’s Degree in English and Communication A graduate diploma in teaching.

3.2.4 Data collection procedure

To answer the third research question, I interviewed the three teachers whose profiles I described earlier. These individual, in-depth interviews were semi-structured and were conducted in Thai. Some of the interviews were face-to-face and some were telephone interviews. To prevent misunderstanding, when I did not understand any points, I asked the informants for clarification. Teacher A was interviewed two times: 37 minutes and 30 minutes, Teacher B was interviewed for 30 minutes, and Teacher C was interviewed for one hour.

The channel of communication did not affect the nature of the information provided. The main purpose of the interview was to explore their teaching problems, their success stories (if any), their beliefs about English language teaching, their students' problems, and especially their experiences in writing English tests. Examples of interview questions were: What is the main problem in teaching English?; How do you teach English in the classroom?; Have you ever struggled in writing the tests? How? And so forth.

3.3 Data Analysis

My data came from two sources: examination of tests by the three judges and interviews by the three informants, I started by analyzing the test examination data. I examined objective tests: midterm and final tests that were based on Basic Education Core Curriculum A.D. 2008. Mostly, they were multiple-choice questions: four choices in each question, but they were some matching, filling in the blank, rewriting the sentences, and open-ended questions. Moreover, they warranted short answers, not longer than two lines when written responses were required. I examined the following: format, strands, and indicators. I collected the objective tests from the two target schools. I set the tests into four groups: A1, A2, B1, and B2. After that, I marked the indicators in the test assessment packet that teachers claimed that they constructed the tests from those indicators.

Moreover, I compared results of item analysis given by each judge and determined the degree to which the judges agreed with each other. I also examined reasons (if any) that the judges give as part of their comments on the tests. I looked for themes that emerge from their comments about the quality of the tests and the degree to which the items corresponded to the standards. Then I examined the interview data and also looked for themes in the teachers' accounts. The purpose of the interview was to understand problems, challenges, and the method regarding teachers' writing test paper. To reiterate, the example of questions were as follows: What is the main problem in teaching English?; How do you teach English in the classroom?; Have you ever struggled in writing the tests? How? etc. I then compared the themes identified in the test examination results and those in the interviews to determine relationships (if any).

The findings will be discussed in light of research on English tests and rural teachers' struggles in Thailand.

CHAPTER 4

FINDINGS AND DISCUSSIONS

In this section, I present the findings based on the judges' examination of the test papers and informant interviews.

4.1 Judges' evaluations

According to the judges, Grade 9 in-house English language tests mostly do not correspond to the requirements of Thailand's basic education core curriculum. The basic theme is that test items failed to measure what they were aimed to measure.

Take some test items as examples. Like the rest of the tests, Test A1 aimed to measure several BECC indicators. One of them was Indicator 17 stating, "Compare and explain the similarities and the differences between the lifestyles and the culture of the native speakers and those of Thais, and apply them appropriately". But the judges reported that some of the items such as Items 25 and 26 below failed to measure the students' ability to compare and explain cultural differences. Consider the example below.

25. There a school meeting yesterday.	
1) were listening	2) were
3) is	4) was
26. She in Phuket last week.	
1) goes	2) went
3) will go	4) has gone

Figure 4.1 Test A1

These items test grammatical ability not the lifestyles and the culture of the native speakers and those of Thais as indicated in Indicator 17. A mismatch as a result of grammar testing and pragmatic or culture-oriented items is the most common. Items

like these two thus were prevalent. All of the judges agreed that they should not have been on the tests and show either the teachers' genuine lack of understanding of how to write a good test or their lack of interest to write a test in the first place.

The judges reported that tests did not have one mismatch but a few of them, which varied in details. Another common problem found was when the items were purportedly to test a pragmatic piece of knowledge, but instead tested vocabulary knowledge. Consider Item 43 below taken from Test B1. This item was supposed to measure Indicator 11: "Speak and write to summarise the main idea/theme and topic identified from analysis of matters/news/incidents/situations of interest to society".



43. He has a

- | | |
|--------------|----------|
| 1) ring | 2) beard |
| 3) moustache | 4) watch |

Figure 4.2 Test B1

The judges pointed out that the missing word required to complete the sentence had nothing to do with summarizing an idea or point gained from a text analysis on an interesting topic. As one judge pointed out, an item like this should have been based on a reading comprehension item in which the students read a text on a topic interesting to the public that summarized whatever key point found in the text. Instead, the item tested a vocabulary word. As for the content of the sentence, it did not reflect any "interesting" point of the interest of the society. The judge added, "Stating the obvious, such as saying that a man has a beard on this face is hardly interesting and usual, not to mention the fact it fails to show a summarizing skill of any piece of knowledge". In another item (Item 46) from Test B1, a drawing of a woman was shown that the students were supposed to use as a clue to answer the question, "What is Suda like?", by selecting one from 4 choices (moody, generous, easy-going, outgoing), was hardly a test of

summarizing skill. This is not the mention the fact that a picture showing a person's mood was used to indicate her personality, which indicates another problem of judging someone's character from a sole photo of that person.

The judges found that a type of mismatch could occur many times over several test items. Consider another set of examples, also from Test B1.

On the bus

Conductor :5..... ?

Sutjai : HuaLampong, please.

Conductor :6..... .

Sutjai : Here you are.

Conductor :7..... .

5. 1) Any more fares, please?

2) Where to?

3) This way, please.

4) What is the next bus stop?

6. 1) Sixteen baht, please.

2) That's the next stop.

3) That's too far.

4) Just wait.

7. 1) How much is the fare?

2) You're welcome.

3) Thank you.

4) May I keep the change?

At the department store

Assistant : May I help you?

Ladda : Yes, I'd like to return this hair-dryer.

Assistant :8..... ?

Ladda : When I plugs it in, nothing happens.

Assistant :9..... ?

Ladda : Yes. Here it is.

8. 1) What would you like?	2) What happened?
3) What's wrong with it?	4) What is it like?
9. 1) Do you have money?	2) Do you like the new one?
3) Do you have the member card?	4) Do you have the receipt?

At school (13-10 ๕๓)	
Teacher	:10.....She's an exchange student from Japan.
Students	: Hello, Kiko.
KikoAkata	:11.....Nice to meet you.
10. 1) This is Kiko Akata.	2) My name's Kiko Akata.
3) She is Japanese.	4) Good morning.
11. 1) What a pleasant!	2) All right.
3) Hello, everybody.	4) Goodbye.

Figure 4.3 Test B1

The above items show that at least 9 items including the 2 discussed earlier had the same problem showing a mismatch between what they actually tested and the standard they were aimed to test. Considering that 9 out of an average of 30 test items per papers were mismatches, this is worrying.

The judges also found other forms of mismatches. In Test A2, the teacher-test writer put together two indicators and had items that were supposed to measure them all at once. The two indicators were Indicator 16, which aimed to test whether students were able to compare and explain the similarities and the differences between pronunciation of various kinds of sentences in accordance with the structures of sentences in foreign languages and Thai language, and Indicator 17, which sought to test whether the students could compare and explain the similarities and the differences between the lifestyles and the culture of the native speakers and those of Thais, and apply them

appropriately. But consider 12 items below that were supposed to measure the 2 indicators. They instead tested, once again, vocabulary and grammatical knowledge. The judges said that the first five items tested whether the students knew what those geometric shapes were called. They had nothing to do with pronunciation or intercultural knowledge.



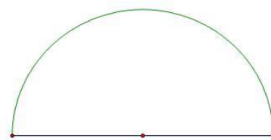
1. What is this shape?

- a. cube
- b. pyramid
- c. oval
- d. circle



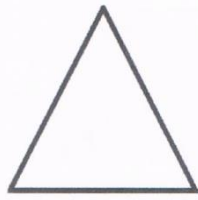
2. What is this shape?

- a. cone
- b. peatagon
- c. semicircle
- d. square



3. What is this shape?

- a. semicircle
- b. quadrand
- c. sphere
- d. bone shaped



4. What is this shape?

- a. rectangle
- b. triangle
- c. sphere
- d. crescent



5. What is this shape?

- a. rectangle
- b. triangle
- c. sphere
- d. crescent

9. They go to school every day,?

- a. does not they
- b. does they
- c. do not they
- d. do they

10. I am a doctor,?

- a. are not I
- b. am not I
- c. am I
- d. are I

11. We have lunch,?

- a. does not we
- b. does she
- c. do not we
- d. do we

12. He reads comic,?
- a. does not they b. does they
c. do not they d. do they
13. It is a cat,?
- a. is it
b. is not it
c. do not it
d. does it
14. It is a deer,?
- a. is not it
b. does not it
c. is it
d. do not it
15. I have breakfast,?
- a. have not I
b. have you
c. has not I
d. has I

Figure 4.4 Test A2

That the main impression of the judges was that these tests generally failed to measure the common core standards they claimed the measure was worrying but not at all unexpected. The judges expressed their concerns over the teachers' inability to detect even this obvious, simple mismatch between the standards and the test items. This obvious mismatch raises a serious question of why this could have happened. There may be several reasons. As Hayes (2010) has pointed out, Thai teachers of English were overworked and spent their time doing things that matter less. They may have been overworked and had no time to focus on test writing and checking whether their tests conformed to the standards or not, which could have been the case in this study. Two judges suspected that the teachers' professional development program in which they were given "coupons" to pay for different teacher-training workshops offered by the

Ministry of Education to improve their skills helped little. They stated that their graduate students, most of whom were school teachers, were complaining to them about the failure of these workshops.

Reflecting on the common core standards themselves, the judges stated that some requirements of Thailand's basic education core curriculum are too ambitious and not practical for Grade 9 students who are 14-15 years old. For example, one requirement expects Grade 9 graduates to be able to speak and write by "summarising the main idea/theme and topic identified from analysis of matters/news/incidents/situations of interest to society". These skills need higher order thinking that is critical thinking. It is difficult for Grade 9 graduate to do that just yet. Some of the test items demand the students to assume the role of a spouse, office worker, shop assistant, and so forth. These roles were not for 14-15 years old students, who are only adolescents. They are not mature enough to picture themselves in those roles and responsibilities. Moreover, as one judge pointed out, the centralized designers do not consider the rural school context when they design the curriculum. Some students have family problems, drug addiction, and struggle in learning second language. The centralized designers, Secondary Educational Service Area Office (SESAO), and directors expect teachers and students to follow the too ambitious requirements, but they do not consider the real contexts. Teachers have to handle their students, their teaching, and their other duties. Also, the requirements of Thailand's basic education core curriculum use complex, flowery language. The judges said that the teachers might not have been able to understand it easily.

One judge cautioned, however, that stating that the tests do not match the standards should not result in the blame on the teachers for their failure to do so. He said that it was important to start thinking about two things: reconsidering the standards themselves to make them more realistic, and listening to teachers more about their problems and struggles in their own teaching contexts.

4.2 Informant interviews

Based on the analysis, three themes emerged in the teachers' reflections on their experiences that appear to interact with one another: a top-down exercise of institutional

power, a mismatch between the BECC requirements and teaching realities, and students' struggles, each of which is discussed in detail below:

4.2.1 Top-down exercise of institutional power

The three schools were under the supervision and administration of their respective Secondary Educational Service Area Office (SESAO). There are many SESAO offices throughout the country overseeing schools and ensuring that state educational policies are implemented. Each SESAO has the authority to decide what materials (textbooks) schools under its supervision will use, assign school semester schedules in case a normal academic year is not feasible, and assign the educational activities that schools must follow. For example, one informant has reported that her SESAO demanded that English teachers and students have a short conversation in English after the flag ceremony every morning. The teachers had to show proof that the conversations indeed had taken place and forward it to the SESAO. According to the chain of command, the SESAO assigned commands through the principal of each school, who forward the commands to teachers. Teachers cannot object to these directions or negotiate with the principal or SESAO. This is one of the top-down power exercising forms in Thai education, whereby those at the bottom are unlikely to resist. Such a top-down exercise of power is shown in comments by Teacher A when she discussed policy regarding test writing as follows,

“The school policy requiring tests to be 70% multiple-choice items and 30% open-ended items are something the school has taken from the ministry. The SESAO's PLC policy like the one in 2017 took up 2 hours/week of our time. This year [the SESAO] Teachers' Coupons. High school teachers have to take courses just for high teachers. Can't take the ones for primary schools. They force everyone. To older teachers who avoid using the coupons. I heard, they will not give title money. But I haven't seen the official letter about this. When a school needs an international teacher, the principal has joined a meeting about international standards. But with no budget, the school has to find a way to hire international teachers itself.”

Though incoherent and presupposing a good deal of “unsaid” background information, the quote above shows that teachers have no power to resist implementation of orders or policies passed down to them. For instance, test specifications are decided by the SESAO. The acronym “PLC” is commonly known

among school teachers as short for “professional learning community,” ambitiously aiming for the development of teaching skills. The phrase “took up 2 hours/week of our time” presupposes that the informant has indeed followed this order and lost her time doing this activity. The informant’s repeated occurrences of “force” or its variants show that they see the duties as something they could not say no to. Based on this excerpt, we also see how schools serve only as a tool for controlling and monitoring teachers’ activities based on the state or SESAO’s policy. What we see here is a power structure with the top having power and authority and the bottom taking orders with no negotiation. SESAO policies also affect teachers’ time management. For example, Teacher C stated that in February 2019, all schools in the city’s vicinity and directly under the control of the Ministry of Education were instructed to close and finish all classes by February, which was a month earlier than scheduled closing. This will affect students because they have to go to school on weekends in order to rush to finish the course. She observed, “We need to sit down and discuss times on Saturdays and Sundays. Because there will be the National Youth Games in Buriram (the province). There is an order. Everything had to finish by February 15, 2019. They will use the place. It must be closed, because they ordered it to be closed.” Once again, the picture that emerges from this excerpt is that of a powerless teacher having to follow orders from up top.

Furthermore, teachers were tasked with multiple duties in their schools. One teacher is a teacher, a member of the English department, and also works for the school in the other departments such as financial, administrative, and secretarial departments. This impacts not only classroom performance but also test writing. All three informants lamented over the fact that the SESAO and schools put a lot of pressure on making students pass national standardized tests (sometimes referred to as the ONET) with good scores. Some of them had to tutor students in addition to their normal teaching. One of them, Teacher C refused to do so, however. But because their schools and SESAO have no authority to force teachers to “tutor”, Teacher C is spared from being punished.

In response to such top-down exercise of power in Thailand’s bureaucratic system, Teacher C is an interesting case of resistance. Although she does not overtly resist commands and orders from those higher up in the chain of command, she realized

the problem with the system where those lower in rank do not have a voice. She then tried not to reproduce that in her teaching. During the interview, she noted, “I don’t act like a teacher-a power figure-when I teach them. My students can talk to me freely. I help them to think.” Her words presuppose that there are those teachers who act like power figures and that she believes allowing students to respond to her freely is a way of helping them learn. The sentence “I help them to think” presupposes that the goal of teaching is enabling students to think. However, as far as how they are treated within the larger context of institutional power in Thai education, these informants are largely the powerless.

4.2.2 Mismatch between the BECC requirements and teaching realities

All three informants indicated that the BECC requirements are too ambitious, but they tried to follow them with struggles. There are 21 indicators in the BECC requirements in total, while the informants used only 4-5 indicators in their tests. The main problem is some indicators are too demanding and ambitious. Teacher C noted, “writing tests based on these indicators, I think, are difficult. They’re broad. We need to interpret them. Even though they give us key words, it’s too tedious. Some of them are redundant. We can write a test to measure only 4-5 indicators at most. The ones we can’t address have to do with “to research” and “to present.” These ones take a lot of time to achieve.” Similarly, Teacher A said that she used only 4-5 indicators in her tests but the rest of the tests were based on the materials and grammatical points she taught, which were based on course objectives or the national standardized tests. This shows that what she taught did not always meet the BECC requirements. There appears to be three factors at play here: what she had to teach (which did not come from her own choosing), the national standardized expectations, and the BECC requirements. The most reflective comments are from Teacher B, who addressed a mismatch between the expectations and the students’ abilities. She observed, “Sometimes we have to write easy tests, easier than they should be. The majority of my students are weak. Some good ones are very very good, but the weak ones can’t do anything. So, the students come first. We base the tests on their proficiency. We tried to stick with standards, but in the end, we need to take the students’ abilities into account.” In reality, Teacher B sees that her students cannot be taught to reach the level of expectations indicated in the BECC. Whether we take it as a criticism of the BECC’s high expectations or an excuse for not

living up to the standard, what we see here is a frustrating challenge for a rural teacher who finds herself dealing with a difficult task of meeting the proficiency standard and the reality of who her students are. This does not come at all as a surprise as other studies have reported the lack of proficiency among rural students as an important obstacle in English language teaching in Thailand (Toh, 2000).

4.2.3 Students' struggles

The last theme that emerges in the teachers' interviews quite often is students' struggles. All three informants said that most of their students are not good at English. All of them tried to help, but the ways they helped the students differ, which in turn reflected their approach and beliefs about language learning as well. The unspoken truth about the SESAO policy is that no students should fail English. Teachers then are pressured to make students pass in ways they can. Teacher A reported that she gave students extra tutoring sessions and gave them a chance to retake the test if they fail the first time. Teacher B gave students review lessons. Teacher C seemed to have done more than the other two by giving her students review lessons, giving test guidelines, and summarizing points in the worksheets relevant to the test contents. Despite their differences, these teachers did more than just teaching during their class hours. They gave extra efforts in supporting their students. However, whether what they did was a solution to their problems is another story. Recall that these teachers do not challenge the demand from the state BECC requirements and the SESAO imposition, they instead, did what they could in their power to "help" their students to pass the tests. One might question whether what they should do is to challenge the powers imposed upon them that aim to fulfil unrealistic goals, or to negotiate or at least give feedback to policy designers at the Ministry as to the struggles that students have, which in turn create a challenge for the teachers in trying to help the students. With respect to this, Teacher C gave an interesting comment stating,

"The problem is not with teaching, it is with students' feelings and readiness to learn. Their mind. We (teachers) don't work with papers. We work with people. People...with feelings. Without them students, there won't be us teachers. We need to understand them. My students are addicted to drugs. Some are depressed. I have to take them to the doctor."

Teacher C elucidates our understanding on the teaching of English in this country in a such a way that problems that teachers struggle with are not just about teaching methods. We cannot simply talk about “good” or “effective” teaching methods. It is not enough. Rural students from poor families, especially those in the Northeast, come to school with problems in lives. Caring teachers like Teacher C will look beyond their classroom behavior and try to reach out in ways they can in order for the students to be able to stay in the school system. Teachers A and B, on the other hand, only limit their analysis of students’ struggles based on the students’ attitudes and behavior disconnected from the society around the students. They only said their students were not good at English because they were not interested in learning English and had a bad attitude about the language. So, what they did was trying to help students to perform better just so they pass the requirements without trying to motivate them or making them see the benefits of knowing English. This is not to say, however, that that they do was not valuable, but here we see that teachers dealt with students’ learning problems in different ways.

I have discussed three main themes emerging from the interviews: a top-down exercise of institutional power, a mismatch between expectations and teaching realities, and students’ struggles. Upon close examination, these issues are interconnected with the teachers’ struggles as a nexus of problems. A typical teacher has to shoulder teaching duties that aim to meet the BECC standards while dealing with low-proficiency students whose problems go beyond language attitude issues to social and economic problems. To make matter worse, teachers have to deal with additional demands from the SESAO and schools in various other responsibilities. With their time taken away from developing their own teaching abilities and preparing teaching materials, teachers find themselves to be overworked and helpless and simply resort to solving only immediate problems of helping students pass the subject without contributing much beyond that. The findings in this study gives a picture the Thai educational discourse as highly bureaucratic in which power and authority emanate from the Ministry (at the center) down to the teachers at the operational level. However, there is no existing support that helps teachers deal with day-to-day tasks and challenges. So long as the Thai education system is centrally controlled and deeply hierarchical, there

is very little that an average school teacher can do without changes in the administrative structure and the mindset of those in power to dictate how English education should be.

CHAPTER 5

CONCLUSION

The struggles that the informants are faced with in this study are not only personal struggles, but also social struggles that are tied to hierarchical power structures in the Thai educational system. Designers of centrally-control standards in terms of proficiency requirements, though well-intended, need to take into account the real teaching contexts of provinces especially those in rural areas where teachers and students may need extra support. Furthermore, a rigid, one-way chain of command with no channel for teachers to report their teaching problems and challenges as it is now may need some sort of reform to where the system allows for more two-way communication and gives teachers more autonomy to at least adapt their teaching to suit the needs of their students. This research, however, does not romanticize rural teachers as exemplary, devoted teachers who fight against the repressive system. It merely reflects some aspects of typical problems that they face in order to raise awareness about the importance of discursive issues related to English teaching in Thailand as language teaching is not just about teaching methods and classroom management, but also about lives and struggles of stakeholders like teachers and students themselves.

5.1 Limitations of this study

Because this is a small-scale study, it addresses problems with only one form of assessments while teachers may have done more than just writing tests to measure their students' proficiency. The number of test papers used was also small which may not have represented the full range of tests used in the schools. In addition, only interviews were used to collect data on the informants' experiences. This did not allow for verification of those accounts.

5.2 Suggestions for further research

Given the findings of this study, future projects could take different directions to expand this line of research. First, examinations of teachers' experiences should not rely on just interviews, but also observations of actual teaching practices, or even interviewing other stakeholders about the informants' teaching practices. Second, in terms of test paper evaluation, a quantitative analysis can be used to strengthen observations about teachers' test writing abilities. Finally, a serious scrutiny of the state's foreign language standards is needed. Writing a test to match the standards is one thing, but having socially and culturally appropriate standards is another, which is just as important.

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APPENDICES

APPENDIX A
21 indicators

The following table shows that grade 9 graduates must follow 21 indicators.

Four Strands of Foreign Languages			
Strand 1: Language for Communication	Strand 2: Language and Culture	Strand 3: Language and Relationship with Other Learning Areas	Strand 4: Language and Relationship with Community and the World
<p>Standard FL1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons</p> <p>1. Act in compliance with requests, instructions, clarifications and explanations heard and read. (1)</p> <p>2. Accurately read aloud paragraphs, news, advertisements and short poems by observing the principles of reading. (2)</p>	<p>Standard FL2.1: Appreciating the relationship between language and culture of native speakers and ability in using language appropriately</p> <p>1. Choose the language, tone of voice, gestures and manners appropriate to various persons and occasions in accordance with the social manners and culture of the native speakers. (13)</p>	<p>Standard FL3.1: Using foreign languages to link knowledge with other learning areas, as foundation for further development, seeking knowledge and boardening one's world view</p> <p>1. Search for, collect and summarise the information/facts related to other learning areas from learning sources, and</p>	<p>Standard FL4.1: Ability to use foreign languages in various situations: in school, community and society</p> <p>1. Use language for communication in real situations/simulated situations in the classroom, school, community and society. (19)</p>

Four Strands of Foreign Languages			
Strand 1: Language for Communication	Strand 2: Language and Culture	Strand 3: Language and Relationship with Other Learning Areas	Strand 4: Language and Relationship with Community and the World
<p>3. Specify and write various forms of non-text information related to sentences and paragraphs heard or read. (3)</p> <p>4. Specify the topic, the main idea and the supporting details and express the opinions about what has been heard and read from various types of media, as well as provide the justifications and the examples for illustrations. (4)</p>	<p>2. Describe the lifestyles, customs and traditions of the native speakers. (14)</p> <p>3. Participate in/ organize language and cultural activities in accordance with their interests. (15)</p>	<p>present them through speaking/writing. (18)</p>	

Four Strands of Foreign Languages			
Strand 1: Language for Communication	Strand 2: Language and Culture	Strand 3: Language and Relationship with Other Learning Areas	Strand 4: Language and Relationship with Community and the World
<p>Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions</p> <p>1. Converse and write to exchange information about themselves, various matters around them, situations, news and matters of interest to society, and communicate the information continuously and appropriately. (5)</p>	<p>Standard FL2.2: Appreciating the similarities and differences between language and culture of the native speakers and Thai speakers, and ability in using accurate and appropriate language</p> <p>1. Compare and explain the similarities and the differences between pronunciation of various kinds of sentences in accordance with the structures of sentences in foreign languages and Thai language. (16)</p>		<p>Standard FL4.2: Using foreign languages as basic tools for further education, livelihood and exchange of learning with the world community</p> <p>1. Use foreign languages in conducting the research, collecting and summarising knowledge and various information from the media and different learning sources for further education</p>

Four Strands of Foreign Languages			
Strand 1: Language for Communication	Strand 2: Language and Culture	Strand 3: Language and Relationship with Other Learning Areas	Strand 4: Language and Relationship with Community and the World
<p>2. Use requests and give instructions, clarifications and explanations appropriately. (6)</p> <p>3. Speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations. (7)</p> <p>4. Speak and write appropriately to ask for and give information, explain, compare and express opinions about what has been heard or read. (8)</p>	<p>2. Compare and explain the similarities and the differences between the lifestyles and the culture of the native speakers and those of Thais, and apply them appropriately. (17)</p>		<p>and livelihood. (20)</p> <p>2. Disseminate/convey to the public the information and the news about the school, the community and the local area in foreign languages. (21)</p>

Four Strands of Foreign Languages			
Strand 1: Language for Communication	Strand 2: Language and Culture	Strand 3: Language and Relationship with Other Learning Areas	Strand 4: Language and Relationship with Community and the World
<p>5. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as provide justifications appropriately. (9)</p>			
<p>Standard FL1.3: Ability to speak and write about information, concepts and views on various matters</p> <p>1. Speak and write to describe themselves, experiences/matters/various issues of interest to society. (10)</p>			

Four Strands of Foreign Languages			
Strand 1: Language for Communication	Strand 2: Language and Culture	Strand 3: Language and Relationship with Other Learning Areas	Strand 4: Language and Relationship with Community and the World
<p>2. Speak and write to summarise the main idea/theme and topic identified from analysis of matters/ news/incidents/ situations of interest to society. (11)</p> <p>3. Speak and write to express opinions about activities, experiences and incidents, as well as provide justifications. (12)</p>			

APPENDIX B
Questions for judges to evaluate Grade 9 in-house
English language tests

คำถามสำหรับอาจารย์ในการทำแบบประเมินข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ว่าตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่

1. ในภาพรวม ข้อสอบสามารถชี้วัด / ประเมิน ตามวัตถุประสงค์ที่ตั้งไว้หรือไม่
2. ข้อสอบข้อใด ที่ต้องการอภิปรายเป็นพิเศษ
3. ข้อสอบได้วัดประเด็นใดเยอะที่สุด ประเด็นใดไม่ได้วัดเลย และประเด็นใดอ้างว่าวัดแต่ไม่ได้วัดเลย
4. จากข้อสอบทั้ง 4 ชุด ข้อสอบชุดใดมีคุณภาพมากที่สุด และข้อสอบชุดใดมีคุณภาพน้อยที่สุด เพราะเหตุใด

คำอธิบาย แบบประเมินข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ว่าตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่

1. ข้อสอบในแบบประเมินเป็นข้อสอบจริง
 2. ข้อสอบมีทั้งหมด 4 ชุด ประกอบไปด้วยปีการศึกษา 2559 - 2560

ข้อสอบกลางภาค เทอม 1/59 1 ชุด 30 ข้อ อัตนัย 30 ข้อ	คะแนนเต็ม 20 คะแนน เวลา 60 นาที
ข้อสอบปลายภาค เทอม 1/59 1 ชุด 50 ข้อ อัตนัย 30 ข้อ	คะแนนเต็ม 30 คะแนน เวลา 60 นาที
ข้อสอบกลางภาค เทอม 2/60 1 ชุด 42 ข้อ อัตนัย 40 ข้อ ปรนัย 2 ข้อ	คะแนนเต็ม 20 คะแนน เวลา 60 นาที
ข้อสอบปลายภาค เทอม 2/60 1 ชุด 50 ข้อ อัตนัย 30 ข้อ ปรนัย 20 ข้อ	คะแนนเต็ม 30 คะแนน เวลา 60 นาที
รวมทั้งสิ้น	172 ข้อ
 3. ครูผู้ออกข้อสอบเป็นผู้ระบุตัวชี้วัดในข้อสอบ
 4. ข้อสอบบางชุดได้ระบุตัวชี้วัดของแต่ละข้อ อย่างไรก็ตามข้อสอบบางชุดไม่ได้ระบุตัวชี้วัดตามข้อแต่ระบุเป็นภาพรวมว่าทั้งชุดนั้นใช้ตัวชี้วัดใดบ้าง
- หมายเหตุ** ตัวชี้วัดที่ระบุในข้อสอบได้มีการทำเครื่องหมายวงกลมไว้ในหน้าถัดไป

21 ตัวชี้วัดตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

21 ตัวชี้วัด		ข้อสอบชุดที่			
		1 A1	2 B1	3 A2	4 B2
1.	ปฏิบัติตามคำขอร้อง คำแนะนำ คำชี้แจง และคำอธิบายที่ฟังและอ่าน				•
2.	อ่านออกเสียงข้อความ ข่าว โฆษณา และบทร้อยกรองสั้น ๆ ถูกต้องตามหลักการอ่าน				
3.	ระบุและเขียนสื่อที่ไม่ใช่ความเรียง รูปแบบต่าง ๆ ให้สัมพันธ์กับประโยค และข้อความที่ฟังหรืออ่าน				
4.	เลือก/ระบุหัวข้อเรื่อง ใจความสำคัญ รายละเอียดสนับสนุน และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังและอ่านจากสื่อประเภทต่าง ๆ พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ				
5.	สนทนาและเขียนได้ตอบข้อมูลเกี่ยวกับตนเอง เรื่องต่าง ๆ ใกล้ตัว สถานการณ์ ข่าว เรื่องที่อยู่ในความสนใจของสังคมและสื่อสารอย่างต่อเนื่องและเหมาะสม	•	•		
6.	ใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง และคำอธิบายอย่างเหมาะสม				
7.	พูดและเขียนแสดงความต้องการ เสนอและให้ความช่วยเหลือตอบรับและปฏิเสธการให้ความช่วยเหลือในสถานการณ์ต่าง ๆ อย่างเหมาะสม		•		
8.	พูดและเขียนเพื่อขอและให้ข้อมูล อธิบาย เปรียบเทียบ และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังหรืออ่านอย่างเหมาะสม		•		
9.	พูดและเขียนบรรยายความรู้สึก และความคิดเห็นของตนเองเกี่ยวกับเรื่องต่าง ๆ กิจกรรม ประสบการณ์ และข่าว/เหตุการณ์ พร้อมทั้งให้เหตุผลประกอบอย่างเหมาะสม	•			
10.	พูดและเขียนบรรยายเกี่ยวกับตนเอง ประสบการณ์ ข่าว/เหตุการณ์ /เรื่อง/ประเด็นต่าง ๆ ที่อยู่ในความสนใจของสังคม				•

21 ตัวชี้วัด		ข้อสอบชุดที่			
		1 A1	2 B1	3 A2	4 B2
11.	พูดและเขียนสรุปใจความสำคัญ/แก่นสาระ หัวข้อเรื่องที่ได้จากการวิเคราะห์เรื่อง/ข่าว/เหตุการณ์/สถานการณ์ที่อยู่ในความสนใจของสังคม				
12.	พูดและเขียนแสดงความคิดเห็นเกี่ยวกับกิจกรรม ประสพการณ์ และเหตุการณ์ พร้อมทั้งให้เหตุผลประกอบ				
13.	เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทาง เหมาะกับบุคคลและโอกาส ตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา		•	•	•
14.	อธิบายเกี่ยวกับชีวิตความเป็นอยู่ ขนบธรรมเนียมและประเพณีของเจ้าของภาษา			•	
15.	เข้าร่วม/จัดกิจกรรมทางภาษาและวัฒนธรรมตามความสนใจ				
16.	เปรียบเทียบและอธิบายความเหมือนและความแตกต่างระหว่างการออกเสียงประโยคชนิดต่าง ๆ และการลำดับคำตามโครงสร้างประโยคของภาษาต่างประเทศและภาษาไทย			•	•
17.	เปรียบเทียบและอธิบายความเหมือนและความแตกต่างระหว่างชีวิตความเป็นอยู่และวัฒนธรรมของเจ้าของภาษากับของไทย และนำไปใช้อย่างเหมาะสม	•		•	
18.	ค้นคว้า รวบรวม และสรุปข้อมูล/ข้อเท็จจริงที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่นจากแหล่งเรียนรู้ และนำเสนอด้วยการพูดและการเขียน				
19.	ใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นในห้องเรียน สถานศึกษา ชุมชน และสังคม			•	

21 ตัวชี้วัด		ข้อสอบชุดที่			
		1 A1	2 B1	3 A2	4 B2
20.	ใช้ภาษาต่างประเทศในการสืบค้น/ค้นคว้า รวบรวม และสรุป ความรู้/ข้อมูลต่าง ๆ จากสื่อและแหล่งการเรียนรู้ต่าง ๆ ใน การศึกษาต่อและประกอบอาชีพ			•	
21.	เผยแพร่/ประชาสัมพันธ์ข้อมูลข่าวสารของโรงเรียน ชุมชน และ ท้องถิ่นเป็นภาษาต่างประเทศ				

APPENDIX C

Coding Table

เกณฑ์การประเมินข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3
ว่าตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่

ปีการศึกษา 2559 - 2560					
ข้อสอบกลางภาค เทอม 1/59	1 ชุด	30 ข้อ	อัตรา 30 ข้อ	คะแนนเต็ม 20 คะแนน	เวลา 60 นาที
ข้อสอบปลายภาค เทอม 1/59	1 ชุด	50 ข้อ	อัตรา 30 ข้อ	คะแนนเต็ม 30 คะแนน	เวลา 60 นาที
ข้อสอบกลางภาค เทอม 2/60	1 ชุด	42 ข้อ	อัตรา 40 ข้อ ประเมิน 2 ข้อ	คะแนนเต็ม 20 คะแนน	เวลา 60 นาที
ข้อสอบปลายภาค เทอม 2/60	1 ชุด	50 ข้อ	อัตรา 30 ข้อ ประเมิน 20 ข้อ	คะแนนเต็ม 30 คะแนน	เวลา 60 นาที

ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่		ข้อสอบ			
ข้อสอบ	ตัวชี้วัด ตามที่ระบุไว้ในข้อสอบ	ข้อ ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
กลางภาค เทอม 1 ชุด A1	ตัวชี้วัดที่ 5 สนทนาและเขียนโต้ตอบข้อมูล เกี่ยวกับตนเอง เรื่องต่าง ๆ ใกล้ ตัว สถานการณ์ข่าว เรื่องที่อยู่ใน ในความสนใจของสังคมและ สื่อสารอย่างต่อเนื่องและ เหมาะสม ข้อ 1 – 10	1.			At the shoe shop Shop assistant:1.....? Sombat : Yes, I'd like to buy a new pair of shoes. Shop assistant:2.....? Sombat : I'd like the black one on the top shelf.
		2.			1. 1) Good morning, sir. May I help you? 2) Good morning, sir. 3) Hello. 4) May I help you? 2. 1) What would you like? 2) Do you like the black one? 2) Which ones would you like? 4) Would you like the black ones?
		3.			At the office Boss : Anita, I need a cup of coffee. Secretary :3..... Here you are.
		4.			Boss :4..... Secretary : You're welcome. Caller : Is that 0-2589-1902?

5.					<p>Secretary : Yes. Mr. Parkinson's office.5.....</p> <p>Caller :6.....?</p> <p>Secretary : He's out. He will be back at two o' clock.</p> <p>3. 1) Yes, Mr. Parkinson 2) Yes, let's go for it. 3) No, thank you. 4) Yes, please.</p> <p>4. 1) No, thank you. 2) Yes, make yourself at home. 3) You're welcome. 4) Thank you.</p> <p>5. 1) I'm Susan. 2) Susan speaking. 3) Susan's speaking. 4) Speaking.</p> <p>6. 1) Who are you? 2) What's your name?</p> <p> 3) May I speak to Mr. Parkinson, please? 4) Mr. Parkinson, please?</p>
6.					
7.					<p>Teacher : This is Maria Gomez. She's an exchange student from Brazil.</p> <p>Students :7.....</p> <p>Maria : Hello, everybody,8.....</p>
8.					<p>7. 1) Good morning, Maria. 2) Good morning Maria. 3) Goodbye. 4) Hello, Maria.</p> <p>8. 1) Nice to meet you. 2) Have a nice day. 3) See you tomorrow. 4) Goodbye.</p>

เกณฑ์การประเมินข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3
ว่าตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่

ปีการศึกษา 2559 - 2560					
ข้อสอบกลางภาค เทอม 1/59	1 ชุด	30 ข้อ	อัตรา 30 ข้อ	คะแนนเต็ม 20 คะแนน	เวลา 60 นาที
ข้อสอบปลายภาค เทอม 1/59	1 ชุด	50 ข้อ	อัตรา 30 ข้อ	คะแนนเต็ม 30 คะแนน	เวลา 60 นาที
ข้อสอบกลางภาค เทอม 2/60	1 ชุด	42 ข้อ	อัตรา 40 ข้อ ประเมิน 2 ข้อ	คะแนนเต็ม 20 คะแนน	เวลา 60 นาที
ข้อสอบปลายภาค เทอม 2/60	1 ชุด	50 ข้อ	อัตรา 30 ข้อ ประเมิน 20 ข้อ	คะแนนเต็ม 30 คะแนน	เวลา 60 นาที

เกณฑ์การประเมินข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3
ว่าตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่

ปีการศึกษา 2559 - 2560					
ข้อสอบกลางภาค เทอม 1/59	1 ชุด	30 ข้อ	อัตรา 30 ข้อ	คะแนนเต็ม 20 คะแนน	เวลา 60 นาที
ข้อสอบปลายภาค เทอม 1/59	1 ชุด	50 ข้อ	อัตรา 30 ข้อ	คะแนนเต็ม 30 คะแนน	เวลา 60 นาที
ข้อสอบกลางภาค เทอม 2/60	1 ชุด	42 ข้อ	อัตรา 40 ข้อ ประเมิน 2 ข้อ	คะแนนเต็ม 20 คะแนน	เวลา 60 นาที
ข้อสอบปลายภาค เทอม 2/60	1 ชุด	50 ข้อ	อัตรา 30 ข้อ ประเมิน 20 ข้อ	คะแนนเต็ม 30 คะแนน	เวลา 60 นาที

					<p>When we wish someone to be happy on his birthday, we often say, ,</p> <p>18. 1) Happy Valentine's day 2) Happy New Year 3) Happy Birthday 4) Merry Christmas</p>
18.					<p>Sopa : I'm going to Chaing Mai next week. Suda :19..... Sopa : Thank you.</p> <p>19. 1) May I go with you? 2) Have a good time. 3) What time is it? 4) How much is your air ticket?</p>
19.					
20.					<p>Ann : Yoko, would you like to go to the Mall this week? Yoko :20.....?</p> <p>20. 1) No, thank you. 2) Sure, I'd love to. When? 3) That's very kind of you. 4) No, not on Friday.</p>
21.					<p>A: How do you get to school? B:21.....</p> <p>A: How long does it take you to get from home to school? B:22.....</p> <p>A: How far is it from your home to school? B:23.....</p> <p>21. 1) I get up at six o'clock. 2) It takes twenty-five minutes. 3) It's three times. 4) I take the school bus.</p>
22.					
<p>ตัวชี้วัดที่ 17 เปรียบเทียบและอธิบายความเหมือนและความแตกต่างระหว่างชีวิตความเป็นอยู่และวัฒนธรรมของเจ้าของภาษา กับของไทย และนำไปใช้อย่างเหมาะสม</p>					

ข้อ 21 – 30	23.				<p>22. 1) It takes on hour. 2) It takes turn. 3) It is not far. 4) I can ride my bike.</p> <p>23. 1) It's three o'clock. 2) I walk to school. 3) It's about three kilometers. 4) It takes one hour.</p>
	24.				<p>A : Well. What are you doing on Thursday afternoon? B :24.....</p> <p>24. 1) I'm fine. 2) I'm sorry. I have to help my mom. 3) I'd love to. 4) I have a piano lesson.</p>
	25.				<p>25. There a school meeting yesterday. 1) were listening 2) were 3) is 4) was</p>
	26.				<p>26. She in Phuket last week. 1) goes 2) went 3) will go 4) has gone</p>
	27.				<p>27. ถ้านักเรียนช่วยยกหนังสือให้ครูเมื่อทำเสร็จครูกล่าวขอบคุณ นักเรียนจะพูดตอบว่า “.....” 1) Don't mention, sir. 2) That's all right, sir. 3) You're welcome, sir. 4) Never mind, sir.</p>

ข้อ 21 – 30	23.				<p>22. 1) It takes on hour. 2) It takes turn. 3) It is not far. 4) I can ride my bike.</p> <p>23. 1) It's three o'clock. 2) I walk to school. 3) It's about three kilometers. 4) It takes one hour.</p>
	24.				<p>A : Well. What are you doing on Thursday afternoon? B :24.....</p> <p>24. 1) I'm fine. 2) I'm sorry. I have to help my mom. 3) I'd love to. 4) I have a piano lesson.</p>
	25.				<p>25. There a school meeting yesterday. 1) were listening 2) were 3) is 4) was</p>
	26.				<p>26. She in Phuket last week. 1) goes 2) went 3) will go 4) has gone</p>
	27.				<p>27. ถ้านักเรียนช่วยยกหนังสือให้ครูเมื่อทำเสร็จครูกล่าวขอบคุณ นักเรียนจะพูดคำว่า “.....” 1) Don't mention, sir. 2) That's all right, sir. 3) You're welcome, sir. 4) Never mind, sir.</p>

	ตัวชี้วัดที่ 8 สนทนาและเขียนโต้ตอบข้อมูล เกี่ยวกับตนเองและเรื่องต่างๆ ใกล้ตัว ประสิทธิภาพ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของ สังคมและสื่อสารอย่างต่อเนื่อง และเหมาะสม	4.				4. 1) Do you have a navy blue one? 2) Would you wrap, it? 3) Will there be anything else? 4) I prefer this one.
	ตัวชี้วัดที่ 13 พูดและเขียนสรุปใจความ สำคัญ แก่นสาระที่ได้จากการ วิเคราะห์เรื่อง กิจกรรม ข่าว เหตุการณ์ และสถานการณ์ตาม ความสนใจ	5.				On the bus Conductor :5.....? Sutjai : HuaLampong, please. Conductor :6..... Sutjai : Here you are. Conductor :7.....
		6.				5. 1) Any more fares, please? 2) Where to? 3) This way, please. 4) What is the next bus stop? 6. 1) Sixteen baht, please. 2) That's the next stop. 3) That's too far. 4) Just wait. 7. 1) How much is the fare? 2) You're welcome. 3) Thank you. 4) May I keep the change?
		7.				
		8.				At the department store Assistant : May I help you? Ladda : Yes, I'd like to return this hair-dryer.

	ตัวชี้วัดที่ 8 สนทนาและเขียนโต้ตอบข้อมูล เกี่ยวกับตนเองและเรื่องต่างๆ ใกล้ตัว ประสิทธิภาพ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของ สังคมและสื่อสารอย่างต่อเนื่อง และเหมาะสม	4.				4. 1) Do you have a navy blue one? 2) Would you wrap, it? 3) Will there be anything else? 4) I prefer this one.
	ตัวชี้วัดที่ 13 พูดและเขียนสรุปใจความ สำคัญ แก่นสาระที่ได้จากการ วิเคราะห์เรื่อง กิจกรรม ข่าว เหตุการณ์ และสถานการณ์ตาม ความสนใจ	5.				On the bus Conductor :5.....? Sutjai : HuaLampong, please. Conductor :6..... Sutjai : Here you are. Conductor :7.....
		6.				5. 1) Any more fares, please? 2) Where to? 3) This way, please. 4) What is the next bus stop? 6. 1) Sixteen baht, please. 2) That's the next stop. 3) That's too far. 4) Just wait. 7. 1) How much is the fare? 2) You're welcome. 3) Thank you. 4) May I keep the change?
		7.				
		8.				At the department store Assistant : May I help you? Ladda : Yes, I'd like to return this hair-dryer.

12.				<p>Teacher : Would you close the window, please?</p> <p>Suda :12.....</p> <p>Teacher : Thank you.</p> <p>Somchot :13.....</p>
	13.			<p>12. 1) I don't mind. 2) Yes, please do.</p> <p>3) Yes, certainly. 4) Certainly not.</p> <p>13. 1) Never mind. 2) You're welcome.</p> <p>3) Okay 4) Not a problem.</p>
14.				<p>On the way to the school canteen</p> <p>Suban : Let's find something to eat, Suda.</p> <p>Suda : No, thanks.14.....</p> <p>Suban :15....., Siriporn?</p> <p>Siriporn : Yes, shall we?</p>
	15.			<p>14. 1) I'm too tired. 2) I'll stay up late.</p> <p>3) I have had already. 4) It's too late.</p> <p>15. 1) Would you stand up 2) Would you like to come with me</p> <p>3) What would you like to have 4) What do you have</p>



		27.				<p>Mike : Hi, Sue. Did you have a good weekend?</p> <p>Sue : Great! I went hang-gliding yesterday.</p> <p>Mike : Did you?27.....?</p> <p>Sue : Oh, it was fantastic!</p> <p>27. 1) What was it like? 2) How was it?</p> <p>3) What was it? 4) How much was it?</p>
		28.				<p>Santi : I've got an accident. What can I do about it?</p> <p>Sonjai : Well,28.....?</p> <p>Santi : Yes, all right. But I don't think it'll do any good.</p> <p>Sonjai : Well,29.....?</p> <p>28. 1) where is it? 2) why don't you take a paracetamol?</p> <p>3) let me see. 4) is it hurt?</p> <p>29. 1) when will you go home? 2) why not?</p> <p>3) what about going home to bed? 4) where's your car?</p>
		30.				<p>Montri : Hi, Noi! I like your new dress.</p> <p>Noi : Thanks.30.....</p>

		27.				<p>Mike : Hi, Sue. Did you have a good weekend?</p> <p>Sue : Great! I went hang-gliding yesterday.</p> <p>Mike : Did you?27..... ?</p> <p>Sue : Oh, it was fantastic!</p> <p>27. 1) What was it like? 2) How was it?</p> <p>3) What was it? 4) How much was it?</p>
		28.				<p>Santi : I've got an accident. What can I do about it?</p> <p>Sonjai : Well,28..... ?</p> <p>Santi : Yes, all right. But I don't think it'll do any good.</p> <p>Sonjai : Well,29..... ?</p> <p>28. 1) where is it? 2) why don't you take a paracetamol?</p> <p>3) let me see. 4) is it hurt?</p> <p>29. 1) when will you go home? 2) why not?</p> <p>3) what about going home to bed? 4) where's your car?</p>
		30.				<p>Montri : Hi, Noi! I like your new dress.</p> <p>Noi : Thanks.30.....</p>

		27.				<p>Mike : Hi, Sue. Did you have a good weekend?</p> <p>Sue : Great! I went hang-gliding yesterday.</p> <p>Mike : Did you?27.....?</p> <p>Sue : Oh, it was fantastic!</p> <p>27. 1) What was it like? 2) How was it?</p> <p>3) What was it? 4) How much was it?</p>
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	30.					<p>Montri : Hi, Noi! I like your new dress.</p> <p>Noi : Thanks.30.....</p>

27.					Mike : Hi, Sue. Did you have a good weekend? Sue : Great! I went hang-gliding yesterday. Mike : Did you?27.....? Sue : Oh, it was fantastic!
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					Santi : I've got an accident. What can I do about it? Sonjai : Well,28.....? Santi : Yes, all right. But I don't think it'll do any good. Sonjai : Well,29.....?
					28. 1) where is it? 2) why don't you take a paracetamol? 3) let me see. 4) is it hurt? 29. 1) when will you go home? 2) why not? 3) what about going home to bed? 4) where's your car?
30.					Montri : Hi, Noi! I like your new dress. Noi : Thanks.30.....


		27.				<p>Mike : Hi, Sue. Did you have a good weekend?</p> <p>Sue : Great! I went hang-gliding yesterday.</p> <p>Mike : Did you?27.....?</p> <p>Sue : Oh, it was fantastic!</p> <p>27. 1) What was it like? 2) How was it?</p> <p>3) What was it? 4) How much was it?</p>
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		30.				<p>Montri : Hi, Noi! I like your new dress.</p> <p>Noi : Thanks.30.....</p>

				46.	<div>46. What is Suda like?</div> <div></div> <div>She is</div> <div><div>1) moody</div><div>2) generous</div><div>3) outgoing</div><div>4) easy-going</div></div>
				47.	<div>47. What does Sopa look like?</div> <div></div> <div>She is and she has hair.</div> <div><div>1) heavy, short curly</div><div>2) heavy, long curly</div><div>3) thin, long curly</div><div>4) thin, short curly</div></div>

The amount of tourists to Thailand				
Country	Number of tourists in 2005	Total Amount Spent	Amount Each Person Spent	
The United States	8,053,00	\$2,802,444,000	\$348	
Japan	5,508,00	\$1,872,720,000	\$340	
Taiwan	4,298,000	\$10,027,234,000	\$2,333	
Germany	1,638,000	\$3,439,800,000	\$2,100	
France	822,000	\$1,537,140,000	\$1,870	
48.	<p>48. sent the most tourists to Thailand.</p> <p>1) Japan 2) The United States</p> <p>3) Taiwan 4) Germany</p>			
49.	<p>49. Tourists from spent the most per person.</p> <p>1) France 2) Germany</p> <p>3) Taiwan 4) The United States</p>			
50.	<p>50. Tourists from spent less than \$1,000.</p> <p>1) Germany 2) France</p> <p>3) The United States and Japan 4) Taiwan</p>			

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50.	<p>50. Tourists from spent less than \$1,000.</p> <p>1) Germany 2) France</p> <p>3) The United States and Japan 4) Taiwan</p>			

				<p>5.</p>	 <p>5. What is this shape ?</p> <p>a. octagon b. rhombus c. rhomboid d. magnet shaped</p>
				<p>6.</p>	<p>6-8 : Complete the dialogue</p> <div> <p>My favorite subject in school is Thai language. Lately, my friends and I really love ____ (6) _____. We have been doing it for a few months now. And the best part is that my teacher thinks that some of my Thai poetry is ____ (7) _____. Not bad for a beginner, huh?</p> <p>I feel so ____ (8) _____ of myself.</p> </div> <p>6. a. listening to a teacher b. reading e-mail c. Thai history d. writing</p>

					7. a. confuse b. excellent c. terrible d. boring
					8. a. amused b. relaxed c. bored d. proud
					9. They go to school every day,.....? a. does not they b. does they c. do not they d. do they
					10. I am a doctor ,.....? a. are not I b. am not I c. am I d. are I
					11. We have lunch ,.....? a. does not we b. does she c. do not we d. do we

ข้อสอบ	ตัวชี้วัด ตามที่ระบุในข้อสอบ	ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่				
		ข้อ	ตรง ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
ปลายภาค เทอม 2 ชุด B2	มาตรฐานและตัวชี้วัด ต 1.1 ม.3/1 ปฏิบัติตามคำ ขอร้อง คำแนะนำ คำชี้แจง และ คำอธิบายที่ฟังและอ่าน ต 1.2 ม.3/1 พูดและเขียน บรรยายเกี่ยวกับตนเอง ประสบการณ์ ข่าว/เหตุการณ์ / เรื่อง/ ประเด็นต่างๆ ที่อยู่ใน ความสนใจของสังคม ต 1.3 ม.3/1 บรรยายเกี่ยวกับ ตนเอง ประสบการณ์ ข่าว/ เหตุการณ์/ เรื่อง/ประเด็นต่างๆ ที่อยู่ในความสนใจของสังคม ต 2.1 ม.3/1 เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทาง	1.				1. You want to borrow a dictionary from your teacher. a. Can I lend your dictionary? b. Could you borrow me your dictionary? c. Do you borrow me your dictionary? d. Is it all right if I borrow your dictionary?
		2.				2. Your friend tells you he got a scholarship to study abroad. a. How can you complete with me? b. What lucky you are! c. Congratulations d. How good luck!
		3.				3. Someone introduces you to a school director. You say : _____ a. Nice to know you. How are things? b. I'm please to meet you c. How are you doing? d. May I ask what's your name?

ข้อสอบ	ตัวชี้วัด ตามที่จะอยู่ในข้อสอบ	ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่				
		ข้อ	ตรง ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
ปลายภาค เทอม 2 ชุด B2	มาตรฐานและตัวชี้วัด ต 1.1 ม.3/1 ปฏิบัติตามคำ ขอร้อง คำแนะนำ คำชี้แจง และ คำอธิบายที่ฟังและอ่าน ต 1.2 ม.3/1 พูดและเขียน บรรยายเกี่ยวกับตนเอง ประสบการณ์ ข่าว/เหตุการณ์ / เรื่อง/ ประเด็นต่างๆ ที่อยู่ใน ความสนใจของสังคม ต 1.3 ม.3/1 บรรยายเกี่ยวกับ ตนเอง ประสบการณ์ ข่าว/ เหตุการณ์/ เรื่อง/ประเด็นต่างๆ ที่อยู่ในความสนใจของสังคม ต 2.1 ม.3/1 เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทาง	1.				1. You want to borrow a dictionary from your teacher. a. Can I lend your dictionary? b. Could you borrow me your dictionary? c. Do you borrow me your dictionary? d. Is it all right if I borrow your dictionary?
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ข้อสอบ	ตัวชี้วัด ตามที่ระบุในข้อสอบ	ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่				
		ข้อ	ตรง ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
ปลายภาค เทอม 2 ชุด B2	มาตรฐานและตัวชี้วัด ต 1.1 ม.3/1 ปฏิบัติตามคำ ขอร้อง คำแนะนำ คำชี้แจง และ คำอธิบายที่ฟังและอ่าน ต 1.2 ม.3/1 พูดและเขียน บรรยายเกี่ยวกับตนเอง ประสบการณ์ ข่าว/เหตุการณ์ / เรื่อง/ ประเด็นต่างๆ ที่อยู่ใน ความสนใจของสังคม ต 1.3 ม.3/1 บรรยายเกี่ยวกับ ตนเอง ประสบการณ์ ข่าว/ เหตุการณ์/ เรื่อง/ประเด็นต่างๆ ที่อยู่ในความสนใจของสังคม ต 2.1 ม.3/1 เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทาง	1.				1. You want to borrow a dictionary from your teacher. a. Can I lend your dictionary? b. Could you borrow me your dictionary? c. Do you borrow me your dictionary? d. Is it all right if I borrow your dictionary?
		2.				2. Your friend tells you he got a scholarship to study abroad. a. How can you complete with me? b. What lucky you are! c. Congratulations d. How good luck!
		3.				3. Someone introduces you to a school director. You say : _____ a. Nice to know you. How are things? b. I'm please to meet you c. How are you doing? d. May I ask what's your name?

13.					13. I think she is ill , send her ____ see doctor. a. for b. since c. was d. were
14.					14. I have played football ____ 07.30. a. for b. since c. was d. were
15.					15. Kitnan and Ummarin have been watching TV ____ hour. a. was b. were c. for d. since
16.					16. A : Do you have a time? B : _____ a. Yes, sir b. 6 o'clock c. No, I do d. Yes, I do not
17.					17. A : Siriyakorn have never been to Lotus . B : _____ a. Provincial ! b. I do not know. c. Just kidding d. That is good.

13.					13. I think she is ill , send her ____ see doctor. a. for b. since c. was d. were
14.					14. I have played football ____ 07.30. a. for b. since c. was d. were
15.					15. Kitnan and Ummarin have been watching TV ____ hour. a. was b. were c. for d. since
16.					16. A : Do you have a time? B : _____ a. Yes, sir b. 6 o'clock c. No, I do d. Yes, I do not
17.					17. A : Siriyakorn have never been to Lotus . B : _____ a. Provincial ! b. I do not know. c. Just kidding d. That is good.

22.					22. Siam is _____ than Nipaporn. a. thin b. thinner c. thinner d. more thinner
23.					23. Monrudee : Does it climb tree? Kannika : _____ a. No, it does b. No, it do c. Yes, it does d. Yes, it did
24.					24. Rungwarin : Does it climb tree? Worrawan : _____ a. No, it does b. No, it do c. Yes, it does d. Yes, it did
25.					25. Prasit : Do you like handsome boy ? Onanong : _____ a. Yes, I do b. Yes, I does c. Yes, I did d. Yes, I am

26.	26. _____ are 108 suitcases in the airplane. a. Those b. That c. This d. What				
27.	27. _____ is a kite on the sky. a. That b. That c. This d. Those				
28.	27. _____ is a kite on the sky. a. That b. That c. This d. Those				
29.	29. There are _____ milk. a. many b. much c. lots d. a lot				
30.	30. The children _____ tired. a. seem b. much c. is d. was				

Part 2 : (20 items : 15 points /15 คะแนน)				
Item 31-40 : Rewrite the sentences in passive voice. (10 points / 10 คะแนน)				
31.				31. Narumon opens the door. = _____
32.				32. The door is opened by him = _____
33.				33. We set the table. = _____
34.				34. Kantapon pays a lot of money. = _____
35.				35. Umaporn draws a picture. = _____
36.				36. They wear blue shoes. = _____
37.				37. They help you. = _____
38.				38. Siitchart open the book. = _____
39.				39. You write the letter. = _____
40.				40. Wanida drinks milk. = _____

Item 41-50 : Complete the following sentences with <u>both</u> , <u>neither</u> or <u>either</u> . (5 points / 5 คะแนน)					
41.	_____ cars are very expensive.				
42.	_____ of us wanted to go to the restaurant.				
43.	Would _____ of you like to come out in the car?				
44.	She's _____ sociable and sensitive.				
45.	He plays _____ tennis nor squash.				
46.	I haven't seen _____ of those pots for ages.				
47.	_____ of my brothers work in the city.				
48.	_____ of them want to go bowling.				
49.	She plays neither tennis _____ squash.				
50.	_____ cars are expensive.				
41.					
42.					
43.					
44.					
45.					
46.					
47.					
48.					
49.					
50.					

APPENDIX C

Coding Table

เกณฑ์การประเมินข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3
ว่าตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่

ปีการศึกษา 2559 - 2560					
ข้อสอบกลางภาค เทอม 1/59	1 ชุด	30 ข้อ	อัตรา 30 ข้อ	คะแนนเต็ม 20 คะแนน	เวลา 60 นาที
ข้อสอบปลายภาค เทอม 1/59	1 ชุด	50 ข้อ	อัตรา 30 ข้อ	คะแนนเต็ม 30 คะแนน	เวลา 60 นาที
ข้อสอบกลางภาค เทอม 2/60	1 ชุด	42 ข้อ	อัตรา 40 ข้อ ประเมิน 2 ข้อ	คะแนนเต็ม 20 คะแนน	เวลา 60 นาที
ข้อสอบปลายภาค เทอม 2/60	1 ชุด	50 ข้อ	อัตรา 30 ข้อ ประเมิน 20 ข้อ	คะแนนเต็ม 30 คะแนน	เวลา 60 นาที

ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่		ข้อสอบ			
ข้อสอบ	ตัวชี้วัด ตามที่ระบุในข้อสอบ	ข้อ ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
กลางภาค เทอม 1 ชุด A1	ตัวชี้วัดที่ 5 สนทนาและเขียนโต้ตอบข้อมูล เกี่ยวกับตนเอง เรื่องต่าง ๆ ใกล้เคียง ตัว สถานการณ์ข่าว เรื่องที่อยู่ใน ในความสนใจของสังคมและ สื่อสารอย่างต่อเนื่องและ เหมาะสม ข้อ 1 – 10	1.			At the shoe shop Shop assistant:1.....? Sombat : Yes, I'd like to buy a new pair of shoes. Shop assistant:2.....? Sombat : I'd like the black one on the top shelf.
		2.			1. 1) Good morning, sir. May I help you? 2) Good morning, sir. 3) Hello. 4) May I help you? 2. 1) What would you like? 2) Do you like the black one? 2) Which ones would you like? 4) Would you like the black ones?
		3.			At the office Boss : Anita, I need a cup of coffee. Secretary :3..... Here you are.
		4.			Boss :4..... Secretary : You're welcome. Caller : Is that 0-2589-1902?

5.				Secretary : Yes. Mr. Parkinson's office.5..... Caller :6.....? Secretary : He's out. He will be back at two o' clock. 3. 1) Yes, Mr. Parkinson 2) Yes, let's go for it. 3) No, thank you. 4) Yes, please. 4. 1) No, thank you. 2) Yes, make yourself at home. 3) You're welcome. 4) Thank you. 5. 1) I'm Susan. 2) Susan speaking. 3) Susan's speaking. 4) Speaking. 6. 1) Who are you? 2) What's your name? 3) May I speak to Mr. Parkinson, please? 4) Mr. Parkinson, please?
	6.			
7.				Teacher : This is Maria Gomez. She's an exchange student from Brazil. Students :7..... Maria : Hello, everybody,8.....
	8.			7. 1) Good morning, Maria. 2) Good morning Maria. 3) Goodbye. 4) Hello, Maria. 8. 1) Nice to meet you. 2) Have a nice day. 3) See you tomorrow. 4) Goodbye.

	9.					Suban : Let's find something to eat, Sombat. Sombat :9..... Would you like to10....., Somchot? Comchot : No, thanks. I have had already. 9. 1) I have enough. 2) No, thank you. 3) Yes, let's do it. 4) Yes, please. 10. 1) try some 2) come along 3) eat with me 4) go with me
		10.				
	11.					Wife : Would you like some orange juice? Husband :11..... May I have some fruit? 11. 1) O.K. 2) Thank you. 3) No, thank you. 4) That's right.
		12.				Son : I'm sorry mom. I forgot to send your letter. Mother :12..... You will do it tomorrow. 12. 1) You are so stupid. 2) Too bad. 3) O.K. 4) Never mind, dear.
						ตัวชีวิตที่ 9 พูดและเขียนบรรยายความรู้สึก และความคิดเห็นของตัวเอง เกี่ยวกับเรื่องต่างๆ กิจกรรม ประสบการณ์ และจำว/ เหตุการณ์ พร้อมทั้งให้เหตุผล ประกอบอย่างเหมาะสม ข้อ 11 – 20

13.					<p>Mom :13.....</p> <p>Son : Here you are.</p> <p>13. 1) Pass me the salt, please. 2) May I help you?</p> <p>3) Please save a piece of cake for dad 4) Help me finish this, please.</p>
					<p>Father : Can you clean the car, please?</p> <p>Tom :14.....</p> <p>14. 1) No, thank you. 2) Yes, certainly.</p> <p>3) Help yourself. 4) Have a nice day.</p>
					<p>Suda :15.....?</p> <p>A foreigner : Yes. Where is Wat Po?</p> <p>15. 1) Excuse me. 2) This is the bus to Wat Po.</p> <p>3) Hello. Can I help you, sir? 4) This is the best way to Wat Po.</p>
					<p>Taksin : I'm going to the movies.</p> <p>Sopa :16.....</p> <p>Taksin : Thank you.</p> <p>16. 1) Have fun. 2) You're lucky.</p> <p>3) Would you like to come along? 4) May I try?</p>
					<p>Suchada : Why didn't you come to my party?</p> <p>Somjai :17.....</p> <p>17. 1) Your house isn't very far. 2) I had to study for my math test.</p> <p>3) Have a nice day. 4) Very nice party.</p>

					<p>When we wish someone to be happy on his birthday, we often say, ,</p> <p>18. 1) Happy Valentine's day 2) Happy New Year 3) Happy Birthday 4) Merry Christmas</p>
18.					<p>Sopa : I'm going to Chaing Mai next week. Suda :19..... Sopa : Thank you.</p> <p>19. 1) May I go with you? 2) Have a good time. 3) What time is it? 4) How much is your air ticket?</p>
20.					<p>Ann : Yoko, would you like to go to the Mall this week? Yoko :20.....?</p> <p>20. 1) No, thank you. 2) Sure, I'd love to. When? 3) That's very kind of you. 4) No, not on Friday.</p>
21.					<p>A: How do you get to school? B:21.....</p> <p>A: How long does it take you to get from home to school? B:22.....</p>
22.					<p>A: How far is it from your home to school? B:23.....</p> <p>21. 1) I get up at six o'clock. 2) It takes twenty-five minutes. 3) It's three times. 4) I take the school bus.</p>
<p>ตัวชี้วัดที่ 17 เปรียบเทียบและอธิบายความเหมือนและความแตกต่างระหว่างชีวิตความเป็นอยู่และวัฒนธรรมของเจ้าของภาษา กับของไทย และนำไปใช้อย่างเหมาะสม</p>					

ข้อ 21 – 30	23.				<p>22. 1) It takes on hour. 2) It takes turn. 3) It is not far. 4) I can ride my bike.</p> <p>23. 1) It's three o'clock. 2) I walk to school. 3) It's about three kilometers. 4) It takes one hour.</p>
	24.				<p>A : Well. What are you doing on Thursday afternoon? B :24.....</p> <p>24. 1) I'm fine. 2) I'm sorry. I have to help my mom. 3) I'd love to. 4) I have a piano lesson.</p>
	25.				<p>25. There a school meeting yesterday. 1) were listening 2) were 3) is 4) was</p>
	26.				<p>26. She in Phuket last week. 1) goes 2) went 3) will go 4) has gone</p>
	27.				<p>27. ถ้านักเรียนช่วยยกหนังสือให้ครูเมื่อทำเสร็จครูกล่าวขอบคุณ นักเรียนจะพูดอย่างไร “.....” 1) Don't mention, sir. 2) That's all right, sir. 3) You're welcome, sir. 4) Never mind, sir.</p>

28.				<p>28. เพื่อนักเรียนพบคนถือของหนัก นักเรียนจะพูดแสดงความช่วยเหลืออย่างไร</p> <p>1) May I have the books? 2) Can I help you?</p> <p>3) Do you help me? 4) Please help me.</p>
29.				<p>29. พนักงานขายของควรพูดทักทายลูกค้าอย่างสุภาพอย่างไร</p> <p>1) Good morning, sir. May I help you? 2) What do you want?</p> <p>3) Can I help you? 4) Hello. What do you want?</p>
30.				<p>30. นักเรียนพูดถามทางไปเขาดินอย่างสุภาพอย่างไร</p> <p>1) Where is Dusit Zoo?</p> <p>2) Do you know where Dusit Zoo is?</p> <p>3) Could you tell me how to get to Dusit Zoo?</p> <p>4) Tell me where Dusit Zoo is?</p>

ข้อสอบ	ตัวชี้วัด ตามที่ระบุในข้อสอบ	ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่			
		ข้อ ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
ปลายภาค เทอม 1 ชุด B1	ตัวชี้วัดที่ 5 สนทนาและเขียนโต้ตอบ ข้อมูลเกี่ยวกับตนเองและเรื่อง ต่าง ๆ ใกล้ตัว ประสิทธิภาพ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของ สังคมและสื่อสารอย่างต่อเนื่อง และเหมาะสม	1.			At the bag shop (o-net 2558) Assistant : Good morning, madam.1..... ? Suda : I just want to look around. Assistant :2..... . Everybody is welcome here.
		2.			1. 1) May I help you? 2) Hello. 3) May I try? 4) Hi. 2. 1) What would you like? 2) Go right ahead, madam. 3) Which ones would you like? 4) Would you like the brown one?
		3.			At market Shopkeeper : Can I help you, sir? Bob : Yes.3..... ? Shopkeeper : They are one hundred baht each. Bob :4..... . Well. Do you have any plain color ones? 3. 1) Do you like this one? 2) How much are these ties? 3) Would you like these? 4) How many ties are there in the box?

	ตัวชี้วัดที่ 8 สนทนาและเขียนโต้ตอบข้อมูล เกี่ยวกับตนเองและเรื่องต่างๆ ใกล้ตัว ประสิทธิภาพ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของ สังคมและสื่อสารอย่างต่อเนื่อง และเหมาะสม	4.				4. 1) Do you have a navy blue one? 2) Would you wrap, it? 3) Will there be anything else? 4) I prefer this one.
	ตัวชี้วัดที่ 13 พูดและเขียนสรุปใจความ สำคัญ แก่นสาระที่ได้จากการ วิเคราะห์เรื่อง กิจกรรม ข่าว เหตุการณ์ และสถานการณ์ตาม ความสนใจ	5.				On the bus Conductor :5.....? Sutjai : HuaLampong, please. Conductor :6..... Sutjai : Here you are. Conductor :7.....
		6.				5. 1) Any more fares, please? 2) Where to? 3) This way, please. 4) What is the next bus stop? 6. 1) Sixteen baht, please. 2) That's the next stop. 3) That's too far. 4) Just wait. 7. 1) How much is the fare? 2) You're welcome. 3) Thank you. 4) May I keep the change?
		7.				
		8.				At the department store Assistant : May I help you? Ladda : Yes, I'd like to return this hair-dryer.

	9.					<p>Suban : Let's find something to eat, Sombat.</p> <p>Sombat :9.....</p> <p>Would you like to10....., Somchot?</p> <p>Comchot : No, thanks. I have had already.</p> <p>9. 1) I have enough. 2) No, thank you.</p> <p>3) Yes, let's do it. 4) Yes, please.</p> <p>10. 1) try some 2) come along</p> <p>3) eat with me 4) go with me</p>
		10.				
	11.					<p>Wife : Would you like some orange juice?</p> <p>Husband :11..... . May I have some fruit?</p> <p>11. 1) O.K. 2) Thank you.</p> <p>3) No, thank you. 4) That's right.</p>
<p>ตัวชี้วัดที่ 9 พุดและเขียนบรรยายความรู้สึกละ และความคิดเห็นของตัวเอง เกี่ยวกับเรื่องต่าง ๆ กิจกรรม ประสพการณ์ และข่าว/ เหตุการณ์ พร้อมทั้งให้เหตุผล ประกอบอย่างเหมาะสม</p> <p>ข้อ 11 – 20</p>	12.					<p>Son : I'm sorry mom. I forgot to send your letter.</p> <p>Mother :12..... . You will do it tomorrow.</p> <p>12. 1) You are so stupid. 2) Too bad.</p> <p>3) O.K. 4) Never mind, dear.</p>

13.				<p>Mom :13.....</p> <p>Son : Here you are.</p> <p>13. 1) Pass me the salt, please. 2) May I help you?</p> <p>3) Please save a piece of cake for dad 4) Help me finish this, please.</p>
14.				<p>Father : Can you clean the car, please?</p> <p>Tom :14.....</p> <p>14. 1) No, thank you. 2) Yes, certainly.</p> <p>3) Help yourself. 4) Have a nice day.</p>
15.				<p>Suda :15.....?</p> <p>A foreigner : Yes. Where is Wat Po?</p> <p>15. 1) Excuse me. 2) This is the bus to Wat Po.</p> <p>3) Hello. Can I help you, sir? 4) This is the best way to Wat Po.</p>
16.				<p>Taksin : I'm going to the movies.</p> <p>Sopa :16.....</p> <p>Taksin : Thank you.</p> <p>16. 1) Have fun. 2) You're lucky.</p> <p>3) Would you like to come along? 4) May I try?</p>
17.				<p>Suchada : Why didn't you come to my party?</p> <p>Sonjai :17.....</p> <p>17. 1) Your house isn't very far. 2) I had to study for my math test.</p> <p>3) Have a nice day. 4) Very nice party.</p>

ข้อ 21 – 30	23.				22. 1) It takes on hour. 2) It takes turn. 3) It is not far. 4) I can ride my bike. 23. 1) It's three o'clock. 2) I walk to school. 3) It's about three kilometers. 4) It takes one hour.
	24.				A : Well. What are you doing on Thursday afternoon? B :24..... 24. 1) I'm fine. 2) I'm sorry. I have to help my mom. 3) I'd love to. 4) I have a piano lesson.
	25.				25. There a school meeting yesterday. 1) were listening 2) were 3) is 4) was
	26.				26. She in Phuket last week. 1) goes 2) went 3) will go 4) has gone
	27.				27. ถ้านักเรียนช่วยยกหนังสือให้ครู เมื่อทำเสร็จครูกล่าวขอบคุณ นักเรียนจะ พูดตอบว่า “ ” 1) Don't mention, sir. 2) That's all right, sir. 3) You're welcome, sir. 4) Never mind, sir.

28.				<p>28. เมื่อนักเรียนพบคนถือของหนัก นักเรียนจะพูดเสนอความช่วยเหลืออย่างไร</p> <p>1) May I have the books? 2) Can I help you?</p> <p>3) Do you help me? 4) Please help me.</p>
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30.				<p>30. นักเรียนพูดถามทางไปเจดีย์อย่างสุภาพอย่างไร</p> <p>1) Where is Dusit Zoo?</p> <p>2) Do you know where Dusit Zoo is?</p> <p>3) Could you tell me how to get to Dusit Zoo?</p> <p>4) Tell me where Dusit Zoo is?</p>

ข้อสอบ	ตัวชี้วัด ตามที่ระบุในข้อสอบ	ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่			
		ข้อ ทั้งหมด	ตรง บางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
ปลายภาค เทอม 1 ชุด B1	ตัวชี้วัดที่ 5 สนทนาและเขียนโต้ตอบ ข้อมูลเกี่ยวกับตนเองและเรื่อง ต่าง ๆ ใกล้ตัว ประสบการณ์ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของ สังคมและสื่อสารอย่างต่อเนื่อง และเหมาะสม	1.			At the bag shop (o-net 2558) Assistant : Good morning, madam.1.....? Suda : I just want to look around. Assistant :2..... . Everybody is welcome here.
		2.			1. 1) May I help you? 2) Hello. 3) May I try? 4) Hi. 2. 1) What would you like? 2) Go right ahead, madam. 3) Which ones would you like? 4) Would you like the brown one?
		3.			At market Shopkeeper : Can I help you, sir? Bob : Yes.3.....? Shopkeeper : They are one hundred baht each. Bob :4..... . Well. Do you have any plain color ones? 3. 1) Do you like this one? 2) How much are these ties? 3) Would you like these? 4) How many ties are there in the box?

	4. ตัวชี้วัดที่ 8 สนทนาและเขียนโต้ตอบข้อมูลเกี่ยวกับตนเองและเรื่องต่างๆ	4.				4. 1) Do you have a navy blue one? 2) Would you wrap, it? 3) Will there be anything else? 4) I prefer this one.
	5. ตัวชี้วัดที่ 13 พูดและเขียนสรุปใจความสำคัญ แก่นสาระที่ได้จากการวิเคราะห์เรื่อง กิจกรรม ข่าวเหตุการณ์ และสถานการณ์ตามความสนใจ	5.				On the bus Conductor :5.....? Sutjai : HuaLampong, please. Conductor :6..... Sutjai : Here you are. Conductor :7..... 5. 1) Any more fares, please? 2) Where to? 3) This way, please. 4) What is the next bus stop? 6. 1) Sixteen baht, please. 2) That's the next stop. 3) That's too far. 4) Just wait. 7. 1) How much is the fare? 2) You're welcome. 3) Thank you. 4) May I keep the change?
	6.	6.				
	7.	7.				
	8.	8.				At the department store Assistant : May I help you? Ladda : Yes, I'd like to return this hair-dryer.

9.					<p>Assistant :8.....?</p> <p>Ladda : When I plugs it in, nothing happens.</p> <p>Assistant :9.....?</p> <p>Ladda : Yes. Here it is.</p> <p>8. 1) What would you like? 2) What happened?</p> <p>3) What's wrong with it? 4) What is it like?</p> <p>9. 1) Do you have money? 2) Do you like the new one?</p> <p>3) Do you have the member card? 4) Do you have the receipt?</p>
10.					<p>At school (13-10 ๙๐๐)</p> <p>Teacher :10....., She's an exchange student from Japan.</p> <p>Students : Hello, Kiko.</p> <p>KikoAkata :11....., Nice to meet you.</p> <p>10. 1) This is Kiko Akata. 2) My name's Kiko Akata.</p> <p>3) She is Japanese. 4) Good morning.</p> <p>11. 1) What a pleasant! 2) All right.</p> <p>3) Hello, everybody. 4) Goodbye.</p>
11.					


12.				Teacher : Would you close the window, please? Suda :12..... Teacher : Thank you. Somchot :13.....
	13.			12. 1) I don't mind. 2) Yes, please do. 3) Yes, certainly. 4) Certainly not. 13. 1) Never mind. 2) You're welcome. 3) Okay 4) Not a problem.
14.				On the way to the school canteen Suban : Let's find something to eat, Suda. Suda : No, thanks.14..... Suban :15....., Siriporn? Siriporn : Yes, shall we?
	15.			14. 1) I'm too tired. 2) I'll stay up late. 3) I have had already. 4) It's too late. 15. 1) Would you stand up 2) Would you like to come with me 3) What would you like to have 4) What do you have




23.					<p>Woman : Excuse me.23.....?</p> <p>Man : Yes, it's 2.37.</p> <p>Woman : Thank you.</p> <p>23. 1) What does it say? 2) Do you have a watch, please?</p> <p>3) Do you have the time, please? 4) What does the clock say?</p>
24.					<p>Mike : Good morning, Susan. Are you all right?</p> <p>Susan : Well.24.....</p> <p>Mike : Oh dear! What's the matter?</p> <p>24. 1) I'm all right. 2) I'm not feeling very well.</p> <p>3) I have a cold. 4) I have a fever.</p>
25.					<p>Tom : Guess what! I won the science award.</p> <p>Mike :25.....! I'm really happy for you.</p> <p>25. 1) Really! 2) Oh, good!</p> <p>3) Congratulations! 4) You're so smart!</p>
26.					<p>Susan : I have got a cold. And I cough all the time.</p> <p>Tom : Poor Susan! Why don't you26..... on the way home?</p> <p>26. 1) take some hot water 2) go to school</p> <p>3) have a rest 4) see the doctor</p>


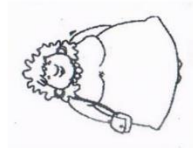
27.				<p>Mike : Hi, Sue. Did you have a good weekend?</p> <p>Sue : Great! I went hang-gliding yesterday.</p> <p>Mike : Did you?27.....?</p> <p>Sue : Oh, it was fantastic!</p> <p>27. 1) What was it like? 2) How was it?</p> <p>3) What was it? 4) How much was it?</p>
28.				<p>Santi : I've got an accident. What can I do about it?</p> <p>Sonjai : Well,28.....?</p> <p>Santi : Yes, all right. But I don't think it'll do any good.</p> <p>Sonjai : Well,29.....?</p>
29.				<p>28. 1) where is it? 2) why don't you take a paracetamol?</p> <p>3) let me see. 4) is it hurt?</p> <p>29. 1) when will you go home? 2) why not?</p> <p>3) what about going home to bed? 4) where's your car?</p>
30.				<p>Montri : Hi, Noi! I like your new dress.</p> <p>Noi : Thanks.30.....</p>

31.					<p>Montri : Hi, Noi! I like your new dress.</p> <p>Noi : Thanks.31.....</p> <p>30. 1) I'm glad you like it. 2) I bought it many years ago.</p> <p>3) It is very cheap. 4) Do you like it?</p> <p>31. 1) No, I have had it for years. 2) I have had it for years.</p> <p>3) I had it for years. 4) No, I had it for years.</p>
32.					<p>Suda : What do you think of "Love Me Love My Dog?"</p> <p>Sopa :32..... That was a good ending.</p> <p>32. 1) No, I don't like it 2) I like its theme.</p> <p>3) Yes, I like it. 4) Do you like it?</p>
33.					<p>Siriporn : I'm on holiday for a few days.</p> <p>Panom Sri :33..... ! But what about Noppadon?</p> <p>Siriporn : Oh,34.....</p>
34.					<p>33. 1) Congratulations! 2) How nice for you!</p> <p>3) Okay 4) Good news!</p> <p>34. 1) he likes it 2) never mind</p> <p>3) he doesn't mind 4) he want it</p>

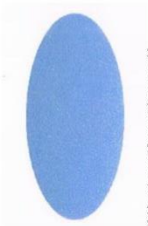

35.	At the office (41-35 ๙๐)			
	Boss : Anita, I need a cup of coffee. Secretary : Yes, Mr. Parkinson.35..... Boss : Thank you, Anita. Secretary :36.....			
36.	35. 1) How is your coffee? 2) How would you like your coffee? 3) Here you are. 4) Let's go for it. 36. 1) Enjoy yourself. 2) No, thank you. 3) You're welcome. 4) Thank you, boss.			
37.	Caller : Hello, is that 0-2589-1902? Ann : Yes. Caller :37....., please? Ann : Yes, who's speaking, please? Caller : My name is DamratNasom. Ann :38....., please.			
38.	37. 1) Could I speak to Mrs. Supanee 2) Could you tell Mrs. Supanee 3) Mrs. Supanee 4) Can you tell Mrs. Supanee 38. 1) Just wait 2) One moment 3) Please wait 4) All right			

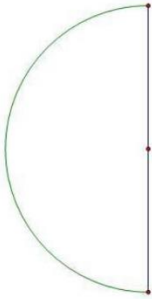
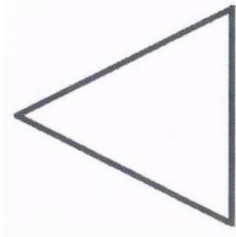
39.					<p>Secretary : Mr. Danai's office.</p> <p>Caller : May I speak to Mr. Danai, please?</p> <p>Secretary : I'm sorry.39.....</p> <p>This is Mr. Danai's secretary.40.....</p> <p>Caller : No, what time will he be back?</p> <p>Secretary :41.....</p> <p>39. 1) He is out right now. 2) He is not at home.</p> <p>3) He is not in here. 4) No, he isn't here.</p> <p>40. 1) Do you have any message? 2) Is there any message?</p> <p>3) Please leave the message. 4) Anything to tell him.</p> <p>41. 1) No, he didn't tell me. 2) No, I don't know.</p> <p>3) About two this afternoon. 4) It's not long time.</p>
40.					
41.					
42.					<p>พิจารณารูปภาพและประโยคที่กำหนดให้แล้วเลือกคำตอบที่ถูกต้อง</p>  <p>42. What does she look like?</p> <p>She hashair.</p> <p>1) short curly 2) long straight</p> <p>3) long curly 4) short straight</p>


43.					 <p>43. He has a</p> <p>1) ring 2) beard 3) moustache 4) watch</p>
44.					 <p>44. John is a student and he wants to be a</p> <p>1) doctor 2) bank clerk 3) dentist 4) police officer</p>
45.					 <p>45. Next holiday, I'm going to the</p> <p>1) ocean 2) beach 3) river 4) swimming pool</p>

46.		<p>46. What is Suda like?</p> <p>She is</p> <div><div>1) moody</div><div>2) generous</div><div>3) outgoing</div><div>4) easy-going</div></div>
47.		<p>47. What does Sopa look like?</p> <p>She is and she has hair.</p> <div><div>1) heavy, short curly</div><div>2) heavy, long curly</div><div>3) thin, long curly</div><div>4) thin, short curly</div></div>

The amount of tourists to Thailand				
Country	Number of tourists in 2005	Total Amount Spent	Amount Each Person Spent	
The United States	8,053,00	\$2,802,444,000	\$348	
Japan	5,508,00	\$1,872,720,000	\$340	
Taiwan	4,298,000	\$10,027,234,000	\$2,333	
Germany	1,638,000	\$3,439,800,000	\$2,100	
France	822,000	\$1,537,140,000	\$1,870	
48.	<p>48. sent the most tourists to Thailand.</p> <p>1) Japan 2) The United States</p> <p>3) Taiwan 4) Germany</p>			
49.	<p>49. Tourists from spent the most per person.</p> <p>1) France 2) Germany</p> <p>3) Taiwan 4) The United States</p>			
50.	<p>50. Tourists from spent less than \$1,000.</p> <p>1) Germany 2) France</p> <p>3) The United States and Japan 4) Taiwan</p>			

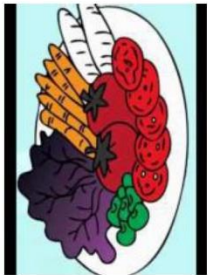
ข้อสอบ	ตัวชี้วัด ตามที่ระบุไว้ในข้อสอบ	ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่				
		ข้อ	ตรง ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
กลางภาค เทอม 2 ชุด A2	<p>1. มาตรฐานและตัวชี้วัด 1.1 การใช้ภาษา และกิริยา ท่าทางเหมาะสมกับบุคคลและ โอกาส ตามมารยาทสังคมและ วัฒนธรรมของเจ้าของภาษา / 1</p> <p>2. อธิบายเกี่ยวกับชีวิตความเป็นอยู่ ขนบธรรมเนียมและประเพณีของเจ้าของภาษา</p> <p>3. เปรียบเทียบ และอธิบาย ความเหมือนและความแตกต่าง ระหว่างการออกเสียงประโยค ชนิดต่างๆ และการลำดับคำ ตามโครงสร้างประโยคของ ภาษาต่างประเทศและภาษาไทย เปรียบเทียบและอธิบายความ</p>	1.				 <p>1. What is this shape ?</p> <p>a. cube b. pyramid c. oval d. circle</p>
		2.				 <p>2. What is this shape ?</p> <p>a. cone b. pentagon c. semicircle d. square</p>




				3.	<p>เหมือนและความแตกต่างระหว่างชีวิตความเป็นอยู่และวัฒนธรรมของเจ้าของภาษา กับของไทย และนำไปใช้อย่างเหมาะสม</p> <p>4. ใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นในห้องเรียน สถานศึกษา ชุมชน และสังคม</p>	 <p>3. What is this shape ?</p> <p>a. semicircle b. quadrand c. sphere d. bone shaped</p>
				4.	<p>5. ใช้ภาษาต่างประเทศในการสืบค้น/ค้นคว้า รวบรวม และสรุปความรู้/ข้อมูลต่างๆ จากสื่อและแหล่งการเรียนรู้ต่างๆ ในการศึกษาต่อและประกอบอาชีพ</p>	 <p>4. What is this shape ?</p> <p>a. rectangle b. triangle c. sphere d. crescent</p>

				<p>5.</p>	 <p>5. What is this shape ?</p> <p>a. octagon b. rhombus c. rhomboid d. magnet shaped</p>
				<p>6.</p>	<p>6-8 : Complete the dialogue</p> <div style="border: 1px solid black; padding: 5px;"> <p>My favorite subject in school is Thai language. Lately, my friends and I really love ____ (6) _____. We have been doing it for a few months now. And the best part is that my teacher thinks that some of my Thai poetry is ____ (7) _____. Not bad for a beginner, huh?</p> <p>I feel so ____ (8) _____ of myself.</p> </div> <p>6. a. listening to a teacher b. reading e-mail c. Thai history d. writing</p>

					7. a. confuse b. excellent c. terrible d. boring
					8. a. amused b. relaxed c. bored d. proud
					9. They go to school every day,.....? a. does not they b. does they c. do not they d. do they
					10. I am a doctor ,.....? a. are not I b. am not I c. am I d. are I
					11. We have lunch ,.....? a. does not we b. does she c. do not we d. do we

16.	16. If you.....him, what will you do? a. had seen b. saw c. were to see d. see				
17.	17. If you this letter now, she will receive it tomorrow. a. send b. sendd c. sent d. sending				
18.	18. If I this test, I will improve my English. a. do b. does c. did d. doing				
19.	19. If Iyour ring, I will give it back to you. a. give b. gave c. given d. giving				
20.	20. If she eats apple, she..... a. health b. will healthy c. healthy d. would healthy				
21.	21. Have you ever been to Chiangmai ? a. Yes, I have b. yes, I have not c. No, I have d. No, I has not				

22.				<p>22. We walk to school , _____ ?</p> <p>a. slow b. slowly c. fastly d. happy</p>
23.				<p>23. A : _____</p> <p>B : Of course, go straight then turn left.</p> <p>a. Can me help you ? b. Turn right , please ? c. Could you take me to school ? d. Do you know the way to hospital ?</p>
24.				<p>24. What is the meaning of this picture ?</p>  <p>a. complain b. enter c. meal d. foggy</p>

25.				 <p>25. What is the meaning of this picture ?</p> <p>a. fight b. remember c. need d. far</p>
26.				 <p>26. What is the meaning of this picture ?</p> <p>a. enter b. bring c. remember d. mouse</p>
27.				 <p>27. What is the meaning of this picture ?</p> <p>a. town b. friendly c. heart d. cry</p>

		28.				<p>28. Sompong _____ about his plan.</p> <p>a. complain b. complains c. complained d. complaint</p>
		29.				<p>29. I _____ of you.</p> <p>a. think b. thinks c. thinked d. thought</p>
		30.				<p>30. He _____ in the pool yesterday.</p> <p>a. swim b. swims c. swam d. swum</p>

Item 31-40 : Match following words with their meaning. (5 points / 5 คะแนน)				
			</	

		41.				<p>Part 2 : (5 points / 5 คะแนน)</p> <p>1. How to ask and give direction in English. (3 points / 3 คะแนน)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
		42.				<p>2. Explain about the grammar “ If Clause Type 1“(2 points / 2 คะแนน)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

ข้อสอบ	ตัวชี้วัด ตามที่จะอยู่ในข้อสอบ	ข้อสอบภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 ตรงกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 หรือไม่				
		ข้อ	ตรง ทั้งหมด	ตรงบางส่วน/ ไม่ตรงบางส่วน	ไม่ตรง เลย	ข้อสอบ
ปลายภาค เทอม 2 ชุด B2	มาตรฐานและตัวชี้วัด ต 1.1 ม.3/1 ปฏิบัติตามคำ ขอร้อง คำแนะนำ คำชี้แจง และ คำอธิบายที่ฟังและอ่าน ต 1.2 ม.3/1 พูดและเขียน บรรยายเกี่ยวกับตนเอง ประสบการณ์ ข่าว/เหตุการณ์ / เรื่อง/ ประเด็นต่างๆ ที่อยู่ใน ความสนใจของสังคม ต 1.3 ม.3/1 บรรยายเกี่ยวกับ ตนเอง ประสบการณ์ ข่าว/ เหตุการณ์/ เรื่อง/ประเด็นต่างๆ ที่อยู่ในความสนใจของสังคม ต 2.1 ม.3/1 เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทาง	1.				1. You want to borrow a dictionary from your teacher. a. Can I lend your dictionary? b. Could you borrow me your dictionary? c. Do you borrow me your dictionary? d. Is it all right if I borrow your dictionary?
		2.				2. Your friend tells you he got a scholarship to study abroad. a. How can you complete with me? b. What lucky you are! c. Congratulations d. How good luck!
		3.				3. Someone introduces you to a school director. You say : _____ a. Nice to know you. How are things? b. I'm please to meet you c. How are you doing? d. May I ask what's your name?

	<p>เหมาะกับผู้บุคคลและโอกาส ตามมารยาทสังคม และวัฒนธรรมของเจ้าของภาษา เช่น การทักทาย ขอบคุณ</p> <p>ต 2.2 น.3/1 เปรียบเทียบความเหมือนและความแตกต่าง ระหว่างการออกเสียงประโยค ชนิดต่างๆ และการลำดับคำ ตามโครงสร้างประโยคของ ภาษาต่างประเทศและภาษาไทย</p>	4.				<p>4. You ask a policeman how to go to the National Museum.</p> <p>a. Can you tell me where is the Museum is located?</p> <p>b. May I ask how the National Museum is located?</p> <p>c. Would I you please tell me how to get to the National Museum?</p> <p>d. Is it all right if you tell me where the National Museum is?</p> <p>5. You bump into a stranger by accident.</p> <p>a. I'm sorry</p> <p>b. Be more careful!</p> <p>c. How clumsy</p> <p>d. pardon</p> <p>6. your parents are going to Sydney</p> <p>a. Bon voyage!</p> <p>b. Have good time!</p> <p>c. Caution!</p> <p>d. How come!</p> <p>7. You want to know the relation between your friend and an elderly man</p> <p>a. How do you know the elderly man?</p> <p>b. What dose the elderly man do</p> <p>c. How is he related to you</p> <p>d. What is he like?</p>
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						8. You want your steak to be sift and not cooked for a long time. a. Well-done,please b. Rare,please. c. Soften it while cooking d. Let's have a soft steak
						9. You want to advise your friend not to disobey her parents a. You'd rather not disobey your parents b. You'd not better disobey your parents c. Shouldn't you disobey your parents d. If were you, I would obey my parents
						10. Your Mon say it's not cold enough. You offer to adjust the air-conditioner a. Could you please turn it on? b. Do you want me to turn it off? c. I wonder how to adjust it d. Shall I turn it up?
						11. My company has 120 men ____ 2 years. a. do b. does c. for d. since
						12. We have waited _____ 7 O' clock. a. did b. does c. for d. since

13.					13. I think she is ill , send her ____ see doctor. a. for b. since c. was d. were
14.					14. I have played football ____ 07.30. a. for b. since c. was d. were
15.					15. Kitnan and Ummarin have been watching TV ____ hour. a. was b. were c. for d. since
16.					16. A : Do you have a time? B : _____ a. Yes, sir b. 6 o'clock c. No, I do d. Yes, I do not
17.					17. A : Siriyakorn have never been to Lotus . B : _____ a. Provincial ! b. I do not know. c. Just kidding d. That is good.

18.	18. Worrathep is changing my dress. He says _____. a. Oh, wow! b. That good dress c. Please, do not peep. d. Please go away.				
19.	19. A : Thawatchai drinks milk !! B : _____ a. Bad direction b. I think so. c. How come ? d. Slowly, please				
20.	20. Kanokwan is as _____ as Kasom. a. tall b. taller c. talling d. talled				
21.	21. Sirinya is _____ strong as pattanayu. a. is b. are c. is so d. is not so				

22.					<p>22. Siam is _____ than Nipaporn.</p> <p>a. thin b. thinner c. thinner d. more thinner</p>
23.					<p>23. Monrudee : Does it climb tree?</p> <p>Kannika : _____</p> <p>a. No, it does b. No, it do c. Yes, it does d. Yes, it did</p>
24.					<p>24. Rungwarin : Does it climb tree?</p> <p>Worrawan : _____</p> <p>a. No, it does b. No, it do c. Yes, it does d. Yes, it did</p>
25.					<p>25. Prasit : Do you like handsome boy ?</p> <p>Onanong : _____</p> <p>a. Yes, I do b. Yes, I does c. Yes, I did d. Yes, I am</p>

Part 2 : (20 items : 15 points /15 คะแนน)				
Item 31-40 : Rewrite the sentences in passive voice. (10 points / 10 คะแนน)				
31.				31. Narumon opens the door. = _____
32.				32. The door is opened by him = _____
33.				33. We set the table. = _____
34.				34. Kantapon pays a lot of money. = _____
35.				35. Umaporn draws a picture. = _____
36.				36. They wear blue shoes. = _____
37.				37. They help you. = _____
38.				38. Siitchart open the book. = _____
39.				39. You write the letter. = _____
40.				40. Wanida drinks milk. = _____

Item 41-50 : Complete the following sentences with <u>both</u> , <u>neither</u> or <u>either</u> . (5 points / 5 คะแนน)								
41.								
42.								
43.								
44.								
45.								
46.								
47.								
48.								
49.								
50.								

41. _____ cars are very expensive.

42. _____ of us wanted to go to the restaurant.

43. Would _____ of you like to come out in the car?

44. She's _____ sociable and sensitive.

45. He plays _____ tennis nor squash.

46. I haven't seen _____ of those pots for ages.

47. _____ of my brothers work in the city.

48. _____ of them want to go bowling.

49. She plays neither tennis _____ squash.

50. _____ cars are expensive.

VITAE**NAME**

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EDUCATION

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