Graded Reading Vocabulary-Size Tests for Placement in Extensive Reading

Udorn Wan-a-rom
Mahasarakham University

ABSTRACT

Matching learners with the right level of graded readers is necessary when graded readers are exploited as both simplified reading materials in extensive reading programs and major instruments in the experiments. A lack of controlling ability level can prevent learners from succeeding in developing reading in an extensive reading program. It would also cause unreliable results in research in extensive reading. To direct learners to the appropriate level of graded reading material, practical acceptable measures for this purpose are required. This article sets out to describe the construction of the two measures for placement in extensive reading. There were two stages. Stage I detailed how the two tests were constructed and piloted. The second stage included final trials of the two measures and the results. Statistical evidence showed that the two tests, namely the vocabulary-size test and the graded reading-based cloze test, could be workable and useful measures for placement in extensive reading. Data indicated that the two tests could accurately place learners in the right level of graded readers at reasonable degree. Implications of the two measures were drawn for practice in extensive reading programs.

INTRODUCTION

Finding learners suitable reading material should be done with an understanding of text and its readability. To match text and learners, the level of difficulty of the text and the learners’ reading ability need to be identified. In the case of graded reading, learners’ vocabulary size will be used as a predictor of the particular level of the graded reading schemes according to the number of the headwords (word-families) indicated by the publishers. With regard to the notion of the close relationship between vocabulary knowledge and reading ability (Koda, 1989; McKeown & Curtis, 1987; Nagy, 1988; Nation & Coady, 1988; Stanovich, 1986), it is believed that if learners have gained enough knowledge of words at the level of graded readers, they can make a good comprehension of that level and read it smoothly without interruption of looking up for words. It is one of the major goals of doing extensive reading with simplified second language texts. To achieve a good match, learners’ vocabulary size and reading comprehension need to be measured. Therefore, for this purpose, the tests of vocabulary and reading are required.
METHOD

The Vocabulary–size Test

The vocabulary-size test was designed to give an estimate of vocabulary size for second and foreign language learners of English who wish to read graded readers. The rationale behind this test was that there would be a relationship between the size of a learner’s vocabulary and the number of words known at each level of the various graded reader series. The test format was the multiple-choice format. One format uses L2 choices, the other uses L1 choices. Multiple-choice has supportive characteristics to tap partial knowledge of the target word being investigated in the test (Nation, 2001). The tested items can be presented either in isolation or in sentence context (Hughes, 2003) and the multiple choice items may be in target language or in the learners’ L1 (Nagy, Herman, & Anderson, 1985). The scoring can be reliable, rapid, and economical (Hughes, 2003).

The monolingual English version of the vocabulary-size test was designed first. The test item was put in a neutral non-defining context with four choices. The words used in the contexts and definitions were all higher frequency words than the tested words.

1) see: They <saw> it.
   a. cut
   b. waited for
   c. looked at
   d. started

A monolingual test (choices in L2) is necessary when the vocabulary-size test is administered to different groups of learners of English as a second language in different countries. When the test is used with learners who share the same L1, the English version choices can be translated into the first language of those learners. The following example is used with Thai learners.

1) see: They <saw> it.
   a. ติด
   b. คอย
   c. มองเห็น
   d. เริ่มต้น

The English version of the vocabulary-size test is an adapted version of the unpublished English test made by Winifred Bauer as part of a larger project on measuring vocabulary size in New Zealand. The original version consists of 140 items which were drawn from a pool of 650 to represent a size of 7000 word families, ranging from the 1st 1000-word-level to the 7th 1000-word-level. The English version was constructed, using five sections of the original version to measure vocabulary size up to 5000 words. Each item in the test represents 100 words. The entire test consists of 50 items which represent 5000 word families, ranging from the 1st 1000 to the 5th 1000 word-levels.

In the English version, the items were all defined using restricted vocabulary. For the first and second 1000 items, only words from the first 1000 of West’s General Service List (1953) were used. As far as possible, the words in the definitions were of higher frequency than the item being defined, but for the highest frequency items, this was not always possible. For example, there was no possibility for defining time except with words of lower frequency (e.g., hours). For words in the items from 3000 word frequency level upwards, the defining
words were drawn from the first 2000 of West’s General Service List. Occasionally, it was necessary to use some other item, but the frequency of the defining word and the item were always checked in the British National Corpus, and the defining word used was always significantly more frequent than the item being defined. An example of this is haunt, where it was necessary to use ghost in the definition.

In terms of the distractors, at least some distractors for each item were required to match the ‘right’ answer in syntactic construction or at least complexity. This was necessary to avoid making the right answer conspicuous by being longer or more complex than the distractors. In general, care was taken to ensure that choosing the longest option would not lead to a high score in the test.

In the bilingual version, all of the four options in the English version were translated into the native language of learners who are supposed to sit the test. For Thai learners of English, for example, the Thai language was used. To make the translations consistent, criteria were set up to guide the translation of the bilingual version.

(1) Equivalent single words are the first priority. A multi-word translation of the English description given in the English version was adopted when no equivalent word was provided.

(2) Equivalent words must represent what the English descriptions mean or refer to precisely and also present the same part of speech as that of the original test item in context.

(3) There must be parallelism between the choices. For example, if equivalent words are given, all the four distractors will be equivalents. In the same manner, if translations consist of several words, all four choices will consist of several words. This will decrease the degree of guessing which is a result of differences in distractors.

(4) Equivalent words given should be checked against the meaning given in a bilingual dictionary to provide precision in the translation.

(5) Equivalent words or translations of the test word given in the options should be re-checked by consulting fluent native speakers to ensure the naturalness of the language translated. Consultation and agreement will help avoid using synonyms that have a similar meaning, but are not good matches of the English words.

All the Thai equivalent words and translations of the test words were checked against the meaning given in a bilingual dictionary (Thienboontham, 1998). Two lecturers in Thai language in a Thai university and the researcher reviewed the equivalent words and translations to examine the naturalness of the language use.

Thirty Thai high school students in Thailand voluntarily participated in the pilot stage of the vocabulary-size test. The participants were deliberately chosen to represent the same kind of students on whom the test is to be used. The participants were categorised into six groups, each of which consisted of 5 students, based on their educational levels and language proficiency.

The participants sat the English and Thai versions on different days in order to reduce some variables like tension, tiredness or even negative attitudes which might affect how they approached the test as well as the test results. To carry out the test administration carefully, each group of 5 participants sat the test with the researcher in a room prepared for the test administration. This encouraged the participants to do the test seriously and allowed the researcher to observe how the participants sat the test. Results are shown in the following two tables.
Table 1. Item Statistics for I.F. and I.D. of the Vocabulary-size Test

<table>
<thead>
<tr>
<th>Number of Items</th>
<th>English Version</th>
<th>Thai Version</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I.F.</td>
<td>I.D.</td>
</tr>
<tr>
<td>50</td>
<td>.26 - 1.00</td>
<td>.00 - .88</td>
</tr>
</tbody>
</table>

Table 2. Statistical Evidence for the Vocabulary-size Test

<table>
<thead>
<tr>
<th>Categories</th>
<th>English Version</th>
<th>Thai Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers of Students</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Numbers of Items</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Minimum Scores</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Maximum Scores</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Sum</td>
<td>870</td>
<td>1079</td>
</tr>
<tr>
<td>Mean</td>
<td>29.00</td>
<td>35.97</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>6.649</td>
<td>5.696</td>
</tr>
<tr>
<td>Cronbach’s Alpha</td>
<td>.809</td>
<td>.785</td>
</tr>
<tr>
<td>Pearson’s r</td>
<td>.845**</td>
<td>.845**</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)

Based on the data in the two tables, overall, test items differentiated levels of difficulty of the word level as a whole and item discrimination reflected different circumstances of various word levels, ranging from the easiest to the most difficult. However, there were no zero test items. This supported that the test words could do their job as they were intended to. Thai version is much easier than the English version according to difference in the total scores gained by 30 students in the two versions (209). Similar standard deviations also showed that most scores in the two versions were dispersed in a similar manner (5.696 and 6.649). These could be supported by Cronbach’s Alphas which provided internal consistency estimates of the proportions of consistent test variance in the two versions, namely, .809 and .785. In addition, the two versions correlated highly with each other (r = .845, p < .01), which underscores that the two versions can replace each other and be used to assess the same construct.

The Graded Reading-based Cloze Test

The graded reading-based cloze test will be used as the reading test. The cloze procedure would be a valid and practical measure to assess learners’ reading ability (e.g., Alderson, 1979, 1980; Bachman, 1982, 1985; Brown, 1980, 1993; Chihara at al., 1977; Kobayashi, 2002; Oller, 1973, 1979; Owen, 1971). Sitting a cloze test is believed to involve natural language processes which involve phonological, syntactic, semantic, and pragmatic knowledge of a language in an integrative way. In terms of reading skills, the cloze procedure has been reported to be a successful device to capture both bottom-up and top-down skills, and reading beyond the sentence level (e.g., Bachman, 1982, 1985; Brown, 1980, 1993; Chihara at al., 1977; Kobayashi, 2002; Oller, 1973, 1979).

The process for selecting texts for constructing the graded reading-based cloze test starts with determining the desired criteria:
(1) The text should be a continuous text so that performance on the early levels can contribute to the later levels. It is much more realistic to read a continuous text that can be comprehended from start to finish. Most importantly, the texts selected can be followed and understood without the requirement of learners’ topical or prior knowledge.

The text with a narrative style is expected to encourage readers to comprehend without prior knowledge relating to the story.

(2) The text should be one which can be divided into sections of increasing levels of difficulty as determined by vocabulary and grammar of the text.

This criterion ensures that the text selected can be simplified and graded into the levels which the graded reading-based cloze test is intended to represent. In doing so, the vocabulary needed to determine each level will be graded by the OBW wordlist. The grammar and sentence length will also be adjusted to suit each level.

(3) The text should be representative of graded readers likely to be used for EFL reading.

The third criterion ensures that the text for the test represents the important characteristics of graded readers. In this regard, the text selected for constructing the graded reading-based cloze test must be suitable for readers to read in terms of level of difficulty, coverage and graded structures, and types of discourse. Most of all, the text must also be typical of kinds of stories likely to appear in graded readers.

In preparing reading sources for making the graded reading-based cloze test, it was decided that a short story would suffice for what the reading test needs. Materials from current graded readers were not chosen because such texts would benefit the readers who have already read them and this could bias their test scores. It would also create copyright issues. To follow the three criteria above, a number of short stories were looked at and chosen from books in the Project Gutenberg Online Book Catalog at http://www.gutenberg.org/. The one that seemed easy to understand for learners of a second or foreign language in terms of a story line and message presentation was October and June by O’Henry (William Sydney Porter). October and June is a good example of O’Henry’s short stories with a surprise ending. The writer uses the months of October and June because in the United States October is not far from winter while June is in summer. Thus, October and June represent age and youth.

October and June is written for native speakers and would present a lot of challenges for non-native speakers in terms of vocabulary and grammar. A simplified version exists in an unpublished booklet by George Quinn called ‘Ten well-known short stories in easy English’ (Quinn, 1969). Although most of the words and sentence structures were well simplified into easy English, Quinn successfully maintained much the same meaning as the original version. Quinn’s simplified version of October and June thus was taken as a guide for making the graded reading-based cloze test.

The test needed to be adapted so that its levels consist of three roughly equally sized sections of increasing language difficulty. The OBW wordlists were used to help create the three levels. Section 1 consists of only Level 1 and 2 words from the OBW lists and Section 2 consists of only words at Levels 1-4, while words at Levels 1 to 6 were used in Section 3. In doing so, it was hoped to have a reading text with markedly different levels of difficulty. The proportions of the new words at each level were considered. Table 3 shows the number of words and coverage in each division.
Table 3. Words and Coverage in the Adapted Version of ‘October and June’

<table>
<thead>
<tr>
<th>Categories</th>
<th>Section 1 Levels 1 and 2</th>
<th>Section 2 Levels 3 and 4</th>
<th>Section 3 Levels 5 and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>84</td>
<td>73</td>
<td>70</td>
</tr>
<tr>
<td>Level 2</td>
<td>22</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>0</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Level 4</td>
<td>0</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Level 5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Level 6</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Proper Nouns</td>
<td>0</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Words Not in Any List</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Tokens</td>
<td>214</td>
<td>209</td>
<td>228</td>
</tr>
<tr>
<td>Coverage</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The standard fixed-ratio format was used to construct the graded reading-based cloze test. The fixed-ratio cloze test has been well proven as a valid test of reading comprehension and has been found to correlate highly with tests of various language skills. In addition, from previous studies on the fixed-ratio cloze tests, it was found that different deletions made different cloze tests with the same reading passage. In order to have 25 blanks for each of the three sections and a total of 75 blanks in the entire cloze test, it was decided that the deletions should begin with every 8th word deletion rate.

Another criterion was concerned with proportions of content and function words in the running words of a text. The notion that the approximately 270 function word types (176 word families) account for 43-44% of the running words in most texts (Francis & Kucera, 1982; Johansson & Hofland, 1989) was used as a basis for the number of content and function words drawn as the test items for the graded reading-based cloze test. It is necessary to make sure that the test words drawn can also represent text as a semantic unit: a unit of form but also of meaning (Halliday & Hasan, 1976, p. 2). Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. In this regard, the notion of cohesion is used as Criterion 3 to see how the test words function in the adapted text to make it a coherent text. The test words classified by cohesion will reflect the reading skills readers need to bring to the text being read. For example, to deal with the test words in the ‘within clause’ column, readers have to make use of bottom-up reading to interpret the text in order to elicit their knowledge of word to interpret and connect the messages conveyed in the text. This also relates to how much the readers can employ linguistic structures to determine intrasentential elements. In the ‘extra textual’ column, the readers also need to utilize their top-down skills to find a word needed to fill the blank as a result of the possibilities of their world knowledge in relation to the semantic linking in the text being read. Thus, learners have to use more intersentential elements to understand the text. This should help distinguish good readers from less capable ones. From her study of cloze test item characteristics and scoring methods, Kobayashi (2002) suggests that there is a tendency for more frequent words to be easier to restore. Repeated occurrence of the words enables learners to identify them. To check for this, reoccurrence of the test words was taken as Criterion 4. The results are presented in Table 4.
In the try-out stage, the same procedure of selecting participants as done with the vocabulary-size test was applied to the pilot study of the graded reading-based cloze test. Thirty Thai high school students in Thailand voluntarily participated in sitting the graded reading-based cloze test and the purpose of this pilot was to prepare the final version of the test, as well as the test rubrics for the actual test administration with the target population. The exact-answer-scoring method was used and the data obtained was analyzed by SPSS 12.0 for Windows, the results of which are presented in Table 5.

Table 5. Statistical Evidence for the Graded Reading-based Cloze Test

<table>
<thead>
<tr>
<th>Categories</th>
<th>Graded reading-based cloze test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers of Students</td>
<td>30</td>
</tr>
<tr>
<td>Numbers of Items</td>
<td>75</td>
</tr>
<tr>
<td>Minimum Scores</td>
<td>20</td>
</tr>
<tr>
<td>Maximum Scores</td>
<td>51</td>
</tr>
<tr>
<td>Mean</td>
<td>31.23</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>7.030</td>
</tr>
<tr>
<td>I.F.</td>
<td>.03 - 1.00</td>
</tr>
<tr>
<td>I.D.</td>
<td>.00 - .63</td>
</tr>
<tr>
<td>Cronbach’s Alpha</td>
<td>.701</td>
</tr>
</tbody>
</table>
Final Trials of the Two Measures

In the main trials of the tests, 400 Thai high school students who are in 19 provinces in northeastern Thailand and voluntarily participated in the study were sampled through a multistage random sampling technique. Thereafter, a random number table was applied to choose the class from each school. Details of the sample population were as follows.

Table 6. The Study’s 400 Participants

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Classes</td>
<td>91</td>
<td>119</td>
<td>210</td>
</tr>
<tr>
<td>Senior Classes</td>
<td>96</td>
<td>94</td>
<td>190</td>
</tr>
<tr>
<td>Total</td>
<td>187</td>
<td>213</td>
<td>400</td>
</tr>
</tbody>
</table>

The two measures, the 50-item-vocabulary-size test (Thai version) and the 75-item-graded reading-based cloze test, were administered to the 400 subjects in intact classes on separate days, with an interval ranging from 2 days to 4 days in between. Twenty minutes were allocated for sitting the vocabulary-size test and ninety minutes for the graded reading-based cloze test.

The researcher marked the two answer sheets. The 0/1 scale marking method was applied to the two tests, that is, the correct answer was awarded 1 point and 0 was given to the incorrect answer or no answer provided. The exact-answer-scoring method was used to mark the graded reading-based cloze test, that is, only the word which was originally deleted from the blank is counted as correct. Alternative answers were not accepted. It was decided to use the exact-answer-scoring method because the aim of the graded reading–based cloze test was to examine learners’ reading ability, which was affected and graded by the words actually used in the graded reading schemes of the graded readers. The exact answers were preferred to the acceptable answers that make sense in the story as this makes marking more reliable and much easier. Research has shown that the exact scoring method works well and is the simplest to apply. The scores gained from the two tests, out of 50 points for the vocabulary-size test and 75 points for the graded reading-based cloze test, were computed by SPSS 12.0 for Windows to supply statistics for data analysis.

FINDINGS AND DISCUSSION

How the Two Sets of Scores Correlated with Each Other

In Table 7, if we convert the two means to percentages, 18.72 for the vocabulary-size test gives 37.44 % and 28.44 for the graded reading-based cloze test gives 37.82%. These are very similar means. The ranges of the scores were very large, but the differences in the ranges (38 and 41) of the two data sets were not large. The similar standard deviations (8.126 and 8.834) show that there was unlikely to be any difference in the average variability. The data also indicates that the two sets of scores may be dispersed around the means in a similar manner. Table 7 shows statistical evidence for the two sets of scores.
Table 7. Statistical Evidence for the Two Measures with 400 Students

<table>
<thead>
<tr>
<th></th>
<th>Vocabulary-size Test</th>
<th>Graded Reading-based Cloze Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Number of Items</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>Range</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Minimum Scores</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Maximum Scores</td>
<td>43</td>
<td>49</td>
</tr>
<tr>
<td>Mean</td>
<td>18.72</td>
<td>28.44</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.126</td>
<td>8.834</td>
</tr>
<tr>
<td>Cronbach’s Alpha</td>
<td>.811</td>
<td>.781</td>
</tr>
<tr>
<td>Pearson’s r</td>
<td>.787**</td>
<td>.787**</td>
</tr>
</tbody>
</table>

** The correlation is significant at the 0.01 level (2-tailed)

To see if the scores formed a normal distribution, the Quantile-Quantile (Q-Q) plot was employed as shown in Figures 1 and 2.

**Figure 1. Distribution of the Scores on the Vocabulary-size Test**

![Normal Q-Q Plot of vocab50](image)

**Figure 2. Distribution of the Scores on the Graded Reading-based Cloze Test**

![Normal Q-Q Plot of cloze75](image)
The normal Q-Q plot graphically compares the distribution of a given variable to the normal distribution which is represented by a straight line (Kerr, Hall, & Kozub, 2002, p. 170). In this sense, the straight line represents what our data would look like if it were perfectly normally distributed. The actual data of the scores on the two tests is represented by the circles plotted along the line. The closer the circles are to the line, the more normally distributed the data is. For the data in this study, most of the points of each set of scores on the two tests fell almost perfectly along the line. This is a good indicator that the data was normally distributed. The Cronbach’s Alpha (.811 and .781) showed that the two tests provided quite high internal consistency. Based on Pearson’s correlation coefficient in Table 7, the data shows a relatively strong correlation ($r = .787, p < .01$) between the scores on the two tests. This statistical significance suggests that the high vocabulary-size test scores were associated with high graded reading-based cloze test scores and low scores on the vocabulary-size test with low scores on the graded reading-based cloze test. A scatterplot was used (Figure 3) to portray the relationship between the two sets of scores.

**Figure 3. Pairs of the Scores on the Scatterplot**

![Scatterplot](image)

**How the Two Sets of Scores Reflected Students’ Performance on the Two Measures**

To investigate whether the vocabulary scores directed learners to the right level of reading (as measured by scores on the graded reading-based cloze test), matches and mismatches of scores on the two tests were examined. The number of headwords established by the OBW lists was adopted to be an ‘independent reading level’ score on the vocabulary-size test, and the scores on the graded reading-based cloze test were also used to determine the appropriate comprehension level for an independent reader. The headwords in the OBW lists were used to place learners in the most appropriate graded reading level. This was because the OBW lists were used to grade the difficulty of the text used to make the graded reading-based cloze test. These headwords were thus employed as a basis for the ‘cut-off’ point for the vocabulary-size test to estimate the right level of difficulty. In the OBW scheme 400 headwords occurred in Level 1, 700 headwords in Level 2, 1000 headwords in Level 3, 1400 headwords in Level 4, 1800 headwords in Level 5 and 2500 headwords in Level 6. Scoring higher 53% on the graded reading-based cloze test (Anderson, 1971; Owen, 1971)
was considered to be the independent reading level. This is the level at which text can be read without outside help, and contrasts with the ‘instructional level’ and ‘frustration level’.

There were three sections of difficulty in the graded reading-based cloze test: Section 1 (Items 1-25) representing Levels 1 and 2 of the OBW schemes, Section 2 (Items 26-50) for Levels 3-4 and Section 3 (Items 51-75) for Levels 5-6. In the total test of 75 items a score of 40 out of 75 represents 53.3%. Anyone gaining this score or higher is reading at the independent level.

It is also possible to apply the 53% level to each of the three sections of the graded reading-based cloze test as shown in Table 8.

### Table 8. 53% Level in the Graded Reading–based Cloze Test

<table>
<thead>
<tr>
<th>Section</th>
<th>Level</th>
<th>No. of Items</th>
<th>53% Level Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OBW 1 and 2</td>
<td>25</td>
<td>13.25</td>
</tr>
<tr>
<td>1+2</td>
<td>OBW 1-4</td>
<td>50</td>
<td>26.5</td>
</tr>
<tr>
<td>1+2+3</td>
<td>OBW 1-6</td>
<td>75</td>
<td>39.75</td>
</tr>
</tbody>
</table>

Thus, applying above 53% of the total graded reading-based cloze test scores, the following criteria were used to place learners in the independent reading level of the simplified text in the graded reading-based cloze test.

- Scores below 14 indicating Level 1.
- Score 14 indicating Level 2.
- Scores above 14, but below 27 indicating Level 3.
- Score 27 indicating Level 4.
- Scores above 27, but below 40 indicating Level 5.
- Score 40 indicating Level 6.

In the case of the vocabulary-size test, each word represented 100 words according to the ratio of 1:100 which was set as the sampling rate for words drawn to make the test. Thus, if learners get 14 words correct in the entire test, they are presumed to know 1400 words and this score is used to identify the level of reading based on the headwords in the OBW lists. The ‘independent reading’ scores were as follows:

- 4 words representing 400 headwords for Level 1
- 7 words representing 700 headwords for Level 2
- 10 words representing 1000 headwords for Level 3
- 14 words representing 1400 headwords for Level 4
- 18 words representing 1800 headwords for Level 5
- 25 words representing 2500 headwords for Level 6

The two sets of criteria were combined and used to classify the pairs of scores on the two measures to examine the ‘matched’ and ‘mismatched’ pairs. The composite criteria were:

- A pair of scores below (7, 14) indicates a learner should be reading at Level 1.
- A pair of (7, 14) determines the ability to read at Level 2.
- A pair of scores above (7, 14), but below (14, 27) determines the ability to read at Level 3.
- A pair of (14, 27) determines the ability to read at Level 4.
- A pair of scores above (14, 27), but below (25, 40) determines the ability to read at Level 5.
- A pair of (25, 40) or above determines the ability to read at Level 6.

If the pairs of scores meet the criteria above, they will be counted as a ‘matched’ pair and a ‘mismatched’ pair refers to the paired scores which do not fit the criteria and cannot put into any of the levels. Using the composite criteria for locating the suitable reading levels as indicated by pairs of scores on the two tests, Table 9 summarizes the results.

**Table 9. Matches and Mismatches of Scores on the Two Tests at Each Level**

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
<th>Matches</th>
<th>Mismatches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary Test Scores</td>
<td>Cloze Test Scores</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>Below 7</td>
<td>Below 14</td>
<td>5</td>
</tr>
<tr>
<td>Level 2</td>
<td>7</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Level 3</td>
<td>Above 7, but below 14</td>
<td>Above 14, but below 27</td>
<td>104</td>
</tr>
<tr>
<td>Level 4</td>
<td>14</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>Level 5</td>
<td>Above 14, but below 25</td>
<td>Above 27, but below 40</td>
<td>142</td>
</tr>
<tr>
<td>Level 6</td>
<td>25</td>
<td>40 or above</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>342 (85.50%)</td>
</tr>
</tbody>
</table>

It should be remembered that the vocabulary-size test scores were used as the placement test. These scores were applied by multiplying them by 100 to get learners total vocabulary size. By doing this we could work out which of the six OBW levels the learners should be reading at. For example, if learners get 10 words correct, it means that they know 1000 word-families (10 X 100) and could read a 1000-headword-OBW graded reader (Level 3).

The graded reading-based cloze test scores were then used as a measure of actual reading level. The percentage scores on the graded reading-based cloze tests were used to work out the right reading level in the OBW series for each learner.

As can be seen in Table 9, the small number of scores were mismatched which provided lower and higher than the right level of graded reading text. This involved some unavoidable factors inherent in the tests and learners which affected the test scores as earlier discussed. Thus, regardless of such unwanted factors, if learners mainly relied on word meaning first, then on their knowledge of the subject and least of all syntax when doing L2 reading (Ulijn, 1984; Laufer & Sim, 1985a, 1985b; Ostyn & Godin, 1985), the relationship between reading and vocabulary size would be linear. In that case, if it is correct, 342 matched scores out of 400 scores, or six out of seven learners could be correctly assigned, should be sufficient to show that vocabulary knowledge plays a major role in second language reading, particularly reading graded text. As a result, when scores are used to locate the level, a problem of mismatched scores can be fixed by the \( i \text{ minus } 1 \) level (Day & Bamford, 1998). Then, if such mismatched scores do not matter much to placements, the cumulative percentage accuracy in placement can be calculated as in Table 10.
Table 10. Summary of Accuracy in Placement by Exact Matches and Mismatches

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of Pairs of Scores</th>
<th>Cumulative Percentage Accuracy in Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exact Matches</td>
<td>342 (85.50%)</td>
<td>85.50%</td>
</tr>
<tr>
<td>1 Level too high</td>
<td>46 (11.5%)</td>
<td>97.00%</td>
</tr>
<tr>
<td>2 Levels too high</td>
<td>10 (2.5%)</td>
<td>99.50%</td>
</tr>
<tr>
<td>3 Levels too high</td>
<td>2 (0.50%)</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>400 (100%)</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data shows the reliability of the two tests and their effectiveness in directing learners to the right level of graded reading text with a high percentage of accuracy in placement, namely, 85.50%, and 97% accuracy if a misplacement by one level is considered acceptable.

CONCLUSIONS AND SUGGESTIONS

In measurement, there is no doubt that construct validity is a crucial part of test validity (Bachman, 1990; Bachman & Palmer, 1996; Chapelle, 2001; Messick, 1989). However, Shohamy (1998) remarks that ‘the validity of assessment procedures also depends on their purpose’ (p. 252) and has commented that there is another facet of test validity that can be particularly important for placement testing. It is the notion of predictive validity. She puts the predictive validity of a placement test as the uppermost in the list of criteria with regard to any given placement test’s utility. She argues that if the test cannot correctly predict where a student should be placed in a sequence of courses in terms of optimal learning, the test is less than useful.

When two sets of scores were compared with each other, these indicated close links between the two sets of scores. 342 out of 400 pairs of scores made good matches and using scores on the vocabulary-size test would successfully direct learners to the level of reading with 85.50% accuracy in locating the right level of graded reading. These measures may also allow increased accuracy in research on extensive reading. The vocabulary-size test can be used with any series of graded readers, while the graded reading-based cloze test is specific to the OBW series. It can however be used as a model for similar types of tests based on different graded reading schemes.

The vocabulary-size test has 85.50% accuracy in placement. What about learners who are not correctly placed? Day and Bamford (1998) have argued that for the purposes of developing reading fluency and confidence, second language students need to read interesting understandable materials that are basically at the i minus 1 level, that is, below their linguistic ability (p. 53). Starting with the i minus 1 level, on the one hand, can give another chance to learners who are affected from mismatched scores to get back or near to their instructional reading level. It will not be frustrating to them when coping with text at that level. On the other hand, for learners who obtain matched scores, the i minus 1 level will enable them to improve both reading comprehension and fluency. Thus, for example, if learners score 14 on the vocabulary-size test, it means that they can read at the 1400-headword level to develop their language knowledge. However, to develop fluency, learners should be assigned to the level lower than the 1400-headword-level. That means, for fluency development, learners should be placed below the level indicated by the scores on the vocabulary-size test. Table 11 shows which levels of the four graded reading schemes (OBW, CER, PR, and MGR) learners are assigned to by scores on the vocabulary-size test.
Table 11. Graded Reading Levels Where Learners are Placed by Scores on the Vocabulary-size Test

<table>
<thead>
<tr>
<th>Level</th>
<th>OBW Series Scores</th>
<th>Headwords</th>
<th>CER Series Scores</th>
<th>Headwords</th>
<th>PR Series Scores</th>
<th>Headwords</th>
<th>MGR Series Scores</th>
<th>Headwords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>0 - 7</td>
<td>400</td>
<td>0 - 8</td>
<td>400</td>
<td>0 - 6</td>
<td>300</td>
<td>0 - 6</td>
<td>300</td>
</tr>
<tr>
<td>Level 2</td>
<td>8 - 13</td>
<td>700</td>
<td>9 - 18</td>
<td>800</td>
<td>7 - 16</td>
<td>600</td>
<td>7 - 15</td>
<td>600</td>
</tr>
<tr>
<td>Level 3</td>
<td>14</td>
<td>1000</td>
<td>19</td>
<td>1300</td>
<td>17</td>
<td>1200</td>
<td>16</td>
<td>1100</td>
</tr>
<tr>
<td>Level 4</td>
<td>15 - 24</td>
<td>1400</td>
<td>20 - 37</td>
<td>1900</td>
<td>18 - 29</td>
<td>1700</td>
<td>17 - 22</td>
<td>1600</td>
</tr>
<tr>
<td>Level 5</td>
<td>25</td>
<td>1800</td>
<td>38</td>
<td>2800</td>
<td>30</td>
<td>2300</td>
<td>23 or higher</td>
<td>2200</td>
</tr>
<tr>
<td>Level 6</td>
<td>26 or higher</td>
<td>2500</td>
<td>39 or higher</td>
<td>3800</td>
<td>31 or higher</td>
<td>3000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

In the case of the graded reading-based cloze test, the results of analyzing the mismatches of scores on the two tests show that there are differences in locating the levels by the two scores by about 1 or 2 levels. In every case of the mismatched scores, compared with the vocabulary-size test score, the placement by the graded reading-based cloze test score was lower than it should be. From a vocabulary perspective, such placement is not bad, but advantageous for learners who intend to improve their reading skill. Texts at the levels below the proper level contain little or no unknown words. This is ideal for fluency development. If graded readers are used, learners should be reading very easy texts at least one level below their present vocabulary knowledge (Nation, 2001, p. 150).

Therefore, practically, it does not matter too much if the mismatched scores on the graded reading-based cloze test placed learners in the level which is lower than the correct level for reading graded readers. This in fact helps learners when they happen to start reading. If the teacher wants to deliberately assign learners to levels which are suitable for fluency development, then the notion of the i minus 1 level should be followed when learners are directed to the appropriate level of reading the OBW books by the scores on the graded reading-based cloze test. It should also be done on the basis of the same criteria as used with the vocabulary-size test scores as shown in Table 12.

Table 12. Levels of the OBW Where Learners are Placed by Scores on the Graded Reading-based Cloze Test

<table>
<thead>
<tr>
<th>Level</th>
<th>OBW Series Scores</th>
<th>Headwords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>0 - 14</td>
<td>400</td>
</tr>
<tr>
<td>Level 2</td>
<td>15 - 26</td>
<td>700</td>
</tr>
<tr>
<td>Level 3</td>
<td>27</td>
<td>1000</td>
</tr>
<tr>
<td>Level 4</td>
<td>28 - 39</td>
<td>1400</td>
</tr>
<tr>
<td>Level 5</td>
<td>40</td>
<td>1800</td>
</tr>
<tr>
<td>Level 6</td>
<td>41 or higher</td>
<td>2500</td>
</tr>
</tbody>
</table>

When discussing placement tests, however, Wall, Clapham, and Anderson (1994) note that it is difficult to gain convincing external evidence against which a placement test can be compared, while it is relatively straightforward to gather evidence of internal reliability and validity. The external evidence includes gaining evidence of the effectiveness of the test in successfully placing learners in classes and in comparing scores on the placement test with appropriate external proficiency measures.
In trials of the two tests, the graded reading-based cloze test score was used as evidence of correct placement. However, the data is not enough to generalize to other groups of learners of English as a second or foreign language. More evidence needs to be gained to prove the quality of the two tests. Trials of the two measures need to be extended to other groups of non-native learners of English such as Chinese, Japanese, or Korean to examine the results with diverse groups of non-native learners of English. The steps of translating the English version to the bilingual version can be replicated to produce the L1 version for those learners. Data gained from learners with different L1 backgrounds would serve as evidence to authenticate the quality of the two measures as placement tests.

Previously, neither standard techniques nor measures to place learners at the appropriate level of graded readers have been developed. Two measures, the vocabulary-size test (both the English and Thai versions) and the graded reading-based cloze test, were developed and statistically supported to be useful, workable tests. The English version can serve as the starting point for a bilingual version of the vocabulary-size test for any group of learners of English as a second or foreign language, who want to engage in graded reading. Above all, the two measures are intended to be a further step toward bettering the quality of both second language extensive reading programs and research on extensive reading.

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**REFERENCES**


**Dr. Udorn Wan-a-rom** is an assistant professor and a full-time lecturer at the Department of Western Languages and Linguistics, Faculty of Humanities and Social Sciences, Mahasarakham University, Thailand. He received his MA and PhD in applied linguistics from Victoria University of Wellington, New Zealand. His main research is in second language (L2) reading, L2 pedagogy, L2 testing, and L2 vocabulary acquisition.

E-mail: romud2505@yahoo.com or Udorn.w@msu.ac.th
APPENDIX

The English Version of the 50-Item Vocabulary-size Test

1. see: They <saw> it.
   a. cut
   b. waited for
   c. looked at
   d. started

2. many: I have <many>.
   a. none
   b. enough
   c. a few
   d. a large number

3. carry: Please <carry it>.
   a. talk about it
   b. hold it and walk
   c. write your name on it
   d. move it from side to side

4. best: This is <best>.
   a. very very bad
   b. very very good
   c. very old
   d. very new

5. game: I like this <game>.
   a. food
   b. story
   c. group of people
   d. way of playing

6. rule: My school has a lot of <rules>.
   a. classes
   b. laws
   c. teachers
   d. places to play

7. standard: <Her standards> are very high.
   a. the bits at the back under her shoes
   b. the marks she gets in school
   c. the money she asks for
   d. the levels she reaches in everything

8. forward: He moved <forward>.
   a. away
   b. towards the back
   c. towards the front
   d. to one side
9. **employ:** She was <employed> there.
   a. married
   b. a part of a group
   c. made to stay
   d. working

10. **shoe:** Where is <your shoe>?
    a. the person who looks after you
    b. the thing you keep your money in
    c. the thing you use for writing
    d. the thing you wear on your foot

11. **speech:** I enjoyed the <speech>.
    a. talk
    b. feeling of going fast
    c. music
    d. food

12. **famous:** She is <famous>.
    a. happy
    b. poor
    c. very pretty
    d. well known

13. **impose:** This was <imposed>.
    a. completely changed
    b. put in the middle of other things
    c. made to look like something else
    d. forced to happen by someone in power

14. **below:** It was <below> us.
    a. at the side of
    b. in front of
    c. under
    d. over

15. **citizen:** The <citizens> were happy.
    a. big children
    b. animal doctors
    c. people who go to a church
    d. people who live in the city

16. **independence:** She <has too much independence>.
    a. gets too many chances to decide things for herself
    b. likes to be alone too much
    c. too often uses her power to make others do what she wants
    d. shows a great lack of respect for others

17. **ice:** Would you like some <ice>?
    a. sweet food to spread on bread
    b. water so cold that it is hard
    c. money
    d. time away from work
18. celebrate: We have <celebrated a lot> recently.
   a. discovered a lot of things
   b. looked carefully at a lot of things
   c. often worked hard
   d. had a lot of parties

19. lend: She often <lends her books>.
   a. gives her books to someone else for a time
   b. writes on the pages of her books in a bad way
   c. cleans her books
   d. puts her name in her books

20. hire: He <hired the boat>.
   a. paid to use the boat
   b. turned the boat upside down in the water
   c. fixed the boat
   d. cleaned the bottom of the boat

21. digs: She’s in <digs>.
   a. a rented place to live
   b. old clothes used for dirty work
   c. great trouble
   d. a course to study the growing of plants

22. soldier: He is a <soldier>.
   a. person in a business
   b. student
   c. person who uses metal
   d. person in the army

23. external: This problem is <external>.
   a. very big
   b. extra
   c. outside
   d. past

24. tale: It was an interesting <tale>:
   a. story
   b. experiment
   c. idea
   d. remark

25. silk: It’s made of <silk>.
   a. fine cloth
   b. hard black wood
   c. animal fur
   d. very light metal

26. rope: He found a <rope>.
   a. long, very thick string
   b. tool for making holes
   c. thing to carry money in
   d. set of steps for reaching high places
27. archbishop: He is <an archbishop>.
   a. a person who plans buildings
   b. a strong supporter
   c. an important person in the church
   d. an enemy

28. drown: People have <drowned> here.
   a. eaten outside
   b. died under water
   c. dug deep into the ground
   d. cut down trees

29. cure: Can you <cure it>?
   a. touch it gently
   b. understand it
   c. explain it in more detail
   d. make it well again

30. dinosaur: The children were pretending to be <dinosaurs>.
   a. robbers who work at sea
   b. very small creatures with human form but with wings
   c. large creatures with wings that breathe fire
   d. animals that lived an extremely long time ago

31. latter: I agree with the <latter>.
   a. man from the church
   b. reason given
   c. last one
   d. answer

32. personnel: I don't like the <personnel> there.
   a. chairs
   b. air quality
   c. people employed
   d. people who make the laws

33. constable: We saw the <constable>.
   a. place for keeping horses
   b. church
   c. teacher
   d. police officer

34. lemon: I want <a lemon>.
   a. a yellow fruit
   b. a machine for boiling water
   c. a tool for making wood smooth
   d. a small furry pet

35. amateur: He is <an amateur player>.
   a. someone who plays for fun
   b. a poor player
   c. a player who likes to win
   d. someone who plays a ball game
36. weave: She knows how to <weave>.
   a. make cloth from crossed threads
   b. join pieces of metal together
   c. persuade people
   d. deceive people

37. fragile: These things are very <fragile>.
   a. precious
   b. hard to find
   c. popular
   d. easily broken

38. withstand: He could not <withstand> it.
   a. understand
   b. go near
   c. join
   d. resist

39. evacuate: They were <evacuated>.
   a. moved to another place for safety
   b. searched in case they had guns or knives
   c. extremely frightened
   d. made to look guilty of a crime

40. candid: Please <be candid>.
   a. be careful
   b. show sympathy
   c. show fairness to both sides
   d. say what you really think

41. constituent: This is an important <constituent>.
   a. building
   b. agreement
   c. idea
   d. part

42. haunt: The house is <haunted>.
   a. full of ornaments
   b. rented
   c. empty
   d. full of ghosts

43. apron: He has <an apron>.
   a. a hole in his stomach
   b. a large fortune
   c. a thing to protect the front of his clothes
   d. a tool for making holes in leather

44. peel: Shall I <peel it>?
   a. let it sit in water for a long time
   b. take the skin off it
   c. make it white
   d. cut it into thin pieces
45. manifest: She <manifested> courage.
   a. greatly admired
   b. clearly showed
   c. completely lacked
   d. tried to find

46. volt: How many <volts> were used?
   a. parcels with 25 sheets of paper
   b. large iron beams for strengthening buildings
   c. units measuring the force of electricity
   d. small U-shaped pieces of metal with points at both ends

47. abort: It was <aborted>.
   a. not cared for
   b. greatly improved
   c. sent in another direction
   d. ended before the proper time

48. bacterium: They didn't find a single <bacterium>.
   a. small living thing causing disease
   b. plant with red or orange flowers
   c. animal that carries water in lumps on its back
   d. thing that has been stolen and sold to a shop

49. legend: It is now <a legend>.
   a. a building for keeping old things
   b. a thing that is always done
   c. an old story
   d. a regular event

50. sheriff: The <sheriff> was friendly.
   a. person who flies aeroplanes
   b. person who takes care of babies
   c. person who makes sure that the law is obeyed
   d. person who teaches children at home

The Thai Version of the 50-item Vocabulary-size Test

1. see: They <saw> it.
   a. ติด
c. เห็น
d. เริ่มต้น

2. many: I have <many>.
   a. ไม่มีเลย
   b. พอดี
   c. จำนวนเล็กน้อย
   d. จำนวนมาก
3. carry: Please <carry it>.
   a. คุย
   b. เรื่อย
   c. เซนต์ชีโอ
   d. ส่งผ่านไป

4. best: This is <best>.
   a. เลวที่สุด
   b. ดีที่สุด
   c. แกรมมาก
   d. ใหม่มาก

5. game: I like this <game>.
   a. อาหาร
   b. เร็จร้าน
   c. กิลเม็น
   d. การละเลง

6. rule: My school has a lot of <rules>.
   a. ห้องเรียน
   b. กฏระเบียบ
   c. ครู
   d. สนาม

7. standard: <Her standards> are very high.
   a. สื่นของเท่า
   b. สะอาด
   c. โซนเดิม
   d. มาตรฐาน

8. forward: He moved <forward>.
   a. ห่างออกไป
   b. ตรงไปด้านหลัง
   c. ตรงไปด้านหน้า
   d. ไปด้านข้าง

9. employ: She was <employed> there.
   a. แต่งงาน
   b. สมาชิก
   c. พัสดุศักย
   d. ทำงาน

10. shoe: Where is <your shoe>?
    a. ผูกถักรอง
    b. กะรังถั่วสดงzewc
    c. เครื่องถั่ว
    d. รองเท้า
11. speech: I enjoyed the <speech>.
   a. สุนทรพจน์
   b. ความเจริญ
   c. ดนตรี
   d. อาหาร

12. famous: She is <famous>.
   a. ร่างเริ่ง
   b. น่าสังสับ
   c. น่ารักมาก
   d. มีชื่อเสียงมาก

13. impose: This was <imposed>.
   a. เผี้ยแนลงไป
   b. ยัดเยียด
   c. LOOK IS YOUR NAME
   d. ปั๊บปั๊บคับ

14. below: It was <below> us.
   a. อยู่ด้านข้าง
   b. อยู่ด้านหน้า
   c. อยู่ข้างล่าง
   d. อยู่เหนือกว่า

15. citizen: The <citizens> were happy.
   a. เต็อกโด
   b. สืตวะแพทย์
   c. คนข้าวัดเกือบสิ้น
   d. ผลแม่

16. independence: She <has too much independence>.
   a. เป็นตัวของตัวเอง
   b. ชอบอยู่ตามลำพัง
   c. มีอิทธิพล
   d. ก้าวร้าว

17. ice: Would you like some <ice>?
   a. ขนมหวานที่ทำบนเนื้อปิง
   b. น้ำแข็ง
   c. เจ็น
   d. วันหยุด

18. celebrate: We have <celebrated a lot> recently.
   a. คืนพิธีจ่องมากมากมาย
   b. ม่องดูจองหลายสิ่งอย่างด้วยดี
   c. ทำงานหนักกับย่อยๆ
   d. สังสรรค์มาก
19. lend: She often <lends her books>.  
   a. ให้อิ่ม  
   b. เชยนคำไม่สูญภาพ  
   c. ทำควมสะอาด  
   d. เชยนเชียว

20. hire: He <hired the boat>.  
   a. เช่า  
   b. พลิก  
   c. ข้อม  
   d. ทำควมสะอาดด้านล่าง

21. digs: She’s in <digs>.  
   a. บ้านเช้า  
   b. เลือกล่นกับที่ซื้อจูงทำงานสถานบ้าน  
   c. ความยุ่งยากลำบาก  
   d. รายวิชาที่เกี่ยวกับการทำลูกพิษ

22. soldier: He is a <soldier>.  
   a. นักธุรกิจ  
   b. นักศึกษา  
   c. กำลังกล  
   d. ทหาร

23. external: This problem is <external>.  
   a. ใหญ่มาก  
   b. พิเศษ  
   c. ภายนอก  
   d. อดีต

24. tale: It was an interesting <tale>:  
   a. นิทาน  
   b. การทดลอง  
   c. ความคิด  
   d. ข้อสังเกต

25. silk: It's made of <silk>.  
   a. ผ้าไหม  
   b. ไม่เปลือกแข็ง  
   c. ขนสัตว์  
   d. โลหะบางๆ

26. rope: He found a <rope>.  
   a. เชือก  
   b. เสิร์ม  
   c. ถุงใส่เงิน  
   d. บันได
27. archbishop: He is <an archbishop>.
   a. สถาปนิก
   b. ผู้สมโภช
   c. เจ้าอาวาส
   d. ศิลป์

28. drown: People have <drowned> here.
   a. กินซูชิ
   b. จมน้ำตาย
   c. จุดหมุนลิฟท์
   d. ตัดดันไม้

29. cure: Can you <cure it>?
   a. สัมพันธ์
   b. เข้าใจอย่างแท้จริง
   c. อธิบายในรายละเอียด
   d. รักษาให้หายดีขึ้น

30. dinosaur: The children were pretending to be <dinosaurs>.
   a. ไอดอล
   b. ภูต
   c. มังกร
   d. ไดโนเสาร์

31. latter: I agree with the <latter>.
   a. พระ
   b. เหตุผล
   c. อันท้ายสุด
   d. คำตอบ

32. personnel: I don’t like the <personnel> there.
   a. เก้าสิ้น
   b. คุณภาพอากาศ
   c. พนักงาน
   d. นักกฎหมาย

33. constable: We saw the <constable>.
   a. คอมมาร่า
   b. โบเสธ
   c. ครู
   d. เจ้าหน้าที่ตัวจริง

34. lemon: I want <a lemon>.
   a. มะนาว
   b. กาต้มน้ำ
   c. มะไอ
   d. สติ๊กเสี้ยงเลิกๆมีขนปุย
35. amateur: He is an amateur player.
   a. ผู้เล่นมือสมัครเล่น
   b. ผู้เล่นที่ยากจน
   c. ผู้เล่นมืออาชีพ
   d. ผู้เล่นเกี๊ยวฟุตบอล

36. weave: She knows how to weave.
   a. ทอดผ้า
   b. เชื่อมโลหะ
   c. ใยมันเว้า
   d. หลอดกลวง

37. fragile: These things are very fragile.
   a. มีค่ามาก
   b. หายยาก
   c. เป็นที่รู้จัก
   d. แตกง่าย

38. withstand: He could not withstand it.
   a. เช้าใจ
   b. เช้าไกล
   c. เช้าร่วม
   d. อดทน

39. evacuate: They were evacuated.
   a. ออกจากบ้านไปอยู่ในที่ปลอดภัย
   b. ตรวจค้นหาภัยร้าย
   c. ตกลงกลับสุดท้าย
   d. ทำให้สำนักงานในการก่ออาชญากรรม

40. candid: Please be candid.
   a. ระมัดระวัง
   b. มีความเห็นออกเห็นใจ
   c. มีความยุติธรรมทั่วถึงส่งฝ่าย
   d. เปิดเผยตรงไปตรงมา

41. constituent: This is an important constituent.
   a. ดีก
   b. ข้อตกลง
   c. ความคิดเห็น
   d. สรุปประกอบ

42. haunt: The house is haunted.
   a. เต็มไปด้วยเครื่องประดับ
   b. เซราม
   c. วางปลาม
   d. เต็มไปด้วยผี
43. apron: He has <an apron>.
   a. สะครับ
   b. โชคลาภ
   c. ผ้ากันเปื้อน
   d. เครื่องมือเจาะหน้า

44. peel: Shall I <peel it>?
   a. แก้กล
   b. ปลอกเปลือก
   c. ฟักกลิ่น
   d. หนึ่งเป็นชิ้นบางๆ

45. manifest: She <manifested> courage.
   a. ชื่นชมยินดีอย่างยิ่ง
   b. แสดงให้เห็นอย่างชัดเจน
   c. ขาดแคลน
   d. พยายามคืนหน้า

46. volt: How many <volts> were used?
   a. กล่องพัสดุใส่กระดาษ
   b. โครงเหล็กในตัวอากาศ
   c. มาตรราวด้านสิ่งไฟฟ้า
   d. โลหะเหล็กๆรูปตัวยู

47. abort: It was <aborted>.
   a. ละเลย
   b. ปรับปรุง
   c. เปลี่ยนทิศทาง
   d. แห้ง

48. bacterium: They didn’t find a single <bacterium>.
   a. จุลินทรีย์
   b. พิษที่มีดอกสีแดงหรือสีส้ม
   c. อุ้ง
   d. ของโหร

49. legend: It is now <a legend>.
   a. โคติเก็บข้อม
   b. กิจวัตร
   c. ต้อนรัน
   d. เหตุการณ์ปกติ

50. sheriff: The <sheriff> was friendly.
   a. นักบิน
   b. แหนแม่ม
   c. นายอำเภอ
   d. ครูสอนพิเศษ
The 75-Item Graded Reading-based Cloze Test

The soldier looked at his gun on the table. In the cupboard nearby were his army (1) clothes, dirty and worn by weather and old (2) from working for his country. What a long, (3) long time it was since those old, exciting (4) days of fighting.

And now, he, a soldier (5) of many of his country’s troubled times, had (6) been knocked down and broken by a woman’s (7) smiles and soft eyes. As he sat in (8) his quiet room he held in his hand (9) a letter he had got from her – the (10) letter that made him look so worried. Once (11) again he read it. ‘You asked me to (12) be your wife but I cannot marry you. (13) I feel that I ought to tell you (14) this. I like you very, very much; but (15) I am sure that we could not live (16) happily together. I am sorry that I must (17) say this because there are too many years (18) between us. It would not work.’

Yes, there (19) were many years between them. But he was (20) strong, he was important and he had money. (21) Would not his love make her forget the (22) question of the number of years? Besides, he (23) was sure that she was in love with (24) him. Again, he had to try harder to (25) keep his hope. The soldier was a man (26) who acted quickly. On the battle field he (27) was a Captain and had been well known (28) for making up his mind quickly. He would (29) go to her, and see her and try (30) to change her mind himself. Age! – that should (31) not come between him and the woman he (32) loved?

In two hours he stood ready for (33) his greatest battle. He took the train for (34) the Old Southern town in Tennessee where she (35) lived.

Miss Theodore Denning was standing on the (36) steps of the big, fine old house, enjoying (37) the evening air when the Captain came through (38) the gate and walked up the path. She (39) met him with a pleasant smile. As the (40) Captain stood on the step below her the (41) difference in their ages did not seem so (42) great. He was tall and straight, with brown (43) skin. She was a pretty woman.

‘I wasn’t (44) expecting you,’ said Theodore, ‘but now that you (45) have come you may sit on the step. (46) Didn’t you receive my letter?’

‘I did,’ said (47) the Captain, ‘that’s why I came. Please, Theo, (48) consider your answer again, won’t you?’

‘No, no,’ (49) she said, shaking her head; ‘there is no (50) doubt. I like you a whole lot, but (51) marriage is not possible. My age and yours (52) are – but don’t make me mention it again – (53) I told you in my letter.’

The Captain was (54) silent, looking sadly into the evening. Time and (55) fate had tricked him. Just a few years (56) had destroyed his happiness.

Theodore’s hand crept down (57) and rested in his firm brown one. She (58) felt, at least, that feeling that is near (59) to love.

‘Don’t make it complicated, please,’ she (60) said. ‘I’ve reasoned it out very wisely. (61) some day you’ll be glad I didn’t marry (62) you. It would be very nice and lovely (63) for a while – but, just think! In a (64) few short years what different tastes we would (65) have. One of us would want to sit (66) by the fire – side in the evenings and (67) read, or maybe even nurse illness, while the (68) other would be mad about dances, theatres and (69) late dinners. No, my dear friend.’ ‘I’d always (70) respond to what you wanted me to do, (71) if you wanted to’ ‘No, you wouldn’t. You (72) assume now that you would, but you wouldn’t. (73) Please don’t appeal to me any more.’

The (74) Captain had lost his battle. But he was (75) a brave soldier. He would have to respect her reasons. When he rose to say his last goodbye his mouth was firm and his shoulders were straight.