บทความวิจัย

การศึกษาความสัมพันธ์ระหว่างแบบทดสอบมาตรฐานภาษาอังกฤษและแบบทดสอบผลสัมฤทธิ์ด้านภาษาอังกฤษของมหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ

A Study of Relationship between an English Standardized Test and UTK English Achievement Test

ธัญญวัฒน์ ตรีเนตร[1*], รัตติมา ธันยาธำรงกุล[2], ปิยะรัตน์ พิพัฒน์ธาราสกุล[3], ธัญญา ภาคภูมิ[4], และ กิตติ เฉลิมฉัตรวรากร[5]

Dhunyawat Treenate[1*], Rattima Thanyathamrongkul[2], Piyarat Pipattarasakul[3], Thanya Pakpoom[4], and Kitti Chaloemchatvarakorn[5]

[1*,2,3,4,5] คณะศิลปศาสตร์, มหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ, กรุงเทพมหานคร, ประเทศไทย

[1*,2,3,4,5] Faculty of Liberal Arts, Rajamangala University of Technology Krungthep, Bangkok, Thailand

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บทคัดย่อ

การศึกษาครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาความสัมพันธ์ของคะแนนของแบบทดสอบภาษาอังกฤษเพื่อการสื่อสารนานาชาติ (TOEIC) และคะแนนแบบทดสอบวัดผลสัมฤทธิ์ด้านภาษาอังกฤษของมหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ (UTK Test) ของนักศึกษาชั้นปีที่ 4 มหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ กลุ่มตัวอย่างที่ใช้ในการวิจัยเป็นนักศึกษาชั้นปีที่ 4 คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ จำนวน 100 คน โดยวิธีสุ่มตัวอย่างแบบเฉพาะเจาะจง เครื่องมือที่ใช้ในการรวบรวมข้อมูล คือ แบบทดสอบภาษาอังกฤษเพื่อการสื่อสารนานาชาติ (TOEIC) และแบบทดสอบวัดวัดผลสัมฤทธิ์ด้านภาษาอังกฤษของมหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ (UTK Test) ที่ผู้วิจัยสร้างขึ้น วิเคราะห์ข้อมูลโดยการหาค่าเฉลี่ย ค่าร้อยละ ส่วนเบี่ยงเบนมาตรฐานของข้อสอบทั้งสองฉบับ จากนั้นนำคะแนนที่ได้จากการทำแบบทดสอบทั้งสองฉบับมาหาค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน ผลการวิเคราะห์ข้อมูลพบว่าคะแนนของแบบทดสอบภาษาอังกฤษเพื่อการสื่อสารนานาชาติ (TOEIC) และคะแนนแบบทดสอบวัดวัดผลสัมฤทธิ์ด้านภาษาอังกฤษของมหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ (UTK Test) มีความสัมพันธ์สูงมากในเชิงบวกที่ระดับ 0.83 ($p < 0.01$) ซึ่งแสดงให้เห็นถึงความสัมพันธ์ที่แข็งแกร่งและมีนัยสำคัญทางสถิติที่ระดับ 0.01

คำสำคัญ: แบบทดสอบภาษาอังกฤษเพื่อการสื่อสารนานาชาติ (TOEIC) แบบทดสอบวัดวัดผลสัมฤทธิ์ด้านภาษาอังกฤษของมหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ (UTK Test) ความสัมพันธ์

Abstract

The purpose of this study was to investigate the relationship between scores obtained from the Test of English for International Communication (TOEIC) and the UTK English Language Proficiency Test. Purposive

* Corresponding author. Tel: 081 939 6469
Email address: dhunyawat.t@mail.rmutk.ac.th
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sampling was applied to select a sample of 100 students from the Faculty of Liberal Arts. The data collection was conducted using two tests: the Test of English for International Communication (TOEIC) and the UTK English Language Proficiency Test. The collected data were then analyzed using mean scores, percentages, and standard deviations. The Pearson correlation coefficient was used to examine the relationship between the two tests. The analysis revealed that the TOEIC scores were positively correlated with those obtained from the UTK English Language Proficiency Test, with a correlation coefficient of 0.83 ($p < 0.01$), indicating a very strong positive correlation at the 0.01 significance level. The findings suggest that students who performed well on the TOEIC also tended to perform well on the UTK Test, confirming the validity of the UTK Test as a measure of English proficiency.

Keywords: Test of English for International Communication (TOEIC), UTK English Language Proficiency Test, Relationship

Introduction

On January 17, 2024, the Ministry of Higher Education, Science, Research, and Innovation introduced the *Policy for Enhancing English Standards in Higher Education* with the purpose of improving English proficiency among Thai university students and enhancing Thailand's competitiveness on the global stage [1] (Ministry of Higher Education, Science, Research, and Innovation, 2024). The policy aims to establish English proficiency evaluations that match international benchmarks, especially the Common European Framework of Reference for Languages (CEFR).

Rajamangala University of Technology Krungthep established its English proficiency test to match CEFR levels and facilitate student evaluation and placement while advancing curriculum development. RMUTK offers specialized language training programs according to student proficiency levels because it understands language proficiency as essential for both academic achievement and career preparedness. The Test of English for International Communication (TOEIC) remains a popular standard for measuring English ability but presents significant cost implications for students. RMUTK established the UTK English Proficiency Test as a cost-effective institutional alternative to make assessment more accessible for students within its academic and vocational framework.

Research indicates that TOEIC serves as a common benchmark in educational and professional contexts yet fails to address how well local and institutional English proficiency tests meet international standards like TOEIC. Research remains limited in examining if assessments created at universities match the language abilities measured by recognized global tests. This study fills in a gap by looking at how scores on the UTK English Proficiency Test and the TOEIC compare. This proves that the UTK test is valid and meets international standards.

This research analysis demonstrates the UTK test's validity by showing a correlation between its scores and those of the TOEIC test, which supports the UTK's role as a standardized university English proficiency measure. The research results should help shape policy execution and create fair evaluation methods while strengthening RMUTK's English education system.

Objectives of the Study

This study has two main objectives. First, it examines the correlation between TOEIC scores and the UTK English Proficiency Test results to compare a global standard with a university-administered assessment. Second, it aims to develop clear and effective criteria for evaluating English proficiency at Rajamangala University of Technology Krungthep, aligning institutional assessment with international standards.

Significance of the Study

This research study provides complete details about the English Ability Test at Rajamangala University of Technology Krungthep (UTK Test) and the relationship between TOEIC scores and UTK Test results. Our study findings will create standards that help determine the English language abilities of UTK staff and students in the future.

Literature Review

1. The Test of English for International Communication (TOEIC)

TOEIC serves as an internationally accepted English assessment for business language proficiency. The Educational Testing Service (ETS) introduced this test in 1979 to assess reading and listening comprehension skills in professional English use. TOEIC expanded its testing format by introducing speaking and writing components, which transformed it into a complete language proficiency assessment for business organizations as well as educational and immigration institutions to manage employment decisions and academic placements [2] (Educational Testing Service, 2019; [3] O'Doherty, 2016).

Background and development

Multinational businesses' growing need for a standardized English test prompted the creation of TOEIC. The test began with reading and listening assessments but adapted through content and scoring changes to maintain its relevance. The TOEIC test can now be taken through both paper-based and computer-based formats, according to [4] Hamp-Lyons (2000).

Features of the Test

The Listening and Reading sections of the test contain 200 questions that assess understanding of emails and reports used in professional settings. The test evaluates real-world communication abilities through its speaking and writing components [3] (O'Doherty, 2016; [5] Kunnan, 2013).

Relevance and application

The TOEIC test serves as a standard for employee advancement and recruitment as well as academic entry requirements across English-speaking nations. For immigration processes, governments utilize it to assess English language abilities. The TOEIC test continues to serve as an essential assessment instrument for professional language skills amid the increasing requirements of global communication [9]; [6] (Tannenbaum, 2004; [3] O'Doherty, 2016).

2. English Proficiency Test of Rajamangala University of Technology Krungthep (UTK Test)

The UTK Test was developed in conformance with CEFR standards by adhering to standardized English proficiency test development procedures. The language assessment professionals trained test developers at Rajamangala University of Technology Krungthep to develop standardized tests and establish test frameworks. Experts developed and reviewed detailed test specifications for each competency according to CEFR standards.

Experienced test developers formed a committee that utilized tools such as the Lexitutor program to check language level suitability while the AWL list helped verify academic vocabulary appropriateness. The experts analyzed the test and then offered feedback, which led to adjustments that aligned it with CEFR standards. The test assessed listening and reading proficiency for future work environments while also examining grammar and structure.

The test was created to fulfill university standards for evaluating the English skills of last-year students but omits writing and speaking sections because they are harder to assess [7] (Luoma, 2004). Experts verified the test's relevance and accuracy by reviewing vocabulary and grammar using the Cambridge Dictionary and core inventory**.** The first test results revealed unexpected difficulty levels in listening and reading questions, which prompted necessary revisions. The analysis of the test's discriminating power and difficulty levels uncovered some questions that were too challenging and required modification to better distinguish among test-takers' abilities. The test underwent retesting, following the necessary modifications to achieve the required standards.

Features of the Test

The test consists of 100 questions created by the research team. Scoring is based on 1 point for a correct answer and 0 points for an incorrect answer. The test is designed to assess English language proficiency, covering both Listening and Reading skills. The details are as follows:

1. Listening – 30 questions in total, divided into the following sections:

1.1 Photograph – 5 questions

In this section, a picture will be shown in the test, and the test taker must listen and choose the most appropriate description from 4 options that matches the image. 1.2

1.2 Question-Response – 10 questions

In this section, the test taker will hear a question or statement, followed by 3 possible responses. The test taker must choose the most appropriate response.

1.3 Conversation – 10 questions

This section includes 4 short conversations, each followed by 2-3 questions, ranging from factual questions to inferential ones.

1.4 Talk – 5 questions

The test taker will listen to a solo speech, such as announcements, weather reports, instructions, etc. There are 2 talks, and each talk is followed by 2-3 questions.

2. Reading – 70 questions in total, divided into the following sections:

2.1 Grammar – 15 questions

This section tests knowledge of topics such as compound sentences, complex sentences, compound-complex sentences, perfect tense, adverbs, question tags, if clauses, modals, passive voice, gerunds, infinitives, present continuous, present simple, and prepositions.

2.2 Vocabulary – 15 questions

This section tests vocabulary knowledge related to topics such as education, work and jobs, science and technology, lifestyles, collocations, travel and services, personality, description, feelings, objects and rooms, and things in the town/shops/university.

2.3 Text Completion – 10 questions

In this section, the test taker must complete texts by filling in words to make the reading passage coherent. The texts commonly used for this section include emails, order forms, reservation forms, etc.

2.4 Reading Comprehension – 30 questions

This section tests the ability to read and understand texts. The test taker will read several types of texts, most of which are related to everyday life, work-related documents, etc.

3. A Comparative Analysis of the UTK Test and TOEIC Test: Assessing English Proficiency in Academic and Professional Contexts

3.1 Similarities between UTK Test and TOEIC Test:

The UTK Test and TOEIC measure English language abilities mainly through two important skills, which are listening and reading comprehension. The assessment format includes multiple-choice questions that evaluate the examinee's ability to understand both spoken and written English. The TOEIC test serves professional business settings, while the UTK test evaluates language abilities important for academic life as well as daily communication. Both examinations target different groups but ultimately measure essential communication skills required for practical English use.

TOEIC features listening and reading sections supplemented by speaking and writing components, which together provide a full assessment of language proficiency. The UTK test evaluates listening and reading skills, which it divides into four listening parts and two reading parts. The UTK Test emphasizes grammar, vocabulary, and reading comprehension aspects, which set it apart from TOEIC.

The purpose behind both tests is to measure language proficiency through realistic scenarios. TOEIC serves business environments by examining English communication through emails and reports, but the UTK test examines everyday language use in academic and professional situations.

3.2 Differences between UTK Test and TOEIC Test:

Business English proficiency assessment worldwide acknowledges the TOEIC Test content as its primary design objective. Workplace communication forms the foundation of these sections because they cover understanding emails along with reports and professional dialogues. The UTK Test focuses on grammar and vocabulary tests along with text completion tasks while concentrating on language usage in

both daily life and educational settings. The TOEIC test evaluates professional English across listening and reading comprehension, while the UTK test emphasizes language skills used in academic settings through similar assessments.

TOEIC combines multiple question formats across its listening section, including conversations, talks, and question-response items. The UTK Test incorporates listening comprehension but employs more structured question types, including photographs, question-response, short conversations, and talks. The UTK Test emphasizes grammar-based questions and vocabulary topics, which receive less attention in the TOEIC Test.

The TOEIC test scores candidates between 10 and 990 points across listening and reading sections within a total exam time of 2 hours. The UTK test totals 100 points, with 30 points for listening and 70 points for reading, while allocating 90 minutes for completion, which includes 30 minutes for listening and 60 minutes for reading. The UTK test provides a more concentrated assessment experience that requires less time than the TOEIC exam.

TOEIC evaluates English skills at different proficiency levels, which encompass both beginner and advanced students. This tool functions effectively in professional environments and evaluates a wide array of language competencies. The UTK Test specifically targets B2 level proficiency in line with the CEFR framework. The main purpose of this evaluation is to measure academic and daily communication language proficiency among students and graduates.

The TOEIC test serves as an international standard that numerous businesses, academic institutions, and immigration departments utilize to evaluate English language skills for job applications and academic entry requirements. The UTK Test is designed to evaluate the English language proficiency of students at Rajamangala University of Technology Krungthep (RMUTK) as a graduation requirement, ensuring they meet the institution's language competency standards prior to degree conferral.

Research Methodology

1. Participants

The study's sample group comprised 100 fourth-year students from Rajamangala University of Technology Krungthep, who had undertaken the Test of English for International Communication (TOEIC) during the preceding academic semester. The participants were selected through purposive sampling. All participants were enrolled in the second semester of the 2024 academic year and were majoring in English for Communication or Japanese Language.

2. Research Instrument

The instrument employed in this study includes the English Proficiency Test developed by Rajamangala University of Technology Krungthep (UTK Test). The data collection instrument is a multiple-choice test, comprising 100 items with four response options for each question, specifically designed by the researchers. Scoring is based on a dichotomous system, with 1 point awarded for a correct response

and 0 points for an incorrect response. The test aims to measure English proficiency, with a particular focus on listening and reading comprehension skills.

The quality evaluation of the UTK English proficiency test included statistical analysis performed on data from 298 external test-takers. The researchers evaluated test reliability by calculating both KR-20 and KR-21 coefficients. The KR-20 coefficient reached 0.806, which demonstrates strong internal consistency for the test items. The reliability calculation from KR-21 produced a lower measurement of 0.784 but achieved acceptable standards. The test shows adequate reliability for English language proficiency evaluation because both coefficients surpass the standard threshold of 0.70. The analysis led to revisions of specific test items because their discrimination indices and difficulty levels failed to meet the research standards.

Cut Score Establishment

The UTK English Proficiency Test achieved alignment with CEFR levels as shown in Table 4, yet developers did not use any standard-setting procedure during its first creation. The present benchmarks originated from expert evaluations and prior studies which connected TOEIC scores with CEFR levels [2] (ETS, 2019; [8] Tannenbaum & Wylie, 2008).

Future test administrations need to adopt recognized standard-setting methods**,** like the Modified Angoff or Bookmark method, to reinforce validity and establish defensible proficiency thresholds. [9] Karantonis and Sireci (2006) say that in the Bookmark method, researchers set performance standards based on how hard the items are, while [10] Cizek and Bunch (2007) say that experts in the Angoff method guess how hard the questions are for minimally competent test-takers. The use of these methods will position the UTK Test to better match international language evaluation standards.

3. Variables of the Study

3.1 Independent Variables

These comprise the scores from the Test of English for International Communication (TOEIC) and the scores from the English proficiency assessment conducted by Rajamangala University of Technology Krungthep (UTK Test).

3.2 Dependent Variable

The dependent variable regards to the relationship between TOEIC scores and UTK Test scores, which is the main focus of the study.

4. Data Collection

The UTK Test was administered to the participants for completion. The test was scheduled to be taken no more than two weeks after the participants had completed the Test of English for International Communication (TOEIC). This time interval was selected to mitigate participant fatigue, as taking both tests on the same day might lead to diminished performance. However, extending the gap between the two tests excessively could introduce the influence of extraneous variables, potentially compromising the validity of the research findings. The data obtained from the test were subsequently scored and analyzed for further evaluation.

5. Data Analysis

The participants' English proficiency was evaluated using the English Proficiency Test (UTK Test), with the analysis conducted based on measures of central tendency (mean), variability (standard deviation), and percentage scores. Subsequently, the correlation coefficient between the scores obtained from the Test of English for International Communication (TOEIC) and the UTK Test was computed. The statistical significance of this correlation was then assessed using a t-test to determine the validity of the relationship between the two sets of test scores.

6. Ethical Considerations

The research followed ethical protocols through voluntary participation while acquiring informed consent and protecting participants' confidential information. The research process maintained strict compliance with ethical standards to protect all participants. The Human Research Ethics Committee at Naresuan University Network provided ethical approval for this study which is documented under reference number COA No. 002/2025.

Research Hypothesis

The scores from the Test of English for International Communication (TOEIC) and the English proficiency test of Rajamangala University of Technology Krungthep (UTK Test) for students at Rajamangala University of Technology Krungthep demonstrate a positive correlation at the 0.01 significance level.

Conceptual Framework of the Research

The conceptual framework illustrates the relationship between the independent and dependent variables as follows:

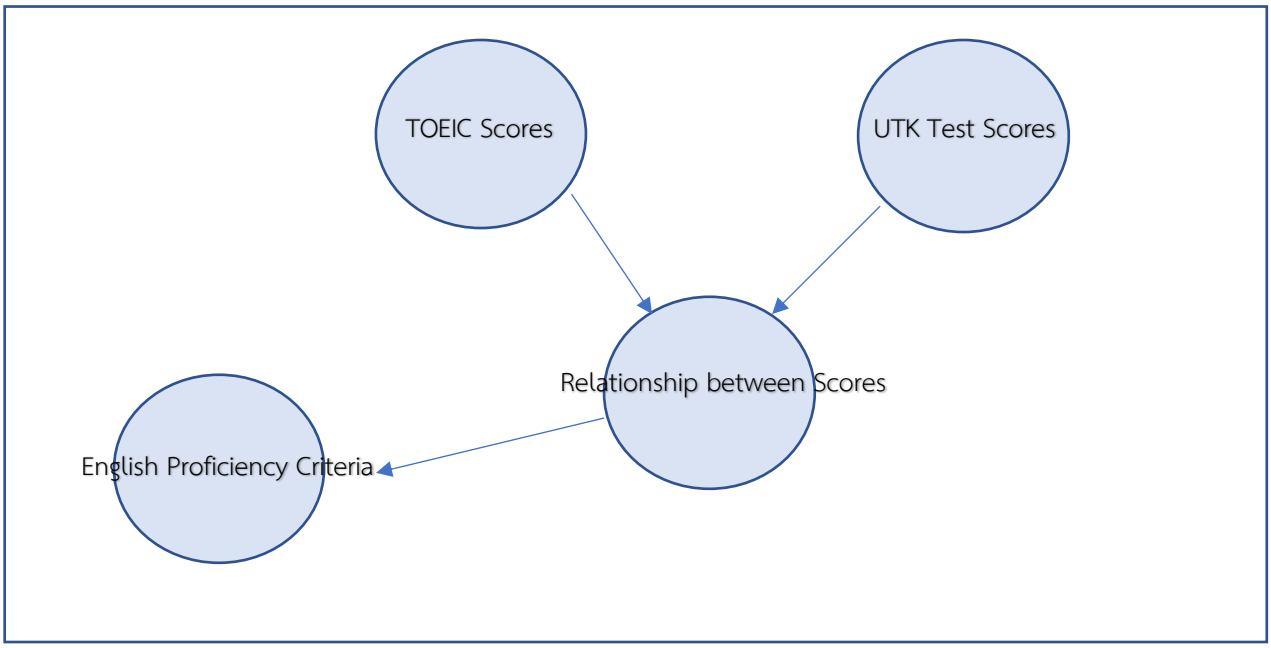


Figure 1 Conceptual Framework of the Research

This diagram displays the research study's conceptual framework in a visual format. The figure demonstrates how the major elements of the study interact with each other.

1. The research study includes TOEIC scores and UTK test scores as the two independent variables. The diagram shows the variables as distinct nodes or circles positioned at its upper section. The research uses both scores as inputs for analysis to establish any correlation between them.

2. The relationship between scores functions as the dependent variable. The research study examines the connection between TOEIC and UTK test scores through this connecting node. Researchers rely on the Pearson correlation coefficient to evaluate both the strength and significance of the relationship between variables.

3. The framework concludes with the English Proficiency Criteria node positioned at the bottom. The relationship between scores serves as the causal factor for this node. The study intends to develop English proficiency measurement standards at Rajamangala University of Technology Krungthep (RMUTK) through the analyzed correlation results.

Results

This study was conducted to examine the relationship between the scores of the Test of English for International Communication (TOEIC) and the English proficiency test scores of the students (UTK Test). The study focused on 4th-year students at the university. The data analysis results were presented in as follows:

1. The relationship between TOEIC scores and UTK Test scores of students

In the study examining the relationship between the scores of the Test of English for International Communication (TOEIC) and the English proficiency test scores of UTK Test, a total of 100 students were involved. The researcher calculated the correlation coefficient between the scores of both tests. The results are presented in Table 1 as follows:

Table 1 The correlation coefficient between the scores of TOEIC and the UTK Test

Test	Total Score	$\overline{x}$	r_{xy}	T-Value
English Proficiency Test of Rajamangala University of Technology Krungthep (UTK Test)	100	58.95	0.83**	13.54
Test of English for International Communication (TOEIC)	990	523.05		

Table 1 indicates a very high positive correlation between the scores of the Test of English for International Communication (TOEIC) and the English proficiency test scores of the University of Technology, Rajamangala Krungthep (UTK Test), which is statistically significant at the 0.01 level, with a t-value of 13.54.

This indicates that strong performance on the TOEIC is likely to correlate with high results on the UTK Test. If students achieve low marks on the TOEIC, it is probable that their scores on the UTK Test will also be dropped. The data was investigated by separating the scores for particular skills, particularly Listening and Reading, to evaluate the hypothesis, as illustrated in Tables 2 and 3 below.

Table 2 The correlation coefficient between the scores of TOEIC and the UTK Test in Listening Skills

Test (Listening Skills)	Total Score	$\overline{x}$	r_{xy}	T-Value
English Proficiency Test of Rajamangala University of Technology Krungthep (UTK Test).	30	17.01	0.72**	9.15
Test of English for International Communication (TOEIC)	495	308.53		

From Table 2, it is shown that the scores of TOEIC and the UTK Test in the Listening skill had a strong positive correlation, which is statistically significant at the 0.01 level. The t-value is 9.15. This suggests that if students perform well on the Listening section of the TOEIC, it is likely to result in higher scores in the Listening section of the UTK Test as well. Conversely, if students score poorly in the Listening section of the TOEIC, it is likely to lead to lower scores in the Listening section of the UTK Test.

Table 3 The correlation coefficient between the scores of TOEIC and the UTK Test in Reading Skills

Test (Reading Skills)	Total Score	$\overline{x}$	r_{xy}	T-Value
English Proficiency Test of Rajamangala University of Technology Krungthep (UTK Test)	70	41.89	0.76**	10.61
Test of English for International Communication (TOEIC)	495	210.90		

Table 3 shows the similarity between the scores of the TOEIC and UTK Test in the Listening section, as previously mentioned. Specifically, the Reading scores of both tests have a strong positive correlation, which is statistically significant at the 0.01 level, with a t-value of 10.61.

2. English proficiency benchmarks of the Rajamangala University of Technology Krungthep compared to the Common European Framework of Reference for Languages (CEFR)

From the analysis of the Pearson correlation coefficient to test the relationship between the scores of the Test of English for International Communication (TOEIC) and the English proficiency test scores

of the Rajamangala University of Technology Krungthep (UTK Test), as presented in Section 1, the researcher analyzed the data by comparing the benchmark standards of the UTK Test with the Common European Framework of Reference for Languages (CEFR). These standards were established by ETS and students worldwide, categorizing English proficiency into various levels. The comparison between the English proficiency test standards of Rajamangala University of Technology Krungthep and the CEFR is shown in Table 4 below.

Table 4 The results of comparing the English proficiency test scores of the UTK Test with the Common European Framework of Reference for Languages (CEFR)

Listening	Reading	Total	CEFR Levels
29	65	94	C1
24	54	78	B2
17	39	56	B1
7	16	23	A2
4	8	12	A1

From Table 4, it can be observed that the scores of the English proficiency test of the Rajamangala University of Technology Krungthep (UTK Test), when compared to the Common European Framework of Reference for Languages (CEFR), are categorized into 5 levels: C1, B2, B1, A2, and A1. The C1 level requires test-takers to score at least 29 points on the Listening test and 65 points on the Reading test to achieve scores of 94 or above. For A1 level performance the candidate must score 12 points or less with no more than 4 points in Listening and no more than 8 points in Reading.

Discussion and Conclusions

The analysis of TOEIC and UTK English achievement test scores shows that they strongly relate to each other. The TOEIC test has served students for many years and experts use it to compare it with other English exams like TOEFL IELTS and CU-TEP. The UTK Test follows established English proficiency test development procedures according to research evidence. Specialists in language learning and assessment trained test developers at Rajamangala University of Technology Krungthep according to CEFR standards. Throughout the training, experts taught test developers how to develop standardized tests and test framework designs which assisted them understand the process and transfer it to their university setting.

Consequently, test specifications were created for each competency in accordance with the CEFR criteria. The experts assessed these specifications for accuracy and provided feedback, subsequently approving the test structure. The test was subsequently developed by a committee of experienced test developers who possessed expertise in both language testing and assessment and the instruction of English. The Lexitutor program was employed by the research team to verify the appropriateness of the language level during the test formulation process, and the AWL list was employed to verify the suitability of

academic vocabulary. In order to guarantee that the test was consistent with the CEFR levels, it was reviewed by experts, and additional modifications were implemented in response to their feedback.

The researchers subsequently conducted a quality review of the test to evaluate its adherence to internationally recognized language testing standards with a particular emphasis on reading and listening abilities. This aligned with the university's requirement to implement this examination as an alternative method of evaluating the English proficiency of final-year students prior to their graduation. The test was designed to assess English proficiency in a manner that is pertinent to future work environments, with a particular emphasis on listening and reading abilities, followed by grammar and structure. Nevertheless, the UTK Test does not include writing or speaking components, which [7] Luoma (2004) identifies as the most challenging language abilities to evaluate. It is essential to establish distinct evaluation criteria and expert assessors in order to guarantee the accuracy and reliability of speaking assessments, which necessitate real-time interaction.

The vocabulary level of the test was reviewed by experts from the Faculty of Liberal Arts at King Mongkut's University of Technology Thonburi using the Cambridge Dictionary. Additionally, the core inventory was used to verify grammar, topics, and discourse markers. They discovered that the test's level was generally higher than the CEFR guidelines. In particular, the dialogue phrases in the A2-level test were overly intricate for the listening section. Some of the reading section's questions required analysis that was not in line with the A2 standard. Some vocabulary was determined to be too challenging for the A2 level cohort in terms of grammar.

The test results were analyzed for discriminating power and difficulty, and it was determined that certain questions were tougher than anticipated, while the majority of questions fell within the expected difficulty range. The test exhibited low discriminating power, with some questions exhibiting negative discriminating power, indicating that it was overly challenging. This could potentially compromise the test's capacity to differentiate between test-takers of high and low ability, and certain queries may have caused confusion among the more experienced test-takers, resulting in inaccurate responses. After this, the researchers modified the test to comply with the necessary standards and retested it with a sample group.

Another primary objective of the study was to investigate how the UTK Test compares to the CEFR and to come up with a way to make the UTK Test more comparable to other international tests of language proficiency. The study results indicate that UTK test scores should be evaluated within global language proficiency systems like the CEFR to measure equivalence with established language exams, including TOEIC and IELTS.

The development of a benchmark for the UTK Test required an extensive comparison with the CEFR levels. We used Pearson's correlation coefficient to measure how UTK test scores relate to internationally recognized language assessments such as TOEIC to align them with CEFR standards. Using this method, we positioned UTK test scores onto a scale that could be compared to CEFR levels, which serve as a standard for language proficiency evaluation throughout Europe and other regions. The alignment

focused primarily on test items and corresponding scores within the listening and reading comprehension sections because these areas remain consistent throughout many major English proficiency examinations.

The correlation between UTK test outcomes and CEFR levels occurred through a systematic process. **T**o compare UTK test scores to CEFR levels, researchers used real-world data from studies that matched TOEIC standards to CEFR levels. These studies were done by the Educational Testing Service (ETS) and Cambridge English. The Educational Testing Service benchmarked TOEIC test scores against CEFR in 2019 to establish a dependable reference point for evaluating test-takers' language proficiency levels. Through the implementation of comparable methodologies, this study successfully aligned the UTK Test with CEFR standards for language proficiency measurement. The research incorporated [7] Luoma's 2004 speaking assessment framework to place the UTK Test within the wider proficiency testing context and to maintain consistent evaluation standards across listening, reading, and speaking skills.

Linking the UTK test to the CEFR establishes its reliability as an English proficiency evaluation tool. This study implemented a strict methodology to compute and classify UTK Test scores via CEFR standards to achieve comparability with worldwide assessments. According to this study, UTK test scores demonstrate a close relationship with CEFR's B2 and C1 levels, which represent proficiency in upper-intermediate to advanced English**.** [11] Kanzaki (2021) documented comparable findings when examining the relationship between TOEIC and IELTS scores and CEFR levels.

The research demonstrates that local assessments like the UTK Test need to match international standards. The UTK Test becomes a stronger tool for students' worldwide academic and professional development when it follows the CEFR benchmark. The alignment between UTK test scores and international standards strengthens institutional confidence in using these scores for admissions and academic placement while evaluating student English proficiency in a consistent manner.

It is important to consider the limitations of this research. The comparison against CEFR yields useful information, yet alignment remains difficult because test formats, focus areas, and content all differ. The UTK test exhibits alignment with TOEIC in certain areas yet fails to measure speaking and writing skills as comprehensively as tests like IELTS. Subsequent research should examine the differences between these alignments more thoroughly and improve the alignment process by incorporating speaking and writing skills that are crucial for a complete language proficiency evaluation.

The findings of this study indicate that the UTK Test demonstrates a high degree of alignment with internationally recognized English proficiency assessments, particularly in the domains of listening and reading comprehension. By mapping the UTK Test to the CEFR framework, the research substantiates its validity and reliability as a standardized instrument for assessing English language proficiency, while contributing to the broader academic discourse on language test standardization and validation."

In conclusion, these findings confirm the validity of the UTK Test as a reliable measure of language proficiency for Rajamangala University of Technology Krungthep (RMUTK) students, offering a cost-effective alternative to the TOEIC. As the study establishes a solid foundation for the UTK Test's efficacy, it recommends its continued use and refinement to ensure alignment with international standards, especially

in relation to CEFR levels. Further research is encouraged to explore additional aspects of the UTK Test, including its ability to assess speaking and writing skills, and to confirm its reliability and validity across broader student populations.

Overall, this study contributes to improving English proficiency standards at RMUTK and helps pave the way for future developments in language testing that meet global expectations while addressing local educational needs.

Recommendation for the Further Studies

1. This study focused exclusively on a sample group of fourth-year students from the Faculty of Arts at Rajamangala University of Technology Krungthep. Further research should be conducted using a similar approach with other sample groups, such as students from different faculties

2. Research should also be conducted to develop the English proficiency test of Rajamangala University of Technology Krungthep to assess other English competencies of students. This is because the UTK Test focuses on assessing English proficiency related to everyday communication and workplace tasks. However, students at Rajamangala University of Technology come from various fields of study, resulting in different contexts and needs for using English. Therefore, if research is conducted to develop English tests related to other contexts—such as standardized English tests for industrial technicians, English tests for personnel in the service industry, or English tests for teachers—it would better align with the needs of students in various professional fields. This would be beneficial for the students' future careers.

3. It is interesting to explore the correlation between the English achievement test of UTK Test, and other standardized English proficiency tests, such as the International English Language Testing System (IELTS), the Test of English as a Foreign Language (TOEFL), or the Chulalongkorn University Test of English Proficiency (CU-TEP).

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