

รายงานผลการขอรับทุนพัฒนาอาจารย์ของมหาวิทยาลัยนบพิตำ

1. ชื่อโครงการ การฝึกอบรมด้านการพัฒนาแบบทดสอบมาตรฐานภาษาอังกฤษ
2. ผู้ขอรับทุน รองศาสตราจารย์ ดร. อลิสา วาณิชดี
หน่วยงาน สาขาวิชาศิลปศาสตร์
3. ระยะเวลาดำเนินโครงการ ตั้งแต่ 28 สิงหาคม 2552 ถึง 28 กันยายน 2552
4. สถานที่ฝึกอบรม Centre for Research in English Language Learning and Assessment
University of Bedfordshire ประเทศสหราชอาณาจักร
5. งบประมาณที่ได้รับ 290,488 บาท (สองแสนเก้าหมื่นสี่ร้อยแปดสิบแปดบาทถ้วน)
งบประมาณที่จ่ายจริง 314,139 บาท (สามแสนหนึ่งหมื่นสี่พันหนึ่งร้อยสามสิบเก้าบาทถ้วน)
6. วัตถุประสงค์ของโครงการ
 - 6.1 เพื่อศึกษาทฤษฎี หลักการวัดและประเมินความสามารถทางภาษา และประเด็นในการวิจัยที่เป็นปัจจุบัน
 - 6.2 เพื่อจัดทำแบบทดสอบตัวอย่าง ในแบบทดสอบวินิจฉัยความสามารถทางภาษา และแบบทดสอบวัดสมรรถภาพทางภาษา
 - 6.3 เพื่อกำหนดแนวทางศึกษาวิจัยการวัดและประเมินผลทางภาษาในระบบการศึกษาทางไกล
7. เนื้อหาสาระที่ได้รับจากการฝึกอบรม (ดูเอกสาร)
8. ประโยชน์ที่ได้รับ (ในเชิงรูปธรรม) ที่สามารถวัดและประเมินผลได้
 - 8.1 บุคลากรได้พัฒนาความรู้ความสามารถในการวัดและประเมินผลที่ทันสมัย ได้แนวทางการวิจัยในรายละเอียดการสร้างข้อสอบสำหรับงานวิจัยเรื่องการพัฒนาข้อสอบวินิจฉัยความสามารถในการอ่านภาษาอังกฤษ
 - 8.2 มหาวิทยาลัยได้ตัวอย่างข้อสอบวัดสมรรถภาพทางภาษาอังกฤษ (proficiency) ที่มีมาตรฐาน โดยได้นำเสนอ STOU-EPT 2010 proposal ซึ่งประกอบด้วยตัวอย่างข้อสอบการฟัง การอ่าน และการเขียน ซึ่งจะนำเสนอเพื่อดำเนินการในปี 2553
 - 8.3 บุคลากรได้รับแนวทางการวิจัยด้านการวัดและประเมินผลที่มีคุณภาพ ดังสรุปในรายงานผลการฝึกอบรม

9. ปัญหาอุปสรรค

เนื่องจากเนื้อหาในการฝึกอบรมและศึกษามีความเข้มข้นมาก ครอบคลุม ทั้ง 4 ทักษะ การอ่านการเขียน การฟังและการพูด รวมถึงไวยากรณ์และคำศัพท์ การศึกษาทฤษฎี จำเป็นต้องศึกษาค้นคว้าตำราจำนวนมาก การสร้างข้อสอบจำเป็นต้องค้นคว้าจาก แหล่งข้อมูล ตัวอย่างแบบทดสอบและสร้างข้อสอบขึ้นเองซึ่งใช้เวลามาก ส่วนเวลาในการ ฝึกอบรมมีน้อย ผู้รับทุนได้พยายามเน้นที่เนื้อหาที่สำคัญ เก็บประเด็นต่าง ๆ ที่สำคัญและ ต้องนำมาศึกษาค้นคว้าเพิ่มเติมต่อไป

10. ข้อเสนอแนะ

1. จัดทำโครงการวิจัยประเมินค่าความน่าเชื่อถือของ STOU-EPT 2010 ที่ได้พัฒนาขึ้นใหม่
2. จัดทำโครงการแบบทดสอบวัดการฟังเพิ่มเติมในส่วนของ STOU-EPT 2010
3. จัดทำโครงการวิจัยแบบทดสอบวินิจฉัยความสามารถในทักษะการฟังการพูด และการ เขียนไวยากรณ์ และคำศัพท์
4. ใช้หลักการวัดค่าความยากง่ายของ text และ task ที่นำมาใช้ในแบบทดสอบต่าง ๆ โดยเฉพาะอย่างยิ่งแบบทดสอบการอ่านภาษาอังกฤษ

รายละเอียดเนื้อหาสำคัญที่ได้รับจากการฝึกอบรม

หลักสูตรฝึกอบรมเป็นหลักสูตรที่จัดให้โดยเฉพาะ พบกับอาจารย์ที่ปรึกษาเพื่อศึกษา กำหนดโครงสร้าง ประเด็นต่าง ๆ ที่ต้องการศึกษา ศึกษา ดำเนินการเกี่ยวกับการวัดและประเมินผล เฉพาะประเด็นที่เกี่ยวข้อง อภิปรายประเด็นต่าง ๆ ร่วมกับที่ปรึกษา วิเคราะห์ข้อสอบ จัดทำ test specifications จัดทำตัวอย่างข้อสอบ โดยเป้าหมายหนึ่งคือผลผลิตทาง แนวทางจัดทำข้อสอบ STOU-EPT ตัวอย่างข้อสอบ การฟัง การอ่านและคำศัพท์ การเขียน ไวยากรณ์ แนวทางการจัดทำ ข้อสอบวินิจฉัยความสามารถด้านการอ่านภาษาอังกฤษ

การฝึกอบรมมีเนื้อหาสาระสำคัญแบ่งออกเป็น 10 หัวข้อ ดังนี้ (1) ทฤษฎี กรอบแนวคิด การวัดและประเมินผล การอ่านและการเขียน (2) เกณฑ์มาตรฐานระดับความสามารถในการใช้ ภาษาอังกฤษ (3) การกำหนด test specifications ของ STOU-EPT (4) การพัฒนาข้อสอบการอ่าน (5) การพัฒนาข้อสอบการฟัง (6) การพัฒนาข้อสอบไวยากรณ์ (7) การพัฒนาข้อสอบการเขียน (8) STOU-EPT proposal (9) Diagnostic Reading Test (10) Online test

(1) ทฤษฎี กรอบแนวคิดการวัดและประเมินผล การอ่านและการเขียน

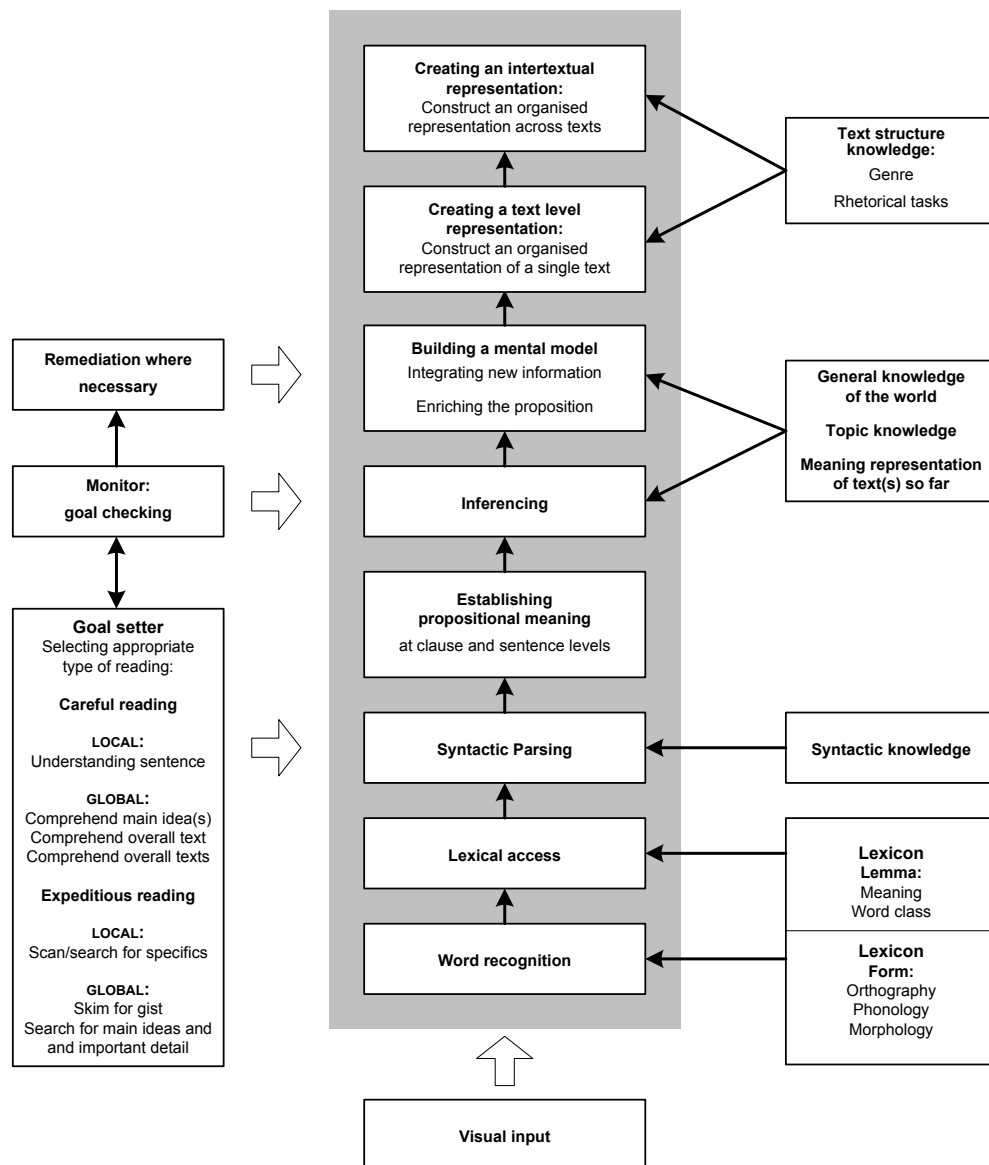
ในการวัดและประเมินผล จำเป็นต้องพิจารณา construct validity กล่าวคือความน่าเชื่อถือ ทางโครงสร้าง โดยแบ่งออกเป็น cognitive validity และ context validity

การอ่าน

ในโมเดลของการอ่านของ Khalifa & Weir (2006: 62) เมื่อพิจารณาจากกรอบแนวคิด cognitive validity คอลัมน์กลางและขวาไปควบคู่กัน จะพบว่าแกนกลางความเข้าใจเริ่มจากระดับ คำ การเข้าถึงคำศัพท์ ต้องรู้ลักษณะของชนิดของคำ รูปแบบของคำ ระดับประโยค ประโยคย่อย ต้องรู้โครงสร้างประโยค การอนุมาน การสร้างความเข้าใจ โดยต้องมีความรู้ความเข้าใจเกี่ยวกับ โลก หัวข้อเรื่อง ความหมายของตัวแทน text การสร้างความเข้าใจระดับข้อความ การสร้างความ เข้าใจระดับระหว่างข้อความ (หลาย text) โดยต้องมีความรู้ความเข้าใจเกี่ยวกับลักษณะของ text

ส่วนคอลัมน์ด้านซ้ายเป็นกระบวนการอ่าน เริ่มจากกลุ่มแรกสุดคือการตั้งเป้าหมายการอ่าน และวิธีการอ่าน ซึ่ง Khalifa & Weir (2006: 62) แบ่งออกเป็น careful reading และ expeditious reading careful reading แบ่งเป็นระดับ local คือเข้าใจประโยค ระดับ global คือเข้าใจ main idea, text โดยภาพรวม ส่วน expeditious reading หมายถึงการอ่านเพื่อหาข้อมูล แบ่งเป็น ระดับ local คือ การ scan หาข้อมูลเฉพาะ และระดับ global skim หาใจความหลัก หา main idea และรายละเอียดที่ สำคัญ

Figure 3.1 A model of reading



(Khalifa, Hanan and Cyril J Weir (2009) *Studies in language testing 29 examining reading* Cambridge: Cambridge University Press p 62)

ในส่วนของการนำเชื่อถือของบริบท Context validity พิจารณาได้จากตารางข้างล่างนี้ กล่าวคือพิจารณา การสร้างกิจกรรมในการทดสอบ (task) และความรู้ทางภาษา (linguistic demands) ในประเด็นย่อยต่าง ๆ ที่ควรคำนึง เช่น ในส่วนของ task setting ต้องพิจารณา วิธีการทำตอบ (response methods) คำนวณน้ำหนัก ความรู้เกี่ยวกับเกณฑ์การวัดผล ลำดับข้อสอบ ช่องทางการนำเสนอ ความยาวของ text และเวลา ส่วนของ ความรู้ทางภาษา (linguistic demands) ดูจาก task input และ output ในประเด็นต่าง ๆ วัตถุประสงค์ของตัว text ความสัมพันธ์ของผู้อ่าน ลักษณะข้อความ ต่อเนื่อง แหล่งข้อมูลทางไวยากรณ์ คำศัพท์ ลักษณะของข้อมูล ความรู้เกี่ยวกับเนื้อหา

Figure 4.1 Aspects of context validity for reading (adapted from Weir 2005)

CONTEXT VALIDITY	
Task Setting	Linguistic Demands: Task Input & Output
<ul style="list-style-type: none"> ▪ Response method ▪ Weighting ▪ Knowledge of criteria ▪ Order of items ▪ Channel of presentation ▪ Text length ▪ Time constraints 	<ul style="list-style-type: none"> ▪ Overall Text purpose ▪ Writer reader relationship ▪ Discourse mode ▪ Functional resources ▪ Grammatical resources ▪ Lexical resources ▪ Nature of information ▪ Content knowledge

(Khalifa, Hanan and Cyril J Weir (2009) *Studies in language testing 29 examining reading* Cambridge: Cambridge University Press p 120)

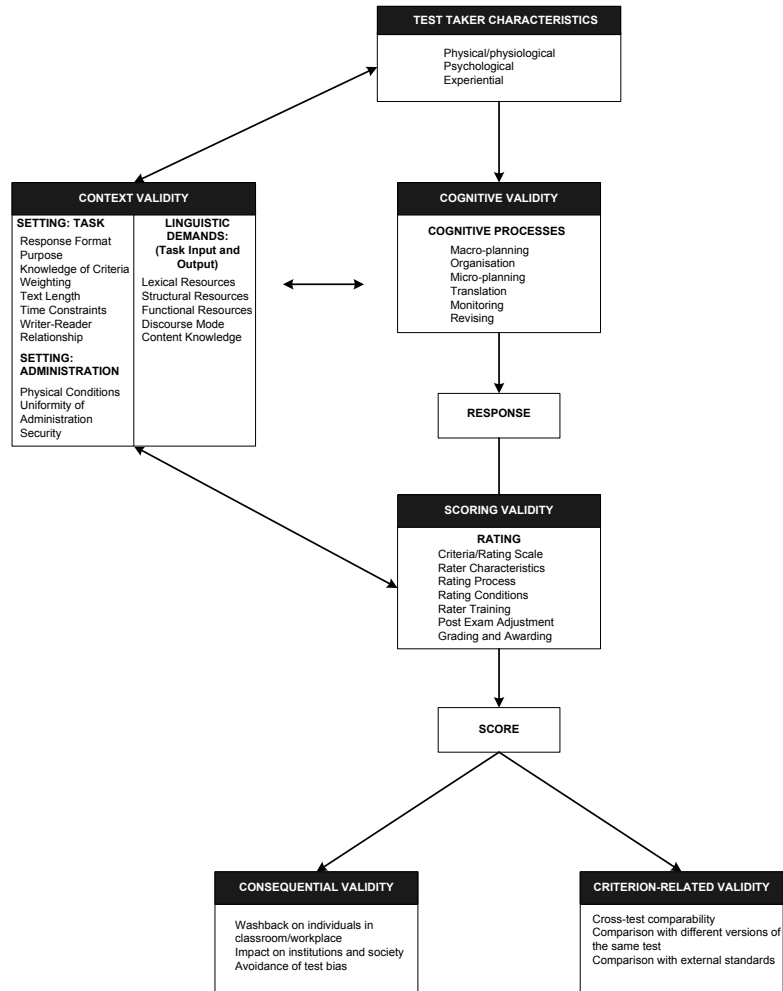
การเขียน

ในส่วนการเขียนภาษาอังกฤษ สามารถพิจารณาได้ดังนี้ โดยยังเน้นที่ cognitive validity และ context validity และมีองค์ประกอบของ test taker characteristics เข้ามาเกี่ยวข้องด้วย response และการให้คะแนน (scoring validity)

ในส่วนของผู้เข้าสอบ ต้องพิจารณาลักษณะทางกายภาพ ด้านจิตวิทยา และประสบการณ์ การเข้าสอบ ส่วน cognitive validity พิจารณาการวางแผนโดยภาพรวม (macro planning) การจัดระบบ การวางแผนระดับรายละเอียด การแปล การควบคุม การแก้ไข ส่วน context validity พิจารณา task setting และ linguistic demands รวมถึง การบริหารสถานที่สอบ

ในส่วนของการให้คะแนน scoring validity ประกอบด้วย เกณฑ์การให้คะแนน ลักษณะของผู้ตรวจข้อสอบ กระบวนการ เงื่อนไขการตรวจ การฝึกอบรมผู้ตรวจ การปรับหลังการสอบ การตรวจและการให้ระดับคะแนน การให้คะแนนยังต้องพิจารณา criterion-related validity ความน่าเชื่อถือของเกณฑ์ โดยต้องพิจารณา การเปรียบเทียบข้อสอบ ใน ข้อสอบรายข้อและหว่างข้อสอบ ฉบับต่าง ๆ การเปรียบเทียบกับมาตรฐานภายนอก นอกจากนี้ยังต้องพิจารณาผลกระทบของคะแนน เช่นต่อการเรียนการสอน ต่อการทำงาน ต่อสถาบัน สังคม และต้องระวังการมีอคติ

FIGURE 1 COMPONENTS AND FRAMEWORK FOR CONCEPTUALISING WRITING TEST PERFORMANCE (2005b)



(Shaw, S and C. Weir (2006) **Examining Second Language Writing: Research and Practice**
p. 4)

(2) เกณฑ์มาตรฐานระดับความสามารถในการใช้ภาษาอังกฤษ

2.1 Common European Framework of References for Languages

ในการสร้างแบบทดสอบวัดความสามารถในการใช้ภาษาอังกฤษ จำเป็นต้องมีเกณฑ์มาตรฐานเพื่อรับรู้ระดับความสามารถที่เป็นมาตรฐานทั่วโลก ในสหภาพยุโรป ได้มีการกำหนด เกณฑ์มาตรฐานความสามารถทางการใช้ภาษาอังกฤษเพื่อใช้ร่วมกัน Common European Framework for References for Languages (CEFR) สำหรับเกณฑ์ในการใช้แบบทดสอบของสหราชอาณาจักร หรือประเทศต่าง ๆ ในยุโรป ก็อิงเกณฑ์มาตรฐานนี้เช่นกัน เช่นแบบทดสอบของ Cambridge ระดับ KET (Key English Test) เทียบเท่ากับระดับ A2 PET (Preliminary English Test) เทียบเท่ากับระดับ B1 FCE (First Certificate English) เทียบเท่ากับระดับ B2

Common European Framework for Reference for Languages: learning, teaching, assessment (CEFR) ได้กำหนดเกณฑ์มาตรฐานโดยภาพรวมคือ ด้าน ความเข้าใจ การอ่าน การโต้ตอบโดยการพูด และการเขียน ไว้เป็นระดับ A1 A2 B1 B2 C1 C2 ดังรายละเอียดต่อไปนี้

Table 2. Common Reference Levels: self-assessment grid

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Common Reference Levels

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

เกณฑ์ของ CEFR อาจเปรียบเทียบกับระดับความสามารถ 6 ระดับได้ดังนี้คือ (CEFR 2001: 23) ดังนี้คือ

A Basic User A1 (breakthrough) A2 (Waystage)

B Independent User B1 (Threshold) B2 (Vantage)

C Proficient User C1 (Effective Operational Proficiency) C2 (Mastery)

นอกจากนี้ในแต่ละทักษะยังมีการกำหนดรายละเอียดแยกย่อยลงไปอีก ดูได้จากการพัฒนาแบบทดสอบในแต่ละทักษะ

2.2 ACTEFL Guidelines

นอกจาก CEFR แล้ว ACTEFL Guidelines โดย American Council for the Teaching of Foreign languages ได้กำหนดเกณฑ์ในการด้านการฟังการพูด การอ่านการเขียนไว้อย่างละเอียด โดยแบ่งเป็น 4 ทักษะ มีระดับ novice intermediate advance superior distinguished ดังตัวอย่างหน้าเว็บไซต์ดังนี้

ACTFL guidelines

ACTFL Proficiency Guidelines

By American Council for the Teaching of Foreign Languages

Originally published as: American Council for the Teaching of Foreign Languages. 1983. *ACTFL Proficiency Guidelines*. Revised 1985. Hastings-on-Hudson, NY: ACTFL Materials Center.

In the public domain.

Complete Table of Contents

Summary

This book contains descriptions of different levels of language proficiency identified by the American Council for the Teaching of Foreign Languages, based on the five levels originally defined by the US Foreign Service Institute. ACTFL provides a detailed description of the kinds of communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels in each of the four major language skills (listening, speaking, reading and writing). These descriptions can be helpful in setting language learning goals, in planning learning activities and in evaluating proficiency.

The ACTFL guidelines

ACTFL guidelines: Listening

[ACTFL guidelines: Listening--Novice](#)
[ACTFL guidelines: Listening--Intermediate](#)
[ACTFL guidelines: Listening--Advanced](#)
[ACTFL guidelines: Listening--Superior](#)
[ACTFL guidelines: Listening--Distinguished](#)

ACTFL guidelines: Speaking

[ACTFL guidelines: Speaking--Novice](#)
[ACTFL guidelines: Speaking--Intermediate](#)
[ACTFL guidelines: Speaking--Advanced](#)
[ACTFL guidelines: Speaking--Superior](#)

ACTFL guidelines: Reading

[ACTFL guidelines: Reading--Novice](#)
[ACTFL guidelines: Reading--Intermediate](#)
[ACTFL guidelines: Reading--Advanced](#)
[ACTFL guidelines: Reading--Superior](#)
[ACTFL guidelines: Reading--Distinguished](#)

ACTFL guidelines: Writing

[ACTFL guidelines: Writing--Novice](#)
[ACTFL guidelines: Writing--Intermediate](#)
[ACTFL guidelines: Writing--Advanced](#)
[ACTFL guidelines: Writing--Superior](#)

Context for this page:

- Modular book: [ACTFL Proficiency Guidelines](#), by American Council for the Teaching of Foreign Languages
- In document collection: Other Resources
- In bookshelf: [Language Learning](#)

This page is an extract from the [LinguaLinks Library](#), Version 3.5, published on CD-ROM by [SIL International](#), 1999. [[Ordering information](#).]



Page content last modified: 21 March 1999

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(Sources:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm> retrieved 20 September 2009)

(3) การกำหนด Test specifications ของ STOU-EPT

การกำหนดรายละเอียดและเกณฑ์มาตรฐานของข้อสอบเพื่อเป็นแนวทางในการสร้างข้อสอบและการรายงานผลมีความสำคัญเป็นอย่างยิ่งในการสร้างแบบทดสอบ ในส่วนของการกำหนด Test specifications ของ STOU-EPT ซึ่งเป็นแบบทดสอบวัดสมรรถภาพภาษาอังกฤษ หรือ วัดความสามารถในการใช้ภาษาอังกฤษ มีวัตถุประสงค์เพื่อวัดความสามารถในการใช้ภาษาอังกฤษ หรือ สมรรถภาพ (proficiency) ของผู้เข้าทดสอบ ในระดับของผู้ที่ต้องการเข้าศึกษาต่อระดับบัณฑิตศึกษาที่ต้องศึกษาคำเป็นภาษาอังกฤษ

จากการศึกษาแบบทดสอบวัดความสามารถอื่น ๆ ที่ใช้อิงเกณฑ์ของ CEFR ผู้รับทุนและที่ปรึกษาได้กำหนดระดับความสามารถ อิงเกณฑ์ ของ CEFR โดยจำแนกเป็น 3 ระดับ กล่าวคือ A2 B1 และ B2 โดยกำหนดระดับ A2 ยังไม่ผ่าน B1 ผ่าน สามารถใช้ภาษาอังกฤษในระดับที่ต้องศึกษาคำภาษาอังกฤษได้ ระดับ B2 สามารถใช้ภาษาอังกฤษในระดับที่ศึกษาคำภาษาอังกฤษได้ระดับสูง (ดูรายละเอียดแบบทดสอบและการรายงานผล ของ STOU-EPT) ในส่วนรายละเอียดของ test specifications และการสร้างข้อสอบของ การฟัง การอ่าน และการเขียนดูได้จาก รายละเอียดในแต่ละส่วน

โครงสร้างของแบบทดสอบที่นำเสนอมี 3 paper Paper A ประกอบด้วย การฟัง การอ่านและคำศัพท์ ไวยากรณ์ Paper B optional ให้เลือกการเขียน ส่วน Paper C การพูด อยู่ในแผนการจัดทำระยะต่อไป

(4) การพัฒนาข้อสอบการอ่าน

4.1 Reading Test specifications

การพัฒนา test specifications เฉพาะบริบทของมหาวิทยาลัยสุโขทัยธรรมมาธิราช โดยศึกษาเกณฑ์ของ CEFR illustrative Scales for Reading (Council of Europe, 2001:69-71) และ ข้อมูลการนำเสนอผลงาน ของ Dr Aylin Unaldi จาก Centre for Research in English Language Learning and Assessment (CRELLA) University of Bedfordshire เรื่อง Text Selection: A Neglected Area ซึ่งเป็นงานวิจัยที่สนับสนุนโดย the British Council London และ The 2005-06 IELTS Funded Research Program ซึ่งศึกษาวิเคราะห์การเลือกบทอ่าน

การกำหนด test specifications ของ STOU-EPT เป็นระดับ A2 B1 B2 การกำหนดบทอ่าน ให้อยู่ในบริบทและ domain ของการอ่านงานวิชาการ (academic reading) ในแต่ละระดับมีรายละเอียดครอบคลุมการออกข้อสอบการอ่านรอบด้าน ทุกมุมมอง กล่าวคือ รูปแบบข้อสอบ (response method) ความยาว text ที่เหมาะสม ข้อมูลเกี่ยวกับโครงสร้าง (structural resources) ซึ่งหมายรวมถึง จำนวนคำต่อประโยค ระดับความยากง่ายของ บทอ่าน

(Flesch-Kincaid Grade Level) ลักษณะประโยค ความเชื่อมโยง แหล่งคำศัพท์ ระดับคำศัพท์
จำนวนคำศัพท์วิชาการ ลักษณะประเภทของบทอ่าน ประเภทการเขียน ประเภทของข้อมูล
ความรู้เกี่ยวกับเนื้อหา และลักษณะทางพุทธิปัญญาคือประเภทของการอ่าน
ประเด็นเหล่านี้สามารถใช้เป็นแนวทางในการออกข้อสอบได้

Lexical resources เกี่ยวกับระดับความยากง่ายของคำศัพท์ ระดับคำศัพท์ และคำศัพท์
วิชาการ สามารถวิเคราะห์บทอ่านได้จากการใช้โปรแกรม lexitutor จากเว็บไซต์ ซึ่งข้อมูลที่ได้จะ
เป็นการวิเคราะห์ระดับความยากง่ายของคำศัพท์ คำศัพท์ที่อยู่ในรายการคำศัพท์วิชาการ หรือ
คำศัพท์เฉพาะ เพื่อที่ผู้สร้างข้อสอบจะได้นำมาประกอบในการปรับบทอ่านให้เหมาะสมกับระดับที่
ต้องการเพื่อให้บทอ่านสะท้อนระดับความสามารถในการอ่านอย่างแท้จริง
ดังรายละเอียดต่อไปนี้

ระดับ A2

Response Method: MCQ, sequencing, sentence completion, gap filling, information transfer (Read and fill out a form),

Text length: 250 words

Structural resources

Words/sentence: ave 12

Flesch-Kincaid Grade Level: ave 6

The complexity of sentence structure: mainly simple sentences

Cohesion: explicit

Lexical resources

95% K1-20 words= K1 89.2% K2 5% K3 0.7%

AWL words: 0.6%

Discourse mode:

Genre: biography, letters, notes, email, story (people/animal events).

Simple documents on everyday matters

Simple informational sources (encyclopedia, reference books, leaflets and brochure)

Rhetorical task: Narrative, descriptive, instructive

Pattern of exposition: define, describe, illustrate

Nature of information: concrete

Content knowledge: areas immediate relevance, simple informational expository content

Cognitive

Type of reading:

1. establish meaning within and across sentences; understand the main points/facts in short and simple texts (to be able to answer what the major events/reason/solution/results etc. was in one or two sentences) Sample questions: Why can't John swim anymore? –the main idea of the text /John can't swim anymore because he hurt his leg.
2. understand simple/local cohesion
3. guess the meaning of words from the contexts
4. use a lexical item in context (MCQ)
5. identify the right parts of speech to be used in context

Text level: word and sentence and across sentences

ระดับ B 1

Response Method: MCQ, multiple choice sentence completion,
MCQ gap filling, multiple choice cloze,
multiple matching, sequencing

Text length: up to 500 words

Structural resources:

Words/sentence: Ave 15

Flesch-Kincaid Grade Level: Ave: 8

The complexity of sentence structure: mostly simple sentences (but some use of subordinate clauses in PET)

Cohesion: explicit

Lexical resources

95% K1-20 words = K1 84.7 % K2 8.7% K3 2.3%

AWL words: 2.5%

Discourse mode:

Genre: expository and informative newspaper/magazine articles on familiar subjects, simple informational sources, biographic texts with description of events, feelings and wishes, book reviews,

Rhetorical task: Narrative, descriptive, instructive, expository
pattern of exposition: define, describe, elaborate, illustrate, compare and contrast, classify

Explicitness of text structure: explicit

Nature of information: concrete

Content knowledge: not required, everyday situations encountered in work, school, leisure etc. familiar topics in expository texts

COGNITIVE

Type of reading:

1. establish meaning across sentences; understand the main ideas and/or relevant points and the relation between them, though not necessarily in detail (description of events, feelings and wishes, significant and clearly signaled reasoning, and argumentation) [comprehension questions on diff. types of sentences -- why q. on sentences with 'because']
2. identify the main idea of a paragraph (stated relatively explicitly in the paragraph)
3. identify the purpose of the writer at paragraph level (stated relatively explicitly in the paragraph)
4. identify the meaning of unfamiliar words from the context
 5. identify the meaning of occasional unknown words from the context and deduce sentence meaning (using a lexical item in paraphrase sentences)
 6. identify the right parts of speech to be used in context
 7. identify the referents of pronouns

Text level: word, sentence and across sentences

ระดับ B2

Response Method: MCQ, multiple choice sentence completion,
MCQ gap filling, multiple choice cloze,
multiple matching, sequencing

Text length: Up to 750 words

Discourse mode

Genre: newspaper/magazine articles, reports (on professional topics)
specialised articles (in related fields), books

informational sources (e.g., brochures, guides, manuals)

Rhetorical task: historical biographical narrative, descriptive, instructive,
expository, persuasive, argumentative

Pattern of exposition: define, describe, elaborate, illustrate, compare and
contrast, classify, cause and effect, problem and solution, justify

Explicitness of text structure: less explicit structure

Structural resources

Words/sentence: 18

Flesch-Kincaid Grade Level: 12

The complexity of sentence structure: a range of sentence patterns, frequent
compound sentences

Cohesion: the relations between the parts of the text may not be signalled explicitly

Lexical resources 95% K1-20 words K1 84.2% K2 7.8% K3 2.6% K4 1.3%

AWL words: 3.3%

Nature of information (abstract/concrete): both concrete and abstract

Content knowledge: content can be slightly specialised yet accessible to
common reader: technical and professional discussions and correspondence,
contemporary problems

COGNITIVE

Type of reading:

1. establish meaning across sentences; understand the main ideas and relevant points and the relation between them in detail
2. identify the main idea of a paragraph (stated relatively implicitly in the paragraph)
3. identify the purpose of the writer at paragraph level (stated relatively implicitly in the paragraph)
4. search read quickly to locate relevant information
5. identify the main idea of the whole text

Text level: sentence, across sentences and text

4.2 การพิจารณาความยากง่ายของ text และคำศัพท์ โดย lexitutor

Lexical resources เกี่ยวกับระดับความยากง่ายของคำศัพท์ ระดับคำศัพท์ และ คำศัพท์วิชาการ ได้จากการใช้โปรแกรม lexitutor จากเว็บไซต์ วิเคราะห์ สามารถนำมาใช้แนวทาง ในการพิจารณาบทอ่าน ปรับคำศัพท์ให้อยู่ในระดับที่ต้องการเพื่อให้ บทอ่านสะท้อนระดับ ความสามารถในการอ่านอย่างแท้จริง

ตัวอย่างหน้าจอ lexitutor



(Sources: <http://www.lexitutor.ca/vp/> retrieved 2 October, 2009)



(Sources: <http://www.lexitutor.ca/vp/eng/> retrieved 2 October 2009)

VOCABPROFILE ENGLISH OUTPUT - Microsoft Internet Explorer

Address: <http://www.lex tutor.ca/vp/eng/output.pl>

Home > VocabProfilers > English (Alt-arrow-left to preserve settings) > Output

WEB VP OUTPUT FOR FILE: C:\Documents and Settings\User\Desktop\CAN ANIMALS LEARN TO SHARE1.txt

Words recategorized by user as 1k items (proper nouns etc): NONE (total 0 tokens)

	Families	Types	Tokens	Percent
K1 Words (1-1000):	208	251	668	78.22%
Function:	...	...	(390)	(45.67%)
Content	...	...	(278)	(32.55%)
> Anglo-Sax	...	...	(145)	(16.98%)
> Not Greco-Lat/Fr Cogn	...	...	(19)	(2.22%)
K2 Words (1001-2000):	33	38	54	6.32%
> Anglo-Sax	...	...	(1)	(0.12%)
AWL Words (academic):	38	42	60	7.03%
> Anglo-Sax	...	...	(1)	(0.12%)
Off-List Words:	2	53	72	8.43%
279+?	384	854	100%	

Words in text (tokens):	854
Different words (types):	384
Type-token ratio:	0.45
Tokens per type:	2.22
Lex density (content words/total)	0.54
<i>Pertaining to onlist only</i>	
Tokens:	782
Types:	331
Families:	279
Tokens per family:	2.80
Types per family:	1.19
Anglo-Sax Index:	70.97%
(Anglo-Sax tokens + functions / onlist token)	
Greco-Lat/Fr-Cognate Index (Inverse of above)	29.03%

For easy editing as MS Word table - [Edit/print-friendly table](#)

Page menu: [tokens](#) (includes AWL, sub) [Types](#) [Families](#) (includes VP negative)

Note: In the output text, punctuation is eliminated; all figures (1, 20, etc) are replaced by the word *number*; contractions are replaced by constituent words (won't => will not); type-token ratio is calculated using said constituents; and in the 1k sub-analysis content + function words may sum to less than total (depending on user treatment of proper nouns and program decision to class numbers as 1k although not contained in 1k list); single letters are eliminated except for 'a' and 'l'.

(Source: <http://www.lex tutor.ca/vp/eng/output.pl> retrieved 2 October 2009)

4.3 ลักษณะของคำถาม กิจกรรมในแบบทดสอบ

Dr. Aylin Unaldi ได้รวบรวม task types สำหรับแบบทดสอบการอ่านไว้ดังนี้ เพื่อใช้เป็นแนวทางในการสร้างข้อสอบให้มีความหลากหลาย

POSSIBLE TASK TYPES

1. Matching the words in a text with their synonyms/meanings
2. Identifying the referents of pronouns
3. Sequencing given sections of a text
4. True/False
5. Matching True/False
6. Matching texts with visuals
7. Multiple choice (for several purposes, this should be detailed: i.e. identifying rhetorical purpose, for inference, text organisation)
8. Short answer (for specific information, for commenting and giving reasons, etc)
9. Sentence completion
10. Matching responses to utterances
11. Matching the text with headings
12. Matching texts with other texts (for relevance, etc)
13. Inserting a sentence/paragraph in the gaps in a text
14. Information transfer: Selecting or extracting information from a text and transfer it to a diagram, table, grid, etc.
15. Completing missing information with the information from a graph or table (visual) or completing the missing information in a graph, table, etc. (??)
16. Identifying and summarising main ideas and important details in the text (summary completion, or classifying, categorising and organising question)
17. cloze (random deletion, selective gap cloze/ multiple choice cloze)

4.4 ตัวอย่างข้อสอบ ระดับ A2 B1 B2

ตัวอย่างข้อสอบและรูปแบบของ response method จาก Dr. Cyril Weir

A2 Order the sentences below to make a story. Write your answers on the answer paper.

The first one is done for you and marked on the answer sheet.

Kindness to animals

- A. She took it inside, and made it comfortable in an old shoebox.
- B. She went outside to get her bike.
- C. **Emma got up early one morning to visit her friend.**
- D. After a few weeks the leg was better and the rabbit could hop away.
- E. It was a rabbit with an injured leg.
- F. But just outside the front door she saw something in the grass.
- G. Emma realised that it needed help.

B1 Read the text and complete each gap with one word from the box below. Write the words on the answer paper. The first one is done for you on the answer sheet.

Reiki: healing by touch

Throw out the bottles and boxes of drugs in your house. A new **theory** suggests that ① _____ could be bad for your health, which should at least come as good news to people who cannot afford to buy expensive treatments. However, it is a blow to the medicine ② _____, and an even bigger blow to our confidence in the progress of science.

According to this theory, healing is at our fingertips: we can ③ _____ our health by doing Reiki on a regular basis. Reiki is ④ _____ and drug-free. What is more, it is easy to learn by anyone, regardless of age and ⑤ _____. It can be used anywhere, anytime. It also enhances physical, mental, emotional and spiritual well-being and the ⑥ _____ last a lifetime. It is definitely high time to ⑦ _____ the drugs we keep in our drug cabinet!

benefits expense experience food improve industry medicine natural older people reiki remove reorder theory unfit use

You have 25 minutes for this test.

B2 Read the passage below quickly. Match a heading (A-H) to each paragraph (1-7). There are more headings than you need.

Write your answers on the answer sheet. The first one is done for you and marked on the answer sheet.

Headings

- A. Unintended harm to non-human creatures**
- B. Cold and drought tolerance**
- C. Making food quality worse**
- D. Gene transfer to non-target species**
- E. Unknown effects on peoples' health**
- F. Economic impact**
- G. Tolerance to weed-killers**
- H. Higher quality food intake**

Genetically Modified Foods: For or against?

GM food refers to crop plants created for human or animal consumption using the latest molecular biology techniques. These plants have been modified in the laboratory to improve, for example, their resistance to pests and diseases. Genetically modified foods have the potential to solve many of the world's problems in relation to food production, but we must avoid causing unintended harm through our enthusiasm for this powerful technology.

What are some of the advantages of GM foods?

1. Farmers often spray large quantities of chemicals to destroy weeds, a time-consuming and expensive process that requires care so that the herbicide doesn't harm the crop plant or the environment. Crop plants genetically engineered to resist the harmful effects of herbicides are claimed to be highly beneficial.
2. Unexpected frost can destroy sensitive seedlings. An antifreeze gene from an Arctic fish has been introduced into plants such as tobacco and potato. With this antifreeze gene, these plants are able to stand low temperatures that normally would kill unmodified seedlings. Farmers will also need to grow crops in other locations similarly unsuited to plant cultivation. Creating plants that can withstand long, dry periods or high salt content in soil and groundwater will help people to grow crops in formerly inhospitable places.
3. Malnutrition is common in third world countries where impoverished people rely on a single crop such as rice for the main staple of their diet. However, rice does not contain adequate amounts of all the nutrients necessary for a balanced diet. If rice could be genetically engineered to contain additional vitamins and minerals, nutrient deficiencies could be reduced. For example, blindness due to vitamin A deficiency is a common problem in third world countries. Researchers have now created a strain of "golden" rice containing an unusually high content of beta-carotene (vitamin A).

What are some of the criticisms against GM foods?

4. There is a growing concern that introducing foreign genes into food plants may have an unexpected and negative impact on human beings. There is a possibility that introducing a gene into a plant may cause an allergic reaction in susceptible individuals. A proposal to incorporate a gene from Brazil nuts into soybeans was abandoned because of the fear of causing unexpected allergic reactions. Extensive testing of GM foods may be required to avoid the possibility of harm to consumers with food allergies.
5. A laboratory study was published in *Nature* showing that pollen from one type of genetically modified corn (B.t) caused high mortality rates in monarch butterfly caterpillars. Monarch caterpillars consume milkweed plants, not corn, but the fear is that if pollen from B.t. corn is blown by the wind onto milkweed plants in neighbouring fields, the caterpillars could eat the pollen and perish. Although the *Nature* study was not conducted under natural field conditions, the results of the study seemed to support this viewpoint. Unfortunately, it is not possible to design a B.t. toxin that would only kill crop-damaging pests and remain harmless to all other insects.
6. Another concern is that crop plants engineered for herbicide resistance will cross-breed with weeds, resulting in herbicide resistant weeds. These "superweeds" would then be herbicide resistant as well. Other GM crops may cross-breed with non-modified crops planted next to the GM crops. The possibility of cross-breeding is illustrated by the case of the company that filed patent infringement lawsuits against farmers, accusing them of illegally harvesting GM crops. The farmers' claim that their unmodified crops had been cross-pollinated from someone else's GM crops planted a field or two away was supported in court.
7. Bringing a GM food to market is a lengthy and costly process, and of course agri-biotech companies wish to ensure a profitable return on their investment. Many new plant genetic engineering technologies and GM plants have been patented, and patent infringement is a big concern of agribusiness. The worry is that patenting these new plant varieties may raise the price of seeds so high that small farmers in third world countries will not be able to afford seeds for GM crops, thus widening the gap between the wealthy and the poor.

ANSWER PAPER

What is your name?

How old are you?

Are you male or female?

Male / Female

What is your first language?

Section A2

(Example) 1 C

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

Part B1

(Example) 1 G

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

B2

(Example) THEORY

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

4.5 ตัวอย่างข้อสอบ B2 ที่พัฒนาขึ้นเอง โดยปรับคำศัพท์ตามโปรแกรม lexitutor

NEW TRENDS IN JOB INTERVIEWS

(1) Job interviews are getting tougher. And weirder! Whether this is for practical reasons (hiring the wrong person is an increasingly expensive mistake) or just a by-product of some recruitment chief's ego, the end result is the same. If you are going for an interview, expect a painful experience.

(2) According to the Industrial Society, the standard interview is still the most popular means of assessment. It's not enough for many employers, however, and even methods like graphology and astrology are catching on. Psychometric testing, which aims to reveal an applicant's true personality as reflected in the questions filled in by the applicant and used to be dismissed as amateur psychology is gaining respectability. 'Research shows that interviews are not particularly good predictors of performance in a job,' says Industrial Society consultant, Julie Amber.

'Interview decisions are made in the first five minutes, in which you cannot possibly get an informed, objective opinion.' When Tony Phipps prepared for this interview at LBW Publications, he tried to guess the questions he would face. Since he had applied for the post of 'credit control clerk', he imagined giving straightforward replies to queries like 'Why do you think you will be good at credit control?' and 'What are your ambitions?' Ultimately, his preparation was pointless. He was caught out by something so startling that it would have seen off most candidates. 'I was interviewed by a woman', he says. 'All of a sudden, she said to me, "If you were an animal, what kind of animal would you be?"' I was so puzzled I said nothing for what seemed like five minutes. I mean, what are you supposed to say to that?' Needless to say, Tony didn't get the job.

(3) The industrial Society has compared the effectiveness of a range of selection techniques. The most efficient were the more traditional: practical tests and conventional interviews. The least effective were graphology and astrology. On psychometric testing, opinion is divided. Many believe it is a mad idea. At the Industrial Society, they take a broad-minded view. 'There has been enough research to prove that, if properly used, psychometric testing is a helpful addition to the interview in judging a person,' says Julie Amber.

(4) The problem is that most psychometric tests can only be run by trained operators, and the majority are not properly regulated. 'And it is not good practice for companies to keep you in the dark about tests' says Amber. She advises that results of psychometric testing be available to the interviewees. Since psychometric tests involve filling in answers to questions about your

personality, surely they are very easy to play with? Not if they are designed properly.’ says Amber. Since most of them are not, cheating in them should be a formality/convention.

(5) Another popular method you should be aware of is the Group Interview. This is especially popular in sales recruitment. Groups of up to 20 interviewees are set against each other to discuss some topical subject. This is a test of your leadership skills, offering you (and your competitors) a chance to speak up and organise others. All of which sounds horrible. How would you like to compete with 20 other annoyingly aggressive people, all frantically trying to establish dominance over each other? ‘Don’t think you have to be too aggressive.’ advises Amber. ‘Having good leadership skills means being able to listen to other people, not ruling harshly over everyone else.’

(6) Another trick involves a variation on the good cop/bad cop interrogation technique. This is apparently inspired by various TV police series, where one interviewer is nice and the other aggressive. The theory is that it disarms you and you end up confessing all to the nice character. I can see why detectives might be interested in this tactic, but not career interviewers.

(7) Ultimately, it is hard not to sympathise with those employers who try to make interviews more practical. What better way to assess you than a practical test you have no preparation for? It is difficult to argue the employer is being unfair. Even if they were, the employer holds all the cards anyway. So get used to it. Forget interview chestnuts like ‘Where do you see yourself in five years’ time?’ Throw away the interview rule book – it is useless. These days the best advice is: always expect the unexpected.

B 1

ตัวอย่างคำถามตาม **test specifications**

Cognitive:

1. understanding main ideas and relevant points

Which of three of these sentences are true according to the text?

- a. Group interviews allow candidates to express their leadership role.
- b. Some psychometric tests are not sensible to candidates.**
- c. Research shows that interviews are good predictors of performance in a job.
- d. Interrogation technique is not good for career interviewers.**
- e. The least effective tests were graphology and astrology.**

relevant point

The writer thought that job interviews were getting harder and stranger because of _____ used in the interview

- a. the length of time
- b. the type of questions**
- c. the number of interviewers

The employer holds all the cards means the employer

- a. is in control of the interviews.
- b. expects to win all the time
- c. is at the mercy of the applicants

2. identify the main idea of a paragraph

Multiple matching

Which of the following phrases summarises the following paragraphs? One answer will not be used.

1. paragraph 2 _____	a. comparison of effective selection techniques 3
2. paragraph 3 _____	b. Psychometric interview is good if run by trained people 4
3. paragraph 4 _____	c. Some weird techniques include police investigation 6
4. paragraph 5 _____	d. standard interview is the most popular means of assessment 2
5. paragraph 6 _____	e. The interviewee should be well prepared for all kinds of interview 7
6. paragraph 7 _____	f. Group interview is also a popular means 5
	g. Interviewers are examined thoroughly nowadays. 0

3. identify the purpose of the writer

The writer wants to **a. compare different types of interview**

- b. propose the best type of interview
- c. sympathise with the employers' idea to interview

The writer's final suggestion to tougher and weirder interviews is to _____

- a. be prepared , get used to it, and expect the unexpected.**
- b. take a broad-minded view and ignore it.
- c. try to establish dominance over other candidates.

4. identify the meaning of unfamiliar words from the context .

To try to make interviews more practical means to make them more _____.

- a. **useful** b. confused c. tough

The word “complicated” is opposite to _____.

- a. informed b. **straightforward** c. control

5. identify the meaning of occasional unknown words from the context and deduce sentence meaning (using lexical item in paraphrase sentences)

I. Fill in each gap with one of the words given.

According to the Industrial Society, the standard interview is still the most popular means of assessment. It’s not enough for many employers, however, and even methods like graphology and astrology are catching on. Psychometric testing, which aims to reveal an applicant’s true personality as reflected in the questions filled in by the applicant and used to be dismissed as amateur psychology is gaining respectability.

- a. assessment b. astrology c. personality d. popular e. psychometric f. respectability

6. identify the right part of speech.

Fill in the parts of speech of the following words in the first column. The words are in the reading passage.

Noun	verb	Adjective
information	-	(informed)
interview	Interview (s)	
preparation	prepare	

Fill in the following sentences with appropriate word(s) from the text.

1. _____ test is a test involving in personality. Psychometric
2. _____ is popular in sales recruitment.

Which of the following is similar in meaning to “practical”?

- a. sensible and realistic b. applied c. theoretical and helpful

7. identify the referents of pronoun

(6) Another trick involves a variation on the good cop/bad cop interrogation technique. **This** is apparently inspired by various TV police series, **where** one interviewer is nice and **the other** aggressive. The theory is that it disarms you and you end up confessing all to the nice character.

1. <i>This</i> refers to _____	a. technique
2. <i>Where</i> refers to _____	b. TV police series
3. <i>the other</i> refers to _____	c. interviewer
	d. good cop

(5) การพัฒนาข้อสอบการฟัง

5.1 Test specifications

ได้พัฒนาเกณฑ์จากการศึกษา CEFR และ ALTEcando ซึ่งเป็นข้อความระบุว่า (ผู้เข้าสอบ) สามารถใช้ภาษาได้อย่างไรบ้างในแต่ละระดับ จัดทำโดย Association of Language Testers in Europe 1992-2002 เพื่อนำมากำหนดเป็นแนวทางสร้าง test specifications ของ STOU-EPT ในส่วนของ listening

ระดับ A2

CEFR

Overall listening comprehension

- A2+: Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- A2: Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated

Understanding conversation between native speakers

- Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.

Listening as a member of a live audience

- No descriptor available

Listening to announcements and instructions

- Can catch the main point in short, clear, simple messages and announcements.

- Can understand simple directions relating to how to get from X to Y, by foot or public transport.

Listening to audio media and recordings

- Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

ALTE Cando

Lectures, talks, presentations and demonstrations

- CAN follow a very simple presentation or demonstration, provided that it is illustrated with concrete examples or diagrams, there is repetition and the field is familiar. CAN understand some parts of a lecture, if the speaker makes careful adjustments for non-native speakers
- CAN understand and answer simple predictable questions.
- CAN ask simple questions and understand simple answers. CAN express simple opinions using expressions such as 'I don't agree'.

Management of study

- CAN understand basic instructions on class times, dates and room numbers, and on assignments to be carried out. CAN check instructions with teacher or lecturer by virtually repeating them.

ระดับ B1

CEFR

Overall listening comprehension

- **B1+:** Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
- **B1:** Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

Understanding conversation between native speakers

- Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect

Listening as a member of a live audience

- B1+: Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured
- B1: Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.

Listening to announcements and instructions

- Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.

Listening to audio media and recordings

- B1+: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech
- B1: Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly

ALTE Cando

Lectures, talks, presentations and demonstrations

- CAN understand the general meaning of a lecture, demonstration or presentation on a familiar or predictable topic, where message is clearly expressed in simple language.
- CAN give a short, simple presentation or demonstration on a familiar topic.
- CAN take a limited part in a seminar or tutorial, provided that this is conducted sympathetically, using simple language. CAN ask for clarification, but this needs to be given sympathetically in order for it to be understood.

Management of study

- CAN understand instructions on classes and assignments given by teacher or lecturer.

ระดับ B2

CEFR

Overall listening comprehension

- **B2+:** Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
- **B2:** Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specification.
- **B2:** Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

Understanding conversation between native speakers

- **B2+:** Can keep up with an animated conversation between native speakers.
- **B2:** Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

Listening as a member of a live audience

- Can follow the essentials of lectures, talk and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

Listening to announcements and instructions

- Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

Listening to audio media and recordings

- **B2+:** Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
- **B2:** Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.

ALTE Cando

Lectures, talks, presentations and demonstrations

- CAN ask questions, for example for reasons, clarification etc.
- CAN give a clear presentation on a familiar topic, and CAN answer predictable or factual questions.
- CAN present her/his own opinion, and justify opinions. CAN distinguish main themes from irrelevancies and asides.

Management of study

- CAN check that all instructions are understood.

STOU English Proficiency Test

Part I: Listening

Test specifications

Time 5 mins Preparation

35 mins actual test

No. of questions 25

Paper format The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

Questions and answer options are read aloud before each question.

Number of parts 4

Part	Section	Types of text	Language focus	Format	No. of Q	Time	Input	Domain
I (A2)	Listening text 1	Short conversation	Identify key information (days/places/ times/ numbers etc.)	MCQ	8	10	Visual prompts/ 8 dialogues (short 4 turns)	Personal/Public Shopping, family, holiday, postcards, books, cooking, transportation, party, weather,
II (B1)	Listening text 2	Monologue/news /announcement/ instruction	-main points -some straightforward specific information and detailed meaning	Gap filling	6	15		Public/educational School announcement (seminar announcement/library opening hours) News—radio news/ weather forecast/traffic/short breaking news
	Listening text 3	Conversation	-main points -attitudes and opinions of the speaker	Multiple matching	6			Educational Classmates/Liberians/library stuff/secretarie/sreceptionist

Part	Section	Types of text	Language focus	Format	No. of Q	Time	Input	Domain
III (B2)	Listening text 4	Lecture	-general gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement	True/false	5	10		Educational Professor- students/classroom/lecture theatres/seminar rooms
					25	35 + 5 mins. preparation		

5.2 เกณฑ์การพิจารณาความยากง่ายของ text ที่จะนำมาสร้างข้อสอบ

การพิจารณาจากตัวเนื้อหา (text) และ กิจกรรมที่สร้างขึ้นเพื่อวัดความสามารถในการใช้ภาษา (task) อาจพิจารณาตามประเด็นดังนี้ (Buck, Gary (2001) *Assessing Listening* Cambridge University Press p 149) โดยดูระดับความยากง่าย จาก A2 B1 B2 ตามลำดับ

1. text

Text characteristics that affect difficulty	A2	B1	B2
Linguistic characteristics Slower speech Longer pauses Familiar pronunciation Natural intonation patterns More high frequency vocabulary Less complex grammar Ideas units or clause strung together Simple pronoun reference Explicitness Explicitly stated More redundancy Organisation Linear or temporal order Main points stated clearly before example Content Familiar topic Fewer things or people to be distinguished Important protagonist Relationship between elements are fixed Concrete content Context Visual or other support which supplements the content			

2. task

ลักษณะของ task (กิจกรรมที่ให้ทำสอบ) ที่มีผลต่อความยากง่าย

Task characteristics that affect difficulty

Tasks that

- require processing less information
- require processing information from just one location in the text
- require recalling exact content
- require simply electing information
- require information relevant to the main theme
- require immediate response

5.3 Specifications for item writers

ในการจัดทำแบบทดสอบ จำเป็นต้องมี แนวทางสำหรับผู้สร้างข้อสอบ ผู้รับทุนได้ร่างข้อมูลสำหรับข้อสอบ STOU-EPT ตามแนวทางของ Buck (2001: 199) ดังนี้

Specifications for item writers

Purpose of the test	proficiency
Test takers	age: 22 up, MA and Ph.D candidates, Thai, BA degree
Main sub-sections of the test	4 parts : 35 mins with 5 mins preparation
Target-language use situation	Education
Text type	Source: กำหนดรายละเอียดในแต่ละข้อสอบละชุด Topics: educational/public Functions Nature of language Level of formality Select texts from ... How the texts will be presented How the texts will be recorded
Language competence	Language ability: ตามระดับ A2 B1 B2 Vocabulary Grammar Discourse structure Main ideas Specific detail, inference Following instruction
Language elements	List of structure/voab/notions/functions/speech act

Types of tasks	Discrete point/objectively scorable
Number of item in each section	4 parts A1 8 items 10 points B1 12 15 B2 5 10
Testing techniques	MCQ, gap filling
Rubric	Instructions to candidate, example items
Criteria for marking	One item for one mark

5.4 Specification for test validators

การกำหนดรายละเอียดของแบบทดสอบสำหรับการประเมินความน่าเชื่อถือของแบบทดสอบ ตามแนวทางของ Buck (2001) มีประเด็นต่าง ๆ ดังนี้

Statement of the purpose of the test

- to measure the candidate's proficiency in listening, reading and vocabulary, writing and grammar use

Description of theoretical framework underlying test design

- cognitive validity, context validity

Explicit definitions of the listening construct or constructs operationalised

- divided into 3 levels A 2 B 1 B 2

Explanation of why this operationalisation meets the purpose of the test

- the notions and functions are used in real-life situation

5.5 Specifications for test users

ในการพัฒนาแบบทดสอบมาตรฐานสำหรับวัดความสามารถในการใช้ภาษาอังกฤษ จำเป็นต้องมีคู่มือแบบทดสอบ เพื่อให้ผู้เข้าสอบจะได้เข้าใจเนื้อหาวิธีการ และเตรียมตัวได้อย่างถูกต้อง ผู้รับทุนได้พัฒนาคู่มือแบบทดสอบ STOU-EPT คู่มือ STOU-EPT proposal

5.6 ตัวอย่างข้อสอบ listening 3 ระดับจาก Cambridge

Example tasks

Part 1

You will hear 8 short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1 to 8, choose the correct picture and put a tick in the box below it.

Question 1: Which book does Lorna want? (taken from KET 3 p98)

Man: Have you finished studying yet, Lorna?

Girl: No, not yet. Could you give me that book, please?

Man: Which one? There are three here. This one on the sofa?

Girl: No, the one on the chair next to the sofa, please.

[pause]

Now listen again.

[repeat]

[pause]

Question 2: How many people were at the meeting? (taken from KET 3 p105)

Woman: Were there many people at the meeting?

Man: About thirty.

Woman: That's not many.

Man: No, but more than last time.

[pause]

Now listen again.

[repeat]

[pause]

Question 3: What homework is the girl doing now? (taken from KET 3 p122)

Boy: Have you finished the science homework yet?

Girl: I'm still working on it. What are you doing?

Boy: I've done my maths and I've just started those English exercises.

Girl: I am going to do them next.

[pause]

Now listen again.

[repeat]

[pause]

Question 4: Which platform does the woman's train leave from? (taken from KET 3 p105)

Woman: Which is the platform for the train to London?

Man: The first train leaves from platform six at seven o'clock.

Woman: I want to go to Rugby – does it stop there?

Man: You need the slow train from platform two at seven ten.

[pause]

Now listen again.

[repeat]

[pause]

Question 5: What's David going to buy? (taken from KET 3 p122)

David: I'm going to the shops, Mum. Do you need anything?

Mother: Yes, get some fruit will you – some green cooking apples and some oranges to make juice with.

David: Well, we already have lots of oranges.

Mother: OK, just some apples then. I'll make the juice when you get back.

[pause]

Now listen again.

[repeat]

[pause]

Question 6: When is Kim's birthday party? (taken from KET 3 p106)

Man: Are you going to Kim's birthday party? She'll be sixteen in June.

Woman: Oh, yes. It's on the eleventh, isn't it?

Man: That's right. It'll be quite a big party – about thirty people, I think.

Woman: OK. I'll see you there.

[pause]

Now listen again.

[repeat]

[pause]

Question 7: What time is the man's appointment? (taken from PET 5 p125)

Woman: Hello. Appointments.

Man: Hello. Could I make an appointment to see Dr. Smith, next Tuesday please?

Early evening, if possible – anything after 6 o'clock.

Woman: Well, we open at 6.15 on Tuesday evenings, and there's an appointment at 6.35 or 6.50.

Man: Thanks. I'll take the earlier one. My name is...

[pause]

Now listen again.

[repeat]

[pause]

Question 8: What has the woman lost? (taken from PET 5 p126)

Woman: Excuse me, I was sitting over there ten minutes ago making a call on my mobile phone. I got a pen out of my bag to write something down and I think my purse fell out. I can't find it now. Has anyone handed it to you?

[pause]

Now listen again.

[repeat]

[pause]

แนทริก photocopy

Part 2 (taken from PET 5 p69, p139)

You will hear a telephone message about a Business Studies course. For each question, fill in the missing information in the numbered space. You now have 20 seconds to look at Part 2.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman: Hello, this is Greenhill College. I'm leaving this message in answer to your enquiry about the Business Studies course. Firstly, you asked when the course starts. It begins on the 12th of June, and finishes four weeks later on the 7th of July. According to your letter, you're free at this time, so I hope those dates will be all right.

At the beginning of the course, there are no lectures because we spend time watching business videos. So you won't need to bring anything for the class, as everything is provided. Don't forget, however, that although you can bring your own laptop if you wish, mobile phones are not allowed in the classroom. I'm afraid these can disturb the classes, so they've now been banned.

You said you're coming by car. Well, as it's only a short course, you can use the visitors' car park which is just beside the main entrance. We're only a short walk away. Just turn right after the science and technology centre, cross the staff car park, and you'll see the door to the Business Studies Department in front of you.

Finally, you also wanted to know if it's possible to attend a language course while you are here. Well, the answer is yes, but we only have room on our Italian classes. Oh, no actually . . . there's one place on the Spanish course too. We usually offer French and Japanese as well, but there aren't enough students for those classes this summer.

So, I think that's all. But if you need to ask any further questions, please call Sonia Ashleigh – that's spelt A-S-H-L-E-I-G-H. She's the secretary in the Business Studies department, and she'll be happy to help. Thank you for your enquiry.

The recording is repeated.

Business Studies Course	
Course start date :	(14)
Course begins with :	(15) <i>about business</i>
What students mustn't bring to class :	(16)
Visitors' car park :	<i>next to the</i> (17)
Language classes available :	<i>Spanish and</i> (18)
Name of Business Studies secretary :	<i>Sonia</i> (19)

Part 3 (taken from FCE 1 p47, 139-141)

You'll hear five different people talking about the way they study. For questions 19 to 23, choose from the list A to F which of the opinions each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1

Girl: I must say, I've never found it easy to study at home. I've tried all sorts of places. One of my friends prefers to study outside, lying on a rug in the garden.

I try that from time to time and it's nice and airy, though my concentration tends to wander a bit and I find I'm looking at the trees, or people passing by, rather than at my notes. I think better in my bedroom, where it's nice and quiet. I've got a large desk there to put my computer on, and I set my alarm early and work with a fresh mind before everyone else's up.

[pause]

Speaker 2

Boy: You know how sociable I am normally? Well, it's strange but I find people talking really puts me off when I'm trying to study, so I hardly ever work with a classmate, although it's much more fun. You'd think that the faculty library would be the best place for me then – an academic atmosphere and no distractions. You always get a few people whispering and coughing though and that annoys me. What I frequently do instead now is put on my personal stereo and have something blasting away, it doesn't matter what. That blocks out everything else and I get through the work in no time.

[pause]

Speaker 3

Girl: When I do my homework I have to feel right. After sitting on a hard chair all day, I need to stretch out with my head on a pillow. Mum says I cannot possibly concentrate like that, but actually I don't fall asleep as long as I don't go on too late and I have the window open to get some fresh air. I'd love to work with music on, a lot of my friends do, and they say it really helps them concentrate. The point is I like music too much – it takes over from whatever I'm supposed to be doing.

[pause]

Speaker 4

Boy: I'm hopeless at doing school projects. I make timetables so that I can complete the project well before the deadline, but I don't stick to them. I've tried everything – strong coffee, quiet rooms, fresh air. Even though I'm wide awake and there's nothing to disturb me, the work still doesn't get done. I was getting really worried last week, when Mary came round and asked if she could work in my room – hers is too dark and stuffy. I've never worked with a friend before and so I said 'No', but she was desperate. Eventually, I gave in and it really worked out for us both. I couldn't believe it!

[pause]

Speaker 5

Girl: I really like some of the subjects I'm doing this year, particularly maths and physics. I don't mind studying them at all, although some of the homework assignments we're given are quite tricky, so I need to be able to work

undisturbed. That's often a bit difficult in our house, unless I put it off until everyone's in bed. Did you know that my younger brother, Fred, plays the guitar in a band? I love some of their music, it's really cool, you'd love it too, but it's pointless trying to work when he's playing.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

You will hear five different people talking about the way they study. For questions **19–23**, choose from the list (**A–F**) which of the opinions each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

A Music helps me concentrate when I'm studying.

Speaker 1

	19
--	----

B I study best in the morning when I can think clearly.

Speaker 2

	20
--	----

C I realise I study better when I'm outside in the open air.

Speaker 3

	21
--	----

D I find I can concentrate better when I study with a friend.

Speaker 4

	22
--	----

E It is much easier for me to study late at night.

Speaker 5

	23
--	----

F I prefer to study when I'm lying down.

Part 4 (taken from IELTS 7 p88, p150-151)

You will hear a part of lecture where a professor is talking about Monosodium Glutamate. Listen to the lecture to complete the notes. You have 40 seconds to look at

Part 4.

In today's lecture, I'm going to talk about Monosodium Glutamate, or MSG, as it's more commonly known. Now, MSG as you probably know, is a flavour enhancer which is used particularly in Chinese and Japanese cooking. Today I am going to explore why it is so popular in these cuisines and, more importantly, how does it enhance the flavour of food? Q31

The main reason why MSG is more commonly used in Japanese meals is tradition. For many thousands of years the Japanese have incorporated a type of seaweed known as *kombu* in their cooking, as they discovered it had the ability to make food taste better. But it wasn't until 1908 that the ingredient in *kombu* which was responsible for the improvement in flavour was actually discovered to be glutamate by scientists working there. Q32

From 1908 until 1956, glutamate was produced commercially in Japan by a very slow and expensive means of extraction. It was in 1956 that the speed of the process was improved, and industrial production increased dramatically and still continues to increase to this day. Q33
In fact, hundreds of thousands of tonnes of MSG are produced all over the world today.

So what exactly is MSG? Well, Monosodium Glutamate contains seventy-eight point two per cent glutamate, twelve point two per cent sodium and nine point six per cent water. Q34
Glutamate is an amino acid that can be found naturally in all protein-containing foods, erm, so this includes food such as meat and cheese. Q35 Q36

It is widely known that Chinese and Japanese food contains MSG but many people don't seem to be aware that it is also used in foods in other parts of the world. For example it is found in commercially made Italian pizzas, in American fast food and in Britain MSG is used in things like potato crisps.

So, how exactly does MSG work? Well, in the Western world, we commonly talk of four 'tastes', and I'm sure you're all familiar with the concepts of sweet, sour, bitter and salt. Well, in 1908, Kikunae Ikeda identified a fifth 'taste'. And it is thought that MSG intensifies this naturally occurring 'taste' in some food. It does make perfect evolutionary sense that we should have the ability to detect or taste glutamate because it is the amino acid which is most common in natural foods. Q37 Q38

John Prescott, an associate professor at the University of Chicago, suggests that this fifth taste serves a purpose just as the other tastes do. He suggests that it signals to us the presence of protein in food, in the same way that sweetness indicates that a food contains energy-giving carbohydrates. Bitterness, he says, alerts us of toxins in the food, while sourness warns us of spoilage and saltiness signals the presence of minerals. Q39 Q40

So, what else do we know about this fifth taste . . .

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

Monosodium Glutamate (MSG)

- MSG contains
 - glutamate (78.2%)
 - sodium (12.2%)
 - **34** (9.6%)
- Glutamate is found in foods that contain protein such as **35** and **36**
- MSG is used in foods in many different parts of the world.
- In 1908 Kikunae Ikeda discovered a **37**
- Our ability to detect glutamate makes sense because it is so **38** naturally.
- John Prescott suggests that:
 - sweetness tells us that a food contains carbohydrates.
 - **39** tells us that a food contains toxins.
 - sourness tells us that a food is spoiled.
 - saltiness tells us that a food contains **40**