

ระเบียบวาระที่ ๑ : เรื่องแจ้งเพื่อทราบ

๑.๑๘ ขั้นตอนการสอบ MU GRAD Plus

(Speaking Test)

# MU Grad Test

---

Speaking Section

# OVERALL ASSESSMENT of MU Grad Test and MU Grad Plus

MU Grad Test	
Modules	Scores
Listening	20
Grammar	20
Reading	40
Writing	20
Total	100

MU Grad Plus	
Modules	Scores
Listening	20
Grammar	20
Reading	40
Writing	20
Speaking	20
Total	120

# OVERALL ASSESSMENT of Speaking Test

Tasks	Tools	Score
Task 1	Pictures	0 - 4
Task 2	Opinions	0 - 4
Task 3	Graph, Chart, Diagram	0 - 4
Task 4	Audio Clip	0 - 4
Task 5	Lecture Clip	0 - 4
Total		20

# PURPOSE

To test the students on their proficiency with speaking and comprehension of speech in academic settings

---

- Ability to originate or respond to speech of various kinds and different purposes
- Grammar and syntax
- Accent/pronunciation/smoothness
- Real-time problem solving/thinking ability (not just patterns)
- The ability to give organized thoughtful replies to detailed academic information.

# LENGTH

---

5 sections

Approximate 10-15 minutes or  $\frac{2}{3}$  minutes per section



# Instructions page

## **MU GRAD Speaking Test**

Welcome to the speaking section of the MU Grad Test. This section consists of five different task and will take approximately 10 to 15 minutes to complete.

---

Task 1) describe a picture

Task 2) give a personal opinion on a controversial topic or situation

Task 3) interpret data on a table, a chart, or a graph

Task 4) summarize or respond to an audio conversation, talk, or discussion

Task 5) summarize or respond to a video-lecture or discussion

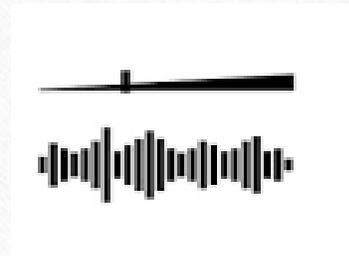
You will be given specific instructions for each task.

Please note: The speaking section of this tests requires the use of audio recording equipment. For that reason, an Audio check will be conducted prior to task 1.

# Audio check

You will now do an audio in order to ensure that the equipment is working properly. Please follow the steps below to record your voice and be sure to report any technical issues to your invigilator. The invigilator will start the test after you have completed the audio check.

- Click 'Audio check'.
- Speak for a few seconds. For example, you may introduce you self.
- Click 'Stop'.
- Click and listen to your voice.



# Part I: Describing a picture

---

You will be shown three photos. You will have 40 seconds prepare and 90 seconds to convey what you see.

Describe the photos with the intention of demonstrating your language and thinking abilities as naturally as possible. There is no necessary template or structure for your response; Instead, your response should be natural and comprehensive.

You will be graded according to your ability to demonstrate your subjective abilities to use the English language in generating structured responses and to communicate effectively.

Look at these photos. What do you see? You will now have 40 seconds to prepare what you want to say. You may take notes. Begin speaking after you hear the tone.

---



# Part II. Giving Opinions

---

This is the *giving opinions* section. You will be asked to give your personal opinion on a given topic or a situation.

Your response will be graded according to your ability to show your thinking ability with language. Do not be concerned with giving a rehearsed speech. Rather, you should be natural, say whatever you want in order to demonstrate your thinking skills with English.

You will be given 40 seconds to prepare and 90 seconds to give your opinion.

---

Now read the statement or question below. You will have 40 seconds to prepare a response about the topic and 90 seconds to deliver your response. You may speak after you hear the tone.

“Should elementary school and high school students be allowed to use phones in class?”

# Part III: Describing a Diagram

---

You will be shown a graph or a table in this section, and you will be asked to describe in detail what the graph or the table is showing.

You will be graded on your ability to use English to convey data. You must show your ability to analyze and synthesize data, report on the information, and speak in a manner that demonstrates your own understanding of the information in a concise and efficient manner.

You will be given 60 seconds to prepare and 90 seconds to give your description.

Study the graph below. You now have 60 seconds to prepare an interpretation of the data. You may speak after you hear the tone.



Mahidol University  
Wisdom of the Land

## Benefits of Soft Skills

### The 4 trends transforming your workplace



t  
a  
l  
e  
n  
t  
p  
r  
o  
f  
e  
s  
s  
i  
o  
n  
a

Percenta  
of talen  
professor

Copyright @ 2019 Global Talent Trends report  
<https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/resources/pdfs/global-talent-trends-2019.pdf>

# Part IV. Summarizing or giving a response to an audio lecture or a discussion

---

In this section, you will hear an audio lecture. Listen to the recording and answer the question.

Your response will be graded according to your ability to comprehend information both chronologically as well as structurally.

You must demonstrate your ability to understand the English language in the context of a lecture. This means that you can remember what was said and speak to its organization.

After the audio has been played, you will be given 60 seconds to prepare and 90 seconds to deliver your answer.

Now look at the question below and listen to a conversation about Bio-diversity in the worlds oceans. You have 60 seconds to prepare after the audio stops. You may speak after you hear the tone.

---

**Summarize the lecture. Be sure to Explain what Bio-diversity and to give examples from the lecture.**

**TIP:** Be sure to include the following: a statement of the purpose of the speaker, a definition for Bio-diversity, an analysis of the structure of the talk, and a summary of how all the information inter-relates.

“I’ve been looking at ocean bio-diversity. That’s the diversity of species that live in the world’s oceans.

About 20 years ago, biologists developed the idea of what they called bio diversity hot spots. These are the areas which have the greatest mixture of species. So, one example is Madagascar. These hotspots are significant; because they allow us to locate key areas for focusing efforts at conservation.

Biologists can identify hotspots on land fairly easily; but, until recently, very little was known about species distribution and diversity in the oceans, and no one even knew if hotspots existed there.

Then, a Canadian Biologist, called Boris Worm, did some research in 2005 on data on ocean species that he got from the fishing industry. Worm located five hotspots for large ocean predators, like sharks, and looked at what they had in common. The main thing h’d expected to find was that they had very high concentrations of food; but, to his surprise, that was only true for four hotspots. The remaining hotspot was badly off in that regard; but, what he did find was that in all cases the water at the surface of the ocean had relatively high temperatures even when it was cool at greater depths. So, this seemed to be a factor for supporting a diverse range of these large predators. However, this wasn’t enough on its own; because, he also found that the water needed to have enough oxygen in it. So, these two factors seems necessary to support the high metabolic rate of the large fish.

A couple of years later, in 2007, a researcher called Lisa bollards, who was working in California, also started looking for ocean hotspots, but not for fish. What she was interested in was marine mammals, things like seals; and, she found three places in the oceans which were hotspots, and what these had in common was that these hotspots were all located at boundaries between ocean currents, and this seem to be the sort of place that has lots of the plankton that some of these species feed on.”

## **Part V. Summarizing or giving a response to a conversation video**

---

In this section, you will hear a video conversation. After the video has been played, you will be given 60 seconds to prepare a response and 90 seconds to deliver your answer.

---

Now look at the question below and watch a lecture about the *secrets to learning a new language*. You have 60 seconds to prepare after the audio stops. You may speak after you hear the tone.

**“What are the secrets to learning a language as revealed by the speaker?”**

# That Concludes the Speaking Section for the student

---

On to evaluations...

# Graded according to

---

- Grammar
- Clarity
- Vocabulary
- Comprehension
- Fluency & Coherence

	0	1	2	3	4
Grammar	No attempt to speak OR irrelevant response to the topic	Speaker makes a lot of grammar mistakes in his/her utterance and is difficult to understand.	Speaker is able to express his/her ideas fairly, but utterance is grammatically incompetent. Speakers uses some inconsistent sentence structure and tenses.	Speaker is able to express his/her ideas and responses adequately. Speaker makes some mistakes with tenses, but is able to do self-correction.	Speaker is able to express his/her ideas and responses with ease in perfect sentence structures and tenses.
Clarity	No attempt to speak OR irrelevant response to the topic	The utterance is quiet and unclear.	Speech is slightly unclear but generally is fair.	Speech is clear and easy to understand	Speech is very clear and easy to understand.
Vocabulary	No attempt to speak OR irrelevant response to the topic	Only simple vocabularies are used, and a lot of repetitions occurs, which hinders speaker to express his/her ideas.	Utterance is made in a simplistic way using very few academic vocabulary words, without expansion. Repetitions of a word often occurs.	Broad vocabularies are mostly used in an accurate manner for the situation given, but speaker may exhibit a few imprecise or inaccurate use of vocabulary.	Rich, precise and impressive usage of vocabulary words are used.
Comprehension	No attempt to speak OR irrelevant response to the topic	Speaker barely understands and addresses the discussed questions or topics. The expressed ideas are inaccurate and inappropriate.	Speaker is able to somewhat comprehend the questions and topics that are discussed. Speech covers the task, but ideas are somewhat expressed inappropriately.	The speaker understands and addresses the discussed questions and topic and responds most of the questions. The topic is developed through some appropriate examples or relevant contents.	Student is able to comprehend and respond to all the questions and topics properly. Relevant and appropriate examples or well-organized contents are used to express the ideas.
Fluency & Coherence	No attempt to speak OR irrelevant response to the topic	The response is minimally related to the task. The speaker's speech is very short, slow, stumbling, and uncertain with response.	The speech is fairly related to the task, but short, slow, and incoherent with awkward intonation or uneven rhythm. Some sentences are left uncompleted, but the speaker is able to continue.	The answer addresses the task. The tone of speaker's speech is mostly smooth and coherent, but hesitation and unevenness are primarily caused by rephrasing for words.	Response are highly related to the task, and speech is coherent, effortless and smooth with speed without hesitation.

# EXAMPLE: TASK 1 Opinion

Example: Opinion	0	1	2	3	4	
Grammar			✓			2
Clarity		✓				1
Vocabulary			✓			2
Comprehension				✓		3
Fluency			✓			2
0-5 =1   6-10 =2   11-15=3   16-20=4						10 = 2

# Result

---

Grammar: 3

Clarity: 3

Vocabulary: 3

Comprehension: 4

Fluency & Coherence: 4

Total

---

**TASK Score= 17 = RUBERICS SCORE=3**

**0-5 =1    6-10 =2    11-15=3    16-20=4**

# Each Task Score Talled for a total score

Task Scores	0	1	2	3	4	Sums
Pictures					✓	4+
Opinions				✓		3+
Graphs					✓	4+
Audio				✓		3+
Visual					✓	4+
TOTAL SCORE FOR SPEAKING TEST						=18
0=Remedial    1-5 Beginner    6-10=pre-intermediate    11-15 intermediate 16-20=Advanced						18=Advanced

# Overall Speaking Performance Descriptors of MU Grad Plus

16-20 ADVANCED

11-15 INTERMEDIATE

6-10 PRE-INTERMEDIATE

1-5 BEGINNER

0 REMEDIAL

# 16-20 ADVANCED

---

Students speak clearly and their speech is generally easy to understand and follow. They mostly convey their ideas using well-supported complete summaries, explanations, and opinions, well-organized organization and cohesion without hesitation. They can use examples and content relevant to the question and they can speak in a manner consistent with academic expectations, i.e. fulling an implied template.

**QUALITY OF SPEECH:** Their speech emulates that of a native speaker at university level use of language

# 11-15 INTERMEDIATE

---

The students speak clearly without hesitation and are easy to understand and follow, but only partially convey their ideas. Their speech is not incorrect *per se*, but some contents feel incomplete and are not fully developed.

## QUALITY OF SPEECH

They may emulate the native speaker or approximate the native speaker in use, sound, and correctness of language.

## 6-10 PRE-INTERMEDIATE

---

The speaker's speech on the given topics was somewhat clear with minor hesitations. The minimal criteria of the task are met, but the students struggle or fail to convey anything further. Their speech has grammar and vocabulary mistakes.

### QUALITY OF SPEECH:

The student uses limited skills, pauses, and repetition. Definite Accent affecting speech flow and pronunciation.

# 1-5 BEGINNER

---

The students speak slowly with frequently long pauses reformulation and false starts. They cannot convey ideas effectively or at all convincingly, even when the content is not necessarily wrong. Main idea is unclear, and supporting details are missing. Speakers have very limited grammar and vocabulary.

**QUALITY OF SPEECH:** Strong accent, very long pauses, lots of repetition, no flow of language

# 0 REMEDIAL

---

**NO OR LITTLE UNRELATED RESPONSE to TOPICS**

16-20 ADVANCED	<p><b>GENERAL ASSESSMENT:</b> Students speak clearly and their speech is generally easy to understand and follow. They mostly convey their ideas using well-supported complete summaries, explanations, and opinions, well-organized organization and cohesion without hesitation. They can use examples and content relevant to the question and they can speak in a manner consistent with academic expectations, i.e. fulfilling an implied template.</p> <p><b>QUALITY OF SPEECH:</b> Their speech emulates that of a native speaker at university level use of language</p>
11-15 INTERMEDIATE	<p><b>GENERAL ASSESSMENT:</b> The students speak clearly without hesitation and are easy to understand and follow, but only partially convey their ideas. Their speech is not incorrect per se, but some contents feel incomplete and are not fully developed.</p> <p><b>QUALITY OF SPEECH:</b> They may emulate the native speaker or approximate the native speaker in use, sound, and correctness of language.</p>
6-10 PRE-INTERMEDIATE	<p><b>GENERAL ASSESSMENT:</b> The speaker's speech on the given topics was somewhat clear with minor hesitations. The minimal criteria of the task are met, but the students struggle or fail to convey anything further. Their speech has grammar and vocabulary mistakes.</p> <p><b>QUALITY OF SPEECH:</b> The student uses limited skills, pauses, and repetition. Definite Accent affecting speech flow and pronunciation.</p>
1-5 BEGINNER	<p><b>GENERAL ASSESSMENT:</b> The students speak slowly with frequently long pauses reformulation and false starts. They cannot convey ideas effectively or at all convincingly, even when the content is not necessarily wrong. Main idea is unclear, and supporting details are missing. Speakers have very limited grammar and vocabulary.</p> <p><b>QUALITY OF SPEECH:</b> Strong accent, very long pauses, lots of repetition, no flow of language</p>
0 REMEDIAL	NO OR LITTLE UNRELATED RESPONSE to TOPICS

# TOEFL/IELTS/MU GRAD

---

## **TOEFL:**

20 minutes

6-taks:

- 2 Independent speaking
- 4 Integrated speaking
- Respond to recoded conversation
- answer question

**Scripted questions**

## **IELS**

15 minutes

3 tasks:

- Interview: **[4/5 minutes]**  
12 questions/3 topics  
self-life-country
- Describe **[3/4 minutes]**
- Discussion:**4-5 minutes**

**Template/speed Oriented**

## **MU GRAD**

15 minutes

5 Tasks

**No template**

**Cognition oriented**

—This is the end of Speaking Test—

---

