OPI Familiarization Facts or Myths?

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Outline

- Common Myths: (Brainstorming)
- Historical Overview of two OPI systems
- Facts: OPI standards: ILR & ACTFL
  - OPI Practices: ILR & ACTFL
- Application & Implication of OPI

Common Myths

- Subjectivity
- Reliability: Inter- and Intra- Tester Reliability
- Validity
- ???

Historical Overview: Evolution of ACTFL & ILR Testing System

The first 50 years

1950's	1980's	1990's
ILR (US Government)	ACTFL OPI	ACTFL MOPI
5		
4	Superior	
3		
2	Advanced	Advanced
1	Intermediate	Intermediate
0	Novice	Novice

Proficiency and Achievement Test

Proficiency

- Focus on "DO"
- Holistic
- Unlimited material
- Criterion-referenced
- …
- …

Achievement

- Focus on "KNOW"
- Specific
- Limited material
- Norm-referenced
- …
- …

OPI standards: ACTFL

- A global assessment of functional speaking ability/ proficiency
- An interactive, adaptive, and learner-centered assessment
- A criterion-referenced, not a norm-referenced assessment
- Standardized structure
  - 4 phases: warm-up, level checks, probes, wind-down
- Four major categories of criteria assessment
  - Global tasks, contents, accuracy, text types

Assessment Criteria-Speaking (ACTFL)

TABLE II
ASSESSMENT CRITERIA — SPEAKING

PROFICIENCY LEVEL*	GLOBAL TASKS AND FUNCTIONS	CONTEXT / CONTENT	ACCURACY	TEXT TYPE
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings / *Wide range of general interest topics and some special fields of interest and expertise.*	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication.	Most informal and some formal settings / *Topics of personal and general interest.*	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations / *Predictable, familiar topics related to daily activities.*	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists and phrases.	Most common informal settings / *Most common aspects of daily life.*	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases

OPI standards: ILR

- A global assessment of functional speaking ability/ proficiency
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- Standardized structure
  - 4 phases: warm-up, level checks, probes, wind-down
- Six rating factors
  - Global tasks/functions, lexical control, structural control, delivery, text produced

Rating Factors-Speaking (ILR)

	Global Tasks & Functions	Lexical Control	Structural Control	Sociolinguistic Competence	Delivery	Texts produced
0+	Memorized material	Memorized words & phra Survival needs	No control use memorized structures	Severely limited	Stress, inton. tone usually quite faulty	Words & phrases
1	Can create sentences; ask & answer ques.	limited to daily routine, personal	Struc. accuracy random; time concepts vague	Greetings & courtesy expres.	Generally poor pronun. Stress, inton.	Discrete sentences
2	Describ. Physi. narrate, giving direction & instruction	Work, family, travel, background, current events,	Minimally cohesive discourse; errors frequent, but basic gram. controlled	Routine social demands; can interact native speakers not used to dealing with non-natives	Speaks with confidence but not facility	Full paragraphs
3	Can converse extensively in formal & informal situations	Practical, social, and professional topics; abstract topics	Cohesive discourse; errors never interfere communication	Uses cultural references	Pronunciation obviously foreign, but stress, inton., pitch rarely disturb the native speaker	Extended discourse

Rating Factors-Speaking (ILR) continued

	Global Tasks & Functions	Lexical Control	Structural Control	Sociolinguistic Competence	Delivery	Texts produced
4	Can tailor language to fit the audience; persuade; negotiate; advocate a position at length; interpret informally	Precise for representational purposes within personal and professional experiences. Can elaborate concepts freely; convey nuances of meaning	Organizes discourse well, using appropriate rhetorical devices and high Level discourse structures	Uses and understands details and ramifications of target cultural references. Can set and shift the tone of exchanges with a variety of native speakers	Speaks effortlessly and smoothly, but would seldom be perceived as a native speaker	Speeches, lectures, debates, conference discussions
5	Functionally equivalent to a highly articulate, well-educated native speaker.	Breath of vocabulary and idiom equivalent to that of a highly articulate well-educated native speaker.	Functionally equivalent to a highly articulate well-educated native speaker.	Speech reflects the cultural standards of country where language is natively spoken.	Functionally equivalent to a highly articulate well-educated native speaker	All texts controlled by a highly articulate, well-educated native speaker.

What Assessment Criteria Are Used?

- Functions/Global Tasks
- Situational Contexts and Specific Content Areas
- Accuracy/Comprehensibility
- Text Type
- Delivery (ILR)
- Sociolinguistic Competence (ILR)

ACTFL & ILR OPI Similarities

- Interviews are interactive and adaptive
- Interviews are tape recorded
- Testers are trained and certified
- Language sample is rated holistically
- Assessment Criteria
    - Functions/Tasks
    - Content/Context
    - Text Type
    - Accuracy
- Sustained performance of all criteria
- Disagreements in ratings are arbitrated

Differences in the Scales

ACTFL

- 4 Major levels
- 10 sublevels
  - High, Mid, Low
- "High" sublevel is "fallen angel" from level above

ILR/DLI

- 6 Base levels (0-5)
- Each level has a "Plus"
- "Plus" can be a "rising star" or a "fallen angel"

ACTFL and ILR/DLI OPI Testing Differences in Structure and Elicitation

ACTFL

- 4 required phases
- Iterative process of level checks and probes
  - Mid sublevel will contain equal number of level checks and probes
  - High sublevel will contain more probes
  - Low sublevel will contain more level checks

ILR/DLI

- Prescribed number of tasks for each level
- In order to assign a base rating, interview must contain at least 2 probes
- In order to assign a plus rating, interview must contain at least 4 probes
- Some interviews may required more than 1 role-play

ACTFL and ILR/DLI OPI Testing Differences in Testing/Rating Protocol

ACTFL	ILR/DLI
◾ Test is conducted by 1 tester	◾ Test is conducted by two testers
◾ Rating assigned after review of tape	◾ Testers assign rating immediately upon completion of interview
◾ Blind double rated by a second tester	◾ Ratings must agree within the major level only
◾ Ratings must agree exactly (level and sublevel)	◾ If ratings are not the same, the base rating is assigned

What is the Rating Scale?

- Hierarchy of global tasks
- Four major levels (ACTFL) /Five base levels (ILR)
- Sublevels (ACTFL)/ Plus levels (ILR)

ACTFL/ILR Rating Scale

Table 1 Relationship of the ACTFL Scale to the ILR Scale

| ACTFL Scale	ILR Scale
Superior	5 Native or Bilingual Proficiency
	4+
	4 Distinguished Proficiency
	3+
	3 Professional Working Proficiency
Advanced High	2+
Advanced Mid	2 Limited Working Proficiency
Advanced Low	
Intermediate High	1+
Intermediate Mid	1 Survival Proficiency
Intermediate Low	
Novice High	0+
Novice Mid	0 No Practical Proficiency
Novice Low	

OPI Practices: ACTFL

[Structure of the OPI](#)

There are FOUR mandatory phases

- Warm up
- Level Check**s**
- Probe**s**
- Wind down

Structure of the OPI

Warm Up	Iterative/interweaving Process Level checks ⟶ ⟵ Probes	Wind Down
	Role play	
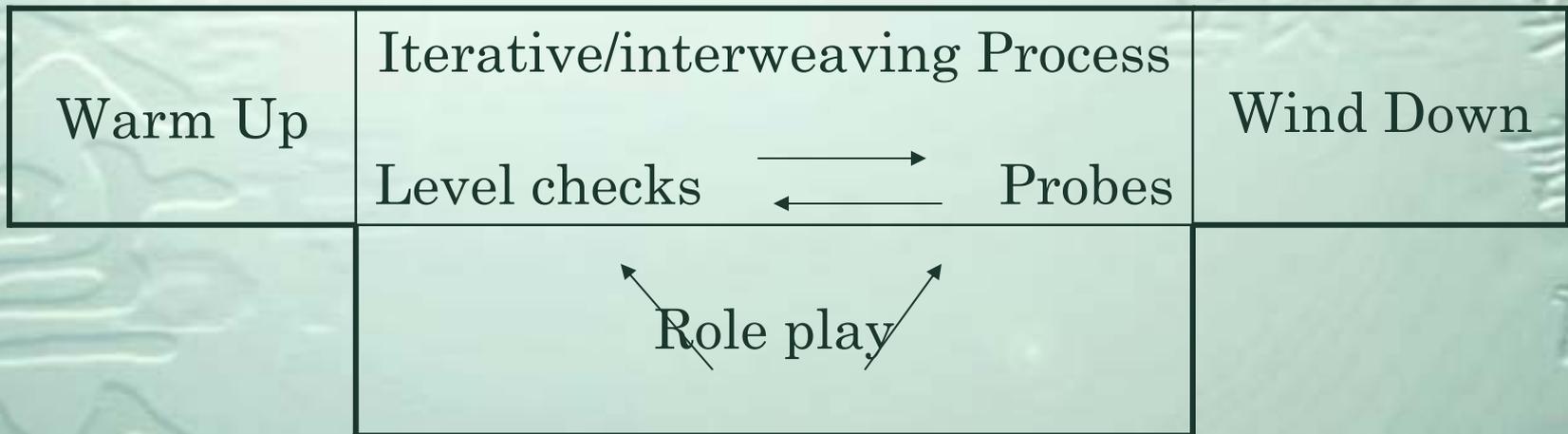
OPI Practices: ACTFL

- Novice: 단어, 구절로 이루어진 암기 수준의 대화
  - Yes/no question: 형제가 있어요?
  - Choices/Tag questions: 대학생이에요? 대학원생이에요?
  - Fact/Information: 이번 학기에 무슨 수업을 들어요?

■ Intermediate: 간단한 일상 대화, 문장 단위

■ Open-ended

공부 말고 시간이 날때 뭐 하세요?.

왜 수영을 좋아하세요?

■ Polite request

한국 여행에 대해 좀 더 이야기해 주세요.

그리고요?

Advanced: 이야기/설명, 비교, 묘사

- **Narration**

고등학교때 가장 기억에 남는 일을 이야기해 주세요.

- Comparison

뉴욕하고 샌프란시스코하고 어떻게 달라요?

- Description

푸즈볼은 어떻게 하는 거예요?

Superior: 의견, 가설, 주장

■ Prelude

교회에서 어릴때부터 여러가지 재미있는 활동에 참여했군요. XX 씨는 교회에 다니는 사람들이 주위 사람들에게 전도하는 것을 본 적이 있어요? 그리고 전도를 해 보신 적이 있어요?

■ Challenge the opinion

일각에서는 강요된 전도에 대해서 부정적인 시각도 있는데 이에 대해서는 어떻게 생각하세요? 그리고 부정적인 시각을 가진 사람을 전도를 해야할 입장이라면 어떠한 방식으로 전도하시겠어요?

■ Hypothetical (& Devil's advocate)

만약에 나중에 결혼하고 나서 아이를 가지게 되었는데 그 아이가 주일에 교회에 가기 싫다고 한다면 어떻게 하시겠어요?

How are the Sublevels Defined?
LOW

The **LOW** Sublevel:
(Threshold performance)

- Sustained but skeletal for the level
- "just hanging on"

How are the Sublevels Defined? MID

The **MID** Sublevel:

- quantity and quality for the level
- some features of the next level

How are the Sublevels Defined? HIGH/PLUS

The **HIGH** Sublevel:
(Threshold performance)

- functions most of the time at the next higher level
- "fall" from above

OPI Practices: ILR

Level 1 Tasks

- Simple Short Conversation
- Examinee Asks Questions
- Role-play: Basic Survival Situation

OPI Practices: ILR

Level 2 Tasks

- Narrate in Present (time)
- Narrate in Past (time)
- Narrate in Future (time)
- Physical Description (person, place, object)
- Instructions or Directions
- Report Facts about Current Events
- Role-play: Survival Situation with a Complication

OPI Practices: ILR

Level 3 Tasks

- Support Opinion
- Hypothesize
- Discuss an Abstract Topic
- Role-play: Unfamiliar Situation

Samples of Tasks

- **Level 1
Role-Play: Basic Survival Situation**

  You are at a clothing store in Seoul, Korea, where you will be staying for some time. You need to buy some clothes for colder weather since the winter season is about to start. The tester will play the role of the store clerk. Talk with him/her and arrange to buy what you need.

OPI Practices: ILR

- Samples of Tasks

  - **Instruction**

    스키 타는 것을 참 좋아한다고 그랬죠? 저는 스키를 한 번도 안 타 봤어요. 그런데 한 번 배워 보고 싶거든요. 어떻게 하면 스키를 배울 수 있는지 스키 타는 방법을 좀 알려 주세요.

    스키를 타려고 하면 먼저 장비가 필요합니다 …

OPI Practices: ILR

- **Support Opinion**

한국에서요 요즘 영어 교육이 굉장히 중요하다고 말하고 있거든요. 예전에는 중학교나 고등학교 들어 가서부터 영어를 배우기 시작했는데, 최근에는 초등학교에서부터 영어 배우는 것을 의무화하고 있어요. 그래서 젊은 주부들 사이에서는 지금 현재 아기들을 낳을 때 미국에까지 와서 낳으면서 아이들이 어렸을 때부터 영어를 배울 수 있게 하고 있어요. 반대로 한편에서는 한국말도 모르는 상태에서 영어를 배우는 것이 효과적이지 않다고 하고 있거든요. 민 대위님 생각에는 두 의견 중에 어떤 의견을 지지하시는 지 왜 그런지 저희들에게 말씀해 주시겠어요?

제 생각에는 외국어를 배우는 것이 아주 좋은 것입니다. 특히 아주 일찍 시작하면 좋겠습니다…

Participants hand-on

Find at least two different level texts in each group.

Be prepared to justify your levels.

Direct Applications

- To assess outcomes at the end of a program of study
- To help teachers and administrators assess their programs
- To measure progress following a significant linguistic experience
- For threshold testing
  - Certification and qualification

Indirect Applications

- How to set realistic expectations
- How to structure classes
- How to teach the elements of language, particularly grammar
- How to test speaking in the classroom context
  - Prochievement testing

Instructional Applications

The OPI as a model for classroom instruction

- Teacher's role
- Teacher behaviors
- Phases of the interview and the class period
- Assessment criteria
    - Not just content and accuracy
- Focus on what students CAN DO with the language
    - Focus on function

Implications for Classroom Instruction

Changing the Focus

- From assumed knowledge to observable performance
- The ACTFL Guidelines as a stepladder for learning
- Skill development
- Focus on real life
- Realistic expectations
- Degrees of control

Questions & Comments

Thank you!