

# Oral Proficiency Interview By Computer Opic

*The ACTFL Oral Proficiency Interview* Kathryn Buck 1989  
*Self-Assessment* Wenyue Ma 2018

*The ACTFL Oral Proficiency Interview* Karen E. Breiner-Sanders 1999

Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II

Kassem M. Wahba 2017-07-06  
Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social,

Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic

across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

Successful EFL Teaching Using Mobile Technologies in a Flipped Classroom Hiroyuki Obari 2015 Two case studies evaluating the effectiveness of a flipped classroom compared to a traditional classroom were performed. The studies were conducted from April 2014 to January 2015 at a private university in Tokyo, targeting 60 first-year and 25 third-year undergraduates, respectively. In the first study, an

assessment of pre- and post-treatment Test of English for International Communication (TOEIC) scores revealed students exposed to the flipped lessons improved from a mean of 474 (SD 111) to 649 (SD 96), which was greater than that of the control students who improved from 484 (SD 123) to 617 (SD 115). In the second study, students were exposed to flipped lessons for 24 weeks using a variety of materials such as the "Lecture Ready II" digital text with iPad, COOORI e-learning software for learning words and phrases related to the digital text, ATR CALL Brix e-Learning, Newton e-Learning, and TED Talks. An assessment of pre- and post-treatment TOEIC scores and Oral Proficiency Interview by computer-based (OPIC) speaking test results showed students improved from a mean of 577 (SD 132) to 758 (SD 105), an improvement of 24% in just the speaking test. Surveys administered after exposure to the flipped lesson activities indicated students were satisfied with their

flipped classroom lessons and motivated by the Blended Learning (BL) environment that incorporated mobile learning. [For full proceedings, see ED564162].

□□ □□□□ 2007

### **Chinese as a Second Language Assessment**

Dongbo Zhang 2017-04-12 This book brings together 13 original research papers that address emerging issues in the assessment of Chinese as a Second Language (CSL) in five major areas, including standards in CSL assessment; development of CSL tests; assessment of diverse knowledge and skills; computer-supported assessment; and CSL assessment in relation to instruction and teachers' assessment competence. It goes beyond the psychometric testing of Chinese and provides cutting-edge examinations of the interfaces of assessment with sociology of language, acquisition, pedagogy, and modern technologies, as well as teacher education. Given its unique features and broad

range of topics, the book offers an intriguing and valuable resource, not only for scholars and researchers but also teacher educators and assessment practitioners who are directly or indirectly involved in CSL assessment. The Routledge Handbook of Language Testing Glenn Fulcher 2021-12-15 This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment. The volume brings together 35 authoritative articles, divided into ten sections, written by 51 leading specialists from around the world. There are five entirely new chapters covering the four skills: reading, writing, listening, and speaking, as well as a new entry on corpus linguistics and language testing. The remaining 30 chapters have been revised, often extensively, or entirely rewritten with new authorship teams at the helm, reflecting new generations of expertise in the field. With a dedicated

section on technology in language testing, reflecting current trends in the field, the Handbook also includes an extended epilogue written by Harding and Fulcher, contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment. Providing a basis for discussion, project work, and the design of both language tests themselves and related validation research, this Handbook represents an invaluable resource for students, researchers, and practitioners working in language testing and assessment and the wider field of language education.

**An Analysis of Rehearsed Speech Characteristics on the Oral Proficiency Interview—computer (OPIC)**

Gwyneth Elaine Gates 2018  
The ACTFL Proficiency Guidelines identify memorized words and phrases as a hallmark of novice-level speech. For this reason, research by Cox (2017) found

rehearsed content to be a major hindrance to interviewees being rated at higher sublevels on the Oral Proficiency Interview-computer (OPIC). To further investigate, an analysis of these memorized segments to determine patterns of lexico-grammatical and discursive features was conducted. In this study, researchers utilized a Praat analysis to compare prosodic features (specifically, mean length of utterance, number of silent pauses, and articulation rate) of speech segments marked as memorized and those which were not. A qualitative analysis was also conducted by identifying via a grounded theory approach any notable patterns both within single interviews as well as between speakers. Articulation rates differed significantly between the spontaneous and rehearsed segments; however, the strongest evidence of memorization lay in the transcriptions and the patterns that emerged within and across interviews.

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**a Virtual Environment on Second Language Oral Proficiency**

Heidy P. Cuervo Carruthers 2013 The traditional language laboratory consists of computer-based exercises in which students practice the language individually, working on language form drills and listening comprehension activities. In addition to the traditional approach to the laboratory requirement, students in the study participated in a weekly conversation hour focusing on improving oral proficiency. The purpose of this quasi-experimental study was to determine the effect of two different types of conversation hours, face-to-face and virtual, on the oral proficiency levels of students enrolled in intermediate Spanish classes at the college level. Oral proficiency was measured using the Simulated Oral Proficiency Interview (SOPI), before and after treatment. The face-to-face conversation hours took place at the language laboratory in a classroom and

the virtual conversation hours took place in the online multi-user virtual environment known as Second Life. The research question was: What is the effect of attending virtual conversation hours or face-to-face conversation hours on students' oral proficiency? The statistical data analysis was conducted using the conversation hours as the independent variable (face-to-face or virtual), the SOPI posttest scores as the dependent variable, and the SOPI pretest scores as the covariate. A total sample of 52 students was involved. Posttest data were collected following 14 weeks of treatment during which students in each group attended the weekly conversation hours. Data analysis showed there was significant difference in oral proficiency gain between the face-to-face group and the virtual group. The results of the ANCOVA test allowed the rejection of the null hypothesis, as there was a significant difference in effect on the adjusted SOPI posttest scores

of the participants in the virtual conversation group versus those in the face-to-face conversation group. The virtual group improved their oral proficiency significantly better than the face-to-face group. In addition, the SOPI scores of both groups increased significantly. The SOPI posttest scores were significantly higher than the SOPI pretest scores for both groups. Therefore, both face-to-face and virtual conversation hours could yield a supplemental method to the traditional approach of the language laboratory to improve communicative competence.

*Language Testing and Assessment* Aek Phakiti  
2025-09-18 Covers essential knowledge and skills for developing and using language tests and assessments in applied linguistics, applied language studies, and/or TESOL  
Simulated Oral Proficiency Interviews Charles W. Stansfield 1989 The Simulated Oral Proficiency Interview (sopi) is a semi-direct speaking

test that models the format of the Oral Proficiency Interview (opi), an oral proficiency test used by government agencies to assess general speaking proficiency in a second language. The sopi is a tape-recorded test consisting of six parts. It begins with simple, personal background questions posed on a tape in a simulated initial encounter with a native speaker of the target language. Part one of the sopi is analogous to the warm-up phase of the opi, and the other five parts are designed to elicit language that is similar to language that would be elicited during the check and probe phases of the opi. An examination of the sopi research shows that the sopi correlates so highly with the opi that it is safe to say that the tests measure the same abilities. A comparison of the advantages of each test suggests that the sopi offers certain practical and psychometric advantages over the opi. (Vwl).

**Computer search 1990\***  
**Advancedness in Second**

**Language Spanish** Mandy R. Menke 2021-02-08 This book analyzes the construct of advanced proficiency in second language learning by bringing together empirical research from numerous linguistic domains and methodological traditions. Focusing on the dynamic nature of language use, the volume explores diverse manifestations of high-level second language Spanish, including performance on standardized proficiency assessments, acquisition of late-acquired linguistic structures, sophisticated language use in context, and individual differences. Chapters relate empirical findings to current definitions of advancedness, challenging scholars and practitioners to re-consider existing conceptualizations, and propose possible directions for future research and teaching with second language speakers of Spanish. By addressing larger issues in the field of second language learning, the volume is a valuable reference for language teachers,

scholars, professionals and students with an interest in second language acquisition generally, and second language Spanish, more specifically. Rater's strategies and the oral proficiency interview Patricia M. Norwood 1998 *The Development and Validation of a Portuguese Elicited Imitation Test* Braden B. Reynolds 2020 Elicited imitation (EI) is a method of assessing oral proficiency in which the examinee listens to a prompt and attempts to repeat it back exactly as it was heard. Research over recent decades has successfully established correlation between EI testing and other oral proficiency tests, such as the Oral Proficiency Interview (OPI) and the OPI by computer (OPIC). This paper details the history of oral proficiency assessment as well as that of EI. It then outlines the development process and validation of a Portuguese Elicited Imitation test. The processes of item selection and item validation are detailed followed by the criterion-related validation

through a statistical correlation analysis of participants' results on an official American Council on the Teaching of Foreign Languages (ACTFL) OPIc and their predicted OPIc scores which were based on their results of the Portuguese EI calibration test. Results of the statistical analysis revealed a strong correlation between the predicted scores of the EI test and the actual OPIc scores. In order to go beyond previously completed EI research, this paper addresses the issue of face validity which has been a challenge for the proliferation of EI testing. Analysis of a survey administered after participants' completion of the two tests (OPIc and EI) addresses the experiences and reactions of the participants to the two testing formats. Suggestions for future use of EI as well as future research will be presented.

*The Language Educator* 2007

Aspects of Communicative

Accommodation in Oral

Proficiency Interview

Discourse 1995 Microfiche.

*Language, Regional Expertise,*

*and Culture in the Military* Jeff

R. Watson 2026-01-30 In

today's complex global security environment, military effectiveness depends not only on advanced technology and tactics but also on the ability to understand, communicate, and collaborate across cultures.

This interdisciplinary volume examines the evolving role of language, regional expertise, and cultural competency (LREC) in U.S. military training, strategy, and leadership. Drawing on insights from both military and academic contributors, this collection offers a timely and authoritative overview of how LREC competencies support deterrence, interoperability, influence operations, and alliance-building for the warfighter.

*OPIc power speaking* 2008

## Oral Proficiency Interview By

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