

Developing a Comprehensive Preparation Module for the Oral Proficiency Interview (OPI)

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Abstract

Oral Proficiency Interview (OPI) is a standardized assessment tool used to measure an individual's ability to speak a language. It evaluates oral communication skills in a natural and interactive format. For the air force personnel who wants to achieve some specific scholarship to the Defense Language Institute English Language Center (DLIELC), needs to pass the OPI test at least level 2. However, the test takers are not familiar with the test format and there is less material for the personnel to prepare themselves for this due to the OPI is limited context. The primary objective of developing the exam-oriented Oral Proficiency Interview (OPI) module was to provide a comprehensive resource for test takers seeking to achieve the required scores for their academic or professional needs. The development process involved an in-depth analysis of the test's components to ensure that learners become familiar with and confident in the test format by the module's completion. The design of the module was informed by the test's patterns and structures, incorporating scenarios and contexts that closely mirror real-world testing situations. Additionally, vocabulary and speaking strategies were included to help learners meet the test's specific requirements. However, the limited use of the OPI test in Thailand posed challenges, including a lack of reference materials and field specialists. Despite these constraints, input from experienced consultants was instrumental in enhancing the module's effectiveness.

Keywords: Module, Oral Proficiency Interview (OPI), Speaking Proficiency, Test Preparation

Introduction

In addition to teaching standard courses, tertiary-level lecturers often serve as mentors or advisors, assisting learners with various exams such as ALPCT, IELTS, TOEFL, TOEIC, and the Oral Proficiency Interview (OPI). Among these, the OPI is particularly significant due to its focus on speaking abilities, a skill that can be unfamiliar territory for many Thai learners. Notably, the OPI (English) holds critical importance for those seeking scholarships to study in the United States, as it is administered by the Defense Language Institute English Language Center (DLIELC) (Defense Language Institute English Language Center [DLIELC], n.d.a). Scores from this test play a vital role in admission decisions, employment opportunities, and language program placements.

Recognizing this, there is a pressing need to develop a targeted preparation module for the OPI. Such a module would offer multiple benefits, including providing learners with structured practice materials, promoting autonomous learning, and serving as a valuable classroom resource to improve language acquisition outcomes. To ensure its success, developers must carefully address factors such as learner competency levels, specific skill gaps, material development objectives, and their own instructional expertise (Zohrabi, 2011).

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Additionally, this module was designed to help learners achieve OPI levels of 2 or 2+, which correspond to the Intermediate High and Advanced Low levels on the ACTFL scale, or B1-B2 levels on the CEFR (Common European Framework of Reference). Attaining these levels is often a critical milestone for learners, as it signifies a transition from basic communication skills to a more confident and effective use of language in real-world, professional, and social contexts.

While OPI preparation in Thailand faces unique challenges stemming from traditional learning methods, cultural norms, and resource disparities, it also presents significant opportunities. By leveraging technology, incorporating communicative teaching approaches, and fostering real-world language exposure, Thailand can better equip learners to achieve OPI Level 2 or 2+. These efforts not only improve individual outcomes but also align with the country's educational and professional aspirations in an increasingly globalized world.

Understanding the Oral Proficiency Interview (OPI)

The Oral Proficiency Interview (OPI) serves as a method to assess an individual's speaking proficiency in a specific language. Unlike traditional written exams, the OPI offers a comprehensive evaluation of language learners' ability to communicate effectively in real-life scenarios, focusing on fluency, coherence, and spontaneity in conversation (Liskin-Gasparro (2003). Notably, it also evaluates cultural competence, including awareness and sensitivity.

Administered verbally, over the phone, or via video teleconferencing by two trained raters, the OPI aims to determine what candidates can and cannot perform in the target language. It is both standardized and adaptive, following a set of evaluation criteria. According to American Council on the Teaching of Foreign Languages [ACTFL] (2018), the test comprises four sections: a warm-up segment covering autobiographical information, level checks to assess basic language tasks, level probes to evaluate proficiency at higher levels, and a wind-down phase with simple concluding questions (Canale, 1987; Brown & Abeywickrama, 2019).

Scores on the OPI range from 0 to 5, indicating different levels of proficiency:

Level 0 (no proficiency): Candidates lack functional linguistic abilities and struggle to communicate.

Level 1 (survival): Basic vocabulary allows for short conversations on familiar topics and meeting daily needs.

Level 2 (Limited Working Proficiency): Candidates can handle social interactions and describe people, places, and events.

Level 3 (General Professional Proficiency): Proficient in discussing practical, social, and professional topics and dealing with unknown situations.

Level 4 (Advanced Professional): Capable of participating in formal presentations and discussions on various topics.

Level 5 (Delivery): Reserved for highly articulate native speakers.

Since the standard proficiency requirement for the air force candidates is typically at Level 2 or 2+, this module aims to assist learners in achieving proficiency levels no higher than level 3 on the OPI.

Module Development

With a focus on levels 2 and 3 of the Oral Proficiency Interview (OPI), the module development centers on preparing learners to meet the requirements of these proficiency levels. Level 2, characterized by limited working proficiency, demands the ability to fulfill basic social and work-related needs. Test takers are required to demonstrate competence in describing individuals, locations, and objects, as well as narrating events in various tenses. Additionally, they should possess the skills to provide instructions, handle unexpected situations, and convey guidance effectively. In contrast, level 3 underscores overall professional proficiency, requiring test takers to articulate viewpoints on practical, social, and professional matters. They should be adept at discussing societal issues, elucidating perspectives, and formulating hypotheses or conjectures. Furthermore, proficiency at this level entails the capacity to navigate unfamiliar scenarios and rationalize judgments effectively.

To develop the module, thorough review was conducted to address these focal points.

1. Considering Factors in Module Development

In creating an exam-focused module, the developer considered the following key factors:

1.1 Contents and Skills Required:

The module's content scope is aligned with the objectives and material assessed in the test, specifically focusing on speaking abilities. It refrains from including general language communication content, as the test aims to evaluate proficiency in real-life speaking scenarios (Language Testing International [LTI], n.d.). Emphasis was placed on providing exercises that allow ample practice time for speaking skills development. Additionally, students were guided in utilizing language for various purposes and functions, enhancing their ability to interact effectively in social situations and events. To prepare students for the test's demands, the module included training in navigating diverse and unpredictable situations, ensuring familiarity with a range of scenarios they may encounter during the assessment.

The crucial aspect of module development lay in determining the content and skills that students need to practice. Following the OPI test's structure, (American Council on the Teaching of Foreign Languages, 2018) detailed contents based on score levels 1-3 were incorporated into the module to adequately prepare students for the assessment.

Table 1: OPI Test Structure

Levels	Contents	Required skills
1 (Survival)	<ul style="list-style-type: none"> personal welfare and survival on a day-to-day basis basic needs such as meals, lodging, transportation, simple directions simple daily life and routine travel arrangements requests for services such as ordering a simple meal, renting a hotel room, etc. 	<ul style="list-style-type: none"> simple questions and answers in face-to-face conversation in a standard dialect main ideas ordinary courtesy requirements can create with the language questions about daily life & routine travel short conversations

Levels	Contents	Required skills
2 (Limited Working Proficiency)	<ul style="list-style-type: none"> personal background and interests current events concrete topics family work travel 	<ul style="list-style-type: none"> facts (but not between or beyond the lines) casual conversations instructions and directions concrete descriptions of people, places, and things narration about past, current, and future activities a resolution for a familiar situation with a complication
3 (General Professional Proficiency)	<ul style="list-style-type: none"> social, economic, cultural, scientific, and global issues professional reports and meetings particular interests special fields of competence 	<ul style="list-style-type: none"> infer detect emotional overtones describe & explain in detail hypothesize give and support opinion handle unfamiliar and abstract topics

(DLIELC, n.d.b)

The module was structured around proficiency levels 1-3, aligning with the requirements of the examinees. Contents were intentionally introduced in units corresponding to the test sequences, ensuring a coherent progression of learning. Consideration was given to the simplicity and complexity of practical skills, prioritizing foundational tasks such as self-introduction over more advanced storytelling with defined tense structures. However, the module also addresses higher-level skills such as hypothesizing and paraphrasing, following the program's guidelines. Students will be encouraged to actively engage in comprehension by practicing listening, explaining, and note-taking to achieve proficiency in these skills.

1.2 Structures and Sequences from Different Perspectives:

In the OPI test, four distinct phases could be observed: warm-up, level checks, level probes, and wind-down. To align with these phases, the module's structures were examined from three perspectives: psychological, linguistic, and evaluative (Parry, 2014). Each perspective offers unique insights into the test-takers' speaking competence at various stages of the examination.

To make it clear, study the table below (Parry, 2014).

Table 2: Phases and Perspectives of OPI

Four Phases	Warm-Up		Level Checks	Probes	Wind-Down
Three Perspectives		Iterative Process			
Psychological	Relax an examinee		Prove to an examinee what she can do	Prove to an examinee what she cannot do	Return an examinee to level at which she is comfortable
Linguistic	Reacquaint an examinee with language, if necessary		Check for tasks and contents that an examinee handles with greatest accuracy	Check for tasks and contents which an examinee performs with least accuracy	Chance to check that the iterative process is complete
Evaluative	Provides testers with preliminary indication of level of examinee's speaking's skills		Find the examinee's speaking skills	Finds level at which examinee can no longer speak accurately	No new information for evaluation

(American Council on the Teaching of Foreign Languages [ACTFL], 2020a)

To clarify, the OPI is conducted iteratively, meaning it is repeated to verify the effectiveness of the examinee's speaking abilities and determine their proficiency level across the four phases. These phases and the three viewpoints are harmoniously implemented simultaneously (ACTFL, n.d.)

During the warm-up phase, examinees are placed in a relaxed setting and asked straightforward questions about themselves. This serves as an ice-breaking step to alleviate tension and help them become familiar with the language they will use (Language Testing International [LTI], n.d.). Basic interactions are provided to gauge the examinees' speech abilities, often starting with simple present tense discourse. Examiners guide examinees in introducing themselves and discussing family members, facilitating a comfortable beginning to the discourse.

Moving on to the level check stage, examinees' language proficiency and ability to adhere to language norms are assessed. Learner practice explaining personalities or appearances, mastering narrative tenses for effective storytelling. The module includes instructions on how to explain people, things, and locations, emphasizing correct and consistent use of narrative tense based on the timeline of the discourse. Past tenses are specifically covered to enhance narration skills (LTI, n.d.).

Furthermore, communication skills are developed during this period through role-playing scenarios like negotiating and problem resolution. Examinees learn to provide orders and handle tough situations. The module also covers functional language related to cultural factors, such as asking for advice, providing opinions, apologizing, or making requests. To gauge examinees' proficiency, a range of terminology and idioms were introduced, and messages were rephrased as part of the module content to assess their ability to approach objectives successfully.

In the probing phase, examinees are given the opportunity to showcase their speaking abilities and maintain their pitch. Examiners analyze the examinees' speaking skills, identifying areas where further development is not possible and determining the level at which they currently perform. During this phase, examinees are encouraged to speculate and formulate hypotheses, requiring linguistic expertise to articulate precise statements.

In the module, learners will be taught to convey their ideas in a coherent and compelling manner to achieve high marks. Emphasis will be placed on developing critical thinking skills, as advancing to the next level requires the ability to think critically and express ideas effectively. Module tasks will expose learners to a variety of situations, allowing them to practice thinking critically and rationally while successfully expressing their ideas. This could prepare them to navigate the complexities of the probing phase during the OPI assessment.

The final stage is the wind-down phase, akin to a cool-down period. Like the beginning, examinees are prompted to discuss easy topics. Linguistic faults are not assessed at this stage. Instead, examiners ensure that the iterative testing process is completed. By this point, examiners have already determined the examinee's level, and the chats before the interview aim to provide reassurance (ACTFL, 2018).

In conclusion, the OPI test evaluates language proficiency comprehensively by identifying strengths and weaknesses through predefined evaluation criteria and a standardized framework. Designed to simulate real-world conversation, the test emphasizes the need for the module to focus exclusively on the areas examined by the test, rather than general concerns. This ensures that learners are adequately prepared for the demands of the assessment (Sokhanvar et al., 2021).

Sequences play a crucial role in developing the materials or modules (Kosar, 2023), with content arranged based on a conceptual map that illustrates the relationships between concepts in alignment with the test's contents and structures. This approach could be expected to ensure coherence and effectiveness in preparing learners for the assessment. Recognizing the breadth of content covered in the test, the developer emphasized arranging and ordering the contents and sequences. The sequencing process considers two key criteria: simplicity, progressing from simple to complex, and alignment with test contents. The module begins with fundamental topics such as self-introduction and basic terminology necessary for describing individuals, objects, or locations. This mirrors the warm-up portion of the actual test, establishing a foundation for further learning. Complex linguistic structures, such as speculating and hypothesizing, are introduced later in the module. These topics, evaluated in the level check or probe stage of the test, require specialized grammar rules and assess examinees' proficiency levels. Interestingly, the module includes instruction on sharing opinions and engaging in discussions, added after topics like speculating and hypothesizing. This sequencing approach helps learners progressively build upon foundational skills before tackling more complex linguistic structures and communicative tasks, ultimately preparing them comprehensively for the demands of the OPI test.

The developer meticulously sorted the contents based on the structures of OPI test with an attempt to sustain similarity in contents and formats of the test tasks to provide learners with ease and efficiency of operationalization in developing cognitive connection. However, some components deviate from the strict alignment with test structures. For instance, while the real OPI test may not initially assess providing directions, the module places the explanation of directions at the initial stage alongside explanations of persons and objects. This decision aims to facilitate learning by enabling learners to simultaneously grasp language usage for explaining people and places. By integrating these components, learners will be able to manage the same learning procedures more effectively, potentially reducing learning time (Lakha, 2023).

Furthermore, the practices and exercises at the end of lessons were tailored to focus on the specific abilities required for each level. For instance, to attain OPI Level 2, learners will learn to narrate events, give directions, and describe people, places, and things effectively. For example, in Lesson 3, learners will be asked to use narrative tenses (simple past and past continuous) to describe amusing events that happened to them while shopping for office supplies. Mastery of conversational terminology was also emphasized to ensure that sentences are both engaging and functional. This targeted approach may support learners developing the necessary skills to meet the proficiency requirements of each OPI level.

Moreover, to facilitate progression to OPI Level 3, the module included activities and exercises centered on the language skills required for speculating and hypothesizing. These activities immersed learners in various scenarios to provide practice in handling unfamiliar situations. An extensive vocabulary was provided to aid learners in reaching OPI Level 3, along with examples of long and complex sentences with intricate connections. Role-playing was emphasized as a vital activity for learners' practice, mirroring the role-playing tasks present in authentic OPI assessments. Role-playing assignments within the module will allow learners to familiarize themselves with different scenarios and build confidence for participation in the actual OPI.

In summary, establishing logical sequences for content topics provides learners with patterns that facilitate connections between content items and practice activities. Organizing content in coherent sequences enables learners to study progressively, avoiding confusion or overwhelm in the learning process (Educasciences, 2023; Acadecraft, 2023).

2. What to Focus on in the Module

According to ACTFL (2018), the OPI test primarily evaluates speaking and listening skills, placing a strong emphasis on speaking proficiency. Therefore, the module prioritizes speaking practice, providing ample opportunities for learners to engage in speaking exercises with appropriate time allocation. However, as this is the developer's initial module, listening skills may be addressed through supplementary resources. To ensure learners are progressing effectively, the module displays the objectives of the OPI test and its grading components.

2.1 Objectives of the OPI

Before developing a module, it is essential to evaluate why it is necessary for learners and how it can enhance their learning experience. Specifically, the OPI test evaluates general spoken language proficiency, encompassing daily life transactions, social interactions, and job-related responsibilities (American Council on the Teaching of Foreign Languages, 2020). These objectives were carefully examined and analyzed to inform the development of the practical module.

The developer recognized that to succeed in the test, learners must master everyday interactions such as self-introductions, discussing family members, describing personalities, traits, and character attributes. For example, In Lesson 2: Describing and Giving Directions, learners will be assigned to describe their favorite friends or siblings. Therefore, the module also includes information on habits, hobbies, and interests to adequately prepare learners for the OPI test.

Furthermore, since cultural competence is evaluated in the OPI examination, the module should address social interactions (Lesson 5: Communicative Language Functions), which are crucial in cross-cultural communication (Misra-Hebert, 2003; Roy et al., 2023). Learners can practice role-playing scenarios such as complaining about restaurant service and cuisine, requesting more information from a tourist agent, providing and receiving counsel in difficult situations, and making hotel reservations for vacation.

The module provides opportunities for learners to practice these scenarios, enabling them to learn about pragmatics and language use in various contexts. By engaging in role-playing activities, students will learn to apply diverse language functions effectively and avoid communication breakdowns (Altun, 2015; Fraser, Rintell, & Walters, 1980). The module presents functional language with fixed structures, along with standard chunks of language commonly used in specific situations. This approach supports learners develop practical communication skills necessary for success in the OPI test and real-life interactions.

Furthermore, for learners aiming to achieve higher levels assessing their linguistic competence in discussing social, economic, cultural, scientific, and global issues, the module provides practice content, exercises, and activities (ACTFL, 2023; OPI, 2023). Learners may engage in discussions about professional reports, economic concerns, trends in online business, governmental meetings, as well as specific interests or areas of expertise. Through these activities, learners are trained to infer, describe, and explain in depth, theorize, provide and support opinions, and handle unexpected and abstract concepts, enabling them to reach a determinable level.

2.2 Rating Factors

Regarding rating factors, the module activities and exercises are designed to practice the factors that raters assess to achieve the necessary score. Raters evaluate the examinee's competency in function, accuracy, content and context, and text type based on the OPI criteria. Therefore, the module provides functional language, including how to make requests, complain, offer advice, and respond to it. Additionally, learners will receive instruction on how to perform global tasks such as posing queries, providing narratives, describing, arguing, or endorsing positions (Dufresne & Gagnon, 2019).

Furthermore, the module focuses on developing skills in using more advanced language structures, such as accurately speculating and hypothesizing using conditional sentences. Content and context are also crucial elements evaluated in the OPI test (ACTFL, n.d.) Examiners assess whether the examinee's response is relevant and appropriate given the prompt's context. Therefore, learners must demonstrate competence in pragmatics, understanding the nuances of language use based on factors like social standing, age, gender, and familiarity with interlocutors.

Responsibly and politely using language is highly valued, indicating the examinee's ability to navigate real-life situations and diverse cultural backgrounds. Another important aspect is the text type, where examiners consider the coherence and organization of the candidate's speech (ACTFL, n.d). Examinees who respond with well-structured paragraphs or lengthy sentences containing elegant connectors that flow naturally and make sense tend to score higher.

To address these aspects effectively, the module provided sufficient and beneficial exercises, along with ample practice time. Learners are guided on how to use connectors effectively, such as adding details to indicate cause and effect or condition, organizing concepts chronologically or in sequence, and highlighting similarities and differences. This comprehensive approach could be expected to ensure that learners are well-prepared to demonstrate their language proficiency in the OPI test.

3. Issues with Module Development

Developing a module for the OPI test presented several challenges for the developer, primarily due to the relative obscurity of the test compared to more widely known standardized tests like the TOEFL, IELTS, and TOEIC (Hammond, 2020; Lafford, 2019; Meyer, 2021). Here are some key issues encountered during the module development process:

3.1 Lack of expertise and resources: Finding experts or raters familiar with the OPI test proved difficult due to its lesser-known status. This scarcity of knowledgeable individuals made it challenging to obtain guidance and feedback during the module development process. Consequently, the developer had to rely on a limited number of research articles focused on military context and feedback provided by military test takers to guide their decisions.

3.2 Limited information in context availability: The OPI evaluates learners on various aspects, including the ability to handle real-world language use in diverse contexts, but resources about best practices for preparing candidates are relatively scarce when compared to more widely known tests like TOEFL or IELTS. Additionally, the assessment's focus on situational, cultural, and functional language use often requires that developers have access to specialized, expert-level knowledge, which can be difficult to gather (ACTFL, 2020b; Meyer, 2021). This limited availability of context-specific information increases the difficulty of module development, as there may be few references to draw upon when designing materials that adequately address the nuanced demands of the OPI test.

3.3 Challenges in module review and critique: Once the module was developed, there were few specialists available to review and critique it, particularly in the military context, which is the researcher's focus. This lack of expert input made it challenging to ensure that the module adequately covered all necessary topics and effectively prepared students for the test.

3.4 Deployment of the module with learners: Determining how to effectively implement the module with learners posed a significant challenge. Since the OPI primarily assesses speaking skills (American Council on the Teaching of Foreign Languages, 2020), it was crucial to provide teachers with sufficient time and resources to teach the module thoroughly and offer ample opportunities for students to practice speaking. However, identifying the best teaching methods and activities for improving students' speaking abilities within the classroom setting was complex and required careful consideration (Ohidujaman, 2024).

3.5 The scarcity of the OPI test's usage in Thailand: This issue posed a significant challenge during the module development process (Plengkham & Wasanasomsithi, 2023). Unlike other standardized tests that are more commonly used and understood, such as the TOEFL or IELTS, the OPI's application is limited and specific, primarily within military contexts. To address this scarcity, the developer had to rely heavily on literature review and analysis of OPI test videos to gather information about its format, patterns, styles, scopes, and types of questions. By examining examiners' reactions and reflections in these videos, the developer gained insights into the test's requirements and expectations, which informed the design of the module's contents, activities, and exercises.

To conclude, given the limited availability of experts or resources familiar with the OPI test, the developer had to carefully consider how to adapt existing materials and methodologies to suit the specific needs of OPI test preparation. This involved synthesizing information from various sources and applying pedagogical principles to ensure the effectiveness of the module in preparing learners for the test. Overall, overcoming the scarcity of OPI test usage in Thailand required thorough research, analysis, and adaptation to develop a comprehensive module that effectively addresses the unique challenges and requirements of the test.

4. Recommendations in the Module Development

In developing the module for OPI test preparation, several recommendations can be considered:

4.1 Listening Skills: Given the importance of listening skills in effective communication, it's essential to incorporate listening exercises and practices into the course book. Since listening abilities are evaluated alongside speaking skills during the OPI assessment, learners must be proficient in understanding what examiners are asking for to effectively respond.

4.2 Familiarize with Common Topics: Learners should familiarize themselves with common topics and questions asked during the OPI test, such as personal information, job-related tasks, hobbies, interests, and giving instructions. While it may be tempting to rehearse responses in advance, it could be more effective to prepare authentic responses that demonstrate genuine language proficiency. Raters are trained to detect rehearsed or memorized responses, which could negatively impact ratings. Instead, learners should focus on expanding their vocabulary and practicing complex sentence structures to express themselves more effectively. Providing detailed responses during the test demonstrates language competence and speaking abilities. Additionally, they should practice using hypothetical structures to speculate about various situations or outcomes, maintaining consistency in their responses and approaching problems from an abstract standpoint (ACTFL, 2020). By following these recommendations, learners can better prepare for the OPI test and improve their speaking abilities in authentic and effective ways.

4.3 Practice Makes Perfect: Fluency and accuracy are crucial aspects evaluated in the OPI, making ample practice essential (ACTFL, 2020). Learners should be given sufficient time and opportunities to practice speaking and listening skills to become more confident and proficient. Beginning with a solid self-introduction in the module's first lesson can help them feel more at ease and mentally prepared for subsequent phases of the test. Incorporating accompanying listening tasks alongside speaking exercises allows for the simultaneous evaluation of both skills. Learners should practice using new vocabulary and language structures to enhance their speaking abilities. Using synonyms or antonyms to enrich sentences and demonstrating a varied vocabulary can impress examiners and

lead to higher scores. Grammar and linguistic rules remain important in the OPI test, so learners must confidently use appropriate forms and functions within the given time constraints. Practice speaking in different time frames, such as using the future tense for discussing future goals or past tense for recounting previous events, demonstrates the ability to control time frames effectively during speech. By dedicating enough time to practice, they can speak confidently and accurately during the OPI test, increasing their chances of success.

4.4 Pronunciation Instruction: Pronunciation plays a crucial role in the OPI test, yet it is often overlooked in EFL instruction. Mispronunciations can lead to communication breakdowns (Kosmala, Horgues, and Scheuer, 2023), particularly with sounds like 't', 's', '-ed', 'sh', 'ch', or 'th', as well as stress patterns (Chootharat, Veerachaisantikul, & Junnak, 2016). It is essential to provide pronunciation instruction and practice for learners to improve their speaking abilities and avoid misunderstandings during the test.

4.5 Visual Communication: Incorporating images or visual aids into course books or modules can significantly enhance learning outcomes, as visual learners tend to grasp concepts more effectively when presented with visuals. Visuals help learners comprehend material better and retain information more efficiently than verbal presentations alone (Raiyn, 2016). Therefore, including images in the module can reinforce key concepts and instructional objectives, enriching the content and improving its effectiveness. However, it's important to ensure that the use of color and design complements the text without overwhelming it.

Summary

Developing a module for the OPI test requires a clear understanding of the examination objectives. The content and exercises must align closely with these objectives and standards to ensure precision and practicality. Providing practice exercises and sufficient preparation time can help test takers build confidence and reduce anxiety, making the module an invaluable resource for success. Scholars such as Schorr & Bulgar (2003) and Dudley-Evans & St John (2000) emphasize the benefits of test preparation, including self-assessment, familiarity with test patterns, reduced stress, improved time management, and addressing weaknesses.

Given the distinctive features of the OPI test, such as its questioning stages and structure, prior training and practice are crucial for achieving a high score. This module is designed to serve as a comprehensive guidebook for learners, providing the preparation and guidance necessary for success in the OPI test.

To enhance its practicality and reliability, it is essential to pilot and implement the module with learners to gather feedback. This evaluation process will improve the module's credibility and effectiveness, and the researcher plans to carry out this step in the near future. Additionally, this module can serve as a model for other material developers creating preparation resources for various tests and examinations. It is especially useful for learners who may be unfamiliar with certain test formats or lack confidence in taking the actual test, helping them feel more at ease and prepared for the testing process.

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