Reading and Listening Comprehension Subskills: The Match between Theory, Coursebooks, and Language Proficiency Tests

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ABSTRACT

Different theoretical and empirical taxonomies of reading and listening comprehension (RC, LC) are available in the literature. Most of language tests and tasks in English as foreign or second language (EFL/ESL) coursebooks are based on the classifications of reading and listening subskills (micro-skills) offered in theory. However, these taxonomies have not cross-checked whether the theoretical subskills are practiced in ESL/EFL coursebooks and assessed in proficiency tests. Nor have they listed the shared and exclusive RC and LC subskills in a unified fashion. For this purpose, theoretical subskills offered in Applied Linguistics literature, nine internationally popular EFL/ESL proficiency tests and 25 widely used coursebook tasks were collected, cross-compared, repetitions were eliminated, and a final inclusive list of common and exclusive subskills was prepared. The findings suggested ten common reading and listening subskills. The subskills exclusive to reading were seven, and exclusive to listening were four. This list is hoped to be helpful for teachers in developing their own tests, and the coursebook developers in preparing the content materials.

INTRODUCTION

Language ability is manifested through reading and listening skills. These are also called receptive skills comprising different and similar processes. There are modality unspecific and modality-specific perspectives explaining the comprehension ability (Schroeders, Wilhelm & Bucholtz, 2010). According to a modality unspecific or single skill view, a unique single factor can explain the comprehension, implying that reading comprehension (RC) and listening comprehension (LC) may comprise the same cognitive processes. On the other hand, a modality-specific or multiple skill view postulates that various factors can explain RC and LC with some differences and some similarities. This dichotomy also corresponds with the unitary and dual comprehension models (Lund, 1991). The unitary model posits that a single comprehension process functions for reading and listening, while the dual model holds that there are both differences and similarities between modalities.

In terms of differences, it is believed that listening is more cognitively demanding than reading (Buck, 2001) because: (a) it requires more attention to sounds and prosodic features, (b) it occurs in real time, and listeners have less control over the input, and do not have the opportunity to check, (c) speech is unplanned having pauses, false starts, hesitations and so forth (Vandergrift, 2006; Wagner, 2013), (d) it has different speeds of input, use of cognates, reductions, blending of sounds and back-channel cues, (e) speech is shorter than written units with vaguer and more colloquial language (i.e., there are more pronouns, redundancies, fillers, self-corrections, less standard grammar in speech, and conjunctions are used instead of subordination), and (f) meaning is conveyed by gestures and body language in speech (Brown, 2011).

Regarding the similarities, both receptive skills involve decoding and comprehension using language and background knowledge. As Alderson (2000) suggested, reading is a cognitive problem-solving activity whereby it is also applicable to listening. Both LC and RC utilize similar cognitive processes (bottom-up, top-down, and integrative) (Hirai, 1999; Powers, 2013), and abilities (Spies, 2011). Also, it is argued that receptive skills may share common elements such as vocabulary, sentence patterns, idea organization, adjustment to the language function (Holingsworth, 1968), or similar features utilizing the skills such as understanding, comprehending, analyzing, synthesizing, interpreting, and evaluating the input (Emiroğlu & Pınar, 2013). In other words, both RC and LC can have similarities or shared traits, as both are receptive skills. Nevertheless, to some extent, they are also different in that they have different cognitive loads and linguistics features.
The picture becomes more complex because there are various lists of subskills, some of which could be called ‘armchair’ perspectives (Alderson, 2000). Different language proficiency tests and language coursebooks are built on language skills. Therefore, it is important to investigate what kind of reading and listening subskills are included in coursebooks, and what subskills are tested in language proficiency tests. It is hoped that examining the subskills in these sources would yield a more inclusive result. Moreover, it would elicit preliminary ideas on whether those subskills are shared or unique. It is hoped that the collective list would help teachers in developing their own tests, preparing lesson materials, and the coursebook designers working on the content of the materials. Motivated by this perspective, the aim of this study is to investigate reading and listening subskills across theories, language proficiency tests, and language coursebooks.

LITERATURE REVIEW

The reading literature has suggested different reading models including the componential and process models (Urquhart & Weir, 1998). These models also correspond with the ‘reading processes and ‘reading product’ identified by Alderson (2000). The componential model describes reading in terms of certain factors, while the process model may explain how these factors operate. The process model deals with the reader-text interaction involving top-down, bottom-up and interactional models, while the componential model focuses on the reading product and skills or knowledge involved in that product.

The literature predominantly suggests that reading is at least two-dimensional (Urquhart & Weir, 1998) although, in the current era, this premise is superseded by multidimensional models. The review of the literature showed that applied linguists explained reading in terms of its (a) components, (b) types, and (c) subskills. As summarized in Koda (2005), different componential models have been put forth, if not all empirically validated, including the two-component model (i.e., lower level decoding and higher-level linguistic comprehension); the three-component model (i.e., conceptual abilities, process strategies and background knowledge), and another three-componential model (i.e., language, literacy, and background knowledge). To explain how learners understand large amounts of texts, different reading types, including careful and expeditious reading at global and local levels have been suggested (Unaldi, 2004; Urquhart & Weir, 1998; Weir, 2005). Finally, there is a growing number of studies explaining reading in terms of its underlying subskills. In this research, reading was explained by splitting this process into component skills (Grabe, 1991), or interrelated and interdependent subskills, which can also be applied to listening, speaking and writing (Cummins, 2014).

The listening literature shows that LC has been distinguished under the ‘general’ and ‘comprehension’ models by Aryadoust (2013). The general model is mainly based on L1 cognitive psychology studies representing listening processes, including bottom-up, top-down, and interactive processes. Like RC, the role of both approaches in listening input processing is emphasized since LC is an outcome of communication between linguistic and general knowledge (Buck, 2011). Moreover, a combination of these approaches is important to validate listening ability tests (Rost, 2011). This is because it fits individual learning styles (Flowerdew & Miller, 2005), and is necessary for listening skill curriculum for effective teaching (Hinkel, 2006). Similar to RC, LC is also accepted as a multidimensional trait containing multiple divisible constituents (Aryadoust, 2013). Consequently, multiple dimensions lead to a varying number of subskills reflected in the aforementioned speculated and research-based taxonomies.

Although there is no consensus on the number of subskills, the multi-divisibility of reading and listening has most intrigued the researchers leading to a varying number of subskills. Subskills have been proposed either as a result of qualitative and quantitative empirical investigations (e.g., Buck, Tatsuoka & Kostin, 1997; Eom, 2006; 2008; Goh & Aryadoust, 2015; Jang, 2005; Kim, 2011; Powers, 1985; Song, 2008), or theories (Brown, 2004; Hughes, 2003; Richards, 1983; Weir, 1993). Literature shows that Northern American researchers (Eom, 2006; 2008; Jang, 2005; Kim, 2011; Song, 2008; and others) explained the multidimensionality in terms of particular subskills or language attributes, while British researchers and followers (Kalifa & Weir, 2009; Shiotsu, 2010; Weir, Huizhong & Yang, 2000) have mostly premised the subskills on classification of reading types classified by Urquhart and Weir (1998). Regardless of the definitions and techniques, it can be concluded that the types, abilities, skills, micro-skills explain the construct of reading (Weir, Hawkey, Green, Unaldi & Devi, 2009) and listening. Therefore, it is important to arrive at a complex picture of the subskills from pedagogic and theoretical perspectives. Considering that the majority of language tests and tasks in language coursebooks are based on the classification of language skills offered in applied linguistics, it is necessary to arrive at a unifying picture by identifying the match between these skills mentioned in different sources. The study aims to answer:

What are the subskills shared between and exclusive to reading and listening comprehension mentioned in applied linguistics theory and applied to language tests and coursebooks?

METHOD

Language pedagogy, tests, and theories are interrelated; therefore, it is necessary to identify the subskills included in these sources to understand the complexity of them. First, the subskills mentioned in the literature of applied linguistics were checked. These skills were mentioned in theoretical and empirical papers (for details, see Richards, 1983; Buck & Tatsuoka, 1998; Hughes, 2003; Brown, 2004; Eom, 2006; 2008; Kim, 2011).

Second, the manuals of nine EFL/ESL tests (Test of English as a Foreign Language – Internet-Based Test (TOEFL IBT), International English Language Testing System (IELTS), First Certificate in English (FCE), Cambridge English: Advanced (CAE), Cambridge English Proficiency (CPE), Pearson Test of English (PTE) Academic, Canadian
Academic English Language Assessment (CAEL), MELAB (Michigan English Language Assessment Battery) and Examination for the Certificate of Competency in English (ECCE) were analyzed, and subskills attempted in these tests were listed (Appendix 1). These tests were consulted because they are popular international tests.

Third, the tasks in five mostly used EFL/ESL coursebooks published by the UK and US publishers, including “New English File”, “Face2Face”, “New Inside Out”, “Outcomes”, “Language Leader” with all available levels were listed (Appendix 2 & 3). These books were chosen considering that they are the most widely used series at universities to train the students in English. Only the tasks (exercises) under reading and listening sections were checked, and the ones under different sections, such as pronunciation or grammar were not included in the list.

Fourth, the most frequent RC and LC subskills documented in applied linguistics literature, EFL/ESL proficiency tests, and coursebook tasks were also tallied. Finally, the items in these taxonomies were cross-checked, repetitions were eliminated, and a list of subskills shared between RC and LC and those exclusive to RC and LC were prepared (Table 1). These lists were also cross-checked and agreed by other 2 experienced EFL teachers with a Master’s degree in ELT.

RESULTS AND DISCUSSION

This study attempted to prepare a taxonomy of the subskills shared between and exclusive to RC and LC. For this purpose, the subskills documented in Applied Linguistics theories, applied to different tests, and practiced in coursebooks were listed, and a final conclusive taxonomy was prepared. As shown in Table 1, the agreed number of common subskills was ten, while subskills unique to reading were seven. The subskills unique to listening were four. This study is in line with previous empirical findings in that RC and LC are divisible containing several subskills or micro-skills (Eom, 2006; 2008; Goh & Aryadoust, 2015; Kim, 2011 and others). Yet, this study can be considered unique as it attempted to offer common and exclusive RC and LC subskills.

Research shows that EFL teachers, test developers, syllabus designers have benefited from multidimensional employment of reading ability to design exercises and test tasks (Grabe, 1991; Jordan, 1997; Urquhart & Weir, 1998; Weir, Huizhong, & Yan, 2000; Khalifa & Weir, 2009). Therefore, this taxonomy could be helpful for teachers and material developers because this inclusive list offers operationalized subskills. Moreover, because subskills are helpful for diagnostic purposes (Alderson, 2005; Field, 1998; Goh & Aryadoust, 2015), this taxonomy may help teachers or teacher-researchers to diagnose the learners’ strengths and weaknesses on subskills. To add further, since students themselves view their academic reading as multidimensional (Weir et al., 2009), this taxonomy may help researchers or teachers to design self-assessment tests or tools based on the subskills provided here.

To follow up this study, it is necessary to design RC and LC tests with the offered subskills. It is also necessary to observe the students while answering test questions on the measured subskills. The test scores, students’ think-aloud protocols and the interviews could further explain the dimensionality of the subskills. This would also explain learners’ performance in subskills common to both RC and LC.

LIMITATIONS

Nevertheless, this study has some limitations. Subskills in diagnostic tests could have been investigated as well.

Table 1. The list of subskills shared between and exclusive to RC and LC

| Common Subskills Shared between RC and LC | Subskills Exclusive to RC | Subskills Exclusive to LC |
|-----------------------------------------|--------------------------|--------------------------|
| Understanding a main idea and general information | Identifying a referent word in a text | Identifying an error in a transcription |
| Understanding facts, details and specific information | Completing a sentence or paragraph with missing words or phrases | Predicting the end of the continuation of a message or history |
| Understanding a writer’s or speaker’s attitude and purpose | Matching headings to a paragraph | Perceiving individual sounds |
| Inferring a meaning of an unknown word from the context | Choosing an appropriate title for a text | Listening to and ordering statements according to the message |
| Inferring indirect information from the context | Inserting a sentence into a gap in a text | |
| Summarizing a message or information | Translating a sentence into a native language | |
| Recognizing cause-effect or comparison relations | Recognizing or using grammar or grammar points in a context | |
| Paraphrasing information | |
| Understanding the function of words or phrases in the context | |
| Transferring information to pictures, maps, tables, or diagrams | |
CONCLUSION
The study’s purpose was to investigate the subskills in reading and listening comprehension. For this purpose, subskills in theory, language proficiency tests and coursebooks were listed. After rigorous analyses of the data, a list of conclusive subskills was prepared. In the next stage, the taxonomy was refined further to investigate the common and exclusive subskills. The results showed that RC and LC are not unitary and both consist of similar and different subskills. This taxonomy offers a list of operational subskills; therefore, it may be helpful for teachers and content developers to design tests and prepare course materials.

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## APPENDIX 1: List of RC & LC Subskills Collected from Some Proficiency Tests

| RC sub-skills | LC sub-skills |
|---------------|---------------|
| 1. Understanding main ideas | 1. Understanding main idea and general topic |
| 2. Understanding facts and details including negative facts | 2. Understanding facts and details |
| 3. Making inferences about the content | 3. Understanding purpose of conversation or lecture (relations between ideas) |
| 4. Identifying purpose of the author about details in content (relations between ideas) | 4. Understanding the function of the message |
| 5. Understanding a meaning of unknown vocabulary | 5. Understanding a speaker’s attitude |
| 6. Understanding pronoun reference | 6. Understanding organization of information |
| 7. Sentence paraphrasing | 7. Connecting the content by identifying comparisons, cause and effect, or contradiction and agreement |
| 8. Inserting a sentence in an appropriate gap | 8. Making inferences |
| 9. Summarizing by distinguishing major and minor ideas and cause-effect, compare-contrast relationships, arguments etc. |  |
| 10. Identifying major points and locating them in a proper context in the table |  |

### IELTS Academic

| RC sub-skills | LC sub-skills |
|---------------|---------------|
| 1. Understanding main idea and general topic | 1. Understanding main idea |
| 2. Understanding specific information and finding details | 2. Listening detailed information |
| 3. Recognizing opinions and ideas and writer’s claims | 3. Recognizing how facts are connected to each other |
| 4. Summarizing details or main ideas in table/note/flow/chart | 4. Understanding descriptions, explanations, directions, and relating them to plan/map/diagram |
| 5. Understanding detailed description and relating it to information given in a diagram | 5. Summarizing information |
| 6. Completing a sentence by finding detailed information | 6. Completing a sentence by identifying important information and relationship between ideas/facts/events/cause/effect |
| 7. Finding factual details (specific information) by short answer questions | 7. Listening for facts and answering short answer questions |

### Cambridge English: First (FCE)

| RC sub-skills | LC sub-skills |
|---------------|---------------|
| 1. Understanding general meaning | 1. Listening for general meaning (gist) |
| 2. Understanding details and finding specific information | 2. Listening for detailed and specific information |
| 3. Understanding opinions and attitudes | 3. Understanding opinions, attitudes, situation, genre, relationship. |
| 4. Understanding the structure and following a development of a text |  |

### Cambridge English: Advanced (CAE)

| RC sub-skills | LC sub-skills |
|---------------|---------------|
| 1. Understanding main idea | 1. Listening for main points |
| 2. Understanding details and specific information | 2. Listening for details |
| 3. Understanding opinion, purpose and attitude | 3. Understanding feeling, attitude, opinion, function, course of action |
| 4. Understanding implications | 4. Interpreting context |
| 5. Understanding structure and development of a text |  |

### Cambridge English Proficiency (CPE)

| RC sub-skills | LC sub-skills |
|---------------|---------------|
| 1. Understanding main idea and global points | 1. Listening for gist and topic |
| 2. Understanding details | 2. Listening for specific information and details |
| 3. Understanding cohesion, coherence and text | 3. Inferencing |
| Structure | 4. Understanding addressee, feeling, attitude, opinion, function, purpose and interpreting context |
|---|---|
| 4. Awareness and control of grammar with focus on vocabulary | 3. Identifying words and phrases appropriate to the context |
| 5. Understanding and using idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision | 6. Identifying words and phrases appropriate to the context |
| 6. Understanding opinion and attitude | 7. Comprehending explicit and implicit information |

**Pearson PTE Academic**

| 1. Identifying the topic | 1. Identifying the topic |
| 2. Summarizing the main idea | 2. Identifying supporting points or examples |
| 3. Identifying supporting points or examples | 3. Identifying supporting points or examples |
| 4. Understanding academic vocabulary | 4. Understanding academic vocabulary |
| 5. Inferring the meaning of unfamiliar words | 6. Identifying words and phrases appropriate to the context |
| 7. Comprehending explicit and implicit information | 8. Comprehending concrete and abstract information |
| 9. Classifying and categorizing information | 10. Following an oral sequencing of information |
| 11. Critically evaluating information presented | 12. Forming a conclusion from what a speaker says |
| 13. Predicting how a speaker may continue | 14. Identifying errors in a transcription |
| 15. Identifying a speaker’s purpose, tone and attitude | 16. Identifying the framework used to convey information (e.g., generalization, conclusion, cause and effect) |
| 17. Inferring the context, purpose or tone | 18. Comprehending variations in tone, speed, accent |

**Canadian Academic English Language Assessment (CAEL)**

| 1. Identifying main idea | 1. Identifying main idea |
| 2. Completing charts or diagrams | 2. Extracting specific information |
| 3. Sequencing information | 3. Understanding vocabulary in context |
| 4. Taking notes | 4. Classifying information |
| 5. Filling in the blanks | 5. Following a logical or chronological sequence of events |
| 6. Recording specific information | 6. Recognizing restatement |

**Michigan English Language Assessment Battery (MELAB)**

| 1. Understanding main idea | 1. Understanding main idea |
| 2. Identifying speaker’s purpose | 2. Identifying speaker’s purpose |
| 3. Synthesizing ideas from different parts of the text | 3. Synthesizing ideas from different parts of the text |
| 4. Identifying supporting detail | 4. Identifying supporting detail |
| 5. Understanding vocabulary | 5. Understanding vocabulary |
| 6. Synthesizing details | 6. Synthesizing details |
| 7. Recognizing restatement | 7. Recognizing restatement |
| 8. Understanding rhetorical function | 8. Understanding rhetorical function |
| 9. Making an inference | 9. Making an inference |
| 10. Inferring supporting detail | 10. Inferring supporting detail |
### MELAB Grammar, Cloze and Vocabulary section

**Grammar sub-skill:** testing different grammatical features

**Cloze sub-skills:**
- Selecting the best word (or phrase) to restore the intended meaning of a chunk of text;
- Identifying the correct grammatical form of a word (or phrase) for the blank; Identifying the most appropriate content word (or phrase) for the blank

**Vocabulary sub-skill:** Measuring vocabulary size and certain in-depth aspects of vocabulary knowledge

### Examination for the Certificate of Competency in English (ECCE)

1. Understanding main idea
2. Understanding author’s opinion
3. Understanding the relationship between ideas
4. Comparing/contrasting features of one or more texts
5. Understanding explicitly stated ideas (detail) from one or more texts
6. Understanding vocabulary in context
7. Identifying referents
8. Drawing an inference/conclusion from one or more texts
9. Understanding rhetorical function

### ECCE Grammar and Vocabulary section

Grammar sub-skills: measure grammatical features observed in written American English. Vocabulary sub-skills: measure vocabulary size and tap certain in-depth aspects of vocabulary knowledge.

### APPENDIX 2: List of Analyzed EFL/ESL Textbooks

| Author(s) | Title of the Book       | Language Proficiency Level | Date of Publication |
|-----------|-------------------------|----------------------------|---------------------|
| 1. Oxenden, C., & Latham-Koenig, C. | New English File | Beginner | 2009 |
| 2. Oxenden, C., & Latham-Koenig, C. | New English File | Elementary | 2004 |
| 3. Oxenden, C., & Latham-Koenig, C., & Seligson, P. | New English File | Pre-intermediate | 2005 |
| 4. Oxenden, C., & Latham-Koenig, C. | New English File | Intermediate | 2006 |
| 5. Oxenden, C., & Latham-Koenig, C. | New English File | Upper-intermediate | 2008 |
| 6. Oxenden, C., & Latham-Koenig, C. | New English File | Advanced | 2010 |
| 7. Redston, C., & Cunningham, G. | Face2Face | Starter (Beginner) | 2009 |
| 8. Redston, C., & Cunningham, G. | Face2Face | Elementary | 2005 |
| 9. Redston, C., & Cunningham, G. | Face2Face | Pre-intermediate | 2005 |
| 10. Redston, C., & Cunningham, G. | Face2Face | Intermediate | 2006 |
| 11. Redston, C., & Cunningham, G. | Face2Face | Upper-intermediate | 2007 |
| 12. Cunningham, G., Bell, J., & Redston, C. | Face2Face | Advanced | 2009 |
| 13. Kay, S., Jones, V., Gomm, H., Seymour, D., Brown, C., et al | New Inside Out | Beginner | 2010 |
| 14. Kay, S., & Jones, V. | New Inside Out | Elementary | 2007 |
|   | Authors                  | Series                          | Level                | Year    |
|---|--------------------------|---------------------------------|----------------------|---------|
| 15 | Kay, S., & Jones, V.      | New Inside Out                  | Pre-intermediate     | 2008    |
| 16 | Kay, S., & Jones, V.      | New Inside Out                  | Intermediate         | 2009    |
| 17 | Kay, S., & Jones, V.      | New Inside Out                  | Upper-intermediate   | 2009    |
| 18 | Kay, S., Jones, V., Gomm, H., Maggs, P., & Dawson, C. | New Inside Out | Advanced | 2010    |
| 19 | Dellar, H., & Walkley, A. | Outcomes                        | Elementary           | 2011    |
| 20 | Dellar, H., & Walkley, A. | Outcomes                        | Pre-intermediate     | 2010    |
| 21 | Dellar, H., & Walkley, A. | Outcomes                        | Intermediate         | 2010    |
| 22 | Dellar, H., & Walkley, A. | Outcomes                        | Upper-intermediate   | 2010    |
| 23 | Dellar, H., & Walkley, A. | Outcomes                        | Advanced             | 2012    |
| 24 | Lebeau, I., Rees, G., & Hughes, J. | Language Leader  | Elementary          | 2008    |
| 25 | Lebeau, I., & Rees, G.    | Language Leader                  | Pre-intermediate     | 2010    |
| 26 | Cotton, D., Falvey, D., & Kent, S. | Language Leader | Intermediate | 2008    |
| 27 | Cotton, D., Falvey, D., & Kent, S. | Language Leader | Upper-intermediate | 2008    |
| 28 | Cotton, D., Falvey, D., Kent, S., Lebeau, I., & Rees, G. | Language Leader | Advanced          | 2010    |
## APPENDIX 3: List of ELT RC & LC Tasks from Textbooks (New English File, Face2Face, New Inside Out, Outcomes and Language Leader)

| New English File | Face2face | New Inside Out | Outcomes | Language Leader |
|------------------|-----------|----------------|----------|-----------------|
| **Advanced**     |           |                |          |                 |
| **Reading tasks**|           |                |          |                 |
| Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea |
| Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details |
| Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose |
| Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from context |
| Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring meaning of unknown word from a context |
| Matching headings to paragraphs | Matching headings to paragraphs | Matching headings to paragraphs | Completing sentences with missing words/phrases in context | Completing sentences with missing words/phrases in context |
| Noticing discourse markers in reading and highlighting them | Matching words from reading to their definitions | Identifying reference words in a text | Summarizing information | Summarizing information |
| Matching words from reading to their definitions | Finding synonyms/antonyms of words/phrases in context | Retelling history with new vocabulary | Completing sentences with missing words/phrases in context | Recognizing/using grammar points or grammar in context |
| Finding synonyms to words from reading | Listening and repeating phrases | | | |
| Paraphrasing a text | Matching sentence beginnings to their endings | | | |
| Guessing the content of reading by pictures and introduction | Matching headings to paragraphs | | | |
| Recognizing/using grammar points or grammar in context | Matching statements to pictures | | | |
| Discussing reading text questions alone/in pairs | Recognizing functions of words/phrases/statements | | | |
| Listening |           |                |          |                 |
| Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea |
| Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details |
| Understanding speaker’s attitude and purpose | Understanding writer’s attitude | Understanding writer’s attitude | Understanding speaker’s attitude | Understanding speaker’s attitude |
| Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from context | Inferring information from a context |
| Completing sentences with missing words/phrases in context | Completing sentences with missing words/phrases in context | Completing sentences with missing words/phrases in context | Completing sentences with missing words/phrases in context | Completing sentences with missing words/phrases in context |
| Matching words from a text with their collocations | Matching words from a text with their collocations | Matching words from a text with their collocations | Matching words from a text with their collocations | Matching words from a text with their collocations |
| Matching headings to paragraphs | Matching headings to paragraphs | Matching headings to paragraphs | Matching headings to paragraphs | Matching headings to paragraphs |
| Summarizing information | Summarizing information | Summarizing information | Summarizing information | Summarizing information |
| Inserting missing sentences in the article | Inserting missing sentences in the article | Inserting missing sentences in the article | Inserting missing sentences in the article | Inserting missing sentences in the article |
| Paraphrasing a text | Paraphrasing a text | Paraphrasing a text | Paraphrasing a text | Paraphrasing a text |
| Recognizing/using grammar points or grammar in context | Recognizing/using grammar points or grammar in context | Recognizing/using grammar points or grammar in context | Recognizing/using grammar points or grammar in context | Recognizing/using grammar points or grammar in context |
| Discussing reading text questions alone/in pairs | Discussing reading text questions alone/in pairs | Discussing reading text questions alone/in pairs | Discussing reading text questions alone/in pairs | Discussing reading text questions alone/in pairs |
| Upper-intermediate | Upper-intermediate | Upper-intermediate | Upper-intermediate | Upper-intermediate |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| **Reading tasks** | **Reading tasks** | **Reading tasks** | **Reading tasks** | **Reading tasks** |
| Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea |
| Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details |
| Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose |
| Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context |
| Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context |
| Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose |
| Matching titles to paragraphs | Matching titles to paragraphs | Matching titles to paragraphs | Matching titles to paragraphs | Matching titles to paragraphs |
| Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context |
| Summarizing information | Summarizing information | Summarizing information | Summarizing information | Summarizing information |
| Recognizing/using correct grammar points or grammar in context | Recognizing/using correct grammar points or grammar in context | Recognizing/using correct grammar points or grammar in context | Recognizing/using correct grammar points or grammar in context | Recognizing/using correct grammar points or grammar in context |
| Predicting a speakers’ message | Predicting a speakers’ message | Predicting a speakers’ message | Predicting a speakers’ message | Predicting a speakers’ message |
| Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |
| Summarizing information | Summarizing information | Summarizing information | Summarizing information | Summarizing information |
| Completing sentences with missing words/phrases | Completing sentences with missing words/phrases | Completing sentences with missing words/phrases | Completing sentences with missing words/phrases | Completing sentences with missing words/phrases |
| Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |
| Matching statements to pictures | Matching statements to pictures | Matching statements to pictures | Matching statements to pictures | Matching statements to pictures |
| Numbering statements from a text in a chronological order | Numbering statements from a text in a chronological order | Numbering statements from a text in a chronological order | Numbering statements from a text in a chronological order | Numbering statements from a text in a chronological order |
| Upper-intermediate | Upper-intermediate | Upper-intermediate | Upper-intermediate | Upper-intermediate |
| **Reading tasks** | **Reading tasks** | **Reading tasks** | **Reading tasks** | **Reading tasks** |
| Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea |
| Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details |
| Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose |
| Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context |
| Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context |
| Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose | Understanding writer’s attitude and purpose |
| Matching titles to paragraphs | Matching titles to paragraphs | Matching titles to paragraphs | Matching titles to paragraphs | Matching titles to paragraphs |
| Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context | Inferring information from a context |
| Summarizing information | Summarizing information | Summarizing information | Summarizing information | Summarizing information |
| Recognizing/using correct grammar points or grammar in context | Recognizing/using correct grammar points or grammar in context | Recognizing/using correct grammar points or grammar in context | Recognizing/using correct grammar points or grammar in context | Recognizing/using correct grammar points or grammar in context |
| Predicting a speakers’ message | Predicting a speakers’ message | Predicting a speakers’ message | Predicting a speakers’ message | Predicting a speakers’ message |
| Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |
| Summarizing information | Summarizing information | Summarizing information | Summarizing information | Summarizing information |
| Completing sentences with missing words/phrases | Completing sentences with missing words/phrases | Completing sentences with missing words/phrases | Completing sentences with missing words/phrases | Completing sentences with missing words/phrases |
| Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |
| Matching statements to pictures | Matching statements to pictures | Matching statements to pictures | Matching statements to pictures | Matching statements to pictures |
| Numbering statements from a text in a chronological order | Numbering statements from a text in a chronological order | Numbering statements from a text in a chronological order | Numbering statements from a text in a chronological order | Numbering statements from a text in a chronological order |
| Listening tasks                                      | Matching statements to pictures | Matching headings to paragraphs | context | Recognizing/using grammar points or grammar in context | Selecting words with synonyms in context |
|-----------------------------------------------------|---------------------------------|---------------------------------|---------|--------------------------------------------------------|-------------------------------------------|
| Understanding main idea                            | Understanding main idea         | Understanding main idea         |         | Understanding main idea                                 | Understanding main idea                   |
| Understanding facts and details                     | Understanding facts and details  | Understanding facts and details  |         | Understanding facts and details                         | Understanding facts and details            |
| Understanding speaker's attitude and purpose        | Understanding speaker's attitude and purpose | Understanding speaker's attitude and purpose |         | Understanding speaker's attitude and purpose           | Understanding speaker's attitude and purpose |
| Inferring information from a context                | Inferring information from a context | Inferring information from a context |         | Inferring information from a context                    | Inferring information from a context       |
| Inferring a meaning of unknown word from a context  | Inferring a meaning of unknown word from a context | Inferring a meaning of unknown word from a context |         | Inferring a meaning of unknown word from a context    | Inferring a meaning of unknown word from a context |
| Predicting/guessing speaker's message              | Predicting a speaker's message  | Predicting a speaker's message  |         | Predicting a speaker's message                         | Predicting a speaker's message            |
| Listening and completing sentences with missing words/phrases | Listening and completing sentences with missing words/phrases | Listening and completing sentences with missing words/phrases |         | Listening and completing sentences with missing words/phrases | Listening and completing sentences with missing words/phrases |
| Understanding unknown word in context               | Understanding unknown word in context | Understanding unknown word in context |         | Understanding unknown word in context                  | Understanding unknown word in context      |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries |         | Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Understanding main idea                             | Understanding main idea          | Understanding main idea          |         | Understanding main idea                                 | Understanding main idea                   |
| Understanding facts and details                     | Understanding facts and details  | Understanding facts and details  |         | Understanding facts and details                         | Understanding facts and details            |
| Understanding speaker's attitude and purpose        | Understanding speaker's attitude and purpose | Understanding speaker's attitude and purpose |         | Understanding speaker's attitude and purpose           | Understanding speaker's attitude and purpose |
| Inferring information from a context                | Inferring information from a context | Inferring information from a context |         | Inferring information from a context                    | Inferring information from a context       |
| Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |         | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |
| Recognizing functions of words/phrases/statements  | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |         | Recognizing functions of words/phrases/statements      | Recognizing functions of words/phrases/statements |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries |         | Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Understanding main idea                             | Understanding main idea          | Understanding main idea          |         | Understanding main idea                                 | Understanding main idea                   |
| Understanding facts and details                     | Understanding facts and details  | Understanding facts and details  |         | Understanding facts and details                         | Understanding facts and details            |
| Understanding speaker's attitude and purpose        | Understanding speaker's attitude and purpose | Understanding speaker's attitude and purpose |         | Understanding speaker's attitude and purpose           | Understanding speaker's attitude and purpose |
| Inferring information from a context                | Inferring information from a context | Inferring information from a context |         | Inferring information from a context                    | Inferring information from a context       |
| Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |         | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |
| Recognizing functions of words/phrases/statements  | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |         | Recognizing functions of words/phrases/statements      | Recognizing functions of words/phrases/statements |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Predicting/guessing speaker's meaning              | Predicting a speaker's meaning  | Predicting a speaker's meaning  |         | Predicting a speaker's meaning                         | Predicting a speaker's meaning            |
| Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |         | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |
| Recognizing functions of words/phrases/statements  | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |         | Recognizing functions of words/phrases/statements      | Recognizing functions of words/phrases/statements |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Predicting the end of story                        | Predicting the end of story     | Predicting the end of story     |         | Predicting the end of story                            | Predicting the end of story               |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Recognizing functions of words/phrases/statements  | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |         | Recognizing functions of words/phrases/statements      | Recognizing functions of words/phrases/statements |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries |         | Understanding accent of speakers and matching them to their countries | Understanding accent of speakers and matching them to their countries |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Understanding main idea                             | Understanding main idea          | Understanding main idea          |         | Understanding main idea                                 | Understanding main idea                   |
| Understanding facts and details                     | Understanding facts and details  | Understanding facts and details  |         | Understanding facts and details                         | Understanding facts and details            |
| Understanding speaker's attitude and purpose        | Understanding speaker's attitude and purpose | Understanding speaker's attitude and purpose |         | Understanding speaker's attitude and purpose           | Understanding speaker's attitude and purpose |
| Inferring information from a context                | Inferring information from a context | Inferring information from a context |         | Inferring information from a context                    | Inferring information from a context       |
| Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |         | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |
| Recognizing functions of words/phrases/statements  | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |         | Recognizing functions of words/phrases/statements      | Recognizing functions of words/phrases/statements |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Predicting/guessing speaker's meaning              | Predicting a speaker's meaning  | Predicting a speaker's meaning  |         | Predicting a speaker's meaning                         | Predicting a speaker's meaning            |
| Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |         | Listening and completing sentences/extracts with missing words/phrases | Listening and completing sentences/extracts with missing words/phrases |
| Recognizing functions of words/phrases/statements  | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |         | Recognizing functions of words/phrases/statements      | Recognizing functions of words/phrases/statements |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Predicting the end of story                        | Predicting the end of story     | Predicting the end of story     |         | Predicting the end of story                            | Predicting the end of story               |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Recognizing functions of words/phrases/statements  | Recognizing functions of words/phrases/statements | Recognizing functions of words/phrases/statements |         | Recognizing functions of words/phrases/statements      | Recognizing functions of words/phrases/statements |
| Listening and matching statements to pictures       | Listening and matching statements to pictures | Listening and matching statements to pictures |         | Listening and matching statements to pictures          | Listening and matching statements to pictures |
| Intermediate | Intermediate | Intermediate | alone/in pairs |
|--------------|--------------|--------------|---------------|
| **Reading tasks** | **Intermediate** | **Intermediate** | **Intermediate** |
| Understanding main idea | Understanding main idea | Understanding main idea | Understanding main idea |
| Understanding facts and details | Understanding facts and details | Understanding facts and details | Understanding facts and details |
| Understanding writer’s attitude and purpose | Inferring information from a context | Understanding facts and details | Inferring information from a context |
| Inferring information from a context | Inferring a meaning of unknown word from context | Inferring information from a context | Inferring information from a context |
| Matching headings to paragraphs | Completing sentences with missing words/phrases in context | Matching statements to paragraphs | Completing sentences with missing words/phrases in context |
| Recognizing/using correct grammar points or grammar in context | Matching statements to pictures | Matching headings to paragraphs | Completing sentences with missing words/phrases in context |
| Inserting a sentence into gaps in paragraphs | Reading and completing a table | Discussing reading text questions alone/in pairs | Completing sentences with missing words/phrases in context |
| Matching words from reading to their definitions | Numbering paragraphs in the correct order | Discussing reading text questions alone/in pairs | Recognizing/using grammar points or grammar in context |
| Completing sentences with words/phrases in a context | | ||
| Reading and completing a table | | ||
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| Pre-intermediate | Pre-intermediate | Pre-intermediate | Pre-intermediate | Pre-intermediate |
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| **Listening and completing a table**<br>Taking notes<br>Matching statements/extracts to pictures<br>Discussing listening text questions alone/in pairs | Matching statements/extracts to pictures<br>Discussing listening text questions alone/in pairs | Listening and ordering pictures according to the recording<br>Discussing listening text questions alone/in pairs | Listening and matching collocations<br>Listening and completing sentences by replacing collocations with synonyms<br>Discussing collocations<br>Developing a conversation by using phrases from listening<br>Discussing listening text questions alone/in pairs | Individual sounds<br>Recognizing function of phrases in context<br>Taking notes by filling a gap in extracts<br>Listening and completing a table<br>Discussing listening text questions alone/in pairs |
| **Reading tasks**<br>Understanding facts and details<br>Inferring a meaning of unknown word in a context<br>Matching definitions in gaps according to descriptions<br>Finding synonyms and antonyms of words<br>Underlining unknown words and expressions and check with dictionary<br>Reading a text and practicing grammar points<br>Reading for facts and details<br>Matching headings with paragraphs<br>Inferring reader’s attitude and purpose<br>Reading a letter or a paragraph and matching with pictures<br>Answering negative answer questions<br>Numbering sentences in chronological order<br>Placing paragraphs in correct context | Understanding main idea<br>Understanding facts and details<br>Inferring information from a context<br>Inferring a meaning of unknown word from a context<br>Matching headings to paragraphs<br>Matching statements to pictures<br>Recognizing/using correct grammar points or grammar in context<br>Discussing reading text questions alone/in pairs | Understanding main idea<br>Understanding facts and details<br>Inferring information from a context<br>Inferring a meaning of unknown word from a context<br>Matching headings to paragraphs<br>Completing sentences with missing words/phrases in context<br>Matching statements/paragraphs to pictures<br>Discussing reading text questions alone/in pairs | Understanding main idea<br>Understanding facts and details<br>Inferring information from a context<br>Inferring a meaning of unfamiliar word from a context<br>Matching selected words from text to their definitions<br>Matching passages to pictures<br>Matching sentences to the endings<br>Discussing reading text questions alone/in pairs | Understanding main idea<br>Understanding facts and details<br>Inferring information from a context<br>Inferring writer’s attitude and purpose<br>Inferring information from a context<br>Completing sentences with missing words/phrases in context<br>Matching statements to pictures<br>Discussing reading text questions alone/in pairs | Understanding main idea<br>Understanding facts and details<br>Inferring information from a context<br>Summarizing information<br>Inferring meaning of unfamiliar word from a context<br>Matching words from reading to their definitions<br>Identifying reference words in a text<br>Completing sentences with missing words/phrases in context<br>Matching sentence beginnings to the endings<br>Matching statements to the pictures<br>Discussing reading text questions alone/in pairs |
| Order and Writing | Reading and Writing a Letter | Predicting the End of Story | Discussing Reading Text Questions Alone/In Pairs |
|-------------------|-------------------------------|-----------------------------|--------------------------------------------------|
| **Listening**     | **Tasks**                     | **Understanding Facts and Details** | **Listening to Words and Repeating** |
|                   |                               | Understanding Main Idea     | Listening to Words and Repeating                 |
|                   |                               | Understanding Facts and Details | Listening to Words and Repeating                 |
|                   |                               | Inferring Information from a Context | Listening to Words and Repeating                 |
|                   |                               | Listening and Completing Sentences with Missing Words/Phrases | Listening to Words and Repeating                 |
|                   |                               | Matching Statements/Extracts to Pictures | Listening to Words and Repeating                 |
|                   |                               | Recognizing Functions of Words/Phrases/Statements | Listening to Words and Repeating                 |
|                   |                               | Discussing Listening Text Questions Alone/In Pairs | Listening to Words and Repeating                 |
| **Elementary**    | **Tasks**                     | **Understanding Main Idea**  | **Listening to Words and Repeating** |
|                   |                               | Understanding Facts and Details | Listening to Words and Repeating                 |
|                   |                               | Inferring Information from a Context | Listening to Words and Repeating                 |
|                   |                               | Listening and Completing Sentences with Missing Words/Phrases | Listening to Words and Repeating                 |
|                   |                               | Matching Situations/Extracts to Pictures | Listening to Words and Repeating                 |
|                   |                               | Discussing Listening Text Questions Alone/In Pairs | Listening to Words and Repeating                 |

| Reading Tasks     | Elementary                    | Understanding Facts and Details | Inferring Meaning of Unknown Word in a Context |
|-------------------|-------------------------------|---------------------------------|-----------------------------------------------|
|                   |                               | Understanding Main Idea        |                                                |
|                   |                               | Understanding Facts and Details |                                                |
|                   |                               | Inferring Information from a Context |                                                |
|                   |                               | Listening and Completing Sentences with Missing Words/Phrases |                                                |
|                   |                               | Matching Words/Phrases to      |                                                |
|                   |                               | Completing Sentences with      |                                                |
|                   |                               | Understanding Facts and Details |                                                |
|                   |                               | Completing Sentences with      |                                                |
|                   |                               | Understanding Main Idea        |                                                |
|                   |                               | Understanding Facts and Details |                                                |
|                   |                               | Inferring Information from a Context |                                                |
|                   |                               | Listening and Completing Sentences with Missing Words/Phrases |                                                |

129
| **Listening tasks** | **Understanding facts and details** | **Understanding facts and details** | **Understanding facts and details** | **Understanding facts and details** |
|-------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
|                    | Listening and practicing          | Listening and completing          | Listening and completing          | Listening and completing          |
|                    | conversation                      | words/extracts with missing       | sentences/extracts to             | sentences/extracts to             |
|                    |                                   | words/extracts                    | pictures                         | pictures                         |
|                    |                                   |                                   |                                   |                                   |
|                    |                                   |                                   |                                   |                                   |
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|                    |                                   |                                   |                                   |                                   |
|                    |                                   |                                   |                                   |                                   |
|                    |                                   |                                   |                                   |                                   |
| Reading tasks | Beginner | Beginner/starter | Beginner |
|---------------|----------|------------------|----------|
| Understanding facts and details | Understanding facts and details | Understanding main ideas |
| Completing a dialogue with given words | Matching words/phrases to pictures | Understanding facts and details |
| Guessing meaning of unknown/highlighted words from pictures | Recognizing/using correct grammar points or grammar in context | Matching statements to pictures |
| Finding antonyms to words | Completing sentences with missing words/phrases in context | Discussing reading text questions alone/in pairs |
| Recognizing/using correct grammar points or grammar in context | Discussing reading text questions alone/in pairs | |
| Reading and completing a table | Understanding facts and details | |
| Discussing reading text questions alone/in pairs | Matching statements to pictures | |
| Listening tasks | Understanding facts and details | Understanding facts and details |
| Listening and repeating letters/words/sentences | Listening and practicing conversation | Listening and completing sentences/extracts with missing words/phrases |
| Reading, listening and repeating dialogue in pairs | Perceiving and discriminating individual sounds | Listening and repeating phrases |
| Perceiving and discriminating sounds | Listening and completing sentences/extracts with missing words/phrases | Listening and ordering pictures according to the recording |
| Listening and matching situation/dialogue to pictures | Discussing listening text questions alone/in pairs | Matching statements/extracts to pictures |
| Listening and ordering sentences in situations | | Discussing listening text questions alone/in pairs |
| Discussing listening text questions alone/in pairs | | |