

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 posits 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 on 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 (Hollingsworth, 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 (Khalifa & 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

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

Common Subskills Shared between RC and LC	<ul style="list-style-type: none"> Understanding a main idea and general information Understanding facts, details and specific information Understanding a writer's or speaker's attitude and purpose Inferring a meaning of an unknown word from the context Inferring indirect information from the context Summarizing a message or information Recognizing cause-effect or comparison relations Paraphrasing information Understanding the function of words or phrases in the context Transferring information to pictures, maps, tables, or diagrams
Subskills Exclusive to RC	<ul style="list-style-type: none"> Identifying a referent word in a text Completing a sentence or paragraph with missing words or phrases Matching headings to a paragraph Choosing an appropriate title for a text Inserting a sentence into a gap in a text Translating a sentence into a native language Recognizing or using grammar or grammar points in a context
Subskills Exclusive to LC	<ul style="list-style-type: none"> Identifying an error in a transcription Predicting the end of the continuation of a message or history Perceiving individual sounds Listening to and ordering statements according to the message

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.

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
TOEFL IBT	
<ol style="list-style-type: none"> 1. Understanding main ideas 2. Understanding facts and details including negative facts 3. Making inferences about the content 4. Identifying purpose of the author about details in content (relations between ideas) 5. Understanding a meaning of unknown vocabulary 6. Understanding pronoun reference 7. Sentence paraphrasing 8. Inserting a sentence in an appropriate gap 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 	<ol style="list-style-type: none"> 1. Understanding main idea and general topic 2. Understanding facts and details 3. Understanding purpose of conversation or lecture (relations between ideas) 4. Understanding the function of the message 5. Understanding a speaker's attitude 6. Understanding organization of information 7. Connecting the content by identifying comparisons, cause and effect, or contradiction and agreement 8. Making inferences
IELTS Academic	
<ol style="list-style-type: none"> 1. Understanding main idea and general topic 2. Understanding specific information and finding details 3. Recognizing opinions and ideas and writer's claims 4. Summarizing details or main ideas in table/note/flow/chart 5. Understanding detailed description and relating it to information given in a diagram 6. Completing a sentence by finding detailed information 7. Finding factual details (specific information) by short answer questions 	<ol style="list-style-type: none"> 1. Understanding main idea 2. Listening detailed information 3. Recognizing how facts are connected to each other 4. Understanding descriptions, explanations, directions, and relating them to plan/map/diagram 5. Summarizing information 6. Completing a sentence by identifying important information and relationship between ideas/facts/events/cause/effect 7. Listening for facts and answering short answer questions
Cambridge English: First (FCE)	
<ol style="list-style-type: none"> 1. Understanding general meaning 2. Understanding details and finding specific information 3. Understanding opinions and attitudes 4. Understanding the structure and following a development of a text 	<ol style="list-style-type: none"> 1. Listening for general meaning (gist) 2. Listening for detailed and specific information 3. Understanding opinions, attitudes, situation, genre, relationship.
Cambridge English: Advanced (CAE)	
<ol style="list-style-type: none"> 1. Understanding main idea 2. Understanding details and specific information 3. Understanding opinion, purpose and attitude 4. Understanding implications 5. Understanding structure and development of a text 	<ol style="list-style-type: none"> 1. Listening for main points 2. Listening for details 3. Understanding feeling, attitude, opinion, function, course of action 4. Interpreting context
Cambridge English Proficiency (CPE)	
<ol style="list-style-type: none"> 1. Understanding main idea and global points 2. Understanding details 3. Understanding cohesion, coherence and text 	<ol style="list-style-type: none"> 1. Listening for gist and topic 2. Listening for specific information and details 3. <u>Inferring</u>

structure	4. Understanding addressee, feeling, attitude, opinion, function, purpose and interpreting context
4. Awareness and control of grammar with focus on vocabulary	
5. Understanding and using idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision	
6. Understanding opinion and attitude	

Pearson PTE Academic

1. Identifying the topic	1. Identifying the topic
2. Identifying supporting points or examples Identifying a summary	2. Summarizing the main idea
3. Identifying words and phrases appropriate to the context	3. Identifying supporting points or examples
4. Identifying a writer's purpose, tone, technique and attitude	4. Understanding academic vocabulary
5. Identifying the relationships between sentences and paragraphs	5. Inferring the meaning of unfamiliar words
6. Understanding academic vocabulary	6. Identifying words and phrases appropriate to the context
7. Understanding the difference between connotation and denotation	7. Comprehending explicit and implicit information
8. Inferring the meaning of unfamiliar words	8. Comprehending concrete and abstract information
9. Comprehending explicit and implicit 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 ideas
2. Extracting specific information	2. Completing charts or diagrams
3. Understanding vocabulary in context	3. Sequencing information
4. Classifying information	4. Taking notes
5. Following a logical or chronological sequence of events	5. Filling in the blanks
	6. Recording specific information

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

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 Advanced	Face2face Advanced	New Inside Out Advanced	Outcomes Advanced	Language Leader Advanced
Reading tasks	Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Inferring a meaning of unknown word from a context Matching headings to paragraphs Noticing discourse markers in reading and highlighting them Matching words from reading to their definitions Finding synonyms to words from reading Paraphrasing a text Guessing the content of reading by pictures and introduction Recognizing/using grammar points or grammar in context Discussing reading text questions alone/in pairs	Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Inferring a meaning of unknown word from a context Completing sentences with missing words/phrases in context Finding synonyms/antonyms of words/phrases in context Listening and repeating phrases Matching sentence beginnings to their endings Matching headings to paragraphs Matching statements to pictures Recognizing functions of words/phrases/ statements Recognizing/using correct grammar points or grammar in context Paraphrasing sentences Discussing reading text questions alone/in pairs	Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Inferring meaning of unknown word from a context Completing sentences with missing words/phrases in context Matching words from a text with their collocations Matching headings to paragraphs Summarizing information Inserting missing sentences in the article Paraphrasing a text Recognizing/using grammar points or grammar in context Discussing reading text questions alone/in pairs	Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Summarizing information Completing sentences with missing words/phrases in context Retelling history with new vocabulary Discussing reading text questions alone/in pairs	Understanding main idea Understanding facts and details Inferring information from context Inferring meaning of unknown word from a context Understanding writer's attitude and purpose Summarizing information Recognizing/using grammar points or grammar in context Identifying reference words in a text Matching headings to paragraphs Completing sentences with missing words/phrases in context Discussing reading text questions alone/in pairs
Listening tasks	Understanding main idea Understanding facts and details Understanding speaker's attitude and purpose	Understanding main idea Understanding facts and details Inferring information from a context	Understanding main idea Understanding facts and details Understanding writer's attitude	Understanding main idea Understanding facts and details Understanding speaker's	Understanding main idea Understanding facts and details Inferring information from a

	<p>Inferring information from a context Inferring a meaning of unknown word from a context Summarizing information Recognizing functions of phrases in context Listening and noting key words Listening and completing sentences/extracts with missing words/phrases Listening and completing a table Discussing listening text questions alone/in pairs</p>	<p>Understanding speaker's attitude and purpose Inferring a meaning of unknown word from context Listening and completing sentences/extracts with missing words/phrases Listening and repeating sentences Recognizing functions of words/phrases/statements Predicting the end of history Matching statements/extracts to pictures Summarizing information Taking notes under headings Discussing listening text questions alone/in pairs</p>	<p>and purpose Inferring information from a context Inferring a meaning of unknown word from a context Listening and completing sentences/extract with missing words/phrases Listening and matching situations to pictures Listening and matching statements/extracts to people Listening and ordering pictures according to the recording Perceiving and discriminating individual sounds Predicting a speakers' message Discussing listening text questions alone/in pairs</p>	<p>attitude and purpose Inferring information from a context Taking notes Summarizing information Listening and completing sentences with missing words/phrases Listening and matching statements/extracts to pictures Listening and writing down unfamiliar words/expressions Listening and repeating expressions Recognizing functions of words/phrases/statements Practicing listening conversations/topic in speaking tasks with peers Predicting the end of story Discussing listening text questions alone/in pairs</p>	<p>context Understanding speaker's attitude and purpose Summarizing information Recognizing function of phrases in context Predicting a speaker's message Listening and completing sentences/ extracts with missing words/ phrases Listening and paraphrasing sentences Listening and ordering sentences according to recording Taking notes under headings Discussing listening text questions alone/in pairs</p>
	Upper-intermediate	Upper-intermediate	Upper-intermediate	Upper-intermediate	Upper-intermediate
Reading tasks	<p>Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Inferring a meaning of unknown word from a context Inferring information from passage with pictures Summarizing information Matching words from reading to their definitions Completing sentences using words/phrases</p>	<p>Understanding main idea Understanding facts and details Inferring information from a context Understanding writer's attitude and purpose Inferring a meaning of unknown word from a context Recognizing/using correct grammar points or grammar in context Recognizing functions of words/phrases/statements Matching headings to paragraphs</p>	<p>Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Inferring a meaning of unknown word from a context Summarizing information Completing sentences with missing words/phrases in context Recognizing/using correct grammar points or grammar in</p>	<p>Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Summarizing information Completing sentences with missing words/phrases in context Recognizing/using correct grammar points or grammar in context Reading and replacing</p>	<p>Understanding main idea Understanding facts and details Inferring information from a context Inferring a meaning of unknown word from a context Matching statements to pictures Matching headings to paragraphs Matching titles to paragraphs Numbering statements from a text in a chronological order Completing sentences with</p>

	<p>Matching statements to pictures</p> <p>Recognizing/using grammar points or grammar in context</p> <p>Discussing reading text questions alone/in pairs</p>	<p>Matching headings to statements</p> <p>Identifying reference words in a text</p> <p>Discussing reading text questions alone/in pairs</p>	<p>context</p> <p>Matching heading to paragraphs</p> <p>Discussing reading text questions alone/in pairs</p>	<p>selected words with synonyms</p> <p>Reading and completing collocations</p> <p>Matching headings to paragraphs</p> <p>Discussing reading text questions alone/in pairs</p>	<p>missing words/phrases in context</p> <p>Finding synonyms of given words/phrases from a text</p> <p>Recognizing function of phrases in context</p> <p>Matching definition of words from in a context</p> <p>Summarizing information</p> <p>Discussing reading text questions alone/in pairs</p>
Listening tasks	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Understanding speaker's attitude and purpose</p> <p>Inferring information from a context</p> <p>Inferring a meaning of unknown word from a context</p> <p>Predicting/guessing speaker's message</p> <p>Listening and completing sentences with missing words/phrases</p> <p>Understanding unknown word in context</p> <p>Listening and matching statements to pictures</p> <p>Understanding accent of speakers and matching them to their countries</p> <p>Listening and completing a table</p> <p>Listening and completing notes</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Inferring information from a context</p> <p>Understanding speaker's attitude and purpose</p> <p>Listening and completing sentences/extracts with missing words/phrases</p> <p>Predicting a speaker's message</p> <p>Recognizing functions of words/phrases/statements</p> <p>Listening and writing sentences</p> <p>Perceiving and discriminating individual sounds</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Understanding speaker's attitude and purpose</p> <p>Inferring information from a context</p> <p>Matching statements/extracts to pictures</p> <p>Listening and completing a table</p> <p>Listening and completing sentences/extracts with missing words/phrases</p> <p>Recognizing functions of words/phrases/statements</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Understanding speaker's attitude and purpose</p> <p>Inferring information from a context</p> <p>Perceiving and discriminating individual sounds</p> <p>Listening and writing down unfamiliar words/expressions</p> <p>Listening and completing sentences with missing words/phrases</p> <p>Listening and taking notes</p> <p>Listen and speaking using sentence frames from listening passage</p> <p>Listening and matching statements/extracts to pictures</p> <p>Predicting the end of story</p> <p>Listening and completing a table</p> <p>Recognizing functions of words/phrases/statements</p> <p>Discussing listening text questions</p>	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Inferring information from context</p> <p>Listening and competing sentences/ extracts with missing words/phrases</p> <p>Recognizing function of phrases in context</p> <p>Taking notes about main points</p> <p>Listening and ordering sentences according to recording</p> <p>Listening and repeating expressions</p> <p>Listening and completing a table</p> <p>Discussing listening text questions alone/in pairs</p>

				alone/in pairs	
	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
Reading tasks	<p>Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Inferring a meaning of unknown word from a context Matching words from reading to their definitions Recognizing/using grammar points or grammar in context Inserting a sentence into gaps in paragraphs Matching words from reading to their definitions Completing sentences with words/phrases in a context Reading and completing a table Numbering paragraphs in the correct order Discussing reading text questions alone/in pairs</p>	<p>Understanding main idea Understanding facts and details Inferring information from a context Inferring a meaning of unknown word from context Matching headings to paragraphs Recognizing/using correct grammar points or grammar in context Completing sentences with missing words/phrases in context Reading and completing a table Discussing reading text questions alone/in pairs</p>	<p>Understanding main idea Understanding facts and details Inferring information from a context Completing sentences with missing words/phrases in context Matching statements to pictures Matching headings to paragraphs Discussing reading text questions alone/in pairs</p>	<p>Understanding main idea Understanding facts and details Understanding writer's attitude and purpose Inferring information from a context Reading and finding correct collocations Completing sentence with correct words/phrases in context Completing dialogues with correct word order Guessing/predicting the end of history Matching passages to headings Discussing reading text questions alone/in pairs</p>	<p>Understanding main idea Understanding facts and details Inferring information from a context Summarizing information Matching statements/headings to paragraphs Inferring meaning of unfamiliar word from a context Completing sentences with missing words/phrases in context Recognizing/using grammar points or grammar in context Identifying reference words in a text Reading and completing a table Discussing reading text questions alone/in pairs</p>
Listening tasks	<p>Understanding main idea Understanding facts and details Understanding speaker's attitude and purpose Inferring information from a context Listening and completing sentences with words/ phrases Listening and repeating the words/phrases /sentences Matching words from listening to their definitions</p>	<p>Understanding main idea Understanding facts and details Inferring information from a context Understanding speaker's attitude and purpose Perceiving and discriminating individual sounds Predicting a speaker's message Listening and completing sentences/extracts with missing words/phrases</p>	<p>Understanding main idea Understanding facts and details Inferring information from a context Listening and completing sentences/extract with missing words/phrases Listening and repeating phrases Matching headings to extracts from recording</p>	<p>Understanding main idea Understanding facts and details Understanding speaker's attitude and purpose Inferring information from a context Perceiving and discriminating individual sounds Listening and completing sentences with missing words/phrases</p>	<p>Understanding main idea Understanding facts and details Inferring information from a context Understanding speaker's attitude and purpose Summarizing information Listening and competing sentences/extracts with missing words/phrases Perceiving and discriminating</p>

	<p>Listening and completing a table</p> <p>Taking notes</p> <p>Matching statements/extracts to pictures</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Matching statements/extracts to pictures</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Listening and ordering pictures according to the recording</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Listening and matching collocations</p> <p>Listening and completing sentences by replacing collocations with synonyms</p> <p>Listening and completing a table</p> <p>Listen and role playing the conversations</p> <p>Developing a conversation by using phrases from listening</p> <p>Discussing listening text questions alone/in pairs</p>	<p>individual sounds</p> <p>Recognizing function of phrases in context</p> <p>Taking notes by filling a gap in extracts</p> <p>Listening and completing a table</p> <p>Discussing listening text questions alone/in pairs</p>
	Pre-intermediate	Pre-intermediate	Pre-intermediate	Pre-intermediate	Pre-intermediate
Reading tasks	<p>Understanding facts and details</p> <p>Inferring a meaning of unknown word in a context</p> <p>Matching definitions in gaps according to descriptions</p> <p>Finding synonyms and antonyms of words</p> <p>Underlining unknown words and expressions and check with dictionary</p> <p>Reading a text and practicing grammar points</p> <p>Reading for facts and details</p> <p>Matching headings with paragraphs</p> <p>Inferring reader's attitude and purpose</p> <p>Reading a letter or a paragraph and matching with pictures</p> <p>Answering negative answer questions</p> <p>Numbering sentences in chronological order</p> <p>Placing paragraphs in correct</p>	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Inferring information from a context</p> <p>Inferring a meaning of unknown word from a context</p> <p>Matching headings to paragraphs</p> <p>Matching statements to pictures</p> <p>Recognizing/using correct grammar points or grammar in context</p> <p>Discussing reading text questions alone/in pairs</p>	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Matching headings to paragraphs</p> <p>Completing sentences with missing words/phrases in context</p> <p>Matching statements /paragraphs to pictures</p> <p>Discussing reading text questions alone/in pairs</p>	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Understanding writer's attitude and purpose</p> <p>Inferring information from a context</p> <p>Completing sentences with missing words/phrases in context</p> <p>Matching selected words from text to their definitions</p> <p>Matching passages to pictures</p> <p>Matching passages to headings</p> <p>Discussing reading text questions alone/in pairs</p>	<p>Understanding main idea</p> <p>Understanding facts and details</p> <p>Inferring information from a context</p> <p>Summarizing information</p> <p>Inferring meaning of unfamiliar word from a context</p> <p>Matching words from reading to their definitions</p> <p>Identifying reference words in a text</p> <p>Completing sentences with missing words/phrases in context</p> <p>Matching sentence beginnings to the endings</p> <p>Matching statements to the pictures</p> <p>Discussing reading text questions alone/in pairs</p>

	order Reading a text 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 Listening for useful phrases and repeating them loud and completing the gap Guessing missing words in sentences, listening and checking them Answering rhetorical purpose questions Listening to dialogue and filling a gap with missed words Listening to dialogue and practice it in speaking Listening for expressions/phrases and finding meaning in native language Listening and completing a table Listening and following/completing directions on the map Predicting the end of story or speaker's future message Discussing listening text questions alone/in pairs	Understanding main idea Understanding facts and details Inferring information from a context Listening and completing sentences with missing words/phrases Matching statements/extracts to pictures Recognizing functions of words/phrases/statements Discussing listening text questions alone/in pairs	Understanding main idea Understanding facts and details Listening and completing sentences/extracts with missing words/phrases Matching situations/extracts to pictures Listening and repeating words/phrases Discussing listening text questions alone/in pairs	Understanding main idea Understanding facts and details Understanding speaker's attitude and purpose Inferring information from a context Listening and completing sentences with missing words/phrases Listening and completing notes Listen and matching statements/extracts to pictures Listening completing a table Discussing listening text questions alone/in pairs	Understanding main idea Understanding facts and details Inferring information from a context Understanding speaker's attitude and purpose Repeating sentences Perceiving and discriminating individual sounds Listening and ordering sentences according to recording Recognizing functions of phrases in context Listening and competing sentences/extracts with missing words/phrases Taking notes by filling a gap in extracts Discussing listening text questions alone/in pairs
	Elementary	Elementary	Elementary	Elementary	Elementary
Reading tasks	Understanding facts and details Inferring meaning of unknown word in a context	Understanding main idea Understanding facts and details Matching words/phrases to	Understanding facts and details Completing sentences with	Understanding facts and details Completing sentences	Understanding main idea Understanding facts and details

	<p>Completing sentences with words/phrases</p> <p>Completing a dialogue</p> <p>Translating sentences into native language</p> <p>Completing a table with grammar forms in the task</p> <p>Matching headings to paragraphs</p> <p>Matching paragraphs to pictures</p> <p>Numbering paragraphs in chronological order</p> <p>Discussing reading text questions alone/in pairs</p>	<p>pictures</p> <p>Completing sentences with missing words/phrases in a context</p> <p>Recognizing/using correct grammar points or grammar in context</p> <p>Discussing reading text questions alone/in pairs</p>	<p>missing words/phrases in context</p> <p>Matching statements to pictures</p> <p>Matching headings to paragraphs</p> <p>Matching sentence beginnings to the endings</p> <p>Summarizing information</p> <p>Discussing reading text questions alone/in pairs</p>	<p>according to pictures</p> <p>Matching statements to pictures</p> <p>Inferring meaning of unknown word from a context</p> <p>Translating the selected words</p> <p>Completing sentences with missing words/phrases in context</p> <p>Matching headings to passages</p> <p>Discussing reading text questions alone/in pairs</p>	<p>Completing sentences with missing words/phrases in context</p> <p>Matching words from a text to their definitions</p> <p>Matching words to pictures</p> <p>Matching titles to statements</p> <p>Matching questions to statements</p> <p>Matching heading to paragraphs</p> <p>Identifying reference words in a text</p> <p>Recognizing/using grammar points or grammar in context</p> <p>Discussing reading text questions alone/in pairs</p>
Listening tasks	<p>Understanding facts and details</p> <p>Listen, read and match situations/dialogues to pictures</p> <p>Listening and completing a dialogue</p> <p>Listening and repeating a dialogue</p> <p>Perceiving and discriminating sounds</p> <p>Listening and completing a table</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Understanding facts and details</p> <p>Listening and practicing conversation</p> <p>Listening and repeating words</p> <p>Listening and completing sentences/extracts with missing words/phrases</p> <p>Matching situations/extracts/statements to pictures</p> <p>Listening and ordering statements according to the recording</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Understanding facts and details</p> <p>Listening and repeating words</p> <p>Listening and completing sentences/extract with missing words/phrases</p> <p>Listening and ordering pictures according to the recording</p> <p>Matching statements/extracts to pictures</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Understanding facts and details</p> <p>Listen and repeating words/sentences</p> <p>Perceiving and discriminating individual sounds</p> <p>Listening to conversation and repeating it in pairs</p> <p>Listening and ordering sentences according to the recording</p> <p>Listening and completing sentences with missing words/phrases</p> <p>Listening and completing a table</p> <p>Listening an completing instructions/directions on the map</p> <p>Discussing listening text questions alone/in pairs</p>	<p>Understanding facts and details</p> <p>Summarizing information</p> <p>Listening and completing sentences with missing words/phrases</p> <p>Perceiving and discriminating individual sounds</p> <p>Listening and repeating words</p> <p>Listening to partner and finding places on the map</p> <p>Listening and ordering sentences according to the recording</p> <p>Taking notes and completing a table</p> <p>Listening to conversation and composing sentences with words from conversation</p> <p>Discussing listening text questions alone/in pairs</p>

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