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THE TRANSFER BETWEEN READING AND LISTENING COMPREHENSION SUBSKILLS IN A THEME-BASED TEST

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KISA ÖZET

Tema Esaslı Sınavlarda Okuduğunu Anlama ve Dinlediğini Anlama Alt Becerileri arasında İlişki

Bu çalışmanın amacı Avrupa ortak ölçüt çerçevesinde A2 seviyesinde İngilizceyi yabancı dil olarak öğrenen üniversite öğrencilerinin okuduğunu anlama (OA) ve dinlediğini anlama (DA) alt becerileri arasında ilişkiyi ve B2 seviyesinde olan öğrencilerin OA ve DA alt becerileri arasında ilişkiyi bulmaktır. Veri analizinde sınav sonuçları kullanılan katılımcıların sayısı A2 seviyesindeki sınavlarda 62, B2 seviyesindeki sınavlarda ise 60'tır. İlk olarak, uygulamalı dilbilimi literatüründe, yeterlilik sınavlarında ve beş ayrı-ayrı yabancı dil ders kitaplarında bulunan okuma ve dinleme alt becerilerine bakılmış ve her beceriye ait en sık tekrarlanan ortak ve özgün alt becerileri sınıflandırılmıştır. Bu sınıflamaya istinaden her iki seviyede (A2 ve B2) ayrı-ayrı okuma ve dinleme tematik sınavları hazırlanmıştır. Her iki seviyedeki okuma sınavında on ortak alt beceri, yedi okumaya ait özgün alt beceri ve dört dinlemeye ait özgün alt becerilerinden oluşmak suretiyle okuma sınavında toplam 17 sınav sorusu ve dinleme sınavında toplam 14 sınav sorusu hazırlanmıştır. Tüm sınavlarda güvenirlik yüksek olarak bulunmuştur. Temel Bileşenler Analizi (TBA) Varimaks Döndürme bulgularına istinaden beklenildiği üzere A2 seviyesindeki sınavlarda alt beceriler farklı sayıda bileşenlere ayrılmış, B2 seviyesinde ise öğrencilerin dil becerileri daha üst seviyede olduğu için ve bu sebeple dil becerileri daha bütüncül olduğu için faktör yüklemeleri daha tutarlı ve makul sonuçlar göstermiştir. Alt becerileri B2 sınav sonuçlarına istinaden yeniden sınıflandırılmıştır. Sınıflandırma tam olarak üç kategoriden oluşmaktadır: okuduğunu ve ya dinlediğini önceden belirtilmiş ihtiyaçlara istinaden anlama, makro kavram seviyesinde anlama ve mikro kavram seviyesinde anlama. Ayrıca, alt beceriler literatürde genişlemeci

olurken, uygulamada ise tenzil olarak bulunmuştur. Bu çalışmanın araştırma sorularına istinaden, faktör analizleri her iki seviyedeki sınavlarda OA ve DA alt becerileri arasında ortaklık bulmamıştır. Lakin, korelasyon analizleri A2 seviyesindeki okuduğunu özetleme ve dinlediğini özetleme arasında ve okuduğunu resme transfer edebilme ve dinlediğini resme transfer edebilme alt becerileri arasında pozitif ilişki bulmuştur. Tezde teori ve uygulama için çıkarım ve öneriler yazılmıştır.

Anahtar kelimeler**:** *okuduğunu anlama ve dinlediğini anlama alt becerileri, okuma ve dinleme alt becerileri arasında ilişki, tematik test*, tema bazlı *sınav*

ABSTRACT

The Transfer between Reading and Listening Comprehension Subskills in a Theme-based Test

The purpose of this study was to check the relationship between reading comprehension (RC) and listening comprehension (LC) subskills of English as a Foreign Language (EFL) learners' test scores at A2 level according to CEFR scale. The same relationship was checked between RC and LC tests scores of B2 level learners, too. The number of participants in the final data analysis was 62 at RC and LC tests at A2 level, and 60 at RC and LC tests at B2 level. First, different subskills in applied linguistics, proficiency tests and in five different EFL textbooks with all available proficiency levels were checked and final taxonomy of RC and LC subskills was prepared. Upon this taxonomy, thematic tests were developed at A2 and B2 levels, each level attempting to measure ten common subskills shared between RC and LC, and seven subskills exclusive to RC, and four subskills exclusive to LC. The tests showed coefficient values with high reliability. Principal Component Analysis (PCA) with Varimax rotation revealed that subskills were reduced into different components at A2 level. The factor loadings revealed somehow consistent and plausible patterns in tests at B2 level as at more proficient levels the language elements tend to be integrated. Therefore, the taxonomy was adjusted according to results of tests at B2 level. The overall taxonomy includes subskills of understanding information at predetermined needs; micro propositional and macro propositional levels. It can be suggested that the theoretical framework of subskills in literature may be expansionist, whereas, in practice, it may be reductionist. To answer the research questions, factor analysis did not show a commonality between common subskills of RC and LC at both levels. However, correlation analysis revealed that there appeared

to be a transfer between the two pairs of common RC and LC subskills (reading and summarizing information and listening and summarizing information; reading and transferring information to the picture and listening and transferring information to the picture) at A2 level tests. Further, some implications ad suggestions were made for the theory and practice.

Key words: *RC and LC subskills, transfer between reading and listening subskills, relationship between reading and listening subskills, theme-based test*

CHAPTER 1

INTRODUCTION

1.1. Statement of the Problem

Language ability is manifested through receptive (reading and listening) and productive (speaking and writing) skills. It is not an easy task to provide a clear definition of these skills because of controversies in theory and practice (Alderson, 2000; Buck, 2011). Further, there is no consensus if reading and listening consist of the same or different subskills (Song, 2008). However, majority of language tests and tasks in English as foreign or second language (EFL/ESL) textbooks are based on the classifications of subskills offered in applied linguistics. Therefore, a study on identifying the match between the subskills mentioned in different theories, applied to different tests, and practiced in different textbooks seems warranted.

Although reading is normally related to writing (Jordan, 1997), a great number of studies on reading and listening skills have intrigued the researchers to understand the relationship between the two in first language (L1) (Sam, 1965; Devine, 1967; Hollingsworth 1968, etc.) and in second language (L2) contexts (Sticht et al, 1974; Aarnoutse, van-den Bos, & Gruwel, 1998; Droop & Verhoeven, 2003; Proctor, August, Carlo & Snow, 2005; Spies, 2011; Aotani, 2011; Bozorgian, 2012; Liu, & Costanzo, 2013; Gao & Bartlett, 2014, etc.). Moreover, despite the fact that research in L1 context has shown strong empirical support for the interrelationship of the subskills underlying reading comprehension (RC) and listening comprehension (LC), the findings in an L2 context are limited and inconsistent (Jeon & Yamashita, 2014). Besides, the relationship among subskills has not been examined thoroughly (Aotani, 2011).

Considering these issues, the focus of the present study is to explore (a) the diversity and nature of subskills in RC and LC; (b) commonality between the subskills of RC and LC; (c) the subskills exclusive to either RC or LC; and (d) the extent of transfer of subskills in learners' performance on RC and LC test.

1.2. Justification

Reading and listening are both receptive skills involving visual and audio channels. They are important skills in EFL/ESL as learners usually get exposed to reading or listening before speaking or writing skills. As receptive skills, there are growing number of studies on the relationship between reading and listening in L1 and L2 contexts.

The studies in L2 context on the relationship or transfer between receptive skills are generally premised on the notion that (a) although distinguished, reading shares similarities and common features with listening such as cognitive processes (bottom-up, top-down, interactive) and linguistic elements, usually resulting in positive correlation between the two (Aotani, 2011; Bozorgian, 2012; Liu & Costanzo, 2013 etc.); (b) instruction in reading yields improvement in listening, or vice versa (Gulkeskil, 1997; Yaghoub Zadeh, Farnia & Geva, 2012; Moussa-Inaty, Ayres & Sweller, 2012, etc.); and (c) listening has mostly been found a stronger predictor of reading among other language variables such as decoding, vocabulary, grammar, morpho-syntactic knowledge and so forth (Droop & Verhoeven, 2003; Proctor et al., 2005; Proctor et al., 2006; Spies, 2011 etc.).

Literature shows that previous studies have usually explained the transfer or relationship between RC and LC in terms of a "monolithic" picture rather than subskills. However, an important fact is that both skills are widely accepted as

multidimensional constructs containing subskills or micro-skills (Alderson, 2000; Buck, 2001). Therefore, it is reasonable to explore the existence of transfer between their underlying subskills. Hence, it is necessary to decide what subskills should be examined for the purpose of this study.

Various theoretical (Richards, 1983; Weir, 1993; Hughes, 2003; Brown, 2004) and empirically supported (Buck, Tatsuoka & Kostin, 1997; Jang, 2005; Eom, 2006; Eom, 2008; Song, 2008; Kim, 2011; Goh & Aryadoust, 2015) taxonomies of RC and LC subskills are available in the literature. However, these taxonomies have not cross checked whether the subskills are practiced in ESL/EFL textbook or assessed in proficiency tests. Nor have they listed the shared and exclusive RC and LC subskills in a unified fashion. Therefore, a unique feature of this study is to identify the subskills available in literature, cross check them with ESL/EFL textbook tasks and language proficiency tests, find the commonality among them, and arrive at a unified picture of shared and exclusive subskills.

Moreover, besides linguistic knowledge, background knowledge is an important factor in RC (Alderson, 2000) and LC (Park, 2000; Buck, 2001). To avoid the topic effect that may be a construct-irrelevant factor, theme-based (thematic or topic-based) LC and RC tests on a general topic (*Use of Technology*) were developed for the purpose of this study. Theme-based tests are believed to be authentic and designed in such a way that the whole test is constructed on a single topic involving realistic tasks where test takers are neither advantaged nor disadvantaged in terms of their prior knowledge (Jennings, Fox, Graves & Shohamy, 1999). They have also been practiced in popular academic fields such as IELTS, OELTS, CAEL (Jennings et al., 1999).

Further, to avoid the potential effect of various item formats and to focus on comprehension only, (Hedrick & Cunningham, 2002), all test items were developed in a multiple-choice (MC) format.

1.3. Significance

Reading is an important skill in learning English as a second or foreign language (ESL/EFL) (Anderson, 1999), and there is extensive research on it. Similarly, listening is also an essential skill as it helps language learners to receive and interact with the input which facilitates learning other language skills (Vandergrift & Goh, 2012). Both reading and listening have often been considered bearing the same psycholinguistic processes except for the input mode. However, partly because of technical difficulties in measuring and analyzing listening, LC research has lagged behind that of RC. Therefore, this study is significant as it addresses both listening and reading comprehension.

The similarity between receptive skills has drawn the attention of L2 researchers as well. Although there is growing number of studies exploring the relationship and transfer between reading and listening, not many reports exist on examining this transfer between micro-skills or subskills. This study may have a significant contribution as it will check the existence of relationship and transfer of subskills in low and high proficiency learners' performance. It is hoped that the outcome of this study may add further clarifications to the existing are conflicting results in the literature either supporting (Gulkeskil, 1997; Droop & Verhoeven, 2003; Proctor et al., 2005; Proctor et al., 2006; Aotani, 2011; Spies, 2011; Yaghoub Zadeh et al., 2012; Moussa-Inaty et al., 2012; Bozorgian, 2012; Liu & Costanzo, 2013) or

rejecting (Lund, 1991; Aarnoutse et al., 1998; Park, 2004) the interrelationship of or transfer between reading and listening.

It should also be noted that both reading and listening as macro skills are claimed to have taxonomies of subskills or micro skills. However, the number and nature of subskills in the taxonomies have not been settled. It is also claimed that these taxonomies of subskills reported in literature should be carefully treated as not all of them are supported by sound empirical evidence (Buck, 2001). Nor not all of the subskills offered by applied linguists can be manifested in language tests (Alderson, 2000; Buck, 2001). Therefore, identifying the match between the subskills mentioned in different theories, applied to different tests, and practiced in different textbooks would provide useful information for all stakeholders. To serve this purpose, as part of this study, subskills offered in the literature, EFL/ESL proficiency tests and textbook tasks were collected, cross-compared, repetitious were eliminated, and a final inclusive list of common and exclusive RC and LC subskills was prepared.

It is assumed that this compact list or taxonomy of subskills developed for the purpose of the current study will help language program designers as specifying the subskills is essential for identifying the program objectives, syllabi and lesson plans (Kimzin & Proctor, 1986; Richards, 1990; Grabe, 1991; Weir & Porter, 1994; Jordan , 1997; Urquhart & Weir, 1998; Field, 1998; Weir, Huizhong, & Yan, 2000; Vandergrift, 2004; Khalifa & Weir, 2009; Wagner, 2014; Goh & Aryadoust, 2015). Teachers might also benefit from this list while constructing their own tests and designing exercises and tasks to practice individual skills. Besides, since subskills are helpful for diagnostic purposes (Field, 1998; Alderson, 2005; Wagner, 2014; Goh & Aryadoust, 2015), this taxonomy may help teachers or teacher-researchers to diagnose the learners' strengths and weaknesses on particular subskills. To add further, since

students themselves view their academic reading as multidimensional (Weir, Hawkey, Green, Unaldi & Devi, 2009), this taxonomy may help researchers or teachers to design self-assessment tests or tools based on the subskills provided here.

Moreover, the instruments developed for this study, i.e., theme-based tests, may help researchers to approach the transfer between receptive subskills from an integrative approach as previous studies did not use such tests in this particular problem. Theme-based tests have emerged as a consequence of a theme-based model in language teaching under content based instruction supporting the integrative-skill approach to language teaching. This model is the most popular one addressed in many EFL/ESL textbooks (Oxford, 2001). It integrates the language skills around a theme or topic (Brinton, 2001). For example, students may read a passage or an article about technology related topic, and listen to lectures or conversations about the same topic. Such tests are claimed to measure the learners "not on what they know, rather what they can do with these tasks in reality" (Farhady & Sabeti, 2000, p. 20). Hence, theme-based RC and LC tests developed for the purpose of this study may provide ideas to teachers or teacher-researchers to design such tests or tasks in their EAP classes.

1.4. Organization of the Study

This chapter provided an introduction to the research project by stating justification and purposes and addressing the significance of the study. The remainder of this thesis is organized as follows: Chapter 2 introduces the relevant literature for the theoretical framework of this study and reviews the literature of L2 listening and reading comprehension subskills as well as the literature on the transfer or relationship between the two. Chapter 3 describes the methodological procedures

including the description of research participants, identifying subskills for the study, the design and administration of tests and the results of data analysis obtained from the tests at piloting stage. Chapter 4 presents the results of the data analysis obtained from the tests at main administration stage followed by findings and discussions of the research questions. Chapter 5 discusses implications and limitations of the study and makes recommendations for future research. References and appendices are attached at the end of the thesis.

CHAPTER 2

LITERATURE REVIEW

To provide a comprehensible review of the issues, this chapter is divided into seven sections. It starts with the concept of language transfer explaining the origin of and research about the idea of transfer. Next sections explain similarities and differences between RC and LC followed by the studies on relationship or transfer between the two. Further sections discuss the componentiality of RC and LC and the taxonomies developed on their subskills.

2.1. The Concept of Language Transfer

The concept of "transfer" has received much of attention in the education field. In brief, transfer of knowledge and skills from one problem-solving situation to another is referred to as a transfer of learning (Perkins, & Salomon, 1992). In applied linguistics, as a consequence of contrastive analysis (CA) hypothesis, the concept of transfer in language teaching and learning field was popularized in the 1950s and 1960s (Koda, 2005). This hypothesis was principally endorsed in two areas: the interrelationship between L1 and L2, and the conditions facilitating or hindering the cross-language or inter-language transfer. Similarly, linguistic interdependence hypothesis (LIH), as an outgrowth of CA, posits that once learned, previously learned language abilities such as reading and listening can transfer across languages. The more recent theoretical notion underlying LIH is central processing hypothesis (CPH) assuming that certain traits of linguistic knowledge are language-independent and operates similarly across languages (Edele & Stanat, 2015). Consequently, a good number of studies have addressed the transfer between L1 and L2 reading, including morphosyntax, phonology, pragmatics, metalinguistic awareness, communicative

strategies (Koda, 2005); and very few between L1 and L2 listening (Feyten, 1991; Mecartty, 2000; Vandergrift, 2006; Edele & Stanat, 2015). These studies are not the focal point of the present study; therefore, they will not be explained here.

Relating the reading skill with listening skill is reasonable as both of them are receptive skills engaging similar processes, comprehension strategies and subskills where listening practice may facilitate the reading process and vice versa (Barnett, 1989; Rivers, 1981), or training students in one skill can help to improve the other skill as well (Oxford, 2001). According to Rivers (1981):

> … "when various skills are integrated into free-flowing in which one provides materials for the other; students learn to operate confidently within the language, easily transferring knowledge acquired in one area for active use in another" (p. 167).

In light of these theories, a majority of studies have addressed the notion of transfer between reading and listening in L1 context and increasingly in L2 contexts using correlation analyses between reading and listening skills as well as the effect of listening instruction in reading and vice versa.

2.2. Similarities and Differences between Receptive Skills

There is a dichotomy of modality unspecific (Spolsky, 1973; Oller, 1983) and modality specific (Lado, 1961; Carroll, 1968) perspectives explaining the comprehension ability (cited in Schroeders, Wilhelm & Bucholtz, 2010). According to modality unspecific or single skill view, a unique single factor can explain the comprehension ability implying that RC and LC may comprise the same cognitive processes. On the other hand, modality specific or multiple skill view posits that various factors can explain RC and LC indicating some differences and some

similarities between them. This dichotomy also corresponds with the unitary and dual comprehension models (Danks, 1981, cited in Lund, 1991). Unitary model posits that a single comprehension process functions for both reading and listening, while dual model holds that there are both differences and similarities between modalities.

In terms of differences, scholars believe 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 it back, (c) speech is unplanned having pauses, false starts, hesitations etc. (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 meaning is conveyed by gestures and body language in speech (S. Brown, 2011).

On the other hand, 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. This can also explain the "bimodality concept" of English for Academic Purposes (EAP) where learners are exposed to materials through reading and listening (Murphy, 1996). Additionally, some researchers claimed that 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).

Considering both similar and distinguishable characteristics of reading and listening, a large body of studies has been premised on the transfer of training and finding correlations among receptive skills.

2.3. Relationship and Transfer between Receptive Skills

Many studies have been conducted to investigate the relationship between RC and LC from different perspectives. Researchers have suggested that reading comprehension and other skills including listening should be presented together since they share many of features (Grellet, 1981; Harmer, 1983; Dubin & Olshtain, 1987; Byrne, 1990, cited in Baturay & Akar, 2007), and are barely used in isolation in real settings (Obilişteanu, 2009). Other studies emphasized that since listening and reading share similar comprehension processes, then instructional intervention should also lead to similar results on both abilities (Hedrick & Cunningham, 2002). As Powers (2013) claimed, since similar processes are involved in both reading and listening skills, developing one skill is usually a good strategy for improving the other skill, where listening practice may facilitate the reading process or vice versa (Barnett, 1989; Rivers, 1981; Birch, 2014). So, this learning involves a "meaning-focused input" or learning through reading and listening by using language receptively (Nation & Newton, 2009). Hence, in some studies, students were exposed to training in reading or listening, and the effect of instruction in reading or listening was checked on the other (Gulkeskil, 1997; Yaghoub Zadeh, Farnia & Geva, 2012; Moussa-Inaty, Ayres & Sweller, 2012, etc.). Some other studies just analyzed reading and listening test scores to find the correlation coefficients between them (Aotani,

2011; Bozorgian, 2012; Liu & Costanzo, 2013 etc.). Other studies compared the relationship between RC and LC by adding other measures of language knowledge such as morphology, phonology, vocabulary, grammar etc. to check the interrelationships (Droop & Verhoeven, 2003; Proctor et al., 2005; Proctor et al., 2006; Spies, 2011 etc.).

Research addressing the relationship or transfer of training is abundant in L1 context, whereas it is growing in L2 context. The studies in L1 context are briefly mentioned in chronological order as below.

In L1 context, Sam (1965) summarized twenty-three major studies reporting coefficients of correlations between receptive skills, although not all were significant. Sam also reported nineteen studies with conflicting findings both supporting and rejecting the idea that the instruction in listening skills result in improvement in reading. Similarly, Devine (1967) reported studies with positive and high correlation coefficients between reading and listening (Fawcett, 1963; Ross 1964; Condon, 1965; Brown, 1965), and some other studies investigating the effect of training in listening or reading performance with no significant differences (Lewis, 1963; Reeves, 1965; Hollingsworth, 1965). Devine suggested searching for the LC and RC relationships in terms of defined specific sub-skills and exploiting them for teaching purposes.

There is a growing body of research devoted to the relationship and transfer between receptive skills in L2 context as well. To demonstrate the link between receptive skills, in some studies, researchers trained students in reading or listening and checked the contribution of one to the other. For example, Yaghoub Zadeh et al. (2012) found that LC contributed directly to RC and reading fluency. Similarly, Bulut (2013), in the study with Turkish students, found that LC activities positively contributed not only to the progress in students' levels of LC, but also to RC and

vocabulary. However, Gulkeskil (1997), in the study with Turkish students, found that reading as a pre-listening activity was more efficient in improving the listening skills rather than the other way round. Chen, Chen and Sun (2010) emphasized the role of reading exercises which can be helpful not only to reading, but also to listening, speaking and writing skills. Similarly, Moussa-Inaty et al. (2012), in their study with Arabic EFL learners, found that students receiving training in reading alone performed better on listening tests than students exposed to reading and listening conditions.

There are studies showing that LC has a stronger effect on RC among other language knowledge elements. Droop and Verhoeven (2003) found a stronger relationship between LC and RC, LC superseding other variables such as decoding, vocabulary knowledge, and morpho-syntactic knowledge. Similarly, Proctor et al. (2006) found LC skills to be among the strong predictors (i.e., vocabulary, grammar) of RC. In another study, Proctor et al. (2005) assessed students' decoding (alphabetic knowledge and fluency) and L2 proficiency (RC, LC, vocabulary). The results showed that LC had an independent and stronger effect on RC. In a different study, Spies (2011) measured learners' vocabulary, LC, RC, and language knowledge (punctuation and spelling), and found that in the experimental group, LC, vocabulary, and grammar had a significant effect on RC, whereas in control group, LC was the only predictor variable.

There are also some studies where learners' test scores on high stake tests were examined, and other macro skills (reading, writing, and speaking) were included in data analysis to investigate this relationship. Aotani (2011) in the study with Japanese EFL learners taking TOEFL test found a strong correlation among LC, RC and listening cloze tests. It was also suggested that similar or highly cognitive

processes are involved in LC and RC; and existing skill in one area, e.g., in RC can be useful for LC.

In another study with EFL speakers taking International English Language Testing System (IELTS), Bozorgian (2012) found that listening skill has .90 correlations with total language proficiency. Moreover, listening skill significantly correlated with reading than with writing and speaking. Liu and Costanzo (2013) studied the relationship among listening, reading, speaking and writing skills measured by Test of English for International Communication (TOEIC). The results demonstrated that the highest correlation was observed between listening and reading scores, followed by listening and speaking scores, whereas the weaker correlation was between listening and writing scores, and between reading and speaking scores. As stated, these findings also echoed with findings on Internet-based Test of English as a Foreign Language test (TOEFL IBT Statistical Analysis Team, 2011) and IELTS test (Bozorgian, 2012).

Apart from studying the relationship between listening and reading, investigating the learners' perceptions on these subskills has also been addressed in an L2 research context. In their research with advanced level undergraduate students, Gao and Bartlett (2014) surveyed the students to explore their perceptions of the difficulty of academic tasks and self-assessment of academic skills. The results showed that the students' perceptions of their micro skills in listening had a higher mean on *ability to identify topic of lecture and follow topic development* followed by the *ability to identify purpose and scope of lecture, recognize key lexical items related to subject/topic, identify relationships among units within discourse, infer relationships,* and *follow lecture despite differences in accent and speed.* Among the nine micro skills of reading, *distinguishing between important and less important*

items had the highest mean followed by *drawing inferences and conclusions, distinguishing between relevant and irrelevant information, prediction* and *understanding text organization, reading quickly for main idea or gist, distinguishing between factual and non-factual information, reading quickly for specific information, and deducing unknown words.* This picture may help us to understand the nature of subskills or micro skills of reading and listening from students' perspectives. However, it also seems necessary to see the lower and higher proficient learners' actual performance on sets of shared and exclusive subskills of RC and LC.

Nevertheless, although reading and listening can theoretically be interwoven in a context, caution should be taken as receptive skills are not equal (Perfetti, Landi & Oakhill, 2005), and differ in cognitive demands (Carlisle & Felbinger, 1991, cited in Palmer, 1997). They bear distinct peculiarities requiring specific instructional techniques (Lund, 1991), and a problem in one area can be inherited from the other one as well (Murphy, 1996). Also, listening has its own exclusive skills, and there may not be automatic transfer between reading and listening (Lund, 1991).

Hence, despite the fact that the majority of studies supported the transfer between RC and LC, some also have rejected it or found a weaker correlation. Shiotsu (2010) reported a study by Brown and Haynes (1985) who have found higher correlation between LC and RC in Spanish and Arabic students' test scores, whereas it was too low in Japanese students' test scores. Shiotsu attributed this low correlation to the fact that EFL teaching practices in Japan had emphasized reading skills over oral communication skills at that time.

Aarnoutse et al. (1998), in their study with children, applied a text strategy instruction in a listening mode where the students in an experimental group were trained in strategies of clarifying, summarizing, predicting and questioning. The post-

test results indicated that there was a positive transfer between strategic reading and listening program, whereas a delayed test did not yield the same results, which, according to the researchers, partially could be due to the short duration of the training program and nature of test tasks.

Summarizing the findings in the literature, it can be concluded that there are a growing number of studies devoted to the relationship or transfer between receptive skills in L2 contexts. Researchers have tried to address this transfer or link from different angles. Some trained students in listening or reading in particular skill or strategy, and checked the contribution of one to the other; some included other language knowledge elements and checked the effect of LC on RC; and some investigated the correlation coefficients in tests to find the relationship. The findings revealed conflicting results both in L1 and L2 contexts supporting and rejecting the relationship or transfer between RC and LC. Given that the componentiality of receptive skills bears conflicting opinions in literature, it would be helpful to view the various taxonomies of components, and their benefits to EFL teaching and testing practice.

2.4. Theoretical models of RC

The reading literature has suggested different reading models including the process and the componential models (Urquhart & Weir, 1998). It also corresponds with the “reading process” and “reading product” terminologies identified by Alderson (2000). The process model may include recognition and memorization of words, time of syntactic processing. On the other hand, the componential model aims to explain the components involved in reading process. In other words, the componential model may describe reading in terms of certain factors, while the

process model may explain how these factors operate. Process model deals with the reader-text interaction involving top-down, bottom-up and interactional models, while componential model focuses on the reading product, and skills or knowledge involved in that product. It has been posited that componential models have some advantages over the process models as they explain the development of reading ability (Weir et al., 2000). Moreover, they are claimed to be easier to research than process models, although it may also have some drawbacks (Alderson, 2000).

The componential model has fascinated researchers and applied linguists to argue whether reading is unidimensional or multidimensional (Weir, 2005). Starting from the 1960s, it has been one of the debated issues in the testing field (Khalifa & Weir, 2009). Proponents of the view that reading is unitary would usually apply factorial analysis where they tested if different test items load on the same factor. Urquhart and Weir (1998), Alderson (2000), Weir et al. (2000), and Khalifa and Weir (2009) have presented summary of the studies casting doubt on the multidimensionality of reading claiming that reading is a monolithic entity (Davis, 1944; Spearritt, 1972; Lunzer et al 1979; Rosenshine, 1980; Guthrie & Kirsch, 1987; Carver, 1992; Rost, 1993; Schedl et al. 1996).

It was also argued that this divisibility depends on the readers' proficiency level. Rost (1993) advocated that for proficient readers, as a result of repeated practice, the reading subskills cannot be separated and measured individually. Besides, reading comprehension general skills and components develop with reading experience (Perfetti et al., 2005). Similarly, Alderson (2000) put forward that reading is unidimensional for proficient readers, while for less proficient readers it is multidimensional.

Nevertheless, 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.

Therefore, a survey of the multidimensionality of reading seems plausible. The review of literature showed that applied linguists have tried to explain reading in terms of its (a) components, (b) types, and (c) subskills. As summarized in Koda (2005), different componential models have been suggested if not all empirically validated including two-component model (lower level decoding and higher level linguistic comprehension) (Hoover & Tunmer, 1993); the three-component models (conceptual abilities, process strategies and background knowledge) (Coady,1979), and another three componential model (language, literacy, and background knowledge) (Bernhard, 1991). To explain how students understand large amounts of text, different reading types including careful and expeditious reading at the global and local level have been suggested (Urquhart & Weir, 1998; Weir et al., 2005; Unaldi, 2010).

Finally, there are a growing number of studies explaining reading in terms of its underlying subskills. In other words, reading was explained by splitting this process into component skills (Grabe, 1991), or inter-related and interdependent subskills which can also be applied to listening, speaking and writing (Cummins, 2014). For the purpose of this study, different views and taxonomies of reading subskills will be discussed further.

2.4.1. Reading Comprehension Subskills Taxonomies

There have been various subskills proposed in the literature although scholars have not agreed upon a single taxonomy. Subskills have been proposed either as a result of an empirical investigation, or theories. Alderson (2000) warned about the validity of non-empirical taxonomies and described them derived from "armchair" for they are more theoretical than practical. However, in his later project with DIALANG, the following subskills were identified: understanding the main idea; finding specific details or information; and making inferences at text and word level (Alderson, 2005).

Alderson (2000) referred to Gray (1960); Davis (1968), Spearrit (1972); Lennon (1962) who have offered a number of reading taxonomies. For example, Lennon (1962) considered world knowledge, reading appreciation element and comprehension of implicit and explicit material as components of reading ability (cited in Alderson, 2000). Davis (1968), in his factor-analytic study with American high school students, identified the following reading subskills: recalling word meaning; inferring a word meaning in context; identifying explicit information; connecting ideas; understanding writer's attitude and purpose, technique and following a structure of a text (cited in Alderson, 2000). Spearritt (1972) reanalyzed data from Davis's study and came out with four factors of recalling word meaning, making inferences from the content, understanding a writer's attitude, purpose and tone; and following the structure of a passage. However, the remaining factor (answering questions stated explicitly or in paraphrase) was not similar to what had been defined by Davis before (cited in Alderson, 2000).

In order to measure reading ability, Pearson and Johnson (1978) suggested a taxonomy of reading questions which is based on the interaction between a reader and

the text under three categories-textually explicit (information to be used for the most appropriate response is stated explicitly in the text), text implicit (response information is located in the text but requires the integration of textual material), and script implicit (response information is located in the reader's knowledge base). This taxonomy also echoes with what Gray (1960) has proposed about hierarchical relationships among reading skill components: “read the lines” (literal meaning of a text), “read between the lines” (inferred meaning), and “read beyond the lines” (critical evaluation of a text) (cited in Alderson, 2000). Rosenshine (1980), in the quantitative study, as cited in Hudson (2007), narrowed down the list of subskills primarily into recognizing main idea, important details, drawing inferences, understanding a word in context, interpreting metaphor and forming judgments.

As cited in Weir et al. (2000), by employing verbal reports and introspection techniques, qualitative studies (Grotjahn, 1987; Nevo, 1989; Anderson et al. 1991) have also provided further empirical evidence for the multi-divisible view of reading. In a mostly cited study by Alderson (1990), a group of MA students were presented with a list of reading skill components and asked to identify which items measured which skills on the list. The results showed a disagreement on assigning particular skills to test items and also in regard to whether an item tested a higher or lower level skill component. In result, Alderson (1990) considered it as evidence against the divisibility of reading skills. However, this study was criticized later as the judges were not appropriately trained, and the study did not clearly define what higher and lower level skills refer to. Nevertheless, this study has led to many debates on the divisibility of L2 reading comprehension in the field.

Grabe (1991) analyzed different sets of data and concluded that in L2, reading knowledge involves vocabulary, structural, discourse, background, metacognitive

knowledge, and skills of automatic recognition and synthesizing. However, Buck et al. (1997) conducted rule space analysis to analyze results of reading part of Japanese TOEIC test takers. This study found attributes similar to Grabe's (1991) classification, but additionally, automatic recognition skills were added to the list.

Lumley (1993, cited in Alderson, 2000) identified different L2 reading skills in EAP context: vocabulary, identifying explicit information, identifying implicit information, explaining a fact, selecting the main idea, examining a causal or sequential relationship, drawing a conclusion, transcoding information to a diagram, and understanding grammatical and semantic reference. In this study, identifying implicit information and synthesizing to draw a conclusion were difficult compared to vocabulary and identifying explicit information, which can be accounted for that inferencing and summarizing are higher-level strategies with more complex cognitive processing than the other three strategies, involving lower-level strategies (Grabe & Stoller, 2002). However, some of these may overlap as e.g., it is not clear how identifying explicit information or identifying implicit information differ from explaining a fact.

Among speculation based taxonomies, the lists suggested by Hughes (2003) and H. D. Brown (2004) should also be noted where reading and listening subskills are called operations or micro-skills (Appendices A & B).

Another study on TOEFL test was conducted by Sawaki, Kim, and Gentile (2009). As summarized in Kim (2011, p. 57), six L2 reading attributes were found by applying fusion model: (1) understanding word meaning; (2) identifying information (search and match); (3) understanding information within sentences; (4) understanding and connecting information within a paragraph; (5) understanding and connecting information across paragraphs; and (6) understanding relative importance

of information and relationships among ideas. A different study by Kim (2011) with TOEFL test takers identified ten language "attributes" (Appendix C). The results showed that learners with beginner and intermediate language proficiency levels scored lower on cohesive meaning, while pragmatic meaning was the easiest. Moreover, they had lower mastery in summarizing and inferencing, while it was opposite in identifying word meaning, finding information, and skimming. On the other hand, advanced learners showed high scores on all language attributes. Besides, the identified attributes were observed to frequently co-occur at the item level: lexical meaning with identifying word meaning; paragraph/text meaning with skimming and summarizing; and pragmatic meaning with inferencing. This study, as stated, considered amalgam fashion of reading skills and strategies, though addressing only subskills would account for the purpose of this study as strategies and skills are already intermingled in the literature and research. However, the study's results may help us understand higher and lower language proficient learners' mastery on components of reading ability intriguing to investigate the same question in listening as well.

In contrast, by structural equation modeling analysis on reading comprehension tests for advanced level international undergraduates, Song (2008) found evidence for the presence of two skills, although three were postulated, including the ability to understand explicitly versus implicitly stated main idea.

Some other British researchers or their followers (Weir et al., 2000; Shiotsu, 2010; Unaldi, 2010) have identified reading subskills in accordance with the reading types. Advanced English Reading Test (AERT) developed by Weir et al. (2000) for undergraduates in China was constructed on four broad categories: expeditious reading at the global level (skimming for the gist and search reading for information

on predetermined topics); expeditious reading at the local level (scanning for specific information); careful reading at the global level (understanding explicitly stated main ideas, inferring propositional and pragmatic meaning); and careful reading at the local level (inferring lexical meanings, understanding syntax). This study is based on both quantitative and qualitative design as the test was developed based on analysis of skills and strategies in literature, EAP reading textbooks, EAP reading tests, needs analysis of Chinese undergraduates, and student introspection and retrospection reports. The study has mostly highlighted the strategies while readers read certain types of texts. Nevertheless, this study supports the divisibility of reading.

Following a similar line of reasoning, Unaldi (2010) designed a proficiency test for EFL learners comprising careful and expeditious reading with local and global levels. By employing quantitative and qualitative analysis (students' verbal protocols on a proficiency test and rater judgments) it was reached that reading subskills are distinguishable, if not all separable.

Summarizing these studies, the literature shows that reading subskills approach is one of the important issues in L2 reading pedagogy (Khalifa & Weir, 2009) and theory. Although there is no consensus on these subskills, the multi-divisibility of reading has mostly intrigued the researchers (Jang, 2005) leading to varying number of subskills. In their empirical studies, some American researchers or followers (Jang, 2005; Eom, 2006; Eom, 2008; Song, 2008; Kim, 2011, etc.) have identified particular subskills or language attributes, while British researchers or followers (Weir et al., 2000; Weir et al., 2009; Shiotsu, 2010; Unaldi, 2010) have mostly premised the subskills on classification of reading types classified by Urquhart and Weir (1998). All in all, reading types, abilities, skills, micro-skills explain the construct of reading (Weir et al., 2009). Considering that RC was explained in terms

of multidimensionality, and current research is mostly premised on this direction, it is necessary to view subskill approach to LC as well.

2.5. Theoretical Models of LC

Listening is one of the fundamental language skills. It is an important element in human communication accounting for 50% or more time (Wagner, 2014). Although listening comprehension is a complicated issue, and it is one of the poorly defined concepts in applied linguistics (Buck, 1998; 2001; Lynch, 2011; Alderson & Banerjee, 2002; Vandergrift & Goh, 2012), research on L2 listening is increasing (Jeon, 2007). There are various theoretical models offered for LC similar to RC though with a difference in modality.

Aryadoust (2013) has distinguished models of LC under "general" model and "comprehension" model. "General model" is mainly based on L1 cognitive psychology studies representing processes involved in LC, like in RC, including bottom-up, top-down and interactive processes. Buck (2001) called bottom-up view as a "one-way street" containing several consecutive stages from acoustic to phonemic, morphologic, syntactic and semantic content leading to a literal understanding of language input. The top-down approach emphasizes the role of prior knowledge in listening input processing. Nevertheless, like RC, the role of both approaches in listening input processing is more 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) for it fits individual learning styles (Flowerdew & Miller, 2005), and is necessary for listening skill curriculum for effective teaching (Hinkel, 2006).

However, the “general” model seemed unsuitable for L2 listening assessment purpose for it barely focuses on comprehension skills (Aryadoust, 2013). On the other hand, the product or comprehension model developed for LC assessment examines different dimensions of test takers’ ability and task-related variables. Like in RC, although researchers continue to debate about the divisibility of LC, LC is mostly accepted as multidimensional trait containing multiple divisible constituents (Aryadoust, 2013). Consequently, multiple dimensions lead to varying number of subskills reflected in speculated and research-based taxonomies.

2.5.1. Listening Comprehension Subskills Taxonomies

Identifying LC subskills is important for assessment purposes. There have been a number of taxonomies developed to describe LC subskills. However, we have not yet reached a clear picture of listening subskills since LC is a complex and multidimensional process (Buck, 2001). One of the first taxonomies is the division listening into two processes: extraction of linguistic information and utilization of that information for communicative purposes (Buck, 2001).

These subskills have been developed both in theoretical speculation and also research-based studies. First, speculated taxonomies, then, research-based taxonomies will be briefly discussed further.

The subskills or components identified in LC are similar to LC. However, some subskills specific to LC were also identified. Therefore, specific subskills are reported here. The specific LC subskills identified in literature includes understanding pronunciation and phonological elements, recognizing a speaker’s message, understanding a speaker’s techniques and rhetorical devices in his speech (Aitken,

1978, cite din Buck, 2001) and listening and taking notes involving summarization (Weir, 1993).

The most detailed communicative taxonomy of "micro skills" built on different listening purposes was offered by Richards (1983). He proposed 33 conversational listening micro skills and 19 academic micro skills involving needs analysis, discourse analysis and research (Appendix D).

Scholars have also attempted to describe LC in terms of research-based taxonomies. Powers (1985), after conducting survey analysis, came up with nine preliminary listening subskills important for successful academic performance including understanding major and supporting ideas, understanding relationship among major ideas, identifying a topic of a lecture, note taking and retrieving information from notes, making inferences between information, comprehending vocabulary and following lectures.

There are a substantial number of studies devoted on LC divisibility in diagnostic and proficiency tests as well. Buck and Tatsuoka (1998) examined the TOEIC test and identified 15 abilities that accounted variance in test-taker performance (Appendix E). In DIALANG tests, Alderson identified these common reading and listening skills: understanding main idea or main purpose of the speech; understanding specific detail/information; making inference on what was heard and guessing meaning of unfamiliar word from the context (Alderson, 2005).

Eom (2006), in her study with Korean TOEFL paper based (PBT) listening test takers, identified thirteen listening ability types measured by TOEFL PBT listening test. Exploratory and confirmatory factor analysis defined 13 abilities under two factors: language knowledge and cognitive comprehension factors (Appendix F). Eom concluded all listening types contain both language knowledge and cognitive

comprehension. However, this study addressed listening abilities for TOEFL PBT test, and it cannot be applicable to TOEFL IBT test for two tests have different listening tasks and constructs. As suggested, this study might not be generalizable to all TOEFL test takers since it involved only Korean test takers.

Similarly, in another study on Michigan English Language Assessment Battery (MELAB) listening test, Eom (2008) proposed 14 variables under language knowledge and comprehension by confirmatory factor analysis (CFA) (Appendix G). However, it was explained that these subskills are largely speculative for the listening is a complicated process involving more factors than language knowledge and comprehension. Further, the most recent study by Goh and Aryadoust (2015) on one version of the MELAB listening test found five subskills also by CFA model: understanding and responding to the unexpected questions; understanding details and explicit information; making propositional and enabling inferences; and drawing conclusions" (p. 117).

Despite the fact that a good number of studies found evidence for the divisibility of LC, only one study by Wagner (2004) on listening sections of MELAB and Examination for the Certificate of Proficiency in English (ECPE) did not support the hypothesis. However, this study was later investigated by Liao (2007) and provided evidence that items measuring the ability to understand explicit and implicit information load on different factors although they were hardly discriminable.

In summary, the literature suggests that although there are unidimensional views, RC and LC skills are mostly accepted as multidimensional constructs containing different subskills. While some of RC and LC subskills taxonomies were developed as a result of empirical findings, others were enlisted as a consequence of theoretical assumptions (Alderson, 2000; Buck, 2001). Still, empirical studies found

inconsistent results with varying subskills. Nevertheless, considering that both receptive skills are divisible then, examining benefits of this divisibility for the field seems plausible.

Nevertheless, notwithstanding the all conflicting issues, contradicting findings, this study is an attempt to clarify some of the issues.

CHAPTER 3

METHODOLOGY

This chapter starts with the research questions and research hypotheses of this study. Next sections will describe the participants. Further, the instrumentation of this study will be presented including identifying the subskills, designing the tests and readability levels of the passages. Next sections will describe the procedures followed by the analysis of the test scores obtained from the piloting stage. The final section describes the summary of the findings.

3.1. Research Questions

This study is motivated by two research question:

1. Is there a relationship between the scores of test takers on common subskills of RC and LC at A2 level of CEFR scale?

2. Is there a relationship between the scores of test takers on common subskills of RC and LC at B2 level of CEFR scale?

3.2. Research Hypotheses

1. There is no relationship between the scores of test takers on common subskills of RC and LC at A2 level of CEFR scale?

2. There is a relationship between the scores of test takers on common subskills of RC and LC at B2 level of CEFR scale?

3.3. Participants

The participants of this study are described in two sections. In the first section, I present the participants who took the tests at the piloting stages. In the second section, I describe the participants who sat for the tests at the main administration.

3.3.1. Participants at the Piloting Stage

There were a few piloting stages in this study. In the first stage, the number of the participants at a private university "*A*" was: A2 level reading *(n=28);* A2 level listening *(n=33);* B2 level reading *(n=39)* and B2 level listening *(n=36)*. The participants were students at the general language preparatory program. After analyzing the test results, due to some inconsistency in data analysis, it was decided to do the piloting with different participants from a different university. This was carried out at a private university "*B*" to make sure if the data collected at the first piloting stage were due to the inconsistency in participants' proficiency levels or the quality of the tests. Due to the end of the summer program, for the second piloting, it was possible to administer the B2 reading test (*n=22*) at university "*B*".

3.3.2. Participants at the Main Administration Stage

As described in Table 3.1, the main administration was conducted at three different universities ("*B*", "*C*" and "*D*"). For the data analysis, only the scores of the participants who sat for both RC and LC tests at the main administration were taken into account. Test scores of the participants who sat for only one test were not included in data analysis. The test results which were not included in data analysis are briefly explained here.

In October 2015, at university "B", A2 level students (*n=18*) took the reading test. These students did not take the A2 level LC test; therefore, their scores were not included in data analysis.

Again, at this program, in October 2015, B2 level students took reading (*n=8*) and listening tests (*n=9*). However, the test takers at this B2 level class were failing students, and the tests were not suitable for their levels. Therefore, the results of these tests were not included in data analysis either.

To sum up, the number of total participants who sat for the main administration test was A2 level reading *(n=81);* A2 level listening *(n=64);* B2 level reading *(n=68*); and B2 level listening tests *(n=69).* The descriptive analyses of these tests will be presented in next chapters. These analyses include also test scores of the participants who took either RC or LC test. However, after eliminating invalid answer sheets and keeping the results of the test takers who sat for both RC and LC tests at the main administration stage, the number of test takers included in answering research questions of this study was: A2 level reading *(n=62);* A2 level listening *(n=62);* B2 level reading *(n=60*); and B2 level listening *(n=60)* tests.

Table 3.1

Test Administration Schedule

Test Administration	Date	Tests	Number of Test Takers	University	Language Preparatory Program
1st piloting	May, 2015	A2 RC A2 LC B2 RC B2 LC	28 33 39 36	University "A"	General
2nd piloting	July, 2015	B2 RC	22	University "B"	Fine Arts Department
1st Main Administration	October, 2015	A2 RC A2 LC	9 11	University "B"	ELT Department
2nd Main Administration	October, 2015	A2 RC	18	University "B"	Fine Arts Department
3rd Main Administration	October, 2015	B2 RC B2 LC	8 9	University "B"	Fine Arts Department
4th Main administration	November, 2015	A2 RC A2 LC	18 18	University "C"	General
5th Main Administration	December, 2015	A2 RC A2 LC B2 RC B2 LC	36 35 37 37	University "D"	General
6th Main Administration	December, 2015	B2 RC B2 LC	7 7	University "B"	ELT Department
7th Main Administration	January, 2016	B2 RC B2 LC	16 16	University "B"	Fine Arts Department
Total Participants whose Test Scores were Included in Data Analysis		A2 RC A2 LC B2 RC B2 LC	62 62 60 60	Universities "B", "C" and "D"	

3.4. Instrumentation

The instruments used in this study were RC and LC tests at A2 and B2 levels on a CEFR scale. In order to develop the tests, first, RC and LC subskills in literature, proficiency tests and textbooks were documented, cross-checked, repetitions were eliminated and taxonomy of the most common RC and LC subskills were prepared. Based on this taxonomy, RC and LC tests were developed. Next sections will explain each step in detail while preparing the taxonomy of the subskills, designing the tests and selecting appropriate texts for the tests.

3.4.1. Identifying RC and LC Subskills

Language tests, usually, use the subskills in the taxonomies offered in literature to measure the learners' knowledge on RC and LC. Further, EFL/ESL textbooks also use these subskills to provide language learners with practice to master them. Therefore, in order to verify that these subskills are in fact used in the tests and textbooks, three sources where subskills are used have been carefully reviewed and the outcomes were cross-checked.

First, the subskills mentioned in the literature of applied linguistics were checked. Second, the manuals of 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 (CAEL) Assessment**,** MELAB and Examination for the Certificate of Competency in English (ECCE) were analyzed and subskills attempted in these tests were listed (Appendix H).

Third, the tasks in five popular EFL/ESL textbooks 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 I). These tasks under reading and listening sections were checked only, and the ones under different sections such as pronunciation or grammar were not included in the list (Appendix J).

Fourth, the most frequent RC & LC subskills documented in applied linguistics literature, EFL/ESL proficiency tests, and textbook tasks were listed (Appendix K). 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 3.2). These subskills were used as the main abilities to be measured by the tests of RC and LC developed for the purpose of this study.

Table 3.2

Taxonomy of Subskills Shared between and Exclusive to RC and LC

Most Common Subskills Shared between RC and LC	1. Understanding main idea and general information 2. Understanding facts, details and specific information 3. Understanding writer's or speaker's attitude and purpose 4. Inferring a meaning of unknown word from the context 5. Inferring indirect information from the context 6. Summarizing message or information 7. Recognizing cause-effect or comparison relations 8. Paraphrasing information 9. Understanding function of words or phrases in the context 10. Transferring information to picture, map, table or diagram
Subskills Exclusive to RC	1. Identifying a referent word in a text 2. Completing a sentence or paragraph with missing words or phrases 3. Matching heading to the paragraph 4. Choosing an appropriate title for a text 5. Inserting a sentence into a gap in a text 6. Translating a sentence into a native language 7. Recognizing or using grammar or grammar points in a context
Subskills Exclusive to LC	1. Identifying an error in transcription 2. Predicting the end of continuation of a message or history 3. Perceiving individual sound 4. Listening and ordering statements according to the message

3.4.2. Designing RC and LC Tests

Theme-based (thematic) or topic-based tests were developed for the purpose of this study. Theme-based teaching is part of a content-based instruction. Here, teaching is constructed around one particular topic or a theme (Brinton, 2001), e.g., shopping, food etc. In this methodology, a language-rich classroom environment is provided by concentrating on various elements of a certain topic where the learners can integrate what they know and what they are learning (Bouchard, 1999). Similarly, theme-based tests are more authentic engaging realistic tasks where the test is constructed upon a single concept or a theme (Jennings, Fox, Graves & Shohamy, 1999). Some tests such as OELTS and CAEL are examples of theme-based tests (Jennings et al., 1999). Theme-based tests attempt to measure what learners can do in reality with the test tasks (Farhady & Sabeti, 2000).

The theme of the tests was "*Use of Technology*". The reason for choosing this theme is related to the students' common interest in the use of technology, such as computers, mobile phones and applications and so forth. It was assumed that such topics would allow test takers to be neither advantaged nor disadvantaged in terms of the topic knowledge. The tests were developed based on the identified subskills shared between and exclusive to RC and LC (Table 3.2). The number of the subskills shared between RC and LC is 10, and they attempt to measure the same abilities. The number of the subskills exclusive to RC and LC is 7 in RC, and 4 in LC. Each subskill is intended to be measured by one item. So, RC tests consist of 17 items, and LC tests consist of 14 items. RC and LC tests, text scripts, duration of listening passages and answer keys are shown in Appendices L and M respectively. The test items are in a three-option MC format for the objective scoring. It seems necessary to note that three-option items are preferred by most educational measurement

researchers as they are claimed to be easier to write, have more effective distractors (Crehan et al., 1993); and have less distractive effects on test results compared to four or five-option MC items (Rodriguez, 2015) (cited in Lee and Winke, 2012).

To make sure that the text passages in RC and LC tests are appropriate for the language ability level of the test takers, A2 and B2 level reading and listening abilities in CEFR guidelines were consulted (Appendix N). Additionally, the course books read at the universities' EFL preparation programs were examined to provide a benchmark for the passages of the test. Although the tests were not cross-checked by CEFR guidelines item by item, it was tried to follow general and specific reading and listening specifications for each level and test items (Appendix N). Readability levels of the passages in all tests were checked by free online "*Coh-Metrix*" web tools (http://tea.cohmetrix.com/ and http://tool.cohmetrix.com/) for text readability and easability levels to make sure that they match the textbook passages read at preparatory programs.

The texts in listening audio files were also checked by "Coh-Metrix" web tools for text readability and easability levels to match the listening passages at the textbooks of preparatory programs of the test takers. Although it is a common practice to check the listenability level or words per minute (WPM) of the listening passages, it was not possible due to the technology limitations.

The readability and easability levels of texts for both RC and LC tests are presented below.

3.4.2.1. Passages for RC Test at A2 level

A2 level RC test consists of two parts. In the first part, items 1 through 5 are based on a short sentence or a paragraph (Part A). In the second part, items six

through 17 are based on a text passage about "*How technology is transforming the cosmetics industry*" (Part B). The passage was adapted from the following link: (http://www.telegraph.co.uk/technology/news/11146752/How-technology-is-transforming-cosmetics.html). The readability and easability levels were checked for this passage and presented in Figure 3.1.

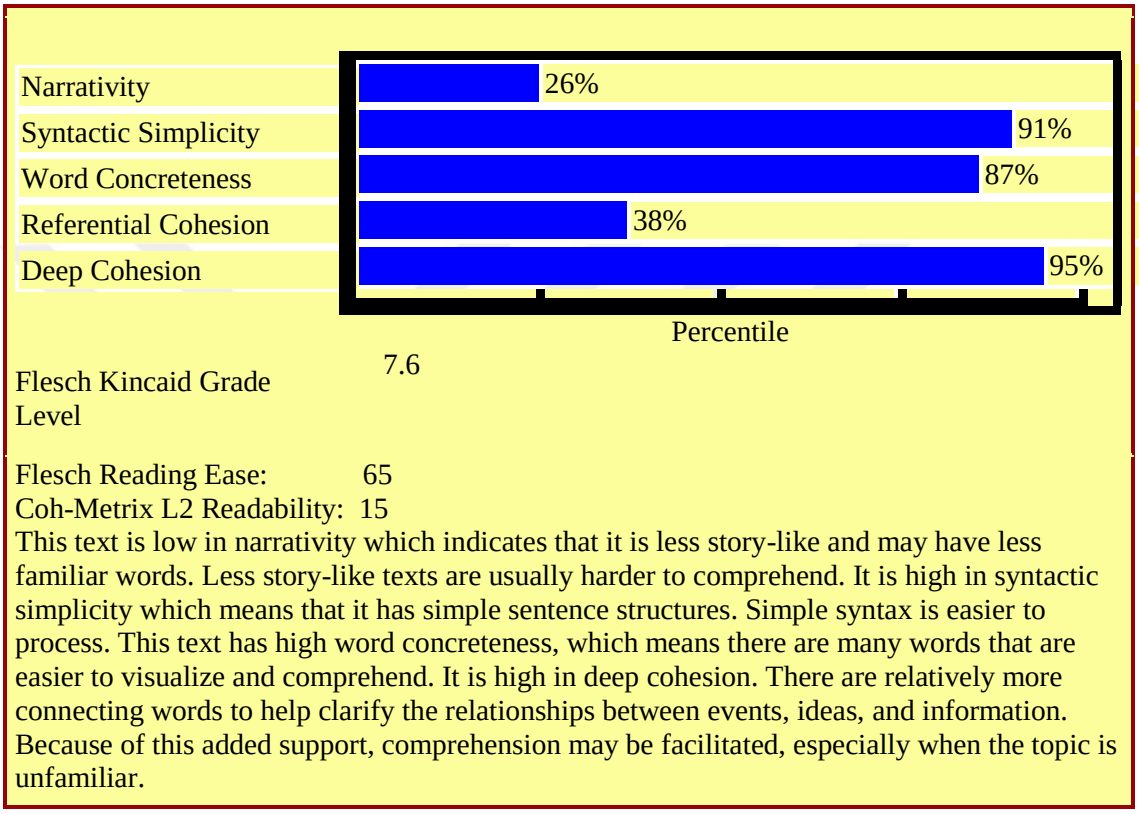


Figure 3.1. Coh-Metrix readability and easability levels of the passage "*How technology is transforming the cosmetics industry*" in section B in RC test at A2 level.

3.4.2.2. Passages for LC Test at A2 Level

A2 Level LC test consists of five parts. The first part includes item 1 and is based on a short passage about "*No work e-mail*" (Part A). The second part includes items 2 and 3 and is based on a short dialogue about "*Computer problems*" (Part B). The third part includes item 4 and is based on a recording of one sentence (Part C). The fourth part includes items 5 through 10 and is based on a dialogue about "*Computers in classroom*" (Part D). The fifths part includes items 11 through 14 and

is based on a short dialogue about "*Mobile phones*" (Part E). The sources of the listening passages are shown in the script file. Readability and easability levels of listening passages are presented in below.

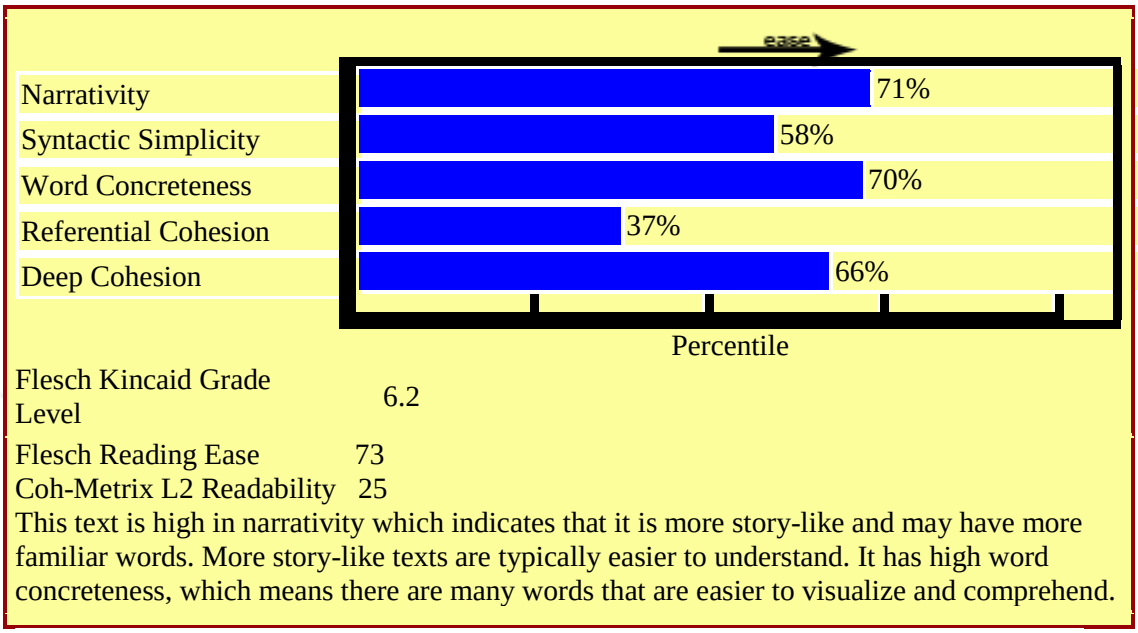


Figure 3.2. Coh-Metrix readability and easability levels of the passage "*No work e-mail*" in section A in LC test at A2 level.

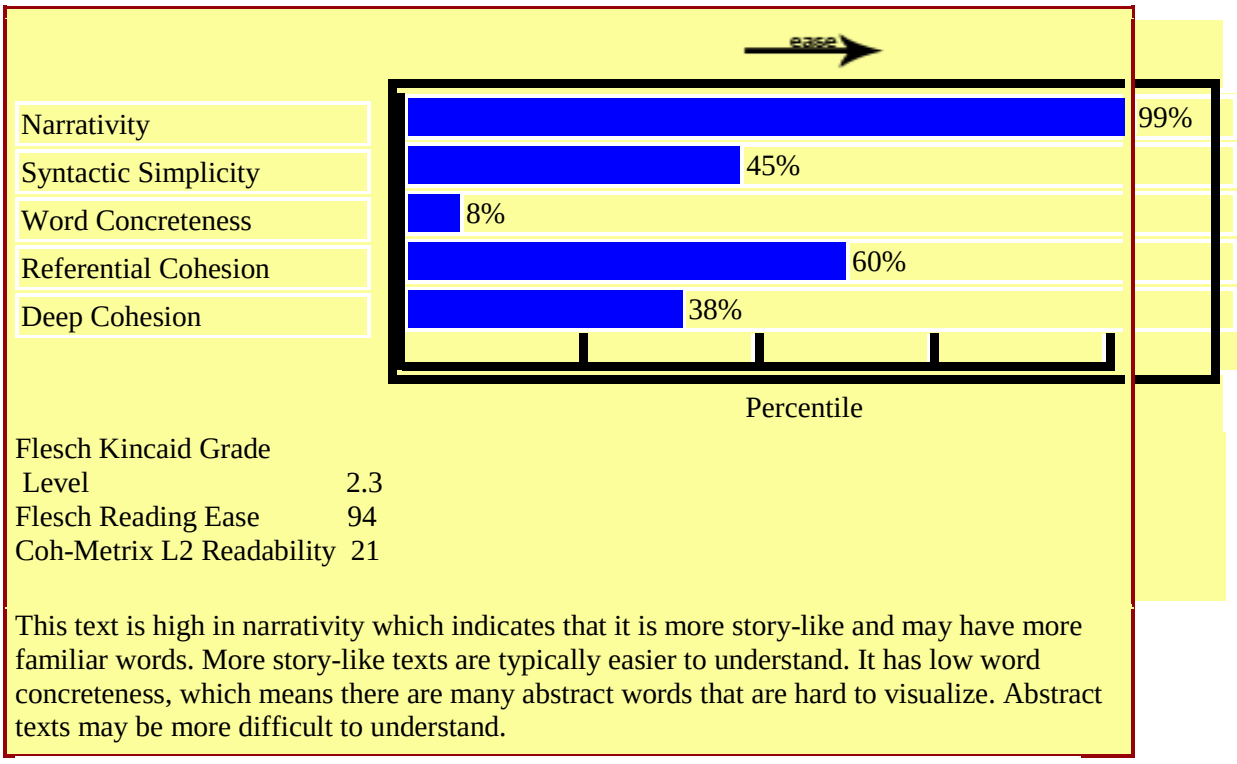


Figure 3.3. Coh-Metrix readability and easability levels of the dialogue "*Computer problems*" in section B in LC test at A2 level.

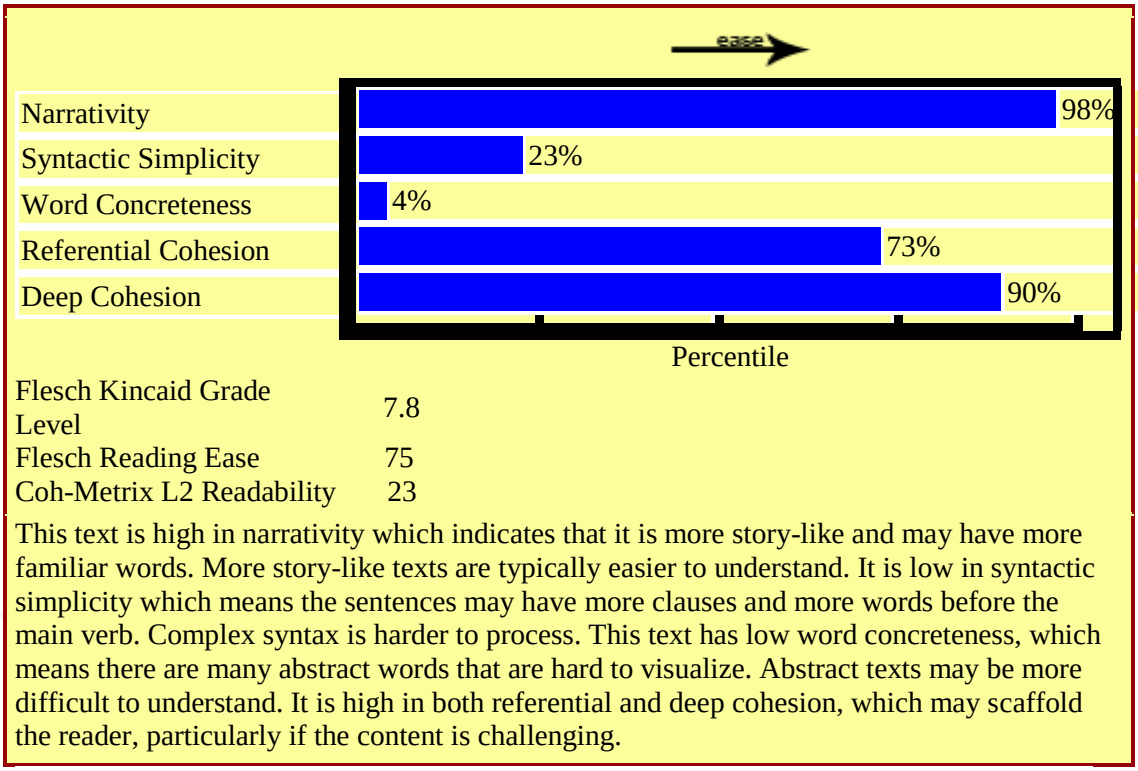


Figure 3.4. Coh-Metrix readability and easability levels of the dialogue "*Computers in class*" in section D in LC test at A2 level.

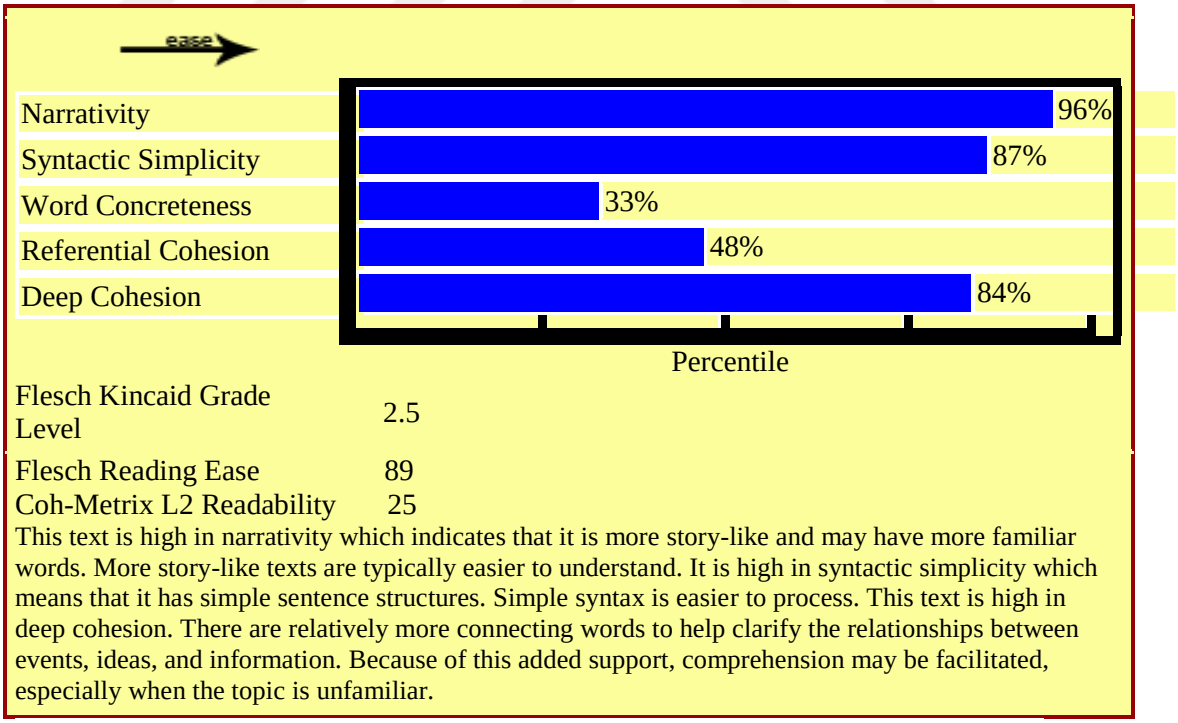


Figure 3.5. Coh-Metrix readability and easability levels of the dialogue "*Mobile phones*" in section E in LC test at A2 level.

3.4.2.3. Passages for RC Test at B2 Level

B2 level RC test includes three parts. The first part includes items 1 through 4 and is based on a short paragraph or a sentence (Part A). The second part includes items 5 through 11 and is based on a passage about the "*Information society*" (Part B). The third part includes items 12 through 17 and is based on a passage about "*The technological gap is getting larger*" (Part C). The passage in the second part was adapted from the following link: (http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-central-articles-information-society.pdf). The passage in the third part was adapted from the following link: (http://www.nytimes.com/1999/10/08/news/08iht-rtrade.t.htm). The readability and easability levels were checked for two text passages.

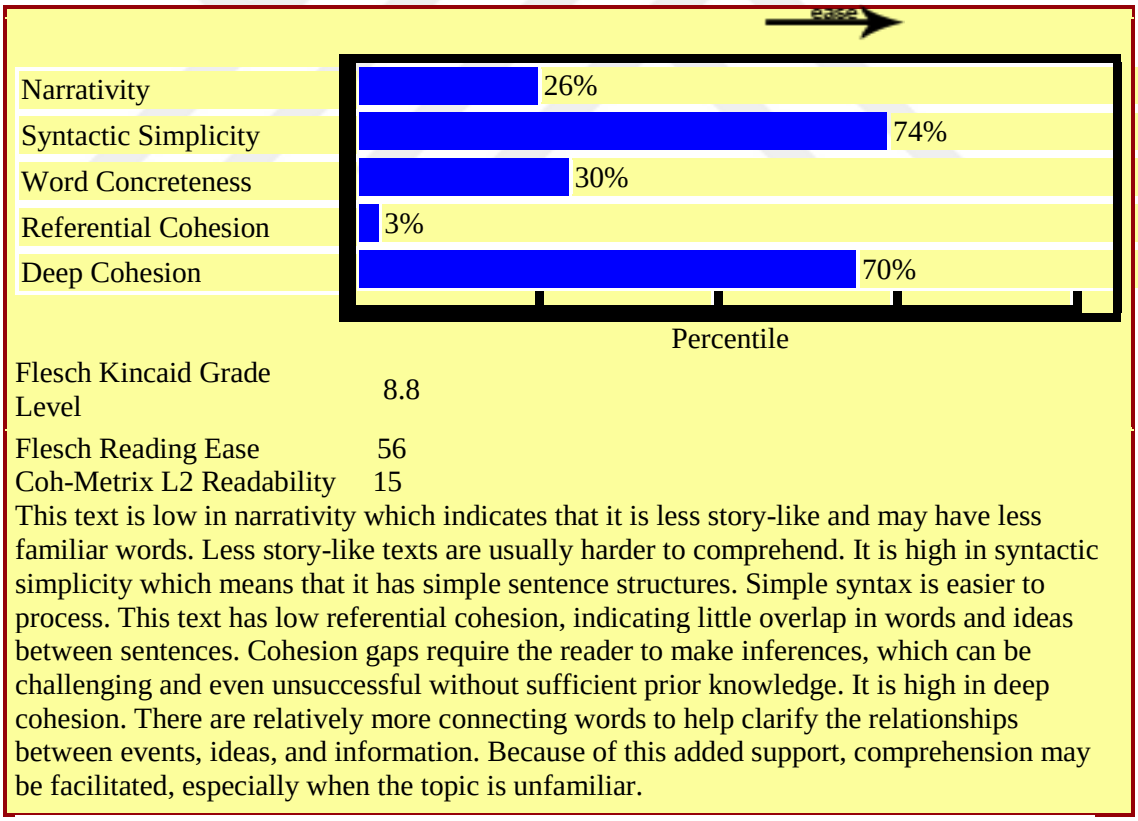
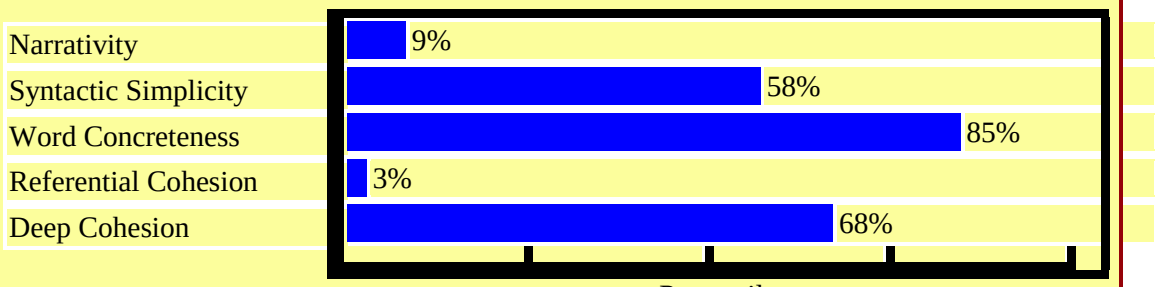


Figure 3.6. Coh-Metrix readability and easability levels of the passage "*Information society*" in section B in RC test at B2 level.



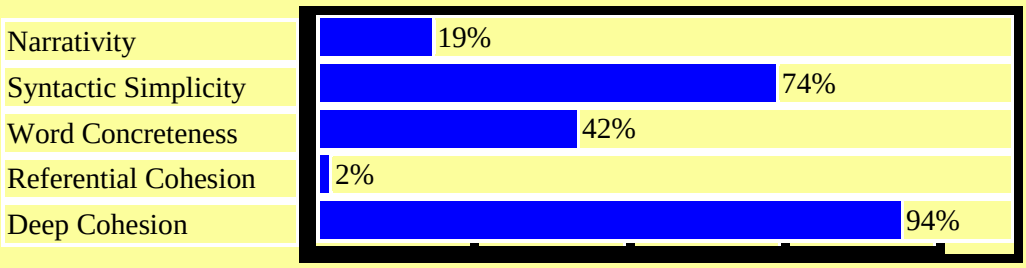
Flesch Kincaid Grade Level	10.7
Flesch Reading Ease	49
Coh-Metrix L2 Readability	17

This text is low in narrativity which indicates that it is less story-like and may have less familiar words. Less story-like texts are usually harder to comprehend. It has high word concreteness, which means there are many words that are easier to visualize and comprehend. This text has low referential cohesion, indicating little overlap in words and ideas between sentences. Cohesion gaps require the reader to make inferences, which can be challenging and even unsuccessful without sufficient prior knowledge.

Figure 3.7. Coh-Metrix readability and easability levels of the passage "*The technological gap is getting larger*" in section C in RC test at B2 level.

3.4.2.4. Passages for LC Test at B2 Level

B2 level LC test consists of three parts. The first part includes item 1 and is based on a short passage about "*Emoji*" (Part A). The second part includes items 2 through 10 and is based on a dialogue about "*Are computers making us dumb?*" (Part B). The third part includes items 11 through 14, and is based on a short lecture "*Ebay*" (Part C). Sources of the listening passages are shown in the script file. Readability and easability levels of listening passages are presented below.



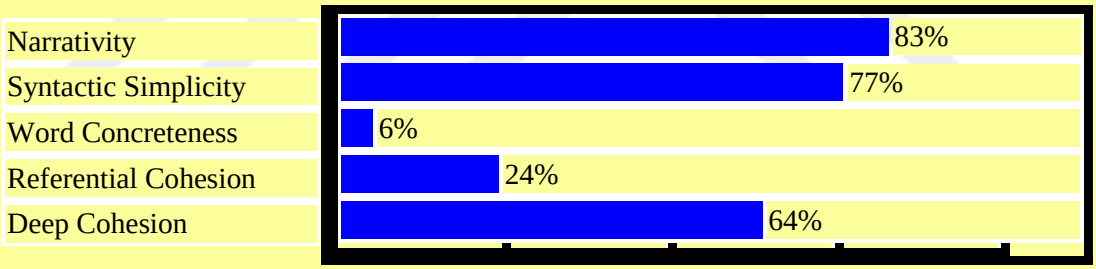
Flesch Kincaid Grade Level 10

Flesch Reading Ease 55

Coh-Metrix L2 Readability 18

This text is low in narrativity which indicates that it is less story-like and may have less familiar words. Less story-like texts are usually harder to comprehend. It is high in syntactic simplicity which means that it has simple sentence structures. Simple syntax is easier to process. This text has low referential cohesion, indicating little overlap in words and ideas between sentences. Cohesion gaps require the reader to make inferences, which can be challenging and even unsuccessful without sufficient prior knowledge. It is high in deep cohesion. There are relatively more connecting words to help clarify the relationships between events, ideas, and information. Because of this added support, comprehension may be facilitated, especially when the topic is unfamiliar.

Figure 3.8. Coh-Metrix readability and easability levels of the passage "*Emoji*" in section A in LC test at B2 level.



Flesch Kincaid Grade Level 4.6

Flesch Reading Ease 84

Coh-Metrix L2 Readability 18

This text is high in narrativity which indicates that it is more story-like and may have more familiar words. More story-like texts are typically easier to understand. It is high in syntactic simplicity which means that it has simple sentence structures. Simple syntax is easier to process. This text has low word concreteness, which means there are many abstract words that are hard to visualize. Abstract texts may be more difficult to understand. It has low referential cohesion, indicating little overlap in words and ideas between sentences. Cohesion gaps require the reader to make inferences, which can be challenging and even unsuccessful without sufficient prior knowledge.

Figure 3.9. Coh-Metrix readability and easability levels of the dialogue "*Are computers making us dumb?*" in section B in LC test at B2 level.

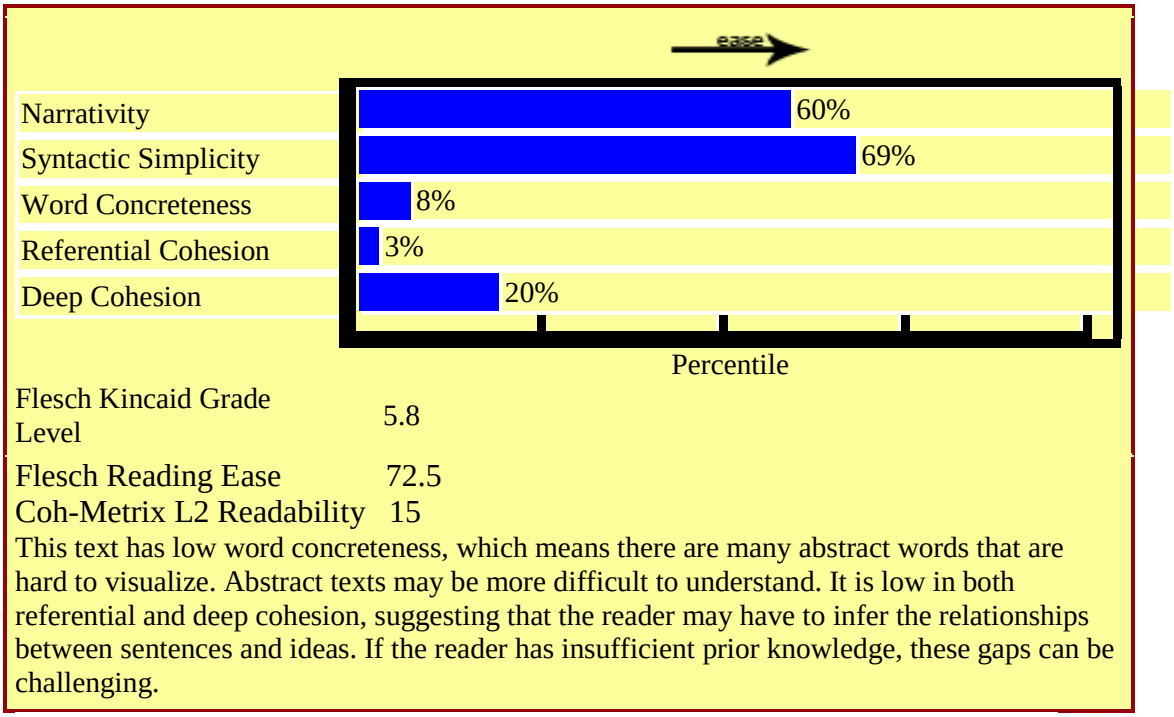


Figure 3.10. Coh-Metrix readability and easability levels of the lecture "*Ebay*" in section C in LC test at B2 level.

3.4.3. Subskills Measured in Test Items

3.4.3.1. Subskills Measured in RC Test at A2 Level

This section describes the subskills intended to be measured by each item in A2 level RC test. The total number of the test items is 17. Items 4, 5 6, 7, 9, 13, 14, 15, 16 and 17 measure the subskills shared between RC and LC. Items 1, 2, 3, 8, 10, 11 and 12 measure the subskills exclusive to RC and LC (Table 3.3).

Table 3.3

Subskills Measured in RC test at A2 Level

Item	Item Measuring Subskills Shared with LC	Subskills in Tasks
RC1		Completing sentences/paragraphs with missing words/phrases in a context
RC2		Recognizing/using grammar points or grammar in context
RC3		Translating a sentence into native language
RC4	LC4	Paraphrasing information
RC5	LC2	Summarizing information
RC6	LC11	Understanding facts, details and specific information
RC7	LC6	Understanding function of a words/phrases in a context
RC8		Identifying a referent word in a text
RC9	LC7	Inferring a meaning of unknown word from a context
RC10		Matching heading to the paragraph
RC11		Choosing an appropriate title for the text
RC12		Inserting sentences into gaps in a text
RC13	LC12	Understanding main idea and general information
RC14	LC3	Recognizing comparison, cause and effect relations
RC15	LC13	Inferring indirect information from a context
RC16	LC14	Understanding writer's attitude and purpose
RC17	LC8	Reading and transferring information to the picture

3.4.3.2. Subskills Measured in LC Test at A2 Level

This section describes the subskills intended to be measured by each item in A2 level LC test. The total number of the test items is 14. Items 2, 3, 4, 6, 7, 8, 11, 12, 13 and 14 measure the subskills shared between RC and LC. Items 1, 5, 9 and 10 measure the subskills exclusive to RC and LC (Table 3.4).

Table 3.4

Subskills Measured in LC Test at A2 Level

Item	Item Shared with RC	Subskills in Tasks
LC1		Identifying an error in transcription (hear and read the paragraph at the same time, and select the miss-pronounced word)
LC2	RC5	Summarizing information
LC3	RC14	Recognizing comparison, cause and effect relations
LC4	RC4	Paraphrasing information
LC5		Perceiving individual sound (listening and completing extract with missing word from the recording)
LC6	RC7	Understanding function of a word or phrase in speaker's message
LC7	RC9	Inferring a meaning of unknown word from a context
LC8	RC17	Listening and transferring information to the picture
LC9		Predicting the end or continuation of a message or history
LC10		Listening and ordering statements according to the recording
LC11	RC6	Understanding facts, details and specific information
LC12	RC13	Understanding main idea and general information
LC13	RC15	Inferring information from a context
LC14	RC16	Understanding speaker's attitude and purpose

3.4.3.3. Subskills Measured in RC Test at B2 Level

This section describes the subskills intended to be measured by each item in B2 level RC test. The total number of the test items is 17. Items 4, 6, 7, 9, 10, 11, 13, 14, 16 and 17 measure the subskills shared between RC and LC. Items 1, 2, 3, 5, 8, 12 and 15 measure the subskills exclusive to RC and LC (Table 3.5).

Table 3.5

Subskills Measured in RC test at B2 Level

Item	Item Shared with LC	Subskills in Tasks
RC1		Completing sentences/paragraphs with missing words/phrases in a context
RC2		Recognizing/using grammar points or grammar in context
RC3		Translating a sentence into native language
RC4	LC11	Paraphrasing information
RC5		Identifying a referent word in a text
RC6	LC5	Understanding facts, details and specific information
RC7	LC3	Understanding function of a words/phrases in a context
RC8		Choosing an appropriate title for the text
RC9	LC6	Understanding main idea and general information
RC10	LC8	Recognizing comparison, cause and effect relations
RC11	LC14	Inferring indirect information from a context
RC12		Matching heading to the paragraph
RC13	LC4	Inferring a meaning of unknown word from a context
RC14	LC9	Summarizing information
RC15		Inserting sentences into gaps in a text
RC16	LC7	Understanding writer's attitude and purpose
RC17	LC10	Reading and transferring information to the picture

3.4.3.4. Subskills Measured in LC Test at B2 Level

This section describes the subskills intended to be measured by each item in B2 level LC test. The total number of test items is 14. Items 3, 4, 5, 6, 7, 8, 9, 10, 11 and 14 measure the subskills shared between RC and LC. Items 1, 2, 12 and 13 measure the subskills exclusive to RC and LC (Table 3.6).

Table 3.6

Subskills Measured in LC test at B2 Level

Item	Item Shared with RC	Subskills in Tasks
LC1		Identifying an error in transcription (hear and read the paragraph at the same time, and select the miss-pronounced word)
LC2		Perceiving individual sound (listening and completing extract with missing word from the recording)
LC3	RC7	Understanding function of a word or phrase in speaker's message
LC4	RC13	Inferring a meaning of unknown word from a context
LC5	RC6	Understanding facts, details and specific information
LC6	RC9	Understanding main idea and general information
LC7	RC16	Understanding speaker's attitude and purpose
LC8	RC10	Recognizing comparison, cause and effect relations
LC9	RC14	Summarizing information
LC10	RC17	Listening and transferring information to the picture
LC11	RC4	Paraphrasing information
LC12		Listening and ordering statements according to the recording
LC13		Predicting the end or continuation of a message or history
LC14	RC11	Inferring indirectly stated information from a context

3.5. Procedures

Testing procedures for piloting and main administration of all the tests including testing dates, university, and programs where the test takers are enrolled are explained in test administration schedule in Table 3.1. The test takers sat for the listening test first, and then for the reading test. After the test items and guidelines were explained, the test started.

Both A2 and B2 level RC tests were in a paper and pencil format, and the questions were answered on the test booklet.

In both A2 and B2 level LC tests, the audio files were recorded in an mp3 format and played on a computer. The items were in the test booklet, and the test takers marked their answers on the test booklet. Therefore, in following piloting and

main administration sessions, the test takers were allowed to see both the item stems and answer choices.

In both reading and listening tests, each correct answer was given "*1*" point. A day after the test, the test takers were informed of their scores.

3.5.1. Procedures in RC Tests at A2 and B2 Levels

The time allocated for both A2 and B2 level RC test was 30 minutes. The procedures for the reading tests were the same as detailed in the test booklets (Appendices L & M). For the procedures of LC tests vary from RC tests, they will be explained in individual sections below.

3.5.2. Procedures in LC Test at A2 Level

In part A, for the first question, the test takers heard short news ("*No work e-mail"*). As they heard, they read the paragraph at the same time and selected the underlined word that was different from the recording. No extra time was allowed to answer this item. In the rest of the test, the test takers were allowed to take notes.

In part B, the test takers listened to a short dialogue ("*Computer problems"*) and answered items 2 and 3. One minute per each item was allowed to answer.

In part C, for the fourth question, the test takers heard a sentence ("*Technology was created to make things easier for us, but sometimes it makes things worse"*) and selected the correct paraphrase. One minute was allowed to answer this item.

In part D, the test takers listened to a dialogue ("*Computers in classroom*"). Before the audio file was played, they were informed that they would answer items 9 and 10 from their notes. For items 5, 6, 7 and 8, they would hear a short fragment or

message from the same dialogue and answer the questions. Again, one minute was allowed to answer each item in part D.

In item 5, the test takers were required to select the correct pronunciation of the word "*frustrating*". They heard:

"Sarah: *So, is that okay, or no cell phones, what do you do?*

Peter: *Ah, that's a frustrating topic"*.

In item 6, the test takers selected a correct option explaining the function of "*crowd of ghosts*" in Peter's message. They heard:

"Oh, I totally agree, I often have that problem; it feels like I'm speaking to a crowd of ghosts. I have no idea that they're talking to me or looking at me or doing anything that they should be doing, so it's really hard."

In item 7, the test takers selected a correct option explaining a meaning of "*keep a watchful eye*" in Peter's message. They heard:

"So the dictionary use I think is quite useful for students. But on the other hand, I always have to kind of keep a watchful eye and see what students exactly are up to, you know, they sometimes start playing a game or they sit on Facebook and sit writing notes to their friends and messages come and go".

In item 8, the test takers selected a correct photo describing Peter's message. They heard:

"I heard about a teacher the other day, he said he's got a basket that he collects cell phones at the beginning of class, and he puts them on his front desk".

In part E, the test takers listened to a short dialogue (*"Mobile phones"*) and answered items 11, 12, 13 and 14 from their notes. One minute was allowed to answer each item.

3.5.3. Procedures in LC Test at B2 Level

In part A, for the first question, the test takers heard short news ("*Emoji"*). As they heard, they read the paragraph at the same time and selected the underlined word that was different from the recording. No extra time was allowed to answer this item. In rest of the parts of the test, the test takers were allowed to take notes.

In part B, the test takers listened to a dialogue ("*Are computers making us dumb*"). Before the audio file was played, they were informed of items 5, 6, 7, 8, 9 and 10 from their notes. For items 2, 3, and 4, they heard a short fragment or message from the same dialogue and answered the questions. One minute was allowed to answer each item in part B.

In item 2, the test takers selected a correct pronunciation of the word "*automation*". They heard:

> "*Rob: Now, let's talk about computers. You can't live without them but American technology writer Nicholas Carr, the author of a book called 'The Glass Cage – where automation is taking us', thinks they might cause problems*."

In item 3, the test takers selected a correct option explaining the function of Rob's message. They heard:

> "*Perhaps you should ask your smartphone, because the correct answer is actually B; 1965…?*".

In item 4, the test takers selected a correct option explaining a meaning of "*astronomically*" in Nicholas Carr's message. They heard:

> *"The ability of computers to do things we used to do is growing astronomically and we're rushing to hand over to computers tasks, activities – both in our work lives and in our personal lives"*.

In part C, the test takers answered items 11, 12, 13 and 14. Items 12, 13 and 14 were answered from the notes. In item 11, the test takers selected the correct paraphrase of a short message from the same dialogue. They heard:

> "*Did you hear of eBay during the dotcom boom years? Not a lot – they were busy building their customer base and making money, they didn't feature in stories with excesses of the dotcom boom years*".

3.6. Data Analysis

This section describes the analyses of test scores obtained from piloting RC and LC tests at A2 and B2 levels. Although they are not the main focus of this study, they are important for psychometric features of the tests. For each test, descriptive statistics are provided. Cronbach's alpha was used to check the reliability of the test. Further, it was expected that all subskills attempted in test items should be positively correlated since they are components of language. For this purpose, inter-item correlation coefficients were checked, and a minimum value of .30 was accepted (Robinson, Shaver & Wrightsman, 1991; Mitchell & Jolley, 2010).

To explore the construct validity of the test, Principal Component Analysis (PCA) with Varimax rotation was run. The values below .30 were eliminated (J. D. Brown, 2009). In factor loading tables, some variables were loaded on more than one factor. In such cases, the highest value for that factor was considered, Interpretation of results will not be explained here, but they will be explained in main test analyses in detail. Further, item and distractor analyses for each test are discussed.

3.6.1. Analyses of RC Piloting Test at A2 Level

This section describes the results of the scores obtained from piloting RC test at A2 level at university "*A*". The values obtained in descriptive statistics for $N = 31$ were $\bar{X} = 12.10$, $SD = 4.36$. The analysis revealed coefficient ($\alpha = .14$) with low reliability, although item facility for each item showed appropriate values. Point biserial correlation coefficients for some items were low or negative indicating unacceptable quality. Further, the inter-item correlation was checked among the items. The data revealed negative or low correlations among the rest of the items.

Table 3.7

A2 RC Piloting Test: Rotated Component Matrix

	Rescaled Component		
	1	2	3
RC1	-,426		
RC2			,242
RC3	,346		
RC4		-,452	
RC5	,263		
RC6		,179	
RC7			-,341
RC8		,450	
RC9	-,780	,451	,426
RC10	,529	,831	
RC11	,419		,903
RC12	-,400		
RC13			,276
RC14			-,283
RC15			,190
RC16	,399		
RC17	,297		

Further, the data did not lend itself to factor analysis. The rescaled component matrix showed that the subskills were reduced into three underlying factors (Table 13). The values below .30 were eliminated. However, for some items (RC2, RC5, RC6, RC13, RC14, RC15, RC17), the data did not give the values higher than .30. Therefore, the maximum values for these items were kept.

The data showed that the items measuring the subskills of completing sentences with missing word in a context (RC1), translating a sentence into native language (RC3), summarizing information (RC5), inferring a meaning of unknown word from a context (RC9), inserting a sentence into a gap in a text (RC12), understanding writer's attitude and purpose (RC16), and transferring information to picture (RC17) were loaded on the first factor meaning they measured the same ability. Paraphrasing (RC4), understanding facts, details and specific information (RC6), identifying a referent word (RC8) and matching headings to paragraphs (RC10) appeared to measure a similar ability. The underlying abilities for the subskills of using grammar in context (RC2), understanding function of a word or phrase (RC7), choosing an appropriate title for the text (RC11), understanding main idea and general information (RC13), understanding comparison or cause-effect relations (RC14) and inferring indirect information from the context (RC15) were similar.

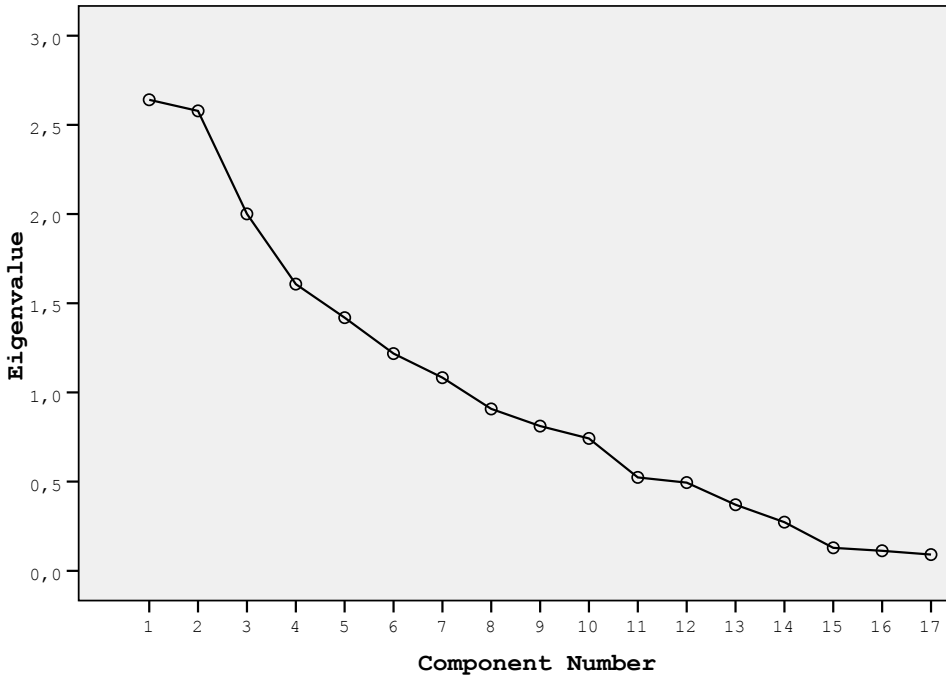


Figure 3.11. Scree plot of RC piloting test at A2 level.

Nevertheless, some items were loaded on different factors. The item measuring the subskill of inferring a meaning unknown word (RC9) was loaded on all three factors; however, it was highly loaded on the first factor meaning it measured the same ability with (RC1), (RC3), (RC5), (RC16) and (RC17). The subskill measuring matching heading to paragraph (RC10) was loaded on both first and second factors; however, the highest value was on the first factor. The subskill measuring choosing an appropriate title for the text (RC11) was loaded on both first and third factors; however, the highest value was on the third factor implying it shared a similarity with (RC2), (RC7), (RC13), (RC14) and (RC15).

Further, as shown in a scree plot in Figure 3.11, the eigenvalues for the items starting from RC8 till RC17 were below 1; therefore, these items were later revised.

To investigate the functionality of the distractors, item distractor analysis was performed (Table 3.8). The findings showed that some items behaved inconsistently regarding the choice distribution as bolded in the table, and did not show acceptable values. Therefore, these choices were later edited for the main test administration.

Table 3.8

A2 RC Piloting Test: Distractor Analysis

Item	Answer Key	Options		
		a	b	c
		Number of Answer Choices		
RC1	a	12	13	**6**
RC2	b	**5**	23	**3**
RC3	a	23	**6**	**2**
RC4	c	**1**	15	15
RC5	b	**6**	19	**6**
RC6	b	**4**	23	**1**
RC7	c	**6**	**11**	14
RC8	b	**7**	**9**	14
RC9	c	**3**	**3**	25
RC10	a	20	**4**	**7**
RC11	a	19	**3**	**7**
RC12	b	**5**	17	**9**
RC13	c	**6**	**7**	18
RC14	b	16	14	**1**
RC15	c	**3**	**2**	26
RC16	b	**4**	15	12
RC17	c	**3**	**3**	23

3.6.2. Analyses of LC Piloting Test at A2 Level

This section describes the results of the scores obtained from piloting LC test at A2 level at university "*A*". The values obtained in descriptive statistics for $N = 46$ were $\bar{X} = 9.67$, $SD = 5.47$. The analysis revealed a moderate coefficient ($\alpha = .46$), although item facility for each item showed appropriate values. Point biserial correlation coefficients for some items were low or negative indicating unacceptable quality.

Further, the inter-item correlation was checked among the items. There were strong correlation coefficients only between the items attempting to measure the subskills of understanding cause-effect or comparison relations (LC3) and paraphrasing information (LC4) ($r = .89$); and between predicting the end or

continuation of message (LC9) and inferring indirect information from context (LC13) (*r* = *.72*). Further, as shown in Table 3.9, these subskills were loaded on the same factors (LC3 and LC4 on the second factor; and LC9 and LC13 on the fourth factor) meaning they measured the same one ability. The analysis showed a negative or lower correlation among the rest of the items.

Further, the rotated component matrix showed that the subskills were reduced into six underlying factors (Table 3.9).

Table 3.9

A2 LC Piloting Test: Rotated Component Matrix

	Component					
	1	2	3	4	5	6
LC1						,854
LC2			,372			,763
LC3		,951				
LC4		,969				
LC5			,844			
LC6	,940					
LC7					,901	
LC8	,940					
LC9				,909		
LC10					,881	
LC11			,692			
LC12	,618					
LC13				,909		
LC14			-,652			

The data showed that the items measuring the subskills of understanding function of a word or phrase in speaker's message (LC6), listening and transferring information to picture (LC8) and understanding main idea and general information (LC12) were loaded on the first factor, meaning they measured the same ability. The subskills of understanding cause-effect or comparison relations (LC3) and paraphrasing information (LC4) shared a common ability. Perceiving individual sound (LC5), understanding facts, details and specific information (LC11) and understanding speaker's attitude and purpose (LC14) shared similarities. Predicting

the end or continuation of a message (LC9) and indirect information from a context (LC13) shared commonalities. Inferring a meaning of unknown word from a context (LC7) and listening and ordering statements according to recording (LC10) appeared to measure a similar ability.

Nevertheless, some items were loaded on different factors. The item measuring the subskill of summarizing information (LC2) was loaded on both third and sixth factors; however, the highest value was on the sixth factor. Further, the items measuring the subskill of identifying an error in transcription (LC1) was loaded on the sixth factor implying it measures the same subskill with LC2.

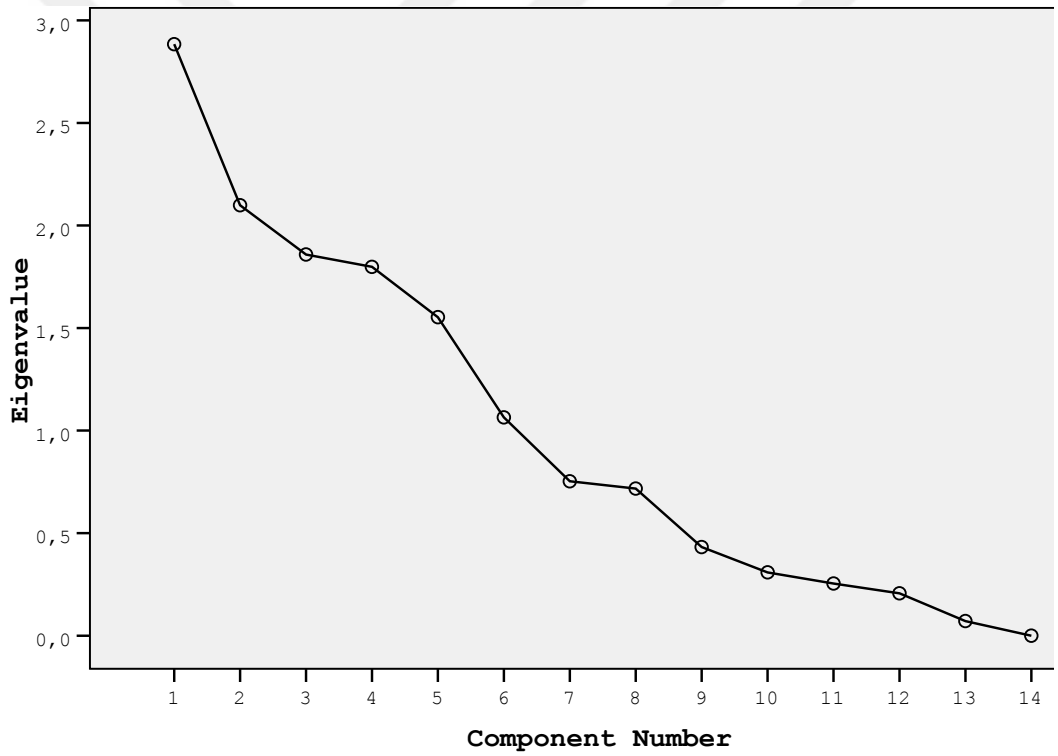


Figure 3.12. Scree plot of LC piloting test at A2 level.

Further, as shown in scree plot in Figure 3.12, the eigenvalues for the items starting from LC7 till LC14 were below 1; therefore, these items were later revised.

To investigate the functionality of the distractors, item distractor analysis was performed (Table 3.10). The findings showed that some items behaved inconsistently

regarding the choice distribution as bolded in the table, and did not show acceptable values. Therefore, these choices were later edited for the main test administration.

Table 3.10

A2 LC Piloting Test: Distractor Analysis

Item	Answer Key	Options		
		a	b	c
		Number of Answer Choices		
LC1	a	**43**	**3**	**0**
LC2	a	32	**2**	**12**
LC3	a	27	**9**	**9**
LC4	c	**7**	23	**15**
LC5	b	**1**	**43**	**2**
LC6	a	29	**9**	**8**
LC7	c	**1**	**12**	32
LC8	c	**9**	**3**	34
LC9	c	**10**	27	**7**
LC10	b	**9**	20	**15**
LC11	b	**7**	33	**6**
LC12	b	**2**	28	**16**
LC13	c	**9**	24	**12**
LC14	b	17	**9**	**9**

3.6.3. Analyses of RC Piloting Test 1 at B2 Level

This section describes the results of the scores obtained from piloting RC test at B2 level at university "*A*". The values obtained in descriptive statistics for $N = 39$ were $\bar{X} = 14.23$, $SD = 7.48$. The analysis revealed coefficients with a moderate reliability ($\alpha = .47$), although item facility for each item showed appropriate values. Point biserial correlation coefficients for some items were low or negative indicating unacceptable quality. Further, the inter-item correlation analysis was run among the items. It was expected that all the items would positively correlate among each other; however, the analysis revealed negative or lower correlation coefficients among the items.

Further, the rotated component matrix showed that the subskills were reduced into seven underlying factors (Table 3.11).

Table 3.11

B2 RC Piloting Test 1: Rotated Component Matrix

	Component						
	1	2	3	4	5	6	7
RC1				,375	,661		
RC2		,904					
RC3							-,753
RC4		,624	,706				
RC5						,850	
RC6	-,433	-,367			,510	,398	
RC7			,895				
RC8				,836			
RC9					-,710		
RC10	,938						
RC11			,757				
RC12				,325	-,310	,517	
RC13	,923						
RC14		-,674					
RC15	,802						
RC16							,763
RC17		,409		-,736			

The data showed that the items measuring the subskills of recognizing cause-effect or comparison relations (RC10), inferring a meaning of unknown word from a context (RC13) and inserting a sentence into a gap in a text (RC15) were loaded on the first factor implying they measured the same ability. The subskills of recognizing or using grammar in context (RC2) and summarizing information (RC14) appeared to have similarities. Paraphrasing information from a text (RC4), understanding function of a word or phrase in context (RC7) and inferring indirectly stated information from a context (RC11) shared commonalities.

Underlying abilities for the subskills of choosing an appropriate title for the text (RC8), understanding main idea and general information (RC9), identifying a referent word in context (RC5) appeared to measure distinct abilities. Translating

sentences into a native language (RC3) and understanding writer's attitude and purpose (RC16) shared similar abilities.

Nevertheless, some items were loaded on different factors. The item measuring the subskill of completing sentences or paragraphs with missing word or phrase (RC1) measured a similar ability with RC6 and RC9. Paraphrasing information from a text (RC4) shared a similar ability with RC7 and RC11. Understanding facts, details and specific information (RC6) shared a commonality with RC1 and RC9. Matching heading to paragraph (RC12) shared similarity with RC5 and RC12. Transferring information to picture (RC17 shared commonality with RC8.

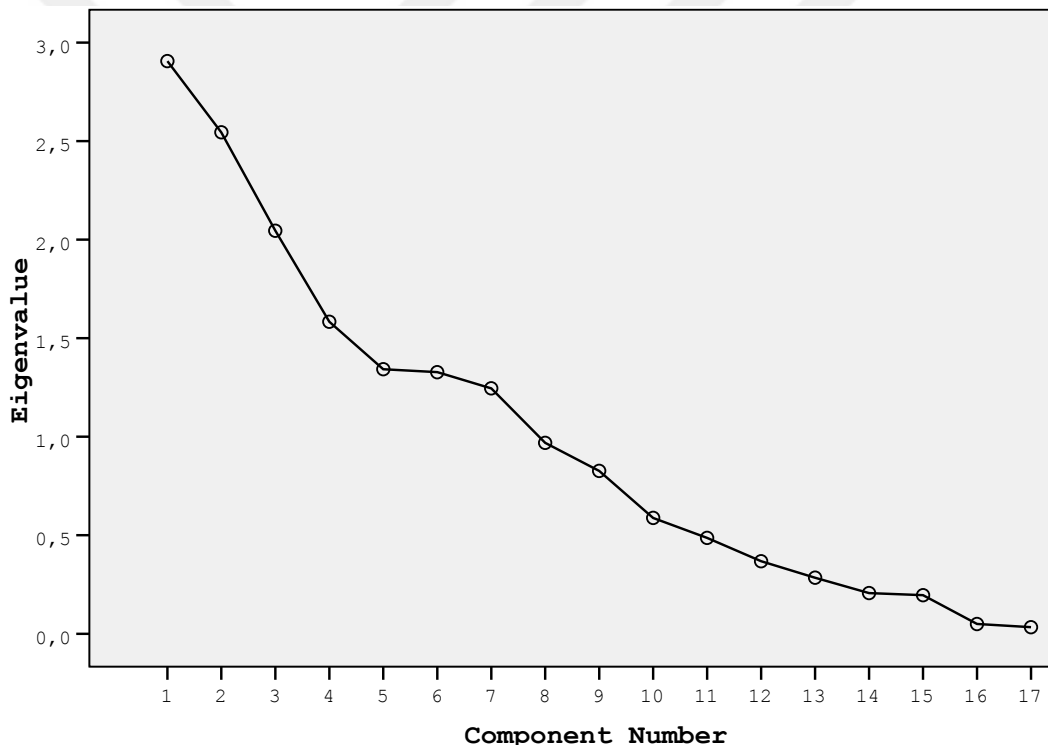


Figure 3.13. Scree plot of RC piloting test 1 at B2 level.

Further, as shown in scree plot in Figure 3.13, the eigenvalues for the items starting from RC9 till RC17 were below 1; therefore, these items were later revised.

To check the functionality of the distractors, item distractor analysis was performed (Table 3.12). The findings showed that some items behaved inconsistently

regarding the choice distribution as bolded in the table, and did not show acceptable values. Therefore these choices were later edited for the main test administration.

Table 3.12

B2 RC Piloting Test 1: Distractor Analysis

Item	Answer Key	Options		
		a	b	c
		Number of Answer Choices		
RC1	a	13	**1**	25
RC2	b	**1**	36	**1**
RC3	c	**2**	**2**	34
RC4	c	14	10	13
RC5	b	**1**	**32**	**6**
RC6	c	**6**	**2**	**31**
RC7	c	**10**	**6**	22
RC8	b	**5**	**34**	**0**
RC9	c	**10**	**5**	23
RC10	b	23	**12**	**3**
RC11	b	**4**	**25**	**7**
RC12	a	19	17	**3**
RC13	a	14	20	**4**
RC14	c	**2**	**2**	**35**
RC15	a	17	13	**6**
RC16	b	13	**23**	**3**
RC17	c	**10**	**2**	23

3.6.4. Analyses of RC Piloting Test 2 at B2 Level

This section describes the results of the scores obtained from the second piloting RC test at B2 level at University "*B*". Descriptive statistics for $N = 22$ were $\bar{X} = 15.59$, $SD = 11.54$. The analysis revealed coefficients with a moderate reliability ($\alpha = .59$), although item facility for each item showed appropriate values. Point biserial correlation coefficients for some items were low or negative indicating unacceptable quality.

Further, the inter-item correlation coefficients were checked among the items. The data showed that there was high correlation coefficient only between the items measuring the subskills of matching headings to paragraphs (RC12) and inserting a sentence into a gap in a text (RC15) (*r* = .*96*). There appeared negative or lower correlation coefficients among the rest of the items.

Table 3.13

B2 RC Piloting Test 2: Rotated Component Matrix

	Component					
	1	2	3	4	5	6
RC1				,782		
RC2						,887
RC3				-,613	-,553	
RC4	,689					
RC5			,408			,372
RC6		,554				
RC7		,635				
RC8	,648		,406			-,382
RC9		-,906				
RC10			,871			
RC11			,904			
RC12	,949					
RC13					,880	
RC14		,618		-,394		
RC15	,938					
RC16	,709					
RC17	,393			,641		

The rotated component matrix showed that the subskills were reduced into six underlying factors (Table 3.13).

The data showed different factoring loads from B2 RC level piloting test 1. The items measuring the subskills of paraphrasing information from a text (RC4), matching heading to paragraph (RC12), inserting a sentence into a gap in a text (RC15) and understanding writer's attitude and purpose (RC16) appeared to measure the same ability. Understanding facts, details and specific information (RC6), understanding function of a word or phrase in context (RC7) and understanding main idea and general information (RC9) appeared to share similarities. Recognizing cause-

effect or comparison relations (RC10) and inferring indirectly stated information from a context (RC11) showed similarities.

Underlying abilities for completing sentences or paragraphs with missing word or phrase (RC1), inferring a meaning of unknown word from a context (RC13) and recognizing or using grammar in context (RC2) appeared to measure distinct abilities.

Nevertheless, some items were loaded on different items at the same time. Translating sentences into a native language (RC3) measured the same ability with RC13. Identifying a referent word in context (RC5) shared a similar ability with RC6, RC7, RC9, and RC14. Choosing an appropriate title for the text (RC8) shared a common ability with RC1. Summarizing information (RC14) measured the same ability with RC6, RC7, and RC9. Transferring information to picture (RC17) shared a common ability with RC1 and RC3.

Further, as shown in scree plot in Figure 3.14, the eigenvalues for the items starting from RC9 till RC17 were below 1 as in B2 level RC piloting test 1; therefore, these items were later revised for the main test administration.

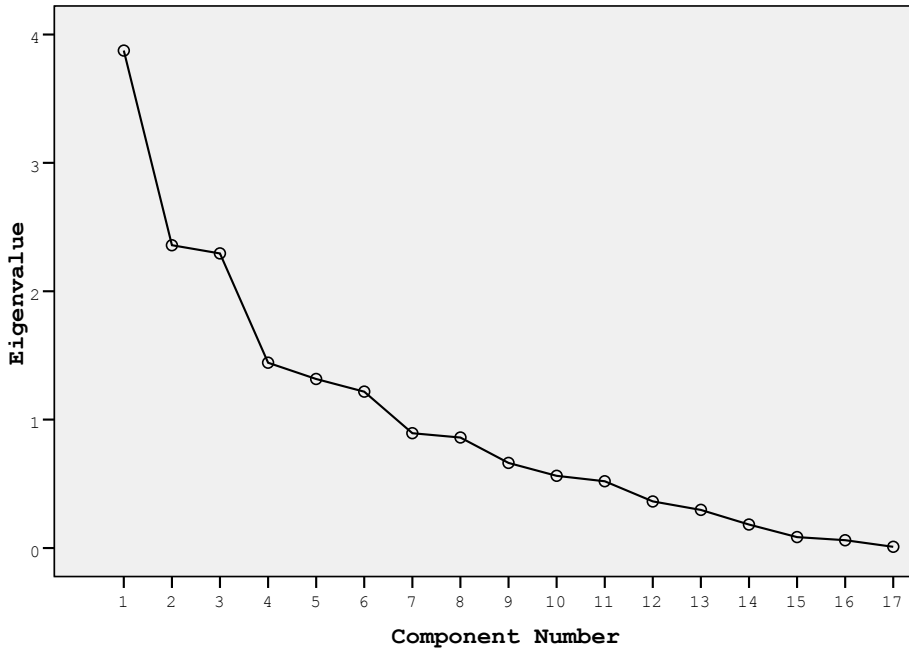


Figure 3.14. Scree plot of RC piloting test 2 at B2 level.

3.6.5. Analyses of LC Piloting Test at B2 Level

This section describes the results of the scores obtained from piloting LC test at B2 level at university "*A*". Descriptive statistics for $N = 36$, $\bar{X} = 10.81$, $SD = 7.70$. The analysis revealed coefficients with a moderate reliability ($\alpha = .50$), and item facility for each item showed appropriate values. Point biserial correlation coefficients for some items were low or negative indicating unacceptable quality.

The inter-item correlation analysis revealed that there was a high correlation coefficient only between the items attempting to measure understanding function of a word or phrase in context (LC3) and understanding main idea and general information (LC6) ($r = .87$). However, the analysis showed a negative or lower correlation among the rest of the items.

The rotated component matrix showed that the subskills were reduced into six underlying factors (Table 3.14).

Table 3.14

B2 LC Piloting Test: Rotated Component Matrix

	Component					
	1	2	3	4	5	6
LC1					,702	
LC2						,799
LC3	,914					
LC4		,519		,669		
LC5						-,679
LC6	,938					
LC7	,574		,765			
LC8		,826				
LC9	,712					
LC10				,922		
LC11	-,353	-,662				
LC12					-,808	
LC13		,688				
LC14			,939			

The data showed that the items measuring the subskills of understanding function of a

word or phrase in context (LC3), understanding main idea and general information (LC6) and summarizing information (LC9) measured a common ability. Recognizing comparison or cause-effect relations (LC8), paraphrasing information (LC11) and predicting the end or continuation of a message (LC13) measured a similar ability.

Understanding speaker's attitude and purpose (LC7) and inferring indirect information from a context (LC14) shared similarities. Inferring a meaning of unknown word from context (LC4) and listening and transferring information to picture (LC10) shared commonalities. Identifying an error in transcription (LC1) and ordering statements according to the recording (LC12) shared common abilities. Perceiving individual sound (LC2) and understanding facts, details and specific information (LC5) measured similar abilities.

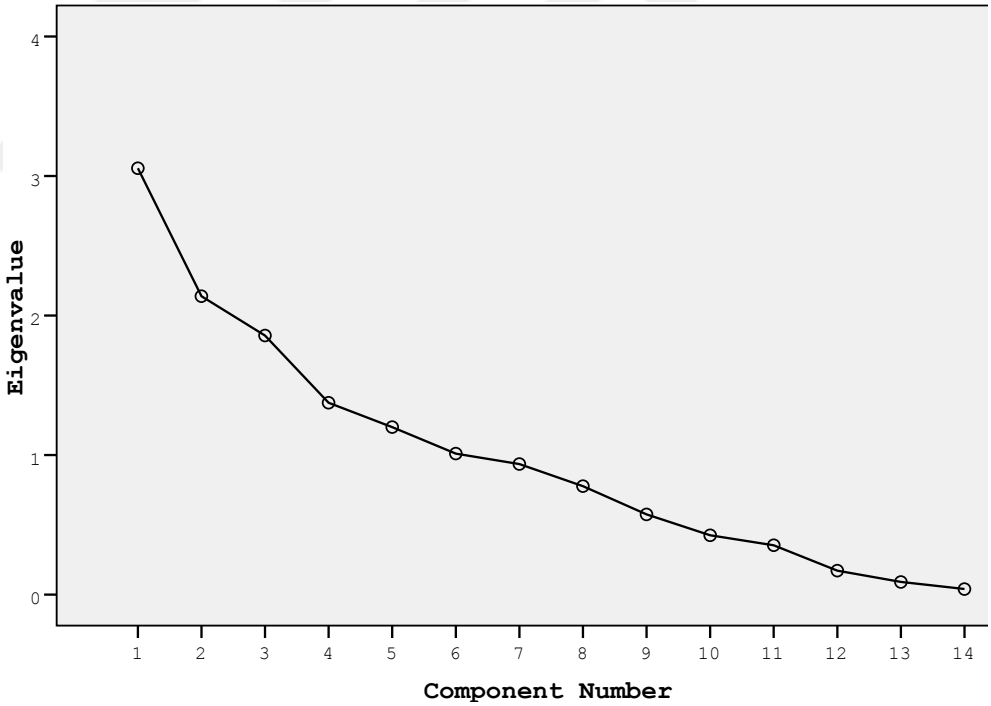


Figure 3.15. Scree plot of LC piloting test at B2 level.

Nevertheless, some items were loaded on different factors. Inferring a meaning of unknown word from a context (LC4) measured the same ability with LC10. Paraphrasing information (LC11) shared similarity with LC8 and LC13.

Further, as shown in scree plot in Figure 3.15, the eigenvalues for the items starting from LC9 till LC14 were below 1; therefore, these items were later revised. To check the functionality of the distractors, item distractor analysis was performed (Table 3.15). The findings showed that some items behaved inconsistently regarding the choice distribution as bolded in the table, and did not show acceptable values. Therefore, these choices were later edited for the main test administration.

Table 3.15

B2 LC Piloting Test: Distractor Analysis

Item	Answer Key	Options		
		a	b	c
		Number of Answer Choices		
LC1	b	**3**	20	12
LC2	c	10	**6**	20
LC3	c	10	**6**	19
LC4	c	**5**	11	16
LC5	b	**4**	30	**1**
LC6	b	19	12	**4**
LC7	a	20	13	**1**
LC8	a	19	**7**	**9**
LC9	c	**7**	16	**10**
LC10	a	22	**9**	**4**
LC11	b	**1**	30	**5**
LC12	c	16	19	**1**
LC13	b	18	**9**	**9**
LC14	a	26	**7**	**2**

3.6.6. Summary of Piloting Test Analyses

The results of piloting the RC and LC tests at both A2 and B2 levels were not satisfactory. The tests analyses showed low reliability although item facility for each item had acceptable values. Point biserial correlation coefficients for some items revealed low or negative values with unacceptable quality. Also, inter-item correlations coefficients were negative or very low among the test items. These drawbacks are possibly due to some limitations and reasons.

One major reason for such an outcome could probably be related to the inconsistency and variety in test takers' proficiency levels, although they were claimed to bear proficiency levels according to CEFR. Also, it might be due to the possibility that the test takers did not take the tests seriously. Another possibility could be the quality of the test items that putative subskills might not have measured the specified skills.

Furthermore, the construct validity analysis revealed that some putative subskills were loaded on the same factor measuring the same ability. In other words, the factor loadings showed that putative 17 RC subskills and 14 LC subskills were not loaded on individual factors contrary to what it was expected. The possible reasons and limitations for this drawback will be treated in main tests analysis in detail.

Based upon these possibilities, RC test for B2 level was re-piloted in a different university "*B*", assuming that the students' proficiency levels would be more accurately representative B2. However, it was possible to pilot only RC tests as it was the end of the education program. The test showed a somehow satisfactory result, although not perfect. Nevertheless, it was assumed that after editing the test items and answer choices, all tests would be satisfactory enough for main administration.

Analyses of main tests are presented in the next chapter.

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter presents the results and interpretations of data analyses obtained from RC and LC tests at A2 and B2 levels at main administration stage. Although they are not the main focus of this study, they are important for the psychometric characteristics of the instruments used to answer the research questions. For each test, descriptive statistics are provided. In order to investigate the reliability of the test, Cronbach's alpha was used, and a minimum value of .70 was considered (Mitchell & Jolley, 2010) as acceptable.

Further, considering that all subskills attempted in test items are language components and they all should be positively correlated, inter-item correlation coefficients were checked among the items. Although, different cut-off values are suggested in literature and several of them may be scale specific, for the purpose of this study, inter-item correlation coefficients with .30 and above were considered (Robinson, Shaver & Wrightsman, 1991; Mitchell & Jolley, 2010) as acceptable.

To explore the construct validity of the test, PCA with Varimax rotation was run. The values below .30 were eliminated (Brown, 2009). Some items were loaded on more than one factor; therefore, the highest value in the same factor was considered.

4.1. Analyses of RC Test at A2 Level

This section presents the results of data analyses obtained from RC test scores of 80 participants at A2 level at main administration stage. 62 out of 80 participants took both RC and LC tests; however 18 responded to only RC test.

Descriptive and factor analyses were run to analyze the test scores of 80 participants. However, since 62 students sat for both RC and LC tests, only these scores were included in answering the research questions of this study. The values obtained in descriptive statistics for $N = 80$ were $\bar{X} = 13.68$, $SD = 9.14$. The analysis revealed a strong reliability coefficient ($\alpha = .74$). Similarly, analysis for $N = 62$ showed a strong reliability coefficient ($\alpha = .74$, $\bar{X} = 13.64$, $SD = 9.31$).

Further, the inter-item correlations were checked among the items. There appeared to be acceptable correlation coefficients between some items as reported in Table 4.1.

Table 4.1

A2 RC Test: Inter-item correlation matrix

	RC3	RC4	RC6	RC12	RC13	RC14	RC15	RC16	RC17
RC3	1.00					,34			,37
RC4		1.00	,63		,32			,30	
RC6			1.00		,31			,32	
RC12				1.00	,37				
RC13					1.00	,55	,44	,77	,61
RC14						1.00	,75	,56	,86
RC15							1.00	,47	,73
RC16								1.00	,61
RC17									1.00

The inter-item correlational analyses showed negative or lower correlations among the rest of the items. This might be due to some reasons which are explained in the summary section.

Further, the rotated component matrix (Table 4.2) showed that the subskills were reduced into six underlying factors.

Table 4.2

A2 RC Test: Rotated Component Matrix

	Component					
	1	2	3	4	5	6
RC1				,344	,**565**	-,389
RC2				,**808**		
RC3	,358		,**466**	,373		
RC4		,**855**				
RC5						
RC6		,**876**				
RC7					,**729**	
RC8			,**680**			
RC9			,**534**			-,320
RC10					,**619**	
RC11				,**587**		
RC12						,**938**
RC13	,**700**	,400				,415
RC14	**,919**					
RC15	**,834**					
RC16	**,746**	,450				
RC17	**,927**					

The items attempting to measure the subskills of understanding main idea and general information (RC13), understanding comparison or cause-effect relations (RC14), inferring indirect information from the context (RC15) understanding writer's attitude and purpose (RC16), and transferring information to picture (RC17) measured a common ability.

The subskills of paraphrasing (RC4) and understanding facts, details and specific information (RC6) appeared to measure a common ability. Translating a sentence into native language (RC3), identifying referent words (RC8) and inferring a meaning of unknown word from a context (RC9) shared similarities.

Using grammar in context (RC2) and choosing an appropriate title for the text (RC11) shared a common ability. The items attempting to measure the subskills of completing sentences with missing word in a context (RC1), understanding function

of a word or phrase (RC7) and matching headings to paragraphs (RC10) measured a similar ability.

Finally, although the subskills of completing sentences with missing word in a context (RC1), inferring a meaning of unknown word from a context (RC9), understanding main idea and general information (RC13) and inserting a sentence into a gap in a text (RC12) were loaded on the same factor, the highest value showed for RC12. It is possible that RC12 may share some abilities with RC1, RC9, and RC13; however, the underlying ability for RC12 was distinct.

This table suggests that the underlying subskills may share common abilities. Nevertheless, this interpretation should be considered with caution for some reasons common to both RC and LC tests that will be discussed later in this chapter.

4.2. Analyses of LC Test at A2 level

This section describes the results of the scores obtained from LC test at A2 level at main administration stage. The values obtained in descriptive statistics for N = 62 were $\bar{X}$ = 13.43, SD = 10.81. The analysis revealed a strong reliability coefficient (α = .80).

Also, the inter-item correlations were investigated among the items; and there were acceptable correlation coefficients between some items (Table 4.3). The rest of the items were negatively or weakly correlated contrary to the expectation which are explained at the end of the chapter.

Table 4.3

A2 LC Test: Inter-item correlation matrix

	LC5	LC6	LC7	LC9	LC10	LC12	LC13	LC14
LC5	1.00	,59	,47	,46		,83	,49	,82
LC6		1.00	,69	,32		,72	,66	,72
LC7			1.00			,53	,44	,59
LC9				1.00		,56		,55
LC10					1.00			,31
LC12						1.00	,56	,96
LC13							1.00	,56
LC14								1.00

The rotated component matrix (Table 4.4) showed that 14 subskills were reduced into five underlying factors.

Table 4.4

A2 LC Test: Rotated Component Matrix

	Component				
	1	2	3	4	5
LC1			-,398	-,464	-,**581**
LC2					,**852**
LC3				,**840**	
LC4			,**671**		
LC5	,**750**	,472			
LC6	,**913**				
LC7	,**766**				
LC8			-,**605**	,451	
LC9	,311	,**657**			
LC10		,**833**			
LC11			,**621**		
LC12	,**833**	,472			
LC13	,**778**				
LC14	,**846**	,461			

As shown in Table 4.4, the items attempting to measure the subskills of perceiving individual sound (LC5); understanding function of a word or phrase in speaker's message (LC6); inferring a meaning of unknown word from a context (LC7); understanding main idea and general information (LC12); inferring indirect

information from a context (LC13); and understanding speaker's attitude and purpose (LC14) appeared to measure a common ability.

Predicting the end or continuation of a message (LC9), and listening and ordering statements according to the recording (LC10) shared similar abilities. The underlying ability for paraphrasing information (LC4); listening and transferring information to the picture (LC8); and understanding facts, details and specific information (LC11) appeared to be similar. Recognizing comparison or cause and effect relations (LC3) was a distinct ability. Underlying abilities for identifying an error in transcription (LC1); and summarizing information (LC2) appeared to share similarities.

4.3. Analyses of RC Test at B2 level

This section presents the results of data analyses obtained from RC test scores of 60 participants at B2 level at main administration stage. Descriptive statistics for $N = 60$ were $\bar{X} = 24.77$, $SD = 28.21$. The analysis showed a very strong reliability coefficient ($\alpha = .92$).

The inter-item correlations analysis revealed acceptable correlation coefficients between several items except for some items (Table 4.5). The drawbacks are discussed in the summary section.

The rotated component matrix revealed that the subskills were reduced into four underlying factors (Table 4.6).

Table 4.5

B2 RC Test: Inter-item Correlational Matrix

	RC1	RC2	RC3	RC4	RC5	RC6	RC7	RC8	RC9	RC10	RC11	RC12	RC13	RC14	RC15	RC16	RC17
RC1	1,00	,60	,52	,35			,33	,36	,30	,34				,34	,30	,40	,42
RC2		1,00	,36	,65												,30	,35
RC3			1,00	,56	,35			,49	,43					,31	,46	,43	,48
RC4				1,00				,38	,33						,30		,33
RC5					1,00		,31	,30		,31			,46				
RC6						1,00	,52	,46	,35	,47	,42	,34	,33				
RC7							1,00	,78	,73	,81	,74	,57	,60	,53	,50	,48	,50
RC8								1,00	,86	,67	,59	,55	,52	,48	,63	,42	,47
RC9									1,00	,60	,53	,44	,43	,37	,52	,35	,39
RC10										1,00	,84	,50	,52	,49	,45	,42	,47
RC11											1,00	,41	,46	,41	,39	,32	,35
RC12												1,00	,68	,78	,72	,67	,71
RC13													1,00	,77	,72	,68	,71
RC14														1,00	,77	,85	,92
RC15															1,00	,81	,85
RC16																1,00	,93
RC17																	1,00

Table 4.6

B2 RC Test: Rotated Component Matrix

	Component			
	1	2	3	4
RC1			**,680**	
RC2			**,809**	
RC3			**,724**	,431
RC4			**,843**	
RC5				**,915**
RC6		**,577**		
RC7	,342	**,853**		
RC8		**,795**	,323	
RC9		**,772**	,300	
RC10		**,835**		
RC11		**,826**		
RC12	**,786**	,383		
RC13	**,771**	,351		
RC14	**,906**			
RC15	**,813**	,302		
RC16	**,886**			
RC17	**,900**		,318	

In B2 RC test, as shown in the factor matrix in Table 4.6, the items attempting to measure the subskills of matching heading to the paragraph (RC12); inferring a meaning of unknown word from a context (RC13); summarizing information (RC14); inserting sentences into gaps in a text (RC15); understanding writer's attitude and purpose (RC16); and reading and transferring information to the picture (RC17) appeared to share similarities.

Underlying abilities for understanding facts, details and specific information (RC6); understanding function of words/phrases in a context (RC7); choosing an appropriate title for the text (RC8); understanding main idea and general information (RC9); recognizing comparison, cause and effect relations (RC10); and inferring indirect information from a context (RC11) appeared to be similar.

Completing sentences/paragraphs with missing words/phrases in a context (RC1); recognizing/using grammar points or grammar in context (RC2); translating a sentence into native language (RC3); and paraphrasing information (RC4) appeared to share commonalities.

Finally, although the subskills of translating a sentence into native language (RC3) and identifying referent words in a text (RC5) were loaded on the same factor, the highest value showed for RC5. It is possible that RC5 may share similarity with RC3; however, the underlying ability for RC5 was distinct.

This table revealed that the subskills may share commonalities; however, attention should be paid to the interpretation for some reasons common to both RC and LC tests that are explained later in this chapter.

4.4. Analyses of LC Test at B2 level

This section discusses the results of data analyses obtained from RC test scores of 60 participants at B2 level at main administration stage. The values obtained in descriptive statistics for $N = 60$ were $\bar{X} = 17.68$, $SD = 21.01$. The analysis revealed a very strong reliability coefficient ($\alpha = .91$).

Further, the inter-item correlations were investigated among the items (Table 4.7). Acceptable correlation coefficients were revealed between some items, while, surprisingly, the rest of the items were negatively or weakly correlated. The reasons are presented later in the summary section.

To understand the construct validity of the test, PCA with Varimax rotation was run. The rotated component matrix showed that the subskills were reduced into four underlying factors (Table 4.8).

Table 4.7

B2 LC Test: Inter-item Correlational Matrix

	LC1	LC2	LC3	LC4	LC5	LC6	LC7	LC8	LC9	LC10	LC11	LC12	LC13	LC14
LC1	1,00	,50		,55	,52		,44			,37				,37
LC2		1,00		,38	,48		,37			,32				,32
LC3			1,00											,42
LC4				1,00	,48	,47	,59	,49	,48	,52	,43	,57	,36	,52
LC5					1,00		,35			,33			,31	,50
LC6						1,00	,57	,70	,70	,52	,61	,58	,31	,30
LC7							1,00	,60	,76	,70	,66	,45	,42	,51
LC8								1,00	,74	,52	,60	,53	,35	,31
LC9									1,00	,51	,58	,57	,33	
LC10										1,00	,82	,65	,56	,67
LC11											1,00	,74	,70	,64
LC12												1,00	,64	,62
LC13													1,00	,71
LC14														1,00

Table 4.8

B2 LC Test: Rotated Component Matrix

	Component			
	1	2	3	4
LC1			**,764**	
LC2			**,884**	
LC3				,**898**
LC4	,475		,**570**	
LC5			,**725**	
LC6	,**824**			
LC7	,**693**	,337	,442	
LC8	**,847**			
LC9	**,892**			
LC10	,471	,**667**	,350	
LC11	,551	**,761**		
LC12	,491	**,690**		
LC13		**,891**		
LC14		**,806**	,415	

In B2 LC test, as shown in Table 4.8, the items attempting to measure the subskills of understanding main idea and general information (LC6); understanding speaker's attitude and purpose (LC7); recognizing comparison, cause and effect relations (LC8); and summarizing information (LC9) shared similarities.

Moreover, the abilities for the subskills of listening and transferring information to the picture (LC10); paraphrasing information (LC11); listening and ordering statements according to the recording (LC12); predicting the end or continuation of a message or history (LC13); and inferring indirect information from a context (LC14) appeared to share commonalities.

Identifying an error in transcription (LC1); perceiving individual sound (LC2); inferring a meaning of unknown word from a context (LC4), and understanding facts, details and specific information (LC5) measured similar abilities.

Finally, the subskill of understanding functions of a word or phrase in speaker's message (LC3) was loaded on the fourth factor, and did not share any commonality with other subskills implying the underlying ability for LC3 was distinct.

4.5. Summary of Tests Analyses

In summary, the test scores of RC and LC at A2 and B2 levels showed satisfactory enough results, although not perfect. The tests had strong reliability coefficients. However, most of the inter-item correlation coefficients showed lower or negative values although they all should be positively correlated as they are all language components.

Also, the test construct validity analysis showed that both RC and LC tests are multidimensional. As expected, reading and listening abilities were differed in number and range in A2 level since at lower levels the language ability is more isolated. Hence, 17 RC subskills at A2 level were reduced into six factors. 14 subskills at A2 level were reduced into five factors. Also, as expected, reading and listening abilities were reduced and attempted to show similar like pattern at B2 level, as, at higher levels, the language ability tend to be more integrated. Thus, 17 RC subskills at B2 level were reduced into four factors, and 14 subskills at B2 level were reduced into four factors.

Factor loadings in both RC and LC tests did not seem to follow a similar pattern. For example, in RC test at A2 level, understanding grammar points (RC2) and inferring title of the text (RC11) appeared to measure a common ability. Or in LC test at A2 level, perceiving individual sound (LC5), understanding main idea (LC12), making inference (LC13) appeared to measure a common ability. This list can be

long. Nonetheless, these loadings did not show a plausible or coherent pattern or commonality.

However, the factor loadings in RC and LC tests at B2 level seemed to follow a similar-like pattern. Hence, the taxonomy of RC and LC subskills was adjusted, the subskills were re-assembled, and a new overall taxonomy was prepared. The overall version of the taxonomy comprises three compound subskills with different operations at the right side (Table 4.9). Although the variables in both RC and LC tests were loaded on four components, this table includes three categories of subskills. The reason is that the subskills of identifying a referent word in a text (B2 RC5) and understanding function of a word or phrase in speaker's message (B2 LC3) were separately loaded on one factor. However, it is not plausible to conclude that they share communality. Rather, they can be categorized under different subskill of inferring information at micro propositional level (RC5) and at macro propositional level (LC3).

Of course, this taxonomy should be considered with a caution. It is based on what test results at B2 level have offered. It should also be noted that the reason why A2 level tests were not considered as the basis for adjusting the taxonomy of subskills is that there was inconsistency in factor loadings in both RC and LC tests at A2 level. As explained above, the components were not coherently loaded; rather they appeared as the results of statistics analysis. This could also be supported by the effect of proficiency of the underlying structure of the skills; the higher the level, the more revealing the factor structure.

Table 4.9

Taxonomy of Overall RC and LC Subskills at Proficiency Level

Overall RC and LC Subskills	Tasks by RC and LC Test Items
Understanding Information According to Predetermined Needs	Matching heading to the paragraph (RC12) Inferring a meaning of unknown word from a context (RC13) Summarizing information (RC14) Inserting sentences into gaps in a text (RC15) Understanding writer's attitude and purpose (RC16) Transferring information to the picture (RC17) Transferring information to the picture (LC10) Paraphrasing information (LC11) Ordering statements according to the recording (LC12) Predicting the end or continuation of a message or history (LC13) Inferring indirectly stated information from a context (LC14)
Understanding Information at Macro Propositional Level	Understanding facts, details and specific information (RC6) Understanding function of a words/phrases in a context (RC7) Choosing an appropriate title for the text (RC8) Understanding main idea and general information (RC9) Recognizing comparison, cause and effect relations (RC10) Inferring indirect information from a context (RC11) Understanding main idea and general information (LC6) Understanding speaker's attitude and purpose (LC7) Recognizing comparison, cause and effect relations (LC8) Summarizing information (LC9) Understanding function of a word or phrase in speaker's message (LC3)
Understanding Information at Micro Propositional Level	Completing sentences/paragraphs with missing words/phrases in a context (RC1) Recognizing/using grammar points or grammar in context (RC2) Translating a sentence into native language (RC3) Paraphrasing information (RC4) Identifying a referent word in a text (RC5) Identifying an error in transcription (LC1) Perceiving individual sound (LC2) Inferring a meaning of unknown word from a context (LC4) Understanding facts, details and specific information (LC5)

Moreover, some common items in B2 and A2 level tests differed in terms of location of information. For example, while the item attempting to measure the subskill of transferring information to the picture was based on understanding detailed information from a text in RC test at A2 level (RC17), the same item in RC test at B2 level (RC17) was based on understanding the whole idea of the text. Therefore, in

adjusted version of the taxonomy table, on the right side, the test items were included to give a reference to the underlying representative ability of each component. In other words, e.g., the subskill of transferring information to the picture at B2 level can be categorized under understanding information to the predetermined needs requiring a synthesis of information; however, at A2 level, it can be categorized under understanding information at micro propositional level.

As explained above, all the inconsistencies related to the findings of inter-item correlations and factor structures are possibly due to a few reasons. One possibility is that the tests were administered at three different universities and at different programs. Although these programs claim to follow the specifications of CEFR, the curriculum and students' proficiency levels vary from university to university, and even from program to program.

The second reason was possibly related to inappropriate placement of students, e.g., although they claim to bear A2 or B2 proficiency levels, they are not apparently competent enough for those levels. In other words, the tests might have been a bit difficult for the test takers' proficiency levels.

Third, the number of test takers was not large enough for the factor analysis. Fourth, the test items might not have measured the specified subskills, indeed.

Nevertheless, the outcomes of the test scores were used as instruments to answer the research questions. The purpose of this study was not to develop tests; however, the tests were developed as study instruments in order to check the existence of transfer between shared subskills of RC and LC tests. The analysis and results of research questions are discussed in next sections.

4.6. Findings Related to Research Questions (RQ)

The following sections present the analysis and results of data analysis answering RQs of this study obtained from RC and LC tests at A2 and B2 levels. First, for the RQ1, correlation coefficients between common subskills of RC and LC at A2 level are reported.

Then, for the RQ2, correlation coefficients between common subskills of RC and LC at B2 level are presented. Further discussions are presented in the summary section.

4.6.1. Findings related to RQ1

RQ1: Is there a relationship between the scores of test takers on common subskills of RC and LC at A2 level of CEFR scale?

In order to answer the first question, Pearson's product-moment correlation coefficients were computed for the scores of test takers who sat for both RC and LC tests. The purpose was to find out the relationship between the items measuring the subskills shared between RC and LC tests at A2 level. The correlation coefficients for shared subskills are shown in Table 4.10.

Table 4.10

Correlation Matrix on Subskills Shared between RC and LC Tests at A2 Level

	LC2	LC3	LC4	LC6	LC7	LC8	LC11	LC12	LC13	LC14
RC4			**-,06**							
RC5	**,21**									
RC6							**-,09**			
RC7				**-,05**						
RC8										
RC9					**-,01**					
RC13								**-,02**		
RC14		**,09**								
RC15									**-,03**	
RC16										**,24**
RC17						**,55**				

As shown in Table 4.10, the subskills shared between RC and LC at A2 level test scores did not show any sign of transfer. The outcomes ($N = 62$, $p > .05$) yielded that there was not a significant relationship or integration between the subskills shared between RC and LC test scores at A2 level. Hence, the first null hypothesis was retained.

Further, in order to investigate if the variables measure similar abilities, PCA with Varimax rotation was run between RC and LC subskills at A2 level tests. The values below .30 were eliminated. The values bolded in the table were considered (Table 4.11).

The analysis revealed that in A2 level tests, the items attempting to measure the common subskill of summarizing information (RC5 and LC2) measured the same ability. Also, common subskills of transferring information to picture (RC17 and LC8) measured the same ability.

Additionally, although some of the variables, both common and exclusive RC and LC subskills, loaded on the same factors, it seemed illogical to conclude that they measured the same ability. Further, possible reasons and discussions are presented in the summary section.

Table 4.11

RC and LC tests at A2 Level: Rotated Component Matrix

	Component										
	1	2	3	4	5	6	7	8	9	10	11
RC1						**,531**		-,464			
RC2					**-,720**						
RC3	,358			**,631**						-,330	
RC4				**,554**					,423		
RC5					**,508**		,456				
RC6										**,798**	
RC7						**,770**					
RC8				**,752**							
RC9			-,350				**,517**			-,383	
RC10											**,880**
RC11							**,763**				
RC12			**,885**								
RC13	**,760**		,425								
RC14	**,926**										
RC15	**,930**										
RC16	**,788**										
RC17	**,946**										
LC1								-,444	-,**503**		
LC2					**,679**						
LC3									**,808**		
LC4	**-,425**			-,327							
LC5		**,840**									
LC6		**,873**									
LC7		**,717**									
LC8	**,649**										
LC9		,435	**,709**								
LC10	,468					**,569**					
LC11								**,850**			
LC12		**,924**									
LC13		**,706**									
LC14		**,923**									

4.6.2. Findings Related to RQ2

RQ2: Is there a relationship between the scores of test takers on common subskills of RC and LC at B2 level of CEFR scale?

In order to answer the second question, Pearson's product-moment correlation coefficients were computed for the scores of test takers who sat for both RC and LC tests. The purpose was to find out the relationship between the items measuring the subskills shared between RC and LC tests at B2 level. The correlation coefficients for shared subskills are shown in Table 4.12.

Surprisingly, the subskills shared between RC and LC in B2 level test scores did not show the sign of transfer ($N = 62$, $p > .05$). Thus, the second hypothesis was rejected.

Table 4.12

Correlation Matrix on Subskills Shared between RC and LC Tests at B2 Level

	LC3	LC4	LC5	LC6	LC7	LC8	LC9	LC10	LC11	LC14
RC4									**-,09**	
RC6			**-,03**							
RC7	**,24**									
RC9				**-,05**						
RC10						**-,11**				
RC11										**,04**
RC13		**,12**								
RC14							**,08**			
RC16					**,12**					
RC17								**,09**		

Further, in order to investigate if the variables, in fact, measure similar abilities, PCA with Varimax rotation was run between RC and LC subskills at B2 level tests. The values below .30 were eliminated. Some items were loaded on more than one factor; however, the highest value in one factor, as bolded, was taken into account (Table 4.13).

Table 4.13

RC and LC tests at B2 Level: Rotated Component Matrix

	Component						
	1	2	3	4	5	6	7
RC1					**,688**		,391
RC2					**,816**		
RC3					**,690**		,410
RC4					**,831**		
RC5							**,801**
RC6		**,565**					
RC7	,345	**,854**					
RC8	,309	**,799**					
RC9		**,803**					
RC10	,302	**,810**					
RC11		**,796**					
RC12	**,755**	,405					
RC13	**,792**	,354					
RC14	**,877**						
RC15	**,801**	,335					
RC16	**,860**						
RC17	**,879**				,311		
LC1						**,824**	
LC2	,469					**,717**	
LC3							**,637**
LC4			,473			**,617**	
LC5						**,763**	
LC6			**,837**				
LC7			**,643**	,360		,352	
LC8			**,855**				
LC9			**,887**				
LC10			,438	**,692**			
LC11			,560	**,750**			
LC12			,544	**,651**			
LC13				**,858**			
LC14				**,817**		,399	

The analysis revealed that in B2 level tests, surprisingly; no common subskill appeared to measure the same underlying ability. Additionally, although some of the

variables, both common and unique RC and LC subskills, loaded on the same factors, it seemed illogical to conclude that they measure the same ability. This result might be due to a coincidence. Possible reasons and further discussions are presented in the summary section.

4.6.3. Summary of the Findings Related to RQs

This section presents a brief outline of the findings related to RQ1 and RQ2. As hypothesized, for A2 level learners are less-proficient and do not master the skills to use language at a macro level, there may not be any transfer between common RC and LC subskills. Although correlational analysis supported this claim, factor analysis found that two pairs of subskills, summarizing information (RC5 and LC2) and transferring information to the picture (RC17 and LC8) appeared to measure common underlying abilities in RC and LC tests.

Both subskills required understanding information at micro propositional level. Hence, RC5 was based on a short a text-independent paragraph. Contrary to the text-dependent items, in text-independent task, the test takers answer the test item based on a short paragraph by not necessarily analyzing or synthesizing the whole text. Similarly, in LC2, testees were asked to summarize major information based on a short dialogue where a high load of information was not required.

Also, the test items of transferring information to the picture, RC17, and LC8, were based on answering questions to predetermined needs, where the test takers were instructed in advance to see the picture as they read or listened to the information. Again, also these tasks were based on understanding information at micro propositional level.

However, contrary to the assumption that learners at higher levels, in this case at B2 level, are more proficient and expected to master the language at both micro and macro levels (Alderson, 2000), surprisingly, no relationship was found between RC and LC common

subskills. Factor analysis did not show any comprehensive sign of the transfer between pairs of RC and LC subskills either. It is assumed that these findings might be due to some reasons which also echo with the limitations of the test results at main administration including inappropriate placement of students.

The second reason may be related to the possibility that some EFL preparatory schools at universities do not attach importance to the students' listening comprehension skills as much as they care about reading comprehension. Some test takers appeared not to be familiar with some task formats, especially in LC tests such as the items attempting to measure the subskills of paraphrasing information, summarizing information, perceiving individual sound, listening and ordering statements according to the message. Although some of these tasks may be similar to reading, it showed that these tasks have not been practiced before. It is possible that if students are trained in both RC and LC subskills, there may be a sign of transfer or relationship between RC and LC (Barnett, 1989; Rivers, 1981; Oxford, 2011).

Moreover, while administering the tests, the test takers were warned to accept the tests seriously which in turn they would get an extra bonus point. However, most of them were somehow reluctant to follow the listening materials (e.g., dialogues) and to take notes, although they were instructed to do so as it would be difficult for them to answer the test items from the memory. Considering that listening engages more attention and memory in comparison with reading, listening tests might have been difficult for the test takers levels. These facts might be the reasons why there was no relationship between common RC and LC subskills.

Another important nuance might be that although it is claimed that reading and listening are receptive skills sharing some commonality; however, they are also distinct with specific peculiarities. In other words, the findings of this study may support the proponents claiming that reading and listening are distinct skills with a little relationship in between.

Finally, another reason may be associated with the test quality that the test items might not have measured the specified subskills, in fact. Further discussions are presented in Conclusion chapter.

CHAPTER V

CONCLUSION AND IMPLICATIONS

5.1. Conclusion

The purpose of this study was to investigate the possibility of transfer or relationship between subskills common to RC and LC at A2 level at CEFR scale. The same question was also addressed at B2 level. For this purpose, various subskills in applied linguistics, proficiency tests, and tasks in EFL/ESL textbooks were collected. Repetitions were eliminated and a taxonomy of the most frequent subskills shared between and exclusive to RC and LC was prepared. In this taxonomy, the number of common subskills in RC and LC was ten. The number of exclusive subskills was seven in RC, whereas it was four in LC. Based on this taxonomy, RC and LC tests at A2 and B2 levels were developed. The test items were featured to measure the prepared subskills.

Although it was not the research question of this study, the data analysis of test scores at both proficiency levels were in line with the findings of previous research that both RC and LC are multidimensional skills (Aryadoust; 2013; Alderson, 2005; Buck, 2011; Weir et al., 2009). The test analyses showed that reading and listening abilities are four at B2 level, whereas they differed at A2 level. As expected, reading and listening abilities showed more similar like fashion as at higher levels, language abilities tend to be unified (Alderson, 2000).

The factor loadings in RC and LC tests at B2 level revealed four factors. The loadings showed a somehow coherent pattern. For the B2 level tests revealed more consistent results, therefore, the taxonomy of prepared subskills was adjusted according to this pattern. This taxonomy includes subskills of understanding information at predetermined needs, understanding information at a micro propositional level, and understanding information at a macro propositional level.

Understanding information at predetermined needs includes the tasks where a specific hint was given and students were asked to locate that information such as matching heading to

paragraph, inserting a sentence into a gap in a text. Inferring information at macro propositional level includes tasks where understanding, synthesizing, inferring information and drawing conclusions at a text level were required. Finally, understanding information at micro propositional level includes the tasks where understanding or inferring information at micro text level, or paragraph level was required. Solving such tasks may not require a high load of information. This adjusted taxonomy might slightly echo with what Alderson (2005) had proposed for DIALANG test including the subskills of understanding main idea, finding specific details or information, and making inferences at a text and word level.

With specific relation to the first research question aiming at investigating the transfer between common subskills of RC and LC at A2 level test, results showed that pairs of subskills of summarizing information and transferring information to the picture shared commonalities. Both subskills were based on understanding information at micro propositional level.

However, there was no carry-over between common subskills at B2 level tests. As listed in the previous chapter, this outcome might be due to some reasons related to the inappropriate placement of students, less attention to teaching listening skills or the test quality.

Moreover, the transfer of learning requires critical thinking. It features that concepts or insights developed in one area will be transferred to another area if students are taught so (Bigge & Shermis, 1992). In other words, as foregrounded by Forgarty, Perkins and Barell (1991), teachers must be a guidance to direct the knowledge and skills from one context to the other. It is assumed that the lack of incorporation of practice in reading to listening or vice-versa can be one of the probable reasons why the test takers at higher proficiency level could not transfer their abilities between RC and LC. Hence, these findings concur with the findings

of Aarnoutse et al. (1998), where no relationship was found between RC and LC possibly due to the lack of training program.

In addition, the findings suggest that, at language preparatory schools, LC appeared not to receive as much attention as RC does. Possibly, due to this reason, there was not a carry-over between most of the RC and LC common subskills. These results are in accord with a previous study by Brown and Haynes (1985) who reported a low correlation between RC and LC in Japanese students' test scores (cited in Shiotsu, 2010) where at that time listening skills had received less interest than reading skills did.

5.2. Implications of the Study

The present study has some implications for both theory and ESL/EFL field. To begin, the results of the present study provided insights into the taxonomies of RC and LC subskills. It can suggest that theoretical framework of subskills might be expansionist, whereas, in practice, it might be reductionist.

Nevertheless, the taxonomy developed for the purpose of this study can be useful for ESL/EFL teachers to design the lesson plans or diagnostic tests (Kimzin & Proctor, 1986; Richards, 1990; Grabe, 1991; Weir & Porter, 1994; Jordan, 1997; Urquhart & Weir, 1998; Weir et al., 2000; Vandergrift, 2004; Khalifa & Weir, 2009; Wagner, 2014; Goh & Aryadoust, 2015).

Moreover, the students can be trained in the subskills common and exclusive to RC and LC, where a lesson in an integrated fashion can be constructed. Further, the theme-based tests developed for the purpose of this study can be used in EFL/ESL classes as such tests make the students neither advantaged nor disadvantaged in terms of topic knowledge (Jennings et al., 1999).

5.3. Limitations

The present study has some limitations, too. The first limitation lies in the fact that the participants in this study were from different universities. It appeared that they were inappropriately placed at proficiency levels. Therefore, the findings of this study should be carefully treated.

Further, the adjusted version of the taxonomy of subskills is based on results of the test scores at B2 level. This list might not represent the underlying abilities in a perfect form.

5.4. Recommendations for Future Research

Despite the limitations, this study also provides foundations for further research. First of all, it is recommended to replicate the present study at one university where test takers would be more representative of their proficiency levels.

Further research can also investigate the transfer of knowledge in L1 and confront it with L2 for the transfer of learning is one of the foundations to the whole phenomenon of schooling (Bigge & Shermis, 1992).

Finally, since training is a necessary element for the transfer of skills (Dow, 1958), it is suggested to train the participants in practicing common RC and LC subskills. After a certain amount of training, the degree of transfer between RC and LC could be investigated.

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APPENDICES

APPENDIX A: Reading and Listening Operations Developed by Hughes (2003)

Expeditious Reading operations:

Skimming

- Obtain main ideas and discourse quickly and effectively
- Establish quickly a structure of a text
- Decide the relevance of text (or part of a text) to their needs

Search reading

- Quickly find information on a predetermined topic

Scanning

- Quickly find:
- Specific words and phrases;
- Figures percentages;
- Specific items in an index;
- Specific names in a bibliography or a set of references

Careful reading operations

- Identify pronominal references
- Identify discourse markers
- Interpret complex sentences
- Interpret topic sentences
- Outline logical organization of a text
- Outline the development of an argument
- Distinguish general statements from examples
- Identify explicitly stated main ideas
- Identify implicitly stated main ideas
- Recognize writer's intention
- Recognize the attitudes and emotions of the writer
- Identify addressee or audience for a text
- Identify what kind of text is involved
- Distinguish fact from opinion
- Distinguish hypothesis from fact
- Distinguish fact from rumor and hearsay

Make inferences

Infer the meaning of an unknown word from a context

Make propositional informational inferences, answering questions beginning with *who*, *when*, *what*

Make propositional explanatory inferences concerned with motivation, cause, consequence and enablement, answering questions beginning with *why*, *how*

Make pragmatic inferences (p. 138).

Listening Operations

Informational operations:

1. Obtain factual information
2. Follow instructions (including directions)
3. Understand requests for information
4. Understand expressions of need
5. Understand requests for help
6. Understand requests for permission
7. Understand apologies
8. Follow sequence of events (narration)
9. Recognize and understand opinions
10. Understand comparisons
11. Recognize and understand suggestions
12. Recognize and understand comments
13. Recognize and understand excuses
14. Recognize and understand expressions of preferences
15. Recognize and understand complaints
16. Recognize and understand speculation

Interactional operations:

1. Understand greetings and introductions
2. Understand expressions and agreements
3. Understand expressions of disagreement
4. Recognize speaker's purpose
5. Recognize indications of uncertainty
6. Understand requests for clarification
7. Recognize requests for clarification
8. Recognize requests for opinion

9. Recognize indications of understanding
10. Recognize indications of failure to understand
11. Recognize and understand corrections by speaker (of self and others)
12. Recognize and understand modifications of statements and comments
13. Recognize speaker's desire that listener indicate understanding
14. Recognize when speaker justifies or supports statements, etc. of other speaker (s)
15. Recognize when speaker questions assertions made by other speakers
16. Recognize attempts to persuade others (p. 161).

APPENDIX B: Reading and Listening Micro and Macro Skills Developed by Brown (2004)

Reading Microskills:

1. Discriminate among the distinctive graphemes and orthographic patterns of English
2. Retain chunks of language of different lengths in short-term memory
3. Process writing at an efficient rate of speed to suit the purpose
4. Recognize a core of words, and interpret word order patterns and their significance
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms
6. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

Reading Macroskills:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation
2. Recognize the communicative functions of written texts, according to form and purpose
3. Infer context that is not explicit by using background knowledge
4. From described events and ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information generalization, and exemplification
5. Distinguish between literal and implied meanings

6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meanings of words from context, and activating schemata for the interpretation of texts (p. 187).

Listening microskills:

1. Discriminate among the distinctive sounds of English
2. Retain chunks of language of different lengths in short term memory
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information
4. Recognize reduced forms of words
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance
6. Process speech at different rate of delivery
7. Process speech containing pauses, errors, corrections, and other performance variables
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical rules
9. Detect sentence constituents and distinguish between major and minor constituents
10. Recognize that a particular meaning may be expressed in different grammatical forms
11. Recognize cohesive devices in spoken discourse

Listening macroskills:

1. Recognize the communicative functions of utterances, according to situations, participants, goals
2. Infer situations, participants, goals using real-world knowledge
3. From events, ideas and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
4. Distinguish between literal and implied meanings
5. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings

6. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack, thereof (p. 121).

APPENDIX C: Reading Subskills Measured in Kim's Study (2011)

1. lexical meaning,
2. cohesive meaning,
3. sentence meaning,
4. paragraph/text meaning,
5. pragmatic meaning, and reading strategies including
6. identifying word meaning,
7. finding information,
8. skimming,
9. summarizing
10. inferencing (p. 170).

APPENDIX D: Listening Microskills Developed by Richards (1983)

Micro-Skills: Conversational Listening

1. ability to retain chunks of language of different lengths for short periods
2. ability to discriminate among the distinctive sounds of the target language
3. ability to recognize the stress patterns of words
4. ability to recognize the rhythmic structure of English
5. ability to recognize the functions of stress and intonation to signal the
6. information structure of utterances
7. ability to identify words in stressed and unstressed positions
8. ability to recognize reduced forms of words
9. ability to distinguish word boundaries
10. ability to recognize typical word order patterns in the target language
11. ability to recognize vocabulary used in core conversational topics
12. ability to detect key words (i.e., those which identify topics and propositions)
13. ability to guess the meanings of words from the contexts in which they occur

14. ability to recognize grammatical word classes (parts of speech)
15. ability to recognize major syntactic patterns and devices
16. ability to recognize cohesive devices in spoken discourse
17. ability to recognize elliptical forms of grammatical units and sentences
18. ability to detect sentence constituents
19. ability to distinguish between major and minor constituents
20. ability to detect meanings expressed in differing grammatical forms/sentence types (i.e., that a particular meaning may be expressed in different ways)
21. ability to recognize the communicative functions of utterances, according to situations, participants, goals
22. ability to reconstruct or infer situations, goals, participants, procedures
23. ability to use real world knowledge and experience to work out purposes, goals, settings, procedures
24. ability to predict outcomes from events described
25. ability to infer links and connections between events
26. ability to deduce causes and effects from events
27. ability to distinguish between literal and implied meanings
28. ability to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers
29. ability to recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, exemplification
30. ability to process speech at different rates
31. ability to process speech containing pauses, errors, corrections
32. ability to make use of facial, paralinguistic, and other clues to work out meanings
33. ability to adjust listening strategies to different kinds of listener purposes or goals
34. ability to signal comprehension or lack of comprehension, verbally and non-verbally

Micro-Skills: Academic Listening

1. ability to identify purpose and scope of lecture
2. ability to identify topic of lecture and follow topic development
3. ability to identify relationships among units within discourse (e.g., major ideas, generalizations, hypotheses, supporting ideas, examples)
4. ability to identify role of discourse markers in signaling structure of a lecture (e.g., conjunctions, adverbs, gambits, routines)

5. ability to infer relationships (e.g., cause, effect, conclusion)
6. ability to recognize key lexical items related to subject/topic
7. ability to deduce meanings of words from context
8. ability to recognize markers of cohesion
9. ability to recognize function of intonation to signal information structure (e.g., pitch, volume, pace, key)
10. ability to detect attitude of speaker toward subject matter
11. ability to follow different modes of lecturing: spoken, audio, audio-visual
12. ability to follow lecture despite differences in accent and speed
13. familiarity with different styles of lecturing: formal, conversational, read, unplanned familiarity with different registers: written versus colloquial
14. ability to recognize irrelevant matter: jokes, digressions, meanderings
15. ability to recognize function of non-verbal cues as markers of emphasis and attitude
16. knowledge of classroom conventions (e.g., turn taking, clarification requests)
17. ability to recognize instructional/learner tasks (e.g., warnings, suggestions, recommendations, advice, instructions) (pp. 228 - 230).

APPENDIX E: Listening Abilities Measured in Buck & Tatsuoka's Study (1998)

1. identify the task by determining what type of information to search for in order to complete the task
2. scan relatively fast spoken text, automatically and in real time
3. process a relatively large information load
4. process a relatively medium information load
5. process relatively dense information
6. use previous items to help information location
7. identify relevant information without any explicit marker to indicate it
8. understand and utilize relatively heavy stress
9. process relatively fast text automatically
10. make text-based inferences
11. incorporate background knowledge into text processing
12. process L2 concepts with no literal equivalent in the L1

13. recognize and use redundant information
14. process information scattered throughout a text
15. construct a response relatively quickly and efficiently (cited in Buck, 2001, p. 58).

APPENDIX F: Listening Abilities Measured in Eom's Study (2006)

1. recognize word boundaries with pitch variations;
2. avoid confusion due to phonological ambiguity;
3. process marked stress patterns;
4. process marked intonation patterns for attitudinal messages;
5. interpret speakers' indirect speech about their feeling, opinion, and status;
6. interpret what a speaker wants listeners to do;
7. make selective text-based inference in low propositional density contexts;
8. make conversation-based inference;
9. to process selective details in high propositional density contexts;
10. process repeated details in high propositional density contexts;
11. make a text-based inference about selective information in high propositional density contexts;
12. make a text-based inference about repeated information in high propositional density contexts;
13. process main ideas/topics in high propositional density contexts (pp. 70-71).

APPENDIX G: Listening Subskills Measured in Eom's Study (2008)

Decoding:

verb tenses,

prepositional verbs,

vocabulary,

grammatical lexicon,

idiomatic expression,

auxiliary negatives;

Comprehending:

illocutionary inference stated by a speaker,

conversational inference,

text-based inference,

specific details,

details with explanation or repeated,

Processing:

key information stated by a speaker,

key information in conversation (p. 81).

APPENDIX H: List of RC & LC Subskills Collected from Proficiency Tests

RC sub-skills	LC sub-skills
TOEFL IBT	
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	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	
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	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)	
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	1. Listening for general meaning (gist) 2. Listening for detailed and specific information 3. Understanding opinions, attitudes, situation, genre, relationship.
Cambridge English: Advanced (CAE)	
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	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)	
1. Understanding main idea and global points 2. Understanding details 3. Understanding cohesion, coherence and text	1. Listening for gist and topic 2. Listening for specific information and details 3. Inferencing

structure 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	4. Understanding addressee, feeling, attitude, opinion, function, purpose and interpreting context
Pearson PTE Academic	
1. Identifying the topic 2. Identifying supporting points or examples Identifying a summary 3. Identifying words and phrases appropriate to the context 4. Identifying a writer's purpose, tone, technique and attitude 5. Identifying the relationships between sentences and paragraphs 6. Understanding academic vocabulary 7. Understanding the difference between connotation and denotation 8. Inferring the meaning of unfamiliar words 9. Comprehending explicit and implicit information	1. Identifying the topic 2. Summarizing the main idea 3. Identifying supporting points or examples 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 2. Extracting specific information 3. Understanding vocabulary in context 4. Classifying information 5. Following a logical or chronological sequence of events	1. Identifying main ideas 2. Completing charts or diagrams 3. Sequencing information 4. Taking notes 5. Filling in the blanks 6. Recording specific information
Michigan English Language Assessment Battery (MELAB)	
1. Understanding main idea 2. Identifying speaker's purpose 3. Synthesizing ideas from different parts of the text 4. Identifying supporting detail 5. Understanding vocabulary 6. Synthesizing details 7. Recognizing restatement 8. Understanding rhetorical function 9. Making an inference 10. Inferring supporting detail	1. Understanding main idea 2. Identifying speaker's purpose 3. Synthesizing ideas from different parts of the text 4. Identifying supporting detail 5. Understanding vocabulary 6. Synthesizing details 7. Recognizing restatement 8. Understanding rhetorical function 9. Making an inference 10. Inferring supporting detail

11. Understanding pragmatic implications	11. Understanding pragmatic implications

+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 I: 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 J: 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	**Advanced**	**Advanced**	**Advanced**	**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 a 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

	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	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	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	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	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
	Upper-intermediate	**Upper-intermediate**	**Upper-intermediate**	**Upper-intermediate**	**Upper-intermediate**
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 Inferring information from passage with pictures Summarizing information Matching words from reading to their definitions Completing sentences using words/phrases	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	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	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	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

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

				alone/in pairs	
	Intermediate	**Intermediate**	**Intermediate**	**Intermediate**	**Intermediate**
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 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	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	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	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	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
Listening tasks	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	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	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	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	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

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

	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/complet 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

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

	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		

APPENDIX K: Most Frequent RC & LC Subskills in Literature, EFL/ESL Proficiency Tests and Textbook Tasks

RC Subskills	Occurrence	LC Subskills	Occurrence
1. Understanding main idea and general information	AL, T, Task	1. Understanding main idea and general information	Al, T, Task
2. Understanding facts, details and specific information	AL, T, Task	2. Understanding facts, details and specific information	Al, T, Task
3. Understanding writer's attitude and purpose	AL, T, Task	3. Understanding speaker's attitude and purpose	Al, T, Task
4. Inferring a meaning of unknown word from a context	AL, T, Task	4. Inferring a meaning of unknown word from a context	Al, T, Task
5. Inferring information from a context	AL, T, Task	5. Understanding functions of speaker's message	Al, T, Task
6. Understanding functions of words/phrases in a context	AL, T, Task	6. Inferring information from a context	Al, T, Task
7. Summarizing information	AL, T, Task	7. Listening and summarizing information	T, Task
8. Completing sentences/paragraphs with missing words/phrases in a context	T, Task	8. Listening and completing extracts with missing words/phrases from recording	Task
9. Identifying reference words in a text	AL, T, Task	9. Listening and matching information to pictures/diagrams	T, Task
10. Understanding discourse markers or cohesive devices	AL, T	10. Predicting the end/continuation of a message/history	AL, T, Task
11. Identifying addressee or audience for a text	AL	11. Listening and completing information table	T, Task
12. Identifying word order patterns	AL, Task	12. Perceiving and discriminating individual sounds	AL, T, Task
13. Recognizing/using grammar points or grammar in context	AL, T, Task	13. Recognizing comparison, cause and effect relations	AL, Task
14. Recognizing comparison, cause and effect relations	AL, T, Task	14. Identifying errors in transcription	AL, T, Task
15. Matching headings to paragraphs	Task	15. Listening and ordering pictures/statements according to the recording	T, Task
16. Matching information to pictures	Task	16. Note taking	Task
17. Choosing an appropriate title for a text	Task		AL, T, Task
18. Paraphrasing information from a text	AL, T, Task		
19. Inserting sentences into gaps in a text	T, Task		
20. Reading and completing information table	AL, T, Task		
21. Relating information to a diagram	AL, T		
22. Translating sentences into native language	Task		

*AL - Applied Linguistics; T- Language Tests, Task- textbooks.

APPENDIX L: TESTS AT A2 LEVEL

RC TEST AT A2 LEVEL

Part A.

1. Choose the best option to fill in the gaps.

Text messaging was _____ by the Finnish company Nokia. They wanted to help Finnish teenagers, who were very shy. They found it easier to text their friends than to phone them**.**

a) invented
b) sent
c) written

2. Choose the correct option.

The tutorial programs in this computer are in wrong format. They _____ in Java format.

a) could be
b) should be
c) would be

3. Which of the following would be the most acceptable translation of this sentence in

Turkish?

"In developing countries, thousands of public access points for phone, fax and computer or Internet use are springing up."

a) Gelişmekte olan ülkelerde telefon, faks, bilgisayar ve internet kullanımı için binlerce kamu erişim noktaları oluşmaktadır.
b) Telefon, faks, bilgisayar ve internet kullanımında erişim noktaları binlerce gelişmekte olan ülkelerde artmaktadır.
c) Gelişmekte olan ülkelerde kamu telefon, faks, bilgisayar ve internet kullanımı için binlerce erişim noktalarını desteklemektedir.

4. Which of the following would be the most acceptable paraphrase of the text below?

"No one doubts the big benefits of modern telecommunications for the poor countries**."**

a) It is not believed that modern telecommunications are good for poor countries.

b) Poor people believe that modern telecommunications are good for their countries.

c) All people believe that modern telecommunications are good for poor countries.

5. Which of the following would be the most acceptable summary of the text below?

"Britain is a technology-loving country. It watches more television online and uses the most smartphones and tablets in the world. It uses mobile internet more than Japan. This research compared information about 17 countries, including the US, China, India, Russia, Brazil, Sweden, France and Germany.**"**

a) Britain likes technology, because it is richer than other 17 big countries.

b) Britain is in the first place among 17 countries in the world in using technology.

c) Britain follows Japan, and other 17 countries, to use more technology and internet.

Part B. Read the following text and choose a, b, or c.

1. The development of online shopping changed how we buy everything, food and clothes. But, about cosmetics, online shopping is not successful. Because clients want the same '**real-life**' practice online as in stores. They want to know the cosmetics product or its smell. 87 per cent of people will shop online and 45 per cent via mobile phones by 2020. So, cosmetics companies must use the most advanced technology for online clients. [---1---]

2. Now two L'Oréal brands started partnerships with technology companies. So, the customers will use the technology to try cosmetics before they buy. YSL has partnered with Google to enable make-up artists to show customers how to apply **their** make-up via digital technology. In addition, L'Oréal Paris started a 'Make-up Genius' app, and clients can see how make-up will look on their face before buying it. [---2---]

3. Makeup Genius is a beauty app. It was created by L'Oréal in the US. It uses iPhone or iPad's camera as a mirror. Here you can 'try on' L'Oreal Paris products. In Makeup Genius app, clients can search a L'Oréal Paris product to **detect** a color match,

use on face, and share with friends on social media. This app is now only available on iOS in the US and France. But it will be available internationally in the future.

4. Another L'Oréal brand, YSL beaute, started a partnership with Google Glass. Here, makeup artists can make videos and show make-up techniques with Google Glass. [---3---]. They can e-mail the video to the client. The client can then watch the video at home and try the makeup. They can also see the products, and buy them online at YSL's web store. YSL makeup artists will use Google Glass in department stores internationally from October. The company said that these videos will help to attract younger women.

6. According to paragraph 1, people shopping by mobile phones will nearly be_____.

a) all of the online shoppers.

b) half of the online shoppers.

c) one-third of the online shoppers.

7. The author mentions "*real life*" in paragraph 1 because customers want__ ___.

a) improvement in the quality of cosmetics products.

b) to use technology to buy original cosmetics products.

c) the same opportunity in both online and onsite stores.

8. What does "their" refer to in paragraph 2?

a) artists

b) clients

c) companies

9. Which of the following words is closest in meaning to "detect" in paragraph 3?

a) notice

b) cover

c) find

10. Which of the followings correctly describes the main idea of the 4th paragraph?

a) Make-up tutorials by YSL.

b) Management plans of YSL.

c) Stores of YSL in web sites.

11. Which of the following would be the most appropriate title for the text?

a) Integrating Cosmetics into Technology.

b) Teaching Beauty Skills Online.

c) Designing Make-up Tutorial Videos

12. Which gap in the text does this sentence best fit into?

"*Both* of these projects will improve buying cosmetic products."

a) [---1---]

b) [---2---]

c) [---3---]

13. The main purpose of the passage is to discuss _____.

a) pros and cons of technology for cosmetics industry .

b) technological advancements in cosmetics industry.

c) technical solutions to problems in cosmetics industry.

14. Both Make-up Genius and YSL beauté apps will_____.

a) offer online make-up teaching videos.

b) help customers to buy cosmetics online.

c) sell perfumery products at online stores.

15. It can be inferred from the passage that the customers_____.

a) shop more cosmetics than food and clothes.

b) should pay for the user account on apps.

c) can get tester products before buying.

16. The attitude of the author towards new practices in cosmetics industry is ____.

a) negative

b) supportive

c) indifferent

17. Which photo best describes YSL beauté mentioned in the passage?

a) 

b) 

c) 

LC TEST AT A2 LEVEL

PART A

1. Listen to the following transcript. As you listen, read the transcript and select the underlined word that is different from those you hear.

It is now more difficult for workers to switch off from work. Many workers answer or write e-mails going to and from work, at lunchtime and at home. A lot of people **a) cheat** their work e-mail on vacation to other countries. This is changing for workers of the German carmaker Daimler. They can choose to not **b) receive** e-mail when they are on holiday. Employees will be able to relax on the beach and not answer problems in their inbox. They can **c) auto-delete** all work e-mail while on vacation.

a) cheat
b) receive
c) auto-delete

PART B

Listen to the dialogue between Anna and Jason.

2. Choose a, b, or c that best summarizes what you hear.

a) Anna has a problem with opening a file in her computer. She asks Jason to check it.
b) A virus has damaged Anna's computer. Jason will remove the virus.
c) Anna cannot view her word document. She asks Jason to use his computer.

3. Anna talks to Jason about her situation because_____

a) Jason is her friend.
b) Jason is an engineer.
c) Jason works at IT firm.

PART C

4. Listen to the recording and choose a, b, or c that best paraphrases what you hear.

a) Sometimes, technology can be helpful in work environment.

b) Technology was made to help people in everyday life.

c) Although technology helps us, it can bring challenges.

PART D

Listen to the dialogue between Peter and Sarah.

5. Listen to the recording and choose the correctly spelled word: "Ah, that's a____topic.**"**

a) frosting

b) frustrating

c) freestanding

6. Listen to the recording. Why does Peter say "a crowd of ghosts"?

a) Students are not paying attention when the teacher is talking.

b) Students are working hard, but not following the instructions.

c) Students feel bored when they are listening to lectures in class.

7. Listen to the recording. What does "keep a watchful eye" mean?

a) save

b) press

c) control

8. Listen to the recording. Which of the following photos describes Peter's message?

a)

b)

c)

9. According to the conversation, Peter will probably_____

a) ask Sarah to collect mobile phones.

b) limit students' use of mobile phones.

c) allow students to sit with mobile phones.

10. What did Peter and Sarah discuss at the beginning of the conversation?

a) using mobile phones in classroom.

b) using computers in classroom.

c) using dictionaries in classroom.

PART E

Listen to the dialogue.

11. How much does Christine's mobile phone cost?

a) 760 $

b) 768 $

c) 786 $

12. What is the main idea of the conversation?

a) People spend more time on mobile phones.

b) Mobile phones are a part of our daily life.

c) Addiction to mobile phones is harmful.

13. According to Christine's mother, mobile phones are _____

a) expensive for pocket money.

b) useful for people's safety.

c) good to chat with friends.

14. The attitude of Christine towards buying a mobile phone is ____.

a) doubtful

b) serious

c) attentive

SCRIPTS OF LC TEST AT A2 LEVEL

Part A.

No work email. 00:42 min
Source: http://www.breakingnewsenglish.com/1408/140817-email-a.html

It is now more difficult for workers to switch off from work. Many workers answer or write e-mails going to and from work, at lunchtime and at home. A lot of people **check** their work e-mail on vacation to other countries. This is changing for workers of the German carmaker Daimler. They can choose to not **receive** e-mail when they are on holiday. Employees will be able to relax on the beach and not answer problems in their inbox. They can **auto-delete** all work e-mail while on vacation.

Part B.

Computer Problems. 01:06 min, 176 wpm
Source: http://www.englishspeak.com/english-lesson.cfm?lessonID=91

Anna: Hi, Jason. Sorry to bother you. I have a question for you.
Jason: OK, what's up?
Anna: I've been having a problem with my computer. I know you're an engineer so I thought
you might be able to help me.
Jason: I see. What's the problem?
Anna: I have a file that I can't open for some reason.
Jason: What type of file is it?
Anna: It's a Word document I've been working on. I need to finish it by tomorrow.
Jason: Were you able to open it before on the computer you are using now?
Anna: Yes, I was working on it last night and everything was fine, but this morning I couldn't
open the file.
Jason: Do you think your computer might have a virus?
Anna: No, I checked and there weren't any.
Jason: Ok. I 'm not sure what's wrong. If it's possible, email the file to me and I'll see if I can get it to open.
Anna: Ok, I'll do that when I get home. Are you going to be around tonight?
Jason: Yeah, I'll be home after 8PM. Send it to me when you get a chance and I'll call you
later.

Part C. Paraphrasing.

Technology was created to make things easier for us, but sometimes it makes things worse.

Part D
Computers in Class. 03:30 min, 185 wpm
Source: http://www.elllo.org/english/1251/1265-Sarah-Peter-Tech-in-Class.htm

Peter: So Sarah, tell me, you're teaching right now, could you give me your opinion on computer use in the classroom, like using it in your classes, what do you think about that?

Sarah: I think it's good when there are certain activities that are related to using computers. But when you're trying to do an activity that's not on a computer in a classroom that has computers, it's very difficult to get your students' attention because they're often distracted by doing something else on the internet, they shouldn't be doing.

Peter: Oh, I totally agree, I often have that problem; it feels like I'm speaking to **a crowd of ghosts**. I have no idea that they're talking to me or looking at me or doing anything that they should be doing, so it's really hard. I find it really hard. But I agree also, I think computers can be so useful in the classroom, especially if you have to do a specific activity where students have to find information and listening activities where they can listen to individual listening and things like that, you know.

Sarah: Yeah. So what do you think about cell phones in the classroom, do you let your students use them? Because, maybe they have an electronic dictionary of some sort on their mobile phone. So is that okay, or no cell phones, what do you do?

Peter: Ah, that's a **frustrating** topic. I think sometimes I find it really useful if students have their smartphones with them and they can do a quick online search of something that they want to do, especially words they want to look up. So the dictionary use I think is quite useful for students. But on the other hand I always have to kind of **keep a watchful eye** and see what students exactly are up to, you know, they sometimes start playing a game or they sit on Facebook and sit writing notes to their friends and messages come and go. So yeah, I'm always not sure exactly how to handle it, but most of the time my students are pretty good. So they seem to use it mostly for dictionary.

Sarah: Oh, that's good, yeah.
Peter: Yeah. How about your students?

Sarah: Yeah, some of my students use it for ... they have a dictionary on there that they use. But I think though, most of them have a separate electronic dictionary that's only a dictionary. And I much prefer it when they use that because then I know they are really just looking at a word and not on Facebook or doing something else like you just mentioned, so.

Peter: Have you ever taken cell phones away in class from students?
Sarah: No, not yet, I haven't had to, usually when I walk around the room they put it away very quickly if they are doing something they are not supposed to be doing. And if they are using it to look up a word then they have no problem with me seeing what they are doing, so, end of class.

Peter: I heard about a teacher the other day, he said he's got a basket that he collects cell phones with at the beginning of class, and he puts them on his front desk and then at the end of class he gives them back. But I thought, wow, that's quite strict I thought. I don't know if I would do that, how about you?
Sarah: Yeah. I would be worried that some students would forget their phones and then the problem with trying to get them their phone back and all of that, it might not be worth the hassle.
Peter: Yeah, I probably would agree with that.
Item 5

-So is that okay, or no cell phones, what do you do?

Peter: Ah, that's a **frustrating** topic

Item 6

Oh, I totally agree, I often have that problem; it feels like I'm speaking to **a crowd of ghosts**. I have no idea that they're talking to me or looking at me or doing anything that they should be doing, so it's really hard.

Item 7

So the dictionary use I think is quite useful for students. But on the other hand I always have to kind of **keep a watchful eye** and see what students exactly are up to, you know, they sometimes start playing a game or they sit on Facebook and sit writing notes to their friends and messages come and go.

Item 8

I heard about a teacher the other day, he said he's got a basket that he collects cell phones at the beginning of class, and he puts them on his front desk.

Part E.

Mobile phone. 01:10 min. 181 wpm

Christine: Will you buy me a mobile phone or not?!

Mother: Christine, I don´t know exactly. It is better if you buy one from your own pocket money when you need it immediately.

Christine: But it is so expensive, mom. It is 768$. Oh, no, the one I like is 786 $.

Father: Why do you absolutely need a mobile phone, Christine?

Christine: Daddy, well, everybody has a mobile phone today, except me. How should I reach my friends otherwise?

Father: I know, Christine. And I also know how long time you will spend on telephone. I didn't know that I have such a busy daughter. What do you think, Anna? Do you think she really needs a phone?

Mother: Well, I think, Christine actually needs a mobile phone. If she is in danger or feels threatened she can at least call the police immediately.

Christine: You are right, mommy. It's good to have got a mobile phone in an emergency. Also, I could, for example, call you if I passed the last bus stop after the party.

Mother: Well, Robert, if she gets a mobile phone, I can call her hourly to see if she is ok. I think, we better get a new phone for her.

Websites of the Pictures in RC and LC Tests at A2 Level:

http://www.gettyimages.com/detail/photo/girl-purchases-cosmetics-in-the-beauty-shop-royalty-free-image/143922337

http://www.global-customer.com/static/images/Cosmetics_Clarins/Clarins_Cosmetics_52.jpg

http://www.lifestyleasia.com/hk/en/wellness/beauty/feature/google-glass-makeovers-by-ysl-beaute/

http://www.123rf.com/photo_28262663_empty-tablet-pc-and-mobile-phone-with-a-cup-of-coffee-on-the-office-desk.html

http://www.123rf.com/photo_10486132_smartphone-and-pen-over-old-book-a-smartphone-is-a-mobile-phone-offering-advanced-capabilities-beyon.html

https://s-media-cache-ak0.pinimg.com/736x/e0/44/8b/e0448b27e80b453b84bf3b209fc0b4f9.jpg

A2 RC and LC Tests Answer Key

A2 RC Test Answer Key

Test Item	Answer Key
1	a
2	b
3	a
4	c
5	b
6	b
7	c
8	b
9	c
10	a
11	a
12	b
13	b
14	b
15	c
16	b
17	c

A2 LC Test Answer Key

Test Item	Answer Key
1	a
2	a
3	b
4	c
5	b
6	a
7	c
8	c
9	c
10	b
11	c
12	b
13	b
14	b

APPENDIX M: TESTS AT B2 LEVEL

RC TEST AT B2 LEVEL

Part A.

1. Choose the best option to fill in the gaps.

The new _____in testing is the computerized test. Test questions and answer choices are shown on the screen and students can choose their answer with a click of the mouse.

a) innovation

b) information

c) implementation

2. Choose the correct tense form according to the context.

-How can I get in touch with you while you are out of city?
-I _____ my laptop with me. We can talk on Skype.

a) will have carried

b) will be carrying

c) had carried

3. Which of the followings would be the most acceptable translation of this sentence in Turkish?

"In-attentional blindness" is a reduction in attention to the outside world and it can lead people to pay less attention to traffic when they cross the street."

a) "İstem dışı körlük" dış dünyaya olan bir dikkat eksikliğidir ve trafikte karşıdan karşıya geçerken insanların dikkatsizliğine yol açabilir.

b) "İstem dışı körlük" dış dünyada dikkat eksikliğidir ve trafikte insanların karşıdan karşıya geçerken dikkat kaybına yol açabilir.

c) "İstem dışı körlük" dış dünyaya olan dikkatte bir azalmadır ve insanların karşıdan karşıya geçerken trafiğe daha az dikkat etmelerine yol açabilir.

4. Which of the following would be the most acceptable paraphrase of the text below?

"It is surprising that people wouldn't buy a car without asking how fuel-efficient it is, but they will buy electrical product without thinking about its costs."

a) It is interesting that people consider energy costs for electrical products while they do not care about cars.

b) It is interesting to see people buying high fuel consuming cars to save money for cheaper electrical products.

c) It is interesting that people consider fuel costs when buying cars, while the same cannot be said about electrical products.

Part B. Read the following text and choose a, b, or c.

1. Once upon a time, societies were organized around religion, farming, trade or industry. In many parts of the world today this is still true, but something else is becoming more important - the exchange of information, and the technology.
2. The growth in telecommunications is now giving more and more people access to democratic ideas, to the principles of international law and human rights, to the science or to the medical knowledge.
3. But how can everybody in the world share the recent technological advances? Millions of people cannot read these words because they don't have an access to a computer. They don't understand English either, the language that 80% of the information is written in. They don't even have a telephone. They are more worried about how to get clean water or food. For most people on this planet, information is not a priority.
4. The contrast between countries that have information technology and those that don't is called the 'digital divide'. For example, Scandinavia and South East Asia have a high number of people who use Information Communication Technologies (ICT), while Central Africa and the Pacific have almost none.
5. Therefore, the United Nations is trying to make the information society a reality for more of the developing world. It wants to see rich countries transfer new technology and knowledge to poorer nations. Ten years from now, the plan is that everybody in the world will have a radio or television and that 50% of the world's population will have access to the internet. This will improve medical care and education, science and agriculture, business opportunities and employment. At the same time local communities, languages and cultures will become stronger.
6. Just a dream? Certainly there are some contradictions. If information is power, why will people share it? Doesn't more technology mean fewer jobs? And how can the exchange of information keep local cultures alive if most of that information is only in one language?
7. It is much easier to get people and government connected to broadband in Europe than in South America or the Middle East. However, developing countries often skip out

the process which richer nations went through, and do not repeat their mistakes. ***Brazil*** collects most of its taxes online these days. Moreover, there are cyber cities in Dubai and Mauritius. Besides, Taiwan and Hong Kong have better access to ICT than the United Kingdom. Maybe English language isn't so important after all.

8. Perhaps the spread of technology means that the old centers of power are also changing. The United States introduced internet technology in the 1970s. But people are asking why they should continue to be in charge. Why should a small organization in California tell the rest of the world how computers talk to each other? The US says ***it*** makes the rules, but it doesn't control the flow of information. The domain name system (**DNS**) controls how internet addresses work, but not what a website or database contains. Many want a more international approach, however. But they also want the internet to remain open and free for all to use.

9. Can the world create an information society for all? If a farmer in Bangladesh can read this in the year 2015, then maybe the answer is yes.

5. What does "it" refer to in paragraph 8?

a) The US
b) organization
c) database

6. What is the function of DNS?

a) It operates the web database.
b) It controls the website information.
c) It checks operation of web addresses.

7. Why does the author mention Brazil in paragraph 7?

a) It is not important for Brazil to collect taxes online.
b) It is easy for Brazil government to get connected to the broadband.
c) It benefits from the experience of rich countries in using internet.

8. Which of the followings would be the most appropriate title for the text?

a) Database Resources.
b) Information Society.
c) Open Internet.

9. The article mainly discusses_____.

a) the contrast between Asian and European countries in tech use.

b) helping governments to connect to broadband in developing nations.

c) support the exchange of information between poor and rich countries.

10. According to the passage, the expansion of the internet will cause_____.

a) digital divide in the world.

b) development in the world.

c) spread of English in the world.

11. It can be inferred that the internet will _____.

a) offer more global job opportunities.

b) be accessed regardless of the status of countries.

c) be long kept under the control of USA.

Part C. Read the following text and choose a, b, or c.

1. In any busy hour, we may place a mobile phone call, use an electronic cash machine, send a fax, receive an e-mail and perform an Internet search — using technologies that have emerged largely in the last 20 years. **[---1---]**

2. In less-developed countries, telecommunications are of a different order of availability, although with the same ability. In the mountains of Burma, drivers can call on their mobile phones to find the best road for their caravans. Shop owners in rural Africa can phone orders to suppliers rather than traveling to the city.

3. Still, many parts of the world remain unfortunately underserved. "If you look at the developing nations," said Levinson, "they really don't have the infrastructure. The distance is getting larger." **[---2---].** For example, in Cambodia, only seven people in 10,000 had main phone lines as of 1996. But, in Singapore, the government has set a goal of providing high-speed internet access to every home, business and school. Besides, Thailand's yearly growth rates in internet use have reached 1,000 percent. Also, China is expected to pass the U.S. level of Internet use by 2005. Further, in the United States, roughly one person in three uses the internet. However, in South Asia, only one in every 10,000 does. Moreover, there are only 14 million telephone lines in Africa, and little internet access outside Egypt and South Africa. **[---3---]**

4. Yet, no one doubts the ***enormous*** benefits of modern telecommunications for the poorer countries. Such benefits are many, and some of them are included here as example. When there are too few teachers and schools are too far apart, "virtual universities" using video, television and internet can fill a huge gap; when markets are far

away and advertising expensive, the internet opens doors to small- and medium-sized companies; where medical specialists are rare, tele-medicine projects have saved lives. Also, from rural Mexico and Chile to Zambia and Zimbabwe, the Food and Agriculture organization has helped farmers' associations use internet links to plan planting.
5. Across the developing world, thousands of public access points for phone, fax and computer or Internet use are springing up.

12. Which of the followings correctly describes the main idea of the 3rd paragraph?

a) Industry has a big effect on internet use in some countries.
b) There is a gap in using communication technology in poor and rich countries.
c) Old technology should be replaced with modern one in the world.

13. Which of the following words is closest in meaning to "*enormous*" in paragraph 4?

a) huge
b) certain
c) common

14. Paragraph 4 can be summarized as "modern telecommunications_____."

a) help associations of poor countries to gain power.
b) support organizations of poor countries to grow up.
c) improve different sectors of industry in poor countries.

15. Which gap in the text does this sentence best fit into?

"*All* these forms of electronic communications have become common for people."

a) [---1---]
b) [---2---]
c) [---3---]

16. The attitude of the author towards the use of electronic transformation can be characterized as_____."

a) negative

b) indifferent

c) supportive

17. Which of the following photos would be most acceptable for the content of this passage?

a)

b)

c)

LC TEST AT B2 LEVEL

Part A.

1. **Listen to the following transcript. As you listen, read the transcript and select the underlined word that is different from those you hear.**

"Emoji" were originally developed in Japan for use on Japanese mobile phones. The word in Japanese is short for "picture-writing character". They quickly became popular around the world, **a) especially** among younger people. It could be a while before we can start using the new "emoji" on our cellphones. For that to happen, the big phone makers and software companies, like Apple, Samsung, Nokia, etc. will have to update their **b) fronts** and provide updates for consumers. There is still a way to go, however, before the "emoji" are from all cultures. They are currently **c) biased** towards Americans and Europeans, including things like a hand signal from the U.S. TV series Star Trek.

a) especially

b) fronts

c) biased

Part B. Dialogue between Rob and Neil (guest).

2. Listen to the recording and choose the correctly spelled word:

"The author of a book called '*The Glass Cage' – where* _____ *is taking us, thinks they might cause problems".*

a) auto machine

b) auto-motion

c) automation

3. Why does Rob say to Neil: "*Perhaps you should ask your smartphone, because the correct answer is actually B, 1965…*"?

a) Neil may call his friends to ask the question.

b) Neil should not rather rely on internet.

c) Neil can check his phone for right answer.

4. Listen to the recording. What does "*astronomically*" mean in this context?

a) definitely
b) specifically
c) largely

5. Where was the first computer launched?

a) in England
b) in Italy
c) in America

6. What is the main idea of the conversation?

a) applications in digital technology.
b) problems related to computers.
c) increase of computer programs.

7. What is the speaker's attitude about digital technology?

a) it is not so much trusted.
b) it is becoming inconvenient.
c) it is not exciting anymore.

8. It can be understood that_____.

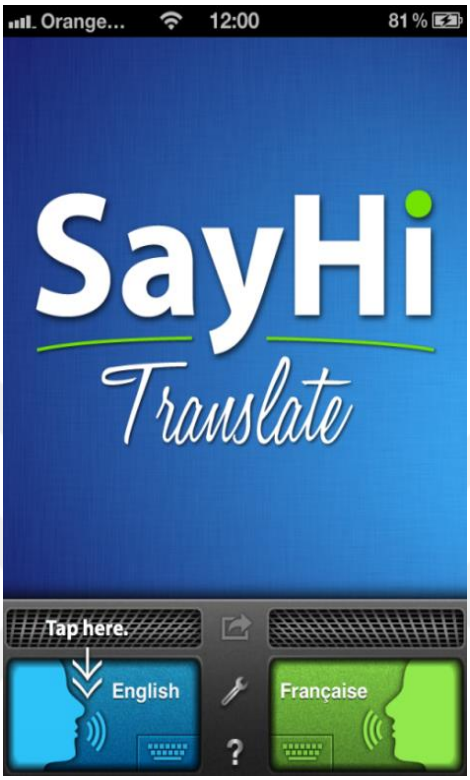
a) Being dependent on computers may cause losing one's skills.
b) Using spell checker will help to develop grammar knowledge.
c) Needs for digital tools will increase the production in the world.

9. Which of the followings would be the most acceptable summary of the dialogue?

a) Smartphones may give wrong information for weather.
b) People should not use GPS all the time in traffic.
c) Computers can also have negative effects on people.

10. According to the conversation, which of the following apps may Neil probably have on his smartphone?

a)



b)

c)

Part C. Listen to the lecture about eBay.

11. Listen to the recording and choose a, b, or c that best paraphrases what you hear.

a) eBay was in news headlines for advertisement.
b) eBay was focusing on customers and profit.
c) eBay was constructing its internet web site.

12. What is the first point in eBay's success?

a) management of profitability in eBay's business model.
b) eBay offering marketplace in dotcom boom years.
c) the role of internet in connecting eBay's sellers and buyers.

13. How will David continue his lecture?

a) He will talk about the problems of eBay in Asian countries.
b) He will talk about the progress of eBay during the last years.
c) He will talk about the production of eBay and other companies.

14. It can be inferred that_____.

a) Internet is one of the key matters in eBay's success.
b) eBay is a safe online shopping site in the world.
c) eBay will solve its challenges in different countries.

SCRIPTS OF LC TEST AT B2 LEVEL

Part A.

Emoji. 00:51 min
Source: http://www.breakingnewsenglish.com/1406/140620-emoji.html

"Emoji" were originally developed in Japan for use on Japanese mobile phones. The word in Japanese is short for "picture-writing character". They quickly became popular around the world, **especially** among younger people. It could be a while before we can start using the new "emoji" on our cellphones. For that to happen, the big phone makers and software companies, like Apple, Samsung, Nokia, etc. will have to update their **fonts** and provide updates for consumers. There is still a way to go, however, before the "emoji" are from all cultures. They are currently **biased** towards Americans and Europeans, including things like a hand signal from the U.S. TV series Star Trek.

Part B.

Are computers making us dumb? 05:00 min
Source: https://www.youtube.com/watch?v=w7JSnxJ_iUY#t=362

Rob
Hello, I'm Rob. Welcome to 6 Minute English. With me in the studio today is Neil. Hello, Neil.

Neil
Hi. Hi Rob!
Rob
Are you alright, Neil? Are you playing on your smartphone again, are you?

Neil
Err… what was that? Yeah, sorry, Rob… just doing something on my smartphone, you know, the kind of phone which allows you to go online.

Rob
Oh I can see that. But are you waiting for a call?

Neil
No. No, I just carry it with me at all times. Where I go, the phone goes. No phone, no Neil!

Rob
OK, but why do you need your phone so much?

Neil
Why?! What if I need to need to go somewhere? How will I find my way? What about the weather? Will it rain today? I need to know these things.

Rob
Why don't you just look up in the sky and see if it is cloudy?
Neil
Look up to see if it is going to rain?! I have an app – which is short for an application, which is a computer programme for a specific purpose. My app tells me the weather… and this one does all the maths I need… and here's one for **translations**, and this one here… can tell me what I'm going to…

Rob
OK, OK, OK, I get the point. Today we're talking about computers – and we'll bring you some words connected with the digital age.

Neil
Connected – to connect – we use this verb a lot. It means 'to link, or join, one thing to another thing. In this case, connected means 'linked to the internet'.

Rob
OK, I can see you are very excited about computers. So that's what my question is all about. The first commercially produced "**desktop computer" was designed and produced by the Italian company Olivetti and presented at an event in New York.**
When did it happen? Was it in:

a) 1955
b) 1965 or
c) 1975

Neil
Well, I think it's (a) 1955.

Rob
Very interesting. You'll get the right answer at the end of the programme. Now, let's talk about computers. You can't live without them but **American technology writer Nicholas Carr, the author of a book called 'The Glass Cage – where automation is taking us', thinks they might cause problems.**

Neil
Problems?! They cause us problems when they **crash** – that's what we say when our computer suddenly stops working.

Rob
Well, not just that. Let's listen to Nicholas Carr. He says if we rely too much on computers we lose something. But what is it?

American technology writer Nicholas Carr
The ability of computers to do things we used to do is growing astronomically and we're rushing to hand over to computers tasks, activities – both in our work lives and in our personal lives – and what you begin to see is what is often called a ***de-skilling*** *effect. The person becoming reliant on computers; because they are not exercising their own talents, those talents begin to fade. And we begin to lose, as a result, the unique things that human beings can do that computers can't: feel empathy, take a broad perspective, interpret all the stuff that can't be turned into data.*

Neil
According to Nicholas Carr, using computers means that we are losing skills – he talks about 'de-skilling'. A skill is the ability to do something well because we've practised it.

Rob
And he also talks about the loss of talent – talent is a natural ability to do something – you didn't have to learn it, you're just naturally good at it. It's something we're all born with. Carr says that relying on computers means our talent is fading because we don't use it any more.

Neil
And he goes even further and says we're losing some of the things that make us human, like empathy, the ability to imagine and understand what other people might be feeling.

Rob
So, do you agree with this writer, Neil?

Neil
I think he's got a point actually.

Rob
It's like the friendships we make on social media. It is nice to get to know new people in different countries, but we have to remember that it's important to talk to people face-to-face too.

Neil
So… maybe we shouldn't use GPS to find our way around all the time. GPS, the global positioning system which gives us directions with the help of satellites orbiting the Earth… instead, have a conversation with someone – ask for directions.

Rob
Yes, and perhaps we can give the spellchecker a miss occasionally. A spellchecker is a very useful piece of software which helps us avoid making spelling mistakes when we're typing on a computer but… it is good to actually learn how to spell the words properly and not leave everything to the machine.

Neil
Good idea, Rob. I'll try not to rely so much on digital technology. Computers are here to

stay and they'll become more and more sophisticated, but we have to remember they are just tools.

Rob
Yes, computers are here to stay. And by the way, when was the first commercially produced "desktop computer" launched? As I told you, it was designed and created by Olivetti and launched in New York. But when was it launched? Was it: 1955, 1965 or 1975?

Neil
And I said 1955.

Rob
Perhaps you should ask your smartphone because the correct answer is actually (b) 1965.
Neil
I don't believe it!

Rob
The computer was called Programma 101 and it was presented at the New York World's Fair. They sold 44,000 units all over the world. The initial price in the US was US$ 3,200.

Item4

The ability of computers to do things we used to do is growing **astronomically** *and we're rushing to hand over to computers tasks, activities – both in our work lives and in our personal lives*

Part C.
eBay. 02:50 min
Source: adapted from: http://learnenglish.britishcouncil.org/en/professionals-podcasts/ebay

Lecturer:
Welcome everybody to today's seminar. Today, I will talk about eBay.
eBay is an enormously successful company. What's the secret of eBay's success? I think the key issue here is that eBay couldn't exist without the internet. If you want to sell your old magazines to somebody in Germany, eBay's the only way to do it. Without the internet's ability to **bring buyers and sellers together from different places** there would be no eBay. So this is big point number one. Now, let's move on to point two, the founders of eBay, the CEO, with successful business background had a great profitable idea. Around this – the importance of profitability – they built their business model. Let's move on to point three, business management. **Did you hear of eBay during the dotcom boom years? Not a lot – they were busy building their customer base and making money, they didn't feature in stories with excesses of the dotcom boom years** ...
Actually, I'll add another point, point four. eBay doesn't produce, sell or ship anything

itself, it provides the online marketplace for other people to do this. This gives it big financial power ...
eBay also had some problems. The only problem they've run into - the first problem, they arrived in a couple of key markets too late. **This happened in Japan and Hong Kong,** where Yahoo's online marketplace had a head start. The other problem – well, it's the sort of thing we've all heard about – buyers receiving stolen goods, or a product different from the one they thought they'd bought, or no product at all. eBay admits this happens, but says that such problems are not many . OK , now **I'd like to talk about how the company has developed over the last 11 years ...**

Item 11

Did you hear of eBay during the dotcom boom years? Not a lot – **they were busy building their customer base and making money, they didn't feature in stories with excesses of the dotcom boom years.**

Websites of the Pictures in RC and LC Tests at B2 Level:

https://eat24hours.com/

http://www.appeaconference.com.au/conference/conference-proceedings/

http://www.techradar.com/news/mobile-computing/computing/how-to-donate-old-tech-to-developing-countries-496799

http://www.hartfordbusiness.com/article/20120130/PRINTEDITION/301309997/sayhi-translate-app-bridging-the-language-divide

http://northphoenixfamily.com/best-dining-and-restaurant-apps/

http://www.autoblog.com/2013/03/21/ford-scion-invests-in-masabi-makers-of-public-transportation-ti/

B2 RC and LC Tests Answer Key

B2 RC Test Answer Key

Test Item	Answer Key
1	a
2	b
3	c
4	c
5	b
6	c
7	c
8	b
9	c
10	b
11	b
12	b
13	a
14	c
15	a
16	c
17	c

B2 LC Test Answer Key

Test Item	Answer Key
1	b
2	c
3	c
4	c
5	c
6	b
7	a
8	a
9	c
10	a
11	b
12	c
13	b
14	a

APPENDIX N: Common Reference Levels in CEFR Framework

Common Reference Levels: Global Scale (cited in CEFR Framework, p. 24)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Overall Listening Comprehension (cited in CEFR Framework, p. 66)

C2	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
B2	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers
B1	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narrative
A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
A1	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Overall Reading Comprehension (cited in CEFR Framework, p. 69)

C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.