

**APPENDIX 2**

**Micro- and macro-skills of Language (Brown & Lee, 2015)**

<b>Listening Skills</b>	<b>Micro-skills</b>	<ol style="list-style-type: none"> <li>1. Retain chunks of language of different lengths in short-time memory.</li> <li>2. Discriminate among the distinctive sounds of English.</li> <li>3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.</li> <li>4. Recognize reduced forms of words.</li> <li>5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.</li> <li>6. Process speech at different rates of delivery.</li> <li>7. Process speech containing pauses, errors, corrections and other performance variables.</li> <li>8. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.</li> <li>9. Detect sentence constituents and distinguish between major and minor constituents.</li> <li>10. Recognize that a particular meaning may be expressed in different grammatical forms.</li> </ol>
	<b>Macro-skills</b>	<ol style="list-style-type: none"> <li>1. Recognize cohesive devices in spoken discourse.</li> <li>2. Recognize the communicative functions of utterances, according to situations, participants, goals.</li> <li>3. Infer situations, participants, goals using real-world knowledge.</li> <li>4. From events, ideas, etc. 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.</li> <li>5. Distinguish between literal and implied meanings.</li> <li>6. Use facial, kinesics, body language and other nonverbal clues to decipher meanings.</li> <li>7. 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.</li> </ol>
<b>Speaking Skills</b>	<b>Micro-skills</b>	<ol style="list-style-type: none"> <li>1. Produce chunks of language of different lengths.</li> <li>2. Orally produce differences among English phonemes and allophonic variants.</li> <li>3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.</li> <li>4. Produce reduced forms of words and phrases.</li> <li>5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.</li> <li>6. Produce fluent speech at different rates of delivery.</li> <li>7. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.</li> <li>8. Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.</li> <li>9. Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.</li> <li>10. Express a particular meaning in different grammatical forms.</li> </ol>
	<b>Macro-skills</b>	<ol style="list-style-type: none"> <li>1. Use cohesive devices in spoken discourse.</li> <li>2. Accomplish appropriately communicative functions according to situations, participants, and goals.</li> <li>3. Use appropriate styles, registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.</li> <li>4. Convey links and connections between events and communicate such relations as main ideas, supporting idea, new information, given information, generalization and exemplification.</li> <li>5. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.</li> <li>6. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.</li> </ol>
<b>Reading Skills</b>	<b>Micro-skills</b>	<ol style="list-style-type: none"> <li>1. Discriminate among the distinctive graphemes and orthographic patterns of English.</li> <li>2. Retain chunks of language of different lengths in short-term memory.</li> <li>3. Comprehend writing language at an efficient rate of speed to suit the purpose.</li> <li>4. Recognize a core of words, and interpret word order patterns and their significance.</li> <li>5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization) patterns, rules, and elliptical forms.</li> <li>6. Recognize that a particular meaning may be expressed in different grammatical forms.</li> </ol>

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	<b>Macro-skills</b>	<ol style="list-style-type: none"> <li>1. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.</li> <li>2. Recognize the rhetorical forms of written discourse and their significance for interpretation.</li> <li>3. Recognize the communicative functions of written texts, according to form and purpose.</li> <li>4. Infer context that is not explicit by using background knowledge.</li> <li>5. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.</li> <li>6. Distinguish between literal and implied meanings.</li> <li>7. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.</li> <li>8. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.</li> </ol>
<b>Writing Skills</b>	<b>Micro-skills</b>	<ol style="list-style-type: none"> <li>1. Produce graphemes and orthographic patterns of English.</li> <li>2. Produce writing at an efficient rate of speed to suit the purpose</li> <li>3. Produce an acceptable core of words and use appropriate word order patterns.</li> <li>4. Use acceptable grammatical systems (e.g. tense, agreement, and pluralization), patterns and rules.</li> <li>5. Express a particular meaning in different grammatical forms.</li> </ol>
	<b>Macro-skills</b>	<ol style="list-style-type: none"> <li>1. Use cohesive devices in written discourse.</li> <li>2. Use the rhetorical forms and conventions of written discourse.</li> <li>3. Appropriately accomplish the communicative functions of written texts according to form and purpose.</li> <li>4. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.</li> <li>5. Distinguish between literal and implied meanings when writing.</li> <li>6. Correctly convey culturally specific references in the context of the written text.</li> <li>7. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.</li> </ol>

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