

# Micro and Macro Skills of Speaking | Tenrycolle.com

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Brown (2004) suggests a list of 16 different micro and macro speaking skills objectives to help test makers determine what to assess (whether to assess on smaller chunks of language or speaking's larger elements).

## Micro skills of Speaking

Micro skills refer to producing smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Below are more specific explanations of micro-skills of speaking adopted from Brown (2004, p.142-143)

1. Produce differences among English *phonemes* and *allophonic* variants.
2. Produce *chunks of the language of different lengths*.
3. Produce English *stress patterns*, words in stressed and unstressed positions, *rhythmic* structure, and *intonational* contours,
4. Produce *reduced forms* of words and phrases
5. Use an adequate number of *lexical units* (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different *rates of delivery*.
7. Monitor one's oral production and use various strategic devices: *pauses, fillers, self-corrections, and backtracking* to enhance the clarity of the message.
8. Use *grammatical word classes* (nouns, verbs, etc.), *systems* (tense, agreement, pluralization), *word order, patterns, rules, and forms*.
9. Produce *speech in natural constituents* in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a *particular meaning in different grammatical* forms.
11. Use *cohesive devices* in spoken discourse

## Macro skills of Speaking

Macro skills are more complex than micro-skills. Macro skills focus more on fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. For example, the macros skills of speaking skills can be seen below:

1. Appropriately accomplish *communicative functions* according to situations, participants, and goals.

2. Use appropriate *styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping, yielding, interrupting, and other sociolinguistic features* in face-to-face conversations.
3. Convey *links and connections between events and communicate* such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplification.
4. Convey *facial features, kinesics, body language, and other nonverbal cues* along with verbal language
5. Develop and use a battery of *speaking strategies*, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor understands you

### References and Recommended Reading

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.
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- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic Assessment for English Language Learner: Practical Approaches for Teachers*. White Plains, NY: Addison Wesley.



Hi! My name is A. Tenry Lawangen Aspat Colle. I am a motivated and resourceful English educator. In addition, as the owner of @rymari.translation17 has shaped me to be a punctual and dependable translator of Indonesian to English and vice versa.



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