The Investigation of Teaching Listening Skills in Chinese Colleges

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English as an international language has received the increasing attention of Chinese educators and students. For college students, the proficiency of English could help them to acquire a desirable job or receive higher education. With attention to listening, it is an indispensable channel for students to possess and master language knowledge. However, college students usually show weak performance in listening. More seriously, they tend to feel nervous and anxious in the formal listening tests. Given this issue, through the exploration of the pedagogic reasons, this study aims to support a suitable teaching and learning model- the integrative listening model, in which three listening strategies will be highlighted, namely, bottom-up, top-down and metacognitive approaches.

Keywords: listening, pedagogical strategies, the integrative listening model, college students, China

Sebagai bahasa internasional, bahasa Inggris telah mendapatkan perhatian yang meningkat oleh guru dan siswa di China. Bagi siswa perguruan tinggi, kemampuan bahasa Inggris dapat mempermudah mereka mendapatkan pekerjaan atau pendidikan yang lebih tinggi. Terkait keterampilan mendengarkan (listening), keterampilan ini harus dimiliki siswa. Namun, mahasiswa biasanya lemah dalam kemampuan mendengarkan. Selain itu mereka juga kurang percaya diri saat mengikuti tes mendengarkan. Oleh karena penelitian ini bertujuan mendukung model pembelajaran mendengarkan yang integratif, yaitu, bottom-up, top-down dan metakognitif.

INTRODUCTION

As the rapid social-economic development in China, English as an International Language (EIL) has become more significant for Chinese students (Li & Siu, 2009). In order to highlight the crucial role of English for college students, the Chinese Ministry of Education has implemented the College English Test-4 (CET-4) since 1987, which is a national standardised test to evaluate college students' English proficiency (Yan & Yang, 2006; Zheng & Cheng,

2008). In Chinese colleges, students whose majors are in any disciplines except English are required to attend the examination of CET-4, which is the largest-scale English test in China (Wang, 2017). This is because students need to get the certification of CET-4 before graduation in most Chinese universities (Zheng & Cheng, 2008). Due to the importance of CET-4, college students would spend time and energy on preparing the content of CET-4.

Three aspects, which are listening, reading and writing, would be examined in the test of CET-4 (Wang, 2017; Yan & Yang, 2006). Focused on listening, it might be a prerequisite for other aspects of English learning (Lin & Zhang, 2016). As stated by Wang (2017), listening is an indispensable channel for students to understand language knowledge. It aims to examine students' abilities to comprehend aural information (Zheng & Cheng, 2008). Due to the significance of listening, the percentage of it in CET-4 has been increased from 20% to 35% since 2006 (Zhu, 2012). Nevertheless, according to the reflections of participants in CET-4, they feel anxious and stressful to comprehend audio information when facing the listening speed-130 words per minute, and thus they usually lose scores in the listening section (Zheng & Cheng, 2008).

The weak performance in listening examination might result from the low effectiveness of the teaching methods in China (Lin & Zhang, 2016). Due to the traditional English Language Teaching (ELT) structures in China, English teachers feel confused to explore in what ways they could improve college students' listening skills (Liu & Wang, 2019). Therefore, this article aims to design appropriate listening activities based on the Chinese context. In order to achieve this goal, this article is divided into as follows. After this introduction, the second section will explore the listening issues of ELT in Chinese colleges, and the suitable teaching model would be examined in the third section. Fourth, my reflection on the teaching listening skills in Chinese colleges would be presented. Then, the application of the listening model into three activities would be shown in the fifth section. Lastly, the conclusion will be drawn.

The Exploration of Teaching Listening Issues in Chinese Colleges

The Education Department in China has formulated the new curriculum standard for college English teaching, which highlights the students' English listening skills (Lin & Zhang, 2016). However, in China, there are still a lack of systematic teaching instructions for English listening (Li & Renandya, 2012; Lin & Zhang, 2016). As stated by Lin and Zhang (2016), English teachers usually feel challenged to cultivate students' listening strategies. The reason might be the traditional English teaching model in Chinese colleges, which gives priority to the teacher-centred class (Wang, 2017). In this teaching environment, students could only passively receive learning information, which might decrease their learning motivation and efficiency (Wang & Hu, 2018). Meanwhile, English teachers in colleges usually organise their pedagogical instructions through three procedures. They are (1) explaining vocabularies before listening, (2) playing listening materials, and (3) doing massive listening exercises (Wang & Hu, 2018). This tedious teaching content might lead to students' tiredness in English listening practice (Wang, 2017).

Based on this teaching progress, English teachers usually pay attention to interpreting the vocabularies derived from listening materials to promote students' comprehension (Wang & Hu, 2018). Thus, EIL learners are prone to hear every single word and translate each one into Chinese to understand the meanings of audio messages (Wang, 2017; Wang & Hu, 2018).

However, due to the differences of sentences structures and grammar rules in these two languages (Chinese and English), students would decrease the accuracy of understanding the real meanings of listening materials (Wang & Hu, 2018).

In light of this, when facing an unfamiliar vocabulary during listening progress, students might focus on the translation of this word, and thus they could not follow the audio speed (Yeldham & Gruba, 2016). Meanwhile, vague English accents and complicated sentence structures could make students feel anxious and challenged to understand listening materials (Xu, 2019). If EIL students only focus on one listening method (e.g., vocabulary interpretation), they could not overcome these problems and improve their listening abilities dramatically (Liu & Wang, 2019). In this regard, English teachers should adjust their pedagogical instructions and help students to design their listening strategies. Therefore, in the following section, the effective teaching model would be explored based on the Chinese situation.

The Interactive Teaching Model

According to the Common European Framework of Reference for Languages (CEFR) (Appendix 1), I suppose that English listening level of Chinese college students is in B1. This means that they could understand listening materials, which come from their familiar topics and would be delivered slowly and clearly. In light of this, the integrative listening model could effectively improve these students' listening abilities, since it is targeted at the less-proficient (immediate) learners (Yeldham, 2018; Yeldham & Gruba, 2016). Thus, in order to improve college students' listening comprehension, the interactive teaching model would be introduced, which compromises bottom-up, top-down and metacognitive approaches (Flowerdew & Miller, 2005; Milliner & Dimoski, 2019).

Bottom-Up Listening Theory

In the 1960s and 1970s, the learning approach of bottom-up (BU) became the leading strategy for English listening study (Hinkel, 2006; Yeldham, 2018). Based on the BU theory, learners could improve their listening abilities through the training from low stage to high stage-word, phrase, clause, sentence and discourse (Milliner & Dimoski, 2019; Zanjani & Izadpanah, 2016). In this regard, pieces of information could be combined into a whole session to help learners to understand the listening text (Kobayashi, 2018; Zanjani & Izadpanah, 2016).

According to the BU theory, phonetics distinguishing, word recognition, and grammar analysis are crucial for students' listening study (Field, 2004; Yeldham & Gruba, 2014). Firstly, phonetic learning attempts to direct students to concentrate on the differences between similar sounds and segmentation of fluent speech such as liaison, assimilation and elision (Hu, 2017). As acknowledged by Hu (2017), phonetic learning is the foundation for learners to understand listening materials. Secondly, students should be familiar with the vocabularies that appear in audio materials. In this way, they could accurately and efficiently match the phonemic forms and words' meanings to comprehend listening text (Wang & Hu, 2018). Lastly, teachers should assist students in mastering grammar knowledge, including tense and verbs suffix (Wang & Hu, 2018).

Through this BU listening approach, learners could enhance their phonological and parsing skills (Vandergrift, 2004). However, some papers argue that the BU learning approach could not improve the listening abilities of low-proficient students dramatically (Brown &

Hilferty, 1986; Graham, 2006). On the one side, these students might be deficient in the knowledge of lexis and syntax, and thus, they generally feel difficult to comprehend the words in connected speech (Graham, 2006; Zanjani & Izadpanah, 2016). On the other side, it is challenging for these students to understand every word in the limited time to follow the audio speed (Vandergrift, 2004). Thus, in order to compensate for the shortcomings of the BU theory, the top-down listening strategy is proposed as follows.

Top-Down Listening Theory

Until the 1980s, the teaching listening strategy of top-down (TD) became more popular (Yeldham, 2018). Compared with the BU strategy, the TD theory indicates that listeners could exploit their knowledge about the relevant context information to understand listening materials (Field, 2004). More specifically, the application of the TD strategy means that learners would understand audio content according to the background information (topics, genres, cultures, and other schema knowledge in memory) (Field, 2004; Vandergrift, 2007). Based on the familiarisation of the context information, this TD listening method could help students to predict audio content, guess words' meanings and identify major materials during listening process (Yeldham, 2018).

In light of this, when applying this TD teaching strategy, there are three main parts. Firstly, students should understand the background information, which might come from their previous knowledge (e.g., living experiences) (Field, 2004). However, given the various listening topics, there would be some unfamiliar listening themes. Thus, it might be necessary for English teachers to introduce context information before listening (Chang & Read, 2006). Second, teachers should direct students to predict the following listening materials through the hints, including the topic and background information (Vandergrift, 2003). Thirdly, students would check their assumptions and predictions during listening progress (Vandergrift, 2003; Yeldham, 2018). However, learners might encounter new words when receiving audio information. Different from the BU strategy, they are not required to interpret these words. On the contrary, they could guess the meanings of these vocabularies based on the context information (Vandergrift, 2003, 2004).

When students could apply this TD listening procedure, they could comprehend listening content from a macro-angle (e.g., background information) (Milliner & Dimoski, 2019; Vandergrift & Goh, 2012). As reported by Yeldham and Gruba (2014), the TD listening skills could benefit less-proficient listeners, in particular, since they are not necessary to understand each word during listening process. However, Field (2004) emphasises that learners should not only rely on the TD strategy to develop their listening abilities since it might undervalue the importance of the micro-stage items (e.g., acoustic and semantic issues). Thus, plenty of studies identify that learners should balance the strategies of BU and TD (e.g., Field, 2004; Yeldham, 2008; Yeldham & Gruba, 2014). In order to achieve this aim, the metacognitive theory would be employed for EIL students to realise in what ways they could tailor their listening methods.

Metacognitive Listening Theory

The metacognitive listening strategy could help listeners to integrate BU and TD listening skills in harmony. This is because it focuses on learners' abilities to plan, monitor and reflect their

listening progress (Movahed, 2014**;** Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). In this way, students could orchestrate their listening methods (TD or/and BU) (Kobayashi, 2018; Vandergrift & Goh, 2012). However, for low-proficient learners, it might be difficult for them to design their listening strategies reasonably, in accordance with their listening needs (Vandergrift, 2003, 2004, 2007). In this regard, English teachers should guide students to develop an awareness of how to use and summerise their listening strategies (UP or/and BU).

This learning awareness of designing listening methods could enable students to cope with listening tasks more tactfully (Kobayashi, 2018; Vandergrift et al., 2006), since learners could choose, harmonise and integrate listening strategies, based on their diverse needs, to overcome their comprehension breakdowns (Movahed, 2014; Vandergrift & Goh, 2012; Vandergrift & Tafaghodtari, 2010). For example, if students are deficient in the decoding words, teachers could promote learners' realisation of enhancing their BU listening skills. In view of this, through the metacognitive teaching strategy, students could evaluate their listening process and apply appropriate listening strategies.

My Reflection on the Teaching Listening Skills in Chinese Colleges
Based on my previous reflection of listening teaching in China, I proposed that Chinese teachers are used to concentrating on the explanation of vocabularies to foster students' understanding of listening materials. Meanwhile, in the traditional teacher-centred class, Chinese students tend to acquire listening materials passively. This could reduce EIL students' listening motivation and make them feel confused about how to use learning strategies flexibly to improve their listening abilities. Currently, this traditional teaching approach is still popular in Chinese colleges. This is one main reason for the low listening performance of most college students. Thus, it is necessary to explore suitable teaching strategies to target this listening issue.

In this regard, I introduce the integrative model pertaining to listening teaching, which includes top-down, bottom-up and metacognitive listening strategies. These teaching theories guide me to understand the schooling problems in Chinese colleges further. For example, English teachers in China prefer the BU strategy to help students understand listening materials by interpreting each word. For less-proficient EIL students, they might feel difficult to master all vocabularies from audio messages. From the perspective of the integrative model, it would be difficult to improve students' listening abilities if they could not understand how to use the TD or/and BU strategies, and how to apply different listening skills in listening progress. Thus, in order to strengthen learners' listening competence, I would apply the integrative teaching model in three activities focused on second-year students in universities, who would prepare the examination of CET-4.

The Application of the Integrative Listening Model in Three Activities
In this section, three activities are designed for second-year students in Chinese colleges to prepare the listening examination in CET-4. Given that listening materials in CET-4 might derive from BBC and VOA programs (Guixia, 2016), I have chosen the listening topic 'Debating veganism: How to change someone's opinion' from 'BBC 6 Minute English' (Appendix 2). Meanwhile, for second-year students in colleges, according to CEFR (Appendix 1), I suppose that their English listening level is in B1. This indicates that they could not fully

understand listening materials, if audio content refers to unfamiliar topics and would be delivered unclearly. In light of this, the integrative listening model could perform productively to improve these students' listening abilities, since it is targeted at the less-proficient (intermediate) learners (Yeldham & Gruba, 2014, 2016).

Based on this integrative model, three activities would be designed to help students understand three listening theories, which are BU, TD and metacognitive, respectively. In the first activity, I would apply the TD theory to facilitate learners to comprehend listening materials from a macro angle. Then, in the second activity, the BU theory would be used for students to understand the text meanings based on a micro position. In the last activity combined with the metacognitive theory, I would assist students in realising how to use listening strategies in pre and during listening progress.

Activity 1: Top-down Teaching Strategy
In this activity, the top-down listening strategy will be employed to promote college students' listening comprehension. As stated by Yeldham (2018), the prerequisite of this method is to guide students to understand background information. Thus, based on the familiarisation of the context knowledge, I would facilitate students to predict listening materials before listening, as well as guess unfamiliar materials and check their hypothesis during listening, through five stages in the following.

Stage 1: I will reveal this activity's listening topic and invite students to watch a video (Appendix 3) to understand background information of the following BBC listening content (Appendix 2).
Stage 2: Students would be divided into five groups to discuss the video content.
Stage 3: After finishing the first discussion, I would provide some questions (Appendix 4) to invite students to predict what would happen in the following BBC audio.
Stage 4: I will play the BBC audio (Appendix 2), and let students check their assumption.
Stage 5: Students would be in original groups to discuss the gist of the BBC listening content.

This activity aims at enhancing students' understanding of listening materials based on the application of the top-down listening approach. In order to achieve this objective, English teachers should direct students to understand relevant context information (Chang, 2008; Chang & Read, 2006). Thus, in stage 1, the video could be utilised to make students efficiently understand background knowledge. This is because, compared with audio messages, a video could transfer vivid and massive information to promote students' mental understanding (Lucas, Villegas, & Freedson-Gonzalez, 2008). When students have information input, the transfer from input to output could facilitate them to organise and master learning materials (Mayer, 1996; Swain, 1995). Thus, in stage 2, students would participate in the group discussion to deepen their understanding. Additionally, during the group learning progress, learners could receive supplementary information by listening to others' ideas (Hmelo-Silver, 2003; Kerr, Seok, Poulsen, Harris, & Messe, 2008).

With a distinct impression of the context information, the prediction of listening materials would be achieved more accessibly (Yeldham & Gruba, 2016). Thus, what I design in stage 3 is the use of questions to stimulate students' imaginary to predict the following BBC

audio messages. As proposed by Yeldham and Gruba (2014), background information integrated with pre-set questions could encourage students' curiosity to create more reasonable assumptions.

Given the prediction and context information in mind, in stage 4, even though BBC listening materials might be difficult for college students to understand in the first listening time, they could hold a high sensitivity of the pronunciation about background-related vocabularies, as well as use their hypothesis to guess the unfamiliar content during listening process (Yeldham & Gruba, 2014, 2016). Then, in the last stage, they could discuss their opinions to improve their comprehension of the gist about listening content. This is because that group work could create more chances for students to solve learning problems, trough the approaches, such as articulating ideas, sharing learning resources and uncovering misunderstandings (Elbers & Streefland, 2000; Hmelo-Silver, 2003; Remedios, Clarke, & Hawthorne, 2012). Therefore, following this teaching progress, students could understand the BBC audio materials from a macro angle.

Activity 2: Bottom-up Teaching Strategy
In the first activity, I have applied the top-down teaching strategy to help students to understand the listening content through context information. However, less-proficient EIL students might still be confused about detailed listening materials (e.g., new vocabularies). In order to deepen learners' comprehension, in activity 2, I would employ the bottom-up theory to enhance college students' English listening skills through six stages as follows.

Stage 1: I will present ten vocabularies from the BBC listening materials and let students in original groups choose the meanings of these words from choices (Appendix 5).

Stage 2: I will explain these words and invite students to imitate pronunciations of these vocabularies.

Stage 3: I will choose and play three sentences from the BBC listening content (Appendix 6), which might be challenging for students to understand. In the first playing time, I will invite students to concentrate on the reduced and connected words.

Stage 4: In the second time, I will let students focus on tenses and verbal suffixes of these three sentences.

Stage 5: I will explain the phonetic and grammar knowledge of these three sentences and then play the whole BBC audio (Appendix 2).

Stage 6: I would let students in original groups discuss the detailed information of the BBC listening content.

This activity attempts to improve students' understanding of the bottom-up strategy, which could promote students to comprehend listening materials through pieces of information (Yeldham, 2018). Thus, I design six procedures in this activity to improve students' comprehension step-by-step. To begin with, for EIL students, learning vocabularies could help them to understand learning materials (Pardo, 2004; Shen, 2008). When a text contains lots of new words, EIL students are impossible to understand its meanings (Cheng & Good, 2009). Thus, I divide students into groups to negotiate the meanings of these new vocabularies at the beginning of this activity. However, considering that they might not master all of these words

by themselves, I would interpret these ten vocabularies in stage 2 to facilitate students' mental understanding. Meanwhile, students are required to imitate the pronunciations of the ten vocabularies. In this way, learners could use less time to match sounds and the meanings of words immediately during their listening progress (Wang & Hu, 2018).

Apart from vocabularies, understanding reduced and connected words is crucial for improving students' listening abilities (Yeldham & Gruba, 2014). English teachers should help students to learn specific rules in the phonetic study, including liaison and assimilation (Hu, 2017). For example, the phonetics of weak forms of 'have'; 'are'; 'of'; 'a' might be the same (Elttraining, 2015). When students have low awareness of these reduced and connected voices, it is usually impossible for them to strengthen their listening skills. For example, when they listen, they might hear 'Eye mill, but I'll metre necks treak', while the real expression is 'I'm ill, but I'll meet her next week' (Elttraining, 2015). Therefore, in the stage 3, I will give priority to developing students' realisation of the particular phonetic rules.

Besides the importance of phonetics in listening, grammar knowledge could determine the accuracy of listening comprehension, as stated by Kobayashi (2018). In this regard, English teachers could explain the structures of complicated sentences, which students might feel challenged to understand (Lin & Zhang, 2016). Thus, what I design in stage 4 is to facilitate students to analyse tenses and verb suffixes of three sentences. After students have understood these chunks of information, I would invite students to listen to the BBC audio again and discuss their ideas with groupmates in the last two stages. In this way, students could evaluate whether they could understand more audio information through the BU listening strategy.

Activity 3: Metacognitive Teaching Strategy
Even though the application of the top-down and bottom-up listening strategies is effective for students to improve their listening comprehension towards this BBC audio (Appendix 2), for further learning improvement, EIL students should realise in what ways to choose listening strategies based on their various listening needs. Thus, I have enumerated ten listening strategies on the blackboard in line with the listening progress in activity 1 and activity 2 to help students understand the metacognitive learning theory.

Top-down Skills:
1. *The prediction and anticipation of text materials before listening (Field, 2004)*
2. *Guessing the meanings of unknown vocabularies during listening progress (Yeldham, 2018)*
3. *Using more images to infer listening content (Wang & Hu, 2018)*
4. *The familiarisation of contexts to understand listening materials (Wang & Hu, 2018)*
5. *Checking their hypothesis during listening progress (Field, 2004)*

Bottom-up Skills:
1. *Decoding keywords to construct meanings (Wang & Hu, 2018)*
2. *Identifying various kinds of reduced or connected words (Field, 2004)*
3. *Analysing the sentence structures (Yeldham & Gruba, 2014)*
4. *Distinguishing verb suffix (Field, 2004)*
5. *Understanding the speaker's attitudes based on intonation hints (Yeldham & Gruba, 2014)*

Stage 1: I will introduce ten listening strategies that students might use during listening progress.

Stage 2: Students would be in original groups to discuss what listening strategies they have applied in pre and during listening process (e.g. in pre-listening, they employ the TD strategy to understand background information.).

Stage 3: I will invite students to conclude each strategy they have mentioned in stage 2 and how it could improve their ineffective or effective listening moments.

As stated by Wang (2017), the metacognitive strategy is crucial for students to choose suitable methods in listening progress. In light of this, English teachers could construct a format to introduce suitable listening strategies and then direct learners to apply them in the listening process (Hu, 2017; Wang, 2017). Thus, in stage one, I have enumerated ten strategies on the blackboard. Meanwhile, in stage 2 and stage 3, I encourage students to summarise the relevant strategies in pre and during learning progress. Meanwhile, students would evaluate their listening strengths and weaknesses, as well as how they could apply listening methods to improve their listening performance. In this way, learners could discover their listening issues, explore the reasons for these problems, and then adjust their English listening strategies (Movahed, 2014; Yeldham & Gruba, 2014, 2016). Through this learning progress, college students could gradually realise in what ways to choose listening strategies to satisfy their learning needs.

CONCLUSION

Through the analysis of the teaching listening issues in Chinese college, I found that English teachers could not use suitable pedagogical strategies in students' listening study. Meanwhile, there are fewer studies on how to improve college students' listening abilities based on the Chinese context. In order to improve this situation, I apply the interactive teaching model with three theories (BU, TD and metacognitive) in the three activities, respectively. In this way, when learners could attend these listening activities, they could be familiar with the interactive learning model. Thus, college students could tailor their listening methods in line with their learning needs, to improve their listening abilities successfully.

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Appendix 1

Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can read very short, simple texts. I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEF): © Council of Europe

Appendix 2

https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-190314

Appendix 3

https://www.youtube.com/watch?v=7aZ_g-7kkEA
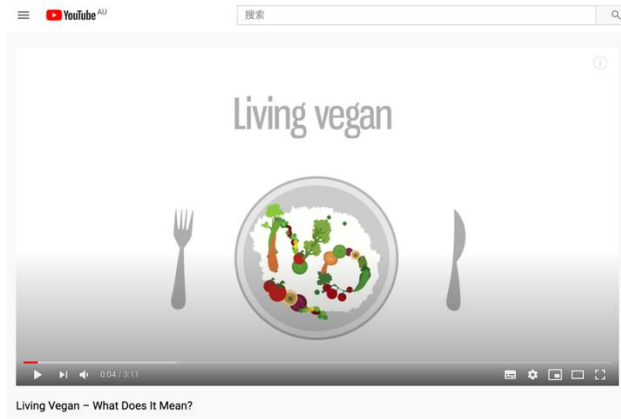
Living Vegan – What Does It Mean?

Appendix 4

1. What are the advantages of being vegan?
2. Could you eat cheese if you are vegetarian?
3. How could you change someone's opinion to transfer the role from omnivore to vegan?

Appendix 5

1. Something that is very popular for a short time, then forgotten

   a) mainstream
   b) fad
   c) vegan
   d) immoral

2. A consumer that eats both plants and animals

   a) omnivore
   b) mainstream
   c) vegan
   d) immoral

3. Good and having good moral standards

   a) immoral
   b) mainstream
   c) vegan
   d) decent

4. Not conforming to accepted standards of morality

   a) omnivore
   b) decent
   c) vegan
   d) immoral

5. A person who does not eat meat
   a) veganism
   b) mainstream
   c) Vegetarian
   d) vegan

6. Chemical substance that an organism needs to sustain life

   a) mainstream
   b) nutrient
   c) omnivore
   d) decent

7. Belonging to a widely accepted group
   a) decent
   b) mainstream
   c) peripheral
   d) omnivore

8. A person who does not eat or use animal products

   a) fad
   b) decent
   c) vegan
   d) immoral

9. The state of being vegan
   a) vegan
   b) veganism
   c) decent
   d) peripheral

10. On the edge, not important
    a) omnivore
    b) immoral
    c) mainstream
    d) peripheral

Appendix 6

1. And whenever people argue over whether it's right or wrong to eat meat, they are in fact not debating the facts around this issue, they're actually debating the beliefs about what's moral or immoral about this.

2. She says we should focus on the peripheral stuff – these are the things that are not as important as the main argument but are connected to it.

3. And that's a way to debate an issue such as this controversial one in a way to get people to feel connected to each other and to actually feel that they value each other as decent human beings.