



THE EFFECTS OF PRACTICING KET LISTENING TESTS ON PREPARATION FOR VSTEP LEVEL 2 LISTENING TESTS

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Abstract:

In recent years, English has assumed a greater and greater significance in the teaching and learning of languages in Vietnam. Nowadays, most students want to find better jobs with a certificate in a foreign language. As a result, students enroll in the English Center to study VSTEP to reduce career competition. The fact is that teachers create their documents and employ a variety of resources. Nevertheless, the Cambridge Key English KET Test paper is more reliable because it has been accepted by the Ministry of Education and Training (2014) as being similar to the VSTEP level 2. Therefore, the current study intends to investigate whether using KET listening tests can improve listening performance in level 2 VSTEP. This is a quasi-experimental qualitative study with only post-test design. The survey was carried out on 30 non-English major students at a university in An Giang province. Data were then analyzed by using Descriptive Statistics Tests, One-way ANOVA, and One Samples T-Tests in the SPSS software, version 20. The findings showed that students have a positive perception of the effects of using the KET Listening Tests in preparation for VSTEP Level 2 Listening Test. Pedagogical implications and suggestions for further studies are also included.

Keywords: KET listening tests, level 2 VSTEP, non-English majored, graduation

1. Introduction

Speaking a foreign language is frequently associated with learning it, and learners get fascinated by doing so right away. Teachers are more inclined to launch pupils into speaking at the beginning of class. Before they even say their first word, children receive

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months of exposure to their native tongue. However, when someone is taught a foreign language, he is required to speak it right away.

Listening is vital for foreign language learning since it provides language input. Listening is a key skill for pupils' language development because it is an input skill (Nakanishi *et al.*, 2019; Vu & Shah, 2016). Someone who is listening can learn to speak a word or sentence that he or she has detected. Listening, on the other hand, is not an easy task. Listening ability refers to the ability to distinguish between sounds, absorb and understand vocabulary and grammar, evaluate intonation and meaning, consider everything at the same time, and adjust to the social-cultural context of the utterances heard (Hanifa, 2018; Lorena & Sadiku, 2015).

As a result, it is critical to use effective approaches and methods in teaching listening skills in order for students to be able to listen and comprehend appropriately (Han, 2021; Wong *et al.*, 2021). To overcome the issues and challenges that many students have when learning to listen, a group of English professors and instructional professionals decided to look into the most successful approaches, methods, and tactics for assisting their students in learning to listen (Feng & Liu, 2021; Jia & Hew, 2021; Wakamoto & Rose, 2021). The ability to listen is the most fundamental skill in any language. Through the medium, people get a significant percentage of their education, information, understanding of the world and human affairs, ideas, sense of values, and appreciation (Al-Azzemy & Al-Jamal, 2019; Yudhiantara & Saehu, 2017). Communication, much of it oral, is one of the most important things that students should be able to hear efficiently and critically. As a result, lecturers should actively investigate the nature and method of listening comprehension, as well as the theory and methodology of listening comprehension, in order to improve listening teaching outcomes and convince students that listening comprehension is an important aspect of English learning.

The material used to teach listening, which is a crucial component of listening instruction, is one strategy to address the issue. In order to engage students and ensure that they take their learning seriously, teachers should employ creative and original materials. One option for creative content that teachers can use to teach listening is material. In Ghanbari, Esmaili, and Shamsaddini (2015), Nunan suggests that in order to avoid problems with their learning work, students should read and listen to authentic data as much as they can. According to Peacock in Ghanbari, Esmaili, and Shamsaddini (2015), authentic content can present motivation, cultural understanding, and deliver real exposure and creative instruction to bring realism to the classroom. It indicates that authentic content includes contemporary topics and is relevant to the students' environment. As a result, the pupils want to take part in the educational process. Despite the fact that they do not fully comprehend the language, they feel as though they can understand the topic since they are familiar with it. The learners are generally helped and motivated by real material since it helps them relate to the subject matter and gives them a chance to make connections between the classroom and the outside world.

Nowadays, more and more students want to graduate on time and find better jobs without less competition. Therefore, most students come to the Center for Foreign Languages to study for VSTEP certificates with the desire to graduate on time and find better careers after graduation. The fact is that the market currently does not sell VSTEP level 2 exam preparation books. Besides, many teachers prepare documents themselves and use many different materials. Nonetheless, the Cambridge Key English KET Test document is more valid because it has been recognized by the Ministry of Education as equivalent to the VSTEP level 2. Therefore, I have students study according to this book intending to help students to pass the VSTEP, especially listening skills, more effectively. Thus, I want to research applying KET listening tests to EFL Learners. Despite the fact that innumerable scholars all over the world have studied KET, nothing has been done about listening skills, and took place in the Mekong Delta region of Vietnam. Therefore, this study attempts to shed light on the effects of using KET Listening Tests on preparation for the VSTEP Level 2 Listening Test of non-English major students at a University in the Mekong Delta region in Vietnam and hopefully find ways to improve the learners' listening performance.

Thus, I would like to conduct the study entitled: "The effects of using KET listening tests on preparation for VSTEP level 2 Listening Tests".

2. Literature review

2.1 Listening

Rost (2002), on the other hand, describes listening as a process of hearing what the speaker actually says in its fullest sense. In order to achieve this, listeners must develop and represent meaning, negotiate meaning with the speaker, and respond by imagining and creating meaning. According to Rost, listening is a sophisticated and active process of interpretation in which listeners compare what they hear to what they already know.

As far as I am aware, many studies and experts have spoken on the importance of listening. Even though we do it every day, we all recognize that listening is difficult. From the moment the sun rises until we go to sleep, we hear a variety of sounds. However, not all information can be properly absorbed and listened to. Listening is the process of taking in air through the eardrum, which is then assimilated in a complex manner, whether it is information or sound. Listening is the process of processing the sentences we hear with our ears and sending them to the brain to be generated or responded to.

There are some listening components. Although, hearing might be conscious or not. Conscious hearing is the first phase in the listening process. Because hearing is sophisticated, it necessitates a variety of components that contribute to comprehension.

According to Goh (2000), this component should be identified as follows:

- 1) Distinguish the sounds,
- 2) Evaluate the word,
- 3) Recognize grammatical groups,
- 4) Recognize the "pragmatic" unit,

- 5) Assemble meaning by combining linguistic signals with paralinguistic (intonation and stress) and nonlinguistic (signals and objects relevant to the circumstance) signals,
- 6) Predict and validate meaning based on background and context knowledge, and
- 7) Recall key phrases and ideas.

Furthermore, Hermawan (2012) divides the influencing elements into two categories: internal factors and external influences:

- Hearing difficulties and physical condition are two internal elements that influence the listening process. A certain quantity of waves can be prevented from entering if someone has a hearing impairment or a defective hearing aid, and the hearing process is disrupted.
- Environmental, material, speaker, style, and speaking abilities are examples of external variables. The topics will have an impact on the listening process. New stuff will pique listeners' curiosity more than familiar or experienced material. The speaker might also detract from the audience's focus. An experienced and calm speaker, for example, will be more compelling than a panicked speaker. Furthermore, the material's presentation, appearance, and technology may be one of the aspects influencing the listening process, such as the visualization and technology used.

According to Brown (in Bozorgian, 2012), hearing is the central component of language acquisition. However, listening is actually the skill in language learning that is least known and explored, and it is frequently overlooked by foreign and second language instructors. According to Brown (in Bozorgians, 2012), listening is the most common form of communication at every level.

Listening is "*the process by which spoken language is converted to meaning in the mind,*" according to Mee (2017).

According to Mee (2017), hearing entails three things:

- 1) Hearing is a physiological process that entails auditory acuity (the capacity for hearing) and auditory perception (the capacity for differentiating between sounds, blending sounds, and retaining sound sequences in memory).
- 2) Listening is an act of perception that entails concentration, awareness, and the choice of environmental stimuli.
- 3) Auding: the process of understanding anything that starts with hearing and listening. It entails organizing, picturing, and appreciating what is heard, as well as deriving meaning from what is heard and connecting sounds to things that are already familiar.

Listening is a crucial ability to have when learning English. Listening is one of the English language abilities that Indonesian students find challenging to acquire since it involves a high level of focus and concentration from the listener. Everyone can hear, but not everyone can pay attention to what is being spoken. Listening will be tough, especially in foreign language acquisition, because we will be asked to listen to a foreign language that we have only heard a few times before. There are various platforms that

teachers can utilize to help children build listening performance to overcome challenges like these. However, teachers, students, and parents all play important responsibilities in maximizing learning (Retnawati, 2018).

In a nutshell, everyone is born with the ability to listen. We were listened to with diverse voices even when we were children. It can take the form of a verse or a song to make it easier for us to remember information. As we approach adolescence, we are surrounded by sounds that continue to evolve in a complex manner. We start deciding on the flavor of the sound we wish to hear. Starting with the music we enjoy or the song lyrics or lyrics that describe our current position and emotions. Even as adults, we rely on our hearing and listening abilities to communicate with others.

Based on the aforementioned criteria, researchers might conclude that listening is the capacity to recognize and understand what others are saying. To interpret spoken language, one must listen. This involves identifying sound discourses, comprehending the meaning of individual words, and comprehending the grammar of any sentences that may be used in a dialogue or discourse.

2.2. Listening performance

There are various definitions for the phrase “listening performance.” As an interactive process in which listeners participate in the construction of meaning, listening performance was defined by Rost (2002).

According to Brown and Yule (1983), listening performance is the listener’s capacity to repeat the text even when they may only be repeating the sound without truly knowing what they are doing.

2.3. VSTEP

The Vietnamese Standardized Test of English Proficiency (VSTEP) includes the six-level Framework of References for Vietnamese Foreign Language Competence, which was based on the Common European Framework of Reference for Languages (CEFR) published by the Council of Europe. High school students, undergraduates, and post-graduate students in Vietnam are among the test-takers targeted by the VSTEP.

English language proficiency is also seen as an essential tool for bringing Vietnam into the modern world in the context of severe globalization and regionalization (Dudzik & Nguyen, 2015). Particularly, the workforce of one ASEAN nation can now hunt for opportunities in another thanks to the official establishment of the ASEAN Economic Community (AEC), of which Vietnam is a member, in 2015. Cross-border employment becomes more competitive. Therefore, to ensure its competitiveness, the Vietnamese workforce must receive proper training. Regarding this, the National Human Resource Development Strategy for 2011-2020 set the target of “*having about 30.5 million personnel trained by 2015, accounting for approximately 55% of the 55 million working people, and 44 million personnel by 2020 (accounting for a total 63 million working people)*” (MOET, 2013, p. 22). According to Dudzik & Nguyen (2015), one of the country’s “*biggest limitations*” is its limited ability to speak English.

2.4. KET

English as a Second Language (ESL) students can earn a beginner's or elementary qualification by taking the Cambridge Key English Test, sometimes known as the KET test. The Cambridge English Qualification A2 Key is the current name for it.

An excellent spot for older students to begin learning English as a Second Language is at the A2 Key level. Younger students, who are still learning English, should use this opportunity to demonstrate their proficiency in speaking in straightforward, everyday scenarios.

Your students will be able to communicate with an English speaker at the level required for the Cambridge KET exam (A2 Key). They will be able to ask for directions or discuss their favorite academic subjects. Additionally, students will be able to answer basic questions and talk about what they enjoy doing.

3. Material and Methods

3.1. Research aim and research question

This study aims to explore the effects of using KET listening tests on preparation for VSTEP level 2 Listening Tests for EFL Learners.

For the research aims to be met, one research question is formulated:

- What are the effects of using KET listening tests on preparation for VSTEP Level 2 Listening Tests?

3.2. Research design

This current study employed a quasi-experimental quantitative study post-test only design. The qualitative data collected test would allow the researcher to gain more in-depth information concerning the effects of using KET listening tests that the participants gain during listening performance. In addition, quantitative data collected from close-ended questions in the questionnaire of this study would point out clearly what are the effects that using KET on the listening performance of non-English majored sophomore students.

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3.3 Participants

3.3.1 Students participants

The population of this study will be 60 students at a university in An Giang province. Most participants were sophomore students, aged between 18-20 years. There were 30

control participants (16 males, 14 females) and experimental ones (16 males, 14 females). The participants' majors were non-language related. Their majors are Accounting, Business Administration, Finance and Banking, Food Technology, Hospitality Management, Information Technology, Marketing, Mathematics Teacher Education, Preschool Education, Primary Education, and Literature. They need an A2 certificate to graduate from their university.

Table 3.1 shows the participant's demographics.

Table 3.1: Participants Demographics

Class	Control		Experimental		Total
	Male	Female	Male	Female	
C1	9	8			17
C2	7	6			13
E1			4	4	8
E2			5	4	9
E3			7	6	13
Total	16	14	16	14	60

Note: C = Control class; E = Experimental class.

Table 3.2 describes participants' majors and years.

Table 3.2: Participants' Majors and Years

Class	Major	Year
C1	Accounting, Business Administration, Finance and Banking, Food Technology, Hospitality Management, Information Technology, Marketing, Mathematics Teacher Education, Preschool Education, Primary Education, Literature.	2nd year
C2		2nd year
E1		2nd year
E2		2nd year
E3		2nd year

Note: C = Control class; E = Experimental class.

3.3.2 Teacher participants

One female EFL teacher and four male EFL teachers between 25 and 33 years of age took part in the study (henceforth, Teachers A, B, C, D, and E). All teachers were trained to teach English as a foreign language. Their teaching experience ranged from two to ten years and never studied abroad. Teachers who teach in experiment groups were trained in teaching methods and materials. Table 3.3 describes instructor demographics.

Table 3.3: Instructor Demographics

Teacher	Age	Year of teaching	Country of graduate studies
A	27	2	Vietnam
B	29	5	Vietnam
C	33	10	Vietnam
D	25	2	Vietnam
E	25	2	Vietnam

Note: Teacher A = the researcher.

As shown in Table 3.4, Teacher E was added and taught one control class. Teacher D taught one control class. Teacher C taught one experimental class. Instructor B was responsible for one experimental class. Instructor A was in charge of one experimental class.

Table 3.4: Instructors and Number of Their Class(es)

Teacher	Class		Total
	Control	Experimental	
A	-	E1	1
B	-	E2	1
C	-	E3	1
D	C1	-	1
E	C2	-	1
Total	2	3	5

3.3. Data collection

Before doing this research, the researcher met the director of a foreign language center in An Giang province so as to ask permission to conduct research about practicing KET listening test in listening skills for students at the center. Besides, researchers also met 4 teachers to invite them to participate in this research and they approved.

Data collection was carried out in two phases. In the first phase, all participants took a pre-test consisting of 25 questions to assess their listening ability. In the second phase, students took the VSTEP exam at Can Tho University. In the last phase, the questionnaire utilized in this study (see Appendix A). The participants' views, remarks, and thoughts on practicing KET listening tests in enhancing students' listening abilities. Official LEVEL 2 VSTEP Test scores of the participants reported by participants (took a picture of the scores, website Trung tam danh gia nang luc ngoai ngu – Truong dai hoc Can Tho – CFLA).

3.4. Data analysis

The Statistical Package for Social Sciences (SPSS) was used to do statistical analysis on the outcomes of the tests. The student's responses to the questions were scored in percentages and then synthesized and displayed in percentages.

In addition, the students' views on the use of KET listening tests in listening lessons were assessed using the findings of a questionnaire administered during the class. Counting and calculating data will be used to compile the statistics. For the inquiry section, all 23 items were designed to comply with the form of a five-point Likert scale; each statement has 5 options including "strongly disagree", "disagree", "neutral" (about 50%), "agree" and "strongly agree" which were converted into a scale of points from the lowest to the highest, consisting of 1, 2, 3, 4 and 5, respectively.

4. Results and Discussion

4.1 Effects of using KET Listening Tests on preparation for VSTEP Level 2 Listening Test

4.1.1 Findings from VSTEP Listening Post-Tests

To determine if using KET listening tests in preparation for the VSTEP level 2 listening test, a descriptive statistics test was utilized. Table 4.1 shows the result of this test.

Table 4.1: Mean score of the effects of using KET listening tests on preparation for VSTEP level 2 listening test of Experimental group

	N	Min	Max	Mean	SD
Experimental Post-Test	30	3.6	8.0	5.773	1.2548
Valid N (listwise)	30				

4.1.2 Findings from the questionnaire

To determine if practicing KET listening tests improves listening performance on level 2 VSTEP, a descriptive statistics test was utilized.

Table 4.5 shows the result of this test.

Table 4.5: Mean score of the effects of using KET listening tests on preparation for VSTEP level 2 listening test

N	Min	Max	Mean	SD
30	3.17	5.0	4.67	.50

A descriptive statistics test was conducted to measure the mean score of two clusters, which are micro-skills in listening and macro-skills in listening.

Table 4.10 shows the result.

Table 4.6: Mean score of 2 clusters of the effects of using KET listening tests on preparation for VSTEP level 2 listening test

Clusters	N	Min	Max	Mean	SD
Micro-skill in listening	30	3.08	5.0	4.67	.56
Macro-skill in listening	30	3.27	5.0	4.67	.54

One sample t-test showed a positive response in the effectiveness of practicing KET listening tests in macro-skills in listening of the Experimental Group $t = -5.12$; $p = 000$. Table 4.8 shows positive responses to the effectiveness of practicing KET listening tests in micro-skills in listening of the Experimental Group.

Table 4.8: Positive response to the effectiveness of practicing KET listening tests in micro-skills in listening of the Experimental Group

	Test Value = 5.0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Micro-skill in listening	-5.120	29	.000	-.32500	-.4548	-.1952

One sample t-test showed a positive response in the effectiveness of practicing KET listening tests in macro-skills in listening of the Experimental Group $t = -5.29$; $p = .001$.

Table 4.10 shows positive responses to the effectiveness of practicing KET listening tests in macro-skills in listening of the Experimental Group.

Table 4.10: Positive response to the effectiveness of practicing KET listening tests in macro-skills in listening of the Experimental Group

	Test Value = 5.0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Micro-skill in listening	-5.286	29	.000	-.33333	-.4623	-.2044

4.2 Discussion

Research question: What is the effectiveness of using KET listening tests on preparation for VSTEP Level 2 Listening Test?

There were 22 students who scored above 5.0, meaning they got good scores. Research proves that 66% score above 5, specifically the average score is 6.36/10. The results show that KET is effective in preparing for the VSTEP exam.

When looking back, 1/3 of the students did not get a score of 5.0. Statistics show that the average student got a score of 4.15/10, which is not a high score, but it is not a score that is too low, acceptable in common sense. This point is also very encouraging. KET helps prepare for the VSTEP exam.

Nonetheless, there were only 3 students who scored above 5.0. The results show that students studying with VSTEP-like are not as effective as students studying with KET.

The findings of this study indicate that students had a positive perception of the effects of practicing KET listening tests on their listening skills. Students' insufficient background knowledge and vocabulary could be solved by practicing KET listening tests. The participants strongly perceived that practicing KET listening tests as an effective teaching strategy could help them revise prior lessons and vocabulary. KET listening tests thus might facilitate students' independent attitudes and behaviors in learning to listen.

The fact that listening gives the learner input makes it true that it is important for language acquisition. Students cannot learn anything without comprehending the inputs.

"The ability to extract information from auditorially presented language material" is what listening comprehension is defined as according to Krashen (1995). The most often

utilized language skill in both the classroom and daily conversation is listening, which is more frequently used than speaking, reading, and writing (Nunan, 1997). The ability to comprehend auditory input in a language class is crucial to learning a foreign language. Thus, it is crucial to prioritize listening in the early stages of foreign language learning. Although listening skills are important, traditional language classrooms place a strong emphasis on reading and writing abilities and expose EFL students to more written material than aural input (Ferris, 1998; Leow, 1993). The expanding number of studies on hearing in circumstances including foreign languages has significantly raised interest in listening skills recently (Sharpe, 2005).

4.3 Limitations of the study

The researcher acknowledges that just a small percentage of the significant population of VSTEP exam takers were included in the study. As a result, inevitably, the study's findings may not be fully representative of public opinion. What has been reported is also by its very nature subjective because it is based on the unique experiences of the participants.

Additionally, respondents took the poll between one and several months after their actual exam-taking experience, so their responses may have mostly been influenced by their memories and impressions of the test.

4.4 Pedagogical implications

It can be challenging for language learners to develop effective listening skills when learning a second language. The study also makes recommendations or implications based on the findings in the hopes that the students' listening skills would improve soon.

To improve students' listening, teachers must first create engaging listening activities and deliver them creatively so that the students feel engaged in listening to English, English teachers should encourage and motivate them to participate in activities like small group discussions, debates about critical thinking, English-speaking clubs, etc.

Last but not least, students should be well-oriented to a purpose in language learning that they can rely on and try their best to achieve a better ability to listen in English. This is a direct approach to raising students' intrinsic motivation and awareness of practicing listening in English more regularly. Students should always bear in mind that possessing a fluent effective listening ability is the key to helping open their future since this skill will serve and benefit any field of their prospective careers in teaching, researching, tourism, commerce, etc. If they have a certain goal to pursue, they will be approached to a higher level.

5. Recommendations

On the basis of the study's findings and analysis, suggestions are also made for future research in order to gain a thorough understanding of topics linked to KET examinations. First, it is evident that the study's population is too small to be generalized to the entire

community. Therefore, additional research should be done with a bigger participant pool. Second, the research was limited to English second-year students. As a result, additional research should be done using a variety of individuals, such as junior or senior English students. These recommendations should aid in bolstering the authenticity and dependability of upcoming studies.

The current study has given support for the idea of educating university students listening micro-skills. However, the present study has identified a few areas that need more investigation and should be taken into account while instructing EFL students in listening comprehension.

First, we recommend that researchers interested in examining listening comprehension and the effects of teaching listening micro-skills plan a longer intervention so that participants can study and practice listening micro-skills more than once or twice throughout the research intervention. More data would be available for analysis with a longer intervention, allowing researchers to concentrate on various facets of teaching listening microskills. It would also be possible for researchers to have a more comprehensive understanding of the teaching of listening micro-skills if they planned a qualitative and quantitative study taking into account students' motivation and attitude toward practicing listening skills.

Second, we propose further research to examine the results of teaching listening micro-skills in public schools in order to acquire results that better reflect the educational circumstances in Chile. In comparison to the number of participants and the hours taken into account for the current study, the number of students per class and the number of instructional hours are different in public schools.

Third, we recommend that future studies take into account assigning one instructor to the experimental group and a different instructor to the control group in an effort to minimize bias that might alter the study's findings. Additionally, it would enable the researcher to view the study's participants and findings with greater objectivity.

Fourth, we advise selecting the proper standardized test based on the participants' English proficiency for future studies that use a pretest and posttest design. This will enable researchers to prevent any potential ceiling effect, as occurred in the current study.

6. Conclusion

Up until recently, research and practice both overlooked listening performance. In contrast to reading comprehension, listening comprehension research does not yet have as much of a presence in the literature.

The current study sought to determine the extent to which sophomores majoring in non-English practiced KET listening tests in classroom settings. The results showed that the participants performed satisfactorily on the KET listening tests. The participants said that they would be acceptable willing to practice taking KET listening tests in all circumstances. In terms of two categories of before and after practicing KET listening tests, the results proclaimed that there was a significant difference between the perceived

level 2 phases. This meant there are the effects of using KET listening tests on preparation for VSTEP level 2 Listening test.

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Despite the aforementioned support for my thesis, I am solely responsible for any errors in this work.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Duong Dinh Mai Thi Huynh Ngoc is an M.A. candidate at Can Tho University, Vietnam. She has been working as an EFL teacher at a foreign language center in the Mekong Delta region for three years. Her interests mainly focus on teaching methodology and critical thinking.

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Appendix A: Questionnaire

Dear Participants,

My name is Duong Dinh Mai Thi Huynh Ngoc, student's number: M1621030. I am a graduate student of Cohort 28, majoring in Theory and Methods of Teaching English at Can Tho University. I am currently writing my MA thesis on the effectiveness of practicing KET listening tests in improving English listening performance of non-English majored university students. I would like to invite you to participate in my research by answering the following questionnaire. It will take you about 10 minutes to finish the questionnaire. Your responses will be kept confidential and used for the purpose of this study only. Please read the questions carefully and answer them honestly. Thank you very much for your cooperation.

Các bạn tham gia nghiên cứu thân mến,

Tôi tên là Dương Đình Mai Thị Huỳnh Ngọc, mã số học viên: M1621030. Tôi là sinh viên cao học khóa 28, ngành Lý luận và phương pháp giảng dạy bộ môn Tiếng Anh tại trường Đại học Cần Thơ. Hiện tôi đang thực hiện đề tài luận văn thạc sĩ về hiệu quả của việc luyện tập bài kiểm tra nghe KET trong việc nâng cao khả năng nghe tiếng Anh của sinh viên không chuyên. Tôi xin mời bạn tham gia vào nghiên cứu của tôi bằng cách trả lời bảng câu hỏi khảo sát sau đây. Bạn sẽ mất khoảng 10 phút để hoàn thành bảng câu hỏi. Câu trả lời của bạn sẽ được bảo mật và chỉ được sử dụng cho mục đích của nghiên cứu này. Xin vui lòng đọc kỹ các câu hỏi sau đây và trả lời một cách trung thực. Cảm ơn bạn rất nhiều vì đã hợp tác!

Part A: Personal Information

a. Age (Bạn bao nhiêu tuổi):

- 18,
- 19,
- 20,
- 21,
- 22.

b. Gender (Giới tính):

- Male (Nam),
- Female (Nữ),
- I don't want to reveal (Tôi không muốn tiết lộ thông tin).

c. Major (Chuyên ngành):

- Accounting (Kế toán),
- Business Administration (Quản trị kinh doanh),
- Finance and Banking (Tài chính - Ngân hàng),
- Food Technology (Công nghệ thực phẩm),

- Hospitality Management (Quản trị nhà hàng khách sạn),
- Information Technology (Công nghệ thông tin),
- Marketing (Marketing),
- Mathematics Teacher Education (Sư phạm Toán),
- Preschool Education (Giáo dục mầm non),
- Primary Education (Giáo dục tiểu học),
- Literature (Văn học),
- Khác.

d. At the beginning of the study (November, 2022), which university year were you in?
(Lúc bắt đầu tham gia vào nghiên cứu này, lúc đó bạn là sinh viên năm thứ mấy?)

- First year (Năm 1),
- Second year (Năm 2),
- Third year (Năm 3),
- Forth year (Năm 4).

Part B: Students' Perceived Effectiveness of Practicing Ket Listening Tests (Nhận Thức Của Sinh Viên Về Hiệu Quả Của Việc Luyện Tập Bài Kiểm Tra Nghe Ket)

The following statements are about the effectiveness of practicing KET listening tests in enhancing listening performance on Level 2 VSTEP listening tests. To what extent do you agree with them? Please tick the number that indicates the level of your agreement with these statements with 1 as strongly disagree and 5 as strongly agree.

Các nhận định sau đây nói về hiệu quả và hạn chế của việc luyện tập bài kiểm tra nghe KET đối với kỹ năng nghe của bạn. Bạn đồng ý ở mức độ nào. Vui lòng chọn số thể hiện mức độ đồng ý của bạn đối với các nhận định này với 1 là hoàn toàn không đồng ý và 5 là hoàn toàn đồng ý.

	Statement (Lời nhận định)	Level of agreement (Mức độ đồng ý)				
		SD	D	N	A	SA
1.	Practicing KET listening tests was helpful to me when I took English in level 2 VSTEP. Luyện tập bài kiểm tra nghe KET thực sự hữu ích đối với tôi khi thi tiếng Anh VSTEP ở cấp độ 2.					
2.	Practicing KET listening tests helped me familiarize myself with the VSTEP level 2 listening test format and take the test more effectively. Luyện tập bài kiểm tra nghe KET đã giúp tôi làm quen với cấu trúc đề thi nghe VSTEP cấp độ 2 và làm bài thi hiệu quả hơn.					
3.	Practicing KET listening tests helped me differentiate between distinctive English sounds. Luyện tập bài kiểm tra nghe KET đã giúp tôi phân biệt được các âm đặc biệt của tiếng Anh.					
4.	Practicing KET listening tests helped me retain words and phrasal verbs in short time.					

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	Luyện tập bài kiểm tra nghe KET đã giúp tôi nghe và ghi nhớ các từ và cụm động từ trong thời gian ngắn.					
5.	Practicing KET listening tests helped me recognize sentence structures and their functions. (For example: the sentence structure "Excuse me, can you show me the way to...?" has the function of showing directions.) Luyện tập bài kiểm tra nghe KET đã giúp tôi nhận biết cấu trúc câu và chức năng của nó.					
6.	Practicing KET listening tests helped me recognize words in their shortened forms. (For example: You're = You are, It's = It is, I've been = I have been, I'd better = I had better, and so on.) Luyện tập bài kiểm tra nghe KET đã giúp tôi nghe và nhận biết được các từ ở dạng rút gọn của chúng.					
7.	Practicing KET listening tests helped me recognize grammatical word classes. Luyện tập bài kiểm tra nghe KET đã giúp tôi nhận biết các lớp từ ngữ pháp.					
8.	Practicing KET listening tests helped me recognize grammatical tenses in the sentence. Luyện tập bài kiểm tra nghe KET đã giúp tôi nhận biết các thì trong câu.					
9.	Practicing KET listening tests helped me recognize rules in the sentence. Luyện tập bài kiểm tra nghe KET đã giúp tôi nhận biết các quy tắc trong câu.					
10.	Practicing KET listening tests helped me identify the sentence's components. Luyện tập bài kiểm tra nghe KET đã giúp tôi xác định được các thành phần của câu.					
11.	Practicing KET listening tests helped me differentiate between major and minor components in the sentence. Luyện tập bài kiểm tra nghe KET đã giúp tôi phân biệt được thành phần chính và thành phần phụ trong câu.					
12.	Practicing KET listening tests helped me recognize connecters (For example: In addition, Moreover, Besides, and so on) in sentences. Luyện tập bài kiểm tra nghe KET đã giúp tôi nhận biết được các từ nối trong câu.					
13.	Practicing KET listening tests helped me do multiple choice questions in a level 2 VSTEP listening test. Luyện tập bài kiểm tra nghe KET đã giúp tôi làm được các câu hỏi trắc nghiệm trong bài thi VSTEP cấp độ 2.					
14.	Practicing KET listening tests helped me do fill-in-the-blanks questions in a level 2 VSTEP listening test. Luyện tập bài kiểm tra nghe KET đã giúp tôi làm được các câu hỏi điền từ vào chỗ trống trong bài thi VSTEP cấp độ 2.					
15.	Practicing KET listening tests helped me recognize the situation where the communication is taking place. Luyện tập bài kiểm tra nghe KET đã giúp tôi nhận biết được tình huống đang diễn ra giao tiếp.					
16.	Practicing KET listening tests helped me understand the topic of the dialogue better. Luyện tập bài kiểm tra nghe KET đã giúp tôi hiểu được các chủ đề của đoạn hội thoại tốt hơn.					

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17.	Practicing KET listening tests helped me understand the gist of a voice message or an announcement. Luyện tập bài kiểm tra nghe KET đã giúp tôi hiểu được ý chính trong các thông báo hoặc tin nhắn thoại.					
18.	Practicing KET listening tests helped me understand gists in simple daily conversations. Luyện tập bài kiểm tra nghe KET đã giúp tôi hiểu được ý chính trong các cuộc hội thoại đơn giản hàng ngày.					
19.	Practicing KET listening tests helped me understand street directions. Luyện tập bài kiểm tra nghe KET đã giúp tôi hiểu được hướng dẫn chỉ đường.					
20.	Practicing KET listening tests helped me differentiate between literal and metaphorical meanings. (For example: She is a snake (snake = a wicked person).) Luyện tập bài kiểm tra nghe KET đã giúp tôi phân biệt giữa nghĩa đen và nghĩa ẩn dụ.					
21.	Practicing KET listening tests helped me differentiate between implicit and explicit meanings. (For example: Teacher: How many students are there in our class? Student: 30 (30 = There are 30 students in our class.)) Luyện tập bài kiểm tra nghe KET đã giúp tôi phân biệt giữa nghĩa đầy đủ và nghĩa ngắn gọn.					
22.	Practicing KET listening tests helped me guess the meaning from context. Luyện tập bài kiểm tra nghe KET đã giúp tôi đoán nghĩa của từ qua ngữ cảnh.					
23.	Practicing KET listening tests helped me predict what will happen next in the conversation. Luyện tập bài kiểm tra nghe KET đã giúp tôi tiên đoán những gì sẽ xảy ra tiếp theo trong đoạn hội thoại.					

Thank You Very Much for Your Participation!

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