

**MINISTRY OF EDUCATION AND TRAINING  
UNIVERSITY OF PHAN THIET**



**NGUYỄN THỊ DIỆU LINH**

**AN INVESTIGATION INTO USING CAMBRIDGE MOVERS  
LISTENING TESTS TO ENHANCE THE 4<sup>TH</sup> GRADERS'  
LISTENING COMPREHENSION AT A PRIMARY SCHOOL  
IN PHAN THIET**

**MASTER'S GRADUATION PROJECT  
MAJOR IN ENGLISH LANGUAGE**

**Bình Thuận Province – 2025**

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## **STATEMENT OF AUTHORSHIP**

I confirm that the work presented in this research entitled “AN INVESTIGATION INTO USING CAMBRIDGE MOVERS LISTENING TESTS TO ENHANCE THE 4<sup>TH</sup> GRADERS’ LISTENING COMPREHENSION AT A PRIMARY SCHOOL IN PHAN THIET” has been performed and interpreted solely by myself.

I confirm that this work is submitted in partial fulfillment for the MA course of English language at University of Phan Thiet and has not been submitted elsewhere in other form for the fulfillment of any other article or paper.

Binh Thuan, March 2025

Nguyen Thi Dieu Linh

## ABSTRACT

In Vietnam, where English is a compulsory subject from primary to tertiary education, young learners often face challenges in mastering listening skills. This study investigates the efficacy of employing Cambridge Movers Listening Tests (CMLTs) to enhance the listening comprehension abilities of 4th-grade pupils at a primary school in Phan Thiet. Utilizing a quantitative approach, the research integrated a pre- and post-test with student questionnaire. The findings reveal that consistent engagement with the CMLTs significantly improve the students' ability to comprehend spoken English, enriches their vocabulary, and bolsters their overall interactive competence. The questionnaire further revealed insights into their attitudes toward listening practice and highlighted challenges related to test preparation, time management, and the availability of resources. The study once again acknowledges the tests as valuable tools that provide structured practice and immediate feedback, despite the learners' encountering challenges related to test preparation, time constraints, and resource allocation.

**Keywords:** *Cambridge Movers Listening Tests, English language teaching, listening comprehension, standardized assessments*

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## LIST OF ABBREVIATIONS

<b>CMLTs</b>	Cambridge Movers listening tests
<b>CEFR</b>	Common European Framework of Reference for Languages
<b>YLE</b>	Young Learners English
<b>CG</b>	Control group
<b>EG</b>	Experimental group

# INTRODUCTION

This chapter provides an outline of the study by introducing its background, identifying the research problem, and defining its aim and objectives. It also highlights the significance of using Cambridge Movers Listening Tests (CMLTs) to enhance listening comprehension. Finally, an overview of the subsequent chapters is provided.

## 1. Background of the study

In recent years, English has gained increasing importance in Vietnam's national curriculum, particularly in primary education, where early language exposure is viewed as a strategic step toward developing communicative competence (Hoang, 2011; Nguyen & Nguyen, 2021). However, despite this growing emphasis, many primary schools continue to face persistent challenges in the effective teaching of listening comprehension, especially for young learners whose cognitive and linguistic development is still in progress (Gilakjani & Sabouri, 2016). Listening – often referred to as the most fundamental yet neglected of the four language skills – is crucial for successful communication and serves as the basis for acquiring other language abilities (Vandergrift & Goh, 2012).

In a primary school in Phan Thiet, these challenges are particularly pronounced. Students often struggle with comprehending spoken English, which may be attributed to limited exposure to authentic auditory input, a lack of contextualized listening activities, and overemphasis on grammar and vocabulary instruction in daily lessons (Nguyen & Le, 2020; Pham, 2022). Consequently, learners are provided with insufficient opportunities to develop their listening comprehension in a meaningful and engaging manner. This results in a learning gap that is difficult to bridge without strategic instructional intervention.

Moreover, the ability to understand spoken English is becoming increasingly vital in regions like Phan Thiet, where English proficiency supports the growing tourism industry and facilitates broader access to global information and communication (Tran & Do, 2023). The mismatch between students' listening skills

and the communicative demands of real-world English use not only hinders their language development but also limits their future academic and professional prospects.

One potential solution to this issue lies in the integration of structured listening assessments such as the Cambridge Movers Listening Tests (CMLTs). These tests, aligned with the Common European Framework of Reference for Languages (CEFR), are designed to evaluate young learners' listening abilities in an age-appropriate and pedagogically sound manner (Council of Europe, 2020). While standardized tests are often used solely for assessment purposes, recent research highlights their potential instructional value, especially when combined with reflective post-listening activities (Goh & Vandergrift, 2012; Su, Qian, & Yang, 2024). Nevertheless, the effectiveness of using CMLTs as both assessment and teaching tools in Vietnamese primary classrooms remains underexplored.

This study, therefore, aims to investigate how the Cambridge Movers Listening Tests can be effectively integrated into classroom instruction to enhance young learners' listening comprehension. It also seeks to identify the potential benefits and challenges associated with using such tests not only for evaluation but as a means of promoting strategic listening instruction and fostering metacognitive awareness among students.

## **2. Statement of the problem**

Vietnam, nowadays, has placed increasing emphasis on English language education, recognizing its significance for global communication and economic development. However, despite this national push for English proficiency, many primary schools continue to face challenges in effectively teaching listening comprehension, particularly for young learners. This issue is particularly prominent in Phan Thiet, where students exhibit difficulties in understanding spoken English. These difficulties can be largely attributed to limited exposure to diverse and authentic listening materials, which are essential for developing listening skills in a second language (Nguyen & Le, 2020).

In the current educational landscape, English lessons in many primary schools tend to prioritize grammar and vocabulary acquisition, while often neglecting the development of listening skills. As a result, students are provided with insufficient opportunities to engage in activities that can enhance their listening comprehension, leaving them ill-prepared for real-world communication (Pham, 2022). This overemphasis on grammar and vocabulary at the expense of listening skills leads to a critical gap in students' language development, hindering their ability to fully comprehend spoken English in daily interactions or professional contexts.

This issue is particularly pressing in areas such as Phan Thiet, where English proficiency is becoming increasingly vital for communication in sectors such as tourism and other professional domains. The inability of students to effectively understand spoken English not only limits their academic performance but also impedes their future career prospects in an increasingly globalized world (Tran & Do, 2023). The gap between students' current listening abilities and the real-world demands of English proficiency underscores the urgent need for a more focused and strategic approach to improving listening comprehension in the classroom.

One potential solution to this problem lies in the introduction of structured listening assessments, such as the Cambridge Movers Listening Tests (CMLTs), which have been designed to assess young learners' listening abilities in an age-appropriate manner (Council of Europe, 2020). While these tests are primarily used for evaluation purposes, they also present an opportunity to enhance students' listening skills if integrated effectively into classroom instruction. Despite the potential benefits, there is limited research on the effectiveness of CMLTs in improving listening comprehension among young Vietnamese learners. Furthermore, the challenges and advantages of using these assessments as instructional resources—rather than merely as assessment tools—remain underexplored. Therefore, it is crucial to examine how these tests can be integrated into the curriculum and explore their potential to not only assess but also teach listening skills in a way that meets the practical demands of students' real-world communication needs.

### **3. Objectives of the study**

The aim of this study is to examine the effectiveness of using the CMLTs to enhance listening comprehension among 4th-grade students at a primary school in Phan Thiet. This aim encompasses the following objectives:

- To evaluate the extent to which the CMLTs contribute to the improvement of listening comprehension among 4th-grade students through pre- and post-test assessments and analysis of students' performance data.
- To investigate the challenges and contributions experienced by 4th-grade students during the preparation for and administration of the CMLTs through data collected from 2 questionnaires.

The study is guided by the following research questions:

1. To what extent do the Cambridge Movers listening tests contribute to the improvement of listening comprehension among 4th-grade students at a primary school in Phan Thiet?
2. What challenges do 4th-grade students experience while preparing for and taking the Cambridge Movers listening tests?

### **4. Significance of the study**

Theoretically, this study contributes to the growing body of literature in the field of second language acquisition (SLA), particularly in the domain of listening comprehension for young learners, a subfield that remains under-researched in the Vietnamese context (Nguyen & Le, 2020; Nguyen & Nguyen, 2018). Listening is a foundational language skill that underpins learners' ability to comprehend, interact, and communicate effectively in real-life situations (Field, 2008). However, it is often marginalized in instructional practice, especially at the primary level where the focus tends to be on vocabulary and grammar acquisition (Graham, Santos, & Vanderplank, 2011). By examining the pedagogical potential of structured assessments such as the Cambridge Movers Listening Tests (CMLTs), this study aims to offer theoretical insights into how systematic and goal-oriented listening

practice can foster metacognitive awareness (Goh & Vandergrift, 2012), support the development of auditory processing skills, and ultimately enhance overall language proficiency.

Practically, the implications of the present study are of practical significance for multiple stakeholders in the Vietnamese educational context, including teachers, students, and curriculum designers.

For teachers, the results provide pedagogical guidance on how to effectively integrate Cambridge Movers Listening Tests (CMLTs) into task-based classroom activities to enhance listening comprehension instruction. Through the use of structured assessments, educators can more accurately identify specific listening difficulties and implement targeted strategies, thereby supporting improved student outcomes and fostering greater overall language proficiency.

For students, frequent engagement with standardized, age-appropriate listening materials fosters familiarity with real-life English usage, increases confidence in processing auditory input, and enhances preparedness for both academic and communicative challenges (Brown & Abeywickrama, 2019). Listening assessments that are integrated as part of classroom activities, rather than isolated tests, can also promote learner autonomy and metacognitive reflection—skills essential for long-term language development (Goh & Hu, 2014).

In terms of curriculum development, this study provides concrete recommendations for curriculum designers and policy makers. Specifically, it emphasizes the importance of embedding structured and scaffolded listening components within national English programs at the primary level. Doing so would not only support learners' skill development in alignment with CEFR benchmarks (Council of Europe, 2020) but also ensure more equitable access to quality English education across diverse regions, including areas like Phan Thiet where tourism-related English proficiency is increasingly vital.

In sum, this study offers both theoretical advancements and practical solutions for enhancing listening comprehension instruction among young Vietnamese

learners. It advocates for a balanced integration of assessment and pedagogy and supports the broader goal of cultivating effective, confident, and communicatively competent English users from an early age.

## **5. Overview of project chapters**

This graduation project is organized into two sections and three main chapters, each of which contributes to the comprehensive investigation of using CMLTs to enhance listening comprehension skills among fourth graders at a primary school in Phan Thiet.

The Introduction outlines the research rationale, objectives, research questions, and significance of the study. It also provides an overview of the project.

Chapter 1, Literature Review, explores the theoretical framework and previous studies related to listening comprehension and language assessment. It reviews existing research on CMLTs and their role in developing young learners' listening abilities.

Chapter 2, Methodology, describes the research design, methods of data collection, and data analysis procedures. It elaborates on the participants, instruments, and ethical considerations associated with the study, providing a clear rationale for the chosen methodology.

Chapter 3, Results and Discussion, presents the results of the study, including the analysis and interpretation of data. This chapter discusses the findings in relation to the research questions and compares them with previous studies to highlight similarities, differences, and potential implications.

The last part of Conclusion and Recommendations summarizes key insights from the findings and offers practical suggestions for educators to enhance listening instruction for young learners. Additionally, it discusses the study's limitations and proposes directions for future research.

## **CHAPTER 1. LITERATURE REVIEW**

This theory chapter presents the issues related to the topic of this study. Therefore, it includes such themes as tests as materials for teaching listening, theoretical foundations supporting the use of tests in listening instruction, procedures for incorporating tests into teaching, and relevant empirical studies on the effectiveness of test-based listening activities. Through an in-depth analysis, this chapter provides a comprehensive overview of the theoretical and empirical basis for utilizing tests as tools for enhancing listening skills in language instruction.

### **1.1. Tests as materials for teaching listening**

In English language teaching, tests are typically regarded as tools for assessing learners' language proficiency. However, in recent years, researchers and educators have begun to explore the potential of tests as valuable resources for teaching and developing language skills, particularly listening comprehension. This shift has introduced a new pedagogical approach, where tests serve not only as assessment instruments but also as an effective means for teaching.

According to Maftuh et al. (2021), listening tests that incorporate authentic materials are highly effective in developing learners' comprehension in real-life communicative situations. By engaging with dialogues, instructions, or announcements that mirror those encountered in actual contexts, learners not only enhance their listening abilities but also improve their overall language proficiency. Dewi (2018) further supports this by demonstrating that authentic listening materials significantly improve learners' performance in understanding spoken English, especially in grasping detailed and implied meanings. Additionally, Thuy and Tuyen (2024) emphasize that the use of authentic resources, such as TED Talks, creates a stimulating and engaging learning environment, fostering learners' motivation and attentiveness. Through such exposure, learners develop the ability to respond swiftly to listening tasks while refining their focus and auditory processing skills across diverse linguistic inputs.

In the context of primary education, integrating listening tests into instructional materials offers notable benefits. Field (2012) emphasizes that young learners are often attracted to tasks that are both challenging and engaging. When appropriately designed, listening tests can align with students' comprehension levels, fostering motivation and enhancing their listening skills. Such tests provide structured listening experiences that encourage active engagement and the development of effective listening strategies.

Notably, Brown and Abeywickrama (2019) underscore that the effectiveness of using tests as instructional materials is maximized when teachers integrate them into daily teaching routines. Educators can select tests of varying difficulty levels and adapt the content to align with specific teaching objectives and students' needs. This approach ensures that learners are not merely studying for the test but are also learning to apply language in real-world situations.

Recent studies continue to support the pedagogical value of using listening tests as instructional tools, particularly when they involve interactive and scaffolded activities. Nguyen and Pham (2022) argue that transforming traditional test formats into learning tasks—such as through collaborative test-taking or reflective listening journals—encourages metacognitive awareness and deeper processing of auditory input. Their research with secondary EFL learners in Vietnam showed marked improvements in students' abilities to identify key information and infer speaker intentions when listening test items were embedded in regular classroom practice. This learner-centered application of testing materials enables students to view assessments not as isolated evaluations, but as integral to the learning process. Consequently, listening tests, when recontextualized as formative tools, foster critical thinking and autonomy in language development.

Furthermore, integrating technology-enhanced listening tests into instruction has shown promising results. As highlighted by Zhao and Zhang (2023), the use of AI-powered platforms and adaptive testing environments helps tailor listening input to learners' proficiency levels, providing immediate feedback and opportunities for repeated exposure. Their study demonstrated that learners who engaged with

adaptive listening tests over a six-week period exhibited significantly greater gains in listening comprehension and vocabulary retention compared to those in traditional listening classes. These findings underscore the growing potential of digital test materials as both diagnostic and didactic resources. By incorporating such tools into classroom instruction, educators can offer personalized listening experiences that respond dynamically to students' evolving language abilities, thereby reinforcing both confidence and competence in listening tasks.

Thus, utilizing tests as listening teaching materials not only enhances students' listening comprehension but also builds their confidence in facing future assessments.

## **1.2. Theoretical foundations for using tests in teaching listening**

In teaching listening, the use of tests plays a pivotal role in both assessing students' comprehension and guiding their learning process. Theoretical foundations for using tests in listening instruction are deeply rooted in language acquisition theories, assessment principles, and pedagogical approaches, which emphasize the importance of evaluating students' receptive skills to facilitate their overall language development.

According to Hymes, as interpreted by Kroskrity (2023), the concept of communicative competence involves not only the capacity to produce language but also the ability to comprehend it effectively in authentic communicative situations. In this regard, listening tests function as valuable instruments for evaluating learners' comprehension of spoken language—an essential dimension of communicative competence. This viewpoint is further supported by Bachman and Palmer (2010), who assert that language assessments, including listening tests, should evaluate both linguistic competence (such as grammatical and lexical knowledge) and pragmatic competence (the ability to interpret meaning in context).

Moreover, the role of testing in teaching listening is grounded in constructivist learning theory. As Schunk (2020) explains, learners construct understanding most effectively through active engagement with meaningful, context-rich experiences.

Listening tests can offer a structured opportunity for learners to interact with spoken discourse, enabling them to reflect on their comprehension and recognize areas in need of improvement. In this way, tests function not only as evaluative instruments but also as formative tools that foster continuous language development through feedback and self-reflection.

From an assessment theory perspective, Brown and Abeywickrama (2010) underscore the importance of validity and reliability in language testing, particularly in evaluating listening skills. Validity refers to the degree to which a test measures what it is intended to measure, while reliability concerns the consistency of results across different administrations. These principles are essential in ensuring that listening tests not only produce dependable outcomes but also accurately reflect learners' actual comprehension abilities, rather than superficial test-taking strategies.

To enhance validity in listening assessment, authentic listening materials have been widely recommended. Field (2008) emphasizes that listening tasks grounded in real-world spoken discourse better represent the complexities of natural communication, thereby improving the test's construct validity. Authentic materials—such as interviews, news reports, or spontaneous conversations—expose learners to the types of language they are likely to encounter outside the classroom, making assessments more meaningful and pedagogically beneficial. This alignment between assessment content and real-life language use supports both accurate measurement and practical language development.

Lastly, the use of listening tests is strongly supported by Washback Theory, which emphasizes the influence of testing on instructional and learning activities. Recent studies reinforce this perspective, highlighting how well-designed listening assessments can foster positive washback by encouraging instruction that targets essential listening skills and strategies. For instance, Wang (2023) found that the reformed Cambridge English Tests-4 listening test in China promoted beneficial teaching practices, although elements of “teaching to the test” still persisted, potentially undermining learning efficiency. Similarly, Su et al. (2024) explored the impact of the same test on students' self-regulated learning and reported that a

significant number of learners perceived a mismatch between their listening abilities and test demands. These findings emphasize the importance of careful test design in eliciting constructive washback, as poorly constructed tests may shift the instructional focus away from genuine communicative competence toward rote test preparation. Thus, contemporary research aligns with the foundational arguments of Alderson and Wall (1993), reaffirming the critical role of assessment quality in shaping effective listening instruction.

Based on what past researchers have said, for this study, the use of tests in teaching listening is grounded in a variety of theoretical frameworks, including communicative competence, constructivist learning theory, assessment principles, and washback theory. These theories highlight the multifaceted role of testing in both assessing and enhancing students' listening skills, ultimately contributing to their overall language proficiency.

### **1.3. Procedures for using tests to teach listening**

When using the CMLTs as a teaching tool, it is essential to differentiate between testing and teaching. While both serve important roles in language acquisition, teaching listening through tests requires a deliberate and structured pedagogical approach. This structured approach involves integrating pre-listening, while-listening, and post-listening stages, each designed to scaffold students' development of listening comprehension skills.

Firstly, pre-listening activities are crucial in preparing students for the listening task by activating their prior knowledge and setting the context. According to Field (2008), pre-listening tasks help learners focus on the key elements of the listening passage, such as vocabulary or grammar, thereby reducing anxiety and enhancing their ability to predict what they are going to hear. When using a test as a teaching tool, this stage should not be overlooked; it ensures that students are not simply thrown into a test environment but are guided through a process that aids comprehension. For instance, before administering the CMLTs, teachers might engage students in activities like brainstorming vocabulary relevant to the test topics, discussing potential themes, or making predictions about the content of the

audio. These tasks facilitate students' ability to process information more effectively during the listening stage, as they are better equipped to anticipate and understand what they will hear.

During the while-listening phase, the focus shifts to developing specific listening skills. Rather than merely assessing students' performance, the goal is to provide them with multiple opportunities to engage with the listening material and refine their listening strategies. Vandergrift (2007) highlights the importance of active engagement during this phase, where students should be encouraged to listen for key details, make inferences, and synthesize information from the listening text. The CMLTs offer a variety of task types such as matching, multiple choice, and short answer that can be adapted into listening activities. For example, teachers can guide students through focused listening tasks where they are asked to listen for specific information, note differences between speakers, or identify the main idea of a conversation. By using these test tasks as interactive exercises rather than one-off assessments, teachers can help students build essential listening strategies, including predicting content, identifying key words, and understanding implied meaning.

Finally, post-listening activities provide an essential opportunity for learners to reflect on, review, and consolidate their understanding of the listening material. Recent research emphasizes the critical role of metacognitive strategies in this stage. Goh and Vandergrift (2012) argue that post-listening tasks should not be limited to answer checking, but should promote deeper cognitive engagement through activities such as discussion, reflection, and strategy evaluation. Similarly, Goh and Hu (2014) found a positive correlation between learners' metacognitive awareness and listening performance, suggesting that post-listening stages are vital for helping students monitor and assess their comprehension. For instance, after completing a listening task from the Cambridge Movers test, students might compare responses in small groups, explore alternative interpretations, or re-listen to difficult segments for clarification. These reflective tasks enhance not only comprehension but also metacognitive awareness, allowing learners to evaluate the effectiveness of their

listening strategies. As Goh (2008) notes, integrating speaking or writing activities at this stage—such as summarizing content or offering personal opinions—can further reinforce learning and promote language retention.

In summary, teaching listening through tests like the CMLTs requires a clear distinction between teaching and testing. By employing structured pre-listening, while-listening, and post-listening activities, teachers can turn a traditional assessment tool into an effective method for developing students' listening skill. This approach ensures that the students are not merely preparing for a test but are actively learning how to listen more effectively in English.

#### **1.4. Empirical studies**

Empirical studies on the use of standardized listening tests in primary education have demonstrated their potential to enhance listening comprehension and overall language proficiency. In the context of Vietnam, several research studies have specifically investigated the application of CMLTs in primary classrooms, aiming to evaluate their effectiveness in developing students' listening skill.

One notable study by Nguyen and Nguyen (2018) explored the impact of using CMLTs on listening comprehension among primary school students in Ho Chi Minh City. The study aimed to examine whether regular exposure to listening tests could improve their listening abilities. Guided by Communicative Language Teaching as the theoretical framework, the researchers conducted a quasi-experimental study with two groups: an experimental group receiving frequent listening test practice and a control group following the traditional listening instruction. Data were collected through a pre- and post-test and student questionnaire. Statistical analysis showed that the students in the experimental group significantly outperformed those in the control group in listening comprehension scores, demonstrating the positive effect of integrating listening tests into regular teaching. The findings also revealed that the students became more familiar with common English listening patterns, resulting in enhanced listening confidence and accuracy.

Similarly, Pham (2019) conducted a study to investigate the role of CMLTs in improving the 4th graders' listening comprehension and language development. The study aimed to determine whether the structured format of standardized listening tests could foster better listening outcomes. Using Task-Based Language Teaching as the guiding framework, the research focused on analyzing quantitative data from listening tests. The findings indicated that integrating listening tests into the teaching process significantly improved not only listening comprehension but also vocabulary acquisition and pronunciation skills. The teacher reported that her students demonstrated increased motivation and confidence during listening activities, as they were able to connect test-based tasks with real-life listening situations.

While these studies provide encouraging evidence of the short-term benefits of using listening tests in language instruction, there remains a gap in understanding their long-term impacts on listening proficiency and their potential influence on other language skills, such as speaking and reading. Additionally, the role of teacher training in effectively implementing listening tests has been identified as a critical factor that warrants further investigation. Future research should consider longitudinal studies to evaluate sustained improvements and explore the integration of listening tests with broader language skills development.

In summary, empirical studies in Vietnam have demonstrated that the use of CMLTs positively impacts young learners' listening comprehension and language proficiency. However, more research is needed to fully understand their long-term effects and the potential for a holistic language teaching approach that includes listening, speaking, and other language skills.

## **1.5. Chapter summary**

This chapter has comprehensively reviewed the literature related to using CMLTs to enhance listening comprehension skills among fourth graders at a primary school in Phan Thiet. It began by outlining fundamental concepts of listening comprehension and its significance in English language acquisition, particularly for young learners. Various theoretical perspectives were examined to

establish a solid foundation for understanding listening competence. The chapter also discussed language assessment, emphasizing standardized listening tests, with a focus on the CMLTs, analyzing their structure, content, and practical applications. Additionally, empirical studies on the use of these tests in educational settings were reviewed, highlighting their positive impact on listening comprehension and identifying gaps in existing research. This chapter thus established the theoretical and empirical basis for the present study, guiding the subsequent chapters on methodology and data analysis.

## **CHAPTER 2. METHODOLOGY**

This chapter presents a detailed overview of the research methodology, ensuring the validity and reliability of the study. It outlines the research questions and the methodological framework, including the research site, participants, research design, data collection instruments, and data analysis procedures. The rationale for selecting the chosen methodology is discussed, along with the research process and ethical considerations. Additionally, the chapter explains the measures taken to ensure the accuracy and trustworthiness of the findings.

### **2.1. Research site**

The research was conducted at a primary school in Phan Thiet from October 7, 2024 to December 27, 2024. This site was chosen due to its representativeness of typical Vietnamese primary education environments and its students' linguistic background. Phan Thiet, being a non-metropolitan area, has students with limited exposure to English outside the classroom, making it an ideal setting for this study focusing on enhancing listening comprehension skills.

The primary school where the research took place follows the national curriculum for English language education, which emphasizes basic language skills, including listening. The CMLTs were selected as a supplementary tool due to its structured and internationally recognized format, aligning with the educational goals of the school (Cambridge Assessment English, 2019). The school's facilities, including its language lab, allowed for controlled testing environments, which were essential for maintaining the study's validity.

### **2.2. Participants**

The study involved one hundred fourth-graders who were selected based on their proficiency levels and availability for participation. They were divided into two groups: the experimental group (EG), which received listening instruction using CMLTs, and the control group (CG), which followed a traditional listening teaching method. Participant selection was based on similar proficiency levels, determined by a pre-test administered before the intervention, ensuring the study's reliability and

enabling an accurate comparison of instructional methods. Table 2.1 presents a detailed summary of the participants' demographic information, including their age and proficiency levels, to provide a comprehensive overview of the study sample.

**Table 2.1. Participants' demographic information**

<b>Characteristic</b>	<b>EG</b>	<b>CG</b>
<b>Age (years)</b>	9-10	9-10
<b>Native Language</b>	Vietnamese	Vietnamese
<b>English learning duration</b>	$\geq 2$ years	$\geq 2$ years
<b>English Proficiency Level (CEFR)</b>	A1 (Movers)	A1 (Movers)
<b>Assessment Tool</b>	Cambridge Movers listening test	National Mid-term test & Final test

As can be clearly seen from the table above, the participants in this study comprised one hundred fourth-graders from a chosen primary school in Phan Thiet. Their age ranged 9-10.

All participants were native Vietnamese speakers with comparable educational experiences, which contributed to group homogeneity and helped minimize the influence of external factors on the study's outcomes. They had been learning English for at least two years as part of the national curriculum, which provided them with a foundational level of English proficiency. Their listening skills, identified as requiring improvement, were assessed at the A1 level of the Common European Framework of Reference for Languages (CEFR), corresponding to the Cambridge Movers level.

### **2.3. Research design**

This section outlines the research design employed in the study, detailing the chosen approach, method, and techniques utilized to address the research objectives. Specifically, it comprises three subsections: approach, which discusses the fundamental perspective shaping the study, establishing the foundation for the chosen

methodology and research process; method, which elaborates on the research methodology adopted; and techniques, which describes the specific procedures and tools used for data collection and analysis.

### **2.3.1. Approach**

This study employs a quantitative research approach to investigate the effectiveness of using CMLTs to enhance the listening comprehension of 4th-grade students at a primary school in Phan Thiet. This approach is appropriate as it allows for the systematic collection and analysis of numerical data to measure students' listening performance and perceptions of the tests.

The quantitative aspect of the research involves administering a pre- and post-test, which were designed to measure the students' listening comprehension abilities before and after exposure to the CMLTs. By employing a quasi-experimental design, this study could systematically assess the improvement in students' listening skills over a specific period of 12 weeks. Data obtained from these tests would be statistically analyzed to determine whether the CMLTs contributed to any significant improvement in the students' listening comprehension.

Additionally, a questionnaire was administered to collect students' perceptions of the CMLTs. The questionnaire consisted of closed-ended questions using a Likert scale (ranging from 1 – Strongly Disagree to 5 – Strongly Agree) to evaluate students' engagement, confidence, and perceived effectiveness of the tests. Descriptive statistical methods, including frequencies, percentages, and mean scores, were applied to analyze the responses.

By combining test results and questionnaire data, this quantitative approach ensures a structured and objective evaluation of the research problem, providing measurable insights into the role of CMLTs in improving listening comprehension.

### **2.3.2. Method**

This section outlines the methodology employed to enhance listening comprehension among 4th-grade students through the use of CMLTs. The teaching

schedule was designed to cover a period of 12 weeks from October 7, 2024 to December 27, 2024. The detailed teaching schedule is presented in the table below:

**Table 2.2. EG' teaching schedule using CMLTs**

Week	Date	Lesson Content	Teaching Procedure
1, 3, 5, 7, 9, 11	Day 1	Part 1 - Listening for descriptions and names	<ul style="list-style-type: none"> <li>– Warm-up (5 minutes): Engage students with a brief interactive activity, such as a vocabulary game or discussion, to activate prior knowledge and introduce the listening topic.</li> <li>– Pre-listening (5 minutes): Provide contextual background, introduce key vocabulary, and set listening objectives to help students anticipate the content and enhance comprehension.</li> <li>– While-listening (15 minutes): Play the audio in segments or as a whole while guiding students through comprehension tasks, such as multiple-choice questions, matching exercises, or filling in missing information.</li> <li>– Post listening (5 minutes): Facilitate discussions, comprehension checks, and error correction to reinforce understanding and address challenges faced during the listening task.</li> <li>– Follow-up (10 minutes):</li> </ul>
	Day 2	Part 2 - Listening for spelling, names, and other information	
	Day 3	Part 3 - Listening for names, words, and other detailed information	
2, 4, 6, 8, 10, 12	Day 1	Part 4 - Listening for various kinds of specific information	<ul style="list-style-type: none"> <li>– Post listening (5 minutes): Facilitate discussions, comprehension checks, and error correction to reinforce understanding and address challenges faced during the listening task.</li> <li>– Follow-up (10 minutes):</li> </ul>
	Day 2	Part 5 - Listening for words, colours, and specific information	

	Day 3	Final review and strategies for improving listening comprehension	Extend learning through related activities, such as role-playing, summarization exercises, or additional listening tasks, to further develop students' listening and speaking skills.
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**Table 2.3. CG' teaching schedule using I-learn smart start material**

Week	Date	Lesson Content	Teaching Procedure
1 - 4	Day 1	Unit 1 – Listening for personal information (names, ages, and hobbies)	<ul style="list-style-type: none"> <li>– Warm-up (5 minutes): Initiate the lesson with an interactive activity like guessing game to activate prior knowledge.</li> <li>– Pre-listening (5 minutes): Introduce key vocabulary and provide context to help students anticipate the listening task and improve comprehension.</li> </ul>
	Day 2	Unit 2 – Listening for classroom instructions and school- related vocabulary	
	Day 3	Unit 3 – Listening for numbers, prices, and shopping- related terms	
5 - 8	Day 1	Unit 4 – Listening for locations and directions	<ul style="list-style-type: none"> <li>– While-listening (15 minutes): Play the audio in segments while guiding students through comprehension exercises such as filling in missing numbers or multiple-choice questions</li> <li>– Post listening (5 minutes): Facilitate discussions and comprehension checks to reinforce understanding, using activities like map-reading tasks or role-play scenarios.</li> </ul>
	Day 2	Unit 5 – Listening for daily routines and time expressions	
	Day 3	Unit 6 – Listening for descriptions of people and objects	
9 - 12	Day 1	Unit 7 – Listening for weather forecasts and seasonal activities	

	Day 2	Unit 8 – Listening for animals and their habitats	– Follow-up (10 minutes): Extend learning through real-life applications, such as creating a daily schedule, acting out routines, or summarizing key details in pairs.
	Day 3	Final review and test-taking strategies	

The study involved two groups of students: the EG, which received listening instruction through the use of CMLTs, and the CG, which followed the conventional listening curriculum without the integration of Movers tests. Both groups were of similar proficiency levels, determined through a pre-test administered before the intervention.

As the instructor of both classes, the teacher was responsible for designing and implementing the lessons in accordance with the study's objectives. This ensured consistency in instructional delivery and minimized potential biases that could arise from differing teaching styles. The EG engaged in listening activities incorporating CMLTs, designed to enhance their listening comprehension skills through interactive and structured exercises. Meanwhile, the CG followed traditional listening activities based on the standard curriculum without additional technological or test-based interventions.

To maintain objectivity, both groups received equal instructional hours, and lesson content was aligned as closely as possible, differing only in the use of CMLTs in the EG. Throughout the intervention, formative assessments and observations were conducted to monitor students' engagement and progress. At the end of the intervention, a post-test was administered to both groups to measure any improvements in listening proficiency and to determine the effectiveness of CMLTs in enhancing listening skills.

The primary teaching materials utilized in this study were the CMLTs. These tests consist of five distinct parts, each designed to develop specific listening skill essential for young learners. The selection of these materials was based on their

alignment with the A1 level of the CEFR, which corresponds to the learners' current proficiency level.

Part 1—Listening for descriptions and names—requires students to listen to dialogues and draw lines connecting names to individuals depicted in a given picture. This task enhances students' ability to identify and associate auditory information with visual cues, which is crucial for developing basic listening comprehension skills.

In Part 2—Listening for spelling, names, and other information—students are instructed to listen to a dialogue and complete a form or notepad by writing down numbers or words in the blanks. This exercise targets skills related to recognizing and accurately transcribing critical details, including numerical and lexical elements.

Part 3—Listening for names, words, and other detailed information—involves listening to dialogues and matching illustrated words or names to corresponding pictures by marking the appropriate letter in the designated box. This part aims to foster students' abilities to comprehend specific details within a conversational context.

The fourth part, Part 4—Listening for various kinds of specific information—includes dialogues accompanied by three-option multiple-choice questions. Students are required to tick the box beneath the correct picture after carefully interpreting the audio content. This section emphasizes the importance of differentiating between similar auditory information and making accurate choices based on comprehension.

Lastly, Part 5—Listening for words, color and specific information—challenges students to follow instructions related to coloring and writing while listening to a dialogue. This task develops the ability to perform actions based on verbal cues, thereby reinforcing attentive listening and precise execution of instructions.

To ensure consistency and effectiveness, each lesson followed a structured format comprising five stages: Warm-up, Pre-listening, While-listening, Post-listening, and Follow-up activity.

The Warm-up stage lasted approximately five minutes and aimed to introduce the topic while activating students' prior knowledge. During this phase, teachers used engaging activities to build a contextual foundation, preparing students for the listening task.

Following the warm-up, the Pre-listening stage also lasted five minutes and focused on teaching key vocabulary and encouraging students to predict the content they were about to hear. This step was essential in reducing linguistic barriers and fostering students' anticipation of the task requirements.

The While-listening stage, the core of each lesson, spanned approximately 15 minutes. During this phase, the audio recordings were played two to three times to give students ample opportunity to comprehend the content. Teachers guided students through each test part while emphasizing essential listening skills, such as identifying key information and making inferences from the context.

Upon completion of the listening activity, the Post-listening stage followed, lasting about five minutes. During this stage, students' answers were corrected and reviewed collectively. Teachers also facilitated discussions about listening strategies and encouraged students to reflect on the challenges they encountered during the exercise.

Finally, the lesson concluded with a Follow-up Activity lasting ten minutes. This stage aimed to consolidate the listening skills practiced by engaging students in interactive activities, including pair work or group discussions. These follow-up tasks promoted peer interaction and allowed students to reinforce their comprehension in a supportive environment.

Through the integration of structured lesson stages and the use of authentic listening materials, the teaching procedure aimed to enhance listening

comprehension skills systematically and effectively, catering to the learners' specific needs and proficiency levels.

The intervention consisted of three lessons per week, with each lesson lasting 40 minutes. The sequence of lessons was carefully planned to ensure progressive skill development, including both familiarization with the test format and targeted practice of essential listening sub-skills, such as understanding context, identifying specific information, and recognizing speech patterns.

Data were collected through a pre-test and post-test to measure students' listening comprehension improvements. The collected data were analyzed using the quantitative method to examine the impact of using CMLTs on students' listening proficiency.

### **2.3.3. Techniques**

Two research techniques were employed to gather data and analyze the impact of the intervention, as presented below.

#### ***2.3.3.1. Tests***

Testing plays a crucial role in language learning, particularly in the context of listening comprehension. It not only provides an assessment of learners' current capabilities but also fosters motivation and directs instructional focus. In this study, CMLTs were utilized as a primary tool to assess and improve the listening comprehension skills of 4th-grade students at a primary school in Phan Thiet. These tests are a part of the Cambridge YLE assessments, designed to measure English proficiency in children aged 7-12. According to Taylor (2013), standardized tests like the Cambridge YLE provide a reliable framework for assessing listening skills, as they are specifically tailored to suit the cognitive and linguistic abilities of young learners.

The CMLTs consist of five parts, each designed to assess different aspects of listening comprehension. Part 1 focuses on listening for descriptions and names, where students listen to dialogues and draw lines to match names with people in a picture. Part 2 targets listening for spelling, names, and other Information, requiring

students to complete a form or a notepad page by writing numbers or words in the gaps based on a dialogue. Part 3 emphasizes listening for names, words, and other detailed information, as students match pictures with illustrated words or names by writing the corresponding letter in the box. Part 4 tests listening for various kinds of specific information, where students hear dialogues followed by three-option multiple-choice questions and tick the correct box under the appropriate picture. Part 5 involves listening for words, colors, and specific information guiding students to follow instructions to color and write as they listen to a dialogue. This test format is effective in evaluating listening comprehension at various levels, from recognizing basic vocabulary to understanding detailed spoken instructions, as highlighted by Hasselgreen (2005).

Furthermore, these tests are contextually appropriate for assessing listening skills in Vietnamese primary school settings. As pointed out by Vu (2018), young learners in Vietnam often face difficulties in listening due to the limited exposure to authentic English in daily life. The use of CMLTs helps bridge this gap by providing structured, authentic listening experiences that align with learners' developmental stages and curriculum goals.

A pre-test and post-test design was employed in this study, where students' listening comprehension abilities were measured before and after a teaching intervention using CMLTs. This approach allowed for an analysis of the impact of the tests on students' listening improvement, following the model proposed by Alderson (2005), who suggests that integrating testing into the learning process provides formative feedback that enhances overall language skills. The use of pre- and post-tests also aligns with Hughes' (2003) recommendation for assessing the effectiveness of a language teaching program through measurable improvements in learner performance.

In conclusion, the CMLTs serve as an effective tool for enhancing the listening comprehension skills of 4th-grade students. Their carefully structured format and well-researched design provide a robust framework for assessment, aligning with recognized international standards. Moreover, the tests' integration

into classroom practice supports not only the measurement of progress but also the overall development of students' listening skills, preparing them for more advanced stages of language learning.

#### ***2.3.3.2. Questionnaire***

The questionnaire is designed to collect comprehensive feedback from students regarding their experiences with the CMLTs. It encompasses various dimensions such as the clarity of the listening tasks, the relevance of the content to the students' learning objectives, and the overall level of difficulty of the tests. This technique serves to complement the test results by providing additional insights into how the implementation of the CMLTs may contribute to enhancing listening comprehension among fourth-grade students at a primary school in Phan Thiet.

The questionnaire is structured into two main themes, each consisting of 6 questions aimed at evaluating different dimensions of the listening tests. The questions assess the students' perceptions of how well the tests support their listening comprehension development, their engagement with the tasks, and any challenges they may encounter. A detailed breakdown of the questionnaire structure and specific questions can be found in Appendix 2.

This technique is substantiated by the work of Creswell (2014), who asserts that questionnaires are instrumental in obtaining diverse perspectives from respondents. According to Creswell, this method not only facilitates the gathering of opinions but also provides critical insights into how well an assessment aligns with its intended educational outcomes. It highlights the perceptions of students regarding the appropriateness of the test content and the effectiveness of its implementation in the classroom setting.

In a similar vein, Bryman (2016) emphasizes that questionnaires can uncover whether the tests successfully assess listening comprehension skills and identify specific areas that may require refinement. The structured format of the questionnaire enables researchers to pinpoint prevalent themes and concerns within the responses, thus illuminating potential strengths and weaknesses of the test. This

analysis is essential for informing necessary adjustments to the test format or content.

Furthermore, the data collected from the questionnaire would be analyzed to determine whether the CMLTs achieve their intended objectives and effectively assess students' listening abilities. Descriptive statistics, including frequencies, percentages, and mean scores, would be used to quantify students' perceptions of the tests. The findings would help evaluate the clarity, relevance, and difficulty level of the listening tasks, providing valuable insights for improving test design and implementation. This approach aligns with the principles of educational assessment, as highlighted by Wiliam (2011), who emphasizes the importance of using assessment results to enhance learning and instruction.

The findings will also help identify areas for improvement in test design and implementation, ensuring that these assessments align more closely with the cognitive and linguistic abilities of young learners. This approach is in line with educational assessment principles outlined by Wiliam et al. (2004), who underscore the pivotal role of assessment as a tool not only for measuring student performance but also for enhancing learning outcomes. By utilizing assessment results to inform instructional decisions and refine teaching strategies, the study aims to foster a more dynamic and responsive approach to listening comprehension instruction, ultimately improving the quality of English language education for young learners.

Overall, the questionnaire serves as a pivotal tool in evaluating the impact of the CMLTs, contributing to the ongoing discourse on effective assessment strategies in primary education.

## **2.4. Data analysis procedures**

In this section, the data analysis procedures used to address the research questions in the study will be explained in detail. The primary sources of data were tests and questionnaires. Each method requires a specific approach to analyze and interpret the findings in a meaningful way. The test results were analyzed using descriptive statistics to measure students' improvement, while the questionnaire

responses were processed to identify patterns and trends in their experiences with the CMLTs. The goal of this study is to investigate the effectiveness of CMLTs in improving the listening comprehension skills of 4th-grade students at a primary school in Phan Thiet.

#### **2.4.1. Tests**

The test data were collected from a pre- and post-test based on the Cambridge Movers listening assessments. To analyze the effectiveness of the intervention, a quantitative approach was applied. The test scores were entered into statistical software for comparison and analysis. Descriptive statistics, including mean scores and standard deviations, were used to summarize the students' performance before and after the intervention. This provided a clear picture of the general trend in listening comprehension development among the participants.

Descriptive statistics, including mean scores and standard deviations, were utilized to summarize students' performance before and after the intervention. This analysis aimed to provide a comprehensive overview of the general trends in listening comprehension development among the participants. By examining the differences in test scores, the study sought to determine the extent to which the intervention contributed to improvements in students' listening skills.

To further assess the effectiveness of the intervention, the differences between the pre-test and post-test scores were analyzed. The comparison of mean scores allowed for an evaluation of overall improvement in listening comprehension, providing insights into the potential impact of the intervention on students' listening abilities.

#### **2.4.2. Questionnaire**

The data gathered through the questionnaire were analyzed using quantitative methods. The questionnaire, administered to students, consisted of Likert-scale questions, which provided measurable insights into their perceptions of the CMLTs.

Descriptive statistics, including frequencies, percentages, and mean scores, were calculated to assess the clarity of listening tasks, the relevance of test content

to students' learning objectives, and the overall difficulty level of the tests. This statistical analysis helped evaluate the perceived effectiveness of the CMLTs in enhancing students' listening comprehension skills. By systematically interpreting the numerical data, the study aimed to provide objective findings on how the tests supported the students' listening development.

Additionally, responses were examined to identify patterns or trends in students' feedback. Any notable variations in perceptions across different proficiency levels were explored to understand the intervention's impact on diverse learners. The findings from the questionnaire complemented the test score analysis, providing a more comprehensive understanding of students' experiences with the listening assessments. These insights contributed to the overall evaluation of the effectiveness of CMLTs in fostering listening comprehension skills.

## **2.5. Validity and reliability**

In this section, we will discuss the validity and reliability of the research methodology employed in this investigation into using CMLTs to enhance the listening comprehension of fourth graders at a primary school in Phan Thiet.

Ensuring both validity and reliability is essential for maintaining the rigor of the research findings, particularly in the context of investigating the use of CMLTs to enhance 4th graders' listening comprehension. The research methods employed, including tests and questionnaires, must be evaluated for their ability to accurately measure listening comprehension and related factors. These tools must not only align with the study's objectives but also demonstrate consistency and accuracy over time.

### **2.5.1. Tests**

The validity and reliability of the CMLTs are essential to ensuring accurate and consistent findings in this study. To establish content validity, the test items were aligned with the listening objectives of both the Cambridge English curriculum and the national English curriculum for Vietnamese primary schools. Expert input from English language educators was also obtained to confirm the relevance of the content.

Construct validity was ensured by selecting test items that accurately measure listening comprehension skills, such as identifying key information and following verbal instructions, consistent with the A1 level (CEFR). Criterion validity was confirmed by comparing the test results with other established listening assessments and classroom evaluations, demonstrating consistent performance outcomes.

To verify reliability, the study employed test-retest reliability by administering the same test twice to the same group after a short interval and comparing the results. Internal consistency was also measured using Cronbach's Alpha, ensuring that the test items yielded stable and consistent responses. Additionally, pilot testing was conducted with a small sample to identify potential issues before the main study.

By ensuring the validity and reliability of the CMLTs, the study guarantees that the data collected accurately reflect the students' listening skills, supporting reliable and meaningful findings.

### **2.5.2. Questionnaire**

The validity and reliability of the questionnaire used to collect data on students' attitudes towards the CMLTs and their perceived improvement in listening comprehension are crucial to ensure accurate findings. To establish content validity, the questionnaire items were carefully designed to address relevant aspects of listening comprehension, including students' experiences with listening practice, perceived challenges, and progress over time. The items were reviewed by English language educators to ensure their appropriateness and clarity for 4th graders. Additionally, pilot testing was conducted to refine the questions, ensuring that the language and structure matched the students' comprehension levels.

Construct validity was ensured by aligning the questionnaire items with theoretical frameworks related to student motivation, engagement, and listening skill development. Feedback from educational experts was obtained to verify that the questions accurately captured students' attitudes and perceptions regarding listening comprehension improvement. Face validity was also considered by consulting teachers to ensure the questions were suitable for young learners.

Regarding reliability, internal consistency was measured using Cronbach's Alpha to assess the coherence among items targeting similar constructs. This ensured that the responses were consistent and dependable, providing reliable data on students' attitudes and perceived progress. By carefully addressing both validity and reliability, the questionnaire data contributes to a comprehensive understanding of the students' listening comprehension experiences.

## **2.6. Ethical Considerations**

To ensure the integrity and credibility of this research, all ethical aspects were carefully considered, particularly given the involvement of young learners from a primary school in Phan Thiet. The study adhered strictly to ethical guidelines to protect the rights and well-being of all participants.

Firstly, informed consent was obtained from school administrators, teachers, and students. Detailed information sheets outlining the study's objectives, procedures, and potential benefits were provided to ensure transparency. Participation was entirely voluntary, and participants were informed of their right to withdraw at any time without facing any negative consequences.

To maintain confidentiality and privacy, all personal information and data were anonymized, and participants' identities were coded to prevent unauthorized access. Only the researcher and authorized personnel had access to the raw data, which was securely stored and used solely for academic purposes.

The research process was conducted with honesty and integrity, ensuring that data collection and analysis were performed objectively and without manipulation. The results presented in this study reflect an unbiased interpretation of the collected data.

Furthermore, the study was designed to minimize disruption to students' regular learning activities. The CMLTs and related interventions were seamlessly integrated into the existing curriculum to avoid causing stress or inconvenience to the students.

Finally, ethical approval was obtained from the university's ethics committee before data collection began. The researcher followed all institutional and

professional ethical standards throughout the study, prioritizing participants' safety and well-being at every stage.

## **2.7. Chapter summary**

In summary, Chapter 2 has outlined the research methodology employed to investigate the effectiveness of CMLTs in enhancing the listening comprehension skills of 4th graders at a primary school in Phan Thiet. The chapter outlined the quantitative approach employed to analyze test scores and questionnaire responses, ensuring a thorough examination of the research problem. Sampling techniques and data collection instruments, including a pre-test, post-test and questionnaire, were described with a focus on validity and reliability. Ethical considerations were addressed to protect the participants' rights, and data analysis procedures with statistical analysis were specified. The methodological framework established in this chapter provides a solid foundation for analyzing and discussing the study's findings in subsequent chapters.

## **CHAPTER 3. RESULTS AND DISCUSSION**

This chapter presents the results and discussion of the study on the effectiveness of CMLTs in enhancing fourth graders' listening comprehension at a primary school in Phan Thiet. The results from the pre-test and post-test illustrate changes in students' listening performance following the intervention. The discussion interprets these findings by analyzing statistical outcomes and comparing them with previous research. Through this examination, the chapter provides a comprehensive understanding of the impact of CMLTs on students' listening development.

### **3.1. Results**

This section presents the results obtained from both tests and questionnaire, providing a comprehensive evaluation of students' listening comprehension development. The pre-test and post-test scores highlight the impact of the intervention on students' performance, while the questionnaire responses offer insights into their perceptions of the listening assessments. The findings from both data sources are analyzed to assess the effectiveness of CMLTs in enhancing students' listening skills.

#### **3.1.1. Tests**

To evaluate students' listening comprehension, the pre-test and post-test results were systematically analyzed. The comparison of scores between the CG and the EG highlights any improvements following the intervention. The following sections detail these findings.

##### ***3.1.1.1. Pre-test***

The pre-test was conducted to assess students' initial listening comprehension skills before the intervention. Appendix 1 provides the individual pre-test scores for all participants in both the CG and the EG, offering a detailed overview of their baseline performance. These scores serve as a reference point for evaluating subsequent improvements following the intervention.

To assess the baseline performance of participants, the pre-test scores of both the CG and the EG were analyzed. As shown in Table 3.1, the mean pre-test score for

the CG was 6.92 (SD = 1.24), whereas the EG had a slightly higher mean score of 7.10 (SD = 0.91). Both groups had an equal number of valid responses (N = 50).

**Table 3.1. Pre-test scores of CG and EG**

**Statistics**

		CG_Pre	EG_Pre
N	Valid	50	50
Mean		6.9200	7.1000
Std. Deviation		1.24278	.90914

	Frequency		Valid Percent		Cumulative Percent	
	CG	EG	CG	EG	CG	EG
<b>Valid</b> 4.00	1	1	2.0	2.0	2.0	2.0
5.00	7	3	14.0	6.0	16.0	8.0
6.00	8	2	16.0	4.0	32.0	12.0
7.00	18	29	36.0	58.0	68.0	70.0
8.00	11	14	22.0	28.0	90.0	98.0
9.00	5	1	10.0	2.0	100.0	100.0
<b>Total</b>	50	50	100.0	100.0		

The frequency distribution of scores provides further insights into the initial performance levels of the two groups. In the CG, the most frequent score was 7, achieved by 36% of the participants, followed by 8 (22%) and 6 (16%). Meanwhile, in the EG, the highest concentration of the participants also scored 7, but at a significantly higher percentage (58%), with 28% scoring 8. The CG exhibited a greater proportion of lower scores, with 32% of the participants scoring 6 or below, compared to only 12% in the EG. Conversely, while 10% of CG participants scored 9, only 2% in the EG achieved the same score.

The cumulative percentage distribution further emphasizes these variations. In the CG, 68% of the participants scored 7 or lower, whereas in the EG, 70% of participants fell within this range. However, the higher concentration of scores around

7 and 8 in the EG suggests that the group had a more homogeneous distribution with less variability, as reflected in its lower standard deviation.

Overall, while both groups demonstrated comparable baseline performance, the EG exhibited a more clustered distribution around the mean, whereas the CG had greater variability in scores. These results provide a foundational reference for evaluating the impact of the intervention in subsequent analyses.

A more detailed statistical comparison of the pre-test scores between the EG and the CG is presented in Table 3.2.

**Table 3.2. Descriptive statistics of pre-test scores**

Group Statistics					
	CLASS	N	Mean	Std. Deviation	Std. Error Mean
Pre_test_results	Experimental class	50	6.92	1.24278	.17575
	Control class	50	7.10	.90914	.12857

The CG had a slightly higher mean pre-test score ( $M = 7.10$ ,  $SD = 0.91$ ) compared to the EG ( $M = 6.92$ ,  $SD = 1.24$ ). While the difference in mean scores appears minor, the standard deviation values indicate that the scores in the EG were more widely dispersed around the mean, whereas the CG demonstrated a more concentrated distribution.

The standard error of the mean (SEM) was 0.13 for the CG and 0.18 for the EG. The larger SEM in the EG suggests that there is greater variability in sample means that could be obtained from repeated sampling of the population. This implies that the scores in the EG are less stable compared to those in the CG, potentially due to a broader range of individual differences among participants in the EG.

In summary, the preliminary analysis indicates that while the CG had a slightly higher pre-test mean, the EG exhibited a greater spread in scores. A more in-depth statistical analysis is required to determine whether these differences could affect post-intervention comparisons and the validity of the study's findings.

To determine whether there was a statistically significant difference in pre-test scores between the EG and the CG, an independent samples t-test was conducted. Its results are presented in Table 3.3.

**Table 3.3. Pre-test results of Independent Samples T-Test**

Independent Samples T-Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre- test	Equal variances assumed	6.131	.015	-.827	98	.410	-.18000	.21776	-.61214	.25214
	Equal variances not assumed			-.827	89.769	.411	-.18000	.21776	-.61264	.25264

Levene's test assesses whether the variance between the two groups is equal. The test yielded an F-value of 6.13 with a significance level (Sig.) of .015, which is below the conventional threshold of 0.05 normally set at the start of an educational research study. This indicates that the assumption of equal variances is violated, meaning that the variability in scores differs significantly between the two groups. Therefore, the row labeled "*Equal variances not assumed*" should be used for interpreting the t-test results.

The t-test results, based on the *equal variances not assumed* row, indicate a t-value of -0.83 with 89.77 degrees of freedom (df). The significance level (Sig. 2-tailed) is 0.411, which is substantially greater than 0.05. This suggests that there is no statistically significant difference in mean pre-test scores between the two groups.

The mean difference between the two groups is -0.18 with a standard error difference of 0.22. The 95% confidence interval for the mean difference ranges from

-0.61 to .25. Since this confidence interval includes zero, it further confirms that there is no significant difference in pre-test scores between the EG and CG.

The results indicate that although the CG had a slightly higher mean pre-test score ( $M = 7.10$ ) compared to the EG ( $M = 6.92$ ), this difference is not statistically significant ( $p = 0.411$ ). This implies that any observed variation in pre-test scores is likely due to random chance rather than a meaningful difference in baseline performance. Consequently, both groups can be considered comparable before the intervention, ensuring the validity of subsequent experimental analyses.

In summary, while Levene's test revealed unequal variances, the t-test confirmed that there was no significant difference in the pre-test scores of the two groups. This justifies the assumption that both groups started with similar academic abilities, allowing for a fair comparison of post-test results to evaluate the effectiveness of the intervention.

### ***3.1.1.2. Post-test***

The post-test results for both the CG and the EG were analyzed to assess the effectiveness of the intervention. Individual post-test scores for each participant are provided in Appendix 1, offering a detailed overview of the students' listening comprehension performance after the intervention. The descriptive statistics for both groups are presented in Table 3.4, respectively.

**Table 3.4. Post-test scores of CG and EG**

Statistics		CG_Post	EG_Post
N	Valid	50	50
Mean		7.2800	7.9600
Std. Deviation		1.19591	.87970

		Frequency		Valid Percent		Cumulative Percent	
		CG	EG	CG	EG	CG	EG
<b>Valid</b>	5.00	5	1	10.0	2.0	10.0	2.0
	6.00	7	2	14.0	4.0	24.0	6.0
	7.00	15	8	30.0	16.0	54.0	22.0
	8.00	15	26	30.0	52.0	84.0	74.0
	9.00	8	13	16.0	26.0	100.0	100.0
<b>Total</b>		50	50	100.0	100.0		

Table 3.4 illustrates the post-test scores of the CG. The mean score of the CG was 7.28, with a standard deviation of 1.2. The distribution of scores shows that 30% of participants scored 7.0, while another 30% scored 8. The lowest score recorded was 5 (10%), while the highest was 9 (16%). It presents the post-test scores for the EG. The mean score of the EG was 7.96, with a standard deviation of 0.88. The frequency distribution indicates that a little more than half of the participants (52%) obtained a score of 8, followed by 26% who scored 9. Notably, only 2% of the participants scored 5, which was the lowest score in this group.

A comparison of the mean scores between the two groups reveals that the EG outperformed the CG, with a mean difference of 0.68. Additionally, the standard deviation in the EG was lower (0.88) compared to that of the CG (1.2) indicating less variability in the post-test scores of the EG. These findings suggest that the intervention may have contributed to improved performance among the participants in the EG.

Furthermore, the frequency distributions highlight a significant difference in the score patterns. While the CG had a relatively even spread of scores across the range, the EG exhibited a concentration of scores at the higher end, with 78% of the participants scoring 8 or above. This distribution suggests a positive impact of the intervention on student performance.

In summary, the post-test results indicate that participants in the EG achieved higher scores on average compared to those in the CG. The reduced standard deviation in the EG further suggests a more consistent performance across

participants. These results provide preliminary evidence supporting the efficacy of the intervention in enhancing learning outcomes.

To further investigate the statistical differences between the experimental and control groups, a comparative analysis of their post-test results was conducted. Table 3.5 provides a summary of key statistical measures, including the mean, standard deviation, and standard error of the mean for both groups.

**Table 3.5. Descriptive statistics of post-test scores**

Group Statistics					
	CLASS	N	Mean	Std. Deviation	Std. Error Mean
Post_test_results	Experimental class	50	7.2800	1.9591	.16913
	Control class	50	7.9600	.87970	.12441

Table 3.5 presents a comparative statistical summary of post-test results for both the experimental and control groups. The mean score for the EG was 7.28, while the CG achieved a higher mean of 7.96. The standard deviation for the EG (1.96) was considerably higher than that of the CG (0.88) indicating greater variability in scores among the experimental participants. Additionally, the standard error of the mean was 0.17 for the EG and 0.12 for the CG, suggesting that the CG's mean score was estimated with slightly higher precision.

These results further reinforce the earlier findings that, despite the EG undergoing the intervention, its performance was less consistent compared to the CG. The increased standard deviation in the EG suggests that individual performance varied significantly, potentially due to differences in the participants' engagement with the intervention or other external factors influencing learning outcomes.

In summary, the post-test results indicate that the participants in the EG achieved higher scores on average compared to those in the CG. The reduced standard deviation in the EG further suggests a more consistent performance across participants. These results provide preliminary evidence supporting the efficacy of the intervention in enhancing learning outcomes.

In order to determine whether the difference in post-test scores between the experimental and control groups was statistically significant, an independent samples t-test was conducted. Table 3.6 presents the results of this analysis, including Levene's test for equality of variances and the t-test for equality of means.

**Table 3.6. Post-test results of Independent Samples T-Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	9.162	.003	-3.239	98	.002	-.68000	.20996	-1.09665	-.26335
	Equal variances not assumed			-3.239	90.018	.002	-.68000	.20996	-1.09711	-.26289

Levene's test yielded an F-value of 9.16 with a significance level (Sig.) of 0.003, indicating that the assumption of equal variances was violated. Therefore, the t-value in the second row "equal variances not assumed" would be consulted for the test of equality in the means of the two groups.

Evidently, the t-test value of 3.24 with the significance level of .002 shows a statistically significant difference in post-test scores between the two groups (df = 98). Inferentially, the levels of the students in the two groups are different after the treatment.

In summary, the post-test results indicate that participants in the EG achieved higher scores on average compared to those in the CG, but the difference was statistically significant. The reduced standard deviation in the EG further suggests a more consistent performance across the participants in this group. These results

provide preliminary evidence supporting the efficacy of the intervention in enhancing learning outcomes.

### 3.1.2. Questionnaire

#### 3.1.2.1. *Perceived effectiveness of CMLTs in enhancing listening comprehension*

The reliability of the questionnaire and construct regarding perceived effectiveness for enhancing 4th-grade students' listening comprehension is presented in Table 3.7.

**Table 3.7. Reliability of the questionnaire and construct**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.875	6

The Cronbach's Alpha value of 0.877 indicates a high level of internal consistency among the items included in the questionnaire. This suggests that the instrument is reliable for assessing the perceived effectiveness of the CMLTs in enhancing students' listening comprehension skills. The high value demonstrates that the items consistently measure the same underlying concept related to improving listening comprehension for 4th-grade learners.

The high reliability of the questionnaire strengthens both the validity and dependability of the research findings. Consequently, it confirms that the responses obtained from the participants accurately reflect their perceptions and attitudes regarding the effectiveness of the listening tests. This reliable measurement enables educators and researchers to gain valuable insights into how the CMLTs contribute to developing listening skills among primary students.

Moreover, the reliable nature of the questionnaire makes it a valuable tool for future studies that aim to investigate the impact of listening assessments on language acquisition. It also supports the potential for applying similar evaluation methods in

different educational contexts to measure the perceived effectiveness of listening practices.

In summary, the strong internal consistency of the questionnaire as evidenced by the Cronbach's Alpha value of 0.875 ensures that the findings related to the perceived effectiveness of the CMLTs are both credible and accurate. This contributes significantly to the overall robustness of the study and reinforces the relevance of the listening tests as a practical tool for enhancing students' listening comprehension.

To provide a more detailed representation of each theme, the data has been analyzed and is specifically presented in Table 3.8 below.

**Table 3.8. Descriptive statistics for perceived effectiveness of CMLTs in enhancing listening comprehension**

No	Statements	SD	D	N	A	SA	M	SD
1	Students' listening comprehension has improved after using the tests.	1	12	13	30	44	4.04	1.072
		1	12	13	30	44		
2	The CMLTs are suitable for enhancing students' listening skills.	2	3	11	37	47	4.24	.911
		2	3	11	37	47		
3	I am motivated to improve my listening comprehension skills.	2	11	9	33	45	4.08	1.079
		2	11	9	33	45		
4	Students have become more confident listeners after taking the tests.	1	6	12	33	48	4.21	.946
		1	6	12	33	48		
5	The tests offer a variety of listening tasks that benefit students.	1	6	19	34	40	4.06	.962
		1	6	19	34	40		
6	I enjoy listening to English audio materials during lessons.	1	10	16	24	49	4.10	1.068
		1	10	16	24	49		

Table 3.8 presents the descriptive statistics for the perceived effectiveness of CMLTs in enhancing listening comprehension.

The first statement, addressing whether the students' listening comprehension improved after using the tests, received an overall positive response, with 74% of participants expressing agreement—44% strongly agreed and 30% agreed. Meanwhile, neutrality accounted for 13%, while disagreement was relatively lower, with 12% disagreeing and only 1% strongly disagreeing. The mean score of 4.04 ( $SD = 1.072$ ) suggests a generally favorable perception, though some variability in responses exists.

The second statement addressed the suitability of CMLTs for enhancing the students' listening skills yielded a highly positive response, with 84% of participants indicating agreement—47% strongly agreed and 37% agreed. Neutrality was reported by 11%, whereas disagreement remained minimal, with only 3% disagreeing and 2% strongly disagreeing. The high mean score of 4.24 ( $SD = 0.911$ ) reflects strong support for the effectiveness of CMLTs in this regard.

The third statement concerning students' motivation to improve their listening comprehension skills revealed that a little more than two thirds of the respondents provided affirmative responses, with 45% strongly agreeing and 33% agreeing. Neutrality accounted for 9%, while 11% disagreed, and 2% strongly disagreed. The mean score of 4.08 ( $SD = 1.079$ ) indicates that most participants felt motivated, though a small portion exhibited hesitation or disagreement.

The fourth statement, which assesses the students' confidence in listening after taking the tests, was also rated positively, with a little more than four fifths of the respondents agreeing—48% strongly agreed and 33% agreed. Neutrality was noted by 12%, while disagreement was minimal, with only 6% disagreeing and 1% strongly disagreeing. The mean score of 4.21 ( $SD = 0.946$ ) further supported the notion that CMLTs contributed to boosting the students' confidence in listening comprehension.

The fifth statement regarding the variety of listening tasks in the tests received a generally favorable response, with nearly three quarters of the participants

expressing agreement—40% strongly agreed and 34% agreed. Neutrality accounted for 19%, while disagreement was relatively low, with 6% disagreeing and 1% strongly disagreeing. The mean score of 4.06 (SD = 0.962) suggests that students generally recognized the benefits of diverse listening tasks.

Finally, the enjoyment of listening to English audio materials during lessons received positive feedback from nearly three quarters of the respondents, with 49% strongly agreeing and 24% agreeing. However, neutrality (16%) and disagreement (10%) were slightly higher compared to other items. The mean score of 4.10 (SD = 1.068) indicates a generally favorable attitude toward engaging with English audio, though some variability remains.

These results collectively suggest that the students perceived CMLTs as effective tools for enhancing listening comprehension, increasing motivation, and improving confidence, with the highest endorsement observed in the perceived suitability of CMLTs for skill enhancement.

### ***3.1.2.2. Challenges in enhancing 4th-grade students listening comprehension***

To assess the reliability of the items measuring difficulties in enhancing listening comprehension, Cronbach's Alpha coefficient was computed. The internal reliability and the questionnaire are described in Table 3.9. The Cronbach's Alpha value for this construct was found to be 0.813, indicating an acceptable level of internal consistency among the items.

**Table 3.9. Reliability statistics for listening test**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.813	.815	6

This suggests that the items within the challenges in enhancing listening comprehension construct reliably measure the same underlying concept. A Cronbach's Alpha value of 0.813 is above the generally accepted threshold of 0.815

for research purposes, indicating that the items in this construct are sufficiently reliable for assessing respondents' difficulties in improving listening comprehension.

Therefore, the construct demonstrates acceptable internal consistency, which strengthens the validity and reliability of the questionnaire in evaluating these challenges.

To gain deeper insights into the specific challenges students face in enhancing their listening comprehension, a detailed analysis of the collected data has been conducted. Table 3.10 below presents the descriptive statistics for these challenges, providing a clearer understanding of the key difficulties reported by students.

**Table 3.10. Descriptive statistics for challenges in enhancing listening comprehension**

No	Statements	SD	D	N	A	SA	M	SD
1	Some listening tasks are difficult for students to follow.	1	3	11	24	61	4.41	.877
		1	3	11	24	61		
2	The test content sometimes does not match students' daily communication needs.	1	6	15	26	52	4.22	.980
		1	6	15	26	52		
3	The vocabulary used in the tests is sometimes challenging for 4 <sup>th</sup> graders.	2	5	30	32	31	3.85	.989
		2	5	30	32	31		
4	Students may feel stressed or anxious during listening tests.	1	9	26	16	48	4.01	1.096
		1	9	26	16	48		
5	Teachers face difficulties in integrating these tests into regular lessons.	7	9	20	23	41	3.82	1.258
		7	9	20	23	41		
6	The pace of audio recordings is too fast for most students.	5	18	23	24	30	3.56	1.234
		5	18	23	24	30		

Table 3.10 presents the descriptive statistics for the challenges in enhancing listening comprehension based on participants' responses.

The first statement, which examines whether some listening tasks are difficult for students to follow, received a high level of agreement, with 85% of the respondents expressing agreement—61% strongly agreed and 24% agreed. Meanwhile, 11% remained neutral, while disagreement was minimal, with only 3% disagreeing and 1% strongly disagreeing. The mean score of 4.41 (SD = 0.877) suggests that a significant portion of the students found certain listening tasks challenging.

The second statement regarding the alignment of test content with students' daily communication needs yielded a generally positive response, with nearly four fifths of the participants agreeing—52% strongly agreed and 26% agreed. Neutrality was reported by 15%, while disagreement remained relatively low, with 6% disagreeing and only 1% strongly disagreeing. The mean score of 4.22 (SD = 0.980) indicates that while most students perceived some mismatch between test content and real-life communication, a small proportion did not share this concern.

The third statement concerning the vocabulary used in the tests being challenging for 4th graders revealed a more balanced distribution of responses. While 63% of the respondents agreed—31% strongly agreed and 32% agreed—30% remained neutral. Disagreement was reported by 7% of the participants. The mean score of 3.85 (SD = 0.989) suggests that vocabulary difficulty was a concern for many students, though a notable proportion did not express a strong opinion on this issue.

The fourth statement, which assesses whether the students felt stressed or anxious during listening tests, received a mean score of 4.01 (SD = 1.096), indicating a moderate level of concern. Approximately 64% of the respondents agreed—48% strongly agreed and 16% agreed—while 26% remained neutral. Disagreement was reported by 10% of the participants, suggesting that while many students experience test-related stress, some do not view it as a significant issue.

The fifth statement regarding teachers' difficulties in integrating these tests into regular lessons received mixed responses. A total of 64% of the participants expressed agreement—41% strongly agreed and 23% agreed—while 20% remained neutral. Disagreement was relatively high compared to other statements, with 16% of the respondents disagreeing. The mean score of 3.82 ( $SD = 1.258$ ) suggests that while many teachers found it challenging to incorporate these tests into their lessons, opinions on the issue varied.

The sixth statement concerning the pace of audio recordings being too fast for most students received the lowest level of agreement among all statements. While 54% of the respondents agreed—30% strongly agreed and 24% agreed—23% remained neutral, and disagreement was relatively high at 23%. The mean score of 3.56 ( $SD = 1.234$ ) indicates that while many students struggled with the speed of audio recordings, a substantial portion did not perceive it as a major challenge.

These results highlight several key challenges in enhancing listening comprehension, with the most significant issue being the difficulty of some listening tasks. Additionally, concerns regarding test content relevance, vocabulary difficulty, and student anxiety during listening tests were widely acknowledged, while challenges related to test integration and audio pace received more varied responses.

### **3.2. Discussion**

This chapter discusses the results obtained from the analysis of students' listening comprehension test scores and questionnaire responses, as presented in Section 3.1. Specifically, it interprets the findings in relation to the study's aims and sets the foundation for answering the two research questions in the concluding chapter. The discussion is divided into two main sections: the first examines the extent of students' improvement in listening comprehension after practicing with CMLTs, while the second explores the challenges students reported encountering during their experience with these listening materials.

### **3.2.1. Students' improvement of listening comprehension**

One finding from the tests is that the students who had learned English listening with the treatment of CMLTs significantly improved their listening skills. Evidently, the results from the pre-test and post-test indicate a noticeable improvement in the students' listening comprehension skills. The overall increase in test scores suggests that they have developed their ability to process spoken language more effectively. Specifically, they demonstrated their enhanced capacity in recognizing key information, understanding contextual clues, and distinguishing between different speech patterns. These improvements highlight the positive impact of the applied instructional strategies.

A detailed comparison between pre-test and post-test results shows that the students initially struggled with segmenting speech streams, comprehending fast-paced dialogues, and inferring meaning from intonation and stress. However, after the intervention, they exhibited greater proficiency in these areas. These findings align with previous studies, such as Field (2008) and Vandergrift & Goh (2012), which emphasize the benefits of explicit listening strategy instruction and exposure to authentic listening materials in improving listening comprehension.

The observed improvements can be attributed to several factors. First, repeated exposure to diverse audio materials likely helped the students become more accustomed to natural speech rates and variations in pronunciation. Second, the integration of active listening techniques, such as predicting content and summarizing key points, may have enhanced their ability to focus on meaning rather than individual words. Lastly, the incorporation of interactive listening activities encouraged the learners to apply their skills in meaningful contexts, reinforcing their comprehension abilities.

This finding supports the notion that structured and strategy-based listening practice can significantly enhance learners' comprehension skills. It also suggests that continued use of diverse listening resources and scaffolded activities could lead to further improvements in students' ability to process spoken language.

### **3.2.2. Challenges faced by students in preparing and taking the CMLTs**

Despite the observed improvements in listening comprehension, students encountered several challenges while preparing for and taking the CMLTs. These difficulties stemmed from both linguistic and test-related factors, which impacted their overall performance and confidence levels.

One of the primary challenges was understanding native speech at natural speed. Many students struggled with fast-paced dialogues, unfamiliar accents, and connected speech, which made it difficult for them to grasp key details. This issue was particularly evident in sections where speakers used contractions, reductions, or informal expressions that differed from the structured classroom listening exercises.

Another significant challenge was dealing with test anxiety and time constraints. The test format required students to listen and respond within a limited timeframe, which often caused stress and hindered their ability to focus. Some students reported difficulty in maintaining concentration throughout the test, especially when faced with multiple-choice questions that required careful distinction between similar-sounding words or phrases.

Furthermore, limited vocabulary knowledge posed an obstacle for many learners. While they could understand familiar words and phrases, they struggled when encountering less common lexical items or idiomatic expressions. This vocabulary gap affected their ability to infer meaning from context, making some test sections particularly challenging.

The mode of test delivery also presented difficulties. For some students, transitioning from teacher-led listening activities to an independent test environment was challenging. The lack of immediate feedback and the inability to replay audio recordings required them to develop stronger self-reliance and concentration skills, which some found difficult to achieve.

These challenges suggest that while the CMLT is an effective tool for assessing listening skills, additional support is necessary to help students overcome these

difficulties. Strategies such as increased exposure to varied accents, explicit training in listening for gist and detail, and test-taking skill development could enhance students' ability to perform more confidently and effectively. Future research could explore how different instructional approaches mitigate these challenges and improve overall test preparedness.

Overall, while students faced some challenges in preparing for and taking the CMLTs, their responses reflected a largely positive experience. The findings indicate that the tests were effective in enhancing listening comprehension despite minor difficulties. Moving forward, additional support strategies, such as more exposure to varied speech patterns, targeted vocabulary instruction, and structured practice in managing test anxiety, could further enhance students' confidence and performance in listening assessments.

### **3.2.3. Chapter summary**

This chapter discussed the findings related to students' listening comprehension and the challenges they faced while preparing for and taking the CMLTs. The results indicated significant improvements in students' listening skills, particularly in recognizing key information, understanding contextual clues, and processing speech effectively. These gains were attributed to structured practice, diverse audio exposure, and active listening strategies.

However, students also encountered various challenges, including difficulties with fast-paced speech, unfamiliar accents, test anxiety, time constraints, and limited vocabulary. The test format and lack of immediate feedback further complicated their performance. These findings emphasize the need for additional support strategies, such as increased exposure to diverse listening materials, explicit strategy instruction, and test-taking skill development. Future research could explore ways to enhance student preparedness and reduce test-related difficulties.

## **CONCLUSION AND RECOMMENDATIONS**

This section summarizes the key findings of the study and discusses their implications for teaching practices. The study investigated the effectiveness of CMLTs in enhancing listening comprehension among fourth-grade students at a primary school in Phan Thiet. The results indicate that structured listening tasks contribute to improved comprehension skills and increased learner confidence. However, certain challenges related to student engagement and motivation were also identified. Based on these findings, this section provides recommendations for optimizing the use of CMLTs in listening instruction, with a focus on enhancing learner engagement and ensuring the practical applicability of listening tasks in real-life communication contexts.

### **1. Conclusion**

The study was guided by the following research questions as crystallized in the first part of Introduction at the beginning of this master's graduation project:

(1) To what extent do the Cambridge Movers listening tests contribute to the improvement of listening comprehension among 4th-grade students at a primary school in Phan Thiet?

(2) What challenges do 4th-grade students experience while preparing for and taking the Cambridge Movers listening tests?

The findings discussed in the previous chapter indicate:

(1) The effectiveness of the CMLTs in improving 4th graders' listening comprehension is influenced by several key factors. These tests provide structured exposure to diverse listening tasks, helping students develop essential skills such as recognizing spoken words, understanding key details, and following spoken instructions. The structured nature of the tests allows for progressive skill-building, reinforcing students' listening abilities over time. However, variations in students' prior exposure to English listening materials and differences in individual learning paces contribute to disparities in learning outcomes. While the tests serve as a beneficial tool for listening comprehension enhancement, their impact depends on

students' readiness, classroom support, and engagement with additional listening activities beyond test practice.

(2) The challenges associated with preparing for and taking the CMLTs vary among students. Some key difficulties include the fast pace of audio recordings, unfamiliar vocabulary, and anxiety related to test-taking conditions. These factors contribute to inconsistencies in students' listening performance, making it difficult for some learners to fully demonstrate their comprehension abilities. Additionally, the alignment between test content and students' real-world communication needs remains a concern, as some listening tasks may not directly reflect everyday language use. Despite these challenges, the tests offer significant contributions by fostering students' exposure to authentic listening experiences, increasing their confidence in handling spoken English, and providing valuable practice opportunities. Addressing these challenges would require targeted instructional support, enhanced listening strategies, and adjustments in test preparation approaches to optimize student learning outcomes.

## **2. Recommendations**

Based on the findings of this study, several recommendations are proposed to enhance the effectiveness of using CMLTs in improving 4th graders' listening comprehension. These recommendations are directed towards teachers, students, and future researchers.

### **2.1. For teachers**

Teachers play a crucial role in supporting students' listening comprehension development. To maximize the benefits of the CMLTs, educators should integrate supplementary listening activities into their lessons, such as interactive listening exercises, exposure to authentic English audio materials, and practice with varied listening speeds. Additionally, teachers should provide explicit instruction on listening strategies, such as predicting content, identifying key information, and coping with unfamiliar vocabulary. Addressing test-related anxiety through gradual

exposure to test conditions and encouraging a positive learning environment can further help students perform with greater confidence.

Moreover, teachers are encouraged to conduct regular formative assessments that are aligned with the structure of the CMLTs. This allows them to monitor students' progress and adjust their teaching accordingly. Tailoring instruction to address common areas of difficulty—such as distinguishing similar-sounding words or understanding conversations with background noise—can help learners overcome specific challenges encountered during the tests.

It is also essential for teachers to gradually familiarize students with the format and task types of the CMLTs through guided practice. Rather than introducing the full test immediately, teachers can break down the test into smaller components and model the thinking process required to answer each part correctly. For example, before playing a full audio, teachers might activate students' prior knowledge by discussing key vocabulary or previewing visuals. This scaffolded approach can reduce cognitive load and help students gain confidence as they become more accustomed to test demands over time.

In addition, collaboration among teachers to share resources, strategies, and insights on how to effectively implement CMLTs in class can create a more consistent and supportive learning environment. Through professional development workshops and peer discussions, teachers can better understand how to scaffold listening skills in age-appropriate and engaging ways.

## **2.2. For students**

Students should actively engage in diverse listening practices beyond test preparation to strengthen their comprehension skills. Regular exposure to English through songs, audiobooks, and conversation-based activities can enhance their ability to process spoken language in different contexts. Developing effective listening strategies, such as note-taking and summarizing key points, can improve their performance in the CMLTs. Additionally, students should view the tests as

opportunities for skill development rather than sources of stress, adopting a growth mindset to build resilience and confidence in their listening abilities.

To support this, students should also be encouraged to develop consistent listening habits outside of the classroom. For example, spending 10–15 minutes a day listening to age-appropriate English content at home—such as children’s podcasts, short stories, or English cartoons—can contribute to gradual improvement. Creating personal listening logs or journals can help students reflect on their listening experiences and track their progress over time.

Furthermore, students should be guided to become more autonomous learners by setting individual listening goals and seeking feedback from their teachers. By developing a sense of ownership over their learning, students are more likely to remain motivated and engaged throughout the process of preparing for the CMLTs.

Last but not least, students should be encouraged to develop metacognitive awareness during their listening practice. This includes recognizing when they do not understand something, identifying specific sources of difficulty, and applying strategies to overcome them. For instance, if a student realizes they often miss information due to distractions or lack of focus, they can consciously practice listening in quiet environments or re-listening with a purpose. Encouraging students to reflect on their listening habits and take active steps to improve will promote greater independence and long-term improvement in listening comprehension.

### **3. Limitations**

Despite its valuable findings, this study has certain limitations that should be acknowledged. The research was conducted within a specific primary school in Phan Thiet, which may limit the generalizability of the results to other educational contexts. The findings reflect the experiences of 4th-grade students in this particular setting and may not fully represent learners with different levels of English proficiency or from diverse learning environments.

Additionally, the study was constrained by time, lasting only 12 weeks during the first semester of the 2024-2025 academic year. The research outcomes could have

been more robust if the duration of the study had been extended. A longer timeframe would have allowed for a more in-depth analysis of students' progress, providing stronger evidence of the long-term impact of CMLTs on listening comprehension development.

#### **4. Suggestions for further research**

While this study provides valuable insights into the role of CMLTs in developing listening comprehension skill, further research is needed to address its limitations and expand the understanding of listening assessment in young learners. Future research should investigate the long-term impact of CMLTs on students' overall listening proficiency to determine their effectiveness beyond immediate test performance. Examining how individual differences, such as learning styles, cognitive abilities, and prior language exposure, influence test outcomes could provide deeper insights into optimizing listening instruction and test preparation strategies.

Additionally, comparative studies between CMLTs and other standardized listening assessments could offer a broader perspective on the most effective methods for evaluating fourth-grade students' listening skill. Exploring teachers' and students' perceptions of CMLTs through qualitative research may also reveal practical challenges and best practices for implementing these tests in classroom settings. Addressing these areas in future research will contribute to refining listening assessment methods and enhancing pedagogical approaches to support young learners' listening development.

Future researchers may also consider exploring the cultural relevance and accessibility of CMLTs for Vietnamese young learners. Since these tests are designed in international contexts, examining how cultural references, accent types, or unfamiliar content might affect comprehension could lead to recommendations for localized adaptations or supplementary support. Furthermore, investigating the role of parental involvement in listening skill development—especially in out-of-class exposure—could provide valuable insights into home–school collaboration strategies that reinforce what students learn through CMLTs.

Finally, future studies might explore the impact of teacher training on the successful integration of Cambridge Listening Tests in the primary curriculum. Understanding how teachers interpret and apply the CMLTs framework in different school settings can inform the development of more effective training programs and instructional materials.

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## APPENDICES

### APPENDIX 1. Students' scores of pre-test and post-test

No.	PRE-TEST		POST-TEST	
	CG	EG	CG	EG
1	8.00	8.00	9.00	9.00
2	7.00	7.00	7.00	8.00
3	5.00	7.00	7.00	8.00
4	6.00	8.00	7.00	9.00
5	8.00	7.00	8.00	8.00
6	5.00	8.00	5.00	8.00
7	5.00	6.00	5.00	7.00
8	8.00	8.00	7.00	9.00
9	9.00	7.00	9.00	8.00
10	7.00	8.00	7.00	9.00
11	7.00	8.00	8.00	9.00
12	9.00	7.00	6.00	7.00
13	6.00	8.00	6.00	8.00
14	7.00	7.00	7.00	8.00
15	7.00	7.00	8.00	8.00
16	7.00	7.00	7.00	8.00
17	9.00	9.00	9.00	9.00
18	8.00	8.00	8.00	9.00
19	8.00	7.00	8.00	8.00
20	7.00	7.00	8.00	8.00
21	7.00	7.00	7.00	8.00
22	5.00	5.00	6.00	6.00
23	7.00	7.00	7.00	7.00
24	5.00	4.00	5.00	5.00
25	6.00	5.00	6.00	6.00
26	7.00	7.00	8.00	8.00
27	8.00	8.00	9.00	9.00

28	9.00	7.00	9.00	7.00
29	6.00	8.00	7.00	8.00
30	6.00	7.00	6.00	8.00
31	5.00	8.00	6.00	9.00
32	7.00	7.00	8.00	9.00
33	6.00	7.00	6.00	8.00
34	7.00	7.00	8.00	8.00
35	7.00	7.00	8.00	8.00
36	8.00	8.00	8.00	8.00
37	8.00	6.00	9.00	7.00
38	6.00	5.00	7.00	7.00
39	7.00	7.00	7.00	8.00
40	8.00	7.00	9.00	9.00
41	8.00	7.00	8.00	8.00
42	7.00	7.00	8.00	8.00
43	5.00	8.00	5.00	8.00
44	4.00	7.00	5.00	9.00
45	6.00	7.00	7.00	7.00
46	7.00	7.00	7.00	8.00
47	9.00	7.00	9.00	7.00
48	8.00	8.00	8.00	8.00
49	7.00	7.00	7.00	9.00
50	7.00	7.00	8.00	8.00
	M= 6.92	M= 7.10	M= 7.28	M= 7.96
	SD: 1.24	SD: 0.91	SD: 1.2	SD: .88

## APPENDIX 2. Survey questionnaire

<b>SURVEY QUESTIONNAIRES</b>					
<b>Part 1. Perceived effectiveness of CMLTs in enhancing listening comprehension</b>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neutral</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
Students' listening comprehension has improved after using the tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The CMLTs are suitable for enhancing students' listening skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am motivated to improve my listening comprehension skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have become more confident listeners after taking the tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tests offer a variety of listening tasks that benefit students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy listening to English audio materials during lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2. Challenges in enhancing 4th-grade students' listening comprehension</b>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neutral</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
Some listening tasks are difficult for students to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The test content sometimes does not match students' daily communication needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The vocabulary used in the tests is sometimes challenging for 4 <sup>th</sup> graders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students may feel stressed or anxious during listening tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers face difficulties in integrating these tests into regular lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace of audio recordings is too fast for most students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX 3. A Cambridge Movers listening test format

Download the audio files for the sample paper here:  
[cambridgeenglish.org/movers-audio-sample-v1](https://cambridgeenglish.org/movers-audio-sample-v1)



Cambridge Assessment  
English

Centre Number

Candidate Number

# A1 Movers Listening

There are 25 questions.

You have 25 minutes.

You will need a pen or pencil.

My name is: .....

Copyright © UCLES 2018

## Part 1

– 5 questions –

Listen and draw lines. There is one example.



## Part 2

– 5 questions –

Listen and write. There is one example.



### Going to the zoo

Going to zoo today by: ..... train .....

1 Name of zoo: Jungle .....

2 Number of different kinds  
of animals: .....

3 Can give food to: .....

4 Animal food in store  
next to: .....

5 Food on train: ..... and lemonade

## Part 3

– 5 questions –

**Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?**

**Listen and write a letter in each box. There is one example.**



her parents



her uncle



her son



her cousin



her brother



her daughter



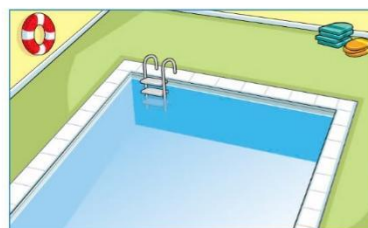
**A**



**B**



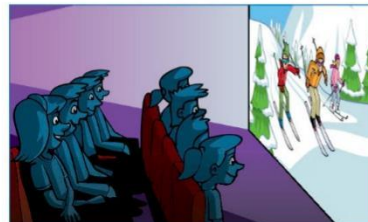
**C**



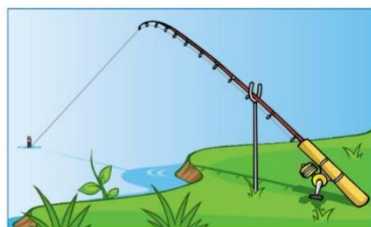
**D**



**E**



**F**



**G**



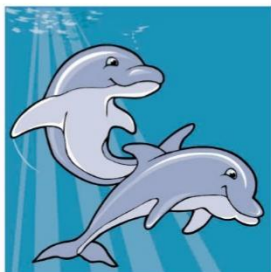
**H**

## Part 4

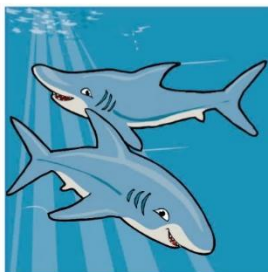
– 5 questions –

Listen and tick (✓) the box. There is one example.

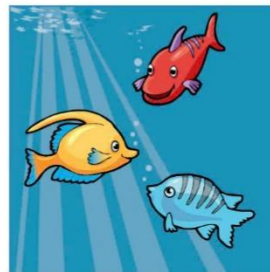
What is the DVD about?



A ☒



B ☐



C ☐

1 Who is Vicky's piano teacher?



A ☐



B ☐



C ☐

2 What clothes does Nick want to wear at school today?



A ☐



B ☐



C ☐

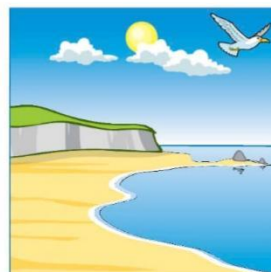
3 Where did Peter find the shell?



A ☐



B ☐



C ☐

4 What is Daisy doing now?



A ☐



B ☐



C ☐

5 What sport did Anna get a cup for?



A ☐



B ☐



C ☐

## Part 5

– 5 questions –

Listen and colour and write. There is one example.

