Arab World English Journal
INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327

Arab World English Journal (AWEJ) Volume 16. Number 4, December 2025 Pp.417-437
DOI: https://dx.doi.org/10.24093/awej/vol16no4.23

A Comparative Study on the Washback Effects of IELTS and CET-6 Listening Tests: Evidence from Test-Takers

Jiashun Yu
Academy of Language Studies, Universiti Teknologi MARA, Cawangan Pulau Pinang, 13500 Permatang Pauh, Pulau Pinang, Malaysia.
Email: 1466530825@qq.com

Boon Yih Mah
Academy of Language Studies, Universiti Teknologi MARA, Cawangan Pulau Pinang, 13500 Permatang Pauh, Pulau Pinang, Malaysia.
Corresponding Author: mahboonyih@gmail.com

Haida Umiera Hashim
Academy of Language Studies, Universiti Teknologi MARA Shah Alam, 40450 Shah Alam, Selangor, Malaysia
Email: haidaumiera@gmail.com

Received:08/19/2025 Accepted: 11/09/2025 Published:12/10/2025

Abstract
In the context of Chinese language assessment research, the washback effects of listening tests remain an underexplored area. Considering that the Chinese education system is centered on examinations, major high-stakes tests, such as IELTS and CET-6, have a significant effect on the way Chinese EFL learners engage with English learning. This study aims to investigate the washback effects of IELTS and CET-6 listening tests and identify the differences between them. The significance of this comparison lies in intuitively revealing the differences in washback effects between IELTS and CET-6 listening tests and providing a research basis for further exploring the factors underlying these differences. This comparison will facilitate the future reform of IELTS and CET-6 listening tests, enhancing their positive washback effects on English listening teaching and learning. A total of 42 participants who had completed both IELTS and CET-6 within the previous year participated in this research and completed the questionnaire. The results showed that IELTS Listening had a more positive influence on English listening learning compared to CET-6 Listening. Specifically, in terms of preparation duration, daily practice intensity, the frequency of preparation activities, and behavioral changes, IELTS Listening exhibited more substantial washback effects in promoting students' listening practice. The findings also indicated that most participants acknowledged the positive effects of their IELTS preparation experience, while they either disagreed or were uncertain about the effects of CET-6 Listening. These differences could stem from the motivational disparity and differences in perceived validity caused by the nature of the test design.

Keywords: comparative study, CET-6, IELTS, listening tests, washback effects

How to cite: Yu, J., Mah, B. Y., & Hashim, H. U. (2025). A Comparative Study on the Washback Effects of IELTS and CET-6 Listening Tests: Evidence from Test-Takers. *Arab World English Journal, 16*(4):417-437. https://dx.doi.org/10.24093/awej/vol16no4.23

Introduction

In this globalized world, standardized language assessments now function as gatekeeping instruments (Hamid et al., 2019; Rajendram et al., 2019). Two widely used English competence tests in China are the College English Test (CET) and the International English Language Testing System (IELTS). CET is a national English examination administered by the National Education Examination Authority (NEEA) with unified question design, fee standards, and test organization. The CET has two levels, CET-4 and CET-6, and this research focuses on CET-6 Listening. IELTS (www.ielts.org) is an international English proficiency examination that has served as a key gatekeeper for millions of students worldwide who pursue international education and professional prospects (Liu et al., 2025). It evaluates test-takers' abilities in four skills: reading, listening, speaking, and writing. Each skill has equal weight in the overall score. IELTS has two types: the Academic and the General Training Tests, and these two types of IELTS tests both have the same speaking and listening tests.

CET-6 Listening and IELTS Listening differ in terms of question types, listening materials, number of questions, and the weight of listening scores in the overall score. According to the CET official website (https://cet.neea.edu.cn/), the question type of CET-6 Listening only has multiple choices. CET-6 Listening materials have long conversations, passages, lectures, reports, speeches, with a speaking rate of 140 to 160 words per minute. Test-takers need to answer 25 questions in 30 minutes, and each question is allocated 13 seconds to answer. The score of CET-6 Listening occupies 35% of the total score of CET-6.

Based on the IELTS official website (https://ielts.idp.com), the question types of IELTS Listening include short-answer questions, multiple choice, matching, sentence completion, map labeling, and note/diagram/flow-chart completion. IELTS Listening materials contain four different recordings, which are the conversation in a daily life context between two people, the monologue in a daily life context, the conversation in an educational or training context, and the monologue about an academic topic. Test-takers need to answer forty questions in about 30 minutes. The score of IELTS Listening takes up 25% of the overall score.

CET was launched in 1987 and has now been administered in China for 38 years. It has grown to become the world's largest English proficiency test in terms of the number of test-takers (Liang, 2017). Besides, CET-6 bears practical significance for students' lives, such as the conferment of a bachelor's degree and the job competitiveness in employment. Thus, it is undoubtedly a large-scale and high-stakes test for Chinese college students. IELTS, as a recognized proof of English proficiency, is widely accepted by more than 10,000 educational institutions, employers, professional associations and government departments in more than 140 countries and regions around the world (British Council, 2018). Around four million test-takers sit the IELTS test each year (British Council, 2025). Therefore, these two tests are both high-stakes and large-scale English tests in China.

In today's interconnected and competitive global context, English proficiency has become indispensable for the young generation, especially Chinese citizens, to enhance their competitiveness (Qi et al., 2025). However, in China's English as a Foreign Language (EFL) environment, learners lack sufficient English listening exposure (Yu, 2023), and English education tends to prioritize reading and writing over listening and speaking due to the examination-oriented system (Gu, 2016). This makes improving learners' listening proficiency a key challenge, and high-stakes English tests—whose washback effects shape learning behaviors—are critical to addressing this challenge.

ISSN: 2229-9327

The College English Test (CET-6) and International English Language Testing System (IELTS) are both large-scale, high-stakes assessments with profound impacts on test-takers' lives, and listening is a core component of both. Studying the washback effects of their listening sections (and comparing these effects) could thus inform test optimization and ultimately support EFL learners' listening improvement—yet few studies have focused on this area.

A review of Web of Science, China National Knowledge Infrastructure (CNKI), and Google Scholar by 7 August 2025 reveals a key research gap: Few studies have systematically examined and compared the washback effects of CET-6 and IELTS listening tests—specifically, there is a scarcity of research that applies Bailey's (1996) model (participants, process, products) to analyze the washback mechanisms of these two listening sections and conducts direct comparisons of their washback effects. Against this backdrop, the main aim of this study is to fill this gap by exploring the washback effects of CET-6 and IELTS listening tests from Chinese EFL undergraduates' perspectives, using Bailey's (1996) three-dimensional model (participants, processes, products), and comparing the similarities and differences in their washback effects.

This study holds concise theoretical and practical significance for language testing and EFL education. Theoretically, it fills the gap of lacking direct comparative analysis in the washback effects of IELTS and CET-6 listening tests (a key oversight highlighted in the study's Literature Review), and on this basis, validates Bailey's (1996) washback model in the context of listening sections—further clarifying how test attributes and learner perceptions shape washback intensity. Practically, findings benefit key stakeholders: test designers can draw on IELTS Listening's strengths (e.g., higher validity perception) to inform CET-6 Listening reform; EFL instructors can tailor their teaching strategies to the evidence from test-takers helping students break free from passive exam-oriented preparation and truly enhance their English listening proficiency; Ultimately, the study responds to China's urgent need to improve EFL listening education by harnessing high-stakes tests as levers for positive instructional and learning change.

The following section outlines the specific research objectives and the corresponding research questions that stem from the identified problem statement. These objectives aim to address key areas of inquiry and provide a structured approach to exploring the central issues at hand. Each research question is carefully crafted to guide the investigation and facilitate a deeper understanding of the washback effects of IELTS and CET-6 listening tests.

1. Research Objective 1: To identify the perceptions of Chinese EFL undergraduates about IELTS and CET-6 listening tests.
2. Research Objective 2: To identify the preparation processes of Chinese EFL undergraduates for IELTS and CET-6 listening tests.
3. Research Objective 3: To identify the learning products of Chinese EFL undergraduates after preparing for and taking IELTS and CET-6 listening tests.
4. Research Objective 4: To identify the similarities and differences in washback effects of IELTS and CET-6 listening tests from test-takers' perspectives

1. Research Question 1: What are the perceptions of Chinese EFL undergraduates about IELTS and CET-6 listening tests?
2. Research Question 2: What are the preparation processes of Chinese EFL undergraduates for IELTS and CET-6 listening tests?
3. Research Question 3: What are the learning products of Chinese EFL undergraduates after preparing for and taking IELTS and CET-6 listening tests?

4. Research Question 4: What are the similarities and differences in washback effects of IELTS and CET-6 listening tests from test-takers' perspectives

Literature Review

Definition of Washback

The term "washback" is widely used in applied linguistics related to the effects of testing on teaching and learning (Liang, 2017). The washback is not viewed as a phenomenon and has not been explored in language testing research until the end of the 20th century (Hong, 2017). Pearson (1988) defined washback as the influence of public examinations on the attitude, behaviors and motivation of teachers, learners and parents. Hughes (1989) stated that washback is "the effect of testing on teaching and learning and can be harmful or beneficial" (p.1). Alderson and Wall (1993) defined washback as the influence of tests on teachers and learners to do things that they otherwise would not do without the test. From the definitions of former researchers, only when the changes appear because of the test use, this kind of change in teaching and learning can be considered as the washback of the test.

So far, almost all the researchers have emphasized that the core of washback is the influence of testing on teaching and learning in their definitions of washback. This study will also adopt this core concept and operationalize washback as observable modifications in teaching methodologies, learning strategies, and stakeholder attitudes directly caused by a test's content, format, or consequences.

The Mechanism of the Washback Effect

Bailey (1996) built a mechanism of washback based on Hughes' (1989, 1993) "participants-process-product" trichotomy and the 15 hypotheses of Alderson and Wall (1993). This mechanism, exhibited in Figure 1, takes the "nature of a test" as the starting point: the test's nature first shapes participants' perceptions and attitudes, then influences their processes, and finally leads to specific products. The model not only shows the sequential influence of tests on participants, processes, and products, but also includes the "wash forward" mechanism—where products (e.g., new materials, curriculum reforms) reverse the impact on test design, forming a dynamic interaction loop.

There are five types of participants in Bailey's model: students, teachers, materials writers, curriculum designers (including administrators), and researchers. Each type of participant has products belonging to its category: Bailey divides these products into two types—direct products (e.g., students improved real language proficiency) and ancillary products (e.g., new teaching materials, revised curricula, research findings). Among them, students' actions affect their learning directly, while other participants indirectly affect students' learning through their ancillary products.

Drawing on Bailey's washback model, washback effects of a test should be examined across three dimensions: participants, process, and products. These dimensions constitute a comprehensive transmission mechanism of washback effects, operating sequentially—from the test's nature to participants' perceptions, through participants' specific processes, to the final direct and ancillary products. Since "language learners are the key participants, whose lives are most directly influenced by language testing washback" (Estaji & Tajeddin, 2012, p. 6), this study focused on investigating learners' perceptions. In terms of processes, the research will investigate

learners' test preparation practices and associated behavioral changes. As for products, it will explore the outcomes that learners derive from the tests.

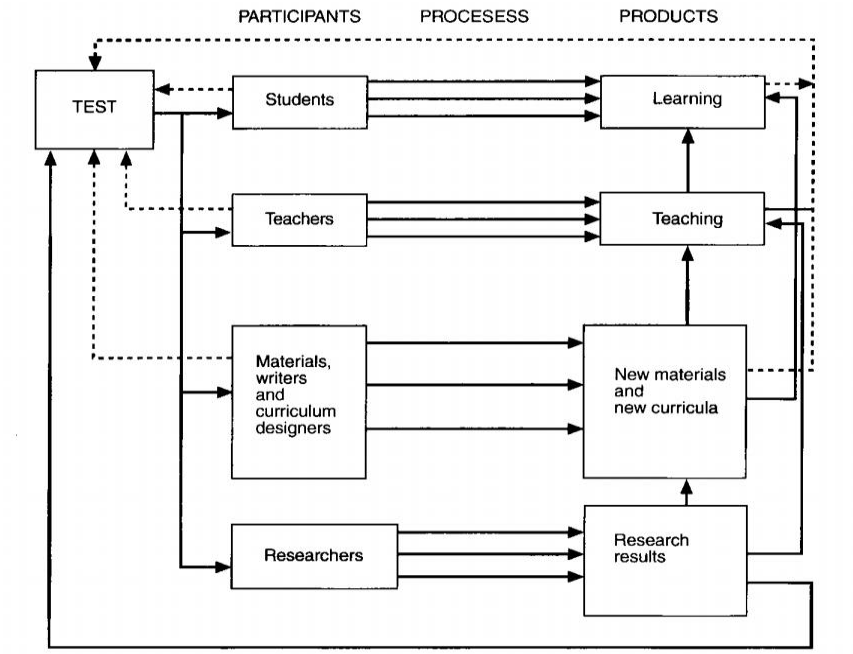


Figure 1. A Basic Model of Washback (Bailey, 1996, p. 264)

Empirical Research

The Washback Research of CET-6 Listening

Previous studies on the washback effects of the CET-6 listening test reveal positive outcomes. Xie (2021) investigated the washback effects of the reformed CET-6 listening test by questionnaires from learners' perspectives. Sixty learners took the survey, and most of them believed that the positive washback effects of the CET-6 listening test outweigh its negative effects. Li (2018) examined 176 non-English major undergraduates after the 2016 reform, identifying both positive and negative washback effects of the CET-6 listening test. On the positive side, the test facilitates improved motivation and vocabulary acquisition through the preparation process for listening sections. Conversely, in terms of negative washback, the rise in CET-6 Listening difficulty brings some inevitable barriers to learners' practice, and consequently, students may rely more on guessing strategies to answer multiple-choice questions.

Wang (2018) surveyed 300 non-English major postgraduates, and most of them believed that the increased weight of the listening component exerts positive washback effects on their English learning. The students reported that they had paid more attention to listening skills due to this change in the CET-6. However, the learners' attitudes toward the cancellation of short conversations are controversial, and more than 50% of learners noted that the difficulty of CET-6 is slightly high. Overall, the reformed CET-6 listening test exerts more positive than negative washback on students.

The Washback Research of IELTS Listening

Research on IELTS Listening reflects positive washback effects over negative washback effects on listening teaching and learning. Ma (2021) noted that the majority of students (62%)

reported improvements in their English listening skills after preparing for and taking IELTS. However, IELTS Listening was also found to induce students' anxiety, which could lead to poor listening performance and undermine their confidence. Wang (2017) indicated that the IELTS Listening component can engage students' focus on the practical application of English. It also encourages both teachers and students to integrate test-driven and ability-driven approaches to teaching and learning.

Additionally, Mi (2008), in a study of 30 Chinese test-takers, identified task diversity—particularly fill-in-the-blank and diagram-labelling items—as a catalyst for contextualised learning strategies and enhanced vocabulary retention. Allen (2016) conducted a longitudinal study with the IELTS test and observed a positive washback effect of IELTS for Japanese test-takers' language ability, especially in speaking and listening areas, for those who had more intense test preparation experience. Despite these positive indicators, methodological limitations, such as small sample sizes (Mi, 2008) and homogeneity in learner proficiency (Allen, 2016), warrant cautious interpretation of results.

Comparative Studies and Critical Gaps

Existing comparative research on high-stakes English tests has shed light on the differential washback effects between IELTS and CET-6, but it remains narrowly confined to non-listening skills, leaving a critical void in understanding how these two dominant assessments shape listening learning. Hong's (2017) investigation of writing tests demonstrated IELTS's stronger positive washback compared to that of CET-6, attributing this disparity to task difficulty and scoring specificity of writing tests. Parallel findings emerged in Liang's (2017) study of speaking tests, where IELTS candidates engaged in substantially more frequent practice sessions than their CET-6 counterparts.

Notably, although Li (2018) demonstrated the value of Bailey's model for single-test listening washback (CET-6 Listening), no research has applied this model to IELTS Listening in a Chinese EFL context—let alone used it to compare the two tests. To address this gap, this study takes Bailey's model as its theoretical core to develop a questionnaire, ensuring the analysis captures the full transmission mechanism of washback effects (from perceptions to processes to outcomes), targeting test-takers who have completed both CET-6 and IELTS, directly comparing the washback effects of the two tests' listening sections.

Methodology

Consistent with Bailey's washback model, Estaji & Tajeddin (2012, p. 6) note that "language learners are the key participants whose lives are most directly influenced by language testing washback." Thus, this study focused on investigating three dimensions of learners: their perceptions, learning processes (test preparation practices and associated behavioral changes), and products (learning outcomes).

Quantitative methods were selected primarily for their strength in collecting numerical data with high accuracy and objectivity (Zyoud et al., 2024). Such data facilitates the systematic identification of trends, patterns, and associations that may not be obvious in non-numerical analyses (Zyoud et al.), thereby enhancing the intuitiveness of comparative analysis. This directly aligns with the study's core goal: comparing the washback effects of the CET-6 and IELTS listening tests from the perspective of test-takers.

The research instrument is a 32-item questionnaire, developed based on Hughes' ideas and Bailey's washback model. The questionnaire investigates the washback across three dimensions: perceptions (motivation, validity, difficulty, time adequacy); preparation process (the test preparation methods; the test preparation time; the frequency of preparation activities; behavioral changes); learning outcomes. A pilot study was conducted to assess the reliability and validity of this questionnaire.

The Likert-scale items (using a 5-point scale, 1–5) demonstrated good reliability, with a Cronbach's alpha coefficient of 0.910. Additionally, the feedback from the pilot study participants indicated that the questionnaire items can effectively capture the information they intended to measure, providing evidence of the content validity.

Participants

A purposive sampling method was used to recruit 42 Chinese undergraduates, all of whom met three inclusion criteria. The first criterion was that participants were aged 18 to 25, ensuring they had similar cognitive abilities. The second criterion is that participants were enrolled in Tier-1 universities in China, which means they are all high academic achievers and have similar learning capabilities. The third selection criterion required the participants to have completed both CET-6 and IELTS tests within the previous year. The sample comprised 29 females (69.05%) and 13 males (30.95%), with only non-English majors included to control for disciplinary bias.

Data Collection and Analysis

The data collection process commenced with a pilot test to assess the reliability and validity of the questionnaire. Additionally, the researcher also sought the opinions and suggestions from the pilot study participants to improve the questionnaire. In the formal data collection process, 42 participants were each given a unique identifier and required to complete the CET-6 Listening washback questionnaire first, followed by the IELTS Listening washback questionnaire after a 24-hour interval. This design ensured the separation of reflections and cognitions regarding the tests and avoided students losing patience with the questionnaire due to boredom and fatigue caused by consecutive questionnaire completion.

This study employed descriptive statistics (including means, medians and standard deviations) to analyse the questionnaire data. No inferential statistics (e.g., t-tests, ANOVA, or correlation analyses) were planned, as the study focused on presenting the core characteristics of washback effects of IELTS and CET-6 listening tests in the sample and providing preliminary references for exploring the washback effects among the college student population, rather than investigating causal or associative hypotheses. All participants were recruited voluntarily, and their personal information was anonymized and protected. The questionnaire data were securely stored on a password-protected device to prevent unauthorized access.

Results

The Perceptions of Learners toward IELTS and CET-6 Listening

The Test-takers' Motivation to Take IELTS and CET-6 Tests

The test-takers' motivation for taking IELTS and CET-6 is presented in Appendix A. For IELTS motivations, 76.19% (32 subjects) cited studying abroad as the primary motivation, followed by promoting English learning (42.86%, n=18). Additionally, proving English proficiency (40.48%, n=17) and enhancing job competitiveness (40.48%, n=17) are also important

reasons to take the IELTS test. University requirements only accounted for 21.43% (n=9). In contrast, CET-6 motivations were dominated by university mandates (47.62%, n=20), proving English ability (54.76%, n=23), and improving job competitiveness (50%, n=21), with only 11.9% (n=5) linking it to studying abroad. Key divergences included a 54.29% higher proportion prioritizing study abroad for IELTS compared to CET-6, and a 26.19% higher rate of university-mandated participation for CET-6.

The Perceptions of Learners toward the Test Difficulty and Validity

For IELTS Listening, 16.67% (n=7) of participants rated difficulty as "quite easy", 40.48% (n=17) as "moderate", and 40.48% (n=17) as "quite difficult", with a mean of 3.286 and a median of 3. For CET-6 Listening, 16.67% (n=7) perceived difficulty as "quite easy", 47.62% (n=20) as "moderate", and 26.19% (n=11) as "quite difficult", yielding a mean of 3.095 and a median of 3. Overall, both tests exhibited comparable central tendencies, with moderate difficulty ratings comprising the largest category for each (40.48% for IELTS vs. 47.62% for CET-6). However, notably, more students perceive IELTS Listening as harder than CET-6 Listening.

Table 1. *The Difficulty of IELTS and CET-6 Listening*

How hard do you think this listening test is?				
	IELTS listening test		CET-6 listening test	
Options	f	%	f	%
Very easy	0	0	2	4.76
Quite easy	7	16.67	7	16.67
Moderate	17	40.48	20	47.62
Quite difficult	17	40.48	11	26.19
Very difficult	1	2.38	2	4.76
Mean	3.286		3.095	
SD	0.774		0.906	
Median	3		3	

Regarding the validity of IELTS and CET-6 listening tests, 64.29% (n=27) agreed IELTS Listening "basically measures real listening ability", with 14.29% (n=6) affirming "total measurement", resulting in a mean of 3.881 and a median of 4. For CET-6 Listening, 47.62% (n=20) expressed doubt about its measurement validity, while 42.86% (n=18) agreed with basic validity, and only 2.38% (n=1) affirmed "total measurement", yielding a mean of 3.381 and a median of 3. IELTS Listening demonstrated greater agreement regarding validity, with a 33.34% higher proportion of affirmative responses compared to CET-6 Listening.

Table 2. *The Validity of IELTS and CET-6 Listening*

Can the listening section of this test measure your real listening level?				
	IELTS listening test		CET-6 listening test	
Options	f	%	f	%
Totally could not	0	0	1	2.38
Basically could not	2	4.76	2	4.76

Not sure	7	16.67	20	47.62
Basically could	27	64.29	18	42.86
Totally could	6	14.29	1	2.38
Mean	3.881		3.381	
SD	0.705		0.731	
Median	4		3	

To sum up, both tests were perceived as moderately difficult, with more participants believing IELTS Listening to be more difficult. Additionally, IELTS Listening exhibited higher validity in measuring real listening ability (mean difference = 0.500) and less doubt about validity compared to CET-6 Listening.

The Perceptions of Learners toward the Question Quantity

Perceptions of question quantity were predominantly positive for both tests, with statistically comparable central tendencies but divergent endorsement rates. For IELTS Listening, 80.9% (34/42) of participants rated the question quantity as "suitable", while 19.05% (8/42) deemed it "quite large", with a mean of 3.19 and a median of 3. For CET-6 Listening, a slightly lower proportion (69.05%, 29/42) regarded the question quantity as "suitable", whereas 23.81% (10/42) deemed it "quite large". The mean was 3.143 and the median 3, both nearly identical to those of IELTS. Despite an 11.90% difference in suitability ratings, both tests exhibited comparable mean and median scores, with a majority of participants agreeing that the question quantity was appropriate.

Table 3. *The Appropriateness of the Number of Listening Questions*

Is the number of listening questions in this test suitable?				
	IELTS listening test		CET-6 listening test	
Options	f	%	f	%
Too small	0	0	1	2.38
Quite small	0	0	2	4.76
Suitable	34	80.95	29	69.05
Quite large	8	19.05	10	23.81
Too large	0	0	0	0
Mean	3.190		3.143	
SD	0.397		0.608	
Median	3		3	

The Perceptions of Learners toward the Listening Score Weighting

Perceptions of listening score weighting received strong endorsement for both tests, with notable differences in high proportions of approval. For IELTS Listening, 92.86% (39/42) of participants rated the score as reasonable, with a mean of 3.024 (median = 3), reflecting broad consensus on its suitability. For CET-6 Listening, a lower proportion (76.19%, 32/42) affirmed the score weighting as reasonable, while 16.67% (7/42) perceived it as disproportionately large; the

mean (3.095) and median (3) were comparable to those of IELTS Listening. Despite a 16.67% gap in high proportions of approval, the majority of participants viewed both tests' listening score weighting as reasonable, with statistically similar mean and median evaluations.

Table 4. *The Suitability of the Listening Score Weighting*

Is the proportion of the listening score in the total score reasonable?				
	IELTS listening test		CET-6 listening test	
Options	f	%	f	%
Too small	0	0	0	0
Quite small	2	4.76	3	7.14
Reasonable	39	92.86	32	76.19
Quite large	1	2.38	7	16.67
Too large	0	0	0	0
Mean	3.024		3.095	
SD	0.269		0.484	
Median	3		3	

The Perceptions of Learners toward the Speaking Speed

For the IELTS listening test, 42.86% (n=18) rated the speaking speed as "quite fast", while 50% (n=21) deemed it "moderate", with a mean of 2.643 and a median of 3. For the CET-6 listening test, 28.57% (n=12) perceived the speaking speed as "quite fast", while 61.9% (n=26) deemed it "moderate", yielding a mean of 2.667 and a median of 3. Statistically, both tests exhibited nearly identical central tendency measures. Very few participants rated the speaking speed as slow for either test, but almost 10% more participants deemed IELTS Listening faster than CET-6 Listening.

Table 5. *The Perceptions of Speaking Speed*

Is the speaking speed in this listening test suitable?				
	IELTS listening test		CET-6 listening test	
Options	f	%	f	%
Too fast	0	0	2	4.76
Quite fast	18	42.86	12	28.57
Moderate	21	50	26	61.9
Quite slow	3	7.14	2	4.76
Too slow	0	0	0	0
Mean	2.643		2.667	
SD	0.618		0.650	
Median	3		3	

The Perceptions of Learners toward Listening Questions' Answer Time

For IELTS Listening, 28.57% (n=12) rated the answer time as "quite tight", 52.38% (n=22) deemed it "moderate", and 11.9% (n=5) assessed it as "quite abundant", with a mean of 2.69 and a median of 3. For CET-6 Listening, 38.1% (n=16) perceived the answer time as "quite tight", while 50% (n=21) assessed it as "reasonable", yielding an identical mean (2.69) and median (3). Both tests exhibited comparable distributions on the perceptions of answer time, with approximately 50% of participants deeming the answer time "moderate".

Table 6.*The Appropriateness of the Listening Questions' Answer Time*

Is the time for answering questions in this listening test enough?				
	IELTS listening test		CET-6 listening test	
Options	f	%	f	%
Extremely tight	3	7.14	1	2.38
Quite tight	12	28.57	16	38.1
Moderate	22	52.38	21	50
Quite abundant	5	11.9	3	7.14
Extremely abundant	0	0	1	2.38
Mean	2.690		2.690	
SD	0.780		0.749	
Median	3		3	

In conclusion, the significant differences in perceptions of IELTS and CET-6 listening tests lie in motivation and validity. In other aspects of the tests, the majority of participants hold similar attitudes toward difficulty, question quantity, score weighting, speaking speed, and answer time. Notably, however, in terms of difficulty and speaking speed, approximately 10% more participants perceived the speaking speed of IELTS Listening to be faster than that of CET-6 Listening, while roughly 12% more viewed IELTS Listening as more difficult than CET-6 Listening. In terms of score weighting, 14.29% (n=6) more participants perceived the score weight of CET-6 to be disproportionately large compared to that of IELTS Listening.

The Preparation Process of Learners for IELTS and CET-6 Listening Tests

The Test Preparation Methods

A survey on test-takers' preparation methods, which focused on whether they enrolled in training courses offered by educational institutions, revealed the degree of importance they attach to the tests. For the IELTS test, 15 participants (35.71%) chose to prepare through educational training institutes, while 27 participants (64.29%) chose to prepare independently. In contrast, 40 participants (95.24%) prepared CET-6 independently rather than through educational training institutes. In summary, significantly more IELTS test-takers enrolled in educational training institutes compared to those preparing for CET-6.

The Test Preparation Time

For IELTS Listening preparation, 33.33% of participants (n=14) spent over three months, 26.19% (n=11) dedicated 2–3 months, 16.67% (n=7) spent 1-2 months, and 16.67% (n=7) spent 0.5-1 month. The distribution exhibited high variability (SD=1.306), with a median score of 4

(corresponding to a 2–3 months preparation period). In contrast, the preparation time of CET-6 exhibited a skewed pattern: 38.1% (n=16) prepared CET-6 for 0.5–1 month, 33.33% (n=14) for less than 0.5 month, and only 11.9% (n=5) for over three months. The median of 2 (0.5–1 month) reflected a shorter typical preparation duration, with comparable dispersion (SD=1.254).

Table 7. *The Preparation Time for IELTS and CET-6*

How long did you prepare for the test?				
	IELTS listening test		CET-6 listening test	
Options	f	%	f	%
Within half a month	3	7.14	14	33.33
Half a month to a month	7	16.67	16	38.1
One to two months	7	16.67	7	16.67
Two to three months	11	26.19	0	0
More than three months	14	33.33	5	11.9
Mean	3.619		2.190	
SD	1.306		1.254	
Median	4		2	

Daily practice intensity differed significantly between IELTS and CET-6 listening practice. For the IELTS listening test, 40.48% (n=17) practiced 1–2 hours daily, 33.33% (n=14) practiced 0.5–1 hours, and 9.52% (n=4) practiced 2–3 hours, with a median of 3 (1–2 hours) and a mean of 2.619. In contrast, for the CET-6 listening test, 61.9% (n=26) practiced less than 0.5 hours daily, while only 16.67% (n=7) practiced 0.5–1 hours, and 16.67% (n=7) practiced 1–2 hours. The median of 1 (less than 0.5 hours) and the mean of 1.643 indicated substantially lower daily listening practice time than those of IELTS test-takers.

Table 8. *Listening Practice Time per Day*

How long did you practice listening every day when you prepared for the test?				
	IELTS listening test		CET-6 listening test	
Options	f	%	f	%
Within 0.5 hours	5	11.9	26	61.9

0.5–1 hour	14	33.33	7	16.67
1–2 hours	17	40.48	7	16.67
2–3 hours	4	9.52	2	4.76
Above 3 hours	2	4.76	0	0
Mean	2.619		1.643	
SD	0.987		0.932	
Median	3		1	

Statistically, IELTS preparation was distinguished by longer durations (median = 4 vs. 2) and more intensive daily practice (median = 3 vs. 1) compared to CET-6 preparation. Specifically, the proportion of participants spending over three months on IELTS was nearly three times that of CET-6 (33.33% vs. 11.9%), while daily practice of 1–2 hours was over twice as common among the IELTS test-takers (40.48% vs. 16.67%).

The Frequency of Test Preparation Activities

The frequency of 10 preparation activities for IELTS and CET-6 Listening is presented in Appendix B. As shown in the table, for IELTS Listening preparation activities, the most frequent was doing past test questions, with a mean of 4.43 and a median of 5. Specifically, 61.9% (n=26) reported "always" practicing with past IELTS Listening questions, while 19.05% (n=8) reported "often" and 19.05% (n=8) reported "sometimes" engaging in this activity. Practicing keyword-catching skills (mean=4.12, median=4) and rapid question-scrutinizing drills (mean=4.02, median=4) were reported with similar frequency. For keyword catching practice, 38.1% (n=16) reported "always" doing it, followed by 35.71% (n=15) who reported "often". For rapid question scrutiny, 40.48% (n=17) reported "always" practicing it, with 30.95% (n=13) reporting following with "often". Of the remaining seven preparation activities, all except shadow reading saw at least 50% of participants report "often" or "always" doing the other six activities.

For CET-6 Listening preparation activities, working through past test questions remained the most common activity but at lower frequencies (mean=3.55, median=4) than among IELTS test-takers, with only 30.95% (n=13) reporting "always" doing so. Keyword-catching practice (mean=3.29, median=3) and question-scrutinising drills (mean=3.26, median=3) followed, with 26.19% (11 subjects) always practicing these two activities. Other activities saw a further drop in frequency. Two activities: doing listening simulation questions and shadow reading were reported with a median of 2 (corresponding to "seldom"). In comparison, the remaining five activities were reported with a median of 3 (corresponding to "sometimes").

To summarise, the frequency of IELTS preparation activities exceeded that of CET-6 preparation activities across all activities, as indicated by the median and mean. Notably, the most frequent activity in both groups was working through past test questions. Specifically, the"always rate for doing past test questions was double in IELTS (61.9%, n=26) compared to CET-6 (30.95%,

n=13). Additionally, the "always" rate for memorising high-frequency vocabulary in IELTS (40.48%, n=17) was even more than twice as high as that in CET-6 (16.67%, n=7). Finally, shadow reading stood out as the least frequent activity among all the preparation activities in both groups.

The Influence of Tests for Learners' Behaviors

This study investigated the impact of IELTS and CET-6 listening tests on students' daily behavior by measuring whether students actively engage in listening to more English songs and watching more English films and TV. In terms of English song listening, 42.86% (n=18) reported increased engagement due to IELTS Listening preparation, compared to 26.19% (n=11) for CET-6. Conversely, a higher proportion of CET-6 test-takers (73.81%, n=31) indicated no change in song-listening behavior versus IELTS takers (57.14%, n=24). For exposure to English films and TV, 69.05% (n=29) increased their consumption of English films and TV for IELTS Listening preparation, while 54.76% (n=23) did so for CET-6, with 45.24% (n=19) and 30.95% (n=13) reporting no impact, respectively. Overall, IELTS Listening preparation was associated with higher rates of increased English song listening (42.86% vs. 26.19%) and film/TV consumption (69.05% vs. 54.76%) than CET-6 preparation, reflecting greater behavioral changes among test-takers.

The Products of IELTS and CET-6 Listening Tests for Learners

The preparation products of IELTS and CET-6 listening tests are presented in Appendix C. For the products of IELTS Listening preparation, all four survey items had a median of 4, indicating that IELTS Listening has achieved positive outcomes. The highest agreement rates were observed for "improved listening proficiency" (42.86% somewhat agree + 33.33% strongly agree = 76.19%) and "increased attention to listening practice"(28.57% somewhat agree + 45.24% strongly agree = 73.81%). The lowest agreement rate was observed "formastering training methods" (19.05% somewhat agree + 40.48% strongly agree = 59.53%), with 35.71% unsure.

Regarding the products of CET-6 Listening preparation, all four items had standard deviations above 1, reflecting high variability, with medians of 3 indicating neutral-to-doubtful views. The most agreed statement was "increased attention to practice" (19.05% somewhat agree + 26.19% strongly agree = 45.24%), though 33.33% reported uncertainty. In contrast, disagreement was notable for the statement "enhance confidence and activeness" (30.95% somewhat disagree + 9.52% strongly disagree = 40.47%), with 28.57% reporting uncertainty. Most participants either disagreed or were uncertain about the effects of the CET-6 listening test on "proficiency improvement": 30.95% expressed disagreement (21.43% somewhat disagree + 9.52% strongly disagree), and 40.48% reported uncertainty. Regarding the mastery of listening training methods, 40.48% expressed uncertainty. Overall, IELTS Listening has achieved more positive outcomes for participants than CET-6 Listening.

Discussion

According to the results of the questionnaire, the washback effects of the IELTS listening test on the preparation process are significantly stronger than those of the CET-6 listening test, thereby eliciting higher agreement rates on its benefits compared to CET-6 Listening. At the same time, most participants have relatively higher rates of disagreement or uncertainty regarding the positive outcomes of CET-6 Listening. Among the participants, more reported enrolling in educational training institutes when preparing for the IELTS than when preparing for the CET-6.

The participants also reported that their IELTS preparation duration and daily practice intensity are significantly longer and greater, respectively, than when preparing for CET-6. Across the ten preparation activities, the frequency of engagement when preparing for IELTS Listening was uniformly higher than when preparing for the CET-6 Listening. Additionally, regarding behavioral influence, the IELTS listening test exerts a greater impact on these participants' choices of English-language daily entertainment, including English songs, films, and TV shows, than the CET-6 listening test.

According to Bailey's washback model (1996), to explain differences in washback effects between IELTS Listening and CET-6 Listening, the direct factors lie in students' perceptions of these two tests. Specifically, learners' motivations and their perceived test validity jointly shape their preparation behaviors. Firstly, there are fundamental differences in the goal-directedness and necessity intensity of learners' motivations. For IELTS, the core motivation is highly concentrated on "Going abroad to study" (76.19%), and proactive learning motivations like "Promote English learning" (42.86%) also have a relatively high proportion. This reflects a high-stakes, proactive drive to master English—rooted in the fact that IELTS scores are not only mandatory for overseas study applications but also tied to precise thresholds (e.g., a band score of 6.5 or 7 for different university programs).

In contrast, CET-6 motivations are more scattered, with instrumentally or passively-oriented needs predominating, such as "Prove my English ability" (54.76%), "Improve my competitiveness in the job market" (50%), and "The requirement of my university" (47.62%). CET-6 functions as a "threshold-type" qualification in domestic contexts. Test-takers generally only need to "pass" (with no rigid demands for a higher or precise score) to obtain the certificate, thereby creating a weaker and more passive impetus for advancing English proficiency.

Secondly, learners' perceptions of test validity further amplify these motivational differences. The majority of students believe IELTS can measure their real listening level, so they recognize preparation as directly contributing to authentic ability development. In contrast, close to half of students doubt CET-6's ability to assess real listening proficiency, reducing the perceived value of intensive preparation. This low perceived validity could stem from the CET-6 listening test's reliance on a single question type: multiple-choice. As Li (2018) noted in his study, test-takers can rely on guessing strategies to answer multiple-choice questions, thereby undermining the validity of the CET-6 listening test. Together, these factors—strong, goal-driven motivation paired with high perceived validity for IELTS, and weaker, instrumentally-oriented motivation combined with lower perceived validity for CET-6—determine learning investment.

For IELTS, the "rigid demand for studying abroad" and trust in its validity drive learners to proactively devote more time and engage in more frequent, purposeful preparation activities (since they see value in developing real skills). For CET-6, the "supplementary/passive needs" and lower perceived validity result in naturally lower preparation duration and practice intensity, as learners feel less urgency to invest heavily in skills they do not believe the test accurately reflects. In summary: The combination of critical goals, specific requirements, and high perceived validity (for IELTS) fosters substantial preparation, while diverse instrumental needs and lower perceived validity (for CET-6) lead to limited investment.

Conclusion

This research investigated the washback effects of IELTS and CET-6 listening tests across three dimensions: perceptions, process, and products, and identified distinct differences in their

washback effects. Overall, IELTS Listening has produced more positive washback effects for participants than CET-6 Listening. Specifically, in terms of the preparation duration, daily practice intensity, the frequency of preparation activities, and behavioral changes, the IELTS Listening has prompted more positive changes in English learning, contributing to its more positive outcomes compared to CET-6 Listening.

These differences may be attributed to participants' perceptions of the tests and variations in test design. Most participants had clearer goals when taking IELTS compared to CET-6 and they believed that IELTS Listening is better able to assess their actual listening proficiency. The reasons that IELTS Listening has more positive washback effects still need to be researched in the future. Notably, this study has limitations, particularly its small sample size. Nevertheless, it provides insights for washback research comparing IELTS and CET-6 listening tests.

Funding: This research is not funded.
Acknowledgments: Not applicable.
Conflicts of Interest: The authors declare no conflict of interest.
Authenticity: This manuscript is an original work
Artificial Intelligence Statement: During the preparation of this work the authors used Doubao in order to improve readability and language. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

About the Authors:

Yu Jiashun is a PhD candidate in Applied Language Studies at UiTM Penang. He holds an MA in English Language Education from the University of Reading, UK. His teaching covers English and IELTS in China since 2021. His research focuses on EFL pedagogy, language testing, washback effects, and instructional technology. ORCID ID: https://orcid.org/0009-0008-8727-9185

Boon Yih Mah is a Professional Technologist and Associate Professor serving at UiTM Penang as an academic and Professional Technologist. He holds a PhD in E-learning, an MA in Applied Linguistics, and a BAEd in ELS. Founder of WeCWI and WeCWIIS, he has received international awards for instructional design, language development, and digital learning innovation. ORCID ID: https://orcid.org/0000-0001-9505-6610

Haida Umiera Hashim is a lecturer at UiTM specializing in Technology-Enhanced Language Learning. She earned a PhD in TESL from UKM. Her research highlights inclusive digital pedagogies and EdTech innovations. Co-creator of the award-winning AReal-Vocab AR app, she also contributes as a keynote speaker, reviewer, and interdisciplinary research collaborator. ORCID ID: https://orcid.org/0000-0002-5710-3401

References

Alderson, J., & Wall, D. (1993). Does washback exist? *Applied Linguistics, 2*(14), 115-129.

Allen, D. (2016). Investigating washback to the learner from the IELTS test in the Japanese tertiary context. *Language Testing In Asia, 6*(1), Article 7. https://doi.org/10.1186/s40468-016-0030-z

Bailey, K. (1996). Working for washback: a review of the washback concept in language testing. *Language Testing, 13*(3), 257-279. https://doi.org/10.1177/026553229601300303

British Council. (2018). 2018 Zhongguo dalu diqu yasi kaosheng xueshu biaoxian baipishu [2018 White Paper on the Academic Performance of IELTS Candidates in Mainland China]. https://www.chinaielts.org/sites/all/themes/newyasi/white_book/white_paper_2018.pdf

British Council (2025). *What is IELTS? All You Need to Know About IELTS.* Retrieved July, 14, 2025, from https://takeielts.britishcouncil.org/take-ielts/what-ielts#:~:text=Globally%2C%20there%20are%20more%20than,Education%20and%20Cambridge%20Assessment%20English.

Estaji, M., & Tajeddin, A. (2012). The learner factor in washback context: An empirical study investigating the washback of the IELTS academic writing test. *Language Testing in Asia, 2*(1), 5-25. https://languagetestingasia.springeropen.com/track/pdf/10.1186/2229-0443-2-1-5.pdf

Gu, P. (2016). Zhongwai hezuo banxue moshi xia de yasi kouyu jiaoxue xianzhuang fenxi ji duice yanjiu [Analysis of the current situation and countermeasures of IELTS speaking teaching under the Sino-foreign cooperative education model], *English Teachers 16*(15), 16-18.

Hong, Y. (2017). *A comparative study on the washback of CET-6, IELTS and TOEFL iBT writing tests: Evidence from test-takers' perspectives* [Unpublished master's thesis]. Chongqing University. Retrieved from China National Knowledge Infrastructure.

Hughes, A. (1989). *Testing for language teachers*. Cambridge University Press, UK.

Hughes, A. (1993). Backwash and TOEFL 2000 (Unpublished manuscript). University of Reading.

Hamid, M. O., Hoang, N. T. H., & Kirkpatrick, A. (2019). Language tests, linguistic gatekeeping and global mobility. *Current Issues in Language Planning, 20*(3), 265-282. https://doi.org/10.1080/14664208.2018.1495371

Li, Z. (2018). *A study on washback of the new CET-6 Listening subtest on students'listening learning* [Unpublished master's thesis]. Nanjing University of Aeronautics and Astronautics. Retrieved from China National Knowledge Infrastructure.

Liang, Y. S. (2017). *A comparative washback study of CET-SET6, IELTS and TOEFL iBT speaking tests: Evidence from test-takers' perspectives* [Unpublished master's thesis]. Chongqing University. Retrieved from China National Knowledge Infrastructure.

Liu, M., Hashim, H., & Sulaiman, N. A. (2025). Cognitive Diagnostic Assessment for IELTS Speaking Skills: A Chinese High School Case Study. *Arab World English Journal, 16*(2), 276-310. https://dx.doi.org/10.24093/awej/vol16no2.16

Mi, L. (2008). *The listening subtest of IELTS and its washback effects on English learning* [Unpublished master's thesis]. Northwest University. Retrieved from China National Knowledge Infrastructure.

Ma, H. (2021). *Washback effects of the IELTS test: views and experiences of Chinese students in the context of a Sino-UK joint programme with English as the medium of instruction* [Unpublished doctoral dissertation]. Queen's University Belfast. Retrieved from https://pure.qub.ac.uk/en/studentTheses/washback-effects-of-the-ielts-test-views-and-experiences-of-chine

Pearson, I. (1988). Tests as levers for change. In D. Chamberlain & R. Baumgardner (Eds.), *ESP in the classroom: Practice and evaluation* (pp. 98-107). Oxford: Modern English Publications.

Qi, H., Kamal, S. S.L. A., & Lahlou, H. (2025). Impact of Flipped Classroom on Developing Critical Thinking Skills in Chinese EF Undergraduates' Argumentative Essays: A Pilot Study. *Arab World English Journal, 16*(2), 153-167. https://dx.doi.org/10.24093/awej/vol16no2.9

Rajendram, S., Larson, E., & Sinclair, J. (2019). International Graduate Students' Perspectives on High-Stakes English Tests and the Language Demands of Higher Education. *Language and Literacy, 21*(4), 1-20. https://doi.org/10.20360/LANGANDLIT29428

Wang, X. (2017). On the Evaluation of IELTS listening test and its Washback Effects on Listening Teaching and Learning. *International Journal on Studies in English Language and Literature (IJSELL), 5*(7), 17-23. http://dx.doi.org/10.20431/2347-3134.0507005

Wang, C. L. (2018). *An investigation to the reformed CET6 washback on non-English major postgraduates in Xinjiang University* [Unpublished master's thesis]. Xinjiang University. Retrieved from China National Knowledge Infrastructure.

Xie, J., Lu, J., & Ma, T. (2021). The Washback Effect of Reformed CET-6 Listening Comprehension Test. *Asian Journal of Education and Training, 7*(1), 70-73. DOI: 10.20448/journal.522.2021.71.70.73

Yu, J. S. (2023). An In-depth Discussion on Age Effects in Second Language Learning. *Frontiers in Education Research, 6* (11), 98-104. DOI: 10.25236/FER.2023.061117

Zyoud, M. M., Bsharat, T. R. K., & Dweikat, K. A. (2024). Quantitative Research Methods: Maximizing Benefits, Addressing Limitations, and Advancing Methodological Frontiers. *ISRG Journal of Multidisciplinary Studies (ISRGJMS), 2*(4), 11-14. https://doi.org/10.5281/zenodo.10939470

Appendices

Appendix A

Table 1. *The Motivation of Learners Taking IELTS and CET-6*

	IELTS		CET	
Options	f	%	f	%
Prove my English ability	17	40.48	23	54.76
Go abroad to study	32	76.19	5	11.9
The Employment needs	11	26.19	15	35.71
Improve my competitiveness in the job market	17	40.48	21	50

	IELTS		CET	
Options	f	%	f	%
Promote English learning	18	42.86	11	26.19
Get certificates from the authority institutes	12	28.57	14	33.33
The requirement of my university	9	21.43	20	47.62

f: the number of subjects

Appendix B

Table 2. *The Frequency of Test Preparation Activities*

TEST	Options	Never	Seldom	Sometimes	Often	Always	Mean	SD	Median
IELTS	(1) Do past listening test questions	0(0%)	0(0%)	8(19.05%)	8(19.05 %)	26(61.9 %)	4.43	0.80 1	5
CET-6		4(9.52%)	5(11.9%)	10(23.81%)	10(23.8 1%)	13(30.95 %)	3.55	1.31 0	4
IELTS	(2) Practice the keyword catching skills from listening	0(0%)	0(0%)	11(26.19%)	15(35.7 1%)	16(38.1 %)	4.12	0.80 3	4
CET-6		6(14.29%)	5(11.9%)	13(30.95%)	7(16.67 %)	11(26.19 %)	3.29	1.36 7	3
IELTS	(3) Rapid question-scrutinizing drills	2(4.76%)	0(0%)	10(23.81%)	13(30.9 5%)	17(40.48 %)	4.02	1.04 7	4
CET-6		5(11.9%)	7(16.67%)	13(30.95%)	6(14.29 %)	11(26.19 %)	3.26	1.34 5	3
IELTS	(4) Memorize high-frequency listening vocabulary	3(7.14%)	2(4.76%)	10(23.81%)	10(23.8 1%)	17(40.48 %)	3.86	1.22 1	4
CET-6		7(16.67%)	6(14.29%)	15(35.71%)	7(16.67 %)	7(16.67 %)	3.02	1.29 7	3
IELTS	(5) Analyze listening question types and summarise	1(2.38%)	4(9.52%)	14(33.33%)	9(21.43 %)	14(33.33 %)	3.74	1.10 6	4

CET-6	solving strategies.	8(19.05%)	8(19.05%)	12(28.57%)	7(16.67%)	7(16.67%)	2.93	1.351	3
IELTS	(6) Communicate feelings and experiences of testing with friends and teachers	4(9.52%)	4(9.52%)	9(21.43%)	13(30.95%)	12(28.57%)	3.60	1.270	4
CET-6		9(21.43%)	7(16.67%)	13(30.95%)	6(14.29%)	7(16.67%)	2.88	1.365	3
IELTS	(7) Practice the ability to record key information quickly	3(7.14%)	7(16.67%)	9(21.43%)	11(26.19%)	12(28.57%)	3.52	1.273	4
CET-6		12(28.57%)	8(19.05%)	7(16.67%)	7(16.67%)	8(19.05%)	2.79	1.507	3
IELTS	(8) Listen to English audio, such as English radio and news	5(11.9%)	6(14.29%)	10(23.81%)	10(23.81%)	11(26.19%)	3.38	1.343	3.5
CET-6		9(21.43%)	10(23.81%)	11(26.19%)	8(19.05%)	4(9.52%)	2.71	1.274	3
IELTS	(9) Do listening simulation questions	9(21.43%)	4(9.52%)	7(16.67%)	8(19.05%)	14(33.33%)	3.33	1.557	4
CET-6		11(26.19%)	12(28.57%)	8(19.05%)	8(19.05%)	3(7.14%)	2.52	1.273	2
IELTS	(10) Shadow reading	8(19.05%)	4(9.52%)	11(26.19%)	7(16.67%)	12(28.57%)	3.26	1.466	3
CET-6		15(35.71%)	11(26.19%)	10(23.81%)	4(9.52%)	2(4.76%)	2.21	1.180	2

Appendix C

Table 3. *The Learning Products of IELTS and CET-6 Listening*

Test	Options	1	2	3	4	5	Mean	SD	Median
IELTS	(1) Make me more confident and active in listening to English	0(0%)	1(2.38%)	16(38.1%)	14(33.33%)	11(26.19%)	3.83	0.85	4
CET-6		4(9.52%)	13(30.95%)	12(28.57%)	8(19.05%)	5(11.9%)	2.93	1.18	3
IELTS	(2) Improve my English listening level	0(0%)	0(0%)	10(23.81%)	18(42.86%)	14(33.33%)	4.1	0.76	4

CET-6		4(9.52%)	9(21.43%)	17(40.48%)	9(21.43%)	3(7.14%)	2.95	1.06	3
IELTS	(3) Make me master more listening training methods	1.23	2(4.76%)	15(35.71%)	8(19.05%)	17(40.48%)	3.95	0.99	4
CET-6		3(7.14%)	7(16.67%)	17(40.48%)	9(21.43%)	6(14.29%)	3.19	1.11	3
IELTS	(4) Make me pay more attention to the practice of English listening	0(0%)	2(4.76%)	9(21.43%)	12(28.57%)	19(45.24%)	4.14	0.93	4
CET-6		3(7.14%)	6(14.29%)	14(33.33%)	8(19.05%)	11(26.19%)	3.43		3