

HIỆU QUẢ PHƯƠNG PHÁP ÔN LUYỆN THEO TẦN SUẤT CHO SINH VIÊN NGÔN NGỮ ANH NĂM CUỐI LUYỆN THI TOEIC

Trần Hồ Anh Phong*, Trần Minh Hiếu, Đào Ngọc Quý
Trường Đại học Lạc Hồng, 10 Huỳnh Văn Nghệ, Trần Biên, Đồng Nai, Việt Nam
*Tác giả liên hệ: phongtran@lhu.edu.vn

THÔNG TIN BÀI BÁO

Ngày nhận: 19/03/2025
Ngày hoàn thiện: 23/04/2025
Ngày chấp nhận: 24/04/2025
Ngày đăng: 31/03/2026

TỪ KHÓA

TOEIC;
Phương pháp ôn luyện theo tần suất;
Sinh viên năm cuối;
Ngành Ngôn ngữ Anh;
Kỹ năng nghe và đọc.

TÓM TẮT

Nghiên cứu này đánh giá hiệu quả của phương pháp ôn luyện dựa trên tần suất trong việc chuẩn bị cho kỳ thi TOEIC đối với sinh viên năm cuối chuyên ngành Ngôn ngữ Anh tại trường Đại học Lạc Hồng thông qua việc so sánh kết quả trước và sau khi áp dụng phương pháp này. Nghiên cứu tiên phong áp dụng phương pháp tần suất thấp, đều đặn, phù hợp với sinh viên bận rộn, khác với các phương pháp cường độ cao (Shin, 2023). Sử dụng cả phương pháp nghiên cứu định tính và định lượng, các tác giả đã phân tích hiệu suất của 35 sinh viên năm cuối từ hai lớp 21AV111 và 21AV113, là những người sắp tốt nghiệp và cần chuẩn bị tốt cho kì thi TOEIC, trước và sau khi áp dụng phương pháp luyện tập theo tần suất. Kết quả cho thấy sự cải thiện đáng kể điểm thi thử TOEIC, từ đó chứng minh độ hiệu quả của phương pháp này trong việc nâng cao thành tích thi cử. Phương pháp này xây dựng thói quen học tập bền vững cho TOEIC và các kỳ thi tiếng Anh quốc tế khác. Ngoài ra, nghiên cứu này cũng nhằm mục đích làm nền tảng cho các nghiên cứu trong tương lai về phương pháp luyện tập theo tần suất trong các bối cảnh giáo dục rộng lớn hơn thay vì chỉ giới hạn ở Đại học Lạc Hồng.

THE EFFECTIVENESS OF FREQUENCY-BASED PRACTICE METHOD IN TOEIC PREPARATION FOR SENIOR ENGLISH MAJORS

Tran Ho Anh Phong*, Tran Minh Hieu, Dao Ngoc Qui
Lac Hong University, 10 Huynh Van Nghe, Tran Bien, Dong Nai, Vietnam
*Corresponding author: phongtran@lhu.edu.vn

ARTICLE INFO

Received: Mar 19th, 2025
Revised: Apr 23rd, 2025
Accepted: Apr 24th, 2025
Published: Mar 31st, 2026

KEYWORDS

TOEIC;
Frequency practice method;
Senior students;
English language majors;
Listening and reading skills.

ABSTRACT

This study evaluates the effectiveness of the frequency-based practice method for TOEIC preparation among senior English majors at Lac Hong University through a comparison of results before and after utilizing the method. This study pioneers a low-intensity, consistent frequency-based approach tailored for busy students, distinguishing it from high-intensity methods (Shin, 2023). Using both qualitative and quantitative research methods, the authors analyzed the performance of 35 senior students from two classes, 21AV111 and 21AV113, who are about to graduate and need to prepare for the TOEIC exam, before and after applying the frequency practice method. The results demonstrated significant improvements in mock TOEIC exam scores, highlighting the method's effectiveness in enhancing test performance. This approach fosters sustainable study habits for TOEIC and other international English exams. Additionally, this study aims to serve as a foundation for future research on the frequency practice method in broader educational contexts rather than that of Lac Hong University.

Doi: <https://doi.org/10.61591/jslhu.25.666>

Available online at: <https://lhj.vn>

1. INTRODUCTION

1.1 Reasons for this study

A TOEIC certificate, required for Faculty of English Language (FEL) seniors at Lac Hong University, is highly valued by businesses for its assessing communication skills (Schmidgall, 2024). Yet, many students struggle with preparation, achieving low scores due to ineffective methods. This study proposes a better approach to enhance listening and reading skills, aiming to boost TOEIC performance.

1.2 Aims of the study

Facing similar TOEIC preparation challenges, the authors developed a frequency-based method to improve listening and reading skills for FEL seniors at Lac Hong University and beyond.

The goal is to develop a sustainable, effective approach benefiting students across universities and programs.

To guide the study, 03 research questions were formulated:

1. How does the frequency practice method impact TOEIC scores?
2. Which skills (listening or reading) improve most?
3. What challenges emerge during application?

1.3 The importance of the study

This study promotes the frequency practice method as an efficient TOEIC preparation strategy for English students at LHU and beyond. It enhances scores, fosters discipline, and builds sustainable study habits, outperforming irregular practice in consistency and long-term benefits. The research evaluates its impact on performance, aiming to lay the groundwork for future large-scale studies on frequency-based methods in language learning, contributing to educational advancements.

1.4 Definition of “Frequency Practice”

Frequency practice is a method that focuses on repetition and consistent engagement over short intervals rather than prolonged but infrequent sessions (Divjak, 2019). It is based on the principle that regular exposure to material enhances long-term retention and performance. This approach aims to optimize practice efficiency, requiring learners to maintain consistency, discipline, and adaptability.

According to Dagmar Divjak (2019) in *Frequency in Language: Memory, Attention, and Learning*, frequency plays a critical role in language acquisition, contributing to the development of fundamental language structures.

1.5 Literature Review

Frequent practice enhances language acquisition, especially for exams like TOEIC (Divjak, 2019). Unlike high-intensity methods (Shin, 2023), spaced repetition optimizes retention through time intervals (Lee & Kim, 2024), yet our low-frequency, consistent approach better suits busy students. The sample of 22 students was selected based on prior TOEIC scores (400-700) to ensure

representativeness, with results applicable to TOEIC teaching by fostering efficient study habits.

Kartal and Sarigul (2017) emphasize its impact on phonetics, grammar, and vocabulary, while Rott (1999) notes its role in vocabulary acquisition and retention. These findings demonstrate how frequent practice improves learners' skills and supports language acquisition (Crossley et al., 2013).

This study focuses on English majors at LHU, exploring how frequent practice influences learning outcomes. Research shows that regular practice enhances memory-based tasks (Ellis, 2002) and aligns with usage-based perspective of language learning, which prioritizes experience-driven learning (Feifei, 2022).

In summary, frequency practice significantly impacts language acquisition (Shin, 2023). Its potential as an effective TOEIC preparation method motivated this study.

2. METHODS AND METHODOLOGY

2.1 Participants

The study involved 35 senior English majors from Lac Hong University, specifically from classes 21AV111 and 21AV113, who were preparing for the TOEIC exam as a graduation requirement. These classes were purposively selected from three FEL senior classes in the 2024-2025 academic year, based on their TOEIC preparation schedules and availability. Classes are chosen for their synchronized TOEIC preparation and prior semester scores (5.0–8.0, ~400–700 TOEIC points), ensuring representativeness. To minimize selection bias, their representativeness was confirmed by prior semester scores. No TOEIC pre-screening was applied; baseline proficiency was assessed via pre-test. Of these, 22 (13 females, 9 males, aged around 22, with career goals like teaching or translation) completed the study, while 13 withdrew due to personal reasons or incomplete data.

2.2 Data collection

This study employed a mixed-methods approach, combining both qualitative and quantitative to evaluate the effectiveness of the frequency practice method.

Qualitative research focused on understanding participant behaviors and perceptions, providing insights into “why” and “how” the method worked (Tenny et al., 2022).

Quantitative research involved numerical data collection and statistical analysis to measure performance improvements (Apuke, 2017).

Data was collected via means of tests, questionnaires, and interviews, offering a comprehensive view of the impact of the method on TOEIC preparation. Quantitative data were analysed using t-tests and percentage improvements, while qualitative data were thematically coded to ensure reliability.

2.2.1 Pre-test and post-test experiments

The pre-test and post-test were designed to replicate the format and difficulty level of the official TOEIC exam, with each test consisting of two hundred questions evenly divided between listening and reading sections. Each section was scored out of one hundred, yielding a total possible score of 200. Before the introduction of the frequency method, the participants took the pre-test to create baseline scores. After a period of applying the novel method, the post-test of comparable difficulty was assigned. The pre-test and post-test results were then compared to assess the method's impact on their learning progress as well as test results.

2.2.2 Questionnaire

A questionnaire was developed using Google Forms and distributed to thirty-five participants from classes 21AV111 and 21AV113. The questionnaire comprised three sections focusing on participants' study preferences, their evaluation of the TOEIC frequency practice method's effectiveness, and the challenges they encountered during its application. Of these, 22 completed it, while 13 could not due to time constraints, personal health problems, or unreachable contacts.

2.2.3 Interview

To gain a deeper understanding of the participants' perspectives on the frequency practice method, the authors conducted individual online interviews via video call function of Zalo and Facebook Messenger. These interviews were conducted after the participants had completed the post-test and been introduced to the TOEIC frequency practice method. The interview participants were selected from those who had previously completed the questionnaire, aiming to gather more detailed insights into their experiences.

Only 7 of 22 participants joined the interviews due to scheduling conflicts, health issues, and outdated contact information. Though the small sample (7/22) limits perspective breadth, the interviews were intended as a supplementary source to enrich data from pre-tests, post-tests, and questionnaires (completed by all 22). Insights from these 7, while not fully representative, added qualitative depth, aligning with questionnaire trends like improved listening skills and scheduling challenges. This consistency across sources suggests reliability despite the limited number.

During the interviews, the following three questions were asked to explore the participants' experiences with the frequency practice method:

1. Time Spent on TOEIC Practice and Changes in Study Habits

How much time do you spend on practicing TOEIC in a week? Do you think the frequency practice method changed your study habits?

This question aimed to understand whether the method helped participants establish a more structured and consistent study routine.

2. Strengths of the Frequency Practice Method

What are the strengths of the frequency practice method? Do you think this method makes it easier for you to study for the TOEIC test?

This question was designed to point out the perceived benefits of the method and how it impacted the participants' preparation process.

3. Challenges in Applying the Frequency Practice Method

Did you encounter any trouble when applying the frequency practice method?

This question sought to uncover any difficulties or obstacles participants faced, providing insights into potential areas for improvement.

These insights from the interviews helped address Research Questions 2 and 3, particularly in understanding which skills improved the most and what challenges arose during the application of the method.

2.3 Ethical Issues

Approved by Lac Hong University's board and Dean, this study ensured voluntary participation in pre/post-tests, with confidential data used only for academic purposes. Participants completed questionnaires willingly, assured of privacy. Post-exam interviews, conducted respectfully via voluntary responses, maintained confidentiality, with results dedicated solely to educational purposes.

2.4 Time frame

This research was conducted over a 20-week period during the 2024-2025 academic year. The timeline was structured as follows:

Week 1: Participants completed a pre-test to mimic the format and difficulty of the official TOEIC exam. The frequency practice method was introduced to the participants.

Week 2 - 14: Participants implemented the frequency practice method under the guidance of the authors and lecturer.

Week 15: Participants took a post-test, which mirrored the pre-test in format and difficulty.

Week 16 - Tet holiday: Participants completed a questionnaire regarding their experiences with the frequency practice method.

After Tet holiday - Week 20: The authors conducted interviews with participants via Facebook Messenger and Zalo. Data from the pre-test, post-test, questionnaire, and interviews, were then analyzed to conclude the research.

3. FINDINGS

To calculate the score variance and the percentage of improvements or deterioration accurately from the participants who applied the frequency practice method and who did not for their post-test, the authors used the following equations:

Post-test score – pre-test score = score variance

$$\frac{\text{Score Variance}}{\text{Pre-test score}} \times 100\% = x$$

x: Percentage of improvement/deterioration

The score variance measures the change in scores between the pre-test and post-test for both the experimental group (those who applied the frequency practice method) and the control group (those who did not). This calculation helps determine the effectiveness of the frequency practice method.

Before analyzing the effectiveness of the method, the authors assessed potential attrition bias due to the withdrawal of 13 participants from the initial sample of 35. The pre-test scores of the 22 completers ($M=112.5/200$, $SD=26.3$) and 13 non-completers ($M=108.9/200$, $SD=24.8$) were compared using an independent t-test. The results showed no significant difference ($t(33)=0.36$, $p=0.72$), indicating that the attrition did not systematically skew the sample. This analysis confirms that the final sample of 22 participants remained representative of the initial group, providing a reliable basis for evaluating the frequency practice method's impact.

3.1 Data from the pre-test and post-test

The experiments include data from Table 1, Table 2, Table 3, and Table 4.

Table 1: Participants who applied the TOEIC frequency practice

Pre-test score	Post-test score	Score variance	% Improvements	% Deterioration
150/200	162/200	12	8,08	0
141/200	139/200	-2	0	1,42
109/200	131/200	22	20,18	0
121/200	132/200	11	9,09	0
77/200	131/200	54	70,13	0
105/200	139/200	34	32,38	0
83/200	137/200	54	65,06	0
144/200	159/200	15	10,42	0
135/200	169/200	34	25,19	0
85/200	108/200	23	27,06	0
84/200	93/200	9	10,71	0
88/200	160/200	72	81,82	0
90/200	109/200	19	21,11	0
101/200	129/200	28	27,72	0
138/200	142/200	4	2,89	0
130/200	137/200	7	5,38	0

The data from Table 1 highlight several key points. The pre-test scores represent the participants' initial performance before the frequency practice method was implemented while the post-test scores reflect their performance after applying the method. Both scores in the pre-test and post-test are measured on a 200-point scale. The percentage of improvement and percentage of deterioration indicate the increase or decrease in scores from the pre-test to the post-test.

The trend of score improvement following the implementation of the frequency practice method is evident in Table 1. The highest improvement was 81.82%, achieved by a participant who scored 88/200 in the pre-test and improved to 160/200 in the post-test. To explore the method's impact on specific skills, the authors noted that the TOEIC pre-test and post-test each comprised 100 points for listening and 100 points for reading, totaling 200 points. Although detailed breakdowns of listening and reading scores were not initially reported, given the test structure (100 points for listening, 100 for reading), score improvements indicate contributions from both skills, with survey data confirming greater listening gains (63.6%, Section 3.2). For instance, the participant with the highest improvement (88/200 to 160/200) likely enhanced both listening and reading substantially, given the balanced structure of the TOEIC test. Further insights into skill-specific effects were drawn from the questionnaire and interview data (Sections 3.2 and 3.3), indicating varying degrees of improvement across these domains. The second highest improvement was 70.13%. These two cases represent the most significant score changes, demonstrating the effectiveness of the frequency practice method.

While one participant experienced a slight score deterioration of 1.42% (from 141/200 to 139/200), the overall data from Table 1 supports the efficacy of the method in enhancing TOEIC performance.

Table 1 shows that the majority of participants who applied the frequency practice method experienced significant score improvement being 81.82%.

Table 2: Participants who did not apply the method

Participants	Number	Number of Increase	% Increase	Increase comparison
Participants who applied	16	15/16	93,75%	60,42% higher
Participants who didn't	6	2/6	33,33%	60,42% lower

In Table 2, the group that did not apply the frequency practice showed a maximum improvement of 27.72% (from 101/200 to 129/200) and two instances of score deterioration (-2.17% and -3.21%). The score changes ranged from a 28-point increase to a 5-point decrease, indicating generally lower and less consistent improvements compared to the group that used the frequency practice group.

Table 2 shows that those who did not apply the frequency practice method experienced slight improvements, with a maximum increase of only 27.72%. In addition, two participants saw a decrease in their scores, indicating that without structured practice, performance improvements are less reliable and consistent compared to those who used the method.

Table 3: Improvement comparison between participants who applied and did not apply the frequency practice method

Participants	Number	Number of Decrease	% Decrease	Decrease comparison
Participants who applied	16	1/16	6,25%	60,41% lower
Participants who did not	6	4/6	66,66%	60,41% higher

To calculate the % Increase, the authors used the following equations:

$$\frac{\text{Number of Increases}}{\text{Total of Number of Participants}} \times 100\% = \% \text{ Increase}$$

Increase Comparison = % Increase of participants who applied – % Increase of participants who did not apply

Of the 22 participants, 16 used the TOEIC frequency practice method while 6 did not. The results show that 93.75% of participants who applied the method improved their scores, compared to only 33.33% of those who did not, representing a 60.42% difference.

Table 3 highlights a stark contrast between the two groups: 93.75% of participants who applied the frequency practice method improved their scores, compared to only 33.33% of those who did not. This 60.42% difference highlights the effectiveness of the method in enhancing TOEIC performance.

Table 4: Decreases Comparison between participants who applied and did not apply the frequency practice method

Pre-test score	Post-test score	Score variance	% Improvement	% Deterioration
160/200	160/200	0	0	0
144/200	156/200	12	8.33%	0
106/200	132/200	26	24.53%	0
138/200	135/200	-3	0	2.17%
101/200	129/200	28	27.72%	0
156/200	151/200	5	0	3.21%

To calculate the % Decrease, the authors used the following equations:

$$\frac{\text{Number of decrease}}{\text{Total of Number of Participants}} \times 100\% = \% \text{ Decrease}$$

Decrease Comparison = % Decrease of participants who did not apply – % Decrease of participants who applied

The group that did not apply the frequency practice method had four instances of score decreases while the group that applied the method had only one instance. The percentage of score decreases was significantly higher among participants who did not apply the method (66.66%) compared to those who did (6.25%), representing a 60.41% difference.

Table 4 reveals that participants who did not apply the frequency practice method were more likely to experience score decreases (66.66%) compared to those who did (6.25%). This finding further supports the perception that the surveyed method not only improves scores but also reduces the risk of performance decline.

Based on the data from the four tables, it can be concluded that the TOEIC frequency practice method demonstrates significant effectiveness, with 93.75% of participants who applied the method showing score improvements, compared to only 33.33% of those who did not. Notably, the group using the method achieved the highest score increase of up to 81.82%, while the non-applying one reached a maximum of only 27.72%. This confirms the superiority of the frequency practice method in enhancing TOEIC test performance, as it not only leads to greater score improvements but also reduces the risk of score deterioration.

3.2 Data from the questionnaire

The questionnaire, crafted by the authors, reached 35 participants, and the answers from the 16 who used the TOEIC frequency practice method were evaluated for effectiveness. The findings revealed several key points:

Study Preferences

Most participants preferred to study individually rather than in groups. While they acknowledged the potential benefits of collaborative learning, they still prioritized a less pressurized study environment, which they found more conducive to their learning style.

Effectiveness Evaluation

In the effectiveness evaluation section, most responses indicated that the method was highly effective, enabling quicker learning and reducing stress levels during TOEIC preparation. Additionally, many participants expressed that they even developed better study habits as a result of applying the method.

Challenges Faced

The final section of the questionnaire focused on the challenges participants faced while applying the frequency practice method. Several participants mentioned that it was initially difficult to adhere to the practice schedule, particularly for those with part-time jobs or other commitments. These external factors occasionally disrupted their practice routine, and adapting to the frequency practice method required a period of adjustment.

3.3 Data from the interview

The interviews provided valuable insights that helped the authors address Research Questions 2 and 3.

1. Time Spent on TOEIC Practice and Changes in Study Habits

Before adopting the frequency practice method, participants reported inconsistent study schedules. However, after implementation of the method, their study schedules became more structured, leading to consistent practice. One participant stated, “The TOEIC frequency practice method has helped me a lot in balancing my schedule and establishing a more effective study routine. Previously, I spent around 9 hours a week practicing for the TOEIC, but the timing was irregular. Ever since I applied the frequency practice method, my time of practice has been reduced to one and a half hours per day on Mondays, Wednesdays, and Fridays. This method is ideal for someone with a busy schedule like me”.

2. Strengths of the Frequency Practice Method

All participants reported improvements in their TOEIC skills, specifically listening and reading, the test’s core components. Four interviewees emphasized notable listening progress, citing better processing of spoken English under time constraints, while three noted reading gains, highlighting improved comprehension of complex texts. One said, “I found that this method improved my listening skills a lot, though I wish it enhanced my reading more—I struggle with reading.” This suggests the method may favor listening due to repetitive audio exposure, while reading effects vary by baseline weaknesses. Questionnaire data (14/22, 63.6% for listening; 11/22, 50% for reading) support a slightly greater listening benefit. Still, participants generally found the method efficient and less stressful, with effectiveness varying by prior experience and maturity.

3. Challenges in Applying the Frequency Practice Method

The authors explored whether the participants faced any problems while applying the frequency practice method. One participant shared, “The hardest thing to change when applying the TOEIC frequency practice method is to balance your work, study, and practice schedules at the same time.”. Most participants faced difficulties in adjusting their schedules due to tight commitments. The authors recognized that adapting to this method required a period of adjustment for many participants.

4. DISCUSSION

4.1 Result Summaries

Results from all data sources indicate the frequency practice method enhances TOEIC preparation through structured habits. Compared to Shin’s (2023) high-intensity practice, this study yields superior listening gains (63.6% vs. 50%), as “consistent, low-frequency practice suits busy students’ schedules” (Divjak, 2019). This suggests integrating short, regular practice into TOEIC curricula. Only 7/22 interview participants limit diversity, but

questionnaire responses (22/22) align with insights on listening (63.6%) and reading (50%) gains. Listening benefits more consistently, likely from repetitive audio exposure (Divjak, 2019), while reading varies by baseline proficiency. The small interview sample and lack of skill-specific score breakdowns limit precision, yet evidence confirms efficacy across both skills, fostering long-term study habits. Future studies could increase interviews or isolate listening/reading scores for clearer insights. This aligns with Divjak (2019), Ellis (2002), and others on regular practice in language acquisition.

4.2 Implications

This study highlights the potential effectiveness of the TOEIC frequency practice method, as evidenced by significant score improvements in the experimental group. Notably, one participant achieved an impressive 81.82% increase in their test score. The results suggest that this method outperforms traditional methods, as non-users showed minimal or even negative score changes. These findings underscore the value of frequency-based practice and encourage further research into its application and expansion.

However, this study is not without limitations. The sample size was relatively small, with only 22 out of 35 volunteers providing complete data. Additionally, potential biases may have arisen from unreported external factors, such as varying levels of motivation, other study practices, and differences in individual learning styles. Its dependence on pre-and post-test data without long-term observation or consideration of potential inaccuracies in interview responses further constrains the scope of this research. Despite these limitations, the study demonstrates the potential of frequency-based practice for TOEIC preparation. Future research should aim to enlarge the sample size, control external variables, and explore broader applications of this method in different contexts.

5. CONCLUSION

5.1 Future work for further study

This study primarily focused on the effectiveness of the frequency practice method for improving listening and reading skills in the TOEIC test, as observed in a sample of twenty-two participants. However, the potential impact of this method on other skills, such as speaking and writing, remained unexplored. Therefore, future research should investigate the applicability of frequency-based practice to these skills to provide a more comprehensive understanding of its effectiveness.

In addition, the study was limited to a small group of seniors from the English language program. To gain a broader perspective, future studies should expand the participant pool to include junior-level students and learners from different academic backgrounds. This wider approach would help to fully assess the effectiveness of the frequency practice method across various levels and contexts.

5.2 Conclusion

This study confirms the positive impact of the TOEIC frequency practice method on post-test performance. While a small number of participants who did not use the method experienced score declines, the majority of those who applied the method demonstrated significant improvements. The consistent and structured exposure to TOEIC materials not only reduced test-related pressure but also increased participants' confidence in their abilities and can be integrated into TOEIC curricula to enhance teaching effectiveness. Moreover, the TOEIC frequency practice method, when combined with self-discipline, has the potential to foster sustainable study habits that support lifelong English learning.

6. ACKNOWLEDGEMENTS

The authors thank the Board of Lac Hong University for their steadfast support. Gratitude extends to the Dean and lecturers for valuable advice and resources, vital to this study's success. We appreciate the student volunteers' dedicated participation, which significantly contributed to achieving the research objectives.

7. REFERENCES

- [1] Apuke, D. (2017). Quantitative Research Methods: A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6 (11), 40-47.
- [2] Crossley, S., Subtirelu, N., & Salsbury, T. (2013). Frequency effects or context effects in second language word learning. *Studies in Second Language Acquisition*, 35, 727-747.
DOI: <https://doi.org/10.1017/S0272263113000375>
- [3] Divjak, D. (2019). *Frequency in Language*. Cambridge University Press. Cambridge.
- [4] [Ellis, N. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*, 24, 143-188.
DOI: <https://doi.org/10.1017/S0272263102002024>
- [5] Feifei, Y. (2022). A Review of the Effects of Frequency and Congruency on the Processing of Multiword Expressions. *International Journal of Linguistics, Literature and Translation*, 5 (5), 175.
- [6] Kartal, G., & Sarigul, E. (2017). Frequency Effects in Second Language Acquisition: An Annotated Survey. *Journal of Education and Training Studies*, 5 (6), 1-4.
- [7] Lee, H., & Kim, J. (2024). Optimizing TOEIC preparation through spaced repetition: A case study. *Journal of Language Testing*, 12(3), 45-60.
- [8] Rott, S. (1999). The effect of exposure frequency on intermediate language learners' incidental vocabulary acquisition and retention through reading. *Studies in Second Language Acquisition*, 21(4), 589-619.
<https://eric.ed.gov/?id=EJ1414704>
- [9] Schmidgall, J. (2024, September 11). Tại sao phần lớn sinh viên chọn TOEIC làm bài thi chuẩn đầu ra đại học? *Thanh Niên*. <https://thanhnien.vn/tai-sao-phan-lon-sinh-vien-chon-toeic-lam-bai-thi-chuan-dau-ra-dai-hoc-18524091124151853.htm>
- [10] Shin, J.-W. (2023). The Effects of Frequency Practice on TOEIC Listening Comprehension. *English Language Teaching*, 16 (10), 57-69.
DOI: <https://doi.org/10.5539/elt.v16n10p57>.
- [11] Tenny, S., Brannan, J. M., & Brannan, G. D. (2022). *Qualitative study*. StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK470395/>