



## THE SECOND INTERNATIONAL CONFERENCE ON SCIENTIFIC, ECONOMIC AND SOCIAL ISSUES

### DIGITAL TRANSFORMATION, COOPERATION AND GLOBAL INTEGRATION IN THE NEW NORMAL

#### SPONSORS

**Sacombank**  
Đồng hành cùng phát triển



FINANCIAL PUBLISHING HOUSE

## TABLE OF CONTENT

### APPLICATION OF TECHNOLOGY AND BIG DATA IN THE FIELDS OF FINANCE, ACCOUNTING AND AUDITING IN THE CONTEXT OF GLOBALIZATION

BANK RUN AND SILICON VALLEY BANK .....	1
Lam Dang Xuan Hoa, Ho Minh Khoa, Huynh Vo Nhat Linh .....	1
BIG DATA AND INTELLECTUAL PROPERTY RIGHTS.....	14
Le Thi Minh, Vo Trung Hau .....	14
THE EFFICIENCY OF THE INTERNAL CONTROL SYSTEM IN RISK MANAGEMENT AT THE NAM A COMMERCIAL JOINT STOCK BANK .....	23
Truong Thanh Loc, Tran Ngoc Thanh.....	23
VIETNAM - AUSTRALIA ECONOMIC AND TRADE COOPERATION IN THE NEW NORMAL: OPPORTUNITIES AND CHALLENGES FOR VIETNAMESE INVESTORS.....	30
Nhu Nguyen Phuc Quynh*, Anh Nguyen Thi Nguyet, Duy Nguyen Anh .....	30
IMPACTS OF CREDIT GROWTH AND CREDIT RISK ON THE PROFIT OF VIETNAM JOINT STOCK COMMERCIAL BANKS .....	43
Dao Le Kieu Oanh*, Tran Thi Huong Ngan .....	43
FACTORS AFFECTING CUSTOMERS' DECISIONS TO USE E-BANKING AT JOINT STOCK COMMERCIAL BANKS IN HO CHI MINH CITY .....	57
Nguyen Duy Khanh <sup>1</sup> , Pham Quoc Tham <sup>2</sup> .....	57
HOW CHINA_USA POLITICAL TENSIONS AFFECT STOCK MARKET RETURN OF CHINA AND THE USA? A QUANTILE VAR CONNECTEDNESS APPROACH .....	70
Hao Wen Chang <sup>1</sup> , Tsangyao Chang <sup>2</sup> and Mei-Chih Wang <sup>3</sup> .....	70
BANKING HUMAN RESOURCES BEFORE THE DEVELOPMENT OF ARTIFICIAL INTELLIGENCE AI .....	92
Nguyen Huynh Chi.....	92
IMPROVE THE QUALITY OF TRAINING THROUGH IMPROVEMENT OF STUDENT TESTING AND ASSESSMENT – CASE IN ACCOUNTING BRANCH, UNIVERSITY OF ECONOMICS AND FINANCE .....	102
Thuy Thi Ha .....	102
ACTIVITIES OF DIGITAL TRANSFORMATION IN VIETNAMESE COMMERCIAL BANKS: AN OVERVIEW DURING THE COVID-19 RECOVERY PERIOD.....	109
Nguyễn Thị Quỳnh Châu, Đào Lê Kiều Oanh .....	109
OPPORTUNITIES AND CHALLENGES FOR VIETNAM IN ATTRACTIVE FDI IN GLOBAL MINIMUM CORPORATE TAX IMPLEMENTATION .....	117
Ngo Hoang Thong .....	117

## **DIGITAL ECONOMY IN VIETNAM, TRENDS AND POTENTIABILITY**

DEVELOPING SMART HOME MODEL FOR APARTMENTS IN HO CHI MINH CITY BASED ON INTERNET OF THINGS (IoT) TECHNOLOGY .....	182
Dang Thanh Thuy <sup>1</sup> , Nguyen Thanh Dien <sup>2</sup> .....	182
TRANSPARENCY OF ACCOUNTING INFORMATION OF CONSTRUCTION ENTERPRISES IN HO CHI MINH CITY – CASE STUDY OF APPLICATION OF ACCRUAL ACCOUNTING .....	193
Truong Thanh Loc <sup>1*</sup> , Pham Thi Yen Nhi <sup>2</sup> .....	193
FACTORS AFFECTING THE QUALITY OF FINANCIAL STATEMENTS OF MANUFACTURING ENTERPRISES IN HO CHI MINH CITY .....	207
Truong Thanh Loc <sup>*</sup> , Dang Nguyen Tuong Han, Nguyen Ngoc Mai Phuong, Nguyen Thi Quynh Huong .....	207
THE CRITICAL FACTORS OF COLLEGE STUDENTS' INTENTION TO USE METAVERSE TECHNOLOGY FOR SUBJECTS RELATED TO IMPORT-EXPORT LEARNING .....	221
Van Thuy Nguyen Ho, Chau The Huu, Luan Thanh Nguyen <sup>*</sup> .....	221
CONSUMER PERCEPTION ABOUT THE SUSTAINABILITY COMMITMENT OF LUXURY BRANDS IN VIETNAM AND CHINA MARKETS.....	233
Tran Minh Tu <sup>1</sup> .....	233
INFLUENCE OF WOM AND EWOM IN MAKING DECISION BUYING GOODS .....	247
Doan Anh Tu <sup>1</sup> , Kim Phi Rum <sup>2</sup> , Nguyen Pham Hai Ha <sup>3</sup> .....	247
DIGITAL ECONOMY AND DEVELOPMENT POTENTIAL IN VIETNAM.....	257
Hoang Thi Chinh, Nguyen Hoang Phan .....	257
BLOCKCHAIN APPLICATION IN MODERN LOGISTICS: INTERNATIONAL EXPERIENCE AND SOME RECOMMENDATIONS FOR VIETNAM .....	266
Nguyen Nu Tuong Vi.....	266
FACTORS AFFECTING THE DEVELOPMENT OF THE DIGITAL ECONOMY IN VIETNAM .....	272
Vo Tien Si .....	272
LEGAL FRAME FOR THE OPERATION OF THE REAL ESTATE BUSINESS UTILIZING THE BLOCKCHAIN PLATFORM IN VIETNAM.....	284
Le Thi Khanh Linh.....	284

## **DIGITAL TRANSFORMATION – COOPERATION – GLOBAL INTEGRATION IN BUSINESS**

FACTORS INFLUENCING BUSINESS ACCEPTANCE OF INDUSTRY 4.0 TECHNOLOGY APPLICATIONS IN DONG NAI PROVINCE.....	291
Thanh-Thu Vo*, Minh-Huong Tang.....	291
DIGITAL ORIENTATION, INNOVATION CAPABILITY AND FIRM PERFORMANCE: A PROPOSAL RESEARCH MODEL .....	298
Nguyen Van Hau .....	298
PREDICTION OF STUDENT'S BEHAVIORAL INTENTION TO USE SMART LEARNING ENVIRONMENT: A COMBINED MODEL OF SELF-DETERMINATION THEORY AND TECHNOLOGY ACCEPTANCE .....	309
Nguyen Thi Hai Binh <sup>1</sup> , Dao Y Nhi <sup>2</sup> , Nguyen Thanh Luan <sup>3</sup> , Dang Quan Tri <sup>4</sup> .....	309
THE PEDAGOGICAL IMPACT OF GRAMMARLY ON EFL WRITING COMPETENCY: AN EMPIRICAL INVESTIGATION IN HIGHER EDUCATION CONTEXT. ....	323
Nguyen Thi Hong Lien <sup>1</sup> , Nguyen Truong Gia Minh <sup>2</sup> , Nguyen Ngoc Vu <sup>3*</sup> .....	323
FACTORS AFFECTING PURCHASING DECISION OF THE YOUTH ON TIKTOK .....	336
Ngoc Pham <sup>1</sup> , Thanh Cong Tran*.....	336
FACTORS AFFECTING OCCUPATIONAL SAFETY BEHAVIORS OF WORKERS DIRECT PRODUCTION AT CU CHI POWER COMPANY.....	345
Minh Luan Le, Thi Trang Tran.....	345
CORPORATE SOCIAL RESPONSIBILITY AND EMPLOYEES' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR.....	355
Nguyen Xuan Hung <sup>1</sup> , Ha Le Thu Hoai <sup>1</sup> , Nguyen Huu My Truc <sup>2&amp;3</sup> , Pham Tan Nhat <sup>2&amp;3</sup> .....	355
THE INNOVATION CAPACITY - THE ROLE OF LEADERS OF SMALL AND MEDIUM ENTERPRISES IN HO CHI MINH CITY, VIETNAM.....	365
Huynh Nhut Nghia .....	365
PEOPLE'S THOUGHTS ON THE IMPACT OF ARTIFICIAL INTELLIGENCE ON BUSINESS .....	376
Ton Nguyen Trong Hien, Bui Tuyet Anh .....	376
FACTORS AFFECTING BRAND SWITCHING INTENTION IN THE CONTEXT OF HIGHER EDUCATION IN VIETNAM .....	382
Ly Dan Thanh, Nguyen Phu Quoi, Tran Hoang Nam, Vo Hong Son, Nguyen Ngoc Thuy Tien .....	382
ENHANCE THE DIGITAL COMPETITIVENESS .....	398
Tran Quang Canh, Hoang Thi Chinh.....	398

ASSESSING PATIENT SATISFACTION (BRAND) AFTER THE COVID-19 PANDEMIC AT THU DUC CITY HOSPITAL.....	408
Nguyen Hoang Dung <sup>1*</sup> , Nguyen Huynh Bao An <sup>2</sup> , Van Phuong Trang <sup>2</sup> .....	408
INDUSTRIAL AND HUMAN RESOURCES FORM THE FOUNDATION FOR BINH DUONG'S SUSTAINABLE ECONOMIC DEVELOPMENT .....	408
Hoang-An Nguyen .....	417
IMPACT OF ORGANIZATIONAL FAIRNESS ON THE EMPLOYEES' KNOWLEDGE SHARING IN TRAVEL AND TOURISM ENTERPRISES IN HO CHI MINH CITY .....	426
Le Thi Nhu Quynh <sup>1,2</sup> , Le Thi Giang <sup>2</sup> , Truong Quang Dung <sup>1</sup> .....	426
THE EFFECT OF PERSONAL MOTIVATION ON THE TACIT KNOWLEDGE SHARING BEHAVIOR OF 5-STAR HOTELS' EMPLOYEES IN HO CHI MINH CITY .....	440
Le Thi Giang, Nguyen Bach Hoang Phung.....	440
DIGITAL COMPETITIVENESS AND OPERATIONAL EFFICIENCY OF ENTERPRISES IN THE DIGITAL ERA: THE CASE OF VIETNAMESE ENTERPRISES .....	453
Diep Nguyen Thi Ngoc <sup>1*</sup> , Canh Quang Tran <sup>2</sup> , Anh Bach Hoang Ngoc <sup>1</sup> .....	453
FACTORS INFLUENCING PARENTS' SELECTION OF PRIVATE PRESCHOOLS IN THU DUC CITY .....	466
Thi-Trang Tran <sup>1</sup> , Thi-My-Dung Pham <sup>2</sup> , Thi-Bich-Diep Le <sup>1*</sup> .....	466

## **RECOVERY COMMUNICATIONS IN THE TOURISM AND HOSPITALITY INDUSTRY AFTER THE COVID-19 PANDEMIC**

DEVELOPING A SPIRITUAL TOURISM DESTINATION IMAGE MEASUREMENT SCALE OF AN GIANG .....	474
Nguyen Vuong Hoai Thao <sup>1</sup> , Nguyen Quyet Thang <sup>2</sup> .....	474
PROSPECTS OF VIRTUAL REALITY TOURISM APPLICATION IN VIETNAM TOURISM PROMOTION .....	487
Nguyen Thi Hong Ha, Pham Thi Huong Giang.....	487
PERSONALIZATION TRAVEL TRENDING IN HO CHI MINH CITY IN THE CONTEXT OF POST COVID-19 .....	497
Duong Bao Trung.....	497
IMPACTS OF MEDIA ON CUSTOMERS' DECISION TO CHOOSE FOOD AND BEVERAGE SERVICES POST THE COVID-19 PANDEMIC .....	511
Nguyen Thi Bich Van .....	511
DIGITAL TRANSFORMATION APPLICATION TO PROMOTE THE RECOVERY AND DEVELOPMENT OF INBOUND TOURISM IN HO CHI MINH CITY .....	521
Tran Trong Thanh .....	521
VIETNAM TOURISM AFTER COVID-19 PANDEMIC .....	527
Nguyen Hoang Phan <sup>1</sup> , Hoang Thi Chinh <sup>2</sup> .....	527
NAVIGATING THE EVOLVING LANDSCAPE OF SOCIAL MEDIA DATA MINING AND PRIVACY .....	537
Pham Thai Hien .....	537
THE CORRELATION BETWEEN STUDENT SELF-REPORTED GENERAL WELL-BEING AND PERCEIVED SUPPORT FROM FRIENDS, TEACHERS, AND UNIVERSITY .....	545
Virginia Kelsey <sup>1</sup> , Đặng Thị Mai Ly <sup>2*</sup> , Nguyễn Anh Khoa <sup>2</sup> , Nguyễn Văn Tường <sup>2</sup> .....	545

## **DIGITAL VERSUS NON- DIGITAL**

PROVIDING CONVENIENCE TO CUSTOMERS IN THE DIGITAL MARKETING ERA: OBSERVATIONS FROM COMMERCIAL BANKS IN HO CHI MINH CITY .....	556
Nguyen Quang Trung .....	556
VIRTUAL REALITY: AN INNOVATIVE TOOL IN TOURISM EXPERIENTIAL MARKETING .....	564
Thanh Nguyen Ngoc Le <sup>1</sup> , Khuong Thanh Nguyen <sup>2</sup> .....	564
THEORETICAL CONCEPTS OF STRATEGIC POSITIONING FOR PLACE BRANDING: A CASE STUDY OF DONG THAP PROVINCE .....	580
Phan Bao Giang.....	580
LITERATURE REVIEW ON THE IMPACT OF DIGITAL MARKETING ON VIETNAM'S SMALL AND THE MEDIUM BUSINESS ENTERPRISES (SMEs) .....	587
Lê Kim Nguyên * .....	587

## **CHALLENGES FACED BY TEACHERS IN NON-TRADITIONAL EDUCATION**

PROPOSE AN ONLINE TEACHING COMPETENCE SCALE FOR UNIVERSITY LECTURERS .....	596
Duong Thi Kim Oanh*, Dang Thi Dieu Hien .....	596
EXAMINE USAGE OF LEARNING MANAGEMENT SYSTEMS (LMSS) BY FACULTY STAFF AT UNIVERSITY OF ECONOMICS (UEF) AND FINANCE WITH EXPANDED TECHNOLOGY ACCEPTANCE MODEL (TAM).....	608
Ha Truong Minh Hieu, Ngo Minh Hai*, Mach Tran Huy.....	608



## **DIGITAL TRANSFORMATION AN INDISPENSABLE EVOLUTION FOR SUSTAINABLE CORPORATES**

FACTORS AFFECTING THE APPLICATION OF STRATEGIC MANAGEMENT ACCOUNTING AT MANUFACTURING ENTERPRISES IN BINH DUONG PROVINCE .....	618
Truong Thanh Loc <sup>1*</sup> , Nguyen Thi Thanh Truc <sup>2</sup> .....	618
HRM DIGITAL TRANSFORMATION: TAKING A ROAD OF SUCCESSION PLANNING ..	629
Trương Phan Hoàng Anh, Giang Ngọc Anh.....	629
THE IMPLICATION OF CONTACTLESS SERVICE AS A TOOL TO IMPROVE CUSTOMER REVISIT INTENTION .....	640
Linh, Nguyen Duy Yen* .....	640
TOURISM BRAND LOVE IN THE DIGITAL AGE: THE ROLE OF ONLINE TOURIST EXPERIENCES, TOURIST-BRAND RELATIONSHIP QUALITY AND SUSTAINABILITY .....	651
Thanh Nguyen Ngoc Le .....	651
CONDUCTING FOCUS GROUPS IN CROSS-CULTURAL SCHOLARSHIP OF TEACHING AND LEARNING (SoTL): A COMPARATIVE CASE STUDY .....	662
Punithan Moganathas <sup>1</sup> , Jenny Hill <sup>2</sup> , Andy V.-M. Kok <sup>2</sup> , Matt Barr <sup>2</sup> , Ruffin Relja <sup>2*</sup> , Philippa Ward <sup>2</sup> , Duong Tran Quang Hoang <sup>3</sup> , Quynh Phuong Tran <sup>3</sup> .....	662
LEVERAGING DIGITAL TRANSFORMATION FOR SUSTAINABLE CORPORATE EVOLUTION IN VIETNAM .....	677
Nguyen, Tan Dat <sup>1</sup> , Le, Dinh Thang <sup>2</sup> .....	677

## INFORMATION TECHNOLOGY AND APPLICATIONS

FB-PROPHET MODEL FOR TIME SERIES FORECASTING IN SALES .....	691
Thanh Cong Tran .....	691
USING AI CODE IN C# PROGRAMMING .....	698
Nguyen Ha Giang.....	698
DETERMINANTS OF CONTINUANCE USAGE INTENTION OF MOBILE FOOD ORDERING APPLICATIONS (MFOAS) AMONG VIETNAMESE USERS: THE MEDIATING ROLE OF E- SATISFACTION .....	705
Lam Hoang Phuong <sup>1*</sup> , Nguyen Thi Kim Lien <sup>2</sup> , Tien Hung Nguyen <sup>3</sup> , Vinh Long Nguyen <sup>4</sup> .....	705
DECODING MARKETING INSIGHT: INSIGHT FROM OUTSIDE.....	718
Hoàng Thị Hằng, Trần Thành Công* .....	718
DIGITAL DISRUPTION AND DATA SECURITY: HOW FINTECH IS RESHAPING BANKING ...	724
Hoàng Văn Hiếu, Trần Ngọc Thiên Ngân.....	724

## **TRENDS AND ISSUES IN ENGLISH LANGUAGE EDUCATION AND RESEARCH**

EFL LEARNERS' ATTITUDES AND LEARNING ENGAGEMENT IN COMMUNICATIVE GAME-BASED GRAMMAR TEACHING .....	736
Nguyen Thi Thanh Huyen <sup>1</sup> , Tran Quoc Thao <sup>2</sup> .....	736
APPROACHES TO TEACHING L2 LISTENING:.....	749
CLOSING THE GAP BETWEEN REAL-LIFE AND CLASSROOM-BASED LISTENING .....	749
Luu Thi Mai Vy .....	749
DEFINING ROLES OF STUDENT ENGAGEMENT IN THE 21ST CENTURY LANGUAGE CLASSROOM .....	755
Ho Xuan Tien, Duong My Tham.....	755
EFL STUDENTS' ATTITUDES AND LEARNING INVESTMENT IN PORTFOLIO - BASED ENGLISH WRITING LEARNING: A LITERATURE REVIEW .....	763
Ly Gia Huy <sup>1</sup> , Tran Quoc Thao <sup>2</sup> .....	763
EXPLORING EFL LEARNER IDENTITIES IN PROJECT-BASED LANGUAGE LEARNING AT A HIGH SCHOOL IN AN GIANG PROVINCE .....	774
Nguyen Hong Thien <sup>1</sup> , Tran Quoc Thao <sup>2</sup> .....	774
THE VALUES OF SYNTACTIC COMPLEXITY IN ACADEMIC WRITING: A LITERATURE REVIEW .....	791
THE ISSUE OF AMBIGUITY IN THE ENGLISH LANGUAGE.....	801
Nguyen Dinh Tuan .....	801
RESEARCH PERSPECTIVES ON JUNIOR HIGH SCHOOL EFL STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING .....	812
Huynh Thanh Nhon <sup>1</sup> , Tran Quoc Thao <sup>2</sup> .....	812
EXPLORING THE INFLUENCE OF WRITING ANXIETY ON VIETNAMESE ESL UNDERGRADUATES' WRITING PERFORMANCE: A QUANTITATIVE STUDY.....	821
Nguyen Ngoc Nguyen, Nguyen Hoang Phan.....	821
THE APPLICATION OF THE “FLIPPED CLASSROOM” MODEL IN TEACHING ENGLISH IN THE VIETNAMESE UNIVERSITY EDUCATION ENVIRONMENT .....	838
THE USE OF RESOURCE MANAGEMENT STRATEGIES IN EFLFLIPPED CLASSROOMS .....	847
Nguyen Quynh Thao Vy <sup>1,*</sup> , Duong My Tham <sup>2</sup> .....	847
INSIGHTS INTO ENGLISH MAJOR STUDENTS' USE OF PHRASAL VERBS IN ACADEMIC WRITING.....	860
Do Thi Thanh Thuy, Tran Quoc Thao .....	860

## **LAW IN THE CONTEXT OF INTERNATIONAL INTEGRATION**

LEGALISING INTELLECTUAL PROPERTY INFRINGEMENTS IN RUSSIA – A WAR TACTIC IN THE CONTEXT OF RUSSIA’S INVASION OF UKRAINE.....	869
Bui Thi Hong Ninh* .....	869
MODEL OF ASSET REGISTRATION WORLDWIDE AND LESSONS FOR VIETNAM IN IMPROVING ASSET REGISTRATION LAWS.....	880
Vu Anh Sao <sup>1,2</sup> , Nguyen Thi Xuan Mai <sup>2</sup> .....	880
LEGAL ISSUES ARISING FROM THE DEVELOPMENT, IMPLEMENTATION, AND USE OF ARTIFICIAL INTELLIGENCE (AI) - INTERNATIONAL EXPERIENCES AND LESSONS FOR VIETNAM .....	887
Le Hoang Minh Huy*, Nguyen Thi Thu Ha, Dao Trong Duc, Ky Dieu Linh, Bui Thi Thuy Linh, Nguyen Nam Trung.....	887
SOUTH KOREA’S EXPERIENCES ON PROPERTY REGISTRATION LAW - LESSONS FOR VIETNAM .....	896
Vu Anh Sao, Pham Huynh Bao Oanh.....	896
THE RISE OF REMOTE WORK: LEGAL CHALLENGES AND IMPLICATIONS FOR EMPLOYMENT LAW IN VIETNAM .....	903
Nguyen Thi Xuan Mai <sup>1</sup> , Nguyen Thi Ngoc Loan <sup>2</sup> .....	903
CHALLENGES AND RECOMMENDATIONS FOR THE LEGAL FRAMEWORK IN THE EMERGING AGE OF ARTIFICIAL INTELLIGENCE.....	910
Nguyen Thi Thu Trang .....	910
THE IMPACTS OF GLOBAL MINIMUM TAX ON FOREIGN DIRECT INVESTMENT (FDI) CORPORATIONS IN VIETNAM.....	921
Trần Ngọc Thanh <sup>1</sup> .....	921
CROSS-BORDER E-COMMERCE ACTIVITIES AND TAX MANAGEMENT ISSUES .....	933
Le Huynh Phuong Chinh, Ngo Thi Khanh Linh, Pham Ngoc Lan Anh.....	933
EXPERIENCE IN KOREA AND CHINA ON TAX MANAGEMENT FOR CROSS-BORDER E-COMMERCE ACTIVITIES .....	941
Duong Anh Son <sup>1</sup> , Tran Vang Phu <sup>2</sup> .....	941
LEGAL PERSPECTIVE ON REGULATIONS RALATED TO PERSONAL INCOME TAX WHEN EARNING INCOME THROUGH E-COMMERCE PLATFORMS IN VIETNAM, TAKING THE CASE OF INDIVIDUALS DOING BUSINESS THROUGH TIKTOK APPLICATION.....	946
Nguyen Duc Tri <sup>1</sup> , Hoang Minh Châu <sup>2</sup> .....	946
THE COMPATIBILITY ON THE SCOPE OF MUTUAL LEGAL ASSISTANCE (MLA) IN CRIMINAL MATTERS AND THE CONDITIONS OF REFUSAL MLA IN CRIMINAL MATTERS BETWEEN VIETNAMESE LAW AND INTERNATIONAL TREATIES WHICH VIETNAM HAS SIGNED. ....	956

Pham Huynh Bao Oanh.....	956
TAX POLICY FOR E-COMMERCE OF COUNTRIES IN THE WORLD AND RECOMMENDATIONS TO VIETNAM.....	967
Nguyen Thanh Minh Chanh, Ha Thi Van Anh, Pham Lam Tam Nhu .....	967
LEGAL REGULATIONS FOR ENTERPRISE OBLIGATIONS TO PROVIDE INFORMATION ON E-COMMERCE PLATFORM .....	974
Truong Kim Phung*, Nguyen Hoang Chuong .....	974
“ROBOT TAX” – RECOMMENDATIONS FOR VIETNAM.....	981
Gian Thi Le Na, Pham Phuong Doanh.....	981
WTO APPELLATE BODY REFORM IN THE CONTEXT OF ESCALATING GEOPOLITICAL TENSIONS.....	988
Nguyen Nam Trung.....	988

IMPACTS OF STATE OWNERSHIP AND BUSINESS CHARACTERISTICS ON TAX AVOIDANCE: EVIDENCE IN VIETNAM.....	128
Huyen Ngoc Nguyen, Thanh Dan Bui .....	128
RUSSIA'S IMPACTS AND SCENES ON BEING BANNED FROM SWIFT .....	143
Lam Dang Xuan Hoa <sup>1</sup> , Phan Ngoc Anh <sup>2</sup> .....	143
THE ROLE OF ACCESS TO FINANCE AND THE ENTREPRENEURIAL INTENTION OF YOUNGERS IN THE SOUTHWESTERN PROVINCE, VIETNAM.....	151
Vu Truc Phuc*, Nguyen Dang Hat, Nguyen An Phu, Dao Le Kieu Oanh .....	151

## RESEARCH PERSPECTIVES ON JUNIOR HIGH SCHOOL EFL STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING

Huynh Thanh Nhon<sup>1</sup>, Tran Quoc Thao<sup>2</sup>

Le Quy Don junior high school

HUTECH University

Tq.thao@uef.edu.vn

### **Abstract**

*Motivation is one of the key factors in assisting students to achieve their learning goals; however, not all students possess a similar level of motivation in English language learning (ELL). This paper reports a quantitative study that aims to investigate EFL students' motivation in ELL. A group of 182 EFL Vietnamese students from a junior high school in Ho Chi Minh City were recruited to answer the questionnaire whose data were processed by the SPSS software in terms of descriptive statistics. The findings were that junior high school EFL students had a high level of motivation in ELL. Their intrinsic motivation in ELL was positively influenced by their interest, need, hobby, and learning goal, while their extrinsic motivation in ELL was positively affected by their teacher, parents, materials, environment, and peers. Based on the findings, pedagogical implications are recommended in an attempt to enhance the quality of English language teaching and learning in the research context and other similar ones.*

**Keywords:** *EFL learners, learning motivation, Vietnamese*

### **1. Introduction**

English is no doubt an international language and a lingua franca as it is a bridge for people to exchange, study, and work outside of their home country (Tran et al., 2022). Accordingly, there is an increasing demand for English language learning in different contexts. In the context of Vietnam, English is officially taught as a foreign language from the primary level to the higher education level. It is observed that some students are really eager to learn English and feel good about it, but others are demotivated because they lack confidence or a drive to master the language. Additionally, a big number of English language learners are still reluctant to English language learning (ELL) due to different reasons, one of which is their low motivation in ELL (Tran & Chau, 2021) although the degree of a learner's motivation is a key determinant of his/her performance in the language learning process (Yunus & Abdullah, 2011). Ghلامallah (2018) asserts that a complete absence of motivation may result in a negative attitude toward language acquisition and may weaken or impede the process altogether. Likewise, Liu and Chen (2015) pinpoint that motivation is a huge motivator for learners to learn another language that is not their native tongue. Accordingly, motivation is deemed to play an important role in learning a language, and it can impact learners' language learning; those who are fully motivated are ready to get engaged in learning activities (Ur, 1996).

Within this research context, some students are observed to be completely passive during school hours. They seem quite unmotivated in ELL, and consequently, they do not get actively engaged in the English language learning process. What is more, those who have a low level of motivation in ELL do not often achieve a high level of language proficiency. They make no effort or show any enthusiasm for ELL. Students

with such behaviors in ELL usually show a feeling of heaviness and boredom, and they do not feel delighted while learning English, even with the stimulating activities offered by the teacher. With the aforementioned rationale, this study sets to investigate EFL students' motivation in ELL in the context of a junior high school in Ho Chi Minh City, Vietnam. The research question is as follows:

What is the level of junior high school EFL students' motivation in ELL?

This study is theoretically hoped to contribute to a further understanding of EFL students' motivation in ELL. Practically, the findings of this study will help EFL teachers understand students' motivation in ELL clearly, so they can have appropriate teaching and learning activities in order to improve the quality of students' ELL.

## **2. Literature Review**

The term motivation is variously understood. According to Gardner (1985), the motivation to learn a new language is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p.10). Meanwhile, Crookes and Schmidt (1991) define motivation as the learner's attitude toward the aim of learning another language. Similarly, Lumsden (1994) states that motivation is the desire of language learners to engage in the process of language learning. In short, motivation in this study refers to a learner's willingness to learn English, and it covers the reasons for which a learner dedicates himself to ELL.

Scholars (Dörnyei, 2001; Ryan & Deci, 2000) have divided motivation into kinds, namely intrinsic and extrinsic motivation. Intrinsic motivation refers to "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000, p. 56). Meanwhile, extrinsic motivation is "doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value" (Ryan & Deci, 2000, p. 60). Learners' language learning is affected by their intrinsic and extrinsic motivation. Learners can be intrinsically motivated by chances for autonomy, competence, and relatedness (Ryan & Deci, 2000), while they are extrinsically motivated by rewards or incentives for achieving specific learning goals (Dörnyei, 2001). Learners can learn best when they are both intrinsically and extrinsically motivated to learn (Ryan & Deci, 2000). Extrinsic motivation is crucial in influencing a language learner's attitude and interest in participating in class activities and actively absorbing information since language motivation is powerfully and considerably affected by a balanced mix of internal and external influences. The sources of motivation may vary depending on a number of variables, but they will mostly depend on age, sociocultural background, family economic status, friends, interests, and more. Extrinsic motivation can be seen in classroom characteristics and teachers' styles or teaching methods (Madrid et al., 1993). In brief, motivation in this study is understood as one's willingness to do something, and in this specific case, it covers the reasons for which an individual dedicates himself to learning the language of English, and it consists of two main kinds: intrinsic and extrinsic motivation. Intrinsic factors that come from within a person can be defined as interests, needs, hobbies, and goals, while extrinsic factors arise from outside the person such as teachers, parents, curriculum, environment, and peers.

Previous studies on different aspects of motivation in ELL have been found in international and local contexts. Internationally, Krishnan, AL-Lafi, and Pathan (2013) carried out a mixed-method research endeavor to discern the driving forces behind language acquisition. The study involved an examination of factors inspiring language learning. The research participants were comprised of eighty 10th-grade students, selected through random sampling, with an even distribution of 40 male and 40 female students. Data collection utilized Gardner's (1985) Attitude/Motivation Test Battery (AMTB) questionnaire, which encompassed 17 items assessing four distinct motivational factors. To gain a more profound understanding



of the underlying aspects, 10 students were also subjected to interviews. The outcomes unveiled from the study underscored that parental encouragement, social dynamics, a personal desire to learn English, and the instructional approach employed by teachers emerged as the primary wellsprings of motivation among students. A study conducted by Adara (2019) with a mixed method approach found that Indonesian students in an urban area were motivated to study English by intrinsic variables such as an interest in English language skills and positive views about native speakers, English-speaking countries, and English learning, as well as extrinsic considerations such as work possibilities and personal growth. Radfar and Lengkanawati (2020) conducted a study to find out Indonesian students' motivation in ELL. A group of 50 English major students took part in answering the questionnaire. The findings showed that students' motivation in ELL was high, and students' instrumental motivation was higher than their integrative motivation. Hussain et al. (2020) did a study on adult learners' motivation in ELL. The participants were 100 EFL learners from Saudi Arabia and 100 ESL learners from Pakistan. They answered the questionnaire, and the findings were that all learners were intrinsically motivated to learn English. In another context, Imsa-Ard (2020) studied EFL secondary school students' motivation and attitudes toward learning English in the Thai context. The participants were 640 secondary school students who answered the questionnaire. It was found that Thai EFL students were highly motivated in ELL.

In the context of Vietnam, Tran (2007) did a qualitative study examining factors affecting Vietnamese English major students' motivation and attitudes toward ELL. The data were collected from a cohort of 30 English major students in terms of questionnaires and documents. The findings indicated that participants believed that extrinsic and intrinsic motivation were important for them. Pham and Le (2009) conducted a study to examine high school students' motivation in ELL and the factors affecting their motivation. There were 100 EFL students who answered the questionnaire. They found that students were highly motivated to learn English. In a study conducted by Ngo (2015), the focus was on understanding the motivational factors driving tertiary students' English language learning. The research involved 422 participants, comprising 180 students who were not majoring in English and 242 who were majoring in English. The findings revealed three distinct types of motivation among the participants: motivation related to personal and professional growth, intrinsic motivation, and motivation driven by a sense of obligation or avoidance. Notably, the participants' motivation for personal and professional development emerged as the most prominent among these categories. Nguyen's (2019) study at Vietnam National University, Hanoi was conducted on the motivation of 371 first- and second-year undergraduate students at the VNU University of Engineering and Technology (VNU-UET) students to learn English. The instrument used in the study is adopted from Gardner's Attitude/Motivation Test Battery (AMTB) to assess language learning motivation and attitudes. The findings demonstrated notable enthusiasm among the participants for learning English. Furthermore, the extent of their motivation for English language learning was found to be influenced by both their academic year and the English proficiency of their parents. Another study conducted by Nguyen and Habók (2021) was to examine non-English major students' motivation in ELL. A big group of 1,565 students who were sampled from universities partook in answering the questionnaire, and 13 of them were invited for interviews. The results showed that universities were highly motivated to learn English. In conclusion, it is noticed that motivation in ELL has been intensively and extensively studied with various contexts and participants; nonetheless, most of the studies were conducted at university contexts, and there is a scarcity of research on junior high school students' motivation in ELL in the Vietnamese context. To that end, this study aims to find out students' motivation in ELL at a junior high school in Ho Chi Minh City, Vietnam.

### **3. Methodology**

#### **3.1 Research design**

The study was designed using quantitative and qualitative methods. Secondary school students were chosen to participate in the survey, which included a questionnaire and a semi-structured interview. The process of analyzing data was implemented using SPSS and a content analysis approach.

This study presents the qualitative results of a mixed-methods project that examined students' perceptions of motivation in English learning environments and potential routes by which learning experiences may influence students' motivation. Sequential explanatory design: semi-structured interviews and a set of questionnaires were employed to collect and analyze qualitative and quantitative data, respectively. A questionnaire was delivered to 182 students at Le Quy Don Secondary School. Even though a participatory action research methodology was not entirely used in this study, efforts were made to make sure that the findings could be applied in practice and would be used to advance real change at Le Quy Don Secondary School.

### **3.2. Research site and participants**

This study was quantitatively conducted at the context of a junior high school in Ho Chi Minh City. Students at this school learn English as a foreign language, and they have three English classes weekly. Besides, they have an extra English learning curriculum to learn subjects in natural science and social sciences.

A group of 182 EFL students from grades 6 to 9 were recruited based on the convenience sampling technique. Among them, the number of male students was 96, while that of female students was 86, which accounted for 52.7% and 47.3%, respectively. There were 31 (17%) participants in grade 6, 46 (25.3%) students in grade 7, 54 (29.7%) participants in grade 8, and 51 (28%) in grade 9. As for the number of years learning English, 95 (52.2%) participants had learned English for more than seven years, and 86 (47.25%) participants spent from three to seven years learning English. Only 1 (.55%) participant had experienced learning English less than three years.

### **3.3. Research instrument**

A closed-ended questionnaire was designed based on the literature review and research focus. It consists of two main sections: Section A is for the respondent's background information; Section B is for the main content seeking the respondent's motivation in ELL. There are 31 items designed with a five-point Likert scale (from *Strongly disagree* to *Strongly agree*) which were divided into two categories: intrinsic motivation (8 items) and extrinsic motivation (23 items). The questionnaire was in English, and it was then translated into Vietnamese to assure respondent's understanding and answer the questionnaire without any language barrier. The reliability of the questionnaire was calculated at .73, which indicates the questionnaire was reliable.

### **3.4. Data collection and analysis**

The questionnaire had to be piloted before the official study to assure its validity. After being modified, the questionnaire was administered to EFL students in person. The instruction and explanation to the questionnaire was given to respondents before they answered it. The returned copies of the questionnaire were double-checked for their validity, and the valid number was 182.

The SPSS software (Version 24.0) was employed to process the data garnered from the questionnaire. The mean (M) and standard deviation (SD) were calculated. The interval mean scores were understood as 1-1.80: strongly disagree, 1.81-2.60: disagree, 2.61-3.40: neutral, 3.41-4.20: agree, and 4.21 – 5.00: strongly agree.

## **4. Results**

#### 4.1. Junior high school EFL students' motivation in ELL

The findings of junior high school EFL students' motivation (including intrinsic motivation and extrinsic motivation) in ELL are presented in Table 1. The overall mean score of EFL students' motivation in ELL was 3.86 (SD=.30) out of five. In detail, the mean score of EFL students' intrinsic motivation was 3.95 (SD =.42), while that of EFL students' extrinsic motivation was 3.82 (SD =.35). This means that junior high school EFL students in this study had a high level of motivation. To put it another way, they were highly motivated to learn English intrinsically and extrinsically.

**Table 1. Junior high school EFL students' motivation in ELL**

No.	Components	N=182	
		M	SD
1	Intrinsic motivation	3.95	.42
2	Extrinsic motivation	3.82	.35
	<b>Average total mean score</b>	<b>3.86</b>	<b>.30</b>

#### 4.2. Junior high school EFL students' intrinsic motivation in ELL

In terms of intrinsic motivation including eight items, it was noticed that most EFL learners were intrinsically motivated to learn English because they liked "this subject" (item I1: M = 4.17, SD = .65) and "really [enjoyed] English lessons" (item I2: M = 3.82, SD = .83), and they liked "watching English movies" (item I5, M = 4.04, SD = .91) and "listening to English music" (item I6: M = 4.22, SD = .88). Furthermore, they were intrinsically motivated to learn English because it was "a mandatory subject" (item I3: M = 3.31, SD = 1.11) and "an international language" (item I4: M = 3.79, SD = .57), and they wanted to "study abroad" (item I7: M = 3.97, SD = .78) and "pass the university entrance exam" (item I8: M = 4.25, SD = .77). In brief, Junior high school EFL students in this study were intrinsically motivated to learn English in terms of interest, need, hobby, and goal.

#### 4.3. Junior high school EFL students' extrinsic motivation in ELL

Regarding intrinsic motivation consisting of six factors, namely teacher-related factors, parents-related factors, curriculum-related factors, environment-related factors, and peer-related factors, the results in Table 2 show that the mean scores were 4.09 (SD =.50) for teacher-related factors, 3.95 for peer-related factors (SD =.77), 3.67 for parents-related factors (SD =.57), 3.67 for curriculum-related factors (SD =.57), and 3.48 for environment-related factors (SD =.89). This indicates that teachers-related factors played the most significant roles in motivating EFL students to learn English, while peers-, parents-, materials- and environment-related factors played vital roles in motivating EFL learners to learn English.

**Table 2. Junior high school EFL students' extrinsic motivation in ELL**

No.	Components	N=182	
		M	SD
1	Teacher-related factors	4.09	.50
2	Parents-related factors	3.89	.51
3	Materials -related factors	3.67	.57
4	Environment-related factors	3.48	.89
5	Peers-related factors	3.95	.77

##### 4.3.1. Teacher-related factors

Many EFL students were motivated to learn English thanks to their teachers' good teaching skills (I9: M = 4.18; SD = .67), care for students (I10: M = 4.10; SD = .72), responsibility to students (I11: M = 3.90;

SD = .78), and friendly personalities (I12: M = 4.07; SD = .73). Additionally, they were also motivated to learn English because of their teachers' good rapport with students (I13: M = 4.01; SD = .78), and appropriate adoption of innovative teaching methods (I14: M = 4.40; SD = .69) and digital tools in English language teaching (I15: M = 3.39; SD = .94). These findings imply that junior high school EFL students' motivation to learn English was strongly affected by teacher-related factors.

#### ***4.3.2. Parents-related factors***

The results show that EFL students strongly agreed that they learned English because their parents wanted them to "speak English well" (I16: M = 4.39; SD = .60), and rewarded them "for learning English well" (I17: M = 4.22; SD = .76), and afforded them "to learn English at foreign language centers" (I19: M = 4.20; SD = .77). Nonetheless, they were not sure if their parents "[spoke] English to [them] at home" (I18: M = 2.73; SD = .86). Therefore, it could be stated that parents-related factors could be one of the vital factors affecting junior high school EFL students' extrinsic motivation in ELL.

#### ***4.3.3. Materials-related factors***

As regards these factors, EFL students concurred that they were motivated to learn English because the contents of English textbooks were relevant to them (I20: M = 3.64; SD = .82), the topics in English textbooks were interesting to them (I21: M = 3.64; SD = .93), and the level of language difficulty in English textbooks was appropriate for them (I22: M = 3.69; SD = .95). These findings indicated that junior high school EFL students' motivation in ELL was positively affected by their learning materials.

#### ***4.3.4. Environment-related factors***

Regarding the environment-related factors, EFL students reported that they were motivated to learn English thanks to modern (I23: M = 3.28; SD = .65), suitable (I24: M = 3.37; SD = .89) and supportive (I25: M = 3.38; SD = .73) classroom facilities, and dynamic (I26: M = 3.67; SD = .64), flexible (I27: M = 3.58; SD = .78) class environments for ELL. In short, environment-related factors could positively affect junior high school EFL students' motivation in ELL.

#### ***4.3.5. Peers-related factors***

As for the results of peers-related factors, EFL students agreed that they learned English because their classmates were "active in ELL" (I28: M = 3.63; SD = .84) and "helpful to [their] ELL" (I29: M = 4.01; SD = .78). Moreover, their motivation to learn English was thanks to their classmates' fluency in English (I30: M = 3.95; SD = .98) and good English (I31: M = 3.91; SD = .97). This finding means that EFL students' level of motivation to learn English was relatively high thanks to their friends.

### **5. Discussion**

This study aimed at understanding junior high school EFL students' motivation in ELL, and it unraveled that their motivation to learn English was at a high level. Regarding EFL students' intrinsic motivation in ELL, it was found that their motivation was positively affected by their interest, need, hobby, and learning goal. This could be the fact that most participants (99.45%) in this study had experienced learning English for more than three years, so they may understand the importance of English. That could be why they had a high level of motivation in ELL. Additionally, they were living in a big city where they were exposed to the English environment to a high extent. This finding is supported by the statement by Ryan and Deci (2000) who claim that learners are intrinsically motivated by opportunities to get engaged in autonomy, competence, and relatedness. Compared with previous studies, this finding resonates with that of Radfar and Lengkanawati's (2020), Imsa-Ard's (2020), and Phan and Le's (2009) study. Such a finding may imply that junior high school EFL students can be highly motivated to learn English thanks to their intended.

As for EFL students' extrinsic motivation in ELL, this study revealed that they were highly motivated to learn English as their extrinsic motivation in ELL was affected by different factors, namely teacher-, parents-, materials-, environment-, and peers-related factors. EFL students were motivated to learn English thanks to their teachers' good teaching methods responsibility, personalities, and relationship with students. This finding is supported by Schuitema et al. (2016) who have claimed that teachers play a pivotal role in enhancing their learners' motivation. Furthermore, it was found that EFL students' parents and peers also played a critical role in increasing their motivation in ELL, and EFL students were eager to learn English due to the appropriate learning materials and supporting learning environment. The reasons for such findings could be that the research participants were living in a big city in which their teachers should be qualified in their teaching, and their parents may pay much attention to their children's education; the learning conditions and peers may be good and supporting. It could be concluded that EFL students' level of motivation can be high or low depending on their teachers, parents, materials, environment, and peers.

## 6. Conclusion

Motivation is one of the major driving forces for students to learn English, and this study found that junior high school EFL students were both intrinsically and extrinsically motivated to learn English. Their motivation in ELL was positively affected by their interest, need, hobby, and learning goal (intrinsic factors) and their teachers, parents, materials, environment, and peers (extrinsic factors). Accordingly, some pedagogical implications are drawn. Firstly, EFL students' intrinsic motivation in ELL should be paid much attention to because intrinsic motivation is much more important than extrinsic one. By participating in different meaningful learning activities, students can enhance their intrinsic motivation; therefore, teachers should design learning activities appropriate to students' interests, needs, hobbies, and learning goals. Secondly, parents can play a critical role in enhancing students' motivation, so they should consider how to support their children in learning English. For example, they can talk to their children about the importance of the English language in their future careers, or they can use English with their children at home. Thirdly, school administrators should consider the learning materials and environment which are appropriate to students' learning needs and age so that students can feel interested in learning English.

This study still has some limitations. Firstly, this study is part of a big project, so the results do not reflect all the research aspects. Secondly, the findings are based on only one source of data (i.e., students). Therefore, future studies should consider the use of different research instruments (e.g., questionnaire, interview, reflection) from different sources of data (e.g., teachers, parents) so that data triangulation can be made.

## References

- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41, 469-512.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Longman.
- Gardner, R.C. (1985). *Social psychology and second-language learning: The role of attitudes and motivation*. Edward Arnold.
- Ghlamallah, R. N. (2018). English Language Learning and Professional Challenges: Between Motivation and Anxiety. *TRANS* Nr.22, 1-9.
- Hussain, MS., Salam, A., & Farid, A. (2020). Students' Motivation in English Language Learning (ELL): An Exploratory Study of Motivational Factors for EFL and ESL Adult Learners. *International Journal of Applied Linguistics and English Literature*, 9(4), 15-28. doi: <https://doi.org/10.7575/aiac.ijalel.v.9n.4p.15>

- Liu, H. & Chen, C. (2015). A Comparative Study of Foreign Language Anxiety and Motivation of Academic- and Vocational-Track High School Students. *English Language Teaching*, 8(3), 193-204.
- Lumsden, L. (1994). Student motivation to learn. *ERIC Digest*, 92, 43-58.
- Imsa-Ard, P. (2020). Motivation and attitudes towards English language learning in Thailand: A large-scale survey of secondary school students. *REFlections*, 27(2), 140-161.
- Krishnan, K. S. D., Al\_Lafi, Q. A. K., & Pathan, Z. H. (2013). Motivational factors that impact English language learning in an Arab model school, Jordan: an empirical investigation. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(6), 867.
- Madrid, D., Ortega, J. L., Jiménez, S., Pérez, M. C., Hidalgo, E., Segura, J. F., ... & Robinson, B. (1993). Sources of motivation in the EFL classroom. *Actas de las VIII Jornadas Pedagógicas para la Enseñanza del Inglés*, 18-36.
- Ngo, H. T. (2015). *An investigation into students' motivation to learn English in higher education in Vietnam* [Doctoral dissertation, Queensland University of Technology]. <https://eprints.qut.edu.au/84470/>
- Nguyen, H. C. (2019). Motivation in learning English language: a case study at Vietnam national university, Hanoi. *European Journal of Educational Sciences*, 6(1), 49-65.
- Nguyen, S.V., & Habók, A., (2021). Vietnamese non-English-major students' motivation to learn English: from activity theory perspective, *Heliyon*, 7(4), e06819.
- Pham, V.H., & Le, V.H. (2009). An investigation into English learning motivation of upper secondary school students in Quang Nam province. *Tạp Chí Khoa Học Và Công Nghệ, Đại Học Đà Nẵng - Số 5*(34).
- Radfar, Z. H., & Lengkanawati, N. S. (2020, May). Exploring the motivation of English language learning students in Indonesia. In *4th Asian Education Symposium (AES 2019)* (pp. 116-118). Atlantis Press.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Schuitema, J., Peetsma, T., & van der Veen, I. (2016). Longitudinal relations between perceived autonomy and social support from teachers, and students' self-regulated learning and achievement. *Learning and Individual Differences*, 49, 32-45
- Tran, T. L. (2007). Learners' motivation and identity in the Vietnamese EFL writing classroom. *English Teaching: Practice and Critique*, 6(1), 151-163.
- Tran, T. Q., Duong, T. M. & Nguyen, H. L. (2022). Vietnamese teachers' attitudes toward English as a Lingua Franca (ELF) and classroom EFL teaching practices. *VNU Journal of Science: Education Research*, 38 (4), 90-102.
- Tran, T. Q., & Chau, N. H. L. (2021). English-majored students' motivation in English language learning and their use of reading strategies: Research perspectives. *VNU Journal of Foreign Studies*, 37(1), 109-119.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Yunus, M.M., & Abdullah, N.R.K.R.B. (2011). Motivation and attitudes for learning English among year six students in primary rural school. *Procedia-Social and Behavioral Sciences*, 15, 2631-2636.

NOT FOR SALE



978-604 79-3782-0

ISBN: 978-604-79-3782-0

**HO CHI MINH CITY UNIVERSITY OF ECONOMICS AND FINANCE**

141 - 145 Dien Bien Phu, Ward 15, Binh Thanh District, HCM City

Website: [uef.edu.vn](http://uef.edu.vn) - Hotline: (028) 5422 6666 \* (028) 5422 5555

NOT FOR SALE



978-604 79-3782-0

ISBN: 978-604-79-3782-0

**HO CHI MINH CITY UNIVERSITY OF ECONOMICS AND FINANCE**

141 - 145 Dien Bien Phu, Ward 15, Binh Thanh District, HCM City

Website: [uef.edu.vn](http://uef.edu.vn) - Hotline: (028) 5422 6666 \* (028) 5422 5555