



## 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

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

## **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

## APPROACHES TO TEACHING L2 LISTENING:

### CLOSING THE GAP BETWEEN REAL-LIFE AND CLASSROOM-BASED LISTENING

**Luu Thi Mai Vy**

*Ho Chi Minh City University of Economics and Finance*

*vyltm@uef.edu.vn*

#### **Abstract**

*Although research into second language (L2) listening has identified numerous approaches to developing listening, L2 learners still encounter a multitude of challenges in mastering this language skill. One of the central problems is the dichotomy between listening in classrooms and in real-life situations, which often causes L2 learners' difficulties in achieving effective comprehension. Accordingly, this paper begins with an examination of empirical evidence on some prominent approaches to teaching L2 listening, followed by pinpointing the mismatch between what is taught within the classrooms and what is confronted in actual communication, especially in the contexts of English as a Foreign Language (EFL). The paper, then, concludes by putting forward some recommendations for closing the gap in the current L2 listening teaching context.*

**Keywords:** *L2 listening approaches, real-life listening, classroom-based listening*

#### **1. Introduction**

Listening development is significant and beneficial for the emergence of other language skills in the early stages of L2 learning (Vandergrift, 1999; Zhang & Shen, 2023). The primacy of listening skills also reflects the natural way of mastering a language. Many attempts have been made to understand the intricacy of the listening process in the case of L2 learners. Specifically, Lynch and Mendelsohn (2010) refer listening to as the process of making meanings of the auditory signal, normally accompanied by other sounds and visual input, with the assistance of relevant prior knowledge and the context of listening. Meanwhile, Flowerdew and Miller (2005) specified eight dimensions that need consideration for the attainment of aural comprehension. They are individualized, cross-cultural, social, affective, contextualized, strategic, intertextual, and critical aspects. Within these aspects of listening, listeners may integrate both bottom-up and top-down processing to deal with the incoming signal efficiently and effectively. Similarly, Field (2009) defined listening based on the level of attentional focus: shallow, medium, deep, and very deep. He argues that how much attention is paid to the incoming signal depends on the learners' goals of listening. Likewise, Rost (2016) describes listening as a cognitive activity encompassing the activation and modification of concepts in the listeners' minds. To achieve an acceptable understanding of the auditory input, the listeners have to initiate the relevant conceptual and linguistic knowledge in the comprehension process. He contends that listeners may navigate from non-understanding, misunderstanding, partial understanding, plausible understanding, and acceptable understanding to complete understanding. This degree is obtained based on listeners' capacity to activate the right amount of appropriate related knowledge to achieve a shared meaning with the interlocutors. Though these researchers approach listening from different perspectives, they all have the common ground that listening is a cognitive, individual, and complex process. For this reason, a wide array of factors have been identified as variables germane to L2 listening success such as background

knowledge and prior experiences (Buck, 1001; Ovilia, 2019), native language (Cutler, 2000), L2 vocabulary knowledge (Vandergrift & Baker, 2018; Zhang & Zhang, 2020), working memory (Brunfaut & Révész, 2015), etc.

Major differences in L2 and L1 listening also contribute to the challenges in mastering L2 listening. According to Winitz (1981), L2 learning may differ from L1 learning in that L2 learners have prior knowledge of a language, an advanced level of cognitive maturity, a set of established social and cultural beliefs, and in some cases, a firm conviction as to how foreign languages are acquired. Meanwhile, for Rost (2016), the main contrast between L1 and L2 acquisition is related to neurolinguistic changes that take place after a first language is learned and subsequent changes in motivation to learn a new language. Despite the similarities between the learning mechanisms of L1 and L2, those disparities require L2 learners to put more investment into their learning process, especially for late L2 learners. This is also the case of acquiring L2 listening skills, which inevitably involve intensive practice, constant effort and strong commitment.

## **2. Teaching approaches to L2 Listening**

### **2.1.Comprehension-based approach**

One of the most common conventional approaches in listening pedagogy is the comprehension-based approach. This method is mainly characterized by a perceptual cycle of listening-answering questions-checking answers (Graham & Santos, 2015; Nguyen & Abbott, 2017; Renandya & Hu, 2018). The sequence tends to focus on the product of listening rather than the process (Porter-Szucs, 2018). Furthermore, Lynch and Mendelsohn (2010) argued that these product-oriented activities, such as multiple-choice and matching questions serve the purpose of taking examinations. In this sense, teaching becomes testing in disguise in the comprehension-based approach because, under these circumstances, listeners mostly receive confirmation of correct answers, explanations for incorrect answers, and clarification of unknown vocabulary. Similarly, as stated by Field (2009), comprehension-based approach puts the emphasis on exposing learners to repeated encounters of series of spoken texts to help them increase their L2 listening experiences, thus becoming more competent listeners. Typically, the teachers walk the students through a set of pre-set questions in advance of listening and then guide them to overcome what they cannot figure out by replaying parts of the recording. Field (2009) stressed that these correct answers do not indicate listening competence because good performance can be obtained thanks to test wise strategies. This approach may benefit listeners regarding the increase in listening exposure to the target language and experience of how to deal with them to achieve understanding. However, for the novice or weak listeners, it is a daunting task to make sense of the input with such a modest amount of classroom-based practice. Moreover, the major weaknesses of this approach lie in the authenticity of listening and the nature of the listening process. Real-life listening is not about testing. Since “listening is a very individual activity in terms of the processes employed and the interpretations reached” (Field, 2009, p. 30), the problems each learner faces during listening are not all the same. In other words, there are variations in the way L2 listeners approach and tackle listening challenges.

### **2.2 Extensive Approach**

Another approach that reflects the nature of listening is the extensive approach. In the extensive approach, learners receive massive exposure to a variety of aural inputs through media for sheer pleasure (Chang, 2018; Stephens, 2011). The underlying assumption is that automatic processing in recognizing spoken texts can be strengthened with substantial amounts of listening. With extensive listening, L2 learners



familiarize themselves with authentic speech containing sounds that are often distorted by phoneme and word variation (Field, 2009). Chang (2018) argued that extensive listening can benefit learners in two manners. First, learners can expand their lexical bank in both visual and aural forms thanks to repeated listening. Second, this meaningful and enjoyable input can augment learners' world knowledge, facilitating their interpretations during listening. What is more, Renandya and Farrell (2011) highlighted that extensive listening is particularly helpful for beginning learners if they wish to improve their automatic processing. They can learn to deal with real-time speech that often carries blurry word boundaries and occurs rapidly and variably. The positive effects of extensive listening on listening progress have been recognized in related literature (Thin & Sa, 2020; Tran & Tran, 2021). These studies suggested that abundant input and consistent practices can enhance listening. Particularly, the listening materials need to be enjoyable and comprehensible to the learners. On top of that, this approach demands considerable time and effort from both teachers and learners to achieve fruitful outcomes.

### **2.3 Strategy-based Approach**

The strategy-based or strategic approach is another listening approach that has received a lot of interest from many scholars. According to this approach, associated strategies of how to listen effectively should be presented explicitly to the students (Mendelsohn, 1998, 2006). In this regard, strategies are described as techniques or devices which a listener may use consciously to manage breakdowns in listening and to enhance comprehension (Rubin, 1975). L2 successful listening involves careful orchestration of these strategies including cognitive, metacognitive, and socio-affective (O'Malley & Chamot, 1990; Vandergrift, 2008). From the perspective of this approach, effective strategies used by good listeners can be taught to less successful listeners with the hope that they can improve listening (Vandergrift, 1997, 2003). Extant research has shown that strategies instructions in listening have a positive impact on learners' listening comprehension (Azevedo & Buchweitz, 2015; Graham, 2003; Ngo, 2019; Nguyen, 2020; López, 2017; Siegel, 2015; Yeldham & Gruba, 2016). The findings of these studies indicate that listening strategies should be taught explicitly to learners to maximize the outcomes. It was also reported that learners with larger listening strategies repertoire tend to achieve better aural comprehension. These learners may integrate selective strategies in a balanced manner depending on their characteristics such as level of language proficiency, and background knowledge, to name but a few. For instance, more proficient listeners are inclined to exploit metacognitive strategies (Graham, 2003). Despite these notable benefits, some scholars have shown skepticism toward this approach (Littlejohn, 2008; Ridgway, 2000). These researchers questioned the possibility of performing the listening task and applying conscious strategies simultaneously in the case of less successful L2 listeners. In order to use these strategies consciously and productively and during the listening process, learners need to have a certain level of language proficiency.

Taken together, these peculiar approaches in listening pedagogy have been proven beneficial for L2 learners. However, no consensus on the finest approach was reached among these researchers. One of the main reasons is that the personalized and complex nature of the listening process seems not to be fully acknowledged and respected in those approaches. In particular, the current teaching listening scenarios in the Vietnamese (EFL) context is still test-oriented and classroom-based with the dominance of the teachers, which results in a gap between real-life listening and classroom-based listening. This salient distinction is likely to cause difficulties for listeners in their English communication.

### **3. Real-life Listening and Classroom-based Listening**

In listening, the nature of input has a vital role in affecting the comprehension process and this is also the concern regarding real-life and classroom-based listening. Buck (2001) made a list of important features of spoken texts including phonological modification, accent, prosodic features, speech rate, hesitation and

language comprehension, and discourse structure. Buck (2001) explains that the pronunciation learners encounter in the classroom often differs considerably from that used by real speakers due to phonological changes as a result of assimilation, elision, and intrusion, to name but a few. In addition, the fact that words are pronounced in a non-standard manner with unfamiliar accents may cause problems and disrupt the whole comprehension process. Besides, prosodic features such as stress and intonation embedded in spoken speech also carry a great amount of communicative information. Therefore, limited knowledge or unawareness of these properties may increase the risks of misinterpreting the auditory input. What is more, Buck (2001) asserts that listeners often have a perception that speech in L2 is delivered rapidly due to a lack of automatic processing. Listeners with a low threshold for speech rate are often related to their language proficiency level. Similarly, hesitation phenomena, a common attribute of spoken texts, tend to cause trouble in comprehending speech. This also contributes to the complication of discourse structure in the listening process which may impose a greater cognitive load on the listeners. Overall, these features account for the distinction between listening in the classroom and listening in real-life situations, raising the issue of authentic listening. In this regard, Field (2009) pointed out that the listening sources used inside the classroom are mainly scripted, graded materials and delivered at a reasonable speed. In contrast, listening in the real world is not only interactive but also unpredictable. Listeners need to deal with real-time ephemeral auditory input that is articulated in a diverse, rapid, unscripted manner, to obtain effective comprehension. To make matters worse, the curriculum and syllabus constraints do not guarantee the appropriate amount of listening practice that teachers can provide for learners.

#### **4. Pedagogical suggestions for closing the gap and conclusions**

Given the theoretical and practical concerns in the listening pedagogy, the author attempts to make some recommendations for teachers in the EFL contexts with the hope that they can alleviate the listening problems learners are encountering and maximize the listening conditions to develop their listening skills.

First and foremost, understanding the importance of extensive exposure to English as well as the individual nature of the listening process for achieving listening skills is very crucial for both teachers and learners. Keep this in mind, teachers would know how to adequately allocate their teaching time and design appropriate listening tasks. In-class activities should be mainly created for demonstrating how to listen effectively or implement listening strategies, how to get familiar with the diversity of spoken speech, how to select the listening materials for personal improvement, how to navigate based on their listening goals, and how to figure out what listening difficulties they are facing, etc. Such listening know-how would be beneficial for learners in a way that they can develop their autonomous listening independently regardless of the presence of the teacher's guidance. These instructions also lay the foundation for giving students their own listening space for practice beyond the classroom. In addition, teachers play a crucial role in giving students motivation and encouragement to overcome their anxiety and fear of listening. With rapport and mutual communication, teachers can empower students to gain confidence in achieving listening skills which have been considered a daunting challenge for EFL learners.

Regarding out-of-class activities, teachers can build listening tasks integrated with technology to maximize personalized features of constructing meanings among listeners. These listening tasks should be built to meet the student's personal needs, particularly respecting their meaning-making mechanism during the comprehension process. At the earlier stage, the listening practice should be assigned to students as a compulsory requirement in the listening course to cultivate their autonomy. However, in the long run, the listening practice should be designed in a meaningful and practical way so that students start to have the

willingness to complete the tasks without any imposition from the teachers. This is also what students need to develop lifelong learning skills to not only achieve listening but also other language skills successfully.

## References

- Azevedo, A. F., & Buchweitz, A. (2015). Listening comprehension: Explicit training on listening strategies in beginning L2 learners. *BELT - Brazilian English Language Teaching Journal*, 6(1), 56–66.
- Brunfaut, T., & Révész, A. (2015). The role of task and listener characteristics in Second Language listening. *TESOL Quarterly*, 49(1), 141–168.
- Buck, G. (2001). *Assessing listening*. Cambridge University Press.
- Chang, A. C.-S. (2018). Extensive listening. *The TESOL Encyclopedia of English Language Teaching*, 1–6.
- Cutler, A. (2000). Listening to a second language through the ears of a first. *Interpreting*, 5(1), 1–23.
- Field, J. (2009). *Listening in the language classroom*. Cambridge University Press.
- Flowerdew, J., & Miller, L. (2005). *Second Language Listening : Theory and practice*. Cambridge University Press.
- Graham, S. (2003). Learner strategies and advanced level listening comprehension. *Language Learning Journal*, 28(1), 64–69.
- Graham, S., & Santos, D. (2015). *Strategies for Second Language Listening*.
- Littlejohn, A. (2008). Digging deeper : learners ' disposition and strategy use. *Strategies in Language Learning and Teaching*, 68–81.
- López, M. N. (2017). Listening strategies instruction: effects on Hong Kong students' general strategic behaviour. *Asian-Pacific Journal of Second and Foreign Language Education*, 2(1).
- Lynch, T., & Mendelsohn, D. (2010). Listening. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 180–196). Hachette.
- Mendelsohn, D. J. (1998). Teaching the language skills. *Annual Review of Applied Linguistics*, 18, 81–101.
- Mendelsohn, D. J. (2006). Learning how to listen using learning strategies. In E. Usó-Juan & A. Martínez-Flor (Eds.), *Current Trends in the Development and Teaching of the Four Language Skills*. Mouton de Gruyter.
- Ngo, N. (2019). Understanding the impact of listening strategy instruction on listening strategy use from a socio-cultural perspective. *System*, 81, 63–77.
- Nguye, H. D. N. (2020). Understanding EFL students' use of listening strategies in watching English captioned movies. *Vietnam Journal of Education*, 4(2), 37–46.
- Nguyen, H., & Abbott, L. M. (2017). Promoting process-oriented listening instruction in the ESL classroom. *TESL Canada Journal*, 34(1), 72–86.
- O'Malley, J. M., & Chamot, A. U. (1990). *The role of learning strategies second language acquisition*. Cambridge University Press.
- Ovilia, R. (2019). The relationship of topic familiarity and listening comprehension. *Advances in Social Science, Education and Humanities Research*, 276(Icoelt 2018), 182–186.
- Porter-Szucs, I. (2018). Process Approach Versus Product Approach. *The TESOL Encyclopedia of English Language Teaching*, 1–7.

- Renandya, W. A., & Farrell, T. S. C. (2011). "Teacher, the tape is too fast!" Extensive listening in ELT. *ELT Journal*, 65(1), 52–59.
- Ridgway, T. (2000). Listening strategies — I beg your pardon ? *ELT Journal*, 54(April), 179–185.
- Rost, M. (2016). *Teaching and researching listening*. Pearson.
- Rubin, J. (1975). What the " Good Learner " can teach us language. *TESOL Quarterly*, 9(1), 41–51.
- Siegel, J. (2015). *Exploring Listening Strategy Instruction Through Action Research*. Palgrave Macmillan.
- Stephens, M. (2011). The primacy of extensive listening. *ELT Journal*, 65(3), 311–313.
- Thinh, L. Van, & Sa, P. K. (2020). Some insights into listening strategies of learners of English as a foreign language in Vietnam. *SAGE Open*, 45(1), 1–14.
- Tran, T. N. Y., & Tran, T. P. T. (2021). The effects of extenive listening on EFL learners' listening comprehension. *VNU Journal of Foreign Studies*, 37(4).
- Vandergrift, L. (1997). The comprehension strategies of Second Language (French) listeners: A descriptive study. *Foreign Language Annals*, 30(3), 387–409.
- Vandergrift, L. (2003). Orchestrating strategy use: Towards a model of the skilled L2 listener. *Language Learning*, 53(September), 461–494.
- Vandergrift, L. (2008). Learning strategies for listening comprehension. In S. Hurd & T. Lewis (Eds.), *Second language composition in independent settings* (pp. 84–101). Multilingual Matters.
- Vandergrift, L., & Baker, S. C. (2018). Learner variables important for success in L2 listening comprehension in French immersion classrooms. *Canadian Modern Language Review*, 74(1), 79–100.
- Winitz, H. (1981). Native and second language learning: Implications for foreign language teaching. *American Association of Teachers of German*, 14(2), 164–175.
- Yeldham, M., & Gruba, P. (2016). The development of individual learners in an L2 listening strategies course. *Language Teaching Research*, 20(1), 9–34.
- Zhang, L. J., & Shen, Y. (2023). What two decades of research into L2 listening in System tells us: Looking back for looking forward. *System*, 112.
- Zhang, S., & Zhang, X. (2020). The relationship between vocabulary knowledge and L2 reading/listening comprehension: A meta-analysis. *Language Teaching Research*.

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