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Interactive Listening in Teaching Vietnamese to Foreigners: Defining Criteria and Exploring Perceptions of Teachers and Learners

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***Abstract*—Listening is a fundamental yet difficult competence of foreign language learners, especially of the Vietnamese language, whose instruction and evaluation methods are still predominantly passive and transactional. The paper deals with the necessity to re-interpret the concept of listening as a two-way process, and to focus on the aspects of two-way communication, active participation of a listener, problem-solving, and goal attainment in communication. The method involves a quantitative survey of 118 respondents, including teachers and learners of Vietnamese as a foreign language. Based on theoretical constructs and research findings, the study outlines the requirements of interactive listening and the shortcomings of the available textbooks and tests that ignore communicative interaction. The results indicate a great deal of support for including interactive aspects in teaching, learning and assessment. The research suggests criteria to assess interactive listening and recommends guidelines to create more communicative Vietnamese textbooks and testing systems.**

***Index Terms*—interactive listening, Vietnamese as a foreign language, communicative approach, language teaching, assessment criteria**

I. Introduction

Listening is known to be one of the most difficult skills among the learners of a foreign language. In the study, listening theory plays a double role and serves as the theoretical basis for analyzing. The difference between listening and reading, speaking or writing is that the former demands that the learner receive spoken information in real time, decodes meaning based on the context, and reacts accordingly, usually when under pressure. To most students studying Vietnamese as a foreign language, listening is an obstacle to efficient communication, which makes both students and their teachers seek ways of making listening practice more realistic and interactive. "The process of non-native language training at the basic stage should always correspond to the communicative needs of the foreign students that came to get a higher education in the higher educational establishments" (Ushakova & Artiomova, 2020). Traditional teaching and assessment have been conducted in a passive manner towards listening. Students will generally undertake passages of comprehension by listening to passages they are given, out of which questions that may be multiple choice or short answer in format are administered. Motivational teaching strategies (MTS) are pivotal in shaping learning outcomes (Trinh et al., 2024). This strategy verifies the ability of learners to recognize information; it is not quite an accurate mirror of the reality of the communication process in real life. In real life, listening is more of a two way process where the listener should always be engaged in a dialogue with the speaker and the speaker needs to be sensitive to the way the listener interprets what is being said because the listener is expected to be actively involved in creating a mutual meaning in which the speaker aims at achieving some communicative objectives and the listener will also be expected to input in order to help the speaker achieve the communicative objectives. In the realization of this void, scholars and teachers have further focused on interactive listening, which underscores the issue of listening as a two-way process. "In daily interactions, speakers change how they speak depending on their audience in order to meet the communicative and emotional needs of different listeners" (Rothermich et al., 2019).

Interactive listening deals with the communication between listening and responding in communicative situations. "In two-way interactive listening, listeners are expected to use interactional skills or strategies to understand meaning, recognize interlocutors' intentions, make responses, and establish common ground" (Chou, 2023). It helps learners not only to decode spoken language but also show the understanding by means of verbal or non-verbal feedback, using turn taking and dealing with misunderstandings. The mentioned interactional features prove to be particularly useful in determining communicative competence, which replicates those within the real life. Interactive listening is not well developed in the area of teaching the Vietnamese language to foreigners, as opposed to better developed practices in the English language and other commonly taught languages. "Listening in language learning and language use includes complex processes, different ways of examining these processes result in different classifications of listening" (Gu,

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2018). This research will explore the composition and the structure of interactive listening skills and the discussion of effective approaches to both teaching and evaluation of the same in the foreign language of Vietnamese. It examines the available literature, studies bodies of interactive listening activities written in English and Vietnamese, and discusses their possibilities of application in teaching Vietnamese. "Listening is a fundamental aspect of language acquisition and proficiency, yet many learners find it challenging due to factors such as limited exposure to the target language, variations in accents, and rapid speech rates" (Mukhtorova & Ilxomov, 2024). The issues studied in the research also include the definition of interactive listening, the identification of the components of interactive listening, the teaching methods, the evaluation criteria, and the suggestion of evaluation standards. Conceivable results comprise a compilation of suggestions on the way of teaching, realistic standards of evaluation interactive listening, and the rules of creating Vietnamese listening textbooks reflecting the principles of interactivity. "Repeated listening to English as a Foreign Language (EFL)/second language (L2) podcast has been recognized as cognitively beneficial, while it is usually perceived as boring by learners" (Şendağ et al., 2018). Through its combination of interactive listening during the teaching and evaluation process, the study aims at developing the communicative competence of learners, where listening is not only more effective but also more interesting and natural. "Interactionist literature in L2 learning has primarily examined interactions between native language and L2 speakers or L2 peer interaction" (Dizon, 2020).

Therefore, the research question is: How has the understanding of listening evolved, and why is it necessary to focus on interactive listening in teaching and assessing Vietnamese as a foreign language?

II. Literature Review

A. Early Views of Listening

There was a time when listening was mostly viewed as a passive skill in its conceptualizations. The learners were to be presented with information, focus on what they heard and then interpret it in the best way they could. "Listening comprehension and word decoding are the two major determinants of the development of reading comprehension" (Lervåg et al., 2018). This strategy presented listening as one-way process where messages flowed down through the speaker to the listener and did not need a lot of feedback or contact. The key task of the listener was merely to identify the sounds, give meaning to the sounds and memorize the information. These views were very focused on the end-state of listening, i.e., whether the listener was able to remember and recite information or not, but dismissing the way the dynamic processes occurred. "There is an increasingly pressing demand for improving the quality of teaching and learning English in Vietnam to meet the needs and interests of learners in the global integration" (Nguyen & Nguyen, 2020). In this perspective, the process of listening was like reading a written document, in which the learner was presupposed to passively receive information without making any real impact on the interaction. This limited perspective failed to acknowledge the fact that spoken language is commonly spontaneous, quick and reliant upon social and cultural context. "Practitioners repeatedly note that the everyday behavior of asking followers open questions and attentively listening to their responses is a powerful leadership technique" (Van Quaquebeke & Felps, 2018).

Early concepts of listening were centered on comprehension but ignored the interactive aspect and instead learned to act as a passive receiver but not as an active participant in the process of communication. "An integral part of human language is the capacity to extract meaning from spoken and written words, but the precise relationship between brain representations of information perceived by listening versus reading is unclear" (Deniz et al., 2019). This view influenced teaching and testing to be in form of artificial practice which included listening passages and answering questions but this did not reflect real conversation where the listener is expected to give a response, request clarification or an negotiate meaning. Students were likely to develop shallow listening habits based on memorizing but not critically analyzing what it is that is spoken. As a pedagogical tool and a learning tool, digital stories have been implemented in numerous new forms at every level of education (Rahiem, 2021). Although these early models presented a platform on which language pedagogy could be established, its shortcoming elicited the establishment of models that would consider listening as the interactive and dynamic process, which would culminate to the development of more communicative practices in subsequent literature and practice.

B. Shift Toward Interaction

The language teaching field began to undergo a significant shift in the perception and training of the concept of listening. Verbal and non-verbal discursive practices are used by L2 listeners when negotiating and co-constructing a common understanding, which involve the use of reception strategies (Huang, 2020). The former process of turning listening into a mere receptive process had become increasingly tainted by studies that showed that the best way of learning a language is by interaction. Learners were not passive consumers of the spoken input, but instead active players who build a meaning through a collaborative process with other learners. "With ongoing environmental degradation at local, regional, and global scales, people's accepted thresholds for environmental conditions are continually being lowered" (Soga & Gaston, 2018). The new outlook reiterated the importance of communication beyond the mere understanding of words; it was additionally essential to be able to utilize language to establish relationships, retain social connections and achieve a common objective. spoken language was known to have two main purposes. It has an interactive role, which is aimed at maintaining the relationships, control of conversations, and

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demonstration of the attention to other people. It bears a transactional role, in that, it is aimed at either exchanging information or passing content. In communication in real life, these two functions are always intertwined. E.g., during the classroom discussion, students can answer the question posed by the teacher (transactional) and at the same time show politeness and respect by using the tone and body language (interactive). "For many language learners, listening represents a major source of anguish, with apparent success in the confines of the classroom failing to be mirrored in the ordinary interactions of daily life" (Ryan, 2022).

These two functions were being recognized and this changed the way of thinking when it comes to teaching listening. In the scope of communication studies, as well as "in the teaching of listening in language pedagogy, there has been a tendency either to treat this skill as discrete from speaking, particularly as extended texts to be responded to after hearing them, or to focus on speaking rather than listening in the teaching of conversational skills" (Polishchuk, 2025). Scholars and teachers started to claim that listening exercises were not supposed to be based on comprehensions control but were expected to reflect real-life communication. This included integration of features such as contextual interpretation, turn taking, feedbacks and negotiating meanings. Social listening can be described in a context of a variety of mediation; however, it has not been explicitly defined within the spectrum of communication and listening studies (Stewart & Arnold, 2018). Not only were the listeners supposed to receive the messages spoken but also demonstrate what they have received through meaningful ways. It also led to the construction of more interactions in the classroom by teachers as a result of this shift in interaction, such as role-plays, group discussions, and problem-solving tasks. The activities enabled the learners not only to perform the interpretation of information but also to communicate with individuals in authentic communicative situations. This caused the revision of listening as a collaborative process that supports the learning of language and the social connectivity and, therefore, the contemporary interactive modes of teaching and assessing listening. The benefits of high-quality listening include a cornucopia of goodness to speakers, listeners, teams, and organizations (Kluger & Itzchakov, 2022).

C. Interactive Communication Today

During the digital era, engagement has been a feature of communication in every aspect of life. Collaborative learning implies variations in the degree to which the students engage in social interaction and in the types of interaction that may be cognitive (i.e., sharing knowledge, monitoring learning) or more socio-emotional (i.e., encouraging, positive appraisal) in nature. The changes in technology have totally changed the way people interact with one another where the one-way linear interaction has been replaced by two-way interaction which is dynamic. It has been perceived that reading books, watching television or attending lectures are all passive experiences where the audience is receiving something and cannot in any way respond to it or in any way contribute to it. The same modes have recently been re-invented by the technology in interactive modes. Digital communication technologies, including the Internet, have become so engrained in everyday life that the government is so heavily criticized by the United Nations Human Rights Council when disrupted (Hohman et al., 2020). The television programs are usually accompanied by live voting or voting by the audience; books are published in the form of interactive e-books and lectures are delivered through online press where they can be discussed and work with in real time. Electronic media have proven to be more interactive in communication than ever. Social media allows users not only to consume, but also to create, share and comment in real time, which makes interaction the most important element in international exchange of ideas. Video conferencing devices and virtual environments enable persons in different locations and cultures to interact in the same room with one another, and this interaction results in the formation of collaboration that was limited by geography before. Similarly, online games, augmented reality and virtual reality platforms have also created new spheres of immersive and interactive communication where players must actively engage in communication with each other and the space. The past few decades have caused social life to be dramatically altered, beginning with the first email sent in 1965, which has seen a decrease in the number of offline (in-person) interactions and an increase in the number of online (technology-mediated) ones (Lieberman & Schroeder, 2020).

This transition reveals how it is not frequently a passive process to listen in the real-life situations. Rather it is continuous negotiation of meaning, critical interpretation of messages and working together to solve problems. "Today's effectiveness of and easy access to knowledge increase the need for a flexible and solution-oriented workforce" (Aslan, 2021). Listening involves feedbacks, inquiries and adapting to changing communicative situations, which are expected of the listeners. The digital era, thus, supports the concept that listening should be perceived as an interactive and dynamic skill. In the case of language education, this point of view offers a solid reason as to why teaching and testing of listening should be done in a manner that reflects real-life communication.

D. Need for Assessment Reform

There has been a progressive development of knowledge on the interactive essence of listening, there has not been a significant change in the assessment practice of language education. The majority of the listening tests are still centered on the understanding of spoken work, usually in multiple choice or short answer formats, which merely assess the ability of the learner to remember. Although these formats are useful in testing a high number of students, they do not reflect the aspect of listening as it is in a real communication situation. The listening in the real-life environment encompasses far more than retrieving details; it involves the listeners giving feedback, overall negotiation, clarification of unclear meaning, and responses in specific situations within the social setting. The issue of discrepancy of classroom

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testing and practical communication has historically been a topic of concern among teachers and scholars. Conventional tests take a danger of sending the wrong signal to the learner because they enhance the perception of listening as a one-way skill that is passive in nature. The process of listening can be perceived as a process of extraction of information rather than a critical and collaborative process of interaction with speakers by students. This does not only limit their communicative competency but also it suppresses their belief of encountering the real-world situation in which responsiveness and adaptability are highly valued. This can be particularly observed in the Vietnam teaching of the foreign language Vietnamese. The current listening instructional approaches applied in the Vietnamese classrooms are largely premised on decoding of messages and they do not focus on the interactive nature of communication. Students are taught to pay attention to what they are listening but are rarely taught about the act of active listening such as seeking clarification, responding to others, or taking turns. Vietnamese assessment methods are thus of limited methods because they have not eaten up interactive activities which are a reflection of authentic communication circumstances. In order to seal this gap, new teaching methods, new assessment methods and new criteria depending on the realities of communication will have to be developed. The interactive nature of the listening tests can assist the teachers to promote greater acquisition of natural language and prepare the students with more life-based interaction.

TABLE 1
STUDY TABLE

Authors	**CS**	Listener behaviors							Purposes		Listener - Speaker
		FP	ChC	US	CR	NM	TT	SD	SP	GA	
Anderson, 2005	+	+	-	+	+	-	-	-	+	-	-
Anderson & Lynch, 1988	-	-	-	-	-	-	+	-	-	-	-
Bahns, 1995	-	-	-	-	-	-	-	-	+	-	+
Brouwer, 1999	+	-	-	-	-	-	+	+	-	-	-
Buck, 2001	-	+	-	-	+	-	+	-	-	-	-
Ducasse & Brown, 2009	-	+	-	+	-	-	-	-	-	-	-
Dunkel, 1991	-	-	-	-	+	-	-	-	-	-	-
Gardner, 1998	+	+	-	-	-	-	-	+	-	-	-
Kaplan & Stefanopoulos, 1994	-	-	-	+	-	-	-	-	-	-	-
Lynch, 1995	+	-	-	-	-	+	-	-	+	-	-
Morley, 1991	-	+	-	-	-	+	-	-	-	-	-
Nunan, 2002	+	+	+	-	+	-	-	-	-	-	-
Rost, 2002	+	-	-	-	-	-	-	-	-	-	-
Rost & Candlin, 1991	-	+	+	+	-	-	+	+	+	-	-
Tokeshi, 2003	-	-	-	+	-	-	+	-	+	-	-
Vandergrift, 1997	+	+	-	+	+	-	-	+	-	+	+
Vandergrift, 2002	+	-	-	-	-	-	+	-	-	-	-
Vandergrift, 2007	-	+	-	+	+	-	+	-	-	-	-
Yule, 1991	-	-	-	-	+	-	-	-	+	-	+
Total	**8**	**9**	**2**	**7**	**7**	**2**	**7**	**4**	**6**	**1**	**3**

In Table 1 above, "+" is the existence of a characteristic; "-" is the lack of a characteristic. CS = Communicative Situations; FP = Feedbacks Providing; CC = Checking Comprehension; US = Understanding Signaling; CR = Clarification Requesting; NM = Negotiating Meaning; TT = Turn-Taking; SD = Shaping Discourse; SP = Solving Problem; GA = Goals Accomplishing; Listener-Speaker = Listener-Speaker Relationship.

The above table in the first place relates to the four important aspects of a listening activity namely, communicative situations (CS), behavior of the listener, interactive motivation and the relationship between the listener and the speaker (LS). The most unique feature of the interactive listening that involves the different elements as FP, ChC, US, CR, NM, TT and SD is definitely the behavior of the listener. They define the various types of anticipated responses the listener must respond to when approached by a transferred message that involves giving feedback (FP), checking understanding (ChC), indicating understanding (US), seeking clarification (CR) and negotiating meaning (NM). In response, listeners in fact change to the role of the speaker and the opposite, turns taking (TT) to talk and hence discourse shaping (SD), to advance and/or contribute to the flow of the discussion. The listener will possess such dissimilar kinds of reactions when he/she is actively involved in the process. The activity of listening has long been viewed as an active one. According to Lynch (1995), we will never have the Dickensian concepts of listening whereby our ears are vessels into which we pour the information and all one has to do is to sit back and receive the message. And Lynch described listening as an active process in that the listeners choose and derive the information that is presented by auditory and visual signals to know what is happening and what the speakers are attempting to convey (1995). Active role of the listener in interactive listening is shown through the type of expected feedbacks as discussed above given by the listener during and after listening.

Scholars such as Anderson and Lynch (1988), Buck (2001), McGregor (1986), Rost and Candlin (1991), etc. came with the role of the listener in the sense of his/her active contribution to discourse making. McGregor represented the power of listeners to engage in discourse production as continuum of collaborative discourse (1986). His model employed the terms participant, addressee, auditor, overhearer, and judge with implications as to different features of

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the continuum between the least and most collaborative. And Rost and Candlin (1991) borrowed the model of McGregor. Anderson and Lynch (1988) and Buck (2001), in the meantime, identified fewer functions of a listener. Anderson and Lynch mainly differentiated between two categories of listeners namely, the eavesdroppers, and the participants (1988). Buck recognized three important functions of the listeners: the participant, the addressee and the non-participant, the overhearer (2001).

Those three different roles of the listener can be defined as below:

The participant: is the person being spoken to directly and this one has equal right to speak with other participants while making the discourse.

The addressee: is the person being spoken to directly but this one has limited right to give responses.

The overhearer: Not the intended recipient, but within the earshot of the speakers, with not any right or expectation to give responses.

III. Methodology

A. Research Design

The research design applied in this study was primary quantitative, in order to check the key characteristics of interacting listening as a means of learning the Vietnamese language by foreigners. It was aimed at defining components of interactive listening as a part of its structure and determining their significance in the eyes of learners and teachers. A structured survey was created to gather quantifiable information on how the participants view interactive listening.

B. Data Collection

The data collection was done based on a random survey of 118 respondents, which included teachers of the Vietnamese as a foreign language as well as students who learn Vietnamese. Questions in the survey were closed ended where the respondents were called upon to rate the extent of their agreement with each of the five interactive listening criteria which include, (1) the role of communication situations, (2) the need to have two-way interaction, (3) the active role of the listener by means of feedback, (4) problem solving during communication and (5) the realization of communicative purpose. These parts were chosen according to the known theoretical models, especially the Integrated Listening Process Model, and also used the experience of the previous models, like the three-step model by Anderson (2005) and the listening skills chart developed by Rost and Candlin (1991).

C. Data Analysis

Data gathered were examined through descriptive statistical analysis in order to determine pattern and degree of agreement amongst the participants. It was calculated in terms of percentages showing the percentage of the respondents who agreed with each criterion. The results provided a clear indication that the majority of teachers and learners were firm believers of the five characteristics that were suggested about interactive listening. These impressive percentages in all categories imply that there is overall agreement that interactive listening cannot be described in passive understanding but can be understood as a dynamism and a two-way process that must be guided towards achieving communicative results. These findings thus affirm both the theoretical frameworks that inform this study together with highlighting the importance of considering interactive listening as a component of teaching and assessment of Vietnamese as a foreign language.

D. Ethical Consideration

This research was carried out in compliance with the ethical code stated in the Declaration of Helsinki (last edition in 2013), which describes the universal position on conducting ethical research with the inclusion of human participants. The study was started with an ethical approval of the relevant institutional review board. All participants (or their legal guardians, where applicable) provided with written informed consent after having received a fully explanation of the research's aims, potential risks, benefits, and procedures. Participant confidentiality and data anonymity were strictly maintained throughout the research process.

IV. Results

The answers were gathered and were quantified and the findings were presented on charts in accordance with each of the five criteria. In one instance, 92.3 percent of the respondents said that interactive listening involves having a communication situation whereas 97.5 percent of the respondents agreed that it must be a two-way interaction. Likewise, 89.8% focused on the active role of the listener, 94% accentuated the significance of problem-solving and 89.7% validated the necessity to attain communicative objectives.

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Figure 1. Communication Situation

Interactive listening is done in a communication situation. The listener and the speaker are involved in a particular communication situation, and they engage in a constant interaction with one another. In the absence of a communication scenario, it is not interactive listening, but simply transfer listening, passive listening or unintentional listening.



Figure 2. Two-Way Interaction

The empirical result shows that 97.5% of the people we surveyed think that interactive communication requires two-way interaction between participants.

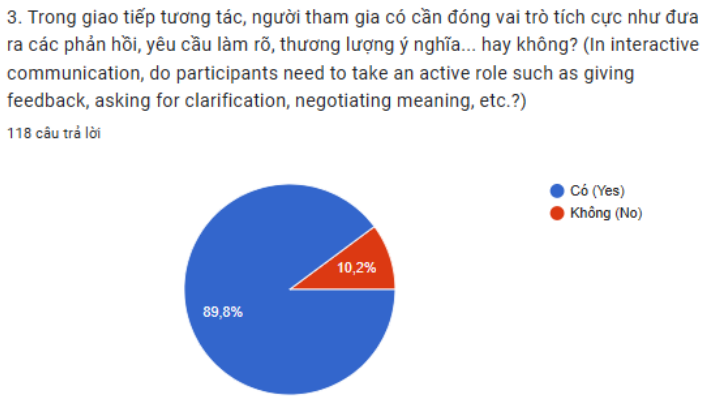


Figure 3. Active Role in Communication

One of the foundations of the interactive, social aspect of language is interchangeability. The listeners are also actively involved in the communication with the speaker through feedback. Such listener behaviors are giving feedback, seeking to understand, indicating understanding, requesting clarification, negotiating meaning and turn taking. The discourse has been fashioned after these activities. We have empirically found that 89.8% of the individuals interviewed assumed that in interactive communications, individuals are required to have an active role e.g. providing feedback, seeking clarification, bargaining meaning, etc.

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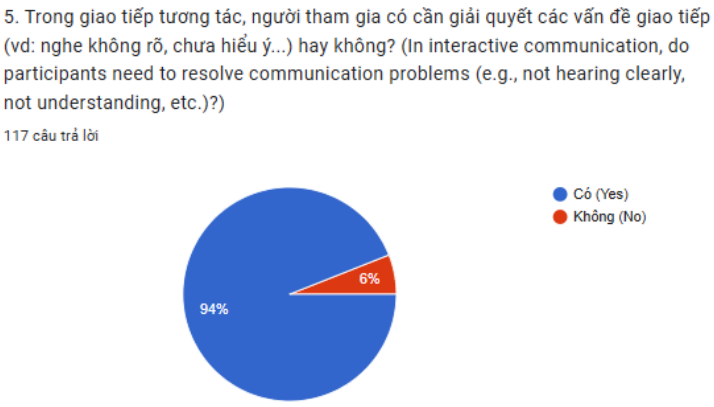


Figure 4. Problem Solving

In listening activities, the problems from communication happen and the problem-solving process is essential in order to reach for the ultimate goal of interaction. In our empirical survey, 94% stated that in interactive communication, participants need to resolve communication problems.

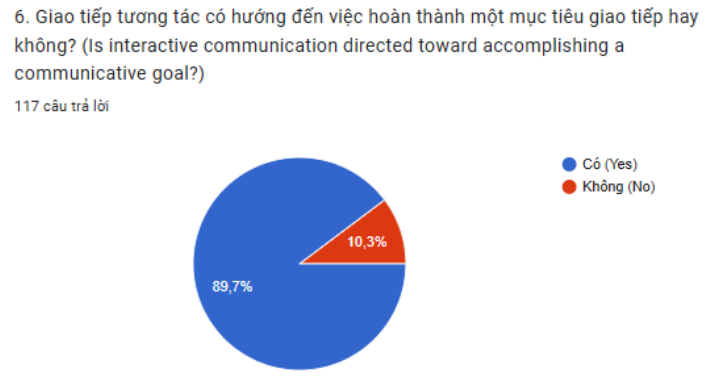


Figure 5. Interactive Goal

When the audience actively collaborates with the speaker by giving constant feedback, taking turns, and negotiating meaning with the speaker, it implies that they are indeed collaborating with the speakers in order to move the dialogue forward and accomplish the communication objective after all. When the respondents of our empirical survey were requested to state whether interactive communication is guided towards the achievement of a communicative goal or not, 89.7% of them encouraged that it should accomplish some communicative goal.

V. Discussions

The inadequacy of considering listening as a passive skill has long been indicated by the research on listening. One of the earliest to hold this view was Anderson and Lynch (1988) who argued that comprehension is not merely about getting input spoken but responding to messages in manners that influence the course of a conversation. Similarly, Morley (1991) pointed out that learning to listen should be regarded as the active process of second language teaching, rather than as the exercise of memorization. Research like that of Dunkel (1991) reported the dangers of using assessment methods that restricted listening to non-participatory tasks because the computerized comprehension tests overlooked the interactive aspects in the real communication. A number of researchers have researched the influence interactional behaviors have on listening competence. Rost (1991, 2023) demonstrated that good listening involves skills that include checking understanding, negotiating meaning, and turn taking management. Nunan (2002) also contended that listening was fundamental to language learning since it brings interaction input whereas Vandergrift (1997, 2002, 2007) emphasized receptive strategies, signaling that one understands, seeking clarification, or providing feedback, to make listening an inherently collaborative process. These results are in line with these perceptions as 89.8% of the individuals involved emphasized on the role of learners to play an active role by giving feedback and providing clarity and 94% of the people agreed that problem solving is a very important aspect of the listening activities. These findings are good indications of the argument that interactive listening skills should be taught and assessed. Other studies have enhanced the social component of listening. According to Gardner (1998), listeners express their understanding in a vocality manner so that they can influence the discourse and Yule (1991) has shown that referential conflict resolution through negotiation is an important element through which interlocutors can express themselves effectively. These opinions are intended to remind that meaning cannot exist outside communication: meaning is created and shared during communication. This is highlighted by the fact that just 97.5 percent of the respondents in this study believed that two-way interaction was important in listening.

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Practices in Vietnamese is an expression of the general critique in language testing. As opposed to Alderson (2005) who focused on diagnosing the proficiency in accordance to the textual understanding of a particular text, Buck (2001) pointed out that authentic assessment ought to take into account interactive listening behavior. Ducasse and Brown (2009) also showed that even during oral tests in pairs, raters pay keen interest to the interaction and co-construction of discourse between the candidates, and this aspect proved that interaction is impossible to assess performance validly. Conversely, Vietnamese listening proficiency tests are still bound to the traditional comprehension based testing, and interactive listening is not measured by any criteria and scale. This is why 66.7 percent of those surveyed condemned existing tests as they did not assess communication skills. In the absence of reform, assessment will have a tendency of rewarding test taking strategies as opposed to communicative competence. It has also been proposed in the research on how to enhance interactive listening teaching. Kaplan and Stefanopoulos (1994) put forward the role of learning conversational skills to professional settings, and Bahns (1995) proposed that there is far more than just understanding in listening, that one needs to be aware of discourse and pragmatic meaning. As Lynch (1995) has revealed, the development of interactive listening strategies can be achieved in the academic environment, with the explicit training being worthwhile. Tokeshi (2003) also established that students in interactive classes acquire specific ways of tackling comprehension issues and maintaining communication. Taken together, these studies give a great deal of weight to the need to revise Vietnamese listening materials and pedagogy, such that interaction is made the center of, rather than peripheral to, classroom practice. Another very important problem is textbook design. According to the survey, a majority of the existing Vietnamese textbooks do not have any interactive features, or their features are very minimal. Listening and responding to factual questions are exercises that do not go a long way in fostering communicative competence. In contrast, when tasks are extended to involve peer comparison, group work or role-play as proposed in this study, learners will be provided with opportunities to practice authentic communicative behaviors. This is both similar to the suggestion by Vandergrift (2007) that we need to take instructional practices to a new level of teaching strategies rather than comprehension, and it is similar to the suggestion of Rost (2023) that we need to teach listening as an interactive exercise. The transactional comprehension exercises, though helpful in some small aspects are not enough to equip students in real communication. Based on the experiences of Anderson and Lynch (1988), Buck (2001), Vandergrift (2007), and others, it is evident that teaching and testing should incorporate feedback, negotiation and goal achievement criteria. It is only then that learners will not only be assessed on the possession of knowledge but also on how they apply listening to work together, address issues and attain communicative achievement.

VI. Conclusion

The interaction is not only a competence but also a decisive aspect of communicative competence that determines the ability of learners to apply language in the situation of real life. This paper established that listening ought to be re-imagined as not the passive act of receiving information but two-way, active process in which listeners and speakers are co-constructing meaning. Defining the concept of interactive listening, the study made some important criteria: it has to take place in natural communicative settings, be a two-way communication, the listener should be involved in active listening through feedback, the inclusion of problem-solving, and clear communicative goals should be stipulated. These were highly upheld by the survey findings where most participants, both learners and teachers acknowledged interaction as an important part of listening. The research also explored the limitations of the existing Vietnamese listening instruction where it was found that the textbooks and classroom activities significantly limit learners to transactional listening activities that merely test understanding and inhibit an active interaction. Likewise, assessments have been kept information based without any criteria or standards on which to evaluate interactive competence. The research expands the theoretical knowledge of interactive listening as the communicative construction and provides evidence-based research on how teachers and curriculum developers can integrate interaction-oriented tasks and assessment standards into the immediate classroom instruction.

A. Limitations

There are a number of limitations that must be considered when interpreting the findings. The study was conducted on the grounds of the quantitative survey of 118 participants, both teachers and learners, which is an important source of statistics but not as in-depth as a qualitative study, such as interviews, case studies, or classroom observations. It is also true that the sample, though heterogeneous, was not systematized according to the essential variables such as the level of proficiency of the learners, their age groups, their cultures, or the years of experience that the teachers had, all of which could affect the perceptions of interactive listening. Also, the study assessed the weaknesses of Vietnamese textbooks and listening tests, but did not conduct a systematic content analysis of all extant teaching materials, nor pilot and test reformed exercises in real classrooms. This creates a doubt as to the effectiveness of the techniques proposed in practice. Although the study presented criteria and standards of measuring interactive listening, they were not tested experimentally or put in real assessment scenarios, which makes them theoretical but not empirical. As interactive listening is a variable, which is also subject to social norms, pragmatic rules and discourse styles, the results may not be consistent across languages. The existence of such constraints suggests that more long-term, multi-methodological research is needed, which includes data on a qualitative, practical experimental, and cross-linguistic level.

B. Recommendations

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Number of important recommendations are becoming obvious to the teachers, assessors and curriculum developers. Teachers should begin by changing the existing practices of listening to include some form of interaction even in the textbooks that now simply seem to concentrate on the meaning. An example of this would be after factual questions had been answered by the learners, they might be asked to contrast their answers with those of their peers, argue over interpretations, read out dialogue in groups or get them to role play dialogues. This kind of activities transforms passive listening to the possibilities of taking action, negotiating, and to practice turn taking. At the evaluation level, the redefinition of the evaluation frameworks to include interactive listening criteria is needed. Exams should not just be used to check whether the information has been learnt, but also to improve the response of the learners, request clarification, provide feedback and achieve communicative goals. It could be through paired activities, role plays or group problem solving exercises that were similar to real communication. New Vietnamese listening textbooks, which have been dubbed in Modo material, must be designed so that interaction can be central to these new textbooks and that they give systematized opportunities to learners to use feedback strategies, pronunciation, intonation and pragmatic competence in real life contexts. They can be improved or updated with new activities, even to the existing textbooks, which facilitate communicative interactions. In addition, teacher training programs that empower educators with the ability, tactics and confidence to go beyond the comprehension-based strategies should incorporate interactive pedagogy.

C. Future Implications

The results of this study can inform some important future studies and practice in the field of the Vietnamese language teaching and beyond. The first implication is that the proposed assessment criteria and interactive listening tasks are to be piloted on the real testing conditions, their reliability, validity, and influence on performance of learners are to be examined. This justification would assist to transform interactive listening assessment to a practical activity instead of a theory. The alternative way is the use of the qualitative research methodology such as classroom observation, learner diaries, and teacher interviews to record the experiential experiences of the learners and the teachers in using the interactive means. This would provide additional data on the problems and benefits of action interaction. The additional importance of online tools and other digital means that there can be the introduction of technology into the process of an interactive listening process, which can be video conferencing, simulation or AI-controlled feedback systems. With these guidelines, the future study will be in a position to expand upon the theoretical foundation presented in this study and work to practical solutions that will bring interactive listening to the center stage of language learning in the global arena.

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