



## EFL Teachers' Evaluation and Adaptation of Listening Tasks in the Piloted English textbook Grade 10: A Case of High Schools in Kien Giang Province, in the Mekong Delta, Vietnam

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### Abstract

This study investigated EFL teachers' evaluation of the listening tasks in the Piloted Tieng Anh 10 (Grade 10) in order to gain insight into the quality of the materials currently used for English listening instructions at Vietnamese high schools. The research also aimed to explore how the teachers adapt these listening tasks. The study was a descriptive study, in which both quantitative and qualitative data were collected. A questionnaire, classroom observations, and interviews were used in this study. Fifty teachers of English teaching at high schools in Kien Giang Province, Vietnam, were invited to respond to a questionnaire, and eight participants, high school EFL teachers who had much experience in teaching English, were also invited to the interviews. The results showed both positive and negative evaluations from EFL teachers towards the aspects of the listening tasks in the piloted Tieng Anh 10. However, the topics and authenticity of the tasks were needed to be handled. The teachers adapted the listening tasks by omitting and modifying to make the tasks more interesting and relevant to real life.

**Keywords:** *Evaluation, Adaptation, English textbook, Listening tasks, EFL teachers, Huynh Man Dat High School, Can Tho University*

### 1. Introduction

The selection of a textbook is one of the most critical decisions a teacher would make in shaping the content and nature of teaching and learning. Textbooks play a fundamental role in conveying knowledge and exposing learners to the language. Hutchinson & Torres (1994) asserted that textbooks provide the needed input into classroom lessons through various activities, readings, and explanations. However, no textbook is perfect; thus, the teachers' missions are to evaluate and redesign the textbook so that they can be appropriately used in teaching and learning. Cunningsworth (1995) also pointed out that the major justification for material evaluation is to identify particular strengths and weaknesses in coursebooks already in use.

#### 1.1. Evaluation

Rea-Dickins and Germanie (1992) defined evaluation "as the means by which we can gain a better understanding of what is effective, what is less effective and what appears to be no use at all". Also, textbook evaluation is an attempt to measure the potential value of textbooks (Tomlinson, 2011). It involves making judgments about the effects of textbooks on people (learners, instructors, and administrators) who use them. These effects may be measured through such features as the credibility, validity, flexibility, and others of the textbook.

#### 1.2. Textbook evaluation

Weir and Roberts (1994) were more specific, as they considered textbook evaluation to involve a systematic analysis of all relevant information necessary to improve the textbook. Nevo (1977) supported

[1527]



Weir and Robert's view by adding that: "Evaluation refers to the process of delineating, obtaining, and providing information on the merit of goals, designs, implementation, and outcomes of educational activities, and should help to improve educational activities and products during the process of its development, and demonstrate the merit of the final product when its development is completed."

### 1.3. Tasks

Tasks are activities in which the learners are asked to use the target language to achieve a particular outcome within a particular context. Sheerin (1987) stated that important considerations in actually teaching effective listening are adequate preparation, adequate support and provision of appropriate tasks. However, the diagnosis of error patterns together with positive feedback and remedial action is also vital in teaching listening. Listening tasks should also be appropriate to the discourse type.

#### 1.3.1. Types of Listening tasks

Each listening lesson in the Piloted Tieng Anh 10 taught at high school level throughout Vietnam consists of four or five tasks, sequenced from more controlled to free types in terms of language use which students are required to produce. For example, "True – False, Matching, Answering questions, Gap-filling, and Choosing the best answer" parts. The initial tasks usually provide some language input in the form of contexts or situations for learners to work in pairs or groups to get involved in topics, followed by some kinds of tasks in which learners are supposed to listen and complete in pairs, in groups, or on their own, and finally, they have to reproduce the language. Besides, the listening tasks in the Piloted Tieng Anh 10 were designed with clear objectives. Table 1 shows the objectives of the listening lessons in the Piloted Tieng Anh 10.

**Table 1** Objectives of Listening Lessons in the Piloted Tieng Anh 10 (extracted from the bookmap)

Units	Objectives
1. Family life	- Listening for specific information about how roles in the family are changing
2. Your body and you	- Listening for gist about choosing a healthy diet
3. Music	- Listening to a conversation about music
4. For a better community	- Listening to an announcement for volunteers
5. Inventions	- Listening for specific information from an interview
6. Gender equality	- Listening for specific information about wage discrimination
7. Cultural diversity	- Listening about the wedding traditions of a small community in the USA
8. New ways to learn	- Listening for specific information about instructions on how to access and use online English language materials
9. Preserving the environment	- Listening for gist and specific information in a student's talk on environmental impacts and their effects
10. Ecotourism	- Listening for gist and specific information about ecotourism

### 1.4. Description of the Piloted Tieng Anh 10

The Piloted Tieng Anh 10 (Grade 10) has officially been used as piloted books in some high schools in Vietnam since 2012. There are ten units in this book; the first five units will be taught in the first semester and the rest in the second one.

Seven parts in each unit are always in order: Reading, Speaking, Listening, Writing, Language Focus, Culture, and Project. Besides, there is one Review every after three or two units.

The committee for drafting the new English program (General education program) informed that the program enabled students to have a new communication tool, form and develop students' ability to communicate in English through listening, speaking, reading and writing forms. At the end of the general education program, students will have the ability to communicate at level 3 of the 6-level foreign language competency framework for Vietnam. It has created a foundation for students to use English in learning and formed lifelong learning habits to become global citizens during the integration period.

In short, from the mentioned researchers' suggestions, the researcher can conclude the framework for evaluation and adaptation as followed:

**Table 2** Criteria to evaluate and adapt the Listening Tasks

Goals	communicative goals
Topics	<ul style="list-style-type: none"> <li>- being consistent with Vietnamese culture</li> <li>- being consistent with the international integration</li> <li>- being familiar to students</li> <li>- being interesting to students</li> </ul>
Interaction	<ul style="list-style-type: none"> <li>- ensuring Student-Student interaction</li> <li>- ensuring Teacher-Student interaction</li> <li>- requiring pair work</li> <li>- requiring group work</li> </ul>
Authenticity	<ul style="list-style-type: none"> <li>- providing real-life situations</li> <li>- including real-life topics</li> <li>- being directed to students' real-life experience</li> </ul>
Input	<ul style="list-style-type: none"> <li>- providing vocabulary relating to the topics</li> <li>- providing structures or expressions</li> <li>- including speaking tasks to cater for listening</li> <li>- including clear instructions</li> </ul>
Adaptation	<ul style="list-style-type: none"> <li>- Adding; extending and expanding</li> <li>- Deleting; subtracting and abridging</li> <li>- Simplifying</li> <li>- Reordering</li> <li>- Replacing material</li> </ul>

## 2. Research objectives

The study aimed to investigate the EFL teachers' evaluation of the listening tasks in the Piloted Tieng Anh 10 and identify how they adapt these tasks in their process of teaching. Mainly, this research intentionally found out the answers to the two research questions:

- 1) What did EFL teachers evaluate the listening tasks in the Piloted Tieng Anh 10?
- 2) How did EFL teachers adapt the listening tasks in the Piloted Tieng Anh 10?

## 3. Research methods

The study employed a mixed-method.

### 3.1. Research design

The study was designed as a descriptive study, in which both quantitative and qualitative data were collected. Firstly, the quantitative data were used to seek answers to both questions associated with EFL teachers' evaluation and adaptation of the listening tasks in the Piloted Tieng Anh 10. The quantitative method is believed to be objective. It can be used to survey a large group of people and is helpful when the researcher's goal is to find out the quantity or frequency of a phenomenon (Aliaga & Gunderson, 2000). Secondly, classroom observation was also employed to find out how teachers adapt the listening tasks in their real lessons. Lastly, the qualitative data were collected to address both questions on what EFL teachers evaluated the listening tasks in the Piloted Tieng Anh 10 and how they adapted them. This method might provide a better understanding and a more explicit interpretation of respondents' evaluation of the tasks. For Seliger & Shohamy (1989), the ultimate goal of the qualitative method is to discover phenomena and to understand those phenomena from the perspective of participants in the activity. Furthermore, Tomlinson (2011) stressed that qualitative method aimed at providing an in-depth and interpreted understanding of the social world of research participants by learning about their social and material circumstances, their experiences, perspectives, and histories.



### 3.2. Participants

The participants were 50 EFL teachers from eight high schools in Kien Giang Province, South Vietnam, who have experience in teaching pilot English program in four years or more. While conducting the research, the teachers were teaching English in the second semester of the academic year 2018-2019. In this school year, they continued teaching curriculum based on the program of Vietnam Ministry of Education and Training.

The 50 EFL high school teachers participated in completing the questionnaire. Five of them were observed in classrooms to find out how they adapt their lessons from Unit 6 to Unit 10. Then six teachers who have more than ten years of English teaching experience were invited to the interview to provide insights into what they evaluated the listening tasks in the Piloted Tieng Anh 10 and how they adapted them.

### 3.3. Research instruments

To conduct the study, the researcher designed a descriptive survey with quantitative and qualitative approaches including three instruments as questionnaire, observation and interview. This mix-approach could be applied to enhance evaluation of this research because there was no single approach that was universally accepted and a combination could improve the possibility of obtaining qualitative and quantitative data (Denscombe, 2010). Regarding the quantitative aspect, the researchers would design a questionnaire based on a Likert scale. A questionnaire was chosen because it was the most favored technique for collecting information on something that was not easily observed like as attitude, motivation or opinion (as cited in MCMilan and Schumacher, 2017). The questionnaire aimed to identify EFL teachers' evaluation and adaptation of the listening tasks in the Piloted Tieng Anh 10. Concerning the qualitative side, the author considers using the interview to provide reliability (as cited in Corbetta, 2003). The interview and observation would be used to recognize what EFL teachers evaluated and how they adapted the listening tasks in the Piloted Tieng Anh 10.

### 3.4. The questionnaire

A questionnaire was one of the instruments used to collect the data. It consisted of two parts. The first part was to explore how teachers evaluated the listening tasks in the Piloted Tieng Anh 10. The second part was to investigate what teachers did to adapt the listening tasks in the Piloted Tieng Anh 10. The questionnaire was chosen in this study because they were considered to be feasible concerning delivering, responding and producing reliable data (Biggs et al., 2001). Based on basic formats, namely fill-in questions (Brown, 2005), the questionnaire included 33 close-ended items and three opened-ended items so that the participants could express their ideas freely in 6 clusters. The questionnaire included five-point Likert items. The scale ranged from 1 to 5 – “Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree”. The participants were asked to rate each statement with a response by putting across one in five scales as follows.

#### Summary of six clusters

Clusters	Item No
Goals	1, 2, 3, 8
Topics	5, 6, 7
Interaction	9, 10, 11, 12
Authenticity	13, 14, 15, 16, 17
Input	4, 18, 19, 20, 21
Adaptation	22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33



### 3.5. Classroom observation

At the beginning of the second semester, the researchers carried out classroom observation with five teachers who have more than 15 years' experience of English teaching (Table 3). Before attending the classes, the researchers called those teachers to confirm and arrange their availability.

**Table 3** Summary of teachers' information for the classroom observation

No.	School	Teacher	Experience	Name of lesson	Date and time of Observation
1	Huynh Man Dat Gifted High School	Teacher 1	20 years	Unit 6: Gender Equality	January 9 <sup>th</sup> , 2019 Starting time 8:55 (AM)
2	Vo Van Kiet High School	Teacher 2	20 years	Unit 7: Cultural Diversity	February 12 <sup>th</sup> , 2019 Starting time 7:00 (AM)
3	Nguyen Trung Truc High School	Teacher 3	25 years	Unit 8: New Ways To Learn	March 1 <sup>st</sup> , 2019 Starting time 9:45 (AM)
4	Nguyen Hung Son High School	Teacher 4	17 years	Unit 9: Preserving The Environment	March 27 <sup>th</sup> , 2019 Starting time 7:00 (AM)
5	Nguyen Than Hien High School	Teacher 5	22 years	Unit 10: Ecotourism	April 25 <sup>th</sup> , 2019 Starting time 8:55 (AM)

### 3.6 Interviews

In qualitative research, interviews are of prevalence to help obtain “feelings, thoughts and intentions, behaviours that took place at some previous point in time” (Patton, 2002, p.341). Many interview techniques can be used in research, such as face-to-face interviews, telephone interviews, email interviews (Opdenakker, 2006). This research opted face-to-face interview as participants could provide much extra information on the issues. Furthermore, participants' responses could be recorded, so it will be more accurate than writing notes (Opdenakker, 2006). A semi-structured interview was more suitable for exploring “perceptions and opinions of respondents regarding complex and sometimes sensitive issues and order to enable to probe for more information and clarification of answers” (Barriball and White, 1994, p.330). In the present study, each interview involves two main questions addressing the participants' evaluation of the listening tasks in the Piloted Tieng Anh 10 and their adaptations. In other words, the interview questions aim at achieving an in-depth understanding of EFL teachers' viewpoints about the listening tasks in the Piloted Tieng Anh 10, their evaluation of the tasks in detail, and how they adapt these tasks. More specifically, the first question is related to the teachers' evaluation of the listening tasks in the Piloted Tieng Anh 10 regarding the strong points. The second question centers on the weak points and adaptations of those listening tasks, which means that the participants would critically point out the weaknesses of those tasks. Then, the respondents might offer their adaptations for the mentioned deficiencies. To assure the validity of the data, the interview questions were translated into Vietnamese in order that the respondents could comprehend and express their opinions easily and deeply. Each of the conversations lasted from 45 to 60 minutes. All of the interviewees answered the questions devotedly and enthusiastically.

## 4. Results and discussions

The results were based on the findings from the two research objectives through a questionnaire, interviews and classroom observations.

### 4.1. Quantitative data about evaluation and adaptation of the listening tasks



A 33-item questionnaire was used in the present study to collect data in EFL teachers' evaluation and adaptation of the listening tasks in the Piloted Tieng Anh 10. Fifty teachers were asked to report their responses to each item on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The data were subjected to SPSS for statistical analyses.

Before beginning with the analyses, the Scale Test was run to check the reliability of the questionnaire. The results showed that the reliability coefficient of the questionnaire was high enough ( $\alpha = .71$ ).

#### 4.1.1 Participants' evaluation of the listening tasks

A *Descriptive Statistics Test* was run to examine the evaluation of the listening tasks in the piloted Tieng Anh 10 by the participants. The results of the test were presented in the table below.

**Table 4** Evaluation of the Listening Tasks

Variable	N	Min.	Max.	Mean	SD
Valuation of listening tasks in the Piloted Tieng Anh 10	50	3.14	4.19	3.58	.23

From Table 4, it can be seen that the total mean score of participants' evaluation of the listening tasks in the piloted Tieng Anh 10 ( $M = 3.58$ ) was slightly higher than the scale 3 in the five-point scale. A One-Sample T-Test was conducted on participants' evaluation scores in the listening tasks in the piloted Tieng Anh 10 to evaluate whether the mean ( $M = 3.58$ ) was significantly different from the test value ( $t = 3.5$ ), the accepted mean for the average point. The sample mean ( $M = 3.58$ ,  $SD = .23$ ) was significantly different from 3.5, ( $t = 2.42$ ;  $df = 49$ ;  $p = .019$ ). It could be concluded that participants' evaluation of the listening tasks in the piloted Tieng Anh 10 was higher than that of the accepted mean.

#### 4.1.2 Evaluation of each aspect of the listening tasks

The questionnaire on EFL teachers' listening tasks in the Piloted Tieng Anh 10 consisted of five main clusters: goal, topics, interaction, authenticity; and input. The Descriptive Statistics Test was run to evaluate the total mean scores of each cluster. The results of the test were illustrated in Table 5.

**Table 5** Evaluation of Each Aspect of the Listening Tasks

Clusters	N	Min.	Max.	Mean	SD
Goals	50	3.33	4.33	3.91	.39
Input	50	2.60	4.60	3.60	.50
Authenticity	50	3.17	4.17	3.53	.24
Topics	50	3.00	3.67	3.43	.19
Interaction	50	2.20	4.80	3.42	.47

Table 5 presents descriptive statistics for the overall mean of each cluster in the questionnaire. As can be seen, the overall mean score of participants' evaluation for five categories (Goals  $M = 3.91$ , Input  $M = 3.60$ , Authenticity  $M = 3.53$ , Topics  $M = 3.43$ , Interaction  $M = 3.42$ ) fall into the above level in the five-point scale.

A Paired-Sample T-test was conducted to test whether the level of teachers' evaluation about Topics ( $M=3.43$ ;  $SD=.19$ ) is higher than the level of teachers' evaluation about Interaction ( $M=3.42$ ;  $SD=.47$ ). The result showed that there is no difference between the level of teachers' evaluation about Topics and Interaction in the listening tasks in the Piloted Tieng Anh 10 ( $t = .199$ ,  $df = 49$ ,  $p = .84$ ). It could be concluded that teachers evaluate Topics the same as Interaction.

Similarly, a Paired-Sample T-test was run to test whether the level of teachers' evaluation about Input ( $M=3.60$ ;  $SD=.50$ ) is higher than the level of teachers' evaluation about Authenticity ( $M=3.53$ ;  $SD=.24$ ). The result showed that there is no difference between the level of teachers' evaluation about Input and Authenticity in the listening tasks in the Piloted Tieng Anh 10. ( $t = -.928$ ,  $df = 49$ ,  $p = .36$ ). It could be concluded that teachers evaluate Input the same as Authenticity.

#### 4.1.3 Participants' adaptation of the listening tasks





A *Descriptive Statistics Test* was run to check the adaptation of listening tasks in the Piloted Tieng Anh 10 by the participants. The results of the test were presented in the table below.

**Table 6** Adaptation of the Listening Tasks

Variable	N	Min.	Max.	Mean	SD
<b>Adaptation of listening tasks in the Piloted Tieng Anh 10</b>	50	2.42	4.25	3.27	.48

From Table 6, it can be seen that the total mean score of teachers' adaptation of the listening tasks in the Piloted Tieng Anh 10 was 3.27, slightly higher than the scale 3 in the five-point scale. A One-Sample T-Test was calculated to check whether teachers' adaptation of the listening tasks in the piloted Tieng Anh 10 ( $M=3.27$ ) is statistically different from the test value ( $t = 3.0$ ), an average level of agreement in the 5-point Likert scale. The result indicated that a significant difference between the mean score ( $M=3.27$ ;  $SD=.48$ ) and the test value 3.0 was observed ( $t = 3.95$ ;  $df = 49$ ;  $p = .000 < .05$ ). Therefore, teachers' adaptation of the listening tasks in the Piloted Tieng Anh 10 was at an average level.

#### 4.1.4 Adaptation of each aspect of the listening tasks

The questionnaire on EFL teachers' listening tasks in the piloted Tieng Anh 10 consists of 12 items. The table below shows the 50 participants' frequency of adapting the listening tasks.

**Table 7. Adaptation of each aspect of the Listening Tasks**

Items	Never		Seldom		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
Q22. I add materials and tasks to the listening section in the Piloted Tieng Anh 10.			7	14.0	33	66.0	10	20.0		
Q23. I omit materials and tasks in the listening section included in the Piloted Tieng Anh 10.	10	20.0	12	24.0	23	46.0	5	10.0		
Q24. I re-order materials and tasks in the listening section included in the Piloted Tieng Anh 10.	2	6.0	6	12.0	22	44.0	20	40.0		
Q25. I replace materials and tasks in the listening section included in the Piloted Tieng Anh 10.	6	12.0	17	34.0	14	28.0	13	26.0		
Q26. I simplify materials and tasks in the listening section included in the Piloted Tieng Anh 10.			13	26.0	15	30.0	22	44.0		
Q27. I combine materials and tasks in the listening section included in the Piloted Tieng Anh 10 with other kind of materials.	3	6.0	17	34.0	25	50.0	2	4.0	3	6.0
Q28. I modify the pre-listening activity with variety of techniques (using pictures to elicit ideas from students, guessing what happening next).			3	6.0	21	42.0	13	26.0	13	26.0
Q29. I ask students to share their points of view of the related topic before getting them involved in the listening lessons.					17	34.0	22	44.0	11	22.0
Q30. I play the tape in a partial transcript so that it is easier for my students to complete the tasks.	6	12.0	6	12.0	22	44.0	14	28.0	2	4.0



Items	Never		Seldom		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
Q31. I modify the post-listening activity with various games to consolidate the knowledge.					25	50.0	25	50.0		
Q32. After listening lessons, I ask students to share their own life and experience related to the topic.					12	24.0	28	56.0	10	20.0
Q33. I modify the post-listening activity with some other activities to encourage students to practice speaking.					11	22.0	34	68.0	5	10.0

*Note: Q: Question*

*N: number of participants*

As seen in Table 7 on item Q22, the majority of the participants sometimes added materials and tasks to the listening section in the piloted Tieng Anh 10 (64%). A few of the participants seldom do this kind of work accounting for 14% and the rest 20% often do it, meaning that almost all the teachers are acquainted with adding materials and tasks to the listening section in the piloted Tieng Anh 10.

On item Q23, there was a difference between the rates among teachers. Nearly half of the participants sometimes omit materials and tasks in the listening section included in the Piloted Tieng Anh 10 (46%). However, there were also nearly half of the teachers seldom or never omitted materials and tasks because the percentage of never and seldom was up to 44%, which indicated that although omitting tasks and materials were accepted, many teachers do not care much about this method.

Regarding the statement on item Q24, re-ordering materials and tasks in the listening section included in the Piloted Tieng Anh 10 was used sometimes and often by most of the teachers accounting for 32% and 40%. Only 12% of the teachers seldom used these techniques, whereas 4% never did. It is evident that most of the teachers used these techniques frequently. With the next item Q25, more than half of the teachers, 54% of them, replace materials and tasks in the listening section included in the Piloted Tieng Anh 10. However, 34% of the participants seldom did this, while 6% never did. It is clear that replacing the materials is not widely used by most of the teachers.

Regarding item Q26, teachers sometimes and often simplify materials and tasks in the listening section included in the Piloted Tieng Anh 10 accounting for 64% on the whole. Only 13 teachers seldom apply this activity. It proved that the majority of the participants believed that simplifying materials and tasks could really help. The statement on the item Q27, combining materials and tasks in the listening section included in the Piloted Tieng Anh 10 with other kinds of materials was often used by half of the teachers, 4% often does it and 6% always but 40% of the teachers seldom or never use it. It assumed that this activity was frequently used but not by most of the teachers. As far as the issues of pre-listening activity concerned in the item Q28, modifying the pre-listening activity with a variety of techniques (using pictures to elicit ideas from students, guessing what happens next), 42 % of the teachers sometimes use it. 52% of the teachers often and always use these techniques. It showed that these techniques were beneficial when being used, but it was required that teachers spent time investigating the reasons.

On item 29, teachers ask students to share their points of view of the related topic before getting them involved in the listening lessons. Seventeen teachers sometimes do this, 22 teachers were “often,” and 11 “always,” accounting for 34%, 44%, and 22%, respectively. It means that teachers are really interested in getting students to share their points of views which helped to positively motivate students’ listening skill as well as develop their skill in speaking.

In short, with the 12 items given in Table 7 from Q22 to Q33 aiming at investigating how teachers adapt each aspect of the listening tasks in the Piloted Tieng Anh 10 with 50 EFL high school teachers, it can be concluded that to improve students’ listening skill, most of the teachers applied the items Q28, Q29, Q31, 32, Q33. These items showed that it is necessary to bring students chances to share their points of view and experience in reality, and this should be done frequently and systematically. Besides, it is essential that teachers need to invest time and methods before, while, and after their process of teaching. For





instance, teachers should care about modifying the pre-listening activity with a variety of techniques (using pictures to elicit ideas from students, guess what happens next), modifying the post-listening activity with various games to consolidate the knowledge and asking students to share their own life and experience related to the topic

#### 4.2. *Qualitative data about evaluation and adaptation of the listening tasks*

##### 4.2.1 *Classroom observation*

To get insight information related to the researched issues, Listening lessons from Unit 6 to Unit 10 taught by teachers having more than 15 years of English teaching experience were observed for qualitative data analysis. The observation sheet consists of 12 items. Each of which was ticked whether the teacher is using one of the techniques to adapt their Listening lessons. After observing five teachers teaching five lessons from Unit 6 to Unit 10, the researchers have recognized how teachers adapted their listening in the Piloted Tieng Anh 10 corresponding to 12 items in the part Adaptation in the questionnaire.

In the term of “Adding materials and tasks to the listening section in the Piloted Tieng Anh 10”, the result presented that four of them (Teachers 1, 2, 3 and 5) added games, video or pictures to make the pre-listening tasks more exciting before getting students involved in the lesson. They also used pictures, situations, and many others to elicit vocabulary from students in the vocabulary teaching stage. It can be concluded that teachers pay much attention to adding materials and tasks to the listening section in the piloted Tieng Anh 10 to make the lessons enjoyable to the students. With the item number 2, “Omitting materials and tasks included in the piloted Tieng Anh 10”, only one out of five teachers did it (Teacher 1). It can be seen that this result is similar to the result in the questionnaire - Omitting the materials and tasks is acceptable but not widely used by the teachers. Concerning item number 3, two out of five teachers’ re-ordered materials and tasks in the listening section (Teacher 4 and 5). The result indicated that re-ordering the materials and tasks in the Listening section included in the Piloted Tieng Anh 10 is sometimes used by the teachers.

For item number 4, “Replacing materials and tasks in the listening section included in the Piloted Tieng Anh 10” was used by four out of five teachers (Teachers 1, 2, 3, 5). The result showed that most teachers replaced materials and tasks in the listening section. In terms of simplifying materials and tasks in the listening section included in the Piloted Tieng Anh 10 (item 5), three out of five teachers (Teachers 2, 3, and 4) simplified the tasks by asking students to hear only one word instead of 2 or three words as required. It can be seen that most of the teachers find simplifying tasks effective in helping students getting the answers to complete the tasks, and the tasks are more appropriate to the students’ level. Regarding the next item (item 6), “Combining materials and tasks in the listening section included in the piloted Tieng Anh 10 with other kinds of materials” was used wildly by all of five teachers, from Unit 6 to Unit 10, it can be seen that teachers combined clips, pictures, games in pre-listening stage and post-listening stage. It is evident that combining materials and tasks in the listening section is found useful to all of the teachers.

For the last items (items 7 to 12), all five teachers adapted their listening lessons by modifying the pre-listening activity with a variety of techniques (using pictures to elicit ideas from students, guess what happens next), asking students to share their points of view of the related topic before getting them involved in the listening lessons, playing the tape in a partial transcript so that it is easier for their students to complete the tasks, modifying the post-listening activity with various games to consolidate the knowledge, modifying the post-listening activity with some other activities to encourage students to practice speaking, and writing and asking students to share their own life and experience related to the topic. It can be concluded that all of the observed teachers paid much attention to design the tasks as much authentic, appropriate and communicative to students as possible.

##### 4.2.2 *Interviews*

To gain more insights into EFL teachers’ evaluation and adaptation of the listening tasks in the Piloted Tieng Anh 10, the researcher chose six teachers whose English teaching experience was over ten years to take part in the interviews. The interviews were conducted in Vietnamese to ensure the validity of the data. Each of the conversations lasted from 45 to 60 minutes. All six talks were recorded carefully.



The teachers were asked two main questions to express their point of views about the listening tasks in the Piloted Tieng Anh 10, relating to the strong points and the weak points of these listening tasks and how they adapt the tasks.

*Strong points of the Listening tasks in the Piloted Tieng Anh 10*

The six respondents talked about the strengths of the listening tasks in the piloted Tieng Anh 10 in terms of topics, input, authenticity, interaction, instructions for task implementation, and goals.

In light of topics, the responses of the participants are quite similar. All of the emphasized that among ten listening topics presented in the piloted Tieng Anh 10, most topics are familiar, authentic, and interesting, while some are new. The five respondents said, respectively:

“Some topics are familiar. Some topics are unfamiliar. For example, Topics Family Life, Preserving the Environment are familiar, whereas some are rather difficult for grade 10 students such as Your Body and You, Gender Equality and Ecotourism.” (Ms. Trang)

“All of the topics are great, only the topic “Your body and you” is a little difficult to my students.” (Ms. Man)

“Some topics are good, but my students are at a high level, so I often add more materials to expand the lesson; for example, in “Unit 1: Family life”, besides having students listen to this passage, I used Interactions 1 and 2 (English textbooks) to help students get to know more about extended family, nuclear family, single mom... to make students know more about social life.” (Ms. Cuc)

“In general, all of the topics are popular, interesting, appropriate and familiar to my students. Some are appropriate to integration tendencies such as the topics “Cultural Diversity, Inventions, for a better community, Gender equality, and new ways to learn”. (Ms. Hang)

“Generally, the topics are interesting and appropriate to students’ level.” (Mr. Dang)

To input, most teachers agreed that most of the lessons do not supply enough vocabulary and structures to students. Therefore, teachers are the ones who have to elicit vocabulary from students’ background knowledge as well as helping them to get to know more new words. Five respondents expressed:

“In general, the input is rather good because the book supplies vocabulary and there are speaking activities in the pre-listening stage for students to get input.” (Ms. Trang)

“Some listening lessons provide vocabulary, structures, but some do not. Teachers have to pick up the words to teach. However, in the period Getting started and Language, the students have acquainted with some vocabulary and structures. Additionally, the teachers have to elicit vocabulary and ideas from the students’ background before getting them involved in the lesson.” (Ms. Man)

“Vocabulary is provided in some units, but teachers have to help students get to know more words and structures. (Ms. Cuc)

“Vocabulary in Listening lessons is difficult and abundant; I have to teach ten or more for each lesson.” (Ms. Hang)

“Most of the listening lessons do not provide vocabulary and structures; teachers have to do it.” (Mr. Dang)

Additionally, most of the interviewees reported that the listening tasks in the Piloted Tieng Anh 10 create both Teacher-Student and Student-Student interaction through many activities such as role-plays, interviews, discussions, and others. Furthermore, they all agreed that the listening tasks in the Piloted Tieng Anh 10 require pair work, and group work. Two said:

“In my process of teaching, the interaction between teacher-student and student-student is an integral part and happens regularly. For example, before the listening lesson, I and some of my students get involved in discussing the questions, other students will give more ideas about their agreement before coming to the topics. Besides, in while-listening stage, students also share answers in pairs or groups, and in the post-listening stage, students get into pairs or groups to discuss or debate, and teacher moves around to help them and give feedback after that. In short, interaction occurs a great deal in my process of teaching.” (Ms. Cuc)



“About interaction, there are pair work, group work, and activities like role-plays, interviews, discussions, and reports. Because listening tasks are rather difficult, students need to discuss and share answers with each other.” (Ms. Hang)

In terms of goals, there are not many differences in the participants’ answers. Most of the teachers interviewed stated that after the lessons, most of the students could talk about the topics they have learned. Likewise, three participants said, respectively:

“The tasks are designed for communicative goals because, after listening, students share answers in pairs, in groups and discuss then speak out what they have learned.” (Ms. Trang)

“The tasks are diversely designed; the listening passages have clear sound and develop the language ability such as stress, intonation and linking verbal elements in English. The length and difficulty of the listening passages are appropriate to students’ level and offer students the opportunities to practice other language skills after each listening lesson.” (Ms. Man)

“The majority of the tasks are designed to communicative goals; however, teachers may not be able to apply all because of the pressure of lacking time and their students’ level.” (Ms. Hang)

About authenticity, most of the teachers agreed that listening tasks in the Piloted Tieng Anh 10 are authentic. They said:

“The tasks provide real-life situations, real-life topics and direct to students’ real-life experience such as Unit 1 “Family life”, Unit 4 “For a better community”, Unit 9 “Preserving the environment.” (Ms. Trang)

“I think Authenticity is 70%; for example, Unit 1 Family life, Unit 2 Your body and you, Unit 5 “Inventions - Flying cars”. These topics are appropriate for students.” (Ms. Man)

“Most of the topics are great and direct to students such as “Family life, Ecotourism.” (Ms. Cuc)

“In general, authenticity is good. Students get knowledge from the lessons and use that knowledge to communicate with each other. For example, students can get to know new inventions and update their knowledge.” (Ms. Hang)

Finally, all six teachers remarked instructions for task implementation. They commented that all instructions for task implementation are clear and detailed.

#### *Weak points and adaptation of the listening tasks in the Piloted Tieng Anh 10 (Table 8)*

Six teachers were asked to talk about each listening lesson in the Piloted Tieng Anh 10 to find out the weak points of tasks and how they adapt these tasks. In detail, six respondents pointed out general view of all the tasks in each lesson and picked out the inappropriateness of the listening tasks in the Piloted Tieng Anh 10 then they offered their adaptations for the ineffective or inappropriate tasks in each unit. They expressed

“The pre-listening part of most listening lessons is quite boring, so I usually elicit ideas from my students, pre-teach vocabulary with various techniques, get Students’ background knowledge about the topic, have students watch some video clips, set the context and situations for students before having them begin dealing with the tasks. Besides, I am not much satisfied with some pictures given in the book, for example, Unit 4, the pictures are confusing and not beautiful, and students may find it difficult to state their ideas. Unit 5, the topic is new; students also may feel hard to express their thoughts. Unit 10 “Ecotourism”, many students do not have a chance to go on an Eco tour, so it is not easy for them to talk about this topic. The vocabulary given is not enough, so teachers have to pick up the words from the passages. Lastly, one period for listening is only 45 minutes, and teachers may find it really hard to supply input, have students listen and produce the language in such a short time.” (Ms. Trang)

“About the weak points of these listening tasks, some tasks are difficult for my students’ level. For instance, listen and answer the questions. To these tasks, I usually adapt them to MCs or reorder the tasks so that students can complete them. Besides, there are too many True / False tasks in most of the listening lesson, which may make students get bored, so I replaced the tasks to make the lessons more interesting and diverse to my students.” (Ms. Man)



“I think some tasks are not properly designed. For example, in Unit 1, Task 3 (Vocabulary) should be taught before task 2. Some tasks are too challenging for students at a low level, such as answering questions, gap-filling.” (Mr. Thanh)

Ms. Cuc complained that the topic in Unit 6 “Gender Equality” is rather difficult for her to teach in class. Then she added:

“I think there should be more topics about integration tendency, trading, and the development of the world or our area.” (Ms. Cuc)

All teachers emphasized some weak points of the listening tasks and provided the adaptations or suggestions, respectively. Hence, the researcher will report the results on both weaknesses and adaptations at the same time.

Concerning the listening tasks in Unit 1, among six participants, two suggested that the listening tasks should be adapted:

“I do not use task 1 in Unit 1 because my students do not enjoy talking based on the chart. I ask questions for students to give their ideas, and I have got vocabulary from them. I use pictures and ask about the students’ parents’ roles in the family. I usually design a sub-task before having students listen to Task 2 because my students may get into trouble with True/False task.” (Ms. Man)

“I think in task 1 we should add more questions for students to discuss more easily, for example, “How many hours do married man/woman do in ...?” and “What are the reasons/causes of the change?”. Additionally, Task 3 should be taught before task 2. Task 4, we can design more questions and change to MCs if students find the listening task answering questions difficult to them.” (Ms. Cuc)

With respect to the listening tasks in Unit 2, most of the respondents agreed that students might find the vocabulary a big problem because this topic is new to students, then they added:

“In task 2, students should have the aim before they listen, for instance, “What kind of food did you hear?”. Task 3 should be redesigned to be appropriate to students of low level. Task 4, I change into gap-filling. Task 5, I do not teach.” (Ms. Man)

“Task 3, I have students guess before listening. Task 4, I change into gap-filling.” (Ms. Hang)

Turning to the listening tasks in Unit 3, most of the respondents were happy with the topic. Most of them did not change the listening tasks much. One said:

“Before students do task 1, I have students listen to a song of one of the famous artists given to stimulate students, for example, “Heal the world or Beat it performed by Michael Jackson”. Task 1, I will add the famous songs of those famous artists and have students match the name with the songs. The rest tasks are easy for students.” (Ms. Hang)

With Unit 4, only two participants criticized the pictures before Task 1, and they added some more ideas. They said:

“Unit 4, the topic is great. Task 1, the pictures are confusing, so I often use video clips and elicit ideas from Ss. Task 2, students may find it difficult because they do not have enough vocabulary to understand the definitions, so teachers have to help with the vocabulary beforehand.” (Ms. Trang)

“I do not use the pictures in the pre-listening stage; it will be more interesting if the clips done by the students because my students usually do volunteer work. Task 4, I design two more MCs.” (Ms. Cuc)

Regarding the listening tasks in Unit 5, all of the interviewees shared similar viewpoints that the topic new, strange but interesting and they suggest some adaptations to the listening tasks. The respondents said

“Unit 5, the topic is new and strange to students, so students at a low level may not be able to listen. The teacher should support them. The last task should be used for students at a high level.” (Ms. Trang)

“I use an interesting video clip on YouTube about flying cars to lead to my lesson. Task 2 is ok; it stimulates students at a low level. There are too many questions in task 3, so I change it into MCs.” (Ms. Man)

“I use a video clip on leading to my lesson. Task 2 is ok; I omit task 5, I just ask students to share with their friends about their dream means of transport in the future.” (Ms. Cuc)



Concerning Unit 6, the participants said do not have many adaptations on the listening tasks; they figured out some deficiencies that need adapting.

For Unit 6, the topic is new, related to the culture of Vietnamese people. The teacher should let students brainstorm and share their ideas about the same work-Same pay. There is no post-listening task, so I usually ask Ss to discuss in groups talking about gender equality in their class:

“Is there gender equality in your class? Yes or No and Why?” (Ms. Trang)

“Task 3 is rather difficult; teachers should design it to be easier.” (Ms. Man)

“Task 3 can be redesigned to be easier for students at a low level. Post-listening, the teacher should let Ss talk about wage discrimination between man and women in some jobs.” (Mr. Dang)

Concerning the listening tasks in Unit 7, six participants all agreed that the tasks are meaningful and interesting. Three teachers offered suggestions for teaching this unit. These interviewees said:

“Unit 7 is interesting. I use a video clip of an American wedding for warm-up. There is no vocabulary given, so I have to pick up the words to teach. Task 4 I ask students to compare weddings in Vietnam and America.” (Ms. Trang)

“I let students watch a video about American wedding and do task 1, omit task 2. The rest tasks are good.” (Ms. Hang)

“The tasks are good and reasonable. Task 4, I will ask students to look for the differences and similarities between weddings in Vietnam and America.” (Mr. Dang)

Turning to Unit 8, six teachers have no complaint about the listening tasks in this unit. Two participants had little change to some tasks. The participants expressed:

“Unit 8 is good. I used a clip about new ways to learn to lead to the lesson. Help students with vocabulary. Task 3 asks students to listen to one word only. Task 4, I elicit a list of modern technology devices and have students interview their friends how they use those devices for learning.” (Ms. Hang)

“I think this topic is useful and directed to Ss. In this lesson, students can have many chances to work in pairs or groups to share their experiences in learning English. The phrase Triple E makes students curious. Task 2, I change into MCs because True/false is too easy, and because there are too many True/false tasks in almost listening lessons. Task 4, the teacher can have students watch a video clip sharing the new ways to learn on YouTube then discuss in groups.” (Mr. Dang)

Next, the listening tasks in Unit 9, 10 are considered difficult, according to six participants’ responses. The interviewees said that the tasks contain too many new and difficult words and that some tasks are impractical. Most of them adapted the tasks by making them authentic. Three of them said:

“Unit 9, Teacher should provide more information and pictures in task 1. Task 3 should be taught before task 2. Task 5 is difficult - many questions and long answers. T can change into MCs or omit three questions. Unit 10, some students cannot complete task 2, Task 3 and 4 can be taught before task 2. Task 5, I ask students to write about an Eco tour that students want to go in the future and what they want to do in that tour and state the reasons.” (Ms. Man)

“For Unit 9, I add more pictures to the pre-listening task (picking up garbage at the seaside, on the streets...) and ask students to discuss in groups each picture for each group and they may present later, and we get new words from them. Task 5, I change into MCs with five questions only. Unit 10, this unit is difficult because many students do not have a chance to go on an Eco tour, even the teacher. However, it is also new and able to stimulate Ss. We can help students to imagine going to an orchard; I omit task 2. Task 3 is difficult, so I change into MCs.” (Ms. Hang)

“Relating to Unit 9, the topic is great because it can educate students about our environment. There are a variety of tasks in this listening lesson. I teach task 3 before task 2, combine teaching vocabulary. Then I have students do task 2. I change task 5 by asking students to listen to conversations about different kinds of pollution. The topic is preserving the environment, so the post-listening task should be: “What do you do to help conserve the environment at your home, school, or your village?” Unit 10 is appropriate to students; the input is good because it provides pictures of ecotourism and based on those, the teacher can teach students new words. Task 3 I change into MCs. The last task, I ask students to imagine and talk about an Eco tour in Kien Giang Province - U Minh Thuong National park.” (Ms. Dang)



**Table 8** Summary of EFL Teachers' Adaptation of the Listening Tasks

Units	Tasks	Teachers' Evaluation	Teachers' Adaptation
Unit 1	Task 1	Not specific	Teacher asks questions
	Task 2		Should be taught after task 3
	Task 4		Changing into MCs (if necessary)
Unit 2	Task 2	Not clear	Giving Ss aim to listen before Task 2
	Task 3	Not appropriate to Ss' level	Modifying content
	Task 4	Difficult	Changing into gap-filling
	Task 5	Not necessary	Omitting the task
Unit 3	Pre-lis.	Not much challenging	Having Ss listen to a famous song before leading to the lesson
Task 1	Adding songs of those artists and ask Ss to match		
Unit 4	Pre-lis.	Rather hard	Having Ss watch a video clip and discuss
	Task 2		Teacher should help with the definitions, new words...
	Task 4		Designing 2 more MCs
	Task 5		Asking Ss to make their own clip and send to the teacher "What do you do to help the needy in your community?"
Unit 5	Pre-lis.	Difficult	Have Ss watch a video clip and discuss
	Task 3		Modifying or changing into MCs
	Task 5		Omitting
Unit 6	Pre-lis.	Difficult	Asking Ss to interview each other about their dream means of transport
	Task 3		Asking Ss to brainstorm with some questions
	Post-lis.		Modifying content
Unit 7	Pre-lis.	Not included	Group discussion about Gender equality in Ss' class, family
	Task 4		Using video clip for leading to the lesson
Unit 8	Pre-lis.	Boring	Asking Ss to make comparison between Vietnamese and American wedding
	Vocab	Not included	Using video clip for leading to the lesson
	Task 3	Quite hard	Teaching vocabulary
	Task 4	Not clear	Simplifying - Asking Ss to listen to 1 word only
Unit 9	Pre-lis.	Not varied	Eliciting technology devices from Ss and ask them how they use them in their learning
	Task 2,3	Difficult	Providing more information, pictures
	Task 5	Containing too many new difficult words	Re-ordering the tasks (tasks 3 should be taught before task 2)
Unit 10	Tasks	difficult	Replacing
			Making the tasks meaningful and easy for students to listen
			Changing into MCs or omit 3 questions
			Re-ordering the tasks (tasks 2 should be taught after task 3 and 4)
			Modifying or simplifying the tasks

As for the discussion, the results from the questionnaire showed that EFL teachers' evaluation and adaptation on the listening tasks in the Piloted Tieng Anh 10 were all higher than the average level ( $M_A=3.58$ ,  $SD=.23$ ;  $M_B=3.27$ ,  $SD=.48$ ). It could be indicated that the listening tasks in the Piloted Tieng Anh 10 were fairly good. In terms of goals, the results from both questionnaire and interview indicated that after (Tieng Anh 10) Grade 10, the students could entirely achieve the goals for the listening tasks in the Piloted Tieng Anh 10. Most of the teachers interviewed stated that after the lessons, most of the students could talk about the topics they have learned. In terms of topics, the results revealed that EFL teachers' evaluation on the topics of the listening tasks in the Piloted Tieng Anh 10 was higher than the medium level. It was in line with the results of the interview. It can be seen that the listening tasks involved familiar topics such as family life, preserving the environment and technology. The participants also appreciated the variety of topics. The listening lessons were rather familiar, and that situations presented in these listening tasks were relevant to real-life and appropriate with the learners' background knowledge. However, there were also some topics which were considered difficult for 10<sup>th</sup> graders such as *gender equality*, and

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*ecotourism*. Noticeably, the results from the interview revealed that although the topics were various, the students might find it hard to listen or talk about all of these topics. The respondents suggested that to the challenging topics teachers should give more help with sub-tasks, vocabulary so that for each topic, students could have opportunities to practice more.

In light of interaction, the results showed that the listening tasks in the Piloted Tieng Anh 10 did provide opportunities for learners to work in pairs and groups. Also, the tasks created both Teacher-Student and Student-Student interaction. However, the results from the interview indicated that teachers usually did not use the post-listening tasks given in the book, they asked students to work in pairs or groups to interview, discuss and present their ideas in front of the class or write summaries. For the students with low language proficiency were given simpler tasks in the listening lessons.

In terms of the authenticity of the listening tasks in the Piloted Tieng Anh 10, EFL teachers' evaluation of this aspect was slightly higher than the average level, which was corresponded with the results from the interview. The results indicated that some listening topics and situations involved in the listening tasks in the Piloted Tieng Anh 10 were related to real-life. In other words, those speaking tasks were authentic because the students could make a direct connection between the learning tasks and their prior knowledge. The results from the interview also showed that some of the listening tasks involved situations learners might encounter in real-life. Regarding the input provided in the speaking tasks in Tieng Anh 10, the results from both questionnaire and interview indicated that the teachers' evaluation on the aspect is quite good. It meant that vocabulary structures were quite sufficient. However, some listening lessons did not provide vocabulary at all, so teachers are the one who would select the new word for their students. Also, the results showed that most of the instructions for task implementation were clear.

Concerning the adaptation, the specific tasks in the listening lessons were adapted based on the drawbacks of these listening tasks found out in the classroom observation and interview. Firstly, to most of the teachers, pre-listening tasks and post-listening were quite dull and ineffective. Therefore, they were fond of using games and video clips to lead to the lessons in the pre-listening stage. While, in the post-listening stage, teachers asked students to play some more games, work in pairs or groups to discuss, and interview. The issues related to the topic as well as their real-life and experiences. Besides, the vocabulary was not involved in many listening lessons. Teachers usually had to select the words to teach themselves. They used various techniques to teach, such as pictures, giving examples, and telling a story instead of teaching by bilingual word list. Additionally, to the tasks those too difficult to students' level, the adaptation was changing the task. It was in line with one of the strategies of Maley (1998) and ways of material adaptation of Tomlinson (2003) that teachers could adapt materials by using several options such as omission, reduction, replacement, and others. In the same vein, Task 4 of Unit 1 (Family Life), Task 4 of Unit 2 (Your Body and You), Task 3 of Unit 9 (Preserving the environment) were replaced by other tasks.

## 5. Conclusions and implications

### *Conclusions*

The study investigated EFL teachers' evaluation and adaptation of the listening tasks in the Piloted Tieng Anh 10. The teachers' evaluation of the listening tasks in the piloted Tieng Anh 10 was slightly higher than the average level. The research also explored the adaptations from the teachers. The listening tasks were adapted to be relevant to the students' preference and real-life.

### *Implications*

From this study, several implications could be drawn out. It has been found that some pre-listening and post-listening tasks are not interesting at all. Therefore, English textbook writers should pay more attention to make their lessons more appropriate when designing pre-listening as well as post-listening tasks corresponding to learners' interest and real-life. From the study, it could be suggested that input provided in listening tasks should be sufficient and appropriate because many of them lacking vocabulary. The position of the tasks should also be considered for the students to feel more comfortable to follow. Furthermore, English teachers might adapt the tasks in textbooks to suit the specific teaching context by omitting, adding,



replacing, and modifying. Finally, teachers who used the book had better share their evaluation of the book and their practical adaptations which might be a useful reference for novice teachers.

#### *Limitations*

Although the study achieved its aims, some limitations exist. First, the sample of the study was quite small. Also, the participants come from only high schools in Kien Giang Province. Second, because of time constraints, only the listening tasks in the Piloted Tieng Anh 10 were examined in this research.

#### *Suggestions for further research*

Based on the limitations mentioned, some suggestions could be made for further research. In the field of textbook evaluation, more studies should be conducted on the Piloted Tieng Anh 10 (Grade 10), Tieng Anh 11 (Grade 11), and Tieng Anh 12 (Grade 12) for reading, speaking, listening, and writing tasks. Additionally, research should involve a large number of participants, and more research instruments should be employed.

### **6. Acknowledgements**

The researchers would, first, like to express their sincere thanks to lecturers at Can Tho University (CTU) Vietnam, especially those at School of Social Sciences & Humanities (SSSH), and School of Foreign Languages (SFL), CTU, for their teaching and supervisions towards the Bachelor of English Studies, English Education, Translation & Interpreting majors and especially the Master Program in Teaching English to Speakers of Other Languages (TESOL). Second, their great thanks would come to high school EFL teachers at Huynh Man Dat for the Gifted, Kien Giang Province, Vietnam for their kind co-operations to the research through the questionnaire, interviews and classroom observations, and teachers from The Southern Transport College in Can Tho City, Nguyen Binh Khiem High School for the Gifted, Vinh Long Province

And Can Tho University Center for Foreign Languages for their great supports and advice to the research. And last but not least, their deep thanks would go to the RSU International Research Conference 2020 organizing committee, Thailand for this paper would be put into the excellent proceedings to the public, especially those interested in teaching and learning English in Vietnamese higher education context on the way to the regional and global integration.

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