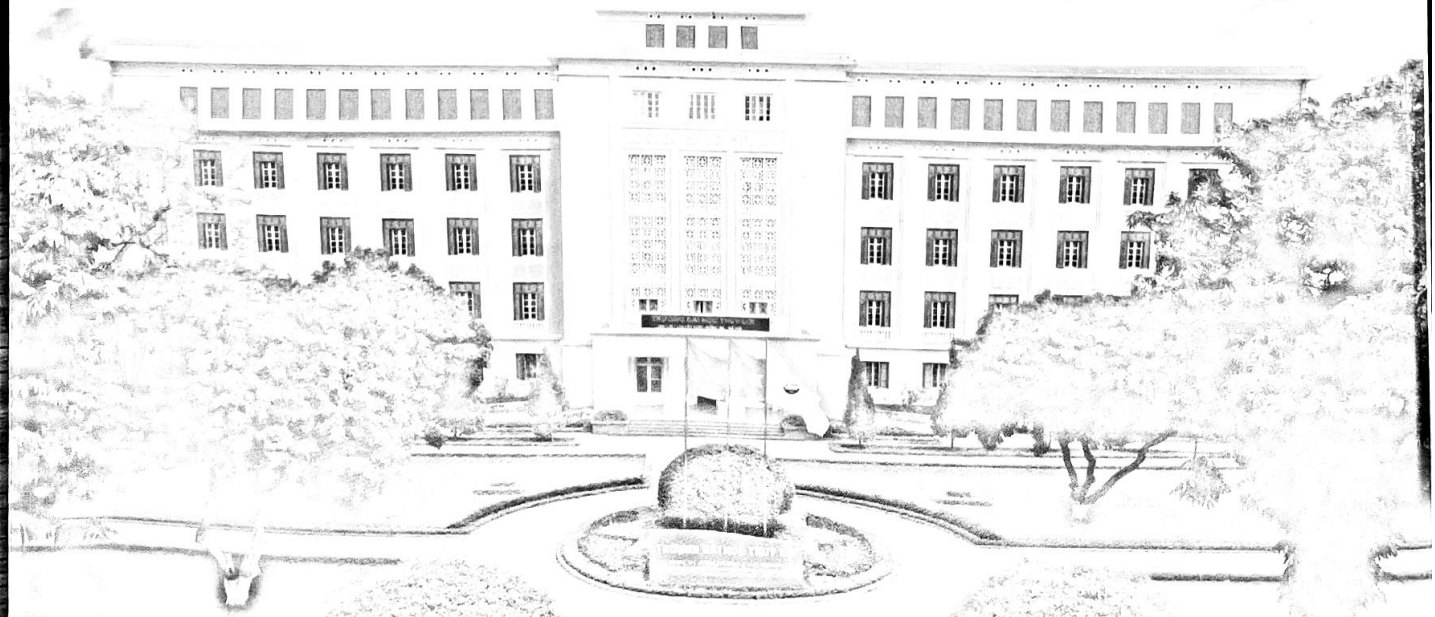
BỘ NÔNG NGHIỆP VÀ PHÁT TRIỂN NÔNG THÔN
TRƯỜNG ĐẠI HỌC THỦY LỢI

TUYỂN TẬP HỘI NGHỊ KHOA HỌC THƯỜNG NIÊN NĂM 2020

PROCEEDINGS OF THE ANNUAL CONFERENCE OF THUYLOI UNIVERSITY

ISBN: 978-604-82-3869-8



NHÀ XUẤT BẢN XÂY DỰNG

HÀ NỘI, THÁNG 11 - 2020

149 Ứng dụng công nghệ GIS thành lập bản đồ phân chia lưu vực sông phục vụ cảnh báo nguy cơ lũ quét cho huyện Thuận Châu tỉnh Sơn La 163
Lại Tuấn Anh 46

150 Đánh giá độ chính xác bốc thoát hơi nước bề mặt bằng mô hình Makkink dựa vào bức xạ mặt trời trích xuất từ ảnh Modis 164
Lương Chính Kế, Lương Minh Chính 46

151 Nghiên cứu hiệu quả kinh tế và môi trường của các mô hình tưới lúa trên đất phù sa Đồng bằng sông Cửu Long 16
Quyền Thị Dung, Âu Thị Hiền 46 16

Tiểu ban: Ngôn ngữ Anh

152 Vocabulary corner - An effective task to learn English cultural words 16
Phạm Thị Thanh Thúy, Lại Hồng Hà 47

153 The level of learner autonomy in language education: An insight from previous studies 16
Nguyen Van Son 47

154 Using learners' first language in second language classroom 16
Vu Dinh Hung 48

155 Students' perspectives on teaching and learning english grammar through dictogloss 17
Ta Minh Phuong 48

156 Exploring the relationship between writing self- fficacy and writing performance: A review of empirical studies 1
Nang Kham Thi 48

157 A review of flipped classroom model in language teaching and learning
Nhạc Thanh Hương ..... 49 ***T***

158 Proposing writing portfolios as a suppotive assessment in an academic writing course 1
Lâm Thị Lan Hương 49 1

159 Speaking anxiety revisited and some pedagogical implications
Lã Nguyễn Bình Minh 49 1

160 Using Quizizz to boost students' motivation and self-assessment
Vu Thi Thu Huong 49

161 Challenges and effective tools for teaching English online in Thuyloi University 1
Nguyen Thi Hong Anh 50

162 Students' perceptions on the use of role-play technique in esp speaking lessons 1
Pham Thi Hong Nhung 50

163 Factors influencing Asian university students' willingness to communicate in English: A review of Asian literature
Khalil Abdullah Aburezeq 508

164 Learners' perceptions of the implementation of video recording as a speaking practice
Vu Thi Anh Phuong 511

165 Textbook adaptation in english teaching
Nguyen Thi Thao 514

166 Higher order thinking skills in speaking activities
Le Thi Phuong Lan 517

167 Using mind map to learn vocabulary for TLU students
Le Thu Ha 520

168 Impacts of social networking sites on students' academic performance. A case study at Hanoi Law University
Nguyen Thi Huong Lan 523

169 Understanding English speaking difficulties: An investigation of two populations at two universities
Pham Thanh Ha 526

170 Diversifying activities for practising English in online courses - A factual experience with 1st year students at HUMG
Truong Thi Thanh Thuy, Le Thi Thuy Ha, Dang Thanh Mai 529

171 Some suggestions for making good use of a reading passage to improve students' English language competence
Do Van Trien 532

Tiểu ban: Thủy văn - Thủy lực

172 Xu thế biến đổi nước biển dâng vùng biển Việt Nam trong những năm gần đây
Nguyễn Tiến Thành 537

173 Giải đoán bãi ngập triều bằng ảnh Sentinel-2, áp dụng cho khu vực cửa Tiên châu, tỉnh Phú Yên
Trần Thanh Tùng, Dương Công Điển 540

174 Nghiên cứu xây dựng bản đồ ngập lụt lưu vực sông Cái - Ninh Hòa trong bối cảnh biến đổi khí hậu
Vũ Thanh Tú, Nguyễn Hoàng Sơn, Vũ Thị Minh Huệ 543

175 Ước tính tác động của biến đổi khí hậu đến thuộc tính mưa cực trị lưu vực sông Cả
Nguyễn Thị Thu Hà, Ngô Lê An, Hoàng Thanh Tùng và Lê Phương Đông 546

176 Nghiên cứu dòng phản hồi trước chân đê biển bằng mô hình vật lý
Nguyễn Thị Phương Thảo 549

TEXTBOOK ADAPTATION IN ENGLISH TEACHING

Nguyen Thi Thao
Hanoi University of Mining and Geology, email: thaoviet2978@gmail.com

1. INTRODUCTION

Inarguably, textbooks have been regarded as a key component in teaching in general and English language teaching in particular. This can be explained by the fact that they have been proved to have enormous advantages for both teachers and learners. In the case of teachers, textbooks serve as an efficient tool, which helps to save teacher's time, enabling teachers to devote time to teaching rather than material production. Also, they maintain quality, since learners are exposed to materials that have been tried and tested, that are based on rational learning principles, and that are paced appropriately.

However perfect a textbook is, it may expose potential shortcomings and inappropriateness. 'In practice, there is no single textbook that can suit the learning needs of all students.' (Hutchinson & Torres, 1994). Tomlinson (1998) claims that the main goal of textbook adaptation is to make the materials of more value to the students using them by adjusting them towards different classroom realities.

Mc Donough (2003) suggests five main categories of adaptations, namely *adding*, *deleting*, *modifying*, *simplifying*, and *reordering*. Different areas can be subject to adaptations: (1) the language of instructions, explanations, examples, exercises, texts and the language that learners are expected to produce; (2) processes such as forms of classroom management or interaction and also the learning styles; (3) contents such as topics, contexts, cultural references and (4) the linguistic and cognitive demands on the learners.

Currently, the *New English File* has been chosen as the core textbook for the English curriculum at Hanoi University of Mining and Geology. According to the research conducted by Dao Thi Sang (2014), the *New English File* has been proved to be an appropriate teaching material. However, it still needs to be partially adapted if it is to achieve the targeted outcomes due to various factors. This research aims at analyzing influential factors resulting in textbook adaptation and offering possible/ potential modifications to make better use of the textbook.

2. RESEARCH METHODOLOGY

Action method is primarily employed in the research with the aim of achieving workable solutions for adapting the currently-used textbook. The author's class observation and reflection will help to identify the contextual factors that influence the choice of textbook adaptation. The full description of these addressed concerns will result in the needs for discovering feasible techniques to improve the situation. Subsequently, different adaptation techniques will be systematically analyzed, which are expected to improve the efficiency of textbook adoption. The analysis will be based on Mc Donough's principles of textbook adaptation.

3. RESEARCH FINDINGS

3.1. Influential factors resulting in textbook adaptation

Syllabus: The most dominant element affecting the choice seems to be time constraint. 90 class-based credit hours is definitely insufficient for teachers to deal

with the whole material in full details. As a result, teachers have to make a hard choice as to which parts/ skills are prioritized and which ones must be skipped. For those that teachers are unwilling to skip, they have no other choice but to cover the tasks superficially, thus the effectiveness is undoubtedly limited. Since the end-of-semester exam does not involve speaking skill, the teachers are forced to allocate more time for other priorities. As a result, speaking skills are not equally emphasized though the teachers do realize their significance in developing full communicative competence.

Material: The book, at some point, contains inappropriate topics, such as politics and culture. Students' lack of background knowledge of these fields may result in demotivation and, inevitably, incapability of fulfilling the tasks. Moreover, poorly-printed books make it hard, even impossible, for students to undertake certain activities, hence the results are not always up to expectations.

Students' low competence of English: The majority of the students of our institution have poor command of foreign languages. Results of the 2019 English Placement Test for first-year students of our university show that 95% of the students are not qualified for Level 2 (KET 70), whereas they are supposed to achieve Level 3 after leaving high school. In addition, as students of a technical university, they generally lack motivation in learning English, assuming that it is not particularly necessary for their future careers.

Class size: Due to the financial matters and space limitation, the class size, which ranges from 40 to 50 students per class, is regarded as a considerable disadvantage. Big-sized classes make it hard, even impossible, for teachers to keep control of and conduct certain language activities.

3.2. Recommended adaptations

From the author's personal experience, **modifying** has been chosen as the most frequently used technique aiming at tasks that need adapting. It is exceptionally useful for listening skill, which students always find the hardest to acquire. It can be seen that the majority of the listening tasks take the form of answering the questions, most of which need multiple-word answers. Undoubtedly, this type of task is regarded as the toughest of all since students, while having to struggle to catch the information they need, are asked to write down the lengthy sentences or phrases. This definitely takes them plenty of time and causes them to miss the important follow-up information for the next questions. As a result, students easily get demotivated and refuse to make an effort to complete the tasks. It is, therefore, highly recommended that teachers invest some time (and energy) in modifying the question type to make the tasks more workable. Matching, sentence completing, true/ false, multiple choice are feasible options to be selected.

Modifying should be employed with activities concerning with pictures. Due to financial matter, the students hardly ever afford to buy the original version of the textbook, so they choose to buy the photocopied ones in black and white. As a result, the pictures are usually unclear, making it impossible for the teachers to conduct activities. For example, the picture illustrating body parts in lesson 1C, despite being a famous painting by Picasso, should be substituted by another corresponding one so as to make it easier for students to identify the body parts and complete the task. The same technique should also be applied to a few other pictures available in the book.

As for speaking skill, modifying is useful to some of the activities, especially ones that require group work due to big class size, limited space and inconvenient seat arrangement. Pairwork is proved to be more practical and easier to conduct.

With regards to reading skill, tasks involving cultural knowledge, for example guessing the names and locations of famous films can be made workable by offering prompts or suggestions for students to choose.

Similarly, **adding** might also be regarded as a brilliant option, which can be realized by scaffolding techniques for teaching listening

skill. Scaffolding refers to providing the students with proper support in order to participate in the listening exercise and successfully accomplish the task. More attention should be paid to the pre-listening stage with the aim of getting the students well-prepared before listening. Otherwise, the students may feel discouraged and find it impossible to do the task. With tasks involving pictures, teachers should ask questions about the pictures first, which will enable students to form a general overview of the picture and make it easier and more inspiring for them to complete the task. Or else, some words and phrases related to the topics should be brainstormed and provided in advance. For True/ False question type, it is compulsory for the teachers to check up students' work after the students read the statements and underline key words. Such scaffolding activities will serve as an essential tool for the teachers and students to realize the targeted outcomes of the tasks.

Undoubtedly, **deleting** is sometimes opted for when it comes to cultural background. For example, the vocabulary section in lesson 2C introduces 2 tasks, which are completing the questions related to world pop music and choosing the correct answer from the three options available. In reality, it is highly impossible for Vietnamese students, especially ones from rural and mountainous areas, to be aware of the pop singers, musicians and songs that were popular five or six decades ago – long before the students were born. Eventually, the second task often ends up with the teacher giving the correct answer to each question, since the cultural knowledge required in this task is totally unfamiliar to learners, not to mention Vietnamese teachers. Alternatively, this task can be familiarized by teachers creating similar questions with more familiar Vietnamese pop singers and musicians, especially young ones. This way of modification, despite time and energy consumption, is definitely likely to provide students with inspiration, thus producing more effective outcome of the activity.

Likewise, it has been proved that follow-up activities such as *'write down any extra information you hear'* or *'work in groups and have a meeting to discuss proposals and vote for or against it'* are hardly ever feasible since their difficulty generally exceed the majority of students' capability and time allocation is unavailable, resulting in the necessary omission of the task.

With regards to speaking activities, some questions need to be **simplified** in order to generate motivation from the students, without interfering the targets of the lesson. With easier tasks, students are more likely to get enthusiastic to participate in the activity and achieve the expected outcomes.

4. CONCLUSION

All things considered, adaptation of textbooks always remains an indispensable obligation in language teaching for the purpose of making the material more appropriate for students. Lewis & Hills (1995) states that in the end, the only person who really knows how the students will learn a particular skill or knowledge best is their own teacher. Experienced and passionate teachers, accordingly, are supposed to be aware of possible techniques to adapt the textbook they use. Despite an enormous variety of obstacles during the teaching and learning process such as inherent time limitation, students' low competence of English or the material's shortcomings, it has been proved that teachers' appropriate techniques of adaptations namely modifying, adding, deleting, simplifying definitely lead to the success of the teaching and learning process.

5. REFERENCES

[1] Hutchinson, T. & Torres, E. (1994). The Textbook as Agent of Change. English Language Teaching Journal.

[2] McDonough, J. & Shaw, C. (2003). Materials and Methods in ELT: A Teacher's Guide. Oxford: Blackwell Publishers.

[3] Sang, D.T. (2014). An Evaluation of 'New English File Pre-Intermediate'. Journal of Languages and Life.

[4] Tomlinson, B. (1998). Materials Development in Language Teaching. UK: Cambridge University Press.

TUYỂN TẬP HỘI NGHỊ
KHOA HỌC THƯỜNG NIÊN
NĂM 2020

PROCEEDINGS OF THE ANNUAL CONFERENCE OF THUYLOI UNIVERSITY

TRƯỜNG ĐẠI HỌC THỦY LỢI

Địa chỉ: 175 Tây Sơn - Đống Đa - Hà Nội
Điện thoại: (+84-24) 3852 2201
Fax: (+84-24) 3563 3351
Website: www.tlu.edu.vn

ISBN: 978-604-82-3869-8