



**VIETNAMESE EFL TEACHERS' USE OF THE
SET OF NEW ENGLISH TEXTBOOKS *TIENG ANH 11*
AS RESOURCES FOR ACHIEVEMENT TESTS**

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Abstract:

The paper reported on part of a study investigating Vietnamese upper secondary school EFL teachers' use of the set of new English textbooks *Tieng Anh 11* as resources for achievement tests. To carry out this research, both qualitative and quantitative approaches including questionnaires and interviews were used to collect the data from research participants at some upper secondary schools in Quang Tri Province, Vietnam. The findings of the study showed the teachers' practices in using the set of new English textbooks *Tieng Anh 11* for achievement tests. They reported adapting the exercises and activities, following the teaching procedures, and referring to the book maps in the set of new English textbooks *Tieng Anh 11* to organize revision, design one-period tests and semester exams. Especially, using the accompanying workbooks to revise what students learned accounted for the highest rate. Besides, major challenges of the upper-secondary school teachers in using this set are also uncovered through the results. The teachers mostly have difficulties in finding the relevant materials matching the prescribed test formats as well as the required language competence in the set of new English textbooks *Tieng Anh 11*, lacking the test formats and scoring criteria associated with achievement tests. From the research findings, some implications were suggested for teachers' flexibility in teaching and test preparation processes, and for improving the set of new English textbooks *Tieng Anh 11*.

Keywords: textbooks, EFL teachers' use of English textbooks, resources for test preparation, achievement tests

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1. Introduction

1.1 Research context

The teaching and learning processes are accompanied with testing and assessment. There are different tests depending on different purposes such as those to identify the learners' strengths and weaknesses, test to measure their ability in language, to place them at the correct stage of courses or grades, and to determine whether students acquire the knowledge learned in the course or not. Furthermore, textbooks and tests are closely linked because textbooks provide content and knowledge for teachers in testing and the washback of tests also impact on textbook development. Despite limitations in using textbooks, teachers may benefit if they know how to use them reasonably.

In the context of education reform, Decision 1400/ QD-TTg on "Teaching and learning foreign languages in the national education system, Period 2008-2020" was promulgated. This decision deployed the implementation of the ten-year language program in the upper-secondary schools in 2012 – 2013. Moreover, based on Decision 5209/QD-BGDDT promulgated in November 2012, by Ministry of Education and Training (MOET) regarding the Pilot English curriculum for Vietnamese Upper Secondary Schools and Decision 88/2014/ QH 13 on "Innovating Curriculum, Upper-Secondary School Textbooks", the set of new English textbooks designed and have been used at a number of Vietnamese upper-secondary schools. The set's aims are to develop students' skills in listening, speaking, reading, and writing as well in language knowledge. Although the set of new English textbooks have received many positive comments from teachers and students, many issues exist for teachers and students in different areas in using them such as the difficult topics, lack of references for teachers, or mismatch between learning and testing (Nguyen Thi Thuy Trang, 2018).

Textbooks are compulsory materials at Vietnamese upper secondary schools, so they play an essential part in teaching and learning language. They help teachers find the aims and methods of teaching and learning. They are considered as a tool or the main source of the language input for teachers and students in the teaching and learning process. From textbooks, students can gain systematic knowledge and have opportunities to use and improve their language with diversified topics that are suitable for different ages and levels. In this study, I focused on the set of new English textbooks *Tieng Anh 11* which is one of three sets of new English textbooks at Vietnamese upper-secondary schools. The reason for the choice is that with experience of using *Tieng Anh 10* new version through teaching 10th graders for more than a year, teachers may have grown in awareness of the pros and cons of the sets of new English textbooks which share the same design, and so could provide more insight into the use of the new *Tieng Anh 11*. The set of new English textbooks *Tieng Anh 11* provides a syllabus for the English course for 11th graders; therefore, it can be the source of language items for teaching and assessing. The set consists of two student's books, two teacher's books, two workbooks, and two CDs, so teachers can use them as resources to evaluate students' understanding as well as to revise and design tests or exams.

Teachers and students at upper-secondary schools are very interested in the achievement tests because teachers can identify students' levels and students can assess themselves through the tests. As the major sources of materials for teachers and learners, textbooks can be used to design review sections and achievement tests based on the knowledge and skills framed within them. Furthermore, the set of new English textbooks *Tieng Anh 11* has been used to teach English for eleventh graders at only some upper-secondary schools in Quang Tri Province, so identifying the effectiveness of this set of textbooks for designing achievement tests is very necessary to support teachers in enhancing the students' abilities in learning English and upgrade teachers' abilities in designing achievement tests. There have been several studies into using the new English textbooks in at upper-secondary schools; however, little attention has been paid to the use of the set of new English textbooks as resources for achievement tests.

1.2 Research questions

Originally, the study aimed to answer three questions. Within the scope of this paper, a report was made on the part of the study related to the following two questions:

- 1) How do teachers use the set of new English textbooks *Tieng Anh 11* as resources for achievement tests?
- 2) What challenges do teachers have in using the set of new English textbooks *Tieng Anh 11* as resources for achievement tests?

2. Literature review

2.1 Textbooks as resources

According to the Oxford Advanced Learner's Dictionary, "resource" is something that can be used to help achieve an aim, especially a book, equipment, etc. and it provides information for teachers and students. Thus, textbooks as resources mean textbooks are used with the aim to provide the information, knowledge for teachers and students in the teaching, learning, testing, and assessment. In accordance with this opinion, Cunningsworth (1995) and Awasthi (2006) asserted that textbook as an effective resource for self-directed learning, a source of ideas and activities, a reference for learners.

In addition, textbooks provide sources of knowledge for students and teaching material for teachers. Nazeer et al. (2015) show that textbook is a source of knowledge used to transfer and to impart knowledge to students of different age group. Likewise, textbooks can serve different purposes for teachers such as a core resource, a source of supplemental materials, an inspiration of activities in the classroom, and even as the curriculum for teaching and testing (Garinger, 2002).

Moreover, textbook concepts are often used with the following phrases such as the textbook series, the series of textbooks, or the sets of textbooks to talk about the materials taught in a course or the components of the main textbook. Tomlinson (1998) indicates that materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a newspaper, anything presenting the language being learned. According to

Hoang Van Van et al (2012), the set of *Tieng Anh 11* consists of the student's books, teacher's books, workbooks, and CDs. Therefore, the set of textbooks can include student's books, teacher's books, workbooks, CDs, or other accompanying materials in a specific course.

2.2 The role of textbooks in teaching and testing

Textbooks play an important role in teaching, learning, and testing. Richards (2001) states that textbooks serve as the basis for much of the language input and language practice. Students receive knowledge from the textbooks and practice through the activities introduced in the textbooks. Textbooks provide the topics or contents of the lessons, the skills or methods for teaching process such as the teachers' instruction, test formats, even ideas for developing the lessons.

Nazeer et al (2015) cited from McGrath (2016) that a textbook is essential because it sets the teaching instructions, contents, and teaching methods. After the teacher, textbooks are the most crucial part of the foreign language classrooms. McGrath (2016) points that textbook is "a map" which shows where one is going and where one has been and it provides language sample. Textbooks supply the book map or syllabus for teachers to know what they will teach and test, and students know what they will learn. It is written and based on a curriculum so teachers and students have to use it in the principles in schools. According to Leung and Andrews (2012), textbooks can provide teachers with convenient support, teaching materials, also guidance on the required changes. Besides, there are tests or public examinations to ensure that the teachers and learners get knowledge from the textbooks.

Hence, textbooks not only provide the language input, useful lessons but also set the teaching and testing principles.

According to Richards (2001), textbooks offer advantages in teaching and learning. They provide the content of the lessons, the balance of skills, and the language practice that students take part in. Hutchinson and Torres (1994) also indicate the importance of textbooks that "*Learners see textbook as a 'framework' or 'guide' that helps them organize their learning*" (p. 318). Textbooks supply learners with a framework or syllabus for achieving the aim of the course and they can see it obviously through the results assessed at the achievement tests.

Graves (2000) and Basturkmen (2010) state that textbook provides teachers with a basis for assessing students' learning, some textbooks consist of tests or evaluation tools to help teachers assess and identify students' levels. Leung and Andrews (2012) point out that textbooks can supply teachers with convenient supports, teaching materials, and guidance on the required changes. Therefore, textbooks not only support teachers and students in the teaching and learning process but also bring outstanding efficiency in testing and assessment.

Leung and Andrews (2012) state a number of positive influences of textbooks on high-stakes assessment reforms. Firstly, textbooks provide learning materials that focus not only on content but also on skills, and relevant materials in relatively realistic

contexts. Next, they provide guidelines and practices with school based-assessment (SBA) requirements such as guidelines for reviewing and designing the tests. Finally, they provide samples and orals tasks with language input and materials for adaptation. On the other hand, there are negative effects of using textbooks in teaching and testing. Richards (2001) asserts that textbooks can provide learners with “*inauthentic languages*” which may be the texts or dialogs not written in real language use. In the same way, Gak (2011) shows the disadvantage of the textbook through the view of Graves (2000) and Basturkmen (2010) that texts, dialogs, or other contents in the textbooks tend to be written not applied in daily life or real life. The textbooks may not include all the knowledge which teachers want to teach or test the students as well as do not identify the learners’ background knowledge.

2.3 Achievement tests

McNamara (2000) indicates that achievement tests accumulate evidence during, or at the end of, a course of study in order to see where progress has been made in terms of the goals of learning. The achievement test will be carried out to measure what students have learned as teaching results. In the same way, Hughes (1989) states that achievement tests are related directly to the language courses to set up what individual students or students’ groups have obtained in their learning process.

According to Davies et al (1999), an achievement test is a device designed to measure what learners have learned “*within or up to a given time*” with clear instruction. Especially, the content of the achievement tests is the knowledge provided in the syllabus during the time under scrutiny.

Besides, Brown (1994) shows that “*an achievement test is related directly to classroom lessons, units or even a total curriculum.*” (p. 259)

To sum up, an achievement test is executed at the end of a course or terms with clear instruction and within the given time to identify what students have learned and what level they are. Therefore, it’s necessary for teachers to design those kinds of tests for testing or assessing students.

2.4 Previous studies

There is a large volume of previous studies relating to the use of textbooks in teaching English conducted to explore the role of textbooks in teaching and testing, the textbook assessment or evaluation, the use of textbooks in teaching skills, or testing.

Leung and Andrews (2012) explored the mediating role of textbooks in high-stakes assessment reform. The researchers’ aims are to find out whether the information, knowledge, or exercises provided in the textbooks aligned with school-based assessment (SBA) principle, rationales, and if they matched well with the objected reflected in the textbooks. The results showed that teachers used the SBA textbooks as a part of Hong Kong Certificate of Education Examination in English language. The research pointed out that textbooks provided opportunities and exercises to develop students’ skills, information for students in how to select suitable materials to read, how to write reading

or viewing journals, and how to prepare speaking notes rather than catering the exercises to practice oral skills. This research indicated that teachers generally do not rely on heavily on SBA textbooks when they implement SBA in their schools. The results showed how teachers used SBA textbooks as follows: teachers only adapt some materials for use, teachers work through the exercises and assessment tasks matching students' levels.

Another research carried out by Bailey and Masuhara (2013) focused on the role of materials in language testing and washback: The language testing effects on textbooks or materials and how to evaluate materials for testing. The authors also point out several criteria for test preparation materials - those researchers can measure whether the materials or textbooks have positive or negative influence on teaching and testing. Textbooks impact positively on testing.

Firstly, targeted test preparation materials may be helpful for students who have low scores or who are weak in certain skill areas. For instance, if students are weak in listening skill, they can use the relevant listening materials suggested in the textbook to practice or do exercises.

Secondly, materials should provide test-taking strategies to help students improve their scores, and the long-term goal must still be to increase their target language proficiency for learners. Particularly, the materials not only provide the sub-skill such as skimming or scanning, listening for detail or main ideas but also help students develop their language competence and know how to use English language in real life. Finally, materials provide the authentic texts or contents for teachers to add in the tests to help students develop their awareness practically. On the other hand, in the criteria for test preparation materials, Bailey and Masuhara (2013) indicate that materials should address all the constructs measured by the exam, whether in a single publication or combination. If a test includes four skills and vocabulary, but the textbook focuses only on two skills, the students who use this textbook may suffer. Moreover, textbooks should explain the scoring criteria associated with the exam and how to interpret the scores on the test. Teachers can use students' scoring information to help students identify their strengths and weaknesses, and students can identify what knowledge they are lacking to improve in the next tests.

In Vietnam, previous studies were carried out on using EFL secondary school textbooks in teaching language or skills or test design by teachers. However, none has touched on the use of textbooks for tests in general and achievement tests in particular.

3. Methodology

3.1 Research participants

The participants of this study were 60 teachers aged from mid-twenties to mid-fifties from 7 upper-secondary schools in Quang Tri Province. They were invited to complete a questionnaire. Four did not send the questionnaire back. Afterwards, 10 of the participants were interviewed individually to have a deeper understanding of teachers'

use of the set of new English textbooks for achievement tests and the difficulties they were facing.

3.2 Data collection instruments

The data collection instruments consisted of questionnaires and interviews. The English-language questionnaire was delivered to the teacher participants to collect the information on teachers' use of the set of new English textbooks *Tieng Anh 11* as resources for achievement tests. The 45-item questionnaire included three major themes that addressed three issues, i.e., (1) teachers' use of the set of new English textbooks *Tieng Anh 11* for achievement tests, (2) the benefits and (3) the difficulties they had in using the set of achievement tests. Within the scope of this paper, the findings on (2) will not be reported. Specifically, the items were developed with reference to the following sources: the literature review on textbooks, the role of textbooks, the advantages and disadvantages of textbooks, the connection between the textbooks, the content of the student books and workbooks of new *Tieng Anh 11*, adaptation of the questionnaire items from Bailey and Masuhara (2013) and Leung and Andrews (2012). The questionnaire was constructed with 5 levels of Likert scale from "strongly disagree" to "strongly agree" (1= *Strongly disagree*; 2= *Disagree*; 3= *Not sure*; 4= *Agree*; 5= *Strongly agree*).

Individual interviews were conducted with 10 of the 56 teachers who had completed and returned the questionnaire. Vietnamese was used in the interviews to make attendants feel confident to express their views. In the interviews, teachers also indicated what benefits and difficulties they have to face in the use of the set of new English textbooks *Tieng Anh 11* for the achievement tests. The results of the interviews were recorded and compared with the data collected from the questionnaires.

3.3 Procedures

After being piloted and adjusted, the questionnaire was delivered to 60 teachers at 7 schools in Quang Tri Province; 4 did not respond. After the questionnaire data were analyzed, 10 volunteer teachers were invited to join individual interviews to clarify, confirm and expand the information they supplied in the questionnaire. The interviews were recorded, transcribed, and translated from Vietnamese into English. Finally, appropriate procedures were carried out for data analysis.

4. Results of the study

4.1 How teachers use the set of new English textbooks *Tieng Anh 11* as resources for achievement tests

The responses to the first theme of the questionnaire (from items 1 to 11) represent teachers' use of the set of new English textbooks *Tieng Anh 11* as resources for achievement tests.

A. Teachers' adopting the teaching procedure, activities in the books

As can be seen in Table 1, the mean of item 1 was 3.32 indicated that the respondents were not entirely sure of following the teaching procedures, activities, and testing forms in the set of new English textbooks *Tieng Anh 11*. 53.5% of teachers agreed with this statement; however, some teachers disagreed with it, accounting for 25%. Besides, the proportion of teachers who agreed that they referred to the book maps in the students' books/ teachers' books to identify the objectives for the topics, units, skills and knowledge to teach and prepare students for achievement tests relating to the objectives design semester exams was up to 60.7%; 21.4% disagreed and 17.9% not sure about their opinion.

Table 1: Teachers' adopting the teaching procedure, activities in the books

N = 56	Strongly disagree ←..... → Strongly agree						
Items	1	2	3	4	5	M	SD
1. I follow the teaching procedures, activities, and testing forms in the set of new English textbooks <i>Tieng Anh 11</i> .	3.6%	21.4%	21.4%	46.4%	7.1%	3.32	1.011
2. I refer to the book maps in the students' books/ teachers' books to identify the objectives for the topics, units, skills and knowledge in the set of new English textbooks <i>Tieng Anh 11</i> to teach and prepare students for achievement tests relating to the objectives DESIGN SEMESTER exams.	0%	21.4%	17.9%	58.9%	1.8%	3.41	.848

B. Teachers' reference to the topics of the units to find relevant materials

According to Table 2, the teachers used the set of new English textbooks *Tieng Anh 11* to find the materials for tests. To be more specific, item 3 showed that many teachers found relevant test preparation materials to revise for achievement tests by referring to the topics of the units in the set of new English textbooks *Tieng Anh 11* with a mean of 3.46. Moreover, the percentage of teachers finding tests and relevant materials to design achievement tests was quite high, with 80% of respondents agreeing, only 8.9% disagreeing and 7.1% not being sure.

Table 2: Teachers' reference to the topics of the units to find relevant materials

N = 56	Strongly disagree ←..... → Strongly agree						
Items	1	2	3	4	5	M	SD
3. I refer to the topics of the units in the set of new English textbooks <i>Tieng Anh 11</i> and to find relevant test preparation materials for students to REVISE for achievement tests.	1.8%	10.7%	28.6%	57.1%	1.8%	3.46	.785
4. I refer to the topics of the units in the set of new English textbooks <i>Tieng Anh 11</i> and to find relevant test preparation materials to DESIGN achievement tests.	0%	8.9%	7.1%	78.6%	5.4%	3.80	.672

In the interviews, apart from the students' books and teachers' books, the teachers pointed out workbooks as a resource to guide students to revise before tests or exams and to design tests (T3, T9). Some teachers took to extra materials produced domestically such as textbooks *Tieng Anh 11* by Bui Van Vinh and Luu Hoang Tri (T7, T8), and international productions which have an equivalent level of B1 or PET for strong students (T2, T4).

C. Teachers' use and adaptation of exercises and activities in the set of new English textbooks *Tieng Anh 11*

Table 3: Teachers' use and adaptation of exercises and activities

N = 56	Strongly disagree ←..... → Strongly agree						
Items	1	2	3	4	5	M	SD
5. I use all exercises and activities in the set of new English textbooks <i>Tieng Anh 11</i> to guide students to REVISE for achievement tests.	8.9%	48.2%	26.8%	16.1%	0%	2.50	.874
6. I refer to all exercises and activities in the set of new English textbooks <i>Tieng Anh 11</i> to DESIGN achievement tests.	8.9%	44.6%	19.6%	26.8%	0%	2.64	.980
7. I adapt the exercises and activities in the set of new English textbooks <i>Tieng Anh 11</i> in DESIGNING ONE-PERIOD tests	7.1%	14.3%	25%	51.8%	1.8%	3.27	.981
8. I adapt the exercises and activities in the set of new English textbooks <i>Tieng Anh 11</i> in DESIGNING SEMESTER exams.	5.4%	48.2%	25%	21.4%	0%	2.62	.885
9. I use exercises in the workbooks to help students REVISE what they learnt in each unit (both skills and language knowledge) as a way to consolidate their abilities and prepare them for achievement tests.	0%	5.3%	1.8%	75%	17.9%	4.05	.644

Concerning the exercises and activities in the set of new English textbooks *Tieng Anh 11*, the figures from item 5 to item 9 in Table 3 showed that teachers revised for their students through adapting the exercises and activities in this set of new English textbooks rather than using directly all exercises provided on the set of textbooks. A majority of teachers chose "Disagree" with using or referring to all exercises and activities in the textbooks for revising and designing achievement tests. The lowest mean was 2.50, revealing that many disagreed (57.1%) that they use all available exercises in the textbooks for their students to prepare and revise before tests or exams. Meanwhile, 53.5% of teachers did not refer to all exercises and activities in this set of textbooks to design achievement tests, 26.8 % agreed with it and 19.6 % was not sure. Besides, some of the interviewed teachers revealed that they were not permitted to reuse the same exercises, reading texts, or activities in the textbooks without adapting to design the tests for students.

Although teachers supposed that they designed the achievement tests via adapting the exercises in the set of new English textbooks, they mainly designed one-

period tests rather than semester exams. Responding to item 7 ("I adapt the exercise and activities in the set of new English textbooks *Tieng Anh 11* in designing one-period tests), 53.6 % of teachers expressed agreement and 21.4% disagreed. With regard to item 8, 53.6% of respondents denied adapting the exercises on the set of textbooks for designing the semester exams. The interviewed teachers explained that they wanted to evoke students' creativity when they took the achievement tests, so they designed semester tests by looking for other relevant materials and adapting them to students' level. The highest mean of 4.05 for item 9 in Table 3 suggests that most of the teachers used exercises in the workbooks as necessary materials for revising and supporting students to consolidate what they learned.

In the interviews, most of the teachers said that they adapted exercises in the new English textbooks *Tieng Anh 11* for student revision and to design achievement tests (T1, T2, T3, T4, T7, T8, T9, T10). However, each teacher had their own way of handling the issue. For example, T1 and T7 mostly adapted the listening sections of each unit while others adapted the sections on grammatical structures, sentences, and reading texts to design tests (T2, T4, T8, T10).

D. Teachers' designing practice exercises and test items for achievement tests

Table 4: Teachers' designing practice exercises and test items for achievement tests

N = 56	Strongly disagree ←.....→ Strongly agree							
Items	1	2	3	4	5	M	SD	
10. I design achievement test items that reflect what is learnt from the set of new English textbooks <i>Tieng Anh 11</i> .	0%	10.7%	21.4%	58.9%	8.9%	3.66	.793	
11. I design further practice exercises to REVISE for achievement tests based on the format of the exercises and activities in the set of new English textbooks <i>Tieng Anh 11</i> .	0%	12.4%	8.9%	66.1%	12.5%	3.79	.825	

From Table 4, although test items in achievement tests were designed according to the subscribed content in the set of new *Tieng Anh 11*, the greater tendency was for the teachers to design further revision practice based on the formats of the activities in the set.

4.2 The difficulties or challenges teachers had in using the set of new English textbooks *Tieng Anh 11* as resources for achievement tests

In order to investigate teachers' difficulties or challenges in using the set of new English textbooks *Tieng Anh 11* for achievement tests, items 12 to 25 were developed.

A. The content load

Table 5: The content load

N = 56 Items	Strongly disagree ←..... → Strongly agree						M	SD
	1	2	3	4	5			
12. There is too much content in the set of new English textbook <i>Tieng Anh 11</i> to REVISE for ONE-PERIOD tests.	14.3%	51.8%	25%	8.9%	0%	2.29	.825	
13. There is too much content in the set of new English textbook <i>Tieng Anh 11</i> to REVISE for SEMESTER exams.	1.8%	8.9%	30.4%	48.2%	10.7%	3.57	.871	

As shown in Table 5, item 12 had a low mean score of 2.29, suggesting that teachers did not have difficulties in identifying the content in the set of new English textbooks *Tieng Anh 11* for one-period tests, with 66.1% of teachers disagreeing, and only 8.9% agreeing. Some interviewed teachers explained that this set of textbooks provided a Review section after 3 units therefore teachers can identify the content and knowledge to assist students' revision for the tests. Meanwhile, 58.9% found too much content in the set of new English textbooks *Tieng Anh 11* to revise for semester exams.

B. The lack of test formats and scoring criteria in the set of new English textbooks *Tieng Anh 11*

Table 6: The lack of test formats and scoring criteria

N=56 Items	Strongly disagree ←..... → Strongly agree						M	SD
	1	2	3	4	5			
14. The set of new textbook <i>Tieng Anh 11</i> doesn't provide the scoring criteria associated with the achievement tests.	0%	7.1%	23.2%	64.3%	5.4%	3.68	.690	
15. The set of new English textbook <i>Tieng Anh 11</i> doesn't provide test formats for teachers to DESIGN the achievement tests.	0%	5.4%	19.6%	69.6%	5.4%	3.75	.640	

Table 6 showed that teachers agreed with the statement in items 14 and 15. Nearly 70% said that the set of new English textbooks *Tieng Anh 11* did not provide the scoring criteria associated with the achievement tests; only 7.1% disagreed. In addition, the majority of the teachers (75%) agreed that lacking the test formats was another challenge in designing the achievement tests. The interview data confirmed this problem as revealed in T9's response: "In spite of having review sections provided revision activities before tests, the set does not provide an obvious test format."

C. The difficulties in finding extra materials relevant to the set of new English textbooks *Tieng Anh 11*

Besides the difficulties coming from the set of new English textbooks *Tieng Anh 11* itself, teachers also have trouble in finding the relevant materials to organize revision and design the achievement tests.

Table 7: The difficulties in finding extra relevant materials

N = 56	Strongly disagree ←..... → Strongly agree						
Items	1	2	3	4	5	M	SD
16. It is difficult to find extra materials that have practice tests that match the English test formats prescribed at your school.	1.8%	17.9%	14.3%	60.7%	5.4%	3.50	.915
17. It is difficult to find extra materials with the same vocabulary level to DESIGN reading and listening achievement tests.	0%	7.1%	23.2%	64.3%	5.4%	3.68	.690
18. It is not easy to find other listening materials that match the required language competence in the CDs accompanying with the Student's Books <i>Tieng Anh 11</i> to organise REVISION for listening tests.	1.8%	14.3%	3.6%	73.2%	7.1%	3.70	.872
19. It is not easy to find other listening materials that match the required language competence in the CDs accompanying with the Student's Book <i>Tieng Anh 11</i> to DESIGN listening tests.	0%	8.9%	19.6%	62.5%	8.9%	3.71	.756
20. It is not easy to find other reading materials that match the required language competence in the Student's Books <i>Tieng Anh 11</i> and Workbooks to organise REVISION for reading tests.	0%	12.5%	26.8%	51.8%	8.9%	3.57	.828
21. It is not easy to find other reading materials that match the required language competence in the Student's Books <i>Tieng Anh 11</i> and Workbooks to DESIGN reading tests.	0%	17.9%	28.6%	48.2%	5.4%	3.41	.848
22. It is not easy to find other speaking materials that match the required language competence in the Student's Books <i>Tieng Anh 11</i> and Workbooks to organise REVISION for speaking tests.	0%	16.1%	8.9%	69.6%	5.4%	3.64	.819
23. It is not easy to find other speaking materials that match the required language competence in the Student's Books <i>Tieng Anh 11</i> and Workbooks to DESIGN speaking tests.	0%	12.5%	10.7%	69.6%	7.1%	3.71	.780
24. It is not easy to find other writing materials that match the required language competence in the Student's Books <i>Tieng Anh 11</i> and Workbooks to organise REVISION for writing tests.	0%	16.1%	3.6%	75%	5.4%	3.70	.807
25. It is not easy to find other writing materials that match the required language competence in the Student's Books <i>Tieng Anh 11</i> and Workbooks to DESIGN writing tests.	0%	16.1%	7.1%	64.3%	12.5%	3.73	.884

It can be clearly observed at item 16 that many teachers faced difficulties in seeking extra practice test materials matching the prescribed test formats. Some interviewees explained that most of the tasks in the student's books are constructed-response tests; however, following the English test formats prescribed at their schools, the achievement tests need to have 30% of constructed-response items and 70% of selected-response ones. Thus, they spent a great deal of time finding and adapting materials to suit that requirement.

Item 17 stated the difficulties that teachers had in finding the extra materials with the same vocabulary level as those in the set of new English textbooks *Tieng Anh 11* to design reading and listening achievement tests. Approximately 70% agreed with this statement while only 7.1% chose disagreement and 23.2% were not sure.

In terms of the language skills, Table 7 indicates that the greatest issue in finding supplementary materials for revising and testing was with designing writing tests (item 25, mean of 3.73) as opposed to the least problem with designing reading tests (item 21, mean of 3.41). Yet, it was not as easy to find reading materials. In particular, more than 60% agreed that it was difficult to find the relevant reading tests for *Tieng Anh 11* to revise for achievement tests (item 20). Similarly, nearly 54% of participants admitted having challenges in searching for reading materials to design for achievement tests (item 21).

Some teachers said they faced challenges in finding materials to prepare their students for the language skills in the achievement tests:

"Each listening materials found, I have to adapt to suit my students' level and I realize that it's quite difficult to search for listening materials that having the same vocabulary or context matching the required language competence in the CDs accompanying this set of textbooks to design listening tests." (T10)

"It was hard to build and design the conversation in the speaking for students practice in the class as well as test them in the exams." (T9)

*"The sources of materials relating the textbooks *Tieng Anh 11* are limited, it's difficult to seek reading passages or audio files corresponding with the required language competence in the set of new English textbooks *Tieng Anh 11*."* (T9)

"I have difficulties in finding other materials to design the tests because there are less the reference materials and each year I need to design the new achievement tests which are different from those of last years." (T7)

5. Discussion

5.1 Teachers' use the set of new English textbooks *Tieng Anh 11* for achievement tests

The findings showed how teachers used the set of new English textbooks *Tieng Anh 11* for achievement tests. According to the results, teachers did not completely use this set

for achievement tests. Not many teachers followed the teaching procedure, activities, testing forms. Many teachers found the relevant materials based on the topics of the units in this set. Besides, they said that they did not use all exercises in this set; they mainly adapted the exercises or activities to revise for and design the achievement tests. Others shared that they adapted materials outside this set. Although teachers did not mention why they adapted the different skills or language knowledge, T3 said that the students' levels in her school were low, so she only adapted the exercises in the student's books. Whereas, T6 shared she adapted materials such as PET or having level B1 for good students preparing for the achievement tests. Hence, there were differences from teachers' adaptation of sections or materials because of the difference in students' abilities in different classes or schools. Moreover, teachers did not usually adapt this set for the final achievement tests because they wanted to develop flexible and creative thinking for students when they had the examination. The set of new English textbooks *Tieng Anh 11* has just been circulated and used at some upper secondary schools in recent years, so the reference materials were limited. Hence, teachers almost used workbooks *Tieng Anh 11* to revise for students in the achievement tests.

The findings supported Leung and Andrews (2012) in that teachers generally did not rely heavily on school-based assessment (SBA) textbooks when they implemented SBA in their schools. It was found that teachers often adapted the exercises and activities in the set of new English textbooks *Tieng Anh 11* or the relevant materials for students to revise before the examinations and design the achievement tests. This opinion was completely opposite to Richards (2001) that textbooks can deskill teachers and decrease their responsibility in designing the tasks and tests relating to what and how students learnt in the set of textbooks.

Overall, teachers used the set of new English textbooks to organize revision and design the achievement tests but they did not depend heavily on textbooks or the set of textbooks for achievement tests.

5.2 The difficulties teachers faced in using the set of new English textbooks *Tieng Anh 11* for achievement tests

In this part, the results showed teachers realized some challenges when they used the new English textbooks *Tieng Anh 11* for achievement tests. Teachers said that there was too much content in this set to revise for students in the semester exams. This set did not provide scoring criteria or test formats associated with the achievement tests for teachers to score and design the tests. T7 believed that if the student's books provided test formats, teachers could save time to design the achievement tests and students can practice more. In addition, teachers shared it was difficult for them to search for the relevant materials matching the language competence in this set in all skills to revise and design the achievement tests.

Bailey and Masuhara (2013) stated that textbooks should explain the scoring criteria associated with the exam and how to interpret the scores on the test to help teachers develop the test formats or matrix of tests better. This statement was conflicted

with the results that this set of textbooks did not provide the scoring criteria for teachers to develop the test design process.

Dinh (2020) noted that if students were exposed to the tests as much as possible, they could be more confident in the exam. This opinion reflected exactly what teacher's difficulties had in lacking the test formats.

In the previous research, Nguyen (2018) asserted that the set of new English textbooks in Vietnam high-school (including *Tieng Anh 11*), lack of references for teachers, and Leung and Andrews (2012) pointed out that limitation of materials adaptation. Which compared to the finding of theme III, almost teachers agreed with them. Nevertheless, teachers especially had difficulties in finding materials matching the required language competence in the set of new English textbooks *Tieng Anh 11*.

6. Conclusions and implications

6.1 Implications for teachers

On the basis of research findings, some implications can be drawn for upper-secondary school teachers and textbook writers in using the set of new English textbooks *Tieng Anh 11* for achievement tests.

Although teachers adapted the exercises in the textbooks to organize revision and design the achievement tests for students, the contents or sections they adapted were different. Therefore, they should adapt the exercises in both skills and language knowledge sections in the set of new English textbooks. At the same time, teachers should refer to assessment requirements of MOET (such as in the circular no. 58/2011/ TT-BGDĐT and 5333/BGDĐT-GDTrH) to make the consistency of teaching curriculum and assessing activities in designing the achievement tests in the different classes as well as different schools. Besides, it was difficult for teachers to find the relevant materials to organize revision and design the achievement tests. Thus, teachers can find elsewhere the materials relating to the topics of the units in this set and adapt them suitably to different students' levels. For example, teachers can apply two ways of adapting reading or listening activities, i.e, bias tasks (responses of varying difficulty) and tiered tasks (varying levels of support for learner responses) for multilevel classes in their teaching as well as revising. There are two versions of bias tasks and tiered tasks: one for stronger students and the other for weaker students. These methods help to consume revising-time and improve English competence for the weaker students.

Moreover, one of the most effective ways is teachers require students to prepare some parts of the lesson at home so that they will be able to save the time to guide students to practice and revise extra exercises. Teachers should give students activities to familiarize with various types of exercises to stimulate their awareness. At the same time, teachers are supposed to encourage students to do exercises in workbooks and other materials matching the required language competence in the set of textbooks.

During the teaching and test design process, teachers should follow and update the circular of MOET to identify the aims of the teaching process and get the test formats of one-period tests and semester exams to have the consistency of test structures.

6.2. Implications for textbook writers

According to the research findings, some implications are suggested to make the set of new English textbooks *Tieng Anh 11* more effective in helping teachers organize revision and design achievement tests.

The textbook writers can break down Language sections in student's books into many lessons such as spending one-period for pronunciation and vocabulary, the one for grammar so that teachers can have enough time to teach and review for students. Especially, the compilers can remove the contents in teacher's books which is similar to student's books, and add the instructions for designing the achievement tests in teacher's books. For example, they provide the assessment requirements in one-period tests and semester exams or test formats such as how many parts for activities of language knowledge and skills, and how many percentages of recognition, understanding, low-level application, high-level application.

In addition, according to the circular no.7972/BGDĐT-GDTrH issued together with the sets of new English textbooks, one-period tests do not include language knowledge and three skills (reading, writing, and listening); however, the aim of the sets is focusing on communicative competence. Thus, speaking skill need to add to test in the one-period tests to make the balance in teaching and testing all skills and language knowledge.

This small-scale study was an initial attempt to explore EFL teachers' use of secondary school English textbooks as resources to prepare students for achievement tests in Vietnam. The findings could be of some informational value to practitioners in similar settings interested in exploiting teaching materials for test preparation. Future inquiries on this topic with further appropriate data collection instruments conducted on a larger scale can benefit the teaching community more.

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