

Examining Vietnamese EFL Teachers’ perceived Impact of the ‘Global Success’ Textbooks on Their Teaching Practices and Learners’ Language Proficiency in Public Secondary Schools: A Cross-Case Study

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Abstract: This study explores Vietnamese EFL teachers’ beliefs regarding the impact of the ‘Global Success’ textbooks on their teaching practices and learners’ language proficiency in public secondary schools. Utilizing a cross-case study approach, twelve EFL teachers from various public secondary schools in Vietnam were recruited to provide in-depth insights into their experiences and perceptions of the textbooks. Data were collected through a Likert questionnaire and semi-structured interviews. The findings indicate that teachers generally hold positive beliefs about the textbooks’ potential to enhance learners’ language proficiency and its alignment with contemporary pedagogical practices. However, challenges such as the orientation of examination, teaching methodologies, and students’ English proficiency were also highlighted. The study concludes with recommendations for curriculum implementation through textbooks and professional development to optimize teaching effectiveness and learning outcomes in the Vietnamese EFL context.

Keywords: ‘Global Success’ textbooks, public secondary schools, Vietnamese EFL teachers, beliefs, teaching practices, language proficiency

Globalization and industrialization have made English the most prevalent foreign language in Vietnam over the past two decades. Consequently, English has been integrated into the educational system as a compulsory subject from primary schools to tertiary institutions since the adoption of the “Đổi Mới (Renovation)” policy in 1986, which brought significant socio-economic and cultural reforms to Vietnam (Nguyen & Burns, 2017; Ngo & Tran, 2023). Given its widespread popularity in both education and society, the teaching and learning of English in Vietnam has become an irreversible trend. This trend encourages people to learn and use English fluently to meet the demands of a competitive job market and achieve high living standards. Therefore, it is crucial to adopt a national English curriculum that satisfies the needs of students, educators, and the government. Such a curriculum would help universalize English across all cities and provinces, thereby supporting the country's economic growth (Truong, 2023).

Textbooks are often perceived as the “visible heart of any ELT program” (Sheldon, 1988, p.237) and an ‘indispensable component of any instructional program’ (Nunan, 1999, p.98). In response to an increased demand for learning and acquiring English as a foreign language (EFL) among Vietnamese learners, evaluating the existing curriculum offers certain benefits not only for students, but for teachers, administrators, and policy-makers as well. Since textbooks are the main medium through which the curriculum is delivered, their content, structure, and alignment with educational standards are critical indicators of the curriculum’s impacts (Ho, 2022). Like other EFL textbooks, the ‘Global Success’ series is presumed to act as a foundational tool, providing learners with significant linguistic input, particularly in their formative years or in middle school grades (Großheim, 2018; Nguyen et al., 2020; Chau & Khang, 2022). This study focuses on how teachers utilize the ‘Global Success’ textbooks in their teaching practices and how these textbooks support improvements in students’ language proficiency.

Literature Review

A historical review of national policy and English curriculum development

Between 1996 and 2003, Vietnam began introducing English into primary education. In 1996, the Ministry of Education and Training (MOET) piloted English teaching in urban primary schools through Note 6627/TH, and by 2003, Decision 50/2003 formalized English as an optional subject for grades 3–5 with a curriculum of 70 instructional hours per year. In 2008, continuous updates in education policies in Vietnam

have led to multiple revisions of the national English curriculum over the years. The most recently revised version is titled ‘The National Foreign Language Project – NFLP 2020’ (also known as Project 2020) according to policy No.32 declared by The Minister of Education and Training (MOET). The establishment of NFLP 2020 marked a shift from traditional grammar-focused instruction to more interactive and student-centered teaching as it introduced significant reforms, such as adopting the Common European Framework of Reference (CEFR) and promoting Communicative Language Teaching (CLT). This project was implemented in all public schools across Vietnam’s 63 provinces. A pilot program in 2010 aimed to make English a compulsory subject in grades 3–5, emphasizing communicative skills, though challenges such as teacher shortages and inadequate resources hindered its success. In 2014, MOET initially banned English in preschools through Correspondence 694/BGDDT due to concerns about teacher qualifications and cultural impact but quickly reversed the decision through Correspondence 1303/BGDDT, permitting English classes under ambiguous “sufficient conditions.” The government is still taking initiatives to develop the most comprehensive English curriculum for the time being.

Previous studies on the English curriculum in Vietnam

The NFLP 2020 stands out as one of the most significant and widely recognized curriculum initiatives ever implemented within the Vietnamese educational system. Preliminary studies have shown significant positive potentials of the NFLP 2020 on both students and teachers’ performance. In a study by Le (2017), the project was assessed to embrace an ambitious vision as it was implemented with CEFR to standardize English language teaching and proficiency assessment nationwide for the first time in the history of Vietnamese education. The initiative was also believed to promote a culture of professional growth among teachers, encouraging them to comprehensively improve their English proficiency and teaching skills, which was a challenge for teachers in remote areas previously lacking proper training and modern teaching methodologies. Vu (2023) also agreed that its initiative aimed to equip students with communication skills for academic, professional, and daily interactions by introducing innovative teaching methodologies like communicative language teaching and training teachers to meet international standards. The student-centered learning approach was accentuated in this project, which was completely different from the prior curriculum prioritizing traditional teacher-centered practices.

Among all the hardships, teaching practices posed a significant challenge for the NFLP 2020. Many researchers over the past decade have shown that Vietnamese EFL teachers continued to prefer explicit form-focused instruction, highlighting the significant role of grammar in learners’ language acquisition (Le & Barnard, 2009; Wright, 2010; Nguyen, 2011). Barnard and Nguyen (2010) found that Vietnamese EFL teachers strongly believed in the importance of grammar, vocabulary, and pronunciation accuracy in their students’ language acquisition and emphasized the value of explicit form-focused instruction. A recent study by Vu (2023) also deemed the project as a failure due to uneven teacher quality in the context where many teachers did not meet the CEFR language proficiency standards, and they relied heavily on Vietnamese English lessons. Consequently, the NFLP 2020 appears to have been overly idealistic for practical implementation in actual classrooms, where several affective factors, such as socioeconomic status, classroom realities, cultural norms, and educational expectations, must be considered (Canh & Bernard, 2009; Cao et al, 2016; Phan, 2018).

Previous studies on the Vietnamese English textbooks

Initially, the “Tieng Anh” (English) series was the first textbook to be implemented nationally in the NFLP 2020. Several studies over the past decade have investigated the pros and cons of the “Tieng Anh series”. A study by Tran et al (2021) examined the impact of the NFLP 2020 using the “Tieng Anh” textbook series on the classroom practices of Vietnamese EFL teachers in a secondary school in Central Vietnam. Classroom observations and interviews with six experienced English teachers revealed a mismatch between the intended communicative approach of the reformed curriculum and the form-focused practices of the teachers. Their classroom practices aligned with lesson plans following a vocabulary-grammar-practice sequence, which reflected a structural approach rather than a communicative one. This suggested that assessment practices were heavily weighted towards grammar and vocabulary knowledge, with teachers prioritizing conventional and form-focused instructions over new methodologies. Their hesitancy to update their teaching approaches

was attributed to factors such as class size, resource availability, assessment pressures, and entrenched assumptions that traditional methods are the optimum strategies (Tran et al, 2021).

A recent study by Nguyen et al (2023), supporting the conclusions of Tran et al. (2021), examined how five novice Vietnamese EFL teachers from two high schools in Vietnam's Mekong Delta adopted the mandated communicative language curriculum (CLT) in their classrooms. The 'Tieng Anh' textbooks series they used were designed to integrate a combination of controlled, guided, and free, emphasizing communicative tasks for more student interaction. This approach encouraged a more practical use of English compared to other form-oriented national textbooks. However, despite the communicative intent of the textbooks, the participants frequently modified activities, shifting to more controlled, simplified, and form-focused practices in both language and teaching activities. From this research, it could be inferred that teachers were taking an incremental approach to change, stressing the need for a gradual incorporation of new methods over time. This cautious approach allowed both teachers and their students to become ready and capable of handling open-ended, interactive tasks, rather than making a complete and immediate transition to CLT (Richards, 2006; Littlewood, 2007; Fullan, 2007; Nguyen, 2013; Canh, 2014).

Regarding culture, Vietnamese EFL textbooks are believed to successfully integrate cultural elements into the lessons (Ho, 2009; Ho, 2022; Phuong, 2022). Le and Thai (2020) conducted a mixed-methodology study with 25 high school EFL teachers in the Mekong Delta to examine cultural teaching practices using the 'Tieng Anh' textbook for grade 10. Quantitative and qualitative data showed a high frequency of cultural content in the textbook, helping students understand and compare Vietnamese culture with other cultures. Various ICT tools like YouTube, Facebook, Zalo, and Skype made cultural lessons more engaging and interactive. However, the researchers noted that more diverse and interesting cultural aspects in the textbooks would have been beneficial.

Conversely, the 'Tieng Anh' textbook series tends to overlook the importance of pragmatics, or the ability to "*choose appropriate linguistic forms to achieve communicative goals in context*" (Taguchi & Roever, 2017, p.7; Li, 2022). A study by Ton Nu and Murray (2020) evaluated six national EFL textbooks for Vietnamese upper-secondary students, including the 'Tieng Anh' textbook series, for their pragmatic content. The study concluded that these textbooks did not sufficiently develop students' pragmatic competence, with only 5.5% of pages presenting pragmatic information and none in the teacher manuals. The findings reinforced earlier studies highlighting the insufficient volume of Vietnamese English pragmatic representations in EFL textbooks (Nguyen, 2011; Vu, 2017; Tran & Yeh, 2020).

Over time, after a decade, acknowledging that the "Tieng Anh" series no longer met the expectations illustrated in the project (e.g. presenting an unclear framework for advancing students through CEFR levels, lacking communicative focus, limited skill integration), MOET published a substitute textbook series named 'Global Success', which aligned more closely with CEFR standards. Compiled based on policy No.32 and the six-level foreign language competency framework for Vietnamese schools ([Appendix A](#)), the 'Global Success' series was a significant update aimed at addressing the limitations of the previous textbook series. The development of the "Global Success" involved cooperation between MOET and two leading global publishers, Macmillan Education and Pearson Education. The series comprises 12 textbooks, each corresponding to a school grade from elementary to high school. In addition to the textbooks, the 'Global Success' series includes supplementary resources such as workbooks, teacher books, test questions, electronic lessons, and training materials. The series has been in use for the past six years.

In light of previous empirical studies, the "Global Success" textbook series is expected to address the constraints in the "Tieng Anh" textbook series and promote students' English proficiency as outlined in the national curriculum NFLP 2020. Following the evolution of the educational system over the years, the EFL curriculum in Vietnam has been continually revised to align with both local and global standards, aiming to increase students' language proficiency. Preliminary studies have shown educators' predictions about the positive impacts of the "Global Success" series on students' learning outcomes, particularly in grammar due to the preference for rules explanation over production, but with little statistics of how significant the impacts are as it has been in use for a short period of time (To, 2018; Nguyen, 2020; Dao & Newton, 2021; Van, 2023). However, some have identified its certain constraints in other linguistic domains. Le and Dinh (2022) analyzed the vocabulary coverage in the 'Global Success' series for grade 10 in Vietnam. Through a corpus of 41,137 words in the Vocabprofilers on the <https://www.lex tutor.ca/> website, they found that students would

need a vocabulary size of at least 3000 word-families to cover most of the textbook's content. However, several studies confirmed that high school EFL students are typically exposed to only the most frequent 2,000 words (Nation, 2006; Alsaif & Milton, 2012; Rahmat & Coxhead, 2020). High-frequency words from the first 1,000-word list were more adequately represented and repeated than the others from the second 1,000-word list, suggesting that while the textbook effectively covered essential and commonly used English words, students struggled with advanced or less common words. This finding added further solid evidence to the conclusion from earlier studies on the same topic, indicating the need for a more balanced vocabulary distribution in the curriculum to match students' learning stages and needs (Tran, 2015; Sun & Dang, 2020; Nguyen, 2020).

To date, however, there has been little research investigating other linguistic aspects of the "Global Success" textbook series and changes in Vietnamese EFL teachers' teaching methodologies when using it after "Tieng Anh" was discontinued. Therefore, this study aims to explore teachers' perceptions of how "Global Success" affected teachers' pedagogical practices and students' learning outcomes. A brief outline of the "Global Success" textbooks is provided in the section below.

Methodology

Research questions

The opening paragraph has no indentation.

The study focused on three main research questions as follows:

1. How are English skills structured for teaching in each unit of the "Global Success" textbooks?
2. In what ways do the teachers' practices align with or diverge from the activities recommended in the textbooks?
3. How do teachers perceive the impact of the textbooks on enhancing learners' English language proficiency?

The scope of this research encapsulated both lower-secondary (from grade 6 to grade 9) and upper-secondary level (from grade 10 to grade 12) according to Vietnam's education and training system. Therefore, seven 'Global Success' textbooks corresponding to these grades were chosen for evaluation. Each textbook includes three main sections, namely content and structure, skills focus, and key themes. The difficulty level of these 'Global Success' textbooks is designed to progressively increase from grade 6 (beginner) to grade 12 (upper intermediate), aiming to enhance students' language proficiency and equip them with good preparation for higher levels of education.

Overview of the 'Global Success' textbooks

The textbook series aims to enhance students' English proficiency through a balanced integration of skills and subskills (Ho; 2022; Phung & Nhung, 2022; Que & Ngoc Anh, 2023). Each grade level builds on the previous year's knowledge, with a progressive increase in vocabulary and grammatical complexity. Each unit in the textbooks includes components such as Getting Started, Pronunciation, Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Everyday English, Culture, CLIL, and Project.

Research design and data collection

The current study employs a descriptive design with both quantitative and qualitative data. Combining these two methods can allow the researcher to explore different facets of the research topic, leading to a more comprehensive and robust analysis (Saraswati & Devi, 2023).

Data were collected through a questionnaire and semi-structured interviews. The questionnaire, designed on Google Forms with 39 items using a four-point Likert scale (McLeod, 2019), aimed to investigate Vietnamese EFL teachers' experiences with the 'Global Success' textbooks. The questionnaire covered three main sections: teachers' background information about education and teaching experience, teachers' perceptions of the textbooks, and teachers' beliefs about the alignment between the textbooks and their teaching practices. The questionnaire was written in both English and Vietnamese as the participants' first

language is Vietnamese. The respondents had a choice of the version they would prefer to answer. In the end, all the teachers chose to respond in Vietnamese.

Following the questionnaire, one-on-one semi-structured interviews were conducted to gather more qualitative data for the research topic. The interviews were conducted in either Vietnamese or English depending on the participants' preferences. Again, all participants decided to answer in Vietnamese for a more thorough comprehension and assessment. The interviews were then transcribed and translated into English. The findings were analyzed based on the translations, notes, memories, and reflections as primary data.

The questionnaire was distributed to the participants via email, and the interviews were conducted on the Microsoft Teams platform. During the process, no personal or sensitive information of the participants was collected, ensuring that only necessary information for research purposes was gathered.

Participants

The questionnaire participants. Twelve Vietnamese EFL teachers were recruited for the questionnaire. The inclusion criteria in choosing participants were:

1. Having Vietnamese nationality,
2. Currently teaching ESL/ EFL in lower-secondary or upper-secondary schools and using the Global Success textbooks in their lessons,
3. Having at least one year of teaching experience.

At first, the study aimed to recruit 20 participants. Despite the researcher's best efforts, however, they were unable to recruit the anticipated number of participants for this study. This shortfall was primarily due to limited participant availability within the study timeframe. At the time of recruitment, many English teachers at lower and upper secondary schools were busy with the national high school entrance exam and the university entrance exam. Although the researcher posted a recruiting advertisement in three Facebook public groups (Community of ELT Practice, People of TESOL/ TEFL/ Linguistics, and TESOL Share), only twelve teachers responded and completed the survey, which affects the generalizability of the study's findings. To address this, the researcher adjusted the study design to a cross-case study to account for the reduced sample size, with detailed demographic data of the participants, quantitative and qualitative data from the questionnaire, interviews, and written notes. The demographic data of the participants are shown in Table 1, with pseudonyms assigned to all the teachers.

Table 1: The participants' backgrounds

Pseudonym	Gender	Education level	City	Employment status	Grade of teaching	Teaching experience (years)	Experience of using 'Global Success' (years)
Anh	Female	Bachelor	Hanoi	Full-time	6-9	5-10	1-3
Bich	Female	Bachelor	Hanoi	Full-time	6-9	5-10	1-3
Cuong	Male	Bachelor	Hai Phong	Full-time	6-8	4-5	4-5
Em	Female	Bachelor	Hanoi	Full-time	6-9	4-5	1-3
Giang	Female	Master	Hanoi	Full-time	10-12	4-5	1-3
Ha	Female	Master	Hanoi	Full-time	6-8	4-5	1-3
Kim	Female	Bachelor	Hanoi	Full-time	6-9 & 10	1-3	1-3
Lan	Female	Master	Hanoi	Full-time	6-9	4-5	1-3
Mai	Female	Master	Hanoi	Full-time	6-8	4-5	4-5
Nam	Female	Bachelor	Hanoi	Full-time	6-8	1-3	1-3
Dung	Female	Bachelor	Hanoi	Full-time	6-9	> 10	1-3
Phi	Female	Master	Hanoi	Part-time	10-12	4-5	4-5

The interview participants. Eleven teachers from the twelve questionnaire participants were selected for interviews, as one teacher (Mai) declined to participate. Each participant was identified by a unique identifier (UID) and pseudonyms chosen by the researcher. During the study, three participants (Nam, Dung, and Phi) withdrew, citing personal reasons or without specifying reasons. Ethical protocols were followed in managing participant dropout.

Data analysis procedure

The data analysis obtained through the lens of the teacher participants from the questionnaire and interviews was directly guided by the research questions to ensure a focused and comprehensive understanding of the study's objectives. For the first research question, we examined the structure of English skills within the textbooks by analyzing how activities were organized and designed to support skill development. This involved assessing their alignment with pedagogical principles and curriculum goals. For the second research question, we compared teachers' classroom practices with the recommended activities in the textbooks. For the third question, we analyzed teachers' assessment on how effective the textbooks are in supporting students' English skills to develop.

The questionnaire data, consisting of Likert scale responses, were analyzed quantitatively using descriptive statistics with the aid of an Excel database. The interview responses, transcribed and translated into English, were verified with participants to ensure accurate representation. The qualitative data from the interviews were analyzed and categorized by grouping and color-coding to identify themes. These themes were then compared and combined with the questionnaire findings for a comprehensive analysis.

Findings

This section presents both quantitative and qualitative results to provide a comprehensive understanding of the current study's findings. The quantitative data, gathered through a Likert questionnaire, is complemented by qualitative insights from semi-structured interviews.

Structure of English skills in 'Global Success'

The questionnaire data (Table 2) reflected teachers' positive attitudes towards the organization and skill distribution in the 'Global Success' textbooks.

Table 2: Questionnaire responses in evaluating the structure of English skills in each unit

Statement	Respondents					Mean	SD
	N	4	3	2	1		
1. The aims of the textbooks are aligned with the national curriculum standards for this subject.	12	2 (16.7%)	10 (83.3%)	0	0	3.17	.389
2. The textbooks include clearly stated objectives for each unit.	12	8 (66.7%)	4 (33.3%)	0	0	3.67	.492
3. The aims of the textbooks are achievable across different units.	12	3 (25%)	9 (75%)	0	0	3.25	.452
4. The textbooks cover the main grammar items that are appropriate for each proficiency level.	12	2 (16.7%)	9 (75%)	1 (8.3%)	0	3.08	.515
5. The amount of new vocabulary introduced in each unit is manageable.	12	3 (25%)	6 (50%)	3 (25%)	0	3.00	.739
6. The textbooks provide phonetic transcriptions for new words.	12	6 (50%)	6 (50%)	0	0	3.50	.522
7. The textbooks provide introduction on individual sounds.	12	3 (25%)	5 (41.7%)	4 (33.3%)	0	2.92	.793

8. The textbooks provide instruction on word stress.	12	2 (16.7%)	10 (83.3%)	0	0	3.17	.389
9. The textbooks provide instruction on sentence stress.	12	1 (8.3%)	8 (66.7%)	3 (25%)	0	2.83	.577
10. The textbooks provide instruction on intonation.	12	0	8 (66.7%)	4 (33.3%)	0	2.67	.492
11. The textbooks offer sufficient speaking practice.	12	1 (8.3%)	8 (66.7%)	3 (25%)	0	2.83	.577
12. Different cultures are presented in the textbooks.	12	1 (8.3%)	8 (66.7%)	3 (25%)	0	2.83	.577
13. Information in the textbooks is easy to follow.	12	3 (25%)	9 (75%)	0	0	3.25	.452
14. The textbooks provide a clear table of contents.	12	8 (66.7%)	4 (33.3%)	0	0	3.67	.492
15. The font size and style used in the textbooks make the text easy to read.	12	8 (66.7%)	4 (33.3%)	0	0	3.67	.492
16. The use of colors, headings, and subheadings effectively highlights key information.	12	7 (58.3%)	5 (41.7%)	0	0	3.58	.515
17. Illustrations are used effectively to clarify the text.	12	4 (33.3%)	8 (66.7%)	0	0	3.33	.492
18. Audio resources provided are well-integrated into the units.	12	3 (25%)	8 (66.7%)	1 (8.3%)	0	3.17	.577
19. Clear instructions are provided for each activity.	12	3 (25%)	9 (75%)	0	0	3.25	.452
20. There is a balance between texts and visuals.	12	3 (25%)	9 (75%)	0	0	3.25	.452
21. Each unit ends with a summary of key points.	12	2 (16.7%)	6 (50%)	4 (33.3%)	0	2.83	.718

4 = Strongly agree; 3 = Agree; 2 = Disagree; 1 = Strongly disagree

Overall, there is a consensus among respondents demonstrating that the textbooks are mostly aligned with the national curriculum standards. Teachers also strongly agreed on the textbooks' clear and achievable objectives in each unit. Regarding the coverage of skills and subskills, they generally believed that the grammar distribution is appropriate for each proficiency level, yet with a neutral stance on the manageability of new vocabulary. However, teachers were somewhat less confident in the coverage of individual sound, sentence stress, and intonation instructions in the textbooks, although word stress was supposed to be taught effectively, with low variability in responses. Furthermore, teachers' opinions regarding speaking skills and cultural factors in the textbooks are moderately consistent, as evidenced by the equal mean scores and standard deviations.

According to Table 2, the data indicates that the readability and organization of the textbooks were well-received by teachers. Specifically, they found the information easy to follow and appreciated the clear table of contents, along with the font size and style that makes the text easy to read. In terms of design and resources, the use of colors, headings, and subheadings could effectively highlight key information, and illustrations helped clarify content. Additionally, audio resources were considered well-integrated into the units, aiding in listening activities. Activity instructions were adopted in a well-defined manner, and there was a well-maintained balance between text and visuals. Although the inclusion of unit summaries was

moderately appreciated, a third of the teachers disagreed with this statement, suggesting differing opinions among teachers.

To further explore how teachers view the skill distribution in 'Global Success', responses from one-on-one interviews were analyzed. Some responses from the interviews demonstrated teachers' contentment with the evaluation areas above. Kim and Lan concluded concisely when being asked to assess the distribution of skills and subskills in the textbooks: "*I would say yes. Each unit has separate lessons for each skill. So I think they are equally covered.*" (Kim, lines 40-41); "*All skills and subskills are equally distributed, I suppose.*" (Lan, line 46).

To be more specific, Giang (lines 55-58) interpreted the structure of a unit that covers all skills and subskills:

"There are 8 lessons in a unit, starting with the 'Getting Started' lessons, followed by 4 skill lessons, 1 lesson covering grammar, vocabulary, and pronunciation, 1 review lesson, and 1 project. I think they are equally covered in the textbooks."

Holding similar views, Bich (lines 37-44) shared an example of a unit in the textbook for grade 6 to show their satisfaction with the skill distribution:

"All skills and subskills are covered in a unit. The selection and organization of each skill is quite logical. For example, in the first unit of the textbook for grade 6, students learn about school. As they start secondary school in this grade, they learn vocabulary about school. A lesson is usually a combination of two different skills, and I think they are evenly distributed, not too overwhelming for students."

However, other teachers pointed out some parts that are not well-organized in the textbooks, leading to an uneven distribution of knowledge. Anh (lines 38-46, 58-60) presented this by illustrating details of each skill's coverage in a unit as follows:

"[...]. I think vocabulary distribution is quite good. However, there is only 1 lesson focusing on grammar, and the number of exercises attached is not enough for students to revise. The four skills, listening, reading, speaking, and writing, are covered in two lessons, with two skills in a lesson. Therefore, I think the allocation of English skills and subskills in these textbooks is not even. [...] In fact, the number of listening tasks provided by the textbooks is still sufficient for students' practice because they are scattered throughout the unit."

Similarly, Cuong (lines 75-85) frankly expressed his dissatisfaction with the knowledge distribution, particularly in the pronunciation domain, of the textbooks. He affirmed:

"To be honest, I am not satisfied with the textbooks' distribution of knowledge. Compared to the previous textbook series, this textbook series has lowered the level of difficulty in a way that I personally think is not logical. I think all skills need to be connected with each other and evenly promoted during the teaching and learning process; however, the textbooks separate all skills. For example, when it comes to the differences in pronouncing the ending sounds /ed/, /s/, and /es/, unit A only mentions 1 or 2 words without clarifying the differences, then leaving detailed explanations and exceptions to unit B, leading to an inconsistent flow and students' incomprehension."

From another perspective, Em (lines 45-55) emphasized the differences in the distribution of grammar topics between the old textbook series and the current one.

"Regarding the content and distribution of skills and subskills, I prefer the old series to the current one. The 'Global Success' series organizes some parts illogically. Particularly, in the textbook for grade 9, some parts are not up-to-date and aligned with the exam orientation recently. Furthermore, passive voice is a really important grammar topic that is surely present in the exam. However, this topic is not present in the textbooks. During two years from grade 6 to grade 8, students have to learn the forms and uses of the present perfect tense over and over again, and the grammar exercises focusing on this tense are too easy when considering students' language proficiency. All advanced grammar topics are accumulated to be taught in grade 9, which may make students feel overloaded."

Ha (lines 43-50) also identified an illogical organization of grammar topics in the textbooks for upper-secondary students, although she found all the skills to be evenly distributed. She explained:

“I think it’s evenly distributed for listening, speaking, reading and writing skills, and the amount of vocabulary is not overwhelming for students. However, when it comes to grammar, I suppose some grammar units are not well-organized. In these lessons, the grammar topic is broken down into smaller items (for example: when learning about the present perfect, students only learn one use of this tense in one unit, then learn other uses in other units).”

Throughout the interview responses, several teachers noted that each unit’s structure ensured an equitable focus on all language skills, which supported students to develop a well-rounded proficiency, while others highlighted a need for a more gradual and consistent introduction of grammatical structures. Concerns from Cuong about the scattered presentation of pronunciation rules also suggested a need for more systematic instruction in this area. This emphasis is probably due to the heavy focus on grammar for the university entrance exam oriented by MOET for the past decade as stated in previous studies (Le & Thai, 2020; Nguyet et al., 2024), requiring teachers to pay more attention to this linguistic domain in the textbooks.

According to the quantitative data, all participants agreed that different cultures were well presented in the textbooks. During the interviews, teachers also emphasized cultural factors were well integrated in each unit. In particular, Anh (lines 135-142) showed a supportive attitude towards the ‘Global Success’ textbooks in their cultural aspect by stressing the units’ titles such as ‘Vietnamese lifestyles’, ‘Traditions’, ‘Tourisms’, then inferring a cross-curricular connection with other subjects thanks to the cultural diversity in these textbooks. Bich (lines 96-101) added:

“Cultural factors are well integrated in these textbooks, which is clearly demonstrated in the units’ topics. On a national level, they learn more about ethnic groups and natural wonders in Vietnam. On an international level, they learn about countries and festivals around the world. The textbooks also touch on other macro-level topics like technological advancements and outer space exploration, which are topics of interest attracting the attention of the government from different countries.”

Furthermore, Giang (lines 136-149) delved deeper into this aspect by presenting more examples in the textbook for grade 10, as follows:

“Cultural factors are well integrated in these textbooks. The characters’ names in their dialogues are both Vietnamese and English, which is totally different from other textbooks in previous years, when only English names were used. In particular, local culture is clearly presented in each lesson. For example, in unit 7 of ‘Global English 10’, on page 84, students get to know more about the international organizations which Vietnam has contributed to.”

However, Em and Lan made an assumption that there was a need for more clarity and balance in the representation of cultural variables. Em (lines 119-120) revealed that *“foreign cultures are not highlighted as significantly as local culture”*, which was attributed to the fact that *“students are indifferent to cultural factors generally”* (Em, line 119). Simultaneously, Lan (lines 113-121) questioned about the cultural accuracy in the textbooks by discovering that:

“I think the textbooks have presented cultural factors quite well. However, there are some parts that show a discrepancy in culture. For example, in a listening task, the conversation takes place between two students whose names are James and Hoa. This means a foreigner speaking English and a local person speaking Vietnamese communicate with each other. However, their accents are identified as English-native speakers, presenting a mismatch with the intended character settings.”

Both quantitative and qualitative data indicated that teachers generally agree that the ‘Global Success’ textbooks integrate cultural factors quite well, with the inclusion of both local and global cultural aspects. However, concerns about an accurate representation of different cultures should be noted and highlighted to be addressed for cultural authenticity in the textbooks.

‘Global Success’ and teaching practices

Data collection from the questionnaire reported that this textbook series has greatly facilitated teachers' instructional approaches in the classroom, as seen by Table 3 provided below.

Table 3: Questionnaire responses in evaluating the impact of the textbooks on teaching practices

Statement	Respondents					Mean	SD
	N	4	3	2	1		
22. The sequence of activities aligns well with my teaching pace.	12	0	7 (58.3%)	5 (41.7%)	0	2.58	.515
23. The textbooks' activities require minimal adaptation.	12	2 (16.7%)	9 (75%)	1 (8.3%)	0	3.08	.515
24. The activities in the textbooks allow my students to work in different interaction groups.	12	2 (16.7%)	7 (58.3%)	3 (25%)	0	2.92	.669
25. The textbooks allow me to select the activities that best match my teaching style.	12	1 (8.3%)	9 (75%)	2 (16.7%)	0	2.92	.515

4 = Strongly agree; 3 = Agree; 2 = Disagree; 1 = Strongly disagree

Table 3 shows that the sequence of activities aligning with teaching pace scored a low mean of 2.58, indicating some challenges in this area. However, more than 80% of the teachers assumed that the textbooks' activities would require minimal adaptation, suggesting that while the sequence may need adjustment, the activities themselves are mostly ready to use. The ability for students to work in different interaction groups scored a mean of 2.92, and the flexibility for teachers to select activities that match their teaching style also scored 2.92, showing moderate agreement among teachers.

The quantitative data shows that teachers were confident in the adaptability and flexibility of the textbooks, which is also supported by qualitative feedback emphasizing the ease with which teachers can modify and tailor activities to their teaching styles. Most of the interview participants expressed an optimistic perspective on the textbooks' impact on their teaching styles, claiming that the textbooks do not restrict their pedagogical approaches. Anh (lines 85-88) commented: *"All the activities and tasks in the textbooks are perfectly organized for a 45-minute lesson so that teachers can flexibly adapt the lesson as they wish, either reordering the sequence of activities or adding more activities."* while Em (lines 86-93) gave a compliment on the textbooks' flexibility, stating that

"Teachers can still be creative and deliver the lessons in their own teaching styles based on the activities and tasks available in the textbooks. There are several online lessons plans on the Internet designing the lessons following the sequence of the activities, yet with certain changes in how to organize them in class, like playing games instead of simply answering the questions. Well, generally, the textbooks already offer a frame for the main content, enabling teachers to take control of developing or adjusting the activities."

Other teachers perceived the activities in the textbooks as suggestions enabling them to *"flexibly add, remove, or adapt any activity that needs editing"* (Kim, line 64), with the sequence of activities *"following MOET's standards so that teachers do not need to revise much or create new things"* (Ha, lines 105-113). To be more specific, Cuong (lines 102-106) emphasized the textbooks' compatibility with different teaching methodologies when sharing that

"There are activities that align with traditional teaching styles, I mean PPP (Present – Practice – Production) in particular, and there are activities that are suitable with TTT (Test-Teach-Test) method. Teachers totally have control and freedom to choose the teaching style they want without being constrained by the textbooks."

Therefore, these teachers did not find it necessary to make significant adaptations to the activities suggested by the textbooks.

Conversely, Lan (lines 59-69) specified a limitation in communication sections that should be addressed and modified. She reported:

“For me, the format of this section tends to follow this way: a short dialogue with one or two structures highlighted, like making requests or giving compliments, for example. However, only two examples of how to use these structures are suggested, and students can just practice speaking with two examples only, regardless of the fact that there are many ways to make requests or give compliments in real-life situations.”

Moreover, supplementary materials provided alongside with the textbooks proved highly beneficial to teachers in facilitating their teaching endeavors. The majority of the interview teachers responded that they used online resources to assist their lesson planning. Giang, Em and Ha reported using electronic materials uploaded on the [Digital Learning Materials Ecosystem website](https://hoclieu.vn/auth/login) (<https://hoclieu.vn/auth/login>), which is an online learning platform providing a wide range of educational resources and tools aligning with the Vietnamese national curriculum to support teachers, students, and parents. These teachers found the materials user-friendly and useful because “[...] though they require certain adaptations, these materials cover adequately succinct information from the textbooks” (Em, lines 100-101), or Giang (lines 107-113) stated:

“Teachers have free access to the website hoclieu.vn. This website provides the textbooks’ electronic version, answer keys for exercises, PowerPoint slides for each lesson, teachers’ book, workbooks, or even some interesting learning games, though they are designed in a simple format. Sample tests for grade 12 to prepare for the university entrance exam are also uploaded on this website, so I am quite satisfied with the supplementary materials attached with this textbook series.”

Ha (lines 135-138) also explained these additional materials were all attributed to MOET’s support when allowing teachers to “download the materials and slides from this website, especially in reading and getting started lessons.” Except for Kim who chose to adapt the ready-to-use PowerPoint slides downloaded from the website, other teachers clarified that they only used workbooks to assign homework to their students, due to the fact that “the number of exercises in the textbooks is currently sufficient only for class time” (Bich, lines 81-82), and “I still design lesson plans and slides on my own because these available materials are not updated with the new directives of my schools and MOET about students’ learning outcomes” (Cuong, lines 119-121). The primary reason for additional homework exercises in the workbooks may come from the fact that many English teachers currently resort to grammar-based teaching methodology to help students prepare for the high school and university entrance exams that “mainly focus on grammar and vocabulary” (Cuong, lines 127-128; Bich, line 90).

In contrast, Lan (lines 76-85) was not satisfied with this series’ workbooks:

“In this new series, there are four separate exercise sections corresponding to phonetics, vocabulary, speaking, and writing lessons. Because of this distribution, students need to learn all the knowledge of that unit in the textbooks before doing the exercises in the workbook. The answer key for each exercise is attached on the last pages of the workbooks. Students know that, and many of them just copy the answer key into their work to submit and confirm they have finished their homework. As a result, the correction and feedback time for homework appears to be unnecessary.”

This may indicate a trend where teachers appreciate the foundational support from the government, yet ask for changes and updates to tailor materials for optimal use.

‘Global Success’ and perceived learning outcomes

This section explores the impact of the textbooks on students’ performance through all skills and subskills. The data collected from the questionnaire signified that this textbook series has had a relatively considerable impact on students’ language skills, as demonstrated in Table 4 below.

Table 4: Questionnaire responses in evaluating the impact of the textbooks on learning outcomes

Statement	Respondents					Mean	SD
	N	4	3	2	1		
26. The textbooks explicitly assess learners' needs.	12	1 (8.3%)	9 (75%)	2 (16.7%)	0	3.25	.452
27. The grammar explanations in the textbooks are easy for the targeted learners to understand.	12	1 (8.3%)	10 (83.4%)	1 (8.3%)	0	3.00	.426
28. The vocabulary presented in the textbooks is appropriate for learners' language proficiency level.	12	3 (25%)	6 (50%)	3 (25%)	0	3.00	.739
29. Reading passages in the textbooks are suitable for learners' level.	12	3 (25%)	7 (58.3%)	2 (16.7%)	0	3.08	.669
30. Listening materials in the textbooks are suitable for learners' level.	12	2 (16.7%)	9 (75%)	1 (8.3%)	0	3.08	.515
31. Speaking activities in the textbooks are closely related to real-life situations.	12	1 (8.3%)	10 (83.4%)	1 (8.3%)	0	3.00	.426
32. Writing tasks are appropriately challenging for learners' level.	12	0	12 (100%)	0	0	3.00	.000
33. The textbooks offer a step-by-step approach to writing.	12	2 (16.6%)	5 (41.7%)	5 (41.7%)	0	2.75	.754
34. The activities in the textbooks are effective in motivating students to participate in class.	12	2 (16.7%)	7 (58.3%)	3 (25%)	0	2.92	.669
35. I believe the textbooks cater to different learning styles in my class.	12	2 (16.7%)	3 (25%)	7 (58.3%)	0	2.58	.793
36. I am confident that the textbooks support my students' development of reading skills.	12	1 (8.3%)	9 (75%)	2 (16.7%)	0	2.92	.515
37. I am confident that the textbooks support my students' development of listening skills.	12	1 (8.3%)	7 (58.3%)	4 (33.4%)	0	2.75	.622
38. I am confident that the textbooks support my students' development of speaking skills.	12	0	8 (66.7%)	4 (33.3%)	0	2.67	.492
39. I am confident that the textbooks support my students' development of writing skills.	12	2 (16.6%)	5 (41.7%)	5 (41.7%)	0	2.75	.754

4 = Strongly agree; 3 = Agree; 2 = Disagree; 1 = Strongly disagree

Based on the data given in Table 4, teachers were moderately confident that the textbooks could support students' development of reading skills, listening skills, and writing skills. However, teachers seemed doubtful on whether the textbooks could cater well to different learning styles, with 58.3% of them expressing their disagreement, and 25% were not convinced that they could boost students' motivation in English lessons. This implies a need for potential modifications to the textbooks for better differentiation strategies.

The interview responses also clarified the mixed quantitative data with varied perspectives regarding the textbooks' influence on students' skill acquisition. Basically, most of the interview teachers presumed that the textbooks *"have addressed what students need quite well"* (Anh, line 32; Kim, line 31-32), *"have met the outcome standards in the policy declared by MOET"* (Giang, line 33), *"offer what our students need to successfully learn and use English"* (Ha, lines 32-33), *"ensured sufficient foundational knowledge for students"* (Lan, line 32), *"have reduced the grammar load compared to other textbooks in previous years, supporting students to learn English more comfortably"* (Bich, lines 31-32), and *"provide foundational knowledge that can assist students to achieve good scores in the exam"* (Em, lines 38-39). However, concerning the skills that can be substantially enhanced through the use of the textbooks, each participant held a distinct perspective. Among all the participants, four teachers thought reading skills would improve the most significantly, indicating that

"In reading lessons, there are instructions and reading strategies for each type of reading exercises, such as scanning, skimming, identifying synonyms and so forth, thereby supporting students to improve their reading skills. The level of the exercises is from basic to advanced" (Giang, lines 65-68),

Or *"[...] reading takes up an important part in the high school entrance exam"* (Anh, line 52), *"In almost all lessons, students have to read something and do the follow-up reading tasks."* (Kim, lines 45-46), and a mere confirmation from Em (lines 71-72) without explanation. These teachers also believed that students showed little improvement in speaking skills.

Meanwhile, Bich and Cuong thought that speaking skills would undergo noticeable development. To be specific, Bich (lines 48-53) elucidated that

"In addition to speaking lessons, the textbooks include a communicative lesson as well. By this means, students have the opportunity to practice their speaking skills in both formal and informal style, I mean they can not only learn how to make oral presentations and discuss academic stuff, but talk to each other about things surrounding them in their daily lives as well."

Cuong (lines 54-61) examined skills from syntactic standpoints:

"Overall, speaking exercises are often attached with functional sentences or expressions used in specific daily communicative situations, such as exclamation, imperative sentences, giving commands/ requests, or asking for directions. By this means, students can apply them shortly into practice. I think the formats of these tasks are varied, attracting students' attention and fostering their motivation in English classes."

Hence, both teachers highlighted several benefits students can reap when using the textbooks, particularly having opportunities for diverse speaking practice, applying the language in practical contexts, and gaining a balanced focus on both formal and informal communication.

From a different perspective, Ha (lines 56-60, 79-85) noticed that writing skills showed the most significant improvement. Based on her experience, it was a step-by-step instructional approach in the textbooks' writing tasks that created room for students' development in these skills:

"[...] Students have the opportunity to write a paragraph, an essay, or an article that can attract their attention and evoke their interest [...]. In general, each writing exercise in every unit will have small tasks, which offer detailed instructions and suggest ideas for students to complete the exercise. For example, a task in a writing exercise requires students to memorize and practice the use of opinion expressions by making sentences, then another task asks students to make an outline to answer the big question in the exercise using the given expressions in the previous task. By this way, students are scaffolded with each step to prepare a complete writing."

Ha's viewpoint completely contradicted that of Bich and Giang, who assumed it was difficult for her students to develop their writing skills when using the 'Global Success' textbook series. A possible explanation for these contrasting opinions may come from the background of the three teachers. While Ha is currently teaching at a high school, Bich is teaching lower-secondary students who, in her assessment, are *"at a low proficiency level"* (Bich, line 56) and *"lacking in-class time to complete a writing task in a 45-minute lesson combining two skills at the same time"* (Bich, lines 57-58). Giang (lines 86-89) shared a similar viewpoint to Bich in this respect, claiming that *"[...] Teachers are responsible for giving direct feedback to*

their students and we as teachers do not have enough time for feedback in just 45 minutes. Were the book to provide the feedback section in details, students would have more autonomy in reflecting their performance.” Besides, Giang is an upper-secondary teacher, teaching high-proficiency students “*at level B2 or C1*” (Giang, line 124) whose level is higher than that of Ha’s students. Consequently, she thought the textbooks could not promote their students’ writing skills because “*there are lack of authentic materials to provide input for students, with ideas provided but a limited number of expressions*” (Ha, lines 78-80).

Lan was the only teacher who admitted that she “*did not see significant improvement in any skills due to the equal division of skills and subskills in the textbooks*” (Lan, lines 53-54). It appeared that she was still concerned and hesitant to use these textbooks, specifically when she felt that “*‘Global Success’ is loaded with too many things about English that will overwhelm students. It is less practical and updated*” (Lan, lines 131-132). Like other teachers interviewed, Lan paid immense attention to the distribution of grammar items in the textbooks as national exams “*put heavy emphasis on grammar*” (see also Anh, lines 130-131; Em, lines 132-133; Cuong, lines 127-128; Kim, lines 32-33; Ha, lines 94-95; Bich, lines 90-91). Therefore, Lan (lines 141-147) kept emphasizing a need for a more even distribution of grammar topics in ‘Global Success’, specifically in the context when

“Currently, students from Grade 6 to Grade 8 just approach extremely basic grammar points like present simple tenses, past simple tenses, while those in Grade 9 are loaded with complex grammar structures such as passive voice or reported speech to prepare for their high school entrance exam.”

Clearly, the diverse insights from the interview participants reflected the necessity for ongoing evaluation and adaptation to meet the needs of teachers, students, and educators.

Discussion and pedagogical implications

Overall, for the first research question, the findings indicate that teachers were well aware of a well-organized structure in the ‘Global Success’ textbooks that encompasses a logical progression, clear language instructions and comprehensive coverage of skills, subskills, and culture diversity to support secondary students’ English language acquisition effectively. It can be concluded that the textbooks correspond well to universal components that a good EFL textbook should possess, which are attractive layout and designs, explicit and manageable learning objectives, language skills content, diverse topics, and cultural appropriacy.

However, there was a significant apprehension among lower-secondary teachers regarding the imbalanced allocation of grammar topics in the textbooks. Furthermore, some of them seemed indifferent to how evenly other English skills were distributed. As illustrated in the interviewees’ responses, this concern may stem from exam preparation in Vietnam. Grammar proficiency is heavily emphasized in national exams, and it is understandable why teachers are worried because an imbalanced grammar distribution would leave students underprepared for these critical assessments. It is noteworthy that no matter what textbooks are officially used and how comprehensively they promote learners’ English proficiency, teachers’ teaching styles and their mindset about an optimal instruction can be influenced by external factors, particularly the orientation of MOET’s expected learning outcomes. Furthermore, although there was a strong consensus on how well ‘Global Success’ promoted real-life contexts and cultural elements, cultural authenticity could be seen as a major limitation of this textbook series that should be addressed promptly. Once students receive accurate representation of the cultures associated with the English language, they can avoid the dissemination of stereotypes or skewed perception that may impede them from navigating and cultural differences (Sadeghi & Sepahi, 2017; Baleghizadeh & Amiri, 2020; Vuong et al., 2022). Addressing these concerns could further enhance EFL students’ intercultural competence in Vietnam, thus supporting them to assimilate more effectively into globalization.

Regarding the second research question, it is evident that most teachers expressed a positive outlook on the flexibility and adaptability of ‘Global Success’, noting that teachers were allowed to augment the content recommended in the textbooks if needed. Therefore, the textbooks can make room for more creative pedagogical approaches that enable teachers to adopt a more facilitative role in EFL classes. However, the structured activities and tasks in the textbooks can be overloading in a 45-minute lesson plan, particularly in the lessons combining two skills simultaneously. This may lead to several issues that can be problematic for both teachers and students. Firstly, due to the limited class time, teachers tend to deliver rushed or incomplete

lessons, affecting the depth and quality of skill development as students may not get sufficient practice or feedback. As a result, evaluating students' performance can be more challenging, specifically when multiple skills are combined in a single lesson. Secondly, the lesson's flow may be prone to inequitable learning, in which students with varying levels of proficiency, particularly lower-achieving ones, may not receive the individualized attention they need. In this case, they may feel overwhelmed by the complexity of the lessons, then possibly become disengaged and discouraged from participating in class. This constraint highlights the necessity for re-designing units in a modular format, where each skill can be completed independently within the class period. However, the inclusion of the supplementary materials attached to the textbooks can be considered a prominent advantage of this series that can partially address the limitation of the time constraints. Data analysis demonstrated that the supplementary materials offered tremendous support for teachers in their lesson planning and delivery and facilitated a more efficient teaching process. Thanks to its extensive collection of supplementary materials, specifically electronic resources, 'Global Success' stands out from its predecessors with the aid of technological tools, making teaching EFL in Vietnamese public schools less daunting.

In response to the third research question, in general, most of the teachers felt that the textbooks sufficiently fulfilled students' needs and were in accordance with the national curriculum standards. Improvements in reading skills were emphasized due to well-structured reading strategies suggested in 'Global Success', which might help students perform well in official exams. Furthermore, the inclusion of more communicative tasks in the textbooks compared to previous textbook series were noted to have a significant impact on students' speaking proficiency, reflecting the government's noteworthy endeavors in revising and improving the local English textbooks to keep up with the development of the era using English as a global language. However, teachers seemed to overlook the textbooks' impacts on learners' listening and writing proficiency. A compelling reason for this attitude can be the examination focus in Vietnam, which is predominantly inclined to grammar, vocabulary, and reading comprehension; in contrast, listening and writing skills are often less emphasized in these exams. Consequently, teachers need to prioritize the skills that will most impact students' exam scores. In fact, as many teachers at public schools in Vietnam have made use of rote learning and grammar translation methodologies, communicative skills such as listening and writing may not be developed comprehensively. Because of this, it is easy to comprehend why teachers may find it challenging to develop these skills and focus on managing grammar and reading tasks instead.

Generally, the 'Global Success' textbooks exhibit major strengths that make them stand out compared to previous textbook series, yet with certain constraints indicated above. Addressing these constraints is a complex and time-consuming process involving several critical steps like offering more professional training, tailoring differentiation strategies, or adopting more creative teaching methodologies. In addition, setting broader educational policies and changing the exam orientation are decisive factors when making any substantial changes to the textbooks. Such changes must be supported by corresponding adjustments incentivized by MOET and policy makers if they are to be effective (Nguyen, 2016; Pham, 2022; Ngo & Tran, 2023).

Conclusion

This study investigated teachers' perceived impact of the 'Global Success' textbooks on their teaching practices and students' language proficiency in Vietnamese public secondary schools. Regarding structure and organization, 'Global Success' was strongly believed to possess a well-organized format, clear language instructions, and thorough covering of language skills and culture, setting it apart from preceding textbook series. These attributes can effectively support secondary students to acquire English. Teachers also reported no difficulties in using and adapting the textbooks to align with their teaching styles and approaches. The only thing they were concerned about was the uneven distribution of grammatical themes and the lack of emphasis on certain English skills in the textbooks, particularly listening and writing skills. However, it is important to note that while modifying the textbooks to be more grammar-focused could address concerns about exam preparation, it could potentially disrupt the balance needed to equally promote all language skills, ensuring students are well-equipped for both exams and real-life communication (Bergström et al., 2021). Given the current situation in Vietnam, a perfect ESL textbook that can address teachers' concerns and support comprehensive language development would require further changes from MOET and policymakers, who can set broader educational policies and change exam orientations. It should be acknowledged that these

changes will take them a long time to implement and see their effects. Patience, sustained effort, and ongoing collaboration will be essential to truly fulfill the potential of the ‘Global Success’ textbooks in enhancing English language education in Vietnam.

Before concluding, a notable limitation of this study is the small sample size, which was constrained by the availability of participants during the recruitment period, affecting the generalizability of the findings. Future research should aim to include a larger and more diverse sample of teachers to provide a more comprehensive understanding of the textbooks’ impact.

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