An Evaluation of Three National High School English Textbooks in Vietnam from a Global Englishes Language Teaching Perspective

By Trung T. Le

Dissertation Submitted to the University of Oxford for part-fulfilment of the requirements for the degree of Masters of Science in Teaching English Language in University Settings

Green Templeton College

2022

Word count: 16730

Acknowledgement

The past two years at the Department of Education at Oxford University have been most inspirational and instructive for me. I have learnt a great deal and come to renew my deep commitment to the learning and teaching of English. It has always been for me an ambivalent feeling to have completed a journey and looked back on it with both excitement and nostalgia.

I would like to express my most sincere gratitude to Dr Heath Rose, who as my supervisor has always been there for me during my Masters education and my dissertation. I will miss the encouragement, the understanding, and the knowledge he offered during the hard times Covid brought about. I would never have been able to complete my studies and dissertation without the wonderful assistance of the team at the Bodleian Education Library. For those of us who learnt online, the resources available at the library were the only means accessible to us. For that, they were invaluable.

I would like to thank my cohort members for their thoughtful and engaging discussions and ideas. To my father and mother, who always support me in my life-changing decisions, to my little sister who always lends an ear and a shoulder whenever hard times visit, words cannot express my gratitude to you all. Thanks to all my friends, my students who are now my friends, and everyone I have met along the way, I may not be able to remember all the kind deeds you have given me over the past two years, but I do remember I needed them to complete my studies and go on living a meaningful and fulfilling life.

Table of contents

List of Tables

List of Acronyms

GELT	Global Englishes for Language Teaching
ASEAN	Association of Southeast Asian Nations
MOET	Ministry of Education and Training (Vietnam)
WE	World Englishes
IC	Inner Circle
OC	Outer Circle
EC	Expanding Circle
ELF	English as a Lingua Franca
CLT	Communicative Language Teaching
CATALYST	Communicative, Aim, Teachability, Available add-ons, Level, Your impression, Student interest, Tried and tested

Abstract

This dissertation evaluated how successfully the English textbook series for grade 10, 11, and 12 in Vietnam helps prepare high school students to use English to communicate in an international and global context. Adopting the Global Englishes for Language Teaching framework (Rose & Galloway, 2019), this dissertation analysed English norms used in audio recordings and texts, origins of interlocutors categorized in the Kachruvian system, visual representations of characters in skin tones, and traces of multilingualism and translanguaging. The findings revealed a strong dominance of British English norms (and to a much lesser extent, American English norms) and an overrepresentation of characters with light skin tones. Data also indicated positive portrayals of Vietnamese characters as interlocutors and proficient users of English. Importantly, the dissertation included an in-depth interview with one participant deeply involved in the design of the textbook series. It provided some recommendations for textbook designers and teachers in the conclusion.

1 Chapter 1 Introduction

This dissertation evaluated a series of English textbooks used nationwide in Vietnam for high school students in grades 10, 11, and 12 (16-18 years of age). The evaluation was conducted with a Global Englishes for Language Teaching (GELT) orientation, simply defined as "an inclusive paradigm looking at the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and English users in a globalized world" (Rose & Galloway, 2019, p. 4). The dissertation examined how successfully the textbooks prepare Vietnamese high school leaving students for tertiary education and the job market.

1.1 Rationale

There are three major reasons for an evaluation of the textbook series. First, English has now firmly established itself as a major foreign language in Vietnam that impacts Vietnamese people's education opportunities and employability. It therefore matters whether the teaching and learning of English in the Vietnamese educational system succeed in helping students acquire English to a level sufficient for their future needs. Second, the English textbook series in Vietnam occupies a special status unparallel to other English textbook series: it is a compulsory textbook series used nationwide for all Vietnamese students who learn English at school. As such, it exerts a paramount influence on the learning process and learning outcomes of students. Third, it is rare to see material assessment research conducted with insight from interviews with textbook authors. While textbooks targeted towards a globalized and general audience may choose not to focus on specific needs of learners and teachers in any regions, English textbooks used in local settings need to consider input from learners' situational needs as well as teachers' and authors' professional training and experience. This dissertation intends to incorporate one textbook author's views in its evaluation to fill this gap.

Specifically speaking, the need to evaluate the Vietnamese official textbooks based on a GELT ideology is timely, given that the aim of the textbooks is to develop learner's communicative skills "in a world in which internationalization and integration are becoming an inevitable trend" (Hoang, 2016, p. 11). Hoang, the editor-in-chief of the series from grades 3 to grade 12, continued with the pedagogical goal of the textbooks:

> By 2020 most Vietnamese young people graduating from secondary vocational schools, colleges and universities will be able to use a foreign language confidently in their daily communication, their study and work in an integrated, multi-cultural and multi-lingual environment, making foreign languages a competitive advantage

> of the Vietnamese people to serve the cause of industrialization and modernization of the country. (pp. 11-12)

The learning objectives clearly list the need to *communicate* effectively in a *multi-cultural* and *multi-lingual* environment. Moreover, the textbooks' preface also highlights the demand to use English to express Vietnamese cultures and other cultures in the world, especially (1) English-speaking cultures and (2) regional cultures of nations important to Vietnam such as ASEAN group, Japan, China, Korea, and India. Lastly, MOET's Circular No 32/2018/TT-BGDĐT, a follow-up of Decree No 75/2006/NĐ-CP, stated that learning English should help Vietnamese students become *global citizens* who can exchange knowledge and technology with the outside world. Vietnamese students should also learn to appreciate *their own language* and *culture* while they develop respect and love for other countries, the people and the languages there. Even though an approach to teaching English informed by a GELT orientation is not the only suitable framework available to meet these objectives, it is nonetheless a useful framework to *evaluate* the achievement of these objectives.

1.2 Research Questions

To examine whether the stated objectives of the textbooks' authors align with their content and whether Vietnamese students can move closer to achieving those stated outcomes via the textbooks, three research questions, informed by a GELT orientation, were developed as follows:

Research question 1: what are the norms of English used in the textbooks and the audio materials?

Research question 2: Who are the target interlocutors in the textbooks?

Research question 3: Which linguistic orientation is promoted in the textbooks?

1.3 Significance of the Research

It is hoped that this material assessment research will provide timely input for future revision and updates of the textbook series in Vietnam. In addition, it promises to add another perspective of the textbook authors into consideration. As authors' perspectives are crucial for a more thorough understanding of their own textbooks, an inclusion of their views contextualizes the teaching materials as well as provide understanding of how those materials are supposed to be utilized. Assessing teaching materials in a complex network of variables, including classroom teaching environments, teachers' input, authors' intentions, and students' specific learning needs

seems to be a step forward for research into teaching material assessment. This dissertation hopes to encourage this holistic approach.

1.4 Overview of the Dissertation

This dissertation consists of six chapters. The first chapter provides the rationale, the research questions, and the significance of the research.

The second chapter includes literature review on key movements related to Global Englishes (World Englishes, English as a Lingua Franca, Global Englishes for Language Teaching, and Communicative Language Teaching). It then provides a discussion on previous research on material assessment with a GELT approach, with a focus on the strengths and weaknesses of the research. The discussion is sub-divided into research in textbooks for Vietnamese learners on the one hand and in those for other international learners on the other. The chapter ends with a note on the lack of authors' input in research on material assessment.

Chapter three provides the research questions and the textbook sample selection for the dissertation. It then details the two phases of the research as well as an in-depth interview with one author of the textbook series. A table describing the methodology is given towards the end of the chapter.

Chapter four presents the findings of the dissertation. It includes answers to the three research questions as well as a report on the in-depth interview with the author.

Chapter five discusses the findings in relation to literature in the field and to the insight learnt from the interview. It also addresses a broader implication of the findings within the field of research into teaching material assessment.

Chapter six is the conclusion of the dissertation. It includes some implications for textbook authors and in-service teachers before stating the limitations of the dissertation.

2 Chapter 2 Literature Review

2.1 Definition, Limitations, and Significance of Kachru's World Englishes

The Kachruvian paradigm of World Englishes became widely known via a series of Kachru's publications (1990; 1992a; 1992b). Kachru's most influential Three Circle model of how English has been acquired and used in a highly diverse global context has been subsequently cited in works that investigate the rise of English as a global language (Crystal, 2003; Jenkins 2009; Jenkins 2015). In the model, the Inner Circle includes the traditional varieties of English in, for instance, the UK, the US, Australia, New Zealand where English is normally "the first language" (Rose & Galloway, 2019, p. 6) or primarily "the mother tongue" (Kachru, 1992b, p.3) of most citizens. In the Outer Circle that includes countries such as India, Malaysia, Pakistan, Philippines, Singapore, and Zambia, English has become "an additional language," in the words of Kachru (1992b, p.3), or "a second language" (Rose & Galloway, 2019, p. 6). Lastly, the Expanding Circle covers all national territories where citizens use English as "the primary foreign language" (Kachru, 1992b, p.3). Vietnam was not included explicitly or even mentioned briefly in the Expanding Circle of the earlier versions of the model. This omission was somewhat understandable, considering that English was received with ambivalent feelings throughout Vietnam's modern history during which Chinese, Russian, French, and English struggled for dominance (Do, 1996). This constant struggle for linguistic, and therefore, social, and cultural dominance of these four foreign, yet not quite foreign, languages meant that English became prevalent in specific areas like the South of Vietnam, for a specific period of time (as in pre-1975), rather than remained the most dominant foreign language to fit Kachru's criterion. The situation has altered immensely since Vietnam's 1986 Reform and now English has firmly established itself as the most dominant language in Vietnam, thereby fulfilling Kachru's criterion to be included in the Expanding Circle.

Kachru's groundbreaking model is limited by its own method of classification. The circles include national territories (the UK or the US) and nations rather than groups of English users (Indian English users or Singaporean English users). This classification neglects the existence of many varieties of English use within and across each nation (Pennycook, 2010; Jenkins, 2015; Rose & Galloway, 2019). Also, associating a variety of English to its original location ignores the fact that any variety of English can be *acquired and used* by any individual, groups, or communities that need to adopt it for practical, cultural, or personal purposes. This can be seen most clearly in the Englishes in the Inner Circle, but also increasingly in the Outer and Expanding

Circles. In addition, the division of the Model into norm-providing Inner Circle countries, norm-developing Outer Circle countries, and norm-dependent Expanding Circle ones does allow flexibility and mobility for countries in the Outer Circle to have their Englishes become the norms, yet it strictly forbids any Englishes in the Expanding Circle to develop their own norms. Given that Englishes in the Expanding Circle can be used to communicate with people from other countries in both the Expanding and Outer Circle rather than from those in the Inner Circle, forcing them to depend on Inner Circle Englishes for norms sounds unreasonable (Rose & Galloway, 2019; Canagarajah, 2006a; Canagarajah, 2006b). Lastly, Bruthiaux (2003) offers more stringent criticism of the model in terms of its inconsistent methods of classification:

> Because it tries to account for varieties (in the Inner Circle), a multiplicity of speaker types (mainly in the Outer Circle), and geographical locations (in the Expanding Circle) all at once, this superficially appealing and convenient model conceals more than it reveals and runs the risk of being interpreted as license to dispense with analytical rigor. (p. 161)

It is more meaningful, however, to highlight useful points from the model, especially those that are particularly relevant to a Global Englishes paradigm. Doing this not only brings more appreciation to the model but also focuses on the constructive aspects of the model, lest we throw the baby out with the bathwater. Indeed, the importance of acknowledging the need to use English for both international and intranational purposes, and accordingly the need to teach English in a way that reflects the sociocultural contexts and the practical politico-economic needs of learners, is highlighted early in Kachru's 1992b state of the art article "World Englishes: Approaches, Issues and Resources." Nonetheless, for Kachru back then, countries in the Expanding Circle like Japan would obviously use English *primarily* for international communication whereas those in the Post-colonial Outer Circle like India seems to use English mainly for their own internal purposes.

This simplistic assumption nowadays would not go unchallenged. Pennycook (2003), for instance, offered an insightful account of how the use of English in Japanese rap music partook in the refashioning of a complex identity of a particular hip-hop group (Rip Slyme) located within the national border of Japan, a group that is aware of the appeal of both the local and global in their cultural, aesthetic, and commercial incorporation of English into their music and lyrics.

This specific case at least demands that Kachruvian linguists consider seriously the possible existence of norm-defining use of English not just for linguistic but also for cultural

identity in Expanding Circle countries. Indeed, it was unfortunate that Kachru did not discuss, or perhaps regarded as non-existent, the use of English in Expanding Circle countries' literature in his 1992b state of the art article. The situation nowadays, after nearly 30 years, is radically different as countries from the Expanding Circle may be in a stronger position to ask for their literature to be included in the World Englishes literary canon itself, just like those from the Outer Circle were in 1992. This trend towards further inclusion was also reflected in Kachru's (2005) *Asian Englishes: Beyond the* Canon. Crucially, the spirits of inclusion, of tolerance, and of true World Englishes should be inherited from Kachru's works (1992b; 1990) and extended towards Englishes in the Expanding Circle. This approach, instead of challenging Kachru's ideas, advances it further by promoting the truer WE-ness of World Englishes. Indeed, what Kachru (1990) discovered about the localized use of Outer Circle Hongkong English in local advertising, targeted specifically towards local residents, can be borrowed verbatim to justify the sophisticated and calculated use of Englishes in countries in the Expanding Circle:

> Everyone understands that it is substandard English. Explains a copywriter at Dentsu: 'yes, of course we know it sounds corny to an American, even objectionable to some. But what the foreigner thinks of it is immaterial. The ad is purely domestic, a lot of market research has gone into it. It evokes the right images. It sells.' (p. 13)

Communities in the Expanding Circle, as can be seen here, do use English for *internal* purposes. It is a variety of English specifically tailored to local tastes and manipulated to achieve well-defined communicative goals. The Kachruvian model, despite its limitations, remains useful in raising awareness of uses of English for both international and intranational purposes and awareness of the need to consider the needs of learners in the teaching of English suitable for their current and future goals. For this study, the Kachruvian model offers a framework (IC, OC, EC) to evaluate the extent to which international and intranational the varieties of English feature in the Vietnamese English textbooks for grades 10, 11, and 12.

2.2 Definition, Limitations, and Significance of English as a Lingua Franca

English as a Lingua Franca (ELF) was conceived to partly fill the gap left behind by World Englishes: the need to legitimize English use in countries from the Expanding Circle. Seidlhofer (1999), for instance, highlighted the different needs and preferences of English users in Expanding Circle countries and proposed instead that non-native teachers in Austria view their non-native

status as a vantage point and a resource for successful language teaching. Indeed, being significantly distant from the Inner Circle norms brings non-native teachers closer to their students and enables the former to impart relevant learning strategies that suit their students' needs. The article, in a way, was a declaration of independence from Inner Circle English norms in teaching and learning that both Outer Circle and Expanding Circle Englishes urgently needed at the time.

Instead of researching Englishes along national boundaries and geographical lines, ELF is more concerned with the fluidity and flexibility in English use displayed in communication across or regardless of boundaries. The case of English lyrics in Japanese hip-hop music discussed above exemplifies the need to view English beyond nationality and history—e.g. postcolonial—into such various purposes and reasons as economic, practical, intellectual, entertainment, and prestige ones (Jenkins, 2015).

Nonetheless, definitions of ELF seem to limit it to a communicative medium between users whose different first languages would otherwise bar them from mutual understanding. Jenkins (2009) defined ELF as English "used in contexts in which speakers with different L1s (mostly, but not exclusively, from the Expanding Circle) need it as their means to communicate with each other" (p. 143) whereas Seidlhofer (2011) defined ELF as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (p. 7). A person from the Expanding Circle with high competence of English—the present writer of this dissertation included—would perhaps feel ambivalent about this limitation. For all its intents and purposes, it seems that an early framework of ELF would focus solely on the communicative use of English in non-native contexts rather than on, just to name a few, intellectual, artistic or creative use of English.

Despite its limitations, an ELF re-conceptualization is crucial for both Global English for Language Teaching and for understanding of English as a language. In an ELF point of view, English as a Lingua Franca is not a variety like American English, Indian English, Hongkong English—it is a way of using English in successful communication, or a successful manipulation of English via various context-based strategies (Jenkins, 2015; Seidlhofer, 2011). This emphasis on the function of English as a lingua franca shifts attention in English language learning and teaching to specific situations, larger contexts, and particular communities. It also acknowledges more recent incorporation of ELF use in expressing users'—even those from Expanding Circle—

cultural identities, promoting a sense of solidarity, and creating an atmosphere of in-group belonging.

Overall, an ELF approach shares with GELT (discussed further in section 2.3) and WE the view that differences born out of English use in non-native contexts are not errors, but examples of "contingent creativity and adaptation, or even of language contact and change in progress" (Jenkins, 2015, p. 42). It justifies and encourages corpus and archive research into varieties of ELF features in Expanding Circle areas, including South-east Asia and East Asia (Deterding & Kirkpatrick, 2006; Deterding et al., 2008; Deterding, 2010; Jenkins, 2015). It draws attention in ELT to training successful communication in a global, fluid, flexible, and unstable context. In all of these ways, the approach promises to aid one to two billion users of English to promote positive and confident linguistic identities of themselves and to work, live, and interact successfully on local, regional, and global scales.[1] This approach is by no means intended to exclude so-called native users of English from the Inner Circle. Rather, there still are many cases in which interactions in a global context feature users from those areas, but their native-like status should be replaced by relevant competency in successful cross-cultural context-based communication (Jenkins 2015). Lastly, on a more practical note, an ELF approach can potentially challenge and revise traditional frameworks of English competency in assessment, of native English model in curricula and materials design, and of Teaching English as a Foreign Language (TEFL) in education. All of these observations brought about by ELF remain critical in evaluation of teaching materials and textbook design.

2.3 Global Englishes for Language Teaching

Global Englishes is the term used by Rose and Galloway (2019) to refer to "an inclusive paradigm looking at the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and English users in a globalized world" (p. 4). Like ELF, the term does not simply refer to varieties of English in the world, but to a specific approach to teaching English in a modern context that requires a distancing from WE's national borders and traditional EFL's nativeness and a new focus on translanguaging—the process whereby speakers draw upon their "entire linguistic repertoire [in which English is but one language] when communicating" (Rose & Galloway, 2019, p.9)—and multilingualism. This double focus suggests that Global Englishes view themselves in

[1] These figures were taken from Jenkins (2015) and Crystal (2008). Now there are very likely to be more users of English in the world.

an interdependent network of other languages, to which a typical modern multilingual user has access.

More crucially, the Global Englishes approach is closely tailored to English language teaching (Rose & Galloway, 2019; Galloway & Rose, 2018; Galloway & Rose, 2015). It is therefore a practical pedagogical paradigm that is nonetheless thoroughly supported by research and theories and has benefited from revisions. Specifically, Rose and Galloway's 2018 version of the framework presents thirteen central aspects that require serious considerations in language teaching, along with informed pedagogical approaches to addressing those aspects. First, the target interlocutors for GELT shifted from non-native speakers to all English users, thereby avoiding the unfortunate distinction between native versus non-native. Second, ownership now lists context of English use instead of the users themselves. It should be noted that this makes it seem like GELT is returning to Kachru's Model of World Englishes; however, the focus on global ownership specifically refuses to focus solely on national borders. Nonetheless, one limitation of the GELT paradigm here is that the label can be overly encompassing and downplay the need to look for translocal and regional contexts of ownership. Third, in terms of target culture, Rose and Galloway (2019) argued that the lack of target cultures in ELF has shifted the goal of learning Global Englishes to issues of "intercultural awareness, the role culturally based communicative forms, practices and frames of reference have in intercultural communication, and an ability to use these in a flexible and context-specific manner" (p. 22). Fourth, the 2018 GELT framework further downplays the importance of nativeness in GELT teachers, role models, and sources of teaching and learning materials. Native users are not necessarily competent teachers, nor are they necessarily able to provide role models for English users who only use English in non-native context. This is not to discriminate native teachers of English, but rather to view qualifications and relevant learning and teaching experiences as more salient to successful language education. Fifth, non-English languages and cultures are now viewed as inclusive components in any multilingual users' linguistic repertoire; they are no longer considered hindrance or sources of interference that need to be eliminated for successful learning outcomes.

The 2018 framework was also updated with two important aspects: needs and assessment criteria. Needs analysis as part of curriculum is essential because GELT requires teachers to adapt to the specific needs of students: who they will communicate with in English, where they will mainly use English, and what purposes they will use English for. Again here, the label can be

misleading, giving the impression that students' needs are globally defined whereas they should perhaps be more properly understood in local, translocal, and regional contexts as well. Similarly, assessment criteria need to be closely aligned with intended learning outcomes. It could be misleading and even damaging to GE users if employers, universities and colleges, and other potential stake holders relied on traditionally designed tests with a native-based assessment to judge GE speakers' competence.

Lastly, in terms of learning goals and linguistic orientation, GELT should aim towards multicompetence and communicative competence rather than any standardized varieties of English. This means that GELT is considered successful if learners develop skills and strategies as well as linguistic and culture knowledge to communicate successfully with a variety of Global Englishes users relevant to learners' lives and context. The fact that most GE users speak other language(s) than English also requires teachers to promote positive attitudes to this multilingualism and train learners to take advantage of their own multilingual ability in communication.

Table 2.1 Rose & Galloway's (2019) The 2018 Global Englishes Language Teaching framework

	Traditional ELT	GELT
Target interlocutors	Native English speakers	All English users
Ownership	Inner Circle	Global
Target culture	Static NE cultures	Fluid cultures
Norms	Standard English	Diverse, flexible and multiple forms
Teachers	Non-NE-speaking teachers (same L1) and NE-speaking teachers	Qualified, competent teachers (same and different L1s)
Role model	NE speakers	Expert users
Source of materials	NE and NE speakers	Salient English-speaking communities and contexts
Other languages and cultures	Seen as a hindrance and source of interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner Circle defined	Globally defined
Assessment criterion	Accuracy according to prescriptive standards	Communicative competence
Goals of learning	Native-like proficiency	Multicompetent user
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/translingual

Overall, Global Englishes for Language Teaching is "an ideology that can be used to inform, rather than direct, teaching in the twenty-first century" (Rose and Galloway, 2019, p. 27). Being practical and *useful*, it is a "tool *for* language teaching, rather than an approach that is used to teach" (p. 27). This indicates that any current English language teaching practices can benefit from an incorporation of GELT. Furthermore, it offers a much more flexible view of English use and users than does Kachru's Model of World Englishes, and it also lays greater emphasis on cultural awareness, alongside linguistic features, than does ELF. This dissertation adopts GELT as a critical tool to evaluate the extent to which Vietnamese textbooks grades 10, 11, and 12 serve the needs of Vietnamese students in the age of globalization.

2.4 On Communicative Language Teaching (CLT) and the Vietnam's case of CLT

Like other modern models of English learning and teaching, CLT is communication-based (Rose & Galloway, 2019). Successful cross-cultural, intra- and inter-national communication is usually the ultimate goal of most learners. In addition, Vietnam's approach to foreign language

teaching in general, and English in particular has been heavily informed by the Communicative Language Teaching ideology. It is therefore apt to provide a brief note on the ideology and attribute many past successes in as well as failures of English language teaching in Vietnam to the application of CLT.

It is challenging to define CLT, given that it has been treated more as an inspiration than a clearly defined paradigm. In its name, CLT is self-explanatory, making it even more challenging to understand what it means to teach a language communicatively. In Vietnam, CLT is "basically focused on acquiring the necessary skills to communicate and participate in teaching techniques such as role play and real situation." (Trinh & Mai, p. 44). In CLT, the focus on authenticity in materials and contexts, and on strategies to negotiate meanings in various real-life situations is highlighted (Brown, 1994; Castro, Sercu, & García, 2004; Canale & Swain, 1980).

CLT was introduced to Vietnam from as early as 1994, when the US embargo was lifted (Nguyen & Hamid, 2021). It was praised as a truly innovative approach to teaching foreign languages, as opposed to more outdated methods such as Grammar-Translation or Structural-Situational Language Teaching. Nonetheless, it took Vietnam a long time to advance in the direction of CLT, mainly because of bureaucratic obstacles, resistance from teachers, students, and also educators, and a lack of innovation in assessment (Nguyen & Hamid, 2021; Le, 2015; Hoang, 2018). On 30 September 2008, the government signed Decision No. 1400/QĐ-Ttg to initiate project 2020, officially named the National Foreign Language Project, that aimed to improve the English competence of Vietnamese citizen significantly by 2020, to prepare them for a global and a regional market, and to ensure Vietnam's successful integration into the world—economically, politically, and culturally. The project failed to meet its goals in 2020, and was subsequently extended to 2025, effectively becoming a 17-year project with an unclear future. After nearly three decades, little progress has been made to turn English teaching at public schools in Vietnam towards CLT.

To develop learners' communicative competence, teachers will need to focus on communication in the classroom by creating as many opportunities as possible for learners to practice English. They also need to be tolerant of errors, to train learners' accuracy and fluency, to cover four skills as well as grammar rules (Dang & Seals, 2018; Richards, 2006). In reality, however, CLT has not been implemented as required by the ministry of education and training's curriculum (Le, 2015). Many teachers are unequipped to teach with the new method, examinations

and tests remain heavily grammar- and structure-based, general lack of motivation and facilities to implement CLT are reported in many rural or remote areas.

Nonetheless, the problems may also lie elsewhere in the inefficient bureaucratic system and in CLT itself. Le et al. (2021) reported that the teaching agency of English primary teachers in Vietnam is compromised during the teaching process: they are not involved in policymaking decisions and yet forced to implement policies without any consultations or regards to specific contexts. This situation is not peculiar to Vietnam alone: Humphries and Burns (2015) also reported lack of trust in innovation, low level of understanding of the CLT approach, and lack of ongoing professional support for teachers as three major barriers to successful change. Even though the study was limited to only four informants and therefore not readily generalizable, it drew attention to the need to create an effective administrative system and a comprehensive network of support for teachers before the CLT approach can be implemented successfully.

Lastly, problems in CLT approach itself were addressed as early as 1985 in Swan's two articles that highlighted (1) the fallacy of the tabula rasa attitude that assumed students come to learn English *without* any transferable communicative skills in their own native languages, and (2) the whole-system fallacy that neglects context-appropriateness and students' specific needs in learning an aspect of the English language. All in all, Swan emphasized what scholars in GELT would do two decades later: to recognize the crucial role of the first language in foreign language learning. This ultimately meant that even though CLT is a praiseworthy goal in and of itself, teachers still require a practicable framework to achieve the goal of communication all the while avoiding the dangerous assumptions that an ambiguous approach like CLT may hold. The question remains whether materials like textbooks enable teachers to make CLT and GELT frameworks a reality in their classroom and to transform students into competent users of English in their real life settings.

2.5 A Review of research on material assessment with a GELT approach

Research so far on material assessment utilizing a GELT approach has reported disappointing findings, even for textbooks that market themselves as having an English as an International Language (EIL) design outlook (Shin et al., 2011; Galloway, 2018; Yu, 2018). In general, textbooks are divided into two categories based on their origins and use. The first category concerns textbooks designed by major publishers and intended for an international audience. Those textbooks tend to suffer from issues related to authenticity: more precisely, they tend to over-

represent Inner Circle Englishes and cultures, under-represent Outer and especially Expanding Circle Englishes and cultures, and above all misrepresent most cultures due to simplistic and superficial engagement with English speaking cultures in all three circles. Overall, textbooks targeted towards international audience are likely to offer a sterilized, sanitized, and idealized picture of British and/or United States cultures.

For instance, Rose and Galloway (2019) reported low GELT ratings on six globally popular textbooks (*New Headway*, *Interchange*, *Market Leader*, *International Express*, *Global*, *and English Unlimited*). The researchers utilized two evaluation methods: a close-look evaluation with a holistic approach and a careful in-depth quantitative analysis that investigated specific features of the textbooks as proxy measure for larger constructs. The first method was intended as a showcase for teachers and practitioners who did not have the time and yet had to evaluate their textbooks quickly before using them; the second method was suitable for proper research purposes. Rose and Galloway's findings indicated that all textbooks were either heavily English and American influenced or non-specific about any cultures at all.

One potential drawback of their research is that Rose and Galloway selected only upper-intermediate levels of those textbooks, assuming that "learners at the higher level of the textbook series were more likely to need English for use in global contexts" (p. 143). While this may be true, it begs the question as to whether GELT as an ideology can be and indeed should be adopted even in earlier stages of language learning and in earlier ages of language learners. In addition, it may sound intuitive at first for teachers and educators to focus on basic grammar, vocabulary, pronunciation at the beginning stage of language learning rather than on reflection over Global Englishes cultural issues, on learners' motivation and confidence building, and on more sophisticated communicative strategies that require higher language competence, yet it may also be highly beneficial to gradually incorporate aspects of GELT suitable for beginning levels. For example, early learners may benefit from increased attention to transferable language skills they already possess in their first language; they can also be taught to look for appropriate models in expert language users instead of native speakers and teachers; and they can also profit from an orientation and needs analysis session at the beginning of the course that discusses global ownership and use of English. All of these missed opportunities point to the need to conduct material assessment even on textbooks at lower levels and those targeted towards younger learners of English.

Other research (Caleffi, 2016; Gray, 2010) also reported similar problems of mismatches between the actual content of some recent English textbooks (*Global* and *The Big Picture*) and their publishers' claims that they were designed with an EIL/ELF orientation. Furthermore, Siqueira (2015) highlighted the sterilized, sanitized, and idealized picture of British and/or United States cultures in three textbooks surveyed (*Passages*, *Skyline*, *World Pass*). In his study, he identified two major causes of what he labeled "the plastic world of ELT materials": (1) the purposeful avoidance of so-called sensitive topics related to Politics, Alcohol, Religion, Sex, Narcotics, "Isms", and Pornography (PARSNIP for short) to ensure maximal commercial success of international textbooks and (2) the idealized, or fantasized, depiction of target cultures, mainly British and United States ones. These seem to be problems international textbooks struggle to resolve: given their wide scope of audience, whose cultural expectations are so vastly different that what is considered the norm in one community may be considered unacceptable elsewhere. For now, the two convenient solutions seem to be either a highly reductive list of acceptable topics suitable for everyone's taste or a focus of materials on idealized targeted cultures that most learners will find palatable.

When it comes to local textbooks designed by local experts and intended for local use, evaluations on GELT seem to be slightly more positive. However, this general observation should be taken with caution: This does not indicate that local English language textbooks do not suffer from pitfalls similar to those in international English language textbooks. Indeed, many local English textbooks in Japan, Hong Kong, Germany, Italy are shown to engage superficially with GELT whereas improvement, if there is some, is somewhat random, unsystematic, or even tokenistic (Matsuda, 2002; Chan, 2014; Sybre & Rose, 2018; Lopriore and Vettorel's, 2016; Vettorel, 2018). Some studies do include somewhat more positive evaluations than others (Takahashi, 2014; Xu, 2013).

For instance, Takahashi's (2014) evaluations on junior-high-school (JHS) and senior-high-school (SHS) coursebooks in Japan reported a somewhat active engagement with ELF perspectives. In those Japanese coursebooks, the majority of conversations took place between a NES and a NNES, whereas communication among NNES was largely absent. Nonetheless, the highlight of those coursebooks was their inclusion of EFL related content and topics such as "Singlish Bad; English Good," "English as a World Language," "One Language or Many?" "Cheaper, can or not?" and "Singlish Bad; English Good." More positive findings were found in

Xu's (2013) study on five volumes of "New Senior English for China," published by the People's Education Press of China and used nationwide in secondary schools. The findings revealed that the textbooks presented (1) texts about cultures other than English and from Expanding Circle countries, (2) texts that raised awareness of both the existence of world Englishes and functions of English in local contexts, (3) relevant personal experiences of both students and teachers. Crucially, the textbook designers were commended for tailoring their textbooks to the needs of Chinese secondary school students learning English in the Chinese context. This last point is significant because it points to the need of local students learning English in the framework of GELT.

Overall, however, very few studies so far have incorporated insight taken from the authors of the textbooks themselves into their research analysis and discussion of findings. Without input from the authors, teachers, or students, textbooks' analysis appears isolated and de-contextualized. The need to incorporate those three groups into materials assessment is more important in cases where textbooks are locally designed and intended for local students and teachers rather than in cases where textbooks are mass produced and labeled generally as suitable for international students of English. This gap will hopefully be filled in this dissertation, which will incorporate the views of an author of the textbook series in its evaluation.

2.6 A Review of research on English Textbook Assessment in Vietnam

Adoption of English textbooks in Vietnam have undergone many changes. Overall, there have been government approved, official textbooks for in-class teaching from the beginning of secondary school in grade 6 to the end of upper secondary school in grade 12. Since Project 2020, nationwide English textbooks are used at all schools in Vietnam from primary level, grade 3 to the end of grade 12. Students at college and pupils in grades 1 and 2 are exposed to a wide variety of textbooks selected by appropriate local authorities and universities, the most popular of which are *Family and Friends*, *Let's Go*, *Solutions*, *New Headway*, *Lifelines*, and *Streamline English*.

Textbook assessment on whether International English textbooks used in college match the needs of Vietnamese students is sparse. Trinh (2019) evaluated two commonly used Vietnamese EFL textbooks—*Lifelines Elementary* and *Lifelines Pre-Intermediate*—on cultural representations. In line with most research on international textbook assessment, the study revealed that the focus of cultural representations was on English-speaking countries as target cultures (British English, US English, Australian English, and Canadian English). Because of their nature,

international textbooks cannot cater for all specific cultures of learners; as a result, it is not surprising to discover that there was no reference to the cultural background of Vietnam in *Lifelines Elementary*, and perhaps worse, only one reference to the Vietnam War in *Lifelines Pre-Intermediate*. It should be noted that the stereotypical and simplistic association of Vietnam with the Vietnam War has been widely criticized by Vietnamese American researchers and others (Nguyen, 2016; Espiritu 2014; Shohet, 2021) who persistently attempted to highlight the fact that Vietnam is a country, not a war. Trinh rightfully concluded that "these textbooks may not assist Vietnamese students in developing a keen sense of self-awareness such that they are better able to adapt themselves in communications across cultural contexts." Although the textbooks under evaluation were published in the 1990s and therefore may not reflect the current information about the English-speaking world, other evaluations on more recent international textbooks discussed in Section 2.5 have shown little significant improvement in terms of GELT orientation.

The most recent English textbook series for students from grade 3 to grade 12 has received more attention because it is being used nationwide and has the potential to impact millions of students' English education. Recently, Nguyen and Cao (2020) claimed to be the first authors to evaluate the upper-secondary school English textbooks—*English 10*, *English 11*, and *English 12*. They aimed to discover to what extent the series fulfiled Project 2020's goal of "cultivating students' abilities to communicate effectively in intercultural situations" (p. 151). Along with Vietnam's integration into global economies and cultural exchanges, the need to develop communicative competence with only Inner Circle target cultures in mind has become inadequate. Instead, Nguyen and Cao adopted a new goal of developing learners' intercultural communicative competence (ICC): "the ability to ensure mutual understanding among people of different language and cultural backgrounds and to communicate effectively and appropriately with one another" (p. 152). This model focuses on helping students develop (1) an openness to other cultures, (2) the ability to see things from a different cultural perspective, and (3) critical awareness of self and other.

In terms of methodology, the authors counted directly observable and quantifiable items, including types of cultural contexts (local, Anglophone/Western, other Asian), task requirements (comprehension or reflection), depiction of culture (as fixed Anglophone/Western cultures or as fluid global cultures), and cultural values (local or Anglophone/Western). The research design is generally sound and replicable, except for one significant issue: Anglophone and other Western

contexts were combined into one general category because of the difficulties of knowing speaker's nationality. This in turn means that the Anglophone/Western category may have included many countries and speakers from both Outer and Expanding Circles.

Findings revealed that even though there were a wide range of cultural contexts in the textbooks, Anglophone/Western contexts received the most coverage (36%), followed by local contexts (27%). Asian contexts like China, Japan, and ASEAN nations received only 11 per cent coverage, despite being strategic partners with Vietnam. Cross-cultural contexts were reportedly most seriously under-represented, with only 9 per cent coverage. More importantly, Nguyen and Cao discovered that the textbooks delivered biased presentation of values and ideologies in favor of Angle-American cultures, at the expense of Vietnamese cultures. Western values such as individuality, independence, self-assertion were portrayed positively as sources of admiration and modelling whereas collectivism, interdependence, and modesty were either barely mentioned or devalued. This pattern goes against fostering confidence in learners' own cultures in a GELT paradigm.

Another important assessment conducted by Dang and Seals (2018) on categories concerning bilingualism, language variations, and intercultural communication also revealed limitations in textbooks for grades 3 to 5—*English 3, English 4*, and *English 5*. The textbooks encourage teachers to use Vietnamese where English is impractical, given the elementary English levels of primary pupils, but also urge teachers to use English as much as possible. The authors borrowed the term "double monolingualism norm" from Jorgensen (2008) to explain this phenomenon: "although people command two languages, they use only one language at a given time and use each of their languages in the same way as monolinguals use that language" (p. 101). This led them to conclude that it was unclear whether the textbooks aimed for multilingual competence in early English education. Similarly, pronunciation features were limited to standard English, and cross-cultural representations remained superficial. The authors acknowledged some concerns about the appropriate age and stage of learning to introduce GELT features into the classroom, but they argued convincingly that such features could have been conveniently added even in simple, elementary topics like "greetings or introducing ourselves, expressing politeness and respect, and coding of family relationships" (p. 108). Their suggestions, along with Newton et al. (2010), further indicated that a GELT ideology can be adopted for more beginning levels of language teaching.

Another evaluation undertaken by Vu and Pham (2021) reported unequal representation of gender in the English textbooks from grade 6 to 9 of the same series—*English 6*, *English 7*, *English 8*, *English 9*. More precisely, male speakers dominated not only the space but also the content of conversations. Crucially, the authors of the textbooks, when interviewed, admitted conscious attempts to redress the gender inequality, yet such gender disparity persisted in the final products. One author explicitly explained that in designing the textbooks, language issues took priority over gender issues, leaving such inequality unaddressed.

2.7 Research Gap and Research Significance

This dissertation attempts to add to the ongoing research into teaching material and textbook assessment valuable insight in several aspects. First, the dissertation focuses on the context of English language learning and teaching in Vietnam, where little research related to this field has been available. While much more research on English language learning and teaching in Southeast Asia has been conducted in other countries like Singapore, the Philippines, and Thailand, little has been studied in the context of Vietnam. Yet, Vietnam remains an important region for research because of both its large population (nearly 100 million people by end of 2022) and the highly popular status of English over the past 27 years, rendering the education of the English language a strategic focus of the government and citizens in both economic and cultural terms.

Second, since the new textbook series has just been released over the past decade, limited research has been conducted and even less has been done on teaching material assessment. Also, since it is the first series promoting the new CLT approach in teaching Vietnamese students English to communicate with the global world, it should deserve much more attention from researchers, especially those interested in seeing how the approach works in reality.

Third, the series is designed for nationwide adoption. Its impact is therefore far and wide, influencing the teaching direction and learning outcomes of millions of students going into the Vietnamese compulsory education system every year. Furthermore, the series will be going under review and revision in the next decade in preparation for an updated series. In such a context, any assessment is both opportune and useful, as it can assist the authors in their upcoming revision of the series.

Forth, this dissertation attempts to evaluate the visual representation of the characters in textbooks. English language textbooks, especially those aimed at young learners, rely heavily on

visual representations for boosting learners' motivation and aiding the learning process, yet little research has been conducted on how closely the visual representation corresponds with the real world setting of global English users. This dissertation hopes to fill that gap in part and perhaps later research can continue this important line of inquiry.

Lastly, interviews with textbook authors have been largely missing so far in previous assessment research. This dissertation aims to fill this gap by offering textbook evaluation informed by insight from interviews of an author deeply involved in the textbook series' design. This means the evaluation tries to view the textbook series in connection with its local realities and in light of local experts' views. Admittedly, it would have been more useful to incorporate the views of practicing teachers and students who have worked with the textbooks, but doing so would go beyond the scope of the dissertation. It is hoped that the insight of the author will serve as a starting point to view teaching materials as an essential knot in a network of teaching and learning resources rather than as an isolated force independent of learners' needs, teachers' expertise, and market's demands.

3 Chapter 3 Methodology

3.1 Methodological issues in textbook evaluation and a rationale for mixed methods research

Although methods to evaluate textbooks exist in increasing numbers and higher quality recently, they still tend to "lack the scholarly robustness we are accustomed to seeing in other areas of applied linguistics research" (Rose & Galloway, 2019). This leads to a two-fold problem. First, lack of scholarly robustness prevents research on textbook evaluation from being published at all, let alone in highly prestigious journals. Second, without such publications on textbook evaluation, on-site teachers and practitioners are left to assess teaching materials by themselves. Granted that all teachers will have to perform evaluation and needs analysis to some extent before they commence a language course, the absence of scholarly studies on textbook evaluation by researchers renders high-quality and thoroughly systematic evaluation methods inaccessible to on-site teachers and as a result wastes teachers' limited time by forcing upon them extra unassisted workload.

This problem usually means that publication on textbook evaluation frameworks should be both *pragmatic* and *scholarly robust*, so that teachers can conveniently adopt them, make quick decisions that are nonetheless effective and valid. Evaluation frameworks so far have been developed by Grant (1987), Littlejohn (1998), Tomlinson (2010), and McGarth (2016). For practical purposes and still effective execution, Tomlinson's (2010) checklist and Grant's (1987) CATALYST (CATALYST stands for Communicative, Aim, Teachability, Available add-ons, Level, Your impression, Student interest, Tried and tested) methods are suitable. Yet, for researchers working on textbook evaluations who want to provide more thorough guidelines for teachers, educators, and policy makers, more robust frameworks are required to avoid superficial judgements and overly subjective evaluations. For instance, to examine the hidden curriculum of textbook and teaching materials, Littlejohn's (1999) three levels of analysis can prove more useful.

Given this somewhat special nature of research on textbook evaluation, it is difficult, and perhaps unnecessary, to indicate strictly whether it falls into the category of quantitative or qualitative research. Since textbook evaluation relies heavily on teachers' and researchers' subjective opinions, it is qualitative by nature. Nonetheless, this subjectivity is not necessarily a negative feature of evaluation. Indeed, when there is a need for insider meaning, a focus on specific teaching and learning contexts, or an emphasis on the expertise and experience of on-site teachers, qualitative evaluation can be valuable (Dörnyei, 2007). This need for specificity and local teachers'

input has already been highlighted in research on material and curriculum design (Swan, 1995b; Yu, 2018). Experienced teachers, researchers, and many others can indeed provide expertise evaluations of textbooks—what they discover is often rich, and detailed enough to help understand complex situations, among which English language teaching is certainly one.

There have been attempts to include more quantitative data to textbook evaluations (Syrbe, 2017; Syrbe & Rose, 2018; Rose & Galloway, 2019; Nguyen & Cao, 2020; Vu & Pham, 2021). This trend is somewhat welcomed mainly because it adds further quantifiable backup to subjective observations and provides illuminating patterns that can be missed by even more experienced teachers and researchers. In a sense, these studies can be regarded as mixed methods research with a stronger emphasis on the qualitative side. The advantages this research method, especially for textbook evaluation, can be summarized in Dörnyei's (2007) writing: "words can be used to add meaning to numbers and numbers can be used to add precision to words (p. 45). Indeed, mixed methods research in textbook evaluation promises to deliver sensitive and in-depth analysis that can reveal the social, cultural, and situational factors behind textbooks and curricula. While quantitative research in evaluation can answer "what," "who," and "how many/much" questions, qualitative investigation can provide further clues to "why" questions, making quantitative findings more convincing and vivid for a large audience. However, it is important to note that research into textbook evaluation, no matter how quantitative it claims to be, is still highly qualitative—or subjective—in terms of coding and counting practices, given the elusive nature of the data related to cultures, norms, attitudes, and ideologies. One example of mixed methods research is content analysis, which involves the quantification of frequency counts for coded thematic, categoric, or linguistic content in a text. (Roberts, 1989; Rose & Galloway, 2019).

3.2 Research Questions and Textbook Sample Selection

This dissertation adopts mixed methods research and aims (1) to explore the extent of a Global Englishes orientation in Vietnamese official textbooks and (2) to discover whether they promote students' knowledge and awareness of them. Deploying Dörnyei's (2007) strategy for mixed methods research, this chapter will list the research questions, textbook sample selection, and then research procedures.

3.2.1 Research Questions

To fulfil those established objectives stated by both policy-makers and textbook designers themselves, Vietnamese official English textbooks can benefit from a GELT orientation, especially

in Global Englishes norms, Global Englishes target interlocutor, multilingual orientation, and complex presentation of fluid, diverse global cultures. To determine whether those textbooks fulfil this orientation, this dissertation asks three research questions:

Research question 1: what are the norms of English used in the textbooks and the audio materials?

Research question 2: Who are the target interlocutors in the textbooks?

Research question 3: Which linguistic orientation is promoted in the textbooks?

It is hoped that the answers to these three questions will provide a clearer picture of how successfully the textbook series manages to prepare Vietnamese students for both living and working in an international environment of the twenty first century.

3.2.2 Textbook sample selection

Three English textbooks—*English 10*, *English 11*, and *English 12*— used nationwide for upper secondary students throughout Vietnam are selected for evaluation with a GELT paradigm. Previous evaluation on textbooks with a GELT orientation has been conducted on primary school textbooks (Dang & Seals, 2018), whereas *no such GELT-informed evaluation* has been found by the writer of this dissertation for secondary school textbooks.

Second, when it comes to the upper secondary textbooks, assessment has focused on cultural orientation (Nguyen & Cao, 2020). Nonetheless, by the time they reach upper-secondary schools, students should be both mature and linguistically competent enough to be exposed to significantly more Global Englishes materials and awareness than they are in secondary schools. Also, three textbooks from grades 10 to 12 represent the last three years students learn English in a nationwide context before they move on to college and study materials locally selected by their institutions, which may or may not adopt a GELT paradigm in their textbook selection. As it has been argued above that a GELT paradigm can be adopted in evaluation of lower-level textbooks, assessing the last three textbooks in the series can reveal what they have to offer or how they prepare students during this crucial transition from high school to college or work life, immediately before they enter the real world of Global Englishes.

Lastly, the textbook series is arguably the most influential one for high school students in Vietnam because it is a compulsory textbook, used in compulsory general high school education for all students in Vietnam. It is important that it should be evaluated and revised for upcoming editions.

3.2.3 Research procedures

This dissertation employs quantitative and qualitative content analysis on norms of English, target interlocutor, and linguistic orientation in three Vietnamese textbooks, similar to the method used in Syrbe and Rose (2018) and Rose and Galloway (2019). It also partly adopts Galloway's (2018) three-step—external, internal, and overall—evaluation tailored towards an ELF orientation and the Adapted GELT framework for textbook evaluation by Rose and Galloway (2019). More precisely, external evaluation will first be conducted. Then content on norms, target interlocutors and linguistic orientalism are analysed. This analysis will form the baseline for internal, in-depth evaluation of the textbooks in relation to the authenticity of Global Englishes exposure and the possibility to help students develop communicative competence. The last step, overall evaluation for teaching suitability, is removed because the textbooks are mandatory nationwide and must be used as core textbooks. It is better to offer recommendation for future textbook revision or redesign than to suggest replacing them with alternatives or bringing in too many supplementary materials. In addition, assessment of cultural depiction in the same textbooks has been reported in Nguyen and Cao (2020), so this dissertation will not investigate this issue.

3.2.3.1 Phase 1: External Evaluation

External evaluation of the textbooks was conducted. Aspects such as the blurbs, the covers, the prefaces, the introductions along with the table of content were briefly considered with a GELT paradigm in mind. The goal was to assess if the textbooks exhibited any GELT orientation; if they, for instance, acknowledged the reality of global Englishes and globalization, the need to communicate effectively in Global Englishes, and the awareness of the positive aspects of students' own languages, cultures, and multilingualism.

3.2.3.2 Phase 2: Internal Evaluation

Content analysis on norms of English, target interlocutor, and linguistic orientalism was conducted respectively. This dissertation followed Rose and Galloway (2019) in using "specific and countable features" of textbooks as "proxy measures for a larger construct" (p. 142). After this, internal, in-depth evaluation of the textbooks in relation to the authenticity of Global Englishes exposure and the possibility to help students develop communicative competence was provided. The content analysis provided answers to "what," "who," and "how many/much" questions whereas in-depth internal evaluation offered nuanced insight into and possible explanations for them.

Coded varieties of English found in the textbooks and audio materials will provide proxy measures for the norms of English use in the textbooks. Consequent internal analysis will explore the authenticity of such norms and to what extent they help students prepare for Global Englishes in real life. The detailed measures taken to collect audio data were as follows. In the audio recordings, the amount of time, counted by seconds and converted into percentage, that each accent was spoken by users was calculated. The pauses between each word utterance, phrase, clause, or sentence and the longer silence at the end of each recording posed an obstacle to the calculation. Because pauses are normal features of natural speeches, including them in the counting should be acceptable. Pauses within one accent are added to that accent total time. Pauses that follow the end of an accent are added to that accent too. Finally, pauses at the end of each recording are added to the final accent, but capped at 2 seconds maximum to mirror pauses in the middle of the utterance.

Three types of data will be used to explore the target interlocutor of the textbooks: (1) character names, (2) their visual representations in images and pictures, and (3) their types of communications. Names and visual representations can provide more precise patterns of target interlocutors: whether they are truly global, multi-cultural, multi-racial or just Inner Circle and white centered. Even though names are quite commonly used as a proxy, visual representations are more seldom accounted for, despite their heavy presence in textbooks nowadays.

Types of communications will be further categorized into 9 sub-categories adapted from Brown (2019). Among these, 3 instances (EC-ec, OC-oc, and IC-ic) indicate intra-communication within the same circles, whereas 6 instances indicate inter-communication across circles. Among these 6 inter-communication instances, 4 are concerned with IC while 2 are concerned with EC versus OC. Capitalized codes represent the side which has an active role in the communication, usually by means such as dominant talking time, leading the conversation, or dominant writing space. There can be cases in which both or all sides in conversations take a somewhat equally active communicative role, something that the table below does not account for. Lastly, it should be noted that the table showing more scenarios involving the Inner Circle does not necessarily mean that most communication takes place with someone from the Inner Circle. Importantly, there are 4 out of 9 scenarios that involve communication between non-Inner Circles that researchers, policymakers, and teachers may have missed when they consider teaching with a GELT paradigm. This possibility is of great relevance to Vietnam, because Vietnamese people also will

communicate with people from other EC nations like China, Japan, or Korea, and with people from OC nations like Singapore, the Philippines, India and Malaysia.

Table 3.1 Types of communication between interlocutors

Active/Passive	ec listeners/readers	oc listeners/readers	ic listeners/readers
EC speakers/writers	EC-ec (intra)	EC-oc (inter)	EC-ic (inter)
OC speakers/writers	OC-ec (inter)	OC-oc (intra)	OC-ic (inter)
IC speakers/writers	IC-ec (inter)	IC-oc (inter)	IC-ic (intra)

Communication was divided into two categories: monologues and conversations. Monologues took the forms of lectures, talks, announcements, or speeches. Pronunciation exercises in which individual words, phrases, or sentences were uttered were not counted as monologues. Conversations could take place between two or three characters. When it comes to deciding who dominated the conversations, some subjective considerations were taken besides mere word counts. First, the characters answering the questions in an interview-like conversation would be selected as those in charge. Second, in cases of conversations taking place among characters belonging to the same circle, no decision on who took charge was made, as it only mattered for this paper's research purpose to decide which speakers across the three circles dominated the conversation. Third, if there were minor variations in word counts between characters, the researcher would decide which speaker was in charge based on who is the expert (information-giver) in the conversation. Forth, instances where there was no dominant character in the conversation were also noted (both or all characters were engaged in giving information). It should also be noted that because all characters used Standard English in their communication, those in charge of the conversation could not be claimed to be the only ones providing the norms for English learners. In fact, all characters in the coursebooks were fluent users of English and provided norms for Vietnamese students. However, it could be argued that those in charge of the conversation exerted a stronger, more widespread presence in the coursebooks, so they played a more dominant role in providing language norms for learners.

The detailed scheme to decide who was in charge of the conversation, categorized into speakers of Kachru's Inner Circle (IC), Outer Circle (OC), and Expanding Circle (EC) was as follows: three pairs within the same circle where there was no option for dominance (ic-ic, oc-oc,

ec-ec). Two pairs where those from the Inner Circle were in charge are IC-oc and IC-ec; two pairs where those from the Outer Circle were in charge include OC-ic and OC-ec; two pairs where those from the Expanding Circle are in charge are EC-ic and EC-oc; and cases in which there is no one in charge, or everyone speaking equally, were written in lower cases (e.g. ic-ec or ec-oc, etc.). Lastly, in cases where it was impossible to identify the circle the characters belong to, and therefore impossible to determine who is in charge, the researcher would label those conversations as "unidentified." The table below is a summary of the coding system.

Table 3.2 Types of interlocutors in charge of conversations

No one in charge	IC in charge	OC in charge	EC in charge
Within the same circle: oc-oc, ec-ec, ic-ic	IC-oc, IC-ec	OC-ic, OC-ec	EC-ic, EC-OC
Across circles: ic-oc, ic-ec, oc-ec,			
Unidentified circle			

Lastly, the dissertation will look for traces that indicate linguistic orientation in the textbooks—whether they promote positive attitudes towards multilingualism or monolingualism. Traces can be found in conversations, readings, audio materials, and others. This part is qualitative as it relies on the general impression and the close reading of the evaluator.

3.2.3.3 Interviewing textbooks' authors

A Semi-structured interview will be conducted with one textbooks' author to further understand the rationale behind textbook design and their choice of material inclusion and structure. Interviews can provide more in-depth into any issues concerning GELT and whether the author is aware of those issues and if they are actively addressing those issues. As the textbooks will be further revised, feedback into textbooks' future revision will be useful.

Table 3.3 Analysis framework for this dissertation

Research Question	Aspects Analysed	Data Obtained	Type of Analysis
RQ1: what are the norms of English used in the textbooks and the audio materials?	1a. NE and NNE speakers in the audio recordings	1a. percentage of speaking time for each national accent	Quantitative
	1b. English Pronunciation Standards	1b. analysis of transcription method and teachings of pronunciation in textbooks	Quantitative/Qualitative
	1c. Vocabulary Use	1c. analysis of vocabulary lists	Quantitative/Qualitative
RQ2: Who are the target interlocutors in the textbooks?	2a. Amount of language use by characters	2a. percentage of leading roles of NE and NNE interlocutors	Quantitative
	2b. Visual representations of characters	2b. analysis of visual representations of characters: skin tone	Quantitative/Qualitative
	2c. Types of communications	2c. Monologue, dialogues/conversations.	Quantitative/Qualitative
RQ3: Which linguistic orientation is promoted in the textbooks	3a. Use of translanguaging in cross-cultural conversation	3a. count and analysis of translanguaging practices	Quantitative/Qualitative
	3b. attitudes towards multilingualism and translanguaging	3b. analysis of any appearances of readings/recordings about language use.	Qualitative

4 Chapter 4 Findings

4.1 Research question 1: what are the norms of English used in the textbooks and the audio materials?

4.1.1 External Evaluation

To answer the first research question, "what are the norms of English used in the textbooks and the audio materials?" an external evaluation of the textbooks' covers, blurbs, forewords, and introductions was conducted. The foreword sections highlighted the textbooks' general approach to teaching and learning English. The learning process is student-centered and communicative based. The authors also acknowledged the significant collaboration from Pearson Education and British Council in designing the textbooks. This may indicate a stronger influence of British English norms in the syllabi.

However, the forewords lacked an explicit indication of English norms used in the all the textbooks. Unlike previous series of high school textbooks, this new series did not include a unit on differences between British and American Englishes, although it did include a unit on "Cultural Diversity" (Unit 7 – Grade 10 – Book 2) and another on "Being Part of ASEAN" (Unit 5 – Grade 11 – Book 1). These two units, however, appeared to focus on information and knowledge building rather than linguistic awareness and Global Englishes use. A pilot listening to Unit 1 in each grade also showed a predominance of British English, especially Received Pronunciation. The glossary at the end of each book only showed British English transcriptions of new words. All of these features so far affirmed the stated focus in the forewords on the cultural aspects of Vietnam and other countries, especially English-speaking countries and other countries close to Vietnam (ASEAN, India, China, and Japan). However, as the forewords also stated that the textbooks aimed to help students communicate in English effectively with other English users in the world, it was unclear why an awareness of other English norms, even those considered native norms like Australian English, Canadian English, or Indian English, was not present in the table of contents.

4.1.2 Internal Evaluation

To answer the first research question, "what are the norms of English used in the textbooks and the audio materials?" both the coursebooks' audio recordings and the textbooks' content were analysed. In the audio recordings, the amount of time, counted by seconds and converted into percentage, that each accent was spoken by users was calculated (22,863 seconds in total). Accents were divided into British English, American English, and others. Others include instances where Vietnamese was used in pronouncing Vietnamese names (54 seconds) and in songs (186 seconds).

No other accents than standard British and American Englishes were detected in the audio recordings.

Table 4.1 Distribution of Types of Recordings

Types of Recordings	Seconds	Percentage
Monologues	221	0.97%
Dialogues and Conversations	17,030	74.48%
Pronunciation Exercises	5228	22.87%
Others	384	1.68%
Total	22863	100%

Table 4.2 Distribution of Types of Accents

Types of Conversations	Types of Accents	Seconds	Percentage
In general	British English	20,427	89.35%
	American English	20,427	9.61%
	Others	240	1.05%
		Total: 22,863	Total: 100%
Pronunciation Exercises	British English	5071	97%
	American English	157	3%
	Others	0	0%
		Total: 5228	Total: 100%
Dialogues and Conversations	British English	14,991	88.03%
	American English	2039	11.97%
	Others	0	0%
		Total: 17030	Total: 100%

In general, the British English accent dominated the audio recordings (89.35% of total audio time) whereas American English accent constituted 9.61 % of the total time. The general recordings were divided into (1) monologues (221 seconds), (2) dialogues or conversations (17,030 seconds), (3) pronunciation exercises (5228 seconds), and (4) others, including music in Vietnamese (186 seconds), Vietnamese names spoken by Vietnamese people (54 seconds),

introduction to the course audios (93 seconds) and English introduction to the Vietnamese music (51 seconds).

In pronunciation exercises, British English was almost universally used (97% of the total time) while American English was detected in 3% of the total time. In dialogues and conversations, British English was spoken 88.03% of the time, slightly lower than in general, and American English was used 11.97% of the time. In all monologues and introductions to the course audios, only British English was used.

A close survey of all new words in the six glossaries at the end of each coursebook revealed that the norms were British English in both spellings and transcription methods. A comparison between the transcription and spelling between the words in the glossaries and their corresponding ones in the Cambridge Dictionary appeared to support this observation. For instance, the word "advertisement" in Grade 10 – Book 1 was transcribed as /ədˈvɜːtɪsmənt/ instead of its American version /ædvɚːˈtaɪzmənt/, or "process" as /ˈprəʊses/ instead of /ˈprɑː.ses/. In terms of spelling, the letter "u" in words with -our is retained ("favourable" instead of "favorable" in Grade 10 – Book 2), the last letter "l" is not doubled as in American English ("enrol" instead of "enroll" in Grade 11 – Book 2), or the endings -ise in verbs are kept instead of -ize ("centralise" instead of "centralize," "hospitalisation" instead of "hospitalization," and "industrialisation" instead of "industrialization" in Grade 12 – Book 1; or "prioritise" instead of "prioritize" in Grade 12 – Book 2). All the readings throughout the books include British English spellings (e.g. the ending in -tre was used instead of -ter: "theatre" instead of "theater")

Both the audio recordings and the textbooks' content supported the observation that the Vietnamese textbooks for Grades 10-12 for students aged 16-18 relied heavily on British English norms and much less so on American English norms. Additionally, no other norms were detected in the textbooks. More importantly, even Vietnamese names, except those of the authors in the introductory part of the audios, were pronounced in British English accent by the characters with Vietnamese names. This was unexpected, as the characters were Vietnamese and should be able to pronounce their names in Vietnamese correctly.

4.2 Research question 2: Who are the target interlocutors in the textbooks?

4.2.1 External Evaluation

To answer the second research question, "Who are the target interlocutors in the textbooks?" an external evaluation of the textbooks' forewords was conducted. The foreword

sections indicated that the target interlocutors in the textbooks are Vietnamese users of English and global users of English, especially those from English-speaking countries and those from countries geographically close, or economically tied, to Vietnam. A quick look at the dialogues or conversations at the beginning of each unit confirmed these target interlocutors. There appeared to be a predominance of characters with Vietnamese names, either in conversation with other Vietnamese characters or in conversation with non-Vietnamese and mostly non-Asian characters. This is suitable for Vietnamese students because they may be able to relate to the Vietnamese characters in the textbooks more easily and imagine themselves as possible users of English. However, when it came to visual representations of characters in the covers of all six textbooks, only light skin color was detected. There was no character with medium or dark skin tones, whether they were Vietnamese, other Asian, or non-Asian. A quick look through the pictures and drawings in the textbooks also revealed a predominance of light skin-colored characters, be they images of real people or drawn characters.

4.2.2 Internal Evaluation

To answer the second research question, "Who are the target interlocutors in the textbooks?" data were collected on (1) types of communication in the coursebooks, (2) types of users in charge of conversations and (3) visual representations of characters in the coursebooks in terms of skin tone.

4.2.2.1 Communication types and types of users in charge of conversations

To decide the circle the characters belong to, names were considered the main source of identification, and elsewhere throughout the conversation when information regarding the characters' nationalities was provided. In most cases, characters from Vietnam, an Expanding Circle country, would have distinct names. It was impossible, however, to know the nationalities of non-Vietnamese, Western, European and American names (Scott, Anna, Laura, Peter, John, Maria, Kevin, Collins, Sam, Ann, Max, Kim, Joe, Mike, Brown, Willis, Simon, Lisa, Linda, and Angela). Therefore, those characters with such names were counted as users of the Inner Circle. Some exceptions include the character Yumi from Japan and Kim, who can be either Vietnamese or Western, but given the context, Kim was determined to be non-Vietnamese.

In terms of monologues, the majority (59.26%) had unidentifiable speakers, who have names with letters (Speaker A, Speaker B, etc.). If accents were taken into account, they would be considered mainly British English. However, as almost all characters had British English or

American English accents (see section 4.1.2), judging by accents was irrelevant. Users from the Inner Circle counted for 29.63% of the monologues. Three monologues featured users from the Expanding Circle (all of the users were Vietnamese), constituting 11.11% of the monologues. There were no identifiable English users from the Outer Circle in all 27 monologues.

Table 4.3 Types of English users in charge of monologues

Types	Number	Percentage
IC	8	29.63%
EC	3	11.11%
OC	0	0%
Unidentified	16	59.26%
Total	27	100.%

In terms of conversations, the highest proportion took place between Vietnamese characters, who were classified as users from the Expanding Circle. To be more specific, conversations between two or more EC users of English made up 40.79% of the total conversations (31 out of 76). However, 30 conversations featured Vietnamese users speaking English to one another whereas only one conversation featured another Japanese user (Unit 5 – Grade 12, with the topic on "Cultural Identity"). Conversations that featured users from Inner Circle countries ranked second, constituting 21.05% of the conversations (16 out of 76).

When it came to interactions between users across the circles, users from the Inner Circle were in charge in 14.47% of the conversations, a rate higher than that of conversations having users from the Expanding Circle dominate (10.53%). In only 1 conversation was there equal participation between the Inner Circle user and the Expanding Circle user in their interactions. There were no interactions involving Outer Circle users among themselves or with inner and Expanding Circles users; accordingly, there was no recorded data on whether Outer Circle users of English were in charge or not in conversations in all the 6 coursebooks. For instance, a scenario where a Vietnamese user of English was in charge was found in the dialogue about health called "An apple a day" in Unit 2 "Your Body and You" – Book 1 - Grade 10. In this dialogue, Nam and Scott talk to each other about the benefits of eating an apple a day to keep fit. Nam is in charge of the conversation: he talks more, gives knowledge and information. Scott, on the other hand, asks

questions only. Nam here can be somewhat considered an "expert" on the topic and therefore takes charge of it. This tendency was common throughout the textbooks, whereby those having expertise on a certain topic would talk more and provide the main vocabulary and structures related to that topic. In Unit 7 – Book 2 – Grade 11 on the topic of "Further Education," students read the conversation between Phong, Kevin, and Maria about education types after high school. Here, Kevin dominates the conversation because he appears to be an "expert" on the topic, giving information to the other two characters.

Table 4.4 Types of English users in charge of dialogues and conversations

Types of Interactions	Number	Percentage
oc-oc	0	0%
ec-ec	31	40.79%
ic-ic	16	21.05%
OC-ec	0	0%
OC-ic	0	0%
EC-oc	0	0%
EC-ic	8	10.53%
IC-ec	11	14.47%
IC-oc	0	0%
ec-ic (equal)	1	1.32%
Unidentified	9	11.84%
Total	76	100%

4.2.2.2 Visual representations of characters in the coursebooks in terms of skin tone

In classifying skin tones in the coursebooks, the researcher relied on subjective evaluation of facial and skin representations of characters which were abundant throughout the texts. Out of 211 visual representations of characters in the coursebooks, 46.91% were cartoon characters while the rest were pictures of real human figures. However, cartoon characters featured prominently in the coursebooks (e.g. in all the covers and in the first reading text in each unit). They could be argued to set the tone and primary impression for each unit and for the coursebooks in general.

Admittedly, lighting and contrast in visual representations could make characters look lighter or darker in skin tone. However, the purpose of skin tone evaluation is precisely this: to investigate specifically the conscious representation of characters in visual terms rather than to determine their biological skin tones that are seemingly connected to their ethnicities, races, or nationalities.

In general, characters, whether cartoons or real humans, were categorized into three primary skin tones: light skin tone, medium skin tone, dark skin tone. Unidentified skin tone was given to characters who were too small or who did not show any skin and facial features (e.g. showing their clothed backs or the back of their heads in the visuals). The researcher decided not to try to associate skin tones with nationalities, ethnicities, or Kachruvian circles *on a specific level*; rather, the primary goal was to determine which skin tones featured prominently in the coursebooks to draw generalized conclusions about the level of globality in the representation of English users in the coursebooks.

Table 4.5 Distribution of skin tones in characters

Types of Skin Tones in Characters	Number	Percentage
Light skin tone	884	49.33%
Medium skin tone	477	26.62%
Dark skin tone	206	11.50%
Unidentified skin tone	225	12.55%
Total	1792	100%

Light skin tone was prominent in all 6 coursebooks, making up 49.33% of all skin tones. Importantly, characters with light skin tone could come from Expanding Circles (Vietnam and Japan) or Inner Circles. Medium skin tone constituted 26.62% of the skin tones in the textbooks. Dark skin tone appeared much less frequently at 11.50%. Of all cartoon characters, the researcher detected no characters with dark skin tone. In other words, characters with dark skin tones included only real human beings (e.g. Unit 5 – Book 1 – Grade 10) or historical figures (e.g. Mahatma Ghandi in Unit 4 – Book 1 – Grade 10) whereas all cartoon characters had light or medium skin tone. Specifically, Vietnamese cartoon characters all had light or medium skin tones, but pictures of real Vietnamese humans could and often did have dark skin tone (e.g. Vietnamese working class characters in Unit 2 – Book 1 – Grade 12 on “Urbanisation”).

It is crucial to note that there were no visual representations of dark skin tone Black characters that stood alone or prominently; most representation of dark skin tone Black characters was found in large group pictures. Lastly, Black characters could also have light skin tone. For instance, the picture of Michael Jackson in Unit 3 – Book 1 – Grade 10 on the topic of "Music" showed him in light skin tone. Curiously, the character in the real picture of Michael Jackson had a lighter skin tone than his cartoon representation in Unit 1 – Book 1 – Grade 12, which was classified as having medium skin tone. Another medium skin tone character there was Christine Ha, a Vietnamese American chef whereas the light skin tone characters were Steve Jobs and two fictional Vietnamese characters, Hung and Quang.

4.3 Research question 3: Which linguistic orientation is promoted in the textbooks?

4.3.1 External Evaluation

Except for the forewords, which were written in Vietnamese, all textbooks were exclusively written in English. The tables of content showed no unit that addresses aspects of multilingualism, translanguaging, or even code-switching. Bilingualism, which is arguably the dominant trend in Vietnam, India and many other ASEAN countries, was not addressed in the textbooks. An external evaluation therefore showed a strong monolingualism orientation in the textbooks.

4.3.2 Internal Evaluation

Thorough evaluation of all 6 coursebooks revealed that English was the single medium of instruction and of learning. First, topics of focus throughout high school did not include Global Englishes, World Englishes, English as an International Language, or regional varieties of English within Vietnam, Asia, or Southeast Asia. There were units on Cultural Diversity (Unit 7 – Book 2 – Grade 10), on Being Part of Asia (Unit 5 – Book 1 – Grade 11), or on Cultural Identity (Unit 5 – Book 1 – Grade 12), but they focused on cultural information and knowledge and did not address linguistic varieties of English, multilingualism, code-switching, or translanguaging practices that should be prevalent in such countries as Singapore, India, and the Philippines.

Second, Vietnamese names and places were also anglicized, losing their diacritical marks and tonality. This is consistent throughout the coursebooks, except for the names of the authors in the introduction of each textbook. For instance, in Unit 1 – Book 1 – Grade 12 on the topic of "Life

Stories," there was a reading text about Lê Thanh Thúy, an inspiring activist who had bone cancer and left behind a charity organization called "Thuy's Dreams." The name as written in the coursebook, however, did not include diacritics (Le Thanh Thuy) and therefore made it impossible even for Vietnamese readers to know her true name. Specifically, Vietnamese learners could guess her last name Le (Lê), and the first word in her first name "Thanh," based upon her gender, but Thuy could either be Thủy (as in water), Thúy (as in a green shade of color), Thụy (a precious stone), Thùy (a Vietnamese female name). Other Vietnamese names in the text were also without diacritics: Ho Chi Minh city and the newspaper Tuoi Tre (meaning "youth"). Without diacritics, the names could be mispronounced or pronounced only with a flat tone.

4.4 Insight from an In-depth Interview

The in-depth interview conducted with one individual involved in the process of designing the textbooks revealed a strong washback effect of national standardized examinations on materials and syllabus design. As the participant detailed the decisions involved in selecting British English as the norm, they showed awareness and acknowledgement of global Englishes and the debate on the legitimacy and importance of English varieties like Singapore English, Vietnamese English, Indian English, and so on. However, there was the assumption during the interview that only one norm could be selected for the sake of consistency and assessment methods. The choice then came down to only British English or American English because they represented the largest number of native speakers and most powerful economies in the English-speaking world. More specifically, Vietnam's most important examinations, including the entrance examinations into high school and university, include an English paper test, which in turn contains a task requiring students to choose the correct pronunciation of individual words (e.g. distinction between spelling and pronunciation in groups of words such as que<u>stion</u>, sugge<u>stion</u>, conge<u>stion</u>, and ba<u>stion</u>, or stress and pronunciation in groups of words such as purpose, purchase, surface, and replace). Every year, Vietnam sees around one million students taking the English paper examination to graduate and enter university, so the government cannot afford to hold real speaking, writing, and listening tests to accommodate them all. Taken together, the pronunciation questions in the examination paper requires a single norm to be selected. Because the Oxford English Dictionary is considered the most authoritative dictionary, and because British English is deemed the most original variation of English, British English norm is selected for the whole series.

The interviewee, however, stressed that the authors of the series were aware of, and did not intend to return to, native speaker standards. There was a belief that if students were exposed to British English norms, global intelligibility in their speaking skills could be easily addressed. In the words of the interviewee, "there must be a standard, but we do not turn the standard into a learning hell." According to them, the English textbook series formed the foundation of English foreign language learning for young students, so they needed to have one standard, especially in pronunciation. Nonetheless, exposure to other varieties was welcome as students proceeded to higher levels of English in college. The interviewees were also aware of a certain level of flexibility accorded to teachers when they implemented the textbooks. As long as the students knew what the standard English was and scored well in the examinations, they may familiarize themselves with other varieties of Englishes. It seemed clear here that the authors believed, despite what the preface of the textbook series indicated, that there was a large gap to be filled between what students acquired in their 12 years of high schooling and what they still needed to learn later before they joined the job market and the global world of Englishes.

5. Discussion of Findings

5.1 The norms of English used in the textbooks and the audio materials

The data from audio recordings, transcription methods, and spelling conventions revealed that the predominant English norms used in the 6 English textbooks (English 10 Books 1 and 2, English 11 Books 1 and 2, English 12 Books 1 and 2) were those of British English and, to a much lesser extent, American English. Pronunciation recordings and spelling conventions were almost exclusively British English. This finding supports and supplements observations from other studies conducted on textbooks in the same series. Dang and Seals (2018) concluded in their study on primary English textbooks in grades 3, 4, and 5 that British English spellings were preferred by the textbook writers. Like in the textbooks in grades 10, 11, and 12, British English pronunciation was dominant in the primary textbooks; the book for grade 5, for instance, included only one native man's and three or four children's recordings. In addition, while Minh and Cao (2020) in their evaluation on English textbooks in grades 10, 11, and 12 did not focus on what norms were used, they also reported a heavy focus on Anglophone/Western cultural content in the textbooks and a serious underrepresentation of Asian and cross-cultural content.

The textbooks' almost exclusive focus on native norms is consistent with official regulations of the government on the future direction of foreign language teaching in Vietnam.

The published circular on the Vietnamese Six-Level Framework of References for Foreign Languages (Thông tư về Khung năng lực ngoại ngữ 6 bậc dùng cho Việt Nam) frequently refers to native standards and native speakers. The general objective for learners is that by level 4 (Intermediate level), users can communicate fluently and naturally with native speakers. In listening levels 5 and 6, users are expected to follow and understand complex conversations among native speakers. Here, the circular appears to assume that users are non-participants and passive listeners to native speakers' conversations. In speaking levels 4, users are expected to maintain fluent and natural communications with native speakers. Because the English textbook series must follow government-approved guidelines, it is understandable that they adopt native English norms, yet it remains unclear why it should select British English instead of other Englishes such as American English or Australian English.

Even if one standard English grammar and pronunciation system must be taught to ensure students' success in traditional examinations, it is still unclear why topics addressing global Englishes should be neglected. One can speculate that encouraging students to talk about issues like Global Englishes, World Englishes, postcolonialism and the spread of English should motivate them to learn English further and help them relate to English on a more personal level. In addition, encouraging students to question the status of native Englishes, standard Englishes, or their own so-called non-standard, inferior, varieties of English should also build their own awareness of the reality of the English-speaking world and enhance their own confidence as potentially competent users of English.

5.2 The target interlocutors in the textbooks

5.2.1 Target interlocutors in communication types

The data from communication types and visual representations of characters in the textbooks revealed a complex picture of target interlocutors in the textbooks. First, conversations between Vietnamese speakers nearly doubled conversations among speakers from the Inner Circle (31 versus 16), representing a heavy focus on Vietnamese characters as users of English. This can be interpreted as a positive sign as the textbooks appeared to empower a sense of ownership to English while providing a familiar and local context for students to identify with the need to use English within their own community. Minh and Cao (2020) also noted a welcoming predominant presence of local cultures in the textbooks as this allowed Vietnamese learners of English to use the foreign language not just to work, travel, or study for higher education abroad but also to

express their identity, cultures, and traditions to other speakers around the world. This strong focus on local context and local interlocutors was also emphasized by the interviewee. According to them, the majority of beginner learners of English in Vietnam will only communicate with each other in class during their school years rather than with real foreigners or native speakers; therefore, the textbooks should target those specific interlocutors. For learners with a clear vision of using English in real life, either to go abroad or to work in an international environment, further learning will be necessary.

The interview with the author yielded some contextual understanding that may help explain the situation. The nationwide adoption of English as a compulsory subject for students from grade 3 to grade 12 poses certain problems when it comes to deciding what learning objectives for such a large and various population should be. First, not all students forced to learn English feel the necessity or practicality of it in their future. Bui (2018), for instance, concluded from her interviews with 16 minority student youth in a remote mountainous province in Vietnam that students of ethnic minority evinced resistance to the current language policies in Vietnam because their macro-goals may not apply to local contexts. One student in Bui's study challenged the practicality of English learning: "I think that English is used for very limited purposes in this region. There is little need for English in local tourism." (p. 283). For students of ethnic minority, the need to preserve their ethnic language and to master Vietnamese for more immediate economic and cultural survival may well precede the need to learn English. The ambitious goals of the government's Project 2020, that by 2020 most Vietnamese learners should be able to use foreign languages effectively in communication, study, and work in an integrated multilingual, and multicultural environment, do not apply to many students living outside major cities in Vietnam.

Indeed, Doan and Hamid's study (2019) reported great varieties across job sectors in the requirement of English competence in Vietnam, although they acknowledged the growing importance of English in Vietnam's job market. Specifically, during the surveyed period 2015-2018, most jobs requiring English were located in the private rather than public sector. Around 65% of jobs surveyed mentioned English in their job requirements. However, in 2018, half of the jobs in Economics and Business, Education and Technology required advanced levels of English whereas only 3%, 18%, and 29% of the jobs in Agriculture and Forestry, Civil and Construction, and Science and Technology required advanced English. Notably, requirements for advanced English reduced significantly from 2015 to 2018, indicating an adjustment to the reality of English

levels of available candidates and of the nature of jobs. This finding meant that although the majority of jobs required functional commands of English, a significant number of jobs still did not. English, therefore, was not necessary for everyone in Vietnam, no matter how global it sounded in theory. This created obstacles for the textbook series which aimed to prepare students for a global market and yet had to ensure students without access to such a market remained motivated to learn the subject for grades and graduation. Having the characters in Vietnamese names was one of the solutions to keep those students engaged.

The second goal of the textbook series is to preserve the traditional values of Vietnamese cultures and to introduce them to the global world via English learning. Le and Chen (2019) correctly noted that foreign language education in Vietnam is a heavily political, social, and cultural activity rather than merely a pedagogical issue. In the context of global integration and inter-cultural communication, it becomes more critical to redefine, select, and preserve the nation's existing core values. Therefore, according to Le and Chen, English in Vietnam takes on the task of helping learners express their own culture to each other and to other users of English around the world; in other words, it becomes a means to promote Vietnamese culture and identity to the world. To achieve such a goal, having the majority of interlocutors as Vietnamese is an understandable option. Overall, the status of English in Vietnam as both a compulsory subject for primary and high school education and a bearer of national identity requires a strong focus on local contexts and local interlocutors. This status may stand in the way of teaching English as a global language used for communication with a community of global Englishes users. This perhaps partly explains why there is a lack of variety in names and nationalities of the characters in the textbooks. For instance, no distinctive Indian names, Chinese names, Russian names, Native American names, Middle Eastern names, names from Australian First Nations and such were used in the coursebooks, even though these regions have high economic, educational, and cultural ties to Vietnam.

Yet, a strong local emphasis in the textbooks comes with a deemphasis on the representation of regional context of Asia and Southeast Asia. 21.05% of the conversations took place among speakers from the Inner Circle and no conversation feature speakers from the Outer Circle among themselves or with speakers from the other two circles. Crucially, data revealed that speakers from the Inner Circle tended to dominate the conversations featuring speakers from Vietnam, a country from the Expanding Circle. Admittedly, all speakers use standard and model

English in the conversations, having speakers from the Inner Circle dominate English conversations may still create the impression that they provide more language input and norms than Vietnamese speakers do. Lastly, the lack of interlocutors coming from the Outer Circle, even those relevant to the context of Vietnam like Singapore or India, mirrors the lack of cultural representation of countries from the Outer Circle (Minh & Cao, 2020).

5.2.2 Target interlocutors in visual representation

Data on the skin tone of both real and cartoon characters in the textbooks revealed a strong bias towards light skin tone. Curiously, Vietnamese characters with dark skin tones tended to be authentic people whereas almost all Vietnamese cartoon characters possessed light skin tone. In addition, no characters with dark skin tone stood out in visual representations; this is not to be confused with black characters, who may be portrayed with lighter skin tone, like Michael Jackson. It can be argued that because cartoon characters represented an idealized version of what interlocutors of English users looked like, they could reveal the bias informing what groups of interlocutors represented, or more precisely overrepresented, in ideology rather than in reality, ownership of English. The data did not articulate the question of racial bias as much as they did the question of color bias. Furthermore, this bias may well apply mostly to Vietnamese learners themselves rather than to other English speaking groups of ethnicity like African American, Indian, Native Americans, Black British people, and so on. It meant that Vietnamese users of English, who constituted the most visual representation, were imagined to be those with light skin tone.

The role of visuals in facilitating students' learning processes is well documented. In the context of Vietnam, Vu and Febrianti (2018) reported on the lack of relevance of many visual aids in the English textbook for grade 7 of the same series. Analyzing closely unit 7, the authors discovered that the images in the unit were of limited use to teachers, as they did not help those teachers in delivering the lesson more effectively. Indeed, interviews with the teachers revealed that some ignored the images and did not even notice that some images of characters correspond to those in the conversations. Vu and Febrianti's study, however, focused on how helpful the images were in helping teachers deliver the language content of the unit. It did not focus on color representation and the inherent bias in the textbook series' overrepresenting light skin characters.

Colorism, or the system of beliefs and ideologies that favors light skin tone over darker skin tone, has been well researched especially in the context of the United States' racial and ethnic

studies (Hunter, 2005; Hunter, 2007; Wilder & Cain, 2011; Harris, 2021). In Hunter's words (2005)

> Skin color and features associated with whites, such as light skin, straight noses, and long, straight hair, take on the meanings that they represent: civility, rationality, and beauty. Similarly, skin colors and features associated with Africans or Indians, such as dark skin, broad noses, and kinky hair, represent savagery, irrationality, and ugliness. The values associated with physical features set the stage for skin color stratification. (p.3)

Colorism, or light skin tone bias, undoubtedly exists in Asian, Southeast Asian, and Vietnamese contexts too, even though the way it works there should be different from the way it does in the United States, where racial and ethnic consciousness is a highly discussed topic. Textbooks that perpetuate light skin tone bias in Vietnam fail to reflect the reality of most people living in Vietnam and elsewhere in the English-speaking world. It also promotes misleading standards and ideals of the global English-speaking community.

5.3 The linguistic orientation promoted in the textbooks

The textbooks surveyed in grades 10, 11, and 12 followed closely the practice of monolingualism. Even the teacher's books were written in English completely. This appeared to be a change from the textbooks for grades 3, 4, and 5, teacher's books of which suggested bilingualism in teaching younger learners when they could not understand English instructions. There was no indication of teaching English in a multilingual approach (Weber, 2014) or recognition of the multilingual competence of Vietnamese learners (Weber, 2014; Jenkins, 2015; Rose & Galloway, 2019).

6 Chapter 6 Conclusion

The dissertation reported three crucial findings. In terms of English norms, the English textbook series for Vietnamese students in grades 10, 11, and 12 adopted predominantly standard British English accent and norms. Even Vietnamese names of people or places are pronounced with a British English accent. In terms of interlocutors, the results revealed both positive and shortcomings of the series. The textbooks did promote Vietnamese interlocutors, those from an Expanding Circle, into the roles of dominant and proficient users of English. Given the fact that they were used for Vietnamese students exclusively, it seemed appropriate for Vietnamese students to see many Vietnamese characters in the textbooks as language role models for them.

Nonetheless, when it comes to interlocutors from the Outer Circle or other countries in the Expanding Circle, the textbooks fell short and prioritized instead English users from the Inner Circle countries. It is important to note here the interviewed author's view about the risk of confusing high school students with too many English varieties. According to them, introducing many English varieties would also make it challenging to test students in large scale examinations, as the current format went. Also, the interviewee emphasized the possibility that teachers could still introduce awareness of English varieties with their own handouts and that students would soon be exposed to them in college. In terms of linguistic orientation, the textbooks did not include any references, let alone positive ones, to multilingualism.

6.1 Recommendation

The findings led to some following recommendations for textbook authors and in-service teachers. Textbooks authors could address the lack of interlocutors from other countries in the Expanding Circle and the Outer Circle by increasing their presence at the expense of those from the Inner Circle. After all, if the pronunciation and Standard English adopted in the textbooks were already British English, changing the characters' names, their appearances, and the cultural content as suitable would not adversely affect the outcome of learning one Standard English for examination and comprehension purposes. In addition, interactions across circles should be further promoted, as it will be highly unlikely for Vietnamese students to communicate with each other in English in any near future. It would therefore be more realistic to portray them conversing with strategic partners from Taiwan, Singapore, India, Australia, the US, or the UK. Finally, even if the need to promote one standard English deemed the most comprehensible to most learners was still paramount, the textbooks could still address the lack of awareness of other English varieties and of multilingualism by devoting a unit to these two topics in each grade. A quality-focused unit promises to raise awareness as well as pique students' interest and thought in pursuing these topics further later in their life and career.

Some encouraging findings came from the interview. The author was aware of the little freedom that teachers had in introducing their own materials. In this view, teachers could perhaps address the shortcomings of the textbooks by giving students access to information on English varieties and multilingualism. Projects assigned in class or at home could also be given in appropriate units, such as those on Cultural Diversity, Being Part of ASEAN, or Cultural Identity. To assist teachers with these new topics, workshops and seminars could be organized to equip

them with the proper resources and knowledge. There should not be an assumption that in-service teachers were already familiar with these topics, nor should such a burden of teaching outside the curriculum fall upon their shoulder without systematic help.

6.2 Limitations

Research into material assessment is highly subjective, despite attempts to quantify the data. It should be acknowledged here that other researchers may come to different findings and therefore conclusion if their methods of measuring data differ from this study's in any subtle ways. This dissertation tried to include all the nuanced considerations taken during the process of collecting data, but it could still benefit from multiple researchers to test for interrater reliability (Dörnyei, 2007).

Second, this dissertation did not consider the teacher books and the student workbooks as it aimed to focus on the content of what students learnt in class rather than what the teachers should do. Also, the student workbooks are optional for Vietnamese students, which means that it would be inconsistent to include data from them.

Third, the Kachruvian framework of Inner Circle, Outer Circle, and Expanding Circle possesses all the limitations already detailed in Section 2.1. It is worth repeating here that the framework ignores the subtle distinctions across geographical boundaries and within any specific community. It should be noted that English users coming from any country in any circle are much more complex than their Circle-related identity. For instance, they may come from the US and yet consider themselves foreign learners of English, or they may come from Vietnam and yet have parents coming from the Inner Circle.

Lastly, it should be admitted that more insight from in-service teachers, the students who learnt from the textbooks, as well as from more authors of the series would have benefited this dissertation much more. Yet, time and resource constraints prevented such attempts. It is hoped that follow-up study will potentially address this gap.

References

Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). Prentice Hall Regents.

Brown, J. D. (2019). Global Englishes and the international standardized English language proficiency tests. In F. Fang & H. P. Widodo (Eds.), *Critical perspectives on Global Englishes in Asia: Language policy, curriculum, pedagogy and assessment* (pp. 64-83). Multilingual Matters.

Bruthiaux, P. (2003). Squaring the circles: Issues in modeling English worldwide. *International Journal of Applied Linguistics, 13*(2), 159-178.

Bui, T. T. N. (2018). Engagement in Language Policies and Practices with and for Vietnamese Minority Student Youth. *Journal of Language, Identity, and Education, 17*(5), 277-291.

Caleffi, P. (2016). ELF in the speaking and listening activities of recently published English language coursebooks. In L. Lopriore & E. Grazzi (Eds.), *Intercultural communication: New perspectives from ELF* (pp. 63-82). Roma Tre-Press.

Canagarajah, S. (2006a). Changing Communicative Needs, Revised Assessment Objectives: Testing English as an International Language. *Language Assessment Quarterly, 3*(3), 229-242.

Canagarajah, A. S. (2006b). Neogotiating the local in English as a Lingua Franca. *Annual Review of Applied Linguistics, 26*(Jan), 197-218.

Canale, M, & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, I*(1), 1-47.

Castro, P., Sercu, L., & García, M. d. C. M. (2004). Integrating language-and-culture teaching: an investigation of Spanish teachers' perceptions of the objectives of foreign language education. *Intercultural Education, 15*(1), 91–104.

Chan, J. Y. H. (2014). An evaluation of the pronunciation target in Hong Kong's ELT curriculum and materials: influences from WE and ELF? *Journal of English as a Lingua Franca, 3*(1), 145–70.

Crystal, D. (2003). *English as a global language.* Cambridge University Press.

Crystal, D. (2008) 'Two thousand million?', *English Today 24*(1), 3–6.

Dang, T. C. T., & Seals, C. (2018). An Evaluation of Primary English Textbooks in Vietnam: A Sociolinguistic Perspective. *TESOL Journal, 9*(1), 93-113.

Deterding, D. (2010). ELF-based pronunciation teaching in China. *Chinese Journal of Applied Linguistics, 33*(6), 3–15.

Deterding, D, & Kirkpatrick, A. (2006). Emerging South-East Asian Englishes and intelligibility. *World Englishes, 25*(3-4), 391-409.

Deterding, D, Wong, J, & Kirkpatrick, A. (2008). The pronunciation of Hong Kong English. *English World-wide, 29*(2), 148-175.

Do, T. H. (1996). *Foreign Language Education Policy in Vietnam: The Reemergence of English and Its Impact on Higher Education*. [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing.

Doan, L. D., & Hamid, M. O. (2021). Economics of English: Examining the demand for English proficiency in the Vietnamese job market. *RELC Journal, 52*(3), 618-34.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

Espiritu, Y. L. (2014). *Body counts: The Vietnam War and militarized refuge(es)*. Berkeley.

Galloway, N. (2008). ELF and ELT teaching materials. In J. Jenkins, W. Baker, & M. Deway (Eds.), *The Rouledge handbook of English as a Lingua Franca* (pp. 468-80). Routledge.

Galloway, N. (2018). ELF and ELT teaching materials. In J. Jenkins, W. Baker, & M. Dewey (Eds.), *The Routledge handbook of English as a Lingua Franca* (468-80). Routledge.

Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Routledge.

Galloway, N., & Rose, H. (2018). Incorporating Global Englishes into the ELT classroom. *ELT Journal, 72*(1), 3–14.

The Government of the Socialist Republic of Vietnam. (2006). *Decision No. 1400/QĐ-Ttg*.

The Government of the Socialist Republic of Vietnam. (2006). *Decree of Government No. 75/2006/ND-CP*

Grant, N. (1987). Making the Most of Your Textbook. Longman.

Gray, J. (2010). The branding of English and the culture of the new capitalism: representations of the world of work in English language textbooks. *Applied Linguistics, 31*(5), 714–33.

Harris, S. (2021). Colorism's impact on the experiences of Black/White multiracial women at predominately White institutions. *New Directions for Student Services, 2021*(174), 43-48.

Hoang, V. V. (2016). Renovation in curriculum design and textbook development: An effective solution to improving the quality of English teaching in Vietnamese Schools in the context

of integration and globalization. *VNU Journal of Science: Education Research, 32*(4), 9-20

Hoang, V. V. (2018). MOET's three pilot English language communicational curricula for schools in Vietnam: Rationale, Design and Implementation. *VNU Journal of Science: Education Research, 34*(2), 1-25

Hoang, V. V., Hoang, T. X. H., Dang, H. G., Phan, H., Hoang, T. H. H., Kieu, T. T. T., Vu, T. L., Dao, N. L., & Kaye, D. (2014). *English Student Book 10: Book 1*. Ministry of Education and Training Press.

Hoang, V. V., Hoang, T. X. H., Dang, H. G., Phan, H., Hoang, T. H. H., Kieu, T. T. T., Vu, T. L., Dao, N. L., & Kaye, D. (2014). *English Student Book 10: Book 2*. Ministry of Education and Training Press.

Hoang, V. V., Hoang, T. X. H., Phan, H., Hoang, T. H. H., Kieu, T. T. H., Vu, T. L., Dao, N. L., Chung, T. Q., Kaye, D. (2014). *English Student Book 12: Book 1*. Ministry of Education and Training Press.

Hoang, V. V., Hoang, T. X. H., Phan, H., Hoang, T. H. H., Kieu, T. T. H., Vu, T. L., Dao, N. L., Chung, T. Q., Kaye, D. (2014). *English Student Book 12: Book 2*. Ministry of Education and Training Press.

Hoang, V. V., Phan, H., Hoang. T. H. H., Hoang, T. X. H., Kieu, T. T. H., Vu, T. L., Dao, N. L., & Chung, T. Q. (2014) *English Student Book 11: Book 1*. Ministry of Education and Training Press.

Hoang, V. V., Phan, H., Hoang. T. H. H., Hoang, T. X. H., Kieu, T. T. H., Vu, T. L., Dao, N. L., Chung, T. Q., & Kaye, D. (2014). *English Student Book 11: Book 2*. Ministry of Education and Training Press.

Humphries, S., & Burns, A. (2015). 'In reality it's almost impossible': CLT-oriented curriculum change. *ELT Journal, 69*(3), 239-248.

Hunter, M. (2005). *Race, gender, and the politics of skin tone*. Routledge.

Hunter, M. (2007). The Persistent Problem of Colorism: Skin Tone, Status, and Inequality. *Sociology Compass. 1*(1), 237 -254.

Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.

Jenkins, J. (2009). *World Englishes: A resource book for students* (2nd ed.). Routledge.

Jenkins, J. (2015). *Global Englishes: A resource book for students* (Third ed.). Routledge.

Jorgensen, J. N. (2008). Polylingual languaging around and among children and adolescents. *International Journal of Multilingualism*, *5*(3), 161–176.

Kachru, B. B. (1990). *The alchemy of English: The spread, functions, and models of non-native Englishes*. University of Illinois Press.

Kachru, B. B. (1992a). *The Other Tongue: English Across Cultures*. University of Illinois Press.

Kachru, B. B. (1992b). World Englishes: Approaches, issues and resources. *Language Teaching, 25*(1), 1-14.

Kachru, B. (2005). *Asian Englishes: Beyond the canon*. Hong Kong University Press.

Le, V. C. (2015). English language education innovation for the Vietnamese secondary schools. In B. Spolsky & K. Sung (Eds.), *Secondary school English education in Asia* (pp.182-200). Routledge.

Le, M. D., Nguyen, H. T. M., & Burns, A. (2020). English primary teacher agency in implementing teaching methods in response to language policy reform: A Vietnamese case study. *Current Issues in Language Planning, 22*(1-2), 1-26.

Le, T. T., & Chen, S. (2019). Globalisation and Vietnamese foreign language education. In J. Albright (Ed.), *English tertiary education in Vietnam* (pp. 16-27). Routledge.

Littlejohn, A. (1998). The analysis of Language teaching materials: Inside the Trojan horse. In B. Tomlinson (Ed.), *Materials development in Language teaching* (pp. 190-216). Cambridge University Press.

Matsuda, A. (2002). Representation of users and uses of English in beginning Japanese EFL textbooks. *JALT Journal*, *24*(2), 182-216.

McGrath, I. (2016). *Materials Evaluation and Design for Language Teaching*, 2nd ed. Bloomsbury.

The Ministry of Education and Training. (2014). *Implementing the 6-level framework of foreign language proficiency for Vietnam* [Ban Hanh Khung Nang Luc Ngoai Ngu 6 bac Danh cho Viet Nam].

The Ministry of Education and Training. (2018). *Circular No 32/2018/TT-BGDĐT*.

Newton, J., Yates, E., Shearn, S., & Nowitzki, W. (2010). Intercultural communicative language teaching: Implications for effective teaching and learning (pp. 1–90). Report to the Ministry of Education.

Nguyen, T. T. M. & Cao, T. H. P. (2020). An evaluation of the intercultural orientation of secondary English textbooks in Vietnam: how well are students prepared to communicate in global contexts?. In Le, V. C., H. T. M. Nguyen, Nguyen, T. T. M., & R. Barnard (Eds.), *Building teacher capacity in English language teaching in Vietnam: Research, policy and practice* (pp. 150-165). Routledge.

Nguyen, V. H. & Hamid, M. O. (2021). The CEFR as a national language policy in Vietnam: Insights from a sociogenetic analysis. *Journal of Multilingual and Multicultural Development, 42*(7), 650-662.

Nguyen, V. T. (2016). *Nothing ever dies: Vietnam and the memory of war*. Harvard University Press.

Pennycook, A. (2003). Global Englishes, Rip Slyme, and performativity. *Journal of Sociolinguistics, 7*(4), 513–533.

Pennycook, A. (2010). *Language as local practice*. Routledge.

Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.

Roberts, C. (1989). Other Than Counting Words: A Linguistic Approach to Content Analysis. *Social Forces, 68*(1), 147-177.

Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge University Press.

Seidlhofer, B. (1999). Double standards: Teacher education in the Expanding Circle. *World Englishes, 18*(2), 233-45.

Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford University Press.

Shin, J, E, Z R., & Chen, W. (2011). Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture, and Curriculum, 24*(3), 253-268.

Shohet, M. (2021). *Silence and sacrifice: Family stories of care and the limits of love in Vietnam*. University of California Press.

Siqueira, D. S. P. (2015). English as a lingua franca and ELT materials: is the “plastic world” really melting? In Y. Bayyurt & A. Sumru (Eds.), *Current perspectives on pedagogy for English as a Lingua Franca* (pp. 239-58). De Gruyter.

Swan, M. (1985a). A critical look at the Communicative Approach (1). *ELT Journal, 39*(1), 2-12.

Swan, M. (1985b). A Critical look at the Communicative Approach (2). *ELT Journal, 39*(2), 76-87.

Syrbe, M. (2017). *The Representation of Global Englishes in English Teaching and Testing Materials. An Investigation of International Textbooks and Proficiency Tests*. [Unpublished Ph.D. dissertation]. Trinity College Dublin.

Syrbe, M. & Rose, H. (2018). An evaluation of the global orientation of English textbooks in Germany. *Innovation in Language Learning and Teaching, 12*(2), 152–163.

Takahashi, R. (2014). An analysis of ELF-oriented features in ELT coursebooks. Are attitudes towards non-native varieties changing in English language teaching policy and practice in Japan? *English Today, 30*(1), 28-34.

Tomlinson, B. (2010). Principles of effective materials development. In N. Harwood (Ed.), *English Language Teaching Materials: Theory and Practice*. Cambridge University Press, pp. 81–108.

Trinh, T. T. H. (2019). Textbooks as cultural mediators: exploring representations of culture in Vietnamese tertiary EFL textbooks. In J. Albright (Ed), *English tertiary education in Vietnam* (pp. 68-85). Routledge.

Trinh, T. T. H. & Mai, T. L. (2019). Current challenges in the teaching of tertiary English in Vietnam. In J. Albright (Ed.), *English tertiary education in Vietnam* (pp. 40-53). Routledge.

Vettorel, P. (2018). ELF and Communication Strategies: Are They Taken into Account in ELT Materials? *RELC Journal, 49*(1), 58-73.

Vettorel, P. & Lopriore, L. (2013). Is there ELF in ELT coursebooks? *Studies in Second Language Learning and Teaching, 3*(4), 483-504.

Vu, M. T., & Pham, T. T. T. (2021). Still in the shadow of Confucianism? Gender bias in contemporary English textbooks in Vietnam. *Pedagogy, Culture & Society, Ahead-of-print*, 1-21.

Vu, T., & Febrianti, Y. (2018). Teachers' reflections on the visual resources in English textbooks for Vietnamese lower secondary schools. *TEFLIN Journal, 29*(2), 266-292.

Weber, J. (2014). *Flexible multilingual education: Putting children's needs first*. Bristol.

Wilder, J., & Cain, C. (2011). Teaching and Learning Color Consciousness in Black Families: Exploring Family Processes and Women's Experiences With Colorism. *Journal of Family Issues, 32*(5), 577-604.

Xu, Z. (2013). Globalization, culture and ELT materials: A focus on China. *Multilingual Education, 3*(1), 1-6.

Yu, M. H. (2018). Exploring the orientation and use of textbook lingua-cultural resources to teach and learn English for lingua franca communication. *The Asia-Pacific Education Researcher, 27*(4), 257-266.

Appendices

Appendix A: Interview Questions

Sample interview questions

In keeping with an open-ended or semi-structured format, the following questions may be asked in a different order and/or the wording may vary slightly. Other questions raised during the interviews will also be asked.

For authors of the textbooks

1) What are the expected outcomes of the textbooks?
2) To what extent are you happy with them? Were there any challenges during the design of the textbooks that you can share?
3) What parts of the textbooks will you improve in the coming editions of the textbooks?
4) What do you think Vietnamese students will use English for in the next ten years or so?
5) What kind of English do you think Vietnamese students need to learn, in terms of standards in grammar, vocabulary, and accents?
6) What are the criteria of selecting a reading text in the textbooks?
7) What cultures and nations do you have in mind when you select topics and reading texts?
8) Who will Vietnamese students use English to talk to in the future?
9) Do you think textbooks should present and raise awareness of different varieties of English to Vietnamese high school students? And why?
10) Should students be asked to reflect upon their own English use and any topics related to English as an International Language, like ownership, standards and varieties of Englishes?

For high school teachers

1) As English is an international language now, what do you think Vietnamese students will use English for in the next ten years or so?
2) Who will Vietnamese students use English to talk to in the future?
3) Do you think textbooks should present and raise awareness of different varieties of English to Vietnamese high school students? And why?
4) Should students be asked to reflect upon their own English use and any topics related to English as an International Language, like ownership, standards and varieties of Englishes?
5) What cultures and nations from the English speaking world should be represented in Vietnamese high school textbooks?
6) Do you think the textbooks give students opportunities to develop their knowledge and skills to use English as an international language?
7) What have you done, if you have, in the classroom to help students address issues of English as an international language?

Appendix B: CUREC Approval

Dear Trung,

Fascinating area of work, academically and geographically. I have though only just received this; somehow it may have been filtered out of the processes. Do follow-up with queries anytime. Anyway,

An Evaluation of three Vietnamese national English textbooks in grades 10, 11, and 12 from an English as an International Language perspective [Office to provide reference number]

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Please continue to follow all current guidance issued by CUREC during the pandemic, notably COVID-19: CUREC guidance on research involving human participants, https://researchsupport.admin.ox.ac.uk/governance/ethics/coronavirus

If relevant please also check the CUREC website for their best practice research guides, these can be very useful in refining the writing up of ethical considerations in your research – see https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/bpg

Good luck with your research study,

Keep well and safe,

Yours sincerely,

All good wishes,

Liam

Chair, DREC

Liam Francis Gearon, PhD, FHEA, FRSA, Docent

Senior Research Fellow, Harris Manchester College, University of Oxford
Associate Professor, Department of Education, University of Oxford
Conjoint Full Professor, Newcastle University, Australia
Docent, University of Helsinki, Finland
Extraordinary Professor, North-West University, South Africa
Visiting Professor, Irish Institute for Catholic Studies, MIC, Limerick, Ireland
Honorary Senior Research Fellow, School of Education, University of Birmingham

Appendix C: CUREC - Full Application

The University of Oxford places a high value on the knowledge, expertise, and integrity of its members and their ability to conduct research to high standards of scholarship and ethics. The research ethics clearance procedures have been established to ensure the University is meeting its obligations as a responsible institution. They start from the presumption that all members of the University take their responsibilities and obligations seriously and will ensure that their research involving human participants is conducted according to the established principles and good practice in their fields and in accordance, where appropriate, with legal requirements. Since the requirements of research ethics review will vary from field to field and from project to project, the University accepts that different guidelines and procedures will be appropriate.

Please refer to Where and how to apply for ethical review and the CUREC flowchart first to see if you need ethics approval.

Please complete this form using a word processor and email it, together with your supporting documents, to your Departmental Research Ethics Committee (DREC) (if applicable). If you don't have a DREC please email this form to ethics@socsci.ox.ac.uk using your official ox.ac.uk email address. Only type-written, emailed applications will be accepted.

SECTION A: Filter for CUREC 2 application		
This section determines whether your study raises more complex issues requiring the completion of a full application for ethical review, known as the CUREC 2 application. **(Please mark 'X' in the Yes/ No column.)**		
1. Are research participants classed as people whose ability to give free and informed consent is in question? (This may include under 18s (although see competent youths), prisoners, or adults at risk.) Your attention is drawn to the University's Safeguarding Code of Practice and its implications for researchers involving children or adults at risk. This includes the need for the work to be risk assessed and for researchers to undertake related training. (**Note**: If any of your participants are aged 16 or under, answer 'Yes' here **and** also answer question 5 below.)	Yes ☐	No ☒
2. By taking part in the research, will participants be at risk of criminal prosecution (e.g. by providing information on drug abuse or child abuse)?	Yes ☐	No ☒

3. Does the research involve the deception of participants?	Yes ☐	No ☒
4. Does your research raise issues relevant to the Counter-Terrorism and Security Act (the Prevent duty), which seeks to prevent people from being drawn into terrorism? Please see advice on this on our Best Practice Guidance web page.	Yes ☐	No ☒
If you answered 'No' to **all** the questions above, go to **Section B**. If you answered 'Yes' to **any** question above, continue to question 5 below.		
5. Is your project covered by a CUREC Approved Procedure?	Yes ☐	No ☐
If yes, list the number(s) of the Approved Procedures:		
If you answered '**Yes'** to **ANY** of questions **1-4**, **and** answered '**No'** to question **5**, **stop completing this checklist and do not submit it for ethical review**. Instead, complete the CUREC 2 application form from the CUREC website, then submit that for ethical review. If you answered '**Yes'** to ANY of questions 1-3, **and** answered '**Yes'** to question 5, go on to **Section B**.		

SECTION B: Contact details and project description	
Contact details:	
1. Principal Investigator **or** supervisor (if student research) (give title and full name)	Dr Heath Rose, Associate Professor of Applied Linguistics
2. Name of student (if student research)	Trung Thanh Le
3. Degree programme (if student research), e.g. BA, BSc, MSc, MPhil, DPhil	MSc in Applied Linguistics for Language Teaching (ALLT)
4. Department or Institute name	Department of Education
5. Address for correspondence (if different from above)	
6. University (not private) e-mail address and telephone number	heath.rose@education.ox.ac.uk tel:01865274033 trung.le@gtc.ox.ac.uk tel: +84906210985 or +16192145099
7. Name and status of others taking part in the project (e.g. third year undergraduate; postdoctoral research assistant)	

Project description:	
8. Title of research project	An Evaluation of three Vietnamese national English textbooks in grades 10, 11, and 12 from an English as an International Language perspective
9. List of location(s) where project will be conducted	Hanoi, Vietnam
10. If your research involves overseas fieldwork or travel and your department requires a travel risk assessment, will you have completed and returned a risk	Yes ☐

assessment form beforehand? (This must be approved by your department before you travel. If you are travelling overseas, you are strongly advised to take out University travel insurance.) Please also address any physical or psychological risks for Oxford researchers and local fieldworkers in question 16 below and discuss with your Safety Officer.	No ☐ Not required in this instance ☒
11. Anticipated duration of overall research project	15 months or years (maximum 5)
12. Anticipated start and end dates of the part of the research project involving human participants and/or personal data	From: (15/07/21) To: (30/08/22) Note: You will need ethics approval before you start your research. CUREC 1As may take up to **30 days** to process. Retrospective ethics approval **cannot** be granted.
In the case of international or collaborative research, will you submit or have you submitted this project for ethical review or consideration elsewhere (e.g. collaborator's/ local ethics committee, or other local approval)?	Yes ☐ No ☐ If 'Yes', please attach ethics or other approvals and give more details below. If 'No', please explain your reasons below. Please also refer to the Best Practice Guidance on Ethical Review of social-sciences based research conducted outside the UK (BPG 16), which includes an Ethics Issues Checklist for International Research (Appendix A)
Please supply further details in response to question 12b here.	
13. External organisation funding the research (if applicable)	
14. Brief description of research (about 150 words) in lay language.	

a) When describing the research, include your methodology, how you are applying professional guidelines, and the use to which results/ data will be put. Please also declare any conflicts of interest here.

<Brief description>
This study will evaluate three Vietnamese national English textbooks in grades 10, 11, and 12 from an English as an International Language perspective. More specifically, it will investigate to what extent the textbooks help high school students use English as an international language to communicate with speakers of English around the world.

<Methodology>
In late July 2021, the general editor of the Vietnamese national English textbooks series will be recruited to participate in a one-on-one open-ended interview with the student researcher to provide feedback on the outcome expectations and the challenges of designing the textbooks. This interview will take place face-to-face, following socially-distanced guidelines. The interview is expected to last for one hour, and the conversation will be recorded using a recorder from iPhone.

In early September 2021, three to four high school teachers in Hanoi, and one to two authors of the Vietnamese national English textbooks in grades 10, 11, 12 series will be recruited to participate in a one-on-one semi-structured interview with the student researcher to provide feedback on the outcome expectations and the challenges of teaching or designing the textbooks. This interview will take place face-to-face following socially-distanced guidelines. The interview is expected to last for one hour, and the conversation will be recorded using a recorder from iPhone.

The purpose of these interviews is to provide any reasons for, explanations of, or rationale behind the design of the textbooks, and any clarification on expected outcomes and challenges during the process of teaching or designing the textbooks in view of its goal to teach students to use English internationally.

<Professional guidelines>
The study will adhere to the Ethical Guidelines for Educational Research by the British Educational Research Association.

<Purpose of data collection>
Data will be collected, analysed, and reported in the student researcher's MSc dissertation. Results may be published at a later date.

b) Description of participants and how you will obtain informed consent to take part in the research.

i. Description of participants and your criteria for inclusion/ exclusion.
It is expected that the general editor and two other authors of the series will participate in the interview. **Criteria for inclusion are (1)** that the participant took part in the design OR teaching of the Vietnamese national English textbooks in grades 10, 11, 12; **(2)** that the participant agreed to the interview of their own free will, **(3)** that the participant gives informed consent to the recording of the interview and to the inclusion of pseudonymised names in the student researcher's MSc dissertation and possible future publication.
ii. Your method(s) of recruitment.
Participants will be contacted by the student researcher, who will provide information about the interview, a written consent form, and the student researcher will then discuss with the participants to set up an interview time.

iii. Your processes for obtaining informed consent from participants.	
Approximately one week prior to the start of interviews, the student researcher will give a written consent form to participants directly, which they must read, sign, and return to the student researcher. Then, at the beginning of the face-to-face interview, the student researcher will ask for oral consent. If a participant gives affirmative written and oral consent, then the interview will proceed. If a participant does not give both written and oral consent, then the interview will be terminated.	
Please attach separate supporting documents (in Word), if appropriate, for your research (English language versions only). Tick those you are submitting below. If appropriate supporting documents are not submitted, you will be asked to provide these separately, which may delay the ethical review process.	
Recruitment and advertisement material (e.g. a poster, social media recruitment text, or brief invitation letter/ email).	☐
Information for participants to read (or hear) before they agree to take part (e.g. written information or, if applicable, an outline oral information script).	☒
A document to record informed consent. Templates for written consent forms and/ or oral information scripts (in case of an oral consent process) are available from the CUREC website.	☒
Questions to be asked of participants (e.g. interview questions, or a preliminary scope of questions, or a sample questionnaire).	☒
(If applicable) debriefing document after participants have taken part.	☐
Please add any further details. If you feel the above approaches are not appropriate for your study, provide details on how you will obtain consent from participants Please answer question 15 if you cannot obtain informed consent.	
15. If you cannot obtain informed consent from participants according to CUREC guidelines and good practice in your discipline, please give a brief explanation and justification of this decision below.	

16. What are the ethical issues connected with your research and what steps have you taken to address them? Please do not answer 'none'. We need to see that you have identified potential ethical issues with respect to your research and have taken steps to address them. If applicable, please address:

a) Participant burdens and/or risks

Participant burdens or risks are low. The series will be improved and edited for future use, so there is not much concern that any severe consequences will arise even if the series do not live up to expectations. However, in the context of Vietnam and as the series are adapted on a national scale, some topics may be of high stakes. The student researcher will encourage the participants to share only what they feel comfortable sharing, and also will double check after the interview if he is allowed to use all the information in the interview. Also, the student researcher will make it clear that the participant has the ability to revoke consent at any time during or after the interview, or to later clarify the points raised in the interview, should they wish to.

b) Your own physical and psychological safety as a researcher or of fieldworkers you may employ (see the University's and Social Science Division's Safety in Fieldwork guidance)

Data collection will take place at the student researchers' own workplace, so research-specific fieldwork is not required. Nonetheless, the student researcher has familiarised himself with the SSD guidance. In COVID restrictions impact on physical safety to collect data face to face, phone interviews will be used instead.

c) Data protection/ confidentiality (also see Section 18).

Participants in this study must provide contact information, namely their phone number. If this information were to leak to a third party, it would constitute a breach of confidentiality, and participants' personal information could be stolen. To address this issue, digital records of participants' contact information will be kept only as long as necessary for the research project.

Also, the audio of participants' conversations with the student interviewer will be recorded and transcribed. This constitutes personal data that could be used to identify the participant if proper safeguards are not in place. To address this issue, audio recordings on a digital recorder will be transferred to local storage and encrypted in files on the student researcher's computer.

The files will also be backed up on an encrypted USB, which will be kept in a locked box in the student's home. Original data will be kept only as long as necessary for the research project.

Furthermore, all secondary data (e.g. transcripts) associated with participants will be pseudonymised. Participants will be identified using pseudonymised names during qualitative data analysis, and any direct quotations reported in the student researcher's thesis or future publication will be attributed as such. Pseudonymised data will be retained for three years, as per university guidelines.

Any other ethical issues. For more guidance on ethical issues, please see http://researchsupport.admin.ox.ac.uk/governance/ethics/resources

17. Will your research involve discussing sensitive issues? This could be information relating to race or ethnic origin, political opinions, religious beliefs, physical/ mental health, trade union membership, sexual life or criminal activities. If you answered 'Yes', make sure you include some supporting information (as directed in **section 14b** above, showing the range of questions covering these issues.	Yes ☐	No ☒

Please provide further details:

18. Management and handling of personal and other research data

All information provided by participants is considered research data for the purpose of this form. Any research data from which participants can be identified is known as personal data; any personal data which is sensitive is considered special category data.

Management of personal data, either directly or via a third party, must comply with the requirements of the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018, as set out in the University's Guidance on Data Protection and Research. In answering the questions below, please also consider the points raised in the Data Protection Checklist and whether, for higher-risk data processing, a separate Data Protection Impact Assessment (DPIA) may also be required for the research. Advice on research data management and security is available from Research Data Oxford and your local IT department. Advice on data protection is available from information.compliance@admin.ox.ac.uk.

a) Please mark 'X' against the data you will collect for your research

Consent records (written consent forms, audio-recorded consent, assent forms (for research involving minors) including participant name)	☒
Online consent (may be anonymous)	☐
Opt-out forms	☐
Contact details for research purposes only (destroyed when no longer needed for this research)	☒
Contact details kept for future studies	☐
Audio recordings (preferably using PIN-protected audio recorder and stored on device's hard drive)	☒
Video recordings	☐
Transcript of audio/ video recordings	☒
Photographs	☐
Task results (e.g. paper/ online tasks, diary completion)	☐
Questionnaire answers	☐
Field notes	☐

Other (please specify below)	☐

b) For each of the types of data selected above, state how this will be physically transferred from where it is collected to a local secure storage site (and backed up as necessary). This includes paper records and data captured electronically.

<Consent records>

Written consent forms will be submitted in paper. These forms will be stored in the student researcher's files at the student researcher's home in a locked box. This data will be kept for three years then destroyed (shredded).

<Contact details>

Contact phone numbers will be stored in the student researcher's files kept in a locked box in the student researcher's home. Contact information will be kept until the end of the research project and then destroyed. Any records of the phone numbers on the researchers' phone will also be deleted at this time.

<Audio recordings>

Audio of participants' interviews with the student researcher will be recorded using the student researcher's iPhone's in-app record feature.

The student researcher will download these recordings from the phone as mp4 files and store them on his computer in encrypted files. The files will be backed up on an encrypted USB drive—not the cloud. All audio data will be destroyed once the research project is complete.

<Transcripts of audio recordings>

Digital copies of anonymised transcripts will be stored in encrypted files on the student researcher's computer and backed up on an encrypted USB drive. Additionally, physical copies may be printed and stored in a locked file cabinet in the student researcher's home. Transcript data with pseudonymised name will be destroyed three years after the conclusion of the research project to allow access for future publications or analysis by the researcher.

c) How and where will each type of data be stored during the research (until the end of all participant involvement)? Describe the arrangements for ensuring confidentiality, i.e. location of storage (e.g. Nexus 365 OneDrive for Business, SharePoint), security arrangements and de-identification of such data. Do not store unencrypted data in freely available cloud services or unprotected USB drives.

As stated above in 18b, digital data including audio files and interview transcripts will be stored on the student researcher's computer in encrypted files and backed up on an encrypted USB drive which will be stored in a locked box in the student researcher's home. Physical data such as contact information and copies of interview transcripts will be stored in a locked file cabinet in the student researcher's home.

The student researcher will submit his thesis in August 2022; however, he may publish a paper based on the thesis within the next 3 years. As such, interview transcripts (digital and physical) will be retained until the publication of this paper, which will mark the end of the project. Contact information, unless deemed necessary to the research, will be destroyed shortly after the approval of the student researcher's thesis.

Consent form records will be kept for three years after the conclusion of the research project (until 2023) as per University recommendations.

d) Will you use a unique participant number on research data instead of a participant name?
If yes, state whether or not you will retain a list of participant names against numbers (i.e. pseudonymisation via a linkage list). Where will the list be stored, and when will it be destroyed?

No list will be kept. I will use pseudonyms to identify each participant, and due to the small sample of interviewees, no linkage list will be necessary.

e) Who will have access to the research data?

The student researcher will have access to the research data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the research.

f) If research data is to be shared with another organisation, how will it be transferred/ disclosed securely?

N/A

g) When and how will identifiable data (including audio/ video recordings & photos) be destroyed or deleted?

Note: Records of consent should be retained for a minimum of three years after publication or public release. Some funders may require longer periods. If you wish to retain contact details

in order to re-approach participants about future studies, you must detail this in information provided to them and obtain specific consent for this.		
The student researcher will submit his thesis in August 2022; however, he may publish a paper based on his thesis within the next 3 years. As such, audio files and interview transcripts (digital and physical) will be retained until the publication of this paper. Contact information, unless deemed necessary to the research, will be destroyed shortly after the approval of the student researcher's thesis. Consent form records will be kept for three years after the conclusion of the research project (until 2023) as per University recommendations. Physical data will be shredded. Digital data will be deleted using a digital file shredder.		
h) Please confirm that you will store other research data safely for at least 3 years after final publication or public release and adhere to any additional research funder policies. For more information about the University policies, please see the University's web pages on research data management.	Yes ☒	No ☐
If 'Yes', please give details of who will store the data and on storage format, location and security. Note that open science is encouraged. If 'No', please provide further details below.		
Consent form records will be kept for three years after the conclusion of the research project (until 2024) as per University recommendations. Digital copies will be stored on the student researcher's computer in encrypted files and backed up on an encrypted USB drive.		
i) Does your research involve the use of secondary (i.e. previously collected) data? Common sources of secondary data include censuses, information collected by government departments, organisational records and data that was originally collected for other research purposes. (If "No", please go to question 19.)	Yes ☐	No ☒
j) Do you have data access agreements for the use of this secondary data? (If so, please attach these.)	Yes ☐	No ☐
k) Is your use of this secondary data compatible with what the data subjects/ participants agreed that their data should be used for?	Yes ☐	No ☐

l) Could this data be linked back to an individual or individuals? If yes, address how securely any personally identifiable data will be transferred to you, and where and for how long it will be stored during or after the research. Who will have access to it?	Yes ☐	No ☐

19. Publication and dissemination of research data and outputs. How will you disseminate and feedback project outcomes at the end of the research?
The research will be written up as the student researcher's Masters thesis and may be published in an academic journal in the future. On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible. If participants make a request, a copy of the student researcher's thesis will be sent to them at the conclusion of the research project.

SECTION C: Methods and procedures to be used	
1. Please indicate the methods to be used:	**Mark 'X'**
a) Analysis of existing records	☐
b) Snowball sampling (recruiting through contacts of existing participants)	☐
c) Use of casual or local workers e.g. interpreters	☐
d) Participant observation	☐

e) Covert observation	☐
f) Observation of specific organisational practices	☐
g) Participant completes questionnaire in hard copy	☐
h) Participant completes online questionnaire or other online task	☐
i) Using social media	☐
j) Participant performs paper and pencil task	☐
k) Participant performs verbal or aural task (e.g. for linguistic study)	☐
l) Focus group	☐
m) Interview	☒
n) Audio recording of participant (you will generally need specific consent from participants for this)	☒
o) Video recording of participant (you will generally need specific consent from participants for this)	☐
p) Photography of participant (you will generally need specific consent from participants for this)	☐
q) Others (please specify below)	☐
Please ensure you have addressed any potential ethical issues related to these methods in question B14 and in your Participant Information Sheet.	

SECTION D: Professional guidelines and training		
In this section, please mark 'X' against at least one of the following professional guidelines you aim to adhere to. You should use the principles listed in your chosen guideline(s) in conducting your own research. This is not an exhaustive list.		
Research specialism/ methodology	**Association and guidance document**	**Please mark 'X'**
Anthropology	Association of Social Anthropologists of the UK	☐
Computer Sciences	ACM Code of Ethics and Professional Conduct	☐
Criminology	British Society of Criminology	☐
Education	British Educational Research Association Ethical Guidelines for Educational Research	☒
Geography	Association of American Geographers Statement on Professional Ethics	☐
History	Oral History Society of the UK Ethical Guidelines	☐
Internet-based Research	British Psychological Society: Conducting Research on the Internet Association of Internet Researchers Ethics Guide ACM Code of Ethics and Professional Conduct Association of Internet Researchers (AoIR) Also see CUREC's BPG 06 on internet-mediated research	☐
Law (Socio-Legal)	Socio-Legal Studies Association: Statement of Principles of Ethical Research	☐
Management	Academy of Management Code of Ethics	☐
Political Science	American Political Science Association (APSA) Guide to Professional Ethics in Political Science	☐
Politics	Political Studies Association. Guidelines for Good Professional Conduct	☐

Psychology	British Psychological Society Code of Ethics and Conduct	☐
Social Research	Social Research Association: Ethical Guidelines	☐
Sociology	The British Sociological Association: Statement of Ethical Practice	☐
Visual Research	ESRC National Centre for Research Methods Review Paper: Visual Ethics: Ethical Issues in Visual Research	☐
Other professional guidelines. Please specify the other guidelines used here:		☐
Please indicate what training in research ethics (or research methodology) the researchers involved with this study have received, e.g. the title of the course and date completed (online training available at http://researchsupport.admin.ox.ac.uk/support/training/ethics), or discussions between researchers and supervisors, if applicable. Note that the core module of the University's online research integrity course is compulsory for all researchers.		
The student researcher studied research ethics in Michaelmas 2020 as part of his MSc in Applied Linguistics for Language Teaching (ALLT). He also completed the Research Integrity Online Training course for social and behavioural sciences.		

SECTION E: Signatures or email endorsements
The SSH IDREC Secretariat accepts either option below. If you have a DREC, check which option it prefers. **Option 1**: Email confirmation from a University of Oxford email address can be accepted. Separate emails should come from each of the relevant signatories as outlined below, indicating acceptance of the relevant responsibilities. Pasted images of signatures cannot be accepted. **Option 2**: Handwritten signatures. Please scan them and the rest of the checklist pages to create a single PDF document and email to us.

Please ensure this checklist is signed by:

For staff research:	**For student research**:
1. Principal Investigator 2. Head of Department (or nominee)	1. Principal Investigator (project supervisor) 2. Head of Department (or nominee) 3. Student researcher

Principal Investigator signature/ supervisor signature (if student research)

I understand my responsibilities as Principal Investigator as outlined in the CUREC glossary and guidance on the CUREC website. I declare that the answers above accurately describe the research as presently designed, and that a new checklist will be submitted should the research design change in a way which would alter any of the above responses so as to require completion of CUREC 2 (involving full scrutiny by an IDREC). I will inform the relevant IDREC if I cease to be the principal investigator on this project and supply the name and contact details of my successor if appropriate.

Signature (or email endorsement using the above declaration): HEATH ROSE__

Print name: ___HEATH ROSE_____ **Date**: __24 JUNE 2021__

Departmental endorsement signature

I have read the research project application named above. On the basis of the information available to me, I:

- consider the PI and student researcher (if applicable) to be aware of their ethical responsibilities in regard to the ethical issues associated with this research;
- am satisfied that: the proposed project design and scientific methodology are sound; the project has been subject to appropriate peer review; and is likely to contribute to existing knowledge and/or to the education and training of the researcher(s) and that it is in the public interest.

Signed by Head of Department or nominee (example nominees for student research include the Director of Graduate Studies/ Director of Undergraduate Studies):

Signature (or email endorsement using the above declaration): _____

Print name: _____ **Date**: _____

Student signature (if student research)

I understand the questions and answers that have been entered above describing the research, and I will ensure that my practice in this research complies with these answers, subject to any modifications made by the principal investigator properly authorised by the CUREC system.

Signature by student (or email endorsement using the above declaration): TRUNG THANH LE

Print name: TRUNG THANH LE **Date**: 4 June 2021

Supporting Documents:

An Evaluation of three Vietnamese national English textbooks in grades 10, 11, and 12 from an English as an International Language perspective

PARTICIPANT INFORMATION SHEET

Central University Research Ethics Committee (CUREC) Approval Reference: **[Insert]**

1. ***Why is this research being conducted?***
   The purpose of this study is to examine to what extent three Vietnamese national English textbooks in grades 10, 11, and 12 assist students in international communication with speakers of English from around the world and to find out the expectations and challenges during the process of designing the textbooks. This study is important because it can provide useful insight and recommendations for further revisions and design of future textbooks for Vietnamese students with an English as an International Language orientation.

2. ***Why have I been invited to take part?***
   You have been invited because you take part in the design OR teaching of the Vietnamese national English textbooks in grades 10, 11, 12.

3. ***Do I have to take part?***
   No. You can ask questions about the research before deciding. If you do agree to take part, you may quit the study at any time – without giving a reason and without negative consequences – by informing me of your decision. The deadline by which you can withdraw any information you have contributed to the research is June 30, 2022. Up until this point, the responses that you provided during the interview will be analysed, and notable findings will be included in the first draft of my thesis and any possible publication.

4. ***What will happen to me if I take part in the research?***
   You are invited to participate in one face-to-face interview with me. If you agree to take part, you will sign a consent form and we can discuss anytime you are available for an interview.

On the scheduled date and time, we will meet face-to-face. The interview should take approximately one hour. You can ask to pause or stop the interview at any time.

With your consent, I would like to record the audio of our interview so that I can refer back to it later and know exactly what you said. If you are not comfortable meeting face to face, a phone interview can be arranged.

5. ***Are there any potential risks in taking part?***
There are some risks. I am collecting personal data from you. If the data were to leak to a third party, it could lead to a breach of privacy and theft of personal information.

To reduce these risks, I will treat your personal data with extreme care and do everything that I can to protect your privacy. Your data will be shared with no one and kept in secure storage to ensure confidentiality. Your data will be pseudonymized – in other words, I will not use your real name or any other identifying information when storing or reporting your data.

6. ***Are there any benefits in taking part?***
There will be no direct or personal benefit to you from taking part in this research. However, if you would like to receive a copy of my research report, I am happy to provide this to you.

7. ***What happens to the data provided?***
The information you provide during the study is the **research data**. Any research data from which you can be identified (name, email address, audio recording, video recording) is known as **personal data**.

Personal data in digital form will be stored in encrypted files on my computer and backed up on an encrypted USB drive which will be stored in a locked box in my home. This digital data will be kept until it is no longer needed to conduct research, at which point it will be destroyed.

Personal data in physical form will be stored in a locked cabinet in my home until it is no longer needed to conduct research, at which point it will be destroyed.

Other research data (such as transcripts) will be stored for at least 3 years after publication or public release of the work of the research.

I, Trung Thanh Le, will have access to the research data. Responsible members of the University of Oxford, such as my supervisor, may be given access to non-personal data for monitoring and/or audit of the research.

I would like your permission to use direct quotes in a pseudonym in any research outputs.

8. ***Will the research be published?***
The research will be written up as my thesis and may be published in an academic journal in the future.

On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible.

The University of Oxford is committed to the dissemination of its research for the benefit of society and the economy and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of student theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for researchers to the full text of freely available theses, thereby increasing the likely impact and use of that research.

9. ***Who has reviewed this study?***
This study has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee (Reference number: xxx).

10. ***Who do I contact if I have a concern about the study or I wish to complain?***
If you have a concern about any aspect of this study, please contact Trung Thanh Le trung.le@gtc.ox.ac.uk tel: +84906210985 or +16192145099 or Heath Rose (+44 1865 274024; heath.rose@education.ox.ac.uk) and we will do our best to answer your query. I will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible by e-mail: liam.gearon@education.ox.ac.uk or telephone: +44(0)1865 274047.

11. ***Data Protection***
The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study.

The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.

12. Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact Trung Thanh Le via contact details at the top of this document.

Participant Consent Form

Central University Research Ethics Committee (CUREC) approval reference: **xxxxx**

An Evaluation of three Vietnamese national English textbooks in grades 10, 11, and 12 from an English as an International Language perspective

The purpose of this study is to examine to what extent three Vietnamese national English textbooks in grades 10, 11, and 12 assist students in international communication with speakers of English from around the world and to find out the expectations and challenges during the process of designing the textbooks. This study is important because it can provide useful insight and recommendations for further revisions and design of future textbooks for Vietnamese students with an English as an International Language orientation.

	Please initial each box if you agree with the statement
1) I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	☐
2) I understand that my participation is voluntary and that I am free to withdraw at any point until 30/06/2022, without giving any reason, and without any adverse consequences or penalty	☐
3) I understand that research data collected during the study may be looked at by authorised people outside the research team. I give permission for these individuals to access my data.	☐
4) I understand that this project has reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.	☐
5) I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.	☐

6) I understand how this research will be written up and published.	☐
7) I understand how to raise a concern or make a complaint.	☐
8) I consent to being audio recorded.	☐
9) I understand how to raise a concern or make a complaint.	☐
10) I understand how audio recordings will be used in research outputs.	☐
11) I agree to the use of pseudonymised quotes in research outputs	☐
12) I agree to take part in the study[2]	☐

_____	_____	_____
Name of participant	Date	Signature

_____	_____	_____
Name of person taking consent	Date	Signature

[2] *To be signed and dated in the presence of the participant. Once this has been signed by both parties the participant should receive a copy of the signed and dated participant consent form. The original signed and dated consent form should be kept with the project's main documents, which must be kept in a secure location.

Sample interview questions

In keeping with an open-ended or semi-structured format, the following questions may be asked in a different order and/or the wording may vary slightly. Other questions raised during the interviews will also be asked.

For authors of the textbooks

1) What are the expected outcomes of the textbooks?
2) To what extent are you happy with them? Were there any challenges during the design of the textbooks that you can share?
3) What parts of the textbooks will you improve in the coming editions of the textbooks?
4) What do you think Vietnamese students will use English for in the next ten years or so?
5) What kind of English do you think Vietnamese students need to learn, in terms of standards in grammar, vocabulary, and accents?
6) What are the criteria of selecting a reading text in the textbooks?
7) What cultures and nations do you have in mind when you select topics and reading texts?
8) Who will Vietnamese students use English to talk to in the future?
9) Do you think textbooks should present and raise awareness of different varieties of English to Vietnamese high school students? And why?
10) Should students be asked to reflect upon their own English use and any topics related to English as an International Language, like ownership, standards and varieties of Englishes?

For high school teachers

1) As English is an international language now, what do you think Vietnamese students will use English for in the next ten years or so?
2) Who will Vietnamese students use English to talk to in the future?
3) Do you think textbooks should present and raise awareness of different varieties of English to Vietnamese high school students? And why?
4) Should students be asked to reflect upon their own English use and any topics related to English as an International Language, like ownership, standards and varieties of Englishes?
5) What cultures and nations from the English speaking world should be represented in Vietnamese high school textbooks?
6) Do you think the textbooks give students opportunities to develop their knowledge and skills to use English as an international language?
7) What have you done, if you have, in the classroom to help students address issues of English as an international language?