An Evaluation of the Textbook "English File 3rd Edition" For Non-English Majors at Hoa Sen University, HCMC, Vietnam

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A DISSERTATION

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ABSTRACT

The present study aims (i) to explore the thoughts of 7 teachers and 126 non-English majors at General English Department, Faculty of Languages and International Cultures, Hoa Sen University about the textbook "English File 3rd edition – Elementary" and (ii) to investigate the strengths and weaknesses of the textbook. The evaluation was conducted based on the data collected from the teacher and the student subjects in the form of questionnaires and interviews. The 35-item questionnaire using the 5-point Likert scale rating from "1=Strongly Disagree" to "5=Strongly Agree" was employed to elicit the participants' responses to five main categories including Overall Evaluation, Evaluation on Organization, Evaluation on Physical Appearance, Evaluation on Contents, and Evaluation on Appropriateness to HSU's students. The results of the evaluation show that both the teachers and the students had active perceptions regarding the appropriateness of the textbook and it is suitable to the English teaching and learning process at Hoa Sen University, Ho Chi Minh city, Vietnam.

Key words: *Textbook*, *Textbook evaluation*, *English File 3rd edition – Elementary*, *Hoa Sen University*

LIST OF ABBREVIATIONS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 5: DISCUSSIONS

CHAPTER 6: CONCLUSIONS

APPENDICES

BIBLIOGRAPHY

LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference

EFL: English foreign languages

HSU: Hoa Sen University

MOET: Ministry of Education and Training

SPSS: Statistical Package for the Social Sciences

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

English has experienced over the course of nearly 1,500 years in its development since the 5th century. Until the second half of the 20th century, English was examined as a foreign or second language in several countries, becoming the controlling language in different parts of the world.

1.1   Background to the study

Recently, while researchers have shown an increased interest in studies related to English language teachers and learners' roles as well as teaching and learning methodologies which are believed to obtain a perfect fulfilment in educational aims, a primary concern of a quality and adequate textbook is also considered as a more successful strategy to create effectiveness in language teaching and learning process. Generally, as noted by Lathif (2015, p.1), textbooks are one of the instructional materials used in classrooms as they support teachers in preparing the lessons, then making the learning process more attractive and memorable. These days, textbooks published with interesting titles and colorful illustrations on different topics are regarded as one of the key factors that may encourage and inspire learners' attitudes in their learning. According to Aytuğ (2007, p. 2), in a foreign or second language educational environment, besides teachers and students, textbooks are the core element which represents a hidden curriculum or official document of a certain program. Based on learning objectives, the curriculum is produced, and a set of textbooks is chosen. This shows educational reality when analyzing textbooks. Furthermore, textbooks are not only one of the authoritative sources in instructional programs but also key components in the teaching and learning process (Hanafiyeh and Koosha 2014). As a consequence, the issue of evaluating to select appropriate textbooks has become many instructors' most urgent priority to suit the curriculum of a program, and to meet its teachers and students' needs.

In Vietnam, since 1986, after the implementation of the open-door policy, there is a limited number of English language classes in schools. Additionally, it was only taught in towns and big cities. However, the fast globalization throughout the world has raised the

significance of the English language as a key communication in recent years. Since English is considered as the urgent priority foreign language in Vietnam, there is a deep concentration on teaching and learning this language at initial levels in schools, universities, and foreign language centers across the country.

In connection with the English standard, in order to access the Common European Framework of Reference for Languages (CEFR), which consists of a six-point scale, from A1 level to C2 level, the Vietnamese Ministry of Education and Training (MOET) created the new curriculum design and published different sets of textbooks for English, a compulsory subject both at general education and tertiary level. On the other hand, the adoption and adaptation of international textbooks are followed during this curriculum design process. In the same vein, textbook evaluation is a necessary but not easy process to choose appropriate and effective textbooks because it is believed that they take a leading role in teaching and learning (Papajani, 2015). Although textbooks are written by people being professional in their fields and used globally, opting for an appropriate textbook depends on each curriculum developed by different schools and institutions' leaders for their different training purposes.

1.2   Statement of the problem

The national education system in Vietnam involves primary, secondary and tertiary levels, and MOET is the only authority. In this system, while English is not a compulsory subject for the primary level, it is taught as one of the main subjects at the secondary level (Can, 2007). However, the requirement for English textbooks at the tertiary level is quite different: colleges and universities are more flexible about opting for textbooks for their students. In other words, English textbooks are independently chosen on the condition that they are suitable for the school curriculum and its learners' language background and learning objectives.

There are two different types of students at Hoa Sen University (HSU): English majors and non-English majors. Non-English majors are required to take English courses during their six semesters at HSU, using the "English File 3rd edition" series as the main course book. This series was written by Christina Latham-Koenig, Clive Oxenden, and Paul Seligson,

and published by Oxford University Press in 2013. It comprises four sections for both EFL and ESL learners, from basic to intermediate levels. Specifically, the "English File 3rd edition – Elementary" is used to teach non-English majors at HSU – high beginners. This textbook consists of 12 units; each unit has three lessons (A, B, and C), covering the four basic language skills (listening, speaking, reading, and writing) as well as activities and exercises related to vocabulary, grammar, and pronunciation. The textbook covers diverse high-interest topics and situations such as interests, health, shopping, food, and entertainment. In addition, its self-study CD-ROM helps students practice extra English out of class, and its two-CD set contains the listening material for each unit, being attached to the student's book. Besides, the supplementary pack (including ELT supplementary materials and topics cards) and a workbook are also available for learners to purchase independently. It is thought to be appropriate for the goals and objectives of the English program for non-English majors at HSU. Moreover, it might help the students to develop their fluent and confident communication as well as meet MOET's English learning outcome requirements.

Having been used for several semesters, the "English File 3rd edition – Elementary" needs to be evaluated by both teachers and learners at this university. Apparently, the English background of HSU non-English majors is diverse. First and foremost, English is not a compulsory subject at primary levels; therefore, they had differently experienced for five to more than eight years to learn English during their primary, secondary, and high schools. Additionally, HSU non-English majors show intricate patterns of behavior for their learning process. Generally, the behavior of the students might be affected, controlled, and changed by their surrounding environment. These students certainly come from different regions in Vietnam before enrolling on the university. These regions have unbalanced development in terms of education systems, particularly in English teaching and learning. Classrooms are well-equipped with modern facilities including labs, projectors, and other electronic devices which might generate motivation for students during their learning process.

Another problem that needs to evaluate in the textbook is the unequal competencies of non-English majors. The students come from a wide range of geographical locations, and

thus their opportunities to use English are different. It is believed that the more chances the students practice English, the more fluency and proficiency they achieve in English communication. Apparently, this raises high attention on negative outcomes in applying the textbook to all HSU non-English majors in their English classes when they are varied in mastering new communicative competencies in higher education.

1.3 Aims and objectives of the study

The study done for and reported in this thesis aims to evaluate the textbook "English File 3rd edition – Elementary", a series of four textbooks, which is the compulsory textbook for HSU non-English students as well as to recognize the pros and cons of this textbook. The evaluation process is based on the opinions of HSU non-English majors and their teachers. The research objectives are:

- To explore how HSU non-English majors think about the textbook "English File 3rd edition – Elementary" used in their classrooms;
- To investigate the strengths and weaknesses of the textbook "English File 3rd edition – Elementary" regarding the opinions of HSU non-English majors and their teachers.

1.4 Research questions

The following research questions are addressed to achieve the aims of the study.
1. What do HSU non-English majors and their teachers think about the textbook "English File 3rd edition – Elementary"?
2. To what extent is the appropriateness of the textbook "English File 3rd edition – Elementary" in relation to the school curriculum and teaching and learning objectives identified by the learners and teachers at HSU?

1.5 Scope of the study

By using mixed methods, the study has focused on the evaluation of the textbook "English File 3rd edition – Elementary", an English textbook used for teaching and learning for HSU non-English majors. The textbook series consists of four textbooks; however, due to time

constraints, this study has only focused on evaluating this textbook. The scope of the study would be limited to employing students whose English level is pre-intermediate as well as English teachers who are using this textbook for their teaching at HSU. Each participant in the study has been asked to complete the questionnaires and the interviews in order to gain the quantitative and qualitative data for evaluating the textbook. Several researchers have set different criteria for textbook evaluation in their separate conditions. However, the evaluation criteria utilized in the study would be adapted from Cunningsworth's (1995) and other research to suit for the post-use textbook evaluation.

1.6   Significance of the study

The results of this reseach help the administrators, teachers, and students have an overview of the textbooks in order to adapt the textbooks more effectively in their educational setting and to meet the objectives of the course. The results might be beneficial for all users including teachers and students, and useful for the curriculum developers, policymakers or publishers in selecting and developing the textbook. Moreover, the results would be the useful recommendations for teaching and learning English at Faculty of International Languages and Cultures at HSU to become more successfully and effectively. It is fully hoped that the recommendations from this study would be one of the ideas to be considered when the MOET of Vietnam changes in the EFL curriculum.

1.7   Organization of the study

This study consists of 6 chapters.

Chapter 1 provides an introduction to the study.
Chapter 2 is the literature review.
Chapter 3 describes the data and methodology.
Chapter 4 presents the contents and results of the study.
Chapter 5 gives the discussions.
Chapter 6 summarizes the conclusions.

CHAPTER 2: LITERATURE REVIEW

Teachers, learners, and teaching materials are generally considered three major components in the process of education. Among them, teaching materials seem to be the most important element though their role can be flexible due to different instructional methodologies applied in the class (Richards & Rodgers, 2001). As noted by Tomlinson (2011, p. 2), materials include "textbooks, cassettes, videos, CD-ROM, dictionaries, grammar books, readers, workbooks, or photocopied exercises". It is believed that the quality, achievement, or failure of the teaching and learning process, particularly in English language education, may be influenced by the decision of selecting materials.

2.1 Textbook

As part of these materials, textbooks are attracted more attention since they are directly and frequently utilized in the class and at home by teachers and learners. According to Hutchinson and Torres (1994), a textbook is defined as a guidance for the teaching contents of teachers and an orientation for the amount of knowledge during the learning process of learners. Indeed, based on the textbooks, teachers have an overview to outline what they will share with learners and how they employ specific approaches in order to give learners good lessons. In their turn, learners will depend on the textbooks to make a clear summary of what they are going to learn, and how they will manage the process of gaining the knowledge.

2.2 Roles of textbook

2.2.1 During 1980s

During the past and present eras, textbooks play several roles in English language teaching curricula and in classrooms where the teachers and learners are two main elements. Back to the 1980s, the textbook gained less attention though it was considered as the nature of English language courses (Sheldon, 1988, as cited in Khodadady & Karami, 2017). Moreover, the textbook was developed by a group of authorities so that they assessed legal validity, improving capacities of learners in the aspects of linguistic and communication. According to O'Neill (1982, as cited in Gholami et al., 2017), it was believed that the

textbook helped learners save time and expenses in their learning situation as well. With regard to the vast and fascinating subjects contented in the textbook, learners did not have to spend the large amount of time and be at their expense for searching information, leading to a focus on acquiring systematically and logically the knowledge in the textbook related to language and skills.

2.2.2 During 1990s

In the next decades, textbooks and their roles have received more consideration in the English language teaching and learning process. It is the resource and guide for teachers and learners to follow (Harmer, 1991; Asher, 1994). First and foremost, the textbook has provided significant language inputs (Hutchinson & Torres, 1994) including worthwhile ideas and suggested activities to support teachers in planning lessons, which would be delivered in their language classrooms (Richards, 2001). As regards the learners, they have also obtained benefits from prepared texts represented in the textbook. Through the systematic and coherent design of the textbook, learners seem to have a general overview on what and how they are going to learn. Similarly, new methods are formally introduced in the textbook as useful guides so that teachers, in particular inexperienced teachers, can determine how they should give the lessons in efficient ways. In addition, rational approaches are recommended in order to encourage learners in their self-study learning condition. They rely on these approaches and contents of the textbook to consider how the language and skills should be learnt, suiting their educational needs.

When it comes to the important roles for the language teaching and learning environment in this period, textbooks become credible sources for both teachers and learners following. As they have written by a panel of qualified experts (Sheldon, 1988, as cited in Khodadady & Karami, 2017) in the language field and published by academic publishers, it is undoubted that the textbook is the authorized source (Richards, 2001), and it seems to be more reliable and valid than other sources comprising of compiled or self-generated materials of the teachers.

In a different context, textbooks are taken into account as one of the key factors to constitute academic achievement as Brown (1995) mentions attitudes of language learners

may be influenced by the textbook. It is thought that learners will be motivated if the contents are well-organized and structured, and the illustration is well-design and up-to-date, therefore, it allows learners to be willing to actively engage in the class. Moreover, comprehensive strategies which are developed in the textbook help learners keep an effective control over the learning that has already been at home.

2.2.3. Recent years

During the 2000s, textbooks have received increasing public attention since there is numerous research undertaken related to their roles in the context of language teaching and learning. Especially, several researchers have independently conducted the textbook' roles to individuals namely training program, teachers and learners. Madmood (2010) states that the textbook has greatly contributed to the language education programs. To begin with, the textbook is not only the heart of education (Sarem et al., 2013), in general, but as noted in Graves (2000), it also looks like roadmaps of language educational training programs. It is navigational instruments for curriculum developers to follow the logical sequence of the contents and the direction in cleverly designing their program curricula (Madmood, 2010). Furthermore, it acts as the intermediary between the planning curriculum process and the complete fulfilment of the curriculum goals and objectives.

With respect to the teachers' expectations for teaching success among them, textbooks are the source which can provide effective language models and inputs (Richards, 2007). As mentioned above, the textbook is often written by academic authors who take notice/ observe the latest teaching and learning changes and strategies required for each period and then they try to convey a great deal of accurate language inputs containing linguistic contents (Byrd, 2001), the source culture and the cultural values (Feng & Byram, 2002; Aliakbari, 2004). These inputs are resulted in texts which are accessible, making them clearer and easier for teachers to follow.

Another role of textbooks in the notions of the teachers as Cakit (2006) notes is to assume less preparation time in planning teaching materials in general. The textbook has been tried and tested before publishing to the market, so they meet the content standards and structured framework. It is not only valid references (Mukundan, 2004) in building

confidence and security for the teachers (Cunningsworth, 1995; Cakit, 2006), in particular, teachers who have less teaching experiences but also will be quick to prepare the lessons and activities during their making lesson plans and teaching situations. Teachers do not spend time on producing teaching materials, focusing on their teaching process (Tomlinson & Masuhara, 2008) to implement school objectives and goals rather than collecting and compiling them/materials.

In the context of learning process, textbooks are regarded as main source in exposing foreign language of learners (Richards, 2010; Hamidi, et al., 2015). It is proved that there a close correlation between the textbook and learners' outcomes. The textbook serves for learners a well-developed overall framework (Riazi, 2003) with language inputs (Tok, 2010; Dalim & Mubarrak, 2013) in a logical and systematic way. Consequently, this will assist learners to organize their learning, upgrading the levels of performance in foreign language themselves or meeting academic requirements at school. At the same time, the textbook is also the factor to promote learners in their learning. In fact, the published textbook is usually attracting because it has to be produced in order to suit the standards of production and design.

2.2.4 Arguments against using textbook

On the other hand, several studies have revealed that textbook has also its own drawbacks with the teaching and learning environment. A lack of content's quality can result in teaching and learning failure. Recent years, the textbook is seen as the tool to boost profits for authors as well as publishers (Sheldon, 1988, as cited in Khodadady & Karami, 2017), so they may ignore the quality of the contents. They tend to gather quickly information instead of choosing carefully adequate knowledge. Besides, though the textbook contains academic readymade texts and tasks (Ur, 1996), these contents may fail to collect up-to-date information. When the textbook is used at a certain time, it may be later than it is published. Therefore, the textbook may not be suitable for a certain group of teachers and learners (Graves, 2000) who are directly using them.

Cultural aspects which are discussed in textbook seem to be another problem for increasing alienation of learning (Richards & Renandya, 2002). Education writers have invested the

significance of culture, and target language culture are apparently emphasized when designing language textbook. As learners are not familiar with the target language culture, it is argued that this compulsory process in assimilating foreign culture cause a reduction in learners' autonomy. Moreover, gender inequality, bringing learners about negative gender stereotypes (Renner, 1997 as cited in Sarem et al., 2013). Indeed, rare illustrations related to female characters and poor examples including social roles or relationships between men and women in the language textbook may make learners have negative thoughts about unequal gender relations happening in many countries worldwide.

A lack of language support for learners is considered as another problem when using textbook for learning process. Byrd (2001) mentions each textbook normally comprises of two different kinds of information, namely topics and linguistics. Besides, it is believed that learners will gain linguistic knowledge through topic contents. However, there may not be an acceptable balance between aspects of language involving much focus one aspect and not enough focus on other aspects. Some textbooks, for instance, consist of two-skill activities instead of four-skill activities, so learners cannot regularly practice for the basic skills of listening, speaking, reading and writing. In terms of topics, there may be a lack of relevance between the topic contents in the textbook and learners' lives (Richards, 2001). As a result, the textbook cannot support learners leave the large gaps between the classroom and the outside world, so that educational performances of learners cannot improve significantly.

In addition, Littlejohn (2011) points out that textbook may reduce teachers' creativity in designing classroom activities. The textbook' roles are not only necessarily to guide teachers in teaching content knowledge but also provide suggested activities. Textbooks present the planned classroom activities developed by the authors. Furthermore, according to Cakit (2006), textbook helps teachers, in particular pre-service teachers, minimalize the amount of time on lesson preparation because teachers usually follow these instructions to make lesson plans. In their turn, in-service teachers, sometimes, depend greatly on what guided activities presented in textbook and do not have innovative ideas on how they deliver teaching content knowledge to their learners. As a sequence, teachers' contribution to teaching will generally be decreased since they are more textbook-dependent.

It is thought that there never has a perfect textbook for all readers (Grant, 1987, as cited in Papajani, 2015). Because of all of the aforementioned reasons, the issue of textbook evaluation is taken into consideration. Textbooks should be evaluated in order to determine the advantages and disadvantages, to a certain extent how they present implement the curriculum's objectives and goals and are appropriate for the current education context and the needs of certain teachers and learners.

2.3 Textbook evaluation

2.3.1 Definition of textbook evaluation

Evaluation, generally, is a process in which the values of something are discovered (Robinson, 1991, as cited in Papajani, 2015). In this process, information is collected and interpreted in different ways for achieving special purposes (Nazzer et al., 2015). It is also a stage where data are systematically collected for making a particular decision (Gholami et al., 2017). As for language teaching and learning condition, textbook evaluation refers to a procedure to gather data through diverse instruments and from different sources namely a school curriculum, instructors and learners (Kiely, 2009). This stage is meaningful as through the evaluation, potential values presented in textbooks will be explored (Tomlinson, 2011).

2.3.2 Needs of textbook evaluation

In the teaching and learning environment, not only textbooks but also textbook evaluation is important. Generally, the evaluation of textbooks offers great chances for administrators, teachers, and students. Firstly, as for administrators, evaluating textbooks will explore an acceptable level of their values to some extent how appropriateness for teachers and learners in different contexts (Hamidi et al., 2015; Klanawong, 2017). During the evaluation, they are easy to find the special advantages and disadvantages in relation to curriculum aims, so that they can realize whether these aims are implemented or not. Furthermore, the process of evaluation allows administrators to measure precisely the quality of textbooks, ensuring academic achievement. Otherwise, it seems to be a valuable

tool for upgrading the education quality (Kiely, 2009) in necessity by revising or adapting to suit the curriculum aims and the teachers' and learners' needs.

Another reason is that teachers can improve their competence in professional ways toward textbook evaluation. Spending much time identifying strengths and weaknesses (Cunningsworth, 1995) will support teachers in gaining academic knowledge and strengthening the weak points by substituting from other textbooks. In addition, they have access to acquire logically accurate and useful content in textbooks, so it is meaningful for them to conduct teaching activities (Cunningsworth, 1995; Ellis, 1997). Furthermore, textbook evaluation is a valuable tool (Sarem et at., 2013) for investigating important features in textbooks, and then developing innovations for a particular education context (Cunningsworth, 1995; Ellis, 1997; Sarem et at., 2013). Along with this, teachers have opportunities to adjust and adapt the textbooks toward students' needs.

2.3.3. English learning needs of learners

According to Richards (2001), learners' needs in learning a language, particularly English, are known as what learners will be able to do with that language at the end of the course. There are several kinds of the need in learning English of learners.

Communication

First and foremost, communication, generally, is an important skill for people as it is the means by which they can share their ideas, information, opinions and feelings. More specific, according to Nishanthi (2018), communication in English is one of the most necessary skills in today's world as it is not denied that, English has become the most common language worldwide. There is an increase in the number of learners who are trying to learn English in the world and one of the main reasons for them to learn English, therefore, is that they need to communicate in an international level (Srinivas, 2019) and furthermore, they want to become a global citizen. Indeed, when learning English, learners can develop four important skills including listening, speaking, reading and writing. Regarding speaking and writing skills, these two skills allow learners to communicate easily with other people from different countries around the world.

Education

Secondly, having been placed in the context of the globalization, several educational leaders in different countries created the new curriculum design in which English is considered as a compulsory subject (Lestari, 2003), especially at tertiary level, therefore, some learners learn English for the need of getting average scores for completing their studying at school. Otherwise, the need of other learners is not only to get high scores for their studying, but they need to access a large amount of the learning and suggested learning materials, that are written in the English language to broaden their majored knowledge. Besides, several learners want to learn English for the need of taking different tests such as IELTS or TOEFL because they are going to study abroad. English or these certificates, in particular, are very important factors when it comes to studying abroad.

Occupation

Thirdly, in the globalization era, learners recognize the importance of English so their learning need is to make efforts to increase the English competence for the purpose of entering a qualified global workforce in the future. Indeed, it is thought that having a good understanding and communication in English will provide learners more chances to apply for good jobs (Nishanthi, 2018) after graduating from universities because recent years, several international companies and organizations have been established and operated. Furthermore, it offers greater opportunities for them as these international companies and organizations not only tend to hire their professional employers, but also are willing to pay employers high salary if they are good at the comprehension and the ability of using English in communication to express their thoughts at work, regardless of their well-educated major competence.

Travelling

Fourthly, it is said that English is the international language of communication for travellers, no matter where they come from. This leads to some learners who are trying to study English for the need of travelling worldwide. Firstly, as a traveller, it is believed that having known English can support them quickly and easily perform tasks while travelling

individually instead of depending on tour guides including booking tickets and accommodation. Furthermore, as English is regarded as the basis for communication between people of different countries, it will make travellers more confident when they interact with local people to get to know and enjoy the lifestyle of the local people. More importantly, they can make friends with other travellers who share the same experiences in taking time to explore new places around the world.

Entertainment

Last but not least, nowadays, many learners need to learn English because they want to access a huge amount of entertainment. In fact, several well-known films and songs are produced and published in English. Though they are translated into various languages, their original meaning may be changed. If learners study English, they will enjoy and have cultural understanding as the authors intend without relying on translations or subtitles. Besides, they can easily read many newspapers and books written in English that are available on the Internet for relaxing.

Previous studies

Recent years, in the context of Vietnam, several studies were conducted to investigate the learners' needs in learning English. For example, in 2018, in order to evaluate the general English course, the two authors including Doan Thi Loan from The Southern Transport College and Thai Cong Dan from School of Foreign Languages, Can Tho University have carried out a study to explore the English learning needs of non-English major learners. To collect quantitative data, 145 freshmen who were attending two-year courses at the Southern Transport College in the academic school year of 2016-2017 were selected to respond the questionnaire. Seven students were randomly chosen from 145 participants to join in the interviews. The findings show that these non-English majors would like to learn English because they had more functional needs involving the need to pass examinations and get average scores in school, or for possibly, communicate with foreigners and so far they can use it for their future careers.

In the same vein, in 2019, the author Nguyen Dinh Nhu Ha from Ho Chi Minh City Industry and Trade College and the author Tran Quoc Thao from Ho Chi Minh City University of Technology have conducted a study to explore the English learning needs of learners. 102 second-year non-English majors at one Ho Chi Minh City college were employed to their study. The questionnaires were delivered as the main instrument in collecting data. After the analyzing process, the result reveals that most of learners need to learn English for the purpose of accessing their learning and suggested learning materials written in English, whereas others want to communicate with foreigners and their English teachers. In addition, some learners learn English because they want to apply for international companies in the future to get higher salary.

On the other hand, several researchers around the world also have managed their studies on the issue of investigating the English learning needs of learners. For instance, in the article named "Investigating non-English major undergraduates' needs and perceptions of business English teaching in a Chinese university" (Xie, 2016), the author administered the needs analysis survey when business English courses at a Chinese university started in early January 2016 to explore learners' needs. Instruments including questionnaires, open-ended questions, and classroom observations were applied to gather information from 147 participants who were studying in a Chinese university. The results show that most of the learners need to improve writing and speaking skills, and most often read interest books and articles in magazines. About one third of them had career expectations because they realized the link between English and their job opportunities.

Similarly, in the context of Indonesia, Arjuluyana (2018) has published the article "Non-English learners' needs in learning English as a foreign language" to give understanding about English and the needs of learners at University of Muhammadiyah Jakarta, Indonesia. The data were collected towards the 20-question survey which delivered to 35 students of 2nd semester. The findings reveal that when learning English learners need to master four skills of language including reading, writing, listening and speaking in order to read academic tests, and write research reports during their academic training. Besides, learners learning English for the need of communication. They would like to participant in international events or engage in informal conservations with foreigners to find social

interaction. Furthermore, they need to speak to international peers and make good relationship in their working environment.

2.3.4 Common criteria for evaluating language textbooks

It is believed that not only textbook but also textbook evaluation is necessary for any educational context, particularly in language teaching and learning environment. Because textbook evaluation is a significant stage in sealing the potential gaps between the contents and knowledge that the textbook presents and the needs of teachers and learners, this is regarded as a useful way for administrators and educators in developing the quality of education in general. However, it is a complicated process because of the differences in learners' backgrounds, abilities, and needs. These variables are taken into account during the evaluation. Over time, strict criteria for evaluating textbooks have been developed.

2.3.4.1 Cunningsworth (1995)

For the purpose of evaluating a textbook, Cunningsworth (1995) suggests a checklist containing four main criteria. The first criteria are related to language items, skills, and communicative strategies in the relation to a comparison of the learners' needs and the aims and objectives of the textbook. The second criteria are related to features that reflect present and future uses of language. In order words, through language content and items, these features are to some extent relevant to learners' needs so that they can use language in the classroom environment as well as in their real lives. The third criteria are related to motivational aspects. This means textbooks should be designed with different activities and topics in order to promote implicit and explicit learning styles. The last one is related to the role of the textbook as a source in helping teachers and learners improve their education. It should provide suggested teaching methodologies for teachers and tasks and activities for learners.

2.3.4.2 Ur (1996)

According to Ur (1996), criteria involve curriculum, graphics, tasks and topics, content, language and skills. The criteria are related to the curriculum mention objectives and

methodologies presented in the textbooks. As for graphic criteria, they state the layout and illustrations of the textbooks. With the tasks and topics, they should be designed in diverse and interesting ways. The requirements for the content criteria of the textbooks should provide clear instructions and logical organization. The language used in the textbooks should be authentic in order to help learners meet their academic outcomes and use outside the classroom. Finally, a good textbook should contain all four skills of listening, speaking, reading and writing.

2.3.4.3 Littlejohn (1998)

Considering a textbook is a pedagogic device, Littlejohn (1998, as cited in Tomlinson, 2011) develops two main criteria for evaluating textbooks namely publication and design aspects. With the publication criteria, textbooks are examined in the aspect of the relationship between textbooks and other materials like answer keys or recordings and videos. The design, aims, selections and arrangements of topics, tasks, and contents proposed in textbooks also give a general idea about the validity of textbooks. Based on the above criteria, Littlejohn (1998) suggests a framework for evaluation including internal (texts and exercises) and external factors (appearance, visuals and layout aspects).

2.3.4.4 Mukundan et al. (2011)

Mukundan et al. (2011) propose two main criteria including general attributes and teaching-learning content for textbook evaluation. In general attributes, textbooks are examined the match in the relation between the syllabus, methodology, suitability to the students, physical utilitarian attributes, and efficient layout of supplementary materials and learners' needs. Likewise, teaching-learning content focuses on the content of textbooks in different areas which are listening, speaking, reading, and writing skills and other subskills such as vocabulary, pronunciation and grammar. It is evaluated whether four skills are attractive and appropriate with learners' needs and whether subskills are easy for learners to follow or not.

2.3.5 Common types and approaches for evaluating language textbooks

In addition, diverse practical approaches have been suggested by different researchers.

2.3.5.1 Pre-use, In-use, and Post-use evaluations

According to Cunningsworth's (1995) and Tomlinson's (1998) approaches, textbook evaluation consists of three main stages namely pre-use, in-use or while-use and post-use or after-use evaluations. Similar to Ur's (1996) views, the authors offer several general criteria of evaluation involving aims and approaches, physical appearance and organization, content of the language, skills, topics, teaching methodology, teacher's guidance, and practical considerations. In addition, the evaluation is conducted on the relationship between the textbook's values and objectives and users' purposes.

As mentioned in the previous section, it is very important to determine which textbook is suitable for curriculum objectives and aims, teachers' and learners' needs. Depending on the purpose or people who are involved in the process of evaluation, different textbook evaluation research has been conducted. Besides, several researchers have carried out textbook evaluation based on the time in which the textbook is used. However, as noted by Cunningsworth (1995) and Tomlinson (1998), the authors suggest textbook evaluation can be conducted at three different phases of textbook use regarding the purpose of evaluation.

Pre-use evaluation

According to Ellis (1997), pre-use evaluation is the most common stage among three stages. At the pre-use stage, textbooks are evaluated to investigate the potential values (Cunningsworth,1995; Tomlinson, 1998). It is also considered as the predictive evaluation (Ellis, 1997) for the purpose of selecting textbooks before starting the course. To manage the evaluation, several researchers (Hutchinson & Torres, 1994; Cunningsworth, 1995; McGrath, 2002) have applied the impressionistic method in their studies to help them gain general impression about the content, design and structures of the textbook as well as identify its advantages and disadvantages that may have the possible impacts on learning process (McGrath, 2002).

In addition, it may not offer enough information for making decision of textbook evaluation (Cunningsworth, 1995) regarding the impressionistic method. Therefore, in-depth method is applied together with impressionistic method. Due to teachers' and

learners' needs, their attitudes and practical teaching and learning methodologies, a specific unit is selected at random and then evaluated. The evaluation supports in finding in-depth information to a certain extent which the textbook is suitable for the context of its use. Besides, it helps to make a prediction about the influences of the textbook on learners.

Normally, textbooks are evaluated by experts before publishing. However, because they are not the target users, they follow a particular set of criteria for textbook evaluation that suit for their contexts. As a result, the findings cannot be explicit for the relevant teachers apply on the upcoming specific education contexts. Therefore, pre-use evaluation may help teachers have an overview about the potential values of textbooks that will be used in order to meet learning outcomes and learners' needs (Cunningsworth, 1995; Ellis, 1997; Tomlinson, 1998). However, most previous studies on pre-use evaluation only focus on the specific context where the textbook is accessed based on the relationship of curriculum objectives. Thus, it is also important to make in-use and post-use evaluation.

In-use evaluation

In-use evaluation is the process conducted when textbooks are being used (Cunningsworth,1995; Tomlinson, 1998). According to these authors, they suggest that teachers and learners who are directly used the textbook should be involved in the evaluation. Regarding the teachers, they are asked to describe their teaching practices to have an understanding in the way they use textbooks. Similarly, through the description from learners about their learning style, it is easy to explore the effectiveness of the textbook for learners. Moreover, textbooks should be evaluated to recognize the real values of textbooks, leading to the decision for adapting other textbooks or replacing it in the next time (Cunningsworth, 1995; McGrath, 2002).

Similarly, McGrath (2002) offers different instruments like observation so that different information about textbooks will be gained from the views of teachers and learners then compare the results among them to find the appropriateness of each section of the textbook with the teaching and learning process. In contrast, together with observation, Tomlinson and Masuhara (2010) apply other instruments like interview or teacher diary to obtain information about textbooks during its use only from teachers. As noted by Tomlinson

(2001), through the observation, interview or diary, the in-use evaluation findings are likely more reliable than those of pre-use evaluation which is predictive.

Post-use evaluation

Post-use evaluation is considered as the most important type among three types of evaluation (Cunningsworth, 1995; Ellis, 1997; Tomlinson, 2001) because this process helps measure the success or failure (Sheldon, 1988 as cited in Khodadady & Karami, 2017) or the effectiveness of the textbook when it has been used (Tomlinson, 2001). Furthermore, not only the strengths and weaknesses of the textbook are identified through the post-use evaluation but also it helps to check the reliability of the pre-use evaluation results (Ellis, 1997). Thus, it is also a good chance to check the validity and reliability of instruments used for pre-use evaluation (Ellis, 1997; Tomlinson & Masuhara, 2010).

However, little research carried out on the post-use stage because of several reasons as there is no systematic method for post-use evaluation. Researchers have reused the framework and instruments for pre-use evaluation.

2.3.5.2 Predictive evaluation vs. Retrospective evaluation

Ellis (1997) categorizes the evaluation into two types including the predictive evaluation and retrospective evaluation. The main purpose of the predictive evaluation is to select textbooks. The stages are sequential because retrospective evaluation is managed in relation to the result of predictive evaluation in order to compare users' outcomes and these influences. However, there is less awareness of retrospective evaluation after choosing suitable textbooks.

2.3.5.3 Micro-evaluation vs. Macro-evaluation

In addition to the above evaluation types, Ellis (1997) distinguishes the two other types of textbook evaluation. According to the author, micro-evaluation is the process in which one teaching task is chosen randomly and the specific empirical evaluation is made on this task. A sequence of micro-evaluation will be a valuable source for macro-evaluation that offers an understanding whether the whole textbook is adequate or not.

2.3.5.4 Bloom's Revised Taxonomy

Another approach to evaluating textbooks is using Bloom's Revised Taxonomy. In 1956, Bloom asked teachers to develop and categorize a curriculum depending on cognitive demands, and then compare the goals of the curriculum with potential outcomes. There are the six cognitive levels in Bloom's Revised Taxonomy including three lower-order categories: knowledge, comprehension, application, and three higher-order categories: analysis, synthesis, and evaluation. Each of them consists of several subcategories, except for application. Relying on the different purposes of evaluation, this taxonomy will be adopted in order to write up findings on what cognitive level the textbook performs.

2.3.5.5 The Impressionistic, Checklist, and In-depth methods

According to McGrath (2002), textbook evaluation is generally based on impressionistic, checklist, and in-depth methods. Several researchers (like Hutchinson & Torres, 1994; Cunningsworth, 1995) have applied the impressionistic method in their studies to help them gain a general impression about the content, design, and structures of the textbook as well as identify its advantages and disadvantages. It is also suggested that this impressionistic method should be conducted in the pre-use stage in order to have a brief overview of the possible impacts on the learning process (McGrath, 2002).

Another method is the checklist method. Some researchers propose their own checklists, usually consisting of a list of criteria depending on the specific priorities of evaluation they focus on. Whereas, other researchers may adopt the previous checklists by eliminating one or more of the existing criteria and adding some local criteria which are specific to the teaching and learning context where the textbook is in use. In practice, this checklist method is quite popular because it is said that not only researchers but also teachers or even learners can easily evaluate the textbook based on the given criteria. Additionally, it allows evaluators to make a comparison among different textbooks so that they have a careful selection for textbooks employed in the upcoming teaching and learning situation. The other common method in textbook evaluation is an in-depth method. Due to learners' needs, learners' attitudes, and practical teaching and learning methodologies, a specific unit is selected at random and then evaluated. The evaluation supports in finding the

overview to a certain extent which textbook is suitable for the context of its use. Besides, it helps to make a prediction about the influences of the textbook on learners.

2.3.5.6 A Benchmarks-based approach: A qualitative method

In 1995, in order to support for a curriculum-materials analysis process sponsored by the National Science Foundation, the American Association launched Project 2061 for the purpose of the Advancement of Science. One part of the project is to evaluate whether textbooks support learners in meeting academic performances or not. This method is able to use for evaluating textbooks of any K-12 subjects including English. At the beginning of the evaluation process, a set of learning goals are developed, then the contents such as topics and tasks are accessed based on substance and sophistication. This helps to explore the match between the tasks represented in the textbook and learning goals (Gholami et al., 2017).
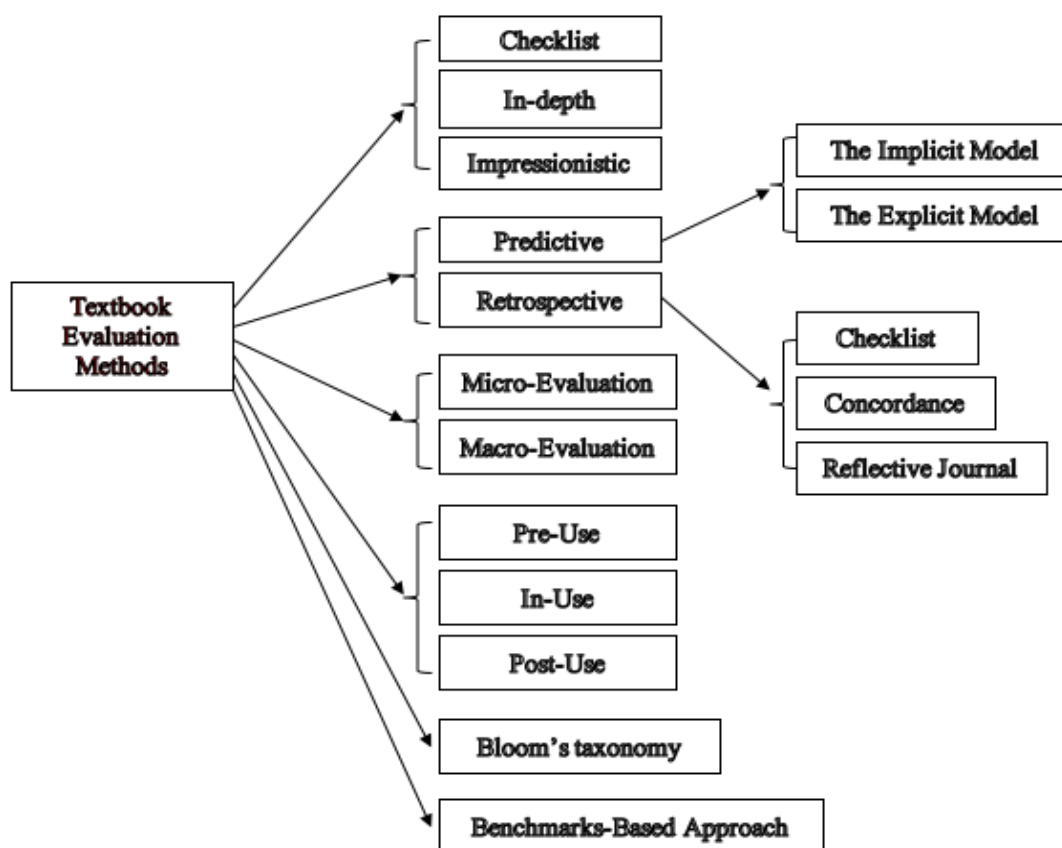
Figure 1: Summerize the methods for textbook evaluation

2.4 Previous related studies

Due to the significance of textbooks in the language teaching and learning environment, textbook evaluation has also received much attention of researchers around the world. Several studies have been conducted in different contexts and the environment of education and some of them are set out to explore the teachers' ideas. For example, in her master thesis, Aytuğ (2007) investigates the attitudes of 60 English teachers who come from 13 different Anatolian High Schools in Ankara through an evaluation of the textbook "New Bridge to Success for 9th Grade New Beginners". Moreover, the study explores the teachers' perceptions about the main features which should be presented in English textbooks for high school students in Ankara. Two different types of instruments are used in the study. Firstly, a questionnaire containing Likert scale items and open-ended questions is designed and delivered to teachers to gain their evaluation about the textbook. Then, the information from the interview gives teachers' suggestions on features of a sample English textbook proposed for high school students. The results reveal arguments about the features in the textbook "New Bridge to Success for 9th Grade New Beginners" of teachers. Also, they give responses for key aspects to develop a model textbook for high school students in Ankara.

Another textbook evaluation research is conducted by Kayapinar (2009). The quality of two English textbooks "New English File" and "Opportunities", which are used during the academic year from 2006 to 2007 in 25 different high schools in Mersin, Turkey is examined through the perceptions of 134 teachers. A five-point Likert scale questionnaire adopted from previous researchers (Brown, 1995; Ur, 1996) and judged by 9 educators from foreign language education at Mersin University is delivered to a group of 94 teachers to collect their views about the quality of subjects, vocabulary, pronunciation, tasks, design, structures and physical make-up of the textbook. Besides, in order to acquire a deep understanding about the quality, the author also designs open-ended interviews and invites 40 volunteer English teachers to gain other general perceptions. After comparing the results from two sources of data collection, it is believed that the textbook packages do not meet the learners' needs and do not satisfy the teachers' expectations.

In the same vein, Tok (2010) manages an evaluation of the textbook "Spot On", which is used for teaching and learning English in public primary schools in Malatya and Adiyaman cities of Turkey. The study aims to explore the strengths and weaknesses of the textbook toward the perceptions of a group of 36 female and 10 male English teachers selected at random. These English teachers are different in the teaching experiences and they engage in two parts of the process of collecting data. The first part relates to subjects' personal information and the second part includes 30 five-point Likert items, covering the layout and design, activities and tasks, language type, subject, content and skills, and whole aspect. The findings indicate that the textbook "Spot On" does not suit to the levels and language learning aims of (8th grade) learners. Furthermore, teachers point out their learners may not maintain the interest in the language learning if the textbook is continually used.

Although the mentioned studies are conducted in different contexts around the world, they are relevant to the evaluation of national and internationally-published English textbooks which are used in high schools. Moreover, the textbook evaluation is managed based on the perceptions of English teachers who are teaching and directly using these textbooks in their classrooms. These authors have also employed the common instruments involving a five-point Likert scale questionnaire and open-ended interviews. However, the differences in the aims of each research and the year experiences of English teachers who participated in the research led to the differences in the contents and numbers of items in the questionnaire and interviews. In other words, the instruments are developed depending on the certain focus of the research.

Other groups of researchers evaluate textbooks based on the perceptions of both teachers and learners. In the context of Iranian education, Mohammadi and Abdi (2014) undertake an evaluation on the textbook "Top Notch" towards teachers as well as learners' perceptions. The textbook is one of the textbooks used for teaching and learning English at several foreign language centers in Iran. The evaluation focuses on the instructional values and appropriateness with learners' needs. During the process of data collection, 105 learners from 13 to 17 years old and 32 teachers having at least two experience years in using this textbook for their teaching are employed to respond to two different

questionnaires. Though covering the same criteria focused on layout and design, subject and content, practical considerations, language type, tasks, skills and conclusions, the questionnaire for teachers comprise of 40 items, whereas the questionnaire for learners consists of only 25 items. Along with this data collection process, an analysis of learners' needs is made to obtain precise information about their aims, expectations, interests and concerns. After analyzing the data, various strengths and weaknesses of the textbook are explored and it is also revealed that the strengths seem to outweigh the weaknesses. For the teachers, they believe in continually using the textbook in the future. In a turn of the learners, it is said that what the textbook offers meets learners' objectives and stimulates learners' interest in the language learning process.

Şener and Mulcar (2018) attempt to evaluate the textbook "High school English course student's book and workbook, grade 10" prescribed by the Turkish Ministry of Education and initially used in the academic year between 2016 and 2017 for the public high schools. 12 (9 females and 3 males) English teachers from eight different high schools chosen purposively take part in a five-point Likert scale questionnaire for the purpose of collecting quantitative data. The 34-item questionnaire focuses on the teachers' opinions and their roles when they use the textbook. Furthermore, the teachers involved in semi-structured interviews containing four open-ended questions and 19 follow-up questions to provide qualitative data. As learners, they were also involved in another semi-structured interviews containing 10 questions to provide more qualitative information, allowing fully answer the research questions. Overall, the result indicates that this textbook does not satisfy the teachers' expectations though it has several good points. The teachers have considerable doubts about the potential benefits from what the textbook offers for their teaching process. Similar to the case of learners, they have negative perceptions of the usefulness and appropriateness of the textbook for their learning process. According to the learners, the content and level of the textbook are not suitable for their needs.

In summary, there are many approaches and checklists for evaluating textbooks in the literature. Neither approaches nor checklists are perfectly suitable for a specific context since they have their own strengths and weaknesses. To evaluate 'English File 3rd edition – Elementary', the author has employed a mixed approach, as a means of offsetting the

weaknesses of an approach with the strengths of others. In doing that, the outline of the approach suggested by Tomlinson (1998), with the 3-stage evaluation (pre-use, in-use and post-use evaluation), was adopted. Then it would be modified with evaluation criteria from other approaches and checklists proposed by other authors, such as Cunningsworth (1995), Littlejohn (2011). This study has made an effort to overcome the limitations in the previous studies in the following ways. Firstly, the data for this research were collected using by various instruments, including questionnaires and interviews. Secondly, it has included the recommendations of teachers and students for improving the textbook.

2.5 Conceptual framework
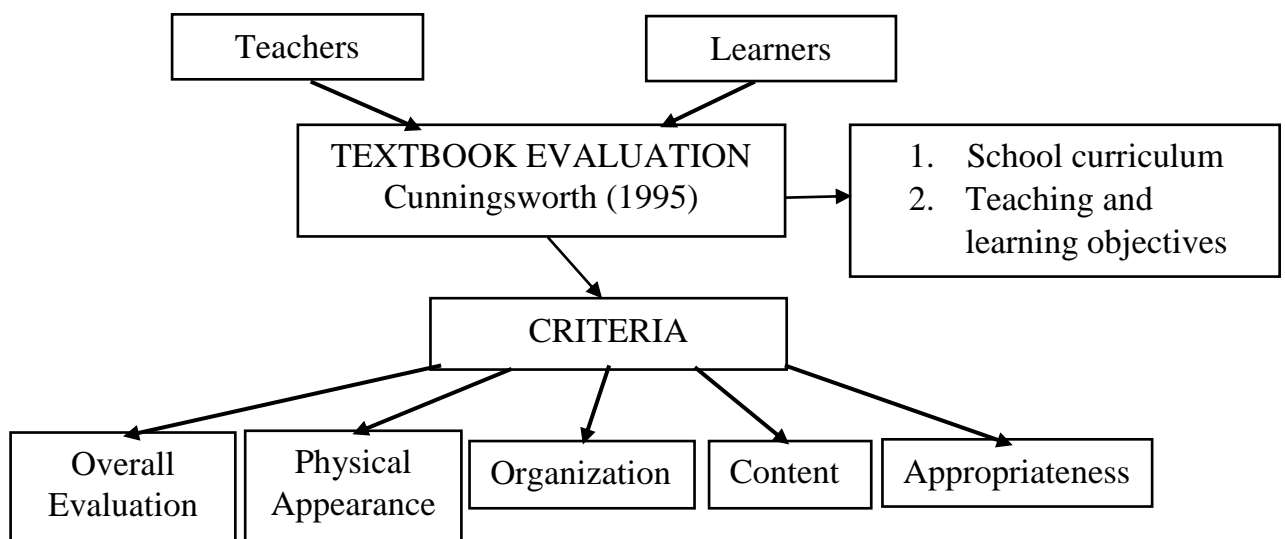
Figure 2: Conceptual Framework

CHAPTER 3: DATA AND METHODOLOGY

Chapter 3 is composed of research design, research site, sample and sampling procedures, research instruments, data collection procedures, data analysis procedures, and validity & reliability.

3.1 Research design

Originally, qualitative and quantitative methods are two separate common approaches to conduct research. Then, a mixed research method including both the quantitative and the qualitative has been raised as the most commonly used in social sciences. Over the decades, it has had an increasing interest from researchers in other fields, especially in education, because of its attempt to solve diverse types of research questions (Creswell & Plano Clark, 2011).

In the study, for the purposes of investigating how HSU non-English majors and their teachers think about the textbook "English File 3rd edition", and exploring its strengths, the mixed research method has been adopted to obtain both numerical and non-numerical data. Moreover, as noted by Creswell (2014), the study purposes have been fully addressed when these two types of research methods are parallelly conducted. Quantitative data have been gathered through questionnaires delivered to the teachers and students, while interviews with the same participants have been conducted to collect qualitative data. Moreover, the results of the questionnaires as well as the interviewees' responses have been compared for both the teachers' and students' inductive and deductive thinking (Creswell & Plano Clark, 2011) in addressing the advantages and disadvantages of the textbook.
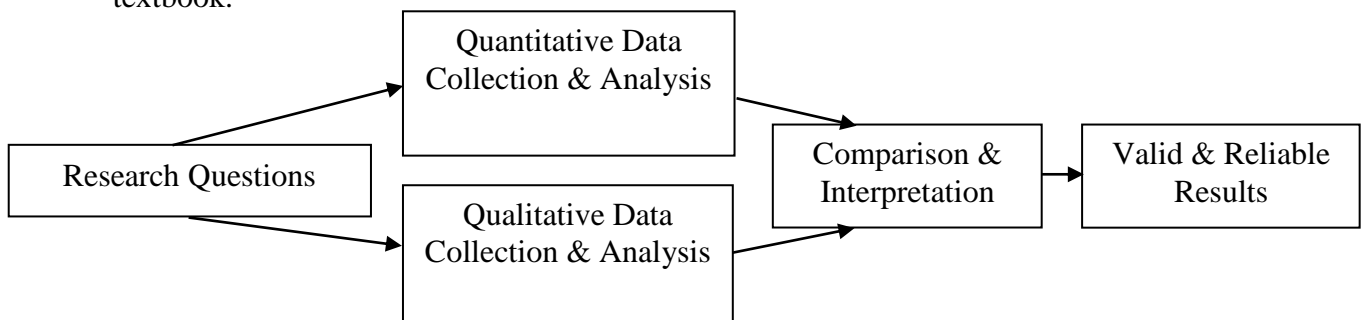
Figure 3: Process of the mixed methodology research design

3.2 Research site

The research has been conducted at HSU. This university was founded in 1991 based on Hoa Sen School of Information Technology and Management. Then, it became a semi-public school in 1994. In 2006, the school was renamed HSU; the very name has been kept up to now. Regarding more than 30 years of establishment and development, it owns five campuses located in different areas of Ho Chi Minh city, which are well-equipped and modern to bring students the globalized education environment and professional administrators, and its staff includes over 1000 full-time lecturers who hold high academic titles and degrees. In addition, HSU offers diverse undergraduate and postgraduate training programs, both in language and non-language fields, preparing students for success to serve the socio-economic development and modernization-industrialization of Vietnam.

In order to upgrade their English level and reach the English outcome requirements of MOET, besides studying and completing major subjects, non-English majors have to finish 15 – 20 credits related to general English during their learning process. HSU is allowed to choose independently the textbook based on the school curriculum, and the textbook "English File 3rd edition" series is selected among commercially published textbooks available in the market for the required material. This textbook selection only depends on the views of HSU administrators and curriculum designers as well as the criteria for pre-use textbook evaluation. However, to justify a certain extent to which the textbook series may be or may be not suitable for HSU non-English majors, it is necessary to conduct a post-use evaluation on the views of the textbook's teacher-users and student-users.

3.3 Sample and sampling procedures
3.3.1 Sample

The target population for the study is HSU non-English majors and their teachers.

3.3.1.1 Teacher subjects

As for the study's 7 teacher subjects, who have been using the textbook 'English File 3rd edition' as the main source for teaching English for HSU non-English majors have been

requested to take part in the study. However, since the university has over ten different fields in which a large number of teachers are teaching, about three to four teachers who teach in the classes of each field will be selected. They will be asked to response the teacher-version questionnaire contains items illustrated from criteria for textbook evaluation which will be adopted from Cunningsworth (1995) and previous researchers in order to gain their opinions about the course book. Though most of the teachers hold either a master and a doctor degree in the field of English language studies, which are awarded by national and international universities, they are different in their teaching experiences. They have been asked to respond to the questionnaire designed particularly for them. The questionnair involves some criteria for textbook evaluation adopted from previous researchers. Furthermore, all the teachers have participated in an interview, searching for in-depth information from their views about strengths and weaknesses of the textbook.

3.3.1.2 Student subjects

Regarding learner sample, non-language majored learners of the academic year 2023 - 2024 are targeted for the study. Moreover, HSU has more than ten different faculties, except for English, which are being used this course book for teaching and learning English for their students. As for the study's 126 student subjects, who have been studying in different majors, but not English, have been selected. The students come from different areas in Vietnam and they spend from nine to ten years on studying English before participating in the study. These students have been asked to response to a questionnaire designed particularly for learners. This questionnaire would contain some criteria for textbook evaluation which are also adapted from previous researchers. Moreover, these learners will be involved in an interview which comprises of questions also based on the textbook criteria in order to obtain more intensive information about the appropriateness of the course book they are being used in terms of their needs.

3.3.2 Sampling procedures

Probability and non-probability sampling are two common strategies for selecting a sample in the research (Dörnyei & Taguchi, 2010). In the present study, with both teacher and learner samples, non-probability sampling, particularly convenience or opportunity

sampling is used for selecting "a reasonably representative sample" (Dörnyei & Taguchi, 2010, p. 60). Although there is a bias in findings because not all members in the population are chosen and these findings cannot be hypothesized to the entire population, this method has its own advantages. Firstly, one of the important points when using convenience sampling is that it does not need to access the whole population. Additionally, though the teachers and their students are in different classrooms, it is easy to access them due to the business schedules. Secondly, it takes less time for the researcher when choosing convenience sampling for sample selection as the research has been conducted at the only one research site.

3.4 Research instruments

The study has been conducted by applying mixed methods because it is believed that this will balance the advantages and disadvantages of each method (Creswell, 2014). In this study, for the main aims of investigating both the teachers' and the students' opinions as well as exploring the strong and weak points of the textbook, the questionnaires and interviews have been used for collecting data. The combination of the two instruments to gain both statistical and non-statistical data will help validate the findings (Lodico et al., 2010).

3.4.1 Questionnaires

According to Dörnyei and Taguchi (2010), the most effective way to collect information is asking questions. In the present study of post-use textbook evaluation, the first instrument employed for collecting data is a questionnaire because of its following advantages. Firstly, a variety of people can be employed to answer the questionnaire so that a large amount of statistical and qualitative information can be collected in a short period of time. Secondly, with the simple form of the questionnaire, participants are easy to follow the direction and respond individually to each item without the support from the researcher. In addition, raw data have been processed easier and faster by using some software programs like Statistical Package for the Social Sciences (SPSS).

Both teacher-version and learner-version questionnaires for textbook evaluation have two main sections. The first section is related to general information like name, gender, age, and major of participants. The second section contains items which are adapted to the questionnaire by Cunningsworth (1995) and other researchers including tasks and activities, vocabulary and grammar, language items, skills and communicative strategies, and motivational aspects. The number of items in each scale would be more than 10 for the purpose of measurement the reliability for the research context at HSU by the Cronbach Alpha coefficient (Dörnyei & Taguchi, 2010). Furthermore, the questionnaire has been translated into Vietnamese to ensure that the teachers and the students clearly understand while responding to each item.

3.4.2 Interviews

Basically, there are three types of interviews contained unstructured-interviews, semi-structured interviews, and structured interviews. Together with the questionnaire, the study's second instrument, a semi-structured interview with open-ended questions, has been employed to shed light on problems that are not clearly presented from the questionnaire's findings like the advantages and disadvantages of the textbook. On the one hand, the quality of data from the interview is not completely reliable because interviewees may express positive rather than negative feelings, for they think that this information may be more useful for the researcher. Sometimes, the researcher may have a misunderstanding about the interviewees' answers when they are carrying out the interview.

However, based on the sub-categories and items in the questionnaire, the contents of questions used for interviews have been generated to ask. This instrument leads to comfort for interviewees because it looks like a face-to-face conversation and they can have explanations from the researcher when faced confusing questions. In addition, during the process of the interview, the interviewees' words are recorded so that further meaningful information about the teachers' and the students' feelings about the advantageous and disadvantageous aspects of the textbook can be investigated after their use. Each question for the interview has been also translated into Vietnamese so that the participants can clearly understand it, allowing to gain valid responses from them.

3.5 Data collection procedures

3.5.1 Questionnaires

The main purpose of the study is to evaluate the textbook "English File 3rd edition" based on the teachers' and students' thoughts; therefore, regarding the questionnaires, the teacher-version questionnaire and student-version questionnaire have been firstly delivered to the participants at HSU. The researcher gives explanations and directions for the questionnaire in Vietnamese, and then the participants have been asked to respond to each five-point Likert scale item in the three to four-page questionnaires by ticking on the level of agreement, ranging from 1 (strongly disagree) to 5 (strongly agree) in 30 minutes (Dörnyei & Taguchi, 2010). Finally, the author has collected the questionnaire from the participants.

Regarding the data gathered from the teacher-version questionnaire, the researcher has used Means procedure to explore the influence of teaching experience on the categories evaluation. It shows the mean for each group and the standard deviation. The Means command allows to compare the differences in the textbook evaluation of experienced teachers and less experienced teachers.

3.5.2 Interviews

In addition to exploring the teachers' and students' views on the textbook "English File 3rd edition", the current study also aims to investigate the advantages and disadvantages of this textbook. Therefore, the researcher has made appointments for interviewing all of the seven teachers and five of the students at HSU to have intensive information about the textbook. Each interview lasts about 15 to 30 minutes with a set of questions which are developed on the criteria of items in the questionnaire. During this process, all questions may not be asked due to the real situations. The content of the interview has been recorded.

Because the researcher had a recommendation from the HSU Graduate Institute and was supported by the Program Director, 7 teachers enthusiastically supported so conducting the interview was very convenient. However, when the researcher asked to interview the

students, they were still shy, timid, and cautious not to have close contact, so conducting the interview with the students was difficult.

3.6 Data analysis procedures

3.6.1 Questionnaires

SPSS has been used to analyze all information collected from teachers and students through the questionnaire. It is a common software developed "by three Stanford graduate students in the late 1960s" (George & Mallery, 2016). SPSS is used because it is considered comprehensive and practical statistical software. The raw data collected from the questionnaire have been entered and coded into the software, producing quickly the results. Additionally, these results are systematically displayed in tables so that the researcher can understand statistical results easily.

Regarding the data gathered from the teacher-version questionnaire, the researcher will use Means procedure to explore the influence of teaching experience on the evaluation categories. It shows the mean for each group and the standard deviation. The Means command allows to compare the differences in the textbook evaluation of experienced teachers and less experienced teachers.

Similarly, regarding the data gathered from the learner-version questionnaire, the researcher has used Means procedure to explore the influence of gender on the evaluation. Through this procedure, the mean for each group and the standard deviation are listed. The Means command allows to compare the differences in the textbook evaluation of males and females.

3.6.2 Interviews

With the data from the interview, besides the notes taken at the time of interviewing, all the contents of the interview are recorded, allowing to listen carefully many times later and transcribe these contents. The analyses are successful when there is a combination between the notes and transcripts because the researcher can remove some irrelevant information, focusing on key information.

3.7 Validity & Reliability

3.7.1 Reliability

In an attempt to measure the reliability of instruments which they can produce the same results in the same situation, several measurements have been created. In the study, the data collected from the two types of questionnaires, one for the teachers and the other for the students, have been typed in cells of a spreadsheet of SPSS. Then, the Chronbach's Alpha reliability index has been used to measure the relevance of items in each sub-category. In case of some items are less relevant or opposite to other items, it is necessary to eliminate these two types of questionnaires (George & Mallery, 2016), ensuring the reliability of the questionnaires.

3.7.2 Validity

When finishing the design of questions for the interviews, the researcher has requested an expert in textbook evaluation to check for the content related to each of the research questions. This stage has helped to confirm the content validity of the interviews. Moreover, to ensure the construct validity, the interviews may be managed at least twice over a period of time. The researcher would have the responses from interviewees at different times which allow to check the consistency of them. If there are no huge differences in the responses, the construct validity has been accessed.

CHAPTER 4: CONTENTS AND RESULTS

This chapter presents the analysis of the quantitative data derived from the questionnaire and the qualitative analysis of the semi-structured interview. There are two main sections. The first part focused on collecting learners and teachers' opinions at HSU towards the English File 3rd edition textbook. The second section aimed to collect learners and teachers' opinions about the appropriateness of the English File 3rd edition textbook. Moreover, the qualitative data from the questionnaire and interviews of 7 teachers and 126 students as well as content analysis were combined to consider the appropriateness of the English File 3rd edition textbook in relation to the school curriculum and teaching and learning objectives identified by the learners and teachers at HSU.

4.1 For Research question 1: The learners and teachers at HSU think about the course book "English File 3rd edition".

The first Research question aimed to explore what lecturers and students thought about the English File 3rd edition textbook with respect to five main categories such as (1) Overall Evaluation, (2) Evaluation on Organization, (3) Evaluation on Physical Appearance, (4) Evaluation on Contents, and (5) Evaluation on Appropriateness to HSU's students. For this research question, quantitative data were used for analysis. In order to answer this research question, item 1 to item 35 from the questionnaire was used for the analysis. The quantitative was processed by using the SPSS, version 22.0.

The results of two participant groups responding to questionnaire items of each category were described through mean score (M) and standard deviation (St.D) in one table for observing easily.

To this end, the scales were set as follows:

   1.00 - 1.80: "Strongly Disagree";

   1.81 - 2.60: "Disagree";

   2.61 - 3.40: "Undecided"

3.41 - 4.20: "Agree";

4.21 - 5.00: "Strongly Agree"

4.1.1 Students' and Teachers' levels of Satisfaction with Overall Evaluation

This section consists of five items mainly investigating the levels of satisfaction of the students and teachers with Overall Evaluation of the textbook: (1) The textbook helps you save time in preparing your lessons, (2) The textbook helps you use English in basic communication situations, (3) The textbook helps you build and develop independent skills in learning, (4) The textbook is more interesting enough for you to learn English, and (5) The textbook should be used in future classes at HSU.

Table 4.1. Descriptive Statistics for the Overall Evaluation

No	Evaluation on the Overall Evaluation	Value	Students N = 126	Teachers N = 7
1	The textbook helps you save time in preparing lessons.	Mean (M)	3.68	3.57
		Std. Deviation	0.952	0.535
2	The textbook helps you use English in basic communication situations.	Mean	3.69	4.14
		Std. Deviation	1.023	0.378
3	The textbook helps you build and develop independent skills in learning.	Mean	3.69	4.29
		Std. Deviation	0.853	0.756
4	The textbook is more interesting enough for you to learn English.	Mean	3.51	3.86
		Std. Deviation	0.953	0.690
5	The textbook should be used in future classes at HSU.	Mean	3.49	4.14
		Std. Deviation	0.874	0.690

As indicated in Table 4.1, all of the teachers were evaluated highly as "Strongly Agree" with item 3 "The textbook helps you build and develop independent skills in learning" (M = 4.29, St.D = 0.756); with item 2 "The textbook helps you use English in basic communication situations" (M = 4.14, St.D = 0.378) and item 5 "The textbook should be used in future classes at HSU" (M = 4.14, St.D = 0.690). Regarding item 1 and item 4, they also had agreement "Agree" (M= 3.57, 3.86; St.D= 0.535, 0.690). The mean values of item

3 and 2 were rated quite high by both students and teachers (M = 4.29, 4.14, 3.69, 3.69, St.D = 0.756, 0.378, 0.853, 1.023), which showed that they had the same view that English File 3rd edition textbook and they also were "Agree" that it was suitable to use English in basic communication situations and build and develop independent skills in learning.

In terms of the level of satisfaction of the students with the above items, the results displayed on Table 4.1 showed that their ratings mostly "Agree" with all of those five items. The mean scores from item 1 to item 5 are 3.68, 3.69, 3.69, 3.51, and 3.49 respectively. Most students could have thought that this textbook meet their expectations at the level "Agree". The mean value of item 1 (M = 3.68, 3.57; St.D = 0.952, 0.535) showed that the textbook helps to save time in preparing lessons before starting going to classes are rated useful to "Agree" from the participants. Furthermore, the mean value of item 5 (M = 3.49, 4.14; St.D = 0.874, 0.690) showed that the textbook should be used in future classes is rated to show the importance of the textbook with "Agree" from the participants.

4.1.2 Students' and Teachers' levels of satisfaction with Physical Appearance

Table 4.2. Descriptive Statistics for the Physical Appearance

No	Evaluation on the Physical Appearance	Value	Students N = 126	Teachers N = 7
1	The textbook looks attractive.	Mean (M)	3.95	4.14
		Std. Deviation	1.003	0.690
2	The cover page is eye-catching with attractive pictures.	Mean	3.89	4.29
		Std. Deviation	0.802	0.488
3	The size of textbook is easy to carry to class.	Mean	3.60	3.86
		Std. Deviation	1.132	1.069
4	The textbook is a recent publication.	Mean	3.84	3.86
		Std. Deviation	0.824	0.900
5	The price of the textbook is reasonable.	Mean	3.56	3.86
		Std. Deviation	0.934	0.900

Table 4.2 indicated participants' responses on the Physical Appearance of the textbook including five items related to (1) The textbook looks attractive, (2) The cover page is eye-catching with attractive pictures, (3) The size of textbook is easy to carry to class, (4) The textbook is a recent publication, and (5) The price of the textbook is reasonable. As was illustrated in table 4.2, statistically, the mean scores of item 1 are (M = 3.95, 4.14; St.D = 1.003, 0.690) from both groups' responses showed that the textbook appearance was highly rated as "Agree". Moreover, concerning about item 2, the textbook helps eye-catching to read with attractive pictures easily by students with (M = 3.89; St.D = 0.802) that was also evaluated highly as "Agree"; and by teachers with (M = 4.29; St.D = 0.488) that was also evaluated highly as "Strong Agree". Specifically, item 3 and item 4 are rated "Agree" of both of them (M = 3.60, 3.86, 3.84, 3.86; St.D = 1.132, 1.069, 0.824, 0.900). Furthermore, as indicated in Table 4.2, the rating of teachers and students on item 5 was almost the same and most of them agreed that the price of the textbook is reasonable was "Agree" relevant to (M = 3.56, 3.86; St.D = 0.934, 0.900).

Table 4.2 summarized the results of Physical Appearance of the textbook English File 3rd edition. As indicated on Table 4.2, the rating of teachers and students on every item were almost the same. The item 1 showed that most of the teachers and students agreed that the textbook looks attractive was "Agree" relevant to generally realistic in item 2. The item 2 "the cover page is eye-catching with attractive pictures" and item 4 "the textbook is a recent publication" were also rated as "Agree" with (M= 3.84, 3.86; St.D = 0.824, 0.900).

Similarly, the items 5 was responded with the price of the textbook (M= 3.56, 3.86; St.D = 0.934, 0.900). In reality, the price of the textbook is reasonable because the textbook has good content and the whole textbook consists of 12 units with 12 different topics. Each unit has three lessons with lessons A, B, and C and each lesson has seven main parts including Introduction, Vocabulary, Pronunciation, Listening and Speaking, Grammar, Reading, and Writing. After each unit, there will be Practical English parts with each Episode for students to practise and review.

In general, the average score of this category showed that both lecturers and students agreed that the design, appearance, and price of the English File 3rd edition look attractive,

accessible, reasonable, and appropriate. Furthermore, the cover page and size of the textbook are interesting, useful, and realistic to create excitement and motivation for the learners and users to bring along in their learning and teaching process.

4.1.3 Students' and teachers' levels of satisfaction with Organization

Table 4.3. Descriptive Statistics for the Organization

No	Evaluation on the Organization	Value	Students N = 126	Teachers N = 7
1	The textbook is organized logically.	Mean (M)	3.95	4.14
		Std. Deviation	1.003	0.690
2	The textbook is organized effectively.	Mean	3.55	4.00
		Std. Deviation	0.765	0.577
3	The textbook has a detailed table of contents.	Mean	3.75	4.14
		Std. Deviation	0.769	0.690
4	The textbook has lessons that are logically linked to one another.	Mean	3.71	4.29
		Std. Deviation	0.727	0.488
5	Adequate review sections and exercises are included.	Mean	3.90	4.29
		Std. Deviation	0.862	0.756
6	An adequate vocabulary list is included.	Mean	3.83	4.14
		Std. Deviation	0.830	0.690
7	A grammar bank system is included.	Mean	3.44	3.29
		Std. Deviation	0.796	0.951
8	The review lessons help you look over the language knowledge easily.	Mean	3.81	4.29
		Std. Deviation	0.883	0.690

Table 4.3 indicated participants' responses on the organization of the textbook including eight items, which are related to (1) the textbook is organized logically, (2) the textbook is organized effectively, (3) the textbook has a detailed table of contents, (4) the textbook has lessons that are logically linked to one another, (5) adequate review sections and exercises are included, (6) an adequate vocabulary list is included, (7) a grammar bank system is

included, and (8) the review lessons help you look over the language knowledge easily. As was illustrated on Table 4.3, statistically, the mean value of the total criteria between 3.29 and 4.29 from both groups' responses showed that the organization of the textbook was highly rated as "Agree" and "Strongly Agree" level. As Table 4.3 indicated that the textbook is organized logically and effectively (M= 3.95, 4.14; 3.55, 4.00; St.D = 1.003, 0.690, 0.765, 0.577). Correspondingly, the item 2 (the textbook is organized effectively) and the item 4 (the textbook has lessons that are logically linked to one another) showed that most of the students were "Agree" relevant to generally realistic (M = 3.55, 3,71; St.D = 0.765, 0.727) and nearly 100% lecturers were "Agree" to "Strong Agree" relevant to generally realistic (M = 4.00, 4.29; St.D = 0.577, 0.488). The item 3 (the textbook has a detailed table of contents) and the item 5 (Adequate review sections and exercises are included) were "Agree" to "Strong Agree" with (M= 3.75, 4.14, 3.90, 4.29; St.D = 0.769, 0.690, 0.862, 0.756) which helped learners have a detailed table of contents and review sections and exercises. Overall, the average scores of this category showed that the teachers and students agreed that the organization of the English File 3rd edition was quite clear, realistic, logical, effective, and appropriate to attract and encourage learners to use this textbook scientifically.

The mean value of items 6 and 7 "An adequate vocabulary list is included" and "A grammar bank system is included" were rated quite high by both students and teachers (M = 3.83, 4.14, 3.44, 3.29, St.D = 0.830, 0.690, 0.796, 0.951), which showed that they had the same view about vocabulary and grammar on English File 3rd edition textbook and they also were "Agree" that it was suitable to use English in improving and developing new words and structural skills in learning English. After finishing each unit, the textbook provides the Practical English section with the Vocabulary and Checking-In in order to help learners to summary the vocabulary in each unit.

Table 4.3 summarized teachers' rating on review lessons with item 8 "The review lessons help you look over the language knowledge easily" of the English File 3rd edition textbook was very highly rated as "Strongly Agree" with mean scores (M= 4.29) and standard derivation (St.D = 0.690) and students' rating on tasks and activities was highly rated as "Agree" with mean scores (M= 3.81) and standard derivation (St.D = 0.883).

4.1.4 Students' and Teachers' levels of satisfaction with Contents

This section consists of 10 items mainly measuring the levels of satisfaction of the teachers and students with the Contents in the textbook (See Table 4.4).

As indicated in Table 4.4, the item 1 "The content of the textbook is interesting" and the item 2 "The content of the textbook is generally realistic" showed that most of the students were "Agree" relevant to interesting (M = 3.81, 3.55; St.D = 0.883, 0.775) and nearly 100% lecturers were "Agree" relevant to generally realistic (M = 4.14, 4.00; St.D = 0.690, 0.597). To the item 3 and item 4, all of the students and teachers were totally satisfied with the level of appropriateness of speaking and listening activities and they thought that there was enough material for speaking and listening in this textbook (M = 3.57, 4.43, 3.64, 4.29; St.D = 0.967, 0.535, 0.871, 0.488). These results are suitable with the principles of language acquisition Tomlinson (2013), which presents that "what is being taught should be perceived by learners as relevant and useful so that learners are convinced that what they learn from the target language are related to what they need for real-life communication" (p. 41).

Table 4.4. Descriptive Statistics for the Contents

No	Evaluation on the Contents	Value	Students N = 126	Teachers N = 7
1	The content of the textbook is interesting.	Mean (M)	3.81	4.14
		Std. Deviation	0.883	0.690
2	The content of the textbook is generally realistic.	Mean	3.55	4.00
		Std. Deviation	0.775	0.597
3	The textbook provides enough activities for listening skills.	Mean	3.57	4.43
		Std. Deviation	0.967	0.535
4	The textbook provides enough activities for speaking skills.	Mean	3.64	4.29
		Std. Deviation	0.871	0.488
5	The textbook provides enough activities for reading skills.	Mean	3.88	4.00
		Std. Deviation	0.806	0.400

6	The textbook provides enough activities for writing skills.	Mean	3.79	3.57
		Std. Deviation	0.765	0.535
7	The textbook introduces natural pronunciation sections.	Mean	3.38	3.86
		Std. Deviation	0.884	0.690
8	The textbook contains clear and detailed instructions.	Mean	3.75	4.14
		Std. Deviation	0.769	0.690
9	Audio and visual materials of the textbook are easy to access.	Mean	3.90	4.29
		Std. Deviation	0.862	0.756
10	The textbook contains enough pictures, diagrams, tables, etc. that help you understand the printed texts.	Mean	4.04	3.86
		Std. Deviation	0.916	0.690

Meanwhile, most of them were also satisfied with the instructions for the reading and writing activities with all of the teachers being satisfied with the reading and writing activities of item 5 and item 6 (M = 4.00, 3.57; St.D = 0.000, 0.535). Similarly, about half of the students were also satisfied with the items 3 and 4. It was evident that most of the teachers and the students thought reading and writing activities were appropriate for their English proficiency level. However, in practicality, listening and reading texts in the textbook are rather long and complex; meanwhile, most of the Vietnamese students did not have much chance to develop these skills in secondary and high schools. Obviously, it was not really easy for the teachers to conduct and instruct listening and speaking activities in the classroom. Many students could not have been able to fulfill the assigned tasks. It was evident that this result was consistent with the result of classroom interactions, which showed that most of the listening and speaking activities carried out in the class were not very successful.

Similarly, as indicated in Table 4.4, the results showed that both teachers and students were satisfied "Agree" with natural pronunciation activities of item 7 (M = 3.38, 3.86; St.D = 0.884, 0.690). It was evident that the instructions of listening and speaking texts were clear and simple enough for them, which helped them to understand what to do with the listening and speaking texts and practice their pronunciation. The teachers and students' ratings mostly spread from "undecided" to "agree" and "strongly agree", which meant

about both of them were satisfied with item 8 "The textbook contains clear and detailed instructions" and item 9 "Audio and visual materials of the textbook are easy to access" (M = 3.75, 4.14, 3.90, 4.29; St.D = 0.769, 0.690, 0.862, 0.756), which had agreement "Agree". Unlike the grammar, vocabulary and pronunciation presented in listening and reading texts of natural contexts, the practice of individual skills involves the practice of other skills, or work on integrated skills and practice more other subjects topically and functionally. Table 4.4 summarized students' and teachers' rating on contents including two items, item 10 "The textbook contains enough pictures, diagrams, tables etc. helping to understand the printed texts" was very highly rated as "Agree and Strongly Agree" with mean scores (M= 4.04, 3.86) and standard derivation (St.D = 0.916, 0.690).

4.2 For Research question 2: The appropriateness of the course book "English File 3rd edition – Elementary" in relation to the school curriculum and teaching and learning objectives identified by the learners and teachers at HSU.

4.2.1 Students' levels of appropriateness

Table 4.5. Descriptive Statistics for the Appropriateness with Students

No	Evaluation on the Appropriateness	Value	Students N = 126
1	The language used in the book is appropriate to your level of English.	Mean (M)	3.69
		Std. Deviation	0.881
2	The listening content in the textbook is appropriate for your level of English.	Mean	3.57
		Std. Deviation	0.814
3	The speaking content in the textbook is appropriate for your level of English.	Mean	3.40
		Std. Deviation	0.895
4	The reading content in the textbook is appropriate for your level of English.	Mean	3.83
		Std. Deviation	0.807
5	The writing content in the textbook is appropriate for your level of English.	Mean	3.87
		Std. Deviation	0.794
6	The content of the textbook helps you	Mean	3.67

	understand and know how to use the language within a new culture.	Std. Deviation	0.994
7	Cultural contexts in the textbook are suitable with HSU's students.	Mean	3.45
		Std. Deviation	0.886

This section mainly measures seven items in relation to (1) The language used in the book is appropriate to your level of English, (2) The listening content in the textbook is appropriate for your level of English, (3) The speaking content in the textbook is appropriate for your level of English, (4) The reading content in the textbook is appropriate for your level of English, (5) The writing content in the textbook is appropriate for your level of English, (6) The content of the textbook helps you understand and know how to use the language within a new culture, and (7) Cultural contexts in the textbook are suitable with HSU's students. As indicated in Table 4.5, most of the students were satisfied with the seven items. The mean scores were 3.69, 3.57, 3.40, 3.83, 3.87, 3.67, and 3.45 respectively and standard Deviation values were 0.881, 0.814, 0.895, 0.807, 0.794, 0.994, and 0.886. The results showed that most of the students thought that the textbook would meet their needs and could be suitable to the classroom environment and the Vietnamese context.

4.2.2 Teachers' levels of appropriateness

Table 4.6 indicated teachers' responses on the organization of the textbook including five items, which are related to (1) The language used in the book is appropriate to your students' level of English, (2) The listening content in the textbook is appropriate for your students' level of English, (3) The speaking content in the textbook is appropriate for your students' level of English, (4) The reading content in the textbook is appropriate for your students' level of English, (5) The writing content in the textbook is appropriate for your students' level of English, (6) The content of the textbook helps your students understand and know how to use the language within a new culture, and (7) Cultural contexts in the textbook are suitable with your students.

Table 4.6. Descriptive Statistics for the Appropriateness with Teachers

No	Evaluation on the Appropriateness	Value	Teachers N = 7
1	The language used in the book is appropriate to your students' level of English.	Mean (M)	4.00
		Std. Deviation	0.577
2	The listening content in the textbook is appropriate for your students' level of English.	Mean	4.00
		Std. Deviation	0.577
3	The speaking content in the textbook is appropriate for your students' level of English.	Mean	4.14
		Std. Deviation	0.378
4	The reading content in the textbook is appropriate for your students' level of English.	Mean	3.71
		Std. Deviation	0.756
5	The writing content in the textbook is appropriate for your students' level of English.	Mean	4.00
		Std. Deviation	0.577
6	The content of the textbook helps your students understand and know how to use the language within a new culture.	Mean	3.96
		Std. Deviation	0.669
7	Cultural contexts in the textbook are suitable with your students.	Mean	4.05
		Std. Deviation	0.405

As indicated in Table 4.6, the rating of teachers on every item were almost the same. These items showed that most of the teachers agreed that the contents of English File 3rd edition were "Agree" relevant to the learners' level (M = 4.00, 4.00, 4.14, 3.71, 4.00, 3.96, 4.05; St.D = 0.577, 0.577, 0.378, 0.756, 0.577, 0.669, 0.405). The results showed that most of the teachers thought that the textbook would meet the students' needs and the curriculum aims and approaches and could be suitable for the classroom and working environment. After finishing the course with this textbook, students can use vocabulary, basic grammar structures, and language for communication targets with foreigners, reading English materials, taking English tests, developing their knowledge in the English learning process, and getting good jobs in international companies later. In addition, with regard to language

skills, students are capable of enhancing necessary listening, speaking, reading, and writing skills.

CHAPTER 5: DISCUSSIONS

This section discusses the results from teachers and students' quantitative data during the research and presented in the previous two sections (4.1 và 4.2). The discussion is based on the two research questions that were formed at the beginning of the research:

1. What do HSU non-English majors and their teachers think about the course book "English File 3ʳᵈ edition – Elementary"?
2. To what extent is the appropriateness of the course book 'English File 3ʳᵈ edition – Elementary' in relation to the school curriculum and teaching and learning objectives identified by the learners and teachers at HSU?

5.1 For Research question 1:

The answers to the Research question 1 are gained from the results of the questionnaire and interviews with HSU students and teachers. The researcher assesses English File 3ʳᵈ edition – Elementary based on the following four parts:

5.1.1 Overall Evaluation

All of the teachers and students agreed that the textbook helped not only save time in preparing lessons before starting going to the class, but also use English in basic communication situations. The textbook which helps learners to save time is suitable for economic aspects and realistic applications in modern society. Moreover, English communication skill is very important for students to use in daily activities. Some teachers agreed that the textbook should have been used for a long time because of its simple and basic for learners. The students also found the textbook interesting and it built and developed them to discover English independent skills in learning. Similarly, almost all of the teachers agreed that the textbook helped to build and develop independent skills for students. That was the reason why they brought about quite positive feedback to the overall assessments for English File 3ʳᵈ edition – Elementary.

5.1.2 Physical Appearance

As the author illustrated on Table 4.2 about the physical appearance, the perspectives of teachers and students were almost the same about the cover page with attractive pictures and the size of the textbook. The size of the book is 22 x 27.5 x 0.8 cm, so it is easy for students to bring it to class. Also, the book was first published by Oxford in 2013 and reprinted for the 2nd and 3rd editions in Vietnam and is widely used until now. And the most important thing in the section was the price of the textbook. It ranges from 200.000 vnd to 250.000 vnd. After the covid 19 pandemic, the economic situation is not positive, so the price of the book is suitable for the majority of students, and in accordance with the content of the book, it is difficult to choose. Therefore, choosing a suitable textbook for non-specialized students at HSU, it is not easy at all.

5.1.3 Organization

The results from the questionnaire and interviews illustrated that both the students and teachers were pleased not only with the book's physical appearance but also with its organizational contents. The textbook was highly appreciated for both content and form. Thereby, it shows that the curriculum and the selection of teaching books of the school have been carefully and rationally selected. It could also be concluded that the topics from English File 3rd edition were quite close to the students' life which motivated them in their first English lessons.

The results from the questionnaire and interviews showed that both the students and teachers were pleased with the book's organization and structure. (Over 70% agreed). Still, some thought that the content of some lessons was balanced. Lessons are of the same length. Each section has instructions, practices, and application exercises and each skill is separate and independent. Each lesson includes learning outcomes, grammar, vocabulary, functional language, pronunciation, listening, reading, writing, and speaking.

5.1.4 Contents

All of the students thought most of the skills were suitable for them and so did their teachers. However, according to analysis results, the teachers appreciate speaking and

listening skills. These skills had theoretical and practical activities appropriated and varied to the learner's level. The textbook has the activities that helped to improve the four language skills equally because they mostly focused on vocabulary, grammar, structure, pronunciation, listening, and speaking, as well as focusing on reading and writing skills. In the vocabulary section, there is a wide range of topics and classroom instructions, thereby helping learners easily accessed the reading passages and got ideas for speaking and writing skills. In the grammar section, besides the grammar formats according to the learner's level, the textbook provided sample sentences and word categories. In the pronunciation section, the students learned phonemic symbols, vowel and consonant sounds, sound pairs, from spelling to sound, and word stress. The highlight of this section was the instructions for tasks and activities were clear to follow to fulfill them. Each section had a clear title that helped the learners define what they needed to do and achieve. Each section also had specific instructions and example sentences.

English File 3rd edition was used by HSU as an English textbook, but it should be classified as a communication textbook, not a general English textbook. In reality, students took the final exam mainly in reading and writing.

5.2 For Research question 2:

5.2.1 Students' levels of appropriateness

The curriculum to meet the satisfaction of learners is very difficult. After completing the course, learners can communicate with foreigners just through one book is not enough. In addition to vocabulary and grammar, learners can pronounce correctly and confidently communicate with native speakers. Likewise, learners can read and refer to specialized and non-specialized English materials.

Regarding the application criteria of the book, the learners need to learn English for getting good jobs in international companies. This is difficult because it depends on the learners' acquisition and use. Most of the learners think that textbooks have met their needs and are appropriate in the classroom and society in Vietnam.

5.2.2 Teachers' levels of appropriateness

All of the teachers are satisfied with the content of the book. The content of the reading passages in the chapters is suitable in terms of difficulty, length, and compatibility with Vietnamese culture and people. The content of the textbook's listening skills is relatively clear, short, and easy to listen to with British, American, and Canadian accents, and is suitable for the beginner-intermediate level of learners. Regarding speaking skills, the textbook covers information from basic and detailed to complete and systematic. The textbook has instructions, examples, and speaking practices for learners. For writing skills, the textbook provides easy and short sentence patterns for learners to understand and write easily. The textbook has a practice section and enhances sentence patterns, paragraphs, and essays for learners. The teachers also appreciate the textbook's vocabulary and grammar curriculum. All in all, according to teachers, the textbook fits perfectly in terms of content and form of the textbook.

CHAPTER 6: CONCLUSIONS

This chapter includes the following sections: conclusions, implications, limitations, and recommendations. The objective of the present study is to evaluate English File 3rd edition – Elementary based on Cunningsworth's (1995) evaluation criteria. Data were collected from 126 HSU students and 7 HSU teachers.

6.1 Conclusions

The evaluative research handles the following research questions:

1. What do HSU non-English majors and their teachers think about the course book "English File 3rd edition – Elementary"?
2. To what extent is the appropriateness of the course book 'English File 3rd edition – Elementary' in relation to the school curriculum and teaching and learning objectives identified by the learners and teachers at HSU?

6.1.1 For Research question 1:

The evaluative research handles the following research questions: What do HSU non-English majors and their teachers think about the course book "English File 3rd edition – Elementary"?

Nowadays, English is considered an international language and Vietnamese students learn English not only to communicate with foreigners but also work with them. Therefore, choosing the right curriculum for the level and interest, as well as motivating and encouraging reading and learning in English for readers is not easy. Both of the teachers and students thought the textbook did help much in the tests as it provided general and comprehensive knowledge.

The teachers and students all agree that the organization and structure of English File 3rd edition are very tight, appropriate, easy to learn, interesting, and motivating for learners. However, some of the teachers are not satisfied with the organization of the textbook because they have to prepare lessons hard in some units and have little to do for others.

The teachers as well as the students point out that the activities of the textbook do not help to develop all four language skills equally because they mainly focus on vocabulary, grammar, writing, and speaking, with little focusing on reading and listening skills.

6.1.2 For Research question 2:

To what extent is the appropriateness of the course book "English File 3rd edition – Elementary" in relation to the school curriculum and teaching and learning objectives identified by the learners and teachers at HSU?

Based on the results of the analysis, the researcher concludes as follows:

The textbook has the units of equal length. With 12 units of the textbook, the school curriculum and teaching and learning process are easy to arrange for the students. There should be a connection between the topics in the 12 units because the topics are closely related. Themes should be reorganized for more integration. The distribution of each part in each unit should be equally divided. The teachers often want both the length and the language material in each section to be more evenly spaced.

There should be more difficult tasks to motivate good students and a more equal distribution of the four language skills. Some of the teachers want to expand the vocabulary in each lesson and use them for other skills, especially adding synonyms to the teaching of vocabulary. Teaching grammar is similar. Add some equivalent sentence structures when teaching grammar. Separate the theory part and the practical part from each other. In general, the amount of vocabulary and grammar needs to be increased.

6.2 Implications

Based on the literature review, a well-designed English textbook should:

- Consider the views of teachers and students.
- Record the actual proficiency of the teachers and learners.
- Provide a variety of activities and topics with focusing on both form and meaning, as well as all four English skills.

- Facilitate group work activities.
- Provide a workbook and supplementary audio resources.
- Equip teachers with detailed instruction manuals for them.
- Allow for the flexible scope of use as the students' learning level and needs may vary.
- Design with a beautiful and attractive book cover.

English File 3rd edition – Elementary does not meet many of these desirable expectations. Therefore, there are some areas that can be improved.

When teaching or using textbooks, the teachers should comply with the following principles:

a) Should be flexible when introducing new language material, so that it becomes more familiar and involved with more students, giving them plenty of time to review their basic knowledge.

b) Spend more time practicing in class in each section so that the students use the language more comfortably after controlled practice. This gives the learners more time to use the target language.

In order to have better textbooks for basic English learners, the following recommendations should be followed:

a) When choosing a textbook, the objective input of the teachers and students who directly use the curriculum must be taken into accounts, and these opinions can be great help in allowing writers to design textbooks which meet the needs and expectations of the teachers and students.

b) All chapters and topics in the textbook are supposed to be familiar, realistic, and suitable to the students' knowledge level. Moreover, the manner, layout, organization, and alignment of topics help learners retain knowledge and apply it when needed.

c) Supporting resources are extremely important because they help students consolidate knowledge and review what they have learnt through more

extensive assignments and tasks. They also assist teachers in preparing lessons and making lessons more interesting. In addition, they give students more homework to give students more opportunities to improve.

d) The teachers' manual should show a variety of ways that teachers can apply to conduct lessons.

e) The results of the current research suggest that the physical appearance of the textbook or book covers can have a significant influence on learners and the textbook content has lots of beautiful photos or good artwork. However, this will make the textbook more expensive and difficult to apply to large classes.

6.3 Limitations

When doing surveys, the selection of participants poses some limitations. The participants were beginners in the English File 3rd edition curriculum, however, some of them may have studied English before, and the selection of the students and teachers participating in the survey and the interview was based on randomness: it was not selected according to their ability. Therefore, the result tables may not be completely accurate for all of the students and teachers.

Questionnaire and interview data are not entirely correct because:

(a) They are personal opinions;

(b) They may reflect multiple choice questions and answers when the participant chooses to be unreliable;

(c) When surveying in class, students choose the same answers in groups, so there will be errors in the reliability of the survey;

(d) Surveys and interviews with responses in favor of learners' needs and desire to present a positive self-image.

The participants in the survey and interview had different levels of English, so conflicting results were inevitable. When conducting the interviews, the participants gave good results about the curriculum and avoided saying the book's incompleteness. In addition, the interviewees did not have enough time to recall the entire content of the textbook, so the results were not very satisfactory.

Elementary-level textbooks are not easy to evaluate because of the lack of communication activities, short readings, limited vocabulary and language, small listening sessions, little information, and short writing.

In this study, the findings and implications were drawn from the data collected from participants in a setting at HSU, and in the context of the complicated covid-19 epidemic, the results from this study have many limitations and need additional data to increase the reliability of this study.

6.4 Recommendations

This study focused on the context of English language teaching and learning at HSU and English centers in Hochiminh city. Since English File 3rd edition – Elementary can be used as a general English textbook for beginners, it would be beneficial if textbook evaluation studies were carried out in other English centers in Hochiminh city, Vietnam.

English File 3rd edition series has four textbooks, so it can be useful to conduct an evaluation of English File 3rd edition – Pre-Intermediate, English File 3rd edition – Intermediate, and English File 3rd edition – Advanced. The views of the textbook author, policymakers, educational administrators, teachers, students, and users of this textbook are also important and necessary in the curriculum evaluation process. Therefore, they should participate in further research. Further research should use detailed surveys, focusing on the main issues of the curriculum content, as well as focusing on group interviews, increasing the time for interviews, discussions, or talk shows for both teachers and students to make the results more reliable.

APPENDICES

Appendix 1:

STUDENTS' QUESTIONNAIRE (ENGLISH VERSION)

Dear students,

I am conducting a small research survey for my master thesis at Hoa Sen University (HSU). I would like to ask you for your opinions about the "English File 3rd edition" textbook, which will be evaluated in terms of Overall Evaluation, Evaluation on Organization, Evaluation on Physical Appearance, Evaluation on Contents, and Evaluation on Appropriateness to HSU's students whose major is not English Language Studies. Your individual responses to this questionnaire are confidential and will be used for the purposes of this study only.

Please fill in this questionnaire based on your own experience. Your participation will make a great contribution to the study. It should take no more than thirty minutes to complete. Thank you very much for your contribution.

PART 1: GENERAL INFORMATION

Please cross (X) one appropriate answer or provide written answer.

1. **Your Gender?**

   • Male   • Female

2. **Number of years you have been learning English?**

   • Under 5 years   • 5 to 10 years   • More than 10 years

PART 2: STUDENT TEXTBOOK EVALUATION

INSTRUCTION: Please **put a circle (O) in the most appropriate box and cell numbered from 1 to 5** for your answers. If you would like to change your answer, please

cross (X) the chosen option and choose another one. You can also **specify your options** when needed.

Notes:

SD: Strongly Disagree, D: Disagree, U: Undecided, A: Agree, SA: Strongly Agree

No	Item	SD	D	U	A	SA
I.	**OVERALL EVALUATION**					
1	The textbook helps you save time in preparing your lessons.	**1**	**2**	**3**	**4**	**5**
2	The textbook helps you use English in basic communication situations.	**1**	**2**	**3**	**4**	**5**
3	The textbook helps you build and develop independent skills in learning.	**1**	**2**	**3**	**4**	**5**
4	The textbook is more interesting enough for you to learn English.	**1**	**2**	**3**	**4**	**5**
5	The textbook should be used in future classes at HSU.	**1**	**2**	**3**	**4**	**5**
II.	**EVALUATION ON PHYSICAL APPEARANCE**					
6	The textbook looks attractive.	**1**	**2**	**3**	**4**	**5**
7	The cover page is eye-catching with attractive pictures.	**1**	**2**	**3**	**4**	**5**
8	The size of textbook is easy to carry to class.	**1**	**2**	**3**	**4**	**5**
9	The textbook is a recent publication.	**1**	**2**	**3**	**4**	**5**
10	The price of the textbook is reasonable.	**1**	**2**	**3**	**4**	**5**
III.	**EVALUATION ON ORGANIZATION**					
11	The textbook is organized logically.	**1**	**2**	**3**	**4**	**5**
12	The textbook is organized effectively.	**1**	**2**	**3**	**4**	**5**
13	The textbook has a detailed table of contents.	**1**	**2**	**3**	**4**	**5**
14	The textbook has lessons that are logically linked to one another.	**1**	**2**	**3**	**4**	**5**

15	Adequate review sections and exercises are included.	1	2	3	4	5
16	An adequate vocabulary list is included.	1	2	3	4	5
17	A grammar bank system is included.	1	2	3	4	5
18	The review lessons help you look over the language knowledge easily.	1	2	3	4	5
IV.	**EVALUATION ON CONTENTS**					
19	The content of the textbook is interesting.	1	2	3	4	5
20	The content of the textbook is generally realistic.	1	2	3	4	5
21	The textbook provides enough activities for listening skills.	1	2	3	4	5
22	The textbook provides enough activities for speaking skills.	1	2	3	4	5
23	The textbook provides enough activities for reading skills.	1	2	3	4	5
24	The textbook provides enough activities for writing skills.	1	2	3	4	5
25	The textbook introduces natural pronunciation sections.	1	2	3	4	5
26	The textbook contains clear and detailed instructions.	1	2	3	4	5
27	Audio and visual materials of the textbook are easy to access.	1	2	3	4	5
28	The textbook contains enough pictures, diagrams, tables, etc. that help you understand the printed texts.	1	2	3	4	5
V.	**EVALUATION ON APPROPRIATENESS TO HSU 'S STUDENTS**					
29	The language used in the book is appropriate to your level of English.	1	2	3	4	5
30	The listening content in the textbook is appropriate for your level of English.	1	2	3	4	5
31	The speaking content in the textbook is appropriate for your level of English.	1	2	3	4	5
32	The reading content in the textbook is appropriate for	1	2	3	4	5

	your level of English.					
33	The writing content in the textbook is appropriate for your level of English.	**1**	**2**	**3**	**4**	**5**
34	The content of the textbook helps you understand and know how to use the language within a new culture.	**1**	**2**	**3**	**4**	**5**
35	Cultural contexts in the textbook are suitable with HSU's students.	**1**	**2**	**3**	**4**	**5**

THANK YOU FOR YOUR CO-OPERATION.

Appendix 2:

STUDENTS' QUESTIONNAIRE (VIETNAMESE VERSION)

Thân gửi các bạn sinh viên,

Tôi đang thực hiện một nghiên cứu nhỏ cho luận văn tốt nghiệp thạc sĩ của tôi tại trường Đại học Hoa Sen. Tôi rất mong muốn hỏi quan điểm của các bạn về quyển sách "English File 3rd edition" theo các tiêu chí sau: Đánh giá tổng quan, Đánh giá hình thức sách, Đánh giá cấu trúc sách, Đánh giá nội dung sách, và Đánh giá sự phù hợp của sách đối với các sinh viên không chuyên ngành Ngôn ngữ Anh tại trường đại học Hoa Sen. Tất cả câu trả lời của bạn được bảo mật và chỉ được sử dụng cho mục đích của nghiên cứu này.

Vui lòng điền bảng câu hỏi này dựa vào kinh nghiệm của bạn. Những lựa chọn của bạn sẽ làm cho nghiên cứu này có giá trị hơn. Tôi rất mong các bạn dành khoảng 30 phút để hoàn thành bảng câu hỏi này.

Trân trọng cảm ơn sự hỗ trợ của các bạn.

PHẦN 1: THÔNG TIN CHUNG

Xin vui lòng đánh (X) vào 1 câu trả lời phù hợp.

1. **Giới tính:**

   • Nam   • Nữ

2. **Số năm bạn học tiếng Anh:**

   • Dưới 5 năm   • Từ 5 – 10 năm   • Hơn 10 năm

PHẦN 2: ĐÁNH GIÁ SÁCH CỦA SINH VIÊN

Hướng dẫn: Vui lòng khoanh tròn (O) vào ô thích hợp nhất đã được đánh số từ 1 đến 5 cho các câu trả lời của. Nếu bạn muốn thay đổi lựa chọn, vui lòng đánh dấu (X) vào câu đã chọn trước đó và chọn đáp án khác. Bạn cũng có thể nêu ra ý kiến nếu cần.

Chú ý: SD: Rất không đồng ý, D: không đồng ý, U: không ý kiến, A: Đồng ý, SA: Rất đồng ý

No	Item	SD	D	U	A	SA
I.	**ĐÁNH GIÁ TỔNG QUAN**					
1	Sách giúp bạn tiết kiệm thời gian trong việc chuẩn bị bài.	1	2	3	4	5
2	Sách giúp bạn sử dụng được tiếng Anh trong các tình huống giao tiếp cơ bản.	1	2	3	4	5
3	Sách giúp bạn xây dựng và phát triển kỹ năng độc lập trong học tập.	1	2	3	4	5
4	Sách giúp bạn thích học tiếng Anh hơn.	1	2	3	4	5
5	Sách nên được tiếp tục sử dụng trong thời gian tới tại ĐH Hoa Sen.	1	2	3	4	5
II.	**ĐÁNH GIÁ HÌNH THỨC SÁCH**					
6	Sách có thiết kế đẹp mắt.	1	2	3	4	5
7	Bìa sách đẹp và bắt mắt.	1	2	3	4	5
8	Kích thước sách tiện lợi mang đến lớp.	1	2	3	4	5
9	Sách được xuất bản gần đây.	1	2	3	4	5
10	Giá bán sách hợp lý.	1	2	3	4	5
III.	**ĐÁNH GIÁ CẤU TRÚC SÁCH**					
11	Sách được sắp xếp hợp lý.	1	2	3	4	5
12	Sách được sắp xếp hiệu quả.	1	2	3	4	5
13	Sách có bảng nội dung chi tiết.	1	2	3	4	5
14	Sách có những bài học liên kết hợp lý với nhau.	1	2	3	4	5
15	Sách có đầy đủ phần ôn luyện và phần bài tập.	1	2	3	4	5
16	Sách có đầy đủ bảng danh sách từ vựng.	1	2	3	4	5
17	Sách có đầy đủ bảng hệ thống văn phạm.	1	2	3	4	5
18	Những bài ôn giúp bạn củng cố kiến thức ngôn ngữ dễ dàng.	1	2	3	4	5
IV.	**ĐÁNH GIÁ NỘI DUNG SÁCH**					

19	Nội dung của sách thú vị.	1	2	3	4	5
20	Nội dung của sách nói chung là thực tế.	1	2	3	4	5
21	Sách cung cấp đầy đủ các hoạt động cho kĩ năng nghe.	1	2	3	4	5
22	Sách cung cấp đầy đủ các hoạt động cho kĩ năng nói.	1	2	3	4	5
23	Sách cung cấp đầy đủ các hoạt động cho kĩ năng đọc.	1	2	3	4	5
24	Sách cung cấp đầy đủ các hoạt động cho kĩ năng viết.	1	2	3	4	5
25	Sách giới thiệu các phần phát âm tự nhiên.	1	2	3	4	5
26	Sách có phần hướng dẫn chi tiết và rõ ràng.	1	2	3	4	5
27	Các tài liệu nghe nhìn dễ tiếp cận.	1	2	3	4	5
28	Sách bao gồm đầy đủ hình ảnh, biểu đồ, bảng biểu,... giúp bạn dễ hiểu ngữ cảnh.	1	2	3	4	5
V.	**ĐÁNH GIÁ SỰ PHÙ HỢP CỦA SÁCH ĐỐI VỚI SINH VIÊN TRƯỜNG ĐẠI HỌC HOA SEN**					
29	Ngôn ngữ sử dụng trong sách phù hợp với trình độ của bạn.	1	2	3	4	5
30	Nội dung bài nghe trong sách phù hợp với trình độ tiếng Anh của bạn.	1	2	3	4	5
31	Nội dung bài nói trong sách phù hợp với trình độ tiếng Anh của bạn.	1	2	3	4	5
32	Nội dung bài đọc trong sách phù hợp với trình độ tiếng Anh của bạn.	1	2	3	4	5
33	Nội dung bài viết trong sách phù hợp với trình độ tiếng Anh của bạn.	1	2	3	4	5
34	Nội dung của sách giúp bạn hiểu và biết cách sử dụng ngôn ngữ với nền văn hoá mới.	1	2	3	4	5
35	Các tình huống văn hóa trong sách phù hợp với sinh viên đại học Hoa Sen.	1	2	3	4	5

CÁM ƠN BẠN RẤT NHIỀU.

<div align="center">**Appendix 3:**</div>

<div align="center">**TEACHERS' QUESTIONNAIRE**</div>

Dear Teachers,

I am conducting a small research survey for my master thesis at Hoa Sen University (HSU). I would like to ask you for your opinions about the "English File 3rd edition" textbook, which will be evaluated in terms of Overall Evaluation, Evaluation on Organization, Evaluation on Physical Appearance, Evaluation on Contents, and Evaluation on Appropriateness to HSU's students whose major is not English Language Studies. Your individual responses to this questionnaire are confidential and will be used for the purposes of this study only.

Please fill in this questionnaire based on your own experience. Your participation will make a great contribution to the study. It should take no more than thirty minutes to complete. Thank you very much for your contribution.

PART 1: GENERAL INFORMATION

Please tick one appropriate answer or provide written answer.

1. **Your Gender:**

   • Male   • Female

2. **Your academic qualification:**

   • Bachelor   • M.A.   • Ph.D

3. **Number of years you have been teaching English:** (Please specify.):

   ....Years.

PART 2: TEACHER TEXTBOOK EVALUATION

Instructions: Please **put a circle (O) in the most appropriate box and cell numbered from 1 to 5** for your answers. If you would like to change your answer, please cross (X) the chosen option and choose another one. You can also **specify your options** when needed.

Notes: SD: Strongly Disagree, D: Disagree, U: Undecided, A: Agree, SA: Strongly Agree

No	Item	SD	D	U	A	SA
I.	**OVERALL EVALUATION**					
1	The textbook helps you save time in preparing lessons.	1	2	3	4	5
2	The textbook helps your students use English in basic communication situations.	1	2	3	4	5
3	The textbook helps your students build and develop independent skills in learning.	1	2	3	4	5
4	The textbook is interesting enough for you to teach English.	1	2	3	4	5
5	The textbook should be used in future classes at HSU.	1	2	3	4	5
II.	**EVALUATION ON PHYSICAL APPEARANCE**					
6	The textbook looks attractive.	1	2	3	4	5
7	The cover page is eye-catching with attractive pictures.	1	2	3	4	5
8	The size of textbook is easy to carry to class.	1	2	3	4	5
9	The textbook is a recent publication.	1	2	3	4	5
10	The price of textbook is reasonable.	1	2	3	4	5
III.	**EVALUATION ON ORGANIZATION**					
11	The textbook is organized logically.	1	2	3	4	5
12	The textbook is organized effectively.	1	2	3	4	5
13	The textbook has a detailed table of contents.	1	2	3	4	5
14	The textbook has lessons that are logically linked to	1	2	3	4	5

	one another.					
15	Adequate review sections and exercises are included.	**1**	**2**	**3**	**4**	**5**
16	An adequate vocabulary list is included.	**1**	**2**	**3**	**4**	**5**
17	A grammar bank system is included.	**1**	**2**	**3**	**4**	**5**
18	The review lessons help your students look over the language knowledge easily.	**1**	**2**	**3**	**4**	**5**
IV.	**EVALUATION ON CONTENTS**					
19	The content of the textbook is interesting.	**1**	**2**	**3**	**4**	**5**
20	The content of the textbook is generally realistic.	**1**	**2**	**3**	**4**	**5**
21	The textbook provides enough activities for listening skills.	**1**	**2**	**3**	**4**	**5**
22	The textbook provides enough activities for speaking skills.	**1**	**2**	**3**	**4**	**5**
23	The textbook provides enough activities for reading skills.	**1**	**2**	**3**	**4**	**5**
24	The textbook provides enough activities for writing skills.	**1**	**2**	**3**	**4**	**5**
25	The textbook introduces natural pronunciation sections.	**1**	**2**	**3**	**4**	**5**
26	The textbook contains clear and detailed instructions.	**1**	**2**	**3**	**4**	**5**
27	Audio and visual materials of the textbook are easy to access.	**1**	**2**	**3**	**4**	**5**
28	The textbook contains enough pictures, diagrams, tables, etc. that help your students understand the printed texts.	**1**	**2**	**3**	**4**	**5**
V.	**EVALUATION ON APPROPRIATENESS TO HSU 'S STUDENTS**					
29	The language used in the book is appropriate to your students' level of English.	**1**	**2**	**3**	**4**	**5**
30	The listening content in the textbook is appropriate for your students' level of English.	**1**	**2**	**3**	**4**	**5**
31	The speaking content in the textbook is appropriate	**1**	**2**	**3**	**4**	**5**

	for your students' level of English.					
32	The reading content in the textbook is appropriate for your students' level of English.	**1**	**2**	**3**	**4**	**5**
33	The writing content in the textbook is appropriate for your students' level of English.	**1**	**2**	**3**	**4**	**5**
34	The content of the textbook helps your students understand and know how to use the language within a new culture.	**1**	**2**	**3**	**4**	**5**
35	Cultural contexts in the textbook are suitable with your students.	**1**	**2**	**3**	**4**	**5**

THANK YOU FOR YOUR CO-OPERATION.

Appendix 4:

INTERVIEW QUESTIONS FOR STUDENTS (ENGLISH VERSION)

1. What do you think about the time allocation for each unit in class?
2. What do you think about the content division of each unit in the textbook?
3. Which tasks and activities do you like best in the textbook?
4. Which skills does your teacher often focus in class?
5. What does your teacher usually do when teaching the lessons about culture?
6. How many percent of the English language did your teacher use in class?

Appendix 5:

INTERVIEW QUESTIONS FOR STUDENTS (VIETNAMESE VERSION)

1. Bạn nghĩ gì về thời gian giảng dạy mỗi bài ở trên lớp? (Thời gian giảng dạy mỗi bài có phù hợp với khả năng của sinh viên không?)
2. Bạn nghĩ gì về sự phân bổ nội dung của mỗi bài?
3. Bạn thích nhất các hoạt động nào và các phần nào trong sách này?
4. Các kĩ năng nào giáo viên của bạn thường tập trung vào để dạy ở trên lớp?
5. Giáo viên thường làm gì khi dạy những bài học liên quan đến văn hóa?
6. Giáo viên của bạn sử dụng bao nhiêu phần trăm tiếng Anh trên lớp khi giảng dạy?

Appendix 6:

SUMMARY OF INTERVIEWS WITH STUDENTS

1. What do you think about the time allocation for each unit in class?

Student 1: The time allocation for each unit is suitable for my ability.

Student 2: The time allocation for each unit is good.

Student 3: The time allocation for each unit is too little and I cannot follow the lesson.

Student 4: The division time of each unit is unsuitable for me because the time for some activities is too short.

Student 5: The content of each unit is very long but time allocation is too short.

Student 6: I cannot get enough language knowledge with the time divided like this.

Student 7: The time allocation for each is too little and it is very difficult for me to follow the lessons.

Student 8: The time allocation for each unit has not suitable yet.

Student 9: The time allocation for a unit in the class is too much, I think that it is not necessary to spend too much time for a unit like that.

Student 10: I think that it is not suitable to me because the time of every unit is very long and I feel that very boring with that.

2. What do you think about the content division of each unit in the textbook?

Student 1: The language knowledge of each unit is too little compared with my level.

Student 2: The content division of each unit is very challenged with learners.

Student 3: The content division of each unit has not yet served the needs and goals of students.

Student 4: The content division of each unit is not balanced among the skills.

Student 5: The content division of each unit is not logical.

Student 6: The content division of each unit makes students confused and boring.

Student 7: The students do not have much time to practice the skills; they have to study much the grammar knowledge.

Student 8: The skills of each unit are not organized effectively and balanced.

Student 9: The content division of each unit does not serve the need of students.

Student 10: The content division of each unit makes students confused.

3. Which tasks and activities do you like best in the textbook?

Student 1: The skills and activities I like best in the textbook is speaking.

Student 2: Speaking is my favorite skill.

Student 3: The skills and activities they like best in the textbook is speaking.

Student 4: I like writing.

Student 5: Skills and activities I like best in the textbook is learning grammar because I want to have a good score in the examination.

Student 6: Skills and activities do you like best in the textbook is learning grammar.

Student 7: I do not know but they really do not like listening.

Student 8: I do not know but they really do not like listening.

Student 9: Skills and activities do you like best in the textbook is learning grammar.

Student 10: The skills and activities they like best in the textbook is speaking.

4. Which skills does your teacher often focus in the class?

Student 1: Grammar

Student 2: Grammar and reading

Student 3: Grammar and speaking

Student 4: Vocabulary and Grammar

Student 5: Of course, Grammar

Student 6: Grammar

Student 7: Grammar and vocabulary

Student 8: Grammar

Student 9: Of course, Grammar

Student 10: Grammar and Reading

5. What do teachers usually do when teaching the lesson about cultures?

Student 1: I feel embarrassed when the teacher explains much difference between cultures.

Student 2: The cultural contents in the textbook are too complex; some of them are very far from my cultural knowledge.

Student 3: I do not really understand clearly about the cultural knowledge I learned.

Student 4: The knowledge of Vietnamese culture is also much challenged and the teacher helped me more understanding through her lesson.

Student 5: She usually reads articles in English before translating them into Vietnamese but I still have not understood them clearly yet.

Student 6: The cultural content in the textbook is too complex; some of them are very far from my knowledge.

Student 7: I think the teacher should teach them through many different activities but comprehension reading.

Student 8: The cultural content in the textbook is too complex; some of them are very far from my knowledge.

Student 9: The cultural content in the textbook is too complex; it needs to be explained more clearly by teachers.

Student 10: She only teaches them through comprehension reading which I feel very boring.

6. How many percents of English language did your teacher use in the class?

Student 1: My teacher used about 10% English language in the classroom.

Student 2: About 5%

Student 3: My teacher sometimes uses a little English.

Student 4: I think she used English about 10%

Student 5: He rarely uses English in the classroom.

Student 6: From 5 to 10%

Student 7: 10%

Student 8: About 50%

Student 9: From 5 to 10% English language in the classroom.

Student 10: My teacher used about 50 % in the class.

Appendix 7:

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you think about time allocation to teach each unit in class?
2. What do you think about the content division of each unit in the textbook?
3. Which tasks and activities do you like to teach best in the textbook?
4. Which skill is the most difficult part to teach in this textbook?
5. Who has managed the training programmes of the school and had responsibility for the selection of the textbook?
6. What do the managers do to know the students' level before the English courses using this textbook start?

SUMMARY OF INTERVIEWS WITH TEACHERS

Teacher 1

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you think about time allocation to teach each unit in class?

2 pages / 3 periods (2*30m)
It's hard to cover all parts required such as < Listening & Speak / Vocab   or   { Vocab / Listening / Reading & Speaking

2. What do you think about the content division of each unit in the textbook?

rather logical

3. Which tasks and activities do you like to teach best in the textbook?

Reading section → there are a variety of tasks

4. Which skill is the most difficult part to teach in this textbook?

Listening: Most tasks are short answers & Content of listening (talks / interviews / news report...) are really challenging.

5. Who has managed the training programmes of the school and had responsibility for the selection of the textbook?

Director of Program, ELT Department

6. What do the managers do to know the students' level before the English courses using this textbook start?

Placement Test (conducted at HSU)
< National high school exams.

Teacher 2

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you think about time allocation to teach each unit in class?

It depends on each unit. Sometimes, the unit is pretty long so I don't have enough time to cover everything. But, sometimes it's too short and I need to prepare more extra activities for students.

2. What do you think about the content division of each unit in the textbook?

It seems to me that each Unit does not relate to each other interm of theme as well as grammar.

3. Which tasks and activities do you like to teach best in the textbook?

I think I like to teach vocabulary since I can let my students will have more interesting activities to do in the class.

4. Which skill is the most difficult part to teach in this textbook?

I would say that there isn't any difficult part to teach in this textbook, but the boring part to teach which are some of the reading text or some irrelevant vocab parts.

5. Who has managed the training programmes of the school and had responsibility for the selection of the textbook?

I guess the director of the program and the faculty members.

6. What do the managers do to know the students' level before the English courses using this textbook start?

Students have to take the placement test or If they don't take it, they will be placed in the level that based on their English exam results in the national highschool exam

Teacher 3

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you think about time allocation to teach each unit in class?

   We need more time to complete each unit

2. What do you think about the content division of each unit in the textbook?

   It's not balanced. Some units seems easy, but harder in others.

3. Which tasks and activities do you like to teach best in the textbook?

   Vocabulary and Grammar. Ss benefit from them.

4. Which skill is the most difficult part to teach in this textbook?

   Reading and Speaking. Ss seem lazier or probably they are too weak to understand or get involved in class activities

5. Who has managed the training programmes of the school and had responsibility for the selection of the textbook?

   I don't know for sure probably the head of the department / Center.

6. What do the managers do to know the students' level before the English courses using this textbook start?

   There should be some seminars or discussions, even surveys conducted.

Teacher 4

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you think about time allocation to teach each unit in class?

Good.

2. What do you think about the content division of each unit in the textbook?

Good.

3. Which tasks and activities do you like to teach best in the textbook?

Reading and pronunciation

4. Which skill is the most difficult part to teach in this textbook?

Reading

5. Who has managed the training programmes of the school and had responsibility for the selection of the textbook?

Not sure

6. What do the managers do to know the students' level before the English courses using this textbook start?

Placement tests

Teacher 5

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you think about time allocation to teach each unit in class?

It is reasonable to teach first half or second half of section A and B in 3 periods.

2. What do you think about the content division of each unit in the textbook?

It is reasonable because section A & B are divided into sub. sections such as U1A 1 or U1A 2.

3. Which tasks and activities do you like to teach best in the textbook?

Gram and Vocabulary. Thanks to Grammar Bank and Vocabulary bank, teachers can make use of them to teach sts how to use vocab + Grammar correctly.

4. Which skill is the most difficult part to teach in this textbook?

The reading and Listening tasks may cause some difficulties for sts to master. As a result, teachers have to redesign tasks to suit sts' levels

5. Who has managed the training programmes of the school and had responsibility for the selection of the textbook?

The program manager and the board of management

6. What do the managers do to know the students' level before the English courses using this textbook start?

Students are placed in different levels based on the result of the placement test.

Teacher 6

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you think about time allocation to teach each unit in class? *x pedra*

   Since most of my students are less behind their level, they are not able to go through all of the content covered with the allocated time.

2. What do you think about the content division of each unit in the textbook?

   Inappropriate for
   The sequence is OK.

3. Which tasks and activities do you like to teach best in the textbook?

   (Information - gap activities (Communication)
   (Matching (pictures with words /number - Vocabulary)

4. Which skill is the most difficult part to teach in this textbook?

   Reading (some are not interesting enough to motivate Ss)
   (Grammar (some are overwhelming with lots of rules for Ss to remember)

5. Who has managed the training programmes of the school and had responsibility for the selection of the textbook?

   I have no idea about this in this U context, but for me I guess there should be an R & D Department that is in charge of textbook reviews, assessment and other academic staff.

6. What do the managers do to know the students' level before the English courses using this textbook start? → you mean mean 'should' ?

   The placement tests should be as much accurate as possible. Plus the assessment must be done seriously & accurately to ensure the teaching / learning quality. Currently most of my students' level is below really behind their expected level. I guess I don't know how they managed to pass their tests!

Teacher 7

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you think about time allocation to teach each unit in class?

   I think 2-5 hr are too long for a one-unit lesson.

2. What do you think about the content division of each unit in the textbook?

   The contents of each unit are logical so as not to confuse students with the grammar points.

3. Which tasks and activities do you like to teach best in the textbook?

   Grammar and Speaking

4. Which skill is the most difficult part to teach in this textbook?

   listening and Reading → student struggle with some new words and some listening activities are hard for them because of the speakes

5. Who has managed the training programmes of the school and had responsibility for the selection of the textbook?

   the ELT department and its heads.

6. What do the managers do to know the students' level before the English courses using this textbook start?

   Teachers weren't informed of their selection process.

Appendix 9:

STUDENTS' PARTICIPANT INFORMATION SHEET

Title: An Evaluation of the English Textbook "English File 3rd edition" for Non-English Majors at Hoa Sen University, HCMC, Vietnam

Researcher's Name: Tran Tan Phat

Instructions:

For the purpose of my thesis, I am conducting a research study to find out the strengths and weaknesses of "English File 3rd edition" textbook used at Ho Chi Minh city University of Hoa Sen. You are invited to participate in my research. I hope that you would help me to accomplish this study. As part of my thesis, I am conducting a questionnaire task. In this task you are asked to complete the questionnaire on your evaluation of "English File 3rd edition" textbook, which you are using to study English. Before you complete the questionnaire, I will need to collect your personal information through the Background Information. If you are willing to participate in my study, please complete the Background Information, complete the questionnaire and give them back to me. All information you provide in the Background Information is confidential and your name will not be used. Thank you very much for your time to help me in making this research.
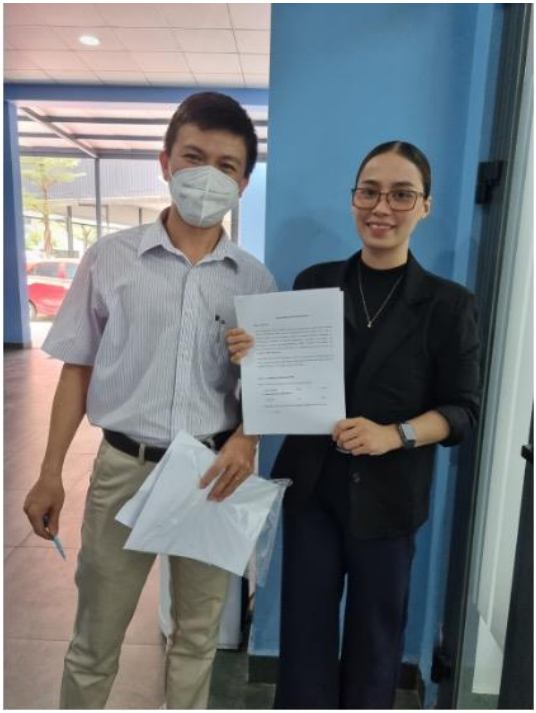
Contact: If you have any questions or wish to know more, you can contact me at the following address:

Tran Tan Phat

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E-mail: ttphat.ntt@gmail.com

Appendix 10:
SOME PICTURES FOR TAKING THE TEACHERS' SURVEY

Appendix 11:

SOME PICTURES FOR TAKING THE STUDENTS' SURVEY

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