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LECTURERS' AND STUDENTS' PERSPECTIVES ON TEACHING MATERIALS: A CASE STUDY AT AN INTERNATIONAL UNIVERSITY IN VIETNAM

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ABSTRACT

Textbooks play a vital role in education, but their suitability can vary. This research paper examines the appropriateness of the American English File series for non-English major students at a private international university in Ho Chi Minh City, Vietnam. The evaluation employed a comprehensive approach, using qualitative and quantitative research methods. Data were collected through surveys from 925 students, along with 5 lecturer interviews. The findings highlight lecturers' and students' feedback on the AEF book series and the key factors influencing its suitability, including content, layout, language registers, language skills, activities, students' needs, and practical application of English in real-life situations.

KEYWORDS: textbook, evaluation, suitability, quality, effectiveness

I. INTRODUCTION

Researchers have recently shown increased interest in the role of English teachers and learners, as well as active teaching materials. The quality and relevance of textbooks are also a key concern for improving foreign language education. While Western English textbooks are widely used, they may not be suitable for all contexts and cultures (Richard, 2001). In the Vietnamese market, the "American English File- AEF" series has been selected as the main textbook for non-specialized English at UEF University. Authored by Christina Latham-Koenig and Clive Oxenden, and published by Oxford University Press in 2010, this series has been used since its second edition and requires evaluation. It is important to determine its effectiveness, strengths, weaknesses, and alignment with program standards and the needs of students. This evaluation is crucial to justify its continued use among newer options in the market to enhance student learning.

II. LITERATURE REVIEW

1. Previous studies about textbook evaluation

Several studies have examined textbooks and factors impacting their quality and effectiveness. Firstly, language tasks which align materials with students' needs and promote effective language learning are considered extremely important (Ansary & Babaii, 2002; Ebrahimi & Sahragard, 2017; Vojír & Rusek,

2019; Williams, 1983). Secondly, textbook content, structure, and presentation provide valuable insights into textbook analysis methods (Capek, 2022; Litz, 2005; Lee & Shin, 2023; Wain, 2022). Finally, the authenticity and culture in textbooks creates engaging language learning experiences, enhancing language skills and cultural awareness (Abdul Rahim & Jalalian Daghigh, 2020; Alemi & Sadehvandi, 2012; Huang, 2019; Yu & Li, 2022).

2. Textbook evaluation frameworks

A comprehensive examination of textbook content and design has been conducted by researchers from various disciplines. These studies employ different analytical approaches to explore the intricacies of educational materials and uncover hidden meanings and social implications. These approaches include the content analysis of textbooks such as thematic units, instructional objectives, teaching methods, and learning activities (Tadesse & Melesse, 2022), the power dynamics, ideologies, and social ramifications (Weninger, 2021; Alpizar-Chacon, Sosnovsky, & Brusilovsky, 2023); natural language processing techniques (Lucy, Demszky, Bromley & Jurafsky, 2020), critical discourse analysis of textbook language, power, and ideology (Chien, 2022; Setyono & Widodo, 2019) or the linguistic patterns and characteristics to detect potential glossary terms (Soliman, 2023).

In addition, more approaches have been applied to evaluate textbooks. While Xing, Bender, and Cossi de Souza (2022) analyse and contrast the utilization of diagrams for visualizing probability problems in textbooks Alayont, Karaali, and Pehlivan (2023) conducted an examination of calculus textbook problems using Bloom's Taxonomy. More criteria were also added to the framework comparing with the previous guidelines including accuracy, comprehensibility, organization, suitability, visuals, and language level (Mohammadi & Abdi, 2014; Mohammed Ismael Ismael, & Mohammadzadeh, 2022).

3. Cunningsworth's framework

This project utilized Cunningsworth's framework, which was also known as the Cunningsworth's Evaluation Checklist. It was proposed by Brian Cunningsworth in his book "Choosing Your Coursebook" published in 1995. The framework provides a set of criteria that can be used to evaluate and select coursebooks for language teaching purposes. It is primarily focused on English language teaching but can be adapted for other languages as well. Cunningsworth's framework consists of the following criteria: aims and objectives, syllabus, content, methodology, language skills, vocabulary, grammar, exercises and activities, support for teachers, design and layout. By using Cunningsworth's framework, teachers and learners can assess coursebooks based on these criteria to determine their suitability for their specific teaching context and learners' needs. It provides a systematic approach to evaluate and select coursebooks that can enhance the effectiveness of language teaching and learning. From the Cunningsworth's framework, a new framework has been proposed to fix the context of the research setting.

III. RESEARCH METHODOLOGY

The purpose of this study is to gain a comprehensive understanding of lecturers' and students' feedback regarding the AEF textbooks and investigate the factors that influence the suitability of these textbooks. To achieve this, a mixed-method research approach was employed, incorporating surveys administered to both students and university lecturers. The study involved 925 students from an international private university located in Ho Chi Minh City, Vietnam. The participants were specifically selected from the GEP 7 and 6 levels, as they were known to possess the most substantial experience in learning the EAF textbooks.

Research design

By employing a mixed-method research design, the study aims to gather both quantitative and qualitative data, allowing for a more holistic understanding of the students' perspectives. The surveys will provide quantitative data, offering numerical insights into students' opinions and experiences with the AEF textbooks. On the other hand, qualitative data will be obtained through open-ended questions in the surveys, allowing students to express their thoughts, suggestions, and criticisms in a more detailed and subjective manner. Furthermore, the study will also include university lecturers as survey participants. Their input will offer valuable insights into their experiences with the AEF textbooks, providing an additional perspective on the suitability of the materials. The lecturers' feedback will be essential in understanding how the textbooks align with the curriculum and teaching methodologies employed at the university.

The research was conducted at an international private university in Ho Chi Minh City, Vietnam, which offered a diverse and multicultural student population. This diversity contributed to the richness of the study's findings, as it captured the opinions and experiences of students from different cultural backgrounds.

2. Student Participants

This project was conducted with a total of 925 participants. It was found that the majority of the participants were female, with 616 women accounting for approximately two-thirds of the group. The remaining 309 participants were male, comprising the remaining one-third of the cohort. When it came to the participants' geographical distribution, 353 individuals hailed from big cities, while the majority, 572 participants, came from other provinces.

Regarding their English language proficiency, the study revealed that a significant portion of the participants had been learning English for a considerable period of time. Specifically, 678 participants reported having studied English for a duration ranging from 5 to 10 years, indicating a high level of commitment and dedication to language learning. On the other hand, 247 participants reported having studied English for less than 5 years, suggesting a relatively shorter exposure to the language.

Furthermore, the study also calculated the participants' English proficiency levels based on the General English Program (GEP). The results showed that the majority of the participants, specifically 872 individuals, were at GEP level 7, indicating an advanced level of English proficiency. In contrast, a smaller group of 53 participants were assessed at GEP level 6, representing a slightly lower proficiency level compared to the majority of the participants.

During the midterm exams, 752 students achieved scores ranging from 6 to 8. Additionally, there were 90 students who excelled and received scores above 8. Furthermore, 83 students received scores between 4 and 8. Moving on to the final tests, 494 students scored between 6 and 8, indicating a consistent performance compared to the midterm exams. However, 381 students received scores ranging from 4 to 6. Additionally, a smaller group of students showcased exceptional abilities by surpassing a score of 8.

3. Data analysis

The paper conducted a four-step analysis of the data. Step 1: Assessing the measurement scales' reliability by utilizing Cronbach's Alpha analysis. Step 2: Summarizing the survey results through descriptive statistics. Step 3: Determining the significant factors that influence the appropriateness of the textbook and establishing a model of hypotheses using Exploratory Factor Analysis (EFA) analysis. Step 4: Assessing the model of hypotheses through regression analysis.

IV. RESULTS

1. Cronbach's Alpha analysis

Cronbach's Alpha was calculated to determine the extent to which items within a scale or questionnaire were interrelated. In this study, a study to measure the suitability of a textbook, a questionnaire consisting of 55 items was sent to a sample of 972 participants. The following results were the Cronbach's Alpha coefficients after analysing 925 responses.

Generally, a Cronbach's Alpha value above 0.6 is considered acceptable, while values above 0.8 are typically desirable while the Corrected Item-Total Correlation value is required to be above 0.3.

1.1 Students' needs (NE)

There were 8 items in the scale of NEED. The Cronbach's Alpha coefficient of this scale was 0.838.

Reliability Statistics

Cronbach's Alpha	N of Items
.838	8

Table 3. Corrected Item-Total Correlation of NE

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Reasons of learning English- NE1	21.45	66.618	.405	.837
Future use of English-NE2	22.35	59.446	.553	.821
Strong English skill-NE3	23.36	65.710	.455	.832
Skills to be improved-NE4	22.35	57.047	.620	.812
Learning style-NE5	22.02	60.943	.562	.819
English varieties-NE6	22.58	55.247	.702	.799
Learning sources-NE7	21.63	62.886	.573	.819
Classroom activities-NE8	22.85	56.195	.664	.805

Data in table 3 showed that all of the items from NE1 to NE8 were above the minimum of 0.3 (from 0.4 to 0.7), so no item was eliminated from this scale.

1.2 Textbook layout (LA)

There were 4 items in the scale of LA. The Cronbach's Alpha coefficient of this scale was 0.88.

Reliability Statistics

Cronbach's Alpha	N of Items
.808	4

Table 4. Corrected Item-Total Correlation of LA

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Clear layout-LA1	10.58	5.171	.797	.686
Effective organization-LA2	10.47	5.444	.644	.751
Appealing layout-LA3	11.68	5.260	.425	.888
Appropriate illustration-LA4	10.64	5.427	.744	.713

Data in table 4 showed that all of the items from LA1 to LA4 were above 0.4, so no item was eliminated from this scale.

1.3 Textbook content (CO)

There were 4 items in the scale of CO. The Cronbach's Alpha coefficient of this scale was 0.822.

Reliability Statistics

Cronbach's Alpha	N of Items
.822	4

Table 5. Corrected Item-Total Correlation of CO

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Interesting topics-CO1	6.99	12.017	.449	.853
Suitable topics-CO2	7.57	9.237	.695	.752
Practical topics-CO3	8.39	8.836	.720	.739
Various topics-CO4	7.91	8.806	.733	.733

Data in table 5 showed that all of the items from CO1 to CO4 were above 0.4, so no item was eliminated from this scale.

1.4 Textbook activities (AC)

There were 6 items in the scale of AC. The Cronbach's Alpha coefficient of this scale was 0.832.

Reliability Statistics

Cronbach's Alpha	N of Items
.832	6

Table 6. Corrected Item-Total Correlation of AC

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Balance of activities-AC1	11.99	19.042	.417	.840
Meaningful activities-AC2	12.78	17.511	.669	.793
Various activities-AC3	12.26	17.002	.603	.805
Communicative vocabulary and grammar-AC4	13.03	16.139	.712	.781
Independent learning-AC5	12.55	17.101	.602	.805
Entertaining activities-AC6	12.51	17.170	.630	.799

Data in table 6 showed that all of the items from AC1 to AC4 were above 0.4, so no item was eliminated from this scale.

1.5 Textbook language skills (LS)

There were 4 items in the scale of LS. The Cronbach's Alpha coefficient of this scale was 0.761.

Reliability Statistics

Cronbach's Alpha	N of Items
.761	4

Table 7. Corrected Item-Total Correlation of LS

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Clear focus-LS1	8.89	8.980	.555	.717
Balance of 4 language skills-LS2	8.87	9.503	.485	.748
Sub-skills practice-LS3	10.19	6.224	.644	.663
Various sources-LS4	10.18	6.631	.631	.666

Data in table 7 showed that all of the items from LS1 to LS4 were above 0.4, so no item was eliminated from this scale.

1.6 Textbook language registers (LR)

There were 6 items in the scale of LR. The Cronbach's Alpha coefficient of this scale was 0.721.

Reliability Statistics

Cronbach's Alpha	N of Items
.721	6

Table 8. Corrected Item-Total Correlation of LR

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Authentic language-LR1	16.67	11.511	.461	.686
Appropriate level-LR2	16.70	11.162	.492	.677
Suitable amount of grammar-LR3	16.64	10.922	.478	.677
Friendly illustration of grammar-LR4	17.61	9.472	.452	.690
Realistic language-LR5	16.86	10.119	.389	.709
Diverse range of registers and accents-LR6	17.61	9.824	.536	.656

Data in table 8 showed that all of the items from LR1 to LR4 were above the minimum of 0.3 (from 0.3 to 0.5), so no item was eliminated from this scale.

1.7 Students' current use of English in reality (RE)

There were 5 items in the scale of RE. The Cronbach's Alpha coefficient of this scale was 0.732.

Reliability Statistics

Cronbach's Alpha	N of Items
.732	5

Table 9. Corrected Item-Total Correlation of RE

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Fluent daily communication-RE1	11.28	8.372	.533	.669
International certificates-RE2	11.23	8.750	.513	.678
Entertainment-RE3	11.67	9.590	.385	.724
Work-RE4	10.82	8.943	.558	.663
Information search-RE5	10.50	8.718	.482	.690

Data in table 9 showed that all of the items from RE1 to RE4 were above the minimum of 0.3 (from 0.3 to 0.5), so no item was eliminated from this scale.

1.8 Students' ranking for the current textbook (RA)

There were 8 items in the scale of RA. The Cronbach's Alpha coefficient of this scale was 0.847.

Reliability Statistics

Cronbach's Alpha	N of Items
.847	6

Table 10. Corrected Item-Total Correlation of RA

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Layout-RA1	15.60	12.350	.660	.818
Activities-RA2	16.34	15.094	.577	.834
Content-RA3	16.28	14.123	.668	.817
Language skills-RA4	15.69	13.374	.686	.811
Language registers-RA5	16.08	11.835	.692	.812
Practical applications-RA6	16.13	14.255	.551	.836

Data in table 10 showed that all of the items from RA1 to RA4 were above 0.5, so no item was eliminated from this scale.

1.9 Students' evaluation of the textbook suitability (SU)

There were 4 items in the scale of RA. The Cronbach's Alpha coefficient of this scale was 0.834.

Reliability Statistics

Cronbach's Alpha	N of Items
.834	4

Table 11. Corrected Item-Total Correlation of SU

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Appropriate for personal needs-SU1	9.71	9.999	.611	.812
Suitable to university non-major of English students-SU2	9.11	10.703	.516	.850
Raising interest in long learning-SU3	9.32	8.469	.775	.736
Can be continued to use for next year-SU4	9.37	8.591	.764	.742

Data in table 11 showed that all of the items from RA1 to RA4 were above 0.5, so no item was eliminated from this scale.

2. Students' evaluations on the suitability of the current textbook

This section presents the results of students' responses from the survey.

2.1 Students' needs

A survey revealed that 61.9% of students had multiple motivations for learning English, such as pursuing graduation and employment opportunities. Similarly, 49.6% of students believed that English would be beneficial for both their professional endeavors and travel experiences, while 32.2% anticipated using English primarily for casual conversations. Regarding English proficiency, 47% of students acknowledged weaknesses in their listening skills, and 46.5% expressed a desire to enhance more than two aspects of their English, particularly in listening and speaking. Surprisingly, 22.9% of students indicated a preference for self-directed learning, while 21.7% favored studying with teachers. Nevertheless, the majority of students, constituting 38.6%, preferred a blended approach that combined self-learning with teacher-led instruction.

2.2 Layouts

Among the four aspects assessed, 80.2% of students showed consensus on the textbook's clear layout. Likewise, 76% of the students found the textbook's illustrations to be appropriate, and 80.4% agreed

that it demonstrated effective organization. However, it's noteworthy that 52.3% of the students held a contrary opinion, disagreeing with the idea that the textbook had an appealing layout.

2.3 Content

The findings revealed that roughly half of the students, specifically 56.4%, were in agreement when it came to the textbook's interesting topics. Conversely, a slightly larger proportion, 63.2%, disagreed with the relevance of these topics to their specific needs or areas of study. Consequently, the majority of students, comprising around 77.2%, concluded that the textbook lacked practical topics. Moreover, a substantial portion, 69.8% of the students, strongly disagreed with the idea that the textbook offered a diverse range of topics, observing that it primarily centered on a few similar themes throughout the series.

2.4 Activities

The findings reveal the presence of two conflicting perspectives regarding the balance of activities in the textbook. Among the surveyed students, 43.6% expressed agreement, while 38.3% disagreed on this matter. Additionally, a substantial majority of 68.8% of students disagreed with the notion that the textbook provided meaningful activities for communication. Similarly, 77.7% of students disagreed with the idea that the textbook effectively integrated vocabulary and grammar into communicative exercises. Moreover, 64.3% of students also expressed disagreement with the inclusion of activities that support independent learning in the textbook. Lastly, it was reported by 66.6% of students that the textbook lacked engaging and enjoyable activities.

2.5 Language skills

The observation revealed that 78.7% of the students concurred with the textbook's clear focus on language skills. Furthermore, 74.7% of the students agreed that the textbook successfully provided a well-rounded approach to all four language skills. However, a significant 61.9% of students expressed disagreement concerning the inclusion of sub-skills practice, such as listening for main ideas, in the textbook. Similarly, 59.2% of students disagreed with the incorporation of materials from various sources in the textbooks.

2.6 Language registers

The research findings showed that 80.6% of the students were in agreement about the authenticity of the language used in the textbook. Additionally, 76.2% of the students concurred that the language in the textbook was suitable for their proficiency level. A substantial majority, comprising 74.3% of the students, agreed that the textbook offered an adequate number of grammar lessons. However, 54.7% of the students disagreed with the presence of easily understandable grammar illustrations. Regarding language realism, 53.3% of the students agreed that the language presented in the textbook reflected real-world usage. Nevertheless, 65.9% of the students disagreed with the textbook's inclusion of a broad range of language registers and accents from various English varieties.

2.7 Students' current use of English in reality

A significant 60% of students expressed their disagreement with the concept that the textbook effectively facilitated fluent communication in their daily lives. Similarly, 54.4% of students disagreed with the notion that studying the textbook could lead to obtaining an international certificate. Furthermore, 51% of students disagreed with the idea that the textbook could serve as a source of entertainment, such as for listening to music or watching films. In contrast, 40.3% of students agreed that they could apply the English knowledge gained from the textbook in their professional endeavors, while 58.1% of students agreed that they could use the English they learned from the book to search for information.

2.8 Students' ranking for the current textbook

The examination revealed that approximately 57.8% of students bestowed the textbook's layout with a rating of 4 to 5 stars. Around 53.5% of students assigned a 3-star rating to the textbook's activities. Concerning the content of the textbook, 44.5% of students rated it with 3 stars, while 26.9% opted for a 2-star rating. Regarding language skills, about 64.2% of students rated them as 4 to 5 stars. Likewise, 44.5% of students assigned a 4 to 5-star rating to language registers. Additionally, 44.2% of students provided practical applications with a 3-star rating.

2.9 Textbook suitability

The prevailing sentiment among students, at roughly 55.3%, was a disagreement regarding the textbook's appropriateness for their specific needs. Conversely, around 50.5% of students found the textbook to be well-suited for non-English majors. In terms of cultivating sustained interest in long-term learning, approximately 41.4% of students expressed disagreement, while 23.9% refrained from stating their perspective. Moreover, 40.5% of students were opposed to the notion of continuing to use the textbook, and 21.6% did not articulate their stance on the matter.

Table 12. Students' feedback summary

Criteria	Postive (%)	Star/5
Layout	67,9	4.5
Content	41	3
Activity	43,6	2.5
Language skill	58,1	4.5
Language register	57,8	4.5

Practical topic	44,9	3
Suitability	44,7	

3. Lecturers' evaluation on the AEF book series

3.1 Mr Andy

As per Mr. Andy's assessment, the AEF book series features interconnected lessons with well-designed images and layouts, offering essential general knowledge for students. However, it falls short in certain aspects, particularly in not giving enough emphasis to listening and speaking skills, despite their critical role in the learning process. The absence of a sub-skill section is another drawback, as most contemporary textbooks include such sections to guide students. The book primarily centers on explaining vocabulary and grammar concepts. In summary, the book appears outdated, with topics that haven't been updated to reflect current realities, making the content less authentic and relevant.

Mr. Andy's perspective is that the training program's primary goal is to enhance communication skills, but this book primarily concentrates on grammar, vocabulary, and pronunciation. Insufficient attention is paid to listening and speaking skills, which means it doesn't align with the training program's objectives. Consequently, Mr. Andy believes that students are right to conclude that the books fail to meet their practical needs. Additionally, there's a mismatch between the learning outcomes and the book series itself. While grades 1-6 lack sufficient writing skill practice activities, grade 7 places a heavy emphasis on writing, posing challenges for effective student learning. Repetitive topics across different educational levels lead to monotony for both teachers and students. The content within individual articles lacks clarity and practical application in real life.

In light of these concerns, Mr. Andy suggests it's time to overhaul the curriculum to better cater to learners' needs. However, it's advisable to select books that prioritize the development of listening and speaking skills, rather than opting for newly published materials that focus on cultivating critical thinking skills, which might overwhelm students who aren't specialized in the subject.

3.2 Mr Steve

Mr. Steve's perspective on the book series is that it lacks sufficient levels for learners, failing to adequately address their needs. According to the outcome-based approach, the book lacks clear learning objectives, leaving teachers to determine them independently, even in the syllabus. The book heavily emphasizes grammar, even in its listening section, which results in a deficiency of listening and speaking activities. Teacher Steve emphasizes the importance of enabling students to use English, but the books do not support this goal. Consequently, the book is unsuitable even for non-specialized students, especially as high school students have already been exposed to a substantial amount of

grammar. At UEF, where the curriculum books already contain numerous grammar lessons, this redundancy can lead to boredom.

Mr Steve maintains that students have rightly identified that the book series does not align with their needs. Even foreign teachers responsible for teaching speaking struggle to provide substantial assistance because they do not comprehend the content being taught; their role is limited to correcting pronunciation. The current program is geared toward teaching for standardized tests rather than fostering language proficiency, prompting the need for a change in direction.

In Mr. Steve's view, the approach should move away from strictly adhering to a fixed set of books and, instead, incorporate handouts tailored to meet diverse learning needs, facilitating more effective student support. These handouts could be compiled into brochures, and teachers responsible for creating supplementary materials should be appropriately compensated.

3.3 Ms Bella

In the perspective of Ms. Bella, the AEF book series is the fourth series she has taught. She asserts that this book series has demonstrated advantages over the older ones used at UEF and has been in use for over a decade. According to her assessment, the book series is beneficial due to its clear and organized layout, providing valuable support for teachers through comprehensive resources, including test banks. However, there is a notable drawback – the content's lack of updates due to the book's age, resulting in students missing out on current vocabulary and societal knowledge.

Regarding the training program, Ms. Bella finds the book series suitable because it focuses on developing all four language skills. Nevertheless, from the students' perspective, the outdated content makes it less appealing, leading to a desire for change. Thus, the students' request for a change of books seems justified. The challenge lies in striking a balance between meeting the learners' needs for fresh and engaging content while fully supporting the teachers who rely on the existing resources.

Ultimately, the question becomes how to harmonize these two important considerations to create a balanced and effective learning environment.

3.4 Ms Tina

As per Ms. Tina's perspective, the book offers a comprehensive and detailed set of learning resources. However, when it comes to content, she notes that the topics and scenarios feel somewhat outdated, given that students today have access to a wider array of captivating and contemporary subjects. While the leveled books are suitable for non-specialized students, they no longer align with the school's objective of cultivating international, dynamic citizens, which has not been effectively addressed.

Ms. Tina believes that students' assessments are fairly accurate, as they draw from practical experience. Nevertheless, she emphasizes that this program should remain generally approachable and not overly demanding. In her view, it's time to consider changing the textbook because the current one has been in use for many years, and innovation is needed to keep the curriculum fresh and engaging.

3.5 Ms Carol

Ms. Carol observes that the book is structured around the four language skills, but she finds a lack of cohesion between the lessons. She also notes that the book's topics have not evolved significantly, failing to capture the interest of many students. Nevertheless, the books do provide consistent support and resources.

Ms. Carol acknowledges that students' feedback on the book series is accurate, and she shares their view that a change of books is warranted. However, she suggests that the selection of a new book series should follow a recommendation and voting process within the group to ensure a collective decision.

Table 13. Lecturers' feedback

Positive	Negative
Có phân chia 4 kỹ năng	Đặt nặng ngữ pháp, chưa đẩy mạnh kỹ năng nghe nói. Thiếu sub-skill
Phù hợp với trình độ chung với SV không chuyên	Chủ đề bị trùng lặp, lỗi thời
Có hỗ trợ tốt GV	Chưa đáp ứng được nhu cầu của người học

V. DISCUSSIONS

Based on the results, students provided both favorable and unfavorable feedback regarding the textbooks. Despite the textbook's strengths include a clear layout, suitable illustrations, effective organization, the textbook exhibits numerous weaknesses that undermine its effectiveness and fail to cater to the diverse needs and areas of study of its readers. Firstly, the textbook fails to address the specific needs of its readers or cater to their individual areas of study (Ebrahimi & Sahragard, 2017; Vojír & Rusek, 2019). Another significant drawback is the absence of practical and diverse topics (Abdul Rahim & Jalalian Daghig, 2020). Language learning is most effective when students can apply their skills to real-life situations. However, the textbook neglects to provide relevant and practical themes that would help students navigate day-to-day communication effectively.

Another critical aspect that the textbook fails to address is the absence of a balance of activities. A well-rounded language curriculum includes various activities such as listening, speaking, reading, and writing. However, this textbook overlooks the importance of a comprehensive approach, leaving students with an inadequate range of language practice opportunities (Alemi & Sadehvandi, 2012;

Chien, 2022, Williams, 1983). Moreover, the textbook inadequately incorporates vocabulary and grammar within communicative activities. Language proficiency relies on the seamless integration of these elements, but the textbook falls short in this aspect, hindering students' ability to use vocabulary and grammar accurately and meaningfully (Tadesse & Melesse, 2022).

Furthermore, the textbook neglects to include activities that support independent learning. Independent learning is a valuable skill that empowers students to take ownership of their language acquisition journey. The omission of such activities limits students' self-directed learning opportunities (Huang, 2019; Lucy, Demszky, Bromley & Jurafsky, 2020). Lastly, the textbook fails to provide a wide range of language registers and accents from various English varieties. Language learners benefit from exposure to different registers and accents, as it prepares them for real-world interactions with a diverse range of English speakers (Abdul Rahim & Jalalian Daghigh, 2020; Alemi & Sadehvandi, 2012).

VI. CONCLUSION

In summary, the assessments of the AEF textbooks reveal a greater volume of negative feedback when contrasted with positive feedback. This underscores the significance of ensuring that textbooks are in harmony with the distinct requirements and preferences of students. A robust evaluation framework should encompass factors like the pertinence of content, the level of language proficiency, cultural inclusivity, and the capacity to engage students effectively. It is imperative to integrate a variety of English language variations in the classroom, encompassing diverse accents, dialects, and cultural viewpoints. Through the implementation of these essential adjustments, educational institutions can cultivate a more inclusive and enriching learning atmosphere for their students.

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