



EFL teachers' evaluation and adaptation of reading tasks in *Tiếng Anh 9 - Global Success*: A case study at a lower secondary school in Viet Nam

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ABSTRACT

This study investigates the evaluation and adaptation of reading tasks from *Tiếng Anh 9 - Global Success* textbook by English teachers at a lower secondary school in Vietnam. Semi-structured interviews, classroom observations, and lesson plans provided data for this qualitative case study. The results show that the teachers evaluated the reading tasks based on linguistic difficulty, cultural-contextual relevance, and cognitive engagement, reflecting established frameworks for task analysis and textbook evaluation using Bloom's revised taxonomy (Anderson & Krathwohl, 2001) and textbook evaluation criteria (Cunningsworth, 1995). Adaptations included text simplification, activating prior knowledge, integrating technology, and designing interactive exercises. Teachers' adaptations of the reading tasks tended to make lessons more engaging and boost students' participation while improving students' comprehension and critical thinking about the texts. The study offers implications for context-responsive reading instruction and provides teachers, curriculum designers, and teacher preparation programs with suggestions for adapting textbooks to enhance reading skills.

1. INTRODUCTION

Many researchers agree that reading comprehension is very important for learning English as a foreign language (EFL) because it helps students do better in school and improves their overall language skills (Grabe & Stoller, 2019). Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) (Duong & Nguyen, 2021; Ellis, 2003; Littlewood, 2007) are the two main teaching approaches behind the design of *Tiếng Anh 9 - Global Success*. Both of these approaches stress the importance of meaningful communication and using language in real-life situations (Ellis, 2003; Richards, 2006). This textbook is the official resource for grade 9 students in Vietnam. On the other hand, research has shown that its reading tasks are not always beneficial for all kinds of students with different language skills, cultural backgrounds, and ways of learning (Nguyen & Nation, 2011). On this ground, teachers tended to review the tasks again and change them to make them easier, more interesting, and more useful.

This study looks at how four EFL teachers at a lower secondary school in Vietnam change and evaluate the reading tasks in *Tiếng Anh 9 - Global Success*. It used a qualitative case study design to collect the data to explore what teachers looked for from English reading tasks from the textbook, how they adapted the tasks, and what good effects they saw on students' engagement and independence by answering these questions. The study answered three main questions:

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- (1) How do EFL teachers evaluate the reading tasks in *Tiếng Anh 9 - Global Success*?
- (2) What strategies do teachers use to adapt these tasks for their students' reading?
- (3) What are the perceived effects of these adaptations on student engagement and reading comprehension?

This study is significant because it does not just look at general textbook reviews or theoretical discussions; it looks at what really happens in the classroom as recommended by Duong and Nguyen (2021) and McGrath (2013). Researchers have studied textbooks as a whole, but few have studied how teachers adapt them to their students' needs and their environment. The results are helpful for teachers, people who design curricula, and programs that train teachers. They say that adapting to the situation, like making texts easier to read, activating background knowledge, and using technology, can be crucial for helping students understand what they read and making learning environments centered on the students.

2. LITERATURE REVIEW

2.1 Reading Comprehension in EFL Contexts

There are many parts to the skill of reading comprehension. It means being able to read words and connect what students read to what they already know, their culture, and mental abilities. The active view of reading model by Duke and Cartwright (2021) says that to fully understand something, you need to do both bottom-up processing (learning vocabulary and grammar) and top-down processing (making inferences, understanding the bigger picture, and thinking critically). These two processes can be especially hard for EFL learners who haven't had enough exposure to real language and cultural references.

Textbooks are still the main source of structured input in EFL settings because they give students reading passages and tasks that help them understand what they're reading. Yawiloeng (2022) found that teaching vocabulary ahead of time, using visual texts, and helping students while they read can make them much more interested and able to understand. Using more than one mode in scaffolded instruction and materials also helps students use reading strategies like skimming, scanning, and predicting better. Research shows that combining direct strategy training with interactive activities like prediction prompts and personal-response tasks helps students understand more and remember what they learnt for longer (Dhillon et al., 2020). For example, Dhillon et al. (2020) showed that Indonesian EFL learners who did pre-reading prompts and personal connection exercises did much better on narrative reading tests.

In recent years, TBLT has become one of the dominant approaches in EFL pedagogy. TBLT emphasizes learning through meaningful tasks that replicate real-world language use rather than practicing isolated grammar or vocabulary (Ellis, 2003; Nunan, 2004). Reading tasks in this framework are designed not only to test comprehension but also to promote interaction, problem-solving, and the integration of skills.

Scholars have also identified different types of reading tasks that are relevant in EFL contexts. For example, Nunan (2004) and Grabe (2009) distinguish between experiential tasks (such as skimming for gist), information-transfer tasks (like filling in tables or diagrams), opinion-gap tasks (expressing personal views on a text), and reasoning-gap tasks (drawing inferences or solving problems based on a reading passage). Such task types go beyond simple comprehension checks and encourage learners to engage cognitively and communicatively with the text.

2.2 Textbook Evaluation

According to McGrath (2013), textbook evaluation is a systematic process to determine whether teaching materials are appropriate for particular learners and contexts. It involves examining aspects such as the quality of texts, the extent to which language skills are developed, the cultural appropriateness of tasks, and the alignment with curricular goals.

Several frameworks have been proposed to guide this process. One influential model is Tomlinson's (2012) principles of materials development, which emphasize that materials should be learner-centered, authentic, and provide meaningful opportunities for communication. In addition, Bloom's revised taxonomy (Anderson & Krathwohl, 2001) is frequently employed to analyze whether tasks promote higher-order thinking skills such as analyzing, evaluating, and creating rather than merely remembering or understanding.

Another widely cited framework is Cunningsworth's (1995) set of evaluation criteria, which groups textbook analysis into four major categories: (1) aims and approaches, (2) design and organization, (3) language content and skills, and (4) topics and cultural appropriateness. This framework provides a structured way to examine both the macro level (e.g., unit structure, balance of skills) and the micro level (e.g., clarity of instructions, relevance of topics).

For example, a reading passage about space exploration may be grammatically correct but culturally

distant from students' experiences, thereby requiring additional scaffolding. Cunningsworth (1995) emphasizes that evaluation should address critical questions such as: *Does the material motivate learners? Does it represent their backgrounds and interests? Is it challenging enough to engage them without being discouraging?* Teachers who apply such frameworks are more likely to treat textbooks as flexible tools that can be adapted to specific teaching and learning goals (Cunningsworth, 1995).

2.3 Textbook Adaptation

Textbook adaptation is when teachers modify textbook tasks to make them more suitable for their students (Tomlinson, 2011). Text simplification is a common way to help students who aren't as good at reading understand hard texts. Vocabulary previews, visual aids, and schema activation are all things that help students get ready to understand what they read. To help students think more deeply about what they read, teachers can also have them write about it or have a debate about it after they read it. Using digital and multimedia tools to enhance learner engagement is becoming more common.

Teachers can make reading lessons more interesting by adding interactive tests on sites like Quizizz or short videos that go along with the text. Another way to adapt is to give students assignments that make them use what they read in ways that are important to them, like group discussions or pair work. In places like Vietnam, where classes are often big and students' skill levels are very different (McGrath, 2013), these changes are very important. Tomlinson (2012) says that adaptation is not about throwing away the textbook; it is about adding to it and putting it in context so that each student can learn in their own way.

2.4 Previous Studies

Most previous studies in Vietnam have focused on general evaluations of textbook contents instead of how teachers really change reading tasks in real classrooms. There is a scarcity of research that looks at *Tiếng Anh 9 - Global Success* and how it is used in lower secondary schools in Vietnam. This is especially true when it comes to figuring out how teachers' evaluations change the way they adapt and the results for their students. This study aims to address this gap by giving a thorough look at how teachers evaluate and adapt, giving both theoretical and practical ideas for how to teach English as a foreign language in Vietnam.

In addition, researchers have mostly looked at general textbook reviews or task-based learning methods without looking at how teachers change materials in their classrooms in real time (e.g. Duong & Nguyen, 2021; McGrath, 2013). The current study is contextualized at a lower secondary school in Vietnam to explore how teachers actually evaluate and change reading tasks in the classroom teaching. It shows both the problems they face and the ways they deal with them. These results add to the ongoing conversation about how to make Vietnamese national textbooks more useful and culturally relevant for students.

Some previous studies have looked at the general pros and cons of Vietnamese EFL textbooks, but frequently, their results are just descriptions or only theoretical evaluations (Duong & Nguyen, 2021). There have not been many studies that have looked at how teachers actually evaluate and adapt reading tasks in real classrooms. For instance, Duong and Nguyen (2021) found that textbooks didn't have enough activities that required higher-order thinking. However, the study did not look at how teachers fill this gap in the classroom. This gap shows that we need to look into the specific ways that teachers change textbooks in different situations, especially how these changes affect students' motivation, understanding, and independence.

Given the central role of English textbooks in the Vietnamese EFL curriculum, it is essential to examine how teachers' evaluations inform their adaptations and how these practices influence student learning. The current study seeks to fill this gap by investigating *Tiếng Anh 9 - Global Success* through a combination of textbook analysis, teacher interviews, and classroom observations. The results are expected to provide both theoretical and practical implications for English language teaching in Vietnam.

3. METHODOLOGY

3.1 Research Design

The goal of this study was to find out how EFL teachers evaluate and change reading tasks in *Tiếng Anh 9 - Global Success*. A qualitative design was chosen to obtain a better understanding of teachers' decision-making, classroom practices, and perceptions, which were hard to get with quantitative methods (Creswell & Poth, 2018). The study combined three data sources, including lesson plan analysis, classroom observations, and semi-structured interviews to ensure triangulation and enhance the validity of findings. To maintain anonymity, the four participating teachers are referred to as Teacher 1, Teacher 2, Teacher 3, and Teacher 4 throughout this study.

3.2 Participants and Data Collection

The participants were four experienced English teachers from a lower secondary school in Pleiku City, Vietnam. The research site is a public school in a rural area of the city where students of various ethnic groups are studying. The teachers were purposively recruited due to the fact that they had used the *Tiếng Anh 9 - Global Success* textbook and obtained experience in teaching and adapting the material. All the teachers had at least five years of teaching experience and were familiar with the *Tiếng Anh 9 - Global Success* textbook. They were asked for consent to participate in the study and to use their lesson plans and classroom observations for the study's data.

Data collection took place over eight weeks and involved three main activities:

1. Lesson plan review: Teachers' reading lesson plans were collected and analyzed to identify evaluation criteria and adaptation strategies.
2. Classroom observations: Each teacher was observed twice during reading lessons, and field notes were taken to record how well the tasks were carried out, how engaged the students were, and any changes that were made on the spot.
3. Semi-structured interviews: Each teacher took part in a 20-25-minute interview that focused on why they graded and changed reading assignments and how they thought students responded.

3.3 Data Analysis

Thematic analysis (Braun & Clarke, 2006) was used to look at the data. We first coded lesson plans, observation notes, and interview transcripts inductively to find patterns that kept coming up in relation to evaluation criteria and adaptation techniques. The coding system, which is summarized in table 1, provides an overview of the codes assigned to interviews and classroom observations. Then, the codes were put into bigger groups based on things like how well they fit with the language, how relevant they were to the culture, how easy they made the task, and how they used technology. Triangulation across data sources made sure that the information was accurate and gave a full picture of the adaptation process. We compared the new themes to what is already known in the literature to show what is the same, what is different, and what is new in the Vietnamese context.

Table 1. Coding System for Interview and Observation Data

Code	Data Type	Description
INT1	Interview Data	Interview with Teacher 1
INT2	Interview Data	Interview with Teacher 2
INT3	Interview Data	Interview with Teacher 3
INT4	Interview Data	Interview with Teacher 4
OBS1	Observation Data	Observation of Teacher 1 – Lesson 1
OBS2	Observation Data	Observation of Teacher 1 – Lesson 2
OBS3	Observation Data	Observation of Teacher 2 – Lesson 1
OBS4	Observation Data	Observation of Teacher 2 – Lesson 2
OBS5	Observation Data	Observation of Teacher 3 – Lesson 1
OBS6	Observation Data	Observation of Teacher 3 – Lesson 2
OBS7	Observation Data	Observation of Teacher 4 – Lesson 1
OBS8	Observation Data	Observation of Teacher 4 – Lesson 2

The thematic analysis (Braun & Clarke, 2006) was used for data from the interviews and lesson plans as presented in table 2 below:

Table 2. Evaluation Criteria for Reading Tasks

Evaluation Criteria	Description	Example from the study's data
Linguistic Difficulty	Vocabulary and grammar complexity should match students' proficiency levels.	Simplifying the text "Space Tourism" for lower-level readers.
Cultural & Contextual Relevance	Content should relate to students' cultural background and local context.	Replacing unfamiliar references with local cultural events.
Cognitive Engagement	Tasks should promote higher-order thinking (analysis, synthesis, evaluation) beyond recall.	Adding "Why do you think...?" or critical discussion tasks.
Learner Interest	Activities should be engaging and encourage personal response or opinion sharing.	Asking students to relate the topic to their personal experiences.

The four evaluation criteria in table 2 were not predetermined but emerged inductively during the coding of lesson plans, classroom observations, and interviews. They were also consistent with established frameworks in textbook evaluation and materials development. For example, the criterion of “Linguistic Difficulty” reflects concerns over matching vocabulary and grammar to learners’ proficiency levels (Grabe & Stoller, 2019; McGrath, 2013). “Cultural and contextual relevance” echoes the emphasis on local appropriateness in materials evaluation (Cunningsworth, 1995; Tomlinson, 2012). “Cognitive Engagement” aligns with Bloom’s revised taxonomy, which highlights higher-order thinking (Anderson & Krathwohl, 2001). Finally, “Learner Interest” corresponds to motivation-oriented perspectives in communicative and task-based learning (Littlewood, 2007). Thus, the criteria are grounded both in empirical data from this study and in established literature.

4. FINDINGS

4.1 Teachers’ Evaluation of Reading Tasks

The interviews and lesson plan analysis showed that the teachers who taught and used the textbook *English 9 - Global Success* rated the reading tasks mostly on how hard they were to understand, how relevant they were to other cultures, and how interesting they were to think about. They pointed out that some of the reading passages had hard words and complicated sentence structures that were not good for students at lower levels. This often makes weaker students lose interest because they couldn’t understand the texts. The teachers said that some of the tasks used cultural references that the students did not know, which made it even harder for them to understand and get involved. Other researchers have found similar things.

The textbook used a communicative and task-based approach, but teachers said that many of the reading activities were more about remembering facts than using higher-order thinking skills. They said that students should have to do more than just answer questions about what they read; they should also have to think about, analyse, and evaluate what they read. This observation was in line with earlier criticisms of Vietnamese EFL textbooks, which tend to focus more on exercises that test knowledge than on activities that help students think for themselves and be independent (Duong & Nguyen, 2021; Littlewood, 2007). Because of this, teachers had to carefully go over each reading task to make sure it would be hard enough for students to think about but still easy to understand and useful.

The interview data further illustrated three major concerns of the teachers, including background knowledge, linguistic difficulty, and task engagement of the exercises in the textbook. For instance, for cultural knowledge, Teacher 1 remarked, *“Some texts include cultural references that are completely unfamiliar to our students. Without background knowledge, they often get stuck and fail to grasp the main ideas.”* For linguistic difficulty, Teacher 2 shared, *“Some units have too many difficult words. I often have to pre-teach key vocabulary or simplify sentences so that students don’t lose interest before they even start reading.”*

As for task engagement, Teacher 3 pointed out, *“The textbook’s comprehension questions are often too easy. I sometimes add follow-up questions that require students to explain or give their opinions, which helps them think more critically about the texts.”* Teacher 4 emphasized, *“Some reading tasks are not engaging enough. I usually adapt them by including more open-ended questions or real-life examples to encourage students to express their own viewpoints.”*

4.2 Adaptation Strategies Used by EFL Teachers

An analysis of the lesson plans of the four teachers who took part showed that they used a number of different adaptation strategies to change reading tasks from the *Tiếng Anh 9 - Global Success* textbook. These strategies were all about making the language easier to understand, teaching important words ahead of time, and making tasks that were more interesting and useful in the students’ real lives.

One interesting example is vocabulary pre-teaching, where Teacher 1 used Google Slides with bilingual explanations to teach new words before reading:

3. Vocabulary	5 mins	- Teach vocabulary: stylish, privacy. Adaptation: Use Google Slides and a bilingual explanation to aid understanding.	- Observe, take notes, ask questions.	Vocabulary list: 1. stylish (adj) 2. privacy (n)
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Figure 1. An extract from Teacher 1’s lesson plan - Unit 11, Lesson 5: Skills 1.

Teacher 1 leveraged digital tools such as hoclieu.vn to enhance students' independent vocabulary learning, while Teacher 2 focused on printed bilingual glossaries and simplified sentences to ensure clearer instructions and easier comprehension. The lesson plan noted:

3. Vocabulary	5 mins	- Introduce: portable, multitasking. Adaptation: Use Google Slides with bilingual terms and real device images.	- Take notes, ask questions, and repeat words aloud.	Vocabulary list: 1. portable 2. multitasking
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Figure 2. An extract from Teacher 2's lesson plan - Unit 11, Lesson 5: Skills 1.

In addition to language support, the lesson plans highlighted schema activation as a key pre-reading strategy. For example, Teacher 3 had students brainstorm daily electronic devices and their functions, helping them connect the text to real-life experiences. The adaptation was noted:

2. Pre-reading task	3 mins	- Ask: "What features do you look for in a device?" Adaptation: Brainstorm on board and group similar features (price, portability, use).	- Share in pairs, then with the class.	Example features: battery life, portability, design
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Figure 3. An extract from Teacher 3's lesson plan - Unit 11, Lesson 5: Skills 1.

Another key strategy was turning traditional tasks into interactive, student-centered activities. For instance, Teacher 4 replaced typical comprehension questions with group debates, encouraging opinion-sharing and higher-order thinking. This is shown in the lesson plan excerpt:

6. Discussion	9 mins	- "Do electronic devices improve or reduce your learning efficiency?" Adaptation: Organize a 2-group mini-debate with cue cards.	- Join a group, discuss, and present opinions.	Cue cards: "They help because...", "They distract because..."
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Figure 4. An extract from Teacher 4's lesson plan - Unit 11, Lesson 5: Skills 1.

All four teachers consistently used visual aids and multimedia to enhance engagement and comprehension. Videos, slideshows, and real-life images were common in warm-up or vocabulary stages. For instance, Teacher 1 played a smartphone commercial to spark interest and lead a guided discussion:

1. Warm-up	7 mins	- Show a video of a smartphone advertisement. - Ask students what it can do, how convenient it is, etc. Adaptation: Include personal student examples.	- Watch the video. - Answer the teacher's questions about functions and benefits of the device.	Suggested video: iPhone 15 commercial. Focus on features like battery, apps, camera, etc.
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Figure 5. An extract from Teacher 1's lesson plan - Unit 11, Lesson 5: Skills 1.

In addition to these strategies, teachers 2 and 4 provided linguistic scaffolding in the form of sentence starters and guided frames, which supported students in expressing their ideas during reading-related speaking tasks. Common examples included sentence frames such as:

6. Discussion	5 mins	- Group activity: "Which device is most useful to you and why?" Adaptation: Provide sentence starters and sample responses.	- Discuss groups using the provided structures.	Sentence frame: "I think the most useful device is _____ because it helps me _____."
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Figure 6. An extract from Teacher 2's lesson plan - Unit 11, Lesson 5: Skills 1.

6. Discussion	9 mins	- "Do electronic devices improve or reduce your learning efficiency?" Adaptation: Organize a 2-group mini-debate with cue cards.	- Join a group, discuss, and present opinions.	Cue cards: "They help because...", "They distract because..."
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Figure 7. An extract from Teacher 4's lesson plan - Unit 11, Lesson 5: Skills 1.

Tomlinson (2012) and McGrath (2013) pointed out how to change materials so that people can think critically and use them in a meaningful way. These actions matched up with those thoughts. Table 3 shows the main ways that teachers made changes, along with examples of how each was used and how it changed students' motivation and understanding.

Table 3. Adaptation Strategies and Their Impact on Students

Adaptation Strategy	Implementation Example	Impact on Students
Text Simplification	Rewriting long sentences or replacing low-frequency words.	Improves readability and confidence (Interview T1)
Pre-teaching Vocabulary	Introducing key words and phrases before reading activities.	Enhances comprehension and reduces anxiety. (Interview T3)
Knowledge Activation	Brainstorming or warm-up questions related to students' context.	Boosts engagement and builds background knowledge. (Interview, T2)
Technology Integration	Using Quizizz, Google Slides, or online videos for tasks.	Increases motivation and visual understanding. (Interview, T4)
Interactive Tasks	Adding discussions, role-plays, or open-ended questions.	Fosters critical thinking and collaboration. (Interview, T1)

4.3 Perceived Impacts on Students' Engagement and Reading Comprehension

Analysis of lesson plans, observation notes, and interviews showed that adapting the *Tiếng Anh 9 – Global Success* reading tasks positively affected students' engagement and comprehension. Although formal post-reading assessments were absent, several activities aimed to consolidate understanding and encourage personal responses. For example, in Unit 11, Teacher 4 asked students to write an opinion paragraph after a mini-debate on smartphone use, extending reading practice and prompting reflection. Similarly, Teacher 1's Unit 12 plan emphasized learner initiative and self-reflection, suggesting that adapted tasks were designed to promote not only linguistic but also critical-thinking skills. Classroom observations confirmed these intentions. Students were more engaged when tasks were linked to real-life experiences and supported with visuals, sentence starters, and structured prompts. Even lower-proficiency learners could participate and express their ideas clearly, while teachers gradually stepped back to foster autonomy.

Interviews with all four teachers reinforced these findings: they reported higher participation, better comprehension, and more confident reading. Visuals, real-life topics, simplified language, and small-step instructions made tasks more achievable and less intimidating. To be more specific, Teacher 1 noted: "Students are much more involved when they find the topic familiar and the tasks achievable." She linked this improvement to her use of visuals, real-life examples, and simplified language. Teacher 2 commented on the benefit of providing small-step instructions: "When I provide short checklists and simplify the questions, students know what to do and don't feel overwhelmed." She added that students had become more willing to respond and ask questions in class. Teacher 3 observed that her students were more confident with reading tasks: "They are no longer afraid of reading. They try to understand, and they talk more." Meanwhile, Teacher 4 remarked: "The students think deeper and react more when we turn reading into something personal, not just comprehension."

Overall, the adapted reading tasks increased participation, comprehension, and reflective learning of

students. By simplifying vocabulary, using visual and interactive support, and creating space for student opinions, the teachers transformed reading into a dynamic, student-centered activity that reduced barriers and built confidence and autonomy.

5. DISCUSSION

The findings suggest that teachers' adaptations of reading tasks in *Tiếng Anh 9 - Global Success* positively influenced student engagement, confidence, and comprehension. These outcomes can be better understood when situated within existing theoretical frameworks and prior research.

In relation to research question 1 (evaluation criteria), one prominent pattern was the use of vocabulary previews and schema activation to support students with limited background knowledge. This reflects the principles of schema theory, which emphasizes the role of prior knowledge in facilitating reading comprehension (Carrell & Eisterhold, 1983). By activating learners' schemata through visual aids, local examples, or simplified texts, teachers helped students connect new information to what they already knew. This alignment indicates that classroom adaptations serve as practical strategies to operationalize schema theory in EFL contexts where learners often lack exposure to authentic cultural references.

With regard to research question 2 (adaptation strategies), the data also showed that contextualizing reading materials with local or personally relevant content increased students' motivation and willingness to participate. This finding resonates with studies highlighting the importance of cultural appropriateness in materials development (Tomlinson, 2012; McGrath, 2013). When teachers replaced unfamiliar references with local cultural events, they not only reduced cognitive barriers but also created a learning environment that validated students' identities. Such practices are consistent with learner-centered approaches in task-based and communicative pedagogy, which stress that meaningful learning occurs when tasks connect with learners' real lives (Ellis, 2003; Littlewood, 2007).

Furthermore, the integration of technology-enhanced activities, such as videos and online quizzes, transformed reading into a more interactive process. This supports recent arguments that digital tools can enrich EFL reading instruction by fostering multimodal engagement and collaboration (Dhillon et al., 2020; Yawiloeng, 2022). Teachers in this study reported that these adaptations made reading lessons more dynamic, encouraging even reluctant students to participate. However, the positive effects of such innovations were sometimes short-lived due to exam-oriented classroom cultures, a challenge that has also been noted in Vietnamese secondary schools (Duong & Nguyen, 2021). The findings of the current study however present some differences to those found by Duong and Nguyen (2021) who claimed that time-consuming preparation, the uncertainty about the teacher's role as a facilitator, and decreasing grammar proficiency which were identified as challenges. The teachers in the current study pointed out the challenges in the adaptation of the reading tasks due to students' lack of cultural knowledge, linguistic difficulty, and task engagement level.

Addressing research question 3 (perceived impact), the observations and interviews reveal that the students seemed to find it easier to comprehend the reading and engage more in the reading tasks. However, the findings tend to highlight a structural limitation because while teachers wish to adapt materials to foster higher-order thinking, institutional pressures often push them back toward lower-level, test-focused tasks. Besides, the finding underscores the importance of aligning curriculum design, assessment systems, and teacher professional development with communicative and task-based learning principles. These challenges echo Littlewood's (2007) observation that linguistic diversity and exam-driven practices restrict communicative engagement in many East Asian classrooms with regard to the implementation of language tasks in general and reading tasks as in this study.

In sum, the discussion of the results indicates that textbook adaptations by teachers are not ad hoc adjustments but systematic responses to gaps between the official textbook and classroom realities. By linking their practices to established theories of reading, communicative pedagogy, and materials development, this study shows that adaptations can bridge the divide between prescribed curricula and learner needs. In addition, the findings contribute to the literature by demonstrating how adaptation practices operationalize schema theory and communicative pedagogy in real EFL classrooms, while also offering practical implications for teacher training, curriculum reform, and textbook development in Vietnam.



Figure 8. Conceptual Framework of Evaluation, Adaptation, and Student Outcomes.

6. CONCLUSION AND IMPLICATIONS

This study examined how lower secondary English teachers in Vietnam evaluated and adapted reading tasks from *Tiếng Anh 9 - Global Success*. The findings indicated that teachers focused on three main evaluation criteria: linguistic difficulty, cultural and contextual relevance, and cognitive engagement. To address challenges in the textbook, they employed adaptation strategies such as text simplification, pre-teaching vocabulary, schema activation, and the integration of technology and interactive activities. These adaptations tended to enhance students' comprehension, motivation, and independence, although challenges such as mixed-ability classrooms and reliance on the first language persisted.

Implications for different stakeholders

For teachers: The findings highlight the crucial role of teachers as active curriculum designers. Teachers should be supported in developing skills to adapt textbooks flexibly, balancing linguistic support with opportunities for higher-order thinking. Professional development should emphasize scaffolding strategies, differentiated instruction for mixed-ability groups, and the effective use of digital tools to foster student engagement.

For curriculum designers: Curriculum planners need to provide guidelines that recognize adaptation as an integral part of teaching. Flexible time allocations, assessment practices that reward critical thinking, and institutional support for technology integration can help sustain teachers' adaptation practices in real classrooms.

For textbook writers: Materials developers should incorporate tasks that are adaptable to diverse classroom realities. Reading passages should reflect culturally relevant content and include optional activities at different cognitive levels, allowing teachers to select or modify tasks based on learner needs.

For teacher education programs: Pre-service and in-service training should prepare teachers to critically evaluate and adapt materials. Programs should explicitly address task design, cultural responsiveness, and the pedagogical use of technology, so that teachers are equipped to create learning environments that motivate and empower students.

Limitations and directions for future research

This study has several limitations. First, it was conducted in one lower secondary school with four teachers, which restricts the generalizability of the findings. Future studies should include larger and more diverse samples. Second, the qualitative design provided in-depth insights into teachers' perspectives and practices but did not capture measurable learning outcomes. Mixed-methods approaches combining interviews, classroom observations, and pre-/post-comprehension tests would strengthen the evidence base. Third, the study examined adaptation at a single point in time. Longitudinal research is needed to investigate how adaptation strategies influence students' motivation and reading proficiency over time.

Future studies could also broaden the scope by examining textbook adaptation in other language skills such as listening, speaking, and writing. Additionally, more research is needed on the use of digital platforms and multimedia resources to personalize reading tasks and sustain student engagement. Such work would benefit not only teachers but also policymakers and materials developers in designing language lessons that are more relevant, flexible, and learner-centered.

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Giáo viên tiếng Anh đánh giá và điều chỉnh nhiệm vụ đọc trong sách *Tiếng Anh 9 - Global Success*: Một điển cứu tại một trường trung học cơ sở tại Việt Nam

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TÓM TẮT

Nghiên cứu này điều tra việc đánh giá và điều chỉnh các nhiệm vụ đọc trong sách giáo khoa *Tiếng Anh 9 - Global Success* của giáo viên tiếng Anh tại một trường trung học cơ sở ở Việt Nam. Dữ liệu được thu thập thông qua phỏng vấn bán cấu trúc, quan sát lớp học, và phân tích giáo án, phục vụ cho một nghiên cứu trường hợp định tính. Kết quả cho thấy các giáo viên đánh giá các nhiệm vụ đọc dựa trên mức độ khó về ngôn ngữ, sự phù hợp về văn hoá – ngữ cảnh, và mức độ kích thích tư duy, phản ánh các khung lý thuyết đã được thiết lập về phân tích nhiệm vụ và đánh giá sách giáo khoa, bao gồm thang phân loại tư duy Bloom (Anderson & Krathwohl, 2001) và tiêu chí đánh giá sách giáo khoa của Cunningsworth (1995). Các hình thức điều chỉnh bao gồm đơn giản hóa văn bản, kích hoạt kiến thức nền của học sinh, tích hợp công nghệ, và thiết kế các hoạt động tương tác. Việc điều chỉnh của giáo viên đối với các nhiệm vụ đọc có xu hướng làm cho bài học trở nên sinh động hơn, tăng cường sự tham gia của học sinh, đồng thời nâng cao khả năng hiểu và tư duy phản biện của học sinh về văn bản. Nghiên cứu này đưa ra những gợi ý cho việc dạy đọc phù hợp với bối cảnh, đồng thời đề xuất cho giáo viên, nhà thiết kế chương trình và các chương trình đào tạo giáo viên những cách thức điều chỉnh sách giáo khoa nhằm nâng cao kỹ năng đọc hiểu.