

GENRE ANALYSIS OF THE READING PASSAGES IN TWO HIGH SCHOOL ENGLISH TEXTBOOK SERIES IN VIETNAM

Nguyen Phuong Thao*

Ho Chi Minh City University of Technology (HUTECH)

Received: 16/04/2020; Revised: 06/07/2020; Accepted: 25/08/2020

Abstract: The notion of genre has been the topic of discussion by school curriculum designers and textbook writers. As an attempt to provide more findings to the scant research on genre in Vietnam, this study, employing genre-based content analysis, examines the range of genres of the reading passages and their generic features in two series of high school English textbooks: Tieng Anh Grade 10, 11, 12 (TA) and Solutions Grade 10, 11, 12 (SG). The results indicated a variety of genres in the textbooks but the spread is uneven, with certain genres being more dominant. The topics were also found to be varied, with the TA series being slightly more suited to Vietnamese students' immediate needs. The detailed analysis of selected texts showed they all generally displayed many features of the established patterns of the typical genres. Nonetheless, the TA's repetition of conventional structures in more complex genres might not help sensitize students to real-life authentic texts while the SG's deviated structure might pose difficulty for some learners. These findings suggest several implications for textbook writers and teachers.

Keywords: Reading passages, genre analysis, textbook evaluation

1. Introduction

The pedagogical value of genre-based approach to language teaching has been acknowledged for a long time (Hyland, 2004; Martin & Rose, 2012). In Vietnam, genre is also one important criterion in the guidelines for textbook evaluation issued by the Ministry of Education and Training (MOET) in 2015 and in Vietnam's national foreign language 2020 project. Given that this line of research in Vietnam seems scarce and that MOET also allows both locally-developed and international marketed English textbooks, if approved, to be put on the recommendation list for use in schools, it is thus worth exploring how genres are presented in the textbooks written by native English writers in comparison with those authored by Vietnamese writers. The current paper, therefore, aims to examine the reading texts in two currently-in-use high school English textbook series in Vietnam, one of which is published by Oxford University Press and the other jointly written by MOET and Pearson. The purpose of the study is to provide a deeper understanding of the texts by analyzing the texts at both macro- and micro-levels. Thus, first, at macro-level, the paper aims to examine the range of genres found in the two textbook series and second, at the micro-level, it further analyzes the discourse features found in these texts. The paper is then guided by following research questions:

1. What is the range of genres introduced in two high school English textbook series in Vietnam?
2. What are the features of these texts presented in the two series?

* Email: np.thao@hutech.edu.vn

2. Literature review

2.1. Definition of genre

Genre

For the present study which investigates genres in school textbooks, the definition of genre is best captured by Martin’s (2009) as his notion of genre has provided the basis for the work of school genres under the systemic functional linguistics (SFL) approach. Specifically, Martin (2009) defines a genre as “a staged, goal-oriented social process through which a culture is realized in a language” (p.13). According to him, a text is *social* as there is a communication need between the writer and the reader; it is *goal-oriented* as there is a purpose for the writer to achieve through the text; it is *staged* as there is usually more than one step for the writer to achieve that goal.

Following this notion, genres, in this paper, refer to types of text that share typical features, namely social purposes, contexts, intended audiences, structures, and lexico grammatical patterns. The following are the examples of the six genres used in this paper: Information Report, Narrative, Procedure, Recount, Explanation, and Exposition. These have been developed by some noted genre scholars working under SFL approach (Derewianka, 2003; Turbill, 2008).

Register

In genre-based approaches, the term *register* is often discussed in relation to the concept of *genre*. According to Martin (2009), while genre refers to the overall structure of discourse determined by the sociocultural context, register is more concerned with the particular linguistic features determined by the interplay between its three variables, namely field, tenor and mode. Field describes what the content is about (subject matter); tenor refers to the writer/speaker’s relationship with the reader/listener and their attitude towards the subject (formality); mode is concerned with the medium in which the text is constructed (channel). In other words, in Martin’s view, genre is realized through registers, which are in turn reflected in the choice of language. Thus, genre is at a higher level than register. Martin’s categorization is similar to that of Couture’s (1986) views.

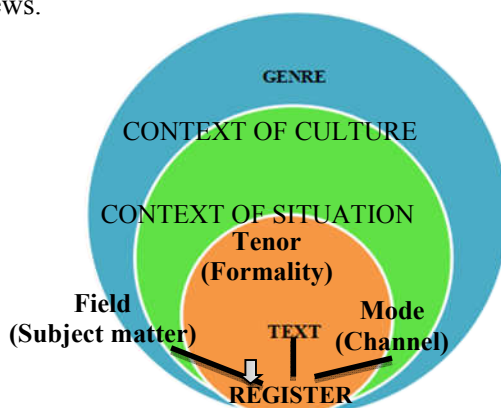


Figure 1. The relationship between genre and register (Adapted from Martin, 2009)

Text type

Text type is another term which is often conflated with *genre*. Distinctions between those terms have been proposed by a number of scholars, although there seems to be no agreement on what they mean (Martin & Rose, 2008).

For systematic and consistent categorization of texts, *genre* in this paper refers to text categorizations at a more general level while *text type* is a more specific term. For instance, *exposition* is a *genre* within which different *text types* are included such as argumentative school essays, letters of protest to editor and public posters promoting reuse and recycle of plastic bags.

2.2. Related studies

Several *genre* studies on English textbooks at school level have been conducted in Asia, where English is taught as EFL and ESL and English textbooks play a key role in the classroom. Tsang (1999) carried out the *genre* analysis of textbooks in Hong Kong, Sakai & Wada (2012) in Japan and Eldasari (2019) in Indonesia.

While there are a certain number of *genre* studies else where, this kind of research was scarce in Vietnam. From a *genre* perspective, texts tend to be analyzed at the macro-level (*genres*). For instance, in Nguyen Thi Thuy Minh's (2007) categorization of the texts of an English textbook series for Vietnamese secondary students, a list of *text types* was found including letters, essays, stories, leaflet information and TV programs. This broad categorization might be useful in an overall evaluation of the textbook, but it has neglected to consider what is referred to as the two complementary aspects of texts. As discussed in section 2.1, texts within particular *genres* can differ in terms of register, thus creating different *text types*. Thus, an essay can range from a simple narrative to more elaborate in form such as an argument. It would have been clearer if the author had also conducted a detailed analysis of the texts found to provide a clearer understanding of the characteristics of the *text types*. Also, the study reveals that the range of *text types* is limited, predominantly essay types. This lack of variety might lead the students to boredom as well as fail to enrich their experience in terms of texts, which would consequently constitute an obstruction to the goal set by MOET.

Content (the field) also plays a role in affecting students' comprehension of texts. That is, the more familiar and engaging the topic is, the easier it is for students to understand the text (Tomlinson, 2011). For instance, a recent investigation of a grade 6 English textbook for Vietnamese students conducted by Nguyen Trung Cang (2015) revealed that the topics are found to be generally engaging and relevant to students' life. One reason for the engaging content found in Nguyen Trung Cang's study was that the textbook was written for Vietnamese students and by Vietnamese authors who would understand what topics are more relevant to students. However, problems arise when it comes to internationally marketed textbooks. Previous studies have shown that as global textbooks are designed for general learners, some of the topics might not be appealing to learners of a specific culture. Since MOET also allows schools to adopt global English textbooks in classroom teaching, it is worth exploring the *genres* of this kind of global textbooks.

With the above gap, it is expected that this present study could be one of those which will provide insights into this aspect.

3. Methods

3.1. Materials

Two full sets of English textbooks for Vietnamese upper-secondary students, *Tieng Anh* Grade 10-12 (TA10-12) and *Solutions* Grade 10-12 (SG10-12) were chosen for analysis. While the TA series were jointly written by MOET and Pearson, the SG series are an internationally-marketed series published by Oxford University Press. They are both approved by MOET for use in schools. Specifically, the TA series were chosen for: (1) this series is newly written and published by MOET and Pearson (TA-10 first published in 2014; TA-11 and 12 in 2015 and 2016 respectively) (2) the series, which are developed for the 2020 project, is still in the pilot phase and are in need of feedback for improvement. The SG series, which were first published in 2010, were chosen as they are also one of the popular international-marketed textbooks adopted by MOET for use in high schools. The purpose of choosing these two series is to compare the range of genres and their language features reflected in the textbooks designed for secondary students.

The focus of the analysis was on the reading texts in the two series. Specifically, all the complete texts in the three sections of Reading, Writing, and Culture were selected. Since the scope of this paper is on the written genres, spoken texts such as speech, interviews in newspaper articles were not included.

3.2. Procedures

Table 1 below summarizes the specific procedures to answer research questions 1 and 2.

Table 1. Procedure of macro and micro level analyses

Areas to examine	Procedure of analysis
Research question 1 - Range of genres and text types	<ul style="list-style-type: none"> - First, all the complete texts in the three sections “Reading, Writing, and Culture” were collected. - The genres of these reading texts were then categorized based on the genre framework developed by Derewianka (2003) and Turbill (2008). - The text types of the texts were also examined. - A frequency count was then done to all the readings to explore how the range of genres and text-types were presented in the textbooks. - The data obtained were then mapped with MOET’s English Curriculum and Examination and in order to see whether there were gaps or emphasis over certain genres and text types.
- Range of fields	<ul style="list-style-type: none"> - A content analysis was done to all the reading texts - A frequency count was then conducted to examine the range of fields.
Research question 2 - Structural and lexicogrammatical features of the selected texts	<ul style="list-style-type: none"> - The analysis was based on the genre framework reference from Derewianka (2003) and Turbill (2008) - One specific genre from each book level was selected for detailed analysis. For the purpose of comparison, the following are the criteria, adapted from Tsang (1999) based on which the texts were chosen: <ul style="list-style-type: none"> •Genre: the two texts must share the same genre. •Length: the two texts should have a similar length. The priority was to choose longer texts to ensure more features were reflected in the genre. •Popularity: the texts should be one of the more popular genres.

	<ul style="list-style-type: none"> •Level: the two texts should be at the same level (i.e. a text from SG 10 was compared to another from SG grade 10). •Text type: the two texts should share the same text-type to limit the variations in language patterns.
--	---

3.3. Triangulation for data validation

Table 2. Summary of Rater Validation of Categorization of Genres

Genre	Information reports	Narratives	Recounts	Procedures	Explanations	Expositions
Rater 1	4	1	3	0	0	6
Rater 2	3	1	2	1	1	7

For this paper, interpreter triangulation (Nunan & Bailey, 2009) was the technique used to examine whether the text categorizations were consistent with the theories underlying genre. The categorization of the texts was then validated by two other raters. Specifically, they are both graduates from the University of Hong Kong. Fifteen texts from each textbook series were randomly selected and sent to each of the two raters for validation. To facilitate their categorization, a genre framework was also provided as a reference.

The total number of texts for categorization was thirty. Two texts overlapped and the rest were all different from one another. The results of the categorizations were very positive. The classification of the two raters totally agreed with the categorization done in this paper. The results were summarized in Table 2 above.

3.4. The issue of interrelationship across the genres

The distinction between the six genres is not always straight forward. It was found that a text might draw on the language that could be characteristic of more than one genre. Thus, there is an overlapping relationship between the genres. To solve this issue, the paper adopts Paltridge's (1995) notion of *prototype* that views genre as a continuum rather than clear-cut categories. Viewed in this perspective, exposition can be said to have language variations along the continuum with some reflecting more typical features of the genre category while some deviating from the common core. Since genre categories are considered as "probabilistic" rather than "deterministic" (Coffin, 2001, p.111), the final identification of genre is thus based on what Paltridge (1995, p.395) calls a "pragmatic and perceptual" approach rather than a linguistic one, i.e. the significance or social purpose of the text.

4. Findings

4.1. Macro analysis

4.1.1. Range of genres

Findings from MOET's English curriculum and examination syllabus

To compare the range of genres/text types discussed in MOET's English Curriculum and Examination Syllabus with those in the textbooks, those genres/text types found in MOET's documents were then categorized under the genre framework applied in this paper. Table 3 shows the summary of the matching MOET's discussion of genres with the genre framework of the paper.

Table 3. Genres found in MOET’s English Curriculum and Examination Syllabus

Genre	Information report	Narrative	Recount	Procedure	Explanation	Exposition
MOET’s English Curriculum	Brochures, Letters Newspaper articles Magazines, Blogs, Report, Ads	Fiction, Blogs	Diaries, Blogs, Letters, Postcards	Instructions, Regulations, Directions	Explaining how things work	Letters to persuade somebody to do something, Letters for jobs Newspaper articles Informative writing, Argumentative writing
MOET’s English Exam Syllabus	Brochures, messages Newspaper articles Ads, Notices, Announcements Postcards	Short stories	Letters, postcards	Instructions	Newspaper articles	Newspaper articles, Discussion/ Informative writing, Argumentative writing

Findings from the TA and SG series

Table 4. Summary of the range of genres found in the two series

Genre	TA Series	SG Series
Information reports	35	8
Narratives	1	6
Recounts	11	19
Procedures	2	0
Explanations	3	0
Expositions	28	27

Table 5. Summary of the range of genres found in each grade of the two series

Genre	TA-10	SG-10	TA-11	SG-11	TA-12	SG-12
Information reports	9	5	13	2	13	1
Narratives	1	3		1		2
Recounts	5	6	5	8	1	5
Procedures	2					
Explanations	1		1		1	
Expositions	10	11	8	9	10	7

While the findings from MOET’s documents suggest that all the genres should be presented at the upper-secondary level, the data obtained from the textbooks paint a rather different picture. From Table 4, it can be seen that the genres in TA were slightly more comprehensive than its counterpart, by the fact that all the recommended genres were covered throughout TA whereas Procedure and Explanation were not found in the whole SG series. The three major genres of TA were Information reports, Recounts and Expositions while SG put more emphasis on Recounts and Expositions.

A closer look at Table 5 revealed that there was an unbalanced distribution among the genres in each grade of the two series and that both series also displayed a rather contrasting spread of genres. For TA, Information report was common within each grade level and across the whole series whereas this genre in SG was found to be more popular at the lower level. In

contrast, more Recounts were found in the lower grades of the TA series while this genre appeared frequently across all levels in SG.

Both series put emphasis on Exposition, with 28 texts in TA and 27 in SG. This matched with what Christie and Macken-Horarik's (2011) suggestion that Exposition is the genre that high school students are likely to study. Another reason why this genre was most often used in textbooks might be because Exposition was a more inclusive genre (Martin & Rose, 2012), so there were more texts categorized into this genre.

Text types

Text types, in this paper, refer to a more specific type of texts within a genre. In the TA series, the text types are given in the teacher's guide. In the SG series, the text types are indicated in the aim box presented at the beginning of the reading/writing section (e.g. I can understand a magazine article about a school for musicians).

An investigation into the text types reveals that the range of text types in the two series is not evenly distributed. From Tables 6 and 7, the most recurring text type in both series is magazine or newspaper articles. Specifically, 57 texts from the TA series and 21 from the SG series are from magazine and newspaper articles. The texts in these magazine and newspaper articles are also found to be diverse in content, ranging from people's life stories to description of places and formal discussion of current affairs.

Table 6. Text types found in the TA series

Genre/text types	TA-10	TA-11	TA-12	Total
Magazine/Newspaper article	22	15	20	57
Letter to news letter	1			1
Formal letter (applying for jobs or asking for information)	1	1	2	4
Personal letter		1		1
Opinion school essay	1			1
Public comment forum in online newspaper/magazine	2		1	3
Brochure	1	2		3
Online forum		1		1
Leaflet		2		2
Report		1		1
Story	1			1

Table 7. Text Types Found in the SG Series

Genre/text types	SG-10	SG-11	SG-12	Total
Magazine/Newspaper article	8	8	5	21
Formal letter (applying for jobs or asking for information)	2	1	1	4
Personal letter	1	1		2
Opinion school essay	2	2	1	5
Leaflet	3		1	4
Extract from books			1	1
Story	1	2	1	4
Blog/Diary	1	1		2
Postcard	2			2
Book review		1		1

4.1.2. Range of fields

Table 8 shows that a total of 40 fields or subject matter of the texts could be identified in the two series. From the findings, it can be seen that the TA series provide a good coverage of these topics. For instance, topics on intercultural values, gender equality, global warming, higher education and life skills are recurrent themes in this series. The findings also match with the results from an evaluation of English 6 textbook conducted by Nguyen Trung Cang (2015) in which the topics are also found to be varied.

On the other hand, the topics in the SG, although quite varied (ranging from daily life to social issues), were not originally geared towards Vietnamese learners, thus containing some topics that might not appeal to them. For instance, topics on migration, nuclear power and politics of the UK, which could be useful for general knowledge, might not be of great use to the students' more immediate needs such as future career or life skills as were introduced in the TA series.

Table 8. Frequency of the fields found in TA and SG series

No	Field	TA series	SG series	No	Field	TA series	SG series
1	Advertisement		1	21	Mass media	2	2
2	Art		1	22	Medicine	1	
3	Business	1	2	23	Migration		1
4	Career	5	2	24	Money		1
5	Community services	1		25	Morality		1
6	Conflicts	1	1	26	Music	1	
7	Ecotourism	3	1	27	Nuclear power		1
8	Endangered animals	2	2	28	Organizations	2	1
9	Environment	3	1	29	People	5	4
10	Family life	3	1	30	Places	4	2
11	Future city	2	2	31	Politics		1
12	Gender equality	2		32	Poverty		1
13	Healthy lifestyle	1	1	33	Relationships	2	2
14	Higher education	2		34	Religion		1
15	Holiday		2	35	School life		1
16	Intercultural values	4		36	Science fiction		1
17	Inventions	1		37	Technology	7	2
18	Languages	1		38	Traditions	4	1
19	Life-long learning	3		39	TV shows	1	1
20	Life skills	2		40	Urbanization	2	

4.2. Micro analysis

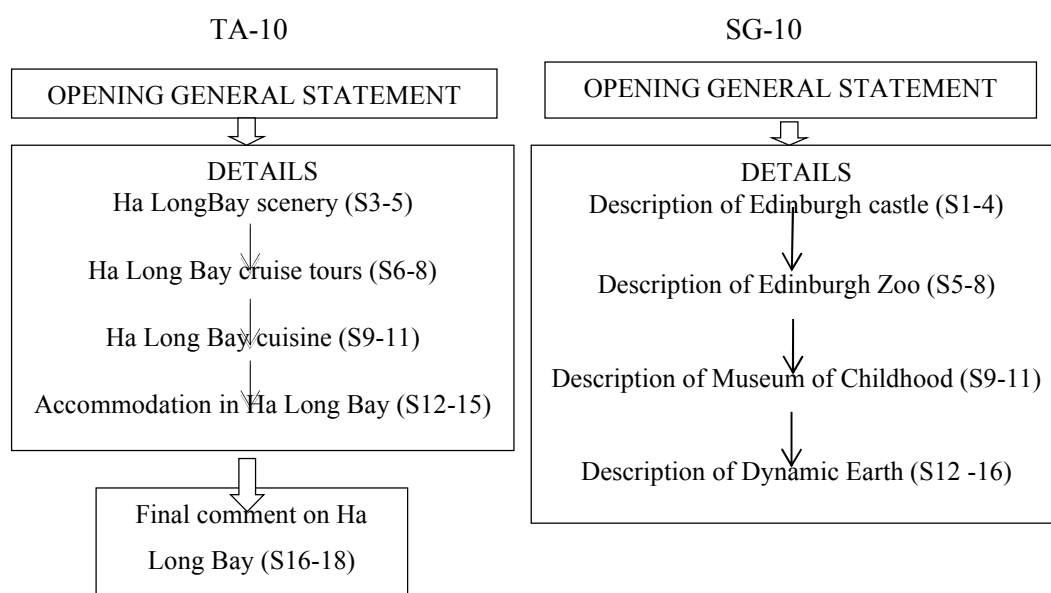
In this part, the same level book from each series were compared first at the overall level and then at the structural level. Below are the summaries of the analyses.

4.2.1. Grade 10 book analysis

Overall level

Table 9. Summary of the analysis of the texts at the overall level (Book Grade 10)

Book	Features of the genre in the literature	TA-10	SG-10
Genre	Information Report	Information Report	Information Report
Text-type	e.g. Brochure, Leaflet, Newspaper and Magazine articles	Article	Brochure
Book	Features of the genre in the literature	TA-10	SG-10
Register	To document and store information	To provide information about Ha Long Bay	To provide information about places in Edinburgh
	Objective and formal	More neutral, formal	informal
	Written	Written	Written
Language features	Use of simple present tense	mainly simple present (through the use of verbs of being and existing)	mainly simple present (through the use of verbs of being and existing)
	Descriptive language	breath taking, well-known, popular, magnificent,	top, noted, magical, new,
	Use of topic-related vocabulary	related to scenery, cuisine, cruise tour and	related to castle, zoo, museum and time machine
	Generalized participants	visitors, they	you, visitors, children
	Use of conjunctions	and, so, thus, however	and
	Use of modality to express attitude	can, may, will	will, might/imperatives
	Use of verbs to indicate action and mental activities	see, visit, taste, enjoy, remember, experience	see, enjoy, feel, travel, hear, smell

Structural level**Figure 2.** Structural analysis of the two Information Report texts of the two series (Grade 10)

4.2.2. Grade 11 book analysis

Overall level

Table 10. Summary of the analysis of the texts at the overall level (Book Grade 11)

Book	Features of the genre in the literature	TA-11	SG-11
Genre	Recount	Recount	Recount
Text-type	Newspaper/ Magazine article	Article	Article
Register	To tell what happened	To tell the life story of Conan Doyle	To tell the life story of Jimmy Wales
• Field	Neutral to formal Written	Formal Written	Formal Written
• Tenor			
• Mode			
Language features	Use of past simple	Mainly past simple	Mainly past simple
	Use of action verbs	Many e.g. studied, set up, wrote, published, acted	Many e.g. found, manage, worked, left, studied
	Use of time expressions	Some e.g. In (the year), at the age of from/to, during	Many e.g. In (the year), when, later on
	Use of vocabulary	Related to family, study, work, writing	Related to family, study, work, achievement
	Use of descriptive language	Many e.g. Brilliant, best-known, famous for,	Some e.g. Best known, tiny
	Use of specific details/participants/ places	Places/identity: Scottish, London, Edinburgh, South Africa, Crowborough Participants: his mother, Dr. Bell Details: 21 novels, 150 short stories	Places/identity: Alabama, USA; Randolph School, Participants: Larry Sanger – his colleague Details: 253 different languages

Structural level

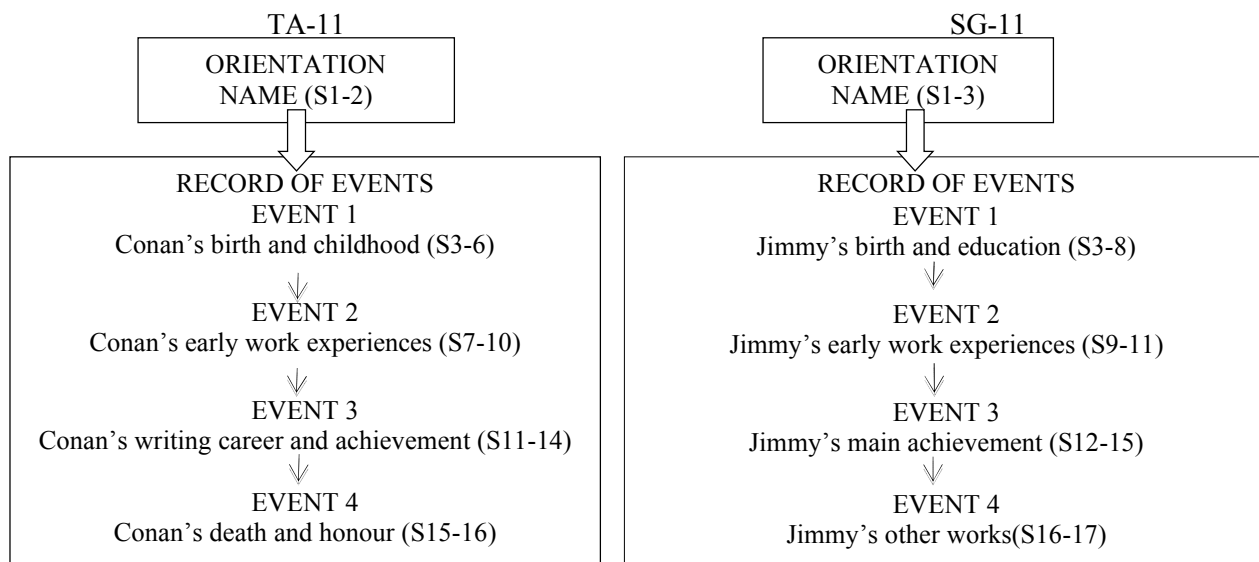


Figure 3. Structural analysis of the two Recount texts of the two series (Grade 11)

4.2.3. Grade 12 book analysis

Overall level

Table 11. Summary of the analysis of the texts at the overall level (Book Grade 12)

Book	Features of the genre in the literature	TA-12	SG-12
Genre	Exposition	Exposition	Exposition
Text-type	Newspaper/Magazine Articles, Debates, Speech/Interviews	Article	Article
Register	Discuss or argue for and against on an issue	Discuss the pros and cons of the domestic use of robots	Discuss the advantages and disadvantages of advertising in schools
- Field			
- Tenor	Formal, objective	Neutral	Neutral
- Mode	Spoken/Written	Written	Written
Language features	Use of passive voice	3 sentences	1 sentence
	Use of discourse markers	However, on the other hand, for example	However, for example,
	Use of generalized participants	People, they	Schoolchildren, they
	Use of present tense	Mainly present tense	Mainly present tense
	Use of modality	Some e.g. may, seem, can	Some e.g. can, may, would
	Use of marked themes/topical themes	<ul style="list-style-type: none"> •In order •However •On the other hand 	<ul style="list-style-type: none"> •For advertisers •Firstly/secondly/thirdly •In the USA •For example
	Use of nominalizations	<ul style="list-style-type: none"> •Large proportion of people in the surveys •The idea of having intelligent service robots 	<ul style="list-style-type: none"> •Tomorrow's adult consumers •The growing influence of big business in education

Structural level

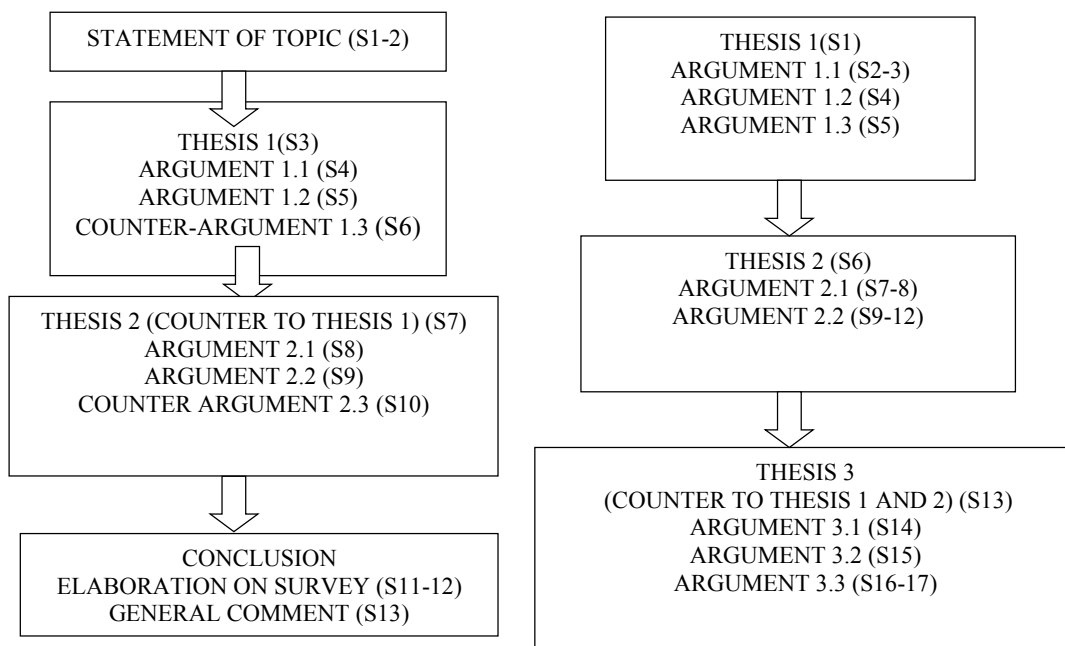


Figure 4. Structural analysis of the two Exposition texts of the two series (Grade 12)

5. Discussion

Relevance to MOET's English curriculum and examination syllabus

As regards research question 1, the findings suggest that the coverage of genre in the textbooks was quite comprehensive. Most of the genres recommended were found in both series but some tend to be more dominant than others. First, both series were found to have put strong emphasis on Exposition - a requirement from MOET. A large number of Exposition found in both series could provide learners with useful input for their expository writing.

Second, both series also shared a relatively high number of Recount. A detailed examination, nevertheless, revealed that the sub-types of Recounts in both series displayed a different distribution. Specifically, among 19 Recount texts in SG, 14 were factual recount texts, which report news events and historical recounts, 3 personal recount texts, which retell the writer's own activity (e.g. a trip to the safari, a confession of astronauts before going to space), 2 biographies and no imaginative recount. By contrast, in TA's 11 Recount texts, there were 6 biographies, 4 factual recounts, and 1 imaginative recount. No personal recounts were found. The reason that accounts for the high number of factual recounts for SG and biographies and factual recounts for TA is that high school students are expected to achieve B1 level, which requires them to describe events, hobbies, wishes, and experiences. The recount texts in these textbooks would be useful input for students to achieve the expected outcome.

Nevertheless, there was a mismatch between the textbooks and MOET's guidelines in terms of the uneven spread of some genres. In TA, only 1 Narrative and 2 Procedure texts were found in the lower level whereas in SG, no Procedure was found. This could be explained by the fact that these genres are considered easier than others and are covered in junior high school textbooks. These findings also support previous studies on textbook genres (Tsang, 1999; Martin & Rose, 2012) which also reveals an emphasis on certain genres such as Exposition and Information Reports. Nevertheless, all genres should also be reviewed in upper levels and more even spread should be achieved.

The last finding involves the limited distribution of Explanation. Unlike Narrative and Procedure, which are both the receptive and productive genre as shown in MOET's examination syllabus. Explanation, which provides learners with information about how things work, belongs to the receptive genre. For instance, one text in TA explains how soot - black carbon can cause global warming. They are not asked to produce this type. Thus, this could be the reason why TA only have 3 texts in the whole series. The lack of Explanation in SG could be because SG was geared towards general English, not for CLIL (Content and Language Integrated Learning), in which more Explanation texts that explain reasons for phenomena would be covered.

In terms of text types, both series had an extensive use of magazine and newspaper articles. As recommended by MOET, there are also other text types besides articles that are relevant to students' needs such as blogs, posters, or brochures, and especially fiction texts. In the present study, while there was no literary texts in TA, SG did include across the levels, albeit minimally.

With regard to the range of fields, the findings reveal that both series covered a wide variety of topics. Among the 40 fields identified, certain localized fields for Vietnamese students were emphasized throughout the TA series. The scope of content in SG, on the other hand, demonstrated quite a Western-oriented focus, for instance, nuclear power and migration. This could be explained by the fact that SG was authored by foreign writers and TA was locally developed.

Regarding research question 2, in order to explore the structural and linguistic features of the genres, a micro level analysis was conducted to some selected genres in the series.

For book grade 10

The chosen genre was Information Report, a common genre in Grade 10, which provides learners with descriptions of things. Based on the summary in Table 9, and Figure 2 in section 4.2.1, it was found that both Information Report texts were generally in line with the typical genre in the literature. Specifically, at the overall level, both contents were about the description of a place of interest for tourists, namely Edinburgh in SG and Ha Long Bay in TA. The mode of the two texts were written form. Nevertheless, two texts have minor linguistic variations. The TA's text had more descriptive language than the SG's text. This findings of extensive use of adjectives was in line with Ip's (2008), which pointed out that in tourism, destinations tend to be exaggerated with positive words. Some examples are: "*superb* experience, *luxury* cruise ship, *breathtaking* view" in the TA's text and "*top* attraction, a *magical* world, and *towering* glaciers" in the SG's text. The tenor of SG, on the other hand, was more in accordance with the genre exemplary than its counterpart, as reflected in the use of the second-pronoun "you" and the imperative in the text. These are typical features of tourism brochures (Terauchi, Maswana, & Yamada, 2017). As this writing aims to persuade people to come to visit the place, the use of "you" and the imperative made the reader feel personally engaged as if they were having a conversation with the writers. The lack of these features in the TA's text made it slightly less authentic. At the structural level, both texts followed the generic features of Information Report in the literature. They had the introduction or topic at the beginning, followed by the detailed description of different aspects of the place.

For book grade 11

The selected genre was Recount, specifically Biography, which recounts a person's life stages. Bases on the summary in Table 10 and Figure 3 in section 4.2.2, the findings suggest both texts matched well with the description in the literature in terms of structural and linguistic features. Both texts followed the pattern of Orientation→Record of events. The TA text started with an orientation that provided contextual background information about Conan Doyle – a famous dead writer, followed by a record of his life events from his birth to his death. The same pattern was found in the SG's text about Jimmy Wales – an American Internet entrepreneur. The life stories of these people were presented in time order, as reflected in the wide use of time adverbials in both texts and past tenses, thus maintaining the narrative style of Recount. As such, the thematic development took the form of a zigzag pattern (Eggs, 2004). That is, the new subsequent events were built on the previously introduced information, thus creating for this recount what Eggs calls "a sense of cumulative development" (p.325). Also, both texts had similarity in the only use of third-person pronoun and declaratives, in the absence of modal verbs, and in the large number of nominalizations. The tenor of both texts, therefore, was formal.

For book grade 12

The selected genre was Exposition, the social purpose of which is to discuss or argue for or against a particular point of view. Specifically, both texts were discussion texts, in which the TA's text discussed two contrasting attitudes towards robots and SG discussed opinions about advertising in school. Based on the summary in Table 11 and Figure 4 in section 4.2.3, both texts were found to reflect the linguistics features of the genre such as the use of third-person pronouns in presenting arguments, nominalizations, modality, and passive voice. All of these contributed to the formality of the texts. At the structural level, the TA text was more in line with the established pattern, following the traditional pattern of Thesis → Arguments → Conclusion. The SG text, on the other hand, did not have an explicitly stated thesis and conclusion. These findings suggest that the TA's text structure would lay a good foundation for the future argumentative structure students will be likely to encounter in university, which is called the "three-stage essay" (Hyland, 1990). This structure, however, was later problematized by Schneer (2014) who concluded that this generalized structure did not reflect real-world argumentative writing, which can take various forms. This was shown in the findings from the SG's text, in which there was an implicit thesis in the introduction and no conclusion. The reason for such deviation could be that the text was adapted from an authentic newspaper article. This finding was corroborated by Myskow and Gordon (2009) and Schneer (2014), who found that the structure of nonacademic argumentative writing was significantly contrasting with the traditional three-stage template. Such deviation might at first pose difficulties for learners who have been taught the conventional structure. The findings suggest that teachers need to familiarize high school students with the multifariousness of Exposition by providing them with the opportunity to research different texts and discuss in class in order to raise genre awareness.

6. Conclusion

The findings of this study, employing genre-based content analysis, unraveled that both textbook series had a lopsided range of genres and text types. Certain genres, namely Information Report, Recount and Exposition were more dominant than others. Additionally, both series lacked literary texts and had extensive use of newspaper/articles. The topics of both series were found to be varied, with TA's focus on Vietnamese students' immediate needs and SG's on the West. The micro analysis of the texts also revealed that for simpler genres such as Information Report and Recount, both series generally matched well with the convention but variations were found in a more complex genre (Exposition) for SG.

Some implications within this study are drawn. For textbook writers, the uneven distribution could deprive students of the opportunity to enhance their genre knowledge, thus it is suggested that future textbook revision should focus on expansion of the spread of genres and text types. For teachers, the results clearly show that no textbook series was superior to others in all aspects. It is thus reasonable to suggest that teachers should not strictly adhere to a single textbook and are encouraged to utilize the best features of TA and SG depending on the students' levels. Teachers need to have a consciousness of genre and register in order to make an informed choice of learning texts for students.

This study still bears some limitations. It has only examined two high school English textbooks out of many other series. Also, the paper investigated only complete written genres, excluding the spoken genres and those texts which were either too short and fragmented or had the sentences removed for the purpose of activity practice. Thus, the results should be treated with caution. Future studies are warranted to obtain a clearer understanding of genre in English textbooks.

References

- Christie, F., & Macken-Horarik, M. (2011). Disciplinarity and the case of school subject English. In F. Christie & K. Maton (Eds), *Disciplinarity: Functional linguistic and sociological perspectives* (pp. 175-196). London, England: Continuum.
- Coffin, C. (2001). Theoretical approaches to written language: A TESOL perspective. In A. Burns, & C. Coffin (Eds.), *Analyzing English in a global context: A reader* (pp. 93-122). London, England: Routledge.
- Couture, B. (1986). *Functional approaches to writing: Research perspectives*. Norwood, NJ: Ablex.
- Derewianka, B. (2003). Trends and issues in genre-based approaches. *RELC Journal*, 34(2), 133-154.
- Eggs, S. (2004). *Introduction to systemic functional linguistics*. London, England: A&C Black.
- Eldasari, D.I. (2019). *Genre analysis on reading passages of English textbook Talk Active*. Raden Intan State Islamic University, Lampung, Indonesia.
- Hyland, K. (1990). A genre description of the argumentative essay. *RELC Journal*, 21, 66-78. Doi:10.1177/003368829002100105.
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor, MI: University of Michigan Press.
- Ip, J.Y.L. (2008). Analyzing tourism discourse: A case study of a Hong Kong travel brochure. *LCOM Papers*, 1, 1-19.
- Martin, J.R. (2009). Genre and language learning: A social semiotic perspective. *Linguistics and Education*, 20(1), 10-21.
- Martin, J.R., & Rose, D. (2008). *Genre relations: Mapping culture*. London, England: Equinox.
- Martin, J.R., & Rose, D. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school*. London, England: Equinox.
- Ministry of Education and Training (MOET) (2015). *Quy định bộ tiêu chí đánh giá sách giáo khoa tiếng Anh giáo dục phổ thông*. Retrieved from: <https://thuvienphapluat.vn/van-ban/giao-duc/thong-tu-31-2015-tt-bgdtt-bo-tieu-chi-danh-gia-sach-giao-khoa-tieng-anh-giao-duc-pho-thong-299108.aspx>.
- Myskow, G., & Gordon, K. (2009). A focus on purpose: Using a genre approach in an EFL writing class. *ELT Journal*, 64(3), 283-292.
- Nguyen Trung Cang (2015). *An evaluation of the textbook English 6: A case study from secondary schools in the Mekong Delta provinces of Vietnam*. Unpublished Thesis. University of Sheffield, UK.
- Nguyen Thi Thuy Minh (2007). *Textbook evaluation: The case of English textbooks currently in use in Vietnam's upper-secondary schools*. Unpublished Manuscript. SEAMEO RELC, Singapore.
- Nunan, D., & Bailey, K.M. (2009). *Exploring second language classroom research: A comprehensive guide*. Boston, MA: Cengage.
- Paltridge, B. (1995). Working with genre: A pragmatic perspective. *Journal of Pragmatics*, 24(4), 393-406.
- Sakai, H., & Wada, J. (2012). A genre/text-type analysis of junior high school English textbooks. *JALT Journal*, 34(2), 209-238.
- Schneer, D. (2014). Rethinking the argumentative essay. *TESOL Journal*, 5(4), 1-35.
- Terauchi, H., Maswana, S., & Yamada, M. (2017). A genre-based study of tourism language in English textbooks. *Journal of Global Tourism Research*, 2(2), 115-122.
- Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge, England: Cambridge University Press.
- Tsang, W.W. (1999). *Genre analysis of the reading passages in English textbook series in Hong Kong*.

Unpublished Thesis. The University of Hong Kong, China.

Turbill, J. (2008). Features of common text types. In V. Noak & M. Nicole (Eds.), *Writers in schools*. Retrieved from: PETAA database.

PHÂN TÍCH THỂ LOẠI CÁC BÀI ĐỌC TRONG HAI BỘ SÁCH GIÁO KHOA TIẾNG ANH TRUNG HỌC PHỔ THÔNG

Tóm tắt: Thể loại là chủ đề thường được thảo luận bởi nhà thiết kế chương trình học và tác giả sách giáo khoa. Để cung cấp thông tin cho nghiên cứu ít ỏi về thể loại ở Việt Nam, nghiên cứu này, sử dụng phương pháp phân tích nội dung, khám phá sự đa dạng về thể loại của các bài đọc và các đặc điểm về cấu trúc, ngữ pháp và từ vựng của chúng giữa hai loại sách giáo khoa tiếng Anh trung học phổ thông: Tiếng Anh Lớp 10, 11, 12 và Solutions Lớp 10, 11, 12. Kết quả cho thấy hai bộ sách đều đề cập đến các thể loại được đề nghị trong sách giáo khoa nhưng sự phân bố thì không đồng đều, với một số thể loại chiếm ưu thế hơn. Các chủ đề cũng rất đa dạng và bộ TA phù hợp hơn với nhu cầu cấp thiết cho học sinh Việt Nam. Phân tích chi tiết của các bài đọc được chọn cũng cho thấy tất cả nhìn chung đều hiển thị nhiều đặc điểm tương đồng với các thể loại điển hình. Tuy nhiên, việc lặp đi lặp lại các cấu trúc đơn giản trong các thể loại phức tạp hơn trong bộ TA có thể không giúp học sinh quen với các cấu trúc của thể loại này trong thực tế. Trong khi cấu trúc phức tạp này ở bộ SG có thể gây khó khăn cho một số học sinh. Những kết quả này sẽ giúp ích cho tác giả sách và giáo viên.

Từ khóa: Đoạn bài đọc, phân tích thể loại, đánh giá giáo trình