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Genre Analysis of EFL Textbooks: A Study of Vietnam

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Abstract

This paper reports findings of a research project focusing on the analysis of reading and writing genres introduced in three compulsory high school English textbooks for Grades 10, 11 and 12 in the Vietnamese context, drawing on Systemic Functional Linguistics (SFL). The results showed that informative texts were dominant across textbook levels, while persuasive and imaginative text types were lacking. Drawing on curricula from around the world including *the Australian Curriculum: English*, it is argued that the lack of persuasive genres in the Vietnamese curriculum materials in government schools does not position high school teachers to prepare their students for national English tests in university entrance examinations and for some competitive international English testing systems which also assess effective persuasive writing. This may limit students' opportunities to further their higher education overseas, and, more importantly, may hinder their ability to make arguments and write persuasive texts for authentic contexts. As implications of the study, this paper will introduce and analyse model persuasive texts to demonstrate what might be added to the Vietnamese curriculum and taught in an EFL high school context. It will also discuss the methodological approach to the teaching of persuasive genres from the SFL perspective. While this research is specific to the Vietnamese context, the findings and implications are of relevance to other global contexts including Australia and the ALEA 2026 conference theme by empowering student persuasive voices and enhancing teaching practice, given the importance of persuasive genres in the international English education curricula.

Key words: genre analysis, EFL teaching, high school textbooks, Vietnamese curriculum, Systemic Functional Linguistics, persuasive genre, *Australian Curriculum: English*