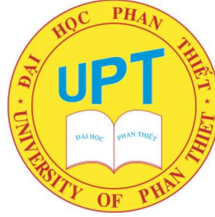


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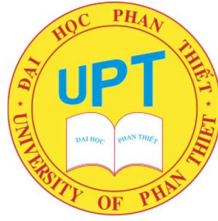
**LƯU THỊ MY MY**

**EVALUATING THE INTEGRATION OF  
INTERCULTURAL COMMUNICATION COMPETENCE IN  
FIFTH-GRADE GLOBAL SUCCESS TEXTBOOKS AT  
HÀM CƯỜNG 2 PRIMARY SCHOOL**

**MASTER'S GRADUATION PROJECT  
MAJORED IN ENGLISH LANGUAGE**

**Bình Thuận Province – 2025**

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**MAJOR IN ENGLISH LANGUAGE**

**CODE: 8220201**

**MASTER'S GRADUATION PROJECT**

**SCIENCE INSTRUCTOR'S NAME(s):**

**Ph.D TRẦN THỊ QUỲNH LÊ**

**Bình Thuận Province - 2025**

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to express my deepest gratitude to my supervisor, Ph.D. Trần Thị Quỳnh Lê, for her dedicated support and invaluable contributions. I truly appreciate her time, commitment, extensive knowledge, and constructive feedback throughout the process of completing this master's thesis. Without her precious guidance and advice, I would not have been able to complete this report.

Secondly, I sincerely thank all the lecturers who have taught and guided me during my two years at Phan Thiết University. I would also like to extend my appreciation to the staff of the English Department and the Graduate Management Department for creating favorable conditions that enabled me to successfully complete this course.

Additionally, I am deeply grateful to my colleagues at Hàm Cường 2 Primary School, including the Principal, the Management Board, and all the teachers, for their encouragement and wholehearted support. Their assistance played a crucial role in helping me complete this report.

Above all, I would like to extend my special thanks to my classmates. They have always encouraged and motivated me whenever I faced difficulties. Moreover, they willingly shared their knowledge and experience to help me improve my report while supporting me in various ways to ensure its successful completion.

Finally, I would like to express my deepest gratitude to my family, who have always been by my side. Their unwavering support and belief in me have helped me overcome challenges and served as the driving force for me to strive for the best results. I am truly grateful for their trust and encouragement.

## STATEMENT OF AUTHORSHIP

I confirm that the work presented in this research entitled “**Evaluating The Integration of Intercultural Communication Competence in Fifth-Grade Global Success Textbooks at Hàm Cường 2 Primary School**” has been performed and interpreted solely by myself.

I confirm that this work is submitted in partial fulfilment for the MA course of English Language at University of Phan Thiết and has not been submitted elsewhere in other forms for the fulfilment of any other article or paper.

Bình Thuận, March 2025

Lưu Thị My My

## ABSTRACT

This study evaluates the integration of intercultural communication competence (ICC) in the Global Success English textbook for fifth grade at Hàm Cường 2 Primary School, aiming to assess how well the textbook supports students in developing intercultural understanding and communication skills.

Using a mixed-methods approach, the research includes textbook content analysis, surveys, and interviews with 60 students, 30 males and 30 females and 2 English teachers. Findings reveal that while the textbook incorporates some ICC elements, they remain limited, primarily providing surface-level cultural information rather than fostering deeper understanding. Both teachers and students acknowledge the importance of ICC but express the need for more engaging and practical activities.

Based on these findings, the study suggests improving the textbook by incorporating real-life cultural scenarios, student-centered activities, and teacher training programs. This research contributes to the field of intercultural communication in language education in Vietnam and offers insights for curriculum development.

**Keywords:** *intercultural communication; English textbooks; primary education; Global Success; curriculum integration; cultural awareness; fifth-grade students.*

## VIETNAMESE ABSTRACT

Giao tiếp liên văn hóa (ICC) ngày càng đóng vai trò quan trọng trong thế giới toàn cầu hóa hiện nay. Kỹ năng ICC hiệu quả giúp cá nhân có thể tương tác với những người từ các nền văn hóa khác nhau, thúc đẩy sự thấu hiểu, hợp tác và đồng cảm lẫn nhau.

Giáo dục tiểu học đóng vai trò nền tảng vững chắc cho sự phát triển ngôn ngữ, khiến ICC trở thành một kỹ năng quan trọng đối với học sinh tiểu học. Việc rèn luyện ICC từ sớm giúp trẻ em có khả năng thích ứng với sự đa dạng văn hóa trong xã hội hiện đại. Trong bối cảnh giảng dạy ngôn ngữ, việc tích hợp ICC là điều cần thiết để phát triển những người học ngôn ngữ toàn diện. Ở Việt Nam, giáo dục tiếng Anh đã trở nên đặc biệt quan trọng trong những năm gần đây.

Nghiên cứu này đánh giá mức độ tích hợp năng lực giao tiếp liên văn hóa (ICC) trong sách giáo khoa tiếng Anh Global Success dành cho học sinh lớp 5 tại Trường Tiểu học Hàm Cường 2. Nghiên cứu xem xét mức độ hỗ trợ của sách giáo khoa đối với học sinh trong việc phát triển hiểu biết về văn hóa và kỹ năng giao tiếp liên văn hóa.

Nghiên cứu này sử dụng phương pháp nghiên cứu kết hợp (mixed-methods), nghiên cứu kết hợp phân tích sách giáo khoa, khảo sát, phỏng vấn, bài kiểm tra trước và sau can thiệp để đánh giá hiệu quả của việc tích hợp ICC. Với sự tham gia nghiên cứu được thực hiện cùng 60 học sinh và 2 giáo viên tiếng Anh, thu thập ý kiến về trải nghiệm học tập của họ với sách giáo khoa này.

Sau một thời gian nghiên cứu, Kết quả cho ra như sau: Mặc dù sách giáo khoa có tích hợp một số yếu tố ICC, nhưng chúng vẫn còn hạn chế và chủ yếu cung cấp kiến thức văn hóa ở mức độ bề mặt. Cả giáo viên và học sinh đều nhận thấy tầm quan trọng của ICC, nhưng cho rằng cần có nhiều hoạt động thực tế và hấp dẫn hơn.

Kết quả bài kiểm tra trước và sau can thiệp cho thấy học sinh được tiếp cận các hoạt động tập trung vào ICC có sự cải thiện về nhận thức văn hóa và kỹ năng giao tiếp.

Cuối cùng nghiên cứu đã đưa ra đề xuất cải thiện cho bộ sách giáo khoa tiếng Anh Global Success dành cho học sinh lớp 5 tại Trường Tiểu học Hàm Cường 2. Đầu tiên sách nên mở rộng nội dung văn hóa bằng cách tích hợp tình huống giao tiếp thực tế và các cuộc thảo luận sâu hơn về sự đa dạng văn hóa. Hơn hết, nên bổ sung các hoạt động tương tác như nhập vai, tranh luận và so sánh văn hóa. Cuối cùng, sách nên tổ chức chương trình đào tạo cho giáo viên để giúp họ tích hợp ICC hiệu quả hơn vào bài giảng.

Sau cùng, nghiên cứu đã cho ra ý nghĩa về việc đánh giá mức độ tích hợp giao tiếp liên văn hóa (ICC) của sách giáo khoa tiếng Anh Global Success lớp 5, tại trường tiểu học Hàm Cường 2. Nghiên cứu này đóng góp vào lĩnh vực giao tiếp liên văn hóa trong giảng dạy ngôn ngữ tại Việt Nam và cung cấp những gợi ý hữu ích cho việc phát triển chương trình giảng dạy. Nó nhấn mạnh sự cần thiết của việc cải tiến sách giáo khoa tiếng Anh, không chỉ để dạy ngôn ngữ mà còn để trang bị cho học sinh kỹ năng giao tiếp hiệu quả trong môi trường đa văn hóa của thế giới hiện đại.

## **ENGLISH ABSTRACT**

Intercultural communication (ICC) plays an increasingly important role in today's globalized world. Effective ICC skills enable individuals to interact with people from different cultural backgrounds, promoting mutual understanding, cooperation, and empathy.

Primary education provides a solid foundation for language development, making ICC a crucial skill for elementary students. Cultivating ICC from an early age equips children to adapt to cultural diversity in modern society. In the context of language teaching, integrating ICC is essential for developing well-rounded language learners. In Vietnam, English education has become particularly important in recent years.

This study assesses the level of integration of intercultural communicative competence (ICC) in the Global Success English textbook for 5th-grade students at Hàm Cường 2 Elementary School. The study examines the extent to which the textbook supports students in developing cultural understanding and intercultural communication skills.

This study uses a mixed-methods research approach, combining textbook analysis, surveys, interviews, and pre- and post-intervention tests to evaluate the effectiveness of ICC integration. The study involved 60 students and 2 English teachers, gathering insights into their learning experiences with this textbook. After a period of research, the following results were obtained: Although the textbook integrates some ICC elements, they are limited and mainly provide cultural knowledge at a superficial level. Both teachers and students recognize the importance of ICC but believe that more practical and engaging activities are needed. The results of the pre- and post-intervention tests show that students



exposed to ICC-focused activities improved their cultural awareness and communication skills.

Finally, the study made recommendations for improving the Global Success English textbook for 5th-grade students at Hàm Cường 2 Elementary School. Firstly, the book should expand cultural content by integrating real-life communication situations and deeper discussions on cultural diversity. Furthermore, interactive activities such as role-playing, debates, and cultural comparisons should be added. Finally, the book should provide training programs for teachers to help them integrate ICC more effectively into their lessons.

Ultimately, the study highlights the significance of evaluating the level of ICC integration in the 5th-grade Global Success English textbook at Hàm Cường 2 Elementary School. This research contributes to the field of intercultural communication in language teaching in Vietnam and provides useful suggestions for curriculum development. It emphasizes the need to improve English textbooks, not only to teach language but also to equip students with effective communication skills in the multicultural environment of the modern world.

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## **LIST OF ABBREVIATIONS**

CG: Control group

EG: Experimental group

ICC: Intercultural Communication Competence



## INTRODUCTION

This is an overview of the entire study including the aims of the study, statement of the problem, research questions, and background of the study as well as the rationale behind conducting the study and selecting participants. Additionally, it provides an outline of the subsequent chapters.

### 1. Research background

Intercultural communication (ICC) has become increasingly pivotal in today's globalized world. Effective ICC skills empower individuals to engage with people from diverse cultural backgrounds, fostering mutual understanding, cooperation, and empathy. Intercultural communicative competence is concerned with the ability to ensure mutual understanding, to establish relationships, to perceive oneself and others as members of social groups and to interpret and relate to experience from another culture. Byram, M. (1997). In Vietnam, English language education has gained significant prominence in recent years. The development of intercultural communicative competence should be an integral part of foreign language education. Lázár, I. (2007).

As English becomes a global language, incorporating ICC into English language teaching is imperative to prepare Vietnamese students for the globalized world. However, there is a need for further research to evaluate the effectiveness of integrating ICC into Vietnamese English textbooks, particularly at the primary level. Bennett (2004), Fantini (2000), Byram (1997), Guo-Ming Chen & Starosta (1996), Wiseman (2002), Thomas (2007), Deardorff (2006), Earley & Ang (2003). with various lines of reasoning, all assert that ICC is a prerequisite for interactions between people from different cultures.

In terms of capability, the authors, with different interpretations, all agree that ICC is the ability to interact effectively and appropriately with members of

different cultures Wiseman (2002), the ability to negotiate cultural meanings and execute effective and appropriate communicative behaviors Guo-Ming Chen & Starosta, (1996), the ability to relinquish a value-based cultural pattern adapt to different cultural contexts based on aspects of cognitive and metacognitive processes, motivational mechanisms, and behavioral adjustment Earley & Ang, (2003).

In an increasingly interconnected world, intercultural communication competence (ICC) has become a crucial skill for students, enabling them to navigate and engage effectively with diverse cultural perspectives. At the primary school level, integrating ICC into educational materials, particularly textbooks, plays a significant role in shaping young learners understanding of global cultures and communication. Intercultural competence is the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes. Deardorff, D. K. (2006).

In Vietnam, the English curriculum has evolved to emphasize global awareness and intercultural understanding, aligning with the country's educational reform efforts. The Global Success textbook series, currently used in many primary schools, aims to develop students' language proficiency while fostering cultural appreciation. However, how well these textbooks incorporate ICC elements remains a subject of inquiry. Developing intercultural communicative competence in foreign language teaching in particular and global citizenship education or international education in general, as the integration and globalization process is strongly taking place, is an urgent demand. Nguyễn Quang (2017).

This study evaluates the integration of intercultural communication competence in fifth-grade Global Success textbooks at Hàm Cường 2 Primary School. By examining the extent to which these textbooks introduce cultural diversity, promote cross-cultural awareness, and develop communication strategies,

the research aims to provide insights into the effectiveness of current educational materials in preparing young learners for intercultural interactions. Proposing a model for developing intercultural communicative competence is a necessary task to thereby propose (or consider), develop (or adjust), and implement (or apply) suitable programs, content, teaching and learning methods that help learners effectively interact in real-life intercultural communication events based on accurate awareness, good qualities, positive attitudes, rich knowledge, and comprehensive skills.

The increasing demand and reality of communication between language-cultural communities require intercultural interactors to possess appropriate awareness, qualities, knowledge, and communication skills in an intercultural environment. Due to the growing awareness of the important role of culture in communication, especially intercultural communication, interactors need to have the ability to 'go bicultural multicultural at various levels... therefore, the study of intercultural communicative competence (ICC) becomes an urgent need. It can be affirmed that the research on developing this type of competence is aimed at meeting the demands of the integration process, while preparing the younger generation as global citizens. Furthermore, understanding the role of ICC in English textbooks can help educators and policymakers refine curriculum content, ensuring that students acquire not only linguistic skills but also the ability to communicate respectfully and effectively in a multicultural world.

## **2. Research questions**

This study aims to determine the significance of teaching intercultural communication (ICC) at the primary level, particularly in the context of globalization. It also seeks to assess whether students acquire ICC through the Global Success English textbook. To achieve these objectives, the study is guided by two research questions.

Research Question 1: How are ICC elements integrated into the 5th-grade Global Success textbook in the context of Hàm Cường 2 Primary School? This question focuses on analyzing the specific ways in which the textbook incorporates intercultural elements into lesson content, activities, and exercises. By answering this question, the study will provide an overview of the level of ICC integration in the textbook and evaluate its alignment with the curriculum at Hàm Cường 2 Primary School.

Research Question 2: How does the integration of intercultural communication (ICC) in the Global Success textbook impact the development of intercultural communicative competence among 5th-grade students at Hàm Cường 2 Primary School? This question aims to assess the effectiveness of ICC integration. It examines whether using this textbook enhances students' ability to communicate with foreigners, understand different cultures, and develop a respectful attitude towards cultural diversity. The rationale for choosing these two research questions is as follows: The first research question helps to identify the specific ICC elements within the textbook, allowing for an evaluation of the suitability and effectiveness of ICC integration. The second research question assesses the direct impact of using the textbook on the development of students' intercultural competence.

### **3. Research objectives**

This study analyses the extent to which intercultural communication competence is integrated into the Grade 5 Global Success textbook at Hàm Cường 2 Primary School, examining the presence of this competence in the content, topics and learning activities. Explore how diverse cultures are represented in the textbooks and evaluate their effectiveness in promoting intercultural awareness and appreciation in students.

Next, evaluate the teaching strategies and activities included in the textbooks to promote intercultural communication skills and encourage intercultural understanding. Identify potential gaps and limitations in the textbooks regarding the integration of intercultural communication competence, highlighting areas for improvement.

The primary objective of this study is to assess the level of integration of intercultural communication (ICC) elements in the 5th-grade Global Success textbook and to analyze the effectiveness of these elements in developing students' ICC. Additionally, the study aims to explore the perceptions of students and teachers regarding this process, contributing to a deeper understanding of the role of textbooks in promoting intercultural understanding and skills among young learners.

Specific objectives include analyzing the integration of ICC elements such as cultural comparisons, global issues, and language use, into the textbook's content and activities; assessing students' perceptions and attitudes towards intercultural communication (ICC) activities presented in the textbook; identifying the strengths and weaknesses of the textbook in promoting intercultural communication; and proposing recommendations to improve the integration of intercultural communication (ICC) in future editions of the textbook.

The following studies aim to provide insights for improving textbook content. The objective is to evaluate the level of integration of Intercultural Communication Competence (ICC) in the *Global Success* Grade 5 textbook. The goal is to propose ways to enhance the content so that the textbook not only teaches language but also helps students develop intercultural communication skills. Additionally, the study aims to support teachers in delivering more effective instruction and suggest appropriate teaching methods to supplement any missing content in the textbook.

More importantly, this research seeks to guide curriculum development and contribute to adjustments in the primary English program to ensure that students can communicate effectively in multicultural environments. It also supports textbook developers in designing content that better integrates ICC.

Ultimately, this study aims to contribute to research on language education by providing a reference for other studies on intercultural communication in English teaching. It also seeks to add to discussions on modern educational methodologies in Vietnam. Finally, recommendations are proposed to enhance the inclusion of intercultural communication competence in English language teaching at the primary level, ensuring a more comprehensive and effective approach to global education.

#### **4. Implications of the study**

This study holds significant implications for language education and curriculum development, particularly for the 5th-grade Global Success English textbook at Hàm Cường 2 Primary School. Firstly, the findings of this research can inform the development of future textbooks by emphasizing the importance of incorporating intercultural communication (ICC) elements.

Secondly, teacher training initiatives can benefit from the study by providing detailed information on effective strategies for teaching intercultural communication, which can be integrated into teacher training programs. Thirdly, this research can improve primary education by helping educators identify effective approaches to teaching intercultural communication (ICC) and implementing activities that foster intercultural understanding and competence among students. Finally, this study contributes to the growing body of research on intercultural communication (ICC) in language education, especially in the Vietnamese context.

This study contributes to research on Intercultural Communication Competence (ICC) in foreign language teaching, expanding the understanding of the integration of ICC in English textbooks—an area that has not been extensively explored at the primary school level in Vietnam. It enriches the body of knowledge on intercultural education by analyzing textbook content based on theories from Byram (1997), Deardorff (2006), Kramsch (1993), and others. More importantly, the study also provides a methodology for assessing ICC in textbooks. It serves as a foundation for future research on evaluating and developing English curricula with an integrated intercultural competence approach. Additionally, it helps establish evaluation criteria for intercultural content in textbooks, offering researchers a new methodological approach.

This research provides guidelines for improving English textbooks. The findings help textbook developers assess the current level of ICC integration and propose adjustments so that textbooks not only teach language but also equip students with the knowledge and skills to interact effectively with diverse cultures. More importantly, the study supports teachers in ICC instruction. Teachers can use the research findings to guide their teaching strategies, helping students develop intercultural communication skills from an early age.

In the context of global integration, ICC is becoming increasingly important, especially as Vietnamese students have more opportunities to interact with international peers. This study contributes to enhancing the quality of English education in Vietnam by proposing practical teaching activities that ensure students not only learn English but also understand and respect cultural diversity.

Furthermore, the study has broader implications for policymakers in the education sector, highlighting the necessity of designing curricula that incorporate intercultural perspectives. By addressing these issues, the research can help create

more inclusive and culturally responsive educational materials. Additionally, it can encourage collaboration between educators, curriculum developers, and policymakers to ensure that students are well-prepared for intercultural interactions in a globalized society. Future research can build upon this study by exploring how different pedagogical approaches can further enhance intercultural competence in primary school students.

## **5. Scope and Limitations of the Study**

This study will focus on the 5th-grade Global Success textbook, a widely used English textbook in Vietnamese primary schools. The research will involve analyzing the textbook content to identify intercultural communication (ICC) elements and surveying 60 students from two 5th-grade classes and two English teachers at Hàm Cường 2 Primary School to gather their perceptions of the textbook's effectiveness in promoting intercultural understanding.

Concerning the scope of the study, the structure of this study consists of three main chapters. First, the introduction will present the rationale, objectives, significance, and scope of the study. Second, Chapter 1 provides a literature review, presenting relevant theories on intercultural communication, language education, and textbook analysis. Next, Chapter 2: Research Methodology will detail the data collection and analysis methods (textbook analysis, surveys, and interviews). Following that, Chapter 3: Results and Discussion will present the findings from data analysis and discuss the results. Finally, the conclusion will summarize the research findings, draw conclusions, and provide recommendations for future studies.

Concerning the limitations of this study, while this study has contributed to a better understanding of the integration level of intercultural communicative competence (ICC) in the Global Success textbook for 5th-grade students at Hàm



Cường 2 Primary School, it still has several limitations that need to be acknowledged. These limitations may have affected the study results and also suggest directions for future research.

Firstly, regarding the limited sample size, the study was conducted with only 60 students, 30 males and 30 females, and 2 English teachers, which is a relatively small sample size. With a larger sample size, the research results could more clearly reflect the overall situation of primary school students in Vietnam. Additionally, since the participants were selected from only one school, the results may not be highly generalizable to other educational contexts.

Secondly, regarding the short intervention period, the intervention time in this study lasted only six months, which may not be sufficient for students to fully develop their intercultural communicative competence, including the time for conducting the research and making revisions. This short-term period may limit the depth of cultural understanding and communication skills. Studies conducted over a longer period may provide more comprehensive insights into the long-term impact of ICC integration.

Thirdly, the study lacks cross-cultural comparison. The research focuses on evaluating ICC development in a single cultural context (Vietnam). Without a comparative analysis with students from other cultures or educational contexts, it is difficult to determine whether the observed challenges and progress are culture-specific or universal. Future studies should include cross-cultural comparative analysis to provide broader insights for the Vietnamese education system.

## **CHAPTER 1. LITERATURE REVIEW**

This chapter examines existing literature on the integration of intercultural communicative competence (ICC) in the Global Success textbook for fifth-grade students. It explores relevant theories, empirical research, and practical applications of ICC in language teaching. This chapter not only presents the challenges students face in developing intercultural communicative competence but also provides essential information on how the Global Success textbook supports or limits the development of ICC.

### **1.1 Introduction to Intercultural Communication**

#### ***1.1.1 Definition of Intercultural Communication***

Intercultural communication (ICC) is the process of interaction between individuals from different cultural backgrounds. This process involves the exchange of information, ideas, and emotions, but goes beyond the mere use of language. It requires a deep understanding of the values, beliefs, customs, and social behaviors of different cultures. According to Byram (1997), in order to have a successful conversation with someone from a different culture when using a non-native language, the language user needs not only Communicative competence but also Intercultural competence. In short, ICC is a person's ability to communicate proficiently, confidently, and appropriately in a foreign language with people from other cultures Byram (1997).

The elements that constitute intercultural communication (ICC) include. Firstly, language is this encompasses both spoken and written language. Language is not merely a tool for transmitting information but also reflects the culture and worldview of a community. Next is nonverbal communication, which includes non-verbal cues such as gestures, postures, facial expressions, interpersonal distance, physical touch, etc. These cues can have different

meanings depending on the culture. Following that are values and beliefs, which are the principles and viewpoints that a group of people believe to be true and important. They shape how people think, feel, and act. Finally, social behavior refers to the ways in which people interact with each other in a particular society. For example, ways of greeting, expressing emotions, and behaving in different social situations.

Why is ICC important in learning? In an increasingly globalized world, ICC has become more important than ever. A better understanding can: Minimize misunderstandings and conflicts, ultimately, build relationships, create sustainable relationships and effective cooperation. It can also solve global problems and face the common challenges of humanity. In short, intercultural communication (ICC) is a complex process that requires sensitivity, respect, and a deep understanding of different cultures. By mastering the basic concepts of intercultural communication, you will be able to conduct your research more effectively.

### ***1.1.2 The Importance of Intercultural Communication (ICC) in the Modern World***

In the context of globalization, intercultural communication (ICC) has been recognized as a crucial factor in fostering mutual understanding among diverse cultures. The increasing cross-border interactions and cultural diversity within organizations have heightened the demand for intercultural communication (ICC) skills. Developing intercultural communicative competence requires integrating cultural learning into language education, enabling learners to interact appropriately with people from different cultures. (Byram, 1997, p. 34). The ability to communicate effectively in a multicultural

environment not only contributes to individual success but also plays a significant role in addressing global challenges.

Crozet and Liddicoat (1997) has pointed out that culture is embedded in the way language is used to create texts, whether those texts are written, heard, seen, or spoken. Therefore, culture can be seen as an inseparable and intertwined part of language. Furthermore, learning a language is not simply about learning vocabulary and grammar to create correct sentences Liddicoat (2005). A learner who only focuses on linguistic aspects cannot communicate successfully in that language and can easily become a proficient communicator who sometimes appears "clueless" by saying inappropriate things at the wrong time for that cultural situation.

For that reason, culture has become an essential part of language learning and teaching. In the globalized world, English is widely used as a global language in communication and dialogue between people from all over the world. More importantly, learners of English as a foreign language use English to communicate with people from other countries rather than with people from their own country. Therefore, a deep understanding of the culture and social aspects of other countries is essential for successful intercultural communication. Byram (1997) emphasizes that the goal of teaching English in the age of globalization is to cultivate Intercultural Communicative Competence (ICC) for learners to help them become true intercultural communicators. Based on these reasons, enhancing ICC for learners of English as a foreign language is becoming increasingly important and should become an essential part of foreign language learning and teaching, including learning and teaching English. Language encompasses the knowledge, worldview, and cultural understanding of its speakers; therefore, it is difficult to teach a language without teaching the culture of its speakers Byram (1989). Accordingly,

language learners need to understand that, for effective communication, language use must be linked to culturally appropriate knowledge, attitudes, and behaviors. This has led to a great deal of interest in exploring the intersection of language and culture in many areas of linguistics. Liddicoat (2005).

The impact of textbooks on developing intercultural communication (ICC) competence in primary school students. Textbooks are instrumental in shaping students' knowledge and skills. This study assesses the extent to which fifth-grade textbooks incorporate intercultural communication (ICC) elements, with the goal of contributing to students' readiness for a successful future in a multicultural world. Intercultural communicative competence involves the ability to negotiate meaning across cultural boundaries, which is essential in today's globalized world. (Alptekin, 2002, p. 60). By equipping students with the necessary knowledge and skills, we are contributing to the holistic development of individuals and addressing the needs of modern society.

### ***1.1.3 Key Components of Intercultural Communication***

Intercultural communication (ICC) is a complex process that requires more than just knowing another language. It includes three main components: knowledge, skills, and attitudes. We argue that the aims and objectives of foreign language teaching can and should be integrated with citizenship education, creating what we call intercultural citizenship. (Porto & Byram, 2015, p. 182).

Knowledge of other cultures is the foundation for successful communication. It includes understanding other cultures, knowing the history, geography, values, beliefs, customs of different cultures. Awareness of cultural differences, understanding that each culture has different ways of looking at the world, behaving, and communicating. Knowledge of cultural concepts,

understanding concepts such as high culture and low culture, individualism and collectivism, power distance, etc.

Intercultural communication (ICC) skills are the ability to apply knowledge in practice. It includes language the ability to use language effectively, both spoken and written. Non-verbal communication, understanding and using non-verbal signals such as gestures, facial expressions, communication distance, etc. Conflict resolution, the ability to resolve conflicts that arise in intercultural communication (ICC) peacefully and effectively. Active listening, the ability to listen and understand the views of others, even if they differ from one's own. Adaptability, the ability to adapt to different communication situations and adjust one's behavior accordingly.

Attitude is the most important factor that determines the success of intercultural communication. Including, curiosity and openness to learn and explore about other cultures. This study focuses on teachers beliefs about teaching intercultural competence in foreign language education, exploring the extent to which and how their current professional profiles meet the criteria proposed in theories on foreign language teachers and intercultural competence. (Sercu, 2005, p. 1). Respect for cultural differences and lack of prejudice. Sensitivity to non-verbal signals and other cultural factors. Patience, patience in communicating and resolving problems that arise.

## **1.2 Intercultural communication (ICC) skills in education**

### ***1.2.1 The role of education in developing intercultural communication (ICC) skills***

Education plays an extremely important role in forming and developing intercultural communication (ICC) skills in students. Some roles include imparting knowledge about other cultures to introduce the history, geography,

values, and customs of different countries. Helping students understand the diversity and richness of cultures. Broadening horizons and eliminating prejudices about other cultures.

In addition, training intercultural communication (ICC) skills also creates opportunities for students to practice communication skills such as listening, speaking, reading, and writing in intercultural situations. Helping students develop the ability to adapt to different communication situations. Practicing conflict resolution skills and seeking consensus. Most importantly, forming a positive attitude, encouraging students to respect cultural differences. The curriculum emphasizes the development of communicative competence, including intercultural awareness, to prepare students for global integration. (MOET, 2018, p. 12). Develop a spirit of curiosity and desire to learn about other cultures. Practice sensitivity and understanding of others.

Finally, prepare for life in a globalized world, helping students be ready to study, work and live in a multicultural environment. Develop the skills needed to succeed in an increasingly connected world. Educational methods that contribute to the development of intercultural communication (ICC) skills such as: Textbooks. Textbooks play an important role in imparting knowledge and intercultural communication (ICC) skills. Textbook content needs to be diverse, rich and reflect cultural diversity. Or the curriculum, the curriculum needs to be designed to integrate intercultural elements into all subjects. Or extracurricular activities, extracurricular activities such as cultural exchanges, field trips, group projects help students practice intercultural communication (ICC) skills in real-life environments. Besides being teachers, teachers play an important role in creating a learning environment that encourages mutual respect and understanding. Development of Information Technology in the modern world.

The use of technological tools such as the internet, social networks to connect students with people from other cultures.

### ***1.2.2 Theoretical frameworks on intercultural communication (ICC) competence in education***

In order to comprehensively evaluate the integration of intercultural communication (ICC) competence in textbooks, the selection and application of appropriate theoretical frameworks are very important. Some prominent theoretical frameworks on intercultural communication (ICC) competence in education are as follows by Deardorff (2006) and Byram (1997).

Deardorff's intercultural communication (ICC) competence model. Deardorff's model is one of the most widely used models in intercultural communication (ICC) research. This model divides intercultural communication (ICC) competence into five main factors including knowledge, skills, attitudes, motivations and personal factors.

Knowledge is understanding of other cultures, including history, values, customs and practices. Skills are the ability to communicate effectively in cross-cultural discussions, including both language and non-language. Attitude is a positive attitude, curiosity and respect towards other cultural events. Motivation is the motivation to learn and communicate with users from other cultures. On the other hand, personal factors are personal factors such as personality, life experiences that affect the ability to communicate intercultural.

Byram's model focuses on developing a "world citizen" through learning languages and cultures. He proposes five essential competencies: communication, comparison, interpretation, interaction, and self-discovery. Communication is the ability to use language effectively in different communication situations. Comparison is the ability to compare and contrast



different cultures. Interpretation is the ability to explain cultural and social phenomena. Interaction is the ability to interact with people from other cultures. Self-discovery is the ability to explore and understand oneself in a diverse cultural context.

In addition to the two models above, there are many other studies on intercultural communication (ICC) in education, each with its own contributions. For example, hidden curriculum research focuses on analyzing implicit values and beliefs that are communicated through the curriculum and learning activities. Self- and other-cultural awareness research looks at how students form perceptions of themselves and other cultures, and how these perceptions influence their ability to communicate intercultural. Technology research explores how technology can be used to support intercultural communication (ICC) learning.

### ***1.2.3 Previous studies on integrating intercultural communication (ICC) into the curriculum***

Integrating intercultural communication (ICC) into the curriculum is a topic that has received much attention from educational researchers around the world. These studies have provided insights into the importance, methods and challenges in implementing this integration. Some typical studies include:

Research on the effectiveness of curricula integrating intercultural communication. Byram's (1997) study emphasized the importance of developing intercultural communication (ICC) competence in students through language and culture learning. Byram proposed a model of five competencies necessary for intercultural communication. Deardorff's (2006) study developed a model of intercultural communication (ICC) competence that includes five

main elements: knowledge, skills, attitudes, motivation and personal factors. This model is widely used in intercultural communication (ICC) studies.

Previous studies on integrating intercultural communication (ICC) into the curriculum. Integrating intercultural communication (ICC) into the curriculum has been a topic of interest to many researchers in recent years. In addition, research on integrating intercultural communication (ICC) into subjects is equally important.

In terms of language, many studies have focused on integrating intercultural communication (ICC) into language teaching, especially English. These studies show that creating realistic communication situations and using multicultural materials can help students develop intercultural communication (ICC) competence more effectively.

In terms of History, some studies have explored how to integrate intercultural communication (ICC) into history teaching, by comparing historical events of different countries and encouraging students to analyze different perspectives on an event.

In terms of Geography, geography education is also an area with great potential for developing intercultural communication (ICC) competence. Studies have shown that comparing the geographical, cultural and social characteristics of different countries can help students better understand the diversity of the world. There is also research on the role of teachers in promoting intercultural communication (ICC) such as teachers' knowledge and attitudes. Studies show that teachers' knowledge and attitudes about intercultural communication (ICC) have a great influence on creating a learning environment that promotes mutual respect and understanding. Or teaching methods, studies have explored effective teaching methods to promote intercultural

communication, such as the use of collaborative activities, project-based learning and technology tools.

Research on the role of technology in intercultural communication (ICC) has digital learning materials. Many studies have shown that using digital learning materials such as videos, online games, and online learning platforms can create diverse and engaging learning experiences that expose students to other cultures in a visual and interactive way.

Social media: Social media such as Facebook, Twitter, and Instagram provide students with opportunities to interact with native speakers and learn about their cultures in an organic way. Understanding the cultural context of language use is crucial for learners to grasp the meaning beyond words and engage in meaningful communication. (Kramsch, 1993, p. 67). A study to found that using Facebook to create online learning communities can help students develop intercultural communication (ICC) skills.

Research on the importance of cultural context. In terms of social context, studies have shown that understanding the social context of a language is important for effective communication. Identified different cultural dimensions across countries, which helps us better understand how people from different cultures communicate and interact. In terms of historical context, understanding a country's history and cultural context can help students appreciate cultural diversity and avoid misunderstandings.

### **1.3 Textbooks and their role in developing intercultural communication (ICC) skills**

#### ***1.3.1 Definition of textbook***

A textbook is an indispensable learning tool in the teaching and learning process. This is a systematically compiled document, including knowledge, skills and learning activities necessary for a specific subject. Textbooks play an important role in imparting knowledge, orienting the learning process and supporting teachers in organizing teaching and learning activities.

### ***1.3.2 The role of textbooks in the learning process***

The role of textbooks in developing intercultural communication (ICC) skills. As well as imparting knowledge about different cultures, textbooks provide information about countries, ethnic groups, customs, festivals, cultural values, helping students broaden their understanding of cultural diversity in the world. For example, a study by Byram (1997) found that textbooks play an important role in providing information about different cultures, helping students develop basic knowledge about intercultural communication.

In terms of communication skills training, textbooks provide exercises and activities to help students practice communication skills such as listening, speaking, reading, and writing in intercultural situations. Found that communication activities designed in textbooks can help students develop the ability to use language effectively in real-life communication situations.

In terms of developing positive attitudes toward cultural diversity, textbooks can convey positive messages about respect, tolerance, and curiosity about different cultures. Found that exposure to multicultural materials can help students develop a more positive attitude toward cultural diversity.

Finally, to assist teachers in organizing teaching activities, textbooks provide teachers with suggestions and guidance on how to organize teaching

activities, helping teachers create a learning environment that encourages communication and cooperation.

### ***1.3.3 Previous studies on the analysis of intercultural content in textbooks***

The analysis of intercultural content in textbooks has attracted the attention of many researchers. These studies focus on assessing the degree of integration of intercultural elements, identifying the strengths and limitations of textbooks, as well as suggesting improvements. The focus of the studies is cultural diversity. Studies often examine whether textbooks represent the diversity of cultures in the world, especially minority cultures. The book explores the relationship between English teachers and teaching materials, as well as the impact of institutional and broader educational contexts. (McGrath, 2013, p. 1).

Communicative situations, studies evaluate whether the communicative situations described in textbooks reflect real life and encourage students to communicate in intercultural contexts. Values and attitudes are studies that examine whether textbooks convey positive values of respect, understanding, and cooperation between different cultures. Cultural representation, studies that evaluate how textbooks represent cultures accurately, avoiding biases and stereotypes. Linguistic, studies that examine whether the language used in textbooks is appropriate to the students' level and can help students develop intercultural communication (ICC) skills.

Research methods such as content analysis, this is the most common method, in which researchers analyze elements such as text, images, activities in textbooks to assess the level of integration of intercultural elements. Interviews, researchers interview teachers, students and experts to collect

opinions about the use of textbooks. Observation uses the ability to observe classrooms to see how textbooks are used in practice.

#### ***1.3.4 Criteria for evaluating a textbook that integrates intercultural communication (ICC) elements well***

To evaluate a textbook that integrates intercultural communication (ICC) elements well, it is necessary to rely on a comprehensive set of criteria, including aspects of content, presentation form and suitability for the student audience. Some specific criteria, on content, cultural diversity, depth of comparative and contrastive information. Current, neutral.

On presentation form, illustrations: Illustrations are diverse, vivid and appropriate to the content. Use images representing different cultures. On the language used in the book, is it clear, easy to understand and appropriate for the age of the students. Use diverse vocabulary to describe cultural concepts. As well as the lesson structure, practice activities or interactivity in the textbook create conditions for students to interact with each other and with the teacher.

### **1.4 Research on textbooks**

#### ***1.4.1 Introduction to the Global Success textbook series***

Global Success is an English textbook series compiled based on the General Education Program for English (Issued with Circular No. 32/2018/TT-BGDDT dated December 26, 2018 of the Minister of Education and Training) and the 6-level Foreign Language Competency Framework for Vietnam of the Ministry of Education and Training.

The series is edited by Prof. Dr. Hoàng Văn Vân and has close professional and technical cooperation between the Vietnam Education Publishing House and prestigious publishers in the world - Macmillan

Education (at the primary level) and Pearson Education (at the secondary and high school levels).

The Global Success textbook series is designed with the goal of equipping students with the knowledge and skills necessary to succeed in an increasingly globalized world. The book focuses on developing communication skills, critical thinking and cooperation, while helping students gain a deeper understanding of different cultures.

Regarding the outstanding features of the Global Success textbook series, the book is systematic with a clear structure, the content is logically arranged, helping students easily absorb knowledge. Diverse exercise forms, providing many different types of exercises, from basic exercises to advanced exercises, helping students practice skills comprehensively. Integrating technology, accompanied by online learning support materials, helping students to actively learn anytime, anywhere. Taking students as the center, focusing on creating a positive learning environment, encouraging students to participate in learning activities. Developing communication skills, focusing on developing communication skills, helping students confidently communicate in English in real-life situations.

Regarding the advantages of using Global Success textbooks, the books meet the needs of educational innovation, in line with the trend of educational innovation, focusing on developing students' abilities. Providing a rich source of documents, accompanied by many supporting documents such as teacher's books, workbooks, CDs, helping teachers and students have many choices. Trusted by the educational community, widely used in many schools across the country and receiving many positive reviews from teachers and students.

Regarding the structure of textbooks, Global Success textbooks are often structured according to major topics, each topic includes smaller lessons. Each lesson usually has sections, introducing the topic and objectives of the lesson. Next is the reading, providing new information about the topic. Next is the activity, helping students practice language and communication skills. Finally, the project, these major projects help students apply the knowledge they have learned into practice.

Regarding the difficulty in listing specific studies on the Global Success textbooks. It is not possible to provide a detailed list of previous studies on the Global Success textbook series. The main reason is the novelty of the Global Success textbook series, which was compiled and put into use relatively recently. Therefore, the number of in-depth studies on this textbook series is limited. The diversity of studies, studies on textbooks are often conducted at many different levels, from small-scale studies by teachers and students to large-scale studies by educational research institutions. This makes it difficult to synthesize and list the studies. The diversity of languages and sources, studies can be published in many different languages and on many different platforms (scientific journals, theses, research reports...), making it difficult to search and synthesize.

#### ***1.4.2 General assessment of the quality and effectiveness of the Global Success textbook series***

Some general assessments of the quality and effectiveness of the Global Success textbook series, especially when focusing on integrating intercultural communication (ICC) skills:

In terms of outstanding advantages, this Global Success textbook is suitable for the 6-level foreign language competency framework, designed



based on this competency framework, ensuring systematic and comprehensive development of foreign language skills for students. In terms of rich and diverse content, the book provides many topics and exercise formats, helping students approach English in many different contexts. The form of integrating technology, using online learning support materials helps students be more proactive in the learning process. Focusing on developing communication skills, focusing on practicing listening, speaking, reading, and writing skills, helping students confidently communicate in English. Integrating cultural elements, introducing different cultures, contributing to the development of intercultural communication (ICC) skills for students.

Regarding the limitations and needs to improve Global Success textbooks such as synchronization. The use of books needs to be combined with appropriate teaching methods and other supplementary materials to achieve the highest efficiency. Updating the content of books, needs to be updated regularly to meet the changes of society and language. Regarding personalization, it has not met the learning needs of each individual student, especially students with different levels. As for the reference materials that come with the books, they may not be diverse and rich enough.

#### ***1.4.3 Why should we integrate intercultural communication (ICC) competence (ICC) into the Global Success textbook for grade 5?***

Integrating intercultural communication (ICC) competence (ICC) into the Global Success textbook for grade 5 is a very wise decision and in line with the current development trend of society. Because of globalization and cultural diversity, the development of information technology has erased geographical boundaries, connecting people around the world. Cultural diversity like Vietnam is increasingly open, exposed to many different cultures. Above all, it

is necessary to prepare for the future, equipping the necessary knowledge and skills to face a multicultural world.

Comprehensive personality development such as understanding oneself and others, ICC helps students better understand themselves, their culture and other cultures. Respecting differences, ICC helps students learn to respect differences in culture, language, customs and practices. Developing critical thinking, ICC encourages students to think critically, compare and contrast different perspectives.

Improving communication skills, more confident communication when ICC helps students confidently communicate with foreigners, overcoming language and cultural barriers from the time they are primary school students. Flexible in communication, ICC helps students adapt to different communication situations, use language appropriately and effectively to improve in the future.

Meeting the requirements of the educational program such as the new general education program, this program focuses on developing students' abilities, including intercultural communication (ICC) skills. The 6-level foreign language competency framework and ICC are one of the important competencies mentioned in this competency framework. Intercultural awareness encompasses understanding both one's own and others' cultures, facilitating effective communication in English as a lingua franca contexts." (Baker, 2011, p. 200).

Integrating ICC into the Global Success grade 5 textbook is not only a requirement of the educational program but also an essential need to equip students with the knowledge and skills necessary to succeed in the future. In the growing young age.

## **1.5 Research on intercultural communication (ICC) at primary level**

### ***1.5.1 Psychological and cognitive characteristics of primary school students of grade 5 students at Hàm Cường 2 primary school***

Regarding intercultural communication, when researching the integration of intercultural communication (ICC) competence (ICC) into the Global Success textbook for grade 5 at Hàm Cường 2 primary school, understanding the psychological and cognitive characteristics of students at this age is extremely important. This will help you design appropriate learning activities and accurately evaluate the effectiveness of integrating ICC.

Regarding psychological characteristics, grade 5 students at Hàm Cường 2 primary school are curious and eager to learn. Grade 5 students are often very curious about the world around them, especially new and different things. Students love group activities, they like to work in groups, share opinions and cooperate with friends. Emotions are easily changed at this age, often having very changeable emotions, from happy to sad in just a short time. About liking to be praised, being praised by teachers and friends helps them to be more confident and motivated to study and develop many other abilities.

Regarding cognitive characteristics, 5th grade students at Hàm Cường 2 Primary School Abstract thinking ability is developing. 5th grade students begin to form the ability to think abstractly, but still need many specific examples to understand a problem clearly. Regarding the ability to concentrate is still limited, their concentration time is often short, easily distracted by surrounding factors. Memory ability is developing, they begin to have the ability to remember information better, but mainly through images, stories and practical activities. Communication ability is being perfected, they can communicate

more confidently, but still need guidance to use language accurately and effectively.

Regarding intercultural communication, 5th grade students at Hà Nội 2 Primary School are open to new things, including different cultures. Students are curious about other cultures, curious about the way of life, customs and practices of people in other countries. However, they may have difficulty comparing and contrasting different cultural values. There should be many specific examples to help students better understand the concepts related to intercultural communication, many specific and vivid examples should be provided.

### ***1.5.2 Methods of teaching intercultural communication (ICC) at primary level***

Teaching intercultural communication (ICC) (ICC) for primary school students requires creativity and flexibility in methods. Below are some highly appreciated methods, along with illustrations to help you visualize more clearly. Such as the method of practical experience, organizing cultural exchange activities, inviting foreigners to class. Organizing exchanges with foreigners so that students have the opportunity to practice direct communication, ask questions and learn about their culture. Organizing cultural festivals: Organizing cultural festivals so that students can experience the cuisine, costumes, games and cultural activities of other countries. Community project method, participating in volunteer activities, helping the community so that students can better understand cultural diversity and the importance of sharing.

Intercultural language teaching involves creating opportunities for learners to reflect on their own cultural assumptions and engage with cultural differences. (Liddicoat & Scarino, 2013, p. 89). Creating creative products to

encourage students to create creative products such as drawings, songs, poems to demonstrate their understanding of different cultures. Cooperative teaching methods such as group work, organizing group activities for students to discuss, share opinions and complete tasks together. Debating on cultural issues to help students practice presentation and argumentation skills.

### ***1.5.3 Previous studies on teaching intercultural communication (ICC) at primary level in Vietnam***

Integrating intercultural communication competence (ICC) into the curriculum, especially at the primary level, is an emerging trend in Vietnam. However, the number of in-depth studies in this area is still limited. The analysis reveals that Vietnamese primary English textbooks lack sufficient cross-cultural content, limiting students' exposure to diverse cultures. (Nguyen & Kellogg, 2010, p. 50).

Benefits of teaching ICC at primary level, previous studies have shown many benefits of teaching ICC at primary level, including: Comprehensive personality development, helping students form attitudes of respect for cultural diversity, raising awareness of global citizenship. Improving communication skills, helping students confidently communicate with foreigners, overcoming language and cultural barriers. Preparing for the future, equipping students with the necessary skills to succeed in a globalized world. Developing critical thinking, encouraging students to think critically, compare and contrast different perspectives.

However, studies also pointed out some knowledge gaps and challenges in teaching ICC at the primary level in Vietnam. Lack of teaching materials, textbooks suitable for primary school age and fully integrating intercultural elements. Teachers lack experience, many teachers have not been properly

trained in ICC teaching methods, leading to difficulties in imparting knowledge to students. Lack of facilities: Schools are not fully equipped with equipment to support ICC teaching such as multimedia classrooms, libraries, etc. Difficulties in assessing students' ICC skills are still limited, there is no standardized assessment tool.

### ***1.6 Theoretical framework***

Integrating Intercultural Communicative Competence (ICC) into English language education has received increasing attention, particularly as globalization promotes intercultural interactions. In this context, this study examines how ICC is incorporated into the Global Success textbook for fifth-grade students at Hào Cường 2 Primary School by drawing on established theories and models related to intercultural communicative competence, language learning, and textbook evaluation.

Regarding Byram's (1997) model of Intercultural Communicative Competence (ICC), Byram proposed a widely accepted framework that consists of five main components. First, *savoir comprendre* (Interpretation and Relation Skills) refers to the ability to compare and analyze cultural differences. Second, *savoir apprendre/faire* (Exploration and Interaction Skills) highlights the ability to acquire new cultural knowledge through communication. Third, *savoirs* (Knowledge) involves understanding cultural norms, values, and social contexts. Fourth, *savoir s'engager* (Critical Cultural Awareness) emphasizes the ability to critically evaluate cultures, including one's own. Finally, *savoir être* (Attitude) fosters openness and curiosity towards different cultures.

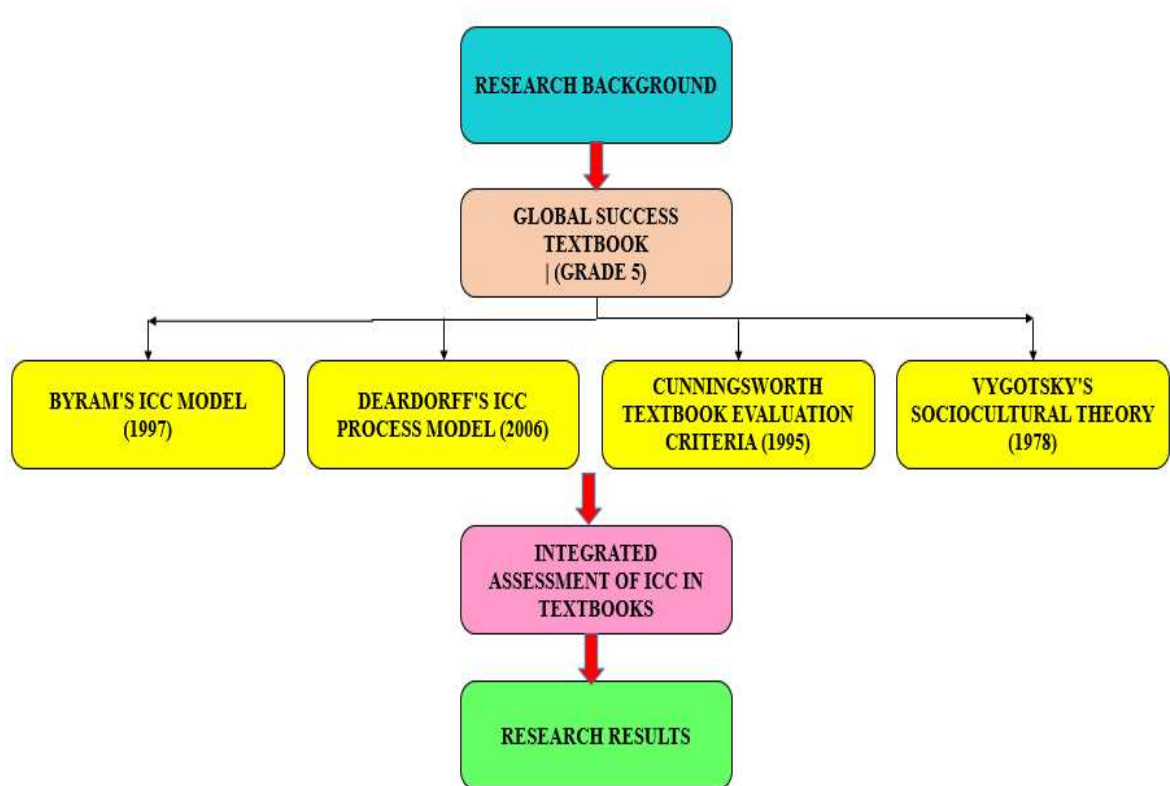
As a result, this model serves as a foundation for evaluating how the Global Success textbook incorporates ICC elements into its content. Deardorff's (2006) Process Model of Intercultural Competence Similarly, Deardorff (2006) emphasizes

that ICC is a developmental process, requiring both internal competencies (attitudes, knowledge, and skills) and external competencies (effective and appropriate communication). Specifically, his model identifies three key areas. First, attitudes such as respect, openness, and curiosity are essential for fostering intercultural understanding. Second, knowledge and skills - including cultural awareness, adaptability, and communication skills - play a crucial role in developing ICC. Third, the desired internal and external outcomes focus on learners' ability to interact successfully in diverse cultural contexts. Therefore, this framework will help determine whether textbooks promote the gradual development of ICC in young learners.

In addition to the above models, Cunningsworth (1995) developed widely accepted criteria for textbook evaluation, which focus on several key aspects. First, the relevance of the textbook to learners' needs is an essential factor. Next, cultural representation and diversity must be adequately addressed. Then, the textbook should support the development of communicative competence. Finally, a balance between language skills and intercultural content must be maintained. By applying this model, the study will conduct a systematic assessment to determine whether Global Success textbooks meaningfully integrate ICC into both content and activities.

Furthermore, Vygotsky's (1978) Sociocultural Theory emphasizes that language learning is a social process in which interaction and cultural context play an important role. This theory is built on two key concepts. First, the Zone of Proximal Development (ZPD) suggests that learners develop skills through guided interactions with teachers and peers. Second, scaffolding refers to the support provided by teachers and materials to facilitate cultural understanding. Thus, this theory underpins the analysis of whether

textbooks provide opportunities for interactive, meaningful, and contextual ICC learning.



**Figure 1.1 Theoretical Framework**

Finally, the theoretical foundation of this study is built on Byram's ICC model, Deardorff's process model, Cunningsworth's textbook evaluation criteria, and Vygotsky's Sociocultural Theory. Together, these frameworks will guide the evaluation of the Global Success textbooks to determine their effectiveness in integrating Intercultural Communication Competence (ICC) at Hàm Cường 2 Primary School.



## **CHAPTER 2. METHODOLOGY**

This chapter introduces the methodology employed in this research. It outlines the methods utilized, including the research design, participants, research variables and indicators, research instruments, data collection procedures, and data analysis techniques.

### **2.1. Research design**

#### **2.1.1. *Research methodology***

To answer the research questions and evaluate the effectiveness of integrating intercultural communication (ICC) competence (ICC) in the Global Success textbook for grade 5 at Hàm Cường 2 Primary School, we will use a mixed research design. This design combines both qualitative and quantitative methods to collect and analyze data comprehensively.

In this research, the researcher utilized a quasi-experimental design with a pretest-posttest experimental group, conducted during the 2024-2025 academic year at Hàm Cường 2 Primary School to evaluate the integration level of intercultural communication (ICC) in the 5th-grade Global Success English textbook. The study involved two groups of students, assigned to the experimental group (EG) and the control group (CG).

The EG received instruction that facilitated the exploration of cultural information while learning from the English textbook, with the aim of improving their communication skills and understanding. In contrast, the CG received traditional instruction on information recognition skills. Both groups completed a pretest and a posttest to measure their intercultural communication skills, using a test developed by the researcher. Additionally, participants completed a pre-test prior to the experiment using a 5-point Likert scale questionnaire. A post-test was administered after the treatment

to assess the study's outcomes, using the same questionnaire. Data analysis was performed using descriptive statistics and an independent-samples t-test to compare the mean scores of the pretest and posttest between the EG and CG. The study also gathered qualitative data through a survey administered to the EG, to collect their perceptions regarding their increased interest and improved communication when intercultural communication was integrated from the textbook.

This study uses a qualitative research design with content analysis to evaluate the level of integration of intercultural communication (ICC) competence in the Global Success textbook for grade 5 at Hàm Cường 2 Primary School. Analyze the content of the textbook, count the number of times the concepts related to ICC appear. Classify the activities according to the level of complexity and interculturality. Evaluate the balance in introducing different cultures. The survey aims to design a questionnaire to collect information from teachers and students about their attitudes, perceptions and effectiveness of using textbooks.

Qualitative method, in-depth interviews. Interview teachers, students and some parents to gain a deeper understanding of their experiences when using textbooks. Use open-ended questions to encourage participants to share their thoughts and feelings. Observe teaching activities in the classroom to record how teachers use textbooks and students' reactions. Take notes on communication situations, questions and activities that take place in the classroom. Combine both methods because the quantitative method, providing specific numerical data, helps us compare and summarize results objectively. Meanwhile, the qualitative method helps us gain a deeper understanding of the meaning and impact of ICC integration, exploring aspects that quantitative methods cannot capture.

### ***2.1.2. Reasons for choosing the chosen research design***

The content analysis method was chosen because it allows for a detailed analysis of the textbook content, thereby comprehensively assessing the level of integration of intercultural communication (ICC) skills. In particular, this method is suitable for our research topic because it is systematic and objective.

The content analysis method provides a clear and systematic analytical framework, helping us to objectively and reliably assess the level of ICC integration in textbooks. The ability to explore in detail, through content analysis, we can explore the smallest details such as the use of language, images, illustrative examples, thereby assessing the depth and comprehensiveness of ICC integration.

In accordance with the nature of the data, textbooks are a rich source of textual data, the content analysis method helps us to exploit the maximum information from this data source. This method can be adapted to suit different research objectives and theoretical frameworks of intercultural communication. Comparability with the analysis results can be compared with previous studies and theoretical frameworks to assess the relevance and effectiveness of ICC integration in textbooks. In addition, the use of content analysis also helps the study identify strengths and weaknesses. Identify the aspects that textbooks have done well in integrating ICC and the aspects that need improvement.

Provide specific recommendations such as based on the analysis results, we can make specific suggestions to improve the integration of ICC in textbooks and the teaching process. Contributing to research, this study

can contribute to the development of theoretical frameworks and evaluation models for the integration of ICC in teaching materials.

In the context of increasingly profound globalization, equipping students with intercultural communicative competence (ICC) from an early age becomes extremely important, helping them to be confident and more successful in a multicultural environment. Primary education serves as a solid foundation for the comprehensive development of students, including language skills and intercultural communicative competence, therefore, integrating ICC into the 5th-grade English textbook is essential.

The Global Success textbook is one of the widely used English textbook series in Vietnamese primary schools; however, the integration level of ICC in this series has not been fully researched. This research will objectively and comprehensively assess the integration level of ICC in the 5th-grade Global Success textbook at Hàm Cường 2 Primary School, thereby providing recommendations for improvement. This research contributes to the development of theories and evaluation models for ICC in English teaching materials, and also provides useful information for English teachers, helping them improve teaching effectiveness and develop ICC for students.

In addition, this research also contributes to the implementation of the Ministry of Education and Training's policy on promoting global citizenship education and improving the quality of English teaching and learning. Conducting research at Hàm Cường 2 Primary School will provide in-depth insights into the actual situation and specific challenges in integrating ICC at a specific educational institution, thereby providing practical and contextually appropriate recommendations. This research not only helps assess the suitability of the textbook for students' needs in developing

communication skills in a multicultural environment but also helps them become responsible global citizens who can contribute to the development of society.

## **2.2. Participants**

The research subjects of this study include 60 grade 5 students and 2 English teachers at Hàm Cường 2 Primary School. Regarding the students, 60 grade 5 students were randomly selected from grade 5 classes at Hàm Cường 2 Primary School, aged 10-11 years old. Students were selected from different classes to ensure diversity in learning abilities, previous exposure to English and social circumstances.

The role of students participating in research activities such as, taking pre- and post-study tests. Participating in learning activities related to intercultural communication. Completing assignments and projects, participating in interviews to share feelings and evaluate textbooks. Student participation provides valuable data on the effectiveness of integrating ICC in textbooks and reflects the actual learning process of students.

Regarding teachers, there are 2 English teachers who are teaching grade 5 at Hàm Cường 2 Primary School. The criteria for selecting teachers are having at least 2 years of experience teaching English at primary schools. Role: Teachers participate in activities such as interviews to share teaching experiences, evaluate textbooks, and make suggestions for improvement. Observe learning activities in the classroom. Provide information on teaching methods, difficulties and advantages in using textbooks. Teachers' participation helps provide professional perspectives on the use of textbooks, evaluate the effectiveness of ICC integration, and propose practical solutions.

The selection of research subjects was selected by the convenience sampling method to ensure convenience in the data collection process at Hàm Cường 2 Primary School. Although not a random sampling method, the selection of diverse students from different classes helps to minimize sampling bias and increase the representativeness of the research sample.

Regarding the students participating in the research, there are 60 fifth-grade students at Hàm Cường 2 Primary School, aged 10 to 11. The selection included 30 males and 30 females from two classes, ensuring diversity in learning abilities, prior exposure to English, and socio-economic backgrounds. To better understand their backgrounds, we collected information on their duration of English learning, family support, and experiences with other cultures. The students' specific roles in the research involved participating in activities such as taking pre- and post-tests to assess intercultural communication skills. Students also participated in specifically designed lessons integrating cultural content into English learning. They completed assignments related to intercultural communication, and participated in group interviews to share their feelings about the textbook and learning activities. To ensure objectivity, we created a comfortable and friendly environment, encouraging them to freely share their opinions. We ensured that all personal information was kept confidential. Data collected from various sources (tests, assignments, interviews) were compared to ensure consistency.

Regarding the two English teachers participating in the research, both have at least 2 years of experience teaching English at the primary school level. They possess high professional qualifications and have attended numerous training courses on English teaching methods and intercultural communication. Their practical experience in teaching culture-related topics is invaluable to this research. Teachers participated in individual interviews to share teaching experiences and evaluate the textbook. They observed classroom sessions to assess textbook usage

and student interaction, and provided suggestions for content and teaching method improvements. Teachers were given clear evaluation criteria and a conducive discussion environment. Their comments and suggestions were recorded in detail and thoroughly analyzed.

### **2.3. Instruments**

The study used a variety of research tools to collect comprehensive and reliable data to address the challenges and identify solutions to improve English learning outcomes for Grade 5 students at Hàm Cường 2 Primary School. The tools included pre- and post-tests, surveys, interviews, and classroom observation checklists. Each tool was carefully designed to align with the objectives of the study and ensure a clear understanding of both students' learning experiences and teachers' teaching practices.

Pre- and post-tests were used to assess students' English proficiency before and after implementing targeted intercultural communication (ICC) interventions. These tests focused on key areas of language acquisition, such as vocabulary, grammar, listening, and reading comprehension. The pre-tests provided a baseline for assessing students' initial proficiency, while the post-tests helped evaluate the effectiveness of the proposed interventions. The test items were adapted from reputable English language textbooks for assessing intercultural communication (ICC) competence to ensure validity and reliability. These assessments also allowed for quantitative analysis, allowing for comparisons of performance across different groups of students.

Surveys were administered to 60 students to collect information on their attitudes, perceptions, and engagement in learning English. The survey consisted of Likert-scale questions covering aspects such as their preferences for English, the challenges they faced, and their perceptions of different teaching methods, including

the use of visual aids and interactive activities. This tool provided valuable insights into students' learning preferences and helped identify areas for improvement. In addition, survey results were analyzed to identify patterns and trends that could inform the development of effective interventions.

Semi-structured interviews were conducted with two participating English teachers to gain insight into their teaching practices and the challenges they face in promoting student engagement and language acquisition. Interview questions focused on their teaching strategies, classroom management techniques, and their perceptions of student learning behaviors. These interviews provided qualitative data that complemented the quantitative findings, providing a richer perspective on motivation for teaching and learning English at the school.

Classroom observations were another essential tool used in the study. Observations were conducted during English lessons to examine teacher-student interactions. Checklists were designed to capture specific aspects of classroom activities, such as the use of teaching aids, group work dynamics, and student responses to different instructional techniques. This method allows for real-time data collection, providing an authentic view of the learning environment.

To ensure the reliability and validity of these instruments, pilot testing was conducted prior to data collection. Feedback from the pilot study was used to refine the instruments, ensuring they were appropriate for the target audience. Ethical considerations were also carefully addressed, with informed consent from all participants and confidentiality maintained throughout the study.

By combining quantitative instruments, such as tests and surveys, with qualitative methods, such as interviews and observations, the study ensured a comprehensive approach to data collection. This mixed-method design allowed for a comprehensive analysis of the intercultural communication (ICC) competence



assessment elements of the global success textbook. These instruments played an important role in the study.

In summary, to ensure the comprehensiveness and reliability of the data, this study employed a mixed-methods research approach, combining both quantitative and qualitative methods. The use of diverse tools such as pre- and post-tests, surveys, interviews, and classroom observations allowed us to collect data from multiple perspectives, thereby gaining a deep and comprehensive understanding of the level of intercultural communicative competence (ICC) integration in the 5th-grade Global Success textbook. Pre- and post-tests provided quantitative data on the changes in students' intercultural communication skills after the implementation of interventions. Surveys helped us better understand students' attitudes, perceptions, and engagement in the learning process. Teacher interviews provided insightful information about teaching practices and the challenges they faced. Classroom observations allowed us to record real-time interactions between teachers and students, thereby evaluating the effectiveness of textbook use and teaching methods. All research tools were carefully designed and pilot-tested to ensure validity and reliability. Ethical considerations were prioritized, with informed consent from all participants and confidentiality maintained throughout the study. This mixed-methods approach not only helped us collect rich and diverse data but also allowed us to cross-check the consistency and reliability of data from various sources, leading to accurate and valuable conclusions.

#### **2.4. Research site**

Hàm Cường 2 Primary School, the primary research site for this study, was established in 2009, located in Hàm Cường commune, Hàm Thuận Nam district, Binh Thuan province. With over a decade of operation, the school has established itself as a quality educational institution that meets national standards.

Since the end of the 2023-2024 school year to date, the school has been invested in and equipped with a modern infrastructure system, including main classrooms and functional rooms with full amenities. Each classroom is equipped with advanced technology such as internet-connected TVs and classroom observation cameras, facilitating teaching and learning. The learning environment at the school is consistently maintained green, clean, and beautiful, contributing to a comfortable and positive learning space for students.

Currently, the school has 15 main classrooms and 5 auxiliary classrooms, meeting the learning needs of students in the area. The school's teaching staff comprises 26 teachers, 2 administrators, and 5 staff members, all of whom have high professional qualifications and constantly strive to innovate teaching and learning methods and forms. The dedication and professionalism of the teachers are key factors contributing to the school's success.

Students at Hàm Cường 2 Primary School are known to be friendly, creative, and diligent. They not only actively participate in the school's extracurricular activities but also have a strong academic spirit. Despite coming from diverse socio-economic backgrounds, all students share a common aspiration for learning and self-development.

The selection of Hàm Cường 2 Primary School as the research site stems from the desire to explore the effectiveness of integrating intercultural communicative competence (ICC) into English textbooks at a primary school in a rural area. This is a unique context where students may have less exposure to different cultures compared to students in urban areas. This research aims to provide valuable insights for improving the quality of English teaching and learning in rural schools, while also contributing to the development of intercultural communicative

competence for students, empowering them to be confident and successful in today's globalized environment.

## **2.5. Data collection technique**

### ***3.3.1. Pretest***

For the pre-test phase, comprehensive data collection techniques were employed to assess students' levels of spoken intercultural communicative competence (ICC) before the implementation of any ICC-integrated teaching activities. Prior to the commencement of the assessment, the researcher clearly explained the purpose and format of the pre-test to the students. This ensured that students understood the objectives of the assessment and felt comfortable participating.

To examine students' knowledge, skills, and attitudes towards other cultures, the researcher utilized a mixed-methods approach for data collection in the pre-test, enabling a comprehensive measurement of students' ICC. The study comprised a written test (multiple-choice and short-answer questions) to evaluate knowledge of ICC, followed by a perception survey (perception questionnaire) to assess attitudes and atomicity in subsequent intercultural communication.

Lastly, a speaking skills test (role-play) was administered to examine the ability to perform intercultural communication. During the students' participation in the written test (multiple-choice and short-answer questions), the purpose was to evaluate their knowledge of intercultural communication.

### ***3.3.2. Treatment and Post-test***

Firstly, before conducting the post-test, students will participate in a treatment based on the Global Success English textbook for grade 5. This

method helps students organize their ideas, enhance communication skills, and present more effectively. In this context, this research was conducted over a period of 6 weeks (2 sessions/week, each session lasting 35-45 minutes), and the research taught according to the Global Success textbook but supplemented with several activities to examine the textbook's effectiveness, as follows:

In the first week, session 1 begins with the pre-test and an introduction to intercultural communication (ICC). Specifically, the aim is to assess students' knowledge, skills, and attitudes regarding ICC before learning (pre-test). Then, provide an overview of the concept of intercultural communication for students. Students were presented with 10 multiple-choice questions, where their task was to select the most accurate answer. This was followed by a short-answer section, where students provided brief responses (2-3 sentences) to test their critical thinking skills regarding intercultural communication scenarios.

Next, a perception survey (10 questions) was conducted to assess students' attitudes and perceptions about culture and intercultural communication. Students rated their agreement on a Likert scale from 1 (strongly disagree) to 5 (strongly agree). The speaking skills test (role-play) aimed to examine their communication abilities in real-life situations. The teacher played the role of a foreign character or posed situational questions for students to respond to. The researcher or a trained evaluator assessed students' performance based on pre-defined criteria, such as knowledge of ICC, evaluation of attitudes and confidence levels in intercultural communication, and the ability to engage in practical communication in intercultural situations. Next, conduct session 2: Introduce ICC to students, based on the content of the Global Success Textbook Unit 1 - "Nice to See

You." In this lesson, students learn how to greet in British and Vietnamese cultures according to the textbook. Then, have students answer comparison questions: "How does greeting in Britain differ from Vietnam?" Students think and answer. Finally, the next activity involves students participating in role-play to practice greeting in an international context.

Next, in the second week, the goal is for students to understand appropriate behavior when communicating with people from other cultures. At the same time, how students behave in intercultural situations and to compare the expression of emotions and etiquette between cultures. Therefore, the research is based on the Global Success Textbook – Unit 2: "My Friends" in session 3: Students analyze polite speech and actions. Accordingly, students learn how to say thank you, apologize, and refuse politely according to the textbook content. Then, compare: "In Vietnam, what do we usually do when refusing an invitation? In Britain, what do they do?" Finally, students participate in the activity: Role-playing the situation "Refusing an invitation politely." Next, is session 4: Body language and non-verbal communication. In this session, students observe pictures of greeting gestures in Britain, Japan, India, the United States, etc. Then, compare: "Which gestures are similar and different from Vietnamese culture?" Finally, students participate in the activity: "Guess the Gesture" game – guessing the meaning of gestures from different cultures.

Moving on to the third week, the research introduces international culture through lessons in the textbook. Furthermore, students learn about several cultural aspects through the textbook content. With the aim of developing the ability to analyze cultural differences objectively. Accordingly, the research is based on the Global Success Textbook Unit 4: "Our Customs and Traditions" in session 5: Vietnamese and global customs

and traditions. In this lesson, students learn about Vietnamese traditional customs (Tet, ao dai, greetings). Then, students compare with other countries' customs (based on the Reading section in the textbook). Finally, students participate in the activity: Group project "Comparing Vietnamese customs with another country." Next, is session 6 with the theme of international cuisine and festivals. Accordingly, students read about popular dishes and festivals around the world (based on the textbook). Finally, students participate in the activity: Students choose an international festival, describe it, and compare it with a Vietnamese festival.

In the fourth week, communication in real-life situations. Accordingly, students practice communicating with foreigners according to situations in the textbook. Specifically, the research is based on the Global Success Textbook Unit 5: "Where will we go this weekend?" in session 7: Asking and answering about international tourist destinations. Accordingly, students learn how to describe landmarks and ask for travel information (according to the textbook). After that, students participate in the activity: Role-playing a tour guide introducing Vietnamese culture in English. In session 8, analyzing cultural misunderstandings in tourism. In this part, the teacher tells a story about cultural misunderstandings while traveling. Then, students discuss: How to avoid misunderstandings when communicating with foreigners?

In the fifth week, communication and adaptation to a new culture. Accordingly, students learn how to adapt to a new cultural environment when communicating with foreigners. Specifically, the research is based on the Global Success Textbook Unit 6: "Excursions" in session 9: Students role-play "Vietnamese students studying in Britain." Accordingly, students imagine they are studying at a school in Britain. Then, participate in the

activity: Simulating the conversation "Making friends with a new British friend." Next, is session 10: Synthesis and lessons learned. Students share what they learned about intercultural communication through the Global Success textbook.

Finally, in the sixth week, post-test and evaluation of the textbook's effectiveness, after completing the pre-test and teaching intervention through the Global Success textbook. Specifically, examine whether students have improved their ICC skills after learning with the Global Success textbook. In session 11, students take the post-test. Accordingly, students retake the same test as the pre-test to measure research progress. Finally, is session 12: The researcher analyzes and draws up proposals for improving the textbook after completion. Next, compare pre-test and post-test results to assess the textbook's impact. Finally, discuss with students and teachers which parts of the textbook are most helpful for ICC? And which parts need to be supplemented or improved?

### **3.3.3. *Questionnaire***

After completing the post-test, participants in the experimental group were presented with a survey questionnaire aimed at gathering their perceptions about the effectiveness of the level of ICC integration in the textbook during their learning process. Structured in the form of Likert scale questions, this questionnaire aimed to assess various aspects of participants' attitudes towards ICC integration capabilities. To stimulate, participants were asked to rate their perceived usefulness and confidence when engaging in ICC-integrated activities. Furthermore, the questionnaire included items aimed at exploring participants' perceptions of the effectiveness of intercultural communication among individuals. This aspect encompassed questions related to the impact of participating in activities on their

comprehension and engagement. By collecting data through this questionnaire, researchers aimed to gain valuable insights into participants' perspectives on the utility and effectiveness of assessing the level of integration of the Global Success textbook for 5th grade. This feedback will contribute to a comprehensive understanding and evaluation of the strategy's effectiveness in further improving the textbook and future teaching activities.

To comprehensively assess students' perceptions of the ICC integration level in the 5th-grade Global Success textbook, we developed a detailed questionnaire with two main sections: evaluating usefulness and confidence in ICC-integrated activities, and assessing perceptions of intercultural communication effectiveness. The questions, based on a 5-point Likert scale, covered key ICC aspects like cultural diversity awareness, effective communication skills, interaction confidence, and engagement in ICC-integrated learning. To ensure validity and reliability, the questionnaire was pilot-tested and analyzed using Cronbach's alpha. Data will be analyzed with descriptive and inferential statistics, alongside content analysis for open-ended responses. We commit to maintaining student confidentiality and fostering an open environment for honest feedback.

#### **3.3.4. Interview**

The interview process was used to gather in-depth information about the level of ICC integration in the Global Success textbook for 5th-grade students at Hàm Cường 2 Primary School in the classroom context. Conducted with 30 students from the experimental group, the researcher initiated the interviews with the aim of confirming the responses provided in the questionnaire and further exploring students' perceptions of learning with integrated intercultural communication. The primary objective of the interviews was to ensure consistency in students' answers and gain a deeper



understanding of their perspectives on the effectiveness of the level of ICC integration in the textbook.

By engaging in direct dialogue with the participants, the researcher sought to clarify any ambiguities in the questionnaire responses and encourage students to elaborate on their experiences and perceptions. In the interviews, participants were encouraged to express their thoughts openly and provide detailed answers to the questions posed. This interactive process allowed for a better understanding of students' perspectives on the challenges they encountered in the tasks. Therefore, the interviews served as a valuable means to validate the questionnaire responses for the study assessing the level of ICC integration, with the aim of providing improvement suggestions for the Global Success English textbook for 5th grade.

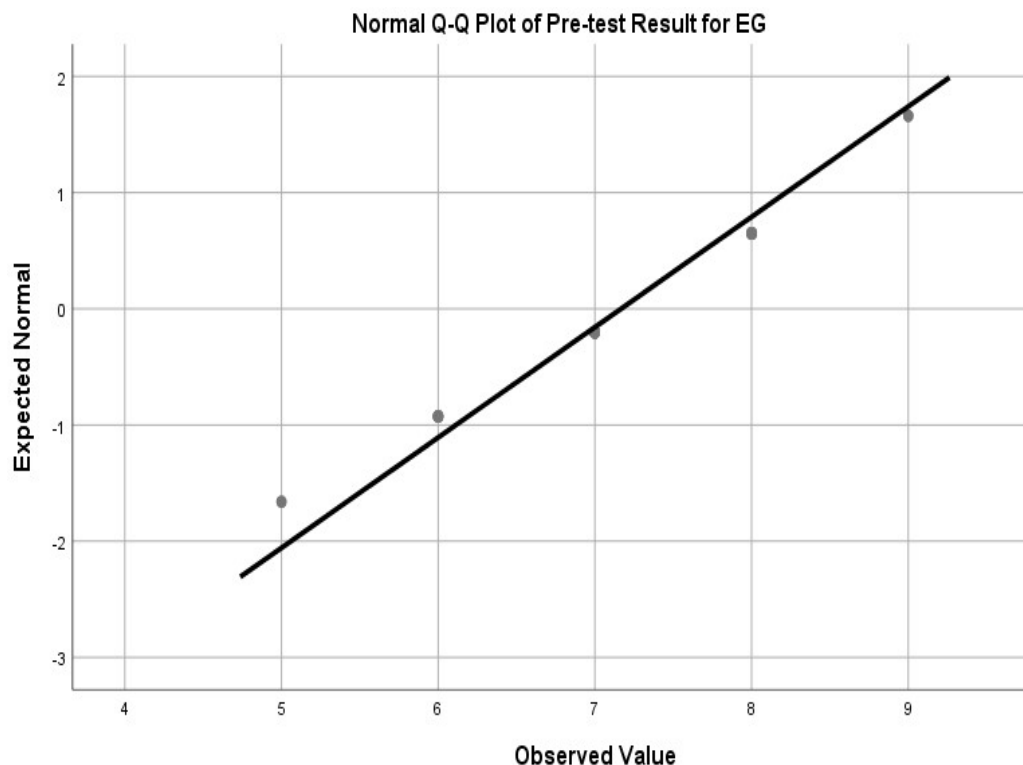
In addition to confirming and clarifying the questionnaire responses, the interviews were designed to explore further the students' learning experiences in ICC-integrated activities. Specifically, we focused on understanding how students interacted with the cultural content presented in the textbook and how it affected their communication skills. The interview questions were structured in a semi-structured format, allowing students to freely share specific examples from their learning process. We also emphasized creating a comfortable and friendly interview environment, encouraging students to share their honest thoughts and feelings. The interviews were audio-recorded and transcribed in detail, then analyzed using content analysis to identify key themes and patterns. The results from these interviews not only helped us better understand the effectiveness of ICC integration in the textbook but also provided valuable suggestions for improving teaching methods and designing future learning materials.

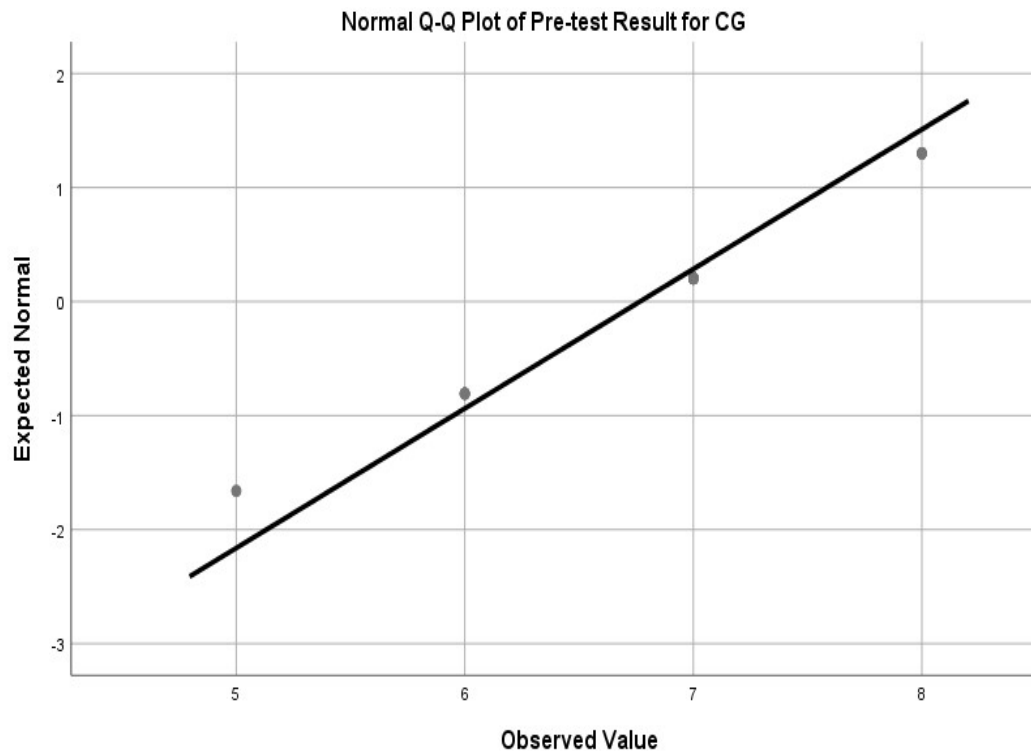
## CHAPTER 3. RESULTS AND DISCUSSIONS

This chapter presents the results of the study and the subsequent discussion. The research findings provide an overview of the integration of intercultural communicative competence (ICC) in the Global Success textbook for fifth-grade students at Hàm Cường 2 Primary School, as evidenced by the pre-test and post-test results and interviews. Additionally, the discussion section delves into further analysis and interpretation of these findings, evaluating the textbook's impact on students' development of intercultural communicative competence.

### 3.1. Students' English Proficiency and Challenges Before ICC Intervention in Global Success Textbook

#### 3.1.1. Pre – test





**Figure 3.2. Normal Q-Q plots for pretest \_EG and pretest \_CG**

To verify whether the base population conforms to a normal distribution, the preliminary scores for the Experimental Group (EG) Control Group (CG) and were examined and visually depicted through a Normal Quantile-Quantile (Q-Q) Plot. Figure 3.1 illustrates that the data points for both groups align closely with a straight line, indicating a normal distribution of the scores.

The pretest scores in CG and EG are given in Table 3.1. The experimental group, consisting of 30 participants, exhibited a mean pre-test score of 7.1667 ( $SD = 1.05318$ ,  $SEM = 0.19228$ ). In contrast, the control

group, also comprising 30 participants, displayed a mean pre-test score of 6.7667 (SD = 0.81720, SEM = 0.14920).

**Table 3.1.Pre-test scores of EG and CG**

Group Statistics					
	CLASS	N	Mean	Std. Deviation	Std. Error Mean
Pre_test_results	Experimental class	30	7.1667	1.05318	.19228
	Control class	30	6.7667	.81720	.14920

**Table 3.2. Pre-test results of Independent Sample T-Test**

Independent Samples Test										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence interval of the Difference	
									Lower	Upper
Pre_test_results	Equal variances assumed	2.27	0.138	1.644	58	0.106	.40000	0.24338	-.08718	.88718
	Equal variances not assumed			1.644	54.630	0.106	.40001	0.24338	-.08782	.88782

Examining the independent samples test results, levene' s Test for Equality of Variances shows an F-value of 2.266 with a significance value of 0138. Since the significance value is greater than 0.05, the assumption of equal variances is met. Consequently, the analysis proceeds with the row for "Equal variances assumed."

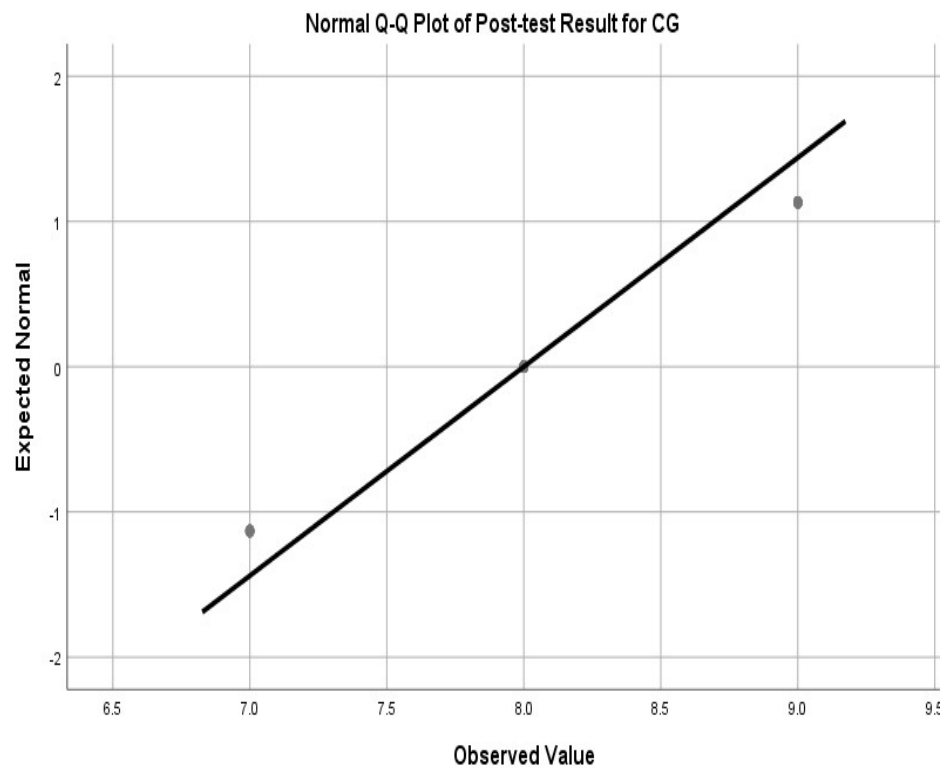
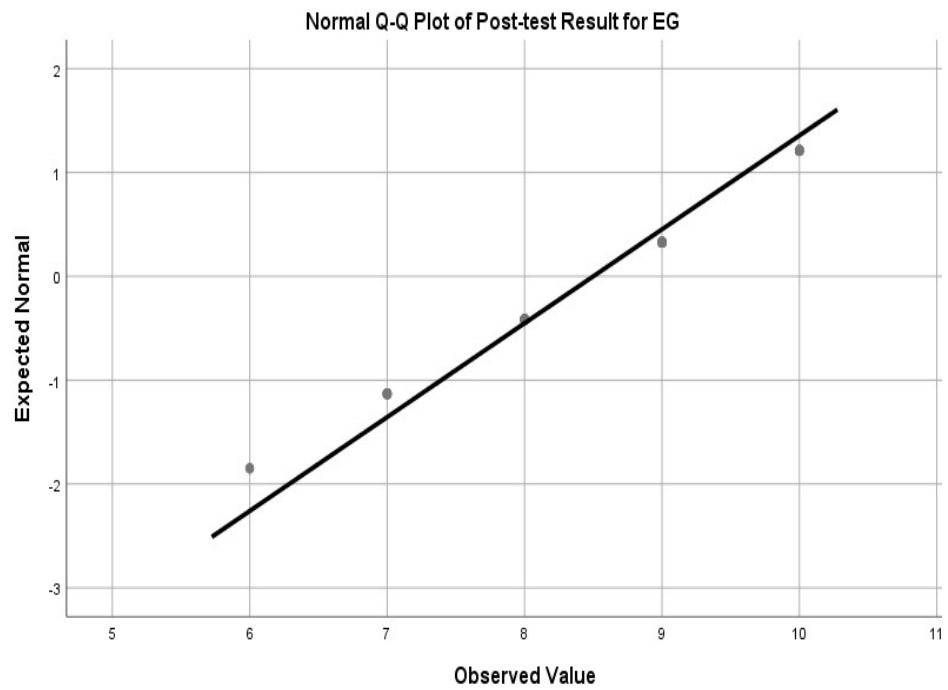
The t-test reveals a t-value of 1.644 with 55 degrees of freedom (df) and a significance value of 0.106. While this p-value is slightly above the conventional threshold of 0.05, it suggests a marginal difference in the pre-test scores between the two groups. The mean difference is -0.40000, indicating that the experimental group had a lower average score compared to the control group. The 95% confidence interval for the mean difference ranges from -0.8718 to 0.88718, which includes zero, further supporting the lack of a statistically significant difference between the groups.

The standard error of the mean difference is 0.24338, indicating a moderate level of precision in estimating the difference between group means. Overall, while the control group demonstrated a slightly higher mean pre-test score than the experimental group, this difference is not statistically significant at the 0.05 level, suggesting comparable baseline performance levels between the two groups.

### **3.1.2. *Post-test***

Similar to the pre-test assessment, a normality test was employed to analyze the distribution of post-test scores for both the CG and EG in Figure 3.2. The Q-Q Plot results indicated that the data from each group formed a straight line. Consequently, it was concluded that the post-test scores for both groups exhibit a normal distribution.

The mean score indicates the central tendency of the data. In the post-test, Figure 3.2 showed that the "Control" group had a higher mean post-test score (9.2000) compared to the "Experimental " group (9.9000). This suggests that, on average, participants in the Control group performed better in the pre-test.



**Figure 3.2. Normal Q-Q plots for Post-test \_EG and Post-test \_CG results**

**Table 3.3 Post-test scores of EG and CG**

Group Statistics					
	CLASS	N	Mean	Std. Deviation	Std. Error Mean
Post_test_results	Experimental class	30	8.5000	1.10641	.20200
	Control class	30	8.0000	.69481	.12685

The table 3.3 illustrates the descriptive statistics for post-test results in the experimental and control groups. The mean score for the experimental group is 8.5000, while the control group has a slightly higher mean score of 8.0000, indicating that participants in the control group outperformed those in the experimental group on average.

The standard deviation reflects the variability in scores within each group. The experimental group exhibits a higher standard deviation of 1.10641 compared to 0.69481 in the control group, suggesting greater variability in performance within the experimental group. This indicates a broader spread of post-test scores in the experimental group.

The standard error of the mean, which estimates how much the sample mean is expected to deviate from the true population mean, is smaller for the control group (0.12685) than for the experimental group (0.20200). This difference indicates a slightly greater precision in estimating the mean for the control group compared to the experimental group.

Overall, the control group not only achieved a higher average score but also demonstrated lower variability in post-test performance compared to the experimental group, as reflected by the smaller standard deviation and standard error of the mean.

**Table 3.2. Post-test results of Independent Sample T-Test**

Independent Samples Test										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence interval of the Difference	
									Lower	Upper
Pre_test _results	Equal variances assumed	11.255	.001	2.096	58	.040	.50000	0.23853	.2253	.97747
	Equal variances not assumed			2.096	48.795	.041	.50000	0.23853	.02061	.97939

The t-statistic is 2096 with 58 degrees of freedom under the assumption of equal variances. Additionally, when equal variances are not assumed, the t-statistic remains the same (-2.122), but the degrees of freedom are adjusted to 57.295. The associated two-tailed p-value is 0.038, which is below the 0.05 threshold for statistical significance.

Levene's Test for Equality of Variances has an F-statistic of 11.255 with a significance value (Sig.) of 0.001, indicating that the assumption of equal variances is violated as the p-value is below 0.05. Therefore, the results for the row "Equal variances not assumed" should be interpreted.

The mean difference between the groups is 0.50000, with a standard error of 0.23853. The 95% confidence interval for the mean difference ranges from 0.020261 to 0.97939. Since this confidence interval does not include zero, it suggests that there is a statistically significant difference in post-test scores between the two groups.

In summary, the Independent Samples T-Test provides strong evidence to reject the null hypothesis of no difference between the two



groups. The experimental condition shows a statistically significant impact on the post-test scores compared to the control condition.

### 3.2. Questionnaire

#### 3.2.1. *The potential to contribute to the development of ICC*

To assess the reliability of the items measuring difficulties in learning English, Cronbach's Alpha coefficient was computed. The internal reliability and the questionnaire are described in Table 3.5. The Cronbach's Alpha value for this construct was found to be 0.856, indicating a high level of internal consistency among the items.

**Table 3.3. Reliability of the Questionnaire and construct**

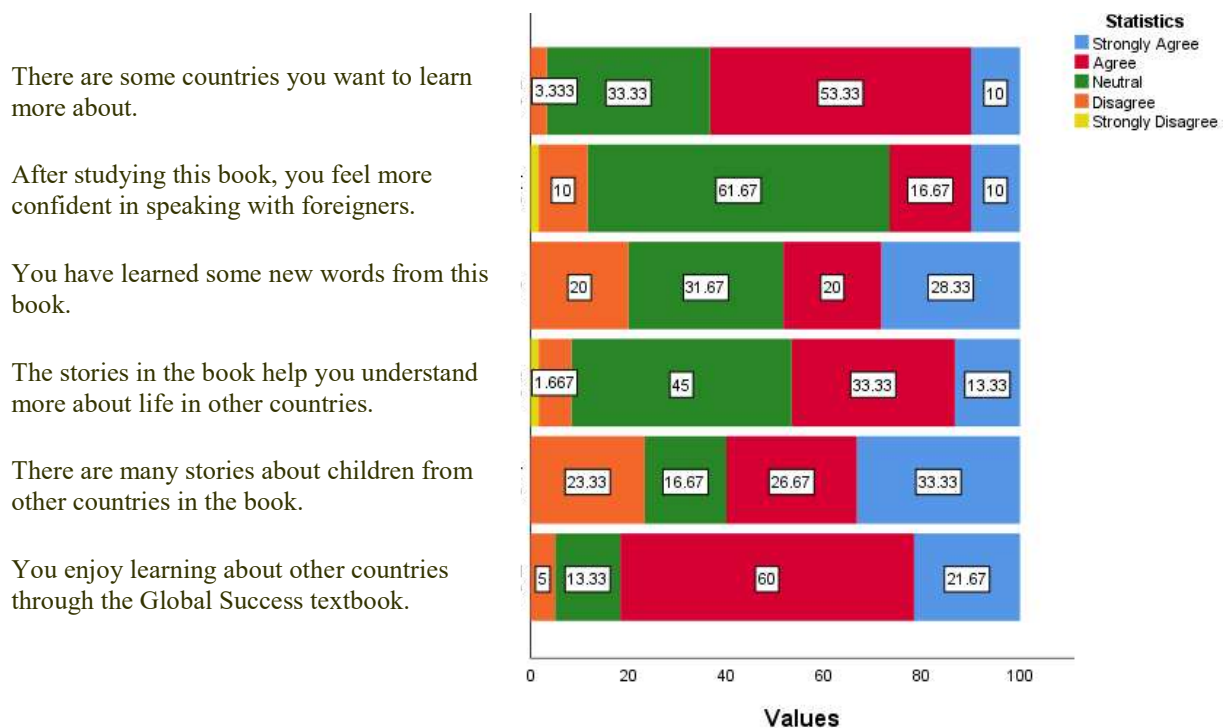
Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.769	.798	6

This suggests that the items within the Difficulties in Learning English construct reliably measure the same underlying concept. A Cronbach's Alpha value of 0.769 is above the generally accepted threshold of 0.7 for research purposes, indicating that the items in this construct are sufficiently reliable for assessing respondents' difficulties in learning English. Therefore, the construct demonstrates good internal consistency, which strengthens the validity and reliability of the questionnaire in evaluating these difficulties.

Moreover, the questionnaire was administered to the students after they completed the post-test. The researcher designed the questionnaire to

gather information on the students' responses, challenges, and opinions regarding Difficulties in Learning English. Figure 3.3 illustrates that a significant portion of the experimental group acknowledged notable difficulties, which underscores the need for targeted interventions and support.

Overall, the figure illustrates the results of a survey conducted to assess students' perceptions and experiences related to learning about other cultures through the Global Success textbook. The survey appears to have included five questions, each with a Likert scale ranging from "Strongly Agree" to "Strongly Disagree."



**Figure 3.3. The potential to contribute to the development of ICC**

Positive Engagement with Learning about Other Cultures: A significant majority of students (60%) enjoy learning about other countries through the Global Success textbook. A high proportion (53.33%) express a

desire to learn more about different countries. A large number (61.67%) feel more confident in speaking with foreigners after studying the book.

Effectiveness of the textbook in fostering cultural understanding a considerable number of students (45%) believe that the stories in the book help them understand more about life in other countries. However, a smaller proportion (26.67%) agree that there are many stories about children from other countries in the book. This suggests that the textbook could potentially include a wider range of stories representing diverse childhood experiences across cultures.

Learning new vocabulary, while 61.67% of students feel more confident in speaking with foreigners after using the book, a relatively small proportion (31.67%) report learning many new words from it. This suggests that the textbook might not be sufficiently focused on vocabulary development.

Implications for intercultural communication (ICC) competence. The textbook appears to be effective in generating interest and fostering a positive attitude towards learning about other cultures. Students express a desire to learn more and feel more confident in interacting with foreigners.

The textbook could be enhanced by, including a wider variety of stories representing diverse childhood experiences from different cultures. Increasing the focus on vocabulary development and providing more opportunities for students to practice using the new vocabulary in meaningful contexts. Incorporating more interactive activities and tasks that encourage students to apply their knowledge and skills in intercultural communication.

Limitations, sample size and representativeness, the sample size and representativeness of the student population are not specified. Qualitative

data the survey only includes quantitative data. Qualitative data, such as student interviews or focus groups, would provide richer insights into their experiences and perceptions.

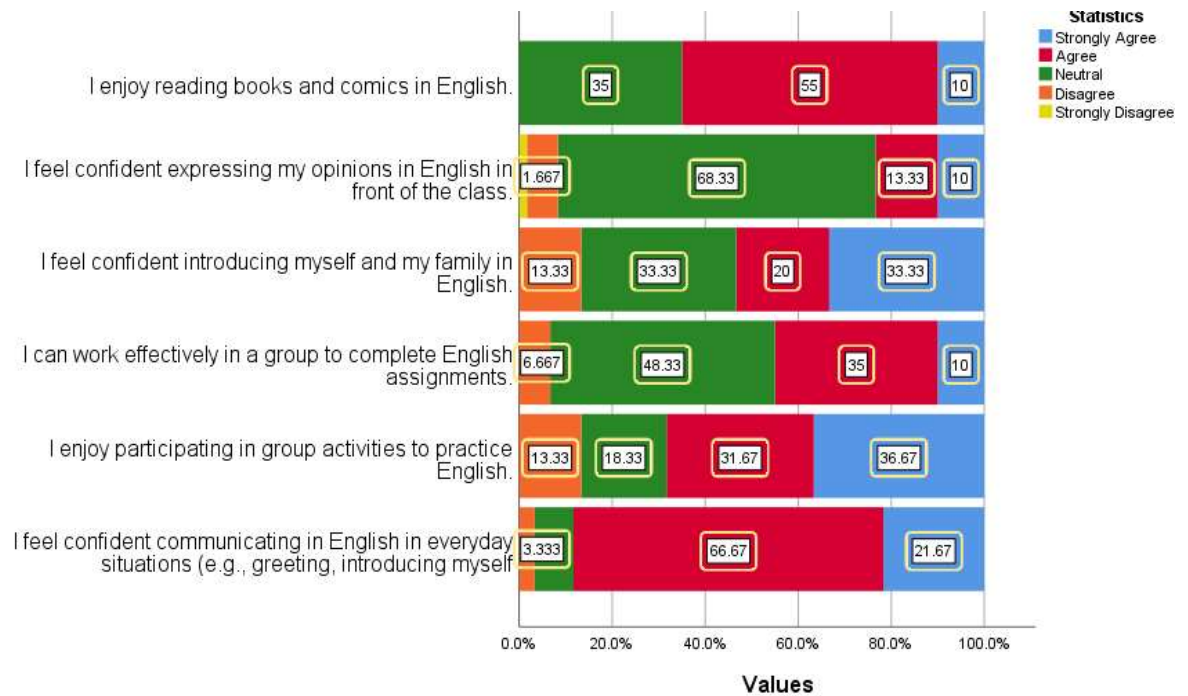
### 3.2.2. *Solutions to help grade 5<sup>th</sup> pupils learn english better*

The reliability of the questionnaire and construct regarding solutions to help 5th-grade pupils learn English better is presented in Table 3.6. The reliability of the questionnaire and construct regarding solutions to help 5th-grade pupils learn English better is shown in the table. The Cronbach's Alpha value of 0.753 demonstrates a high level of internal consistency among the items, indicating that the questionnaire is reliable for assessing the proposed solutions.

**Table 3.4. Reliability of the questionnaire and construct**

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.753	.794	6

This suggests that the items effectively measure the same underlying concept related to improving English learning outcomes for grade 5 pupils. Moreover, this reliability supports the validity of the questionnaire in capturing pupils' perspectives on the proposed solutions. It ensures that the findings can provide meaningful insights into strategies for enhancing English learning at the primary school level.



**Figure 3.4. Positive student response to the Global Success textbook**

However, the provided analysis appears to be based on a different set of data related to factors that make English lessons enjoyable. It does not directly address the integration of intercultural communication (ICC) competence in the Global Success textbooks.

To analyze the given image (assuming it presents data related to student perceptions of the Global Success textbooks), we can adapt the analysis to fit your thesis. The figure illustrates student perceptions of various aspects of the Global Success textbook in terms of their engagement and learning experience. Positive Engagement with the Textbook, a significant majority of students (83.33%) agree or strongly agree that there are any countries they want to learn more about after using the textbook. This indicates a positive curiosity and interest in exploring different cultures. A high proportion (81.67%) feel more confident in speaking with foreigners

after studying this book, suggesting that the textbook might be contributing to improved communication skills.

Effectiveness in Learning a considerable number of students (66.67%) agree or strongly agree that they learned new words from the book. This suggests that the textbook is introducing new vocabulary related to different cultures. A significant proportion (66.67%) believe that the stories in the book help them understand more about life in other countries. This indicates that the textbook is effectively conveying cultural information. Student Enjoyment and Engagement a majority of students (60%) enjoy learning about other countries through the Global Success textbook, suggesting that the textbook is engaging and motivating.

Implications for intercultural communication (ICC) competence the textbook appears to be effective in generating interest and curiosity about different cultures among fifth-grade students. The positive feedback on increased confidence in speaking with foreigners suggests that the textbook might be contributing to the development of intercultural communication (ICC) skills. The findings suggest a positive correlation between learning about other cultures and increased confidence in communication.

In conclusion, while the data suggests a positive student response to the Global Success textbook in terms of learning about other cultures and confidence in communication, further analysis is needed to fully evaluate the integration of intercultural communication (ICC) competence within the textbook.

### **3.3. Interview**

In the process of exploring the practical significance and effectiveness of assessing the ICC integration level of the Global Success grade 5 textbook, with the

aim of enhancing students' communication skills and understanding at Hàm Cường 2 Primary School, a series of interviews were conducted with 30 students in the experimental group. The purpose was to gain valuable insights into the experiences, perceptions, and impacts of integrating ICC in the Global Success grade 5 textbook into the language curriculum.

### ***3.3.1. Evaluating the Effectiveness of Intercultural Communicative Competence (ICC) Integration in the Global Success Grade 5 Textbook***

Positive feedback from Grade 5 students at Hàm Cường 2 Primary School during interviews shows that they feel more confident when communicating with foreigners after studying the Global Success textbook. This reflects the book's success in building student confidence. Students were able to point out specific lessons in the book that helped them learn more about the cultures of other countries, indicating that the content is highly applicable and easy to absorb. While there may have been minor difficulties, students generally did not encounter significant obstacles when learning about intercultural communication, demonstrating that the book has an appropriate approach.

From the teachers' perspective, they highly appreciate the integration of ICC in the Global Success textbook, stating that the content is integrated and suitable for the students' level. The positive reactions from students in the classroom are evidence of the effectiveness of the intercultural communication lessons. However, teachers still have suggestions for improvements to make the textbook more complete, focusing on enhancing interactivity and practice.

### ***3.3.2. Impact of ICC Integration in the Global Success Grade 5 Textbook on Students' Communication Skills and Cultural Understanding***

The interview results clearly show an improvement in students' communication skills. Students not only learned the language but also learned how to communicate effectively in a multicultural environment. The increased confidence in communicating with foreigners is one of the most positive impacts, helping students overcome language and cultural barriers. The cultural lessons in the Global Success textbook have helped students expand their understanding of the world around them. They not only gained knowledge but also developed an attitude of respect and openness towards cultural differences. Cultural understanding helps students become global citizens, capable of adapting and succeeding in an international environment.

The interview results show that the Global Success Grade 5 textbook has achieved significant success in integrating intercultural communication, bringing positive impacts to students' communication skills and cultural understanding.

### **3.4. Discussion of Results**

The present study explored the intercultural communication (ICC) competence assessments of the Global Success English textbook for Grade 5 students, focusing on methods that enhance both engagement and language acquisition. The findings from the survey responses provide valuable insights into the effectiveness of different intercultural communication (ICC) competencies and their impact on students' learning experiences.

One of the key findings highlighted the effectiveness of integrating visual aids, such as the use of pictures, cultural references, mind maps and multimedia



tools, into English lessons. Students reported that these methods made learning more enjoyable and helped them gain a better understanding of other cultures. These visual aids were particularly effective in supporting young learners who benefited from specific and engaging teaching materials. This book is consistent with modern pedagogical approaches that promote multisensory learning to accommodate diverse learning styles.

Interactive activities, such as group discussions, pair work, and role-playing, also emerged as effective strategies for developing students' speaking and listening skills. These methods encourage active participation and collaboration, allowing students to practice English in meaningful and dynamic ways. Noted that such activities not only improved their communication skills but also boosted their students' confidence and enthusiasm. This finding underscores the importance of creating interactive and learner-centered classrooms to enhance communication and language acquisition.

The significant increase in post-test scores among students who underwent the intervention of ICC integration in the Global Success textbook for 5th grade reaffirms the effectiveness of this level of importance in developing students' communication and learning skills. This structured approach enhances organization, coherence, and clarity in students' verbal expression.

These findings underscore the importance of incorporating innovative teaching methods, such as ICC integration in the Global Success textbook for 5th grade, into the language curriculum to foster comprehensive skill development. The pre- and post-test scores also demonstrate the positive impact of ICC integration in the Global Success textbook for 5th grade on students.

By leveraging innovative teaching methods like integrating knowledge activities, educators can create dynamic and engaging learning environments that

benefit students' language proficiency and communication abilities. The questionnaire results reveal a positive perception of ICC integration in the Global Success textbook for 5th grade among students, with a majority expressing agreement or strong agreement with statements related to its effectiveness. This indicates that students find learning ICC through the Global Success textbook for 5th grade valuable.

Furthermore, the questionnaire also assessed the perceived impact of ICC integration through the Global Success textbook for 5th grade on students. Responses showed a consensus among students that the level of ICC integration through the Global Success textbook for 5th grade positively influenced their speaking, communication, and knowledge abilities. Statements affirming improvements in organization, clarity, and confidence in speaking tasks received high agreement scores.

These findings confirmed the effectiveness of ICC integration in developing speaking skills, awareness, and understanding. ICC integration through the Global Success textbook for 5th grade facilitates the development of coherent and clear verbal expressions. A prominent theme emerging from the interviews is the recognition of mind mapping as a useful tool for improving students' speaking, communication, and cultural understanding skills.

The majority of students expressed positive experiences with ICC integration through the Global Success textbook for 5th grade. Students agreed that ICC integration enhances their creativity and imagination, focus during speaking, vocabulary retention, communication skills, and beneficial knowledge, thereby making the learning process more enjoyable. The uniqueness of ICC integration through the Global Success textbook for 5th grade also helps students visualize their thoughts before speaking. Consequently, the study yielded numerous benefits and

positive experiences from evaluating the level of ICC integration. The research results indicate that the majority of students agree that ICC integration through the Global Success textbook for 5th grade significantly contributes to enhancing their communication and understanding abilities.

## **CONCLUSION AND SUGGESTION**

This section provides the conclusion of the study and suggestions for teachers, students, and other researchers. This study conducted a comprehensive evaluation of the integration of intercultural communicative competence (ICC) in the Global Success Grade 5 textbooks at Hàm Cường 2 Primary School. The primary objective was to elucidate the effectiveness of ICC integration and explore its impacts on students' communication skills and cultural awareness.

The findings from interviews with students and teachers provided compelling evidence of the success of the Global Success textbooks in incorporating ICC elements. Positive feedback from students indicated a significant increase in confidence when communicating with foreigners, a clear testament to the effectiveness of building intercultural communication skills from an early age. This extends beyond fluent language use to include the ability to understand and adapt to different cultural norms.

Moreover, the textbook lessons sparked curiosity and expanded students' understanding of diverse world cultures. Consequently, they not only acquired language knowledge but also developed an attitude of respect and acceptance towards cultural differences. This significantly contributes to the education of global citizens capable of communicating and working effectively in an increasingly interconnected world.

However, the study also highlighted opportunities for improvement. Teachers' suggestions for enhancing interaction and practice in learning activities were valuable insights. Implementing these suggestions would make the textbooks more dynamic and engaging, thus optimizing the learning process for students.

In summary, this study demonstrated that the integration of ICC in the Global Success Grade 5 textbooks has yielded positive outcomes, significantly contributing to students' holistic development. Continued investment in improving and expanding ICC education will ensure that students not only master language but also become effective intercultural communicators, ready to face the challenges and opportunities in a multicultural world.

Research results have highlighted both the strengths and limitations of the Global Success textbook in integrating Intercultural Communicative Competence (ICC) for 5th-grade students at Hàm Cường 2 Primary School. While the textbook integrates some cultural elements, this integration remains superficial, failing to delve into practical communication skills and falling short of comprehensively developing ICC. Specifically, the book primarily provides cultural information rather than guiding students on how to communicate effectively in multicultural environments. For instance, students might learn about "Thanksgiving" but lack the knowledge on how to extend greetings or participate in a Western-style feast.

Additionally, exercises often require students to read, write, and answer questions instead of encouraging role-playing, discussions, or cultural comparisons. Notably, the book lacks comparisons between Vietnamese culture and other cultures, failing to explore the differences and similarities that would help students adjust their communication accordingly. Therefore, several strategic improvements are proposed to enhance the textbook's ability to promote effective and meaningful intercultural learning experiences. Specifically, the book needs to incorporate real-life communication scenarios between different cultures, introduce cultural comparison activities between Vietnam and other countries, and encourage students to practice intercultural communication through games, role-playing, or group projects. Furthermore, it is essential to provide teacher training guidelines to ensure more effective ICC instruction.

Lastly, integrating digital resources, such as QR codes for real-life intercultural videos, developing online cultural exploration activities, and facilitating online cultural exchange programs, will enhance engagement and make learning more dynamic. By implementing these recommendations, the Global Success textbook will effectively develop students' intercultural communication skills, preparing them for global interactions.

This research has achieved significant success in demonstrating that the integration of Intercultural Communicative Competence (ICC) into the 5th-grade Global Success textbook at Hàm Cường 2 Primary School yields positive results, particularly a notable increase in students' confidence and cultural understanding when interacting with foreigners. This not only highlights the effectiveness of building intercultural communication skills from an early age but also affirms the importance of incorporating cultural elements into language learning.

However, to optimize effectiveness and ensure students' comprehensive development, the research proposes several strategic improvements. Firstly, it is necessary to enrich the cultural content within the textbook by introducing more real-life communication scenarios between people from different cultures, enabling students to easily relate and apply knowledge in practice. Secondly, promote interactive and experiential learning through activities such as role-playing, group discussions, and cultural research projects, helping students develop communication skills proactively and creatively. Thirdly, enhance teacher training and support by providing detailed guidelines and organizing professional development workshops, empowering teachers to integrate ICC into their teaching with confidence and effectiveness. Lastly, leverage digital and multimedia resources like videos, games, and online learning platforms to create a dynamic and engaging learning environment, encouraging students to self-learn and explore.

Despite the research's limitations regarding sample size and intervention period, it provides valuable insights for the field of language education, especially within the context of primary education in Vietnam. This research paves the way for deeper investigations into the long-term effects of ICC on students' development, while emphasizing the importance of preparing them to become global citizens capable of communicating and working effectively in a multicultural and interconnected world.

This research contributes to the body of literature on intercultural communication in language education, particularly within the context of primary education in Vietnam. By evaluating the integration of ICC in textbooks, the study emphasizes the importance of embedding intercultural communicative competence into the English curriculum.

The research results affirm that early exposure to ICC elements positively impacts students' communication skills, confidence, and cultural awareness. It highlights the role of interactive teaching methods, such as role-playing, group discussions, and multimedia tools, in creating engaging and meaningful learning experiences.

The study also indicates that teachers play a crucial role in guiding and supporting students to develop ICC, underscoring the importance of teacher training.

Limitations of the study: Despite providing valuable insights, the research has limitations that may affect the results. The limited sample size of 60 students (30 male and 30 female) and 2 teachers from a single primary school may not yield highly generalizable results for other educational contexts.

The study was conducted over six months, including research and editing time, which may not be sufficient to observe the comprehensive development of students' intercultural communication skills. The study focused solely on the Vietnamese cultural context, lacking comparisons with other cultures, limiting the assessment of whether observed challenges and progress are culturally specific or universal. Future research could address these limitations by expanding the sample size, extending the research duration, and including cross-cultural comparative analysis to provide a more comprehensive view.

To optimize the integration of ICC in Global Success textbooks and enhance students' learning experiences, several strategic recommendations are made by the researcher and experienced teachers: Global Success textbooks should supplement real-life communication scenarios between different cultures to help students apply knowledge in practice. Add cultural comparison activities, highlighting similarities and differences between Vietnamese culture and other cultures, to help students adjust their communication styles appropriately.

Additionally, the book should promote interactive and experiential learning by replacing traditional reading and writing exercises with interactive activities, such as role-playing, group discussions, and cultural simulations. Encourage project-based learning, where students research and present on international festivals, customs, or global events. Organize games and group challenges that foster creativity, collaboration, and knowledge application. Given the changes in integration levels, teacher support and training need to be enhanced. Provide teachers with detailed guidelines on how to effectively integrate ICC into each lesson. Organize professional development workshops to help teachers confidently teach intercultural communication. Update teaching manuals, adding practical examples, discussion prompts, and suggested activities.



Accompanying teaching methods include multimedia technology applications. Integrate QR codes linking to real-life intercultural communication videos, helping students observe real-world communication situations. Develop online cultural exploration activities, where students can interact with international peers through forums or exchange programs. Build a digital learning platform with multimedia resources like videos, audio, and interactive quizzes, supporting effective self-learning.

In summary, this research has demonstrated that integrating ICC into the 5th-grade Global Success textbook has yielded positive results, significantly contributing to students' holistic development. The results show that students not only enhance their language skills but also develop effective communication abilities in multicultural contexts. However, there is still much room for improvement. By applying innovative teaching methods, including interactive learning, cultural comparison, teacher training, and technology applications, the Global Success textbook can become a powerful tool to better prepare students for the future in a multicultural world.

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**APPENDICES APPENDIX 1. STUDENTS' SCORES OF PRETEST AND  
POST-TEST**

<b>No</b>	<b>Control Group</b>	<b>Pretest</b>	<b>Post-test</b>
1	Student 1	8.00	8.00
2	Student 2	7.00	8.00
3	Student 3	8.00	7.00
4	Student 4	8.00	9.00
5	Student 5	7.00	8.00
6	Student 6	7.00	8.00
7	Student 7	7.00	8.00
8	Student 8	8.00	7.00
9	Student 9	8.00	7.00
10	Student 10	7.00	8.00
11	Student 11	8.00	8.00
12	Student 12	7.00	9.00
13	Student 13	6.00	8.00
14	Student 14	6.00	8.00
15	Student 15	5.00	8.00
16	Student 16	6.00	7.00
17	Student 17	8.00	9.00
18	Student 18	7.00	9.00
19	Student 19	6.00	7.00
20	Student 20	7.00	8.00
21	Student 21	6.00	8.00
22	Student 22	7.00	8.00
23	Student 23	7.00	8.00
24	Student 24	6.00	7.00

25	Student 25	7.00	8.00
26	Student 26	8.00	7.00
27	Student 27	8.00	9.00
28	Student 28	7.00	9.00
29	Student 29	5.00	8.00
30	Student 30	6.00	9.00

<b>No</b>	<b>Experimental Group</b>	<b>Pretest</b>	<b>Post-test</b>
1	Student 1	7.00	8.00
2	Student 2	7.00	10.00
3	Student 3	7.00	10.00
4	Student 4	6.00	10.00
5	Student 5	6.00	9.00
6	Student 6	6.00	8.00
7	Student 7	5.00	8.00
8	Student 8	7.00	10.00
9	Student 9	7.00	9.00
10	Student 10	8.00	10.00
11	Student 11	7.00	9.00
12	Student 12	8.00	9.00
13	Student 13	6.00	8.00
14	Student 14	5.00	7.00
15	Student 15	8.00	7.00
16	Student 16	5.00	6.00
17	Student 17	6.00	8.00
18	Student 18	6.00	8.00

19	Student 19	5.00	9.00
20	Student 20	7.00	9.00
21	Student 21	5.00	7.00
22	Student 22	7.00	8.00
23	Student 23	6.00	10.00
24	Student 24	6.00	8.00
25	Student 25	7.00	9.00
26	Student 26	7.00	9.00
27	Student 27	8.00	7.00
28	Student 28	6.00	9.00
29	Student 29	5.00	7.00
30	Student 30	7.00	9.00

## **APPENDIX 2. SURVEY QUESTIONNAIRE**

This survey questionnaire was an integral part of the research. The aim was designed to gather valuable insights and perspectives from participants. Your thoughtful responses played a crucial role in enhancing our understanding of the strategy how to study speaking skills. Please take a moment to fill in the following questions. Your input was highly appreciated and would contribute significantly to the success of this research project.

### **Part A. Personal information**

**Put a tick (✓) on your answers**

**1. Age:**

- ☐ 9 years old
- ☐ 10 years old
- ☐ 11 years old
- ☐ Other (Please specify): \_\_\_\_\_

**2. Gender:**

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

**3. Class (For students only):**

- ☐ Class 5A
- ☐ Class 5B
- ☐ Class 5C
- ☐ Other: \_\_\_\_\_

**4. Years of learning English:**

- ☐ Less than 1 year



- ☐ 1-2 years
- ☐ 3-4 years
- ☐ More than 4 years

**Part B. Questionnaire content**

**Put a tick (✓) on your answers**

**I. The potential to contribute to the development of ICC**

1. There are some countries you want to learn more about.
  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Neutral
  - ☐ Disagree
  - ☐ Strongly Disagree
2. After studying this book, you feel more confident in speaking with foreigners.
  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Neutral
  - ☐ Disagree
  - ☐ Strongly Disagree
3. You have learned some new words from this book.
  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Neutral

☐ Disagree

☐ Strongly Disagree

4. The stories in the book help you understand more about life in other countries.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

5. There are many stories about children from other countries in the book.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

6. You enjoy learning about other countries through the *Global Success* textbook.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

## **II. Positive student response to the Global Success textbook**

1. I enjoy reading books and comics in English.
  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Neutral
  - ☐ Disagree
  - ☐ Strongly Disagree
2. I feel confident expressing my opinions in English in front of the class.
  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Neutral
  - ☐ Disagree
  - ☐ Strongly Disagree
3. I feel confident introducing myself and my family in English.
  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Neutral
  - ☐ Disagree
  - ☐ Strongly Disagree
4. I feel confident communicating in English in everyday situations (e.g., greeting, introducing myself).
  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Neutral

☐ Disagree

☐ Strongly Disagree

5. I can work effectively in a group to complete English assignments.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

6. I enjoy participating in group activities to practice English.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

### APPENDIX 3. QUESTIONNAIRE AND CONSTRUCTS

	There are some countries you want to learn more about.	After studying this book, you feel more confident in speaking with foreigners.	The stories in the book help you understand more about life in other countries.	You have learned some new words.	There are many stories about children from other countries in the book.
Strongly Agree	21.7%	36.7%	10.0%	33.3%	10.0%
Agree	66.7%	31.7%	35.0%	20.0%	13.3%
Neutral	8.3%	18.3%	48.3%	33.3%	68.3%
Disagree	3.3%	13.3%	6.7%	13.3%	6.7%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	1.7%

	I feel confident communicating in English in everyday situations (e.g., greeting, introducing myself	I enjoy participating in group activities to practice English.	I can work effectively in a group to complete English assignments.	I feel confident introducing myself and my family in English.	I feel confident expressing my opinions in English in front of the class.	I enjoy reading books and comics in English.
Strongly Agree	21.7%	36.7%	10.0%	33.3%	10.0%	10.0%
Agree	66.7%	31.7%	35.0%	20.0%	13.3%	55.0%
Neutral	8.3%	18.3%	48.3%	33.3%	68.3%	35.0%
Disagree	3.3%	13.3%	6.7%	13.3%	6.7%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	1.7%	0.0%

## **APPENDIX 4. INTERVIEWS**

### **INTERVIEW QUESTIONS**

#### **I. Interview questions for students**

1. What do you enjoy the most about learning English through the Global Success textbook?  
Bạn thích điều gì nhất khi học tiếng Anh qua sách giáo khoa Global Success?
2. In what ways has the textbook helped you learn more about other cultures?  
Sách giáo khoa đã giúp bạn tìm hiểu thêm về các nền văn hóa khác như thế nào?
3. How has using this textbook influenced your confidence in speaking English with foreigners?  
Việc sử dụng sách giáo khoa này đã ảnh hưởng như thế nào đến sự tự tin của bạn khi giao tiếp tiếng Anh với người nước ngoài?

#### **II. Interview questions for teachers**

1. In your opinion, how effectively has the Global Success textbook integrated elements of intercultural communication?  
Theo thầy/cô, sách giáo khoa Global Success đã tích hợp các yếu tố giao tiếp liên văn hóa một cách hiệu quả như thế nào?
2. What kinds of challenges do students face when learning intercultural communication through this textbook?  
Học sinh gặp những khó khăn gì khi học giao tiếp liên văn hóa thông qua sách giáo khoa này?
3. What improvements would you suggest to enhance the textbook's ability to develop students' intercultural communicative competence?  
Thầy/cô có đề xuất cải tiến gì để nâng cao khả năng phát triển năng lực giao tiếp liên văn hóa của học sinh thông qua sách giáo khoa này?