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Marriages of convenience? Teachers and coursebooks in the digital age

Christopher Allen

This article reports on a survey of Swedish EFL teachers' attitudes towards, and dependence on, ELT coursebook packages in the light of recent research into digital literacy. The results showed that while ICT is making massive inroads into language classrooms in technologically advantaged countries like Sweden, the coursebook package still has its place assured among trainee teachers, at least for the immediate future. The current generation of 'digital native' pre-service teachers still looks to coursebook packages to structure lessons during teaching practice and as a means of providing extended reading practice in the L2. Their more experienced in-service colleagues are, however, increasingly abandoning the coursebook in favour of freestanding digital resources. Practising teachers in the survey increasingly saw coursebooks in contingency terms and as a 'fall-back' position. Finally, the article considers the desirability of a more fundamental abandonment of the coursebook in favour of digital tools and resources in the EFL classroom.

Introduction

Since the emergence of global ELT as a large-scale educational and commercial enterprise in the 1960s, the production of printed coursebooks, associated teaching materials, and learner dictionaries has assumed a central role in a worldwide multi-billion dollar industry. However, the extent to which EFL teachers should rely on coursebooks or their own materials has always been controversial. The term 'coursebook package' will be used here to include all elements related to a coursebook and produced in-house by a publisher, including associated websites and digital resources. This debate can be seen to a large extent as a reflection of the more recent discussion of the role of methodology in ELT and recognition of the increasing importance attached to situated pedagogy rooted in the local teaching context (Hunter 2013; Ur 2013). With the advent of the Web 2.0 era of digital resource sharing and collaboration, the position of the coursebook package is being called into question by the emergence of increasingly interactive and freely available web-based tools and resources.

With teachers and learners now actively building personal learning networks (internet-mediated connections between people) to create spaces for study purposes and environments using interactive Web 2.0 tools and resources, the desirability of continuing to rely exclusively on coursebooks and their associated materials is in need of re-evaluation. This article explores the relationship between reliance on coursebook packages and digital literacy-promoting alternatives, such as freely available ICT tools and resources, among pre- and in-service EFL teachers in Sweden.

Aims, scope, and research questions

The investigation reported here was based on the following research questions:

1. In the Web 2.0 digital era, what metaphors do pre- and in-service EFL teachers use to characterize their dependence on existing coursebook packages?
2. Are there any differences between pre- and in-service teachers in terms of the attention they give to tools and resources promoting ICT and digital literacy as alternatives to coursebook package dependency in their EFL classrooms?
3. What are the advantages of promoting digital literacy as a fully integrated aspect of language teaching in terms of productive/ interactive and receptive skills?
4. What obstacles exist in terms of abandoning the coursebook package altogether and in adopting a more radical approach to EFL teaching through digital literacy in the classroom?

Coursebooks in EFL

Research into the development of ELT coursebooks and materials has gained impetus in recent years, benefiting greatly from initiatives such as the *Warwick ELT Archive*, aimed at archiving coursebook materials for comparative and evaluative purposes. Driven by commercial and marketing factors as well as pedagogical concerns, international ELT coursebook authors have frequently shown a greater willingness to innovate than their counterparts in modern foreign languages. Since the early 1970s, research findings emerging from the then relatively new academic discipline of applied linguistics provided a further input, drawing on ideas such as communicative competence (the *Kernel* series), the functional and notional syllabus (as exemplified by *Strategies*), and more recently task-based learning (through titles such as *Cutting Edge*).

Throughout the history of ELT, coursebooks have existed to 'add value' in terms of providing a coherent syllabus and structure to the teaching and learning process, where teachers might lack adequate training, the time/resources to develop materials of their own, or in some cases, an acceptable level of proficiency in the language they are teaching. Additionally, [Sheldon \(1988: 238\)](#) has drawn attention to the labour intensiveness of developing teaching materials, arguing that commercially produced coursebooks offer a compromise for the teacher in choosing materials which 'only approximate to the needs of the local context'. As [Yuen \(1997: 5\)](#) cited in [McGrath \(2002: 3\)](#) notes,

teacher dependence on the textbook may be almost matrimonial in many international ELT contexts, stemming either from local cultural preferences and/or the lack of available alternatives:

Since becoming a teacher I have mixed feelings towards the textbook. Sometimes I hate it and sometimes I love my inevitable teaching partner. This seems unlikely to be a perfect marriage; however I cannot ask for a divorce. (Yuen *ibid.*: 5)

This quote no doubt echoes the traditional, pre-digital ‘marriage of convenience’ concerns of many practising EFL teachers turning to coursebooks as a ready sources of classroom material under the pressure of busy teaching schedules and examination routines but who nevertheless acknowledge their limitations. These limitations might include, for example, a focus on a restricted range of topics or material which becomes rapidly dated following publication.

Coursebooks and digital resources in ELT

Defining digital literacy

The term digital literacy, defined by [Eshet-Alkai and Chajut \(2009: 713\)](#) as ‘the ability to employ a wide range of cognitive and emotional skills in using digital technology’ is one of eight core competencies for lifelong learning as defined by the European Union (2006).¹ Examples of digital literacy ‘in action’ might be inserting appropriate hashtags into a tweet, or subtitles to a downloaded YouTube clip, etc. Within different educational contexts, digital literacy has variously been referred to as ‘digital competency’, ‘digital media literacy’, or especially in the United Kingdom, ‘media literacy’ and ‘new media literacy’ ([Hockly 2012](#)). In western societies, it would appear that Norway has come furthest in terms of incorporating digital literacy into its national curriculum in according digital literacy equal status with traditional literacy, arithmetic, and other core educational skills areas ([Belshaw 2011: 28](#)).

Digital literacy and ELT

The incorporation of digital literacy into individual subject areas such as ELT within national curricula has opened up the possibility of ‘killing two birds with one stone’ in terms of classroom activities seeking simultaneously not only to improve language proficiency but also to develop digital literacy ([Shetzer and Warschauer 2000](#)). As ICT-use has become more important in teacher training, there has increasingly been a need for a practical framework for lesson planning which shows teachers how they might incorporate various digital learning activities, resources, and tools into the syllabus and classroom practice.

Digital Literacies ([Dudeny, Hockly, and Pegrum 2013](#)) provides one such framework, offering some 50 lesson plan ideas for the EFL classroom. These activities can be adapted to ‘high-tech’, ‘low-tech’, and ‘no-tech’ environments depending on bandwidth restrictions and the availability of technology in the form of computers, hand-held devices, and interactive whiteboards (IWBs). The authors identify four focus areas in digital literacy for the classroom practitioner (which are further divided into 16 individual literacies):

- language
- information
- connections
- (re)design.

Of these areas, the first focus, on ‘language’, is arguably the most fundamental and is essentially synonymous with the traditional notion of ‘print literacy’ in encompassing reading and writing skills with extension into new digital genres like tweets and text messaging. The use of search engines and aggregators to find, summarize, and filter information in digital contexts is described under the second focus area of ‘information’ while ‘connections’ recognizes the importance of using social media to establish networks and project digital identities. The final area in the framework is ‘redesign’, covering the digital competencies required to edit, modify, or augment existing digital materials such as audio files and YouTube videos using computers. These areas are exemplified in [Table 1](#).

Dudenev *et al.* (ibid.) envisage three main ways in which digital literacy can be incorporated into the language classroom:

1. the coursebook-driven approach
2. the topic-driven approach
3. the digital literacies-driven approach.

Option (1) is the most traditional in the sense that teachers can take the coursebook as their point of departure which then defines the syllabus as a programme of study. Coursebook content is then extended and augmented by ICT resources linked through the teacher’s personal learning environment/network of tools, links, and contacts. Alternatively, teachers can abandon the coursebook altogether in option (2), linking digital literacies to a topic (the topic-driven approach). Finally, the most radical option is (3), planning all learning activities around a grid of digital literacy activities that focus on the four focus areas outlined above (language, information, connections, and redesign). These relationships are shown in [Figure 1](#) below.

Digital literacy focus area and example literacy involved	Example activity for the EFL classroom
Language (mobile literacy)	<i>History hunt</i> : learners create local history and culture quizzes in English using the <i>SCVNGR</i> mobile app or <i>Google Maps</i>
Information (search literacy)	<i>Search race</i> : learners compare search engine and aggregator results in exploring a topic e.g. pollution
Connections (personal literacy)	<i>Online me</i> : learners create multimedia posters in English to present aspects of themselves to family, friends, potential employers, and complete strangers
(Re-) design (remix literacy)	<i>Movie mash-up</i> : learners edit video material such as a short film trailer adding subtitles

TABLE 1
Digital literacy focus areas and related language activities (adapted from [Dudenev et al. 2013: 8](#))

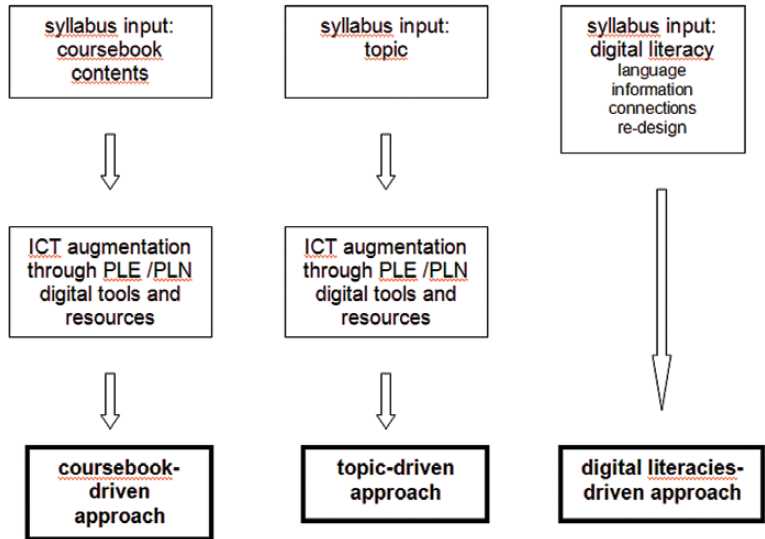


FIGURE 1
Coursebook-, topic-, and digital literacy-driven approaches in ELT.

The study
Participants and context

Two groups of teachers, one group of pre-service (henceforth PS) and one group of in-service teachers (henceforth IS), as described in Table 2, below, were asked to respond to a questionnaire distributed digitally.

As part of their ELT and language didactics module, PS teachers at a Swedish university were introduced to theoretical and practical aspects of syllabus design and lesson planning using Swedish printed and digitalized ELT coursebook packages. Lesson planning from a coursebook was then contrasted with the digital literacy framework and example learning activities as defined by Dudeney *et al.* (op.cit.). In preparation for a five-week teaching practice period, students were given the opportunity to try out and evaluate a number of practical ICT activities from the *Digital Literacies* resource book in addition to lesson planning from coursebooks. The IS group were also introduced to digital literacy as part of their online ICT course which they pursued alongside their classroom teaching responsibilities. Running for ten

Teacher group	Group composition
IS	<ul style="list-style-type: none"> • 15 teachers at secondary level (all L1 Swedish) • ages 25–57 years • 1–28 years' teaching experience • 12 women, 3 men • enrolled on an ICT for English teachers distance course at Linnaeus University, Sweden
PS	<ul style="list-style-type: none"> • 15 student teachers (1 native speaker, 14 teachers with L1 Swedish) • ages 20–27 years • teaching experience limited to one block of teaching practice and isolated supply teaching • 10 women, 5 men • enrolled in fourth term of a MEd degree programme (campus-based) for Swedish upper secondary school

TABLE 2
IS and PS teacher group composition

weeks, this ICT course, was commissioned on behalf of the Swedish National Agency of Education as part of a package of ELT modules to enable practising, partially qualified teachers to achieve full accreditation for upper secondary school teaching. The geographical distribution and teaching schedules of the teachers necessitated an online delivery mode, i.e. teachers were not necessarily positively disposed towards technology and digital media. Online participation was an organizational necessity.

Many Swedish municipalities have embraced so-called ‘one-to-one’ initiatives for the provision of laptop computers to individual pupils and thus the Swedish educational context is interesting when considering the role of the coursebook in increasingly digitalized classroom settings. EFL coursebooks are to a large extent written specifically for the Swedish state educational sector, with the adoption of international titles largely restricted to adult study centres and higher education. Like their global equivalents, commercial titles aimed at the Swedish secondary EFL market such as *Beeline* (Gleerups) and *Magic!* (Studentlitteratur) have adopted the multiple strand syllabus approach which has become commonplace in international EFL publishing, with exercises devoted to individual linguistic (grammar, vocabulary, etc.) and skills (interactive/productive and receptive) components. Usually these components are structured around a number of topic themes defined by an abridged reading passage. English–Swedish translational vocabulary lists are an enduring feature of school coursebooks despite the fact that translation is not mentioned in the current version of the Swedish school syllabus for English. Coursebooks are increasingly available in digital format, facilitating their use in conjunction with IWBs.

The questionnaire

Participating teachers completed a questionnaire with 12 questions (see Appendix). These questions required both in-depth responses to open-ended questions (‘What do you see as the main advantages of the coursebook in the ICT era?’ etc.) and numerical responses to statements on a Likert scale of 1–7 (for example the importance of ICT/digital resources in your teaching of listening comprehension: (1) being ‘not important’ and (7) ‘very important’). The inclusion of both question formats reflected the need to strike a balance between obtaining sufficiently detailed responses using open-ended questions while avoiding making excessive demands on the time of busy teachers. Likert scale responses provide quantitative data, facilitating a more direct comparison between the responses of the PS and IS groups.

Firstly, respondents were asked to circle the metaphor (‘recipe’, ‘straitjacket’, ‘supermarket’, etc.) which they felt best characterized their attitude to the coursebook in the ICT era. The metaphors were adapted from McGrath (op.cit.: 8), a useful critique of the coursebook package in ELT, and are shown below in [Figure 2](#). Metaphors attempted to capture the teachers’ assessment of their reliance on coursebook instructions/guidelines and the flexibility to incorporate external resources alongside coursebook material in lesson planning.

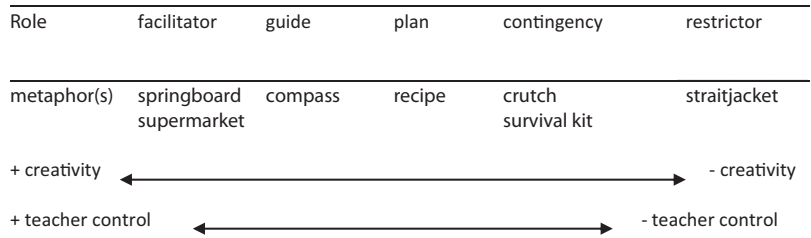


FIGURE 2
Metaphors for coursebook
use.

Subsequently, further questions required Likert scale responses to rate the importance of the coursebook package in the language classroom relative to freestanding digital resources. Comparisons were made on the basis of the productive/interactive and receptive skills as defined in the *Common European Framework of Reference (CEFR)*² which serves as the basis for the syllabus for English in Sweden.

Next, teachers were requested to indicate the extent to which they understood the concept of each sub-area of digital literacy (print literacy, mobile literacy, etc.), their knowledge of ICT tools and resources connected with each literacy area, and their confidence in planning lessons with each of these areas as primary focus. One of the original 16 literacies—code literacy—dealing with the writing and manipulation of computer programming code was omitted from the questionnaire as it was felt to be too specialized.

The questionnaire then asked teachers to indicate which of the coursebook-, topic-, or digital literacy-driven approaches best captured the conception of their ideal relationship between the use of the coursebook and ICT resources in the classroom. Finally, respondents answered an open question about what they saw as the obstacles that might prevent them adopting more fully a digital literacy-based approach for lesson planning in each of the 16 digital literacy categories.

Results
Coursebook and ICT
dependency metaphors

The survey revealed that the IS teacher group was more negatively predisposed to the coursebook which was seen as a ‘straitjacket’, i.e. as restrictive, controlling, and creativity-blunting. The additional preference in this group for the ‘crutch’ and ‘survival kit’ metaphors perhaps reflected the IS teachers’ past experience of the coursebook as the provider of contingency support and the provision of fall-back options for teachers faced with the vagaries of the classroom and lesson planning. Overall, there was a general preference for positive metaphors among the PS teacher group for the coursebook as a ‘facilitator’, ‘guide’, and ‘plan’ as shown in [Figure 3](#) below.

There was, however, more agreement between the groups with regard to metaphors encompassing the use of ICT tools and resources. The PS and IS groups scored identically for facilitative metaphors, while none of the respondents characterized digital resources in restrictive terms. Both groups also saw ICT tools as providing contingency support, although this role was more important for the PS group, exemplified by a number of teachers commenting on the relative ease with which YouTube and other digital sources of video material could be incorporated into lesson planning at short notice.

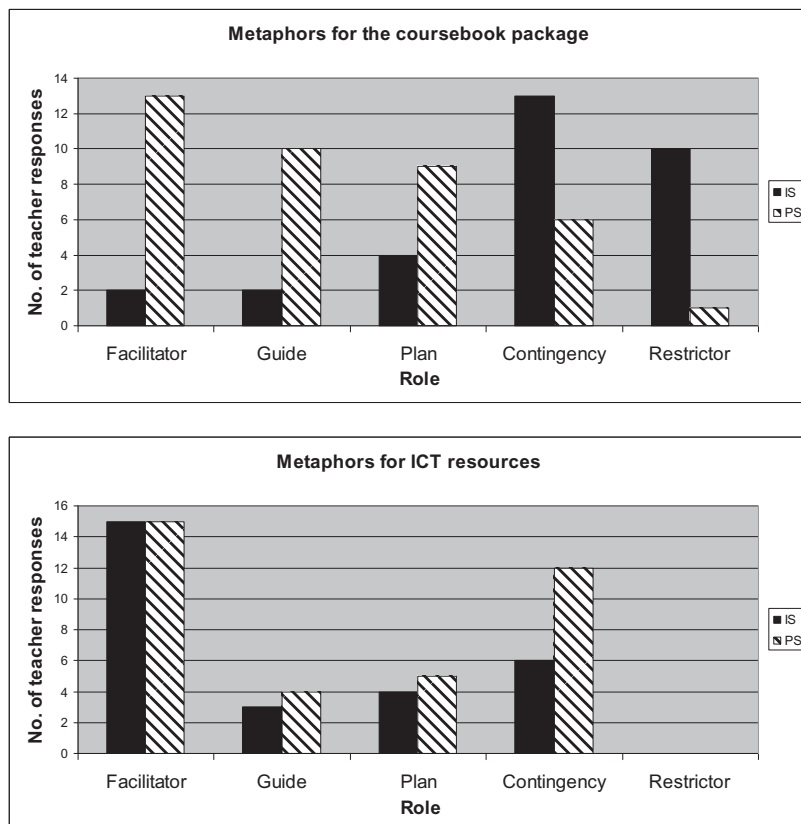


FIGURE 3 Comparisons of metaphors to describe coursebooks and ICT resources.

Coursebook and ICT comparison in terms of language skills

The results described in this section indicate the extent to which teachers expressed confidence in their understanding/knowledge/use of ICT tools and resources. Overall, coursebooks were rated more highly by the PS teachers across all four language skills areas (i.e. reading, writing, listening, speaking), with the exception of reading, which was rated equally by both groups as shown in Figure 4. PS respondents commented on the appropriacy of coursebook activities and the confidence they had in the activities as ‘micro-level’ realizations of the syllabus. Significantly, coursebook packages were seen as important promoters of reading skills by both groups of teachers. Coursebooks were seen as providers not only of reading passages at an appropriate level of conceptual, lexical, and grammatical difficulty but also as sources of significantly longer, more complex narrative texts. IS teachers expressed concerns that more complex English texts are seldom encountered by teenage learners who are often immersed in social media and interactive gaming contexts. In terms of spoken productive and interactive skills, respondents in the PS group highlighted the benefit of coursebooks in providing role plays and group task activities linked to the reading passage theme in promoting interactive oral proficiency.

The results for the use of ICT tools and resources in the development of all four skills confirmed the general picture that the IS teacher group

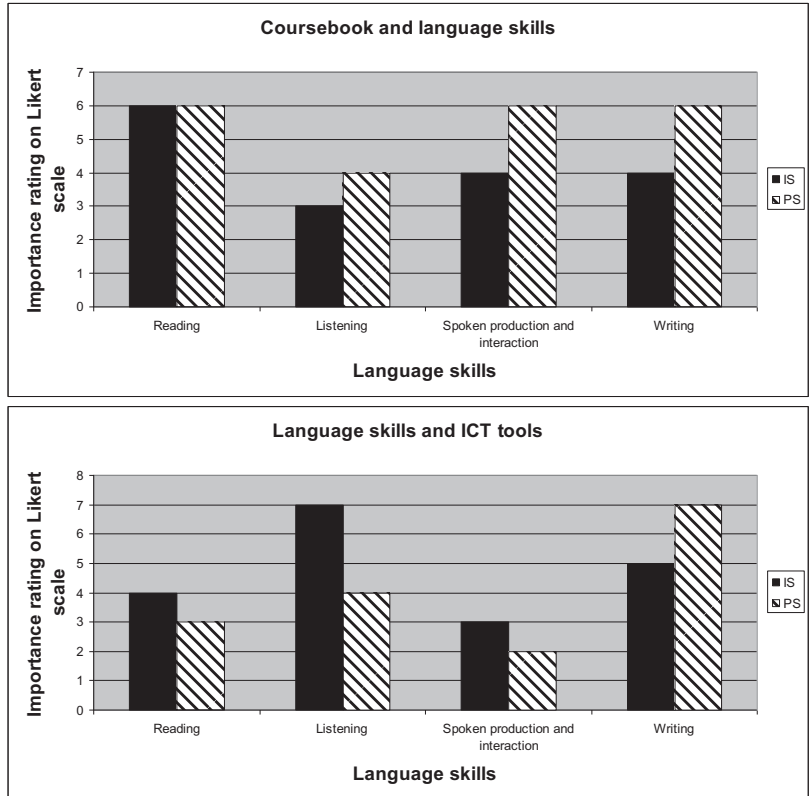


FIGURE 4
Comparison of coursebook and ICT resources across the language skills.

was more positive about freestanding digital resources compared to coursebooks. In particular, the more experienced teachers saw a clear advantage in using authentic listening material sourced from the internet, especially in order to expose their learners to a wider range of national and regional English varieties. Although digital recording and editing of oral performance through podcasting were components of the campus teacher training course, the importance given to spoken productive and interactive skills promoted by ICT tools was surprisingly less among the PS teachers. ICT resources were, however, seen to be more beneficial for writing skills in the PS group, possibly as a result of the focus on collaborative writing tools (such as wikis) as part of their in-house language didactics course.

Coursebook and ICT in lesson planning: teacher understanding of digital literacy

As Table 3 shows, the PS group felt slightly more confident in their conceptual understanding of the four digital literacy sub-areas and their knowledge of related ICT tools/resources to facilitate the incorporation of digital literacy in the classroom. Both teacher groups, however, expressed uncertainty regarding their ability to plan lessons centred on a specific digital literacy area with the exception of print literacy, a traditional cornerstone of school-based education. The slightly higher figures recorded for the PS group with regards to digital literacy lesson planning might reflect the more practical ‘hands-on’ orientation of the campus course. Student teachers were in a more favourable position to receive face-to-face feedback on their lesson plans from their tutor compared to the IS group.

Focus/literacy	Understanding of digital literacy concept (%)		Knowledge of at least one tool/resource connected to literacy area (%)		Confidence in planning a lesson with literacy area as main focus (%)	
	IS	PS	IS	PS	IS	PS
Language						
Print literacy	100	100	100	100	100	100
Texting literacy	87	87	87	73	60	53
Hypertext literacy	93	93	67	60	20	13
Multimedia literacy	93	93	93	93	53	60
Gaming literacy	53	93	40	67	13	27
Mobile literacy	53	60	20	33	13	27
Information literacy						
Tagging	53	67	27	47	20	33
Search	73	80	73	80	40	33
Information	93	87	93	60	47	47
Filtering	60	47	33	27	13	7
Connections						
Personal	87	100	87	93	13	20
Network	93	87	93	87	20	27
Participatory	87	87	87	80	27	47
Intercultural	80	80	33	40	13	13
(Re-)design						
Remix literacy	53	73	40	60	13	47

TABLE 3
Percentages of teachers in the IS and PS groups reporting on their full understanding and use of digital literacy areas

Subsequently, the final part of the questionnaire dealt with the point of departure for the planning of lessons and realization of the syllabus, whether coursebook-, topic-, or digital literacy-driven. The results, shown in Figure 5, indicated a clear distinction between the IS and PS groups, respectively, in terms of the preferences expressed.

With the exception of one respondent in the PS group, neither group of teachers felt entirely confident in their ability to fully embrace a purely digital literacy-driven approach to the planning of individual lessons or as the balance for a syllabus. Coursebook-driven approaches were most popular among the PS teachers, while the IS teachers were less positively predisposed to coursebooks, preferring the topic-driven approach. These IS teachers pointed to the powerful influence of

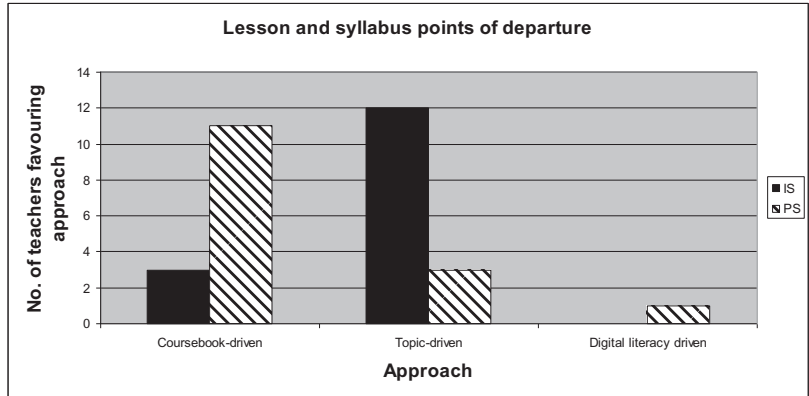


FIGURE 5
Teacher preferences for approach.

topics on lesson planning, identifying familiar classroom themes such as fashion, sport, and current affairs, etc. as central. When asked to describe the obstacles faced in adopting a more radical digital literacy approach, teachers cited typical concerns with the use of educational technology, such as lack of computer access, malfunctioning networks, and, in three cases, a perceived lack of research evidence demonstrating clear pedagogical benefits of technology. Another frequently described obstacle was the teachers' inability to combine technical knowledge into a sociocultural, Web 2.0-orientated pedagogical framework in which the teacher and learners share in the collaborative process of learning.

Discussion and implications

The advantageous technological contexts of Swedish EFL classrooms coupled with the high levels of English language proficiency among teenage learners in Sweden are of course by no means typical of EFL contexts in general. Nevertheless the findings of the study have relevance beyond wifi- and IWB-equipped classrooms, shedding light on the tensions among teachers in defining the relationship between coursebook use and exploitation of digital learning resources in the Web 2.0 era. The main finding of the study was that although student teachers are often characterized as belonging to a 'tech savvy' digital native generation, they exhibited a more positive attitude to the traditional coursebook in the classroom compared to their more experienced IS colleagues. IS teachers, however, are increasingly embracing external digital resources at the expense of coursebook packages. While it is acknowledged that 30 teachers in this survey represent a tiny sample of EFL professionals, the importance still attached to the coursebook in lesson planning as a cornerstone in teacher training will come as positive news to all textbook publishers. It may well be the case that the coursebook, with its structured chapters and carefully selected graded reading materials and exercises, will continue to provide support for student EFL teachers who lack experience in judging the appropriacy of teaching materials in relation to proficiency levels in their classrooms. For teenagers encountering English in the form of tweets and Facebook status updates, coursebook provision of longer, more complex reading passages may be highly beneficial in learning outcomes. Difficulties in negotiating reading texts in the L2 and retaining complex narrative structures in memory

might be seen as one manifestation of the wider phenomena of ‘digital dementia’ which has recently received attention in mass media. For IS teachers with experience to draw upon, there is still the attraction of ‘topic’ or ‘theme’ as a central organizer or in psychological terms as a ‘schema’ in the selection of learner activities.

It is important to emphasize that the reliance on ICT resources at the core of the digital literacy framework put forward by Dudeney *et al.* (op. cit.) does not seek to ‘overthrow’ the traditional coursebook package in favour of freestanding ICT resources. Neither is it desirable nor warranted to recommend one approach whether coursebook-, topic-, or digital literacy-driven over any other. One can perhaps best see digital literacy as a facilitative framework providing options to teachers, continuing a long ‘DIY’ tradition to lesson planning and materials production predating the era of commercial ELT.

It would seem sensible therefore to see continued reliance on the coursebook not in black and white terms but instead as the means of providing trainee and practising teachers with a flexible framework within their specific educational contexts that can be extended and augmented with digital resources.

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Notes

- 1 For a full definition, go to http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm (accessed on 4 January 2015). The other key competence areas are communication in the mother tongue, communication in foreign languages, mathematical, scientific, and technological competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and finally cultural awareness and expression.
- 2 For a comprehensive overview of the CEFR, see http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

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Appendix

Questionnaire (omitting bio-data questions)

2 In the light of the internet/digital/ICT era, which of the following metaphors best sums up your attitudes to/dependence on the use of ‘traditional’ coursebook packages, e.g. *Wings*, *Masterplan*, etc., and associated materials in English language teaching?

A coursebook is ...

- a recipe a springboard a straitjacket a supermarket
- a compass a survival kit a crutch

Why?

Indicate on the following scales how important the following are in your everyday English teaching:

3 Coursebook package (put a cross or other symbol in the appropriate box which best corresponds to your opinion)

Very important Not important

7 6 5 4 3 2 1

4 ICT/digital resources (e.g. YouTube, blogs, podcasts, wikis, Google Drive) and learning management systems (LMS) (It’s Learning, Moodle, etc.)

Very important Not important

7 6 5 4 3 2 1

5 What do you see as the main advantages of the coursebook compared with ICT/digital tools and resources? Put a cross or other symbol in the box below to indicate how important the coursebook/ICT resources are in the language skills areas listed below:

(a) Coursebook

Very important Not important

7 6 5 4 3 2 1

Listening
 Reading
 Spoken production
 Spoken interaction
 Writing

Comments:

(b) ICT/digital resources

	Very important					Not important	
	7	6	5	4	3	2	1
Listening							
Reading							
Spoken production							
Spoken interaction							
Writing							

Comments:

6 What do you see as the main advantages of the coursebook in the ICT era?

7 What do you see as the main disadvantages of the coursebook in the ICT era?

8 What do you see as the main advantages of digital/ICT resources?

9 What do you see as the main disadvantages of digital/ICT resources?

10 In the table below, indicate with a cross (x) whether you understand the digital literacy concepts, know of at least one tool or resource connected to the digital literacy area, and have confidence in planning an English lesson with the literacy area as the main focus

Focus/literacy	Understanding of digital literacy concept	Knowledge of at least one tool/resource connected to literacy area	Confidence in planning a lesson with literacy area as main focus
Language			
print literacy			
texting literacy			
hypertext literacy			
multimedia literacy			
gaming literacy			
mobile literacy			
Information			
tagging literacy			
search literacy			
information literacy			
filtering literacy			
Connections			
personal literacy			
network literacy			
participatory literacy			
intercultural literacy			
(Re)design			
remix literacy			

11 Which of the following approaches do you prefer to use in your EFL classroom? Put a cross in the box below:

<input type="checkbox"/> Coursebook-driven approach	<input type="checkbox"/> Topic-driven approach	<input type="checkbox"/> Digital literacies-driven approach
I plan my lessons from a coursebook and use ICT resources to extend content and activities as presented in the coursebook.	I plan my lessons based on a topic (the environment, fashion, crime, etc.) and use ICT/digital resources to extend the topic area by providing additional activities.	I plan my lessons entirely based on areas of digital literacy (language, information, connections, remix). I start with a digital resource such as a blog, social media outlet, wiki, etc.

12 What do you see as the main obstacles to adopting a digital literacy-driven approach to your teaching?