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**Research Paper**

# Investigating Technology Integration into English Language Coursebooks: A Systematic Evaluation*

Tutku Özkan**[a], Asuman Aşık[b]

[a](ORCID ID: 0000-0002-4875-427X), Ufuk University, Turkey, tutku.ozkan@ufuk.edu.tr
[b](ORCID ID: 0000-0003-3293-1283), Gazi University, Turkey, asuman.asik@gazi.edu.tr
**Corresponding author

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**ABSTRACT**

Among a variety of language learning materials, the crucial role that coursebooks have on learning and teaching processes takes a great deal of attention in the scholarly literature. English language coursebooks have been thought of as one of the most pivotal instruments for effective and systematic language learning experiences. Therefore, it is of paramount importance to address the issue of developing English language coursebooks that meet current requirements of the 21st century. This study aims to explore the extent of technological affordances in English coursebooks used in upper secondary schools in Türkiye. To achieve this aim, a qualitative methodology based on content analysis has been taken as a methodological approach. In this regard, an evaluation checklist for technology integration has been developed and used in the study. Data were collected investigating the content of the two coursebooks from the 9th grade and 10th grade used in Türkiye. Overall, the findings substantiate that despite some notable attempts to integrate technology into current coursebooks, further work is required to develop a well-designed and systematic standard for technological affordances in the content of current coursebooks. The findings provide several insights and implications for developing technology-integrated coursebooks, thus promoting technology-enhanced teaching and learning practices.



## INTRODUCTION

Recent years have witnessed increasingly rapid advances in the field of information and communication (ICT) technology (Guo & Xu, 2016). Especially, the last two decades have seen a growing interest in developing innovative technologies. There is no doubt that modern technologies have led to a proliferation of studies scrutinizing the extent of technological affordances in many aspects of our lives. In this respect, investigating educational technologies has become a continuing concern within the field of education (Caldwell, 2019). Given the fact that the issue of technology integration into education is receiving considerable attention, it is becoming difficult to ignore the existence of mushrooming literature that underscores the place of technology in teaching and learning English. The fact that technology has started to be included in teaching and learning English has led to a growing trend toward investigating English learning materials that could underpin technological affordances. Among language learning materials, coursebooks play a significant role as a tool for accomplishing learning objectives that are formerly aligned in tandem with learner needs (Cunningsworth, 1995). Previous research has proposed that coursebooks are important components in active teaching (Solhi et al., 2020) and language curricula (Richards, 2001). There have been several studies focusing on the investigation of English coursebooks used in primary/elementary schools (Çakır, 2010; Solhi et al., 2021; Tekir & Arikan, 2007) or used in upper secondary schools in the Turkish context (Solhi et al., 2021; Söğüt, 2018) from several perspectives. However, little is known about the aspect of technology integration into English coursebooks despite the recent developments in technology use in English language teaching in pandemic and post-pandemic period. Even though it is likely to find some studies (Hişmanoğlu, 2011) investigating the extent of technological opporuninities available in English coursebooks, the research to date has tended to focus on technology integration available in the higher education context (Zengin & Aksu, 2017) and the studies are limited. Therefore, to fill this research gap, the current study aims to analyze the English coursebooks used in upper secondary schools in terms of technology integration. Investigating the content of English coursebooks used in upper secondary schools in terms of technological underpinnings could shed new light on the processes of designing digital language learning materials effectively, thus engendering new ways of technological affordances in line with the content of coursebooks and related digital platforms.

### Coursebook Evaluation in Foreign Language Education

Language learning materials are of great importance to perpetuate input-enhanced learning experiences of learners and delineate what requirements are expected from learners to satisfy. Among a variety of language learning materials that substantiate different educational benefits, coursebooks can be regarded as a major area of interest within the field of language education. To name a few advantages of using English coursebooks in teaching and learning English, they serve a variety of purposes such as promoting


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language input, improving classroom practices of novice teachers, and fostering language learning through several materials such as CDs, workbooks, and videos (Richards, 2001) as well as providing a well-organized content regarding the subjects and a set of definite achievement outcomes suggesting what learners are expected to attain (Chou, 2010). This view supports evidence from previous studies indicating that English language coursebooks provide a ready-made framework that is purposeful and practical (Hişmanoğlu, 2011; Richards, 2001; Şahin, 2020). Regarding the drawbacks of using English coursebooks, there could be some issues appearing such as unappealing content, monotonous activities, unsatisfactory and inauthentic language exposure, budgeting challenges, teachers getting a position of an operator of coursebook content rather than making instructional decisions in their classroom practices, and so forth (Chou, 2010; Richards, 2001). Similarly, Tomlinson (2008) has asserted that coursebooks create very little chance to accomplish communicative purposes because they unavoidably offer a fictitious and simplified representation of language use. He puts forward another perspective suggesting that the idea of producing lucrative coursebooks might have a detrimental effect on the process of producing pedagogically rich coursebooks.

Thus far, several attempts have been made to design effective learning materials because educationally yielding materials have long been a question of interest within the field of language education. A great amount of importance is placed on coursebooks even though there is a variety of English language materials. The issue of coursebooks has become one of the most primary concerns of language education because learning objectives could be successfully achieved if coursebooks are tailored to the learners' needs (Solak & Bayar, 2015). Thus, there is a need to redesign the content of coursebooks in tandem with educational objectives (İyitoğlu & Alcı, 2015). To achieve this aim, coursebooks need to be systematically evaluated because coursebook evaluation could shed valuable light on the effectiveness of language education (Solhi et al., 2021).

Even though there are numerous studies investigating the content of English coursebooks in terms of a variety of aspects such as intercultural features (Çelik & Erbay, 2013; Demirbaş, 2013; Koç, 2017), gender inequalities or stereotyping (Acar, 2021; Aydınoğlu, 2014; Demir & Yavuz, 2017; Söğüt, 2018; Şeker & Dinçer, 2014), language skills and components (Elmalı, 2019; Sarıçoban & Can, 2012), sociolinguistic features (Atar & Erdem, 2020; Çakır, 2021; Genç & Meral, 2020) and learner autonomy (Reinders & Balçıkanlı, 2011), there is a dearth of research on the implications and scope of technology integration available in English language coursebooks in the Turkish context. To name few findings regarding technological content that English coursebooks include, English coursebooks used in the Turkish context are not entirely aligned with digital technologies, thus making technology integration challenging (Çebi, 2018). Solhi et al. (2021) also noted that English coursebooks used in upper secondary schools encompass some sections encouraging students to create personal websites or e-portfolios.

**Technology Integration into English Language Classrooms**

Technology integration refers to "a condition in which technologies play an active, ordinary, and original role in language pedagogy" (Torsani, 2016, p. 45). This supposed pedagogical role interwoven with technological affordances refers to the idea that if technology fails to draw on pedagogy-driven approaches in language education and is used just for the sake of today's fashion, then this kind of instructional environment offers no educational benefits, nor does it foster potential learning practices of students.

Recent developments in technology and current trends appreciating the potential of digital technologies have led countries to make investments in educational technologies. Türkiye has also been trying to bridge the concepts of language education and technology. The project titled the Movement to Enhance Opportunities and Improve Technology Project (abbreviated as the FATİH project) initiated by the MoNE is the most well-known initiative to employ digital technologies within the Turkish education system (Kızılet & Özmen, 2017; Yüksel & Eren, 2016). The FATİH project has proposed a new methodology in education through equipping classrooms all over the country with smartboards and computers as well as providing tablets to students (Çelik & Aytın, 2014). Apart from these distributive ventures, there is a significant constituent of the FATİH Project called The Educational Information Network (EBA). The online website EBA is an instructional and a public platform managed by the General Directorate of Innovation and Educational Technologies (YEGITEK), thus enabling students and teachers to create and share e-contents (Semerci & Aydın, 2018). The EBA includes both soft copies of current coursebooks and other numerous materials within the website that assume a significant complementary role for the core content and subjects.

Previous studies on the EBA revealed that in spite of the substantial number of financial resources allocated for installing these digital technologies, it was not found as successful as expected (Gülbahar, 2007). Kızılet and Özmen (2017) found out that the content available on the EBA neither reasonably aligns with the national curriculum or with the standards commonly accepted for online learning resources, nor is interactive except for some certain web portals certified and provided for digital use within the project. It is now well established from a variety of studies that the EBA has been found to entail further educational and technological investment to compensate for the reported shortcomings.

Moreover, Hişmanoğlu (2011) found the use of digital technologies in language classrooms disappointing even though such technologies are reported to provide students with opportunities for perpetual and individualized learning experiences. One of the reasons is that existing digital tools are reported to be limited to a few types of audio materials, CDs, DVDs, and the internet whilst the rest of the digital tools are reported to be supplementary materials that are not relevant to the content of current coursebooks. Overall, these studies highlight the need for building practical technological affordances that have pedagogical underpinnings for the content of coursebooks.

**Research Questions**

With abovementioned literature in mind, the research under scrutiny aims to capture and provide in-depth information on the extent of technological affordances yielded by current coursebooks. For this reason, a qualitative methodology based on content analysis has been taken as a methodological approach. This study has been guided by the following research questions:

1. How is technology integrated into the content of upper secondary English language coursebooks used in Türkiye?
2. What type of technology-integrated activities do English language coursebooks used in upper secondary level in Türkiye include?

## METHOD

### Research Design

The current study used the document analysis process, a qualitative method to analyze the written materials containing information about the case or cases to be examined (Yıldırım & Şimşek, 2018). The document analysis process was conducted through collecting qualitative data with a coursebook evaluation checklist. To support the data and illustrate the findings, examples from the analyzed coursebooks are discussed below.

### Sample of the Study

To analyze the coursebooks used in English classes of the upper secondary schools in Türkiye, two coursebooks and the related EBA content were chosen in terms of the common use in schools and suggested by MoNE. The coursebook *Teenwise* for the 9th graders and the coursebook *Count Me In* for the 10th graders are the sample of this study. The following tables provide an overview of the two coursebooks. Coursebooks by the MoNE that are distributed to public schools without any charge are expected to adhere to the philosophies of the national curriculum providing a framework for preparing the content of English coursebooks. In line with the curricular considerations, learning materials and tasks have been designed in a way that encourages the use of digital technologies as suggested by the MoNE (2018).

**Table 1**. Information on the coursebooks

| Name of the coursebook | Teenwise | Count Me In |
|---|---|---|
| Publishing year | 2019 | Not stated |
| Level | A1/A2 | A2+/B1 |
| Edition | 1. Edition | not stated |
| Total number of pages | 142 pages | 144 pages |
| Total number of units | 10 units | 10 units |

### Data Collection Tool

To answer research questions, an evaluation checklist was designed by the researchers. Checklists by making the evaluation process more systematic are reported to be one of the most frequent techniques for materials evaluation (Şahin, 2020). Admittedly, no universal criteria for checklists are available. As Sheldon (1998, p. 241) has put it, "textbook criteria are emphatically local". In other words, the design of checklists could differ from one another depending on their local contexts. To the best of the researchers' knowledge, a particular evaluation checklist for technology integration into English language coursebooks is not available. Therefore, a checklist was constructed by the researchers through a review of the literature (e.g., Garinger, 2002; Luo & Lei, 2012) and consulting expert opinions.

While constructing the checklist, the categorization offered by Luo and Lei (2012) was employed since it provides a useful framework for understanding the main categories regarding digital technologies used in educational settings. Table 2 displays the classifications including the type of ICT with specific examples.

**Table 2.** The Categorization for ICT Tools (Luo & Lei, 2012)

| *Type of ICT tools* | *Definition* | *Examples* |
|---|---|---|
| Educational Networking | Online learning platform that connects learners using social networking technologies, exhibiting similar functions to sites like Facebook or MySpace | Ning, Classroom 2.0, Elgg |
| Web-Based Learning | A set of online applications or services that expand learners' abilities to interact and collaborate with each other in the process of searching, receiving, organizing, and generating educational content | Wiki, blog, podcasting, social, bookmarking, virtual worlds |

| | | |
|---|---|---|
| Mobile Learning | Mobile devices or technologies used for educational purposes that support different aspects of instruction or make new educational activities available | Smartphone, PDA, GPS (for augmented reality games), interactive response pads |
| Classroom Equipment | Stand-alone devices that are used in traditional classrooms to facilitate the interaction between teachers and students in different class activities | Interactive whiteboard, touch-screen computer, Kiosk |

After the draft of the checklist was developed with the literature review, three experts in the field of English Language Teaching (ELT) were invited to provide feedback on the checklist under construction. Having had their feedback on the checklist, a specific part focusing on the language components such as grammar, vocabulary, and pronunciation was added to the checklist. In this regard, some questions related to the abovementioned language components were written down in the checklist. The checklist titled *Technology as an Insider or an Outsider: an Evaluation Checklist* could be found in the Appendix 1. Regarding the evaluation part, the options were mainly treated under three headings: "yes", "to some extent", and "no" to have a general framework to elaborate on through further explanations subsequently.

The questions in the checklist were constructed under five headings. Respectively, each heading stands for the examination of coursebook content regarding technology integration, the relationship between technology and activities/assignments, the scope of technology integration into language skills/components, and technical concerns regarding technology integration processes. Lastly, the fifth section is allocated for additional comments on current coursebooks.

**Data Collection Procedure**

After receiving the required approvals from Gazi University Ethics Committee and Ministry of National Education, the qualitative data were collected through analyzing the content of the 9th and 10th grade English coursebooks. After the coursebook evaluation checklist was finalized, data collection procedures were launched. The coursebooks under investigation were obtained from the official website of the EBA (eba.gov.tr) which provided coursebooks as open free educational resources in 2022. Since the content of coursebooks under scrutiny shared some overlapping and corresponding content with the educational content on the EBA and the coursebooks were provided with digital materials, the digital content on EBA in relation to the sample coursebooks was also analyzed to support the data collection. All other e-content on the EBA which was not related to the coursebooks was not in the scope of the study since it would be another research focus.

**DATA ANALYSIS**

Qualitative content analysis was used to evaluate the coursebook content regarding technological affordances because qualitative methods are known to be useful for analyzing any written, audio, or visual material thoroughly. In other words, qualitative content analysis is used to construct a meaning (Schreier, 2012). The questions in the checklist have been allocated into the main categories that have been set as manageable categories in advance. In addition, the nature of the process of coursebook evaluation is inherently subjective. As Sheldon has put it (1988), this process is "fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system will ever provide a definitive yardstick" (p. 245). Building on this insight, we have also adopted the SAMR model parallel with Bloom's taxonomy by Puentedura (2006) in addition to the abovementioned categorization of digital tools offered by Luo and Lei (2012) to evaluate the characteristics of technological affordances in current coursebooks. This model could be regarded as a taxonomy suggesting that classroom activities that include the use of digital technologies differ in terms of techno-pedagogical affordances encouraging different levels of thinking skills such as remembering, understanding, creating, etc. The SAMR model encompasses four layers: substitution, augmentation, modification, and redefinition respectively. This model indicates that moving upwards from the substitution level -which is the base layer- to the redefinition level -which is the top layer- leads to a certain level of increase in the degree of higher-order thinking skills such as creative thinking, as given in Figure 1 below.

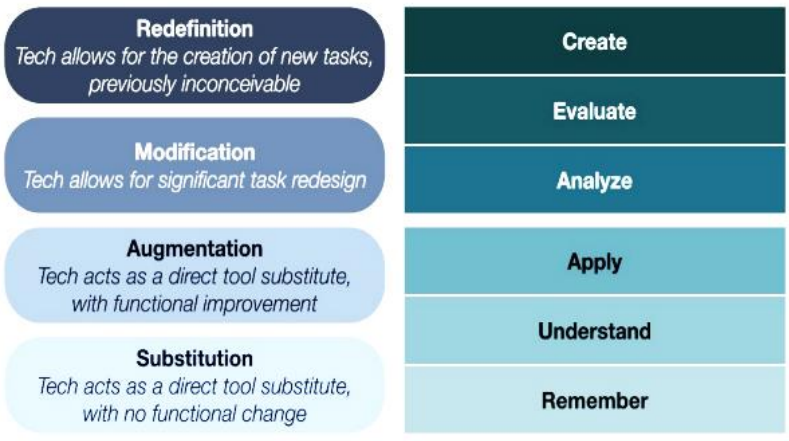


**Figure 1.** The SAMR model parallel with Bloom's Taxonomy. (Puentedura, 2014)

**Validity and Reliability**

To establish validity, as mentioned earlier, the questions in the checklist were constructed through the related literature review and checked by experts in the ELT field. Considering the feedback obtained, some questions in the checklist were reorganized. Then, the implementation and organization of the study were negotiated through periodic discussions held by the authors. Additionally, one of the validity strategies offered by Creswell (2014) that offers using thick descriptions was reflected in the study. To yield a detailed understanding of the subject, as seen in the following pages, some figures with comprehensive explanations from both coursebooks were given.

Regarding reliability, this study adopts the method that Schreier (2012) calls "comparisons across persons (p. 167) or that Miles & Huberman (1994) calls "interrater reliability". It can be regarded as "the extent to which two or more individuals (coders or raters) agree" (Marques & McCall, 2005, p. 442). As implied by the phrase "the extent", qualitative studies do not aim to achieve the full agreement level because "reliability is always a matter of degree" (Schreier, 2012, p. 167) in such studies. Namely, any kind of agreement has a vital role in qualitative studies (McDonald, Schoenebeck & Forte, 2019) because such studies do not try to reach immutable certainties. This qualitative study has exploited the formula (reliability=agreement/agreement+disagreement) offered by Miles and Huberman (1994) and achieved the agreement rate calculated as 97 %.

**FINDINGS**

The study aimed to ascribe activities based on the distribution yielded by the coursebook content and to recognize technology-integrated activities accordingly. To this end, with the evaluation checklist, each coursebook was analyzed in terms of technology integration. Table 3 below provides a summary for the total number of integrated language skill activities and assignments including ones that are technology-integrated in two coursebooks.

**Table 3.** Total number of activities and technology-integrated activities in the coursebooks

| **Teenwise** | | | | |
|---|---|---|---|---|
| **Total Number of Activities/Assignments** | | | | |
| *Listening & Speaking* | | | *Reading & Writing* | |
| 145 activities | | | 148 activities | |
| 1 assignment | | | 5 assignments | |
| **Total Number of Technology-Integrated Activities/Assignments** | | | | |
| 57 activities, 1 assignment | | | 5 assignments | |
| | | **Count Me In** | | |
| *Listening-Speaking* | *Speaking-Writing* | *Reading-Writing* | *Reading-Speaking* | *Reading-Listening* |
| 54 activities | 12 activities | 14 activities | 28activities | 5 activities |
| **Total Number of Technology-Integrated Activities** | | | | |
| 30 activities | - | 1 activity | - | 1 activity |

In both coursebooks, the number of technology-integrated activities was considerably higher for listening and speaking activities when compared to reading and writing skills. In this regard, it is almost an inevitable necessity to integrate technology into listening and speaking activities –especially into listening activities– through 'listen and answer' type of questions because audio recordings are both commonly and inherently needed for listening activities to be completed. Thus, it would be reasonable to approach such attempts as a typical curriculum practice rather than an extra endeavor striking for technology-enhanced learning opportunities. Detailed analysis of the features of technology-integrated activities were done to provide more understanding of the nature of these activities. Table 4 below displays the three different types of technology-integrated activities/assignments.

**Table 4.** Number of the types of technology-integrated activities in the coursebooks

| | |
|---|---|
| Controlled | 96 activities |
| Semi-controlled | 10 activities |
| Free | - |

The findings yielded that most of the technology-related activities are controlled activities which are restricted in nature focusing on accuracy. Only 10 activities are semi-controlled that offer a limited range of correct answers, again focusing mostly on accuracy. The results show that there are no free practice activities by using technology, which yield that technology is mostly integrated into the activities focusing on form rather than language use. This result can be interpreted that technology-integrated activities are mostly used in more mechanical, drill-based manner rather than meaningful and communicative type of activities.

Moreover, regarding the type of digital tools and their ICT categorizations, Table 5 below displays the most frequent category is related to the use of classroom equipment, and few activities are related to web-based learning. There is no activity related to

educational networking and mobile learning. The frequent use of interactive smart boards in classrooms in Türkiye could be interpreted as the reason behind these results. Under classrooms equipment categorization, stand-alone devices that are used in traditional classrooms to facilitate the interaction between teachers and students in different class activities are mentioned.

**Table 5.** Number of the Types of Digital Tools for Technology Integrated Activities/Assignments in two books

| | |
|---|---|
| Classroom Equipment | 98 activities |
| Web-based Learning | 8 assignments |
| Mobile Learning | - |
| Educational Networking | - |

As an example, Figure 2, is given below as for the attempt at facilitating collaborative learning through technology. This technology-integrated activity could be a useful way of improving language skills of learners through different types of internet use such as searching, filming, and recording, etc. However, the instruction for the activity below is not clear in terms of the issues of specific student roles, number of students, word limit, timing, etc., neither does it provide a similar work for students on the assignment. The existing instructions are limited to some general steps without any guidance. Nonetheless, this type of activity would be more efficient in arousing students' interests leading them to engage in digital learning environments if the activity was predicated on stronger techno-pedagogical considerations.


**Figure 2.** An example technology-integrated assignment in the coursebook Teenwise (Retrieved from https://ogmmateryal.eba.gov.tr/panel/upload/pdf/kwvhopvcqqj.pdf, on 02.05.2022)

The EBA includes both soft copies of current coursebooks and other complementary materials within the website. Thus, since the coursebook content was provided related e-content on EBA, the analysis on the digital content was also carried out. It was found that e-content of both coursebooks follow a similar design. At the bottom line on the overview page of the books, there are two figures as the figure below displays.

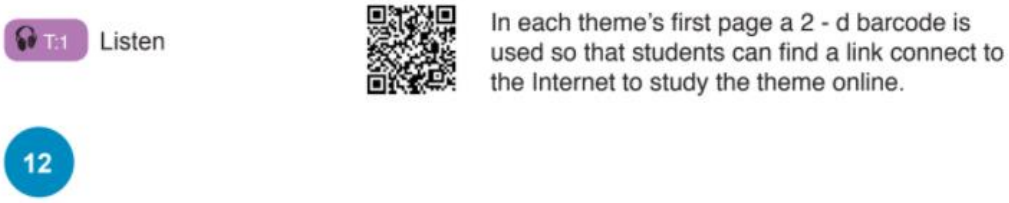


**Figure 3.** Figures on the overview page of the coursebook Teenwise
(Retrieved from https://ogmmateryal.eba.gov.tr/panel/upload/pdf/kwvhopvcqqj.pdf, on 02.05.2022)

The figure illustrated with a headphone symbol means that students are expected to listen to some audio materials. Subsequently, they are expected to complete the activities related to the audio materials. The 2-d barcode figure means that students can access digital materials related to each theme through using 2-d barcodes. The cover page of each theme includes a 2-d barcode, and each theme has listening activities highlighted with a headphone symbol. These symbols on the overview page can be regarded as useful guidelines for students as they provide a quick what-to-do instruction.

Also, the e-content follows a similar fashion. Namely, three different types of e-content (content summaries, video lectures, and presentations) are provided by the EBA. However, the order of the e-content changes when the website is refreshed or available via different digital tools as in the 9th grade coursebook Teenwise. Table 6 below illustrates the e-content of a sample theme.

**Table 6.** The E-content of the Tenth Theme in the Coursebook Count Me In

| Theme 10. Shopping |
|---|
| *Shopping* Ders Anlatım Videosu / A revision video lecture 1 (for themes 6-10) |
| *Shopping* Ders Anlatım Sunumu / A presentation (for part A) |
| *Shopping* Ders Anlatım Videosu / A video lecture (not opening) |
| *Shopping* Ders Anlatım Sunumu / A presentation (for part B) |
| *Shopping* Ders Anlatım Videosu / A video lecture (not opening) |
| *Shopping* Ders Anlatım Sunumu / A revision presentation 2 (for themes 6-10) |

The e-content on the website incoherently has A and B parts even though the coursebook content does not have such distinction. Namely, some of the themes have such parts whereas the others do not. Regarding the video lectures, there are some serious drawbacks. For example, the video lecture for part B in the 7th theme is not available. In the 8th theme, there is just one video lecture, which is not working either. In the 9th and 10th themes, four video lectures in total could not be played. In this regard, greater efforts are needed to make all the themes equally satisfactory. Regarding the e-content provided by the EBA, there are some drawbacks. As indicated earlier, there is a predetermined pattern that the content of coursebooks adopts for practical implementation (Hişmanoğlu, 2011; Howard & Major, 2004; Solhi et al., 2020). Even though the coursebooks investigated comprised a pre-established order for its content, the e-content on the website does not have a systematic and consistent order. The order changes when the website is refreshed or opened via different digital tools, which in turn might perplex the viewers at first blush.

In addition to the course content, some digital complementary or supportive materials were also analyzed to provide more in-depth investigation. The e-content provides a great number of digital activities on most themes such as games, extra grammar activities, puzzles and reading activities, which offer open accessible digital sources for the students to practice language out-of-class. Figure 6 shows a screenshot of the section *Games & Activities*. As can be seen, there are 8 themes in this section even though the coursebook content has 10 themes in total. Namely, the last two themes are missing in the e-content for both the 9th grade and the 10th grade.


**Figure 4.** the Games and Activities section for the 9th grade on the website EBA
(Retrieved from https://ogmmateryal.eba.gov.tr/game-activity/ingilizce?s=6&d=0&u=0&k=0,on 28.04.2022)

Even though the website does not directly provide interactive games, some of the activities direct learners to the website of the *British Council* called *LearnEnglish Teens*. In this respect, there are some listening activities that provide opportunities for checking comprehension on the website of the *British Council*. Therefore, it is possible to mention the augmentation level of the SAMR model since there is a functional value given by instant feedback, which contributes to learning outside of the tutored settings. However, it is not possible to mention the levels of modification and redefinition of the SAMR model since they require high levels of functional changes and benefits embedded within the effective use of technology. For this reason, the *games and activities* section needs to be more interactive and rich in quality because there are a lot of current innovations developing, such as augmented realities, mobile gaming with multiple players, high-tech video game consoles, etc. It would be useful to adopt such innovative technologies for games because they require interaction and negotiation among gamers from all over the world, which contributes to their language learning as interactionist perspectives support. In this way, students' higher-order thinking skills such as analyzing, evaluating, and creating are supported through the use of state-of-the-art games. This leads to an educational environment that embraces the levels of modification and redefinition of the SAMR model, which goes beyond the lower-order thinking skills.

There is also a section called *Question Bank* on the website. This section provides students an opportunity to prepare their questions related to each theme in the coursebook and practice different types of questions such as multiple-choice questions or fill-in-the-blank questions. Furthermore, even though the coursebook content does not direct learners to the mobile application by the MoNE, there is a section on the EBA showing that a mobile application for students to have multiple-choice questions for

practice is available on the *App Store* and *Google Play*. This application, which offers multiple-choice questions related to the themes, requires no internet connection to practice the questions after being downloaded. Additionally, it enables learners to check their comprehension and benefit from video lectures including the solutions to the questions as illustrated below.

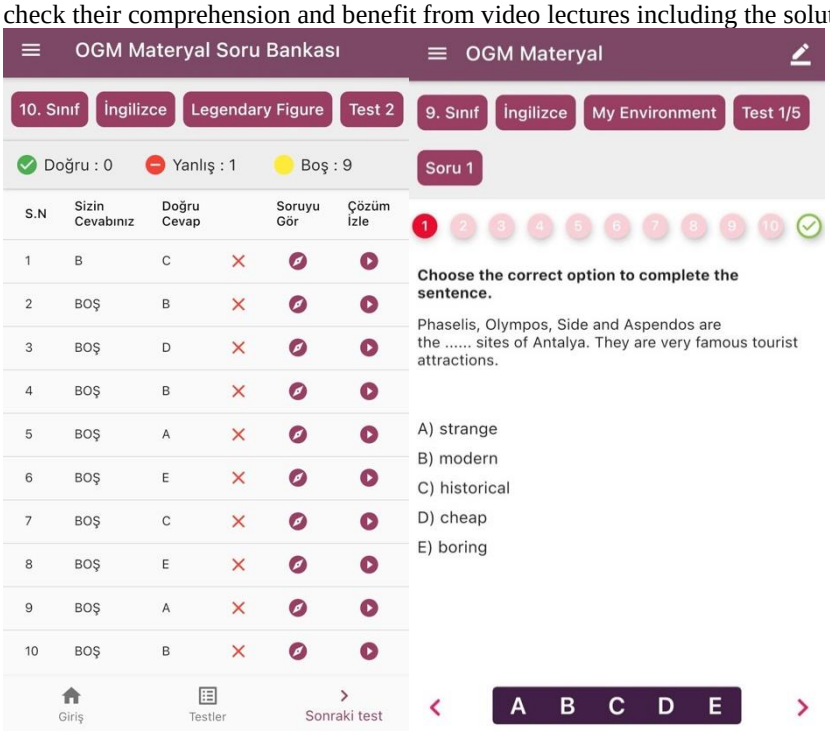


**Figure 5.** An example figure taken from the mobile application
(Retrieved from https://apps.apple.com/app/id1550749140, on 02.05.2022)

This is a useful attempt as earlier studies (Poláková & Klímová, 2019) have found that mobile applications have a positive and motivating effect on students' language learning. There is also a section called *Interactive Practices* on the EBA. For the interactive activities that are not available in the coursebook content, an option called *skills-based English* needs to be chosen for the themes. For example, there is a reading activity that belongs to the *Legendary Figures* theme. Students are expected to read the text and put the given sentences in the correct places. Then, they can check their comprehension because all activities provide instant feedback, which makes them interactive. In this respect, it is reasonable to infer that there are some implications for the augmentation level of the SAMR model because the website provides both immediate feedback, which the coursebook content does not, and complementary activities related to the coursebook themes.

Furthermore, the e-content includes *activity book* section. For example, there are 6 activity books for each grade. However, some activity books for the last 4themes in both grades are missing. In the activity books, it is possible to find various types of activities. For example, there are multiple-choice questions, matching exercises, fill-in-the-blank activities, crossword puzzles, reading activities, and so on. In addition, there is an answer key at the end of each activity book, which is helpful for students. Under this heading, there is a section called *activity sheets*. This section is similar to the *activity book* section. However, the *activity sheets* start from the 6$^{th}$ unit and end in the 10$^{th}$ theme for both of the grades. The reason is that it has been indicated on the first page of the *activity sheets* that this section has been prepared after the pandemic has broken out. Thus, it aims at contributing to the upcoming make-up courses and providing a practical basis for the subjects in order to make the compensation process more effective. Regarding the content for the 9$^{th}$ and 10$^{th}$ grades, there are some differences. For example, there are some audio symbols in the content for the 9$^{th}$ grade whereas there are no such symbols for the 10$^{th}$ grade.

## DISCUSSION, CONCLUSION, AND IMPLICATIONS

In line with the findings from two coursebooks and related e-content, three common points of discussion can be elaborated. First, there is a limited number of technology-integrated activities in both coursebooks. Secondly, technology-integrated activities are predominantly associated with listening and speaking activities that inherently require the use of technology through audio recordings. Thirdly, there is thus abundant room for further progress in developing technology-integrated reading and writing activities/assignments that now occupy a modest place even though it is difficult to ignore existing attempts for integrating technology into reading and writing activities/assignments. Regarding the type of ICT tools, both coursebooks are not in favor of supporting mobile learning or of the use of educational networking because this might require the foundation of proper technical infrastructure, which challenges current available resources and facilities. On the one hand, both coursebooks support mainly the use of classroom equipment which is smartboard in this case and partially web-based learning. Regarding the pedagogical nature of technology-integrated activities/assignments, both coursebooks mostly include controlled activities in addition to few semi-controlled activities whilst they do not have any free activity or assignment. Therefore, the idea that technology-integrated activities in the coursebooks do not foster creativity, flexibility, or learner autonomy might suggest that both coursebooks generally embrace the first layer of the SAMR model, which is the substitution level, because technology does not bring any

functional contribution to educational practices (Puentedura, 2006), which confirms the idea that recent initiatives into educational technology have been unsuccessful (Gülbahar, 2007). Even though, on the one hand, it is possible to mention some implications for the second layer of the model, which is the augmentation level bringing some functional contribution through the use of technology, the modification and redefinition levels are not included in the coursebook content since it requires from different parties such as stakeholders, administrators, coursebook authors, technical staff, etc. to synchronously work in harmony for building common educational philosophies and practices that augment learning and teaching practices through rich techno-pedagogical approaches. Overall, the findings of the study are in line with those of earlier studies (Çebi, 2018; Hişmanoğlu, 2011; Kızılet & Özmen, 2017) indicating that endeavors to integrate technology into the curriculum have found to be unpromising. Admittedly, technology integration for the sake of the term itself proves to be a futile attempt because the mere use of technology does not commit to the reflection that effective learning is taking place (Dalgarno & Lee, 2010; Hardy, 1999; Piccoli, Ahmad & Ives, 2001; Roschelle et al., 2000; Gokturk-Sağlam & Sert, 2012). Therefore, effective integration of technological affordances into current coursebooks and ongoing teacher training are necessary to benefit from the opportunities provided by digital materials in language classrooms (Hişmanoğlu, 2011). In other words, language learners and teachers should be provided with ample and effective online language learning depositories that are predicated on vigorous teaching methodologies (Kızılet & Özmen, 2017).

To sum up, the current study aims to investigate the content of current English coursebooks in terms of technological affordances. Overall, each unit for both coursebooks has 2-d barcodes and some technology-integrated activities directing learners to some complementary e-content or web-search, thereby fostering web-based learning, and has listening activities including the inherent use of smartboards, thereby fostering the use of digital equipment in the classroom whereas the integration of mobile technologies and educational networking into current coursebooks has been found to be failing. In this regard, it would be fruitful to make use of such technologies because previous research (Brandl, 2005; Cavus & İbrahim, 2009; Godwin-Jones, 2011; Kim & Kwon, 2012; Kukulska-Hulme, 2016; Langdon & Taylor, 2005; Tai, 2012; Thornton & Houser, 2005) has shown that mobile technologies and educational networking could provide a larger space for promoting language learning. Admittedly, current coursebooks include technological affordances fostering language learning even though an equal distribution of such affordances regarding language skills and components is not prevalent. Also, listening skills and related sub-skills are generally supported through the inherent use of digital technologies providing "listen-and-answer" type of drills whilst other language skills and components are generally supported through the limited presence of assignments requiring web-search. In this respect, technology integration is mostly limited to the basic contribution of technology, which Puentedura (2006) names "the enhancement level" including the first two steps –substitution and augmentation– in the model. Namely, it would be unrealistic for now to say that digital technologies incorporated into current coursebooks are to bring a significant number of functional benefits to learners. The analysis of the e-content is also in line with Kızılet and Özmen (2017) which reports that the e-content on the EBA neither fully aligns with the national curriculum nor meets the global standards regarding online learning materials. However, the activities provided through e-content are various and promising.

The findings of the study provide several practical implications for future practice. Firstly, the content of current coursebooks should include more technology-integrated activities. The number of activities and assignments including technological affordances should be relatively well-balanced in terms of language skills and components, meaning that including reading and writing skills that draw from well-thought techno-pedagogical considerations should be heeded and formulated by the stakeholders. In this regard, it would be useful to include academia in developing educational e-content (Kızılet & Özmen, 2017). Moreover, technological affordances in the coursebook content should not only support lower-order thinking skills but also higher-order thinking skills. In this regard, technology should be used more at the levels of modification and redefinition (Puentedura, 2006, 2014) in which the use of technology gives rise to unique educational benefits, thus contributing to learners' higher-order thinking skills. Alternatively, this could be achieved through tasks/assignments in the coursebooks that uphold the simultaneous use of individual technologies in the classroom such as mobile applications undertaking a techno-pedagogical role for curricular practices within tutored settings.

The instructions given in technology-integrated activities need to reflect pedagogy-rich teaching and learning considerations. For example, they could highlight the key points clearly by, for example, specifying digital tools that students can use, indicating the time and word limit, and clarifying what is expected. Also, technology itself does not constitute a learning methodology. Thus, teacher –both in-service and pre-service– and student training is required to make learners and teachers aware of the potentials of technological affordances and responsible for building their own digital learning philosophies that accommodate with their current necessities, thus augmenting the possibility of 'normalization' (Bax, 2003) in which digital technologies are not something askew, but ordinarily harmonized with daily regularities. To achieve this, teachers -both in-service and pre-service- and students need to be given a chance for being an incipient user of and a fledgling learner from technology at first, meaning that all parties are imbued with the idea that technological affordances are not set to spoon-feed them. Rather, all parties need to be well-educated in the mindful use of technology, well-equipped in resources and materials, and well-settled in learning through technology in all respects of the particular educational setting.

Moreover, the checklist developed with the study might guide practitioners and researchers in the field to critically evaluate the coursebooks from the perspective of technology integration. It can also provide a set of illuminating insights germane to designing educational content based on the investigation provided within techno-pedagogical aspects. For example, the finding that the coursebooks do not induce an educational setting in which different types of technological affordances might recruit learning opportunities might lead to a shift in the curriculum design processes. This could pave the way for underpinning of learning

content spanning rich techno-pedagogical reflections, thus discrediting the dominant existence of effortless technology-integrated activities such as "listen and answer" activities.

Further research might be conducted to investigate the content of other current coursebooks by both the MoNE and the houses of international publishing regarding technological affordances. This could shed light on the processes of designing English coursebooks that effectively apply techno-pedagogical considerations. In addition, understanding the implications for teachers' attitudes and their teaching practices in terms of technology integration would be of great help in encouraging several courses of action needed in the long run for effective learning and teaching. Furthermore, a greater focus on different educational models for evaluating the extent of technological affordances could provide a better understanding of the existing techno-pedagogical implications.

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**Appendix 1:** Technology as An Insider or An Outsider: An Evaluation Checklist

Name of the coursebook:

| TECHNOLOGY INTEGRATION INTO COURSEBOOK CONTENT | Yes | To Some Extent | No |
|---|---|---|---|
| 1. Does the course book support the use of technology for each unit? If yes, how and to what extent does it support ICT technologies? | | | |
| 2. Does the course book support the goals of the program in terms of technology integration? If yes, how? | | | |
| 3. Does the course book provide learners with any guidance in terms of technological adaptations? If yes, what kind of guidance is provided to learners? | | | |
| 4. Does the course book support the use of educational networking as a type of ICT tool? If yes, how and to what extent does it support? | | | |
| 5. Does the course book support the use of web-based learning as a type of ICT tool? If yes, how and to what extent does it support? | | | |
| 6. Does the course book support the use of mobile learning as a type of ICT tool? If yes, how and to what extent does it support? | | | |
| 7. Does the course book support the use of classroom equipment as a type of ICT tool? If yes, how and to what extent does it support? | | | |
| 8. Does the course book support any technological adaptations for gamification? | | | |
| 9. Does the course book direct the users to any other learning platforms? If yes, elaborate. If not, does the course book have a website as a complementary tool or just a digital version of the hard copy? | | | |
| 10. Are there any quick tips for teachers on how to make use of suggested technologies? | | | |
| 11. Are there any quick tips for students on how to make use of suggested technologies? | | | |
| 12. Are there any teaching and learning philosophies indicated by the course book with regard to technology integration? | | | |

| ACTIVITIES AND/OR ASSIGNMENTS | Yes | To Some Extent | No |
|---|---|---|---|
| 1. Does the course book provide learners with technology-integrated assignments and/or activities? If yes, what type of technology-integrated assignments /activities are emphasized and how? | | | |
| 2. Does the course book provide learners with technology-integrated assignments and/or activities as a supplementary out-ofclass material? | | | |
| 3. Are technology-integrated assignments and/or activities evenly distributed throughout the units, books and grades? If not, how is the distribution throughout the units, books and grades? | | | |
| 4. Are technology-integrated activities/ assignments free? | | | |
| 5. Are technology-integrated activities/ assignments controlled? | | | |
| 6. Are technology-integrated activities/ assignments semi-controlled? | | | |
| 7. Do technology-integrated activities/ assignments foster communicative language learning? | | | |

| LANGUAGE SKILLS/COMPONENTS | Yes | To Some Extent | No |
|---|---|---|---|
| 1. Are technology-integrated assignments and/or activities evenly distributed in terms of the language skills and components? If not, which language skills are mostly highlighted and neglected? | | | |
| 2. Are listening skills supported through the use of ICT technologies? How? | | | |
| 3. Are writing skills supported through the use of ICT technologies? How? | | | |
| 4. Are speaking skills supported through the use of ICT technologies? How? | | | |
| 5. Are reading skills supported through the use of ICT technologies? How? | | | |
| 6. Is vocabulary learning supported through the use of ICT technologies? How? | | | |
| 7. Is grammar learning supported through the use of ICT technologies? How? | | | |
| 8. Is pronunciation learning supported through the use of ICT technologies? How? | | | |

| TECHNICAL CONCERNS | Yes | To Some Extent | No |
|---|---|---|---|
| 1. Is the course book compatible with interactive white board? | | | |
| 2. Does the course book provide learners with any guidance such as user's manual, booklet or any section in the book in terms of technical difficulties? If yes, what kind of guidance is provided to learners? | | | |
| 3. Speaking of technology-integrated elements in the course book, is there any hard-copy version of the materials in case of a technical problem? | | | |
| 4. Is the course book compatible with any hardware/software/infrastructure? If not, what kind of technical infrastructures are needed in order to fully benefit from the course book? | | | |

EXTRA COMMENT/CRITICISMS ON THE BOOK:

*adapted from Garinger (2002) and Luo & Lei (2012)