CHANGES IN COURSEBOOK PUBLISHING: EXPLORING THE DIGITAL COMPONENTS OF FOREIGN LANGUAGE COURSEBOOK PACKAGES

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Abstract

Although it is increasingly common for foreign language teachers to rely on external, online tools and resources, coursebooks are still fundamental elements of classroom-based FLT in many parts of the world. The study presented in the article therefore sets out to explore English Language Teaching (ELT) and German Language Teaching (GLT) coursebook packages available for use in Hungarian secondary education in terms of their print and digital components, shedding light on the ways in which publishers are trying to keep pace with freestanding digital materials. It thereby aims to highlight current global trends in relation to digitization in foreign language coursebook publishing.

Keywords: digital instructional material; coursebook; coursebook package

1. Coursebooks in the digital age

Coursebooks have had a central role in foreign language education around the world in providing structure for language programs, offering standardized, tried-and-tested content, as well as serving as time-savers and vehicles for methodological development for language teachers (Crawford, 2002; Sheldon, 1988). However, they have also been the subjects of "grassroots discontent" (Sheldon, 1988, p. 237) for a number of reasons, including their cost, inflexibility, failure to present realistic language models and inability to reflect local needs (Crawford, 2002; Godwin-Jones, 2016; Sheldon, 1988). More recently, Jordan and Gray (2019) have criticised global coursebooks (i.e., those produced by publishers such as Pearson, Macmillan or OUP for general language courses around the world) for their synthetic syllabus

and explicit instruction model, which the authors claim goes against what we know about L2 learning from SLA research findings.

Digital instructional materials are often contrasted with (print) coursebooks (see for example Muslem et al., 2018). The former have been lauded for their flexibility, customizability and cost-effective adaptability (e.g., see the benefits listed by the State Educational Technology Directors Association (SETDA), 2012). As a result, interest has grown significantly in digital alternatives to publisher materials. For instance, in a study involving Swedish pre-service and in-service English as a Foreign Language (EFL) teachers, Allen (2015, p. 249) proves that while pre-service teachers still regard traditional coursebooks as useful tools in structuring lessons and providing extended reading practice, their in-service colleagues are relying more and more on external digital materials at the expense of coursebook packages. This finding demonstrates the increased use of freestanding digital content, but also highlights the reality of teachers worldwide in which the traditional coursebook still holds its ground as a fundamental element of the foreign language classroom.

Throughout the history of CALL, the coursebook publishing industry has responded in different ways to the changing needs and possibilities: the 1980s saw the appearance of self-study materials on CD-ROMs as new elements of coursebook packages; then later IWB software versions of coursebooks appeared (Dudeney & Hockly, 2012). In what ways are coursebook publishers trying to keep pace in an era of mobile devices, game consoles and online environments, when technology is considered an integrated part of the teaching and learning process (Li, 2017)? The study reported on in this paper aims to answer this question in the context of Hungarian foreign language education. It explores the digital components of those English Language Teaching (ELT) and German Language Teaching (GLT) coursebook packages which are found on the Hungarian state-approved list of textbooks for use in secondary public education.

2. The digital components of coursebook packages

2.1. Terminological challenges

In foreign language teaching modern coursebooks are generally not standalone books. With the growing complexity of the learning environment the past decades have seen an increase in the number of instructional materials closely connected to coursebooks, as part of coursebook 'packages'. Coursebook packages typically include "a wide range of additional resources: video content, photocopiable activities, online components, teacher's guides (which include

ideas for tasks, extensions, and projects), apps, dyslexia-friendly pages, workbooks, e-books, interactive presentation tools, web-based extra resources, etc." (Hughes, 2019, p. 2). These components are intended to support the learning process (e.g., workbook, tests) as well as teacher planning (e.g., teacher's guides, course syllabus) and may constitute 'core' content or supplemental content. In short, "modern coursebooks can be seen less as books and more as a set of resources that teachers can choose to use as-is or adapt, extend, or supplement" (Hughes, 2019, p. 2). A growing number of digital components are included in coursebook packages (see Dringó-Horváth, 2016), some of which are difficult to define and categorise as separate entities. Some are simply static, digitized versions of traditional print components (e.g., teacher's book in digital form) or digitized parts of traditional print components (e.g., vocabulary lists, audio transcripts in digital form), whereas others are designed specifically for digital mediums, thus integrating the affordances of digital technologies (e.g., digital student's book with interactive and/or multimedia features).

This paper aims to adopt a broad view of digital instructional material and, in line with the definition offered by SETDA (Fletcher et al., 2012, p. 6), take it to include smaller 'chunks' of content (e.g., video material) as well as larger elements (the whole coursebook in digital format). Furthermore, we acknowledge that the traditional division between core content and supplemental content may become blurred when it comes to the digital components of coursebook packages (Fletcher et al., 2012, p. 6). We use the terms 'print components' and 'digital components' of coursebook packages and differentiate between the mode of access and mode of use of the elements in the latter group (see Table 3 in section 4.1).

2.2. CALL material evaluation and relevant studies

In the past couple of decades, great efforts have been made in the area of CALL material evaluation, enabling teachers, students and developers to evaluate electronic materials and technology-enhanced activities in a variety of ways (Li, 2017, p. 173). Levy and Stockwell (2006) differentiate between three different forms of evaluation: (1) checklists or surveys (e.g., Son, 2005), (2) methodological frameworks (e.g., Hubbard, 1988) and (3) SLA research-based approaches (e.g., Chapelle, 2001). Checklists and surveys typically contain a series of questions or categories, whereas methodological frameworks are more descriptive and instead provide "the tool through which an evaluator can create his or her own questions or develop some other evaluation scheme" (Hubbard, 1988, p. 52). As one of the most prominent examples of the third type, Chapelle's (2001) framework is based on the principle, among others, that criteria for CALL evaluation should come from instructed SLA theory and research, and that such

criteria should be applied relative to the given context. In addition to the six criteria included in the framework (i.e., *language learning potential, learner fit, meaning focus, authenticity, positive impact, practicality*), the levels of analysis for CALL evaluation are outlined (i.e., *CALL software evaluation, the teacher-planned CALL activity, learners' performance during the CALL activity*).

Although coursebook-related digital materials are not among the most extensively researched types of materials when it comes to CALL material evaluation, there are relevant studies in the literature. In the context of Hungarian textbook publishing, Fischerné Dárdai (2009) examined the interactive whiteboard material connected to textbooks for a variety of school subjects (including the locally-published *TEAM* and *My English Book* for EFL, and *Pass auf!* for German as a Foreign Language - GFL), based on a number of pedagogical as well as technical-usability criteria. The materials were found to be characterised by a clear, modular structure and age-appropriate content, but with a low rate of problem-solving tasks and multimedia content. A follow-up study with the same focus (Fischerné Dárdai & Molnár-Kovács, 2013) presented very similar results. An important finding in connection with the present study is the tendency in material development that the digital versions of textbooks are continuously "filled up" with interactive and multimedia content, suggesting that in the near future textbooks will mainly function as a structuring element or frame for the variety of associated, interactive components (Fischerné Dárdai, 2009, p. 4).

Hismanoglu (2011) explored the integration of ICT into the five most commonly used ELT coursebooks in English Preparatory Schools of universities in North Cyprus. Audio CDs and coursebook-related publisher webpages were found for all coursebooks, CD-ROMs, DVDs and e-portfolios for one to three coursebooks, whereas none of the publications included the remaining digital elements that were examined (e.g., blog, wiki, podcast).

Dringó-Horváth (2016) analysed the websites of three GLT coursebook publishers (two global and one local) in inquiring into the digital components of six coursebook packages (two from each publisher), with a special focus on the ways in which digital cooperation is supported in these publications. According to the findings, most coursebook packages included a relatively large variety of digital components, with a high rate of downloadable, printable supplementary content and interactive learning activities with multimedia features, but a low rate of elements supporting digital cooperation. In addition, data was collected four months later and a comparison of the two sets of data showed clear shifts (e.g., new tools and content, restructured content), pointing to the changeability of the digital learning environment. The study also showed a shift towards online accessible coursebook package components, and

revealed a marked difference between local and global publications, with the latter seen as innovative for a number of reasons.

In summary, the reviewed studies have typically taken a narrower focus - in terms of either the number of publications or the number of coursebook-related digital materials (e.g. interactive whiteboard material) analysed. As opposed to this, the current study aims to explore general trends in global and local (Hungarian) ELT and GLT coursebook publishing as regards digital material development. Therefore, instead of detailed, close-up analyses of individual components, it provides a bird's eye view and examines the composition of modern coursebook packages to enable comparison - e.g., of locally and globally published coursebooks, ELT and GLT coursebooks, or current and future publications. The significance of the study lies in this look at global trends concerning coursebook-related digital materials at a time when distance learning resources are of key importance.

3. The study

3.1. Context

In Hungary each year a state-approved textbook register is made public for schools to choose from, comprising books created by state-run publishers, as well as books from private publishers which have been judged appropriate during a review and approval process by the Educational Office (Igazságügyi Minisztérium, 2019). In the case of most school subjects the majority of coursebooks found in this register are therefore the ones from state-owned publishers, as clearly seen from an analysis of the register for the 2019/2020 academic year (TANOSZ, 2019, p. 4-5). However, English as a Foreign Language and German as a Foreign Language (the two most commonly taught foreign languages in Hungarian public education - see Öveges & Csizér, 2018, p. 221) are among the few subjects with a comparatively high number of independent publications available on the list (EFL: 66%; GFL: 51% of all publications).

Another key aspect with regard to the context of the study is that although the use of freestanding digital tools and resources is becoming more and more common, most Hungarian classrooms today are characterised by coursebook-centric practices (DOS, 2016, p. 41). For this reason, exploring the digital elements of coursebook packages is of considerable importance, since they are likely to be among the resources that teachers and learners do draw upon. As part of a larger-scale inquiry into teachers' use of digital publisher materials, the current study here examines the print and digital components of the ELT and GLT coursebook packages that were

available for 4- as well as 4-6-year grammar and vocational schools to choose from in Hungary in the 2019/2020 academic year (i.e., they were found in the state-approved textbook register for the given year).

3.2. Research questions

The study was driven by the following research questions:

RQ1: What print and digital components are available for the examined coursebook packages?

- How can the components be accessed (i.e., paid vs. free access)?
- What functions do digital components have?
- Which online components are used most frequently by teachers and learners, according to publisher estimates or research data?

RQ2: What differences can be found between the digital components of the coursebook packages offered by local (Hungarian) and global publishers?

RQ3: What differences can be found between the digital components of ELT and GLT coursebook packages?

RQ4: What additional tendencies can be seen in relation to digitization in foreign language coursebook publishing?

- What digital forms of communication do publishers rely on in communicating with users?
- What plans concerning digital material development do publishers have?

3.3. Methods of data collection and analysis

The data collection methods included a structured interview in a written form conducted with area managers of publishing companies as well as the analysis of publisher websites, while a follow-up oral interview was also carried out with the participants in cases where clarification of the responses in the written interview was needed. Both types of interview were conducted in Hungarian.

The questionnaire used for the written interview was made up of three sections (see Appendix). In the first one (25 items) the respondents were asked with the help of closed-ended questions about the availability and type of access of the digital components of the given coursebook package (possible answers: Available (freely accessible); Available (paid access); Not available; I don't know). This also included a survey of different types of downloadable, printable content, e.g., activities, tests, syllabus, audio transcripts, keys, etc. (15 items). An

open-ended question followed, in which the respondents could note down any further digital elements available as part of the given coursebook package. The second section (9 items) inquired into some aspects related to the development of digital publisher materials, such as the frequency with which digital content is updated (1 item, closed-ended) and the most typical reasons behind these updates, e.g., the need to modify content based on user feedback (4 items, five-point Likert-scale). An additional focus area of the second section was the extent to which online coursebook components are used by teachers and learners, according to publisher experience or research (4 items, five-point Likert-scale). The final section (8 items) investigated further aspects connected to processes of digitization. Here, respondents indicated on a five-point Likert-scale the extent to which the listed digital forms of communication (e.g., blog, Twitter, Facebook) are used by the publisher they are affiliated with in communicating with users (5 items), and were also asked to list any further forms used in an open-ended question. Finally, a closed-ended question inquired into the possibility and expected time of complete digitization of coursebook packages, and an open-ended question aimed to elicit publishers' future plans concerning digital material development.

The questionnaire was designed in Google Forms and was filled in online. The data from the closed-ended questions were analysed with the help of SPSS, where frequency counts were obtained and percentages were calculated, whereas respondents' answers to the open-ended questions were subjected to qualitative content analysis. In addition, follow-up interviews and website analyses were used as supplementary forms of data collection with the help of which the print elements of coursebook packages were surveyed. Data gained in these ways were also included in the analysis.

3.4. Publishers and coursebook packages included in the study

All coursebook packages recommended in the state-approved textbook register for EFL and GFL classrooms in 4- as well as 4-6-year grammar and vocational schools were included in the study, i.e., 9 ELT and 12 GLT coursebook packages (Table 1). Of these 6 are local and 15 are global publications. In three cases both the German publisher of the original coursebook and the Hungarian publisher responsible for the adapted version, i.e., Cornelsen and Maxim respectively, are indicated. Due to the fact that the Hungarian state-run publisher EKE - OFI now encompasses the publications of various former publishing companies and that different area managers are responsible for the ELT and GLT coursebook packages, we included EKE-OFI (ELT) and EKE-OFI (GLT) as two separate publishers.

Table 1. ELT and GLT coursebook packages included in the study (N=21)

	Publisher	**Coursebook package**
ELT publications	Cornelsen / Maxim	KEY
	EKE-OFI (ELT)	Bloggers
	Macmillan Education	Gateway
	MM Publications	Full Blast
	MM Publications	Pioneer
	MM Publications	Traveller
	Oxford University Press	(New) English File
	Oxford University Press	Solutions
	Pearson Education	Focus
GLT publications	Cornelsen / Maxim	Studio 21
	Cornelsen / Maxim	Studio d
	EKE-OFI (GLT)	Kekse
	EKE-OFI (GLT)	KonTakt
	EKE-OFI (GLT)	Start-Unterwegs
	Hueber	Ausblick
	Hueber	Ideen
	Könyvtárellátó Kft.	Deutsch mit Comics
	MM Publications	Welttour Deutsch
	Raabe Klett	Direkt
	Raabe Klett	DaF Leicht
	Ziel kiadó	Kommst du mit?

4. Findings and discussion

4.1. Rate of print and digital components

The results presented here are connected to the following research question:

RQ1: What print and digital components are available for the examined coursebook packages?

In terms of print components, the student's book and the workbook are part of all coursebook packages, as was expected. The other print elements are much less prevalent: taken together, their average rate of availability is merely 38%, and it is only the teacher's book that is fairly widespread in this form, with a rate of under 60% (see Table 2). However, there is a substantial difference between ELT and GLT publications in this respect, as will also be discussed in Section 4.3.

Table 2. Frequency data of print components (N=21)

Print components	**F**	**%**
Student's book	21	100%
Workbook	21	100%
Teacher's book	12	57.1%
Vocabulary booklet	7	33.3%
Test booklet	5	23.8%

Table 3 shows the digital elements explored for the coursebook packages included in the study, with their frequency data, mode of access (online or on secondary storage device -

e.g., CD-ROM), mode of use (desktop computer/laptop, DVD player, interactive whiteboard - IWB, mobile device), as well as the form of learning they possibly support (autonomous, personalized or collaborative learning). As seen in Section 2.2, there is a variety of ways in which CALL materials can be evaluated. However, in the present study it was not our aim to evaluate the quality or appropriateness of these coursebook package components, not least because they are multimodal and have been designed with different purposes, which means using one set of criteria may prove impractical (Li, 2017, p. 176).

Nonetheless, when surveying digital publisher materials, it may be important to see whether they rely on truly innovative solutions facilitated by the digital learning environment, or are in fact merely digitized versions of their print counterparts. Therefore, in the study a distinction is made between components that are potentially more advanced from a constructivist pedagogical standpoint and those that are not. This means that first those aspects were identified which are typically considered in the literature as affordances of digital materials as opposed to print materials, namely:

- ubiquitous learning, multi-platform capability;
- multimodal resources (engaging different senses, increasing motivation);
- interactivity (supporting discovery learning);
- autonomous learning;
- personalized, differentiated learning;
- collaborative learning (Fletcher et al., 2012; Public Schools of North Carolina, 2012; Reinders & White, 2011; Zhao et al., 2010).

Based on the above, digital components were seen as potentially more advanced (indicated in bold in Table 3) if the following conditions were met:

1. the component can be accessed online, not (only) on a secondary storage device;
2. the component can be used on a mobile device;
3. the component supports at least one of the following forms of learning: (1) autonomous learning; (2) personalized, differentiated learning; (3) collaborative learning.

It is important to emphasize that with this differentiation we do not attempt to make claims about which digital coursebook components truly fulfil their innovative function - only an in-depth evaluation of each and every component would allow for such claims, which may be the subject matter of a future, related study. For instance, if a publishing company provides coursebook-related content in an LMS (Learning Management System), this does not

necessarily entail that innovative digital solutions are at play (Adams Becker et al., 2017, p. 44-45; Godwin-Jones, 2011, p. 5).

Table 3. Frequency data of digital components (N=21)

Digital component	**Available**		**Mode of access**	**Mode of use**	**Form of learning supported**
	N	**%**			
Audio material on CD	21	100	secondary storage device	desktop computer / laptop	-
Supplementary material on teacher's CD- / Multi-ROM (e.g., downloadable /editable/ files, methodology support)	8	38.1	secondary storage device	desktop computer / laptop	personalized learning (in case of editable file)
Supplementary material on student's CD- / Multi-ROM (e.g., interactive materials, audio files)	5	23.8	secondary storage device	desktop computer / laptop	autonomous learning
Video material on DVD	8	38.1	secondary storage device	desktop computer / laptop / DVD player	-
Digital book on CD-ROM with interactive and/or multimedia features (e.g., for IWB)	9	42.9	secondary storage device	desktop computer / laptop / IWB	autonomous learning
Downloadable textual content (e.g., /editable/ worksheets, tests, syllabus, methodology support)	21	100	online	desktop computer / laptop / mobile device	personalized learning (in case of editable file)
Downloadable audio / video content	18	85.7	online	desktop computer / laptop / mobile device	-
Digital book online without interactive and/or multimedia features	2	9.5	online	desktop computer / laptop / mobile device	-
Digital book online with interactive and/or multimedia features	**8**	**38.1**	**online**	**desktop computer / laptop / mobile device**	**autonomous learning**
Course material in LMS	**7**	**33.3**	**online**	**desktop computer / laptop / mobile device**	**autonomous learning / personalized learning / collaborative learning**
Interactive content online	**13**	**61.9**	**online**	**desktop computer / laptop / mobile device**	**autonomous learning**
Interactive content in mobile app	**3**	**14.3**	**online**	**mobile device**	**autonomous learning**

As displayed in the table, there is a fairly large variety of digital publisher materials on offer, with two components (audio material on CD and downloadable textual content) found in all coursebook packages. Other components with a relatively high rate of availability (over 60%) include downloadable audio/video content, the digital book with interactive and/or multimedia features (accessible either on a CD-ROM or online) and interactive content online connected to coursebook units. On the other end of the scale, with low rates of availability, we find the 'flipbook' version of the digital book without any interactive or multimedia features, supplementary material on student's CD-ROM, as well as interactive coursebook-related content in mobile apps. Although the study does not provide any data on the reasons behind these low rates, it can be speculated that non-interactive flipbooks and student's CD-ROMs are rare because their more advanced or more easily accessible versions (i.e., interactive digital books; online interactive content) have become widespread. As for mobile apps, although only 14.3% of all coursebook packages offer them with content that is directly connected to the coursebook material, publisher apps that are not coursebook-dependent are in fact relatively common (see rates in Section 4.3). This latter finding is not surprising, given that studies have confirmed students' positive attitudes to using mobile devices as aids to (autonomous) foreign language learning (see for example Howlett & Waemusa, 2019).

Interestingly, a number of components can be found in both print and digital form in the case of many coursebook packages. For instance, in addition to the print version, the digital version of the student's book with interactive and/or multimedia features is part of 61.9% of all coursebook packages (with those accessible on CD-ROM and those found online taken together). In seven coursebook packages the teacher's book is available in print as well as digitally, whereas other coursebook packages with this component offer it in either print or digital form (five and seven cases, respectively). This means that if we take ELT and GLT publications together, the digital teacher's book is more widespread than its print counterpart (66.7% vs. 57.1%), although, as mentioned above, there is a considerable difference between the two groups of publications in this respect. Moreover, the digital version of this component is typically freely accessible: teachers can either request it directly from the publisher or download it from the publisher's website in the case of *Bloggers*, *Focus* or *Deutsch mit Comics*, for example (see a comparison of free- and paid-access elements in Section 4.2). Although vocabulary lists are found at the back of the print student's book or workbook in 20 out of 21 coursebook packages, as separate print vocabulary booklets (e.g., the so-called 'Companion' booklet) they are available in only seven cases, whereas in digital form they are included in 11 coursebook packages (52.4%). Finally, tests connected to coursebook content

(e.g., progress tests) are also more common in digital form, with two-thirds (66.7%) of the coursebook packages providing this version of the component.

Another pattern seen from the results is that some components on secondary storage devices are accompanied or replaced by those online. For instance, interactive content supporting autonomous learning, traditionally found on student's CD-ROMs, is now typically available online (23.8% on CD-ROM; 61.9% online). Furthermore, the listening material on paid-access audio CDs is an element of all coursebook packages, but in 15 cases (71.4%) the same audio material is also found online, mostly in freely-accessible form.

4.2. Type of access, functions and rate of use of components

The results discussed here are connected to the following research questions, all of which are part of RQ1 (see section 3.2):

- How can the components be accessed (i.e., paid vs. free access)?
- What functions do digital components have?
- Which online components are used most frequently by teachers and learners, according to publisher estimates or research data?

On examining how coursebook package components can be accessed, we find that all print components are paid-access except for one: the teacher's book for *KEY* can be ordered free of charge from the publisher (Cornelsen/Maxim). Similarly, digital materials found on secondary storage devices (i.e., elements toward the left side in *Figure 1*) are typically paid-access, whereas most online elements are freely available, especially downloadable textual, as well as audio/video content.

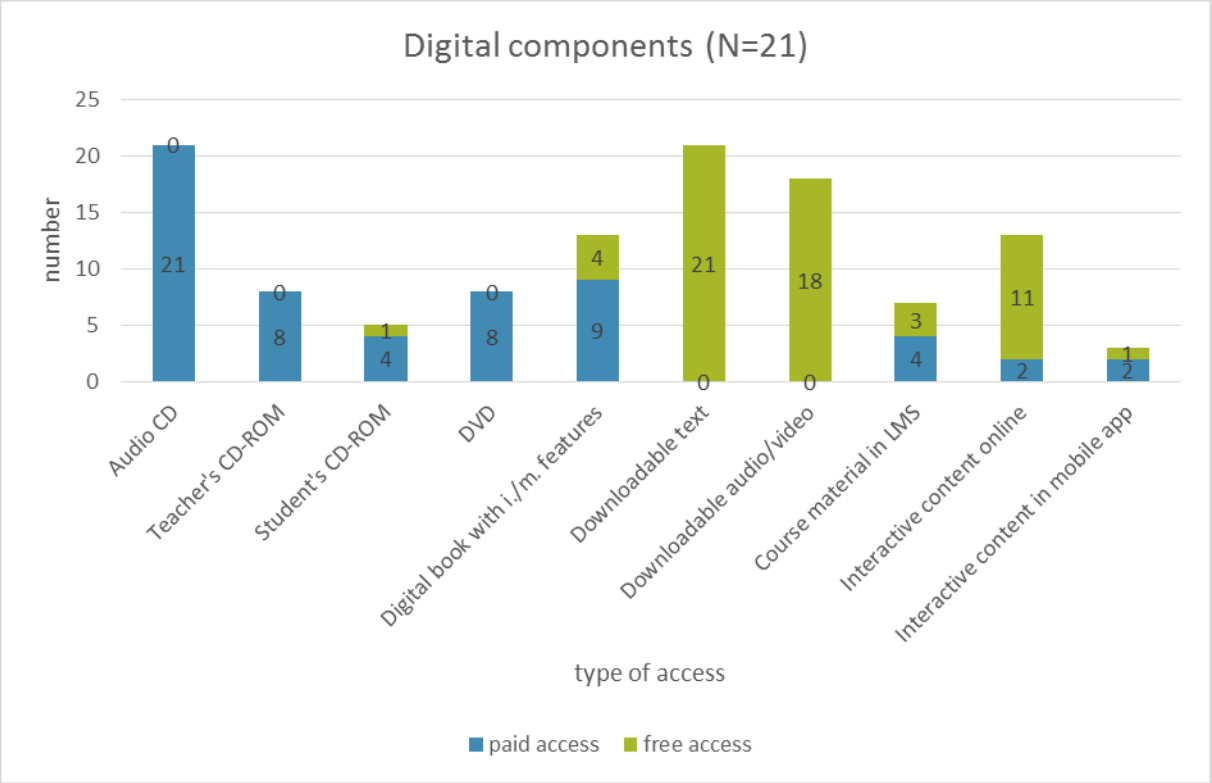

Figure 1. Rate of digital components according to type of access

It is interesting to see that the type of access does not necessarily depend on the extent to which a component can be described as more advanced from a constructivist perspective: some of these components are freely accessible. The most notable example is interactive content online, which is paid-access in only two cases. As some respondents made clear, publishers try to ensure that certain materials (e.g., progress tests) are accessed by the teacher only, which is why the components comprising these materials are paid-access.

In addition to type of access, the functions of the downloadable coursebook package components were also surveyed, since these were the digital elements found in the case of all publications. The results show that the "preview" function is quite common, assisting potential customers in familiarizing themselves with the coursebook. As could be anticipated, all elements with this function (e.g., sample page/unit, full table of contents) can be accessed free of charge. Naturally, the most common function is that related to study materials (e.g., activities, tests, vocabulary lists, audio transcripts), but there is a variety of elements providing methodological or learning management support as well (e.g., lesson plan, digital teacher's book, see Figure 2).

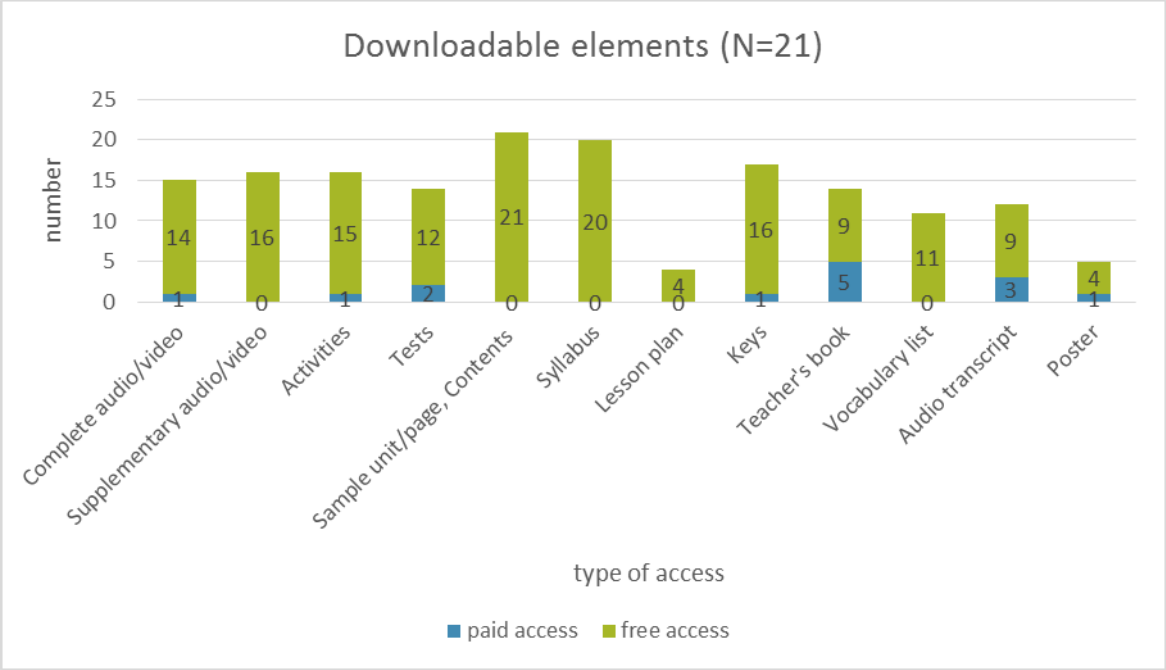

Figure 2. Rate of downloadable elements according to function and type of access

The participating area managers were also asked about the extent to which online coursebook package components are used by teachers and learners according to their knowledge or any research carried out by publishers. In this question we did not differentiate between publisher estimates and concrete research data and did not inquire about the methods of data collection used in the case of the latter - the findings should be interpreted with this caveat. The participants indicated on a scale of 1 to 5 the rate of use of the components (1= never used, 5= regularly used), or checked the options "Not available" or "I don't know". The average rates can be seen in Table 4 - the data for the abovementioned two latter options were not included here. The findings clearly show that, according to publisher estimates or data, downloadable teacher's materials are the most commonly used elements (avg. 4.45), whereas downloadable student's materials are the least popular (avg. 2.86). In fact, three of the four groups of materials have a relatively high rate of use, with teachers evidently relying on those elements the most which provide methodological or learning management support. However, it is important to point out in connection with downloadable student's materials that only seven out of the twelve respondents rated their use on the given scale: one respondent could not answer and four respondents indicated that this group of materials is not available from their publisher. It is also important to highlight that in the context of public education student use of digital resources may be highly dependent on the extent to which teachers recommend or require their use - especially in the case of coursebook package components.

Table 4. Rate of use of online components based on publisher estimates or data

	N (=12)	**Average rate of use**
Downloadable teacher's materials (e.g., online lesson plans, syllabi)	11	4.45
Downloadable supplementary materials (e.g., audio/video materials, worksheets)	11	4.27
Interactive supplementary materials (e.g., online interactive tasks)	9	4.00
Downloadable student's materials (e.g., flashcards, mind maps)	7	2.86

4.3. Comparative analysis of local and global ELT and GLT publications

The results presented in this section are related to the following research questions:

RQ2: What differences can be found between the digital components of the coursebook packages offered by local (Hungarian) and global publishers?

RQ3: What differences can be found between the digital components of ELT and GLT coursebook packages?

There are marked differences between the local (Hungarian) and global publications included in the study in terms of both their print and their digital components. As mentioned above, all coursebook packages include a print student's book and workbook. However, no local publication has the print teacher's book component, whereas this is present in 80% of the global publications. Print vocabulary and test booklets are also more common in global coursebook packages, although the difference between the two groups of publications is less striking in these cases (Table 5.). As seen in Table 6, the findings are very similar as regards the publisher materials found on secondary storage devices.

The difference between ELT and GLT coursebook packages is more subtle: the rate of most components is more-or-less balanced between these two groups, with one or two notable exceptions. One of these is the print teacher's book, which is found in all but one ELT coursebook packages, whereas it is part of only one-third of their GLT counterparts. As for the resources on secondary storage devices, a difference can be seen between ELT and GLT publications in the rate of two components: the materials accessible on the teacher's CD-ROM (ELT: 66.6%; GLT: 16.6%) and the digital book with interactive and/or multimedia features accessible in the same way (ELT: 66.6%; GLT: 25%, see Table 5 and 6).

Table 5. Frequency data of print components of local/global, and ELT/GLT coursebook packages

	Local coursebook packages (N=6)		Global coursebook packages (N=15)		ELT coursebook packages (N=9)		GLT coursebook packages (N=12)	
	F	%	F	%	F	%	F	%
Print student's book	6	100%	15	100%	9	100%	12	100%

Print workbook	6	100%	15	100%	9	100%	12	100%
Print teacher's book	0	0%	12	80%	8	88.8%	4	33.3%
Print vocabulary booklet	1	16.6%	6	40%	4	44.4%	3	25%
Print test booklet	1	16.6%	4	26.6%	1	11.1%	4	33.3%

Table 6. Frequency data of secondary storage devices of local/global, and ELT/GLT coursebook packages

	Local coursebook packages (N=6)		Global coursebook packages (N=15)		ELT coursebook packages (N=9)		GLT coursebook packages (N=12)	
	F	%	F	%	F	%	F	%
Audio CD	6	100%	15	100%	9	100%	12	100%
Student's CD-ROM	0	0%	5	33.3%	2	22.2%	3	25%
Teacher's CD-ROM	0	0%	8	53.3%	6	66.6%	2	16.6%
DVD	0	0%	8	53.3%	4	44.4%	4	33.3%
Digital book on CD-ROM with interactive and/or multimedia features	0	0%	9	60%	6	66.6%	3	25%

The frequency data for all other digital components in our comparison of local/global, and ELT/GLT coursebook packages are presented in Table 7. This shows that a significant difference between ELT and GLT publications is found only in terms of the course material they provide in LMSs: these are included in 77.7% of ELT coursebook packages, whereas GLT publications do not have this component. Still, apart from this and the two other previously mentioned differences, it cannot be stated that ELT coursebooks are supplemented by a considerably wider range of digital elements.

It is true of both local and global publishers that they provide online, downloadable audio, video and textual content for most of their publications included in this study. However, the digital coursebook components which we previously defined as potentially more advanced from a constructivist pedagogical standpoint are not characteristic of the coursebook packages of local publishers. The most striking difference in this regard can be seen in the availability of interactive online content (local: 16.6%; global: 80%) and the availability of the digital book with interactive and/or multimedia features, accessible online (local: 0%; global: 53.3%). It is also worth mentioning that while no local publications provide course material in LMSs, this digital component is part of almost half of all global publications. In addition, although the rate of mobile apps directly connected to coursebook content is low in both groups, publisher apps that are independent of coursebooks are quite common in the case of global publishers (71.4% offer them), but are not available in the case of their Hungarian counterparts. In summary, there is a clearly discernible difference between the two groups of publications in terms of both the quantity and the quality of their digital elements, where global publishers can be said to be

leading the way. Nonetheless, it is important to emphasise that the digital components defined here as potentially more advanced can be seen as truly more advanced only if they meet certain conditions (see Section 4.1). The scope of the present study was not extended to the detailed analysis of these individual components; therefore, our findings as regards differences in quality should be interpreted with this caveat.

Table 7. Frequency data of online accessible components of local/global, and ELT/GLT coursebook packages

	Local coursebook packages (N=6)		Global coursebook packages (N=15)		ELT coursebook packages (N=9)		GLT coursebook packages (N=12)	
	F	%	F	%	F	%	F	%
Downloadable textual content	6	100%	15	100%	9	100%	12	100%
Downloadable audio/video content	5	83.3%	13	86.6%	7	77.7%	11	91.6%
Digital book online without interactive and/or multimedia features	0	0%	2	13.3%	1	11.1%	1	8.3%
Digital book online with interactive and/or multimedia features	0	0%	8	53.3%	3	33.3%	5	41.6%
Course material in LMS	0	0%	7	46.6%	7	77.7%	0	0%
Interactive content online	1	16.6%	12	80%	5	55.5%	8	66.6%
Interactive content in mobile app	0	0%	3	20%	1	11.1%	2	16.6%

4.4. Additional aspects regarding digitization in foreign language coursebook publishing

The results presented in this section are connected to the following research questions:

RQ4: What additional tendencies can be seen in relation to digitization in foreign language coursebook publishing?

- What digital forms of communication do publishers rely on in communicating with users?
- What plans concerning digital material development do publishers have?

Apart from questions concerning the print and digital components of coursebook packages, the study also inquired into publishers' use of digital forms of communication, as well as their future plans in connection with digital material development. The findings indicate that the publishing companies do not communicate very regularly with users in the listed forms. As seen in Table 8, nine out of twelve publishers use newsletters for this purpose, seven have

Facebook pages and YouTube channels, five have blogs and only one has a Twitter account. On a scale of one to five regarding frequency of use (1= we never use it, 5= we regularly use it), publishers' average usage exceeds the rate of "3" only in the case of newsletters and publisher Facebook pages.

Table 8. Publishers' use of digital forms of communication: Availability data and average usage

	Not available / Unable to answer (N=12)	**Available (N=12)**	**Average usage**
Blog	7	5	3.00
Twitter	11	1	2.00
Facebook page	5	7	3.43
YouTube channel	5	7	2.14
Newsletter	3	9	3.44

The final two questions in the questionnaire explored publishers' future plans: namely the possibility of complete digitization and further plans in relation to digital material development. Our presumption that coursebook publishing is heading toward complete digitization in the long run is supported by seven out of eleven responses; moreover, six of the respondents predict this will happen in the near future. Interestingly, it is typically the Hungarian publishers that have such plans (Table 9). Further research could be carried out to determine the reasons behind this finding.

Table 9. Local and global publishers' plans concerning complete digitization

		N=11
Local publishers	Planning complete digitization	5
	Not planning complete digitization	0
Global publishers	Planning complete digitization	2
	Not planning complete digitization	4

The open-ended question regarding publishers' concrete future plans yielded four responses about interactive tasks and three responses mentioning a digital form of the coursebook: "eBook"; "the projectable form of the coursebook"; "digital coursebook". Further plans, written by one respondent each, also relate to supplementary materials: e.g., digitally available lesson plans, exercises and games, PowerPoint presentations in connection with coursebook content, and materials designed for dyslexic learners were all mentioned. In addition, one respondent reported upon the publisher's plan to start e-Learning courses, and another respondent pointed out that the directions publisher materials development can take are

determined by feedback from users: "Based on teachers' needs and feedback we continuously increase the number of digital materials. In the near future we expect to offer lesson plans and further materials, and teachers will be more aware of the materials available". What is claimed here is the possibility that teachers are not fully aware of the variety of digital materials provided by coursebook publishers. As part of the second phase of the research discussed here, a survey is currently being conducted with Hungarian secondary school teachers of EFL and GFL on their awareness and use of digital publisher materials as compared with that of freestanding digital resources.

5. Conclusion and future research

According to the findings of this study, all the explored coursebook packages include several digital components. Print publications are often available in digital form as well, and coursebook packages with a traditional component (e.g., teacher's book) found exclusively in digital form are quite common. A number of different publisher materials that used to be accessible on secondary storage devices (e.g., audio material on CD, supplementary activities and worksheets on teacher's CD-ROM) are now (also) provided online, typically free of charge. In addition, although quite a few publishers offer their own mobile apps, most of these are not directly connected to coursebook content.

The difference between the coursebook packages of local (Hungarian) and global publishers is clearly discernible in terms of both the quantity and quality of their digital components. For instance, the elements defined as methodologically more advanced (e.g., digital book online with interactive and/or multimedia features) are not part of Hungarian coursebook packages. Although ELT coursebooks are generally considered innovative compared with the publications related to other modern foreign languages (Allen, 2015, p. 250), no striking difference has been found between ELT and GLT coursebook packages, apart from a small number of cases (e.g., print teacher's book, course material in LMS).

According to publisher estimates or research data, downloadable teacher's materials (e.g., those providing methodological or learning management support) are the most commonly used online coursebook-related components, but downloadable and interactive supplementary online materials also have a fairly high rate of use. As for communicating with users, publishers typically rely on newsletters and their Facebook pages for this purpose, but these forms of communication are not used very frequently. Based on the participants' responses it can be concluded that most publishing companies are planning complete digitization, whereas

their more immediate plans include the development of interactive activities and digital versions of the student's book.

Evidently, it is by providing a relatively wide range of digital materials that the foreign language coursebook publishing industry is trying to keep pace with external tools and resources. Since public education in Hungary is coursebook-centric (DOS, 2016, p. 41), it is possible that educators are using these materials quite extensively in their daily practice. Therefore, as part of the second phase of the study reported on here, the extent to which teachers rely on these digital publisher materials as compared with freestanding digital resources needs to be examined. In addition, it would be interesting to see how this array of materials changes year by year in terms of the rate, type of access or functions of digital coursebook package components. Further studies could be carried out to provide in-depth analyses of the components viewed here as potentially more advanced for each coursebook - this way, the extent to which they truly fulfil their innovative function could be determined.

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Appendix: Questionnaire for publishers

The digital components of coursebook packages

1. Which of the following digital components are available for [*the given coursebook package*]?

	Available (paid access)	Available (freely accessible)	Not available	I don't know
Digital book online without interactive and/or multimedia features				
Digital book on CD-ROM with interactive and/or multimedia features (e.g., for IWB)				
Digital book online with interactive and/or multimedia features				
Course material in LMS				
Interactive content online				
Interactive content in mobile app				

2. Which of the following digital components are available for [*the given coursebook package*]?

	Available (paid access)	Available (freely accessible)	Not available	I don't know
Audio material on CD				
Video material on DVD				
Supplementary material on teacher's CD- / Multi-ROM (e.g., downloadable /editable/ files, methodology support)				
Supplementary material on student's CD- / Multi-ROM (e.g., interactive materials, audio files)				

3. Which of the following downloadable components are available for [*the given coursebook package*]?

	Available (paid access)	Available (freely accessible)	Not available	I don't know
Downloadable complete audio and/or video material				
Downloadable supplementary / sample audio and/or video material				
Sample page/unit/table of contents				
Downloadable syllabus				
Downloadable lesson plan				
Downloadable key (e.g., for book, workbook				

or tests)				
Downloadable Teacher's Book				

4. Which of the following downloadable components are available for [*the given coursebook package*]?

	Available (paid access)	Available (freely accessible)	Not available	I don't know
Downloadable editable activities				
Downloadable editable tests				
Downloadable non-editable activities				
Downloadable non-editable tests				
Downloadable vocabulary lists				
Downloadable audio transcripts				
Downloadable poster				
Downloadable material for dyslexic learners				

5. What further digital components are available for [*the given coursebook package*]?

Aspects related to the online components of coursebook packages

6. How often are the online components of coursebook packages (e.g., downloadable activities/tests, interactive content) modified or updated?
   Every 1-6 months
   Every 7-12 months
   Every 12+ months
   I don't know

7. What are the most typical reasons for modifying or updating the online components of coursebook packages (e.g., downloadable activities/tests, interactive content)? (1= not at all typical, 5= most typical)

	1	2	3	4	5	I don't know
Technological development						
Changed circumstances (e.g., changes in syllabus, outdated content)						
User feedback (e.g., errors, usage difficulties)						
Changes regarding personnel						

8. Based on estimates or research carried out by the publisher, how often are the following online coursebook components used by users? (1= never used, 5= regularly used)

	Not available	1	2	3	4	5	I don't know
Interactive supplementary materials (e.g., online interactive tasks)							
Downloadable supplementary materials (e.g., audio/video materials, worksheets)							
Downloadable teacher's materials (e.g., online lesson plans, syllabi)							
Downloadable student's materials (e.g., flashcards, mind maps)							

Digital forms of communication and future plans

9. How often are the following digital forms of communication used by the publisher in communicating with users (i.e. learners and teachers)? (1= never used, 5= regularly used)

	Not available	1	2	3	4	5	I don't know
Blog							
Twitter							
Facebook page							
YouTube channel							
Newsletter							

10. Any further digital forms of communication used by the publisher in communicating with users:

11. Is the publisher planning the complete digitization of coursebook packages? If yes, when?
    No, the publisher is not planning complete digitization
    Yes, in the near future (before 2030)
    Yes, but later (after 2030)
    Yes, but the time frame is not specified
    I don't know

12. Please write a few sentences about the publisher's future plans concerning digital material development.