

Teaching in the Digital Age: English Instructors' Experiences with Digital Coursebooks in Higher Education

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Abstract

In modern English language instruction, the prevalence of digital coursebooks, offering interactive resources for enhanced learning, is on the rise. As digital technology evolves, it is crucial to examine English language instructors' perspectives on their use. This study, employing a qualitative single-case design, involved fifteen English language instructors from a private university. Findings revealed instructors' belief in the value of digital coursebooks, emphasizing user-friendly interfaces and acknowledging technical challenges. They recognized benefits such as engaging students without physical books and enhancing motivation through digital resources. However, concerns were raised about a fully digital teaching environment, indicating a need for teacher training in effectively utilizing digital coursebooks. This study proposes insights for designing and implementing digital coursebooks and instructional strategies.

Keywords: Digital Coursebook, English Language Teaching, Qualitative Research, Instructor Perspectives, Educational Technology, Higher Education