



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Master's Dissertation/ Trabajo Fin de Máster

DIGITAL COMPETENCE IN EFL COURSE BOOKS FOR SPANISH STUDENTS IN COMPULSORY SECONDARY EDUCATION

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July, 2022

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Abstract

The information and communication technologies (ICTs) support the teaching-learning process of English as a foreign language (EFL) thanks to the great number of possibilities they provide to develop students' communicative competence in that language. In order to integrate these resources efficiently into EFL course books, the skills, knowledge and aptitudes that are part of digital competence need to be integrated alongside those of communicative competence within the contents of textbooks. This dissertation aims to show a descriptive analysis of how two EFL course books contribute to developing the digital competence of students in compulsory secondary education according to Digcom 2.0 taking into account the type of digital activities proposed, the use of 1.0 and 2.0 tools required as well as the digital skills and competences to be developed.

Keywords: ICT, EFL, English textbooks, digital competence, Digcom.

Resumen

Las tecnologías de la información y la comunicación (TIC) apoyan el proceso de enseñanza-aprendizaje del inglés como lengua extranjera (EFL) gracias a la gran cantidad de posibilidades que brindan para desarrollar la competencia comunicativa en dicha lengua de los estudiantes. Para integrar estos recursos de manera eficiente en los libros de texto de inglés como lengua extranjera, las habilidades, los conocimientos y las aptitudes que forman parte de la competencia digital deben integrarse junto con los de la competencia comunicativa dentro de los contenidos de dichos libros. Esta disertación tiene como objetivo mostrar un análisis descriptivo de cómo dos libros de texto de inglés como lengua extranjera contribuyen al desarrollo de la competencia digital de los estudiantes de la etapa de secundaria obligatoria según Digcom 2.0, teniendo en cuenta el tipo de actividades digitales propuestas, el uso de herramientas 1.0 y 2.0 requeridas, así como las habilidades y competencias digitales a desarrollar.

Palabras claves: TIC, EFL, libros de texto de inglés, competencia digital, Digcom.

1 INTRODUCTION

The present MA dissertation is the result of the investigation which has been carried out to obtain the master's degree "Online in English Studies" by the university of Jaen. This research project is focused on the field of education, specifically in the area of foreign languages, building on one of the options which this master is divided in.

The consideration of textbooks in the Spanish Education Laws has changed over time. While in the Education Law approved in 1970 textbooks were prescribed, in later Decrees and Laws, they were not and teachers had to draft the school year planning according to the specific guidelines published by the different educational administrations. However, in most cases, the curricular programmes of publishing houses became the guide of the teaching-learning process in most schools. Thus, textbooks greatly condition teachers' methodologies since they are regarded as a sole authoritative source and make teachers subjects to their specific contents. (Parcerisa, 1996, p. 35). The question now is whether textbooks can develop a competence-oriented education. For that reason, it is necessary to conduct research which describes, analyses, compares and evaluates textbooks to observe if they follow the guidelines established by the current educational laws and the Council of Europe to implement key competences and translate them into learning outcomes.

Our research will be focused on the development of the digital competence in EFL course books. We all agree that we are now immersed in what is called "The Digital Society" where the Information and Communication Technologies (ICTs) are fully integrated at home, work, education and recreation, thus having a great impact on the creation and spreading of knowledge worldwide. In the field of education, this impact has been so great that the use of ICT has become essential for a successful teaching-learning process. They prepare learners to face the new challenges imposed by the hyper-connected world we are immersed in. Acknowledging these benefits, educational book publishers started to include ICT in their teaching materials progressively after the introduction of the digital competence as one of the eight basic competences in education by the European Commission in 2006.

Secondary education students are developing their own identity and shaping their views on the world at this stage of their learning process. It is at this moment that the information and communication technologies acquire a great importance due to their great influence on their personality and behaviour. If we want to develop learners' critical thinking and decision-making ability, new technologies should be integrated in the

curriculum in order to train citizens who are independent, responsible and who can think critically. That is the reason why course books promote students' digital competence. It allows teachers to educate in essential values such as tolerance, equality or solidarity, values which become essential in the teaching-learning process of foreign languages. This process requires an open mind to be able to understand other cultures and viewpoints if one wants to become communicative competent in an L2.

Learning a foreign language as English is not an easy task for our students. Teachers are continually investigating and looking for new resources and materials to facilitate this task. It is well acknowledged that teenagers are constantly making use of technological devices such as smartphones, tablets, ebooks, etc., and online platforms such as YouTube, Instagram or TikTok form part of their daily life. Instructional material designers and publishing houses should take advantage of this fact in order to create EFL resources which contribute to the development not only of learners' digital competence but also of their communicative and linguistic competence in their L1 and L2.

As an EFL teacher, I strongly believe that course books should adapt to this new technological world which is transforming languages and the way people communicate and interact with each other. Teachers and educators have to instruct a new generation of digital natives connected with people around the world who learn not only to use an L2 but also to value and differentiate messages and digital media in a responsible way.

1.1 Objectives

The main objective of this dissertation is to evaluate the gradual introduction and development of the digital competence in Spanish EFL course books following both international and national legislation to this respect. For that purpose, we will analyse the following course books, *English World 2* and *Network 2*, both specifically designed for students in the second year of compulsory secondary education by the publishing house Burlington.

The specific objectives that have been established to study this question are:

- To determine and analyse the number and type of activities which require the use of the ICT in each course book.
- To identify which ICT tools and devices that the different course books propose to learners and EFL teachers to use.

-To evaluate how these course books contribute to the development of learners' digital competence according to the competence areas and level of competence established by the European digital competence framework for citizen Digcomp 2.0.

1.2 Justification

We are living in a multimodal society, that is, we communicate, express and interact through multiple platforms (paper, screens, etc), diverse technologies (the internet, the media, mobiles, etc) and using different formats and languages (written and audiovisual language, graphics, hypertexts, etc). In this context, the European Parliament and the Council of 18th December 2006 established eight basic competences to develop lifelong learning skills and recommended Member States their provision and use in order to achieve universal literacy and to adapt to a changing and hyper connected culture (Council of Europe, 2006). The digital competence was one of these eight key competences that learners should have developed by the end of Compulsory Education to have a successful life in the multimodal culture of the twenty-first century. Thus, Spain, as a member state, has included the use of ICT among its objectives to promote.

The introduction of ICT in education has revolutionised this field offering new paradigms and patterns for teaching which imply a change in the curriculum, objectives and even in teachers' and students' roles. This competence requires us to think critically and to put into practice one's communicative and technological skills. Language education is an area where all these skills are also necessary in order to acquire a foreign language. Nowadays, open-access resources, online lessons and courses and social networks based on the ICT are being increasingly used in foreign language teaching to promote interaction and communication as well as to enhance learners' communicative and digital literacy skills.

In EFL the information and communication technologies have opened as a new model of teaching and learning. Their use requires us to plan the activities carefully before choosing and organising the types of applications and devices to be used for each skill (receptive and productive) and for each content (grammar, vocabulary, culture, pronunciation) in order to meet the educational demands of the current era. The objective is to develop formative processes by which learners learn how to deal with information, that is, to know how to search, select, elaborate and spread necessary and useful

information and to become qualified in the use of the ICT to make a responsible and appropriate use of these technologies. For that reason, an important goal of teachers and publishing houses is to elaborate resources and materials which foster a communicative approach in the teaching of English as a foreign language and which also contribute to the formation and training of learners as responsible digital natives with critical thinking regarding the use of the new technologies and the culture which is created and spread thanks to these devices.

Therefore, an analysis of English course books is necessary to see whether these materials follow the guidelines of the Spanish curriculum with regard to the information and communication technologies while involving learners in real communication to learn how to use the English language with efficiency and accuracy.

1.3 Internal structure

Now, the different sections of this MA dissertation are described below:

Chapter 2, Literary Review, analyses national and European legislation regarding the digital competence as well as previous research on the appearance of the digital competence and on the use of course books identifying any gaps that may exist. Then, in chapter 3, Methodology, the process followed to select the course books for the study and to analyse them will be described in detail. After that, in chapter 4, the results regarding the integration and use of the ICT in the materials selected will be explained and the limitations of this study will be exposed in chapter 5. In chapter 6, conclusion, a general conclusion will be offered, while in chapter 7, some lines for further research will be suggested.

2 LITERATURE REVIEW

2.1 The concept of competence in education

Nowadays, it is very common to hear, read and speak about the term competence in many fields, not just in the area of education. This term appeared in the last half of the 20th century thanks to Noam Chomsky (1965, 2014: 50th anniversary edition), the first linguist who used this concept in his *Aspects of the Theory of Syntax* referring to the subconscious knowledge people have of the linguistic rules of a language. Since then, the term

competence has evolved from a mere linguistic consideration and has become the core in many education curriculum models around the world. It is a term which has been defined in different ways and whose definition has been largely discussed.

In the field of education, the European Parliament and the Council of Europe was one of the first institutions which defined the term competence in the official journal of 18th December 2006 on key competences for lifelong learning as: “a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment” (Council of Europe, 2006, p.13). This definition derived from the proposals of previous reports:

1 Learning to be. Education of Future, known as “The Faure Report”, developed in 1973. It is considered the cornerstone in competency-based education of the 21st century as it introduced the concept of “learning to learn” and “lifelong learning”.

2 Learning: The Treasure Within, known as “Delors Report” developed in 1996.

It suggested an integrative and multidisciplinary education based on these cornerstones: learning to be, learning to know, learning to do, and learning to live together. The third of these cornerstones contributes to the development of competences to deal with unforeseeable situations and work cooperatively.

3 OECD Project Definition and Selection Competencies (DeSeCo) developed in the 20th century. Its objective was to identify which are the key competences which people should develop. It became a reference and a guide for curriculums all over the world. This project defined a competence as:

The ability to successfully meet complex demands in a particular context. Competent performance or effective action implies the mobilisation of knowledge, cognitive and practical skills, as well as social and behavioural components such as attitudes, emotions, and values and motivations (OECD, 2005, p.2).

More recently, the Council of Europe of May 22nd, 2018 established a series of recommendations to develop and encourage key competences to ensure personal, social and professional development in the 21st century. Since then, many countries as Spain have made competences the organisational axis of their education laws.

2.2 Digital competence

2.2.1 ICTs: concept and characteristics

In order to provide a thorough study of digital competence, it may be relevant to know the meaning of this term and its characteristics.

ICT is an acronym that stands for Information and Communication Technologies, a term often associated with sophisticated computer-based technologies; however, it includes other technologies as it is manifested in the definition provided by UNESCO (2006):

Forms of technology that are used to transmit, store, create, share or exchange information. This broad definition of ICT includes such technologies as: radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail (p. 14).

This definition points out that computer and communication technology are the main elements of the ICTs. While the former stores and processes information digitally, the latter transfers and disseminates it. Other authors such as Cabero (1998) also include information processing technologies as part of the ICTs. Thus, the ICTs can be finally defined as the interconnection of different technologies, mainly computing, networking, communication, microelectronic, telecommunications and information processing together with their applications for gathering, processing, storing and disseminating information thus making new communicative realities possible.

Once the concept of ICT has been defined, it is essential to identify the characteristics associated to ICTs gathered by Cabero, J. (1998, p. 98) as follows:

- Immateriality: information is immaterial and can be taken to different places instantaneously.
- Interactivity: it allows resources to adapt to the needs and characteristics of users depending on the interaction established between them with the computer.
- Interconnection: technologies connections create new technological opportunities.
- Immediacy. Information is communicated and transmitted quickly.
- High quality parameters of image and sound: digitalization makes possible the transmissions of text, image and sound with a high quality.
- Digitalization: it allows the transmissions of sounds, text, images etc. by the same means.

- Greater influence on the processes than on the products: ICT applications influence more users' mental processes for the acquisition of knowledge rather than the acquired knowledge itself.
- Infiltration in every sector: ICTs influence is expanded worldwide.
- Innovation: ICTs make innovation possible in every social sphere.
- Tendency towards automation: ICTs foster information automation in personal, social and professional activities.
- Diversity: ICTs have different utilities (communication, information process or creation of information).

However, other authors as Castell (1999, pp. 143-144), as cited in Aldana Rendón (2000, pp. 286-287), consider that the characteristics of telematic networks are producing a new technological paradigm whose main characteristics are:

- Information is the raw material.
- It can be introduced in all social areas.
- Network morphology provides structure and flexibility to the technological system.
- Organisational fluidity thanks to its flexibility and its ability to reconfigure itself.
- Convergence and integration of specific technologies in a general system.

2.2.2 Origin of digital competence

The European Parliament and the Council of Europe in the Official Journal of the European Union of 18th December 2006 recommended member states the provision and development of seven key competences, the digital competence being one of them, to encourage life-long learning and personal fulfilment. This document was accompanied by the European Reference Framework, a tool to be used as a reference to guide and support their development. It defines each competence and identifies the essential knowledge, skills and attitudes required. Regarding the competence subject of this research, this document defines it as:

The confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate

and participate in collaborative networks via the Internet. (Council of Europe, 2006, pp.15-16.).

It provides an exhaustive description of the knowledge, skills and attitudes involved where information management and the ability to use the internet acquires a great relevance together with critical thinking, creativity and innovation. It also points out that citizens should possess operational skills as part of their knowledge when using digital tools.

Finally, in terms of the attitudes this document gauges as essential: “a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence” (Council of Europe, 2006, p. 16).

2.2.3 European digital competence for citizens (Digcomp)

The Joint Research Centre (JRC) of the European Commission through the Institute for Prospective Technological Studies published the European Digital Competence Framework for Citizens (DigComp) in 2013, a user’s guide to assess and foster citizens’ digital competence. The main objective was to provide a common digital skills policy across the European Union and beyond which serves as a common reference tool to support and implement strategic planning and policy-making initiatives “to promote digital skills in formal education and training, non-formal or informal learning initiatives or offering training and professional development in the workplace” (Kluzer and Pujol Priego, 2018, p. 7)

This framework has been updated three times giving rise to DigComp 2.0 (2016), DigComp 2.1 (2017) and Digcomp 2.2 (2022). In the next paragraph the last version will be explained. It has the following dimensions:

- Dimension 1: Competence Area.
- Dimension 2: Competence descriptors and titles.
- Dimension 3 Proficiency levels.
- Dimension 4: Examples of knowledge, skills and attitudes.

- Dimension 5: Use cases. It provides use cases in employment and learning scenarios.

Dimension 1 shows that there are five competence areas: Information and Data Literacy; Communication and Collaboration; Digital Content Creation; Safety; and Problem solving. Figure 1 shows that each area is associated with a different colour and implies different learning goals related to the digital competence.

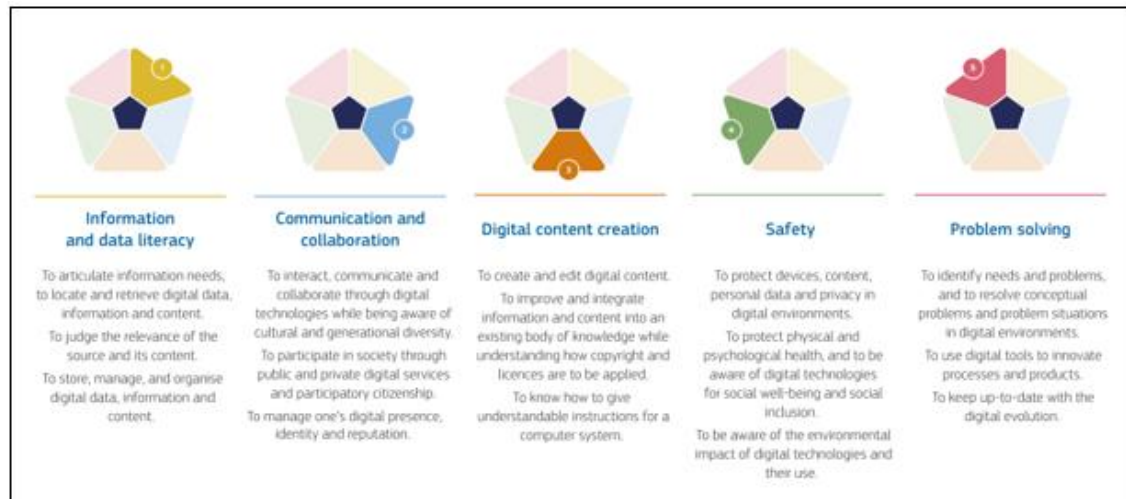


Figure 1: DigComp 2.2 Competence Areas (Vuorikari, Kluzer, and Punie, 2022, p.7)

Dimension 2 gives details of the 21 competences organised in the competence areas commented on before and offers details of its descriptors as is shown in figure 2:

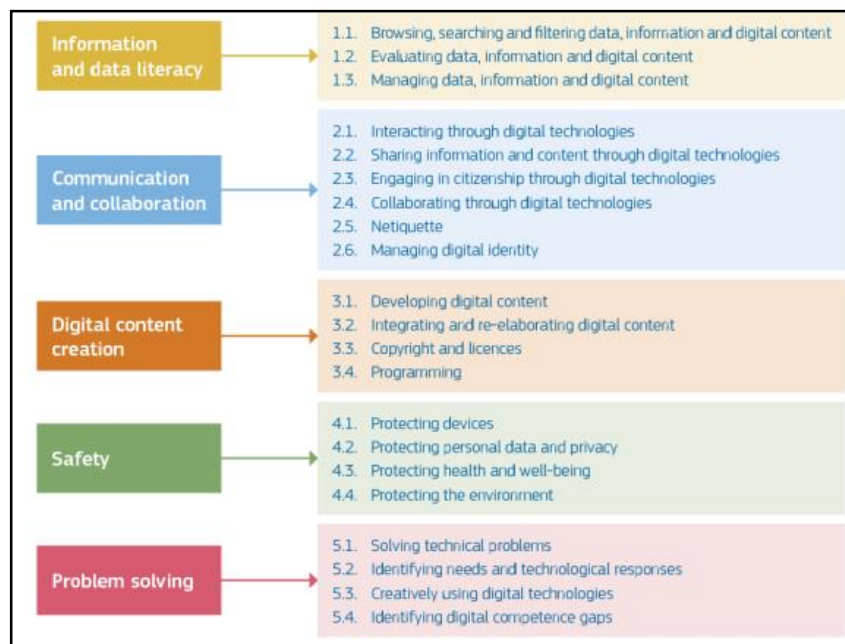


Figure 2: DigComp 2.2 areas and competences (Vuorikari, R., Kluzer, S. and Punie, Y. 2022, p. 9)

According to the figure above:

The first 3 areas deal with competences that can be traced back to specific activities and uses. On the other hand, areas 4 and 5 (Safety and Problem solving) are “transversal” as they apply to any type of activity carried out through digital means. Elements of Problem solving, in particular, are present in all competences, but a specific area was defined to highlight the importance of this aspect for the appropriation of technology and digital practices (Vuorikari, Kluzer, and Punie, 2022, p. 7)

Dimension 3 shows that there are four overall levels (Foundation, Intermediate, Advanced, and Highly Specialised) which give rise to eight granular levels (two granular levels per each overall level). Each level contains a descriptor which includes knowledge, skills and attitudes. In total there are 168 descriptors (8 proficiency levels per each of the 21 competences). Proficiency levels exemplify the level of development of the 21 competences by means of three aspects: the complexity of the tasks, the autonomy and guidance needed to carry out the tasks, and the cognitive domain indicated with action verbs from Bloom’s taxonomy.

Dimension 4 offers instances of the knowledge, skills and attitudes which compose each of the 21 competences from the competence areas. If this dimension is analysed, it can be observed that knowledge examples use words such as “Understand that...”, “Aware that...” or “Knows that...”, skills examples use words such as “Knows how” “Considers...” or “Can do...” and attitude examples use words such as “Willing to...”, “Open to...” or “Inclined not to...”. (Vuorikari, Kluzer, and Punie, 2022, pp.10-50)

Dimension 5 includes examples of use in two specific scenarios: in employment and in learning. There are examples for all the levels of the competence 1.1 while for the rest there is only one per level and area.

Finally, it should be pointed out that DigComp is totally descriptive and therefore those working to promote digital skills can adapt it to the characteristics and necessities of the target group in which it will be implemented.

2.2.4 *The digital competence in the Spanish curriculum*

The consideration of the digital competence in the Spanish education system was included for the first time with the Organic Law of 2006 (LOE, 2006) following the recommendation of the European Parliament and of the Council of Europe on key competences for lifelong learning. This law involved the adoption of a unifying curriculum based on competences which interrelate curricular contents from different subjects and areas. In this respect, digital competence involves going beyond purely technological aspects.

The importance of developing skills related to knowledge and use of ICTs already appeared in the Preliminary chapter of LOE. Article 2 established that the Spanish Educative System will be devoted to achieving:

La capacitación para garantizar la plena inserción del alumnado en la sociedad digital y el aprendizaje de un uso seguro de los medios digitales y respetuoso con la dignidad humana, los valores constitucionales, los derechos fundamentales y, particularmente, con el respeto y la garantía de la intimidad individual y colectiva. (Ley Orgánica 2/2006, p. 16).

Likewise, article 23, devoted to objectives of Compulsory Secondary Education, also establishes among its objectives the development of students' digital skills with objective e:

Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Desarrollar las competencias tecnológicas básicas y avanzar en una reflexión ética sobre su funcionamiento y utilización. (Ley Orgánica 2/2006, p. 27).

In order to achieve these objectives, LOE establishes in its articles 24 and 25 that digital competence will be worked on in all the subjects along compulsory secondary education. That is the reason why, developing students' digital competence appears among the objectives of this stage and those of the different subjects covered and developed by Crown Decree 1631/2006 of 29 December, the legislation in charge of establishing the minimum teachings of this stage.

Annex 1 of Crown Decree 1631/2006 is devoted to describing the eight basic competences proposed by the European Union. Regarding the digital competence, it explicitly says that it consists of:

Disponer de habilidades para buscar, obtener, procesar y comunicar información, y para transformarla en conocimiento. Incorpora diferentes habilidades, que van desde el acceso a la información hasta su transmisión en distintos soportes una vez tratada, incluyendo la utilización de las tecnologías de la información y la comunicación como elemento esencial para informarse, aprender y comunicarse. (Annex 1, Crown Decree 1631/2006, p.5)

In the same annex, it is highlighted that this competence:

Comporta hacer uso habitual de los recursos tecnológicos disponibles para resolver problemas reales de modo eficiente. Al mismo tiempo, posibilita evaluar y seleccionar nuevas fuentes de información e innovaciones tecnológicas a medida que van apareciendo, en función de su utilidad para acometer tareas u objetivos específicos. (Annex 1, Crown Decree 1631/2006, p. 5)

At a regional level, Law 17/2007, of 10 December, of Andalusia, includes among its objectives the integration of basic competences highlighting linguistic communication and the use of the ICTs. Thus, Decree 231/2007 of 31st July which establishes the organisation and the teachings of compulsory Secondary education in Andalusia, in its article 6 about basic competences, states that the curriculum of compulsory secondary education must include the eight basic competences in accordance with Annex 1 from Royal Decree 1631/2006. Likewise, Order of 10th August 2007 which develops the curriculum of compulsory secondary education in Andalusia establishes in its article 4 about methodological guidelines that “las tecnologías de la información y de la comunicación formarán parte del uso habitual como instrumento facilitador para el desarrollo del currículo”. (p. 5)

In 2013 the Education Law in force (LOE) was modified by Organic Law 8/2013 (LOMCE), on 9th December. It was not a new law, but it modified the previous law introducing 109 modifications and some dispositions in relation to the definition and elements of the curriculum. With LOMCE, for example, competences were named “key” instead of “Basic” and were 7 instead of 8. National and regional legislation derived from LOMCE (Royal Decree 1105/2014, of December 26, Decree 111/2016, of June 14th

replaced by Decree 182/2020, of 10th November, Order of 14th July, 2016 replaced by Order of 15th Of January 2021) maintained among their objectives the development of students' digital competence as it was established in the previous Education Law in force.

The most important modification regarding the digital competence included with this legislation was that it was considered transversal and the article 111 on the use of digital and technological resources and tools was included highlighting its importance and use in both the pedagogical and administrative management field. According to this article, these technologies allow the creation and transmission of knowledge and the personalization and adaptation of the teaching learning process to the needs and requirements of learners. They are, then, fundamental to improve education quality. (Organic Law 8/2013). This was reflected in the Order 65/2015, of January 21 which describes the relation between the different elements of the curriculum with key competences. According to this document, digital competence:

Implica el uso creativo, crítico y seguro de las tecnologías de la información y la comunicación para alcanzar los objetivos relacionados con el trabajo, la empleabilidad, el aprendizaje, el uso del tiempo libre, la inclusión y participación en la sociedad (p. 10).

This order also points out the necessary knowledge, skills and attitudes to be digital competent which already appeared in the previous documents. Thus, for learners to be digital competent, they need to acquire the knowledge related to: basic specific languages (textual, numerical, iconic visual, graphic and sound), main computer applications, information processing and digital rights and privacy. They also are required to develop those skills related to information processing and communication, content creation, security and privacy, problem resolutions and the use of different technological resources and the acquisition of those attitudes which facilitates the adaptation to the current digital and technological context in which learners are immersed as well as the development of a critical, realistic, and ethical aptitude towards the use of information and communication technologies. Participation, collaboration and interest towards the learning and use of new technologies are also considered essential (p. 11).

Finally, in 2020, the new Organic Law 3/2020, of 29 December (LOMLOE) was published repealing the Organic Law 8/2013 of 9th December (LOMCE) and again modifying certain aspects of the Organic Law 2/2006 of 3rd May (LOE). This organic

Law together with Royal Decree 217/2022 of 29th March and Royal Decree 243/2022, of 5th April which establish the curriculum of the different stages of education manifest that the acquisition of knowledge regarding the use of the information and communication technologies continued to be important and therefore the development of the digital competence appear among the objectives and aims of the different stages and areas of the curriculum. The most important modification included in this law with respect to this competence is found in Annex 1 which explains the student's profile at the end of compulsory secondary education with regards to the acquisition and level of development of the key competences to be capable of affronting the challenges imposed by the 21st century. Among the main knowledge students have to develop at the end of this stage is:

Analizar de manera crítica y aprovechar las oportunidades de todo tipo que ofrece la sociedad actual, en particular las de la cultura en la era digital, evaluando sus beneficios y riesgos y haciendo un uso ético y responsable que contribuya a la mejora de la calidad de vida personal y colectiva. (p. 25).

This annex also offers a set of operational descriptors for each of the seven key competences which has been elaborated using different European reference frameworks. These descriptors define the specific competences associated with each area or subject. Together, they form the framework with which to evaluate the degree of key competences acquisition, and consequently, the achievement of competences and objectives of compulsory secondary education.

According to this document,

La competencia digital implica el uso seguro, saludable, sostenible, crítico y responsable de las tecnologías digitales para el aprendizaje, para el trabajo y para la participación en la sociedad, así como la interacción con estas. Incluye la alfabetización en información y datos, la comunicación y la colaboración, la educación mediática, la creación de contenidos digitales (incluida la programación), la seguridad (incluido el bienestar digital y las competencias relacionadas con la ciberseguridad), asuntos relacionados con la ciudadanía digital, la privacidad, la propiedad intelectual, la resolución de problemas y el pensamiento computacional y crítico. (p. 30)

Those descriptors to analyse and evaluate this competence both in primary and compulsory secondary education appear in the following table:

Al completar la Educación Primaria, el alumno o la alumna...	Al completar la enseñanza básica, el alumno o la alumna...
CD1. Realiza búsquedas guiadas en internet y hace uso de estrategias sencillas para el tratamiento digital de la información (palabras clave, selección de información relevante, organización de datos...) con una actitud crítica sobre los contenidos obtenidos.	CD1. Realiza búsquedas en internet atendiendo a criterios de validez, calidad, actualidad y fiabilidad, seleccionando los resultados de manera crítica y archivándolos, para recuperarlos, referenciarlos y reutilizarlos, respetando la propiedad intelectual.
CD2. Crea, integra y reelabora contenidos digitales en distintos formatos (texto, tabla, imagen, audio, vídeo, programa informático...) mediante el uso de diferentes herramientas digitales para expresar ideas, sentimientos y conocimientos, respetando la propiedad intelectual y los derechos de autor de los contenidos que reutiliza.	CD2. Gestiona y utiliza su entorno personal digital de aprendizaje para construir conocimiento y crear contenidos digitales, mediante estrategias de tratamiento de la información y el uso de diferentes herramientas digitales, seleccionando y configurando la más adecuada en función de la tarea y de sus necesidades de aprendizaje permanente.
CD3. Participa en actividades o proyectos escolares mediante el uso de herramientas o plataformas virtuales para construir nuevo conocimiento, comunicarse, trabajar cooperativamente, y compartir datos y contenidos en entornos digitales restringidos y supervisados de manera segura, con una actitud abierta y responsable ante su uso.	CD3. Se comunica, participa, colabora e interactúa compartiendo contenidos, datos e información mediante herramientas o plataformas virtuales, y gestiona de manera responsable sus acciones, presencia y visibilidad en la red, para ejercer una ciudadanía digital activa, cívica y reflexiva.
CD4. Conoce los riesgos y adopta, con la orientación del docente, medidas preventivas al usar las tecnologías digitales para proteger los dispositivos, los datos personales, la salud y el medioambiente, y se inicia en la adopción de hábitos de uso crítico, seguro, saludable y sostenible de dichas tecnologías.	CD4. Identifica riesgos y adopta medidas preventivas al usar las tecnologías digitales para proteger los dispositivos, los datos personales, la salud y el medioambiente, y para tomar conciencia de la importancia y necesidad de hacer un uso crítico, legal, seguro, saludable y sostenible de dichas tecnologías.
CD5. Se inicia en el desarrollo de soluciones digitales sencillas y sostenibles (reutilización de materiales tecnológicos, programación informática por bloques, robótica educativa...) para resolver problemas concretos o retos propuestos de manera creativa, solicitando ayuda en caso necesario.	CD5. Desarrolla aplicaciones informáticas sencillas y soluciones tecnológicas creativas y sostenibles para resolver problemas concretos o responder a retos propuestos, mostrando interés y curiosidad por la evolución de las tecnologías digitales y por su desarrollo sostenible y uso ético.

Figure 3: Digital Competence Descriptors (Real Decreto 217/2022, de 29 de marzo, p. 30)

This chapter has explained that the relevance of digital competence has increased with each organic law and in accordance with the technological changes which have been taking place in society. For that reason, all areas and subjects of the curriculum have to contribute to the development of that competence making use of a new methodology by which learners learn how to use and how to communicate with different technological resources and tools with efficiency and critically.

2.3 ICTs and education

Information and Communication Technologies form part of our daily lives and the field of education is not an exception. Their integration in the teaching-learning process has given rise to a new paradigm where knowledge is created and shared by learners themselves thanks to the opportunities offered by emerging technologies. Thus, it becomes crucial to provide a review on the new literacies students need to develop to be competent in the digital society of the 21st century. We will expose the advantages and disadvantages of the integration of the ICTs in education, with especial emphasis on the English classroom as well as the vast array of possibilities for an authentic, significant and motivating learning of a foreign language.

2.3.1 New literacies, ITCs and school

UNESCO (2013) defines literacy in the glossary of curriculum terminology as:

The ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential and to participate fully in their community and wider society. (p. 39)

This definition emphasises that literacy is more than just mastering the written language. In a world where the transmission of culture and information is being produced from new sources and modes of representation apart from books thanks to the revolution in the field of information and communication technologies, it is necessary to speak about emergent or multiple literacies. This term makes reference to the different literacies which individuals need to develop to access, interpret, criticise, and participate in the emergent multimedia culture and society of the 21st century. According to UNESCO Office Bangkok and Regional Bureau for education in Asia and the Pacific (2006), these emergent literacies include linguistic, visual, audio, spatial, and gestural ways of meaning making. They are made up of a set of cultural competences and social skills which are connected to different multimodal components of everyday life such as social, educational, political, economic, and cultural. All these components can be expressed by means of sounds, pictures, videos, the internet, the arts, etc.

With this expansion of the term literacy associated with the use of the ICTs, being literate in the 21st century acquires a new dimension. Now, it implies knowing how to read and how to write multimodal texts with a new language, that of cutting-edge technologies knowing the challenges and benefits of the ICTs but also their limits and dangers. Then, the integration of the ICTs in schools should be understood in this broad sense of literacy which goes beyond instrumental aspects and involves a participatory learning. Teachers should promote those skills and competences inherent to multiple literacies and acquired through collaboration and networking which are described by Jenkins, H et al. (2006, p. 4) as follows:

- Play: defined as “the capacity to experiment with one’s surroundings as a form of problem-solving”
- Performance: the ability to adopt alternative identities for the purpose of improvisation and discovery.
- Simulation: the ability to interpret and construct dynamic models of real-world processes.
- Appropriation: the ability to meaningfully sample and remix media content.
- Multitasking: the ability to scan one’s environment and shift focus as needed to salient details.
- Distributed Cognition: the ability to interact meaningfully with tools that expand mental capacities.
- Collective Intelligence: the ability to pool knowledge and compare notes with others toward a common goal.
- Judgement: the ability to evaluate the reliability and credibility of different information sources.
- Transmedia Navigation: the ability to follow the flow of information across multiple modalities.
- Networking: the ability to search for, synthesise, and disseminate information.
- Negotiation: the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

In short, the concept of literacy has incorporated new languages with their own codes and rules that make up people’s values, beliefs and knowledge and that condition their professional and personal future. Educational curriculums must incorporate them so

that learners learn how to understand and communicate with these languages spoken on screens.

2.3.2 Pros and cons of integrating ICTs in education

In the field of education, ICTs have become a powerful resource not only for pedagogic reasons but also for the administration and management of institutions. However, it also presents some disadvantages. In the following chapter, the cons and drawbacks of ICTs will be presented from four different perspectives: learning, students, teachers and school:

FROM THE LEARNING PERSPECTIVE	
ADVANTAGES	DISADVANTAGES
-Greater communication between teachers and learners thanks to the use of emails, chats, forums, etc. -Increase in students' motivation, interest and participation. -Progressive and constant development of learners' digital competence and initiative. - More dynamic learning inside and outside the classroom.	-Greater distraction and waste of time looking for appropriate information. -Unreliable information and partial point of view of reality. -Incomplete or superficial learning process. -Rigid dialogues. -Anxiety.
FROM STUDENTS' PERSPECTIVE	
ADVANTAGES	DISADVANTAGES
-Access to a great deal of resources and educational platforms anytime anywhere. -Decrease of physical and psychological limitations. -Increase of team spirit and collaboration inside and outside school.	-Addiction, isolation and feeling of overflow. -Eyestrain and other physical problems. -Need investment of time and of resources. -Digital divide.

-Development of analytic, information processing and digital skills. -Improvements in reading and writing skills. -Encouragement of self-responsibility for learning. -Increase of motivation, self-confidence and self-esteem. -More opportunities to shows one's work.	-Misuse and learning problems due to lack of knowledge of the use of ICT. -Not accessible everywhere. -Limitation of imagination.
FROM THE TEACHER'S PERSPECTIVE	
ADVANTAGES	DISADVANTAGES
-Better adaptation to students' characteristics and needs and support for the treatment of diversity. -Easiness to plan and design lessons and materials. -Development of attractive materials and lessons to catch students' attention. -Easier and quick access to learners' and school data anytime and anywhere. -Great number of educational resources for teaching, guiding and monitoring. -Increase of contacts between teachers and students and between teachers and families. -Easiness to carry out assessments and to share expertise and advice. -Professional updating and enhancement of professional image to colleagues.	-Stress due to limited knowledge of technological resources. -Problems related to computer maintenance. -Development of strategies of minimal effort. -A greater dedication is needed. -Necessity of updating equipment and programmes.

-More confidence, motivation and enthusiasm.	
FROM THE SCHOOL PERSPECTIVE	
ADVANTAGES	DISADVANTAGES
-Improvement of administrative and management tasks. -Improvement of educational effectiveness. -Creation of new channels of communication with members of the educational community. -Educative centres may exhibit their achievements through the Internet.	-Great investments in equipment and software and in teachers' training. -High cost in the maintenance and updating of software and equipment. -Necessity of creating an educational technology department.

Figure 4: Own elaboration following Marqués (2000, pp.3-7) and Ranjan Mohanty, R. (2011).

In summary, the table above shows that technology is having a great impact on the field of education, although with some pros and cons. Undoubtedly, when ICTs are used appropriately, a learners-centred environment is promoted and more benefits will be generated resulting in the enhancement of the quality of education.

2.4 ICTs and EFL

2.4.1 Why to integrate the ICTs in the EFL classroom

In 2001 the Council of Europe (2001) launched the Common European Framework of Reference for Languages (CEFR) “to provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (p. 10). According to this document, learners are social agents who are able to participate and interact in different communicative situations in an effective and efficient way by means of their communicative competence. To acquire and foster this competence, they need to be in contact with native and non-native speakers using the target language.

Research on foreign language learning points out that the best way to learn and acquire a second language is through interaction itself. It has given rise to the application of linguistic programs that favour learners' L2 interaction in different fields such as:

business, health, science, etc since it helps learners to acquire and increase their proficiency in the target language. Taking this into account, the information and communication technologies acquire a great relevance in the EFL classroom as they can give students access to spaces for authentic interaction, information and materials that otherwise would not be within students' reach.

Much research has been carried out on the use of ICTs for the development of learners' communicative competence. One of them was that conducted by Aguaged and Rozo (2011), who claim that "the technological environment is an ideal instrument to facilitate interaction and communicative exchange in language learning", that is, ICTs "contribute to creating communicative contexts" (p. 87). Thus, this study suggests that the teaching learning process needs to turn towards the use of the ICTs since more traditional methodologies lack effective opportunities to interact in the target language.

The development of communicative competence is not the only reason why ICTs should be adopted in EFL curriculums. In the article Information and Communication Technology (ICT) Competence published by the Commonwealth of Australia in 2010, it was stated that the integration of the ICTs makes language teaching more student-centred and learners can enjoy a more individualised experience during their language learning process. Besides, students are more engaged and stress decreases when activities and tasks involve the use of technologies (Marsh, 2012).

We are going to conclude this chapter with the words of Domínguez Miguela and Fernández Santiago (2006) who stated that "the opportunities that technology provides in the area of foreign language education must be integrated in order to make the process of learning more competent" (p. 53)

2.4.2 Evolution of ICTs and methodologies in EFL teaching

In order to understand the importance of the digital competence in EFL teaching, it is necessary to adopt a historical perspective to know and understand the most important teaching methods in the field of foreign languages. In this way, we will be able to know the resources and technologies which were employed during the period of validity of each method.

The Grammar Translation Method began to be used from the second half of the 18th century until the end of the 19th century. It followed the teaching of classical

languages (Latin and Greek) and involved little or no oral input and output. Instead it was focused on reading comprehension and translation skills. This method was adopted without many variations in modern language teaching. In Spain, for example, it was present from the 19th century until well into the 20th century. The systematic study of morphology and syntax and the memorization of rules and isolated list of vocabulary lists were the essential procedures used in the teaching-learning process. With this method, it was used what is nowadays considered as traditional technology, that is, blackboards, chalks, notebooks, pencils, pens and books. (Richards and Rodgers, 1986).

At the beginning of the 20th century a new approach in language teaching known as Direct Method became popular. Its fundamental principle is to teach learners how to interact in the L2 by not using the L1. They have to learn how to think in the L2. Again, the technologies used with this method were the traditional ones mentioned before. This method also made use of tangible objects for exemplifications such as pictures, food, clothes, etc (Richards and Rodgers, 1986)

In the 1920's the Audio Lingual Method was implemented in EEUU. American soldiers were required to master foreign languages as far as possible to be able to communicate on the battlefield. The goal of this method was to develop learner's communicative competence through practice and repetition. It used not only traditional technology but also the so-called "top technology" for that epoch, that is, language labs, radio cassettes, audio magnetic tapes, video reel projectors, film projectors and the television (Harmer, 2001; Nunan, 2004).

Finally, by the mid-80s, the communicative language approach was adopted. Its goal was to develop learners' communicative competence by teaching them how to use the target language. This method makes use of traditional technologies and realia such as newspapers, magazines, money, pictures, etc and takes advantage of the rapid development and implementation of the ICTs in schools. It makes use of resources such as hardware (computers, tablets, smartphones, printers, speakers, televisions, radio cassettes, recorders, video players, projectors, etc) and software (office automation programmes, translation programmes, online books and dictionaries, web pages, video games, virtual platforms and other types of multimedia materials).

2.4.3 Digital resources for teaching and learning English

There are plenty of ICT resources that EFL teachers can integrate in their lessons. They are classified into three categories: resources for information, for communication and collaboration and for learning. Although, it has to be taken into account that the same resource can be used for different purposes.

1 ICT resources for information are those which allow learners to obtain data to address a specific topic. Some resources used in the EFL classroom are online encyclopaedias, online dictionaries, web 2.0 tools such as YouTube, wikipedia, etc.

2 ICT resources for collaboration and communication are those which allow learners to work and learn together in order to complete a task or project, to solve a problem or to explore a subject. This category also includes resources which allow students to communicate with each other and with other members of the educational community. Some of the most important resources used in the EFL classroom are: web 2.0 tools such as wikis, blogs, Twitter, Genially or Google tools.

3 ICT resources for learning are those which support learners in the acquisition of the English language. Some resources used in the EFL classroom are: online tutorials, online activities and web 2.0 tools such as eBooks, podcasts, etc.

Another classification of ICT tools used in the EFL classroom takes into account which linguistic skills they try to develop and improve. For that purpose, we will follow Erben et al., (2009, pp. 131-164):

1 Reading and writing facilitative e-tools: many authors (Godoy, 2017; Sandberg, Hellblom-Thibblin, Garpelin, 2015) point out that digital communication has transformed methodological practices with regard to reading and writing. These two linguistic skills require an active role on the part of the reader who must employ his/her cognitive abilities. In this sense, the ICTs become a great teacher's asset for teaching different cognitive strategies to enhance written comprehension and production in the EFL classroom. Examples include e-books, online boards, online journals, blogs, wikis, and e-books. The first four tools are employed to create products digitally, to work in collaborative projects or to summarise learners' work. As examples we can mention Blogger, Wikispaces, Genially, Twitter, or Penzu. E-books, on the other hand, can be used to develop listening skills apart from the reading ones thanks to the audios and interactive tasks it includes.

2 Listening and speaking facilitative e-tools: learners of English have difficulty in comprehending the spoken language, especially when they do not have the opportunity

to see the speaker. Something similar happens with speaking, a linguistic skill which requires some degree of real-time exposure which causes anxiety among students. Again, ICTs become essential for teaching listening and speaking strategies to overcome all these obstacles. As examples we can mention: podcasts, vodcasts, mobile phones technologies, audio video libraries (Youtube), VoIP tools (Skype, chats) and web 2.0 applications (Spreaker, Lyricstraining, etc).

Virtual Learning Environments are also worth mentioning, that is, web-based platforms for managing and organising work electronically. During the Coronavirus lockdown, educational institutions turned to virtual classrooms to keep learning running through online lectures via online educational platforms. Some examples are Google Classroom, Edmodo, Socrative or Andalusia Moodle. All of them surpassed the barriers of space and time allowing students to perform interactive activities in a virtually connected classroom.

2.5 Textbooks

Textbooks have become a fundamental work tool for teachers and play a vital role in the realisation of the national curriculum, something recognized by UNESCO in its monitoring report “Every child should have a textbook” (2016). This important teaching resource has been defined in different ways: as a pedagogic tool which recreates and organises knowledge (Alvarez Méndez, 2001, cited by Occelli and Valeiras, 2013), as a resource to plan, evaluate and develop contents (Santaolalla, 2014) or as the carrier of the national curriculum (Díaz Pardo, 2007). All these definitions have something in common: they highlight the role of textbooks as a catalogue of knowledge and a guideline for teachers. They are usually accompanied by pedagogical and methodological orientations, proposals of projects and subject and classroom planning. For that reason, textbooks have been assigned a key role in many education systems worldwide.

In Spain, textbooks are the main didactic resource used by various subjects and areas from early childhood education to post-compulsory secondary education and vocational training. According to a piece of research on the use of textbooks carried out in 2019 by the consultancy ‘Análisis e Investigación’ and published by the National Association of Books and Teaching Materials Publishers (ANELE), 91.3% of Spanish teachers use textbooks in some way, 64.7% of primary teachers and 71.5 of secondary teachers use them a lot and 44.9% use them as a guideline.

Despite being one of the most used resources, there is no legislation regarding their design and selection. With the Organic Law of Education (LOE) in 2006 the previous authorization required was removed and now schools can adopt the textbooks which they consider more appropriate for each area, subject and stage. Regional Administrations should check and supervise if the selected textbooks follow the requirements of the official curriculum. Currently, textbooks should follow the guidelines established by the National Law LOMCE and the associated Royal Decrees and Orders which establish the minimum teachings in the different educational stages.

The question now is whether they are effective for developing students' key competences. Little attention has been paid to studying that. There is some research on their elaboration and use but not so much on key competences, and less specifically on the topic of the present research. There is a similar paper by Molina Jaén and Rodríguez Moreno (2016) which studies how textbooks contribute to the development of learners' basic competences in early childhood. Thus, this dissertation will try to cover this gap in this field of study

3 METHODOLOGY

3.1 Research design

The present investigation is quantitative and analytical and an example of primary research as it relies on primary sources of information, in this case, the analysis of two secondary English course books. Through a process of description, we intend to determine how secondary English course books integrate the digital competence in the teaching-learning process which is reflected by the gradual introduction of digital tasks. The application of descriptive research procedures will help us to explain the nature, characteristics and usefulness from the observation and quantification of objective digital aspects presented in these course books. The orientation followed in this analysis will be focused on systematically accounting for the presence or absence and on the frequency and distribution of digital aspects in the teaching materials selected for this research.

3.2 Sample

There is a great variety and possibilities of EFL course books. For the present research, two different course books were selected based on the following criteria: publishing house, publishing date, learning stage and Spanish Education Law they follow. The two course books selected are intended for students in the second year of compulsory secondary education and are based on different methodologies and approaches. The first one follows the guidelines established by Organic Education Law (LOE) while the second one follows the guidelines of the latest Spanish Education curriculum (LOMLOE). In the next chapters, these materials will be described.

3.2.1 *English World 2*

English World 2 is a four –level course book (See appendix 1) for students in post-compulsory secondary education published and edited by the publishing house Burlington in 2011. Its authors are Linda Marks and Emily Devlin. According to the Burlington website, this pack contributes to the development of learner’s basic competences established by LOE in 2006 as well as to their communicative competence taking as reference the Common European Framework. In the case of *English World 2*, students reach an A2 level.

This pack contains multiple components for both students and teachers. In the case of students, it includes: the student’ book and workbook and extra activities in a platform especially designed for this course book. The workbook will not form part of this research because only student’s books are subsidised by the State. Learners do not buy the workbook because schools cannot ask them to buy it to respect the principle of equality. In the case of teachers, this pack includes the teacher’s manual interleaved with the student’s book, audio CDs containing the listening from the student’s book, a culture DVD titled “Welcome to Britain”, some extra resources in the Teacher’s zone from Burlington website and a digital pack to work online and offline. The latter contains the digital version of the student’s book and workbook, a grammar and vocabulary bank factory, a bank of culture activities and a test factory. All these elements form part of the so-called All-in-One pack.

English World 2 student’s book contains nine units; an introductory section; three reviews, one after every three units; an appendix section divided at the same time in five areas: a culture kit, speaking pair work, spelling rules, pronunciation rules of the

English language phonological system and the list of English irregular verbs. Units are divided into eight sections: grammar, vocabulary, reading, writing, speaking, listening, communication and the section known as “Quick check”.

3.2.2 *Network 2*

Network 2 (see appendix 2) is also a four-level course book pack for students in compulsory secondary education published and edited by Burlington in 2020 following the guidelines of the recently approved educational law known as LOMLOE. Its authors are Emily Devlin and Robyn Shaw. According to these authors, this course book pack contributes to the development of students’ key competences as well as the skills needed for the 21st century. They also claim that it is compatible with the six levels of the Common European Framework for the acquisition of foreign languages as well. As in the case of *English World 2*, students can reach an A2 level too.

This pack also offers different components for learners and teachers. The student’s pack includes a student’s book, a workbook, an interactive platform and a mobile app. The last two are only provided if the school in question asks and pays for this service. The workbook will not form part of this research for the same reason commented on before. The teacher’s pack includes practically the same materials as the *English World* course book pack except for the culture DVDs. Thus, it includes the teacher’s manual interleaved with the student’s book, the student’s book listening audio CDs, digital extra resources in the Teacher’s zone and a digital pack to work online and offline containing the digital version of the student’s book and workbook, a grammar and vocabulary bank factory, a bank of culture activities and a test factory. All these elements form part of the so-called All-in-One pack of *Network 2*.

The student’s book includes 6 modules; an introductory section; three reviews, one after every two modules; a cultural section focusing on culture; a pronunciation section focusing on the English language phonological system; and a language lab section summarising and explaining the vocabulary and grammar point of each module with extra activities and study resources. Modules are divided into three sections related to a different topic. Each section is divided at the same time into grammar, vocabulary, reading, writing, speaking and listening.

3.3 Variables

This research will take into account dependent and moderating variables. The dependent variable is the learners' level of digital competence taking into account the digital area involved in the activities following the DigComp 2.0 (Information and Data Literacy; Communication and Collaboration; Digital Content Creation; Safety; and Problem solving).

The moderating variables studied are:

- Weight of digital elements in the course book (number, frequency and distribution of digital activities and tasks).
- Types of digital activities and tasks.
- Digital resources students need to use.

3.4 Instruments

The instruments used to analyse the course books selected are three tables (See appendix 3) which are especially designed for such a purpose, one to analyse the digital activities presented in the two textbooks (Table 1) and another to evaluate the projects one of these textbooks presents (Table 2) which requires the use of some digital tools and finally one to analyse the interactive activities which both course books offer in their interactive platform (Table 3). All of them have been designed taking into account the guidelines to evaluate people's digital competence established by the Digital Competence Framework for Citizens 2.2 (Vuorikari, Kluzer and Punie, 2022) explained in chapter 2.2.3 of the literature review.

Table 1 collects data regarding the number of digital activities that textbooks include and their distribution per unit/module. It also identifies the digital tools which students are required to use in each activity along all the units/modules. Besides, this table analyses the competence areas and competences involved in the development of the different activities, that is, dimension 1 and 2, from DigComp 2.2 (Vuorikari, Kluzer and Punie, 2022) as well as the level of digital competence which learners are required to have to face each task (dimension 3). The complexity of the activities and learners' autonomy during their development is also analysed. Thus the categories of this table are:

- Unit/Module
- Activity Type

- Page
- Digital Tool
- Competence area: 1 (Information and Data Literacy), 2 (Communication and Collaboration), 3 (Digital Content Creation), 4 (Safety) and 5 (Problem Solving).
- Competences 1, 2, 3, 4, 5, 6. These numbers make reference to the fact that each competence area includes between 3 to 6 competences. They are identified in figure 2 in chapter 2.2.3.
- Complexity of the task.
- Autonomy
- Competence Level required (dimension 3) explained in chapter 3.3 of literature review.

Table 2 contains slight differences with regard to table 2. In this case, the table focuses on the digital part of the projects included in the student's book from *Network 2*. Thus, it will collect data regarding the digital activities which form part of these projects which will be analysed following the same pattern as with table 1. It contains practically the same categories except the categories of unit/module, activity type and page. Instead, it includes the categories: project, activity, type and final product.

Table 3 collects data regarding the number and type of interactive activities presented on the platform per unit/module as well as the presence or absence of the listening, videos and animated presentation of the content of each textbook. Interactive activities are used to practice the L2 in a more dynamic and funny way. It is difficult to classify these activities into one of the five competence areas of Digcomp because students do not create digital content, manage or share digital information or either protect devices and solve problems. They only have to complete interactive language activities. In this sense, perhaps, they could be included in area 5 of Digcomp 2.2, that of problem solving, as learners have to use digital tools, in this case interactive activities especially designed for studying the English language, although it is not used to innovate. Therefore, they will be analysed differently. In this case the categories included are:

- Unit/Module
- Vocabulary presentation
- Grammar animation
- Dialogue building.
- Interactive activities: true/false; multiple choice; write sentences; puzzles; correct mistakes; label; written expression and reading comprehension.

- Unit audios
- Unit videos
- Technological help.

Dimensions 4 and 5 from DigComp 2.2 (Vuorikari, Kluzer and Punie, 2022) will also be considered for this analysis as they will serve as a guideline to analyse and classify activities into one of the categories of each table. Finally, in order to guarantee the validity and readability of these instruments, the master's thesis tutor will revise and analyse them. Once their suggestions have been introduced, a final version will be finally designed.

4 DATA ANALYSIS AND RESULTS

After collecting the data regarding the use of ICTs in both course books and how they contribute to the development of the digital competence, it will be analysed taking into account the variables identified previously, that is, the number and frequency of digital activities in each course book, the type of digital activities and the digital tools their realisation implies and the level of competence learners must have to do them. To report the results obtained, quantitative techniques will be employed which involve raw data, percentages, tables and graphical displays in order to report the results obtained.

4.1 Number, frequency and distribution of digital activities

As can be seen in the table below, the course book *Network 2* contains more than double the number of digital activities than *English World 2*. But these activities are not distributed homogeneously. Both student's books include a very limited number of digital activities, the great difference is found regarding their digital platform and in the section "collaborative project" of the most recent course book. Again *Network 2* offers in its platform more than double the number of interactive activities than *English World 2*. Besides, each of the projects from the section "Collaborative Projects" includes the realisation of some digital activities as part of the different tasks learners must carry out to create the final products proposed. Except project 6, which only includes one digital activity, the rest of projects require the realisation of two. Thus, the total number of digital activities in *Network 2* student's book is 13 while in *English World 2* student's book it is only 3 (See appendix 4).

Table 1: Number of digital activities in both course books

	ENGLISH WORLD 2	NETWORK 2
Student's book	3	2
Project	-	11
Platform	79	179
Total:	82	192

In the following graph we can compare the number of digital activities in total with regard to the presence of traditional activities:

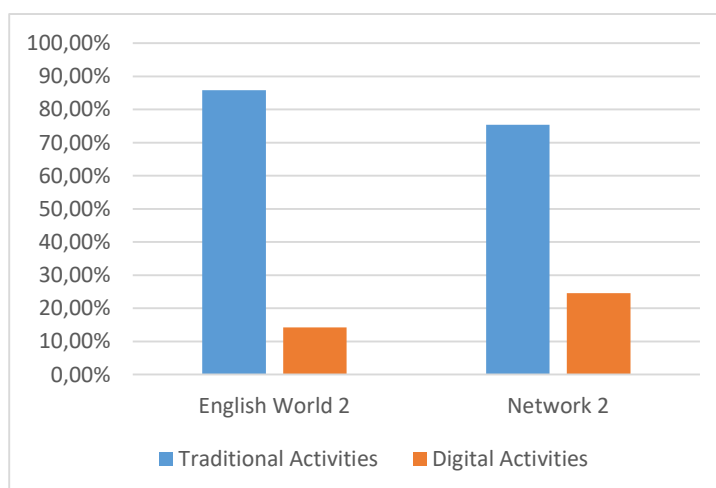


Figure 4: Percentage of both traditional and digital activities

It shows that the majority of activities in both course books are traditional ones, being 85.8% of the total of activities in *English World 2* and of 75.4% in *Network 2*, while the presence of digital activities decreases until the 14.2% and 24.6% respectively. This graph also shows that the most recent course book has increased the number of digital activities at the expense of traditional ones.

Apart from activities which make use of the ICTs, both course books offer students other digital contents in their platform which also contribute to developing their communicative competence in the L2. Again, it can be observed that the presence of these materials is greater in the most recent course work, that is, *Network 2*. The table below shows the number and variety of these extra materials in a digital format:

Table 2: Number of extra-digital resources in both course books

	English World 2	Network 2
Unit Audios	41	12
Unit Videos	-	15
Vocabulary animation	-	18
Grammar animation	-	22
Total	41	67

English World 2 only provides students with the audios of each unit (See appendix 5) so that they can listen to them and practise their oral comprehension skills on their own. *Network 2*, on its part, offers not only the module audios but also the module videos as well as some animations about the vocabulary and grammar points of each module (See appendix 6). In the student's book, these animations appear under the section flip-classroom. It is intended to be used primarily at home so that learners study these contents on their own to work later with them at the classroom.

4.2 Types of digital activities and digital tools in the course book selected.

Network 2 and *World English 2* course books contain practically the same type of digital activities. On the one hand, there are those found in the respective student's books which make use of digital tools for learning and practising the L2 and which require developing certain knowledge, skills and attitude towards the use of the ICTs, the main difference being the quantity of activities. On the other hand, there are interactive activities in the course book platforms to practice the contents established in each student's book which requires a minimum knowledge of basic computer tools.

Regarding digital activities in the student's book, it can be observed that in general they can be classified into three categories as the table below shows:

Table 3: Typology of digital activities in both student's books

	<i>English World 2</i>	<i>Network 2</i>
Search for information (Tools 1.0)	1	6
Communicative activities (Tools 2.0)	2	1
Productive activities (Tools 2.0)	0	6
Assimilative information (Tools 1.0)	0	6

As can be observed, both student's books contain activities to search for information but *Network 2* stands out, since it includes six times as many as the ones in *English World 2*. In these activities students are required to surf the net on their own using those internet search engines they want to. They are, then, activities which make use of tools 1.0. *Network 2* also includes assimilative information tools in its platform which make use of 1.0 tools. There, there is a section called "Techno Help" where students are offered a tutorial link (See appendix 7) with useful information for each of the digital 2.0 tools they have to use in the elaboration of the final product of each of the projects.

Both course books also require the use of tools 2.0, especially in *Network 2*, which triples the number of these types of activities of *English World 2*. Among these types of tools 2.0, we find communicative activities in both course books and in the case of *Network 2*, there are also productive activities as part of the different tasks of the projects it proposes for the creation of a final product, normally in a digital form. Regarding communicative activities, both student's books include the realisation of a formal email that students can write and send using an e-mail service, namely the one they want to. Apart from that, *English World 2* also includes an activity in which students have to express themselves by means of a blog entry in which they can make use of the blog platform of their choice. Regarding productive activities, they present a wider variety of activities and tools. In this case, students have to create an online travel brochure,

different posters, a trivia quiz, a book list or a snake and ladder game. They imply the use of interesting 2.0 tools, mainly MyScrapNote, Everystockphoto, Kizoa, ThingLink, BigHugeLabs, MyScrapNote, Time, Online Quiz Creator, Easy Science for Kids, Fact Monster, Tools for Educators or GameStructor. Among all these activities, MyScrapNote is the most used, as it is suggested in 4 out of 6 projects followed by Kizoa and Everystockphoto which is suggested to be used in 2 projects.

Chapter 4.1 shows that most of the digital activities presented in both course books are the interactive ones in their respective platforms. They are focused on reviewing learners' knowledge of the L2 and they require a minimum knowledge of computer tools. Therefore, although they make use of the ITCs, they do not entail a great development of the digital competence according to the Digcomp 2.0 model. Learners do not have to manage data, create digital content or to deal with safety in a digital environment. Instead, what they have to do is simply to perform activities very similar to the traditional ones they find in their student's book such as filling in the gaps, labelling pictures or choosing the correct option but in an interactive way as they only have to click with their mouse or write the correct answer with their keyboard of their computer, mobile phone or tablet (See appendix 8).

The following graph shows the data corresponding to the types of interactive activities in the platform of *English World 2* and *Network 2*:

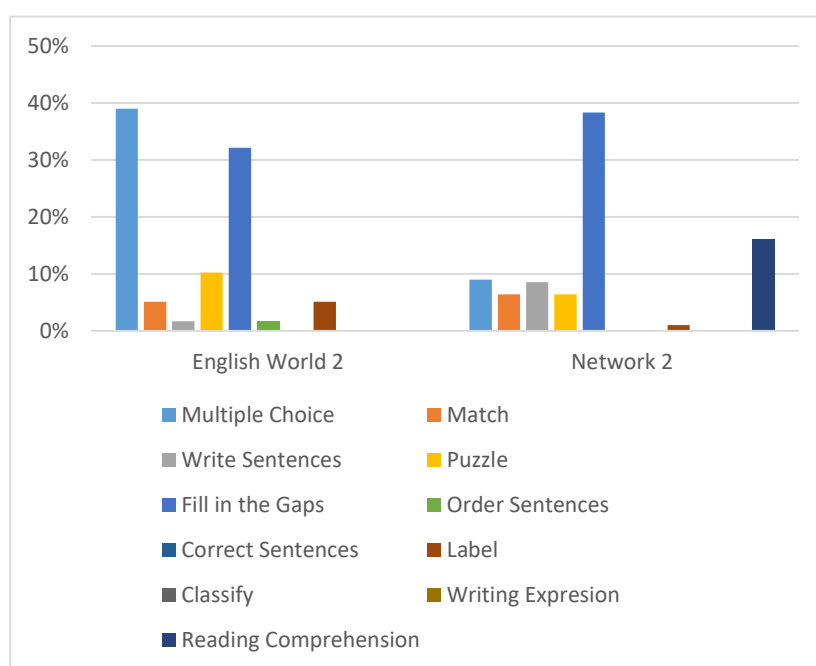


Figure 5: Typology of interactive activities in both course books

Regarding the platform of *English World 2*, there is a great variety of activities, mainly multiple choice ones with 39 %, filling in the gaps with 32,1 % and puzzles with 10,3%. There is no written expression or reading comprehension activities or sentence correction activities. The rest are around 5% or 1%. All of them focus on improving the linguistic competence of learners and do not require learners to have an advanced level of digital competence. It is important to point out that those activities which work with the L2 vocabulary integrate game elements such as a point system, characters in movement or a scenario in order to increase motivation and engagement (See appendix 9). But again, they are very easy and do not require students to have a great knowledge of digital or computer technologies. They are activities from one of the categories from the graphic but with the aspect of a video game.

The platform of *Network 2* also offers students a great variety of activities but in this case filling in the gaps is with difference the type of activities more used with 38,3%. It is followed by one type of activity which does not appear in the other platform, reading comprehension activities, with 16%. Here there is any activity from the categories “classify” or “order sentences” and the rest are in general around 5% or 9%. An important aspect that should be highlighted is the fact that this platform, in contrast with the previous one, does not include game elements in any of its activities. In fact, they are organised in a worksheet (See appendix 10) and learners only have to click on the specific activity they want to do with their technological device. Thus, they are not required to have a high level of digital competence.

4.3 Competence areas worked on in these course books

In chapter 2.2.3, we saw that digital competence is composed of five competence areas according to the European digital competence framework for citizens (Vuorikari, Kluzer, and Punie, 2022). Following this model, any of these two course books work and develop all the competence areas. The table below shows the result obtained:

Table 4: Learner's area of competence in both course books

	<i>English World 1</i>	<i>Network 2</i>
Area 1: Information and data literacy	1 (1.6%)	6 (3%)
Area 2: Communication and collaboration	2 (3.2%)	1 (0,5%)
Area3: Digital content	0	6 (3%)
Area 4: Safety	0	0
Area 5: Problem solving	59 (95'2%)	188 (93,5)

Due to the great number of interactive activities in the platform of both course books, we have included them as part of the competence area of problem solving since one of the competences included in this area is “identifying needs and technological responses” (Vuorikari, Kluzer, and Punie, 2022, p.46) which is described as the ability “to assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them” (Vuorikari, Kluzer, and Punie, 2022, p.46). Thus, those students who realise that he/she has a problem with a specific aspect of the L2 while studying have the possibility to use these extra interactive activities to solve that problem and improve their linguistic competence in that language. Taking this into account, the graph below compares in percentage the competence areas worked in both course books.

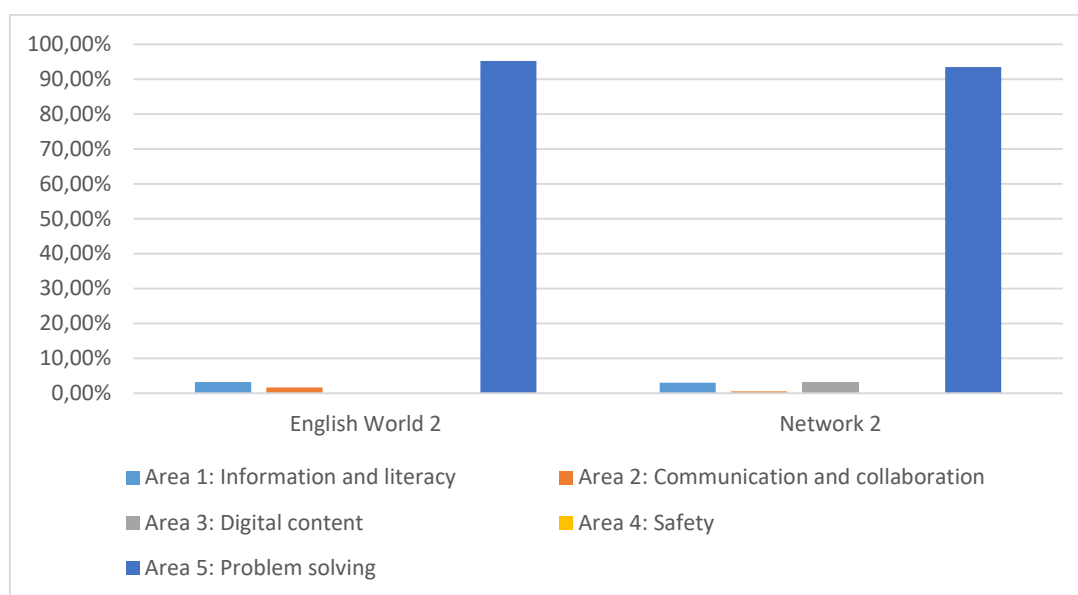


Figure 6: Competence areas worked in both course books

The first important aspect which should be highlighted is the fact that there is not any activity in both course books which deals with the competence area 4. The area of safety is essential especially when teenagers start using the ICTs since the use of these tools and learners' participation in digital environments are inherent to the appearance of technological problems and risks of falling into the possible dangers that the ICTs entail.

The course book *English World 2* contributes to the development of three competence areas: information and literacy, communication and collaboration and problem solving. The first two competence areas have a percentage of 3,2% and 1,6 % respectively while the third area worked on, problem solving, has 95,2%. However, these areas are not properly developed. Regarding area 1, there is only one activity in which students have to search the net to look for specific information contributing to the development of the competence “browsing, searching and filtering data” (Vuorikari, Kluzer, and Punie, 2022, p.4). But, it is not enough. Besides, it lacks activities to develop the other competences from this area such as “evaluating data, information and digital content” and “managing data, information and digital content” (Vuorikari, Kluzer, and Punie, 2022, p.4). Regarding the competence area of communication and collaboration, there are two activities in which learners communicate and share data through the ITCs, specifically, they have to write an email and a blog entry. Again, it is not enough as it only contributes to the development of competence 2.1 while the other five competences (see figure 2) are not developed. Finally, regarding the competence area of safety, it seems at first sight that it contributes greatly to its development but it is not so. As has been

mentioned before, here the vocabulary and grammar interactive activities from the platform have been included. In this sense, students are required to know how to use their personal computer or mobile phone and the platform to do these activities, something which can contribute in a way to the development of the competence “identifying needs and technological responses” (Vuorikari, Kluzer, and Punie, 2022, p.4). But this competence is not well developed and neither are the other three competences from this area (see figure 2) since students do not use these activities to create knowledge or to innovate or to understand which aspect of their digital competence they need to update.

The course book *Network 2* is designed similarly to the previous course book. It contributes to the development of four competence areas, one more than *English World 2*: information and literacy, communication and collaboration, digital content and problem solving. The first three competence areas also have a low percentage, 30,5% and 3 % respectively, in comparison to the competence area of safety with 93,5%. Again, these areas are not properly developed. Regarding area 1, there are six activities which contribute to the development of the competence of “browsing, searching and filtering data” (Vuorikari, Kluzer, and Punie, 2022, p.4) but there are not activities to develop the other competences from this area (see figure 2). Regarding the competence area communication and collaboration, it is reduced to only one activity, writing an email, which contributes to the development of the competence “sharing information and content through digital technologies” (Vuorikari, Kluzer, and Punie, 2022, p.4) but again there are not activities which develop the other competences (see figure 2). As far as the competence area digital content is concerned, something similar happens as it only works on one competence, competence 3.1. Finally, regarding the competence area of safety, again it has the highest percentage, 93,5%. As it happened with the previous course book, all the activities included in this area are the interactive ones from the platform. Thus, it only contributes to the development of the competence of “identifying needs and technological responses” (Vuorikari, Kluzer, and Punie, 2022, p.4) but not to the other competences within this area (see figure 2).

4.4 Learners' level of digital competence according to Digcomp 2.2

In the following graph we can observe the data regarding the level of competence required for each activity from each of the course books:

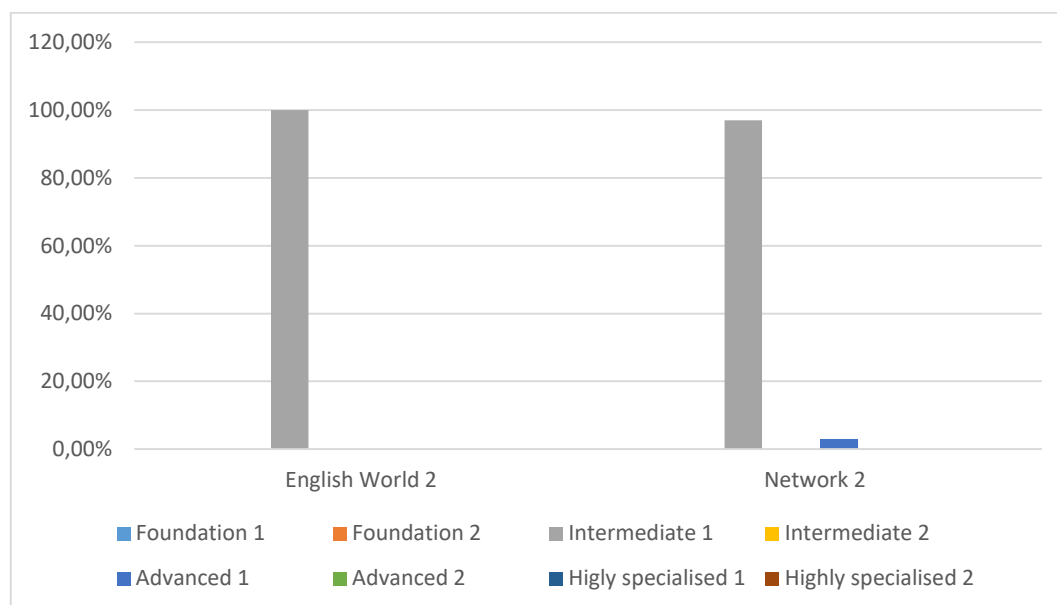


Figure 7: Digital competence level in both course books

English World 2 works with only one level, intermediate 3. According to Digcomp 2.2 (Vuorikari, Kluzer, and Punie, 2022), this level is the one in which students work on their own and have acquired an understanding of the digital tools they use, knowing how and when to use them. Thus, it is the level required for the grammar and vocabulary interactive activities from the platform, for the student's book activities of data search and of data and content sharing. If we compare this course book with *Network 2*, the results are not very different. It also works with the level intermediate 3, which again has a high percentage, 97%, and corresponds to the same types of activities as *English World 2*. Apart from that, it also works with the level advanced 5 in which students face complex tasks to create something digitally with the use of the ICTs. It is the level students need for those activities from the projects in which they create a digital product such as a poster or a quiz. These activities are carried out in groups and the level difficulty is increased.

This graph also shows that any of these course books works with the most basic levels, foundation 1 and 2, in which students carried out simple activities with guidance in level 1 or with autonomy and guidance in level 2. They neither work with the level intermediate 4, in which students carry out well-defined activities in an independent way

and according to their needs; and neither with the highest level, highly specialised in which students propose new ideas and processes in order to create and solve complex problems composed of interactive factors.

5 CONCLUSIONS

Along this dissertation we have seen that the ICTs provide language teachers with a wide range of resources to support the teaching-learning process of the target language to help students to develop their L2 communicative competence. Regarding the teaching and learning of English as a foreign language in Spain, its incorporation in course books can be observed through the present analysis which was carried out of two EFL course books for students in the second year of compulsory secondary education.

This analysis has revealed that English course books intend to foster digital competence through the integration of online study materials and ICTs activities in the different elements which compose the pack. It has also revealed that with the passing of time, these materials and activities have increased as a reflection of the importance of the ICTs in today's world and in education laws but traditional activities continue to be the cornerstone of the didactic proposal of English course books. ICTs still appear as an extra to attract students' motivation and interest towards the English language. It is manifested by the fact that their presence and increase is more significant not in the student's book that is used as a daily basis by students and teachers but on the platform, a resource that not all schools and students can or decide to use.

Regarding the type of ICTs activities, there are many similarities despite the distance in time and despite their belonging to different educational laws. Data search and communicative activities (writing emails, blogs entry) seem to be classic ICTs activities in student's books since LOE and its inclusion of the digital competence in the curriculum. However, the definition and development of the digital competence in later European documents make clear that this competence is something more than surfing the net or sending and writing messages. Thus, the latest course books include other types of ICTs activities, mainly productive activities in which students have to create a digital product by means of different digital tools and devices. Informative activities also acquire importance, that is, using the Internet to acquire knowledge about a specific topic. However, there is something that has not changed. Interactive activities seem to be essential and the basis for the development of the digital competence for course books

since LOE. These are the most numerous types of ICT activities with differences no matter the education law.

Connected with the type of activities is the use of digital tools but in this case the differences are a little bit more significant. With the passing of time, 2.0 tools are acquiring more prominence as shown by the increase of activities which require their use and the variety proposed. However, 1.0 tools continue to be used and even more than 2.0. It is related to the fact that data search and information assimilative tools are the ones with a greater presence in language course books since LOE.

Regarding the development of students' digital competence, this research has also revealed that no matter the education law followed or the passing of time but course books fail in their development. According to Digcomp 2.2, (Vuorikari, Kluzer, and Punie, 2022), it is composed of 21 competences organised in five competence areas. The activities in the course books selected do not work with all of these areas and are focused on the development of a limited number of these competences. Thus, LOE and LOMLOE course books do not contribute to an effective development of the digital competence because they rely almost totally on digital interactive activities for that purpose as they are the ones with a higher presence. These types of activities are not enough to foster students' digital competence because they do not fit completely in any competence area. They do not improve learners' knowledge and abilities regarding the treatment of information, the creation of digital content or the protection of personal data for example. Instead, they are mainly designed to reinforce the linguistic content of each unit/module in a motivating and funny way. The area which could include these activities is the area of problem solving as they can contribute to the development of competence 5.2 "identifying needs and technological responses" (Vuorikari, Kluzer, and Punie, 2022, p.4) in the sense that these activities are not compulsory, they are available for those students who have a problem with a specific content and needs more practice. Thus, if they identify a linguistic problem in their teaching-learning process, they can evaluate the interactive activities from the platform and select which are the best to solve this problem.

Apart from these areas, English course books also work with competence areas 1 and 2 but again they focus on one competence from each area. In fact, from LOE until LOMLOE nothing seems to be changed as they work with competences 1.1, "browsing, searching and filtering data, information and digital content" (Vuorikari, Kluzer, and Punie, 2022, p.4) and 2.1, "interacting through digital technologies" (Vuorikari, Kluzer, and Punie, 2022, p.4). The main difference is that more recent course books present more

activities regarding these two competence areas. Apart from this little improvement, new course books include more competence areas. In the case of *Network 2*, it works with competence area 3 thanks to the new section collaborative projects. Again, it only works with one of the four competences which compose this area, competence 3.1 “developing digital content” (Vuorikari, Kluzer, and Punie, 2022, p.4). But, competence areas in both pioneers and the latest course books are developed in a superficial way.

In relation to the level of the digital competence required for students, neither of the course books since 2006 works with all levels. They mainly focused on one level, the intermediate 3. However, the latest course books as is the case of *Networks 2* include more levels, specifically advanced levels as students are required to face more complex tasks with the ICTs. But again it is not enough.

We can conclude that since the appearance of the concept of digital competence in 2006 until the last education law in which the curriculum is developed around the seven key competences including the digital one, EFL course books have increased the number of ICT activities, especially interactive language activities. However, Burlington course books continue to suffer from the same problem despite the improvements they have included with respect to previous versions: they do not develop students’ digital competence in an effective way. Doing grammar and vocabulary activities with a computer or a mobile phone is very different from developing one’s digital skills and knowledge no matter how many activities Burlington includes in its new platform. If Burlington wants to contribute to developing this competence truly as it claims in its website, it has to increase the number of activities which make use of the information and communication technologies, as the ones in the digital projects since it is the only way to work with more competence areas and levels of competence and finally it is the way to the effective development of learners’ digital competence.

6 LIMITATIONS OF THE STUDY

This study has the following limitations:

- a) The restricted representativeness of the selected sample of the present study. We have only analysed two course books, one per year of publication and from only one publishing house. It is true that it is one of the most famous and used in our country but it is not the only one. Other important publishing houses used in Spain are Oxford, McMillan Education, Cambridge or Richmond.

- b) The cross-sectional nature of the present study. We have only collected data at one point in time, not prolonged in time. If the objective is to check learners' digital competence development, it is necessary to establish a controlled series of phases to measure this competence at different points of learners' teaching learning process of the English language.
- c) The limited number of variables included in the study. We have only considered variables related to learners but not those related to EFL teachers' digital competence and digital tools.

7 LINES FOR FUTURE RESEARCH

Considering that technology is changing language teaching at an astonishing pace, it is essential to continue to delve into the study of digital competence in the teaching learning process of foreign languages. Thus, taking into account the limitations of the study presented in the previous chapter, different lines of investigation suggest themselves:

The first one is a replication of this study in different stages of the Spanish educational system and including a wide sample, that is, more course books from the same publishing house and from others. This study will require testing students' digital competence after the implementation of the course books selected for the sample.

The second one is carrying out a longitudinal study more prolonged in time and including different phases. It could be carried out in two different ways. The first option is to analyse a student's digital competence before and after using the course books selected and the second option is to analyse students' digital competence before starting the first year of compulsory education and at the end of this stage, when students finish the fourth year of compulsory secondary education. Similar studies can be conducted in primary education and post-compulsory secondary education.

Another line of research will be to analyse language teachers' digital competence in order to study how it influences teaching practices and methodology and consequently the teaching learning process.

Finally, the last line of future research is to analyse which technological devices and tools improve and increase both learners' digital and communicative competence to become competent in a foreign language such as English.

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9 APPENDICES

Appendix 1: *English World 2* student's book and platform

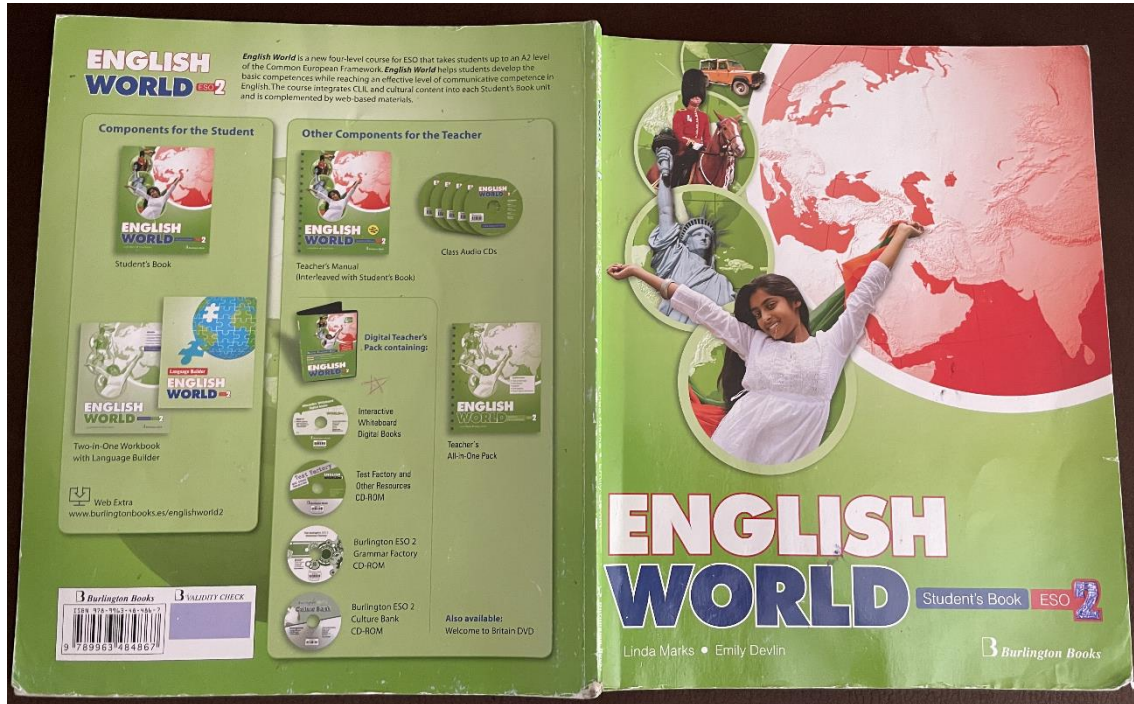


Photo taken from *English World 2* student's book



Screenshot from *English world 2* platform

Appendix 2: Network 2 student's book and platform

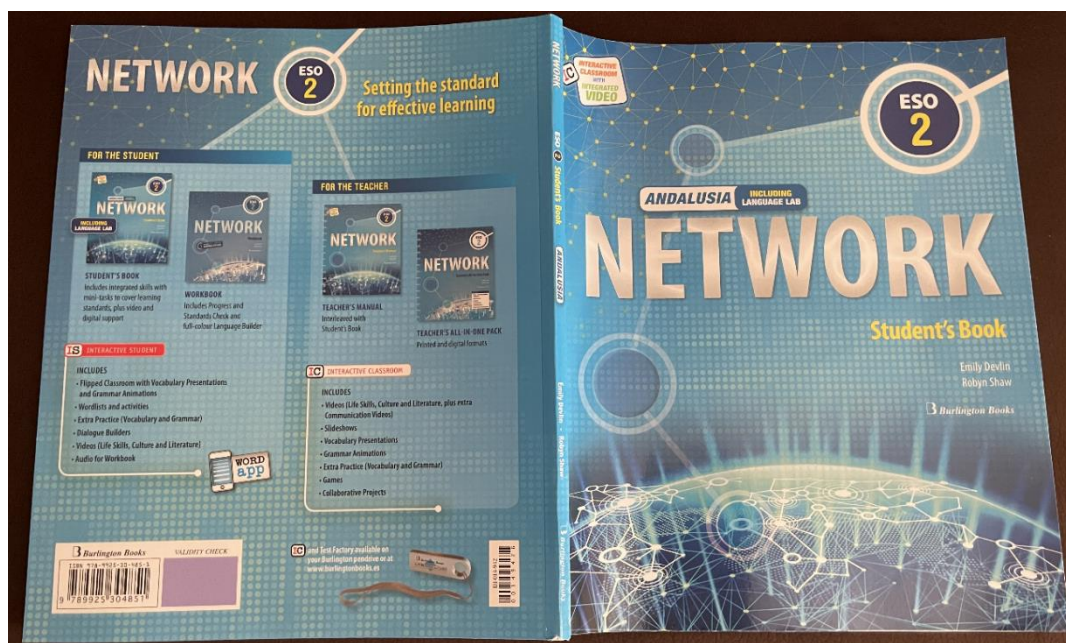
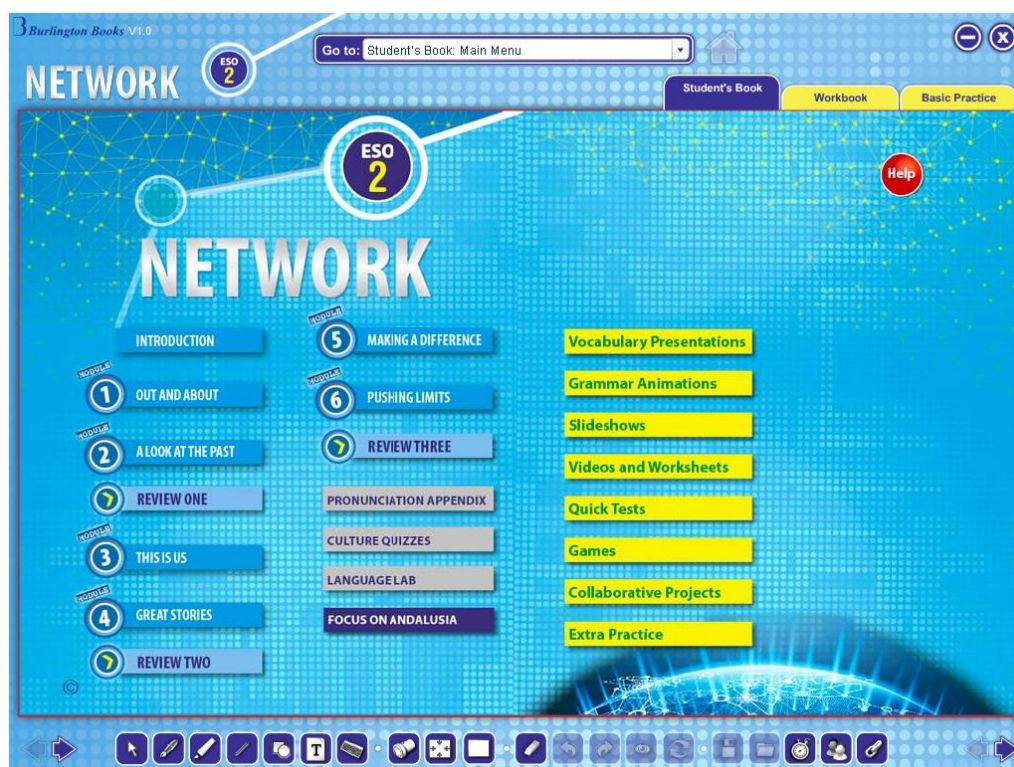


Photo taken from Network 2 student's book



Screenshot taken from Network 2 platform

Appendix 3: Instruments of analysis

TABLE 1: ANALYSIS OF DIGITAL ACTIVITIES OF *ENGLISH WORLD 2*

UNIT/ MOD.	ACT. N°	ACT. TYPE	PAG	DIG. TOOLS	COMP. AREA (DIM. 1)					COMPETENCES (DIM. 2)						COMPLEX. OF THE TASK	AUTONOMY	COMPETENCE LEVEL REQUIRED (DIM. 3)							
																		F.		IN.		AD.		H. ES.	
					1	2	3	4	5	1	2	3	4	5	6			1	2	3	4	5	6	7	8
1		Express oneself (e-mail)	18	Gmail, Hotmail (laptop, computer, mobile phone)		X				X					Simple	On their own			X						
3		Look for information	42	Google searcher /laptop/computer/mobile phone	X					X					Simple	Autonomy			X						
4		Express oneself (blog entry)	56	Blogger or similar		X				X					Simple	Autonomy and with guidance			X						

Own elaboration following Vuorikari, R., Kluzer, S. and Punie, Y. (2022) *DigComp 2.2*

TABLE 1: ANALYSIS OF DIGITAL ACTIVITIES OF *NETWORK 2*

UNIT/ MOD.	ACT. N°	ACT. TYPE	PAG	DIG. TOOLS	COMP. AREA (DIM. 1)					COMPETENCES (DIM. 2)						COMPLEX. OF THE TASK	AUTONOMY	COMPETENCE LEVEL REQUIRED (DIM. 3)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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					1	2	3	4	5	1	2	3	4	5	6			1	2	3	4	5	6	7	8																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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Own elaboration following Vuorikari, R., Kluzer, S. and Punie, Y. (2022) *DigComp 2.2*

(F.=Foundation; IN.=Intermediate; Ad.Advanced; H.E.S=Highly Specialised)

TABLE 2: ANALYSIS OF PROJECTS OF NETWORK 2

PROJ.	ACT.	TYPE	DIG. TOOLS	FINAL PRODUCT	COMP. AREA (DIM. 1)					COMPETENCES (DIM. 2)						COMPLEX. OF THE TASK	AUTONOMY	COMPETENCE LEVEL REQUIRED (DIM. 3)							
																		FOUN.		INT.		ADV.		H. ESP.	
					1	2	3	4	5	1	2	3	4	5	6			1	2	3	4	5	6	7	8
1	2	Look for information	Google searcher /laptop/computer/mobile phone	An online travel brochure	X					X						Simple	Autonomy			X					
	3	Create and share	MyScrapNote Everystockphoto Kizoa ThingLink					X			X					Complex	On their own					X			
2	3	Look for information	Google searcher /laptop/computer/mobile phone	A poster about the past	X					X						Simple	Autonomy			X					
	4	Create and share	BigHugeLabs MyScrapNote Everystockphoto Kizoa ThingLink					X			X					Complex	On their own					X			
3	3	Look for information	Google searcher /laptop/computer/mobile phone	An horoscope poster	X					X						Simple	Autonomy			X					
	4	Create and share	BigHugeLabs MyScrapNote Kizoa					X			X					Complex	On their own					X			
4	2	Look for information	Google searcher /laptop/computer/mobile phone	A book list	X					X						Simple	Autonomy			X					
	3	Create and share	MyScrapNote Time					X			X					Complex	On their own					X			
5	2	Look for information	Google searcher /laptop/computer/mobile phone	A trivia quiz	X					X						Simple	Autonomy			X					
	4	Create and share	Online Quiz Creator Easy Science for Kids Fact Monster					X			X					Complex	On their own					X			
6	4	Create and share	Tools for Educators GameStructor	A snakes and ladders game				X			X					Complex	On their own					X			

Own elaboration following Vuorikari, R., Kluzer, S. and Punie, Y. (2022) *DigComp 2.2*

(F.=Foundation; IN.=Intermediate; Ad.Advanced; H.E.S=Highly Specialised)

TABLE 3: ANALISIS OF VIRTUAL ACTIVITIES OF *WORLD ENGLISH 2*

UNIT/ MOD.	VOCAB. PRESENT.	GRAMM. ANIMAT.	DIALO. BUIL.	INTERACTIVE ACTIVITIES											UNIT AUDIOS	UNIT VIDEOS	TECHNO. HELP.
				M.	M.C.	W.S.	PUZ	FIL.	ORD.	COR.	LAB.	CL.	W.EX.	R.CO.			
INTR.	NO	NO	2	-	2	-	-	1	1	-	-	2	-	-	YES	NO	NO
1	NO	NO	2	-	1	1	2	1	-	-	-	-	-	-	YES	NO	NO
2	NO	NO	2	1	2	-	-	3	-	-	1	-	-	-	YES	NO	NO
3	NO	NO	2	-	4	-	-	-	-	-	-	1	-	-	YES	NO	NO
4	NO	NO	2	-	2	-	2	2	-	-	-	-	-	-	YES	NO	NO
5	NO	NO	2	-	3	-	-	2	-	-	-	-	-	-	YES	NO	NO
6	NO	NO	2	-	1	-	2	3	-	-	-	-	-	-	YES	NO	NO
7	NO	NO	2	-	3	-	-	2	-	-	-	-	-	-	YES	NO	NO
8	NO	NO	2	-	2	-	-	4	-	-	-	-	-	-	YES	NO	NO
9	NO	NO	2	2	3	-	-	1	-	-	2	-	-	-	YES	NO	NO
TOTAL				3 5,1%	23 39%	1 1,7%	6 10,2%	19 32,1%	1 1,7%	0	3 5,1%	3 5,1%	0	0	=59		

(M.=matching; M.C.=multiple choice; W.S.=write sentences; PUZ.=Puzzle; FIL.=Fill-in-the-gaps; ORD.=Order; COR.=Correct; LAB.=Lable; CL.=Classify; W.EX.=writing expression; R.CO.=reading expression)

Own Elaboration

TABLE 3: ANALISIS OF VIRTUAL ACTIVITIES OF *NETWORK 2*

UNIT/ MOD.	VOCAB. PRESENT.	GRAMM. ANIMAT.	DIALO. BUIL.	INTERACTIVE ACTIVITIES											UNIT AUDIOS	UNIT VIDEOS	TECHNO · HELP.
				M.	M.C.	W.S.	PUZ	FIL.	ORD.	COR.	LAB.	CL.	W.EX.	R.CO.			
INTR.	YES	YES	4	-	1	1	-	2	-	-	-	-	-	-	-	-	NO
1	YES	YES	2	2	2	4	3	9	-	-	1	-	1	5	YES	YES	YES
2	YES	YES	2	2	2	2	3	10	-	1	1	-	1	5	YES	YES	YES
3	YES	YES	2	2	2	1	1	12	-	1	-	-	1	5	YES	YES	YES
4	YES	YES	2	1	4	4	1	7	-	1	-	-	1	5	YES	YES	YES
5	YES	YES	2	4	3	2	2	11	-	1	-	-	1	5	YES	YES	YES
6	YES	YES	2	1	3	2	2	11	-	1	-	-	1	5	YES	YES	YES
TOTAL			16 8,5%	12 6,4%	17 9%	16 8,5%	12 6,4%	72 38,3%	0	5 2,7%	2 1%	0	6 3,2%	30 16%	=188		

(M.=matching; M.C.=multiple choice; W.S.=write sentences; PUZ.=Puzzle; FIL.=Fill-in-the-gaps; ORD.=Order; COR.=Correct; LAB.=Lable; CL.=Classify; W.EX.=writing expression; R.CO.=reading expression)

Own elaboation

Appendix 4: Digital activities in student's books.

English World 2

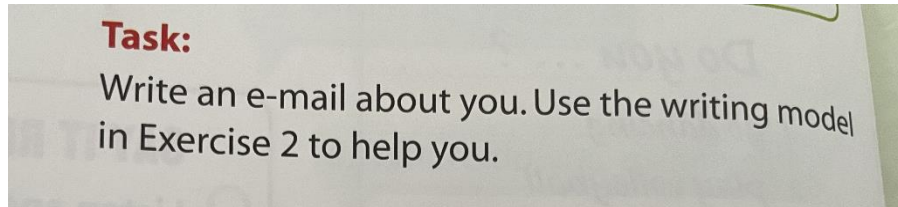


Photo taken from *English World 2* student's book, p.18

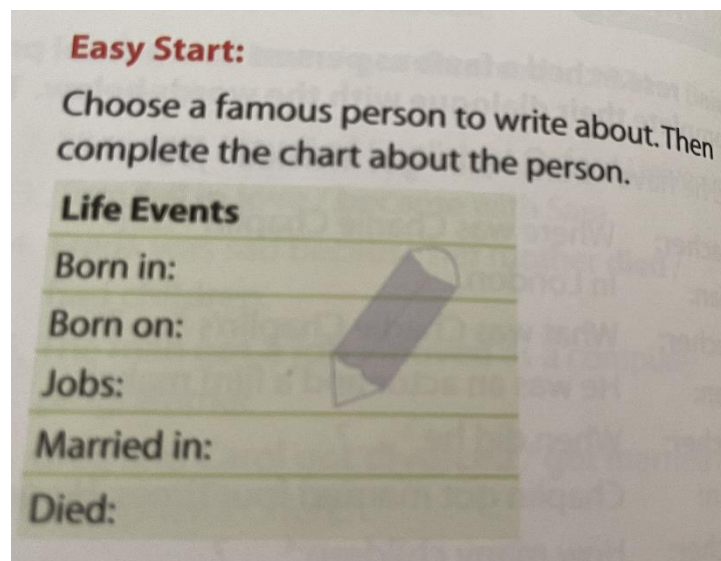


Photo taken from *English World 2* student's book, p.42

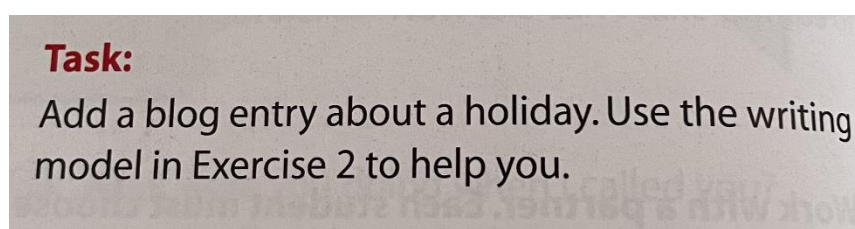


Photo taken from *English World 2* student's book, p.56



Photo taken from *Network 2* student's book, p.103



Photo taken from *Network 2* student's book, p.134



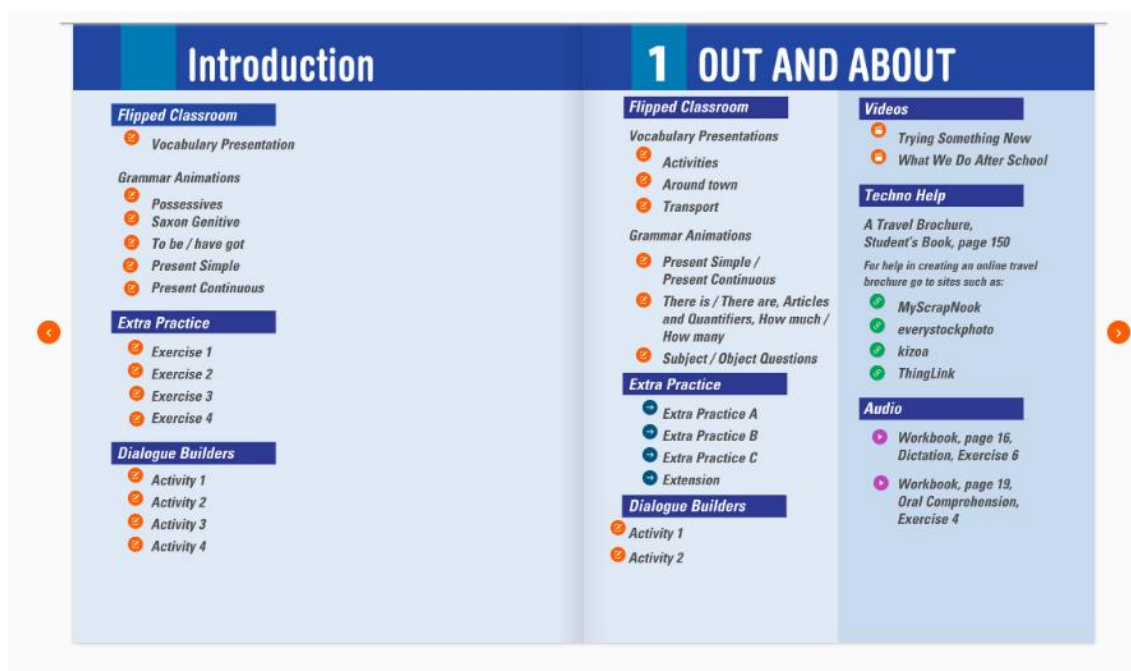
Photo taken from *Network 2* student's book, p.135

Appendix 5: Extra-materials in *English World 2* platform



Screenshot taken from *English World 2* platform

Appendix 6: Extra-materials in *Network 2* platform



Screenshot taken from *Network 2* platform

Appendix 7: Technological Help in *Network 2*



Screenshots taken from Network 2 platform

Appendix 8: Interactive activities in the platforms

English World 2

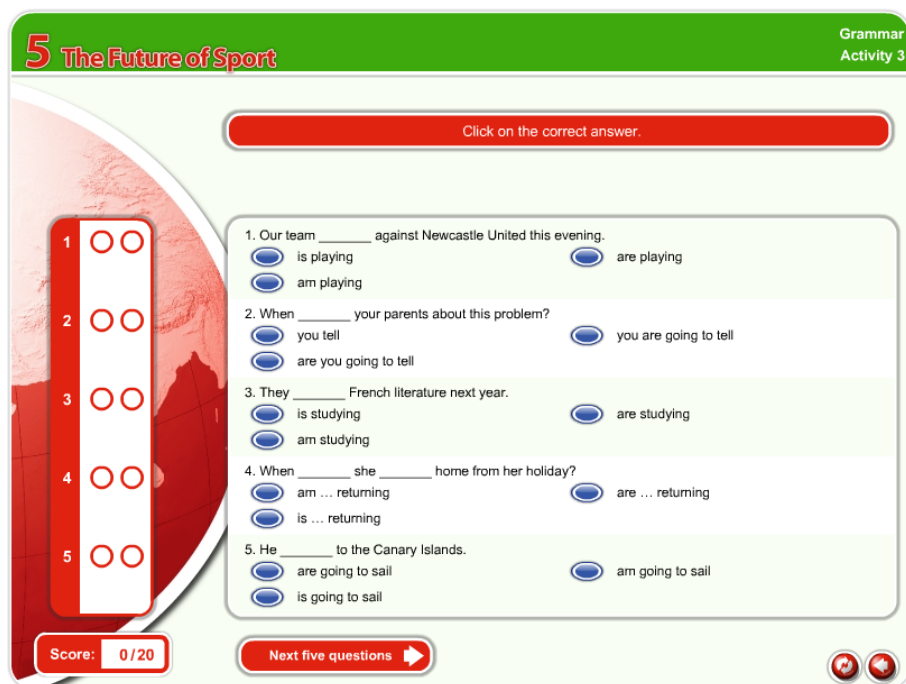
2 Out and About Grammar Activity 1

Complete each sentence with the Present Continuous form of the verb in brackets. Then click on "CHECK".

1. Why they (go) to the bank now?
2. They (not help) me at the moment.
3. He (study) for an exam at the moment.
4. Why you (wait) here?
5. Mr Ross (not teach) right now.

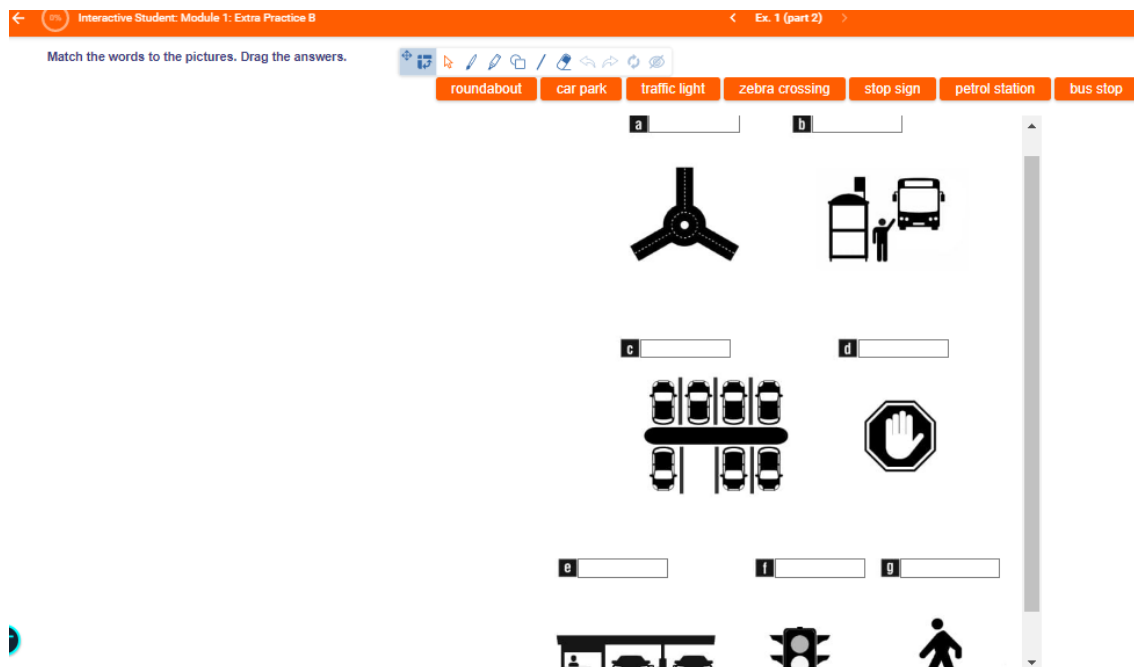
Score: 0/20 Next five questions

Screenshot taken from *English World 2* platform



Screenshot taken from *English World 2* platform

Network 2



Screenshot taken from *Network 2* platform

Interactive Student: Module 1: Extra Practice A Ex. 4

in brackets. Use the Present Simple or the Present Continuous. Type the answers.

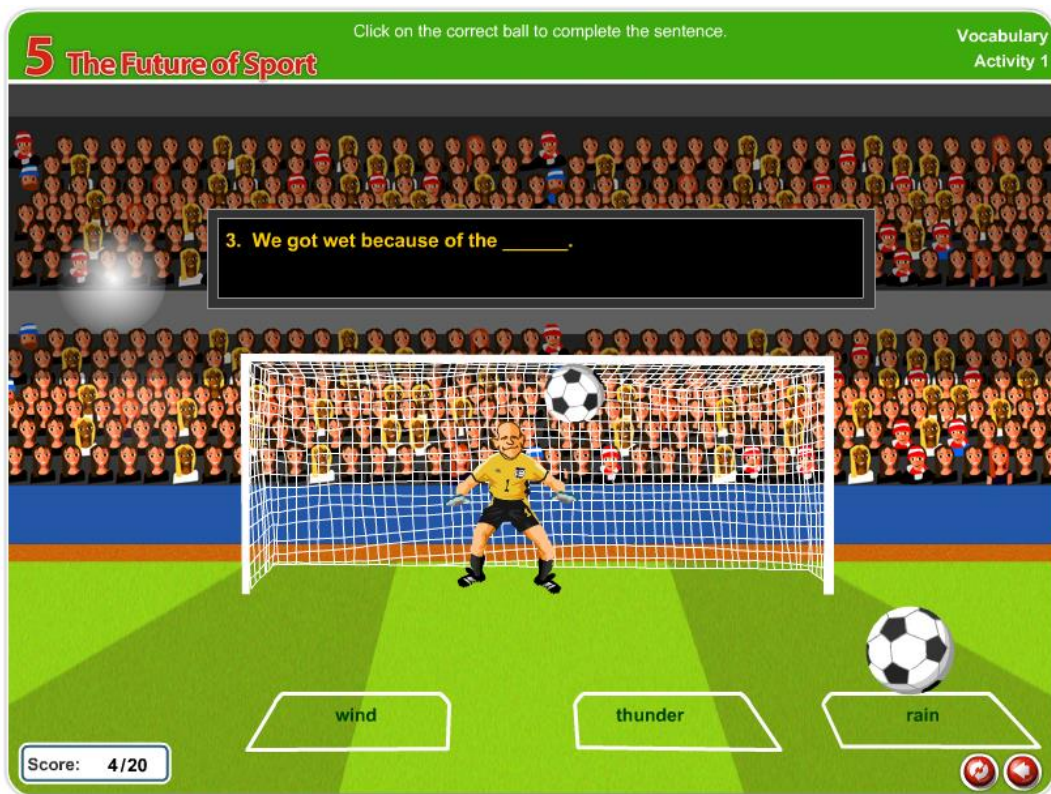
1. My mum usually (order) pizza on my birthday.
2. We (explore) the city now.
3. Jo (not like) going camping.
4. Lara always (do) her homework after school.
5. My friends and I (not go out) right now.

Screenshot taken from *Network 2* platform

Appendix 9: Game elements in *English World 2*

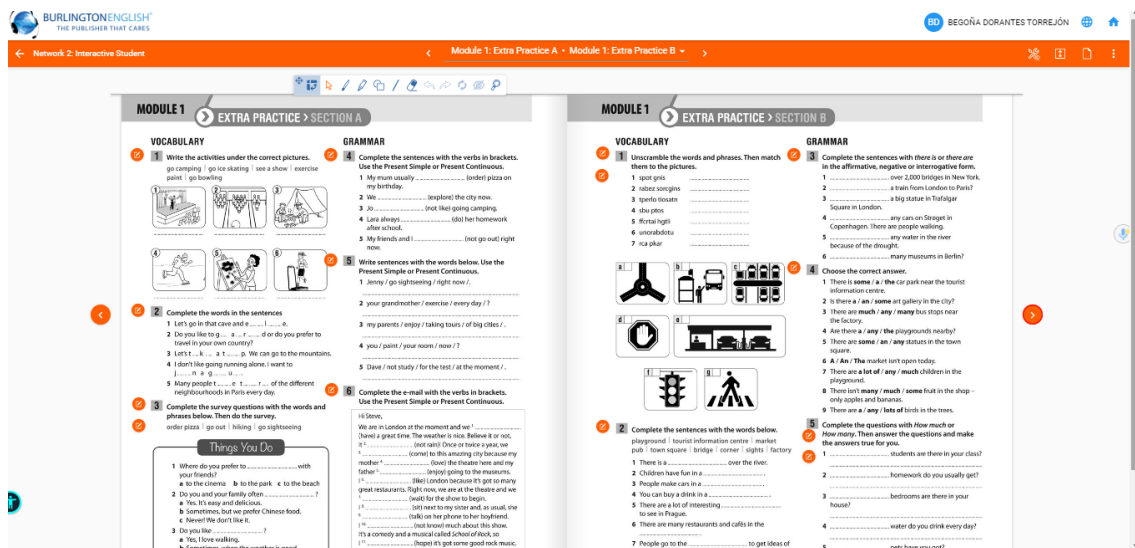


Screenshot taken from *English World 2* platform



Screenshot taken from *English World 2* platform

Appendix 10: Organization of interactive activities in *Network 2*



Screenshot taken from *Network 2* platform