

The Role of Technology Integration in Facilitating Literature Education: Insights and Challenges

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Abstract: Blackboards and textbooks are no longer the features of a classroom. Modern classrooms blend traditional methods with digital tools, presenting educators with another way to promote effective teaching strategies. Technology integration is used to improve teaching and learning processes. This development has presented a better pattern for new teaching models. Consequently, it has a key role in learning and teaching literature education. While the benefits of technology integration in literature education are widely acknowledged, we cannot disregard the challenges of utilizing it to create a well-managed learning environment. This study aims to identify the role of technology integration in literature education and its insights and challenges. Findings reveal that teachers used different digital tools such as gamification, social media, and multimedia resources. These tools are believed to be beneficial as they enhance engagement and motivation, access to diverse literary devices, and promote collaborative learning. However, teachers faced different challenges in integrating technology such as limited training and professional development and lack of resources. The review of literature revealed the technological tools used by the teachers, their benefits and challenges as well as the role play by technology in literature education.

Keywords: Literature education; Technology integration; Role; Insights; Challenges

Online publication: December 31, 2024

1. Introduction

In a time when digital literacy has become essential rather than optional, teachers must understand the advantages of information and communication technologies to effectively incorporate them into the teaching of both theoretical and practical knowledge to students. Consequently, teachers must be capable of fostering an environment that effectively encourages the application of new technologies in education, especially in language instruction, as this area has always been seen as aligned with continuous innovative developments

in the information technology (IT) sphere. The 21st century has equipped students with a variety of online resources such as community-based and collaborative knowledge exchange systems and easy access to various digital platforms ^[1]. Because of this, the Department of Education (DepEd) has been trying to shift to technology-based education. It aims to mobilize Filipino learners to become globally competitive and digitally transformed individuals. Thus, the Enhanced Basic Education Act under RA 10533 compels quality education that is globally competitive through Information and Communication Technology (ICT) ^[2]. It is further supported by RA 108442 s, 2015 which requires the use of ICT in education as one of the means to enhance education services provided to Filipinos.

Teaching literature in the context of language teaching can be challenging especially when it comes to incorporating new IT innovations. Since the gap between love of technology and love for writing is quite challenging. Compared to other subjects and courses, teaching literature has proved to be most resistant to the integration and use of modern technologies, as literature was predominantly associated with deeply spiritual, emotional, and mental notions that could hardly be linked with the utilitarian world of technology ^[3]. Much research tried to prove how technology influenced the way we read and understand written literature before the digital age. They conclude that literature teachers need to include media, videos, digital texts, blogs, and images in the literature classroom. Department of Education (DepEd), through the Teacher Education Council (TEC), issued the DO No 42, s 2017 entitled “National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)” ^[4]. The teacher’s goal is to ensure that ICT is used responsibly, ethically, and appropriately to achieve and reinforce learning as stipulated in the Philippine Professional Standards for Teachers (PPST). This involves ensuring that in our efforts to enhance teaching and learning, we can leverage ICT to positively impact learning and revolutionize the methods of providing education overall.

Traditional teaching of literature is a functional strategy where teachers are the center of the teaching-learning process. This involves rote memorization, chalk-and-board, reading texts, and lectures. In traditional teaching, the teacher is the source of information, and the learners are the receivers. Khalaf believed that traditional learning is necessary to increase learner’s outcomes and keeps them active during the learning process ^[5]. Traditional learning produces active and non-active learners as a result of its conceptualization of the learning process. Traditional behavioral classes do not favor the active engagement of learners in the learning process but rather focus on the behavioral impacts of the immediate context and the teacher’s role on learners. This was opposed by Barzani who believed that the old way of learning does not awaken student’s minds, instead, learners nowadays want to be more involved in their learning process rather than be passive ^[6]. Also, teaching a traditional literary text can now be reinterpreted using new forms of media. If used properly, technology integration can be a source of creativity among learners by opening debates and discussions regarding lessons learned in different literary texts they studied. Through posting or “tweeting” their answers in a forum or “comment section” for discussion. Furthermore, the use of social media sites as a way of promoting literary authors of their works helps teachers to engage students, and to gather information about the authors and their literary works. Following these author’s posts on different social media may help students to understand the themes used by the author for his/ her works. The shift of understanding literature through technology integration encourages students to discuss complex literary perspectives and add new meanings to literary texts. With the identified reason above, it is therefore beneficial to conduct research that will focus on the role of technology integration in facilitating literature

education, its insights, and challenges.

2. Research questions

This study aims to determine the role of technology integration in facilitating literature education and its insights and challenges. Specifically, this study aims to answer the following research questions.

- (1) Which types of technology do teachers integrate into their literature education?
- (2) What benefits have they observed from integrating technology into literature education?
- (3) What challenges do they face when integrating technology into their literature classes?
- (4) What is the role of technology integration in facilitating literature education?

3. Significance of the study

This study is significant to the following individuals in the field of education.

- (1) School administrators: The result of this study will help them to identify the role of technology integration in facilitating literature education, its insights, and challenges. The findings can serve as a way to develop teaching strategies to integrate technology into literature education.
- (2) Literature teachers: The findings of this study will help them to innovate themselves in teaching literature and use teaching strategies that are technology-based and engaging.
- (3) Future researchers: This will give them information about the role of technology integration in facilitating literature education, its insights, and challenges. It can guide them to further study the role of technology integration in literature education.

4. Scope and limitation

This study was specifically focused on determining the role of technology integration in facilitating literature education, its insights, and its challenges. The researchers employed the descriptive method of research and interviews as the major data-gathering instrument. The respondents of the study are composed of six secondary language teachers from Tumulim National High School at Tumulim, Nasugbu, Batangas.

5. Literature review

This literature review presents key related literature and studies relevant to the study that provide the researchers with sufficient ideas and insights that act as their frame of reference that led to the conceptualization and formulation of research.

5.1. Types of technology in literature education

Many educators are convinced that incorporating technology into literature education has changed educational methods, promoting more creative ways to involve students. It became quite obvious that technology-enhanced teaching improved students' comprehension levels and critical thinking skills. Digital tools currently adopted to teach literary texts include visualizations, digital editions of classics, storytelling through videos, graphic novels, interactive hypertexts, and distant reading of the texts ^[7]. Based on the study

by Lorenzo, these are the different technological tools used in the teaching of the 21st century literature: (1) Technology-based Teaching and Learning, (2) Online Resources and Interactive Web Resources, (3) Web 2.0 applications like social networking sites (Facebook, Instagram, WhatsApp, Twitter, Viber, and YouTube, (4) eBooks, (5) Flipped classroom, (6) Literature Circles, (7) Mobile Textula, and (8) Edmodo^[8]. In the study conducted by Morales *et al.*, although the majority of teachers favor conventional technologies such as chalkboard, web-based and software-based technologies such as PowerPoint and YouTube videos, and electronic and computer-based technologies are used by teachers to teach “students belonging to a different generation who have different learning style” to “make discussion more meaningful and students proper examples on how technology works in both theory and in application”^[9]. Teachers reveal that the basic motivation in integrating technology is their belief that the use of technology has the potential to “make class not boring and gain participation,” “promote critical thinking” and “the power to stimulate real life applications”^[9].

5.1.1. Learning Management System (LMS)

Due to the COVID-19 pandemic, education shifted to modular distance learning. Teachers thought of many ways to communicate and teach students while upholding the health guidelines. This gives way to the introduction of the Learning Management System (LMS). Learning Management System can be considered as a type of online content management or online content delivery platform. It is used to deliver training and educational materials to the workforce or external users via the Internet^[10]. Akay and Gumusoglu showed that with LMS, it contributed to the improvement of their language skills including speaking, writing, reading, listening, and grammar^[11]. Moreover, students believed that LMS is beneficial to their studies. Students have positive perceptions and satisfaction with using LMS, with features such as accessibility, flexibility, interactivity, and availability of learning materials. This is reinforced by changes in behavior and ways of communicating between students in solving the problems presented by the teachers after the problems can be solved^[12]. In terms of literature education, LMS allows for the organization of course materials, submission of assignments, and collaborative projects, the use of LMS in literature classes promotes collaboration among students and provides a structured environment for discussion and analysis. Google Classroom, one of the most common LMS, is a component of Google Apps for Education (GAFE), a suite of productivity apps designed to assist instructors and students in learning and online collaboration^[13]. Through Google Classroom, literature teachers can organize online classes and create group projects. Learners, on the other hand, can post their reaction papers, articles, and learning tasks through Classwork. Moreover, the use of Google Classroom helps in assessing literature students as teachers can post their assessments and can give their feedback using the Classroom’s grading function.

5.1.2. Gamification

Educators are worried about finding ways to make learning more engaging for their students. There are many methods available to increase students’ engagement and one of these is through what we call gamification. Gamification is the process of integrating game elements and mechanics into non-game contexts, such as education, to enhance engagement, motivation, and learning outcomes. It involves applying game design principles, techniques, and features to make activities more interactive, enjoyable, and immersive. Rachman *et al.* proved in their study that gamification positively influences student motivation in English

Language Teaching (ELT) ^[14]. Elements like points, leaderboards, and rewards create a sense of achievement and intrinsic motivation. Engaged students are more likely to persist and participate actively in studying literature. Gamification promotes active learning and engagement, with interactive activities involving vocabulary acquisition, grammar practice, and language production. Furthermore, Wang revealed that students were more motivated to focus on what was being taught during lectures when a game-based student response system (GSRS) was used, as well as read the textbook to prepare for lectures to do well in the quiz ^[15]. Engagement levels increased for students engaged in gamification learning. Students actively engage in content as a result also have a positive attitude towards learning and increased student learning productivity ^[16]. Menchaca, Moya, and Bastida, in their study, showed that gamification resulted in a well-motivated learner ^[17]. Intrinsic motivation is the core of this type of method and its creativity is essential to its permanency. It does not only motivate students but also the literature teachers. Based on their study of the learners studying Spanish Literature, students were active, engaged, and involved in the course and saw a 73% increase than before. Moreover, the learners' grades increased by 20%.

5.1.3. Social media

Social media is one of the means of information and communication technology used by the public to communicate online ^[18]. Using social media nowadays is a way to reach other people, and widely used by children to even the elderly. This is proof that technology advances rapidly. Facebook, X (formerly called Twitter), YouTube, and Instagram are some of the social media platforms that people use. These platforms allow individuals to communicate easily across borders, foster global friendships, and enable the exchange of ideas on a massive scale. Social media plays a vital role in learning English Language (EL) skills because it provides many and varied opportunities for adult learners to improve their listening, speaking, reading, writing, and other skills. Learners read the new text and learn new phrases on social media to enhance their communicative vocabulary ^[18]. Social media platforms and online forums encourage students to engage with literature outside the traditional classroom setting. In the study conducted by Mehrpouyan and Zakeri, YouTube is a great help to undertake literature subjects ^[19]. Since some literature subjects are difficult to understand, videos uploaded on this platform are of great help. Re-enactments of Shakespeare's dramas exist as YouTube movies and short videos, which are often used in literature classes. Instead of making textual commentary on these types of literary works, students can make more effective evaluations as they listen to and watch these videos.

Prime social media platforms for e-teaching English Literature can include: live performances of plays, reading poems, writer interviews and biographies, evaluation of literary works, students' performances and experiences, performed literary pieces, musical selections of many historical literary periods, full-length movies in 10-minutes, radio productions and audiobook readings ^[19]. Rahman on her blog realized that Twitter is a dynamic and exciting use of social media in teaching and learning ^[20]. She used the platform by posting questions on the literary text they discussed, and students would post their answers by posting a tweet. By retweeting their answer, she was able to monitor students' input on their tasks. Shahwan, in his study, proved that the use of social media like Facebook in the classroom included improved performance, communication, student participation, and motivation ^[21]. Mariappan, Abu, and Omar, in their study, proved that Facebook is regarded as one of the most interesting applications that help in understanding English literature ^[22]. It gives students the chance to understand the events of stories and criticizes the stories.

Students experience the language in the Facebook group in a lively way. By using Facebook, students can get to know each other better, take education to its highest level, and make it more interesting, therefore creating richer learning environments.

5.1.4. Multimedia resources

Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms ^[23]. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio, and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Students learn best by seeing the value and importance of the information presented in the classroom ^[23]. Several studies show that computer-based multimedia can improve learning and retention of material presented during a class session or individual study period, as compared to—traditional lectures or study materials that do not use multimedia. Teachers can incorporate multimedia learning into their classroom by identifying the learning styles of each of their students, matching teaching methods to learners' multimedia learning for difficult tasks, strengthening weaker learners' multimedia learning through easier tasks and drills, teaching students, and selecting learning strategies.

Odhiambo indicated that integrating multimedia in teaching poetry enhances learner engagement and participation, stimulates and motivates them to learn, and simplifies the otherwise abstract and compact language of poetry ^[24]. Multimedia thus affords a learner-centered pedagogy, as opposed to the conventional teacher-centered approach of analyzing poems using print-based materials as the primary resources. The study conducted by Baharudin and Zulkiflei showed that students learn better with videos created using the PowToon application ^[25]. They tend to pay more attention to the lessons compared to when their teacher uses conventional methods. The use of PowToon videos encourages active participation among learners in class. Learners tend to participate actively during the lesson rather than just become passive learners. They ask questions, answer the teacher's questions and they even exchange thoughts and ideas with their friends. There is a tremendous shift from print to digital media in the 21st century. The traditional oral storytelling method has changed to visual digital media stories with video, audio, and 3D objects, this helps the readers to interact with stories currently. Digital storytelling is the result of combining different media elements into a coherent story. Students find it more engaging when the storytelling contains moving pictures and engaging sounds. Digital storytelling helps language learners to learn vocabulary and grammar effectively. Many students who have been exposed to storytelling build new vocabulary, use more complex sentences, and improve comprehension ^[26].

5.2. Benefits of integrating technology into literature education

The integration of technology in classroom management practices plays a crucial role in enhancing student engagement and learning outcomes. By incorporating technology effectively, teachers can track, monitor, and engage students in their learning process effortlessly. Technology provides a platform for teachers to celebrate student accomplishments, communicate with parents, and support important educational goals such as project-based learning and higher-order thinking skills ^[27].

Morales emphasized that technology integration enhances teachers' instructions and the learning experience of learners and provides them the opportunity to actively engage with the learning, to develop critical thinking, creativity and collaboration, and prepare them for their future careers ^[9].

Technology has meaningfully influenced educational practices and the traditional teaching methods have shifted to digital tools and resources. This brought a positive impact on student learning expectations and outcomes. Technology integration has the following benefits: (1) increased student motivation, (2) increased student engagement, (3) increased student collaboration, (4) increased hands-on learning opportunities, (5) allows for learning at all levels, (6) increased confidence in students, and (7) increased technology skills ^[28]. These benefits can be observed particularly in the field of literature education. The integration of technology into literature classes has become more significant as teachers try to create engaging and effective learning environments.

In terms of literature education, technology gives way to different access to a wider range of learning materials. With the use of online platforms, students can access various resources, such as e-books, videos, and audio recordings, which can help them improve their language skills. Furthermore, technology integration can also provide opportunities for professional development for English language teachers. By attending workshops and training sessions on technology integration, teachers can improve their skills in using technology tools and resources to enhance their teaching ^[29].

5.2.1. Enhanced engagement and motivation

Motivation drives a learner to do actions in classroom activities. Engagement is the evidence of that motivation. Both play a vital role in the teaching-learning process, particularly in English and literature education. Reading and understanding English literature can be quite challenging for students if English is not their native language. Thus, somehow students do not feel motivated in reading literature because of the high language proficiency the texts require and the length of the teaching materials. The conventional "Chalk and Talk" teaching method is not enough to convey the complexity of English literature effectively. The use of multimedia and technology might be a precious medium in the teaching of literature and to increase students' motivation to read literary texts ^[30]. In addition to reading with the use of multimedia, there are more technology-based tools that can be used in literature education. Word wall is an example of this which pertains to an online tool applying gamification principles in non-game contexts—to enhance students' learning engagement and motivation in literature classes. Word walls in literature classes had a notable impact in motivating students to actively engage in the learning environment. Employing gamification quizzes in literature classes emerged as an innovative agent to engage students' interest in reading and interpreting literature works ^[31].

5.2.2. Access to diverse literary resources

Diverse literary resources refer to the broad collections of books, articles, essays, poetry, and other texts that represent identities, cultures, and varied views in a specific community. These resources can be found in libraries and other resource centers which could be a source of a wide range of information. However, as technology evolves rapidly, exposure to digitalized resources has been utilized. Digital libraries, for example, offer easy access to read and do research. The biggest upside of using technology in the classroom is that it gives students immediate access to extensive information and resources. With digital tools like academic

journals, project management platforms, and study apps, students can explore various subjects, conduct research, and access materials beyond traditional textbooks ^[31]. The teaching of literature through online and multimedia methods involves greater interaction between students and more accessibility to sources of information. Students make use of strategies like collaborative learning to interpret literary texts, which develops their interdisciplinary thinking and cross-curricular approach, required for literature teaching. Technology assists both the teacher and the students in searching for references and other cultural content in the literary text, which eventually makes a positive impact on the attainment of the learning outcomes ^[14].

5.2.3. Improve collaborative learning

Taking place between the teacher and the students, between students and students, and between them and the elements of the educational environment, the collaboration aims at situations and group activities related to a common goal. Technological development in the online environment has influenced the social practice of teachers and students and the way they collaborate. The use of digital resources in the learning process puts teachers and students in a position to identify and use the most appropriate platforms and tools to support collaborative learning. When collaboration is accomplished through technology, it promotes a way of learning during which students build their knowledge as a consequence of engaging, discussing, and re-expressing their learning material ^[8].

5.3. Challenges in integrating technology into literature education

Integrating technology into literature education has become more common nowadays. This adds to the necessity to engage students in a changing digital environment. While technology gives various benefits and advantages like access to a wide range of resources and interactive learning experiences, it also carries significant challenges that need to be tackled to ensure successful implementation. The challenges faced by teachers in integrating technology include lack of technology media facilities, slow internet connections, lack of skills in mastering it, teachers' or students' low motivation to use technology in learning English, and lack of proper material preparation ^[32].

According to Dotong *et al.*, some of the probable barriers to educational technology integration in most developing countries are inadequate financial support and infrastructure, human capital, management support, as well as behavioral and environmental aspects ^[33]. Lack of appropriation for ICT due to corruption and the strong influence of politics might be some barriers to believe as reasons. Most organizations and industries from developed countries are giving out their support to alleviate the digital divide among nations. However, only a few stayed focused and committed from the beginning of the project until it produced an impact on the community and society at large. In addition to that, teacher-preparedness is insufficient. The workforce must be well-equipped with the skills necessary to provide an effective transfer of knowledge from the teachers and learners. Such technology is being used to support the delivery of instruction and to train students in how the computer works and its fundamental operation as well as its applications in the development of an informed and educated community. In the study of Atillano-Tang and Cirilo, despite efforts to integrate technology integration, many challenges remain ^[34]. These include the lack of resources, inadequate teacher training, and resistance to change. Teachers need to be equipped with the necessary knowledge, skills, and confidence to use technology effectively in their teaching practices. Teachers need access to technology devices, software, and internet connectivity to effectively integrate technology into their teaching practices.

Moreover, teachers need to have the ability to adapt to different technology tools and platforms to enhance the effectiveness of technology integration in their teaching practices.

5.3.1. Lack of resources

Access to digital resources is one of the foremost challenges in literature education. This will remain a significant barrier, as not all students have equal access to devices or high-speed internet. Schools may also have no adequate resources to implement technology-based learning which can limit students' exposure to diverse literary text and digital platforms. The problem of integrating technology into the teaching and learning process has become a perennial one. Common excuses for the limited use of technology to support instruction include a shortage of computers, a lack of computer skills, and computer intimidation. These could affect the success of technology integration. Acknowledging the degree of success teachers have in using technology for instruction could depend in part on their ability to explore the relationship between pedagogy and technology ^[35]. Additionally, students without adequate access to digital resources struggle to participate fully in online learning, access educational materials, collaborate with peers, or develop the digital skills and literacies needed for post-graduation success. These disparities can impact a student's ability to participate fully and benefit from digital learning opportunities often taken for granted by their better-resourced peers ^[36].

5.3.2. Limited training or professional development

The rapid expansion of Information and Communication Technologies (ICTs) has transformed learners into digital learners, requiring teachers to integrate technology into their pedagogical approaches, where teachers' attitudes, technological knowledge, and skills play a significant role in its effective integration ^[37]. The rise of technology has complicated its adoption and integration by teachers in the classroom. The effective integration of technology into classroom practices poses a challenge to teachers than connecting computers to a network ^[38]. One of the most crucial inhibitory factors that make teachers reluctant to utilize ICT in education is the lack of training on ICT ^[39]. Teachers find themselves ill-equipped to integrate technology effectively into their teaching practices, primarily due to limited resources and insufficient curriculum focus on ICT. There are fewer training courses available that focus on the use of technology. At some point, newly hired teachers have the advantage of using digital teaching methods.

5.4. Role of technology integration in literature education

Throughout the years, literature education has been integrated into the curriculum in the Philippines. It is valued as a foundation for English classes, as it enhances students' language skills. However, the curriculum fails to cultivate students' appreciation of literature. Consequently, literature teachers face difficulties in presenting and teaching literary works in engaging, captivating, and appealing manners to foster a true passion for literature. Thus, integrating technology becomes an answer to this dilemma. Pallathadka discovered in his study that more than 95% of students are instead more optimistic and are committed to using immersive English absorption technologies ^[40]. Statistical data show a high proportion of English students who use modern technologies rather than conventional teaching methods such as intelligent panels, computers, and displays. The use of English technology enhances the integrated approach to the digital media framework and other elements that help students obtain the necessary results. Literature analysis shows that

the use of technology in learning can increase student motivation and engagement. Various studies show that the use of applications, educational games, and digital learning tools can create a more engaging and dynamic learning environment ^[41].

6. Research design

This study employed descriptive research. According to Smith, descriptive research is a cornerstone of scientific inquiry, providing a systematic approach to observing and documenting phenomena without manipulation ^[42]. This method is essential for researchers seeking to paint a detailed picture of real-world situations, behaviors, or characteristics. In this regard, it helps the researchers gather information, identify patterns, and inform decision-making. Thus, this serves as a tool to gather data in identifying the role of technology integration in facilitating literature education and its insights and challenges.

7. Data collection

In this study, the researchers used structured interview questions administered through Google Forms to collect data from the respondents. The questions are constructed based on the needed information such as the types of technology used to integrate technology in literature education, the benefits and challenges of integrating technology, and the role of technology in teaching literature. The researchers used Google Forms to collect data as it is an effective way for teachers to answer at their convenience as well as this method is easier to analyze data for accuracy and reliability. Moreover, the confidentiality of the respondent's information is secured.

8. Data analysis

After the researchers gathered all the data needed, they adopted Collaizzi's seven-step analysis method ^[43]. To summarize the concept of the study, the details are as follows: (1) reading the transcript, (2) pulling out significant statements, (3) interpreting the statements, (4) grouping the drawn meanings into themes, (5) deriving descriptions based on the phenomenon, (6) reporting the phenomenon's importance, and (7) verifying the findings.

9. Discussion

This study presents the discussion and interpretation of data gathered by the researchers.

9.1. Types of technology used in teaching literature education

Six participants chose social media as one of the technologies used in teaching literature education while five participants chose multimedia, one for gamification, and none for Learning Management System (LMS).

"It is more accessible and user-friendly."

-Participant 1

"It is more convenient, and easy to access. Applications like YouTube and Facebook are always available".

-Participant 2

"I chose to use those types of technology because I find it easier and more convenient for me and my learners. I have observed that learners best understand our literature lesson through video presentations."

-Participant 3

"These are the available resources and are easy to access".

-Participant 4

"The technology tools are easy to use, and the learners are well-versed in them".

-Participant 5

"Because it's in demand and accessible".

-Participant 6

Having been introduced to different types of technology in literature education, the participants invoked that technology integration is very useful since it is accessible and user-friendly and helps them to understand literary texts substantially. It is also revealed that all the participants seek these types of technology since the learners are well versed in them and they understand the lesson clearly. Alfaruque *et al.* believed that technology-enhanced teaching improved students' comprehension levels and critical thinking skills ^[7]. Morales *et al.* pointed out that teachers choose to teach using this technology "students belonging to a different generation who have different learning styles" to "make the discussion more meaningful and students' proper examples on how technology works in both theory and in application" ^[9].

9.2. Benefits of technology integration in literature education

Six participants believed that technology integration can enhance engagement and motivation among learners.

"Learners are more engaged and motivated when I use technology making our classes enjoyable. Moreover, different strategies and sample activities help me to teach the lessons. Lastly, collaboration is evident when learners are engaged."

-Participant 2

"Technology can enhance the active participation of the learners. This also leads the way to a wider range of literary pieces, locally or even in other countries. It doesn't limit learning more about literature."

-Participant 5

Successful technology integration ensures that the technology aligns with the learning goals and helps the students reach the goals. It requires teachers to make the lesson more engaging and motivating to enhance the active participation of learners.

Additionally, integrating technology in literature teaching opens to more varied sources of literary text and is not limited to what is available. Technology provides a platform for teachers to celebrate student accomplishments, communicate with parents, and support important educational goals such as project-based learning and higher-order thinking skills ^[27]. Five participants emphasized that access to diverse literary resources is a great help in literature education. More so, five participants agreed that technology integration improves collaborative learning in literature education.

"This makes the teaching of literature interactive and meaningful, deviating from a monotonous discussion and exploration of literary pieces. It promotes literary appreciation."

-Participant 1

“Learner’s engagement in my literature class is observable. They participate well during the discussion and tend to collaborate with others for the given activities.”

-Participant 3

“Integrating technology doesn’t only enrich the learning experience by making it more interactive and relatable but also provides access (broader access) to online libraries where learners can explore literature around the world. Access to social media and using media resources also give the learners the chance to share their thoughts on the literary works.”

-Participant 4

“Since it’s in demand and accessible students love to use it and enjoyment arises also.

- Participant 6

Participants pointed out that integrating technology not only enriches the learning experience but also gives the learners the chance to share their thoughts and limits the monotonous discussion of literary pieces.

9.3. Challenges faced by teachers in integrating technology in literature education

Four participants stressed that lack of resources contributed to the challenges in technology integration in literature education.

“Teachers should be well equipped with the use of technology-based tools in teaching. A broad skill in using it should be possessed by a teacher to formally integrate technology and can cater to learners’ concerns.”

-Participant 3

“Technology facilitates communication and collaboration through platforms like discussion boards, blogs, and social media. Without these tools, it can be harder for students to engage in meaningful discussions, share insights, and collaborate on projects, limiting their ability to deepen their understanding through peer interaction.”

-Participant 4

“The availability of gadgets is very important in using technology in teaching. Advanced gadgets may not be available to some teachers.”

-Participant 5

“Without resources like cellphones, accessing social media can affect the teaching of literature by limiting the activities to be explored by the students.”

-Participant 6

The participants in this study highlighted that the lack of gadgets can affect the teaching of literature. Moreover, even if there are available gadgets, the inaccessibility of the software applications is another concern of the participants because it limits the activities explored by the learners.

9.4. Roles of technology integration in literature education

The participants have different views on the role of technology integration in literature education.

“Technology plays a vital role in literature education. Technology may serve as a springboard to appreciate literary gems not just from our very own folks but even across the country. This also helps promote literature from other provinces to flourish and be read by everyone. Technology in this time of AI gives vitality to the teaching of literature if used positively for appreciation and enlightenment.”

-Participant 1

For Participant 1, technology is a way to appreciate literary text through different technology tools such as AI.

“The role of technology is to make the lesson more exciting and up-to-date, learner-friendly and subject to inclusive and cultural perspective.”

-Participant 2

For Participant 2, technology leads to making a lesson inclusive, user-friendly, and culturally acceptable.

“Technology became a new way of learning literature ensuring learners convenience in understanding the lesson and enjoying the exposure to more literary pieces.”

-Participant 3

Participant 3 stressed that technology ensures a convenient understanding of literary texts and exposes learners to more literary phrases.

“Integrating technology can enrich both the teaching and learning experiences in literature education since it can lead to enhanced engagement of learners to literature and collaborative learning. Integration of technology can also help students connect and understand literature in innovative ways.”

-Participant 4

Participant 4 expressed that integrating technology enriches the teaching-learning experience that leads to enhanced engagement of learners in the literature that promotes collaborative learning.

“Technology is a new way of learning literature. You are enjoying the lesson while learning a variety of literary pieces.”

-Participant 5

Participant 5 proved that technology integration adds enjoyment to learning literature while encountering a variety of literary texts.

“While other techniques can also promote metacognition using technology, teachers can produce interesting and enjoyable activities while creating deeper connection and learnings.”

-Participant 6

Participant 6 believed that technology integration promotes metacognition in understanding the literary text, thus having a deeper connection and learning.

10. Conclusion

The following conclusions were drawn based on the findings.

- (1) This study revealed that teachers preferred to use social media and multimedia in literature education. Respondents believed that these technology tools can be easily accessed and available to use.
- (2) The respondents are convinced that integrating technology in literature education can enhance engagement and motivation, lead to more access to resources, and increase collaborative learning.
- (3) The teachers struggle to integrate technology in literature education due to a lack of resources and limited training and professional development.

11. Recommendations

Based on the findings and the conclusions drawn, the following recommendations were suggested.

- (1) Teachers must explore more types of technology tools that can be used in teaching literature education.
- (2) Teachers must improve the use of technology integration to continue the positive effects of technology integration.
- (3) School administrators must provide adequate resources to meet the demands of technology integration in literature education. Moreover, training and professional development highlighting the use of technology should be initiated.

Acknowledgments

The researchers would like to extend their heartfelt thanks to Dr. Ma. Leticia Jose Cabaña-Basilan for the consistent support and mentorship during this study. The achievement of this research would not have been feasible without her oversight. Gratitude is extended to the secondary teachers of Tumalim National High School, who participated in this study and provided their insights and experiences regarding the research topic.

Disclosure statement

The authors declare no conflict of interest.

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