




International Journal of Learning, Teaching and Educational Research
Vol. 23, No. 4, pp. 180-194, April 2024
<https://doi.org/10.26803/ijlter.23.4.10>
Received Feb 25, 2024; Revised Apr 15, 2024; Accepted Apr 21, 2024

Using Digital Technologies in Teaching and Learning of Literature in ESL Classrooms: A Systematic Literature Review

Irdina Shamimi Mohamad Shamsul , Hanita Hanim Ismail* 
and Norazah Mohd Nordin 
National University of Malaysia, Selangor, Malaysia

Abstract. The uses of digital technology in the teaching and learning of literature in ESL classrooms has been accredited as following the global breakthrough of digitalisation. However, the limitations of digital tools, readiness, and the potential misuse of the technology, in incorporating digital technology in the literature of ESL classrooms, might become challenging. This systematic review analyses the possibilities, challenges and suggestions linked to the incorporation of digital technologies in the teaching of literature as part of ESL classrooms. To facilitate the shift to online learning while preserving consistency in the literature instruction, the review examines past discussions on the role of technological resources during the pandemic and how literary instructions in ESL classrooms are impacted by the digital age. This review offers a thorough overview of the state of digital technology in literary instruction in ESL classrooms by combining the findings and perspectives of the previous research. Using the PRISMA methodology, this review examines the use of digital technology in the teaching of literature in ESL classrooms. A total of 10 papers were chosen from 100 as part of the initial consideration; the studies were conducted between 2016 and 2023, considering both the inclusion and exclusion criteria. Several databases, such as ScienceDirect, Google Scholar and Web of Science, were used. The common attributes of the study findings highlight the significance of adopting a flexible strategy for integrating technology, recognising the challenges and seizing the opportunities presented for the advantage of teachers. Thus, it is empirical and necessary to assist teachers and relevant stakeholders in navigating the constantly changing landscape of literature instruction.

Keywords: digitalization; Literature in ESL classrooms; Teaching strategies; Technological approach

1. Introduction

In the ever-evolving realm of education, the infusion of digital technologies has sparked a revolution, reshaping age-old teaching practices and embarking on new

* Corresponding author: *Ismail, H. H., hanitahanim@ukm.edu.my*

frontiers of pedagogical exploration (Hidayat, 2019). Within ESL (English as a Second Language) classrooms, teachers are increasingly embracing digital tools to breathe fresh life into the teaching of literature, recognising the profound impact that it can have on student engagement, the understanding of the literary themes, and knowledge acquisition (Belmahdi et al., 2022).

Even so, as teachers navigate this digital landscape, they find themselves at a crossroads, grappling with the need to master these new tools to truly enhance the learning experience (Kure et al., 2022). It's not just about using technology; it's about weaving it seamlessly into the fabric of the classroom instruction. Moreover, recent global events, such as the COVID-19 pandemic, have accelerated the adoption of digital education, compelling educational institutions and instructors to reassess and adapt their approaches to teaching literature (Triasanti et al., 2022). This rapid transition has brought to the forefront various concerns, including issues of digital equity, technological infrastructure, and the development of digital literacy skills, underscoring the evolving dynamics between conventional and virtual learning environments.

Despite these hurdles, it is imperative to acknowledge the enormous potential that digital technologies have when it comes to improving the ESL classroom literature instruction (Kanoksilapatham, 2022). The opportunities for innovation are endless, ranging from interactive platforms that encourage more involvement to online forums that facilitate international literary conversations. Through an in-depth review of the previous research on the use of digital technology in ESL literature instruction, this paper seeks to address the aforementioned dynamics. It aims to respond to three important research questions:

- (1) What are the types of digital technology implemented in the field of teaching literature in ESL classrooms?
- (2) How far does the ongoing implementation of digital technologies by teachers contribute to the longevity of the teaching and learning of literature in ESL classrooms?
- (3) What challenges have teachers of literature faced in ESL classrooms during the COVID-19?

2. Methodology

This review has provided an in-depth investigation into the effects of digital technology integration and implementation on the teaching and learning of literature in ESL classrooms, as well as how it affects the course instructions. The content analysis and article reviews were done by hand by the researchers. Based on an initial search, there were 100 journal articles which were then filtered in order to perform the systematic review where 10 research papers were selected and assessed. This review also systematically included journal publications and research findings from the last 10 years on digital tools in education such as video conferencing and blogging related to the teaching and learning of literature in ESL classrooms from both domestic and international scholars. A variety of databases, including Google Scholar, ScienceDirect, Web of Science (WoS), and the Education Resource and Information Centre (ERIC), were used to find papers on related issues. Identification, screening, eligibility, and inclusion were the four

steps followed for this paper to be in compliance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach. The selection process for the selection of the articles according to PRISMA is depicted in Figure 1.

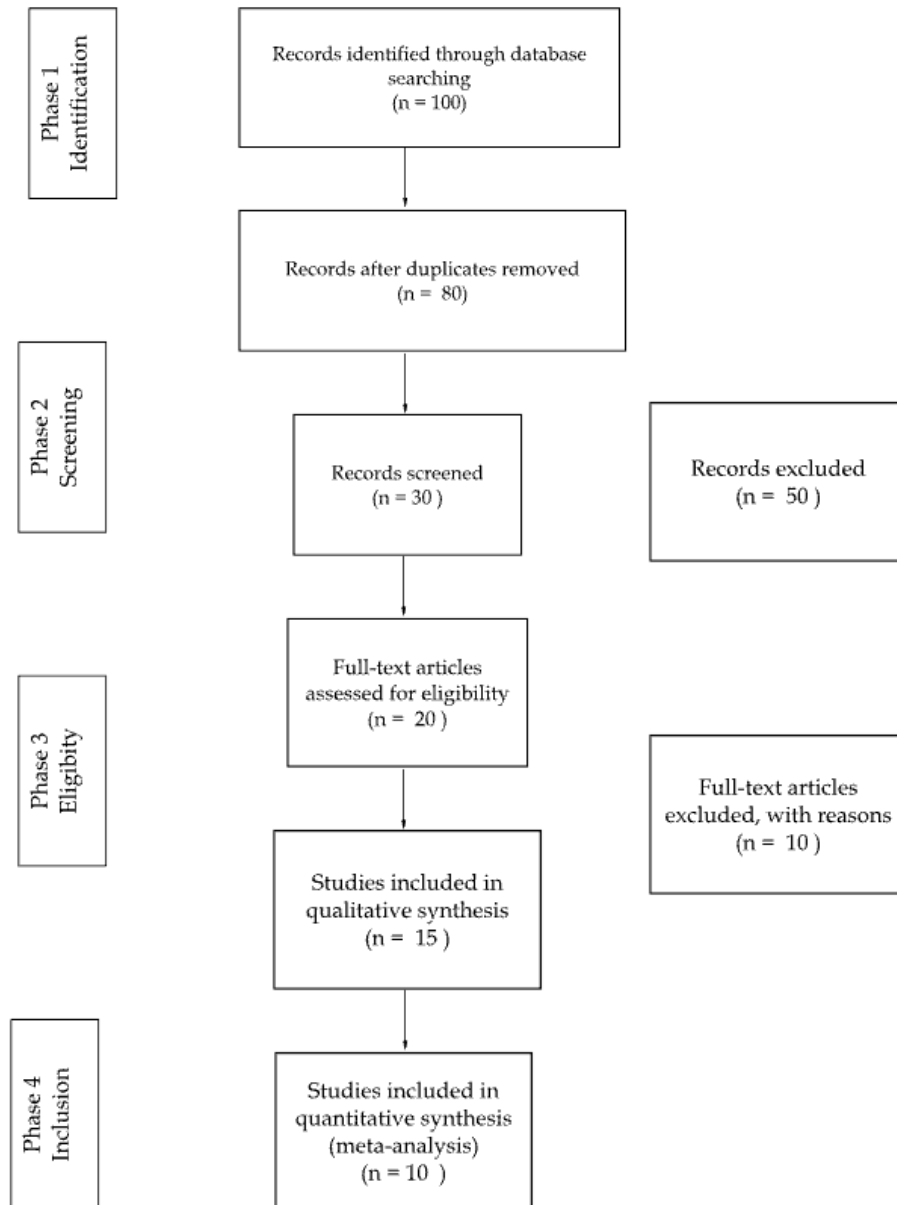


Figure 1. Article selection process according the PRISMA approach

2.1 Phase 1: Identification

The existing literature related to the topic was scanned and chosen using a select number of databases, namely Google Scholar, ScienceDirect, the Education Resource and Information Centre (ERIC) and Web of Science (WoS). As keywords are representative of a particular paper to enable researchers to find relevant papers such as English literature teaching and learning in ESL classrooms, language, digital technologies, education, and COVID-19, these carefully-put keywords were developed to characterise the topic of the use of digital technologies in the teaching and learning of literature in ESL classrooms.

2.2 Phase 2: Screening

Salas-Zapata et al. (2018) indicated that the following criteria are used to screen articles such as confirming that the keywords searched appear in the title and abstract and that the article's originality and research questions are designed to analyse the topic, which in this case is digital technologies and English literature. As a result, 80 articles were obtained after additional filtering of the original 100 articles. These 80 articles were examined in more detail using the timeline, which was used to select articles published between 2016 and the present. Articles not in English were also removed to avoid confusion in translation. The total number of papers in this study was reduced to 15, with the exception of public materials and indexed journals. Additionally, Chai et al. (2021) noted that to produce a clear and accurate methodological syntheses of the research, thorough filtering must be carried out.

2.3 Phase 3: Eligibility

The present study centres on how digital technologies are used in teaching and learning English literature. Following the selection process, this paper included and further analysed 10 articles. The papers selected meet the educational demands, as demonstrated by Rafiq et al. (2021). For the eligibility stage, 15 articles were gathered and thoroughly assessed to determine the extent that they fulfilled the criteria for selection. Emphasis was placed on certain studies that addressed the topics posed. In order to find relevant subjects and related topics, the abstracts were flicked through initially before proceeding to the entirety of the articles in question. Content analysis was used as part of the qualitative analysis engaged in to determine the related topics. Finally, 10 articles made it to the final inclusion stage, and 5 were excluded.

2.4 Phase 4: Inclusion

The approaches and digital resources utilised for addressing the first research question were highlighted in the previously selected articles. E-books, blogging, Google Education tools and video conferencing were included. Regarding the second research question, the literature review was used to analyse how digital technologies are being implemented. The third research question pertains to the challenges outlined in the selected articles. The themes include the scarcity of resources related to digital technologies, the inadequacy and unpreparedness of teachers, the lack of training, and the lack of in-person interactions with students. These three research questions and their conclusions will be covered in the following section. Articles that were selected are as follows:

1. Kaur (2016) - "The use of information & communication technology (ICT) in teaching English literature and language for enhancing the learning efficiency in students."
2. Gürova (2018) - "How Recent Trends Shape English Literature."
3. Niu (2020) - "Exploration Into College English Teaching Practice During the Period of Pandemic Prevention and Control."
4. Rababah (2020) - "ICT Obstacles and Challenges Faced by English Language Learners During the Coronavirus Outbreak in Jordan."
5. Alakrash & Razak (2022) - "Technology-based language learning: investigation of digital technology and digital literacy."
6. Bui (2022) - "English teachers' integration of digital technologies in the classroom."
7. Meirovitz et al. (2022) - "English as a foreign language teachers' perceptions regarding their pedagogical-technological knowledge and its implementation in distance learning during COVID-19."
8. Moorhouse & Wong (2022) - "Blending asynchronous and synchronous digital technologies and instructional approaches to facilitate remote learning."
9. Dai (2023) - "An empirical study on English preservice teachers' digital competence regarding ICT self-efficacy, collegial collaboration and infrastructural support."
10. Lo (2023) - "Digital learning and the ESL online classroom in higher education: teachers' perspectives."

3. Findings

Overview of the selected articles

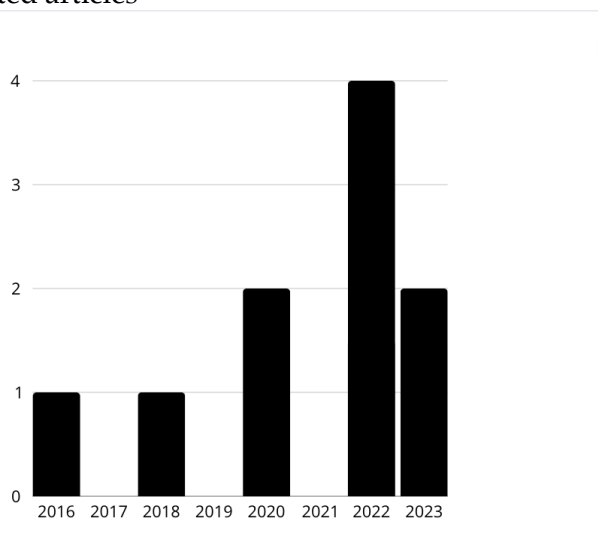


Figure 2. Distribution of the selected papers between 2016 to 2023

The distribution of the selected papers published between 2016 and 2023 is shown in Figure 2, which sheds light on the state of the field of study on the use of digital technology in ESL literature instruction. Remarkably, there is a noticeable rise in the quantity of publications released in 2022 and 2023, indicating the expanding

scholarly curiosity in this field. To look at the state of current research on the use of digital technologies in ESL literature instruction, how it affects literary teaching, and the difficulties faced by teachers in the midst of the COVID-19 pandemic, this paper conducted a systematic review of 10 key articles stated in the previous chapter.

3.1 Types of digital technologies implemented in the field of literature in ESL classrooms

Several insightful digital tools that are implemented in the teaching and learning of literature in ESL classrooms are found in the previous studies, specifically e-books and blogging (Gurova, 2018), Google Education tools (Moorhouse & Wong, 2022), and video conferencing (Bui, 2022).

New avenues of digital technology tools in the teaching and learning of literature in ESL classrooms include the usage of e-books and blogging platforms. Gurova (2018) described current trends like e-books, blogs and other social networking platforms as playing a crucial role in the teaching and learning of literature in ESL classrooms in the digital age. In this sense, teachers now have more means to encourage students to delve into the literature and express themselves creatively through these tools. Gurova (2018) also emphasised how new technologies have the ability to change lives, particularly by improving the students' writing and reading skills. The results of the research reveal that incorporating blogs and e-books into lessons greatly enhanced the writing and reading skills of the students. Furthermore, the students could easily access a variety of literary texts and interact with them through the use of e-books. With the use of e-books, the students had access to other resources including videos, audio files, and interactive tests that improved their comprehension and analysis of the texts (Felvegi & Matthew, 2012). In addition, by using blogs, the students were able to express their ideas and opinions, engage in active participation in literary debates, and get feedback from both their teachers and peers. The students' critical thinking abilities were enhanced and their comprehension of the texts was deepened by this participatory and team-based method of teaching literature in ESL classrooms.

Google created Google Education (GE) tools for use as an aid for teachers in conducting lessons, involving a variety of easy-to-use tools, and also to help students enhance their skills. In a study done by Moorhouse and Wong (2022), they pointed out GE tools as being one of the digital technologies used to assist distance learning during the COVID-19 pandemic. In recent years, especially after a sudden shift in the educational field caused by COVID-19, teachers began to consider GE tools as a medium for teaching and learning. That being said, English literature teachers are not excluded from making use of GE tools for their lessons, particularly in the ESL classroom setting. A range of digital materials, including Google Docs, Google Slides, and Google Classroom, are accessible to teachers through the usage of GE tools. According to Andrew (2019), these tools can be used to generate interactive and collaborative assignments, encourage debates, and provide students with immediate feedback. Additionally, GE features give students the chance to interact more actively and in an immersive manner with

the content. Therefore, Moorhouse and Wong (2022) concluded that teaching and learning English language, particularly literature, with GE tools fosters digital literacy abilities as students learn how to operate and navigate a variety of digital platforms. All things considered, there are many benefits to using GE tools in the teaching and learning of literature in ESL classrooms including improved teamwork, creativity, and digital literacy. The way literature is taught and learned in ESL classrooms has also been revolutionised by the use of GE tools (Moorhouse & Wong, 2022).

Video conferencing platforms have been one of communication mediums used by people to connect around the world. However, since the upheaval of COVID-19, platforms such as Zoom, Webex, Google Meet and Teams have become educational platforms where teachers conduct lessons with the students remotely, despite not initially being built for educational purpose. In Bui's (2022) systematic review paper, she focused on the integration of digital technologies in English classrooms. In her paper, she mentioned the implementation of digital technologies by teachers in teaching and the factors that influence teachers to integrate technology into the English lessons. Through her review, she found that the implementation of digital technologies in ESL classrooms is mostly teacher-centred, where there is a lack of interaction between teachers and students. A study by Sim and Ismail (2023) also mentioned that the information was mostly presented by teachers via digital technologies such as slideshows and this procedure was identical to utilising conventional teaching materials like textbooks or chalkboards. Bui (2022) also concluded that teachers are driven by their pedagogical beliefs when practising or incorporating digital technologies in the classroom with a reference to the Technology Acceptance Model (TAM). According to this model, perceived usefulness and simplicity of use are the two factors that have the biggest effect on technology behavioural intention (Bui, 2022). This means that people are more likely to use technology that they find beneficial and simple to use.

Conversely, some scholars contend that a heavy reliance on digital resources could result from the widespread use of digital tools in literature instruction and learning (Esa et al., 2021; Nadeem et al., 2018; Livingstone, 2012; Stockwell, 2015). Conventional teaching techniques, according to those opposed, promote creativity, human connection, and critical thinking abilities more than ICT-focused strategies. Additionally, this raises concerns about the students' uneven access to technology which has the potential to exacerbate rather than close the digital divide. Furthermore, the students' writing abilities and general academic performance may suffer from excessive screen time on devices like computers, tablets, and smartphones. Rather than concentrating only on the integration of digital technologies, a well-rounded strategy that combines both conventional techniques and cutting-edge technologies is crucial in order to provide successful learning results.

3.2 Implementation status and the longevity usage of digital technologies by teachers in the teaching and learning of literature in ESL classrooms

The second research question explains the contribution of the implementation of digital technologies by teachers to ensuring the longevity of the teaching and learning of literature in ESL classrooms. There were five articles tackling the contribution of the implementation of digital technologies by teachers, stating that the teachers' digital competency enhances the teaching and learning of literature in ESL classrooms. In Kaur's (2016) study, he highlighted that poetry was the students' least favourite literature component. Kaur (2016) suggested that the teaching and learning of poetry could be made more engaging and interesting with the incorporation of digital technology, namely projectors and audio-video poetry approaches. In that sense, this can only be done with the teacher having familiarity or competence with digital tools as teaching and learning are complementary to each other. In other words, if the teacher can adapt with the integration of digital tools well, the students have a better opportunity to learn literature in ESL classrooms more effectively.

Bui's (2022) viewpoint is aligned with the aforementioned study. In her study, Bui (2022) revealed that the English teacher's competence with digital technologies acts as one of the factors shaping the implementation of digital technologies in teaching and learning. With the competence to handle digital tools in the classroom, the teacher will be able to develop their self-confidence and manoeuvre the tools while teaching. This will smooth out the whole instructional process with the students. Even so, in some cases, teachers could feel discouraged to implement digital tools while teaching due to the fact that the students are more skilled and adapted to the technology from a young age. That being said, a teacher's motivation and confidence are crucial in order for them to be able to be competent at incorporating digital technologies in teaching and learning specifically for literature in ESL classrooms.

Intending to achieve longevity in the teaching and learning of literature in ESL classrooms, the integration of digital technologies is vital, especially after the major changes caused by COVID-19. This is in line with Alakrash and Razak's (2022) interview with educators who were involved in distance learning using digital technologies during the pandemic. One stated that the sudden pedagogical shift during COVID-19 elevated their overall competence despite their earlier exposure to digital technology before the lockdowns. Others also mentioned that they were able to develop lesson plans using digital tools and changed their teaching methods innovatively, owing to their own digital competency. Nevertheless, while these changes encouraged educators to create better teaching materials digitally, some experienced disorientation and were intimidated by the digital technologies. Alakrash and Razak (2022) revealed that it is rather challenging for some to deliver lessons while fulfilling their students' needs during unfamiliar circumstances. This was echoed by Fhloinn and Fitzmaurice (2021) who discovered that 72% of lecturers had a hard time adapting to distance learning during the lockdowns. This could lead to burnout and other concerns such as depression and an inability to perform the teaching tasks in the classrooms as usual. Lo (2023) implied that different teachers may have different experiences

depending on various factors that either increase or decrease their resilience to the stressors involved with online teaching.

Additionally, Lo (2023) pointed out that a number of teachers agreed that digital technologies present numerous benefits related to their teaching approaches where, despite their initial difficulties adjusting to their new virtual environment, there were plenty of ready-to-use digital tools they could use in their teaching. The teachers also believed that this lessened the need for them to carefully prepare their courses, for example, by moving the information into interactive formats for face-to-face teaching and learning (Lo, 2023). This proves that the teachers' digital competency plays a huge role in ensuring the sustainability of the teaching and learning of literature in ESL classrooms. In a recent study by Dai (2023), she stressed that the teachers' digital competency is crucial in teaching and learning, and that it is important to enhance the teachers' numeracy skills as well as help them to adjust to cutting-edge technologies at the same time. To facilitate their future professional growth, teachers ought to offer a set of well-organised, customised digital competency self-evaluation processes (Dai, 2023).

3.3 Challenges faced by teachers when teaching ESL classrooms during COVID-19

Since the advent of the COVID-19 crisis was so abrupt and unexpected, it is evident that teachers encountered challenges and setbacks, accounting for their discontent. The challenges posed by the COVID-19 pandemic have been mentioned in past studies throughout recent years (Bui, 2022; Junaidi et al., 2022; Ukat & Ismail, 2022; Haden, 2023). Hence, the third research question for this paper looks at the literature teaching challenges faced by teachers in ESL classrooms caused by the upheaval of the COVID-19 pandemic. In the study done by Alakrash and Razak (2022), they highlight the insufficiency of educators' pedagogical knowledge on digital literacy, as affected the implementation of digital technologies in the teaching and learning of literature in ESL classrooms. The lack of knowledge and competency in technological skills holds back teachers from utilising digital technologies to improve teaching and learning, and also student participation. Alakrash and Razak (2022) also pointed out that some teachers felt overwhelmed by the sudden change as they had to swiftly adapt their entire pedagogical approach. This is because they wanted to ensure that their students could keep learning, thus they found the situation to be stressful. It is also important to note that although some teachers had employed technology in their pre-pandemic instruction, the situation at hand completely changed the way that they taught, despite their prior knowledge of it (Alakrash & Razak, 2022).

Teachers may find it difficult to successfully incorporate technological resources and tools into their lesson plans without the right guidance and training. It also underscores the necessity for thorough teacher preparation programmes that emphasise digital literacy, as this lack of readiness is not just the fault of teachers. This issue has been discussed in Meirovitz et al.'s (2022) paper on teacher perceptions regarding pedagogical-technological knowledge and its implementation in distance learning during COVID-19. The abrupt shift to online learning created this problem since many teachers and students were unprepared to use digital tools for teaching and learning, as well as the need to traverse digital

platforms. This has caused disruptions in the educational process by making the learning curve high for both teachers and students (Zarei & Mohammadi, 2021).

Furthermore, Meirovitz et al. (2022) highlighted that the educational institutions' capabilities to completely embrace and capitalise on the potential of digital educational resources has been hampered by the absence of digital training courses. Teachers are therefore having difficulty modifying their pedagogy and successfully involving students in virtual learning environments. It can be difficult for teachers to develop interesting online lessons and successfully support their students' learning without the right training and assistance. According to Zarei and Mohammadi (2021), there are additional challenges that students have had when completing projects, interacting in online forums, and exploring internet resources. Therefore, comprehensive digital technology training programmes for teachers must be given top priority by educational institutions to help them overcome these constraints and address the pressing situation that exists at the moment (Al-Nuaimi et al., 2021).

COVID-19 has significantly and urgently compelled the education system to rapidly adapt to digital technologies for the delivery of teaching and learning. As stated by O'Connor et al. (2023), the absence of face-to-face interactions with students is one of the main challenges of this transition. This issue has also been addressed by several scholars, namely Niu (2020) and Du (2023), in their respective studies. Du (2023) mentioned that the lack of in-person interactions presents with a number of challenges for teachers and students in the context of the teaching and learning of literature in ESL classrooms. Although digital technologies provide an extensive range of tools and platforms for virtual communication, the lack of physical presence impedes organic interactions, including nonverbal clues and instant student feedback (O'Connor et al., 2023). This minimal interaction may influence the students' engagement and overall learning process. In addition, it is challenging for teachers to assess the students' knowledge and offer individualised guidance when there are no face-to-face interactions.

Rababah (2020) noted that practising and evaluating specific elements of English literature, including speaking skills, might provide challenges. It can also be difficult for teachers to gauge their student's comprehension of nuanced literary theories and concepts as well as their capacity for literary text analysis and evaluation (Niu, 2020). Additionally, the lack of face-to-face interactions and group activities can also prevent students from participating in important peer-to-peer learning experiences and cooperative projects, which are crucial for improving their comprehension and appreciation of literature in ESL classrooms.

Nonetheless, some contend that by utilising online learning platforms and resources, educators and other stakeholders may overcome these difficulties (Rahiem, 2020; Mehrpouyan, 2022; Du, 2023). Teachers can successfully convert their lesson plans to an online format and encourage student participation in a virtual classroom setting with the correct assistance and training. Additionally, there is a high chance that technical challenges can be solved, online learning

environments can improve student engagement, and assessment techniques can become more adaptable and flexible with the right training. Digital technology integration proponents may highlight the technology's ability to use creative strategies to close the gap in education that currently exists, notwithstanding worries regarding inclusive participation and equitable access. It has also been shown that when students use digital tools for literary study and discussion, their motivation levels rise. Additionally, according to Mehrpouyan (2022), digital technologies facilitate personalised learning experiences, simple access to resources and information, and collaborative learning opportunities. Effective online teaching tactics for literature in ESL classrooms might also include the use of case studies, mini projects, video presentations, educator handouts and notes, and online discussion forums. Furthermore, a comprehensive grasp of digital competency and its implications in professional practice and student learning is necessary for teachers. Teachers can develop creative and engaging learning experiences that blend the best aspects of in-person and online instruction by merging digital technologies and pedagogical methodologies. To further improve their digital literacy abilities and keep them abreast of the most recent technology developments, educators should have access to continual professional development opportunities (Batanero et al., 2021).

4. Discussion

A growing trend in the use of digital resources for teaching and learning literature in ESL classrooms is presented by the review of the literature. On the other hand, there is a significant research gap when it comes to investigating the greater range of digital tools and technology that can be used for teaching ESL literature. Previous research has primarily examined specialised tools such as virtual reality platforms and online discussion forums, with little attention paid to other possible digital resources. The emphasis placed on specialised digital tools suggests that a larger range of accessible technologies should be included in future study investigations. Additionally, a lack of comprehensive research on the effectiveness and educational consequences of these technologies points to a knowledge vacuum about their influence on literature instruction in ESL classrooms. Further research is necessary in this area, as evidenced by the scant research on the difficulties that instructors have while integrating digital tools.

The findings from this study underscore the significance of diversifying the scope of research to include a variety of digital technologies beyond those that are frequently examined. The more successful incorporation of digital resources in the teaching and learning of literature in ESL classrooms can result from an understanding of the pedagogical implications of these technologies and resolving the difficulties that teachers confront. Furthermore, the dearth of discussion regarding how digital technology affects student engagement, motivation, and critical thinking highlights the necessity of more research into these areas in order to improve the teaching and learning outcomes. Nevertheless, it is pertinent to note that this review has limitations even if it offers insightful information about the state of the field. This is because relying only on previously published works could ignore cutting-edge digital tools and technologies that haven't been thoroughly investigated in scholarly studies yet. Furthermore, it's

possible that this review's scope left out important contributions to the area by not including any relevant papers.

Following this study, researchers should seek to examine an expanded array of digital technologies for the teaching and learning of literature in ESL classrooms, such as mobile applications, collaborative writing platforms, online annotation tools, Google education tools, and multimedia presentation tools. Studies should also examine the pedagogical approaches that go along with these technologies and weigh the benefits and drawbacks of using them to teach literature in ESL classrooms. Further research in these areas may assist shaping effective pedagogical approaches and lead to a more thorough knowledge of the function of digital technologies in ESL literature instruction.

5. Limitations

As with the majority of studies, the design of the current study is subject to limitations. For instance, the examination and analysis of previous research on the use of digital tools for teaching and studying literature in ESL classrooms is the primary focus of the present research. Therefore, it might not cover all pertinent research papers or newly developed digital tools and technologies that haven't been covered in scholarly publications yet. Additionally, the study may not adequately reflect recent developments or shifts in the area because it only looked at material published between 2016 and 2023. Beyond this timeframe, more recent studies may provide new viewpoints or insights not included in the analysis.

Given how cultural differences, educational environments, and technological infrastructure may have an impact on the adoption and efficacy of digital technologies in diverse classrooms, the study's findings and conclusions may not be generally applicable to all contexts of literature instruction in ESL classrooms. Furthermore, it's possible that some topics are still undiscovered or underrepresented in the corpus of research that has been done, despite efforts to find and fill in these gaps. These gaps may offer chances for more research to deepen our grasp of the subject.

6. Conclusion

To sum up, this systematic review of the literature clarifies the present status of research on the use of digital technology in ESL classrooms for the teaching and learning of literature. While the evaluation notes that there is a growing trend in the integration of digital tools, it also points out that there is a large research gap when it comes to investigating a greater range of digital resources and their potential pedagogical implications. Although the majority of research to date has concentrated on specialised tools such as virtual reality platforms and online discussion forums, there is still a scarcity of information regarding the wider range of technologies that are already accessible and how well they might be used to improve literature instruction in ESL classrooms.

Furthermore, this review highlights the necessity for additional investigation to tackle the obstacles encountered by teachers when incorporating digital technologies and to scrutinise the influence of these tools on student drive,

involvement, and analytical abilities. To contribute to a more thorough understanding of the role of digital tools in ESL literature instruction and to inform effective teaching practices in this area, future research endeavours should aim to explore a wider range of digital technologies and instructional approaches. Collaboration among teachers, educational institutions, and the makers of technology is also essential to address the unique requirements and challenges associated with the teaching and learning of literature in ESL classrooms. Together, teachers and other stakeholders like educational institutions and the ministry can come up with innovative approaches to close the digital gap and guarantee that every student has equitable access to high-quality instruction in literature.

7. References

- Alakrash, H. M., & Abdul Razak, N. (2022). Technology-based language learning: investigation of digital technology and digital literacy. *Sustainability*, 13(21), 12304. <https://doi.org/10.3390/su132112304>
- Al-Nuaimi, M N., Al-Kabi, M N., & Al-Emran, M. (2021). Digitizing Learning During the Outbreak of COVID-19 Pandemic: Lessons Learned from the Most Infected Countries. 348, 291-303. https://doi.org/10.1007/978-3-030-67716-9_18
- Belmahdi, A., Li, J., & Muirhead, B. (2022). Youth English Language Learners' Learning Outcomes and Experiences of Digital Technology-Based Writing Instruction: A Literature Review of Key Empirical Evidence. *Journal of Digital Life and Learning*, 2(1), 1-51. <https://doi.org/10.51357/jdll.v2i1.166>
- Bui, T. H. (2022). English teachers' integration of digital technologies in the classroom. *International Journal of Educational Research Open*, 3, 100204. <https://doi.org/10.1016/j.ijedro.2022.100204>
- Dai, W. (2023). An empirical study on English preservice teachers' digital competence regarding ICT self-efficacy, collegial collaboration and infrastructural support. *Heliyon*, 9(9), e19538. <https://doi.org/10.1016/j.heliyon.2023.e19538>
- Du, M. (2023). The Impact of the COVID-19 on Digital Technology-based Teaching and Learning in English Language Education: A Systematic Review. *Advances in Humanities Research, LNEP (2023)*, 2, 516-527. <https://doi.org/10.54254/2753-7048/2/2022366>
- Esa, I., Hashim, H., & Jamal, M. F. (2021). Pupils' Perception on Online Games for ESL Vocabulary Learning Among Primary School Pupils. *International Journal of Academic Research in Progressive Education and Development*, 10(3), 254-264. <https://doi.org/10.6007/ijarped/v10-i3/8997>
- Gürova, E. (2016). How Recent Trends Shape English Literature. Proceedings of SOCIOINT 2016. 3rd International Conference on Education. *Social Sciences and Humanities*, 536-538. https://www.ocerint.org/socioint16_e-proceedings/abstracts/papers/112.pdf
- Haden, E. (2023). Post-pandemic theatre: The transformation of the literary form through the digital landscape. *Theses and Dissertations, College of Human Sciences and Humanities Projects, Theses, and Dissertations*. Alfred R. Neumann Library, University of Houston, Clear Lake. <https://hdl.handle.net/10657.1/3020>
- Hidayat, M. T. (2019). The analysis of teacher's belief on digital literacy in foreign language teaching. *English Education and Applied Linguistics Journal (EEAL Journal)*, 2(1), 36-41. <https://doi.org/10.31980/eealjournal.v2i1.1080>
- Junaidi, Y., Hashim, H., & Ismail, H. H. (2022). ESL Teachers Perception And Attitudes

- Towards The Adoption Of Emergency Remote Teaching In Time Of Crisis. *Journal of Nusantara Studies (JONUS)*, 7(2), 221-244. <https://doi.org/10.24200/jonus.vol7iss2pp221-244>
- Kanoksilapatham, B. (2022). Digital Technology in English Education: Linguistic Gain and Pain Points. *International Journal of Information and Education Technology*, 12(4), 346-351. <https://doi.org/10.18178/ijiet.2022.12.4.1625>
- Kaur, P. G. (2016). The use of information & communication technology (ICT) in teaching English literature and language for enhancing the learning efficiency in students. *International Journal of Advanced Research in Computer Science, Special Issue I, November 2016*, 7(6), 227-228. <https://doi.org/10.26483/ijarcs.v7i6.2764>
- Kure, A E., Brevik, L M., & Blikstad-Balas, M. (2022). Digital skills critical for education: Video analysis of students' technology use in Norwegian secondary English classrooms. *Journal of Computer Artificial Learning*, 39(1), 269-285. <https://doi.org/10.1111/jcal.12745>
- Livingstone, S. (2012). Critical reflections on the benefits of ICT in education. *Oxford Review of Education*, 38(1), 9-24. <https://doi.org/10.1080/03054985.2011.577938>
- Lo, N.Pk. (2023). Digital learning and the ESL online classroom in higher education: teachers' perspectives. *Asian Journal of Second and Foreign Language Education*, 8, 24-25. <https://doi.org/10.1186/s40862-023-00198-1>
- Mehrpouyan, A. (2022). Enhancing online English language and literature classrooms: effective and practical teaching strategies. *Education and Information Technologies*, 28, 4127-4141. <https://doi.org/10.1007/s10639-022-11235-w>
- Meirovitz, T., Russak, S., & Zur, A. (2022). English As A Foreign Language Teachers' Perceptions Regarding Their Pedagogical-technological Knowledge and Its Implementation in Distance Learning During COVID-19. *Heliyon*, 8(4), e09175-e09175. <https://doi.org/10.1016/j.heliyon.2022.e09175>
- Moorhouse, B.L., & Wong, K. M. (2022). Blending asynchronous and synchronous digital technologies and instructional approaches to facilitate remote learning. *Journal of Computer Education*, 9, 51-70. <https://doi.org/10.1007/s40692-021-00195-8>
- Nadeem, M., Nasir, S A., Moazzam, K A., & Kashif, R. (2018). The Impact of Information and Communication Technology in Education: Opportunities and Challenges. *International Journal of Educational and Pedagogical Sciences*, 12(12), 1590-1595. <https://publications.waset.org/10009843/the-impact-of-information-and-communication-technology-in-education-opportunities-and-challenges>
- Niu, J. (2020). Exploration Into College English Teaching Practice During the Period of Pandemic Prevention and Control. Proceedings of the 2020 5th International Conference on Modern Management and Education Technology. *Advances in Social Science, Education and Humanities Research*, 2352-5398, 575-578. <https://doi.org/10.2991/assehr.k.201023.110>
- O'Connor, J., Ludgate, S., Le, Q., Le, H. T., & Huynh, P. D. P. (2023). Lessons from the pandemic: Teacher educators' use of digital technologies and pedagogies in Vietnam before, during and after the Covid-19 lockdown. *International Journal of Educational Development*, 103(3), 102942. <https://doi.org/10.1016/j.ijedudev.2023.102942>
- Rababah, L. (2020). ICT Obstacles and Challenges Faced by English Language Learners During the Coronavirus Outbreak in Jordan. *International Journal of Linguistics*, 12(3), 28-36. <https://doi.org/10.5296/ijl.v12i3.17048>
- Rafiq, K. R. M., Hashim, H., & Yunus, M. M. (2021). Sustaining education with mobile learning for English for specific purposes (ESP): A systematic review (2012-2021). *Sustainability*, 13(17), 9768. <https://doi.org/10.3390/su13179768>
- Rahiem, M. D. H. (2020). Technological Barriers and Challenges in the Use of ICT

- during the COVID-19 Emergency Remote Learning. *Universal Journal of Educational Research*, 8(11B), 6124-6133. <https://doi.org/10.13189/ujer.2020.082248>
- Sarkis-Onofre, R., Catalá-López, F., Aromataris, E., & Lockwood, C. (2021). How to properly use the PRISMA Statement. *Systematic Reviews*, 10(1), 1-3. <https://doi.org/10.1186/s13643-021-01671-z>
- Salas-Zapata, W. A., Ríos-Osorio, L. A., & Cardona-Arias, J. A. (2018). Knowledge, Attitudes and Practices of Sustainability: Systematic Review 1990-2016. *Journal of Teacher Education for Sustainability*, 20(1), 46-63. <https://doi.org/10.2478/jtes-2018-0003>
- Sim, J. S. E., & Ismail, H. H. (2023). Using Digital Tools In Teaching And Learning English: Delving Into English Language Teachers' Perspectives. *Creative Education*, 14, 2021-2036. <https://doi.org/10.4236/ce.2023.1410129>
- Triassanti, R., Panggabean, C I T., Susatyo, B., Wardhono, A., Rohmadtis, Y., & Magribi, S A. (2022). Teachers and Students' Perceptions on The Use Of ICT in Learning English at A Junior High School in Tuban. 28(2), 60-71. <https://doi.org/10.30587/didaktika.v28i2.3632>
- Unaida, R., Fakhrah., & Lukman, I R. (2023). Perception of Prospective Teachers to the Needs of ICT in Chemical Learning in the Age of Digital Transformation. Proceedings of the Mathematics and Science Education International Seminar 2021. *Advances in Social Science, Education and Humanities Research*, 2352-5398. https://doi.org/10.2991/978-2-38476-012-1_37
- Ukat, J. A., Ismail, & H. H. (2022). Teaching Literature In Malaysian English Classrooms: A Review On Its Challenges And Opportunities. *International Journal Of Academic Research In Business And Social Sciences*, 12(11), 1991 - 2004. <http://dx.doi.org/10.6007/IJARBS/v12-i11/15700>
- Zarei, S., & Mohammadi, S. (2021). Challenges of higher education related to e-learning in developing countries during COVID-19 spread: a review of the perspectives of students, instructors, policymakers, and ICT experts. 29, 85562-85568. <https://doi.org/10.1007/s11356-021-14647-2>