eLearning for Literature Instruction

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Abstract. The current situation necessitates shifts in how disciplines are taught. The fast growth of information and communication technology (ICT) has significantly affected teaching and learning. Despite an increase in research examining various challenges of utilizing ICT in education, there is a scarcity of literature that guides teachers on how to reconcile their limitations. Therefore, this paper aims to shed light on this issue and provide literature teachers with a few valuable and suitable eLearning tools for their literature classes.

Keywords. eLearning, online learning, ICT, literature, new normal.

Context and Concerns

Educational institutions were shut down due to the COVID-19 pandemic to maintain social distance and restrict the transmission of the virus (Naciri et al., 2020; Sintema, 2020). This phenomenon raises issues, including reduced educational quality and learning results (Naciri et al., 2020). Therefore, implementing new pedagogical approaches and curricular practices to enhance the teaching-learning process in schools is a top priority (Naciri et al., 2020; Toquero, 2020). Several research studies have examined eLearning tools to apply online modalities in educational settings (Naciri et al., 2020; Martín-Martínez et al., 2020). These modalities include online and blended education, which are extensively used in primary education, with a steady trend of programs switching from conventional in-person sessions (Dziuban et al., 2018). However, because of COVID-19, rapid choices were necessary, and the entire education programs had to swiftly switch online, causing many problems among teachers (Asghar et al., 2021), especially for those with no expertise in online teaching (Crawford et al., 2021).

Due to this pressing demand, many nations (including the Philippines) have implemented eLearning to improve their teaching and learning processes. The pandemic has altered educational methods by causing a transition from conventional classroom instruction to online learning (Hong et al., 2017). For example, more online activities for learners, like discussion boards, help them understand what literature is about. Information and communication technology (ICT) advancement has affected teaching and learning. Although issues of ICT integration in teacher development and teaching-learning were investigated, the literature review remains limited.

This article proposes a few practical and suitable online tools for literature teaching. While it reviews studies that have explored technology-mediated literature pedagogy, it occupies a niche and is contextualized in the local setting. It further provides implications for better technology-mediated literature instruction by discussing specific educational tools that can be used to enhance literature pedagogy.

eLearning and Literature Education Shifts

Literature can be employed to examine and confront the many dimensions of human existence. It is also a place where readers may live vicariously through the lives of characters and personalities, enabling them to consider the ethical implications of specific acts and play out several versions of themselves (Babaee & Montashery, 2012). As a result, it is no surprise that Matthew Arnold (1971, p. 6, as cited in Bertens, 2014, p. 2), who considered literature to be the "best that has been thought and uttered in the world," viewed literature as a way of teaching principles in society rather than religion (Eagleton, 1983). As the practice of teaching literature progresses over the globe, people and social learning systems engage in a dynamic two-way connection to learning. Learners must travel beyond the barriers across various knowledge domains and activities to enhance learning (Akkerman & Bakker, 2011). In the contemporary historical-educational environment, we are immersed in the digital era, enabling us to communicate across long distances and foster social growth in a globalized and linked world by turning to information technology. It is impossible to deny that the adoption of digital technology

and the development of the internet have resulted in a shift in educational techniques. Sohrabi et al. (2019) found that this effect is much more substantial in elementary, middle, and high schools and college levels.

Scientific studies have shown that recent technologies provide access to the most recent breakthroughs in several knowledge sectors. As a result, schools have increased their efforts to meet this objective. ICT has become an integral part of sophisticated educational systems by attempting to encourage learning via an approach that assists learners in balancing their numerous personal, professional, and academic obligations. Virtual learning applications like virtual learning systems, virtual classrooms, and virtual labs are increasingly used in education (Rupere & Jakovljevic, 2021).

eLearning is a web-based system that includes interactive material and eLearning tools. Through synchronous and asynchronous communication, teachers may develop, administer, and deliver online learning courses, activities, and formative and summative assessments at any time and location (Alhumsi & Alshaye, 2021). The term eLearning—electronic learning—refers to the interactive learning method that delivers information over the internet (Wang et al., 2021). It has been extensively adopted in the education sector. eLearning has evolved into a strategic lifelong learning method and primary education distribution (Hu et al., 2021).

E-learning offers options to make learners active, autonomous, self-reflective, and ready for collaboration. It offers distinct advantages over traditional learning (i.e., in-person learning, seminars, and lectures) because it allows learning location and time flexibility. On the other hand, some studies have revealed that eLearning has significant drawbacks, such as reducing individual socialization due to a lack of face-to-face interactions (Susilo, 2014).

Hariyanto et al. (2020) proposed using electronic devices or digital media in the educational process. Another example of eLearning is mobile learning, which incorporates technology into the classroom and can change how people interact and exchange knowledge. With the emergence of mobile technology, researchers such as Aliaño et al. (2019) and Kumi-Yeboah et al. (2020) have predicted substantial educational changes. According to research, blended teaching techniques that use mobile technology transform conventional teaching into new learning practices (Yasuda, 2021), allowing learners to pay more attention to the learning process (Eger, 2018) and eventually improve learner engagement (Canchola González & Glasserman-Morales, 2020). As a result, eLearning introduces new behaviors and attitudes that socially engage learners in independent and collaborative learning activities. Designing meaningful learning activities to engage learners in real-life learning scenarios has become more critical as learning material has moved outside the classroom and beyond the curriculum (Lim et al., 2019). Zhang and colleagues (2018) have considered these educational developments worth investigating because of their potential scholarly usefulness.

Because it works to raise learners' interaction and technical competencies with learning process management and performance monitoring, eLearning is considered one of the current uses of technology in renovating literature education. Literature teachers may incorporate existing educational technology as a blended learning technique and distance learning. eLearning can improve learners' performance by providing them with adequate and learner-centered instruction. It may also boost learners' motivation (Chiu & Li, 2015).

Educational Tools

The following educational tools are often suitable for literature teaching.

A. Virtual Meeting Platforms

A virtual classroom is different from a traditional one. It utilizes virtual meeting platforms, which is different from the conventional apps used to conduct classes. A virtual literature classroom, accompanied by a virtual meeting platform, has tools that make it more like an actual classroom. Some of the most commonly used virtual meeting platforms for education are discussed herein.

1. Google Meet - This is a real-time meeting application developed by Google. It can be accessed using a browser, sharing videos, desktops, and presentations with teachers and learners.

2. Microsoft Teams - This is a hub for team collaboration in Microsoft 365, which integrates the people, content, and tools for more engaged and effective classroom delivery.

3. Zoom - One of the cloud video conferencing web apps that assist in sharing schedules, tutoring lessons, and communicating with multiple learners. Teachers can boost learners' participation during remote learning with unique features such as one-click content sharing and digital whiteboarding.

B. Learning Management Systems

Gautreau (2011) described a learning management system (LMS) as a "self-contained website with integrated instructional tools that allow teachers to organize academic material and involve learners in their learning" (p. 2). It is a web-based software platform that allows for the efficient administration and dissemination of learning materials to participants and users (Ismail & Salih, 2018). It has been used as a locus to "investigate online education" (Cavus et al., 2007, p. 302), which also functions as a meeting point for both the teacher and the learners. McGill et al. (2011) highly considered it for promoting learning processes and distance teaching and learning. With its technological system and mechanisms, implementing learning activities for pupils to experience quality learning and acquire knowledge has become possible (Fathema et al., 2015). Ultimately, learners use the LMS to engage and share their thoughts with others. Ismail and Salih (2018) discussed some LSM as follows.

1. Google Classroom is a powerful, easy-to-use web app for seamlessly organizing learners' daily activities. Furthermore, this tool allows one to take online classes, distribute course materials, assign assessments, track learners' progress, and send feedback from anywhere at any time.

2. Moodle is an online learning platform that enables you to create online courses, add assignments, and monitor learners' progress. It also allows learners to communicate and encourages communication between them in forums and discussions.

3. Blackboard is a web-based virtual learning environment and management system used to share learning materials, assign homework, track learners' progress, and give feedback.

C. Online Learning Applications

Online learning applications can be accessed from smartphones, tablets, or computers. It is a technology-based study tool that allows people to share knowledge. It is also known as a mobile educational application. Online learning software is an excellent educational tool for learners who do not have access to a real classroom. The ease of instruction is one of the numerous advantages of this way of learning. An online learning app may be utilized at any time using a smartphone. Learners may attend live sessions and pre-recorded lessons, and trainers educate in an audio-visual format. They can readily participate in the online classroom and connect. Some of the most popular online learning apps teachers and learners use are discussed below (Cool, 2022; Educational App Store, 2021; Teacher Academy, 2020).

1. Canva is a tool for photo and layout designing that teachers and learners can use to create posters, guidance, projects, and other tasks.

2. Google Jamboard is a digital whiteboard for collaboration. Teachers and learners can use it to sketch ideas, solve problems, or draw online.

3. Kahoot is an engaging game-based learning program that allows for developing quizzes, hosting live games, and using this platform are all possible. These activities are based on the lesson principles and include games and entertaining tasks to help learners grasp their lessons.

4. Padlet is an online notice board that can hold images, links, videos, and documents. The inputs are stacked on the board and can be made public or private.

5. Mentimeter is an interactive presentation tool that can assess learners' comprehension or test their retention through various designs such as multiple-choice, word cloud, and short responses.

6. Quizlet is an e-learning web app for games, reminders, and assessments. It has free and interactive study sets, study modes, and in-class games.

7. Seesaw has a wealth of resources that allow teachers to showcase the learners' strengths and weaknesses. Their parents can also track their learning progress.

8. Socrative can improve learners' engagement through mini-quizzes, polls, and other assessment tasks.

The table below shows a sample implementation of the learning apps and how they can be used in a literature class. The learning activity below is contextualized for delivering a lesson about Trese.

Table 1

Apps and Learning Activities

Learning Plan Phase	Tool	Learning Activity
Expectation Setting/Presentation of Objectives	Padlet	Ask learners to enumerate what they already know about Trese. They may post their insights in Padlets. You may then take a screenshot of the posts and share them with the rest of the class. In addition, you may also ask the learners to write their expectations - what they think the discussion about Trese will entail in a literature classroom.
Hook/Pre-reading	Mentimeter	Ask learners to write one word that enters their minds upon hearing Trese. Menti will automatically form a word collage that may be presented to the class.
Discussion Proper	Kahoot	Develop a short quiz to gauge their surface knowledge of Trese (Volume 1). It may be about the plot, mythological characters, and other related concepts (e.g., Alexandra Trese as a *babaylan*, allusions to Philippine society and politics, etc.).
Discussion Proper	Kahoot	This can be done before you begin the second round of discussion of cases on Day 3.
	Jamboard	Distribute the electronic copy of the first volume of Trese to learners and allow them to annotate it, paying attention to its various features. Guide questions may accompany the volume.
Discussion Proper	Forum	Use the forum feature of your school's LMS to elicit your learners' thoughts about Trese. You may also use the break-out room feature of either Zoom or Google Meet to facilitate a Socratic seminar
Online Assessment Tools	Quizizz	If you intend to use leaderboards or want to gamify your assessments (individually or by group), you can design trivial questions regarding Trese in the Quizizz platform.

Continuation

Learning Plan Phase	Tool	Learning Activity
	Quizlet	Design interactive assessments, review activities, drills, or gamified assessments (can be done by group or individual). Trivial questions regarding Trese may be asked on the Quizlet platform.
	Seesaw	Design interactive assessments, review activities, drills, or gamified assessments (can be done by a group or individually).
	Google/ MS Forms	Design objective and subjective quiz items about Trese for formal quizzes and summative assessments with essays.
	Character Generator or Canva	Design a comic character that is influenced by Philippine mythology. The character can be a demi-god (half god, half mortal) or a mortal hero who has a logical backstory.
Online Summative Assessments	Google Form/MS Forms Quiz/ Socrative	Design objective and subjective quiz items about Trese.
Online Performance Tasks	Flipgrid/Ed puzzle	Design activities for literary analysis and the intertextuality of Trese. It is a creative take on the assessment if you opt not to use text but use videos instead.
	Plot Generator	The teacher can use this app to design activities such as creating an exciting new adventure for Alexandra Trese. It should include features found in Philippine mythology. Crossovers from other pantheons are allowed but should be justified in the narrative

D. Mobile Instant Messaging (MIM) / Chat

MIM/Chat is a smartphone application that allows users to send and receive voice and text messages, images, and documents over the internet. MIM is a cost-effective alternative to regular Short Message Service (SMS) texts transmitted via a cellular provider. Users may send messages individually or establish groups based on mutual interests (Cetinkay, 2017). Scholars have discussed the best ways to utilize MIM's unique features in improving courses. Connectivity, or connecting with others online, is a significant advantage (Tang, & Hew, 2017).

Here are some of the MIM/Chat applications available (Cetinkay, 2017):

1. Instagram Chat is a free messaging app focusing on speed and security.

2. Messenger (Facebook Messenger) is a free mobile messaging app for instant messaging, sharing photos, videos, audio recordings, and files.

E. Online Resources/eBook Storyboard

The electronic storybook, or ebook as it is more frequently known, is a content presentation format comparable to printed books and is based on technological/digital applications such as tablet computers and mobile phones (Yin & Hwang, 2018). With the integration of innovative technologies such as multimedia, digital games, augmented reality, and mobile technologies (Chen et al., 2019; Chen et al., 2020), mobile devices provide ebook reading with a variety of "enhanced features." These enhanced features are far from the traditional reading based on printed pages; it could hardly afford the following features: Mobility, audio

narration, multimedia annotation, feedback giving, gamification, and iBooks (Lim et., 2019). These "improved qualities" contribute to the contextualization, ubiquity, and "edutainment" of literary education, making it a practical instrument for learners, educators, and researchers to improve literature pedagogy (Turel & Sanal, 2018).

Implications/Directions

This article identifies how mobile technology may support literature learners. Technology may enhance learning beyond just transferring curriculum information and overcoming physical classroom limits. Thus, well-designed mobile interactions engage individuals in learning literature. Contextualizing eLearning technology offers a new perspective. Teachers should consider learner-generated material's emotional and social ramifications while developing it. Instructors must be open to novel learning outcomes. With this study's re-conceptualization, teachers may create a more innovative learning experience, reassess their attitudes, and reflect on what additional vital variables should be addressed while giving lessons.

This paper suggests that instructors should build learning designs that include teacher, peer, and community knowledge. The second suggestion is to rethink learning design and assessment in light of these new contributing elements. Instructors should experiment with new learning designs to maximize learners' knowledge co-creation efforts. Learning activities should promote proactive learning, especially transformational learning to produce and co-create new knowledge.

The content evaluation criteria should be expanded to include cross-border procedures since the co-creation of new knowledge is vital. Studies can attest to how it inspires deep or critical learners. Third, evaluate its affordances when choosing technology for use in class. Instructors often select a popular or handy app. However, in the selection process, the suitability and alignment between the interactions required to complete a project and the technology should be carefully considered and evaluated.

Finally, conventional and eLearning shortcomings and advantages have fostered mixed learning. On the other hand, an effective blended learning program involves the learners, instructors, and the institution. A sound support system for learners and instructors must be built (Dziuban et al., 2018). The flexibility of blended and eLearning options allows learners to study at their own pace and place.

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