



Research Paper

Lived Experiences of English Literature Teachers in A Digitalized Classroom: A Phenomenological Study

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Received: August 3, 2023

Revised: September 22, 2023

Accepted: September 25, 2023

Online: September 30, 2023

Abstract

Literature is required in the Philippines' general education curriculum. Studying literature through multimedia is a new technique that is more appealing than traditional texts, which rely heavily on verbal comprehension. Multimedia enables engaging activities and allows students to research literary authors and textbooks relevant to the courses using various media and information sources. It entails teamwork and has proven to promote cooperative learning effectively. Thus, this hermeneutic phenomenological study looked into the challenges and experiences of ten (10) English Literature teachers in a digitalized classroom, such as maximizing interactive platforms in teaching literature. The researcher gathered data through written interviews, in-depth one-on-one interviews, and focus group discussions; the participants were from different private schools. The participants described their experiences in the sudden paradigm shift as a challenge. Creating their own digitalized classroom was illustrated as a difficult part of adjustment and preparation, such as setting criteria for different activities aligned with one learning objective and the appropriateness of the digital platforms for the students to learn the course thoroughly. Nonetheless, participants revealed that as part of the preparation, teachers adapt to a new paradigm shift in education, creating a digitalized classroom that provides a conducive, interactive, authentic, and exciting atmosphere. It also offers a variety of learning experiences that help learners increase motivation and comprehension and develop critical thinking, creativity, and active participation. Participants have deviated from the usual "one size fits all". Accordingly, the education can use the proposed DGC (digitalized classroom) training manual for the English literature classes to guide the teachers on the different online platforms. Likely, the teacher can enrich their pedagogical approach and develop teaching plans with the presence of Information and Communication Technology that can help increase motivation, interest, and engagement in reading.

Keywords: *Digitalized Classroom, Digital Tools, Digital Platform, Teaching Literature.*

INTRODUCTION

For educators and students, the sudden paradigm shift brought about by the COVID-19 pandemic pushed the educational sector to recreate and redesign traditional pedagogy. Educators from all over the world have developed and proposed a variety of solutions to keep the educational process going. Finding a strategy to carry out the goal of providing high-quality education for all students in the face of this new normal is challenging because students and teachers are physically separated. The Commission on Higher Education recommended strengthening online learning systems such as Google Classroom, Messenger, Zoom, Edmodo, Facebook, and YouTube. They will use various learning delivery methods, including face-to-face, blended learning, remote learning, and homeschooling. However, the emergence of the digitalized classroom brought a major impact on today's educational system as a face of the new normal classroom. The new normal setup of the teaching and learning process was supplemented and inseparable by technology. This change is believed to shape the new normal of learning as it turns into a hybrid, allowing learners to develop their academic skills, whether face-to-face or online. The employment of digitalized classrooms in light of the post-pandemic face-to-face system can be used as a supplementary tool whenever a sudden calamity arises. It was seen to be a solution to continue learning even at home.

Thus, Information and communication technology (ICT) significantly complements the traditional education model. Teaching different subjects, including literature, seems monotonous in the technological and knowledge boom age. Literature is conducted within the conventional

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model, where teachers speak for about an hour or less, and students keep it up by hearing and jotting down notes. Students and teachers soon grow bored with the same old pattern of teaching and learning literature each day (Kuloheri & Kuloheri, 2016).

These literary-related concerns support the finding that, as proven by linguistics research, literature is both a vehicle for aesthetic expression and a means of communication. Lecturers should communicate to transfer knowledge and obtain feedback from students, and subsequently, this enriched knowledge is returned to them, resulting in complete exchange cycles (Kuloheri & Kuloheri, 2016).

According to data from the national report of the Philippines in the 2018 Program for International Student Assessment (PISA), a triennial international evaluation is given to 15-year-old students who are almost through with their compulsory primary education. The Philippines had the lowest reading comprehension score out of 79 countries. The Philippines comprised a sizable portion of the low performers in each country and economy participating in PISA. Accordingly, 80% of Filipino pupils needed to demonstrate the necessary level of reading proficiency.

Based on the studies mentioned above and surveys, the student's reading performance, functional literacy, and mass media engagement require enhancement. Most teachers should consider using information and communication technology (ICT) to teach literature in their classrooms to improve literature classes' teaching and learning process. ICT in education increases student engagement and knowledge retention. When ICT is used in the classroom, students are more attentive to their work. Learning may be more enjoyable and exciting by utilizing technology to teach the same subjects in diverse ways. Teachers and students can now collaborate in various ways to develop information and communication technology (Elbechir, 2018).

The study of (Soltan & Qoura, 2015) found that most university literature instructors use the lecture method. As a result, rather than reading the original literary work, many university students merely depend on their instructors' critical comments. Learning literature gets tedious. According to the (Department of Education OUA Memo 14-0120-0588, 2021), the role of the Educational Technology Unit (ETU) is to support and consolidate the innovation and digitalization projects that would assist the K-12 curriculum in providing quality, relevant, and liberating education for everyone.

Due to the requirement for instructors to adjust to the new educational format, they are strongly advised to take courses in online teaching, remote learning, and blended learning (Toquero et al., 2021). Education organizations are now looking at the feasibility of online learning to deliver high-quality, student-centred instruction (Basilaia & Kvavadze, 2020). This is because students are moving from the traditional classroom to the four walls of the virtual classroom. Their ability to improve their instruction, particularly by introducing updated learning activities into their academic sessions, was also improved.

Moreover, this study examined how teachers could teach literature in a digitalized environment. The researcher would assemble information from the participants to create a comprehensive account of the event for all participants. Both "what" and "how" they saw it are mentioned in this account (Moustakas, 1994).

Below is the research paradigm of the study. Presented in Figure 1 is the process of validation of the testimonies of the literature teachers in a digitalized classroom and their experiences with the challenges of creating and conducting digitalized classrooms in teaching literature. The researcher produced themes from the comparable responses of the learners through semi-structured interviews performed via one-on-one interviews, which are conducted online or face-to-face, depending on the participants' preferred mode and availability.

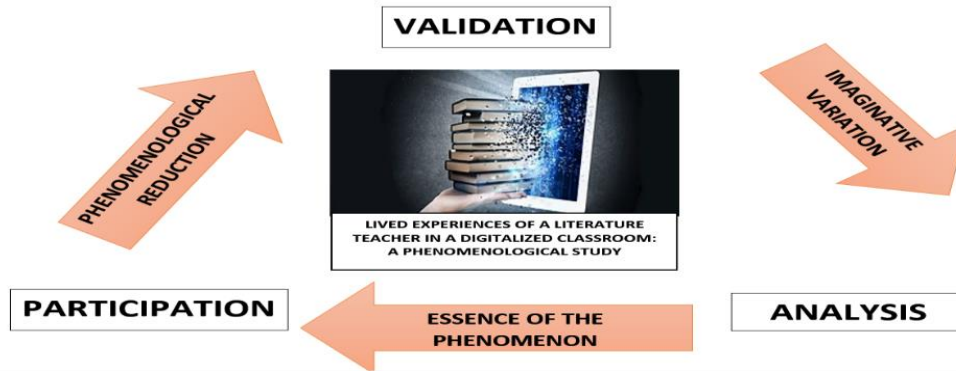


Figure 1. Research Paradigm

In addition, the researcher crafted a program manual, and the input-process-output (IPO) conceptual framework was utilized (Figure 2).

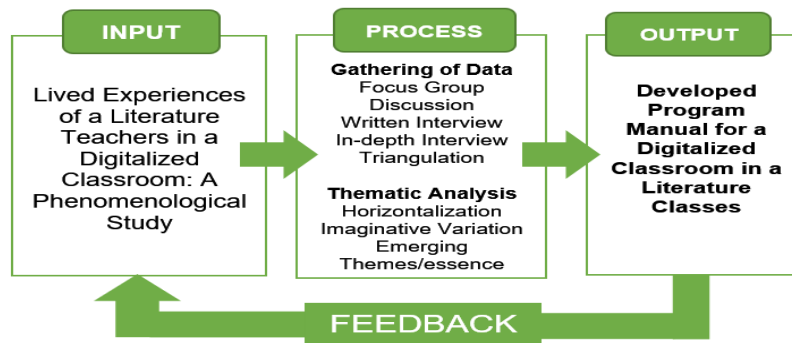


Figure 2. The I-P-O model of the study

Figure 2 shows the entire process of how the training program manual was crafted. This framework provided a clear understanding of the developed manual. The input (I) includes the data obtained from the lived experiences of literature teachers in a digitalized classroom. The process (P) of developing the program comprises the entire procedure of conducting the study and includes the following processes: focus group discussion, written interview, in-depth interview, and triangulation. Lastly, the output (O) includes the developed program manual, which served as a guide for the literature teachers in maximizing the use of digital tools, such as creative and interactive online platforms, for effective teaching and learning processes and the appropriate activities to be given.

The research questions of the study are as follows: (1) What digital tools and platforms are teachers utilizing in teaching literature before the new normal classes? At the beginning of the new normal classes? (2) How do teachers describe their lived experiences in teaching literature regarding the challenges and experiences in a digitalized classroom? (3) What themes emerge from the literature teachers' testimonies about the challenges and preparation in a digitalized classroom? (4) Based on the findings and reflections, what program can help the literature teachers? This study looked into the challenges and experiences of private senior high school literature teachers in a digitalized classroom, such as maximizing interactive platforms in teaching literature. Through the results of the present study, the researcher also crafted a program manual for struggling literature teachers.

LITERATURE REVIEW

Due to the pandemic, many students and educators are now studying and working from home, which has prompted the development of online learning systems. Teachers were encouraged to participate in webinars and self-initiated learning actively. Technology forces instructors and students to utilize it as a tool for learning and teaching, much like acquiring a new skill (Nava et al., 2022).

Digitalization is being used to improve and facilitate learning processes worldwide. It applies to improving educational achievement. When a teaching-learning program with technology begins, it begins to modify our perception of education. It has been utilized in almost every classroom worldwide and has become a part of curricula in universities, high schools, and middle and elementary schools.

According to (DePietro, 2013), a new kind of education is needed to meet the demands of our changing society, but teacher preparation programs must also change. Therefore, (Shaffer et al., 2015) recognized the significance of looking at how teachers' roles are changing in a technologically advanced educational system, as well as the knowledge, abilities, attitudes, and values that teachers need to have in order to use new technologies to support student's social, emotional, and intellectual growth in the modern era.

Literature teachers need to be more adaptive and creative in teaching literature; thus, creating a digitalized classroom is the best technique. More importantly, the student's engagement and motivation to learn literature increases when exposed to information and communication technology.

Additionally, (Karatza, 2019; Nava et al., 2022) affirmed that instructors should implement differentiation using the resources that are accessible. Technology tools have drawn much attention over the past two decades because research shows that they may significantly enhance learning outcomes when correctly incorporated into an educational framework. Information and communication technology (ICT) enables students with diverse learning profiles to simultaneously work at the same level. It provides the opportunity for peer interaction, making it a tool for supporting teachers in implementing differentiated education.

The study of multimedia literature is a new approach more captivating than traditional texts, where verbal understanding is emphasized. This produces interactive activities and allows students to examine writers and textbooks through various media and information sources. It incorporates teamwork and functions as a potent facilitator for cooperative learning to experience, comprehend, analyze, and evaluate the texts, which students employ in various ways (Kaba, 2017).

(Lee & Hammer, 2011) noted that digital games concern mental and social circumstances and impact learning and comprehension processes. Students are more likely to attend class when they are more motivated to study. Consequently, involvement and motivation are strongly associated and lend reliability to this idea (Dörnyei & Ushioda, 2021). This claim was attested to by (Goehle, 2013), who argued that digital games might also foster user engagement and provide a positive learning environment.

In line with this, according to (Reeve, 2012), the use of digital platforms increases engagement at the level at which a student engages in the learning process, demonstrates active engagement, attention, and excitement, all of which can support fulfilling learning effectiveness. Conversely, a lack of interest might reduce learning's efficacy (Heaslip et al., 2014). As a result, it is possible to effectively encourage students, improve their passion, and increase and assess their knowledge using digital games (Kim, 2015; Simes et al., 2018).

Similarly, (Davis, 2020) recommends promoting collaboration, communication, creativity, critical thinking, and equity, whether students are in school or at home. He also provided different digital tools and applications to maximize the teaching-learning process. First, for differentiated

teaching, Wizer and Hyper Docs are a must-try. Then, for formative assessment tools for quizzes and reviews, Edpuzzle, Playposit, Vizia, Quizzizz, Quizlet, Kahoot, Gimkit, and Flippity can add excitement and motivation to the students. Additionally, Flipgrid, Equity Maps, Zoom, and Google Meet can be used for better communication and collaboration between teachers and students. Lastly, Screencast-o-Matic, We Video, and Jamboard are suitable for a more interactive presentation and report.

Theoretical Framework

Furthermore, the researcher anchored this study on the following theories. Digital tools are one of the most important aspects to be utilized to maximize teaching and learning literature in a four-cornered virtual room; thus, this study was anchored to Bloom's Digital Taxonomy (2008), which Andrew Churches developed as an extension of the original Bloom's Taxonomy. In contrast, it informs teachers about using technology and digital platforms to facilitate student learning experiences and results (Churches, 2008).

Accordingly, there are four different levels of technology integration in the classroom, according to Dr. Ruben Puentedura. He created the SAMR Model. "SAMR" stands for substitution, augmentation, modification, and redefinition. These may be used to incorporate technology into the classroom, facilitating teaching and learning for both teachers and students, particularly in remote and blended learning scenarios (Terada, 2020). Likely, the researcher found another model that is very useful in this study as having stages in designing classroom instruction clearly facilitates the implementation of effective training tools. This approach is called ADDIE Instructional Design (ID), which stands for Analyze, Design, Develop, Implement, and Evaluate. The study was also anchored to this approach because it is vital for new normal class teachers to plan and create effective and authentic learning experiences (Levesque et al., 2019).

Today, teachers must create a learning environment that will help students who have grown up utilizing various digital platforms to obtain information quickly, communicate across platforms spread throughout a wide range of media, and comprehend the information given online. The complexity of learning itself, the complexity of the tools available for teaching, and the teacher's competencies will all influence how much the teacher can activate the learning process within the framework of new technologies.

RESEARCH METHOD

With hermeneutic phenomenology as its methodology, this study employed theme-centered analysis as its qualitative methodology. Hermeneutic phenomenology was used to understand the experiences of the Literature Teachers in a digitalized classroom and relating with others at a distance from a holistic perspective. Below is the research methodology used by the researcher.

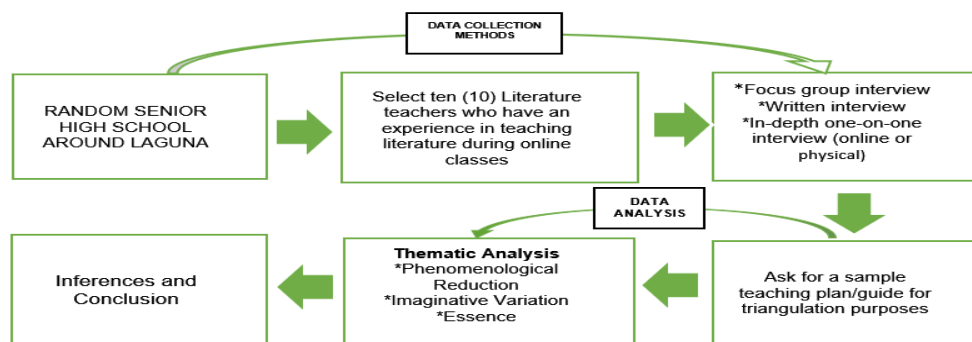


Figure 3. Research Methodology Model

Participants/ Respondents Selection

The researcher chose participants from different private senior high schools around Laguna for diverse perceptions. Additionally, the study aimed to analyze and describe teachers' teaching experiences in a digitalized classroom. The digital tools, platforms, and learning materials they have devised maximize the student's learning potential in literature classes. Literature teachers are the participants in this study to share their teaching experiences in a digitalized classroom. For the selection of participants of the study, a purposive sampling design was used, where the participants were selected based on the characteristics of a population and the study's objective. The participants must be English and Literature teachers who experienced teaching in the new normal or online classes for about a year. The participants who were eligible based on the criteria were informed, the purpose of the study was explained, and the participation agreement was obtained.

Data Instruments

The researcher made interview questions based on the general objective of the study, which is "What is the essence of the lived experiences of Literature teachers in a digitalized classroom?" This objective was anchored on the theories of the SAMR Model and the ADDIE Model.

SAMR Model was created by Dr. Ruben Puentedura and has four different levels of technology integration in the classroom. "SAMR" stands for Substitution, Augmentation, Modification, and Redefinition. These may be used to incorporate technology into the classroom, facilitating teaching and learning for both teachers and students, particularly in remote and blended learning scenarios (Terada, 2020).

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Before the finalization of the research instrument, the researcher crafted twenty (20) guide interview questions and another set of five (5) follow-up questions when needed. It answered English Literature teachers' challenges, adjustments, and experiences in a digitalized classroom teaching literature. Moreover, dichotomous questions were asked to add follow-up questions to see the value and meaning of their experiences. However, during the validation done by the professionals, it was reduced to sixteen (16) questions to avoid the likeliness of answers, and questions were arranged according to the degree and essence of each experience. Moreover, dichotomous questions were asked to add follow-up questions to see the value and meaning of their experiences.

Three (3) experts who have a degree in the same field and conducted qualitative research as well in their master's degrees were asked to validate the interview guide questions before they were used in the interview process to make sure they were valid and objective. The criteria for validation were patterned from the validation sheet used by (Nava et al., 2022). The scale used was (1 - not valid and inappropriate; 2 - less valid and less appropriate; 3 - high valid and highly appropriate; 4 - very high valid and highly appropriate).

Ethical Consideration & Consent Letter

In gathering data, the researcher followed an ethical guideline in the LSPU Research manual. Before proceeding to the interview properly, the researcher explained to the participants the objectives and significance of the study. The privacy of the data provided by the participants was guaranteed. The authors of the literature and research that were used to develop the rationale,

context, and support for the study's conclusions were cited correctly.

Upon gathering data, the researcher asked for the participants' willingness by sending them a consent letter. When permitted, the schedule of the interview was crafted. The first interview assessed the previous experience with the phenomenon of interest, while the second interview was based on recent experiences. The third interview combined the information obtained from the previous two interviews to describe the individual essential experience with the phenomenon.

Data Collection Procedure

The primary data-gathering strategy in this phenomenological study was in-depth interviews with participants (Creswell et al., 2007). A phenomenological interview describes the meaning of a phenomenon that a large group of people experiences. Similarly, each participant in the study was questioned several times (Creswell et al., 2007). Multiple data sources are used to confirm the study's legitimacy and trustworthiness. The researcher conducted three serial in-depth phenomenological interviews to collect appropriate and in-depth phenomenological analysis of the data. The researcher started with a social conversation to create a relaxing and trusting atmosphere.

Triangulation Data

For triangulation, the researcher conducted a focus group discussion with the participants before doing an in-depth individual interview. Second, the researcher sent the list of questions to the participants via Google Forms to answer. Then, they had a semi-structured interview to delve deeper into the issues they experienced. An hour is a reasonable maximum length to avoid interviewer and participant fatigue. Additionally, the researcher asked for their lesson plan, instructional materials, and student activities to have concrete evidence of their teaching materials and digitalized platform. This method is known as prolonged engagement to validate the consistency and essence of participant data. The data collection period was from September to November 2022.

Data Analysis

After data gathering, the researcher personally transcribed all the verbatim statements of the ten (10) participants. The responses were validated using three methods: written interview, focus group interview, and in-depth one-on-one interview. After the data were transcribed, it was submitted to each participant for member checking and confirmation of all the responses. In addition, the qualitative data were treated using the (Moustakas, 1994) phenomenological data analysis shown below.

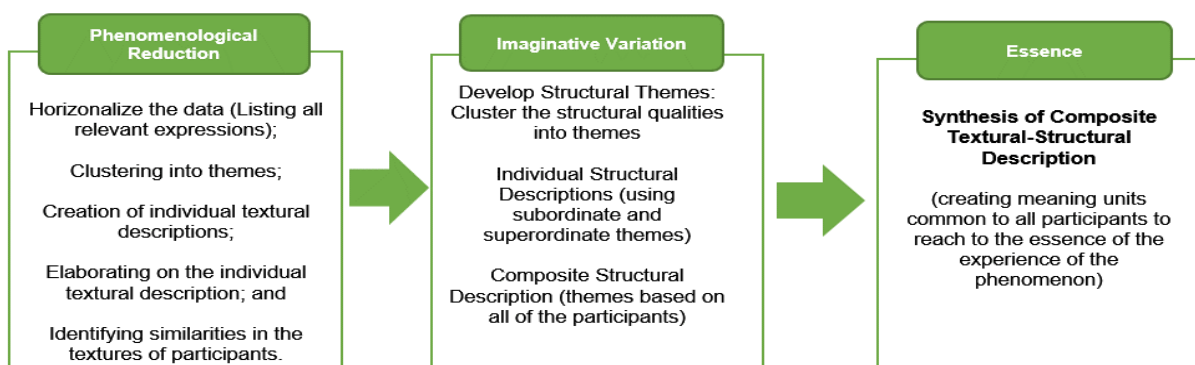


Figure 4. Treatment of Qualitative Data

After transcribing statements, the researcher made a "data bank," which includes all the participants' responses. Then, the researcher highlighted all the significant statements to understand the whole. Moreover, she carefully examined each participant's stated significant statements to ensure there were no repeated, and then she put them into a different document. This process was known as horizontalization.

The researcher converted each meaning unit into themes once she had determined that all perspectives had complied with the conditions. She developed a subordinate theme from the perspectives of the participants. Each subordinate theme was focused on the literature instructors' experiences in a digitalized classroom. The information was then filtered and aggregated into sub-themes based on the essential topics such that each subject lacked redundant and irrelevant assertions.

Before being grouped into the final or superordinate themes, the clustered sub-themes underwent peer review and evaluation by three (3) qualitative researchers and the participants. The researcher maintained that the superordinate and subordinate themes accurately captured the participant's remarks about their actual experiences. When generating the final themes, she made sure that each of the seven (7) superordinate themes vividly demonstrated the core themes of the experience of teaching literature in a digitalized classroom.

The ideas were then combined into textural and structural descriptions by the researcher. Participants' experiences are provided narratively and descriptively when producing individual textures (Denzin, 2000). This is done to highlight each participant's perspectives of the experience. The researcher explained the experiences using a textural description. Subsequently, (Moustakas, 1994) affirmed the importance of incorporating participants' actual words to convey their varied perspectives on the subject under investigation. The narrative describing the participant's experience with the phenomenon was created utilizing some verbatim statements given by the participants to accurately depict the experiences as reflected in the final themes. In constructing individual structural descriptions, imaginative variation was used, where the researcher imagines how the experience occurred and creates the structure. A structural description of the individual's life experiences was written using the initial and final themes. The individual's meanings linked to the experiences, problems, and perceptions of teaching literature in a digitalized classroom were examined in a structural description.

The researcher developed a composite textural description of the experiences, meanings, and essences. (Moustakas, 1994) provided the insight that each participant's constant themes and meanings encapsulate the collective while affirming and creating composite textural descriptions. It described the participant's lived experiences teaching literature in a digitalized classroom. The researcher explained the meaning units in a narrative format to facilitate an understanding of participants' experiences.

A composite structural description is created, in which structures are added to the conclusion of each paragraph to build a structural description. To achieve the essence of the participant's experiences of the phenomena, texture and structure are combined at the end of the analysis by producing composite narratives that create meaning units shared by all participants. All the participants demonstrated positive adjustment, preparation, and engagement in teaching literature using the created digitalized classroom.

FINDINGS AND DISCUSSION

Below are the illustrated findings from the testimonies of the lived experiences of the literature teachers in a digitalized classroom.

1. What digital tools and platforms are teachers utilizing in teaching literature before the new normal classes? At the beginning of the new normal classes?

The digitalized classroom became the top response of the new normal setting. *Accessible free learning platforms and learning management systems* help literature teachers become *more organized and efficient* in teaching and assessing students in a digitalized learning environment. The participants shared the useful digital tools and platforms they utilized in their digitalized classroom. They have recommended learning tools for online discussion: Google Classroom, Google Meet, Zoom, Canva, Infographics, Capcut, YouTube videos, interactive PowerPoint, and website TED Talk. The Padlet, Flipgrid, Jamboard, and Quizziz are for assessment and activity. These platforms established students' focus and boosted excitement towards positively impacting their engagement and participation. Using different e-learning platforms, learning strategies, and peer teaching adds interest, focus, and motivation; it boosts creativity, confidence, excitement, and engagement in the learning process. Moreover, it fosters a student-friendly environment and a safe space for developing diverse competencies.

These claims were also supported by the study of (Mehrpooyan, 2023), which states that two concepts can be considered for all online learning strategies. First, vary the types of lessons, and then teaching should blend synchronous and asynchronous. Moreover, Students can ask questions and develop relationships with the professor and other students through synchronous instruction via phone calls, video courses, or live chats. Online discussion forums and recorded lectures are asynchronous activities that let students work at their own speed. Choose the appropriate tools for the class: The university's Learning Management System (LMS) will probably be the primary tool used for direct contact and publishing assignments; both types have advantages and are essential for their methods.

2. How do teachers describe their lived experiences in teaching literature regarding the challenges and experiences in a digitalized classroom?

The participants felt that the new normal teaching arrangement was complex and no one was prepared. However, the participants shared experiences from the past have had a significant influence on how individuals adjust to these rapid changes. Even though challenges still exist, their use of technology suggests that instructors be equipped with the skills. As a result, teachers are *adjusting, adapting, and creating new practices and methods in teaching literature* that create a *conducive, interactive, authentic, and exciting atmosphere* in a digitalized classroom while considering *students' needs and the availability of learning resources*. Teachers' passion for teaching and empathy for students became their weapons to cope with the changes and challenges. Educators were accepted and eager to be more flexible in creating their digitalized classroom to make the teaching-learning literature more feasible and interactive. However, it was an enormous change for them.

3. What themes emerge from the literature teachers' testimonies about the challenges and preparation in a digitalized classroom?

The eagerness and willingness of the participants to cope with the new pedagogy were evident. All participants modified their teaching strategies and activities to suit the needs and resources of the learners. The participants utilized various platforms to cater to different learning experiences. All the participants believed in the usefulness of digital tools and platforms in teaching

literature *as it is a resilient partner offering a wide variety of learning experiences.*

Likewise, a digitalized classroom helps learners **increase motivation and comprehension, develop critical thinking and creativity, and show active participation** as a positive effect of integrating trends and various e-learning platforms in teaching literature. The importance of integrating trends and using multiple e-learning platforms that will provide individual and group performance to demonstrate their knowledge and abilities and to develop student's creativity, critical thinking, teamwork, and communication in literature.

On the other hand, they also need help **finding the best digital platform suited to students' learning needs, digital literacy, teachers' lack of preparation challenges, and intellectual dishonesty to overcome as part of embracing a digitalized classroom.** Most participants described their experiences in the sudden paradigm shift as a challenge. They encountered significant challenges of needing more proper training, availability of learning resources, and digital literacy. Similarly, creating their own digitalized classroom was illustrated as a difficult part of adjustment and preparation, such as setting criteria for different activities aligned with one learning objective and the appropriateness of the digital platforms for the students to learn the course thoroughly. As part of overcoming the challenges that arose, the participants shared testimonies about revisiting the teaching plan and giving a few adjustments to teaching and assessment by providing supplementary materials such as recorded lectures, handouts, and catch-up activities and adjustments on the deadlines of the tasks, and give more activities to practice for those students who are unable to make it.

Likely, (Mehrpouyan, 2023) exclaimed that literature teachers should modify the academic courses to work online. The instructors/professors should redesign the in-person classes to the online setting with exciting conversations, screen recordings, interactive tech tools, and other e-pedagogical devices. Effective ways of teaching literature online are essential.

In connection with this, teachers' **preparedness and flexibility to adapt and adopt new strategies** in teaching literature in a digitalized classroom produces holistically developed 21st-century learners. Thus, all the participants believed that teachers should be lifelong learners.

According to (Mukhtar et al., 2020), the advantages of online education and e-learning include ease and accessibility, while the disadvantages include inefficiencies and it is challenging to uphold academic integrity. To lessen the cognitive load and promote involvement, it was suggested that instructors be trained to use Internet resources and to create lesson plans. The coronavirus epidemic compelled students and educators of all levels to adapt to online learning quickly. The effects of this urgent online education and the technological advancements required to make it function might fundamentally alter how educational materials are given in the future (Lockee, 2021). The pandemic has tested the world's educational system, requiring educators to transition overnight to online learning and e-teaching (Dhawan & Batra, 2020).

4. Based on the findings and reflections, what program can help the literature teachers?

Based on the shared testimonies of the participants regarding the use of digitalized classrooms in teaching literature. A comprehensive training manual entitled Digitalized Classroom for Literature Classes will be proposed. This program manual entitled Creating Digitalized Classroom in Teaching Literature is carefully planned and designed as a product of experiences and testimonies shared by ten (10) literature teachers. The goal of this program is to give them a big picture of creative and authentic materials and instruction to enhance students' learning and widen opportunities to explore new techniques and designs to deliver learning.

The results of this study will be used as a learning resource for teachers who must adapt to new situations and satisfy the needs of students in the teaching and learning process by using a variety of digital learning resources.

Moreover, Implementing and Practicing digitalization of instruction has a lot of benefits for the learners and teachers. Teachers must learn new abilities that they may not have had the chance to learn in the past through digitalization. Digital education offers opportunities to change how and to what extent learners engage with the teaching and learning process and the traditional relationships between pedagogy and content/skills.

This training manual is composed of three components. **FIRST COMPONENT: STRATEGIES IN TEACHING LITERATURE IN THE NEW PEDAGOGY:** This section tackles the introduction and overview of Strategies in Teaching Literature in the new pedagogy and the training manual's main objectives and goal. **SECOND COMPONENT: DIGITAL TEACHING-LEARNING PLATFORMS IN LITERATURE:** This section discusses the contents and the instructional manual. Particularly the digitalized classrooms regarding ICT integration in teaching literature, its significance, and the types of digital tools useful in planning and organizing instructional materials. Also, it includes the variety of techniques and methods that the teachers may use in creating authentic instruction in teaching literature in a Digitalized Classroom. **THIRD COMPONENT: SUGGESTED TEACHING PLAN:** This section discusses the outlined teaching guide, including the topic, activities, and platforms to teach the course.

CONCLUSIONS

The participant testimonies were combined with the researcher's thoughts and analysis to arrive at the following results. As regards the teacher's adjustment and preparation of teaching literature online. According to the findings of this study, as part of the sudden paradigm shift, participants needed to be prepared more. However, they were willing to adapt and adjust to the new pedagogy. Hence, creating their own digitalized classroom was illustrated as a difficult part of adjustment and preparation, such as setting criteria for different activities aligned with one learning objective and the appropriateness of the digital platforms for the students to learn the course thoroughly. The need to attend formal training and be updated on the trends to incorporate into their classes was mentioned. The participants became particular about using e-learning platforms and employing creative and interactive tools in teaching literature. According to them, educating and preparing themselves in the digitalized classroom and its new strategies to apply while considering the student's ends was a significant challenge. They emphasized the role of digital platforms in the teaching and learning in a digitalized classroom in teaching literature as a resilient partner in delivering various learning experiences. Exploring the best way to present literature lessons that will catch students' attention, establish their focus and boost excitement to positively affect their engagement and participation was also a top priority in a new normal classroom, as they mentioned.

All participants perceived that they designed and implemented digital tools and platforms in their classes. Experiences have been shared during a one-on-one interview, written interview, and focus group discussion. The participants have deviated from the usual "one size fits all." The student's prior knowledge, availability of the learning resources, connectivity, and digital literacy were considered. Furthermore, as part of planning and implementing, the participants provide various supplementary sources, activities, and assessments to attain the desired outcome.

Based on the above-mentioned statements from the participants regarding their digitalized classroom in a literature class, they can be linked using these teaching strategies: Game-based strategy, Experiential Learning, differentiated instruction, and flipped classroom.

Based on the findings, the following recommendations were drawn. Teachers may have or utilize the DGC training manual plan for professional development that will target digital tools and platforms to prepare assessments, learning materials, and instructions in literature classes. Likely, consider redesigning teaching strategies and instructions by integrating digital platforms to make

the teaching and learning process inclusive and diverse. Additionally, Educational institutions may provide technology laboratories and facilities with connectivity to continue implementing and applying digitalized classrooms back to face-to-face classes. Future researchers may consider conducting a quantitative study about the effectiveness of the aforementioned digital platforms and tools in learners' academic performance in literature classes. Additionally, reflect on the significance of using digitalized classrooms as a strategy in teaching through an in-depth qualitative study and propose a training plan and program for every teacher.

LIMITATION & FURTHER RESEARCH

This qualitative study has limitations as well. Its main target was literature teachers during online classes, whereas their way and method of teaching were investigated. The use of digital tools and platforms in teaching literature. This study did not focus on the participants' lesson planning and teaching materials but on their knowledge and experiences in using various digital platforms in online teaching literature and the challenges they encountered while planning and implementing the digitalized classroom. This digitalized classroom encompasses using digital tools and platforms for discussion and assessment in literature classes.

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