

# ENGLISH LANGUAGE AND LITERATURE IN DIGITAL ERA

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# THE DIGITAL ERA AND THE ADVENT OF AI, IN ENGLISH LANGUAGE AND LITERATURE

## Chapter - 4

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### INTRODUCTION

English language and literature have great significance in the digital age because they offer a framework for comprehending, evaluating, and communicating ideas on a variety of digital media. They assist people with deciphering digital writings, navigating the complexity of internet communication, and critically analyzing data. Furthermore, by examining how language and narratives both influence and are influenced by technology, social media, and online communities, English Language and Literature provide insights into the development of digital culture. All things considered, English language and literature in the digital age are vital resources for expression, communication, and cross-cultural understanding in a globalized society

### Advent of Artificial in English language and literature

The term "AI Digital era" in English language and literature refers to the time frame that was marked by the incorporation of artificial intelligence (AI) technologies into literary analysis and digital platforms. This era includes investigating the ways in which artificial intelligence (AI) tools and algorithms can be applied to the analysis, interpretation, and creation of literary works, as well as the ways in which literature both reflects and reacts to the developments and social ramifications of AI technology.

AI is a vital factor in English language and literature in the digital era. It helps in language analysis, translation, content creation, and literary interpretation. It helps to auto translation, grammar checkers, language tutors, and even coming up with original material. Furthermore, enormous volumes of text can be analyzed by AI algorithms to find themes, patterns, and trends, giving academics and researchers insightful information.

In general, AI improves literary analysis and language processing in the digital age. In the digital era and with the advent of AI, English language and literature have seen significant changes and incorporations of new components such as

## **Digital writings & E-books**

Classic and modern writings are now widely accessible because of the digitization of traditional literature.

## **Online Writing Platforms:**

Authors have access to share their work directly with readers around the world through platforms like Medium and Wattpad, which have democratized publication.

Artificial Intelligence Writing Assistants Programs such as Grammarly and ProWriting Aid help authors with syntax, style, and grammar, improving the writing process.

## **Digital Literary Analysis**

To help academics and students with literary analysis, artificial intelligence (AI) computers can examine vast amounts of text to find themes, patterns, and literary devices.

## **Digital Storytelling**

Interactive storytelling incorporates digital technology and literature through narrative-driven video games and Choose-Your-Own-Adventure stories.

## **AI-generated material**

The distinction between human and machine-generated literature becoming vague since AI is capable of producing material such as novels, poems, and articles.

## **Advantages of AI in the realm of English language and Literary Arts**

### **a) Analysis and Understanding:**

AI through enormous volumes of material to find themes, patterns, and subtle ties in language that people might fail to spot this facilitates literary analysis and gives students and academics a deeper understanding of literature.

### **b) Language Translation:**

AI-powered translation systems dissolve language barriers and make literature available to larger audience

### **c) Work Help:**

AI can help both experienced writers and students improve their work by offering writing tips grammatical checks, and style recommendations.

### **d) Content Creation:**

AI generated input prompts, which is helpful when coming up with ideas, breaking through writer's block, and brainstorming. This skill has been very useful for narrative and creative writing.



## **Drawbacks of AI**

### **i) Loss of Human Creativity**

Content produced by AI may not have the same depth, passion, or originality as content produced by humans. This might make readers less appreciative of true human originality in writing.

### **ii) Standardization of Content**

By producing content based on prevailing patterns or formulas, AI may contribute to the standardization of literary works, creating a homogenized literary landscape deprived of variety of voices and viewpoints.

### **iii) Ethical Concerns**

Prejudices found in training data may be reinforced by AI algorithms, resulting in biased recommendations or literary interpretation. There are also moral questions about copyright and ownership of literary works produced by AI and AI Powered technology.

## **The use of Artificial Intelligence in Learning English language on Digital Platforms in India**

The advancement of AI in English language education in India has experienced notable expansion, particularly during the digital age.

- The widespread availability of smartphones and internet connectivity has led to the popularity of AI-driven language learning apps and platforms among both students and professionals.
- These platforms utilize AI algorithms to customize learning experiences, deliver immediate feedback, and present interactive lessons designed to meet individual requirements.
- Furthermore, AI-powered chat bots and virtual tutors have proven to be effective resources for honing conversational English skills.
- This shift towards digital methods has made English language education more accessible, narrowing the proficiency disparities across diverse socio-economic demographics in India

As India is a diverse country with people from different cultural backgrounds, creed, gender. There is a language barrier which people have to come go through while communicating to others. Due to this barrier people tend to face a problem while communicating using English language. However, this can be improved when people start

to use the AI Powered Apps as they are known for being effective, improving proficiency in English Language of an individual.

## II LITERATURE REVIEW

1. **C. Alice Evangaline Jebaselvi et al (2024) "The Rise of AI in English Language and Literature"**, This paper looks at how adding Artificial Intelligence (AI) to English language and literature changes how one makes, judges, and connect with books and stories.
2. **Dr Afreen Afshan (2023) "The Implications of Artificial Intelligence in The Teaching of Literature"**, examines the benefits and challenges of employing AI in literature instruction from the viewpoints of educators and learners, and explores AI's role in facilitating personalized learning, fostering critical thinking skills, and nurturing creativity within the realm of literary studies.
3. **Dr. Sidhartha B. Sawant (2023) "Effects of Artificial Intelligence on English Language and Literature"**, focusses on impact of artificial intelligence as a powerful tool in educational writing with its powerful capabilities.
4. **Dr. Sandeep K. Thorat (2023) "Artificial Intelligence (Ai): An Effective Tool in Teaching and Learning English Language and Literature"**, This paper studies the potential of Artificial Intelligence (AI) in enhancing English language and literature education, and concludes that it is very important to upgrade the process of teaching and learning with the support of new technology.
5. **Roy and Putatunda (2023) "Integrating AI in English Literature Classrooms of India"**, examines how AI can enhance interactivity, efficacy, and collaboration among learners. The study explores the integration of AI tools in undergraduate English literature classrooms in India amidst the backdrop of technological advancements and educational reform initiatives like the New Education Policy (NEP) 2020.
6. **Dr. Rajshri. S. Gajghate (2023) "Traditional Literature and Digital Literature in The Context of English Studies"**, This paper examines the evolution of literature as a reflection of societal changes, encompassing oral traditions to modern digital formats. The study emphasizes on the significance of English language and literature, of both traditional and digital forms in understanding societal dynamics.
7. **Shipra Joshi (2019) "The Impact of Technology on English Literature and the Publishing Industry: An Evaluative Study"**, inspect the progress of technological innovations of digital era that gave the positive outcome and technological growth in



English literature as well as in the general literary ecosystem. The result shows how the popular digital innovative have influenced and inspired authors to embrace different writing approaches and explore diverse narratives in their literary careers.

**8. Zanyar Nathir Ghafar et al (2023) "The Role of Artificial Intelligence Technology on English Language Learning: A Literature Review"**, explores the role of artificial intelligence (AI) in English Language Teaching (ELT), highlighting its significance in the context of the 4.0 industrial revolution, the study searches how AI technologies contribute to creating a positive learning environment for English language learners.

**9. Ambika Prasad Poudel (2022) "Information and Communication Technology in English Language Teaching: Some Opportunities and Challenges"**, explores the opportunities and challenges of employing ICTs in English language teaching (ELT) within higher education in Nepal. The study reveals that ICTs prove beneficial for accessing resources, lesson preparation, and collaborative learning.

**10. Laila Al-Sharqi, Irum Saeed Abbasi (2020) "The Influence of Technology on English Language and Literature"**, studies the impact of technology on English writing and literature, highlighting both opportunities and challenges.

**11. Sunil K. Mishra, Parul Mishra (2019) "Role of Digital Pedagogy in Teaching English Language"**, focusses on the necessity and significance of digital pedagogy in the context of English language education

**12. Dr. Sunita B. Nimavat (2013) "Ict and Teaching of English Language And Literature"**, researches the benefits of online submission of assignments, original poetry recitations for enhancing imagination, the effectiveness of PowerPoint presentations, and the sharing of ideas through websites and online libraries.

**13. Vinayaka Kumar (2008) "ICT in TEACHING ENGLISH LANGUAGE and LITERATURE"**, explores how ICT can revolutionize English language and literature instruction, making it more engaging for students, teachers, and scholars alike.

## **CONCLUSION**

English language and literature, together with AI integration, provide essential tools for comprehending, producing, and evaluating material on a variety of platforms in the digital age. The changing environment of digital literary research is highlighted by the fact that while AI improves language processing and literary analysis, it also raises questions about innovation, standardization, and ethical consequences.

from teachers than is typically required when teaching foreign language literature in nations such as India. (Sahni, 2016)

### **Poetry**

Poetry, on the other hand, is a type of writing where rhythm and melody are key components. It frequently uses figurative language, including similes and metaphors, to convey its ideas. Poetry is frequently employed in poetry, and some of its techniques are also applied in song writing. It emphasises how words, phrases, and syllables sound when combined and is frequently regarded as the earliest genre of writing. Before the invention of writing, oral stories were frequently transformed into poetry to aid with memory and recitation. The recital of "Shlokas" served as a medium for teaching Vedic knowledge during the Vedic era as well. Sadly, reading it alone is the only way it is taught—recitation is not used. (Sahni, 2016)

Because of this, teaching poetry in a pleasant way has become increasingly difficult for teachers in the twenty-first century. This is because we have forgotten the ancient but valuable practice of teaching poetry through recitation, which places appropriate emphasis on the significance of different sound frequencies through which the mind understands poetry naturally, smoothly, promptly, permanently, and, consequently, more pleasantly. Using ICT can help bring back the poetry-reciting tradition. The following are some ways that poetry can be taught in the classroom as a reciting art using Digital tools.

- Creating a diorama that captures the sounds and sights of the poetry, a VHS (Video Compact Disc) pertaining to the poem that will be presented can be played.
- Instructing learners on how to recite the poetry correctly. It can be played on a pen drive or CD.
- The poem can be taught to pupils by recording their rendition, which they can then listen to at a later time to enhance their recitation skills.
- Students can have a deeper understanding of the poems by using the visuals.

### **Prose**

Writing that is based on spoken language is called prose. It is distinguished by its organic rhythm and flow, as well as by the regularity of its punctuation and grammar. Novels and short stories, novellas, autobiographies, and biographies are the most common forms of prose; additional forms include letters, journals, diaries, and non-fiction. Prose is structured into paragraphs and written in full sentences. Prose typically



focuses on plot and people rather than sound, as poetry does. The most common kind of literature read in English schools is prose. (Sahni, 2016)

The following are some ways that ICT can be utilized to teach prose as a reading art in the classroom:

- Students can watch a documentary about the novel being taught to gain a better understanding of it.
- One possible way to show and narrate the short narrative is to use videos that depict distinct stages linked to the topic that will be taught.
- To prevent eye strain from reading long prose texts in tiny font sizes, a Digital Board with moving text can be utilised to read long texts in high font sizes comfortably.
- Students can download electronic newspapers, magazines, and journals to help them develop the habit of reading a variety of language without having to carry around bulky printed course books.

Students can learn the most recent pieces from the blogs of several prominent English language writers, which will help them become aware of the current trends in prose-writing.

## **Drama**

Drama can be defined as any material intended to be performed, not just read (unless it's a poem intended for performance). A drama is typically referred to as a play. In most classes, drama receives the least amount of attention. Drama is frequently taught in a chair and is only read in the same way as a novel. Drama is designed to be performed in front of an audience, thus only reading text pages won't allow you to properly understand it. When exposed to theatrical or cinematic adaptations of drama, students react to it most effectively. They are also more likely to play out scenes with emotion in the classroom. ICT can be used to teach drama as a performing art in the following ways:

- Students may watch the drama film to learn the craft of acting out a drama.
- Background music that reflects the drama's various emotions can be created by playing instrumental music linked to the lesson.
- Background scenery for presenting the drama's many seasons can be prepared using PowerPoint presentations (PPTs) of real-world scenes linked to the lesson's play.
- Teachers can utilize a microphone and speaker to add reverberation to their voice during class, intensifying the dialogue in the drama.

## **Language**

Many studies state the potential of the usage of different e-learning processes in teaching English. (Fernández Alemán, Carrillo de Gea, & Rodríguez Mondéjar, 2011; Forsberg, Georg, Ziegert, & Fors, 2011; Gaberson & Oermann, 2010).

Numerous studies have been conducted examining students' acceptance of e-learning; discussing the potential applications of e-learning for pedagogical processes (Moule, Ward, & Lockyer, 2010; Ruiz, Mintzer, & Leipzig, 2006); contrasting e-learning with traditional learning in terms of knowledge acquisition and retention (Gunnar, 2009); and evaluating the calibre of knowledge, students acquire through the e-learning process and the degree of acceptance of e-learning. (Lee et al., 2010). The introduction of e-learning courseware aimed to provide convenient access to learning resources at any time and place, complementing traditional classroom instruction. A mock environment of curriculum defined classrooms or labs can be created through technology where these students get a tinge of exposure to this language. The student can watch the available content and re-watch as and when required. This helps the learner to understand the use of language in different situations at his own pace. The enhanced user-friendliness, competence and affordability of internet have created massive ways for generating, designing, developing and employing innovative pedagogical strategies in teaching spaces. With the advent of Web 2.0, a plethora of new interactive technologies have been accessible for application in educational processes. (e.g., e-quizzes, e-forums).

## **Grammar**

Learning language can become a tedious task for the learners if that happens only through lectures. Therefore, different tools from Social Media can be used to enhance the interest of learners in learning the language.

According to Boyd and Ellison (2007), Web-based services known as social networking sites (SNS) enable users to: (1) create a public or semi-public profile inside a system; (2) list other users they are connected to; and (3) browse and navigate both their list of connections and those made by other users inside the system. (p.211). Kaplan and Haenlein (2010) explain SNS is a collection of Web-based applications that enable the production and sharing of user-generated content, and that expand upon the conceptual and technological underpinnings of Web 2.0. (p. 61). The greatest common tools of Web 2.0 comprise Social Networking Web sites, such as YouTube, Twitter, blog, podcast, Instagram and Facebook, have gained a great deal of popularity among Internet users



who wish to share their thoughts, films, and other content online. (Dieu & Stevens, 2007). These SNS have demonstrated the capability of promoting language teaching and learning. It has been revealed by studies that wikis are beneficial tools for learning and teaching as they offer an opportunity for collaborative writing (Cress & Kimmerle, 2008). Similarly, user-written blogs or text postings can enhance composition and writing abilities, foster learning, and offer instructors and students with a genuine feedback. (Alexander, 2006; Seitzinger, 2006). Language learners use blogs in their classes to enhance both reading and writing skills (Sarica & Cavus, 2009). The urge to comment on the networking sites also compel learners to explore vocabulary and thus enhances their learning process. When messages are typed and read by them, it improves their writing and reading ability (Sarica & Cavus, 2009) Developing a sense of identity, creating supportive relationships, delivering educational outcomes, and fostering a sense of self-worth and belonging are all important advantages associated with the use of SNS. Most crucially, social networking sites (SNS) support social interaction and instructional communication in a non-linear format and give a platform for expressing ideas, breaking the limits of time, place, and environment, encourage collaborative learning, and encourage reflective learning. Educators' roles will be shifted from gatekeeper to facilitator, with learners receiving educational information. SNS has also been shown to promote dynamic communication both within and outside of the classroom, foster a feeling of community and belonging, provide authentic English exposure, and stimulate motivation to study English in an authentic way. SNS may not only aid in the acquisition of lower-level thinking abilities (e.g., basic vocabulary), but it may also provide possibilities for language learners to acquire higher-level competency skills including more complex structures and conceptual understanding.

## **Conclusion**

By giving teachers and students a unique platform for interaction, technology-assisted teaching aids streamline the teaching and learning process. Teachers' and students' curriculum demands are catered to through electronic media like Edu blogs and social-networks. Many online courses on creative writing, poetry, storytelling, and drama have been created, all of which are motivated by the growing use of technology in higher education in general and literature education in particular. These courses make use of multimedia, a technology sometimes referred to as "digital fusion" or "melting of digital technologies," which combines software and hardware.

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