

# Foreword

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## English Literature in the Digital Era

Successful application of digital technology relies not only on access to equipments, tools and resources, but also on the quality of training, and knowledge and support networks for both learners and teachers. Providing teachers with such support allows them to understand the benefits digitization and enables them to take the advantage of technologies effectively. Literature provides strong evidence that use of digital technologies can facilitate learning and teaching, as well as enhance the ability of learners to learn effectively. Successful implementation of digital learning and teaching provides support to teachers in the form of opportunities to learn, both formally and informally, embedding digital learning in professional development and initial training, direction and leadership within the institution.

Many websites today provide a vast library of e-books. It is literally treasure trove that is available to both learners as well as teachers in the form of hand-sets. The result is that a student or a scholar does not have to depend on a physical library to access the books or spend a huge sum of money in acquiring the books for his or her study. Availability of the books enables the readers to study at their own pace and update their knowledge. Even a non-serious reader, looking for a light reading would benefit in terms of time and cost by accessing certain sites and reading the hosted e-books.

Classical and popular fiction are both available on the internet. There are websites where one can find such literature in the form of free e-books, which can be read on a computer or mobile device using a web browser or by using free or low cost e-reader software. Like fiction, poetry is also digitized and uploaded. It is possible for a reader to manage an eclectic collection of poetry for light reading or in- depth study. The analysis of the poems in the form of articles, research papers, opinions published as blogs are so much in abundance on the ‘net’ that a reader is enriched by reading the widespread, diverse and scholarly presentations on the internet.

Technology enables students to acquire a higher level of control on sharing knowledge: they can access information, learning fields, as well as other sources at their convenience and according to their engagements and lifestyle. They can choose the time of accessing information sources, which can be integrated and completed with standard methods of knowledge dissemination and sharing. Even if they are not physically together, they can communicate and discuss their ideas with each other. Technologies such as emails or other communication platforms provide them with precious contexts in which communication can continue even outside university auditoriums and classrooms.

The study of literature through multimedia represents a new technique, which is believed by many proponents as more attractive when compared to traditional books where verbal comprehension is predominant. It creates interactive activities and provides learners with

opportunities to study authors and textbooks using a variety of media and sources of information. It involves collaborative work and turns out to be a powerful catalyst for collective learning. Students use a wide range of strategies to experience, understand, interpret, and evaluate the texts.

This book has covered a wide range of topics for the scholars who are interested in the study of language and literature. The thoughts and suggestions will be of immense use to the readers. I would like to congratulate the editors for thorough editing of the chosen academic contributions to present an overview of the contemporary thoughts on teaching language and literature in the face of growing digitization.

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