

A Systematic Literature Review on the Integration of ICT in Teaching Poetry in English Classrooms

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Abstract

Poetry is classified as one of the literary genres and it is regularly read for its length, concision and filled with meaningful denotations. Even though poetry education is regarded as one of the platforms to allow language acquisition, it remains one of the most challenging subjects to comprehend. With technological advancement, learners can grasp poetry efficiently through various resources. However, integrated-technology poetry education is emphasised less due to educators' lack of digital knowledge. Thus, this systematic literature review examined the suitability of the selected technological tools, besides exploring the advantages and challenges of using these tools in poetry education. Based on the 3 databases (Google Scholar, ScienceDirect and ERIC), 300 articles are identified and further selected based on the year of publication (2019-2023), searching based on keywords (e.g. "poetry", "ESL classroom" and "technology"). In the second stage, 220 articles were discarded due to their use of other languages besides English. The remaining 80 articles underwent 2 cycles of analysing and screening, which resulted in the selection of 10 articles, which were then analysed using the Preferred Reporting Items for Systematic Reviews (PRISMA) technique. Findings indicated application software benefits poetry education, encouraging learners' engagement, and cultural and character-building whereas the challenges are lack of infrastructure and educators' digital literacy. This systematic review serves as a potential resource to assist academics and educators in identifying the best tools that integrate ICT in poetry education, besides providing its advantages and challenges to ensure the efficiency of poetry learning towards motivating English proficiency.

Keywords: English Language Classroom, Integration of ICT, Language Proficiency, Poetry Education, Systematic Literature Review

Introduction

Over the years, English language education (ELE) has evolved with educators and researchers persistently seeking and experimenting with different contemporary alternatives to strengthen learners' language proficiency and spark their interest in learning language. English is also utilized to promote profound comprehension of cultural diversity and ethnic inclusiveness (Davlatova, 2020). To encourage acceptance in ELE, educators are shifting language focus from traditional repetitive learning and memorization to a more creative and flexible approach. Teachers' efforts in the implementation of various approaches to promote English can be seen through employing one of the most efficient tools emerging with immense pedagogical capability, which is literature. McKay (1982) is convinced that integrating poetry in ELE is significant in promoting the genuineness of English in real-life situations, which further contributes to learners' language awareness. Correspondingly, Andrade (2022) indicated that literature provides an environment to institute the idea of "language and cross-culture sensitivity". Kilag et al (2023) concurred poetry is an English learning approach that probably outstrips monotonous language instruction's limits. In Malaysia, English is a second language (ESL) thus becoming a challenge for most learners to communicate orally and in writing. According to Hashim and Syed (2019), literature is the core component of ELE in Malaysia as learning literature is equivalent to learning English without focusing on the grammatical rules. The inclusion of literature in Malaysian ELE enables learners the ability to comprehend confusing connotations using accurate diction and hyperbole and enhance their creative and critical thinking (Mara & Mohamad, 2021). Considering that, implying an efficient operation to integrate literature into ELE will produce a conducive and inclusive learning environment while entrusting learners to associate intensely with the language and their etymological identities.

Literature has been a core component of the Malaysian English syllabus as it inculcates enjoyment in learning the language itself (Arafah, 2018). Besides enabling students to be more expressive vocally Bell (2005), learning literature promotes active engagement while encouraging the appreciation of basic literature Pushpa & Savaedi (2014), and elevates the creative use of language (i.e. metaphors, and imagery) while making connections between words, verse and interdisciplinary critically (Albert, 1985). In Malaysia, the literature component includes reading diverse poems, short stories, and novels that are familiar with English. However, poems are regularly selected compared to other types of literary genres due to their short, compacted verses but filled with meaningful denotations. Suma (2020) showed the appreciation and the usage of materials for poetry reading associated with students' language competencies. Abdul Rahim and Jalalian (2020) pinpointed that poems create a path for a distinct dimension of ELE whereby learners regulate language use subconsciously. Rajendran and Kaur (2022) indicated that poetry in literature class readers prompt learners to generate and visualize the notions and ideas portrayed in poems while improving the language skills needed in an ELE. Thus, it can be concluded that employing literature, especially poems, can increase learning motivation and engagement in English classrooms.

In the evolution of the Industrial Revolution 4.0 (IR4.0), young learners are trained to be digitally literate, emotionally intelligent, innovative, creative, and critical and possess life and career skills to articulate and envision their roles and contributions in society which focus mainly on sustainability, productivity, and efficiency in human capital. As a result, Malaysia attempts to digitise data, information, and interaction to increase livelihood and living standards, especially in the education sector (Malaysia Kini, 2022). According to Umar and

Maria (2021), using ICT in the teaching of English literature promotes learners' agency, and encourages active participation, and comprehension while respecting different cultural components and increasing proficiency. Al-Sharqi and Abbasi (2020) pinpointed that technological tools complement the traditional teaching approach since ICT supplements unlimited online resources for the teaching of literature in English classrooms. The teaching and learning of English poems can be dull and tedious, especially in this thriving ICT phase (Loncar et al., 2023). The incorporation of ICT in learning poems successfully suffuses its liveliness in classrooms, thus eliminating the boringness and exhaustion within learners who spend time learning passively in the classroom. Considering that educators need to revolutionise the teaching of poems in Malaysian ELE to engage learners with fun and meaningful learning. To integrate technology and its tools in teaching poems, educators need to equip themselves with the current knowledge on the use of technology and its tools, comprehend the pedagogy of English literature and keep up with the trends of their young learners. According to Yuliana (2022), one of the contemporary issues in English literature classrooms is the influence of ICT in the revolution of poems. Shorter digitised poems are currently a trend at present, resulting in the lack of expressive language used, the restrictions in the traditional poetry elements (rhymes, repetition, mode, metaphor) and the absence of illustrations of experience in the poems. This consequently led learners to be unable to associate and correlate to the poems. Hence, educators shoulder heavy responsibilities in adapting and adopting traditional poems into a flexible teaching tool without changing the information and elements. Educators need to ponder and explore methods to stop poems from losing their identities while educating learners to enjoy and appreciate the beauty of poems. Despite teaching poems is a struggle for teachers in Malaysia, identifying and implementing the correct strategies and methods provides part of the solution. Thus, in this study, the data was sought and categorised into themes accordingly to answer these research questions:

- (a) What are the technological tools used in poetry education?
- (b) What are the advantages of ICT integration in poetry education?
- (c) What are the challenges of ICT integration in poetry education?

Methodology

This systematic literature review (SLR) is reported per the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method. The resources and data retrieved about the utilisation of technology in poetry education in English classrooms using Google Scholar, ScienceDirect and ERIC (Education Resource and Information Centre). Implementation of PRISMA in this SLR is adapted from research using 4 processes: identification, screening, inclusion Page et al (2021) and data analysis (Shaffril et al., 2018). The extraction of data was guided by the 3 research questions where a thematic synthesis was executed during the analysis of these data and its reporting. Figure 1 shows how the researchers chose the articles for this review.

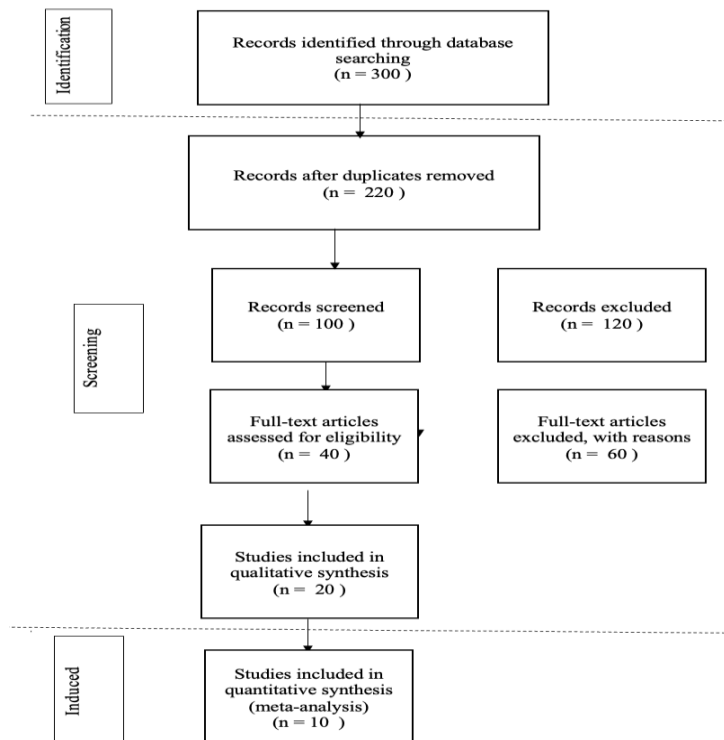


Figure 1: PRISMA systematic review adapted from Sarkis-Onofre et al. (2021)

Prisma

PRISMA is a method intended to assist in an accurate and transparent reporting of past research (Onofre et al., 2021). It fits the purpose of bolstering up and sustaining an organised methodology in establishing a pellucid and thorough SLR. PRISMA consists of four steps: (1) Identification (the usage of keywords to retrieve as many articles about the particular topics); (2) Screening (the process of including and excluding the database according to some criterion decided by the researchers); (3) Inclusion (the skimming and scanning of all the suitable articles based on the criteria selected earlier by reading its abstracts, arguments, discussion) and (4) Data Analysis (the articles and their studies that fulfil the criteria were analysed for reporting purposes). In the Screening step, there are layers of careful selection, including the removal of duplicates, determining inclusion and exclusion criteria, eligibility step and studies included in the qualitative synthesis.

a. Identification (Resources)

The existing literature related to the topic is scanned and chosen through 3 journal databases: Google Scholar, ERIC (Education Resource and Information Centre) and ScienceDirect, which cover diverse fields of study, ranging from science, technology, education, and social sciences. As keywords are representative of a particular paper to enable researchers to find relevant papers, these carefully put keywords were developed to characterise the topic of integration of ICT in teaching poetry in English language classrooms. Table 1 lists the search initiated using the keywords across the databases used.

Table 1

Keywords used in identifying articles. SCREENING (ELIGIBILITY AND EXCLUSION)

The second step of PRISMA was to screen the articles either to be included or excluded based on the criteria of the study. Moher et al (2015) stressed such effort helps in reducing duplication of articles and avoiding biases which further strengthens the lucidity, precision and integrality of the reports. Rethlefsen et al (2021) suggested 3 criteria when screening articles: (i) ensuring the searched keywords are included in the title and abstract, (ii) originality of the paper article, and (iii) research questions are constructed, which in this study, was related with poetry and technology in ELE. From the total of identified papers using these criteria (n=300), it was further filtered and reduced as it is duplicated from the three databases (n=220) as shown in the Screening step (Figure 1). These 220 articles are further analysed using the timeline criteria; the selected papers ought to be within an updated timeline framework (2019- 2023), cutting down another 120 articles. Articles written in other languages besides English were discarded to avoid difficulty in translating and mislead the direction of the study (n= 40). Other than indexed journal articles and public documents, other types of publications (i.e. non-indexed articles, magazines, newspapers and conference proceedings) were also excluded from this study, especially when it is statistically negative Page et al (2021) or personalised findings of these publications O’Dea et al (2021) to avoid unfairness. This led to a reduction in the number of articles to 20. Since this SLR revolves around the social science research area, research studies on other subject areas were also excluded to increase the probability of obtaining more articles related to inculcating technology in poetry. Table 2 lists the inclusion and exclusion criteria. This systematic filtering is essential in producing explicit and precise methodological syntheses of the research (Chai et al., 2021).

Table 2

Inclusion and exclusion criteria

	Inclusion Criteria	Exclusion criteria
Timeline	2019 - present	Before 2019
Literature type	Indexed journals, public documents	Non-indexed articles, magazine articles, newspapers, conference proceedings
Language	English	Non-English

b. Inclusion

The focus of this study is on the integration of ICT in teaching poetry in ESL classrooms. After the selection, 10 articles are included and further analysed in this study. As explained by Rafiq et al (2021), the articles chosen to cater to educational needs, and the aims of the study must address the issue faced in that research. These criteria can be seen in the articles opted for this study and will be further elaborated in Table 1, as adapted from (Rafiq et al., 2021).

Data Abstraction and Analysis

After filtering, evaluating and scrutinising all the residuals, 10 articles were selected. Due to their different research design and content, content analysis is the best alternative to amalgamate the dissimilarity of these heterogeneity studies and form a theme based on their

similarities. Content analysis is a procedure of utilizing codes to make a deduction without prejudice and consistently linking the correspondences within different studies (Stemler, 2001). The process proposed by Stemler (2001) is (i) analysing the data, (ii) data coding, (iii) data extraction and (iv) data interpretation. Firstly, the researcher will select the content (journal articles) to be analysed, using the inclusion and exclusion criteria and parameters of date range to select the appropriate text. Then, researchers will carry out data coding, in this study, axial coding (a process of identifying and breaking down larger themes to make codes and make connections between these codes to form a new or existing category) and selective coding (a process of connecting all the categories to form a core category or a common theme for the study) will be implemented. The third is to extract these core categories and themes according to the specific objectives and variables needed without wasting time and resources. Lastly, researchers will interpret the data extracted according to the codes and write a report on it.

Results and Discussion

Overview of Reviewed Articles

In this systematic review, 300 journal articles are screened, and 10 articles are selected which contain information on the technological tools used, and the advantages and challenges of the integration of ICT in poetry education. The distribution of the selected articles published between 2019 to 2023 is shown in Figure 2.

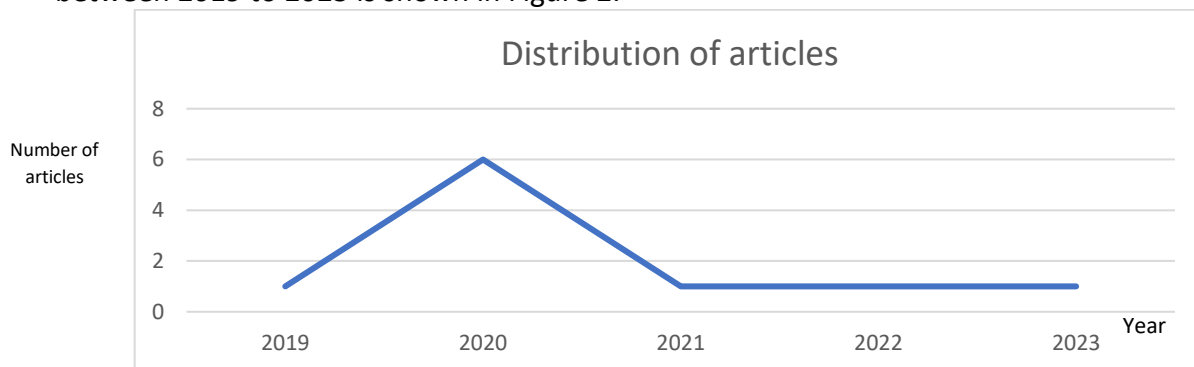


Figure 2: Distribution of the selected articles published between 2019 – 2023.

Main Findings

This SLR is conducted to seek to answer the research questions and objectives of this study:

- (a) What are the technological tools used in poetry education?
- (b) What are the advantages of ICT integration in poetry education?
- (c) What are the challenges of ICT integration in poetry education?

These studies' categories are being further elaborated and divided into three study constructs of technological tools, advantages, and challenges. Table 4 shows the percentage of articles according to the respective constructs.

Table 4

Percentage of the articles according to its study constructs.

Construct	Number of articles
Technological tools	7 (70%)
Advantages	7(70%)
Challenges	4 (40%)

Among these three study constructs, articles and findings on technological tools and the advantages of integrating technological tools are the same (70%), whereas the challenges in the integrated technological-poetry classroom have the littlest finding (40%). The next section will report and discuss the results of these articles aligning with the research articles.

Types of Technological tools used in poetry education

Table 5

Technological tools in poetry education

Articles	Types of tools
Farzaneh Aladini & Farzin Farahbod (2020)	Usage of digitalized authentic materials
Rajan & Ismail (2022)	TikTok
Hegland, 2023	Lyrics and poetry remix project (video)
Sutarno, 2020	Digital Poetry Project (Movavi Video Editor, KineMaster Pro Apps)
Jawaheer, 2020	Games (adapted Snake and Ladder Board Game)
Hlabisa, 2020	Cognitive reading strategies and Multimodal approach

An effective technological tool is crucial in poetry education to ensure the achievement of the objective in that lesson. 7 articles Aladini & Farahbod (2020); Rajan & Ismail (2022); Hegland (2023); Sutarno (2020); Jawaheer (2020); Hlabisa (2020); Mudra (2020) discuss the technological tools used and how they benefit both educators and learners. The presence, types and appropriateness of the integrated technological tools greatly influence learners' opinions towards poetry education, along with their participation, leading to dynamic and interesting learning experiences. In this study, the most common technological tools are famous apps, such as TikTok, Movavi Video Editor and the KineMaster Pro app; PowerPoint software and digitalized authentic materials. On the other hand, there are another 2 studies that focus on utilising games and appropriate strategies in teaching poetry – cognitive reading strategies and a Multimodal approach. These tools are integrated into the teaching of English poems in different countries, and all the findings imply the effectiveness and benefits of utilising the tools.

Technological Tools

Rajan and Ismail (2022); Hegland (2023); Sutarno (2020) synthesise the use of applications in promoting active participation and engagement in educational activities, especially in poetry teaching. These authors discussed how learners improved their knowledge

acquisition due to the implementation of TikTok exposing new cognition and disseminating information for a recreation of a poem. Besides that, the implementation of video maker applications is revealed to not only provoke their curiosity and challenge their ability but also succeed in the transfer of knowledge in a meaningful manner. The utilization of a video-maker in a digital poetry project showcases how the participants successfully compose a poem despite being difficult for English as a Foreign Language (EFL) learners in Indonesia. The poems formulated cater to the traditional elements of a poem: themes, punctuations, and sound devices. These three researchers from three different countries developed and implemented similar technological tools in poetry teaching, flourishingly indicating the shift of poetry teaching.

Another TL emphasised is PowerPoint software. Umar and Iyerre (2021) observed and compared both sets of samples' reactions whereby only one set is employing technological tools (audio recitation of the poem) in the classroom. The result of the questionnaire reveals that the amalgamation of digital audio encourages involvement and enthusiasm among the learners. The third TL is the employment of digitalized authentic materials such as documentaries and movies in poetry teaching. Aladini and Farahbod (2020) asserted that learners from Iran despite being exposed to varieties of literature display little to no participation and engagement in the classroom nor do they achieve learning satisfaction. With the digitalized authentic materials, learners showed eagerness to learn and invigorate their emotions and creativity. Mudra (2020) embodies the same results in eight young learners in Indonesia who are yearning to learn. However, some of the learners are reluctant to learn due to their educator's lack of digital literacy experience and the improper level of poems.

Gamified learning and cognitive reading strategies

Although the two studies are not related to technology, it is relevant to enhance poetry teaching. Gamified learning shifts learning into something entertaining and exciting while ensuring knowledge acquisition and retention. Jawaheer (2020) advocates that the ten Grade 8 learners in East Africa who learned poems via an adapted snake-and-ladder game board are discovered to have a high level of independent and interdependent learning while their motivation increases. Next were the teaching strategies and approaches which are considered tools in classrooms, albeit not being concentrated on. Hlabisa (2020) postulates poems are hard to decipher due to their language, thus he practises cognitive reading strategies and employs a multimodal approach in teaching poems. This strategy successfully nudges learners to cognitively engage with the poems and develop critical thinking. With the assistance of a multimodal approach (uses of sensory organs- visual, auditory, kinesthetic), South Africa's one-man poetry teaching made its shift to learner-centred learning by triggering their interest and motivation to learn.

From these articles, besides technological tools, implementing digitised games and utilising the strategies and approaches in poetry education provide opportunities for learners to bridge between knowledge, revamp content to design and innovate learning aids, and managerial skills while evaluating knowledge given Ariffin et al (2021), promotes language proficiency and encourage cultural enrichment. The precise tools will be able to spark interest and comprehension of the poems (Umar & Maria, 2021). However, these three elements might bring in negative consequences if misused. The downside of technological tools is the access disparities whereby not every learner has access to technology, and they might experience digital distractions, whereas, for digitised games, the limited content coverage and lack of real-world application could be a barrier in poetry education. Lastly, the utilisation of strategies

and approaches could not cater to a “one-size-fits-all” approach and could pose challenges in resource intensity as some of these strategies could not be implemented with the help of technological tools. It depends on the educational context, learning objectives and the needs of the learners to indicate which of these elements are significant in poetry education. Ultimately, the synergy of these elements will create a dynamic and effective learning experience. Educators should not focus on the importance of one of these elements but consider the complementation of these three elements in enhancing overall educational experiences.

Advantages of ICT integration in poetry education

Table 5

Advantages of ICT-integrated poetry education.

Articles	Advantages	Aspects			
		Emotional	Cognitive	Behavioural	Cultural and character building
Aladini & Farahbod (2020)	E	1	1	1	1
Sutarno (2020)	E	0	1	1	0
Jawaheer (2020)	E	1	1	1	0
Mudra (2020)	E	1	0	0	0
Hegland (2023)	E	0	0	1	0
Rajan and Ismail’s (2020)	E	0	0	1	0
Affendi & Aziz (2020)	C	0	0	0	1

Indicators

E	Engagement	C	Cultural building and character
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Binary code

0	No	1	Yes
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Integration of ICT in poetry education possesses enormous benefits that enhance their language acquisition and poetry elements, besides hoisting learners’ academic performances. An interactive learning environment leads to learners’ engagement and participation in learning, shifting from traditional chalk-and-talk to autonomy-taking classrooms. The advantages of the incorporation of ICT tools in poetry that promote efficient language acquisition and encompass an all-rounded learning language experience for the learners could be reviewed through seven articles (Aladini and Farahbod, 2020; Rajan and Ismail, 2022; Sutarno, 2020; Hegland, 2023; Jawaheer, 2020; Mudra, 2020; Affendi and Aziz, 2020). The advantages of ICT integration are segregated into two themes: (i) cognitive, emotional and behavioural engagement and (ii) cultural and character-building.

Cognitive, emotional, and behavioural engagement

Learners’ engagements in a learning process encourage a higher attention span and better absorption of the knowledge. With the utilization of ICT tools in poetry education, educators are adopting a student-centred approach as the learners are taking autonomy over their learning process, giving these learners the opportunities to explore individualised learning methods to improve their learning. From the studies, the researcher concluded the three

types of engagement found: emotional, cognitive, and behavioural. The learners are emotionally engaged when they can show enthusiasm and a sense of connection to the poetry. Aladini and Farahbod (2020) asserted that 30 Islamic Azad University learners are motivated and find learning poems interesting. A learning environment that includes emotional engagement improves learners' attention, memory, psychology, problem-solving skills and regulation, which are the key developers in the learning process. The learners are actively engaged and able to improve in writing as mentioned by Mudra (2020) who uses technological tools in poetry. Besides that, learners who are emotionally engaged in poetry education have positive emotions as they are always feeling positive and hopeful about learning new things. This impact can be seen in Jawaheer (2020) as he revealed that learners' confidence and motivation to use English to interact increased with the assistance of an adapted board game.

Additionally, learners have a higher possibility of acquiring language acquisition with the integration of ICT tools as these tools create a more immersive and captivating learning environment. Sutarno (2020) advocates that 48 students of his English Education Study program are being engaged cognitively and that promotes their language enrichment. These learners mastered the elements of a poem and the techniques of reading poems, promoting a deeper understanding of poetry. Aladini and Farahbod (2020) postulate that the samples acquire new vocabulary while transferring the knowledge into a more active form. This is because when they are engaged in a dynamic learning environment, it encourages learners' independence and self-directed language learning, hence developing their cognitive skills. When learners are engaged emotionally and cognitively, their behavioural engagement will be displayed. Their interaction and active participation are the proofs which can be indulged in Rajan and Ismail's (2020) when 150 Form 2 learners participated actively in using TikTok to recompose a poem; Hegland (2023) as the learners are creatively and critically engaged in the making of the poem-pop song remix; Sutarno (2020) in creating digital poetry and Jawaheer (2020) in answering and recomposing a poem through an adapted snake-and-ladder board game. In other words, integrated ICT tools accommodate and cater to learners' personalized learning experience, thus encouraging their emotional, cognitive and behavioural engagement in poetry learning.

Cultural and character-building

The cultural and character-building within the learners is also supported by the integration of ICT in poetry educators. 2 of these authors Aladini & Farahbod (2020) Affendi & Aziz (2020) ascertained that learners are exposed to cultural and character-building as they learn about values and others' cultures through poems. Poem embeds lessons about a society, culture, and character lesson in its writing. Aladini and Farahbod (2020) discussed how university learners comprehended another society's cultures through poems by enjoying and showing respect for the diversity of culture while hindering the perpetuation of cultural stereotypes. Affendi and Aziz (2020) empower the importance of multicultural exchange through poems. Through their writing, the poem generates multicultural consciousness within the learners to build their character building. They emphasise the bridge between building traits such as respect, honesty, courage and kindness with cultural differences to avoid unnecessary wars and conflict, especially in this multiracial country of Malaysia.

Challenges of ICT integration in poetry education

Table 6

Challenges in the integration of ICT in poetry education

Articles	Physical Infrastructure, Wi-Fi Connectivity and Materials	Educators And Technical Support	Learners And Their Proficiency Level.
Hashim. H & Abd Talib, M.A. (2019)	1	1	1
Affendi & Azlina, 2020	1	1	0
Mudra (2020)	1	0	0
Binary Code			
0	No	1	Yes

Integrating ICT in poetry education capitulates several benefits. However, the sustainability of poetry education using digital technologies can come to an end if the challenges are not solved.

Educators And Technical Support

Educators are the key determiners to the success and failure of ICT integration in poetry education, as 3 articles are reviewed and showcase the challenges of the integration. Educators who are endowed with a negative mindset and perception of the utilization of ICT tools demonstrate low usage of technology tools in their teaching. They are reluctant to employ technological tools on a few grounds, including heavy workload, time constraints and lack of digital literacy knowledge (Hashim and Abd Talib, 2019; Mudra, 2020). Both studies reported that educators find it confusing and burdensome to manoeuvre TL in their poetry teaching, thus ending up using the traditional “chalk-and-talk” method. They showcased unreadiness to instruct a fully technology-based poetry classroom psychologically as they administered that TL pinioned their creativity and accessibility to access a large scale of students while doing cleric work. Consequently, learners are uninterested in learning poems. Another reason that contributed to the challenges of educators is their method of teaching (Hashim & Abd Talib, 2019; Affendi & Azlina, 2020). Both studies indicated that educators are stressed upon learners’ achievement, resorting to educators acting as the prepotent figure in the process. They are uncertain of the effective ways of teaching poems, causing them to be hesitant in employing diverse methods while inculcating technological tools.

Physical Infrastructure, Wi-Fi Connectivity and Materials

The next challenge is the lack of physical and expensive infrastructure and equipment, Wi-Fi connectivity (lack of policy support) and the complexity of materials. Despite the extensive usage of technology in daily life, it is regrettable that not every learner is lucky to experience it. Learners in sub-developed or under-developed areas are negatively impacted as physical equipment and infrastructure are scarce in these areas in Malaysia due to the difficulty of accessing the places (Affendi and Azlina, 2020). The educators are restricted in employing technology-based poetry activities as the learners do not have access to online content and tools. Some of these tools are expensive and require a financially stable family to afford. Affendi & Azlina (2020); Mudra (2020) reported that this problem is also connected to the

esoteric nature of Wi-Fi connection. In Indonesia, the interest of learners to surf and search for information is unfounded due to the lack of Internet access (Mudra, 2020). They have problems troubleshooting the internet connections and even printers, causing a disruption in the flow of their learning. Among the other threats, the complexity of materials plays a crucial hindrance in the integration of ICT in poetry educators. It is strenuous to ensure that the materials are safe and cater to the learners' abilities. As reported by Affendi and Azlina (2020), some of the materials require guidance from educators to be accessed and they might not be culturally and contextually appropriate to Malaysian learners' proficiency. Choosing and modifying these materials usually takes up a lot of time and requires educators' digital literacy. Thus, a careful assessment of the appropriateness and moderation of the difficulty level should be carried out.

Learners' English Proficiency and Digital Literacy

Learners and their proficiency level are another obstacle when integrating ICT into poetry education. When the aid of advanced technological tools as an effective teaching-learning tool, it is irrelevant if learners do not encompass a high level of English proficiency level. As mentioned by Umar and Maria (2021), the presence of technology tools indicates their learning intensity level. They imply that learners learn more from real-life situations and authentic materials, rather than a substitute. However, learners' proficiency hinders the mastery of poems as they lack English vocabulary and grammar, English linguistics that helps them comprehend the meaning behind the poems. Learners' engagement is influenced by their attitude and perception of learning English. When educators integrate online activities that focus on their proficiency, they are more likely to exhibit a positive attitude in improving their acquisition and are willing to depend on and experience technology more. Hashim and Abd Talib (2019) reported that digitally illiterate learners are exhibiting negative opinions on the integration of ICT into poetry education. It causes learners to be reluctant to study poems and complete the task, nor do they communicate clearly in virtual settings. Therefore, to develop a supportive technology-based learning environment, educators must educate learners by improving their English proficiency and integrating digital literacy into the curriculum.

Conclusion

To conclude, this SLR reviews past studies on digital technologies (ICT) in poetry teaching. From the results, the utilisation of digital technologies has a strong positive impact on poetry teaching. It helps educators to maximise poems with different approaches and tools aligning with the advancement of technology. This SLR also informs both educators and learners of the advantages of effective ICT integration in poetry education, which is personalized learning, promotes collaboration between learners and educators, and develops problem-solving skills and critical thinking while expressing their ideas creatively and innovatively. Thus, to ensure the effectiveness of the integration and improve the quality of teaching-learning tools and processes, it is crucial to comprehend the challenges faced by both parties. In other words, it is important to pinpoint the barriers, so it did not outweigh the advantages and benefits of the integration of ICT in poetry education.

One of the limitations of this paper is that it does not elaborate or study students' perceptions. As education involves two-way interaction between students and teachers, it is crucial to know students' competency and readiness to support poetry education using digital tools. Teachers need to know students' technological skills before embedding technology into

teaching-learning poetry in English classrooms. Thus, future studies on poetry education and digital technologies should consider including students' perceptions as it would provide a balance between teachers' and students' points of view, besides adding to the Body of Knowledge. Nevertheless, as a reference for upcoming academics and educators in related areas, this SLR makes a substantial contribution to researchers as it provides insights into the impact of digitalized technology in poetry education, identifies effective tools and platforms, explores pedagogical strategies and approaches, investigates the attainability and inclusivity of digitalized technology while exploring the feedback mechanisms in providing information on learners' language development through poetry education.

Overall, this study contributes towards the understanding of the cruciality of integration of ICT in poetry education and encourages continuous improvement and exploration of the potential of creative expression in education. This study also aids in developing more effective pedagogical approaches while enhancing the integration of technology in striving for the betterment of English poetry education.

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