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TECHNOLOGY USE IN TEACHING LITERATURE AMID AND POST-PANDEMIC: TEACHERS' PERCEPTIONS

by

Erina Andriani

English Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta Indonesia

andrianierina@gmail.com

Barli Bram

English Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta Indonesia

barli@usd.ac.id

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Abstract

The impact of the COVID-19 pandemic caused the teaching-learning process to be done online. The online learning environment required EFL teachers to increase their technology use, including teaching literature classes. This practice influenced the teachers' technology use in the long run, especially in post-pandemic teaching. To the best of researchers' knowledge, only a few studied teachers' perceptions of their technology use in EFL teaching and the post-pandemic era, especially for teaching literature. Therefore, this study aimed to investigate EFL teachers' perceptions of their technology use for teaching literature and the technology used in the post-pandemic era. This study used a narrative inquiry design and a semi-structured interview to gather data from six senior high school teachers and analyzed using thematic analysis. The results showed that teachers had challenges using technology for teaching literature at first because of low experience. However, they had positive views on their current technology for teaching literature. They also had positive perceptions of hybrid learning. They perceived that they had to make more adjustments to teaching literature in the post-pandemic era. This study may help teachers reflect on their technology use and adjust their technology use in online learning to meet the needs of the teachers and students.

Keywords: online learning, post-pandemic, teacher perception, teaching literature

INTRODUCTION

Since early 2020, Indonesia and the rest of the world have been struck by the Covid-19 pandemic. It affected all facets of life, including education. Due to social distancing, most

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activities had to be done from home, and learning was done online. In Indonesia, it brought forth challenges that schools hardly ever faced before, as the traditional classes were not used to distance learning (Atmojo & Nugroho, 2020). Teachers were not trained to provide online classes before, and students were not used to the online learning environment and its limitations (Edumadze et al., 2017). This condition applied to all subjects, including English.

In teaching EFL for schools online, teachers did not only need to mind the teaching of linguistics but also literature teaching. The curriculum has already integrated literature into EFL classes. Teachers also often use literature to provide examples of language use and teach linguistics and grammar (Hassan, 2018; Nanda & Susanto, 2020). However, the online learning environment contributed to challenges for the learning process in either the technology, student, or literary teaching aspect (Atmojo & Nugroho, 2020; Bazimaziki, 2020; Edumadze et al., 2017; Ekanayake & Weerasinghe, 2020). Inadequate IT knowledge, facilities, internet, and technical support hindered the classes' running well (Atmojo & Nugroho, 2020; Bazimaziki, 2020). Those initial challenges also backlash the students, including their learning process, performance, motivation, and attitude (Bazimaziki, 2020; Hassan, 2018; Sim et al., 2021).

Teachers had to find effective procedures and tools to accommodate the students' needs and class delivery to combat their challenges. Their strategies included learning the platforms to provide online classes and posting materials on them, finding the best platform to discuss with the students, giving engaging materials that could be accessed online, to solving students' misbehaviors in online classes (Atmojo & Nugroho, 2020; Kaba, 2017; Škobo & Dragičević, 2020). As their low experience caused teachers' first problem in online classes, teachers had to get used to running and solving problems that might occur in an online environment and gain experiences from it (Raja & Nagasubramani, 2018).

Teachers' Challenge in the Online Learning Environment

In Indonesia, the impact of the Covid-19 pandemic resulted in social distancing and work from home (WFH). Teachers, among other occupations, were demanded to work from home. Thus, online learning during the pandemic was established. The sudden transformation is deemed to cause challenges for both the students and the teachers (Atmojo & Nugroho, 2020; Bazimaziki, 2020; Sim et al., 2021). In this case, the teachers faced a higher challenge and were expected to aid the students while solving their challenges in delivering the class.

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EFL teachers also experienced challenges in giving online classes. Atmojo and Nugroho (2020) indicated the teachers' challenges in teaching EFL online, including facility, internet, IT knowledge, students' language proficiency, discipline, motivation, attitude, assessment, interpersonal relationship, and interaction. Similarly, Hassan (2018) indicated teachers' challenges in their teaching, including online materials, technology literacy, lack of control, facility, attitude, and internet. Procuring the devices and accessible online learning platforms were the first challenges for teachers and students (Allo, 2020; Raja & Nagasubramani, 2018). They are essential to start online classes and support the learning-teaching process. Without a solid online learning foundation, the learning process would result in backlash, especially in students' attitudes, motivation, and discipline (Atmojo & Nugroho, 2020; Hassan, 2018).

Teachers must first identify their challenges' sources before finding strategies to overcome those issues. The first challenge may be caused by the lack of experience in online learning (Hussein et al., 2020; Raja & Nagasubramani, 2018). One way to solve it is to pick one platform for a particular task and try out the features it provides, preferably the simpler ones (Hassan, 2018). For example, they use just Google Classroom, Schoology, or the school's LMS as the space for the virtual class and spend some time getting familiar with the features. It also applies to other platforms, such as video conferences, discussions, or assessments. Teachers also need to mind the use of those platforms, especially regarding the amount of internet use, as it may be a problem for the teachers, students, or both and may lead to other problems, like low engagement, attitude, or discipline (Allo, 2020; Harsha, 2017; Haratikka, 2020).

Similarly, teachers can first choose one application for communicating with the students to solve the interaction and communication problems with the students. Studies showed that WhatsApp is the popular choice, as it is accessible, and most people these days use it (Mbukusa, 2018; Haratikka, 2020). Other communication platforms like Line, Messenger, or E-mail can also be other options. Once the teachers are comfortable with their IT knowledge and experience, they can prepare their subject delivery.

Technology Use in Teaching Literature

Teachers may need to mind their materials, approaches, and students' attitude in the learning process in teaching literature. Teaching literature often has distinct challenges compared to teaching linguistics. In teaching literature, teachers are usually required to integrate

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different approaches. Instead of discussing the language components, teachers can encourage the students to discuss the values of literary works in teaching literature. Teachers may consider digital literature to provide the learning materials (Kaba, 2017). It offers literary works that the students may access from home and supports students' comprehension of literature and English skills (Bazimaziki, 2020; Kaba, 2017). Teachers do not need to only refer to texts in the books. However, they can also explore the literary works in a different culture and use that as the discussion topic (Kaba, 2017; Nanda & Susanto, 2020). There are several sources of digital literature on the internet, and YouTube, short clips, or novel adaptation movies are among those options (Almurashi, 2016; Kaba, 2017; Škobo & Dragičević, 2020). Teachers can also use other approaches, especially the less reading-heavy ones. Some approaches in teaching literature include information, culture, language-based; personal response; and moral philosophical approaches (Mohammed, 2018). Personal response, for example, allows the students to discuss on an online forum the literary work they read. Online discussion is an effective alternative to teaching literature online (Atmojo & Nugroho, 2020; Haratikka, 2020; Agrawal, 2017). It fosters communication, engagement, language use, motivation, and better understanding (Ekanayake & Weerasinghe, 2020; Kaba, 2017; Chandra & Sahoo, 2017). It will promote a better attitude and behavior, which is essential in learning. Teachers also need to consider the workload and students' interest in the subject and make a conscious effort to contact students to prevent burnout and low motivation (Atmojo & Nugroho, 2020; Hussein et al., 2020; Sim et al., 2021).

The impact of the Covid-19 pandemic continued and got worse in Indonesia as new variants emerged, forcing online learning to continue. Online learning became the first learning and teaching mode option for the new school year 2020/2021. Adapted from the previous experience, the government and schools made more adjustments in executing the education (Atmojo & Nugroho, 2020; Saladi, Kolukula & Reddy, 2020). The students and the teachers had to embrace the new education model for the post-pandemic era. Some adjustments included the platform for communication and interaction, material delivery, assessment, and hybrid learning. Teachers were open to various communication tools inside and outside the class hours. It is expected to increase student's engagement in the learning process and give them the timely feedback needed for their improvements (Ekanayake & Weerasinghe, 2020; Jena & Pokhrel, 2017; Martin et al., 2018). The instructional and material delivery is online through LMS or groups (Ekanayake & Weerasinghe, 2020). It allows the students to access information anytime

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and anywhere (Silaban et al., 2020). It also allows them to learn at their pace (Vanslambrouck et al., 2018). They are responsible for their learning and preparation for course assessments, also done online. It can be conducted and submitted through the school LMS, e-mail, or other classroom platforms like Google Classroom (Haratikka, 2020; Jain, 2020). The government also suggested hybrid learning. It combines the traditional and online classroom aspects (Keshavarz, 2020; Sim et al., 2021). Students benefit from this approach as it promotes learning independence, discussion, better teachers' classroom management, material sharing, and learning before class meetings (Ekanayake & Weerasinghe, 2020; Haratikka, 2020). Therefore, this approach is favorable for learning during pandemic situations (Haratikka, 2020).

Studies were conducted to explore education during the post-pandemic era. Ekanayake and Weerasinghe's (2020) study indicated that students in various departments were highly engaged in online learning. Furthermore, synchronous learning, especially in video conferences, promoted students' learning engagement more than lecture recordings; therefore, hybrid learning was highly suggested for successful post-pandemic learning. Keshavarz (2020) proposed the methodology for online learning in the post-pandemic era, including online material sharing, online assessment, communication through synchronous and asynchronous platforms, and blended learning. Sim et al. (2021) suggested higher education pedagogy, including increasing language skills and improving students' engagement, motivation, and confidence. The study acknowledged the challenges that online learning posed and suggested that teachers vary their materials, do sufficient planning, have sufficient devices, and get proper technical training and support (Sim et al., 2021).

Previous studies showed various strategies that EFL school teachers used to solve their challenges in teaching literature online. Many studies have recorded the teachers' challenges and strategies in teaching EFL online (Atmojo & Nugroho, 2020; Bazimaziki, 2020). However, few studies also included the teachers' perceptions and considerations in using those strategies for future uses in the post-pandemic era for teaching EFL in high schools, especially for teaching literature.

Therefore, this study explores teachers' strategies in their online classes for teaching literature and their perceptions of those strategies for post-pandemic use. The research questions for this study are "How did the teachers perceive their technology use for online literary teaching?" and "***How did the teachers perceive technology use for post-pandemic literary***

METHOD

Design

This study explored the use of technology in teaching literature and EFL teachers' perception of that technology for teaching literature in a post-pandemic context. It employed a qualitative method with a narrative inquiry design. The narrative inquiry design allowed the teachers to share their reflections and experiences on technology use in teaching literature (Creswell, 2012).

Participant

The participants were selected using purposive sampling. The teachers taught high schools in Tangerang Selatan and taught literature online (Creswell, 2012). The selected participants were six senior high school EFL teachers and comprised both male and female teachers. The demographic information of the participants is presented in Table 1.

Table 1. Demographic Presentation of the Participants

Demographic Items	Details	Frequency	Percentage
Gender	Male	1	33.3%
	Female	5	66.7%
Teaching experience (year)	5-8	3	50%
	0-4	3	50%

Instrument

A semi-structured interview was used to gather the data. It was based on the theories from Ekanayake and Weerasinghe (2020), Keshavarz (2020), and Sim et al. (2021) regarding the use of technology for language and academic teaching. The questions were first regarding the teachers' tools during online teaching and the condition in which they used them. Then, their perceptions on the future use of technology for teaching literature in the post-pandemic era resulted in seven semi-structured interview items.

Data Collection Technique

The data were gathered in September 2021 using semi-structured interview guidelines. The interview was conducted through WhatsApp call, and the researchers and participants could not meet directly due to the COVID-19 pandemic. The interview process lasted around an hour for each teacher and was conducted in English.

Data Analysis Technique

The interview results were then analyzed using thematic analysis. Each interview was recorded and later transcribed with non-verbatim transcription. The interview results regarding the teachers' answers were then coded based on each question regarding the technology they used, their perceptions of their experiences, and their view on future technology use. Those coded answers were then analyzed by listing the types of technology they used. The purposes of teaching, identifying the negative, neutral, and positive perceptions on particular technology used from their experiences or for teaching literature in the future, and figuring the shifts of perspectives the teachers had at the beginning, in the current situation, and for the future and turned into themes. Those found themes were then accumulated and tabulated under each semi-structured interview question. The results were then discussed based on the themes for each research question. The whole citation process uses a model offline using the Mendeley Desktop type (Turmudi, 2020, p. 59).

RESULT AND DISCUSSION***Result***

This study wanted to determine the teachers' perception of their technology use in teaching literature and their perception of using technology in the post-pandemic era. The results show that though teachers had challenges initially, they adapted and had good perceptions of several technologies. In addition, the participants shared that their technology use would benefit their post-pandemic academic teaching. However, they also need to make adjustments.

1. Teachers' Perceptions of Their Technology Use in Teaching Literature

The participants shared their experience in technology use during the online learning experience. Table 2 shows the websites, applications, and others they applied in teaching literature.

Table 2. Teachers' Technology use and the Purposes

No.	Purpose in Teaching	Technology Use
1.	Communication	WhatsApp, Line
2.	Interaction	Google Meet, WhatsApp Call, Zoom
3.	Material presentation	PPT/Google Presentation, Prezi, self-recorded video
4.	Learning material	YouTube, digital book, textbook PDF, Google Drive, movie, novel app
5.	Assignment	Word/Google Document, chat/voice note, Instagram, Quizizz, Kahoot!, YouTube
6.	Assessment	Google Form, e-mail, school LMS

Teachers varied the use of their technology into six categories of purposes. Those categories were communication for quick and fast-respond conversations; interaction, synchronous meetings or calls; material presentation; learning materials; assignment; and assessment or submission. The technology used by all teachers were WhatsApp, GoogleMeet, PPT, YouTube, digital book, textbook PDF, Google Drive, Word, chat/voice note, Google Form, and e-mail. Some teachers also used Line (P01, P02), Zoom (P02, P03), Prezi (P02, P04, P05), and self-recorded video (P01, P06), movie (P01, P05), novel application (P02, P05, P06), Kahoot! (P01, P02, P03, P06), Instagram (P03, P04, P05), Quizizz (P01, P03, P04), YouTube for assignment (P06), and school LMS (P01, P04).

The teachers' opinions varied for each technology used. However, the first thought that using technology for online teaching literature was confusing, and it was caused by their low experience in using specific platforms for teaching.

"I could use certain apps, like WA, PPT, Word, YouTube, e-mail, and voice notes, but not constantly use them in teaching. Other websites were unfamiliar to me, and those I used already, like Kahoot, took more time than worksheets, so I rarely used them." (P01).

The more they used the websites and applications, the better they employed them. Some teachers showed a preference for other applications and websites for specific situations. For communication, teachers perceived WhatsApp to be the most convenient one.

"I like to use WhatsApp a lot, especially to give out information. It does not lag, can send things, and has features that are easy to use, like a reply, voice note, and knowing who has received and read my chat." (P03)

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A similar thing happened to platforms for interactions. Some teachers mainly used Zoom, but Google Meet for video conferences more often.

"I used GMeet more because some students could not download the Zoom app, and sometimes I have limited access if I create my room. It is good, though we do not use it often, as after explaining, QnA students had projects because it took many internet data." (P06)

For their presentations, some teachers preferred to make it using Microsoft PowerPoint. Some teachers presented using Prezi and made videos, as they perceived them to be more interactive.

"I used PowerPoint more for my presentation, I am used to it, and students download it and open it offline." (P03)

"I sometimes made videos to explain things and keep them rich but tight, so students get the primary information without streaming too long." (P06)

Sometimes I used Prezi, too, because it is engaging, and students need to open the link. (P04)

Teachers positively perceived YouTube videos, digital books, and textbook PDFs as learning materials. However, it sometimes took a toll on students' internet, so some teachers also used movies and novel applications.

"I send YouTube videos, but sometimes they complain if they must stream too much. So, I often asked them to review movies they watched and liked critically, and for their readings, they could read stories in a novel app like Wattpad." (P05)

For the students' assignments, teachers mostly asked the students to submit documents for their creations, reviews, or worksheets from the teachers. Some teachers also made video projects where students made videos of their roleplay, poetry reading, or reflections. The teachers had those projects less as it required more work, internet, and possible editing skills, but it was a chance for students to work together with their friends, train their confidence, and learn other skills.

"I think preparing Kahoot is time-consuming. It is still a nice way to keep the students' enthusiasm because they could play it whenever they get bored with meetings and worksheets." (P01)

"I discovered that even if students could not learn and perform together in class, they could learn other things through projects; though it took time for video productions, they had to do it in groups or one-minute videos." (P05)

Teachers often used Google Form for testing and e-mail or school LMS for other submissions for assessment. As mentioned by P04, providing testing was challenging as it was prone to cheating.

"Google Form is the most convenient testing method, and we have Zoom during the test. Cheating is still possible, so it depends on students and teachers in their teaching and test preparations. I also consider other submissions for their assessment, and LMS is good. If the students were late and it was locked, they could e-mail me." (P04).

2. Teachers' Perceptions of Their Technology Use in Teaching Literature

After the teachers reflected on their technology use, they shared their perceptions of it in post-pandemic situations. The teachers shared what they might continue to do and what needed adjustments to use.

The teachers agreed that communication and interaction were crucial, especially in the online learning environment. The teachers perceived that they could utilize communication technology even more actively to reach out to students. Some teachers also specified that using hybrid learning could help classroom interaction and the learning process.

“Chats and calls are essential for us to reach the students; they are fast-respond, need less internet data, are simple, and overall accessible. Students must interact with each other, be classmates, and talk with us... and teachers to talk to each other, like homeroom teachers to subject teachers. I also support hybrid learning because it promotes better interaction and learning.” (P06)

“Yes, now that we cannot see students directly, we need to be more active in following up with students, informing, reminding, asking, or answering questions... Sometimes students lose the information in WA groups and forget things, especially when there are no meetings; teachers can discuss things in WAG and, if needed, do voice or video calls.” (P02)

The online classroom environment changed how teachers deliver their materials and explanations. Though they often made presentations to deliver their points, they often relied on video conferences to explain.

“Instead of finding sources and explaining them to students, I now send those links to students, we had a discussion on them, and the challenge is to find the link concise enough for them to read or watch.” (P03)

“I used to explain using board or PPT, but now I often send my videos links, and sometimes I compile videos to summarize the info.” (P01)

Teachers often needed to include readings for the students in delivering literary materials. Unlike traditional classes, teachers had to provide various forms of literature from digital sources in an online learning environment.

“I opt for online sources of literature in online teaching. I think textbook examples are good enough, but sometimes we need more, so we search the internet for short stories or videos.” (P04)

“I think things went well in giving the materials, but the challenge now is to find something of their interest that students can be engaged in but still learn something, so using movies, YouTube, or novel apps is quite useful.” (P05)

Teachers also found challenges in giving assignments and assessments for their academic classes. The teachers had to mind the workload, students' motivation in doing the work, and the achievement of the indicators.

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“Discussions, reviews, and reflections on specific literature or recommendations are good exercises to reduce reading because they often get lazy and demotivated. We need to find more suitable ways to measure their knowledge for testing. (P03)

I think some sites are fun and good for exercising to replace worksheets; I intend to find more of those sites.” (P06)

Discussion

In the post-pandemic era, the teachers had positive perspectives on their technology for teaching literature in online classes. The teachers initially struggled as they had low experience in using technology in teaching literature in an online learning environment. Nonetheless, they gained experiences, adapted to online learning, and positively perceived several technology usages to support teaching literature. They offered new features for teaching literature. The teachers also endorsed using hybrid learning if the situation allowed it. However, teachers perceived that they still had to adjust to provide a better learning environment and support their needs.

All teachers used WhatsApp as it was perceived as the most convenient and accessible communication tool (Mbukusa, 2018). It allowed quick and straightforward student-student, student-teacher, and teacher-teacher communications, in line with Hassan (2018). Some teachers also used another communication application: Line. The features of those applications eased the delivery of information to the students. They required fewer internet data than video conferences, benefiting teachers and students (Hussein et al., 2020).

Though communication applications were used more often, the teachers still perceived virtual video conference platforms, like Zoom and Google Meet. Video conferences allowed synchronous meetings that brought the class together. However, they consumed more internet data, which became students' and teachers' struggles in online learning, in line with Atmojo and Nugroho (2020), Harsha (2017), and Hussein et al. (2020). However, the teachers favored a video conference as it eased the online interaction and became the teachers' strategy to provide a place for discussion, explanation, and presentation, in line with (Ekanayake & Weerasinghe, 2020).

The teachers perceived that they were familiar with some tools to present their materials, like Microsoft PowerPoint. However, they used other ways to deliver the information and materials to the students during the online learning environment, including online presentation Prezi and videos. The purpose was to evoke students' enthusiasm and interest, as those were

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teachers' challenges in providing online learning (Kahn et al., 2017). By giving rich information in concise form, the teachers intend to reduce students' motivation and workload issues (Atmojo & Nugroho, 2020).

Even though technology had developed and provided vast options for learning materials, the teachers had to adjust them to the curriculum demands and students' needs. That way, the materials could still help the students meet the learning objectives while being accessible (Atmojo & Nugroho, 2020). Therefore, teachers introduced new materials, such as textbook PDFs, digital readings, and videos, while including literary sources that students were already familiar with, like their favorite movies and novels (Kaba, 2017; Škobo & Dragičević, 2020). Aside from being diverse, those material combinations could reduce the internet use for streaming and evoke students' interest because they already knew the materials. Therefore, they could share more in classroom discussions with Kaba (2017).

For the exercises, the teachers used gamification by using websites like Kahoot! and Quizizz. They were expected to increase students' enthusiasm by providing playful and competitive games for formative assignments (Atmojo & Nugroho, 2020). From those assignments, teachers could evaluate students' understanding and review the materials that the students still struggled with (Atmojo & Nugroho, 2020). Once the students could grasp an adequate understanding of a literature topic, teachers also provide assignments for the students to have composition projects, in line with Atmojo and Nugroho (2020). The students could upload their compositions to platforms like YouTube and Instagram, which became more commonly used for education (Lestari, 2013; Magasic, 2016). Those projects were also considered in their summative assessment.

For the students' assessments, teachers also considered projects and tests. Teachers gave tests using Google Form, aligned with Haratikka (2020). However, they realized the possibility of cheating in conducting tests using Google Forms; hence they often required the students to use Zoom during the test period. In addition, the teachers also assign other submissions to improve the test validity to evaluate students' understanding. The teachers often used e-mail or school LMS to submit those assignments (Keshavarz, 2020).

Teachers emphasized the importance of communication and interaction in the online learning environment. They perceived that increasing the communication between the students and teachers and among the students could help the student's motivation in learning, build

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interpersonal relationships, and assist the students' development in their learning, in line with Craig et al. (2020). For teaching literature in the post-pandemic period, the teachers perceived that they had to provide access for the students to contact them through various platforms, like WhatsApp, Line, or e-mail (Keshavarz, 2020; Mbukusa, 2018). At the same time, adjust and regulate their conference meeting schedule so that the students could effectively use them for interacting with other students and the learning process in those meetings worth the internet data the teachers and students spend (Atmojo & Nugroho, 2020). To have better interaction while minimizing the spread of the disease, the teachers also perceived hybrid learning as a good option, in line with Keshavarz (2020).

Teachers were also required to provide explanations to enhance students' understanding of a topic. In this case, the teachers used presentation tools to convey their explanations to the students synchronously or asynchronously. In addition to presenting the materials using self-made videos or PowerPoint presentations, the teachers also used YouTube and other website links that provide rich information about the topic. On YouTube, knowledgeable people make many videos to explain specific topics (Lestari, 2013), and other websites also offer them in written format. Using those links might ease teachers' workload as they also need to learn and make other preparations for online teaching. However, the teachers needed to be cautious about the contents of the already available links, so they would still align with their learning objectives (Lestari, 2013).

Aside from presenting some explanations, the teachers also shared some readings. Teaching literature often relies on readings as the learning sources (Kaba, 2017). Teachers considered digital readings for students' future use in the post-pandemic period. One of their strategies helped the teachers provide materials and evoke students' enthusiasm. They might contain clips, audio, or images that could engage the students in the reading process, in line with Kaba (2017). Teachers also considered reducing the reading activities and increasing online discussion. It could help the students' learning, interaction, and engagement in the learning process (Kaba, 2017).

To give evaluations for the students, the teachers provided assignments and assessments to assess their learning process development. The teachers could use various platforms to help them evaluate students' understanding but still engage the students. The teachers had to mind the students' engagement in the learning process and keep their motivation in learning,

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especially in the online learning environment, as distant learning hinders the teachers' control and students' participation in learning activities (Chun et al., 2016). Project-based learning was an option for the teachers, and it allowed the students to make compositions to pour their knowledge and understanding of the topic (Atmojo & Nugroho, 2020). Though the teachers could utilize the available sites, they were still exploring the options in providing even more engaging activities. Teachers' lack of experience hindered their teaching. Therefore, the teachers believed they still had to explore other possible tasks, websites, and procedures to relieve students' internet and workload burden and evaluate their understanding.

The teachers initially had difficulties in their technology use, but later they had better perceptions of the online platforms. The teachers still had preferences in the apps and websites that they found better than others, but they depended on the students. In addition, the teachers found that varying applications and websites in the learning-teaching activities could engage students better and be helpful for future learning-teaching processes. However, some required more effort in the preparation phase (Haratikka, 2020).

CONCLUSION AND IMPLICATION

This study investigated the senior high school ELF teachers' perceptions of their technology use for teaching literature and the use of technology in the post-pandemic era. At first, the teachers had issues with online learning and technology use. Still, they gradually gained better perceptions and preferences in the applications and websites for teaching literature that helped minimize teachers' and students' issues. They also perceived that using various applications and websites in teaching could help student engagement, though they required more preparation. For the use of technology for teaching literature in the post-pandemic era, the teachers perceived that using technology in the post-pandemic era would help the learning process. That hybrid learning would help learn in the post-pandemic era. However, teachers also needed to make more adjustments to provide a better learning environment and support the students' needs. The implication of this study is for the teachers to reflect on and regulate their technology use in the online learning environment and adjust their technology use to tailor to teachers' and students' needs. This study is still limited in the participant number and subject being taught. Future researchers can include more participants and vary the subject, education

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level, and location.

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BIO-PROFILE

Erina Andriani obtained her Bachelor's and Master's degrees in English education from Sanata Dharma University, Yogyakarta. Her academic interests include ELT, Speaking, Writing, Reading, Listening, and Teachers' Professional Development.

BIO-PROFILE

Barli Bram teaches at Sanata Dharma University, Yogyakarta. He holds a Bachelor of Education, Master of Education, and Doctor of Philosophy in Linguistics. His academic interests include Writing, Translation, Morphology, Syntax, Semantics, and Corpus Linguistics. Corresponding e-mail: barli@usd.ac.id

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