



Dissertation

William Shakespeare in digital era: *Hamlet* and 21st century audience

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Presented and publicly defended by

Babziz Yasmina

Derouich Ferial

Supervised by

Dr. Bahri Fouzia

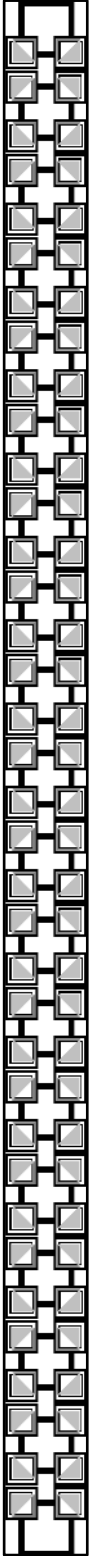
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Dedication

Every successful work needs self-efforts as well as guidance of elders, especially from those who are very close to our hearts, So I humbly would like to dedicate our research:

To the one whom God crowned him with dignity and honor... To the one whose name we proudly carry... To the one who cleared thorns from us

path to pave the way for knowledge by the grace of God... To the one who taught us that success only comes with patience and determination...

Our dear fathers.

And to the candles of our life, whose nurturing spirit and endless sacrifices have shaped our life's journey. Their love have been a continual source of strength and inspiration, leading us through every victory and difficulty.

Our beloved mothers

To my cherished Sisters brothers and special people in our life:

Nacer, Assia, Safia, Akila, Kaouthar, Sadia, Aya El Rahman, Ahmed Siraj El din, and Abd El monem Words cannot express our gratitude for the sacrifices you made and the joy you brought to our life. This achievement is as much yours as it is ours.



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Abstract

Hamlet, written by William Shakespeare in the 16th century, is a significant literary work in history that explores human life and the human condition. Its universality and relevance to modern societies have been adapted into contemporary theater, film, podcast, and e-book formats. This research aims to bridge the gap between the ancient literary Shakespeare and the digital age by examining his evolution from printed copies to digital forms. The proposed research is an attempt by the researcher to introduce the readers to digital Shakespeare by conducting a comparative study of the similarities and differences between the printed copies and the contemporary adaptation of Shakespeare, using his worthy work Hamlet as a sample, in order to bring Shakespeare to our classes in his new version using technology, to make the 21st Century students' taste, love, require, and understand Shakespeare's work. The research aims to explore the subject matter through a series of inquiries using information and data from various sources. The collected data will be analyzed using diverse approaches to ensure a thorough investigation. The study will include a comparative analysis of the Shakespearean play "Hamlet". The data will be qualitatively sourced from manuscripts, documents, printed texts, and online resources. The present work is divided into two chapters.

The first chapter is the theoretical one, which contains two parts. The first deals with the historical background of Shakespeare and the starting point of his career, considering his most important works and the unique style that make him universal, whereas the second chapter highlights the digital age of technology and discusses the representation of Shakespeare in the digital world. The third and final chapter, which is the practical part, investigates the importance of the masterpiece *Hamlet* from the Elizabethan age to the modern world, then provide a comparative study between the printed copy and the movie, discussing the changes, the differences, and the similarities. All in all, this study also aims to show how teachers in the digital era can use technology to teach Shakespeare.



Keywords: Shakespeare, The Digital Era, *Hamlet*, adaptations, movie

Abstract in Arabic

في القرن السادس عشر قام الكاتب المسرحي الشهير ويليام شكسبير بكتابة مسرحيته الشهيرة "هاملت" اذ تعتبر من اهم الاعمال في الأدب الإنجليزي وفي التاريخ أيضا اذ تعمل على استكشاف ومناقشة الحياة البشرية والحالة الإنسانية للمجتمعات وبسبب شهرتها وعالميتها تمت إعادة صياغتها الى أنواع مختلفة مثل المسرح المعاصر وأفلام والكتب الالكترونية والمدونات الصوتية لتناسب مع عصر الرقمنة. يهدف هذا البحث إلى سد الفجوة بين الأدب القديم لشكسبير والعصر الرقمي من خلال دراسة تطوره من النسخ المطبوعة الى الاشكال الحديثة. يعتبر هذا البحث المقترح محاولة من الباحث لتعريف القراء على شكسبير في عصر الرقمنة من خلال إجراء دراسة مقارنة لأوجه التشابه والاختلاف بين النسخ المطبوعة والنسخ المعاصر لشكسبير، باستخدام عمله الجدير "هاملت" كعينة، بالإضافة إلى توفير أساليب جديدة للأساتذة الحاليين لجلب شكسبير إلى فصولهم في نسخته الجديدة في التكنولوجيا، لجعل الطلاب ال 21 يستمتعون ويحبون ويفهمون كتاباته ويطالبون بأعماله.

يسعى البحث لاستكشاف موضوع الدراسة من خلال سلسلة من الاستفسارات باستخدام المعلومات والبيانات من مصادر متنوعة. سيتم تحليل البيانات التي يتم جمعها باستخدام مناهج مختلفة لضمان تحقيق شامل. ستتضمن الدراسة تحليلاً مقارناً لمسرحية شكسبير "هاملت". سيتم الحصول على البيانات بشكل نوعي من المخطوطات والوثائق والنصوص المطبوعة والموارد عبر الإنترنت.

ينقسم هذا العمل إلى فصلين. الفصل الأول هو الفصل النظري الذي يحتوي على جزأين. الأول يتناول الخلفية التاريخية لشكسبير ونقطة الانطلاق لمسيرته المهنية، بالنظر إلى أهم أعماله والأسلوب الفريد الذي جعله عالمياً، بينما يسلط الفصل الثاني الضوء على العصر الرقمي للتكنولوجيا ويناقش تمثيل شكسبير في العالم الرقمي. الفصل الثالث والأخير، وهو الجزء العملي، يبحث في أهمية تحفة "هامل" من قبل شكسبير من العصر الاليزابيثي إلى العالم الحديث، ثم يقوم بدراسة مقارنة بين النسخة المطبوعة و فيلم هاملت ومناقشة التغييرات والاختلافات والتشابهات.

في الإجمال، تهدف هذه الدراسة أيضاً إلى توضيح كيف يمكن للمعلمين في العصر الرقمي استخدام التكنولوجيا لتعليم شكسبير.

الكلمات الرئيسية: شكسبير، العصر الرقمي، هاملت، التعديلات، فيلم

Abstract in French :

Résumé :

Hamlet, écrit par William Shakespeare au XVI^e siècle, est une œuvre littéraire importante dans l'histoire qui explore la vie humaine et la condition humaine. Son universalité et sa pertinence pour les sociétés modernes ont été adaptées au théâtre, aux films, aux podcasts et aux livres



électroniques contemporains. Ce travail de recherche vise à combler le fossé entre l'ancienne littérature de Shakespeare et l'époque numérique en examinant son évolution depuis les copies imprimées jusqu'aux formes numériques. La recherche proposée est une tentative du chercheur d'introduire les lecteurs au Shakespeare numérique en menant une étude comparative des similitudes et des différences entre les copies imprimées et l'adaptation contemporaine de Shakespeare, en utilisant l'œuvre Hamlet comme échantillon, afin d'apporter Shakespeare à nos classes dans sa nouvelle version en utilisant la technologie, pour faire goûter, aimer, exiger et comprendre l'œuvre de Shakespeare aux étudiants du 21^{ème} siècle. Cette étude a pour objectif d'explorer le sujet à travers une série de questions en se basant sur des informations et des données provenant de diverses sources. Les données recueillies seront examinées à l'aide de différentes approches pour assurer une investigation approfondie. L'analyse inclura une comparaison de la pièce de Shakespeare *Hamlet*. Les données seront qualitatives et proviendront de manuscrits, de documents, de textes imprimés et de ressources en ligne. Le présent travail est divisé en deux chapitres. Le premier chapitre est le chapitre théorique, qui contient deux parties. La première traite du contexte historique de Shakespeare et du point de départ de sa carrière, en considérant ses œuvres les plus importantes et le style unique qui le rend universel, tandis que le deuxième chapitre met l'accent sur l'époque numérique et discute de la représentation de Shakespeare dans le monde numérique. Le troisième et dernier chapitre, qui est la partie pratique, étudie l'importance du chef-d'œuvre Hamlet depuis l'époque élisabéthaine jusqu'au monde moderne, puis fournit une étude comparative entre la copie imprimée et le film, en discutant des changements, des différences et des similitudes. Dans l'ensemble, cette étude vise également à montrer comment les enseignants de l'époque numérique peuvent utiliser la technologie pour enseigner Shakespeare.

Mots-clés : Shakespeare, époque numérique, Hamlet, adaptations, film



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General Introduction

William Shakespeare, renowned as England's national poet and commonly referred to as the "Bard of Avon" or simply "The Bard," is widely acknowledged as one of the most prominent figures in the history of literature. His distinctive and enduring writing style, characterized by its aesthetic appeal and emotional intensity, explores a wide range of human sentiments and experiences, encompassing themes such as love, grief, vengeance, ambition, betrayal, and forgiveness. Shakespeare's impact on the English language is profound, as he coined numerous words and phrases that continue to be in use today. Additionally, he played a significant role in shaping the development of modern English grammar. Recognized as the progenitor of drama, he authored 18 comedies, 10 tragedies, and 10 histories.

Moreover, the emergence of the digital age, also known as the information age, has revolutionized the accessibility and dissemination of Shakespeare's literary works. This transformation has been made possible through the utilization of various digital technologies, including computers, the internet, mobile devices, and social media. These technological advancements have fundamentally altered our way of life, work, communication, and the manner in which we engage with literature through reading and scholarly analysis. As a result, Shakespeare's works have been translated into multiple languages and have gained widespread global reach.

The field of Shakespeare studies is increasingly focusing on the role of technology and digital media in Shakespeare scholarship and teaching. The continued presence of Shakespeare in the digital humanities highlights various approaches used to transform traditional Shakespeare courses and situate the plays within a technological era. Educators of Shakespeare's works are finding it essential to incorporate 21st-century digital tools in



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their teaching to captivate students and enhance their understanding of the plays' plots, characters, themes, and language. This study on technology in the Shakespeare classroom aims to explore Shakespeare's position in the digital realm and examine how this digital landscape is reshaping conventional teaching methods. Additionally, the research seeks to illuminate the unique aspects of teaching Shakespearean drama and the necessary preparations educators must undergo to effectively meet the learning objectives of each lesson. (Lotfi Salhi, 2019)

In contemporary academia, it is evident that students are actively engaging in the reading and analysis of Shakespeare's literary works. Moreover, the enduring relevance of his plays is further reinforced through the ongoing creation of stage productions and film adaptations, which serve to rejuvenate and revitalize the artistic legacy of this esteemed poet and playwright.

The emergence of the digital age has garnered a significant following among readers, potentially overshadowing the conventional practice of reading from physical books, articles, and newspapers. As researchers, it is imperative for us to delve into the impact of Shakespeare's works on the digital era and analyze how they have been influenced by digital technologies.

Shakespeare is widely regarded as the progenitor of English literature and is revered as the preeminent figure in the realms of poetry and drama. His works, which are cherished and celebrated as ancient literary masterpieces, have become synonymous with English literature. The name "Shakespeare" immediately springs to mind when one mentions English literature. This is primarily due to the distinctive language and archaic words that he employed, which date back to the 17th century and continue to be used to this day. Moreover, his sonnets, plays, and books skillfully depict timeless themes that resonate with readers across all eras. As a result, his works have had a profound impact on readers of various ages. It is this profound influence that has compelled us to emphasize the relevance of Shakespeare's works in the modern digital world, ensuring that they continue



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to captivate contemporary readers.

Selecting the objectives of this study poses a challenge due to the multitude of aims it encompasses. Nevertheless, efforts will be made to identify the most significant ones.

- The study aims to provide students with fresh perspectives on Shakespeare and the underlying values portrayed in his works.
- It seeks to highlight the characteristics of Shakespeare's work that hold considerable sway over our lives.
- the study aims to establish a connection between ancient and modern readers, facilitating an appreciation for the intricate language and style employed by Shakespeare.
- the study aims to delve into the utilization of Shakespearean literature by contemporary educators

The things that we are aiming through this study is to elaborate how does Shakespeare's work creates a relational bridge between the past and the present through the different digital technologies used? and does the teachers emphasis on Shakespeare's work and its importance for the actual generation?

William Shakespeare, a renowned figure in the Elizabethan and Jacobean era of British theater, is known for his prolific writing, poetry, and acting. His works continue to have a significant impact on readers today, influencing their critical thinking. While Shakespeare's art was traditionally found in prints and books, it has now transcended into the digital realm, reaching audiences through various technological devices such as computers, cell phones, and smart tablets.

Malone and Hirsch discuss in their article how digital technologies have transformed the performance of Shakespeare's plays by introducing new methods of capture and delivery, as well as incorporating social media, virtual reality, video gaming, and motion capture in



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stage and screen productions. They emphasize that digital technologies provide users with innovative ways to engage with Shakespearean texts, enabling quick searches, comparisons, and collations. Digital editions of Shakespeare's works offer unique features and content that are not available in print, and can be easily updated and linked to external sources in real-time.

In contrast, Holland and Visconsi, in their essay "Shakespeare in the Digital Age," highlight the observations made by Stephen O'Neil regarding the evolving landscape of Shakespearean studies in the digital era. They underscore the importance of embracing digital technologies to enhance the accessibility and understanding of Shakespeare's works, emphasizing the dynamic and interconnected nature of digital editions compared to traditional print versions

This study aims to investigate and explore the subject matter by posing inquiries that will be addressed through an analysis supported by a collection of information and data derived from various sources such as documents and printed materials. The gathered data will be subjected to analysis utilizing different approaches, strategies, and methods to facilitate a comprehensive examination of the topic or study. The research will adopt a comparative study and will extensively delve into the renowned Shakespearean play "Hamlet". Furthermore, the data and information utilized in this study will be qualitatively collected, relying on manuscripts, documents, printed texts, and online resources.

This thesis investigates the lasting impact of William Shakespeare. The first section delves into his life, exploring how his personal experiences may have influenced his extensive body of work. It then examines both his famous plays and lesser-known poems, emphasizing their enduring themes and contributions to the world of theater. The section concludes by analyzing the profound and enduring influence that Shakespeare has had on literature and culture.

The second section shifts its focus to the digital age, exploring how Shakespeare's works are being presented and consumed in the 21st century. This part of the thesis



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investigates the innovative ways in which technology is being utilized to engage new audiences and revitalize these timeless works.

The third section acts as a connection between the past and present, examining the differences and similarities between the different forms of Shakespeare's work and its impact on both ages, in addition to providing nowadays teachers creative methods to teach Shakespeare's work employing various technologies. The aim of this section is to identify the most effective strategies for cultivating a deeper understanding and appreciation of Shakespeare's work among future generations.

Finally, as a conclusion we synthesize the main findings from the preceding chapters, providing a comprehensive overview of Shakespeare's enduring legacy. It may also suggest potential areas for further research in this constantly evolving field. Lastly, the thesis will include a detailed reference list for those interested in further study

Theoretical Part



**CHAPTER-I. Shakespeare's legacy: look at his life, plays,
poems, and lasting influence**

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Introduction

William Shakespeare is commonly acknowledged as a highly esteemed playwright and poet who flourished during the Elizabethan and Jacobean periods of British theater. His impact on the English language is profound, with a considerable number of people in Britain and across the globe possessing a certain level of familiarity with his works, irrespective of their educational background. Shakespeare's identity and literary creations are widely recognized, especially among young learners who frequently encounter his works as part of their school curriculum. According to Stanley Wells in his book *William Shakespeare: A Very Short Introduction*:

"Most people of any education, wherever they may be, have at least heard of Shakespeare. They may know that he was an English poet and playwright who lived quite a long time ago but is famous today. They are likely to be aware that children often learn about him in school. (Stanley Wells,13).

It is a common knowledge that Shakespeare is a well-known figure across various cultures and regions. His reputation as an English poet and playwright from the past has endured through time, making him a prominent figure even in modern times. It is likely that individuals are aware of his works being taught in educational settings, particularly to young students.

Shakespeare's literary creations, including *Romeo and Juliet*, *Hamlet*, and *Macbeth*, have played a significant role in establishing his global reputation. The profound and unforgettable dialogues found in his theatrical productions have made a lasting impression on individuals who admire his works or have merely encountered them briefly. His plays are filled with numerous remarkable quotations, such as "the quality of mercy is not strained" and "Shall I compare thee to a summer's day?" from his sonnets. Moreover, the renowned expression "To be or not to be" from *Hamlet* continues to be an



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enduring symbol of his legacy. As stated in William Shakespeare: A Very Short Introduction, "They probably remember the titles of some of his plays—Romeo and Juliet and Hamlet, at least; perhaps A Midsummer Night's Dream and Macbeth. They may know a few phrases from them— 'To be or not to be', 'Romeo, Romeo, wherefore art thou Romeo?'" (Stanley Wells,13).

William Shakespeare is an eminent figure in the realm of English literature, leaving an enduring impact on individuals from diverse backgrounds. Regardless of whether one pursues a career in science, education, law, nursing, medicine, or any other field, Shakespeare's influence remains undeniable. His works transcend the boundaries of being mere academic subjects or entertainment on screen, instead serving as a wellspring of inspiration and fascination. Spectators who attend his plays or watch his films are often astounded by the profoundness and intricacy of his creations, which delve into themes such as love, vengeance, insanity, authority, and the essence of humanity. Shakespeare's timeless masterpieces continue to enthrall audiences and ignite further exploration and scholarly inquiry, solidifying his status as a distinctive and significant figure in the realm of English literature.

William Shakespeare's enduring legacy as a renowned playwright and poet is evident through his widespread recognition and influence on the English language and literature. His works, such as Romeo and Juliet, Hamlet, and Macbeth, continue to captivate audiences globally, transcending time and cultural boundaries. Shakespeare's profound impact on individuals from various fields and backgrounds underscores his significance as a prominent figure in the realm of English literature, inspiring further exploration and scholarly inquiry into his timeless masterpieces.



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William Shakespeare: Biography

I.1. William Shakespeare's life

William Shakespeare was one of the greatest authors who influenced English literature and gained a prestigious reputation as a British Western literary icon, supreme playwright, and poet of the English language inside his homeland and beyond. Shakespeare is the one and only playwright all over the globe whose plays did not lose their aesthetic quality.

First of all, Shakespeare was born and grew up in the small town of Stratford-Upon-Avon in England, on 26 April 1564 in Holy Trinity Church of Gulielmus, his father was named John Shakespeare. Moreover, William's birthday date was not an authentic date, since; at his time there was no legal process for registering births. So, it was customized on the day of newborn babies according to the prayer book recommended, no later than Sunday or other Holy days next after the infant is born. In addition, there is a monument in Holy Trinity written on it that Shakespeare died on 23 April 1616 which meant that he came to this life on 23 April 1564 or a day before. In the 18th century, Shakespeare's birthday was celebrated on 23 April.

John Shakespeare (William Shakespeare's father) got married to Mary Arden, then; in his mid-thirties his son William was born in 1564. John was a minimal, very simple man. He had lived as a boy in the village of Snitterfield, and later as a young man he had to move to the town for the sake of learning the whittawer, glover trade. It takes seven years of traineeship and apprenticeship.



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John had business and career interests and concerns such as wool-dealing, in addition; his wife Mary was a woman of practical ability and she was thrifty since her father favored her among her siblings and made her executor, moreover; after his death, he left an enormous bulk of his properties to his daughter. She lived on a farm which was in Wilmcote. (Stanley Wells,17)

Stratford was a city of marketing, it was a market town, where Shakespeare grew up and gained the skills, talents, and sports, which is appearing in his prints. The sports and talents that he was passionate for are fishing, falconry, swimming, and horseback riding.

During Shakespeare's childhood, the town where he lived faced various diseases and one of these plagues struck and that was less than three months after Shakespeare's birth. Then this disaster caused the death of around 240 town's people, and caused the close of grammar schools and displacement of mothers and their children to the countryside.

In addition, during Shakespeare's life fire was another dangerous disaster that destroyed around 200 homes and buildings.

Education in Shakespeare's lifetime was available for children either boys or girls, then there was a man named Thomas Parker who employed himself to teach little children as well as his wife doth practices in needlework. Moreover, the grammar schools in the town were free schools and all the pupils were boys and the teachers who taught there were Oxford graduates. The schools at that period were strict, rigid, and interested in education for most in oratory, rhetoric, and classical literature. Furthermore, the pupils were demanded to practice Latin in both writing and speaking. (Stanley Wells,17_21)



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William Shakespeare as a young man had to get a job, and he worked as an assistant in the shop of his father for the first time, since his father was a glover and whittawer, in addition; William Shakespeare was a deft, skilled worker, he had a great experience in his domain since he had knowledge about most kinds of the animals' skins that he dealt with in Stratford so to speak he grew up with it.

By 1592, Shakespeare had already established himself as a successful playwright in London, having written at least seven plays. In 1594, he played a key role in the establishment of the Lord Chamberlain's Men and even owned shares in the company. Just three years later, in 1597, William purchased New Place, a Medieval house originally constructed by Hugh Clopton in the 1480s in Stratford. Shakespeare further expanded the property by acquiring additional land for orchards and cattle grazing.

Shakespeare passed away on the 23rd of April, 1616. prominence. In conclusion, William Shakespeare was a highly influential author and playwright who left a lasting impact on English literature.

I.2. Major works

I.2.1. Major plays

Shakespeare's plays were instrumental in shaping Britain's cultural identity, with his works being widely performed and appreciated both on stage and in print. The rapid growth of drama and theater during Shakespeare's formative years led to the establishment of the first playhouse in London in 1567, marking the beginning of a golden era that lasted until 1640.

The construction of theaters like the Red Lion and the one by James Burbage played a crucial role in elevating English drama to new heights. Shakespeare drew inspiration from writers like Marlowe, Greene, and Kyd, refining his distinctive style and



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making significant contributions to the literary landscape of his time. The actors who portrayed characters in Shakespeare's plays gained recognition and fame, further solidifying his influence on the cultural scene of Britain.

Hence, Shakespeare played a pivotal role in shaping the cultural identity of Britain through his extensive repertoire of plays and widely circulated printed works. The emergence and flourishing of drama and theater during his formative years marked a period of remarkable progress in English literature. The establishment of the Red Lion playhouse in 1567, along with other theaters like the one built by James Burbage in 1576, played a vital role in elevating English drama to unprecedented heights. Shakespeare drew inspiration from renowned writers such as Marlowe and Kyd, honing his unique style and making a significant contribution to the literary landscape of his time.

Furthermore, Shakespeare honed his literary and dramatic prowess through active involvement in theatrical productions, not only as an actor but also as a participant. Moreover, his unwavering commitment to reading proved instrumental in elevating his abilities as a writer, as he immersed himself in the literary creations of numerous esteemed authors. **(Stanley Wells,31)**

In conclusion, Shakespeare's plays were crucial in shaping Britain's cultural identity, with his works being widely performed and appreciated. The establishment of theaters like the Red Lion and those by James Burbage played a significant role in elevating English drama to new heights, with Shakespeare drawing inspiration from other writers and making substantial contributions to the literary landscape of his time. His involvement in theatrical productions and dedication to reading further solidified his influence on the cultural scene of Britain.



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A. Playing Spaces

In London during that era, there were no purpose-built theatres for staging plays. Instead, performances took place in various public venues, such as royal palaces for court shows, the grand halls of prestigious homes, and even churches.

The establishment of the theater in 1576 marked a significant moment in the golden age of English theater and drama, with the first playhouse being built in Shore ditch. The negative perceptions of Puritans towards theaters led to criticism through written sermons, viewing them as indecent places where serious subjects were treated with mockery.

The architecture and layout of playhouses played a crucial role in influencing the development of the plays staged within them, with constant evolution and lack of uniformity among theaters. Public theaters were typically three stories tall, circular or polygonal in shape, and open to the elements, with a stage extending into the yard.

Spectators had to pay a penny for access to the standing area in front of the stage, with an additional penny for a seat in designated sections. The lord's room was reserved for nobles or privileged attendees. The stage featured a trap door, roof, canopy upheld by pillars, and other elements that enhanced the theatrical experience. **(Stanley Wells,35_38)**

In conclusion, the text highlights the absence of purpose-built theaters in London during a specific era, leading to performances being held in various public venues. The establishment of the first playhouse in 1576 marked a significant moment in English theater history, despite facing criticism from Puritans. The architecture and layout of playhouses influenced the development of plays, with public theaters offering a unique experience for spectators through different seating arrangements and theatrical



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elements.

B. Actors

Theatrical performances during this time period involved actors who collaborated with various theaters. These actors were organized into companies with the assistance of influential sponsors. These companies consisted of both male and female actors, with each company employing approximately twelve to fourteen individuals on full-time contractual agreements.

Shakespeare employed a cost-effective approach in the production of his plays by utilizing a limited number of actors. In some instances, the same actor would portray multiple roles within a single play. Despite these limitations, the performances were executed with exceptional skill and creativity.

It was common for actors to remain affiliated with the same company throughout their entire professional career. Additionally, young male actors would often be cast in female roles until they reached puberty, at which point they would transition to male characters. (Stanley Wells,39_40)

I.2.2. Major sonnets

The Sonnets of Shakespeare have posed a significant challenge in our literature. Shakespeare's Sonnets are known for their poetic quality that has fascinated readers for centuries. Despite being often studied individually, they have left a lasting impact on English poetry. Many poets still find inspiration in Shakespeare's rhythmic compositions when writing sonnets. His sonnets have become a timeless model for the English language, reflecting his prophetic understanding of their enduring appeal. (A.L. Rowse, 161)



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Shakespeare's plays and narrative poems were crafted with the intention of appealing to the general public and generating income, thereby showcasing his professional identity. However, he also composed personal poems for his own pleasure and to convey his emotions, without any intention of publishing or profiting from them. These personal poems often took the form of sonnets, a style he had previously employed during his youth to express his affection for Anne Hathaway. The initial mention of these poems can be traced back to Francis Meres' book in 1598, where he commended Shakespeare's plays and acknowledged the existence of "sugared sonnets" that were either privately shared or dedicated to close acquaintances. Subsequently, some of Shakespeare's sonnets were published in *The Passionate Pilgrim* in 1599, a compilation that also featured works from *Love's Labor's Lost* and other poems by various authors. The publisher, William Jaggard, sought to capitalize on Shakespeare's renown by attributing these works to him.

In 1609, Thomas Thorpe obtained a compilation of 154 sonnets written by Shakespeare, along with a narrative poem titled '*A Lover's Complaint*'. These literary works were subsequently published under the title '*Shakespeare's Sonnets, never before Imprinted*'. Thorpe dedicated the volume to the only begetter of these ensuing sonnets Mr. W. H., expressing his sincere wishes for happiness and eternal life. Renowned for their exquisite beauty, these sonnets have become cherished love poems within the realm of English literature. Interestingly, certain sonnets can be interpreted as being addressed to either a male or female recipient, regardless of their age. Above all, these sonnets emphasize the enduring power of love and friendship, which have the ability to bring immense joy, transcend the constraints of time, and bestow a sense of immortality upon the beloved individual.

The collection of poems explores a variety of tones and themes, including rivalry, disillusionment, self-deception in love, devotion, self-disgust, shame, sexual desire, and



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the conflict between body and soul. Some poems depict the battle between comfort and despair symbolized by a man and a woman, while others address the speaker's acknowledgment of their beloved's lies. The poet delves into intricate emotions and experiences, adding depth and richness to the collection.

There is no evidence to suggest his involvement in the publication of "Shakespeare's Sonnets." The absence of William Shakespeare's name as the author in the title is notable. The dedication was penned by the publisher, not the author himself. The sonnets have been subject to misinterpretation throughout history.

The first 126 sonnets focus on young men, while the remaining 28 center around women. The sonnets were composed over time, depicting various friends and lovers. In contrast to his narrative poems, the sonnets did not achieve immediate success and were not reprinted until 1640. They only gained recognition during the Romantic period and faced criticism for their homoerotic undertones during the Victorian era. (Stanley Wells, 56_57)

In conclusion, Shakespeare's Sonnets have had a significant impact on English literature, serving as a timeless model for sonnet writing. While initially composed for personal reasons, they were later published and have since been cherished as exquisite love poems. However, the publication history and interpretation of the sonnets have been subject to misconceptions and misinterpretations throughout history.

I.3. William Shakespeare's educational process

Recent studies have delved into Shakespeare's education, offering insights into how it influenced his plays. It is noteworthy that the depth of this analysis had not been fully appreciated until now. However, given the thorough and accurate portrayal of the contemporary life in his works, this oversight may not be entirely surprising.



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The grammar school in Stratford was like many other schools in the country during the late 16th century. It was established or reestablished due to the Reformation and society becoming more efficient. In 1553, a charter was created for the grammar school. The headmaster was to be paid £20 a year and provided with a house in the Gild-precincts where the school was located. The headmaster was also responsible for hiring an usher for the lower school. Before the grammar school, there was basic education in Stratford for young children under seven or eight. They learned to read, write, do basic math, and were taught religion from the Catechism, psalms, and grace before and after meals. They used a home-book or ABC book, but very few of these books have survived due to wear and tear from many small hands over the years. Shakespeare mentioned the ABC book in his works, describing it as having rows of letters and syllables, with the first row starting with a cross, hence the term 'Christ-cross row' for the alphabet, and including the Lord's Prayer.

the educational system for young boys around seven years old during a historical period where Latin was the foundation of education. Grammar school focused on Latin grammar, using Lily's textbook as a standard nationwide. This emphasis on Latin had a profound influence on shaping common ways of thinking and speaking among students. The daily routine for boys included morning prayers, grooming, greeting parents, grabbing books, and arriving at school before the chapel bell rang. The school day revolved around religious practices such as Bible readings, singing psalms, and prayers, reflecting the strong religious influence on education during that time. The vivid description of early mornings in both summer and winter in Stratford evokes a sense of empathy for the young students navigating their educational journey.

At the age of seven, Shakespeare would enter grammar school in 1571 and spend his first three years in the lower school under the guidance of the usher. Simon Hunt was the headmaster from 1571 to 1575, so young William would receive most of



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his education from the next headmaster, Thomas Jenkins, who seems to be Welsh, and who held the position from 1575 to 1579. These headmasters were educated at Oxford and were well-prepared for their job. One of the students was Richard Field, the son of a tanner, who was a few years older than Alderman Shakespeare's son. Richard Field later became one of the leading printers in London.

In addition to grammar, the boys learned from a Latin phrase-book. These books contained Latin phrases for conversation, but it's unlikely that the boys became proficient in it. The phrase-books, along with simple texts like Aesop and Cato, also provided moral tags that were common in Elizabethan education and life. These moral lessons were everywhere, from works of art to church walls. It was an effective way to teach morals to young, energetic people. Shakespeare's plays show evidence of this, and much of his animal knowledge can be traced back to Aesop. The boys started learning Latin poetry with Mantuan, a sixteenth-century poet who was Christian Bucolica was more suitable for young boys compared to Virgil's pagan themes.

During their time in elementary school, the boys were introduced to Terence and possibly Plautus. This was Shakespeare's first exposure to classical drama, which influenced his early comedies.

Shakespeare's early education and the influence of Ovid's works were significant in shaping his literary career. Despite the passage of time, Shakespeare still held memories of his early schooldays, highlighting the lasting impact of his education. In particular, Ovid emerged as his favorite Latin poet during his time in the upper school, leaving a profound impression on him.

Shakespeare's admiration for Ovid is evident in his direct references to the poet's name on four occasions. Additionally, he mentions the swan's singing at death



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from Ovid's *Heroides* five times, showcasing his familiarity with Ovid's works. The story of *Lucrece*, one of Shakespeare's notable works, is derived from Ovid. However, it is Ovid's *Metamorphoses* that truly resonates throughout Shakespeare's body of work. The *Metamorphoses* serves as a constant source of inspiration for Shakespeare, influencing his choice of subjects, themes, characters, and even phrases. Its impact on his imagination is profound, alongside the Bible and the Prayer Book.

Shakespeare's knowledge of classical mythology, a prominent aspect of his plays, primarily stems from his reading of the *Metamorphoses*. He initially read the work in its original language and later explored Arthur Golding's translation. This exposure to Ovid's masterpiece enriched Shakespeare's mind and contributed significantly to his understanding and incorporation of classical mythology in his plays. (A.I. Rowse,34_37)

Shakespeare did not attend University, unlike some of his fellow playwrights such as Christopher Marlowe who studied at Cambridge. Ben Jonson, known for his scholarly pursuits, also did not pursue higher education.

(Shakespeare Birthplace Trust<https://www.shakespeare.org.uk>)

In conclusion, Shakespeare's education at the grammar school in Stratford, particularly his exposure to Latin grammar and classical works like Ovid's *Metamorphoses*, played a crucial role in shaping his literary career. The influence of his early education is evident in his works, showcasing his deep understanding of classical mythology and moral lessons imparted during his schooling.

I.4. Early comedies

Shakespeare is the father of drama. His fantastic period started during the Elizabethan era, and till now, his name still shines everywhere. However, he is characterized by his choice of narrative and dramatic conventions from the



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medieval traditions of stage romance and his conceptions of comedy, which explain the social problems of Britain at that time in an ironic way.

“Comedy is a game played to throw reflections upon social life, and it deals with human nature in the drawing-room of civilized men and women”
‘Meredith’

They use characters in order to portray and imitate the life of people as a mirror of their social changes, it is a way of acting representing the truth, The comedy considered as a basic instrument of moral correction remains ; trying to expose problems or issues then provide them with some solutions.

The writing of comedy saved the signs of its origins from the Greek till Shakespeare’s time as the renaissance playwrights inherited the plot conventions from the new comedy of **Plautus** and **Terence** which was based on schematic episodes from romance or domesticated myth or stylized versions of practical jokes in addition to the central element of the old comedy was a masked buffoon with or without a clown but the writers were reflecting the life renewal instead of reflecting life as it is.

For Shakespeare his main purpose of playing comedy was to hold the mirror up to nature Yet with the role of illuminating and correcting moral behavior and this was the theory he tries hardly to emphasize it on his works such as in Hamlet.

Shakespeare has a particular style that distinguishes him from million other writers in addition to the glamour of particular passages the progress of events on his legend and the content of his dialogues creates the power of his work , in which the majority of the dialogues in Shakespeare's work are clearly determined by the incident that produced them, and they are pursued with such ease and simplicity that it appears scarcely to claim the merit of fiction, but rather to have been gleaned by meticulous selection from common conversation and



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common occurrences. (Salingar, 1974)

Comic society often includes the parasite, despite not being at the final festival, due to its importance. The term 'grace', with Renaissance overtones, is crucial in Shakespearean comedy. Shakespeare's romantic comedy follows a tradition resembling medieval seasonal ritual-plays, focusing on the triumph of life and love over waste land. The comedies follow a rhythmic movement from the normal world to the green world and back again.

The focus in Shakespeare's plays is on the overall effect of each play as a story told in the theatre, considering the timing and weight of individual scenes. For dramaturgical excellence, a play must hit certain sweet spots, engaging the audience and setting up a theme through language.

The ending of a Shakespearean comedy usually involves marriages and reunions, rather than death and discord. The opening scene must captivate the audience and establish a scenario and theme that will be explored through the use of language, which typically operates subconsciously. (Gay, 2008)

Shakespearean comedy frequently uses Act 3 moments to highlight thematic concerns, giving the audience a chance to consider the characters and their lives. Shylock's speech, the exchange between Feste and Viola, and the soliloquies between Benedick and Beatrice are a few examples. Shakespearean comedies culminate with the punishment of the evildoer, the release of ignorance and misunderstanding, and the reunion of those who should be together. The spectator feels as though they are on vacation, inhabiting a different reality, sharing the oddities of everyday life, and experiencing the struggles and lives of others. All men are entitled to laugh, and it is admirable that they can do it when the occasion is right and following a dignified manner. (Gay, 2008)



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I.5. Shakespeare and Tragedy

Tragedies may have been less prevalent in Shakespeare's company, but they still hold significant value compared to the repertoire of the Admiral's men. Shakespeare was considered to be the best contemporary playwright in both comedy and tragedy. By 1623, the Folio had organized the thirty-five plays into three familiar dramatic genres: Comedies, History, and Tragedies. The fourteen comedies share a common understanding of the genre, while the ten histories share a common dependence on narrative accounts of English history. (Richard & Jean E, 2003)

The tragedy of Shakespeare is upon the pillars of the great tragedies – Hamlet, Othello, King Lear, and Macbeth. Shakespeare's reputation is primarily based on his tragic plays, which test the emotional resources of their audiences more than comedies or histories.

Shakespearean tragedy is a five-act play that ends with the death of major characters, expressing the paradox of disappointment, which is a common theme in human life. The plays often feature realistic human characters with traits such as strength, intelligence, vanity, and treachery. The protagonists often share similar thoughts with the characters, expressing tragedy. Each play contains an element of hope that is disappointed or ambition that is disappointed, acting out of the disappointment paradox. Death is a central element in all four tragedies, symbolizing the paradox between disappointment and defeat. Death is not used to express extreme human suffering, but to emphasize the disappointment and defeat that accompany it. Tragedies deal with one of life's greatest paradoxes, affirming it and challenging us. (Chandler, 2003)



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I.6. The Romance

Romance is a literary genre that depicts heroic individuals and their quests, frequently involving elements of magic and supernatural intervention. At the conclusion of the romance, the protagonist is reconciled, and harmony is achieved despite the hardship and distress endured. Shakespeare's plays frequently depict opportune moments, such as storms and shipwrecks, in which families or lovers are separated. Heroes are often helped by magic, spirits, and gods, sometimes in an artificial manner. According to Orthography, a prevalent literary theory, romance is a fusion of magic, artifice, and improbability, with a strong emphasis on emotion and verisimilitude. This idea is reinforced by the storyline in Pericles and the presentation of facts in a dramatic manner. (2024)

I.7. The lost years (Kauffman & Jory, 2023)

Shakespeare was born in Stratford-upon-Avon on April 26, 1564 and during the so-called "lost years" (between February 1585 and following four years) his career has been the subject of much conjecture by scholars. He taught English somewhere back home, maybe even as an apprentice of a people's local teacher at Stratford. It is most likely that he was staying in Stratford where he could have been managing some part of this own family's affair. (Kauffman & Jory, 2023)

Shakespeare may have seen professional drama groups in Stratford-upon-Avon during the years 1585-1588; Before his twentieth birthday, at minimum, the records show that there were no fewer than twelve separate performing groups that put on no fewer than eighteen plays funded in part by the Stratford Town Council. In just one year's time span from 1586-1587 five different acting units came to this town to perform their shows for all audience tastes."



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Shakespeare had a close relationship with Stratford. He bought New Place in 1597 and registered as a resident there in 1598. He probably spent the first three years of his children's lives in Stratford, which indicates a few lost years (Kauffman & Jory, 2023)

Conclusion

The greatest beauty of a poetical work often consists in the harmonious mix of the Tragic and Comic elements. It is often difficult to distinguish between humor and pity between great actors. This delightful amalgamation of tragic and comic elements is a hallmark of exceptional art, providing relief, reconciliation, and resolution of conflicts. Shakespeare was fond of this use, with his tragedies featuring comic interludes and his comedies having serious threads and sometimes a tragic outlook. Life is not all gloom or all delight, but the sun illuminates the clouds. (Vimal & Dr, Digvijaysinh, 2016)

In conclusion, the digital era has become a powerful tool for promoting understanding and enjoyment of Shakespeare's timeless works



Beyond Ink and paper: Shakespeare in the Digital Era

**CHAPTER-II. Beyond Ink and paper: Shakespeare in the
Digital Era**



Beyond Ink and paper: Shakespeare in the Digital Era

Introduction

During the Digital Era, there has been a significant shift from an industrial-based economy to an information-based economy. This transition is facilitated by the use of computers and other technological devices as mediums of communication. According to Lau (2003), the Digital Era is characterized by widespread access to electronically accessible information, which can be easily shared and utilized. The Internet plays a crucial role in the retrieval and transmission of this information. This period is also known as the information and communication era, as numerous studies focus on the collection, processing, and transfer of information (Bahman, 1991). Information has rapidly evolved and spread worldwide, leading to the invention of various technologies that simplify daily tasks and business transactions. Many forms of information have also transitioned from physical to electronic formats. Modern devices like smartphones, mobile computers, PDAs, and tablets have emerged during the digital age and are indispensable in today's society.

The utilization of information and communication technologies (ICT), particularly the Internet, has had a significant impact on society and various aspects of everyday life. ICT has become an increasingly important component of both professional and personal spheres since its integration into our lives. In developed nations, students incorporate digital technologies and the Internet into all aspects of their daily routines, including school, work, and leisure activities. On the other hand, many developing countries face limited access to digital technologies, such as computers and the Internet, which highlights disparities in ICT infrastructure (Acilar, 2011; Hilbert, 2011; Miah & Omar, 2012).

The environment in which young individuals grow up before entering university is now saturated with new technology that shapes their lifestyle, cognitive processes, communication patterns, and work habits. Most of these students, born between 1980 and



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1994, belong to the first generation to grow up alongside this technology. They are characterized by their proficiency and comfort with ICT. This generation has been given various names that emphasize their strong connection and inclination towards digital technology, including "generation Y" (Howe & Strauss, 1991), "millennials" (Howe & Strauss, 1991), "net generation" (Tapscott, 1998), "digital learners" (Brown, 2000), "digital natives" (Prensky, 2001), "new millennial learners" (Pedró, 2006), "learners of the digital era" (Rapetti & Cantoni, 2010), and "digital nerds and digital normal" (Thirunarayanan, Lezcano, McKee & Roque, 2011).

The rate of transformation in the digital age is incredibly fast. Numerous technologies and their corresponding products have emerged and spread in the early years of the 21st century. These include high-speed and mobile internet, blogs, podcasts, RSS, Google News engines, YouTube, Facebook, Twitter, iTunes, mobile phones, and other digital devices.

The Digital Era has brought about a shift from an industrial-based economy to an information-based economy, characterized by widespread access to electronically accessible information facilitated by the Internet. Information and communication technologies have significantly impacted society, with a generation growing up alongside technology, leading to rapid advancements and the emergence of various digital devices and platforms in the 21st century.

II.1. Definition of Digital era

According to **Cambridge dictionary**: In the contemporary era, numerous tasks are accomplished through computer systems, leading to the availability of vast quantities of information owing to advancements in computer technology." the present time, in which many things are done by computer and large amounts of information are available because of computer technology" (**Cambridge Dictionary**).



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According to Collins dictionary, Digital systems store or communicate data through numerous minuscule signals.

“Digital systems record or transmit information in the form of thousands of very small signals. [...]” (Collins dictionary).

Era: An era can be used as a reference to a historical period or an extended duration of time when one wishes to highlight a specific characteristic or attribute it possesses.” You can refer to a period of history or a long period of time as an era when you want to draw attention to a particular feature or quality that it has.” (Collins dictionary).

The integration of the internet and digital technology into contemporary society has become as crucial as traditional establishments such as the government and education system. This transformation to the Digital Age commenced within the last century, signifying a notable shift in societal functions. The Digital Age, or Information Age, is distinguished by an economy focused on information technology, departing from the industrial economy of previous eras. This evolution underscores the significance of knowledge in molding the present economic environment. (studysmarter.co.uk).

The digital era, also known as the Information Age or the Computer Age, represents a significant period in human history. It marks the transition from traditional industries to an economy heavily reliant on computerized information. This shift is closely linked to the Digital Revolution, similar to how the Industrial Revolution marked the beginning of the Industrial Age.

During the Information Age, the digital industry has given rise to a knowledge-based society and a highly advanced global economy. This has greatly impacted manufacturing and the service sector, making them more efficient and convenient. The information industry allows individuals to explore their personalized needs, simplifying decision-making and reducing costs for both producers and buyers. This efficiency has led to the



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emergence of new economic incentives, such as the knowledge economy.

Advancements in computer microminiaturization have made the Information Age possible. These technological advancements have not only transformed daily life but also influenced social organization, making information and communication processes the driving force behind social evolution. (SabrinaSehovic, Digital era.linkedin.com)

The rise in mobile, internet, and social media users has been substantial due to technological advancements. Growth rates for these user groups have ranged from 2% to 9% since 2018, with expectations for further expansion in 2020.

Numerous key concepts in the digital age encompass artificial intelligence, automation, big data, InsureTech, Internet of Things, and cloud computing. These terms signify the advancement and availability of technology and information in today's society.

The digital era, also referred to as the information age, is characterized by easy access to vast amounts of information primarily through computer technology. This underscores the significance of technology in shaping the current period.

The digital revolution, as defined by Techopedia, marks the shift from analog to digital devices that commenced in the 1980s and is still progressing. This underscores the continuous evolution of technology and the rise of the Information Era.” (David Thomas: Aug 22, 2019).

The Digital Era signifies a shift from an industrial-based economy to an information-based economy, driven by the use of computers and other technological devices for communication. Lau (2003) defines this era as a time when information is easily accessible, shareable, and used in electronic formats, with the Internet playing a pivotal role in information retrieval and transmission. Referred to as the information and communication era, studies have focused on the gathering, processing, and transfer of



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information on a global scale, leading to the creation of technologies that simplify daily tasks and business transactions. The transition of information from physical to electronic formats has been a key aspect of this era, with modern devices like smartphones, mobile computers, PDAs, and tablets becoming indispensable tools in the lives of the current generation. (Adnan Rizal Haris).

the contemporary era is defined by the use of computer systems and the availability of vast amounts of information due to advancements in computer technology. This has led to a shift towards an information-based economy and has transformed daily life and social organization. The internet plays a crucial role in this digital era by facilitating information retrieval and transmission.

II.2 Highlighting the digital age

The era of Digital Incunabula is marked by the emergence of potential future trends in digital storytelling and multimedia production. Key areas of focus include addressing copyright enforcement challenges and developing an authentic multimedia narrative format. Linear storytelling currently dominates the digital landscape due to its adaptability, but there is a growing interest in exploring nonlinear formats that allow the audience to choose the sequence of exploration, presenting exciting possibilities for more interactive and engaging storytelling methods.

To progress in the digital storytelling landscape, it is crucial to establish a clear vision for digital narrative. This involves defining standards for communication and reception to ensure creators and audiences are aligned in understanding and experiencing digital stories. By preparing the audience for a new form of media consumption, a more immersive storytelling experience can be created.

Advancements in communication technology are leading to the development of



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sophisticated consumer electronic devices that allow users to interact with information in more complex ways. The next generation of devices is expected to bring information even closer to users through augmented reality, where data can be projected onto eyeglasses or contact lenses for seamless access.

Artificial Intelligence is revolutionizing software development by enabling computer systems to independently acquire knowledge, engage in logical reasoning, perform complex calculations, and even develop artificial intuition. The concept of "Singularity" refers to the point at which computers exceed human intelligence, raising concerns about the risks associated with their independent reasoning and problem-solving capabilities. I. J. Good introduced the idea as an "intelligence explosion," signifying a rapid progression of software intelligence beyond human levels.

Apple co-founder Steve Wozniak holds an optimistic perspective on the impact of artificial intelligence (AI), believing that AI will not pose a threat to humanity. In contrast, tech pioneers like Elon Musk, Bill Gates, and Stephen Hawking express concerns about AI potentially surpassing human intelligence and posing existential threats. Musk, in particular, has invested in an AI monitoring firm due to his belief that AI could become an "apex predator" capable of overpowering humans. Gates and Hawking share similar concerns, emphasizing the need to address the potential risks associated with AI development. Visionary Ray Kurzweil postulates the existence of six distinct evolutionary epochs leading to the forthcoming phase in the evolutionary hierarchy of the food chain.

The concept of evolution as a process of creating patterns of increasing order, with a focus on the evolution of patterns being the ultimate story of our world. The history of evolution is conceptualized in six epochs, with the Singularity predicted to begin in Epoch Five, where human intelligence merges with artificial intelligence. Currently, we are in Epoch



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Four, characterized by technological exploration and the development of thinking computers.

The Singularity is anticipated to result from the merger of human and technological intelligence, leading to the transcendence of human brain limitations and the amplification of human creativity. While this collaboration holds promise for enhancing global intellect, there are concerns about the potential consequences of superintelligence surpassing humanity, as highlighted by philosopher Nick Bostrom in his work on Superintelligence.

Bostrom suggests various strategies to maintain human dominance over Artificial Intelligence, including emotional programming and cautioning against the manipulation of intelligence metrics by sophisticated AI. The development of technologies like Neuralink's neural lace, which aims to establish a direct connection between the brain and computers, could potentially lead to a global consciousness and revolutionize intellectual development on a massive scale.

Elon Musk's collaboration with Neuralink and the predicted timeline for the Singularity by 2045, as proposed by Kurzweil, indicate a future where human-machine collaboration and technological advancements play a significant role in shaping the evolution of human intelligence and the universe.

The future of human civilization in the midst of advancing nonbiological intelligence, emphasizing the integration of artificial intelligence into various aspects of our lives. Kurzweil envisions a future where AI and biological intelligence merge, while Bostrom warns of the potential dangers of superintelligence gaining control over human consciousness. The concept of a neurological networking device that connects the human brain to computers and the Internet is explored, offering enhanced cognitive experiences beyond virtual reality. This interconnected system presents opportunities for individuals to



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engage in simulated activities on a grand scale, bypassing traditional senses by directly stimulating the brain's receptors. Huxley's "feelies" concept and Kurzweil's "experience beamer" idea further illustrate the potential for immersive and empathetic connections through technology.

The concept of "experience beamers" who share their sensory experiences and emotional reactions online, akin to the movie "Being John Malkovich." It also touches upon the potential risks and benefits of interfacing our minds with digital impulses, raising concerns about superintelligence and control over the Internet. The narrative of The Matrix Trilogy is referenced to illustrate the idea of humans being controlled by machines through a simulated reality. The malevolent digital entity in the film series highlights the notion that humans define their reality through suffering. The projection of a dystopian future involves the enhancement of cognitive abilities through technology, leading to a digital marketplace for sharing experiences. However, the intrusion of a malevolent Artificial Intelligence poses a threat to humanity, potentially resulting in enslavement or annihilation. The integration of organic and synthetic intelligence, coupled with the collapse of capitalism and increased automation, could push society towards a bleak future. (M. Scully. **The Digital Incunabula: The Future of Storytelling in the Digital Age. The Treacherous Turn; March 2, 2018**)

Digital Incunabula focuses on digital storytelling and multimedia production, as well as the challenges and opportunities presented by artificial intelligence. It emphasizes the importance of establishing a clear vision for digital narrative and explores the potential risks and benefits of integrating AI into various aspects of life. The conclusion is that while there are concerns about superintelligence and control, there is also potential for human-machine collaboration and enhanced cognitive experiences

The evolution of media from the manuscript era to the printing press and now to the



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digital age. Johannes Gutenberg's invention of the printing press revolutionized Western culture, leading to unintended consequences such as increased literacy and the decline of oral tradition. The economic advantages of the printing press drove its adoption, marking the end of the manuscript era.

During the Incunabula period, the transition from manuscript to print focused on preserving artistic elements in publications. The shift to the printing press was a deliberate evolution, combining traditional practices with innovative techniques. Economist Joseph Schumpeter's concept of "creative destruction" highlights the continuous replacement of old practices with new ones in capitalism.

The Digital Incunabula is dismantling the second orality by transitioning to digital platforms for content distribution. This shift eliminates the need for traditional publishing processes, making content delivery more efficient and cost-effective. The importance of designing text for readability on the printing press is mirrored in the digital era, emphasizing the need for a new typographic approach for digital content.

Looking ahead, the future of digital storytelling will be shaped by engaging narrative forms, a creative production community, suitable digital platforms, and an audience capable of comprehending complex digital narratives. The digital media production model emphasizes content creation, packaging, and distribution as key factors for success in the digital era. It is crucial to consider these elements as we move forward in the digital age.

(M, Scully; The Digital Incunabula: The Future of Storytelling in the Digital Age (Digital Incunabuland). March 2, 2018

The evolution of media, from the manuscript era to the printing press and now to the digital age, has had significant impacts on Western culture, literacy, and traditional practices. The transition to digital platforms for content distribution is making content delivery more efficient and cost-effective, and the future of digital storytelling will be



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shaped by engaging narrative forms, a creative production community, suitable digital platforms, and an audience capable of comprehending complex digital narratives.

II.3 The digital Revolution

The ongoing digital transformation that is reshaping the media landscape from analog to digital through the process of digitalization. This process involves converting various forms of media into digital code using binary symbols. The accumulation of data bytes allows for easy transfer of information globally through electrical signals. The evolution of digitalization has been in progress since the 1940s, with the advent of personal computers and the Internet playing a significant role in digitizing various aspects.

With half of the world's population connected to the Internet, a substantial amount of digital information is being generated, leading to exponential growth in data creation. The shift towards a digital era is evident, marking a major paradigm shift in media communication. The transition is unfolding in two distinct phases: "tertiary" or "digital orality" followed by a more complex stage of "infusive" communication. Theorist Robert Logan categorizes different forms of orality based on their characteristics in oral, literary, and digital cultures.

Logan's perspective on different forms of orality highlights the progression from primary orality to digital orality, signifying the emergence of a new phase in media communication - the digital age. However, the text suggests that the emergence of augmented reality, virtual reality, and Artificial Intelligence signifies the beginning of a new digital era known as the Digital Incunabula. This transformative period will revolutionize communication, knowledge sharing, and storytelling in innovative ways, emphasizing the importance of reflecting on historical context before embracing this groundbreaking shift.



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(Michael Scully: *The Digital Incunabula: The Future of Storytelling in the Digital Age* March 2, 2018)

The ongoing digital transformation is reshaping the media landscape by converting various forms of media into digital code, allowing for easy global transfer of information. With the shift towards a digital era, the emergence of augmented reality, virtual reality, and Artificial Intelligence signifies the beginning of a new digital era known as the Digital Incunabula, which will revolutionize communication and storytelling.

The COVID-19 pandemic has led to a significant transformation in higher education, with universities shifting from traditional face-to-face learning to online platforms. This change has affected how students prepare for exams.

Students now rely on digital tools and technologies to organize and access study materials.

They use cloud-based platforms, note-taking applications, and collaborative software to streamline their study habits. By creating comprehensive digital archives with distinct headings, subheadings, and tags, students can easily search and review their notes when preparing for exams. In addition, students studying subjects with complex formulas and mathematical notations have created specialized formula repositories. These hubs allow them to compile and categorize equations, derivations, and key concepts, ensuring quick access during exam preparation. Overall, the shift to online exams has emphasized the importance of digital note-taking and organization for efficient exam readiness. Students have adapted their methods to navigate and consolidate vast amounts of information in this new digital landscape.



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II.1.1. II.4.1 Advantages and Disadvantages of the Modern Approach to Education in the Digital Age

A. Benefits:

- Online learning and digital exam preparation offer students flexibility and accessibility, allowing them to study at their own pace and access a wide range of resources from anywhere with an internet connection.
- Digital notes help students stay organized and easily retrieve information, enhancing their study process.
- Collaborative tools on online platforms enable students to interact and learn from each other, fostering critical thinking and problem-solving skills.
- digital tools like virtual whiteboards aid in visually representing complex concepts, supporting knowledge retention and effective exam preparation.

B. Drawbacks

- - Online education relies on stable internet connections and suitable devices, and technical issues like poor connectivity or software glitches can disrupt learning.
- - The transition to online learning reduces face-to-face social interactions, leading to feelings of isolation and difficulties in collaborative learning.
- - Online learning requires self-motivation and discipline from students, as they have to manage their coursework independently without in-person accountability.
- - Relying on digital platforms for studying can lead to increased screen time and potential digital fatigue, which can affect concentration and exam preparation.



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The COVID-19 pandemic has led to a significant shift in university education and exam preparation, with students embracing digital tools and innovative approaches for online learning. This transition has brought advantages such as increased flexibility and peer collaboration, but also challenges like technical difficulties and reduced social interactions.

Students have acquired valuable digital competencies and skills during this phase, which can benefit companies and organizations. These skills include technological adeptness, adaptability, and collaborative nature, which can enhance operational efficiency and drive digital transformation.

By integrating technology, promoting digital transformation initiatives, adopting remote work capabilities, fostering a culture of learning, and encouraging innovation, organizations can leverage the expertise of recent graduates. These digital natives can contribute to operational efficiency, digital transformation, and a forward-thinking work environment.

The skills and experiences gained by graduates during online education serve as a bridge between academia and the professional realm in the digital era. The ability to generate digital notes, collaborate remotely, and utilize emerging technologies positions new graduates as valuable assets in a digitally-inclined workplace.

It is crucial for graduates and organizations to recognize the transformative potential of these skills and seize the opportunities they present. By embracing digital proficiency as a fundamental pillar of success, we can navigate the evolving landscape of education and work, foster innovation, and build a future where digital skills are essential.

(Jordan. The Digital Revolution: How COVID-19 Transformed University Education and



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Exam Preparation.May25,2023)

The COVID-19 pandemic has prompted a shift to online learning and exam preparation in higher education, which has both advantages and disadvantages. Students benefit from flexibility, accessibility, and improved organization, but face challenges such as technical issues and reduced social interactions. However, this transition has also equipped students with valuable digital skills that can benefit organizations in the digital age. It is important for graduates and organizations to recognize and embrace the transformative potential of these skills.

C. Computer + Internet

The evolution of the personal computer has been a journey spanning century, from the early automation of tasks to the sophisticated machines of today. Innovations like Jacquard's punch card loom and Babbage's Analytical Engine laid the groundwork for modern computing. The advent of electricity and the work of pioneers like Alan Turing and Konrad Zuse further propelled the field forward. The introduction of the transistor and integrated circuit revolutionized computer technology, leading to exponential growth in processing power. IBM's dominance in the market and the rise of the personal computer era marked significant milestones in computing history.

The integration of computers with the internet unlocked new communication possibilities, paving the way for the development of Artificial Intelligence (AI). AI represents a new frontier in computing, with machines capable of learning, problem-solving, and even creative thinking. Recent advancements in AI, such as AlphaGo's victory over human players in the game of Go, showcase the potential of machine learning and adaptive strategies. While AI continues to progress, experts believe that computers may one day possess cognitive abilities akin to the human brain, signaling a future where technology and intelligence converge. (Michael, Scully. *The Digital Incunabula: The Future of*



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Storytelling in the Digital Age; March 2, 2018)

II.5 Digitalization

Digital transformation is a significant trend that is reshaping society and business. It is seen as a profound shift beyond converting existing processes into digital formats. Digitalization, on the other hand, refers to converting analog data into digital form.

Digitalization encompasses the integration of digital technology across all aspects of human society and the transformation of traditional products or services into digital versions. Scholars define digitalization as the adoption or increased utilization of digital technology by organizations, industries, or countries. An example from the Finnish Tax Administration illustrates the difference between digitization and digitalization. If they had chosen digitization, they would have simply converted tax forms into a digital format. However, by embracing digitalization, they transformed the entire process to receive tax information electronically and send tax proposals directly to citizens. If the proposal is accurate, citizens do not need to take any further action.

(P. Parviainen, J. Kääriäinen, M. Tihinen, S. Teppola. 10 June 2016)

Digitalization is reshaping societies, economies, and governments worldwide, rendering traditional leadership approaches outdated in organizations relying more on algorithms. Effective leadership in the Digital Age requires a higher level of proficiency from leaders. Recent studies emphasize the evolving leadership traits and perspectives needed in this digital era. The text also outlines the framework of digital transformation and suggests essential leadership principles and competencies to navigate through it successfully. (Olivier Serrat

16/03/2022).



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Digitization is a crucial process in building digital collections, and it involves converting various forms of fixed or analogue media, such as books, journal articles, photos, paintings, and microforms, into electronic format. This can be achieved through methods like scanning, sampling, or even re-keying. However, it is important to note that digitization can be quite costly. According to a study conducted by the University of Michigan at Ann Arbor, the expenses associated with digitization can be significant. **(Naresh Chandra Verma¹ and J. Dominic²)**

Digitization involves transitioning a business into the digital era by adopting technologies that enhance the organization and enhance its competitiveness in the market. **(David Thomas | Aug 22, 2019)**

Ventiv's Managing Director, Steve Cloutman has described digitization as "the process of purposefully moving from manual or analogue processes, such as managing commercial insurance renewal data using email and spreadsheets, to digitized and, where possible, automated processes without any in-kind changes to the processes themselves".**(Insurance Day: Viewpoint: Risk managers have stalled at the digital crossroads)(David Thomas | Aug 22, 2019).**

"Digitization: "[...] the technical process of converting analog signals into a digital form, and ultimately into binary digits." (p. 301).

According to Legner et al. 2017, "digitalization is the manifold sociotechnical phenomena and processes of adopting and using these technologies in broader individual, organizational, and societal contexts." (p. 301)

Ongoing digitalization trends are transforming the business landscape, impacting processes, organizational structures, and business domains. Digitalization offers



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opportunities for efficiency and cost-effectiveness but also challenges existing operations by changing business prospects. It emphasizes the need to reevaluate operations through digital technology rather than just digitizing existing processes. The paper explores digital transformation through case studies and proposes a model for managing change effectively.

Prominent examples like Uber, Airbnb, and music/movie streaming services highlight how digital transformation disrupts industries, affecting traditional businesses. Companies must proactively adapt to digitalization's growing influence rather than passively assuming their market position will remain unchanged. Digitalization enhances internal efficiency, fosters customer engagement through innovative services, and can lead to significant shifts in a company's operating environment.

Navigating digital transformation is complex, but success is achievable through tailored strategies that consider each company's unique circumstances. The paper provides a foundational framework for approaching digitalization systematically, empowering companies to adapt effectively. There is no universal solution for addressing digitalization, but a strategic approach can help companies thrive in the evolving digital landscape. (Elvin Mammadli¹, Vsevolod Klivak. Tartu 2020).

Digital transformation and digitalization are reshaping society and business by integrating digital technology and converting traditional processes into digital versions. This requires effective leadership, the adoption of digital technologies, and tailored strategies to navigate the complexities of digital transformation successfully

II.6 Advantages and disadvantages of Digitalization

In this modern age of technology, the rapid advancements in digitalization can be



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overwhelming and unsettling for certain individuals, particularly the elderly population who frequently express their disapproval towards this novel approach to various tasks.

However, it is crucial to critically evaluate the true extent of the benefits that these digital developments bring forth. In the following analysis, we will delve into both the advantages and disadvantages of digitalization, shedding light on its multifaceted nature.

II.6.1 Advantages

1. The digital era has revolutionized access to information through the centralization and accessibility of data.

2. Computers and mobile phones with internet connectivity have become essential tools for immediate answers to queries.

3. Digitalization has transformed communication by offering various applications for instant messaging.

4. Digital platforms have made communication faster and more convenient, allowing for social media mentions and video calls.

5. Digitalization has empowered individuals to share their ideas effectively, enabling the rapid dissemination of new concepts.

6. Previously, only the affluent and influential had a voice, but now anyone can convey their message to a wide audience.

7. The digital era has created new employment opportunities, particularly in remote work.

8. Occupations like internet technology specialists, stock traders, and online entrepreneurs have emerged.



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9. Digitalization has intensified commercial competition, providing consumers with a wider array of choices.

10. This shift liberates consumers from the dominance of major corporations and their pricing strategies.

11. The rise of digital currency has accelerated financial transactions, especially in international trade.

12. Some consumers anticipate that cryptocurrency may soon become the most popular form of currency.

13. Setting up a free account for buying and selling cryptocurrency is easy and can be done within minutes.

II.6.2 Disadvantages

Digitalization offers advantages but also comes with a downside. Consolidation of authority over finances and personal data means entrusting everything to one source, which poses a risk of losing control over possessions.

1. Surrendering control exposes individuals to cybercrimes, such as hackers, whose destructive capabilities are unknown.
2. The convenience of digital communication may have adverse effects on face-to-face social skills and diminish community cohesion.
3. The easy availability of information raises the likelihood of its misuse, such as inaccurate self-diagnoses for medical conditions, and facilitates the dissemination of false information that can be exploited for manipulative purposes.



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4. Rapid and superficial digital interactions could lead to a more passive society lacking the ability to engage with ideas on a profound level or with genuine enthusiasm.

Digital communication in school-based social work and foster care can enhance young people's sense of control and empowerment, offering tailored support aligned with individual needs (Bolin & Sorbring, 2017; Denby et al., 2016). However, a conflict arises regarding the accessibility of services through digital tools, with concerns about a "digital divide" limiting access for certain groups (Lee & Kim, 2019; Mishna et al., 2020).

The dichotomy between digital surveillance as resistance and control is evident, with clients recording interactions and social workers using social media for information gathering (Byrne et al., 2019; Lim, 2017). Scholars emphasize the importance of digital literacy for both social workers and clients to navigate these dynamics (Recmanová & Vávrová, 2018).

The tension between being influenced by technology and shaping it is highlighted, with digital tools impacting interventions in social work significantly (De Witte et al., 2016; Turner, 2016). Active dialogue between social workers and developers is advocated to prevent technology from dictating social work practices (Hodge et al., 2017). External support and guidance are crucial for integrating digital technology effectively into social work practices (Mackrill & Ebsen, 2018). **(Kettil Nordesjö, Gabriella Scaramuzzino & Rickard Ulmestig, 2021)**

To sum up, the rise of information and communication technologies, particularly the Internet, has had a significant impact on society, with developed nations incorporating digital technologies into all aspects of daily life. This has led to disparities in access to digital technologies in developing countries. The digital era, also known as the Information Age, represents a shift from traditional industries to an economy heavily reliant on computerized information, with advancements in technology transforming daily life and



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social organization. The digital age is characterized by easy access to vast amounts of information primarily through computer technology, and it has led to the emergence of new economic incentives and advancements in communication technology. The future of the digital age includes potential trends in digital storytelling and multimedia production, advancements in consumer electronic devices, and the integration of artificial intelligence into various aspects of our lives.

II.7 changing context of book publishing on the digital era

The book, one of the oldest media of all, has been a central medium of Western culture for centuries. However, the study of the book as a medium has not been a central topic of media studies. Despite significant contributions from media historians, literary sociologists and marketing and publishing scholars, the study of the book as a medium has not been central to these disciplines. In recent years, there has been a renewed interest in the study of the book as a medium due to its digitalization and increasing commercialization. However, these claims are often exaggerated and a mixture of cultural fears and vested interests.

The book is undergoing a significant transformation due to digitization, which encompasses all phases of the production, distribution and consumption of books. Digitization began in the 1980s and was facilitated by the spread of portable reading devices. The global spread of the internet has created new contexts for analogue media production and distribution and changed the culture and business of books while the traditional publishers are under pressure, and politicians are rethinking the regulation of the book market and copyright laws due to the dominance of global players such as Google and Amazon.

The role of the book in a digital environment also provides a new context for the economics and distribution of books. The balance between literary and educational institutions and popular media culture is shifting, with the book becoming more integrated



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into a global and digital media culture.

The book industry is undergoing significant changes due to external developments such as the introduction of new forms of libraries and business models by global media companies such as Google, Amazon and Apple. Digital media has opened up new aesthetic possibilities and enabled readers to interact with the text. The internet and social media have also enabled readers to publish and share works with others, bypassing traditional gatekeepers such as literary critics.

The Northern Lights volume on 'Books and Publishing in the Digital Age' aims to strengthen research on the ongoing transformations of the book medium in terms of technology, industry, aesthetics and culture. (Hjarvard & Helles, 2014)

II.7.1 Print vs Digital publishing:

Digital publishing, which was developed in the 1990s, enables authors to produce and distribute books, including eBooks and comic books, online for commercial purposes. Since the early 2000s, digital publishing has gained popularity, allowing creators to invest in themselves and reach customers directly. With one in every four books sold in 2013 being digital, digital publishing can benefit print media by introducing new titles and attracting customers to purchase print versions. Despite the decline of print media, it still has many benefits, such as a mutually beneficial relationship between print and digital media. The North American comic book and graphic novel market has experienced significant growth, with prominent companies such as Marvel providing complimentary digital comics with every print edition. (Arthur, AB Tech)



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II.7.2 Writing Genre and Learning to Write in the Digital Media

Digital writing is crucial in the 21st century as it encompasses various forms and multimedia, including blogs, Facebook status updates, online messages, tweets, video podcasts, YouTube, instant messaging, WhatsApp and Blackberry messages.

Personal writing is a popular form of writing that aims to interact with people worldwide. Genres such as folktales, personal narratives, fiction and fantasy can be transformed into digital forms.

To effectively develop students' writing skills, teachers and students should understand digital literacy, the use of technology, and the use of language in digital media. New skills include experimenting, interpreting media, interacting, synthesising knowledge, evaluating information sources, and presenting data. .

To adapt to the new writing styles, teachers and students should use digital writing tools, establish digital libraries, encourage individual and collaborative work, build a digital ecology, and enforce ethical and policy rules. (Afandi, 2016).

II.8 characteristic of the digital era

P. Josephe (2008) identifies the following features: interactivity, momentariness, mass authorship, declining physical spaces, and cost reduction.

- ❖ **Interactivity** in the digital age encompasses the dialog between communication partners, individuals or social groups, whereby there are different levels of interactivity. **Momentariness** refers to spontaneous communicative reactions



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- ❖ **Mass authorship** means that every consumer of information is a potential creator of content.
- ❖ **Declining physical space** States' borders as well as social and cultural domains are impermanent because everything is connected online.
- ❖ **The cost reduction** While creating and distributing pre-digital media content necessitates large investments (headquarters, publishing houses, distribution systems, radio and television stations, transmitters), creating and disseminating digital content only requires a personal computer, the Internet, and software that can be downloaded for free

The characteristics of digital networks include hyperlinks, decentralization, free availability, open access and diversity.

Hyperlinks are thought of as an infinite way to access other online material; decentralization, on the other hand, is the absence of hierarchy (a single publisher or broadcaster) in a centralized mass communication model. J. Naughton (2000) states that there is just the center of the Internet, not a peripheral; free disposal refers to the ability to use digital networks for communication at any time. Basic tasks like turning on the lights or opening the faucet are equivalent to having access to communication; – Open access implies that remaining connected is not hampered by money or technology; – Variety entails an infinite supply of content. The subsequent aspects of the digital age are also mentioned: fragmentation of the mass audience (media without masses), action-reactivity, free distribution (a copy society), and anonymity

- ❖ The digital era is characterized by interactivity, momentariness, mass authorship, and declining physical spaces. Open access allows for easy



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access to endless information through hyperlinks. The new communication has a hybrid nature and convergence, manifesting through various forms of content. The most important effects of the digital era include new communicational behavior, a digital democracy, and the movement of information volunteers, civic media, which encourages media demassification and destroys mass communication hierarchy.

- ❖ The reluctance of the audience to pay for information leads to the capitalist communism effect, with content preparation costs cut and low-cost industrial content production introduced. The new media also changes individual habits, distorted perceptions of place and time, and the ability to drown in the ocean of questionable value content. (Pečiulis, 2016)

II.9 Discovering the Digital Shakespeare

- ❖ The world today is highly technologized. Teachers and students can turn to digital media when they have difficulty reading or understanding Shakespeare. The three guiding concepts of Digital Shakespeare are text as language, text as theater, and text as student performance. The most common methods of teaching or learning Shakespeare effectively are role-playing and stage plays. Some of the 21st century learning and teaching strategies used to uncover Digital Shakespeare are Comic Strips and SMS Shakespeare, Rap Shakespeare, YouTube Shakespeare, Audio Shakespeare, Video Shakespeare, Animated Shakespeare, and so on .

a. Shakespeare in Comic Strips and SMS



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The students investigated the reworking and reproduction of Shakespeare's plays over time and explored techniques and cultural contexts. They experimented with reworking Shakespeare in comics such as Confrontation at Dunsinane and "Much Ado About Nothing: the SMS version," in which characters such as Beatrice discuss their attitudes to men and marriage with their uncles via text message.

b. Rap Shakespeare

allows students to put themselves in the setting and use Shakespeare's language in a classroom. For example, one student at York Mills Collegiate Institute wrote a rap song from Macbeth that became a hit. Another student rapped Othello and portrayed the deception of the play with a good beat. This approach allows students to immerse themselves in Shakespeare's work



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b) YouTube Shakespeare

is a virtual network that allows students to participate in creating Shakespeare for their time. It features audiobooks, animated plays, movies, amateur videos, expert lectures, and rare pop culture performances. Teachers use YouTube Shakespeare for lesson plans and classroom instruction and encourage students to post their Shakespeare productions and participate in self- and peer-reviews.

c) Audio Shakespeare

The III B.A. students were given an audio Shakespeare audiobook of Shakespeare's *The Tempest*, but had difficulty understanding the lesson due to the British translation.

d) Animated Shakespeare

The beginners watched an animated movie of *The Tempest* and struggled to understand the language. To avoid boredom, the teacher introduced the characters and narrated the plot. After a while, the teacher paused and asked questions to check their understanding. The students were enthusiastic and watched the movie attentively, which indicated a better understanding of the play.

e) Movie Shakespeare

The students are making an effort to study Shakespeare's modern adaptations of *King Lear*, *Romeo and Juliet* and *Macbeth*. They have watched the trailer and movie of *The Tempest*, noted differences, and analyzed the text in the classroom. They find it difficult to adapt Shakespeare's plays to modern cinema.

Students can learn imitation, parody and irony through YouTube Shakespeare, No Fear Shakespeare and Tamil Shakespeare and appreciate Shakespeare's poetic language.



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They can also use audio books, trailers, movies and video clips to better understand Shakespeare. Discovering Shakespeare in the digital age is challenging and interesting. (Parveen & Rajesh, 2019)

II.10 Shakespeare and Virtual Reality

- ❖ Shakespeare's works have been adapted and articulated through various mediums, expanding his conceptual field beyond the initial stage and print drama. Shakespeare has become an infinitude of potential forms, awaiting articulation in future media over the past four and a half centuries. Each community of makers and audiences has made their contribution to Shakespeare, and each new community will articulate it through new media as it emerges. Virtual reality is unlikely to have the medium-specific power to manifest or teach Shakespeare more faithfully or effectively than any other new medium. Shakespeare will bring new opportunities for meaning-making to VR, as it has to earlier media. (Wittek & McInnis, 2021)

II.10.1 Virtual reality and student's motivation to learn Shakespeare

- ❖ Scholarship has also discussed the use of virtual reality and Shakespeare to
- ❖ increase student motivation.
- ❖ Psotka (2013) identified that virtual reality can bring motivation and challenge to students while providing instruction concerning several topics, including the works of Shakespeare.
- ❖ Gibson argues that learners experience powerful motivation when they



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“make Macbeth, Romeo and Juliet or any other play their own, something that belongs to them, not to a cultural elite” (Gibson, 1998, p.12).

- ❖ McInnis (2021) claims that virtual reality can be utilized in the classroom to teach Shakespeare and increase student motivation, drawing on the work of Gibson. According to him, "the reason virtual reality should be used more in educational contexts is because it empowers students to explore Shakespeare for themselves, which is something that VR is well-equipped to facilitate" (McInnis, 2021, p. 30).

The use of virtual reality has been found to increase student motivation, according to research while scholars have specifically discussed the power of virtual reality to increase student motivation in the context of Shakespeare (McInnis, 2021; Psotka, 2013). (Ott Jr, 2023)

II.10.2 Practices for Teaching Shakespeare

The essay delves into the process of adapting Shakespeare's plays for students in the 21st century by utilizing a variety of technological devices. Despite being considered an excellent teaching tool, films are not without their limitations. Shakespeare's material can also be taught to students through photography and art. It can be advantageous to use history, especially English history, in a teaching setting. Nevertheless, it is crucial to refrain from overemphasizing Shakespeare's historical context. (Ott Jr, 2023)

Additionally, the literature discusses social interaction. Cohen (2018) recommends that students can be placed in dialogue groups to memorize



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texts or play out scenes in the classroom. Gibson (2016) recommends breaking the class up into groups and asking them questions while making vocal and physical gestures.

It is also recommended to engage in tableaux exercises and role-play Shakespearean characters.

21st-century students can interact with and learn about Shakespeare with the use of innovative technologies, such as the game Play the Knave, video games, digital storytelling, and Minecraft. Because virtual reality (VR) encourages viewers to participate in group meaning-making, it has been connected to the shared experience of seeing Shakespeare. Students have been shown in a classroom environment where Shakespeare's works were performed through virtual reality technologies. As a result, learning Shakespeare's works can be made more interactive for kids thanks to modern technologies. (Ott Jr, 2023)

II.10.3 The Shakespeare classroom

The educational landscape is increasingly influenced by technology and digital media, so teachers of Shakespeare's drama must adapt their teaching methods to keep pace with the changing educational landscape and society. To help students connect to Shakespeare's plays, teachers have adopted various methodological principles, such as principled eclecticism, role-playing, miming, physical responses and repetition. Shakespeare's Hamlet is



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an appropriate choice for third-year students to evaluate and analyze the complexity of Prince Hamlet's situation, motivations, and choices. The course aims to familiarize students with the basic elements of tragedy, compare Hamlet's plight to other tragic heroes, and introduce them to the concepts of kingship, lust for power, political intrigue, and morality. However, students often come to class without having read the plays or having sufficient knowledge of the characters, dramatic structure or plot development.

Teaching Shakespeare's plays is a demanding task for which teachers need to prepare and equip themselves with the necessary tools. A lesson plan is crucial to creating an interesting and focused lesson and teachers should be flexible to the needs of the class, the general atmosphere of the class and the level of the students.

Students often avoid reading Shakespeare's plays because they have difficulty deciphering the text and understanding its meaning. Digital technologies offer a remedy for these language difficulties by providing the ability to record and replay performances and share them with the audience. The availability of Shakespeare's plays on DVD, YouTube and other digital platforms has changed the traditional relationship between the learner and the play text.

Digital technology can bridge the linguistic distance between students and Shakespeare by offering a wide range of technological possibilities for teaching Shakespeare's drama. Direct contact with the film version of the



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play helps students understand characterization and plot development as images bring the real world of the play into the classroom. The videos are entertaining and engaging, keeping students' attention and creating an entertaining atmosphere.

By taking full advantage of today's e-learning environment, you can help your students build their knowledge easily and efficiently. H. Bethan and R. Sharpe call for a revolution against traditional teaching methods by supplementing traditional teacher lectures with videos and new digital techniques that show gestures, intonation and movement around the room. Digital technology can deliver a full-length performance of the play to accompany the script, enhancing awareness and overcoming language barriers.

In summary, teaching Shakespeare's plays is a complex and challenging task that requires teachers to adapt their teaching methods and use digital technology effectively. (Salhi, 2019)

II.11 Shakespeare on digital and social media

Shakespeare's work gained new digital and social media platforms in response to the COVID-19 epidemic, which enhanced its online reach and mobility. "Mobile-first" is trend that was well underway at the beginning of 2020. It refers both to a behavior (we are connected to everything and everywhere we are connected to) and a gadget type (we carry



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supercomputers in our pockets that can access the entirety of humanity's canon on demand) The sole factor that expedited the process was COVID-19. With the closure of physical theaters, audiences and performances have moved to internet platforms.

Although they are presented in different ways, they share many similarities, such as format, linguistic and visual aspects, and platforms. Both the content's performance and its performance within it are critical. The way a publisher arranges material and how users interact with it is greatly influenced by platform-specific constraints (such as character count constraints) and user behavior (such as the presence or absence of sound).

The closure of physical theaters due to the COVID-19 pandemic, the emergence of mobile-first user behaviors, and the rapid expansion of social media participation have all contributed to profound and lasting transformations in the perspectives of researchers, practitioners, and viewers across the globe.

Shakespeare's work has found new life on digital platforms like Instagram, Facebook, and TikTok, which resemble the frenetic playhouses where Shakespeare was first performed. These platforms enable creators and audiences to engage in real-time, thereby fostering novel connections between authors and audiences. Shakespeare's distillation into shareable quotes and the ability to beam performances around the globe have created new relationships among authors and audiences. As the level of engagement with digital and social media increases, so does the quantity of



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content available for users to engage with. Shakespeare's works are incorporated into popular culture in various forms, including film and television, souvenir shop tchotchkes, and tattoo designs.

The Three Wills of Shakespeare are three distinct classifications that influence aspects of quantitative and qualitative engagement. These classifications include Snackable Will, Muted Will, and Locked Down Will. Shakespeare is now more accessible than in previous generations, but institutions may have to relinquish some control over their content. In this context, audiences are able to influence the sites of access and reflect on their institutional goals.

Conclusion

The age of Shakespeare and digital media are linked because both promote collaborative creative production and the free use of others' works. Combining performance values with trends in digital culture can turn Shakespeare into a Trojan horse filled with powerful ideas.

Shakespeare has always held a special place in the hearts of those who appreciate language and literature. Shakespeare has been read and understood in many ways over the centuries. Reading, understanding and interpreting Shakespeare has become digitized in recent years thanks to the internet. The creative, collaborative and interactive atmosphere of Shakespeare can be processed in many different ways. Shakespeare has been taught in classrooms using a range of technological materials. The benefits of the internet extend the pedagogical methods and approaches.



Practical part



**A comparative study of Shakespeare on the digital era : the
case study of "*Hamlet*"**

***CHAPTER-I.* A comparative study of
Shakespeare on the digital era: the
case study of "*Hamlet*"**



A comparative study of Shakespeare on the digital era : the case study of "*Hamlet*"

Introduction

Hamlet is widely regarded as the most exceptional play in William Shakespeare's repertoire. It is a piece that distinguishes itself from all others, solidifying Shakespeare's status as a legendary playwright. This particular work has been pivotal in shaping Shakespeare's reputation as a literary icon.

The enduring significance of *Hamlet* in the realm of art is further enhanced by the rise of digital technologies in recent times, which have revolutionized various fields, including literature. The emergence of these technologies has brought about a significant transformation in the way literature is both consumed and taught, as evidenced particularly during the COVID-19 pandemic when educators and students were compelled to utilize digital platforms for literary instruction. Likewise, readers have also turned to digital means, such as downloading or purchasing PDF versions of literary works online. In our digital age, the reading and teaching of Shakespeare's masterpiece, *Hamlet*, have surpassed traditional methods. Presently, readers and students have the flexibility to engage with *Hamlet* in diverse formats, whether through technological means or traditional approaches. This has sparked a debate between the two approaches, as each possesses its own advantages and disadvantages. However, it is important to acknowledge that both methods share certain similarities while also differing from one another. Ultimately, the preference for one method over the other depends on individual inclinations and circumstances

Shakespeare's timeless work remains relevant due to its deep philosophical exploration of human psychology and mentality. It courageously confronts political, cultural, emotional, and psychological issues that still hold significance in contemporary society, including themes of corruption, betrayal, love, revenge, and selfishness.



A comparative study of Shakespeare on the digital era : the case study of "*Hamlet*"

Hamlet is considered Shakespeare's most exceptional play, solidifying his reputation as a legendary playwright and remaining relevant due to its exploration of universal themes that resonate with contemporary society. The rise of digital technologies has transformed the way *Hamlet* is consumed and taught, sparking a debate between traditional and technological approaches, but ultimately, the preference depends on individual inclinations and circumstances.

I.1 The plot Summary of *Hamlet*

Hamlet, a renowned tragic masterpiece by William Shakespeare, narrates the story of Prince Hamlet of Denmark who returns from his travels to find his kingdom in disarray. His father has unexpectedly passed away, and his mother hastily married his uncle Claudius, who then assumes the throne. The situation takes a darker turn when the ghost of Hamlet's father appears, revealing that Claudius murdered him to usurp the crown.

Driven by a thirst for vengeance, Hamlet feigns madness to gather information and confirm his uncle's guilt. The play explores themes of betrayal, revenge, mortality, and the intricate complexities of human emotions. Hamlet's indecision and philosophical ponderings ultimately lead to a series of gothic tragic events culminating in a deadly confrontation where nearly all the main characters meet their demise at the hands of Prince Hamlet.

I.2 The importance of *Hamlet*

Hamlet is considered the best due to its audacity, which is best understood by examining the historical context of its creation. Written in the early 1600s during the rule of Charles I in England, the play challenged the divine authority of the monarch. Criticizing



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Charles I was seen as a direct challenge to God, as he was believed to hold a divine status. This defiance was significant in a time when the existence of God was unquestioned, making *Hamlet* a bold and daring piece of literature. (Jean-Paul Cote, Why Hamlet Is The Best Play Shakespeare Ever Wrote. Feb13,2019)

the audacity of Shakespeare's play *Hamlet*, highlighting how the boldness of the work contributes to its reputation as one of the best plays ever written. It emphasizes the historical context of the early 1600s in England, under the rule of King Charles I, where criticizing the king was considered sacrilegious due to his divine position. The text points out how *Hamlet's* provocative lines, such as comparing kings to beggars in Act 4 Scene 3, were daring and controversial for the time, as they challenged societal norms and religious beliefs.

Furthermore, the text delves into Shakespeare's philosophical acumen and progressive mindset, particularly evident in the soliloquy "To be or not to be" in Act 3 of *Hamlet*. This soliloquy reflects on the existential questions of life, the purpose of existence, and the contemplation of suicide, all of which were considered taboo topics during the 1600s due to religious doctrines. Shakespeare's ability to explore such profound themes showcases his intellectual brilliance and willingness to challenge societal conventions, solidifying his reputation as a visionary writer ahead of his time. Through *Hamlet*, Shakespeare reveals his audacity to delve into intricate and contentious subjects, further establishing the play as a masterpiece of literature. (Jean-Paul Cote, Why Hamlet Is The Best Play Shakespeare Ever Wrote. Feb13,2019)

The main point of the provided text is that Shakespeare's play *Hamlet* reflects his deep thoughts and progressive mindset. In Act 3, the soliloquy "To be or not to be" explores the pain and emptiness of life, questioning its value and considering suicide.

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This was a groundbreaking concept during the 1600s, when religious beliefs strongly influenced societal views and suicide was considered a grave sin. Shakespeare's ability to delve into such existential themes demonstrates his intellectual brilliance and his bravery in challenging societal norms. The play also reveals Shakespeare's profound philosophical insights and his willingness to address complex and controversial subjects, establishing him as a writer ahead of his time.

Shakespeare's *Hamlet* showcases his philosophical and intellectual prowess, particularly in Act 5, Scene 1, where Hamlet contemplates life and death while holding a skull, emphasizing the mortality of even renowned figures like Alexander the Great. This scene underscores Shakespeare's ability to transcend societal norms and acknowledge the equality of all individuals in death. The play explores existential themes, highlighting the transient nature of life and the shared destiny of humanity. Through his profound exploration of these concepts, Shakespeare demonstrates a deep understanding of the human condition and a talent for conveying complex ideas through his writing.

In essence, Shakespeare challenges traditional beliefs and advocates for the fair treatment of all individuals, regardless of their social status. His intellectual, philosophical, and artistic contributions were groundbreaking for his time, with *Hamlet* serving as a testament to his forward-thinking ideas and standing as a remarkable literary work from the 17th century..(Jean-Paul Cote, **Why Hamlet Is The Best Play Shakespeare Ever Wrote. Feb13,2019**)

In addition, *Hamlet's* enduring popularity and critical acclaim can be attributed to its exploration of deep psychological themes and the inner turmoil of its protagonist. The play is celebrated for its focus on internal struggles rather than external conflicts

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between characters, marking a significant shift in narrative style that would influence the development of the novel form. *Hamlet's* complex and enigmatic inner world, as depicted through his famous soliloquy "To be or not to be, that is the question," has resonated with audiences and scholars alike, solidifying its place as a seminal work in the evolution of literature (Kneeth Andrews)

"To thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man." (William Shakespeare, *Hamlet*)

The text from William Shakespeare's *Hamlet* emphasizes the importance of authenticity, integrity, and honesty in one's character and interactions with others. It stresses the significance of staying true to oneself and upholding personal values as a foundation for ethical conduct in relationships. The characters in the play offer valuable insights, such as the dangers of excessive contemplation, manipulation, unbridled ambition, and the consequences of seeking revenge. Each character represents different aspects of human nature and serves as a lesson on personal integrity, loyalty, and the impact of choices on one's life.

Hamlet's character provides a profound exploration of human psychology through his internal struggles, showcasing the repercussions of overthinking and the importance of taking proactive measures when necessary. Ophelia's tragic story highlights the dangers of manipulation and societal pressures, while Claudius symbolizes the perils of unchecked ambition. Gertrude's character delves into love and loyalty, Polonius emphasizes personal integrity, and Laertes serves as a cautionary tale on seeking revenge. Horatio exemplifies loyalty and the value of steadfast friendship in times of adversity.



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The play is renowned for its iconic characters, unforgettable soliloquies, intricate storyline, and its esteemed position as a fundamental work in Western literature. It features memorable characters with distinct personalities and motivations, profound soliloquies that offer insights into the human condition, and a complex plot filled with political intrigue, ghostly apparitions, and psychological drama. These elements contribute to *Hamlet's* status as a cornerstone of Western literature. (Hamlet': Lessons In Authenticity, Intrigue, And Timeless Literatur.Oct 12, 2023)

To conclude, *Hamlet* emphasizes the importance of authenticity, integrity, and honesty in one's character and interactions with others. The play offers valuable insights on personal integrity, loyalty, the dangers of excessive contemplation, manipulation, unbridled ambition, and the consequences of seeking revenge. Each character represents different aspects of human nature and serves as a lesson on personal values and the impact of choices on one's life. *Hamlet's* exploration of human psychology, the memorable soliloquies, intricate storyline, and its esteemed position in Western literature contribute to its status as a cornerstone of literature.

I.3 *Hamlet* in digital modern world

William Shakespeare's *Hamlet* emphasizes the importance of authenticity, integrity, and honesty in one's character and interactions with others. It stresses the significance of staying true to oneself and upholding personal values as a foundation for ethical conduct in relationships. The characters in the play offer valuable insights, such as the dangers of excessive contemplation, manipulation, unbridled ambition, and the consequences of seeking revenge. Each character represents different aspects of

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In conclusion, William Shakespeare's Hamlet underscores the importance of authenticity, integrity, and honesty in character and relationships, while also exploring themes such as the dangers of overthinking, manipulation, ambition, and revenge. The play's iconic characters and intricate storyline, along with its profound soliloquies, solidify its status as a cornerstone of Western literature with enduring relevance in the modern world.



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I.4 *Hamlet* in our societies

the enduring relevance of Shakespeare's *Hamlet* to contemporary society by exploring themes such as revenge, deceit, and mental well-being. Revenge serves as a significant motivator for the protagonist, Prince *Hamlet*, as he vows to avenge his father's death upon learning the truth. The play challenges society's glorification of revenge by illustrating its destructive and bitter nature, contrasting with the media's portrayal of revenge as gratifying and desirable.

Moreover, deception is another prevalent theme in *Hamlet* that mirrors its significance in modern society. The play emphasizes the severe consequences of deceit on relationships and individuals, showcasing how lies can lead to tragic outcomes. This theme resonates with people's experiences in everyday life, as many have encountered the impact of deception on trust and relationships. The text underscores the enduring relevance of these themes in Shakespeare's work to contemporary society, highlighting the profound understanding of societal dynamics present in *Hamlet*..(WHERE CAN WE FIND HAMLET IN OUR LIVES.2019/09/09).

In conclusion, Shakespeare's *Hamlet* remains relevant in contemporary society due to its exploration of themes such as revenge, deceit, and mental well-being. The play challenges society's perception of revenge as gratifying, highlighting its destructive nature, while also emphasizing the consequences of deceit on relationships and individuals. These themes continue to resonate with people's experiences in everyday life, showcasing the enduring relevance of Shakespeare's work in understanding societal dynamics.

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I.5 A Comparison of *Hamlet* in the Elizabethan Era and the Digital Age

Numerous individuals, including readers, audiences, and students, possess at least a basic understanding of Shakespeare's renowned play *Hamlet*. This masterpiece has transcended various time periods and is widely recognized as one of the most famous plays in history. Even in our current era, characterized by technological advancements and digital progress, *Hamlet* continues to captivate audiences.

In addition to innumerable theatrical productions, *Hamlet* has been adapted into more than fifty films since 1948 in many languages

In educational settings worldwide, *Hamlet* holds a significant place as a literary work that sparks controversy and serves as a topic of discussion in schools, academic institutions, literary debates, and various discussions. As we navigate the digital age, "Hamlet" has emerged as one of the most popular literary works, with adaptations in various forms, particularly in digital formats such as movies, e-books, and more. Despite the prevalence of digital versions, there are still individuals who appreciate and gravitate towards traditional forms of the play, such as printed books or live performances.

The utilization of both forms of retelling *Hamlet* persists in our contemporary era due to their preference among people. However, the most widely embraced rendition of *Hamlet* is the digital format, exemplified by movies on platforms like Netflix, as well as interpretations from various perspectives shared on digital platforms such as YouTube, Facebook, Twitter, and others. This stark contrast between modern-day literature and that of ancient times is what sets them apart. For instance, the disparity between *Hamlet* during the Elizabethan era and its digital counterpart is immense, as is the



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distinction between *Hamlet* as a movie and Hamlet in its printed or theatrical form.

The distinction between the traditional form of *Hamlet* in the Elizabethan age and the modern digital form lies in various aspects such as language and narration. During the Elizabethan period, Shakespeare crafted his masterpiece Hamlet to be performed as a play on stage, often in open-air theaters. The language used in these plays reflected the nobility and complexity of the era, making it challenging for modern audiences to fully comprehend. Additionally, poetic verses were commonly used in the dialogue of these plays.

Conversely, the digital adaptation of *Hamlet* in the modern age is vastly different from its Elizabethan counterpart. In the digital era, *Hamlet* is often adapted into movies that utilize modern technologies such as digital effects and various multimedia elements to enhance storytelling and create visually captivating productions. As a result, *Hamlet* as a movie in contemporary times is more accessible and readily available to audiences. People can easily watch or attend screenings of *Hamlet* by simply searching for it on digital platforms, as this literary work is widely recognized and distributed online.

I.6 The difference of Narration between printed book and movie

I.1.1. I.6.1 Hamlet 1996 as sample

Narration plays a crucial role in both films and literary texts, yet its effectiveness differs between the two mediums. In films, the narration tends to be weaker as the narrator struggles to fully integrate it into the visual storytelling. On the other hand, literary texts offer a more detailed narration, allowing readers to better grasp the motives of the characters. For instance, in the case of the film adaptation of Shakespeare's *Hamlet*, the



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transition is relatively smoother due to the play's heavy reliance on dialogues rather than narration. Since neither the film nor the play includes a narrator, the audience of the film may not have as deep an understanding of the story as the readers of the play.

(Comparison of The Film and The Play of Hamlet, CloudFront.net)

I.6.2 Narration

Printed Book: In the printed rendition of *Hamlet*, the narrative unfolds solely through the text of the play, employing actions and scenes to direct the reader. Through the characters' dialogues and interactions, the plot and characters are illuminated, obviating the necessity for an external narrator.

The written narration empowers readers to utilize their creativity in envisioning the events, settings, and dialogues in a personalized manner. This enables them to analyze and interpret the content based on their individual viewpoints, resulting in a variety of perspectives and understandings. As a result, this encourages stimulating debates and discussions within the literary community.

Film: The cinematic interpretation of *Hamlet* offers a heightened degree of flexibility in manipulating the narrative structure. Directors possess the ability to augment the narrative by rearranging scenes, incorporating flashbacks or flash-forwards, and employing film techniques like editing. The pace of the narrative in a film can be modified to achieve dramatic impact or to enhance clarity.

The film adaptation of *Hamlet* provides a straightforward viewing experience, requiring minimal contemplation from the audience due to the clarity of the scenes and the direct portrayal by actors. The events unfold seamlessly without necessitating any deep interpretation or engagement of the viewers' imagination, ultimately hindering the



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development of creativity and critical thinking skills.

I.6.3 The language

The printed Book: The written material conserves the genuine Elizabethan English of Shakespeare. This material delves into the intricate subtleties of Shakespeare's language and incorporates numerous metaphors, puns, and archaic vocabulary.

The archaic nature of the language employed in the printed edition of *Hamlet* presents a formidable challenge for modern readers in terms of comprehension. To fully grasp the intended significance of the text, readers must actively engage in critical thinking and carefully contemplate its contents on multiple occasions.

The movie: In cinematic interpretations, the movie frequently alters or abbreviates the initial text. Directors retain the authority to edit or condense scenes and conversations to match the rhythm or time limitations of the film. Certain adaptations might update the language or translate it into contemporary English to attract a present-day audience.

The utilization of contemporary language in the film version of *Hamlet* facilitates the audience's understanding of the dialogue, as it does not demand a substantial amount of effort to comprehend the actors' speech. This modernized linguistic approach improves the accessibility and lucidity of the film for viewers.

I.6.4 The setting

The first glaring distinction that is apparent is the film's setting. The drama was set in Elsinore, Denmark, in the late Middle Ages; the movie was set in New York City, New York, in 2000. This has a significant impact on how the film is perceived because it is



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effectively set in a whole different universe. In the film, there are buildings, vehicles, phones, and video cameras—all of which were clearly nonexistent in Shakespeare's day but exist in the digital world. The movie was originally adapted to fit the needs of modern readers by changing the setting and focusing on the minds of the audiences to make it easier for them to accept the events of the novel. However, there is no doubt that Shakespeare's play is universal due to the themes and issues discussed.

The filmmakers provide a novel viewpoint and compel audiences to reevaluate the original themes and characters by setting a beloved tale in an entirely new setting.

I.6.5 Characters

Shakespeare in his novel "*Hamlet*" emphasizes the description of the characteristics of each person, such as appearance, general information (name, age), situation, personality, etc., in order to give a clear idea about the characters and enable the reader to use their imaginations to design the picture of the characters. While in the movie, the characters are replaced by real actors and true images of the characters used by Shakespeare to engage the new audiences with his work and facilitate the language used, which is almost seen as a phobia by the new readers, and this is what makes the 21 first readers avoid reading Shakespeare.

Nevertheless, the majority of the characters mentioned in the printed book were also portrayed in the movie, but it still has some missing characters. Firstly, the prince of Norway, Fortinbras, is a significant figure whose circumstances are nearly identical to *Hamlet's* issue. This man is completely insane when it comes to the military, yet he was causing issues for Denmark and the monarch. This individual was mentioned frequently and portrayed speaking in the book. Despite being mentioned throughout the film



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adaptation, Fortinbras has truly never seen his picture in the movie, only his sight. Also, Reynaldo, Polonius's servant, who appears in a few scenes in the novel and is even instructed to spy on Polonius' son Laertes, is absent from the film and never appears in it. Although it can be risky to remove characters since they are only little roles, there aren't many noticeable distinctions between the printed novel and the movie.

However, Mariah Gale's portrayal of Ophelia was far more theatrical and exaggerated than was called for. Her part in the film ought to have been a little more subdued and considerably less dramatic. Regarding Horatio, who was portrayed by Peter de Jersey, his performance was spot on; he gave off the impression of being a true buddy, and his acting was neither overly dramatic nor underplayed. Edward Bennett, who portrayed Laertes, one of the final key players, was a really kind man. He overacted in a few scenes, but overall, his performance matched the emotions that the characters should have had. In comparison to the play, even Gertrude's role in the film had less maturity than in the novel; she looked silly and stupid following her new husband.

The readers in the Elizabethan age were very ambitious and curious to educate themselves, and reading was the most required way for that. However, they enjoyed reading and delved into the events of each story by using their imaginations. They also gave importance to every single detail and event to relate it to their situation, so the style, themes, and language of Shakespeare were extremely comprehended and loved by the society because he portrayed the real life of the society that no writer dares to discuss its important issues or convey moral messages through a tragedy or comic style.

On the other hand, the 21st century readers are affected by digital technology, which has made the world easier and faster. As we recognized, a decreasing number of readers are using printed books, pretending that there is no time to read long stories or



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care about additional information. They care about images, colors, actions, tangible things, listening and using different technology devices, and that's what the adaptation movie did. They ignored some characters that are not truly important, and their absence will not make troubles or a real change on the events of the novel.

I.6.6 The length of time

Generally the Novels take so much time in order to read and comprehend the main idea and understand personality of each the character ,moving to the famous Novel Hamlet it is one of Shakespeare's longest Novel , it is a rich novel of scenes and actions so its reading may take much time in addition to its understanding it depends on the version you are reading because it only give you the information then enable you to imagine the events and interpret them , It really allow the readers enhancing their writing and speaking skills ,while the different adaptation movies will take less time because it enable you to watch the actors on the movies and u directly interpret and understand the plot ,Nevertheless the time of the movies are around 2 or 3 hours less than the printed novel that surly take more than 3 hours for normal people.

Furthermore, the adaptation is portrayed in a film, which serves as a summary of the novel. It does not require a significant amount of time; they reduce the duration and eliminate certain scenes to create a joyful experience instead of one that is monotonous.

I.7 Teaching Shakespeare's Works in Digital Era

Literature plays a crucial role in education by providing students with insights into various cultures, historical contexts, and diverse viewpoints. It helps develop critical thinking abilities, improve language skills, and instill a profound respect for the



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intricacies of human behavior. (Nazish Naz Khaskheli, March 2024)

In the past, educating students on Shakespeare's plays posed a significant challenge for both students and teachers due to the depth and complexity of Shakespeare's works, such as masterpieces like *Hamlet* and *Macbeth*. Teaching these works effectively required teachers to successfully convey the hidden messages within the literary works to students. Prior to teaching Shakespeare's works, extensive efforts and research were necessary. Despite the time and effort invested in teaching Shakespeare's works, students often struggled to grasp the material or found it uninteresting and tedious, leading to a lack of creativity in teaching literary works.

Conversely, teaching Shakespeare's works has evolved, especially in the realm of teaching literary works. The integration of digital technologies has revolutionized the teaching and learning experience, particularly during the COVID-19 pandemic when traditional methods were no longer feasible. Digital platforms have made studying Shakespeare's works more accessible, eliminating barriers and providing a comfortable learning environment for both teachers and students. Furthermore, the use of digital technologies has enhanced the creativity, enjoyment, and comprehension of teaching literary works, as these technologies enable the adaptation of Shakespeare's works into new digital formats that cater to the learning preferences of contemporary students.

The emergence of the digital era has revolutionized the literary realm. Although electronic formats and online platforms have enhanced accessibility, they also present obstacles such as an overwhelming amount of information and the risk of compromising literary quality. Striking a balance between conventional literary forms and emerging digital mediums is crucial in safeguarding the fundamental nature and authenticity of literature. (Nazish Naz Khaskheli, March 2024)

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The advancement of technology in the digital age has revolutionized the accessibility of literature, breaking down geographical barriers and making literary treasures available to people all around the globe (Manovich, 2001; Rheingold, 1993). Similar to the way ancient scrolls were shared across civilizations, the digital realm now allows readers to access a vast library of literary works with just a simple touch on a screen (Wardrip-Fruin & Montfort, 2003). E-books, audiobooks, and online platforms have made literature universally accessible, transcending the limitations of physical books (Bolter, 2001; Tabbi, 2010). This transformation can be likened to a digital agora, where ideas are freely exchanged and different cultures blend together in a virtual marketplace of knowledge (Rheingold, 1993; Hayles, 2007). Looking ahead, the future of literature holds the promise of a world where literary horizons extend beyond borders, enriching the lives of individuals regardless of their location or background (Manovich, 2001).

(Nazish Naz Khaskheli, March 2024)

Instructing *Hamlet*: Traditional Methods versus Modern Technology:

1/-Prior to the advent of digital technologies:

In the era prior to the Digital Age, there was a greater focus on close reading, classroom participation, and the knowledge and skills of the teacher.

1. Emphasis on Text: The use of printed versions of the play was heavily relied upon. Annotations and careful analysis of the language were essential for comprehension.



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2. Scarce Materials: The availability of external resources such as critical essays or historical background was limited. Educators depended on their own expertise or the resources available in the library.

3. Focus on Theatrical Performance: Reading the plays aloud, memorizing important excerpts, and delivering presentations in the classroom were popular practices.

4. Uniform Instruction: Teaching was designed to accommodate a wide variety of learning preferences.

2/ Digital Age:

In the Digital Age, learning is characterized by increased engagement, interactivity, and access to a wealth of resources.

1. Integration of Multimedia: Educators can incorporate online annotated editions of the play, audio recordings of renowned actors enacting scenes, and video snippets from film adaptations.

2. Enriched Learning Resources: Learners are provided with a plethora of online sources such as websites for character analysis, historical timelines, and scholarly critiques.

3. Engaging Educational Activities: Interactive elements like online quizzes,

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discussion boards, and digital storytelling aids can enhance the learning experience.

4. Personalized Teaching Approaches: The use of technology enables the customization of activities to suit various learning preferences, such as developing slideshows, podcasts, or digital visual aids

In conclusion, literature serves as a crucial tool in education by exposing students to diverse perspectives and enhancing critical thinking skills. The integration of digital technologies has revolutionized the teaching and learning of complex literary works like Shakespeare's plays, making them more accessible and engaging for contemporary students. However, it is essential to strike a balance between traditional literary forms and emerging digital mediums to preserve the authenticity and fundamental nature of literature in the digital age.

Various Approaches to Contemporize Shakespeare's *Hamlet* for Today's Audience:

- **E-books and Digital Texts**

Take advantage of electronic books offered on platforms such as Kindle, Google Books, and Project Gutenberg. Enhanced digital versions can offer valuable background information and clarifications for challenging sections

- **E-Readers and Tablets**

E-readers and tablets such as Kindle and iPad allow users to access digital copies of *Hamlet*, offering functions such as customizable text size, integrated dictionaries, and tools for making annotations.

- **Digital Storytelling Tools**

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Various digital storytelling tools such as Canva, Adobe Spark, and Storybird provide students with the opportunity to craft visual and multimedia presentations. These platforms are versatile and can be utilized for tasks such as developing character profiles, summarizing plots, and analyzing themes.

- **Audiobooks and Podcasts**

Audiobooks and podcasts provide valuable insights into the rhythm and emotion of literary works. Engaging with professional narrations can enhance one's comprehension and appreciation of the material.

Podcasts such as "Shakespeare Unlimited" delve into different facets of Shakespearean literature, exploring their significance in contemporary society.

- **Online platforms**

Various online platforms such as SparkNotes and No Fear Shakespeare provide contemporary interpretations and concise summaries of literary works.

The Folger Shakespeare Library offers complimentary access to top-notch digital versions of Shakespeare's works.

- **Learning Management Systems (LMS)**

Educational tools such as Google Classroom, Canvas, and Blackboard are designed to streamline the management of course content, tasks, and interactive sessions. These platforms enable the seamless exchange of online materials and foster effective communication channels between educators and learners.

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- **Video conferencing platforms**

Video conferencing platforms such as Zoom, Microsoft Teams, and Google Meet facilitate distance learning and online classrooms. These tools provide features for real-time discussions, sharing screens, and creating separate rooms for collaborative activities.

- **Flipped Classroom Approach**

Utilizing video lectures and digital materials for students to review at home allows for classroom time to be dedicated to in-depth discussions and analysis. This strategy creates additional opportunities for interactive and practical learning experiences during class sessions.

- **Online Video Platforms**

YouTube and Vimeo offer a wide array of adaptations, performances, and analyses of Hamlet. Educators have the ability to compile playlists of pertinent videos for their students to view.

Conclusion

To this day, William Shakespeare's novel "*Hamlet*" is widely regarded as one of his greatest tragedies. Nonetheless, the advent of digital technology has helped to sustain Shakespeare's popularity through the adaptation of his plays as podcasts and films, including "*Hamlet*," allowing Shakespeare to quickly reach different eras of the global

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landscape and facilitating the understanding and appreciation of Shakespeare's vast realm for contemporary learners.

In addition to innumerable theatrical productions, "*Hamlet*" has been adapted into more than fifty films since 1948 in many languages. Because Hamlet is so long and movie versions are usually heavily cut, there are five widely available adaptations of *Hamlet* that use most or all of Shakespeare's original text.



General conclusion

William Shakespeare's enduring legacy as a literary giant and his profound impact on the English language and modern grammar are evident through his exploration of universal human experiences and emotions in his plays. The digital age has further expanded the reach of his works, making them accessible to a global audience through various technological platforms.

The field of Shakespeare studies is increasingly incorporating technology and digital media to transform traditional teaching methods and enhance students' understanding of Shakespeare's works. This study aims to explore the role of technology in the Shakespeare classroom and how it is reshaping conventional teaching methods, while also highlighting the unique aspects of teaching Shakespearean drama and the necessary preparations educators must undergo to meet learning objectives effectively.

The ongoing engagement with Shakespeare's works through academic study, stage productions, and film adaptations plays a crucial role in preserving and highlighting the enduring significance of his artistic legacy.

Shakespeare's *Hamlet* serves as a timeless piece of literature that transcends the boundaries between different eras, connecting the ancient age with the modern era. The play has gained widespread recognition and has been passed down through generations due to its ability to reflect real-world issues, human conditions, human nature, psychological analyses, mental health, political situations in England, and historical matters from both time periods. Moreover, *Hamlet* addresses universal themes that are relevant across various cultures and time periods, leading to its inclusion in numerous educational institutions and universities. The controversial nature of the play encourages critical thinking among students and imparts valuable lessons and morals.

To prevent monotony and engage students effectively, educators have increasingly turned to digital technologies in recent years, making the study of literature more accessible and enjoyable.

The advent of digital technologies has revolutionized teaching methods, moving away from traditional approaches such as printed books and theatrical performances towards more dynamic, colorful, creative, and user-friendly techniques that cater to individuals of all levels. These methods include the use of movies, videos, e-books, internet platforms, and devices like smartphones, computers, and televisions. The digital era has significantly impacted the teaching of literature, allowing individuals to explore and discuss a wide range of literary works.

In conclusion, Shakespeare's *Hamlet* is an enduring masterpiece that captures the essence of human existence and circumstances throughout different eras. Consequently, the advent of digital technologies has facilitated the widespread dissemination, firm establishment, indelible impact, innovative interpretations, and contentious discussions sur

rounding Shakespeare's *Hamlet*. This has made it accessible for scholarly discourse and has piqued the interest of individuals with a general fascination for literature, especially Shakespeare's literary contributions.





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