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Effectiveness Of Digital Pedagogy On Learners' Language Proficiency Skills And Motivation

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ABSTRACT

In Digital Pedagogy, the review looks at learners' opinions of their motivation, mind-set, proficiency, and self-efficacy. Research has shown that individual variations have a direct impact on learning, particularly when teaching is provided online. Learners may experience feelings of loneliness and isolation as a result of being removed from their immediate learning group. The current study evaluated the pedagogical views and approaches of language teachers on the use of modern technology in the online classroom and how it affects students' engagement and motivation. For someone to acquire and use a language accurately and proficiently, motivation is crucial. A motivation scale that establishes the motivational type of language learners. Despite their motivation for learning online, these learners encounter the same social distancing effects as those who lack such incentives. Furthermore, the findings verify that although students believe online language courses to be beneficial, in-person instruction cannot be substituted. For this review, we examined 96 articles from sources like Elsevier, Springer, and Google Scholar. In the future, we must examine the various motivational styles, levels of self-efficacy, and competency levels of language learners.

KEYWORDS

Pedagogy, Language Learning, Proficiency skills, Motivations, Online mode, NEP

1. INTRODUCTION

Language learning is a multidimensional process that encompasses a variety of cognitive, social, and emotional elements, making it a subject of interest for both educators and learners. For some individuals, language acquisition can be an exciting and rewarding endeavor; however, for others, it may appear monotonous and disengaging. This disparity often stems from various challenges inherent in traditional classroom environments. Conventional teaching methods are frequently characterized by the dominance of the instructor, limited avenues for creative expression, rigid schedules, and a lack of learner autonomy. Such practices can result in an unappealing learning experience, where students feel confined to their desks for prolonged periods and are compelled to adhere to strict guidelines that may not align with their individual preferences or learning styles[1]. Moreover, the one-size-fits-all approach to language education often fails to address the diverse characteristics, needs, and aspirations of learners.

Traditional classroom activities [2], designed with pedagogical ideals in mind, frequently lack authenticity and real-world relevance. These tasks are often created solely for instructional purposes, bearing little resemblance to the practical and dynamic use of language in everyday contexts. As a result, learners may struggle to connect their classroom experiences to real-life language applications, further diminishing their engagement and motivation to learn [3], [4]. Addressing this gap requires a shift in educational paradigms toward more learner-centered and flexible approaches that emphasize meaningful, contextualized learning experiences.

1.1 The Role of Pedagogy in Education

At its core, pedagogy is the art, science, and practice of teaching. It encompasses a theoretical and practical framework that guides educators in facilitating meaningful learning experiences. Pedagogy involves understanding how students learn,

designing curricula, implementing instructional strategies, and evaluating learning outcomes. It is deeply rooted in the goal of promoting learners' intellectual, social, and emotional growth [5]. Effective pedagogy recognizes the importance of adapting teaching methodologies to suit the unique needs of learners, fostering an environment where engagement, critical thinking, and creativity can flourish. In this context, pedagogy serves as a vital tool that shapes the educational landscape and influences the outcomes achieved in learning environments.

1.2 The Shift to Digital Pedagogy

The COVID-19 pandemic has accelerated the adoption of digital and blended learning models, profoundly transforming the education sector. Institutions worldwide have embraced innovative online learning platforms and technologies to address the challenges posed by physical distancing and limited classroom access. Digital pedagogy, which integrates traditional teaching methods with modern technological tools, has emerged as a powerful approach for enhancing the quality and personalization of the learning experience [6]. This approach leverages sophisticated management systems to capture and analyze learning analytics, providing educators with valuable insights into student engagement, participation, and progress. These tools not only allow for adaptive teaching practices but also enable educators to identify and address the specific needs of individual learners.

Blended learning, a key component of digital pedagogy, combines face-to-face instruction with online learning activities, offering a flexible and dynamic framework for language education. This model allows learners to benefit from the structure and support of traditional classrooms while gaining access to the vast resources and interactive opportunities available through digital platforms. Moreover, digital pedagogy fosters learner autonomy, as students can access content at their own pace and revisit challenging concepts as needed. It also supports the development of digital literacy skills, which are essential for success in the modern world [7].

1.3 The Importance of Motivation in Language Learning

Motivation is a critical factor in language acquisition, influencing learners' persistence, effort, and overall success. Research has shown that students who are motivated to learn a language are more likely to engage actively with the material, employ effective learning strategies, and achieve higher levels of proficiency[8]. However, maintaining motivation in an online learning environment can be challenging, as learners often face feelings of isolation and detachment from their peers and instructors. Digital pedagogy seeks to address this issue by incorporating interactive and collaborative tools, such as discussion forums, virtual classrooms, and gamified learning activities, to create a sense of community and foster meaningful interactions among learners.

Despite its many advantages, digital pedagogy is not without its limitations. Many learners continue to value the immediacy and personal connection provided by in-person instruction, underscoring the importance of a balanced approach that integrates the best elements of both traditional and digital teaching methods. The current shift toward online and blended learning presents an opportunity for educators to reimagine language education and develop innovative strategies that address the diverse needs and preferences of learners.

As the landscape of education continues to evolve, the integration of digital pedagogy into language learning holds great promise for enhancing student engagement, motivation, and proficiency. By embracing flexible and learner-centered approaches, educators can create meaningful and authentic learning experiences that bridge the gap between classroom instruction and real-world language use. However, further research is needed to explore the long-term impact of digital pedagogy on learners' language skills, as well as the ways in which this approach can be optimized to support diverse populations of language learners.

2. LEARNING THEORIES

Through the development of enduring networks of learners, online learning offers the "potential to gather learners around while engaging them collectively in deliberate substantive conversation"[9]. This illustrates a collaborative constructionist method, which differs from constructivism or instructor-centred learning in that it involves student engagement under teacher leadership[9].

In an online setting, Connectivism—or networking among students—can also be promoted. "Through groups of execution and individual networks," this kind of learning takes place[10]. In order to promote ongoing learning, Connectivism encompasses the following: the ability to make decisions and choices, exposure to a range of viewpoints, currency of information, and the ability to nurture and preserve connections. Collaborative control and elements of the notion of transactional distance—particularly dialogue, which aims to guide the learner toward autonomy—are shared by constructivism and Connectivism.

Ultimately, learners may acquire knowledge by means of a combination of six parameters: motive (objective and setting objectives), technique (learning procedures), time (ranking and time administration), physical settings (where to research), interpersonal setting (with whom to learn); seeking assistance strategies), and efficiency (monitoring and illustrating on progress)[11]. Self-regulated learning (SRL) is characterized as "the capacity of learners to regulate the variables or circumstances affecting their learning". It supports their ability to learn more effectively, make wise decisions, and keep track of their progress[12].

3. LEARNER'S PROFICIENCY SKILLS

The study [13] at South Ontario University investigated the consequence of culturally responsive education on students' educational English proficiency during online learning. The program was renovated from a co-curricular program to an entirely online-based program that supports English reading, critical thinking, and writing. The intervention group performed better than all other groups, indicating the efficiency of the pedagogy in improving the students' experience, promoting learner agency, improving student perception, and realizing transformative inclusivity. Online classrooms use games to develop speaking skills. A study [14] found that while accuracy improved significantly, there was no major impact on complexity or fluency. The study concluded that teacher instruction must be monitored to improve Digital Pedagogy. This study [15] is based on the discourse of Bernstein, and it utilizes a mixed-method approach. The researchers conducted a pre-test with question-structured interviews and distributed activity posters. The study [15] findings suggest that Digital Pedagogy has great potential to enhance learning outcomes, but teachers need proper training to implement it effectively. Overall, this study highlights the importance of training and support for educators in utilizing online teaching methods. The study [16] analyzed the quality of teaching and English proficiency in Digital Pedagogy programs. The data of 400 participants was collected and analyzed using multifaceted Rasch measurement, which showed no significant difference between the investigated parameters. However, the study observed stress among lecturers in conveying pragmatic meaning during formative assessments. The problem was identified as domain-specific vocabulary; hence, content knowledge and teaching experience need to be further facilitated to improve language performance.

New teaching methods have produced innovative learning technologies that have the potential to provide education through technology-based instruction. Previous studies showed technology improved oral proficiency, but more research is needed. A study [17] in Taiwan analyzed the impact of online learning tools on participants using multiple data sources, including tests, questionnaires, and interviews. Results show online learning enabled positive collaboration and significantly enhanced oral proficiency. This encouraged more active engagement in highly interactive learning activities like group presentations and class discussions. The relationship between language teachers and proficiency is complex. Studies [18] have focused on understanding teachers' profession and measures used in programs. Knowledge and ability are key factors in a teacher's efficiency and personal identification. However, teaching ability and language proficiency are distinct. It is important to consider the significance of pedagogy in addressing this problem. A study [19] was conducted to compare the oral proficiency of 90 undergraduate students in online and face-to-face classes. The study evaluated fluency, vocabulary, pronunciation and sentence formation and found no significant difference between the investigated parameters at the introductory level. The study concluded that there was no statistical difference between the online and face-to-face participants.

4. COMPARISON OF ONLINE, OFFLINE A ND BLENDED MODES OF LEARNING

Three different approaches can be used to categorize English instruction and learning: traditional offline, internet-only, and blended online and offline. For educators and students, each of these formats offers different opportunities and difficulties. For example, the conventional offline mode allows for more individualized learning because it allows for real-time communication between the teacher and the student [20]. However, the blended offline and online modes integrate the greatest aspects of both worlds by offering a flexible and engaging learning experience. In contrast, the online-only mode offers the flexibility of learning from anywhere at any time. To guarantee the best learning outcomes, it is crucial to take into account each learner's unique needs and preferences, whichever mode is selected.

According to [21], there were no statistically momentous discrepancies between the three states of instruction that were taken into account. These modes comprised a totally online mode, a hybrid mode that mixed online and in-person training, and a regular in-person classroom setting. On the other hand, the online and mixed approaches scored exceptionally well in a number of categories, such as satisfaction with educators, effectiveness of instruction, and satisfaction among learners. The study's findings indicate that online and mixed-learning environments have specific benefits over traditional classroom settings. For example, online modes can provide a bigger selection of learning resources and possibilities, while blended approaches can help students have more flexibility and convenience[22]. Furthermore, the substantial degree of satisfaction that instructors and students have shown with the online and blended learning environments implies that these approaches might be a good fit for the particular requirements of today's teachers and students.

[23] The current study examined the effectiveness of three alternative teaching modalities in an undergraduate course on child development: face-to-face, online, and mixed. The study indicated that in terms of producing excellent academic results, online programs were determined to be just as effective as in-person classes. However, the hybrid mode demonstrated more promise in raising student achievement by combining the benefits of both in-person and virtual instruction. The results have numerous implications, one of which is that institutions of higher learning can assist by implementing blended learning strategies into their curricula. Blended learning offers the advantages of traditional classroom training with the adaptability of online learning[24]. This can, therefore, lead to increased student engagement and higher learning outcomes. Overall, the study emphasizes how critical it is to investigate novel approaches to thinking and pedagogy in the contemporary educational setting. The results demonstrate blended learning's potential as a viable alternative to traditional teaching methods and imply that more study in this field can have a substantial positive impact on both students and teachers[25].

According to a recent study by [26], improving students' critical thinking skills has been shown to be possible through blended and offline learning strategies. Additionally, the study indicates that the implementation of blended case-centred learning has improved students' academic performance with encouraging outcomes. The results of this study may be very helpful to teachers and administrators who want to raise their students' academic achievement and critical thinking abilities.

Because it can combine the best features of online and traditional teaching approaches, blended learning is more efficient than other teaching modalities and ultimately produces better learning outcomes for students. With this method, students can participate in asynchronous as well as synchronous instructional activities since it blends physical instruction with distant education[27]. Teachers may give each student a customized learning experience that meets their unique needs by employing this method. In conclusion, educators looking to enhance student results should take into account the blended learning mode as a useful and effective teaching strategy[27].

5. DIGITAL PEDAGOGY LEARNERS

Six million students have enrolled in online courses, with 1 in 4 choosing this option. Educators should monitor factors that impact student success. Though research [28] provides online learning best practices, they still need to be completed and conflicting. No universal principles support instructional techniques. Effective pedagogy is context-dependent. A survey will reveal the best online strategies for specific contexts. "Emergency remote teaching" provided temporary instruction during the COVID-19 pandemic. This report [29] recommends preparing for future crises that incorporate online learning. Homes and communities can support effective remote teaching. [30] Research indicates that the current state of online learning needs an effective pedagogy theory. Pedagogy encompasses the various strategies used to optimize the learning experience, including content delivery, instructional methods, interaction, and dynamic teaching. The study recommends that instructors reflect on important questions, such as whether best practices can be adapted to different contexts, whether pedagogy is a straightforward instructional technique, whether the learning environment impacts pedagogy, and whether effective pedagogy and best practices should be differentiated.

According to the findings of [31], instructors can positively affect their students' attention, learning, and engagement by utilizing cognitive and social cues in their video lectures. According to the research conducted by [32], there exists a misconception among certain teachers that merely introducing digital technology to classrooms will ensure effective student learning. However, the efficacy of technological integration is mainly dependent on the teacher's preparedness and confidence in utilizing such tools. The study recommends that educators should acquire a thorough comprehension of the advantages of technology, such as its ease of use and accessibility, and how it can aid in facilitating the learning process.

Millions of US college students are now taking online courses due to the pandemic. African-American students still face academic challenges. This study [33] looks at "learner interaction" to improve success. Examples from online courses show "critical humanizing pedagogy," stressing social interaction for learning. The study [34] explored how educators implement anti-oppressive pedagogies in online classrooms, finding that four key practices emerge: legitimizing students' epistemologies, fostering reflection and discussion, establishing expectations of critical awareness, and democratizing educator and student roles. Suggestions for educators include considering how technology can support or hinder anti-oppressive aims. The study [35] analyzed the digital learning experience of high school students during COVID-19. Authenticity and collaboration facilitated learning, and supportive pedagogies and motivational strategies were identified as important characteristics. An alternative framework was developed, recommending the effective use of technology-mediated supportive pedagogies.

6. ATTRIBUTES OF DIGITAL PEDAGOGY

[36] Assesses a few pedagogical features of Digital Pedagogy panellists and identifies current developments that will permit them persist to recreate a crucial role in online learning atmospheres. Drawing from previous research and the author's expertise in leading virtual graduate programs, this study pinpoints efficient methods that optimize discussion boards' capacity to improve the academic achievements of students. It also emphasizes developments that increase its efficacy, like the incorporation of multimedia materials and cutting-edge pedagogical techniques. This study gives a thorough analysis of online forums and delivers insightful information about their educational function.

6.1 Learner centricity

The foundation of discussion panels is the idea of creating a learner-centric learning environment. The degree to which a student participates in learning activities determines how effective any educational instrument is. By doing peer-to-peer learning instruction, the boards offer an atmosphere that is learner-centric[37]. Peer-to-peer conversations give a 360-degree learning experience, exposing an individual to the thoughts and viewpoints of his peers, along with the facilitator's guidance. [38] Provides proof that students who were less engaged in posting themselves were nevertheless able to learn from reading other people's contributions. [39] Claim that peer-to-peer learning is widely recognized for its effectiveness, in contrast to the typical instructor-centric learning environment. [39] went on to say that learning environments that promote active engagement, conversations, and exchanges give students the chance to participate in the process of knowledge production as they attempt to make sense of newly shared experiences. They also hypothesized that dialogue functioned as a tool for articulation since it involved integration, explanation, and structuration as part of the cognitive processes involved in explaining, clarifying, developing, and justifying ideas. [40] It also does a great job highlighting the importance of learner-centricity and how e-learning supports it. [40] Views e-learning as inclusive and democratic because it gives everyone a correspondingly loud voice.

When there are many students in the class, learner-centricity may be improved, which could result in a lot of posts and make it tough to navigate through the many threads. This could be a stressful and self-defeating experience that negatively impacts discussion boards' efficacy. One common strategy used to combat this tendency is to create discussion boards for each group in a large class and divide the students into smaller groups. This flexibility might not be available in conventional classroom-

based courses since the capacity to divide a class into segments might be limited by the presence of physical infrastructure. Therefore, in comparison to an actual classroom setting, discussion boards have the flexibility to allow for better control while keeping learner-centricity.

6.2 Asynchronous interaction

The majority of discussion boards are asynchronous communication channels. Participation can be self-paced and student-centred across time zones thanks to the asynchronous function. Since responding right away may not be required, the asynchronous medium allows for well-researched engagement. Compared to the impromptu discussions that occur in a regular classroom setting, this enhances the quality of the discussion. Students in discussions using technological devices showed considerably deeper overall conceptualization rates than pupils participating in face-to-face encounters, according to an intriguing research investigation carried out by[41]. Additionally, they discovered that students better assimilated the concepts and added more outside knowledge and personal experiences to online discussions.

Conventional classroom discussions frequently become overly boisterous and are controlled by students who are skilled at public speaking and debating. Pupils who might not have these abilities frequently feel powerless to voice their opinions during class time limits. Conversely, the majority of these limitations are eliminated by online discussion forums, encouraging active engagement. Conversations that take place in person usually follow a single-topic thread and are linear in nature. However, communication on asynchronous message boards can take a non-linear form. This is due to the fact that discussion boards have the capacity to have numerous threads with multiple conversations and interactions—both peer-to-peer and peer-to-peer—progressing concurrently. As readily as the lecturer can start a new debate, so can the students. Because of this, [42] notes that students need to get used to the non-linear, delayed character of web-based learning in order to communicate effectively. [43] Advise against starting conversations based on false information because a teacher may not be able to correct or explain an observation quickly in an asynchronous method. Therefore, before the instructor can step in, students must have the expertise and foundational knowledge to recognize possible inaccuracies. For instance, learners who are working professionals with sufficient experience may be more likely to demonstrate this capacity in a degree in business management. Furthermore, as asynchronous discussion board engagement allows for greater flexibility in balancing work and study, CEOs with hectic schedules may find e-learning beneficial.

6.3 Communication Effectiveness

According to [44], in written communication among peers, a more thorough explanation is necessary to effectively express the intended meaning because there is no rapid feedback from the "listener" as there is in oral communication. [45] Said that in contrast to face-to-face classroom communication, students may participate more actively in computer-mediated communication. Because discussion board communication is primarily textual and computer-mediated, it has the potential to produce in-depth and dynamic conversations. By offering the option of multimedia-based communication, the majority of contemporary e-learning administration platforms have truly progressed far beyond simple text-based interaction capabilities. Multimedia instruction is becoming more and more common. [46] It goes into great detail on how effective multimedia is as a teaching tool. These days, the majority of discussion forums now let users upload or incorporate multimedia material. These days, it's not difficult to incorporate multimedia information because of the popularity of sites like "YouTube." Communities of interest can readily overcome the boredom of a text-only platform with the aid of multimedia capacity. As a result, the option to embed multimedia information in postings allows students to apply their creativity and tends to enhance the discussion panel.

Participants may become frustrated in quantitatively exhausting themes involving frequent formulation of complex calculations and formulae due to the challenge of utilizing the keyboard on a computer or equation editor to write expressions, which can occasionally get fairly complex. But this disadvantage—that is, not everyone has access to the classroom whiteboard or blackboard—also has an equivalent impact on class discussions. Moreover, one might not be overly reliant on textual mathematical expressions these days, given the accessibility of a exhaustive content of software tools for processing quantitative data. Furthermore, [46] demonstrates the efficiency of an online multimedia whiteboard system for teaching students how to solve mathematical problems.

6.4 Assessment facilitation

Discussion board participation must be evaluated to evaluate students' academic success in most formal e-learning programs. Remarkably, Shea discovered that learners felt more satisfied, believed they had learned more from the subject matter, and had more contact with classmates and the instructor the higher the amount of the course assessment that was dedicated to conversations. Additionally, following conversations, students should receive pertinent feedback on their achievements and development on a regular basis. When compared to a traditional classroom discussion, an instructor's evaluation of discussion oard participation may seem considerably simpler. This is because the past group discussion transcripts are easily obtainable, which keeps the discussion board participation well-documented and easily available. However, in the absence of expert assistance, the evaluation of in-person classroom discussions may lose objectivity because the instructor's focus would be diverted into moderating and directing in-person talks at the same time. But as was already indicated, debates on online forums can contain non-linear interactions among many people over multiple threads at the same time, whereas, in a real classroom, discussions might be linear. This intricacy makes it difficult to monitor and evaluate a person's contributions across various discussion group threads. In a situation like this, evaluation might not be impartial. Thus, it is imperative to devise methods for arranging and evaluating data in online settings in order to illustrate the dynamism of online learning and communication processes, as pointed out by [47].

From the viewpoint of the instructor, some fundamental factors to take into account while evaluating the online forum's contributions may be appropriate posting of investments, timely reaction to other people's postings, uniqueness of posts, etc. Regretfully, the majority of these characteristics might need to be more easily retrieved in an automated manner from the learning management system. The processes are challenging and time-consuming since the teacher frequently needs to gather these features from the translations and their time stamps. In an attempt to address these issues and eliminate subjectivity from the assessment process, data/text mining tools have been employed to support educators in this crucial role. In order to obtain marketing intelligence on consumer preferences for certain companies, goods, and services, data mining techniques have more recently been expanded to text mining and used to analyze a large number of blogs and open online discussion forums [48]. Comparably, [49] talks about the use of text mining in blogs and online forums to forecast changes in stock prices based on the expectations and preferences of investors. Therefore, text mining aims to extract relevant qualities from text-based sources like discussion boards, whereas data mining focuses on presenting pertinent data from databases. [50] Provide a detailed discussion of the implementation of text mining methods in an online learning environment. They demonstrate how the incorporation of data and text mining methods alongside the query process can enhance the instructor's ability to assess the development of a threaded discussion using common participation indicators.

Figure 1: Attributes of Digital Pedagogy [51]

7. NATIONAL EDUCATION POLICY

The study [52] explored how the Bhagavad Gita can influence pedagogy in education. It found that implementing its principles can help address important aspects of education, but reliable implementation is crucial for success. India has made progress in education, but low-quality schooling leads to expulsion and child labour. NEP 2020's policies are helping classrooms improve education quality. The article [53] suggests ways to meet NEP 2020's goals. The article by [54] shows a connection between NEP 2020, COVID-19, and a need for innovative changes in education in India. This has resulted in a setback for academic infrastructure and a shift towards online learning. The paper [55] investigates the impact on teachers, learners, and others and presents the resulting pedagogical implications. The NEP is a significant framework for transforming the Indian educational system during the COVID-19 pandemic. It aims to bridge the gap in students' perspective, competency, skill, and knowledge through bold reforms. The utilization of technology for digital transformation in learning and teaching needs clear understanding.

The investigation [56] offers a comprehensive analysis of the online educational system amid the ongoing pandemic. It presents the research on effective online teaching methods and examines the obstacles encountered by both private and public educational institutions, specifically those relating to NEP 2020. Furthermore, the authors propose a practical system to confirm the smooth function of virtual courses and online tools in the realm of education. [57] Provides guidelines to

implement the National Education Policy (2020) and aims to improve the educational structure and system, curriculum, teachers, education supervision, governance, funding, and quality. The plan sets specific goals for primary and secondary education reform in India for the next decade. Still, there are practical problems that need to be overcome, such as weak foundations for development, insufficient implementation power, and poor implementation effect.

8. E-CONTENT AS A CATALYST FOR LANGUAGE LEARNERS

A study by [58] investigated the effects of cartoon-based e-content on the learning performance of 90 Indian elementary school students with ADHD. The study found that students exposed to animated and gag cartoon-based e-content showed better learning performance than the control group. The study by [59] explains how college administrators, educators, and students can use eLearning environments effectively. The study suggests that careful planning, effective communication, and appropriate support for learners are necessary for success. It is vital to evaluate the individual necessities and prerogatives of learners when designing eLearning courses. This study offers practical discernment that can assist in the evolution and performance of eLearning environments in educational and corporate settings. [60] The study, "Impact of E-Content on Learning Chemistry," included 40 XI standard students in control and experimental groups. The study aimed to test the impact of multimedia courseware on learning Chemistry at XI standard. The exploratory group accomplished quite adequate outcomes compared to the control group.

The fundamental objective of teaching is to inspire behavioural transformation, also referred to as learning. Learning can transpire in varied settings, both formal and informal, and not necessarily limited to the classroom[61]. Formal learning is structured and designed to adhere to the curriculum of the educational program. In the modern education system, the learner is at the forefront, and the entire program is centred on them. In the present-day educational landscape, learners are one of the most crucial stakeholders.

At the core of the learning process lies the learner, and e-content is a pedagogical model that recognizes this. It combines a variety of multimedia elements, such as text, graphic art, sound, animation, and video, delivered via electronic devices to create a comprehensive and engaging experience that stimulates the senses[62]. For language educators, e-content is a potent tool that captures learners' attention both intellectually and aesthetically. By incorporating visuals, animations, sounds, video clips, and information, e-content can act as a catalyst for language learners, sparking their curiosity and involvement in the learning process.

8.1 Improves Creativity

Language learners might be encouraged to be creative by using e-content. Students can develop their natural creative talent by being inspired to write original and creative works of poetry and novels. Numerous abilities could be found with the right instruction, training, and creative outlet[63]. E-content gives students the motivation and support they need to hone their abilities and unleash their creativity. Additionally, it encourages originality in speech, helps students improve their English communication skills, and gets rid of the nervousness and hesitation that come with speaking the language[64]. Since freedom of expression is essential for creativity, electronic content is a useful tool for advancing learners' abilities and supporting them in their creative endeavours.

8.2 Infuses the learners

The mind and spirit are revitalized by inspiration, which is like a cool wind. Under this specific context, "it" refers to a creative surge that fuels language aficionados' love of beauty. One of the most amazing sources of inspiration for people who want to improve their language skills is nature[65]. One can find inspiration in many different areas of their lives from a diverse range of sources. However, for individuals who choose to learn another language, online material can serve as a powerful catalyst for transformation. E-content is a potent instrument for language learning because of its ability to stimulate learners' minds with text, graphic design, music, animation, and video[66].

8.3 Utilizing E-Content support in sync and async training

In the setting of training, simultaneous activities are referred to as synchronous activities. Real-time instruction is provided during this kind of training, just like during in-person or classroom instruction[67]. Because everyone follows the curriculum at the same time, it's perfect for large-scale instruction. Asynchronous training, on the other hand, is not limited by space or time[68]. There are two options: instructor-led or self-paced. In this way, a lot of academies and institutes recommend online courses. Synchronous training can benefit from the usage of e-content to enhance language proficiency.

9. MOTIVATION

The necessity to provide high-quality education that satisfies 21st-century needs is expanding in light of the difficulties encountered by educational institutions around the globe. Various learning programs have been created by countries with the goal of improving the standards and practices of education for pupils. Notably, learning is given top priority by educational establishments and universities as part of their fundamental mission to transfer knowledge and skills in an efficient manner [69]. Learning in the classroom is now crucial to both the survival of educational institutions and student's ability to respond more quickly and effectively. One of the most crucial aspects of education is learning. Learning entails students picking up new abilities and information. It is fundamental to the process of education. It gives the educational process the necessary relevance and significance [70].

The study's primary driving force is the belief that education should aim to cultivate in pupils not just the necessary knowledge and abilities but also the fundamental ability to understand how to acquire a creative mind-set. The educational system must prepare students to be innovators, researchers, learners, and trainers [71]. The educational institutions are changing in the education sector. Institutions play an increasingly essential role in education and will continue to do so in the future.

In India, the market for secondary and post-secondary education institutions is about to enter a critical growth phase. The education sector operators in India have a great opportunity due to the country's low gross enrolment rates and big youth population. [72].

Online education has become incredibly popular in the modern era of digital technology. And it's probably going to be around for a while. Flexibility is one of the main elements connected to the study's motive. Up skilling or reskilling, getting a promotion or pay raise, or changing careers are all examples of career advancement. Working professionals like online learning since it's a flexible choice. Professionals may learn from universities all over the world, and selecting the course that best suits their needs without having to move is one of the many benefits of online learning. [73]. On the other hand, students enrolled in full-time programs on campuses are restricted to what is available locally or are required to relocate. Numerous well-known, reputable universities are offering online courses. This delivers you a more comprehensive scope of choices to train your personnel or oblige you in reaching your goals.

The overall cost of an online degree varies, but the range of price points also varies, as do the courses and types of credentials. Research interest in this topic is also boosted by effective time management along with a broader viewpoint.

9.1 Intrinsic Motivation

[74], demonstrated that students' intrinsic motivation to learn a language is strong for both male and female pupils. The investigation's determinations exhibited a powerful correlation between students' appreciation of learning a language as a component of their professional preparation and their innate willingness to do so using online means. Intrinsic motivation, according to [75], is the degree to which a person works or attempts to acquire a language out of an intrinsic motivation to do so and the fulfilment that this activity brings. They select tough and intriguing projects that are organically motivating; the satisfaction of the task itself or a sense of accomplishment upon completing it serves as compensation. It describes a person's drive to carry out a specific task due to internal incentives like happiness and satiation of curiosity. "Intrinsic motivation is characterized as the performing of an action for its underlying benefits as opposed to for some distinct repercussion," according to [76]. It has to do with internal elements such as interest, enjoyment, or challenge that a person finds when engaging in activities, as well as the joy or fulfilment these activities bring. Passion, determination, inhalation, consciousness, competence, and mental and physical variables all have an impact on intrinsic motivation.

9.2 Extrinsic motivation

Extrinsic motivation, which originates from sources outside of an individual, was examined in[77]. When understanding takes place for the purpose of incentives unrelated to the learning process, like grades or praise, learners are extrinsically inspired; that is when acquiring information or performing well must be achieved in order to receive such benefits. The [78] investigates people's expectations of extrinsic incentives, including high grades or recognition from others. Learners who exhibit extrinsic motivation can do so by acting out of dissatisfaction, disapproval, and indifference or by displaying outward attitudes that demonstrate an internal acceptance of the worth or utility of a certain work. When pupils experience extrinsic incentives, they are first encouraged to act and then take on a sense of desire. According to [79]concept of self-determination, three basic, universal psychological requirements drive humans to develop and evolve. According to this theory, when a person's requirements for competence, relationships, and independence are met, they may become self-determined. Academic circumstances, social conditions, familial conditions, and supportive facilities all have an impact on extrinsic motivation.

9.3 Integrative motivation

The urge to blend in with well-known or significant people in the population or society who communicate the second language is what the author highlighted[80]. It is motivated by a desire to learn a second language either for the purpose of participating in or integrating into the community using the target language or because the learner feels compelled to learn regarding, identify with, or socialize with language users. However, at times, it is heavily influenced by emotion or other affective factors. It also shows how hard the learner has worked to acquire the spoken language of a respected L2 community in order to interact with the group. Additionally, integrative motivation exhibits a desire to acquire the language of choice, an interest in L2, a mind-set toward the learning environment, and a sense of community for the target tongue. Integrative motivation is defined in the [81]as a learner's desire to become somewhat integrated into the target community or to learn something about the target language's cultural community. [82] Defined integrative motivation as learning a foreign language with the goal of engaging with the local culture of the individual.

9.4 Instrumental Motivation

The theories of instrumental motivation in this article include the idea that learning a second language has only practical benefits, such as improving a learner's career or employment prospects, providing them more status and power, granting them access to scientific and technological knowledge, or simply helping they pass a course in school. An instrumental approach places a strong emphasis on "the advantages and practical value of acquiring a new language." According to the[83], "instrumental motivation" happens when a learner's goal is to function (e.g., to gain a job or complete exams). On the other hand, this motivation is more utilitarian in nature; it describes the desire of language learners to acquire a second tongue in

order to achieve a goal that is not interpersonal, such as passing a test or advancing in their work. [84] State that instrumental motivation indicates that a student picks up language in order to further a goal connected to their future profession.

10. LANGUAGE LEARNING MOTIVATION

There is no discernible difference in the students' degree of involvement when examining the variations in their motivation for online language learning when categorized by gender as a profile feature. [85]demonstrates that students' interest in learning a language online is not influenced by their gender. This only demonstrates the strong both intrinsic and external language acquisition motives of both male and female students. Both student groups in this survey showed positive attitudes toward learning languages online. The study supports [86] conclusion that there is no tangible dissimilarity between male as well as female students' attitudes toward language acquisition in a Canadian setting. Because women are more naturally inclined to study languages than men are, this finding also conflicts with other research showing that female students are more motivated to learn languages. Gender was found to be a key determinant in acquiring a second language motivation in earlier studies. The [87] stressed that when it came to language learning, women had greater inspiration than men. Because respondents of both genders were able to see the importance of online learning for their language acquisition, the current study's findings indicate that gender has no bearing on the drive to learn a language. Therefore, the study's findings [88] demonstrated that students' appreciation of learning a language as an element of their job preparation is strongly correlated with their intrinsic as well as extrinsic reasons to do so online for both male and female students.

[89] States that in order for a learner to be motivated, they must have a logic, concept, or justification related to their purpose or target, as well as everything that they can anticipate, predict, imagine, and long for. In terms of acquiring a second or foreign language, this goal would be to learn a language. In actuality, the learner must have a goal or objective, and the target language serves as a means of achieving it.

[90] It affirms that certain learners' presentations and performances in the context of formulating a dual or foreign verbiage are better and more impressive than those of other learners. They are more driven, which is the explanation. According to [91], learning happens when an individual is motivated, and he views this as an episode of motivation. In relation to this subject, [91] states that "language professionals immediately understand the critical nature of learners' motivation, frequently justifying their personal emotions regarding failure by pointing to their pupil's deficiency of motivation."

[90] Says that language acquisition differs among students. Additionally, he thinks that three primary variables influence the acquisition of a second language. These three elements are motivation, character, and maturity. Of the three variables listed above that influence the acquisition of a second language, motivation is the single most important one. Additionally, motivation in second language acquisition is described by [92] as an intricate incident that can be linked to two things: "learners' communication requirements and their perceptions about the second language community." They contend that learners will be more driven to acquire knowledge and proficiency in the second language if they perceive speaking it as a requirement for communicating with others or for fulfilling specific aspirations and objectives. The aforementioned circumstance is referred to as both instrumental and integrative inspiration by [93]. Analyses have indicated that the triumph or defeat of second lingo acquisition is closely correlated to these kinds of motivation [92].

11. RECENT TRENDS AND THEIR APPLICATIONS

The landscape of technology-enhanced language learning (TELL) [94] continues to evolve rapidly, driven by advancements in digital technologies and changing educational paradigms. Recent trends [95] highlight innovative pedagogical approaches[96] and their applications, particularly in the domain of mobile language learning and hybrid instructional models [97]. These trends aim to address the challenges faced by language learners while leveraging technology to create more engaging, authentic, and personalized learning experiences [98], [99], [100].

11.1 Focus on EFL Learners in Mobile Language Learning

One of the most significant areas of study in TELL has been mobile language learning, particularly for English as a Foreign Language (EFL) learners. Learning a foreign or second language is often considered more challenging than acquiring one's native language due to differences in grammar, vocabulary, and cultural contexts. Research has shown a marked focus on higher-education students in mobile language learning studies. This trend can be attributed to the fact that most mobile language learning researchers are affiliated with universities and colleges, making it convenient to use university students as study participants. Additionally, university students typically have greater access to mobile devices and possess the necessary digital literacy skills to engage effectively with mobile-based learning platforms [101].

Higher-education students also represent a group that is more likely to experiment with novel learning methods, which is why they have garnered significant attention in mobile learning research. For example, mobile apps like Duolingo, Babbel, and Memrise are increasingly used by university students for self-paced learning, offering interactive exercises that cater to a variety of language skills. The findings from these studies have highlighted mobile learning as an accessible, flexible, and impactful method for improving language proficiency.

11.2 Emerging Trends in TELL

The future of TELL is expected to be shaped by several key trends, including hybrid pedagogies, increased authenticity in learning materials, and improved personalization of educational experiences. These advancements aim to enhance the quality and relevance of language learning, making it more adaptable to individual learners' needs.

11.3 Hybrid Pedagogies

Hybrid pedagogies combine traditional teaching methods with innovative digital tools, resulting in blended approaches such as flipped learning, game-based learning, interactive education, multimedia-enhanced learning, and context-based knowledge acquisition. These pedagogies are designed to foster collaborative and immersive learning environments [102]. For example:

- Flipped Classrooms: In this model, students engage with instructional materials (e.g., videos, readings) at their own pace before class, while in-class time is reserved for interactive activities like discussions and problem-solving.
- Game-Based Learning: By incorporating gamification elements such as points, levels, and challenges, game-based learning motivates learners and encourages engagement while fostering critical thinking skills.
- Multimedia-Enhanced Contextual Learning: This approach uses videos, audio clips, and virtual simulations to immerse learners in real-life scenarios, helping them understand and practice language use in specific contexts.

The integration of these hybrid models is expected to gain further traction as they enhance learner motivation and adaptability. For instance, game-based flipped learning combines the elements of gamification with flipped classrooms to provide students with more interactive and engaging learning experiences. These methods encourage the development of higher-order thinking skills, such as analysis, synthesis, and evaluation, which are crucial for mastering a foreign language.

11.4 Increased Authenticity in Language Learning

Authenticity is becoming a cornerstone of TELL, as it bridges the gap between classroom exercises and real-world communication. Creating tasks and materials that reflect real-life situations allows learners to develop practical language skills that are directly applicable outside the classroom.

Future technologies, such as simulated reality headsets and augmented reality platforms, are expected to play a pivotal role in enhancing authenticity. These tools can immerse learners in virtual English-speaking environments where they can converse with simulated native speakers. For example:

- A student could put on a virtual reality (VR) headset to experience a simulated visit to an English-speaking country, practicing interactions such as ordering food, asking for directions, or attending a meeting.
- Language learning apps may integrate augmented reality (AR) features, enabling learners to interact with virtual objects and scenarios in real time.

These advancements are designed to enhance vocabulary acquisition, grammatical accuracy, and cultural understanding. Moreover, social networks and cloud-based applications are being increasingly utilized for real-time collaboration and communication, offering learners genuine opportunities to interact with peers and native speakers. For instance, platforms like Tandem and HelloTalk connect learners with native speakers worldwide, allowing them to practice conversational skills in an authentic and meaningful way [103].

11.5 Personalized Learning Experiences

Personalization has emerged as a significant trend in TELL, as it enables learners to tailor their educational journey to their unique needs, preferences, and goals. Technologies like artificial intelligence (AI) and machine learning are increasingly being employed to develop adaptive learning systems that offer:

- Customized Learning Paths: Students can select topics, activities, and difficulty levels that align with their interests and proficiency levels.
- Flexible Scheduling: Learners have the freedom to set their own learning pace and timelines, ensuring that they can balance language learning with other commitments.
- Progress Tracking: Advanced analytics tools provide learners with detailed insights into their strengths, weaknesses, and overall progress, helping them make informed decisions about their learning strategies.

For instance, AI-driven language learning platforms such as Rosetta Stone and Busuu analyze learners' performance and dynamically adjust content to target areas where they need improvement. This level of personalization fosters greater engagement and motivation, as learners feel that their educational experience is tailored specifically to their needs [104].

12. SIGNIFICANCE OF THIS ARTICLE

Contextual language learning is significant and relevant in a assortment of modes, established on our study. It increases learners' willingness to learn languages and improves their attention span. It supports the growth and enhancement of linguistic communication and pragmatic skills. It infuses the creative part of the conventional language learning process and establishes a relevant learning environment. We support an encouraging and engaging environment for language learning. We close the gap that exists between theory and practice in language learning. The students will benefit from it when it comes to sharing and using their language input. It facilitates the use of social media and digital platforms for purposeful language use.

13. DISTRIBUTIVE ANALYSIS

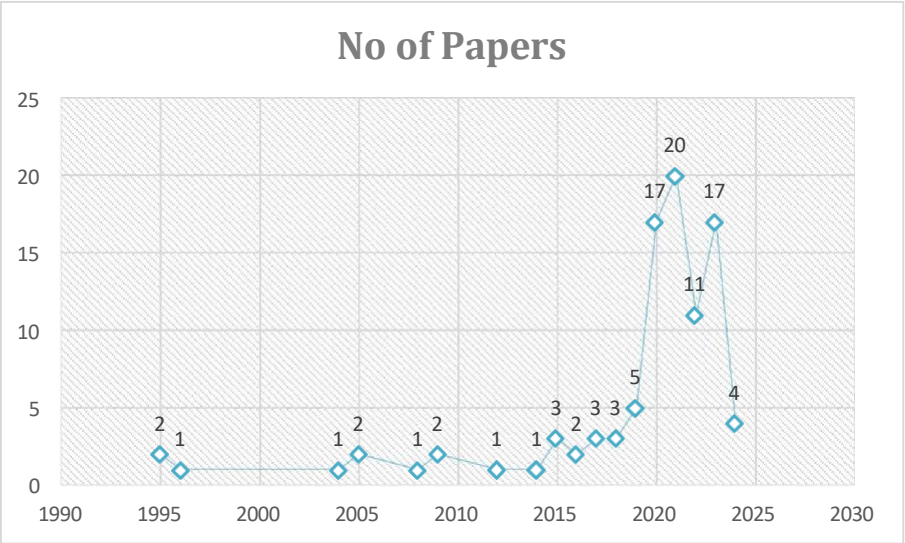

Figure 2: Distributive analysis

The present work constitutes a comprehensive review of Digital Pedagogy on learners' language proficiency skills and motivation to analyze 96 research papers and articles. The ongoing investigation encompasses a collection of 96 scholastic pieces that were disseminated between 1995 and 2024. This collection includes two papers from the years 1995, 2005, 2009 and 2016; one paper each from the years 1996, 2004, 2008, 2012 and 2014; three papers from the years 2015, 2017, and 2018; five papers from 2019, seventeen from both 2020 and 2023, twenty from 2021, eleven from 2022, four from 2024. This review aims to provide an exhaustive and current evaluation of the latest research in the field, highlighting essential trends and insights concerning various topics.

14. CONCLUSION

The effectiveness of students is closely tied to human variables. The moment is now to establish a community of learners who will assist, facilitate, and participate in one other's educational journeys. The inclination of learners towards synchronous learning is indicative of their want to be a component of a learning community, which can alleviate feelings of loneliness while simultaneously offering a platform for practising the target language. The ability of teachers to keep up with these technical breakthroughs, Digital Pedagogy, and learners' expanded skills is, therefore, what determines the nature of the present and imminent teaching and learning atmosphere. The opinions, dispositions, and drive of instructors are closely linked to their preparedness for courses that use technology. Nevertheless, learners were dissatisfied with their teacher's inadequate Digital Pedagogy and digital literacy, which hindered a positive learning environment. In order to devise more efficacious pedagogy and education procedures, further research may be done on the intrinsic, extrinsic, instrumental, and integrative motivations of learners, as well as their self-efficacy in a virtual language learning environment. When using Digital Pedagogy, a group of learners might additionally be investigated to offer students a better network of academic assistance.

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