

Creative Digital Language Learning Environment: A Model to Foster Creative Experiences for Language Learners

Hafizoah Kassim*

Centre for Modern Languages
Universiti Malaysia Pahang Al-Sultan
Abdullah
26600 Pekan, Pahang, Malaysia
ORCID: 0000-0002-9132-7513
hafizoah@ump.edu.my

Asiah Kassim

Centre for Modern Languages
Universiti Malaysia Pahang Al-Sultan
Abdullah
26600 Pekan, Pahang, Malaysia
ORCID: 0000-0001-7999-8261
asiah@ump.edu.my

Nor Yazid Khamis

Centre for Modern Languages
Universiti Malaysia Pahang Al-Sultan
Abdullah
26600 Pekan, Pahang, Malaysia
ORCID: 0000-0002-9665-5938
nyazi@ump.edu.my

Norhazwanie Jatin

Centre for Languages and Pre-
University Academic Development
International Islamic University
Malaysia 26300 Gambang, Pahang,
Malaysia
ORCID: 0009-0003-5783-7370
norhazwanie@iiu.edu.my

Anealka Aziz Hussin

Akademi Pengajian Bahasa
Universiti Teknologi MARA
40450 Shah Alam, Selangor, Malaysia.
ORCID: 0000-0001-9280-242X
anealka@uitm.edu.my

Arulselvi Uthayakumaran

Centre for Modern Languages
Universiti Malaysia Pahang Al-Sultan
Abdullah
26600 Pekan, Pahang, Malaysia
ORCID: 0000-0001-5559-2005
arulselvi@ump.edu.my

Abstract—The exponential evolution of the 4IR technology has a profound influence on education including the teaching and learning of languages. Most studies in language learning looked at how technology can and should be explored to provide a better teaching and learning environment ultimately to help improve students' language proficiency and competency. In contrast, how creativity can be fostered is rarely discussed in this digital context of language learning. Providing a creative learning opportunity in a technology-based language learning environment is therefore essential. We propose a creative digital language learning framework to foster creative experiences for language learners in order to assist the enhancement of their language ability and competency. Relevant parameters of the framework were explored in the literature, which were then validated by experts through interview protocols and by language learners via online questionnaire. Four main pillars of the model consist of the learning community, digital tools, instructional design and assessment. This model highlights the importance of creative learning experience for language learning in a digital environment. This model will serve as a guideline for design of instructional materials, and maximising the use of technology for augmenting and substantiating initiatives and aspiration to elevate learners' language ability and competence as well as creative ability.

Keywords—digital language learning environment, creative experiences, language competence

I. INTRODUCTION

Creating a conducive learning environment is essential to support effective teaching-learning process and ensure meaningful learning. In a contemporary instructional context, a digital learning environment is the appropriate technology-driven learning space for the 'Net Generation' and 'Digital Natives' which characterise today's learners [1]. Similarly, to support language acquisition and enhance language competence of the digital learners, the assumption motivating the contemporary language pedagogical practice is to create and place the learners in their natural setting, and that is of a digital environment [2]. Digital language learning

environments should encompass various digital tools, platforms and resources, and with aspects of flexibility and accessibility are able to create engaging and interactive language learning experiences.

With its widespread utilisation, and growing dependence, creating digital environments for learners have found to be beneficial and disadvantageous. On one hand, the digital space for learning has become flexible and accessible globally thus reducing distance, provides a variety of authentic teaching and learning resources, creates interactive and dynamic content which can be tailored to address learner differences and provides immediate feedback and progress tracking. On the other hand, digital environments limit face-to-face interactions which may affect the development of conversational and personal language skill. They can also limit the exposure to social and cultural contexts which are essential for language acquisition and development [1]. Consequently, these limitations and high dependence on the digital space may eventually affect learners' creativity development.

The creative aspect of language learning is becoming increasingly important in Industrial Revolution 5.0, which is characterized by the integration of advanced technologies into various aspects of society, including artificial intelligence, the Internet of Things, and robotics. While technological advances continue to shape the future of work, there is a significant need for individuals to develop creative and innovative thinking skills in order to be competitive in a rapidly changing environment [3].

As a skill greatly needed for employability, and survival in the real world, creativity must be fostered. This is especially true and essential in the digital learning environment. This paper therefore discusses a proposition to develop a Creative Digital Language Learning Environment (CANDLE) model within the context of language teaching and learning. This model may serve as a guideline for instructors to design and develop a digital learning environment which can foster