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Evaluation of Malayalam Language Instruction and Learners' Attitudes, Achievements, and Current Conflicts in Language Instruction: A Study of Second Language Teaching in Kerala Higher Education

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Abstract

The conservancy and advancement of the state language, the Malayalam (one of the classical Indian languages), hold significant cultural, social and educational significance in Kerala. Being the official language of the state and the medium of education up to secondary school, it shapes students' linguistic skills and cultural competencies. However, the value and effectiveness of Malayalam language teaching and learning in higher education remains a question since the use of Malayalam as the medium of instruction is not permitted in higher education in Kerala. This study attempts to evaluate the current state of Malayalam language instruction in higher education sector of Kerala, focusing on learners' attitudes, achievements, and present conflicts surrounding language instruction. Using a mixed-methods approach, the study combines quantitative surveys and qualitative interviews to wrinkle comprehensive data from students and teachers from various colleges of Kerala. The findings indicate that there is a general positive attitude towards Malayalam, highlighting a strong cultural connection and a desire for proficiency among all stakeholders. However, there are substantial disparities in outcome of learning which indicate that instructional modalities may not sufficiently meet varied learning needs (teacher deficit), as well as perceived gap in pre-requisite basic abilities, vocabulary, word context, spelling, and grammatical norms (learner deficit). The present conflicts in language instruction rooted in curriculum constraints, resource limitations, and a perceived undervaluation of regional languages in favour of global languages. The findings are significant with respect to policy recommendations and pedagogical strategies to promote effective language teaching, enhance student engagement, and reconcile existing conflicts, and ultimately fostering a more robust environment for Malayalam language learning.
Keywords: Language Education, Language Skills, Technology in Education, Malayalam Teaching, Learner Engagement, Undervaluation of Regional Languages

Introduction

In a globalized world, the regional languages and linguistic diversity faces numerous challenges, and the concerns over the preservation and promotion of regional languages hold significant cultural and educational importance. These regional languages, including Malayalam, serves

not only as the mother tongue of millions of natives but also as a crucial element of the region's identity, cultural and social heritage. As an official language of the state, Malayalam is integral to the educational, socio-cultural and political framework and has the particular significance lays in higher education, where it plays a vital role in shaping students' linguistic and cultural competencies. However, the effectiveness of Malayalam language instruction in higher education institutions remains a subject of debate since the Kerala state promotes English as the medium of instruction in higher education.

As cited above, the globalisation and the urge to part in global citizenship, today's learners are having a high concern for language skill acquisition, especially in English. So, the higher education institutions addressing a high value on language education and competency grading because it gives students the critical skills and mastery over the language in which they desired to secure their career. Even though, the non-focus on real-world application is remains as the main obstacles to language learning. Conventional teaching modalities pay significant attention to the development of theoretical components of language, such as vocabulary and grammatical rules and overlook the useful communication skills in favour competency in this socialised world (Dziuban et al.). As a result, students were graduated with theoretical knowledge but are mal-equipped to interact in social settings of the real life. As a result, more interactive and experiential learning strategies that provide students the chance to hone their language abilities in real-world contexts are desperately needed to address this concern.

In this context, the urgent attention for Malayalam language education calls for special attention as is essential not only for fostering linguistic skills but also for enhancing cultural awareness and identity among students, is required. In recent years, the non-competency of its youngsters in using the regional language on public and social space is raises significant concerns over the acquisition of real world and theoretical vale of Malayalam language. There has been a growing emphasis on the need for effective language instruction that reflects the demands of contemporary generation learners and social reflections in education. Also, Kerala's economic and social development is demanding the real and theoretical use of Malayalam language in the state. But it is a fact that the traditional methods and today's non-competent learners hinder the effectiveness of Malayalam language instruction in higher education. The recent studies reveal that core abilities for Malayalam language likes vocabulary, word context, spelling, and grammar standards are lacking among learners. Technology-aided instruction is a promising hope to address these challenges and enhance language teaching-learning experiences in higher education, particularly in Malayalam language.

Review of Literature

The teaching-learning process, especially the language instruction, must undergo substantial changes in the 21st century to meet the changing needs of both educators and learners. The quick development of technology necessitates reconsidering the roles that educators and learners play as well as finding creative methods to use cutting-edge learning tools to further their academic and career goals (Veletsianos). The emerging learning technologies as tools, concepts, innovations, and improvements that have not yet gained widespread adoption in the education sector but have the potential to greatly improve teaching and learning. Artificial intelligence, robots, learning analytics, virtual, augmented, and mixed reality, among many others, are examples of these (Shadiev and Wang). According to Altinay et al., accessibility and inclusivity are important, and active engagement in education at all levels is crucial. The notion of global citizenship (UNESCO) and the United Nations Sustainable Development Goals (United Nations) need an all-encompassing approach to education that goes beyond conventional academic topics.

Studies on the impact of teacher abilities, student work ethics, and institutional environment on language teaching, Davis; Csizer and Dornyei; Macaro; Jenkins; Kinginger; Larsen-Freeman; Nesan et al.; Ramadas and Vijayan; Akram et al.; and others emphasize the necessity of critical thinking for degree teaching and learning, while also highlighting the obstacles faced by native language learners. Teachers who teach language to degree students mistakenly believe that the pupils have already gained fundamental language abilities.

This could be owing to their communication talents; however, these students lack intellectual prerequisites. So, methodologies and the importance of utilizing the correct word form in sentences, as well as grammatical practice, should be taught in higher education. The teachers, however, focused on improving academic knowledge and advanced abilities without addressing the key difficulties, and the student experiences severe adjustment challenges, resulting in a reduction in performance.

Methodology

The present study is designed with three main objectives. Primarily, it intended to assess present day students' attitudes towards Malayalam language learning and identify the relevant factors that influence these perceptions. Because, an accurate comprehension regarding learners' attitudes is crucial for developing instructional strategies that resonate with their experiences and expectations. The next objective is to evaluate learners' achievements in Malayalam language instruction (as second language for under graduate courses) and explore the correlations between teaching methods, curriculum design, and student performance outcomes. The third objective is to investigate the current conflicts in language instruction, including pedagogical challenges, curriculum inadequacies, and the preferential gaps between regional and global language priorities.

This study is based on combined approach, a qualitative and quantitative strategies, to evaluate Malayalam language instruction in higher education institutions in Kerala. The sample universe is stockholders of higher education in Kerala including learners and educators. The random sampling is adopted consisting 500 second-language learners of Malayalam from various higher education institutions across Kerala, and a purposive sampling comprised 50 Malayalam language teachers included to assess the teachers' perceptions and evaluations. Structured questionnaires for students, standardized tests for assessing students' proficiency in Malayalam, semi-structured interviews with educators, and focus group discussions for students comprised the data collection strategy. The study depends on descriptive and inferential statistics, and thematic analysis to identify common themes and patterns related to learners' attitudes, achievements, and conflicts in Malayalam language instruction. The study will adhere the research ethics regulations and institutional ethics of the participant institutions to ensure compliance with ethical standards. And the study aims to enhance Malayalam language education's quality, promote linguistic proficiency, and support the cultural identity of future generations by examining learners' attitudes, achievements, and conflicts in instruction, providing valuable insights for policymakers, educators, and curriculum developers.

Discussion

To have the competence in speak various languages is becoming more and more significant in the social media connected world of today. Learning a language with its essential competencies is fundamental for forming student's personality identity and cognitive capacities and their ability to interact with people from different cultural backgrounds necessitates their well-being and identity in today's society. Today's teachers are assimilating technology to improve the teaching-learning process in order to address the increasing need for efficient language training. Being the youngest Dravidian language, Malayalam, is rich in literature and history and is mostly spoken in the state of Kerala. In 2013, it was credited with the title of "Classical Language," designating an Indian language having its sole history spanning over two millennia. Even though Malayalam was evolved from Sanskrit and Tamil roots, it has a distinct script and grammar structure, making it a difficult but worthwhile language to master. Textbooks, literary works including classical as well as contemporary, lectures, and in-class interactions have historically been the mainstays of the source and means of Malayalam language education. In addition, the new avenues for captivating and immersive learning experiences have been made possible by the incorporation of technology into language instruction.

The study's discussion part is divided into three headings. Initial part is discussing students' attitudes toward Malayalam language learning and its assessment to find variables that influencing their perspectives. The

proceeding part assesses learners' progress and output evaluation in Malayalam language learning, looking at the relationships between teaching methods, curriculum design, and student performance. The further part addresses current issues in language instruction, especially those faced by second language instruction, such as pedagogical challenges, curriculum gaps, infusing instructional technology and suggestion.

Learners Attitude towards Malayalam

Malayalam language teaching-learning, particularly as a second language, is an important feature of higher education in Kerala which reflects learners' identities, with many expressing a deep cultural connection and a sense of pride in their language skills. This bond intrinsically motivates them to engage more deeply with Malayalam language, as it is seen as a valuable skill for self-identity, heritage as well as career and academic values. This perception, among those who care the academic requirements, drive to dedicate time and effort to learning Malayalam authentically. It is general presumption that the majority of first-year students opt Malayalam as their second language for two reasons. Prime reason is that they had the false conception that their mother tongue would be a much easier alternative than a foreign language because they were proficient in reading, writing, and speaking. The next justification is that they are commonly have an easy-going mindset and are prepared to choose an easier option to learn since second language is an important element of their graduation.

The study focuses on understanding students' attitudes towards Malayalam language learning using a statistical and quantitative analysis. A structured questionnaire was administered to 500 second-language learners of Malayalam from various higher education institutions across Kerala. The data was analysed using descriptive and inferential statistics to identify patterns, correlations, and significant findings.

Table 1 Demographic Information (n = 500)

Character	Description	Value (%/x̄)
Gender	Male	39%
	Female	61%
Age	Male	20.5%
	Female	79.5%
Background	Rural	70%
	Urban	30%

The gender distribution shows that female make up a larger proportion of the sample population (61%) than male (39%). This shows a gender imbalance in the sample, with females being more represented, but overlooked since in higher education, the enrolment figures of female students are higher than male students in Kerala. The background distribution demonstrates that rural areas account for the vast majority of the sample population (70%), with urban areas accounting for a smaller share (30%). This shows that the sample is more representative of rural inhabitants; yet, the underlying fact is that both rural and urban representatives pick Malayalam as their second language.

Table 2 Attitudes towards Malayalam Language Learning (n = 500)

Description	Value (%)
Interest in Learning Malayalam	
Very Interested	41%
Interested	36%
Neutral	14%
Not Interested	4%
Undecided	5%

Perceived Importance of Malayalam	
Very Important	50%
Important	35%
Neutral	10%
Not Important	5%
Enjoyment of Malayalam Classes	
Very Enjoyable	36%
Enjoyable	32%
Neutral	25%
Not Enjoyable	5%
Very Not Enjoyable	2%

The majority of respondents hold a positive view of learning the language, with only 23% being neutral, not interested, and undecided. The majority of respondents (77%) are highly interested in learning Malayalam, with 41% being very interested, 36% being interested, 14% neutral, 4% not interested, and 5% undecided. The majority (85%) consider learning Malayalam as either very important or important, indicating a high value. The majority (68%) find Malayalam classes enjoyable, with 36% finding them enjoyable and 32% finding them enjoyable. The neutral and not important categories account for only 15% and 5%, respectively. The majority of respondents find the language enjoyable, with a small percentage (2%) finding it very not enjoyable. Overall, the majority of those who represents as sample, reports that they enjoy learning Malayalam.

The study found that there is a strong positive correlation between students' interest and their enjoyment of classes in Malayalam language learning. And the implied preposition is that students who are more interested in the language tend to enjoy their classes more. A moderate positive correlation was identified between students' perceived importance of Malayalam and their academic performance and achievement in the language. The findings inform that the educators in higher education should focus on enhancing students' interest and the sense of enjoyment towards their subject and class room interaction, especially the Malayalam classes, through culturally relevant content, interactive teaching methods, and the use of innovative technology. Emphasizing the significance of Malayalam as personal, academic and career contexts can further motivate students to engage with this language. The findings has also significance in guide policy recommendations and pedagogical practices to ensure that Malayalam language instruction remains relevant, effective, and aligned with future generations' needs and aspirations.

However, a negligible portion of respondents addressed that academic learning of Malayalam is challenging due to the complexity of the script and grammar. This was due to the conventional approach of the educators to the subject as well to the learners. Further, limited access to learning resources finds as a hinder to the progress and affect students' attitudes towards the language. To improve the learning experience within and beyond the class rooms, educators should ensure students positive responses to learning engagement, teaching methods and interventions like the utilisation of multimedia, technology and group activities. A supportive and inclusive classroom environment will encourages learning engagements and avoiding the conventional questioning and mistake highlighting all shall fostering a positive attitude towards learning Malayalam.

Learners Achievement

As part of the study, the impact of different teaching modes including lecture method, recitation, reading, story telling, grammar etc on student academic performance in Malayalam language education is examined. The uderlaying philosophical foundation of teaching, even today, has always been the conventional belief

that teaching is transmitting knowledge and skills to students. But as new technologies develop and the educational landscape is transforming accordingly, it is the concern of educational experts that the traditional teaching methods may not always be fit or suit for motivating, engaging and empowering students. This is true especially in the case of Malayalam language instruction at the undergraduate level, as the shortcomings of conventional approaches are becoming increasingly apparent and precipitates fresh challenges to educators.

The data collected through interview and survey with learners of Malayalam as second language and educators in the field of Malayalam language teaching shed light on the current and varied problems and limitations associated with conventional teaching practices at the undergraduate level. One of the prime issues highlighted was the existing teacher-centered traditional methodology and over emphasis on grammar and syntax rules. As the conventional method revolves around the teacher as the primary focus, students were exempted from progressive interactions and treated as mere listeners who are expected to be passively absorb information through lectures and textbook readings. This approach generally leads to disengagement and lack of interest among students who experiencing such learning methods, and they struggle to connect with the syllabus, class room practices, learning material being taught.

The following is the tabulated data regarding learners attitudes towards traditional mode of teaching including Lecture reading, recitation, story telling, question and the like.

Table 3 Attitude towards Traditional Teaching (n = 500)

Component	Strongly Agree	Strongly Disagree	Agree	Disagree	% of Disagreement
Lecture	21%	47%	12%	20%	70%
Reading	17%	49%	13%	31%	70%
Recitation	18%	39%	16%	27%	66%
Story	29%	15%	27%	29%	44%
Question	11%	41%	13%	35%	76%
Explanation	23%	29%	27%	21%	50%
Grammar	13%	49%	11%	27%	76%

Grammar proficiency was seen as the cornerstone of traditional language education approaches, which placed an emphasis on explicit instruction and repeated practice. However, 76% of the participants disagreed with this widely held belief. Furthermore, 76% of the participants disapprove of the conventional method of asking questions in the classroom as a crucial part of teaching language. Almost all of the components included by this study, including reading, recitation, story, and explanation, had a 64.57% disagreement rate among the participants. Even yet, they prefer story and explanation parts and have a lower percentage of disagreement with these elements. Students are dissatisfied with the boring learning environment and a lack of motivation and reinforcement.

Table 4 Student Satisfaction Index (n-500)

Scale	Mean	SD
Content	3.01	0.63
Transaction Method	3.20	0.65
Evaluation Pattern	2.71	0.57
Satisfaction	2.94	0.59
Self-Usefulness	2.81	0.51
Learner to Learner	2.50	0.47
Teacher to Learner	2.56	0.49

The average score for each scale falls short of the expected range. A standard deviation less than 0.72 indicates that participants were dissatisfied with the traditional pattern of language learning, and their replies

indicated a need for methodological modification. The average score for content engagement is 3.01, and for content transactions it is 3.20. The mean difference between learner-learner and learner-instructor was minimal (2.50 vs. 2.56). The average Internet happiness score (2.94) was somewhat higher than the midway of 1.50, while usefulness (2.81) fell just short of the satisfaction midpoint.

It is evident that there is a sizable discrepancy between the expected and actual performance outcomes after analysing the students' reported semester-by-semester performance. Since Malayalam is their mother tongue and they believed they had mastered its reading, writing, speaking, and grammar, the students anticipated performing exceptionally well overall across the semesters and anticipated this to be reflected in their exam results. However, in practice, students' expectations of the traditional teaching-learning process are completely at odds with this, and they tend to have lower expectations for each semester because their performance on all evaluation components fell well short of expectations. The data also showed that, although teachers first scaffold their students by giving them lenient ratings for assignments and internal examinations, they eventually assigned true grades for these components after determining the average performance on the end-of-semester exam.

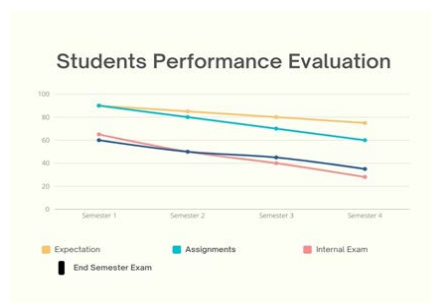


Figure 1 Students' Performance Throughout Semesters (n = 500)

The following observations are made about how teachers perceive teaching languages in conventional mode and how well students succeed.

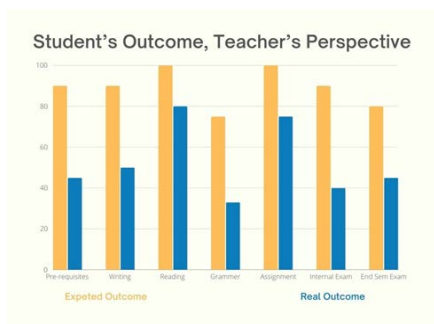


Figure 2 Student Outcomes from the Teacher's Perspective (n = 50)

It is clear from the teacher's perspective (50 Malayalam language instructors from different districts of Kerala) that the actual and expected outcomes of students' performance varies significantly. The reasons differ depending on the particular environment in each of Kerala's districts, but the reality that students are not meeting expectations in the conventional manner of Malayalam language instruction stays the same. All participants teachers and students alike agreed that the traditional form of instruction is the true obstacle to the teaching-learning process and that better results will follow if the mode of transaction is changed. It emphasizes the significance of revising traditional technique and bridging the gap between academic goals and practical necessities, as well as the importance of using technology into teaching and learning processes.

Current Issues in Malayalam Language Instruction

The analysis of current issues in language instruction involves collecting and analysing data to identify pedagogical challenges, curriculum gaps, and the effectiveness of instructional technology. The evaluation of technology integration related data collection is made to determine the present level of technology utilization and its perceived effectiveness. The Delphi (a structured communication technique that uses a panel of experts to reach a consensus on the topic) approach is taken for solicit expert feedback on prospective improvements, and thematic analysis to uncover common concerns and patterns within technology integration concept.

Regarding the present issues, traditional Malayalam language education was the prime and has limitations, such as heavy reliance on literature and a lack of focus on communication skills. These issues hinder students' abilities, and distracts to communicate effectively in real-world experience and ultimately promote only rote memorization. Technological integration of teaching methods in the digital era is promising to overcome these challenges by incorporating innovative approaches like blended learning methods, project-based learning, and storytelling techniques. The emerging strategies will, probably enhance engagement and foster deeper understanding among learners, preparing them for a globalized society. As technology-aided instruction combines digital tools with multimedia features, the complex grammatical rules and vocabulary and the related fundamental concerns will be more engaging.

If it will be effectively integrated and utilised, that will provide real-time feedback, engaging present generation learners with interest and allow the students to assess their strengths and deficiencies. Collaborative platforms, as suggested, definitely help the students become more fluent in academic as well as communicative elements of Malayalam language by facilitate conversation and stimulating discussion outside the classroom. The Centre for Malayalam Language Technology, another intervention, create and provides digital materials for Malayalam language instruction, in all educational landscapes, including Android applications, language software, a digital dictionary, and a digital library. Another development is the introduction of an Android voice archive of the Malayalam language and an app called 'Malayalampatham'. The ICT & Technology Lab tools also promote learner autonomy, active participation, and successful language learning outcomes because of technology infusion. It is anticipated that these tools will improve student engagement, intrinsic motivation, and academic achievement through speech recognition, interactive multimedia activities, and adaptive learning systems and related techno-educative strategies. Sophisticated language learning applications like Speak Malayalam 360 and Ling Learn Malayalam Language provide security and privacy for learners.

The educational uses of currant technology include AI Chatbots software applications which stimulate human conversations by asking and answering questions via text or audio. Web-based chatbots have been used for several decades and are now integrated into social media messenger applications like Facebook and WhatsApp. They have the potential to support L2 and FL learning, for language learning, dialogue-based chatbots like Genie Tutor and Mondly, target specific areas of language learning interest (Vijayakumar and Chellapandian), are widely using. These tools have unlimited patience and can respond instantly using natural language, lower learners' anxiety, focus on specific topics, and do not require a human teacher or interlocutor. Duolingo is a popular mobile app for languages learning needs that focuses on is improving language and communication skills (Sharma and Singh). It offers translation, matching, pairing, listening, and communication exercises to the user. But the future development of AI in language apps solely for regional languages like Malayalam will likely be abrupt due to lower profitability.

The paradigm shifts in Malayalam language instruction, especially as second language, at the undergraduate level is crucial for fostering a deeper understanding and appreciation of the language among learners. The data analysis regarding present day Malayalam language teaching challenges reveals significant issues related to a lack of resources, large class sizes, and variability in learners' literacy levels. To address and resolve these challenges requires targeted interventions, including improved resource allocation, professional development for teachers, and strategies to manage large class sizes and address variability in literacy levels. Urgent and

targeted interventions including improved resource allocation (both printed and digital), professional training and development for in-service teachers (including digital pedagogy) and strategies to manage large class sizes (voice amplifying devices, virtual effects, digital class rooms) will contribute to improve the quality of Malayalam language instruction.

Even in the traditional mode, the teachers are struggles because of insufficient teaching materials, inadequate training, and limited access to professional development opportunities. Together with insufficient prerequisite competencies in language rules, absence of comprehensive language learning standards complicates these issues. Large class sizes (students more than 50 numbers) hamper effective classroom management, especially among newly enrolled teacher and in government-run institutions. The present curriculum often lacks integration of multi-literacies, which are essential for developing comprehensive language skills. Also, the assessment for practices for reading comprehension are limited. Further, the integration of technology infused education is in its nascent stages, preliminary data suggests it can positively impact student performance. However, there are challenges in implementing the technology guided instruction include limited access to technology, connectivity problems, lack of interest and proficiency among teachers, insufficient training, and the need for culturally appropriate digital content.

Suggestions

The study is limited to Malayalam language instruction as second language for under graduate courses of higher education institutions of Kerala but the analysis of learner attitude, achievement dimension and teacher perceptions on enhancing language instructions elicited certain suggestion. To address the challenges in Malayalam language teaching, technology guided instruction is the evolving solution but this demands student preparations, teacher readiness and availability of affordable and user-friendly technologies for language education. Regarding technology integration, providing comprehensive training programs for teachers on the use of instructional technology and create and provide collaborate, effective and essential digital contents are essential. It comprised workshops, online courses, and peer mentoring. Access to technology is also crucial, with partnerships with technology companies or government initiatives. Digital content development with minimal socio-cultural concerns, including interactive lessons, videos, and e-books. Blended learning models can be implemented, combining traditional classroom instruction with online learning. Learning Management Systems (LMS) can be used to provide self-learning experience and track student progress and facilitate communication. Regarding the issue resource scarcity, increased funding and resource allocation for Malayalam language teaching is essential from the part of both the government and institutions. Encourage community involvement in resource provision, promote the use of Open Educational Resources (OER), and establish e-library and resource centres dedicated to Malayalam language learning. Lastly, address large class sizes by training teachers in effective classroom management strategies, implementing peer teaching and collaboration, and leveraging technology to manage large classes are some cited solutions.

The digital learning and technology infused teaching is a transformative force in education, offering new opportunities for access, flexibility, personalization, and innovation (Yadav). It is an evolving force that rapidly alter, driven quick advancements, pedagogical innovation, and changing educational needs of the learners. However, it also involves challenges such as accessibility, readiness, digital literacy, privacy, and pedagogical design. Proactive strategies and collaborative efforts from educators, policymakers, technology developers, and other stakeholders are needed to address these issues.

The next generation digital learning holds exciting possibilities for leveraging educational technologies, providing strong motivation and assistances to learners, promoting lifelong learning, fostering equity and inclusion, and driving pedagogical innovation. The study proposes future research that shall focus on the transformational potential of technology-guided instruction, the reimagining of education with contemporary technology and learner empowerment, the direction of the evolving needs of learners and society, the rethinking of present pedagogical practices and the dynamics of innovations, the evaluation of the potential

of digital learning to create inclusive, equitable, and effective educational and the shaping of future methods in teaching with advance language education options.

Conclusion

The study examined the Malayalam language education (second language for under graduate courses) in Kerala's higher education institutions and the highlight is revealing a positive attitude among learners but there is significant achievement discrepancies and some pedagogical conflicts. The findings also reveals that there is a significant negative attitude for conventional teaching methods because for the learners it is ineffective in motivating, achievement and practical value. The participated educators in the study accepts it is non-attractive of present learners and less motivating, non-empowering and leading to disengagement and lack of feeling joy. The suggestions highlighted the need of revising traditional techniques, bridging the gap between academic goals and practical necessities, and integrating technology into teaching and learning processes to improve student outcomes. The results of the study also contribute to the discourse on language education as an initiate for technology infused methodology and sourced the challenges and opportunities of Malayalam language instruction in Kerala's higher education institutions. Solutions to present day challenges include developing and adapting appropriate technology integration and empower the teaching learning process by providing comprehensive training programs, digital content development, blended learning models, and Learning Management Systems. For appropriate technology infusion, sufficient increase in funding, advanced research in educational technology, community involvement, and resource allocation are suggested, and for effective classroom management strategies, peer teaching, and virtual classroom assistances are cited for manage large class sizes.

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