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# Language Educators' Perceptions of Online Platforms and Micro-Credentials in Language Learning Contexts

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## ***Abstract***

This study explores language educators' perceptions of online language learning platforms and micro-credentials within the context of higher education. As digital learning continues to evolve, understanding educators' acceptance and perspectives is essential to ensure effective implementation of technology-enhanced language instruction. A quantitative research design was employed, involving 30 language educators from a public university in Malaysia. Data were collected using structured questionnaires and analysed using descriptive statistics, including mean scores and standard deviations. The findings indicate that educators generally have positive perceptions towards online platforms, particularly in enhancing teaching effectiveness, improving students' technological literacy, and supporting flexible learning environments. Similarly, micro-credentials are perceived as valuable tools for recognising language competencies and supporting diverse instructional strategies. However, challenges such as student engagement, increased instructional workload, and limitations in practical implementation were identified. The study concludes that while both approaches have strong potential in transforming language education, their effectiveness depends on pedagogical alignment, structured frameworks, and institutional support.

***Keywords :*** *Online Language Learning, Micro-Credentials, Language Educators' Perception, Higher Education*

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