

Role of Online Educational Applications in Promoting Literacy and Lifelong Learning for English as Second Language Learners

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Abstract: As aspirant educators and researchers, we witness the way that innovation or the power of technology is reshaping the scenario of training, making information more available to everybody. We intend to explore the capability of all stream of second language learners. These imaginative devices go past classic limitations by making accessibility with customised opportunities for individual growth and experience that advanced education and a deep-rooted obligation to getting information. In the present competitive world, having strong proficiency abilities and a pledge rooted learning is necessary for both individual and cultural turn of events. We view intuitive instructive applications as powerful application that make openness, personalised, and engaging learning open doors that take special care of different learning essentialities. In this era of digital equity, learners' capabilities stand as the bedrock for individual strengthening and social advancement. At present some trending language learning applications are Duolingo, Rosetta Stone, Babel, FluentU, Memrise and Busuu. These apps enforce learners with fundamental abilities to grasp, expand, and analyse data successfully. This results in opening pathways to quality education, satisfying professions, and dynamic contribution in local area undertakings. Regardless, obstructions to education persevere, affecting learners across different age groups. Intelligent instructive applications educational apps: Interactive educational apps appear as assuring futuristic solutions to bridge the gap in many ways. The following popular educational apps express the central idea of this paper vividly.

Keywords: Intelligent Instructive Applications, Educational Applications, Literacy, Lifelong Learning, Accessibility, Inclusivity, Digital Equity, Personalised Learning, Motivation and Worldwide Reach

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1. Introduction

As aspirant educators and researchers, we (teachers or trainers) usually witness the way that innovation or the power of technology is reshaping the scene of training, making information more readily available to everybody (Kukulka-Hulme, 2012). We are intending to explore the capability of all streams of second language learners. These suggestive (imaginative) devices go past classic limitations by making accessibility with customised opportunities for individual growth and experience that advanced education and a deep-rooted obligation to getting information (Beatty, 2010). In the present competitive world, having strong proficiency abilities and a pledge rooted learning is necessary for both individual and cultural turn of events. We view intuitive instructive applications as powerful applications that make openness, personalised, and engaging learning open doors that take special care of different learning essentialities (Godwin-Jones, 2011). In this era of digital equity, learners' capabilities stand as the bedrock for individual strengthening and social advancement. At present there are some trending language learning applications such as Duolingo, Rosetta Stone, Babbel, FluentU, Memrise and Busuu. These apps enforce learners with fundamental abilities to grasp, expand, and analyse data successfully (Godwin-Jones, 2011). This results in opening pathways to quality education, fulfilling professions, and dynamic contribution in local area undertakings. Regardless, obstructions to education persevere, and they affect learners across different age groups. Intelligent instructive applications educational apps: Interactive educational apps appear as assuring futuristic solutions to bridge the gap in many ways (Tavakoli et al., 2019).

The following popular educational apps evidence the central idea of this paper vividly.

Moreover, many prominent institutions around the world are known to incorporate app-based learning for language students, like University of California, Berkeley, University of Edinburgh, and King's College London. Moreover, carrying forward these methods actively as an integral part of the learning and teaching process on a regular basis is highly essential for the benefit of students' and teachers' futuristic standardised professionalism (Peters, 2007). The following (case-study) analytical approach determines the practical experience of potential usage of these methodologies for almost all the levels of education generally and uplifts the result.

2. Methods Applied to Research and Execute these Apps

2.1. Literature Review: The authors initially carried out a comprehensive literature review to understand existing research on interactive educational apps, literacy development, and lifelong learning (Beatty, 2010; Kukulka-Hulme, 2012). This method involves the analysis and synthesis of relevant academic articles, books, and other scholarly sources to gain insights into the topic.

2.2. App Evaluation: Secondly, they evaluated various interactive educational apps mentioned in the paper, such as Duolingo, Rosetta Stone, Hello Talk, BBC Learning, Cambridge Assessment App, FluentU, Busuu, and Phonetics App. This method involved the assessment of the features, functionalities, target audience, and effectiveness of each app based on available data and user reviews (Godwin-Jones, 2011).

2.3. Questionnaire Development: Later, they designed a questionnaire to gather feedback on the explored language apps. This method includes key features, potential benefits, challenges, comparison, usage con-

siderations, recommendations, and additional insights (Tavakoli et al., 2019).

2.4. Data Analysis: After they collected responses from the questionnaire, they analysed the data to identify trends, patterns, and insights related to the usage of language learning apps across different age groups. This method involved the summarisation and interpretation of the findings to draw meaningful conclusions.

2.5. Result Presentation: Eventually, they presented the findings of their research in a

structured manner. This included the organisation of the information logically and clearly to communicate the research findings effectively to the readers (Peters, 2007).

3. Results

These methods collectively contribute to the research process and help in understanding the capabilities of interactive educational apps in promoting literacy and lifelong learning for second language learners (Beatty, 2010).

Table 1: Teaching Method Analysis

Educational Streams	Teacher-Student Ratio (S: student, T: teacher)	Positive Response%	Negative Response%
High School Level	(S)27:1(T)	100%	0%
Intermediate Level	(S)40:1(T)	96%	4%
Under graduate Level	(S)25:1(T)	85%	15%
Post Graduate Level	(S)10:1(T)	75%	25%
Specific Language Learners Level	(S)35:1(T)	75%	10%
Private institutions: spoken English training centers, IELTS, TOFEL, etc.	(S)18:1(T)	85%	3%

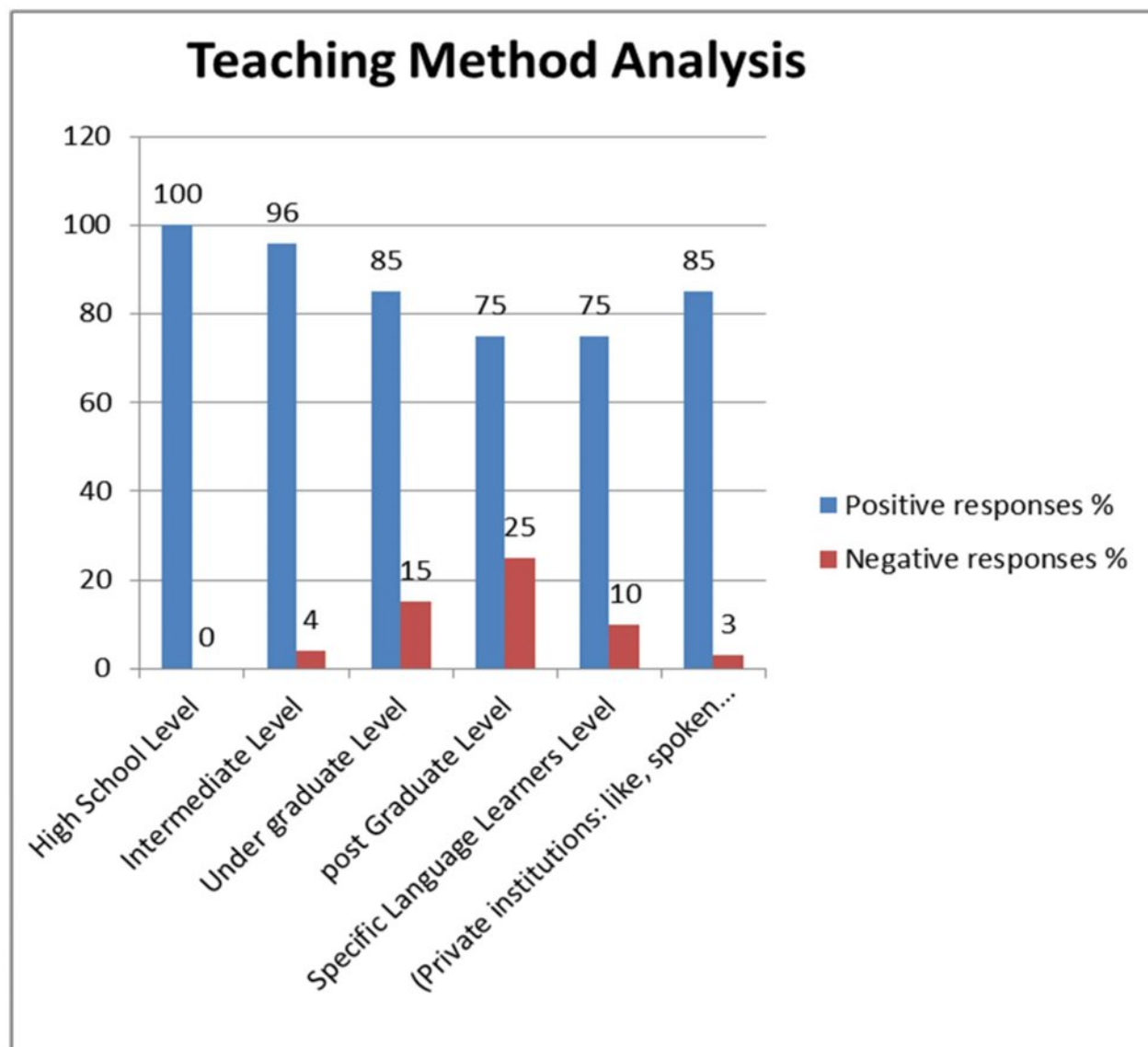


Fig.1. Representation of teaching techniques for various grades of educational levels

4. Discussion: Some Suggestive Apps

- 4.1. Duolingo: This app provides LSRW modules: Listening Speaking, Reading and Writing skills. It utilises gamification techniques to keep learners immerse and motivated (Godwin-Jones, 2011).
- 4.2. Hello Talk connects language learners with native speakers for language exchange. Users can chat, voice call, and even video call to practice English in a real-world context.
- 4.3. British Broadcasting Corporation (BBC): This app assists students to improve their vocabulary, reading skills, etc.
- 4.4. Cambridge Assessment App customises learners' language learning ability of all level (Basic, Intermediate and Advanced level).
- 4.5. FluentU introduces real-world videos like music videos, movie trailers, news, and intellectual talks and transforms them into personalised language lessons (Godwin-Jones, 2011).

- 4.6. Busuu offers courses designed by language professionals including various proficiency levels. It also gives opportunities for learners to communicate with native language speakers through its community feature.
- 4.7. Phonetics App is an effective handy tool to improve or catch the accurate accent through videos of native teachers in it. This is useful for all native and non-native learners.

Additional Explanation

These apps offer varied approaches to learning English, catering to different learning styles and preferences. Users of any age can select the best match to their needs and requirements to improve their language learning skills productively (Tavakoli et al., 2019). They mainly promote accessibility and engagement in several interactive activities, like gamification elements. In fact, adaptive technologies assist learners by using captivating content and pacing that match specific needs (Godwin-Jones, 2011) and learning styles. This allows for efficient progress and addresses specific gaps. These apps offer phonics instruction as a solid base platform as an early literacy development and lifelong learning tool. To prove the above statements, the following research questionnaire and analysis report/table is practical evidence to confirm the research over these apps thoroughly.

5. Questionnaire on the Explored Language Apps

The below given questionnaire clears the details regarding: Targeted audience, Main objective / purpose, Methods used to know the value of usage, key features/ functionalities of the apps, potential benefits and drawbacks while using this apps and challenges, comparison, usage consideration and rec-

ommendations, additional insights and so on.

5.1 Target Audience

- Who is the primary target audience for the app?
- What age groups does the app cater to?

5.2. Main Purpose

- What is the main purpose /focus on this App?
- What Skills or knowledge does the app aim to develop or enhance?

5.3. Methods

- What methods or techniques does the app employ to achieve its goals?
- How are the learning materials presented or delivered to the users?

5.4. Key Features

- What are the standout features or functionalities of the app?
- How do these features contribute to the user experience or learning process?

5.5 . Potential Benefits

- What are the potential advantages or benefits of using the app?
- How might users improve or benefit from using the app?

5.6. Potential challenges

- What are some potential drawbacks or challenges conjugated with usage of these apps?
- Are there any limitations or shortcomings that users should be aware of?

5.7. Comparison

- How does this app compare to similar apps in the market?
- What sets this app apart from others in items of target audience, focus, features, etc.?

5.8. Usage considerations

- What factors should users consider when deciding whether to use this app?
- Are there any prerequisites or specific conditions that might affect the user's experience?
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5.9. Recommendation

- Based on the analysis, would you recommend this app to the target audience?
- Are there any specific scenarios or situations whether this app would be particularly Beneficial or effective?

5.10. Additional insights

- Is there any additional information or insights about the app that users should know?
- Are there any notable updates or developments for the app that might impact?

Table 2: Analysis of Results

Age group	Primary target audience	App usage considerations	Potential benefits	Potential challenges
Primary students	Yes	Parental guidance may be needed	Introduction to basic vocabulary and grammar interactive learning activities	Limited of depth of content may require assistance from parents or teachers
Middle school students	Yes	Self-directed learning –regular practice encouraged	Intermediate vocabulary and grammar, interactive exercises, speaking and listening practice	Busy academic schedules, distractions from others activities
High school students	yes	Self- directed learning, preparation for exams	Advanced vocabulary and grammar, exam preparation materials, writing practice	Increased academic pressure, time management challenges
College / University students	yes	Integration with academic curriculum, flexibility in study schedule	Academic English proficiency, specialised vocabulary, essay writing support	Balancing coursework with extracurricular activities, varying levels of English proficiency
Post-Graduate students	No	Advanced language skills for research and professional purposes	Specialised vocabulary and language skills for academic and professional	Time constraints due to research or work commitments, need for advanced language support

For added clearance, the above given result analysis could give a lot of clarity about how all age language learners used and benefited. We emphasise the critical importance of

continuous learning in our rapidly evolving world. We explore how mobile apps can meet varied learning needs and interests, offering accessible and flexible learning op-

portunities throughout life. In fact, this is life learning for all. Moreover, this table gives a general overview of each app. Experience may vary from person to person. It is crucial to consider the specific needs and learning styles of each student when choosing an app. A combination of different apps and approaches can often be the most effective way to support literacy development. Parental involvement and guidance are essential for young children who use educational apps.

6. Conclusion

Interactive educational apps have the potential to revolutionise literacy learning by making it accessible, engaging and personalised. By offering varied learning pathways for people of all ages and skill levels, these apps can empower users, unlock social mobility, and contribute to building a more literate and informed society. While challenges around equitable access and content quality remain, continued development and research hold immense promise for the future of literacy education. Research and reviews can help you choose apps that are appropriate, high-quality, and engaging for your target audience. We believe this detailed analysis report enables readers to understand the strengths and weaknesses of each app and to make informed decisions about their potential use in promoting literacy and lifelong learning.

In the futuristic aspect of the educational context, institutional and educational policy makers continue to invest in digital learning initiatives to keep equal access and to maintain a standardised high-quality education system globally. Majorly incorporating these

learning platforms must also be effective teaching tools. Preferably, this process should be the foremost advanced level teaching technique for the betterment of professionalism. In fact, this process allows a sophisticated teaching and learning atmosphere in this competitive advanced era. This kind of approach should reach maximum implementation as early as possible. In overview, the integration of digital educational tools represents ESL learners who grow academically, socially, and professionally in an increasingly interconnected world.

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