_____

THE ADVANTAGES OF MOBILE APPS FOR YOUNG LEARNERS IN EFL/ESL CLASSROOMS

_____

Dr. PARUPALLI SRINIVAS RAO
Lecturer in English,
English Language Centre,King Faisal University,
Al-Hasa, Kingdom of Saudi Arabia (15-12-2019)

_____

Abstract

The twenty-first century is remarkable for the tremendous changes that are taking place in all fields and these changes are desirable for the further development of human beings. It is a fact that the same developments are observed in the field of educational technology also. With the advent of technology, there have been tremendous changes in the field of education. The traditional and old-fashioned methods in education have been replaced by the latest methods and techniques and even the chalk and the blackboard are replaced by digital boards. Moreover, there are drastic changes taking place in the attitudes of the learners' learning and almost all the teachers and some of the learners try to use the most available innovative technologies in education. The same scenario reflects on the English language teachers to implement their teaching techniques and strategies. In this process, the learners also try to make use of these technologies that are useful for the development of their language skills. At this juncture, the EFL/ESL teachers as well as the language experts opine that mobile phones are also useful in language learning in which the learners download some important and useful apps to develop their language skills. As there are many apps available on the internet, learning English has become easier and faster and the young EFL/ESL learners learn the language in a funny and dynamic learning environment.

This paper discusses the importance of using mobile phones in education, especially in EFL/ESL environment. As most of the students in the modern society use mobile phones for various purposes, the teachers need to motivate the learners to use mobile phones in order to get information instantly regarding the English language.This paper also highlights the important and useful mobile apps that are necessary for the young learners to develop their language skills. Finally, some useful tips are given for the young learners in EFL/ESL classrooms with regard to mobile apps and their advantages in developing the language skills of young learners even beyond the classrooms.

Key words:classroom;education;EFL/ESL;English teachers; language skills; mobile apps; mobile phones;technology;young learners.

Introduction

In globalization scenario, there are numerous changes taking place all around the globe and these changes resulted in changing the way of living styles of human beings.

_____

_____

Human beings are now in a comfortable and safe zone while comparing to the ancient days. Since scientists started inventing new things, there have been many radical changes in each and every field. With these discoveries and inventions, humans can now travel into the space and send satellites and construct multi-storied buildings in a few days. Humans can learn about everything just by clicking the internet simply sitting at home and they also can do online purchasing without going anywhere. With the advent of internet, everything has become easier for human beings to arrange things whatever and whenever they want them. They can even order for things that are available in the international market online. Even business organizations can do their businesses using internet and they can maintain relationships with the other companies that are established in various parts of the world. Now-a-days, with the available latest technology, we can trace people's whereabouts and even catch hold of them whether it is a big or small cybercrime. The crime rate has also come down after installing both indoor and outdoor surveillance cameras. Some corporate companies are operating with robots and computer technology. Even the burden of labour has been reduced by introducing the robotic technology and computers.

The present banking system also depends on the latest technology and all the banks are linked to the internet. People do their banking transactions using their technological devices and they do online transactions with all the banks. The concept of ATM machines also serves the people to deposit or withdraw money 24 hours a day. In the field of medicine also, some critical operations are done with the available online help from the expert surgeons of the other regions and countries and drugs are also invented for incurable diseases. The GPS system is a wonderful invention for the people who want to find addresses and routes.

With the invention of mobile phones, people started using them for various purposes. People who work with companies use these mobile phones to prepare reports, presentations, send emails, documents and communicate with the other organizations and to select employees. Even some of the interviews are held online and people use their mobile phones for this purpose. Moreover, these mobile phones are mostly used for chatting and surfing the internet and video chatting. Furthermore, these are also used to do online purchasing where people just order for anything online and they get those things will be home delivered. People can watch TV programs and read newspapers, journals online and they can also watch movies of all languages. Furthermore, these mobile phones are more useful in tourists and travel agents to reserve bookings for their journey and stay. In this way, technology laid a path for the betterment of the people's living style.

In the field of education also, there have been tremendous changes due to these new innovations in technology. These days, technology is used everywhere in teaching-learning environments and there is no place for the traditional way of teacher-centered approach. Due to these changes, there is a lot of awareness among both the teachers and the learners.

Teachers are now adopting novel methods and approaches and changing their traditional way of teaching and starting to implement the learner-centred approach where the emphasis is mainly on the needs and interests of the learners. As the modern learners are interested of learning their subjects in novel ways, the teachers introducethe latest methods and technologies in their teaching. As a result, the usage of internet, digital boards, smart boards, e-books, e-libraries, laptops, tablets, iPads, OHPs, televisions, mobile phones, smart phones and so on has become common in the present day education system. So many educational institutionsgo for them to offer their learners a better education and make them understand the content, taught in the classrooms, easily. With the use of audio-visual aids in teaching the subjects, the learners' learning is enhanced and the burden of teacher's explanation is reduced. Moreover, with the learner-centred approach, the learners' participation is increased and activities such as group work and pair work are introduced in the classrooms. The learners get the opportunities to work on their own or in groups or pairs and it results in learning new things.

Technology brought tremendous changes even in teaching and learning languages also. There are many advantages for both the teachers and the learners in learning languages. When it comes to learning English, there are drastic changes in teaching and learning environments. With the advent of mobile phones, both teachers and learners are benefitted a lot in EFL/ESL classrooms. In this context, Rao, P. S. (2019a) says, "When the learners use their mobile phones in the classrooms, particularly in the English classrooms, these mobile phones help the learners in getting the right information about the content. While using mobile phones in the classrooms, the learners can also communicate with their peers, teachers and parents and their bond will strengthen as they can communicate even outside their classrooms".The EFL/ESL teachers use their mobile phones to visualize some audio-visual material in their classrooms and they also use them to refer to anything on the spot and get information about the required topic. As Rao P. S. (2019b) asserts, "Teachers use mobile phones to get the information instantly in the classroom and also to visualize the learners some videos related to the topic. Therefore, mobile devices play a vital role in education, especially, in learning a language". The EFL/ESL teachers also use their mobile phones to send assignments to their learners and receive assignments from them, enter the progress of

_____

their learners, conduct meetings with other teachers, management and parents, present some PowerPoint slides in the classroom, record some teachings, record their learners' speeches and presentations and so on. The EFL/ESL teachers also improve their teaching skills, play some important videos in their classes, refer to any topic on the spot and record the progress of the learners.Let us discuss what benefits the learners get from mobile phones.

The following are the benefits that the learners get from Mobile Phones:

- Browse the internet
- Communicate with friends and families
- Send and receive messages
- Go for online resources
- Improve both vocabulary and grammar
- Develop communication skills
- Enhance the learning skills
- Play games
- Watch cartoons, movies and videos
- Receive assignments from teachers and send them back to teachers once they are finished
- Share assignments with peers
- Record the lessons taught in the classroom
- Enhance the productive skills such as speaking and writing
- Refer to the dictionary and thesaurus
- Watch the recorded lessons until the topic is understood
- Improve both stress and intonation
- Take tests and quizzes
- Read newspapers, magazines, journals and e-books
- Learn during the free time
- Go online round the clock
- Clarify doubts with peers and teachers
- Work on a project with a team
- Be in touch with people through social media
- Improve the receptive skills such as listening and reading
- Solve problems and clear doubts instantly
- Use them wherever and whenever needed
- Make the learning in a fun-filled environment

There are many advantages of mobile phones for the EFL/ESL learners. They can perform such activities with their mobile phones and it results in their learning English.
Due to the revolutionary changes in the twenty-first century communication technologies, everybody can carry the mobile devices such as laptops, palmtops, e-readers, tablets,

_____

Oray's Publications

Impact Factor: 4.845(SJIF) **Research Journal Of English (RJOE)** Vol-4, Issue-4, 2019

www.rjoe.org.in   An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos.
_____

notebooks, mobile phones, pagers,thumb drives, iPads, GPS devices, smart watches, two-way radios, wireless debit/credit card payment terminals and so on from one place to another. But, mobile phones are popular among all these devices because of their usefulness and portability. At this juncture, it is apt to quote the sayings of Yamaguchi (2005: 57), "Mobile phone is superior to a computer in portability and some students don't have their own computer". A study conducted by Chen, Chung & Yen (2012) discloses, "Cell phones are flexible tools which have the potential to be exploited to cater to the needs of language learning students". Furthermore, Huang, Huang, Huang & Lin (2012) assert, "Cell phone technologies are attracting the attention of both the teachers as well as students being low cost, small sized, easy to handle and fast". Miller (2014) says, "Smartphones are being adopted unprecedentedly by youth and they are potentially the tools for future study technologies". Therefore, human beings are operating mobile phones as they are useful in performing multi-tasks.

There was a corporative study held in England in 2012 and it was conducted in two schools. The purpose of this study was to find out how the mobile devices are used by the students during their class time. The study report says, "Most of the students rely on their mobile phones to keep them organized. The students frequently use their mobile phones for the features such as camera, alarms and calendar. The camera is generally used to take pictures of the notes given by the teachers". The study recommends that mobile devices are useful tools in learning their subjects in the classrooms. The report further says, "There is clear evidence that many pupils feel that they are deriving educational benefit from the use of their devices. They are using many of the features of their devices and often finding creative ways to employ these features in their schoolwork, both at home and at school".

Another study was conducted in the US on how teachers use mobile phones in their lessons. The study on Teaching and learning with mobile computing devices(2015) says, "Teachers use mobile phones to document students' work and attendance, to upload assignments, quizzes, scanned tests and photographs into a web-based software application

called Evernote. Each student has a file in this program and it is helpful for the teachers while holding some formal as well as informal parent-teacher meetings. It is also useful while discussing with administration and other colleagues". The study also suggests that the growing trend by BYOD (bring-your-own-device) schools should consider integrating mobile devices into lesson plans. Thus, mobile phones are useful for teachers in finding out the progress of the learners as well as administrating the tests.

In American education also, mobile devices are widely used from pre-school level to university level as teaching tools. A survey organized by Pew Research Center says that the American national adults use smartphones at an average of 48%, whereas 58% of the American teachers have smart phones and they use them for teaching purposes also. It signifies that many American teachers use their smartphones to build tech-savviness into their lesson plans by embracing BYOD policies and as a result, every student has been pushed for an iPad. Moreover, the report also says that the American teachers use 73% of mobile technology either to teach lessons in their classrooms or to permit the students to use it to complete their assignments. According to some reports developed around 2010 say that mobile apps are both engaging and educational for children as they are so young at preschool level.

It is known from the above given reports that learners develop their learning skills with the help of the available technology and the role of teachers in implementing these technological devices is very crucial. The above surveys disclose that the learners' English language skills are developed gradually by using mobile phones not only in the classrooms but also outside the classrooms.

As the dawn of technology resulted in making the classroom attention span shorter and shorter, new trends in language teaching take place and the language teachers and learners of EFL/ESL have to follow these changes. At this juncture, it is wise to quote the words of Rao, P. S. (2018) who says, "Moreover, the twenty-first century teachers and learners are more interested in online teaching and learning, virtual teaching and virtual learning and mobile learning due to the fast changes in technology. Therefore, the learners are more interested in learning the subjects with the help of their teachers by learning them on their own using the available portable mobile devices". To change the teaching-learning techniques, the teachers should implement novel ways of learning. As there are many English language learning apps available on the internet, the teachers have to encourage the EFL/ESL learners to download these apps to assure them that they are learning English through fun-filled and gamified environment. The main advantage of these apps is that they are designed according to the interests and needs of the learners, especially, considering the young learners. Let us discuss the advantages and usefulness of each app in detail.

There are many famous apps that develop the language skills of the young EFL/ESL learners designed by the British Council. Among these apps, The English Club is useful for the young learners to read and write English. There are 50 levels in this app and each level is developed with games, stories, flashcards and animations. The learnersdevelop not only their reading and writing skills but also their comprehension skills. There are some more important apps designed especially for the young EFL/ESL learners to develop their language skills. Among them, Timmy's First Words in English is an app that is developed by the British Council with Aardman Animations to discover new words with Timmy and his friends. The main aim of this app is to help young learners to learn the vocabulary of the English language. In the same series, Timmy's Learning New Skills and Timmy's Starting to Read are also available for the young learners. Timmy's Learning New Skills is an app that brings more games to challenge the learners' cognitive skills and help in the development of their language. Another app, Timmy's Starting to Read, is a new reading game with new videos, party themes and stickers to help the young learners learn English. Another app that builds confidence in the young EFL/ESL learners in English speaking skills and improves their listening skills is LearnEnglish Kids: Playtime. There are more than 100 quality animated stories and songs clustered into melodies such as Classic Children's Songs and Fairy Tales. LearnEnglish Kids: Videos is another app that takes the most popular stories from the LearnEnglish Kids website and transforms these stories into animated and fun video stories that create more interest for the learners to learn the language in a fun-filled environment through stories.

_____

FluentU is another app that takes real-world videos such as news, cartoons, music videos and inspiring speeches and talks and turns them into English language learning environments. The videos are sorted by skill level and available in built-in language lessons. Here words come with example sentences and definitions. Learners add these words to their own vocabulary lists and also observe how these words are used in the further coming videos. These abundant videos are designed with interactive feature and accompanied by active learning tools for learners such as fun games and multimedia flashcards. This is the most suitable app to perform solo homework assignments, in-class activities and group projects. This is also useful for the teachers who wish to teach English with fun content or who have more audio-visual learners.

Another important app useful for young EFL/ESL learners is The English Club^{TM}where the learners learn English in a fun and interactive way. While focusing on the most commonly used English words, it is designed on the principles of well-known phonics-based methods such as Hickey and Orton-Gillingham. Through this app, using phonics-based approach by building blocks step-by-step, the learners learn how to read, write and understand English. Most of the EFL/ESL teachers use this app in their classrooms as it gradually builds learners' knowledge and confidence levels and it starts with a few letters, combining them into words and then the words into sentences, stories and games. The young EFL/ESL learners can learn how to spell, pronounce, read, write and understand English in a fun and interactive environment where the complete learning takes place through flashcards, games, stories and animations with colourful and attractive designs. As the learners get success at each step, it builds their self-confidence. The other advantages in this app include self-monitoring and correction, cumulative review and practice in predictable and secure environment with structured, phonics-based and multi-sensory system. This is the most successful app used in the English classrooms and by teachers, tutors and families all over the world. Therefore, this is a highly recommended app for the young EFL/ESL learners.

There are also some useful EFL/ESL game apps that are mostly useful in the classroom environment. Words With friends is a game app that not only encourages word formation but also introduces cultural integration into the classroom. Learners spell words for points in this automated scrabble-like game. Students learn vocabulary and practise spelling and vocabulary usage in a fun-filled way. Fun English is another game app where there are more than ten various English language learning games which help young EFL/ESL learners with everything from pronunciation to spelling to vocabulary. Through this app, the young learners store the information they have learned in a fun environment. Moreover, this app works well as an incentive for young EFL/ESL learners to get their work done. Another game app is Head's Up that helps learners build speaking confidence and encourages them to use synonyms, antonyms and adjectives. Here one learner describes a word and the remaining learners try to guess that word. Throughout this activity, the learners participate with more enthusiasm and fun.

Google Translate is another app that each and every learner who wishes to learn English should download on their mobile phones because English words, sentences and paragraphs can be translated into any other language that the learners want.Rosetta Stone is a unique app useful for the young leaners that is designed with immersive method. Here the learners get the meaning of any word English to English, but not by translating it into any other language. From this app, first of all, the learners learn the basic words and then they form some phrases, shorter or longer sentences.

There are some other apps that are more suitable for the young EFL/ESL learners who wish to expand their vocabulary. MindSnacks is an app that is famous for fun and simple to use interface. Instead of leaning infinite word lists, the learners can learn new English words with fun and learners are highly motivated while doing the vocabulary in fun-filled environment. As there are nine mini-games inside MindSnacks app, each game is developed to assist the learners to get mastery over English vocabulary. Memrise is another useful app that expands the young EFL/ESL learners' vocabulary. As this app is designed by the users, English is learnt in the same way both by native and non-native speakers. But Memrise doesn't help the learners learn through games just like MindSnacks. Instead, Memrise uses some funny and creative ways to help the learners remember what words mean. With Memrise, learners find fun all the way and feel that it is an easy way to remember words that seem foreign for them. Another useful app developed by the British Council in conjunction with Cambridge University Press is MyWordBook which offers a delightful and engaging way to learn new words through sets of interactive flashcards.Awabe is another app that enables the learners to learn more than 4000 common vocabulary items and phrases and it totally works offline and there is tons of data available to improve the learners' English. Awabe app provides audio-video lessons, translations and a bunch of language learning games. Learners also get daily listening, speaking and memorizing tests that ensure their skills stay fluent. To learn a new language and memorizing difficult concepts and subjects, Cram is another useful flashcard app.

This app has a wide range of flashcard selection, Leitner's system of memorization and is easy-to-use interface. This is a useful app for teachers to use it in a multi-user classroom environment to create and share flashcard sets with their learners. There is also a provision for teachers to add images and record their audio on each flashcard to teach proper pronunciation and improve the young ESL/EFL learners' vocabulary.English is Easy - 1 HD is another app that is useful for young learners and it is designed with 115 high-definition flashcards with the most popular vocabulary words,especially, nouns and adjectives where each picture word is spoken in English. It is designed with 9 categories to develop the pre-readers as well as the beginners of the English language. There are 15 vocabulary words including vegetables, animals, seasons, school supplies, opposites and so on and each picture

_____

is accompanied by a voice in English. These flashcards give the learners a head start with their basic vocabulary and ease them into the EFL/ESL learning process.

Adventures for Kids is an app which is perfectly suitable for young EFL/ESL learners who are just picking up their English. This app is designed with gentle story-based games nurture vocabulary skills through repetition. Learn English Daily is another app that follows a very simple and easy approach to learning English by listening and speaking. There are thousands of words and phrases narrated by the native speakers of English in the app and the learners just listen to these phrases to improve their pronunciation and they even memorize them. The main advantage of this app is that it notifies the learners to speak sentences every day to keep their English fluent. Another app that uses audio books to help the learners learn various languages is Beelingu app. Through this app, the learners listen to novels and stories in whatever language the learners want to learn and simultaneously, the learners read the text in their native language. This app is a great boon for the lovers of audio books as they not only listen to the audio books of their interests but also learn a new language. English Speaking Practice is an app that acts as a practicing tool to help the learners improve their pronunciation and create confidence among them to practise conversations in English. There are hundreds of recorded conversations in this app and the learners just listen to the native speakers and then speak and record their conversations. Here the learners get an opportunity to listen their own way of conversations and the native speakers' to compare them with each other and then the learners improve their pronunciation. The learners can also download some additional vocabulary packs from Cambridge dictionaries.
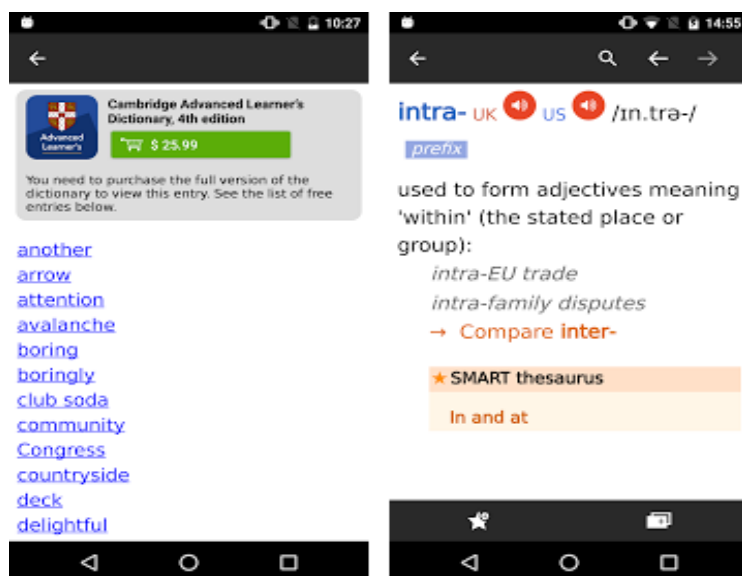
As most of the dictionaries are available in the form of apps, there is no need for the learners to carry a big and bulky dictionary around. Just by downloading these apps, the young

_____

_____

learners can go through these dictionaries and get clear definitions, comprehensive information on pronunciation, word meanings, synonyms and antonyms, phrasal verbs and the usage of words with carefully chosen examples.CambridgeAdvancedLearners'Dictionaryand Oxford Deluxe Dictionary and Thesaurus of English are another two important apps that are useful for the young EFL/ESL learners.These dictionaries help the learners with spelling, pronunciation, word families, phrasal verbs, prepositions, grammar, collocations, idioms, usage and so on.

Cambridge Advanced Learners' Dictionary appgives clear definitions of 140,000 words, phrases and meanings and examples and with hundreds of pictures and illustrations and it is a perfect app to serve as a reference tool and as a study companion, whereasOxford Deluxe Dictionary and Thesaurus of English app basically contains the complete Oxford Dictionary-cum-thesaurus with the specially added audio feature.
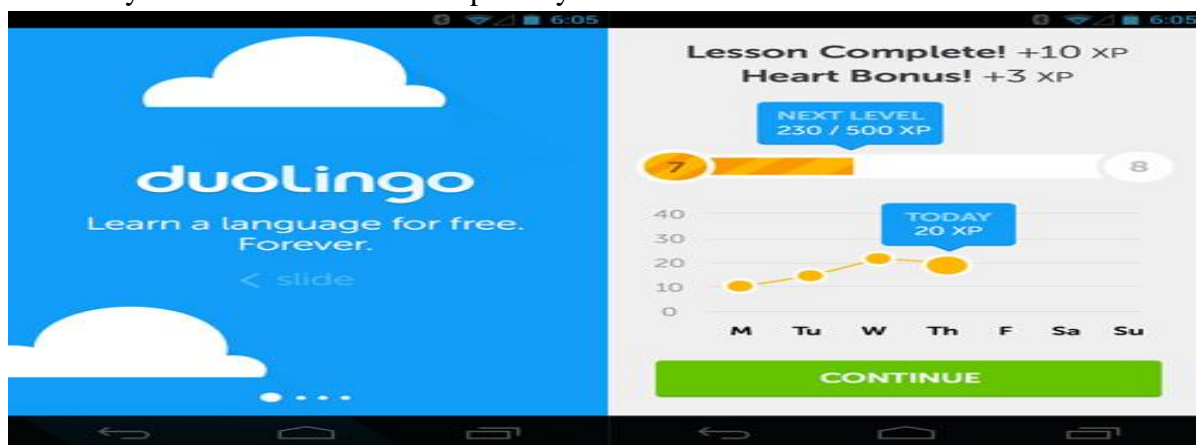
Among the most useful apps, Duolingo is very useful for the learners who would like to improve their language-skills. It is not only a website designed for language-learning but also an app and a digital language proficiency assessment exam. Until 2018, it offers 81 various language courses in 37 languages. It is designed in such a way that learners feel the lessons like games just by spending five minutes per day. It is scientifically proven that it will be essential for the learners who start their basics or those who wish to practice speaking, reading and writing. Moreover, the lessons are designed in view of the learners to improve their vocabulary and develop the language skills. Therefore, Duolingo is a very useful website for the learners of English language. More than 200 million people all over the world use this app as it offers a gamified-learning system. Even most of the English language teachers use this app as it is used as a seamless blended learning companion in their regular classrooms.

Speak Well is another app which emphasizes the pronunciation of American speech practice with voice recognition as well as replies. It is more suitable for the non-native English speakers where they can say, hear, see and check a choice of some worthwhile social communications such as farewells, greetings, requests, questions and so on. Memrise is

another app that helps the learners to expand their vocabulary by leaning new words in a novel way. This app is useful for the learners to remember the vocabulary items to improve their usage of new words while they put them into practice. There is also another module of this app that is available offline where there is no need for internet connection. Memrise also offers some courses for the learners to learn English grammar using innovative and novel methods and approaches.

One more essential app to learn the English language is Busuu which helps the learners learn the English language on their go. The lessons are prepared with premium quality based on the framework of CEFR. This is an excellent app that improves the learners' speaking skills. The lessons are tailored to improve the learners' speaking, reading, writing and even spelling skills in English. The lessons are also designed from basic to advanced stages where they focus on writing practice, comprehensive vocabulary, lesson dialogue and tests. The grammatical structure is also built in such a way that the learners can make their own sentences once they learn one structure. The learners can speak with the native speakers of English when they practise their English using this self-taught learning Busuu app. The learners even take quizzes using this amazing app.

Sentence Master Pro is a superb app that promotes the learners' language skills. Even then the aim of creating this app is to focus more on constructing sentences by implementing the aspects of gamification, it encourages the English language learners to overcome the challenges faced in the game environment and to connect the words in a right way in order to frame grammatical sentences. The learners have to unscramble the words to form complete and meaningful sentences in the given time limit. This app can be used by a number of various learners with different levels in the English language. This app is also useful for the advanced learners as it provides some Sayings and Proverbs.

Another app that helps the English language learners acquire the fundamentals of conversational skills is Babbel which focuses more on vocabulary, repeating and completing phrases. This app is designed with four approaches such as Fill in the blanks, Spelling, Picture Recognition and Sound Recognition. Babbel is a more suitable app for those who want to learn new vocabulary of the English language effectively. The lessons are categorized into real-world topics by taking in view of the needs of the global learners so that the learners can make use of them in meaningful conversations and in real-life situations. Babbel is a

_____

language app that helps the learners expanding their linguistic horizons and the learners can learn to maximum extent of 14 different languages. Hence, we can say that Babbel is one of the most important apps to develop the English language skills among the learners.

One more useful and interactive app that is designed for the learners to improve their grammar is Learn English grammar (UK ed.). This is an excellent app to learn the English language that covers 12 topics on grammar and each topic with 20 activities that cater the needs of all the learners of the English language.

Fig: The Advantages that the EFL/ESL learners get from Mobile Apps

In this way, mobile apps play a vital role in motivating and influencing the learners and enhancing their learning skills. Therefore, there is a need to encourage the learners to use the available mobile technology in the English classrooms as it promotes their learning skills. Moreover, it helps the learners get information instantly about any concept which is explained by the teachers in the classrooms. Thus, it helps the learners understand the concepts quickly and improving their English language also.As these mobile apps help the learners in developing their language skills, the teachers should encourage them to download them on their mobile phones so that the learners can improve their all the language skills in a congenial atmosphere.

Conclusion

In this paper, the significance of technology that is useful for both the English language teachers as well as the learners has been discussed in detail. Moreover, the need to use the mobile phones in the classrooms has also been discussed thoroughly. Furthermore, the benefits of using these mobile phones in the EFL/ESL classrooms have been explained. As there is a drastic change in the learning attitudes of the children and they prefer to use the available digital technology, the need to use the mobile apps has been comprehensively expounded. In this regard, some useful mobile apps and their effectiveness in learning the

_____

_____

English have also been thoroughly elucidated. Finally, the EFL/ESL teachers are suggested to advise their learners to make use of these mobile apps that are useful for the learners to improve their language skills both in and outside the classrooms with the present available mobile phones.

As mobile phones play a vital role in motivating and influencing the learners and enhancing their learning skills, they should be utilized for language learning skills only. At this point, it is appropriate to quote Rao, P. S. (2019c) who avows, "Since mobile devices are so useful for the learners to learn the language in a systematic way, the teachers should always encourage their learners to use the mobile phones in the classrooms to involve the learners in the learning process with more interest and higher level of motivation. It also leads them to be independent learners so that the teachers can only facilitate their leaning styles and needs". Therefore, there is a need for the English language teachers to encourage the learners to use the available mobile technology in the English classrooms as they promote their English language skills. Moreover, it helps the learners get information instantly about any concept which is explained by the teachers in the classrooms. Thus, it helps the learners understand the concepts quickly and improving their English language also. So, it is a wonderful opportunity for the learners to practise and develop their English language skills in the EFL/ESL classrooms and out of the classrooms by using these mobile apps even on their go. So both the teachers and the learners need to use these apps in EFL/ESL classrooms in order to improve their language skills.

References:
- Alemi, M., M.R.A., Sarb, Z. Lari. (2012). Successful learning of academic word list via MALL: Mobile assisted language learning. International Education Studies. 5(6):99.
- Ally, M. (2009). Introduction to Mobile Learning: Transforming the Delivery of Education and Training. Athabasca: Athabasca University Press.
- Bester, G. & L. Brand. (2013). The effect of technology on learner attention and achievement in the classroom. South African Journal of Education, (33), 2. Art. #405, 15 pages. DOI: 10.15700/Saje.v33n2a405
- Bichsel, J. (2013). Progress in meeting demand for mobile IT. Boulder, Co.: EDUCAUSE Center for Applied Research. Retrieved from https://net.educause.edu/ir/library/pdf/ERS1309.pdf
- Bonk, C.J. (2009). The world is open: How web technology is revolutionizing education. San Francisco, CA: Jossey-Bass.
- Chen, I.J., C.C. Chang & J.C. Yen. (2012). Effects of presentation mode on mobile language learning: A performance efficiency perspective. Australian Journal of Educational Technology, 28(1): 122-137.

_____

- Cherian, E.J. & P. Williams. (2008). Mobile Learning: The beginning of the end classroom learning. In WCECS 2008. Proceedings of he World Congress on Engineering and Computer Science 2008. San Francisco, USA: International Association of Engineers. Retrieved from http://www.iaeng.org/publication/WCECS2008/WCECS2008_PP508-514.pdf

- Chinnery, G.M. (2006). Emerging technologies: Going to MALL: Mobile assisted language learning. Language Learning & Technology, 10(1):9-16. Available at: http://IIt.msu.edu/vol10num1/emerging/

- Dalstrom, E. (2012). The ECAR study of undergraduate students and information technology, 2009. Louisville, CO: EDUCAUSE Center for Applied Research. Retrieved from http://net.educause.edu/ir/library/pdf/ERS2012/ERS2012.pdf

- Dean Takahashi@deantak. (2018). New Zoo: Smartphine users will top 3 billion in 2018, hi 3.8 billion by 2021. News published in Dean Takahashi@deantak, on 11 September, 2018. https://venturebeat.com/2008/09/11/newzoo-smartphone-users-will-top-3-billion-in-2018-hit-3-8-billion-by-2021/

- Emarketer.com   https://www.emarketer.com/chart/mobil-phone-users-penetration-worldwide-2015-2020-billions-of-population-change/196278

- Gholami, J. & G. Azami. (2012). An introduction to mobile assisted language learning. International Journal of Management, IT and Engineering (IJMIE), 2(8): 1-9.   Available   at: http://www.academia.edu/2224648/An_introcuction_to_Mobile_Assisted_Language_Learning

- Grant, M.M., S. Tamim, D.B. Brown, J.P. Sweeney, F.K. Ferguson & L.B. Jones. (2015). Teaching and learning with mobile computing devices: Case study in K-12 classrooms. TechTrends: Linking research and Practice to Improve Learning. 59(4).: 32-45. DOI: http://dx.doi.org/10.1007/s11528-015-0869-3

- Huang, Y.M., Y.M. Huang, S.h. Huang & Y.T. Lin. (2012). A ubiquitous English Vocabulary learning system: Evidence of active/passive attitudes vs. usefulness/ease-of-use. Computers and Education, 58: 273-282.

- Johnson, L., R. Smithe, H. Willis, A. Levine & K. Haywood. (2011). NMC Horizon Report: (2011). Higher education edition. Austin, Texas: The New Media Consortium. Retrieved from http://redarchive.nmc.org/publications/horizon-report-2011-higher-ed-edition

- Levy, M., & C. Kennedy. (2005). Text messaging explodes as teens embrace it as the center piece for their communication strategies with friends.

- Littlewood, W. (1981). Communication Language Teaching: An introduction. Cambridge: Cambridge University Press.

- (2011). Communicative Language Teaching: An expanding concept for a changing world. Handbook for research in second language teaching and learning, 2:541-557.

_____

- Mayesela, T. (2013). The potential use of mobile technology: Enhancing accessibility and communication in a blended learning course. South African Journal of Education, 33(1): Art. #629, 18 pages. Available at: http://www.sajournalofeducation.co.sa/index.php/s.aje/article/view/629/337

- Miller, J. (2014). The fourth screen. Mediatization and the smartphone. Mobile Media and Communication, 2(2): 209-226.

- O'Malley, C., G. Vavoula, J.P. Glew, J. Taylor, M. Sharples & P. Lefrere. (2003). WP 4 – Guidelines for learning/teaching in a mobile environment.

- Rahimi M. & S.S. Miri. (2014). The impact of mobile dictionary use on language learning. Procedia – Behavioral Sciences, 98: 1469-1474. DOI: 10.1016/j.sbspro.2014.03.567

- Rao, P. S. (2018). Using Mobile Phones in English Language Teaching and Learning Environment. Literary Endeavour. Vol.9, Special Issue 1 (September 2018), 141-151.

- Rao, P. S. (2019a). The Use of Mobile Phones in the English Language Classrooms. Academicia: An International Multidisciplinary Research Journal. 9(1), 6-17. DOI: 10.5958/2249-7137.2019.00001.6

- Rao, P. S. (2019b). The Importance of Mobile Apps in English Language Learning Environment. ELT Vibes: International E-Journal for Research in ELT. 5(1), 98-116.

- Rao, P. S. (2019c). The Use of Mobile Assisted Language Learning (MALL) Technology in Teaching and Learning in English Classrooms. Research Journal of English (RJOE) .4(2), 225-238.

- Rodriguez-Arancón, P., J. Arús, & C. Calle. (2013). The use of current mobile applications in EFL. Procedia-Social and behavioral Sciences, 103: 1189-1196. DOI: 10:1016/j.sbspro.2013.10.446

- Salameh, O, (2011). A Multimedia Office Cell Phone System for English Language Learning.International Arab Journal of e-technology, 2(1), 44-48.

- Thomas, K. & M.A. Muñoz.(2016). 'Hold the Phone! High School Students' Perceptions of Mobile Phone Integration in the Classroom'. American Secondary Education, 44(3): 19-37. https://ashland.edu/coe/about-college/american-secondary-education-jurnal

- Yamaguchi, T. (2005). Vocabulary learning with a mobile phone. Program of the 10th Anniversary Conference of Pan-Pacific Association of Applied Linguistics. Edinburgh, UK. Available at: http://www.paaljapan.org/2005Program.pdf

_____

ABOUT THE AUTHOR

The author, Dr. Parupalli Srinivas Rao, has a vast experience of teaching English at various levels. He has been specialized in ELT and has authored 10 books and published several research papers related to ELT in various international journals. He has attended several national and international ELT conferences and also presented some papers in them. He has also attended many webinars organized by renowned British based international ELT training institutions such as Cambridge English, Oxford University Press, Macmillan English, Pearson ELT, English First, IATEFL, British Council and American based Ed Web (USA).

He has been on the Editorial board for **twenty** well-reputed international journals. He has also done several prestigious projects including a project done for the National Council for Teacher Education(NCTE), Government of India and another one for King Faisal University, Saudi Arabia. He has attended several in-service training programs in ELT. He has taught English in India, the Republic of Maldives and Kingdom of Saudi Arabia for 27 years. At present, he is working as Lecturer in English at English Language Centre, King Faisal University, Kingdom of Saudi Arabia. He is very much interested in research activities and preparing study material for Undergraduate and Master's Degree courses. He is also a member of ELTAI, the prestigious organization for English language teachers.

The author did his M. A. (English) from Osmania University in 1991. He also completed his PG Diploma in Teaching English (PGDTE) from CIEFL / EFL University and later he did B. Ed., M. Ed. and M. Phil. from Osmania University, Hyderabad. In 1999, he did PG Diploma in Functional English from Andhra University. He did Cambridge CELTA in London, UK, in the year 2008. He also completed two regular onsite ELT courses, namely, Pronunciation for Language Teachers and Teaching Grammar in Context from University of Edinburgh in Scotland in 2008. He also completed TEYL (George Mason University), TGC (World Learning) and TYSE (University Of Oregon) from the U.S. He also did "How to Succeed at Interviews" and "How to Succeed at Writing Applications" from the University of Sheffield, UK, and "Testing Times in the Classroom: Challenges of 21st Century Education" from the University of Exeter, UK. Recently, he has been awarded Honorary Doctorate for his outstanding endeavour in Education Sector, especially in the field of ELT. At present, he is also pursuing his Ph. D. in ELT.