TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE

IN A UBIQUITOUS LEARNING ENVIRONMENT:

A GUIDE FOR ESL/EFL INSTRUCTORS

A Project

Presented

to the Faculty of

California State University, Chico

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Teaching International Languages

by

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by
Abdulrahman Alsheail

Spring 2010

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DEDICATION

To my parents Mohammad Alsheail and Fatimah Algharras, and my brothers and sisters.

Thank you for all your support.

To the new generation of learners.
ACKNOWLEDGMENTS

I would like to express my honest gratitude and appreciation to Dr. Hilda Hernandez for her support, suggestions, and constructive input into this project. My grateful appreciation is also extended to Dr. Judith Rodby for her continual encouragement and great advice. I also want to thank Josie Smith for her effort in formatting this project.
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ABSTRACT

TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE
IN A UBIQUITOUS LEARNING ENVIRONMENT:
A GUIDE FOR ESL/EFL INSTRUCTORS

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Master of Arts in Teaching International Languages
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Spring 2010

The goal of this project is to design a guide for teaching English as a Second/Foreign Language in a Ubiquitous Learning Environment. At the beginning of the project, different aspects related to ESL/EFL education were explored. First, the definitions of Ubiquitous Learning and Ubiquitous Learning Environment were explored and discussed and new definitions provided. The term “Ubiquitous Learning Materials” was also introduced and defined. In addition, the characteristics of Ubiquitous Learning Environment were examined and discussed. The effects of using new technologies in teaching ESL/EFL was also explored, and the project that applied a Ubiquitous Learning Environment to teach languages is examined and discussed. Moreover, several
educational theories were selected and investigated to build the theoretical foundation for TESL/TEFL in a Ubiquitous Learning Environment.

The methodology examines the evolution of TESL/TEFL in a Ubiquitous Learning Environment from a basic idea to classroom application. The result is a guide for TESL/TEFL in a Ubiquitous Learning Environment. The guide includes specific steps and instructions that enable ESL/EFL instructors teach ESL/EFL courses to adults in a Ubiquitous Learning Environment.
CHAPTER I

INTRODUCTION

The world is rapidly changing as a result of vast improvements in information and communication technologies. As the planet becomes seemingly smaller and communications becomes more readily accessible worldwide, the very nature of societies, as well as the behavior of individuals constituting societies, is increasingly being redefined and shaped by our ability and capacity to deal with new technologies that produce and disseminate knowledge.

New technologies are affecting different aspects of life. Education, in particular, is a field that has undergone major changes in recent years. The development of digital communication methods, information transfer, and storage has had a significant influence on education, and technology development has made it possible for individuals with less computer skills to produce and disseminate information. As a result, teaching and learning now can occur almost at any time and in any place that has communication services. In addition, new technologies allow students ready access to a wide range of information and educational resources, as well as frequent contact with peers and mentors.

This project supports the further development and application of a newly emerging educational environment that effectively utilizes and enhances the impact of
new technologies on learners’ needs and learning styles. This educational environment is termed the “Ubiquitous Learning Environment.”

Propose of the Project

The purpose of this project is to develop a guide for ESL/EFL instructors teaching English as a Second/Foreign Language in a Ubiquitous Learning Environment by using the technologies available in most educational institutions. In the guide, the author articulates all the steps needed to design an ESL/EFL course for adult learners taught in a Ubiquitous Learning Environment. These include identifying the needed technologies, helping instructors to know learners, and helping learners to know each other. They also encompass teaching learners how to use the technologies available on their mobile devices for learning purposes and how to access a learning management system, teaching learners how to search the Web, and send text messages to instructors. Finally, the guide addresses choosing and developing course topics, setting goals and objectives, developing criteria for choosing the content, developing ubiquitous lesson plans, developing a syllabus, and assessment and evaluation criteria.

Scope of the Project

Although the guide focuses on the creation of ESL/EFL courses for adults taught in a ubiquitous learning environment, the procedures and techniques can also be applied to English for Special Purposes courses and Business English courses. In addition, the suggestions can be applied to other academic disciplines and also to professional development training programs.
Significance of the Project

The world has become digitalized in information transfer, storage, and communication, facilitating important changes in many areas of life. Learning is one area that has been affected by changes and benefits from a new learning environment that meets a wide variety of learners’ needs and learning styles. The “Ubiquitous Learning Environment” has evolved as a result of advancements in and the widespread availability of computing technologies that meet learners’ needs, particularly for teaching English as a Second/Foreign Language. This project is a first attempt at relating social development theory, activity theory, situated learning, communities of practice, distributed cognition, affordance theory, on-demand learning, and multiple intelligence theory to build a theoretical foundation for teaching English as a Second/Foreign Language in a Ubiquitous Learning Environment.

However, the project has implications for education including:

- Shifts the classroom from a traditional to non-traditional context. In a traditional classroom, the teacher is the main source of information, and students are required to be in the same place at the same time engaging in the same activity. There is one teacher for thirty students. This project shifts the classroom from a traditional to non-traditional form in which learning can happen almost anywhere and at anytime. It also changes the role of the teacher from being the primary source of information to facilitator and supervisor, and it allows the teacher to pay equal attention to every student. It also gives the student the opportunity to access instructional materials at different times from different locations.
- Prepares and encourages students to become life-long learners. Teaching ESL/EFL in a Ubiquitous Learning Environment enables students to become life-long learners in that they are able to use multiple devices to access and search for knowledge and information while developing their search skills.

- Creates an environment in which interaction is “free of stress.” In ESL/EFL, the Ubiquitous Learning Environment provides a safe environment for learners to interact with each other and with instructors.

- Prepares students for “real life.” New technologies have become a part of our lives, and students need to learn how to use these technologies in order to prepare for their future careers.

- Provides several representational modes. ESL/EFL materials are crucial in the learning process. Teachers choose and create ESL/EFL learning materials to make the learning process more effective. In a traditional learning environment, teachers have limitations in terms of using and creating the materials. Teachers can use and create visuals (photos, drawings, flash cards), audios, videos, overheads, and PowerPoint presentations. On the other hand, students may elect to do presentations using overheads, PowerPoint, or online journals. The Ubiquitous Learning Environment offers learners and teachers many cost-effective opportunities to present knowledge.

In a Ubiquitous Learning Environment, teachers and students can be filmmakers, radio producers, photographers, reporters, editors, or journalists. For example, students can be asked to produce a short movie or conduct an interview using their cell phone cameras. Teachers can also set up an audio player as a radio station on
their website and ask their students to record specific materials such as interviews, discussions, and songs.

Limitations of the Project

The project was designed for instructors teaching English as a foreign/second language to adults in a Ubiquitous Learning Environment. Due to time limitations, the author was not able to examine its effectiveness with ESL/EFL learners. In addition, ESL/EFL instructors who do not have experience in online-learning and have limited knowledge of and skills in using computers and technologies may find this project difficult to understand and apply. This project cannot be applied in educational institutions that do not have Internet access.

Definition of Terms

Computer-Assisted Language Learning (CALL)

"The search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1).

Computer-Supported Collaborative Learning (CSCL)

CSCL is focused on how collaborative learning supported by technology can enhance peer interaction and work in groups, and how collaboration and technology facilitate sharing and distributing of knowledge and expertise among community members. (Lipponen, 2002, p. 1)
Electronic Learning (E-learning)

“Web-based training, also known as E-learning and online-learning, is training that resides on a server on host computer that is connected to the World Wide Web” (Rossett & Sheldon, 2001, p. 274).

English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to learning English in a country where English is not its official language such as Saudi Arabia, France, Germany, or Japan.

English as a Second Language (ESL)

English as a Second Language (ESL) refers to learning English in a country where English is its official language such as the United Kingdom, the United States, Canada, and Australia.

General Packet Radio Services (GPRS)

General Packet Radio Services (GPRS) is a packet-based wireless communication service that promises data rates from 56 up to 114Kbps and continuous connection to the Internet for mobile phone and computer users. The higher data rates allow users to take part in video conferences and interact with multimedia Web sites and similar applications using mobile handheld devices as well as notebook computers. GPRS is based on the Global System for Mobile (GSM) communication and complements existing services such circuit-switched cellular phone connections and the Short Message Service (SMS). (“GPRS,” 2009)

KWL Chart

A chart designed to identify what learners know about a specific topic, what they want to learn, and, later, what they learned about the topic.
Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) is an approach that is used to teach languages by using mobile devices.

Mobile Learning: (M-learning)

Mobile learning is using mobile technologies for learning purposes.

Multimedia Learning Materials

Multimedia Learning Materials are learning materials that contain combinations of videos, audios, still images, or animations.

Multimedia Messaging Service (MMS)

Multimedia Messaging Service (MMS) is a wireless communication service that allows users to send and receive messages with multimedia content such as images, videos, and audios.

Online Social Networking

Online social networking encompasses web-based applications used to build online communities in which people share their interests and activities. Users who share the same interests build their own online community. Examples of online social networking are Facebook, MySpace, Twitter, and LinkedIn.

Personal Digital Assistant (PDA)

A Personal Digital Assistant (PDA) is any mobile device that allows users to make phone calls, send and receives text messages and multimedia messages, browse the Web, display images and photos, and play audio and videos.
Pocket Personal Computer (Pocket PC)

A Pocket Personal Computer (Pocket PC) is a mobile device that has some features of modern desktop PCs.

Radio Frequency Identification (RFID)

RFID (radio frequency identification) is a technology that incorporates the use of electromagnetic or electrostatic coupling in the radio frequency (RF) portion of the electromagnetic spectrum to uniquely identify an object, animal, or person. (“RFID,” 2009)

Short Message Service (SMS)

A Short Message Service (SMS) is a wireless communication service that allows users to communicate with each other using texts via their mobile devices.

Ubiquitous Computing (U-Computing)

Ubiquitous Computing is “used to describe the movement of computing off desktops and into any devices, to make computing power available in all facets of everyday life” (Casey, 2005, p. 2864).

Ubiquitous Learning (UL)

Ubiquitous Learning is any kind of learning in which learners can have access to information almost anywhere/anytime in different contexts.

Ubiquitous Learning Environment (ULE)

A Ubiquitous Learning Environment is an environment in which learners have access to knowledge through technology and work cooperatively to learn almost anywhere at any time, regardless of their geographical location. Essentially, a Ubiquitous Learning Environment provides a student with a pervasive setting in which learning can take place, even if the student or learner may not realize that he or she is learning.
**Ubiquitous Learning Materials (U-learning Materials; ULM)**

Learning materials that may be transferred to mobile devices via cable or wirelessly and operated on these devices. These materials can be videos, audios, PowerPoint presentations, notes, or other kinds of learning materials that can be transferred to and used on mobile devices.

**Web-Based Learning Materials**

Web-based learning materials are any learning materials that are available on the Web.

**Wireless Fidelity (Wi-Fi)**

Wireless fidelity, also known as Wi-Fi, is a technology that uses radio waves to provide high-speed Internet connection wirelessly without a cable.
CHAPTER II

LITERATURE REVIEW

The literature cited in this chapter is vital to understand Ubiquitous Learning Environment and how it is related to ESL/EFL education and learning languages. This literature review is divided into four main sections:

1. Defining a ubiquitous learning environment and ubiquitous learning materials, and exploring the characteristics of ubiquitous learning environment. The first goal of this section is to explore and discuss the meanings of ubiquitous learning environment to develop a new definition for it. The second goal is to explore the meanings of ubiquitous learning materials and come up with a new meaning for it. The third goal is to explore and discuss the characteristic of ubiquitous learning environment.

2. Exploring the effects of new technologies on ESL/EFL education. The goal of this section is to examine the effects of new technologies, as an essential component of ubiquitous learning environment, on ESL/EFL education. This section is divided into four subsections:

   I Examining the role of technology in ESL/EFL education.
   II Examining the effects of mobile technology on ESL/EFL learners.
   III Examining the effects of the Internet on English language acquisition.
   IV Examining the effects of using multimedia in English language acquisition, and the effects of ubiquitous learning on English language learners’ motivation.
3. Investigating projects that have used ubiquitous learning environment to teach languages. The goal of this section is to examine and discuss the projects that taught languages in a ubiquitous learning environment.

4. Scrutinizing the relationship between selected learning theories and the Ubiquitous Learning Environment. These theories were chosen based on their relevance to learning languages on one hand, and their relation to the nature of ubiquitous learning environment on the other hand. Six theories were selected that consider the role of “environment” and how physical objects (tools, objectives, technologies) and learners and teachers interact with each other to form a learning environment. These theories are:

   - Social Development Theory
   - Activity Theory
   - Situated Learning
   - Communities of Practice
   - Distributed Cognition
   - Affordance Theory

In addition, On-Demand Learning Theory was selected to justify the notion of “anywhere/anytime” in Ubiquitous Learning Environment. Moreover, Multiple Intelligences Theory was selected to show how teaching ESL/EFL in a Ubiquitous Learning Environment supports different learning styles and preferences.

The goal of this section is to build a theoretical foundation for teaching languages in a ubiquitous learning environment based on these selected learning theories and to argue that the ubiquitous learning environment consists with these theories in terms of learning languages.
Section 1: Defining a Ubiquitous Learning Environment and Ubiquitous Learning Materials

The literature cited in this section is important to understand the definition of ubiquitous learning environment and ubiquitous learning materials. It is also important to understand the characteristics of ubiquitous learning environment.

Defining Ubiquitous Learning Environment

“Ubiquitous Learning” is a term that scholars have yet to agree upon a uniform definition. Ubiquitous Learning is largely used by educators to refer to online learning, mobile learning, Computer Assisted Language Learning (CALL), Computer Supported Collaborative Learning (CSCL), or learning in a “second life” environment. The confusing combination of terms is due to the broad meaning of the word “ubiquitous.” The Ubiquitous Learning Environment presented herein has emerged as a result of the advancement in technologies and the impact these technologies have had on societies.

Since the advent of computers in schools in the early 1980s, educators have implemented them to some degree in the classroom. However, the revolution of information and communication in the last decade has had a major influence in education systems around the world. The Internet and World Wide Web, along with developments in the computing industry, are influencing the education system every day in that educators are developing new learning approaches and methods to match the technosocial changes, which affect students’ approach to the learning process.

The vast growth of communication technology now makes access to information and informative exchanges much easier. As a result, an “e-learning”
environment has materialized. The definition of e-learning is broad in that it includes computer-based learning, online-learning, digital collaboration, virtual classrooms, audios and videos. Rossett and Sheldon (2001, p. 274) defined e-learning as “Web-based training, also known as E-learning and online-learning, is training that resides on a server on host computer that is connected to the World Wide Web.” However, “we prefer to define things according to how we use them” (Morrison, 2004, p. 4).

After the e-learning stage, new technologies such as Wireless Fidelity (Wi-Fi), General Packet Radio Service (GPRS), Bluetooth, and InfraRed have become widely available. These technologies allow mobile devices such as laptops, personal digital assistants (PDAs), cell phones, and pocket PCs to access information almost anywhere at any time. Because of such mobility, “mobile learning” (m-learning) has emerged. Trifonova (2003) defined m-learning as a “field which combines two very promising areas – mobile computing and e-learning,” or as “any form of learning (studying) and teaching that occur through a mobile device or in a mobile environment” (p. 1). This definition is based on the mobility of the devices, so laptops are included. Handheld devices, such as PDAs, pocket PCs and cell phones, are also considered m-learning instruments.

This project explores a new, comprehensive approach: Ubiquitous Learning Environment, which merges e-learning with m-learning. Casey (2005) simplified that as “u-learning = e-learning + m-learning.” Ubiquitous Learning Environments are basically derived from ubiquitous computing “which is used to describe the movement of computing off desktops and into any devices, to make computing power available in all facets of everyday life” (Casey 2005, p. 2864). The definition of u-learning is still broad,
as several scholars considered m-learning as a u-learning because they believe that m-learning could not stand alone as a learning environment and it must be an extension of e-learning.

In other words, they think that mobile devices, such as cell phones, cannot be used for educational proposes, and they have to be a part of e-learning. Son, Lee, and Park defined m-learning as “an extension of e-learning providing smaller learning objects in mobile handheld devices to mobile learners anytime and anywhere they need” (2004, p. 2137). The main reason for not being able to design a whole lesson based on m-learning is that m-learning devices do not have the technical features that enable them to deliver an effective lesson. For example, the screen size of mobile devices is small, and it would be difficult for learners to read a long passage on their cell phones. Also, multimedia materials, specifically videos, are not easily designed for mobile devices.

U-Learning can simply mean any kind of learning in which learners can have access to information almost anywhere/anytime in different contexts. The Ubiquitous Learning Environment is an environment in which learners have access to knowledge through technology, and they work cooperatively to learn almost anywhere at any time regardless of their geographical location. Essentially, a Ubiquitous Learning Environment provides a student with a pervasive setting in which learning can take place, even if the student or learner may not realize that he or she is learning. Learners can use desktop computers, laptops, or mobile devices such as smart cell phones and PDAs. However, many places in the world still do not have wireless connections.

Learners sometimes are not able to have access to information due to technical difficulties so the concept of “anywhere/anytime” is not completely accurate. In addition,
learners are not always able to have access to experts, their peers, or other human resources at anytime or anywhere upon demand. Learners must sometimes use voice messaging, send a SMS or e-mail, post an inquiry on a blog or website, or send a note in advance before being able to contact a human source. As a result, it is not accurate to describe the Ubiquitous Learning Environment as being able to access information “anytime” upon request because experts are part of the learning environment. It is also possible that the experts might not immediately have an answer to an inquiry and have to search for more information. The outcome is that in some instances learners are not able to access information immediately at any time or in any place.

For example, a ESL/EFL reading course is based upon a website designed so learners can gain access to the materials, text passages, exercises, audios, videos, photos, and pictures via their desktops or laptops. Learners can also download and upload different materials from this site and second generation (2G) cell phones can be used to send text messages (SMS) to learners to enhance their learning—such as sending definitions for nouns or verbs that have been used in the lessons, new facts about the reading passage, reminders for assignments submission time, updates in content, quizzes and exams times and dates, and online meetings.

Students also can send text messages to instructors to request specific information or ask a question. Third generation (3G) smart cell phones, PDAs, and pocket PCs can be used to send MMS (multimedia messages), such as audios, photos, and videos to the learners. In addition, learners can use these devices to access the course website almost at anytime or anywhere, and to download course materials wirelessly. In addition, mobile devices are usually equipped with built-in cameras that can be used to
take photos and videos, a voice recorder to record and listen to sounds, and a note pad to write notes. In ESL/EFL learning, teachers can ask their students to accomplish a task using these features. They can also record their colleagues’ responses to a question and then listen to it to check the pronunciation and grammar. Or, they can take photos of objects that represent new vocabulary words in a reading passage and upload it to the website.

**Ubiquitous Learning Materials**

There are no definitions available for Ubiquitous Learning Materials. ULM is defined as learning materials that may be transferred to mobile devices via cable or wirelessly and be operated in these mobile devices. These materials can be videos, audios, PowerPoint presentations, notes, or any kind of learning materials that can be transferred to and worked on mobile devices.

**Characteristics of the Ubiquitous Learning Environment**

Chen, Kao, Sheu, and Chiang (as cited in Bomsdorf, 2005) have developed the main characteristics for the Ubiquitous Learning Environment:

- **Permanency:** Learners can never lose their work unless it is purposefully deleted.
  In addition, all the learning processes are recorded continuously everyday.
- **Accessibility:** Learners have access to their documents, data, or videos from anywhere.
  That information is provided based on their requests. Therefore, the learning involved is self-directed.
- **Immediacy:** Wherever learners are, they can get any information immediately.
  Therefore learners can solve problems quickly. Otherwise, the learner may record the questions and look for the answer later.
- **Interactivity:** Learners can interact with experts, teachers, or peers in the form of synchronous or asynchronous communication. Hence, the experts are more reachable and the knowledge is more available.
Situating of instructional activities: The learning could be embedded in our daily life. The problems encountered as well as the knowledge required are all presented in their natural and authentic forms. It helps learners to notice the features of problem situations that make particular actions relevant.

Adaptability: Learners can get the right information at the right place in the right way. (p. 3)

These characteristics of the Ubiquitous Learning Environment seem to fit to a more “ideal” environment—with rich technological architecture, rather than a u-computing environment. Permanency is one of the main characteristics of the Ubiquitous Learning Environment, but what if part of the learners’ work is not stored—such as live presentations? Or, what if not all learning processes are recorded? Or, all the data were deleted due to technical problems? For “accessibility,” what if learners are not able to access information at a certain time in a specific situation where a piece of information is important? Does the lack of any of these features mean that the environment is not ubiquitous?

The answer to this question is “no.” Some of these concepts need to be re-defined to coincide with the most common technological architectures currently available at anytime and at any location. The concept of accessibility as it’s represented by other researchers needs to be described differently as it is almost impossible to have access to information everywhere and at every time. Moreover, “permanency” does not mean that the “work” will be everlasting—at least if it is purposely deleted because some data might be lost due to technical difficulties. In addition, recording all learning processes on a daily basis may be difficult in terms of technological restraints and costs, especially in classes with many students. As a result, the concept of Ubiquitous Learning needs to be modified to be more realistic and applicable in today’s classrooms.
The Ubiquitous Learning Environment means that learners can have access to information—content, class materials, experts, teachers, and peers—“almost” anytime/anywhere. Learners are not always able to get the right information at the right time and in the right place because some learners will not have access to the Web or they will not be able to get answers from experts, teachers, or peers immediately. In some cases, even experts do not have immediate answers and they need time to provide an answer. Moreover, most of students work can be stored; however, it might be lost due to system breakdowns. In addition, not all learning activities will be stored but only the activities that the instructor thinks are important, e.g., for activities for evaluation and assessment or for setting goals and objectives such as writing journals. Therefore, the concepts of accessibility, permanency, and to some extent interactivity, as represented in the research, do not always engage easily with the technological architecture available today.

Section 2: The Effects of New Technologies on ESL/EFL Education

New technologies such as mobile devices, the Internet, and wireless communications, are essential components of the Ubiquitous Learning Environment. These new technologies and other forms of multimedia communications have been a key factor in improving education in the world today, especially in the TESL/TEFL fields. The literature cited in this section shows how important it is to understand how new technologies effects ESL/EFL education, learners’ motivation, and language acquisition.
The Role of Technology in ESL/EFL Education

Diaz (2006) argued that the process of learning English is becoming more technology-based. The rapid increase of globalization in the field of education, business, and commerce has increased the need to learn the English language (Wang and Sutton, 2002). Wang and Sutton (2002) supported the idea that EFL education is becoming more dependent upon web-based applications, especially in the context of adult learning and higher education. Web-based applications, such as the Internet and other similar technology-based devices, can be employed to developed a system of learning that overcomes the limitations of borders and distances that inhibit the process of learning English, especially in non-English speaking countries (Wang & Sutton, 2002). Wang and Sutton’s (2002) study showed that because of increased interactions between countries and cultures, due to globalization and the emergence of new technology, learning English became more accessible among learners. Their study demonstrated that ESL education has diversified and developed “ubiquitous” learning styles that coexist with distance education.

In ESL/EFL education, technology-based materials have been used, such as the Web and other communication tools, to make the ESL/EFL learning process more effective. Today’s ESL education integrates technology to improve English learning and teaching (Foulger & Jimenez-Silva, 2007). Foulger and Jimenez-Silva also asserted that the use of technology has been a significant factor in ESL/EFL education. Technology has helped and is helping ESL/EFL educators make learning more accessible. Moreover, the development of online and technology-based ESL/EFL learning has created a new

Effects of Using Mobile Technology on ESL/EFL Learners

The emergence of technology is one of the key aspects that ESL/EFL educators have emphasized in order to meet the increasing multi-national demand for learning English. Technologies like mobile phones have been used in ESL/EFL education to promote and reinforce learning among individuals who are studying ESL/EFL. Mobile technology is an emerging area of educational practice (Adone, Dron, Pemberton, & Boyne 2007). They also described the importance of mobile phones in developing language skills. The effects of mobile technology on the process of English language development are based on its customizability, responsiveness, and flexibility in delivering ESL/EFL lessons (Adone et al., 2007). Adone et al. (2007) also supported the idea that, with mobile technology, students could acquire learning through the channels (such as text messaging) that reinforce English language communication practice. In their study, they presented text messaging as a significant method to practice writing and communication. Their study also demonstrated how English language learners and their tutors could employ text messaging to practice the language that has been introduced in the classroom, and to assess their language development. Chinnery (2006) also asserted that mobile technology can be used to motivate ESL learners and provide task-based practice using mobile phones. Based on this process, mobile phones can be used to practice oral and written communication. Based on initial findings, Chinnery (2006)
demonstrated that the use of mobile-based communication and cell phones increase the English vocabulary of ESL/EFL.

Mobile technology also offers teachers additional means to promote students’ learning. In addition, mobile devices provide teachers with a medium to make the teaching process very effective and to assess their students’ progress. For learners, mobile devices can provide them with special opportunities to practice the language by using mobile devices applications and by interacting with others.

The Effects of Internet Usage on English Language Acquisition

The Internet/Web is one of the main components of the Ubiquitous Learning Environment. In the last decade, the use of the Internet has developed and evolved into a new system that incorporates a holistic approach to learning. A literature review done by Sotillo (1997) showed that the development of websites and Internet in the area of ESL/EFL education expanded the access to knowledge and allowed English language learners to access ESL/EFL materials from almost any place in the world. Sotillo (1997) also stated that including Internet-based tasks into the curriculum increased students’ collaboration, decreased teacher dominance, and expanded the opportunities for students to lead their own learning process. This would help ESL/EFL learners improve their English language proficiency. All of these aspects affect ESL/EFL learning process positively.

Tinio (n.d.) pointed out the effect of Information and Communication Technology (ICT) on education. According to Tinio’s (n.d.) study, which was developed under the United Nation Development Program, the use of ICT in ESL/EFL education
showed a significant impact on Second Language Acquisition and acquiring knowledge. The use of ICT or technology-based computer materials makes the learning process more active, collaborative, and creative (Tinio, n.d.). ICT materials provide a student-centered learning environment which focuses on the student rather than the teacher as a source of information. By applying ICT, collaboration is developed because the teacher and the student interact more frequently via the multiple channels that the Internet provides. Creativity is also enhanced because technology encourages new forms of intellectual approach (Tinio, n.d.). The concepts presented by Tinio (n.d.) are very similar to the effects of mobile technology on ESL education. The use of the Internet provides ESL/EFL students with more opportunities to have access to learning, and that promotes a higher level of application and practice. According to Fumero, Aguirre, Tapiador, and Salvachúa (2006), distance education promotes self-directed learning. This means that the effects of using technology-based communication increase the level of self-directed learning because students use technology as a guiding material to acquire knowledge.

The Effects of Using Multimedia Materials on English Language Acquisition

Greenfield (2003) examined the use of multimedia among ESL learners in Hong Kong. Greenfield pointed out that the use of multimedia applications, such as the Internet, have positive effects on the learning process. The researcher explored the participants’ perception and experience in using multimedia and technological devices in communicating in the English language. The learning behavior of the students was positive and students’ interests towards learning increased. The study concluded that the use of multimedia enhanced students’ attitudes towards learning. Kramsch and Anderson
(1999) suggested that multimedia has a positive impact on English language learners because of its integration of different types of media.

Greenfield (2003) also revealed that applying u-learning in ESL/EFL education increased students’ motivation since they can access knowledge anywhere at any time. Shield and Kukulska-Hulme (2006) also pointed out that u-learning affected students’ motivation and increased their desire to learn as u-learning provides an effective and enjoyable learning environment. The level of students’ motivation was also increased because u-learning provided a safe environment to interact within (Shield and Kukulska-Hulme, 2006). In the Ubiquitous Learning Environment, students enjoy a “stress free environment.” This type of environment systematically changes the traditional classroom setting and diversifies the learning environment to make it more consistent with students’ learning styles and their needs.

Section 3: Teaching Languages in a Ubiquitous Learning Environment

There have been many attempts to teach languages in a Ubiquitous Learning Environment. Some of these projects were successful while others were less successful. The literature cited in this section is meant to explore and discuss the projects that taught languages in a Ubiquitous Learning Environment.

One of the first projects that used u-learning was conducted by the Stanford Learning Lab. They developed Spanish study programs that included vocabulary practice, short quizzes, and phrase translation by utilizing voice, e-mail, and cell phones. Learners could also talk to their tutors in real-time. Generally, the results of the project were positive (Brown 2001). Due to the size of phone screen, quizzes in this project were
delivered as chunks, and the voice quality of live tutoring was not always clear. However, the author concluded that teaching languages via cell phones only was not very effective. Learners were not able to develop the necessary skills. In this project, a strong emphasis was put on listening. Writing skills were totally ignored along with body language, gestures, and facial expressions.

Another u-learning project was conducted in a university in Japan. Thorton and Houser (2003) used cellular phones to teach English language at a Japanese university. They developed two types of u-learning lessons. The first one was based on teaching English vocabulary. It was called “learn on the move” (LOTM). They used text messaging to introduce new vocabulary. Their goal was to introduce five new English words each week. Their approach was to send three messages per day at 9:00 A.M., 12:00 P.M., and 17:00 P.M. The first text message was to introduce a new word in a context. The new word was written in capital letters to be easily recognized. The goal of the second text message was to use the new word in a different context, as well as to review the three words from the previous lesson. In the third text message, the new word, along with two or three words from previous lessons, was employed in an episodic story. These words were also written in capital letters. Students were tested twice a week. The results showed that students who used cellular phones learned more vocabulary words than other groups using only Web-based or paper-based materials. The scores of students who learned via cellular phones were better than those who used paper-based materials. Students’ attitudes were very positive toward this technology, and they preferred to learn by this method.
The second type of experiment was called “Vidiom.” The goal of this project was to teach English idioms. Thorton and Houser (2003) created a website that could be browsed using mobile devices. In this site, they explained the idiom first in Japanese. They included an animated video demonstrating the literary meaning of the idiom (for example for the idiom “big mouth,” they showed a man with a big mouth). After that, they presented the meaning in English followed by a video, which illustrated the idiomatic meaning (a man who talks too much). In this part of the project, students were asked to use and evaluate the website. The results were significantly positive and students who used mobile devices gave similar ratings. Students who used PDAs gave higher ratings for video quality. PDAs have better technical features than smart cellular phones, and they usually have bigger screens.

Another problem that students faced was hearing the audio on both smart cellular phones and PDAs. Because of the mobility of such devices, students might be on a train or a bus while watching the videos and some participants used headphones when watching a video. In the future, the authors plan to add interactivity to “Learning on the Move” materials to improve learning performance. In addition, they are investigating the possibility of using mobile devices as writing tools.

Although this project may not technically be considered a Ubiquitous Learning Environment as the delivery of the lessons was based only on mobile devices, it is still one of the best and the most successful attempts of applying u-learning to TESL/TEFL. However, because this project was mobile-based, there are some impediments in terms of addressing all the language skills, as the goal of the project was to introduce vocabulary and English idioms rather than teaching the “language.”
future, this experiment is based on a Ubiquitous Learning Environment with a combination of class-based, web-based and mobile-based materials, it would likely prove to be more effective.

Ogata and Yano (2004) developed a collaborative program to teach Japanese language to foreign students at Japanese universities. They developed a technology-based course on the Global Positioning System (GPS), which can be used via smart cellular phones, PDAs, or Pocket PCs. In learning the Japanese language, one of the most challenging aspects is using polite expressions. It is difficult for non-native speakers to choose the right expression at the right place and time. The first step was to develop a system that located each learner and tutor via GPS. This enabled them to look at a map on their devices and know where learners and tutors were located. For example, if one of the learners was in a hospital and did not know what kind of expression to use, he or she can use a PDA to show that help is needed. A sad face would appear at his or her location to indicate to the others that he or she was confused. By looking at the map, the available tutor was able to locate the learner’s position and send the student the right expression. This process was recorded on all the devices so all the learners would know how this expression could be used.

The second part of this project was based on “Intraface” technology. Because the problem of using polite expressions also occurs with adults and young individuals, they developed a program that could tell what kind of expressions was to be used with each individual in their project. First, they asked all the individuals in their project to enter their names, ages, grades, and the type of expression that was to be used with each one (casual, basic, formal, and more formal). When the learner met with one of those
individuals, he or she used the PDA to get information via “Intraface.” The student could look at the PDA and know exactly what kind of expression was appropriate.

The third part of this study was based on “Intraface” and radio frequency identification (RFID) technologies. The researchers developed a program that asked a learner questions by scanning the RFID tags in the area. For example, when the learner entered a room, his or her PDA device scanned the room looking for RFID tags. When the device registered one, such as the remote control of the air conditioner, the program would ask the learner a question about it: “Where is the remote for the air conditioner?” The learner was able to listen to the question more than once and see texts and hints. When the learner used the device to scan the tag on the remote, the device indicated that he or she had provided the correct response. Then he or she was asked to put it on a wooden desk.

This project developed a system based on collaborative and interactive learning approaches and was successful in finding a solution for using Japanese polite expressions in different contexts. However, the methods used in the study were limited to geographic areas where the technologies are available.

Unlike the previous project, Levy and Kennedy (2005) developed a more practical approach to teach Italian language to students at an Australian university. They combined their experimental procedure with a literature course for students with high to intermediate proficiency. The researchers sent two or three text messages to students each week. Each text message contained around 160 characters. Even though the text messages seemed to be short, the time to prepare them was long, requiring about four hours per week. Students had to read the text carefully to pick up the words, put them in
an understandable context, and make sure that the messages were consistent with the
syllabus and goals of the program. The limited use of words in each message required a
unique and rich context. Students who participated liked the experience and believed that
it was very effective in terms of learning Italian vocabulary.

This study was highly effective and realistic. The instructors used mobile
devices as an aid to help students to understand and utilize the vocabulary in the literature
text. In creating the text messages, they tried to make sure that that the vocabulary, words
and the context were consistent with the syllabus and would help students achieve the
program goals. This project can be classified as “Mobile Assisted Language Learning”
(MALL) rather than a Ubiquitous Learning Environment because computer applications
and the Internet were not included.

Another u-learning project was conducted in the Foreign Language
Department at the University of Wisconsin, Madison. Wireless devices were used to
perform activities in and out classrooms in this project (Samuels, 2003). The department
provided wireless devices for all the students. The instructor of a Norwegian language
class created Internet-based grammar activities that could be accessed via these devices
from anywhere. She also conducted a live chat in the classroom using foldout keyboards
(keyboards that can be connected to PDAs) in the Norwegian language. In a French class,
students used PDAs to communicate with each other in chat rooms. They were divided
into groups; each group had its own chat room. The instructors logged into these rooms to
supervise students’ language. In a Latin class, PDAs were used to access poems and
listen to them. The instructor also developed a program that helped students identify high
and low vowels in poems. Students were then asked to submit their work electronically.
This project can be considered as a Ubiquitous Learning Environment as it is a combination of classroom instruction, paper-based materials, and web-based materials that could be accessed via mobile devices. This project would be “ideal” in terms of language education if the websites were more interactive. Because the websites were designed to be browsed via mobile devices, many features were omitted. In such projects, two websites should be designed: a main one that can be accessed via desktops or laptops with full features (download, upload, interactive activities, high quality audios, and videos) and a sub-website that can be accessed via mobile devices and contain basic texts, less quality videos and audios. SMS or MMS messages were not used. In this project, students had the choice of which method to use to access the materials. With “pushed” SMS or MMS, the messages were sent to the students’ mobiles even if they were not accessing the website. MMS and SMS are important as they connect the students cognitively with the course and the language.

Section 4: Ubiquitous Learning Environment and Learning Theories

Ubiquitous Learning Environment works within a community consisting of the totality of collaborators, content, and services. Learners form interactive relationships with the educational technological devices and relationships with each other, and in concert form an educational environment. The literature cited in this section provides an understanding of the relationship between Ubiquitous Learning Environment and selected learning theories and how a ubiquitous learning environment consists of these theories to build a supportive learning environment. These learning theories were selected based on
their relevance to Ubiquitous Learning Environment on one hand, and their relevance to learning languages on the other hand.

Social Development Theory

Vygotsky’s (1978) Social Development Theory provides a theoretical foundation for Ubiquitous Learning Environments as it emphasizes social interaction and development. The theory laid the foundation for understanding the way environment interacts with and influences learning. Vygotsky viewed the learning process as a social process within a given context and learners as active agents under the guidance of an adult or “more knowledgeable” individual. In terms of the Ubiquitous Learning Environment, two concepts are a key to Vygostky’s views: “learning is a sociocultural process” and the “zone of proximal development.”

Learning as a Sociocultural Process

Vygotsky (1978) concluded that during the process of development, a child learns first from his or her surrounding environment through social interactions with others (“interpsychological”). Then, after that, the child masters what he or she has learned and it becomes “intrapsychological.” Vygotsky also stated that “the developmental roots of two fundamental, cultural forms of behavior arise during infancy: the use of the tools and human speech” (p. 46). Vygotsky also concluded that children learn “sings/sounds and speech/language” as a tool in order to be able to interact socially with other people and to be able to solve problems.

The Ubiquitous Learning Environment is ideal for teaching languages in that it provides learners with an environment where they can interact socially with native
speakers and practice the language using different representational modes and interact with their peers to help each other understand the content.

The Zone of Proximal Development (ZPD)

Vygotsky (1978) defined two development levels: the “actual development level” and the “potential development level.” The actual development level is the mental development that has already been completed and matured. According to his definition, it is what a child can do without assistance from others in actual development. On the other hand, what a child can do with assistance of others is the real indicator of his or her mental abilities. Vygotsky asserted that learning occurs at the ZPD when a learner first works under guidance of a more knowledgeable person and then, gradually works independently.

Applying Ubiquitous Learning Environment in education would likely consolidate learning in the ZPD, especially in teaching languages. The Ubiquitous Learning Environment includes the following aspects that enhance learning in the ZPD:

A. Learning Within Communities. In the Ubiquitous Learning Environment, instructors and learners create their own “community of practice” based on the content they mutually agree to study. They create their own context that incorporates social, historical, and cultural aspects. In the Ubiquitous Learning Environment, learners are able to use discussions forums, chat rooms, and text messaging to interact with one another. Vygostky viewed written language as a symbolic representation of spoken language. Therefore communicating in text would serve as a form of “speech.” In text messaging, learners tend to use spoken language rather than formal language that could be considered natural speech in a classroom. In addition, in Ubiquitous Learning
Environments, learners are able to use multimedia for learning. The Ubiquitous Learning Environment also provides a stress-free environment for learners to interact with one another because learners do not need to meet face-to-face. The Ubiquitous Learning Environment also provides students with several representational modes to present their knowledge in accordance with their learning styles and preferences that assists learners to express their thoughts and ideas.

B. Interactivity. In the Ubiquitous Learning Environment, more knowledgeable individuals, such as teachers and experts, are more accessible because of the communication technologies that are available. Moreover, learners have more access to their peers. As a result, they learn better according to Vygotsky’s ZPD.

C. Individual Activities and Cooperative Activities. In the Ubiquitous Learning Environment, learners are also likely to work independently on activities to demonstrate their abilities without help from others. This, according to Vygotsky (1978), demonstrates their “actual development.” On the other hand, learners can work cooperatively with peers that are more knowledgeable or with a teacher on activities to help them move from “potential development” to “actual development.” In this way, a teacher is able to assess students’ achievement and help them in their potential development in the ZPD.

D. Relevance of Activities and Content. According to Vygostky, “writing must be relevant to life…, meaningful for children” and “taught naturally” (1978, p. 118). The same thing could be said about acquiring new content (i.e., in ESL/EFL). Learners should be able to learn more effectively if the content is relevant and meaningful to them and if it is presented naturally. The Ubiquitous Learning Environment provides learners with a
chance to be co-designers of the content that they want to learn. Furthermore, in the Ubiquitous Learning Environment students can learn almost anywhere/anytime.

The reason for choosing Vygotsky’s theory is that it recognizes the importance of the environment, which is a central aspect of learning, and it emphasizes the active role of students. The social development theory promotes active student participation with the teacher and student collaboration in learning instead of the traditional setting where the teacher acts as an information conveyor or instructor. Within this model, learning is a reciprocal experience between the teacher and the learner.

**Ubiquitous Learning Environment and Activity Theory**

Vygotsky’s Activity Theory is one of the foundations of constructivism, and it asserts the role that action plays in learning. Vygotsky presented his fundamental argument that “speakers are active agents in controlling their environment; consequently, tasks cannot be predetermined, but emerge from the interaction of speakers, settings, motives, and histories” (Lantolf & Appel, 1994, p. 29). It is important to focus on individual differences in second language learning from the perspective of activity theory. First, teachers evaluate students’ current comprehension of specific concepts before deciding what to teach them. Second, instructors use contextual examples in order to facilitate proper understanding of concepts. Vygotsky also emphasized the need for assisting students as they adapt to perform adult activities.

Other efficient ways to illustrate learned knowledge are through independent study and accelerated, enhanced learning. In this way, the learners’ goals and histories are extremely important in the acquisition of new languages. Educators will emphasize the
importance of activities oriented to objects, motives or needs, actions, goals, and operations identified during the specific processes. This means that the design of activities should comply with the initial objective of learning English as a Second/Foreign Language. Relevant “motives” can be improving one’s performance or getting a job in the future, while the “action” would be enrolling in a language program. The most significant goals are to use the language effectively and fluently, be able to consult a dictionary and the ability to interact with native speakers of the language.

Activity Theory as applied to Ubiquitous Learning Environment implies a thorough definition and analysis of a given activity in order to diagnose potential problems (Lantolf & Appel, 1994). In addition, a key target of the theory is to provide a solid framework for implementing innovations that will boost the performance of foreign language learners.

Since the Ubiquitous Learning Environment encourages enhanced social interaction, learners establish supportive conditions through speech and reach higher levels of competence in the second/foreign language. Although the development of language and thought occurs separately, they eventually merge and interact. The activity theory promotes objective-based activity as a focus of analysis and the path leading to transformation and innovation.

It is clear that by applying the Activity Theory in the Ubiquitous Learning Environment, educators are able to provide students with an opportunity to rely upon their abilities and to demonstrate their potentials. Teachers should promote independence as well as implement cooperative learning models and reciprocal teaching strategies to obtain optimal results. However, there are certain challenges to educators related to
establishing a participant’s social identity within the precise learning environment and the
distributed nature of what is interpreted as individual cognitive activity in a historical context. Teachers need to explore the relationship between tools and signs, or practical activity and talk, because such mediation supports the capacity of an individual to change both their circumstances and themselves in a way corresponding to their specific educational needs and expectations.

Ubiquitous Learning Environment and Situated Learning

Another important theory that deals with social development and activity is the “situated learning theory.” Lave and Wenger (1990) proposed that situated learning is learning that is unintentional and situated within the context that individuals can learn by actual engagement in activities.

Since Firth and Wagner (1997) conducted a re-conceptualization of the field of second language acquisition, discussion has focused upon the nature of discourse analysis and socio-cultural theory as a specific approach to research. Several researchers have implemented conversation analysis to explore language-learning contexts, and situated learning has emerged as relevant to the study of “talk-in-interaction.” The concept of situated learning clearly relates to the socio-cultural theory, a perspective demonstrating the belief that context influences the learning processes. Experts in the field argue that social context is “an integral part of cognitive development itself” (Mondada & Doehler, 2004, p. 501). In this way, within the perspective of situated learning, the context shapes cognitive development. Learning begins externally and then moves in an inward direction.
By applying the concept of situated learning in the Ubiquitous Learning Environment, it becomes clear that language acquisition is associated with the learners’ active participation in organizing talk-in-interaction and configuring discourse tasks. In addition, learners are able to structure participation frameworks and become competent members of the community. In the Ubiquitous Learning Environment, new technologies play a crucial role in the education that teachers provide. Technologies, for example, are used to teach the process of solving mathematics problems and learning English as a Second/Foreign Language. Educators need to choose the most appropriate materials considering the specific age of students. The implementation of a less structured approach is important, along with one-on-one instruction and learning through creative activities. Undoubtedly, the types of learning models and materials educators decide to use depend on their qualifications, training, overall vision of education, and skills to work and adopt in a culturally diverse classroom. Students’ culture emerges as the second characteristic to which u-learning materials are sensitive. Culture is a broad term used to describe the level of students’ awareness of the surrounding world, its numerous interrelationships, as well as interactions and reactions to other people’s thoughts.

**Ubiquitous Learning Environment and “Communities of Practice”**

As learning is situated, it depends on social interaction and collaboration. According to Lave and Wenger (1990) learning takes place within a “community of practice” in which individuals who share the same goals or concerns work cooperatively and regularly to help each other in learning and developing. However, Wenger (1998) stated that a community of practice is not merely a community that consists of a group of
individual who share the same interests or a locative community and where individuals share common practices. However, community of practice requires “mutual engagement” between the members of the community. Wenger (1998, p. 73) suggested three dimensions for a community of practice:

- Mutual engagement: Mutual engagement that bind members together into a social entity (engaged diversity; doing things together; social complexity; community maintenance).
- Joint enterprise: The communities’ joint enterprise as understood and continually negotiated by its members (negotiated enterprise; mutual accountability; local response; interpretation).
- Shared repertoire: The shared repertoire of communal resources (tools; stories; artifacts; discourses; concepts; actions).

In the Ubiquitous Learning Environment, learners can be “engaged” in a CoP. Learners are required to work together cooperatively towards one common goal within a social context by using and sharing the same artifacts, tools, stories, and discourse.

Lave and Wenger (1990) suggested that learners engage in a community of practice through the process of “legitimate peripheral participation.” First, “newcomer” learners participate in a community of practice and are accepted by the community as they are. Then the learners interact with “old-timer” learners and more knowledgeable members to develop their knowledge and skills. Finally, they become recognized in the community of practice. Gradually, as newcomers interact more with experience users, they develop their identities in the community of practice and become full participants in it.

The Ubiquitous Learning Environment provides different interaction methods. Learners do not need to interact face-to-face with their peers or teachers in order to learn. They can use many communication methods to ask questions or present new ideas. This
provides learners with a stress-free environment to interact within and helps newcomers participate in the community of practice with less fear. Learners can use different representational modes available in the Ubiquitous Learning Environment that suit their personalities and learning preferences. In the Ubiquitous Learning Environment, newcomers also have access to all kinds of practice methods. They may readily access texts, multimedia, peers, and experts (old-timers). They can interact with each other via chat rooms, SMS messages, video conferencing, and other kinds of communication methods. In addition, in the Ubiquitous Learning Environment, learners can read, listen, or watch ESL/EFL materials without actual participation and gradually become involved in related peripheral tasks until they become full participants in the community of practice.

Lave and Wenger (1990, p. 111) also argued that in the process of participating in a community of practice, newcomers should increase their “sense of identity as a master practitioner.” In the Ubiquitous Learning Environment, learners can develop their identities and reveal their identities to others by sharing their interests, pictures, or videos. At the same time, newcomers are able to recognize old-timers identities, which help them develop their own identities in the community.

Ubiquitous Learning Environment and Distributed Cognition

Distributed processing has long been a key concept in computer science, and distributed cognition is an expansion of the idea of distributed processing. Both form the core of the Ubiquitous Learning Environment. One of the foundations of the concept of distributed cognition is the theory Ed Hutchins presented in his book *Cognition in the*
Wild (1995). Hutchins (1995) (as cited in Giere, 1996, p. 2) illustrated that “individual humans may be merely components in a complex cognitive system.” The social system relating the human components turns out to be an inseparable part of the overall cognitive system in the same way as the physical arrangement is a part of the required tools for achieving a goal. Moreover, Hutchins described a cognitive task, to determine the location of a ship, as the major point here in collective performance or collective cognition. It is clear that an organized group, under particular circumstances, is able to perform a cognitive task requiring united efforts rather than relying upon a single individual.

In attempting to link the Ubiquitous Learning concept to the distributed cognition theory, several important issues emerge. In a modern educational context, collective cognition is common place and many tasks are clearly cognitive. Hutchins’ concept is useful in teaching English as a Second /Foreign Language because it focuses on a coordinated action executed by several different persons. The implication is to think differently about common situations, which can additionally boost English students’ performance within the Ubiquitous Learning Environment. The Ubiquitous Learning Environment also fosters a greater interaction between students, teachers, and technological materials. Thinking differently about common situations offers learners the opportunity to comprehend certain meanings and find innovative strategies to enhance the educational process.

The notion of distributed cognition as applied to learners of English as a Second /Foreign Language supposes that the categorization of some activities as a specific type of cognition is a useful methodology (Giere, 1996). Another positive effect
of thinking in terms of distributed cognition is to focus on the continuous process of obtaining knowledge instead of assuming that knowledge is a static possession. In this way, the motivation among students of English as a Second/Foreign Language significantly increases because they feel involved in the process of understanding new meanings. The coordination and acquisition of the individual bits of knowledge within a Ubiquitous Learning Environment is in effect a highly organized system operating through real time.

Yet, Hutchins’ theory of distributed cognition goes beyond collective cognition because he includes not only individuals as parts of the cognitive system, but also instruments and artifacts (Giere, 1996). English language learners perform much better on standardized tests or other learning activities if teachers utilize proper materials, such as interactive charts, video, listening materials, tables, texts, and light effects. The important thing is that all these materials imply the key role of unlocking relevant cognitive processes that help in comprehending grammar sections or improving listening, speaking and reading abilities. Students feel encouraged to think in a different way by using learning aids that guide them in the right direction.

While Hutchins established his theory based upon the disciplines of anthropology and ethnography, he also delineated the importance of computer science, psychology, and neuroscience. In their paper, “Parallel Distributed Processing,” James McClelland and David Rumelhart (1986) explored the capabilities of networks consisting of simple processors and found similarities to certain neural structures in the human brain. Such networks function in an optimal way if they recognize and complete patterns in input within a certain environment (Giere, 1996). The extrapolation to the function of
the human brain is based upon the human brain’s abilities to both create and manipulate external representations. In the process of teaching English as a Second/Foreign Language, an external representation may consist of written symbols. Students manipulate these symbols by hand; as such, the process requires eye-hand motor coordination (McClelland & Rumelhart, 1986). The cognitive process becomes distributed between an individual and an external representation.

Another theory of distributed cognition concentrates on the embodied characteristics of cognition. Clark (1997) argued, “Language itself is an elaborate external scaffold supporting not only communication, but thinking as well” (as cited in Giere, 1996, p. 6). A similar concept applies to teaching English as a Second/Foreign Language, especially to younger learners. This is because during childhood, teachers can properly maintain the scaffolding through relevant instruction and through the oral examples of words. Later, thinking and talking enable a person with the ability to turn external representations into inner thoughts, respectively associated with a solid knowledge base. This distributed view of language also suggests that cognition is both embodied and embedded in a society that promotes a certain type of educational culture, which can be provided in a Ubiquitous Learning Environment.

**Ubiquitous Learning Environment and Affordance Theory**

Gibson (1979) developed the “affordance” concept. Gibson (1979) stated that affordance significantly changes the ways individuals think about perception. His main assumption related to the human activity of perception in order to operate in the environment. Gibson (1979) identified the numerous perceivable possibilities for action
affordances. He claimed that the perception of affordance properties of the environment could occur in a direct, immediate manner. From a learning perspective, “affordances are those relationships that provide a ‘match’ between something in the environment and the learner” (Song, 2006, p. 197). For this reason, the Ubiquitous Learning Environment is one of the best environments for learning. According to Gibson’s theory (1979), while different observers perceive the same environment, different affordances could emerge. From the perspective of the Ubiquitous Learning Environment, there are various components such as learners, teachers, the Web, mobile technologies and other related components. In the process of becoming integrated components of the described learning environment, different learning entities turn out to constitute particular affordances for each other.

Through social interactions, these affordances become smoothly integrated and transform into learning abilities. It is important to note that there may be many additional affordances in the learning environment that educators have not yet taken advantage of. Moreover, if primary affordances are found in certain combinations, then such combinations, according to Gibson (1979), can constitute higher order affordances. The affordance fuels both perception and activity and brings about various meanings that learners obtain in the process of studying and learning. Possessing adequate awareness of affordances for learning in the Ubiquitous Learning Environment brings positive implications for both learners and educators. Affordances are highly variant as they can be increased or seized by continuous perception, as well as by obtaining useful information from other learners (Song, 2006). This prompts educators within the Ubiquitous Learning Environment, which is technologically rich, to concentrate on
extensive observing and experimenting with new ideas. Likewise, learning from others in the Ubiquitous Learning Environment is very effective, especially for ESL/EFL.

Students have the opportunity to select and explore their own focused study and development in various areas pertaining to their needs. The greatest benefits of applying the theory of affordances in the Ubiquitous Learning Environment are obtaining self-reflection skills, peer feedback, as well as developing cognitive skills for planning and monitoring student progress. The theory of affordance further suggests that learners’ perceptions may be turned into the value that objects offer to the persons. There are also certain points of intersection between the activity theory and affordances as they both share the basic idea that perception is associated with action. The proper perception of the learning environment depends on taking action. However, central to the affordance theory, according to Gibson (1979), is that the relationship between the perceiver and the environment constructs the possibility for particular behavior.

**Ubiquitous Learning Environment and On-Demand Learning**

The world continues to experience an affinity for technology and an increase in the use of on-demand services. The Ubiquitous Learning Environment is particularly well suited to take advantage of on-demand service offerings. On-demand learning means that learners are immersed in an environment where they can learn at their own convenience without having to suspend other important tasks such as their work or business meetings (Hartley & Cone, 2000, p. 8). On-demand learning is breaking down the barriers of a brick-and-mortar classroom eliminating the requirements for meeting regularly at a specific place and time.
According to Hartley and Cone (2000, p. 29) on-demand learning promotes learner-based learning, recognizing the capability of students to manage their learning, pursue self-study and self-directed curricula instead of an instructor-generated learning. The Ubiquitous Learning Environment promotes a learner-driven education, in which the students determine their learning objectives and work towards meeting them. The Ubiquitous Learning Environment makes on-demand learning possible by providing learners with motives, technological tools, and the instructional materials needed to make independent learning possible.

The on-demand learning model works well for professional development. Within the current digital oriented and faster world, companies are finding it increasingly difficult to send their employees from their workstations to physical classroom because of the cost implications. This is because companies lose production on the hours that employees spend in classrooms (Hartley & Cone, 2000). On-demand learning offers these businesses an option to ensure employee development and, at the same time, retain production because employees are able to access all of the learning materials required, maintain their virtual classroom schedules, and perform their employment duties.

Furthermore, the employee may take advanced courses on their own without the company incurring any cost or he or she losing working hours. The Ubiquitous Learning Environment offers employees a valuable opportunity to increase productivity and save costs on education. The employee also has the opportunity to interact with experts within communities of practice. In the Ubiquitous Learning Environment, the on-demand learning model enables the creation of extensive resources and tools that support lifetime learning.
Ubiquitous Learning and Multiple Intelligences Theory

Gardner (1983) concluded that there are at least seven intellectual strengths: linguistic, musical, logical-mathematical, kinesthetic, spatial, interpersonal, and intrapersonal. The current views of the theory of multiple intelligences fall into two essential groups: explanations like those offered by Howard Gardner and those from the broad educational community. Gardner defined each of his seven intelligence categories based on a broad survey of the literature. While Gardner identified his theory as multiple intelligences, the educational community perceives it as seven essential ways of knowing. Advocates of the theory also translated its ideas into a variety of audio/visual form such as drawings, videos, audios, and charts, which are of particular benefit to learners of English as a Second/Foreign Language in the Ubiquitous Learning Environment.

The educational community has applied the principles of the multiple intelligences theory and found it extremely helpful in improving teaching and learning languages. The Ubiquitous Learning Environment helps to meet all of the multiple intelligences of English as Second/Foreign Language students as learners will be able to use different representational modes. An effective educational system needs to ensure the balance between different factors such as cultures, traditions, and original combinations of intelligence. On that account, traditional practices of assessments as “observation learning, informal interaction, apprenticeship systems, prevalent media, varieties of school, the curriculum (explicit or implicit) that currently exist” need thorough exploration (Gardner, 1983, p. 384). In addition, in the Ubiquitous Learning
Environment, educators concentrate their efforts on investigating other learning styles that can be valid within the diverse cultural community.

Through the effective combination of linguistic, visual, and interpersonal methods in the process of learning English, students have a greater chance of obtaining relevant knowledge and remember important language points. The objective of the multiple intelligences theory is to build innovative curricula for culturally diverse learners. By implementing the theory into the Ubiquitous Learning Environment, teachers teaching a second/foreign language can achieve optimal benefits for learners with various intelligence profiles. All activities associated with the seven or more multiple intelligences function as learning strategies both within and out classrooms. The theory focuses on the importance of life habits that cover crucial social areas: relationships, common sense, teamwork, and problem solving.

According to Gardner (1983) and Berman (1998), learners with verbal-linguistic inclinations prefer to express themselves in an oral manner or in writing activities. Teachers are encouraged to be creative because these students respond well to word play, interesting riddles, and aural short stories. Learners with mathematical-logical profiles express an aptitude for numbers and multiple phases of problem solving. Therefore, activities for English language students of this type should utilize reasoning and logical exercises so that students obtain the desired outcomes (Berman, 1998). Visual-spatial learners enjoy thinking in pictures as well as in mental images. Illustrations, videos, maps, and pictures can be quite effective for memorizing and practicing vocabulary. Bodily-kinesthetic learners experience the process of learning English as a Second/Foreign Language best through different kinds of movement. In the
Ubiquitous Learning Environment, students are asked to perform a physical act such as videotaping themselves playing soccer and explaining the terms that are used in soccer or the objects that are found in soccer field. Musical learners find motivation to learn through rhythms and appropriate songs and are asked to compose a short song using simple online music websites such as Creating Music (http://www.creatingmusic.com/) to learn a new vocabulary. The main characteristic of intra-personal learners is their intuition in that they are extremely reflective and choose the way they want to learn (Berman, 1998).

On the other hand, inter-personal learners prefer to learn in groups or with a partner since they feel more relaxed and appreciated by interacting with a peer. Both methods function well in the Ubiquitous Learning Environment, because students can play the role of teachers, expressing their knowledge and skills and ability to work cooperatively with their peers on a task. There are also naturalist and existentialist learners (Berman, 1998). Naturalist students enjoy learning through outdoor activities, while existentialist learners are concerned with philosophical issues. The Ubiquitous Learning Environment recognizes differences in students and their need for various types of activities and methods to learn effectively.

The Ubiquitous Learning Environment also encourages learners to experiment with innovative ways of learning. The result is that the learning environment becomes both meaningful and enjoyable. Another implication of applying the multiple intelligences theory in the Ubiquitous Learning Environment is that learners are encouraged to apply their ingenuity to make learning resources more accessible. A key requirement for teachers is their ability to prepare and to be flexible in the presentation of
learning materials. Consequently, all the students in the Ubiquitous Learning Environment have multiple opportunities to use their different strengths. Gardner (1983) emphasized the importance of genuine understanding that emerges if students are offered multiple ways of approaching and mastering a concept.

Conclusion

The literature represented different aspects about the Ubiquitous Learning Environment and Teaching English as a Foreign/Second Language. In the literature, the definitions of Ubiquitous Learning Environment were explored, and new definitions for Ubiquitous Learning and Ubiquitous Learning Environment were presented. Ubiquitous Learning was defined by the author as any kind of learning in which learners can have access to information almost anywhere/anytime in different contexts using new wireless technologies. Ubiquitous Learning environment was defined by the author as the environment in which learners have access to knowledge and work cooperatively to learn in almost anywhere at any time upon their request regardless of their geographical location. As there is no literature yet for Ubiquitous Learning Materials, a definition was presented for it. Ubiquitous Learning Materials was defined by the author as the learning materials that may be transferred to mobile devices via cable or wirelessly and can be operated in these mobile devices. These materials can be videos, audios, PowerPoint presentations, notes, or any kind of learning materials that can be transferred to and worked on mobile devices. The literature about the characteristics about the Ubiquitous Learning Environment was explored and discussed. The author argued that the
characteristics represented in the literature need to be modified to be consistent with the most available technologies in educational institutions today.

Literature about using technologies for Teaching English as a Foreign/Second Language was explored along with projects that taught languages in a Ubiquitous Learning Environment. The literature supports that teaching English as a Second/Foreign language in a Ubiquitous Learning Environment increases ESL/EFL learners’ motivation to learn languages, enables them to direct their own learning, and provides access to knowledge anywhere/anytime. In addition, the literature suggests that the Ubiquitous Learning Environment offers ESL/EFL learners authentic materials almost anytime/anywhere. The literature also suggests that ubiquitous learning provides an environment that is “free of stress” in which ESL/EFL learners would be able to interact in.

Finally, literature about selected learning theories was investigated to show the relationship between these theories and teaching languages in a Ubiquitous Learning Environment. The literature supports that a Ubiquitous Learning Environment provides a rich social interaction environment in which, learners, experts, artifices, tools and histories interact with each other to form a rich contextualize learning environment to learn languages. The literature also supports that a Ubiquitous Learning Environment promotes active students participation, and collaboration in learning. Therefore, students’ learning process will be more effective. In addition, the literature supports that a Ubiquitous Learning Environment provides students with an opportunity to rely upon their abilities and enables them to demonstrate their potential. The literature supports that
a Ubiquitous Learning Environment provides students with learning materials that suit their needs, learning styles, and abilities.

The literature reviewed in this chapter shows that teaching English as a Foreign/Second Language in a Ubiquitous Learning Environment provides learners with a chance to learn the English language more effectively. Learners can direct their own learning and the learning materials are more relevant to them and better suited for their learning styles and abilities. In ULE, learners have access to authentic learning materials, peers, teachers, experts or more knowledgeable persons almost anywhere/anytime which reinforces the learning process.
CHAPTER III

METHODOLOGY

Designing the Project

The goal of this project is to design a guide to enable ESL/EFL instructors to teach English as a Second/Foreign Language in a Ubiquitous Learning Environment. In designing this project, considerable effort has gone into the development of the guide with specific steps and instructions. In the process of designing this project, readings, research, and different personal and professional experiences have been combined and developed into the guide. The design process involved several steps, starting with the “basic idea” and evolving into a guide for teaching English as a Second/Foreign Language in a Ubiquitous Learning Environment.

Teaching English as a Foreign/Second Language in a Ubiquitous Learning Environment

The Beginning

The idea of using new technologies, such as mobile devices and the Web in learning and teaching ESL/EFL, and allowing ESL/EFL learners to choose the content that they prefer to study started while the author was working as an EFL instructor at the Institute of Public Administration in Riyadh, Saudi Arabia. The author taught EFL to
adult learners for almost two years. During that time, the author used Computer Assisted Language Learning (CALL) to teach EFL. Different software and programs were used.

The author noticed that at the outset, learners liked using CALL downloaded programs to learn the English language. However, after a while, learners got bored because they were using the same software and programs for almost two years until they graduated. In addition, downloading new software and programs in the CALL laboratories is very expensive and requires considerable time and effort. As a result, the author started using the Web as a source for ESL/EFL materials in the CALL laboratories instead of using only the downloaded software and programs. Using the Web to teach EFL had positive effects on the learning process as the learners became more motivated and more engaged in the learning process.

Another issue the author observed as an EFL instructor is the lack of authentic learning materials. EFL learners in non-English speaking countries such as Saudi Arabia may find it difficult to find authentic materials that help them learn English. Using the Web provided learners with a chance to find many authentic materials they could use to learn both the language and culture of the target language. The author introduced the learners to Web applications that would allow them to communicate with English native speakers. These Web applications enable EFL learners to find English native speakers who are interested in teaching English and practicing the language with EFL learners on Skype, Paltalk, or Windows Live Messenger (MSN). Using the Web as a source of authentic materials and using Web applications to practice the language with native speakers motivated the EFL learners and influenced the learning process positively.
The author also noticed that most of the learners did not check their e-mails in a consistent or timely manner. As a result, many of them missed some classes, especially in their first session in the EFL program because they were not able to locate the classrooms. Some of them also forgot about homework, quizzes, and exams because they were not used to the programs’ system. Other learners missed changes and updates in the syllabus, such as the cancellation of classes and changes in tests and quiz dates or times. Based on several readings about m-learning, the author decided to use a mobile messages gateway application to keep in touch with the learners via text messaging.

The application used is “Resalh” (means “a message” in Arabic) <http://www.resalh.com/>. At the beginning of each session, the author asked learners to provide him with their cellular phone numbers. These were stored in the Web application available in “Resalh.” The author then sent text messages to the learners to remind them about tests and quiz times and dates, and homework due dates. In addition, he sent text messages that included class locations and updates in the syllabus. Using text messaging to communicate with the learners decreased absences, increased the number of learners who turned in homework and assignments on time, and increased preparation for quiz and tests.

The author’s experience teaching EFL to adults at the Institute of Public Administration in Riyadh, Saudi Arabia, shaped his basic ideas about teaching ESL/EFL in a Ubiquitous Learning Environment.
Developing the Basic Theoretical Foundation

The author is a graduate student in the master’s program in Teaching International Languages (TESOL pattern) at California State University, Chico. In the program, he took several classes that helped him in building the theoretical foundation for teaching English as a Second/Foreign Language in a Ubiquitous Learning Environment. These classes also helped the author relate different aspects of TESL/TEFL to ULE. The author gained new perspectives on authentic materials, teaching the cultures of the target language, designing curriculum, computer-based testing, online lesson plans, the effects of using the Web on second language acquisition, and research methods. The author also learned about social learning theory, distributed cognition, activity theory, affordance theory, and communities of practice theory.

The following are the main courses that helped the author in developing the basic theoretical foundation for ULE:

- EDSL 637 Curriculum Development: Foreign Languages/ESL. In this course, the author gained new perspectives about conducting a needs analysis: who should be involved in the process; how to create surveys; how to conduct interviews; how to develop a management system for collecting and organizing data; how to analyze the data; and how to use the results to determine short and long terms goals for the course. The author also gained new perspectives about choosing appropriate ESL/EFL learning materials including books, CDs, computer software, and websites for the ESL/EFL program by analyzing instructional materials. Moreover, he learned how to create tasks
and how to analyze existing tasks. All these new perspectives and skills helped the author in designing the guide. They helped him in choosing ESL/EFL materials from the Web and developing criteria for choosing these materials.

EDSL 636 Foreign/Second Language Education—Testing and Assessment Practices. This course helped the author in developing new insights about ESL/EFL testing and assessment. He became familiar with international standards for ESL assessments and testing, and socioeconomic and cultural factors that affect assessment and testing. The author also has developed a deeper understanding of the principles of language assessment—reliability, validity, face validity, authenticity and washback—and how these affect language assessment. In addition, the author developed his skills in designing languages tests: language aptitude, proficiency, placement, diagnostic, and achievement. However, most importantly, in this course, the author was given the chance to review studies on the effects of using computer-based language tests on ESL/EFL learners.

All these insights and skills helped the author design the guide. They helped him in evaluating and choosing the most appropriate ESL/EFL tests and quizzes from the Web. They also helped in figuring out the best ways to evaluate and assess ESL/EFL learners in a ULE.

EDSL 633: Foreign/Second Language Teaching—The Cultural Dimension. In this course, the author learned to consider the cultural dimension of any language, and to develop cultural objectives, along with language objectives for lesson plans. He also learned how to culturally analyze ESL/EFL materials to determine cultural objectives. In addition, the author learned the importance of including authentic ESL/EFL materials in
the curriculum. The author was given the chance to study the effects of globalization and using the Web on teaching culture. What the author learned in this course helped him in considering the cultural aspect while choosing ESL/EFL materials for a ULE course that suits learners’ needs.

- **ENGL 631 Literacy as Distributed Cognition.** In this course, the author learned about different learning theories such as social development theory, activity theory, situated learning, affordance theory, and disturbed cognition, which explain the role of environment in the learning process. The author was given the opportunity to relate these theories to TESL/TEFL in a ULE. These theories helped the author in building the theoretical foundation for TESL/TEFL in a ULE, and later, in developing the steps and procedures in the guide/the project.

- **EDSL 610 Foreign/Second Language Teaching—Methods.** In this course, the author developed his skills in creating well-developed ESL/EFL lesson plans. He also developed skills in implanting ESL/EFL Web sources in lesson plans. Later, the author’s experience in this course has helped him in developing U-Lesson plans.

- **ENGL 470 Theory and Practice of Second Language Acquisition.** In this course, the author learned about second language acquisition theories. He was given the chance to review studies on the effect of using the Web on second language acquisition. The author’s experience in this course provided him with new insights about the effects of using the Web to TESL/TEFL on second language acquisition, which helped in developing the guide.

The author’s experience in the Teaching International Languages Master’s program at California State University, Chico, enabled him to build the basic theoretical
foundation for TESL/TEFL in a Ubiquitous Learning Environment and to relate TESL/TEFL to ULE. In the program, the author was able to develop several theoretical justifications for TESL/TEFL in a Ubiquitous Learning Environment.

Exploring Ubiquitous Learning: What Has Been Done, the Challenges, and What Needs to Be Done

The author attended *Ubiquitous Learning: An International Conference*, the first international conference about Ubiquitous Learning. The conference was held at the University of Illinois’ Illini Center, in Chicago, Illinois, from November 17 thru 19, 2008. In the conference, the author was able to explore Ubiquitous Learning as an emerging concept in education in more depth and to learn about what has been done in the field. The author was involved in discussion sessions, workshops, and brainstorming sessions that dealt with defining UL, the need for UL, and the challenges of applying UL in education. The participants could not agree upon one definition for UL, and there was confusion between online learning, mobile learning, and computer-supported collaborative learning. On the other hand, the participants agreed that the greater challenge that faces the application of UL in education is its cost as it is very expensive. Moreover, in many educational institutions, it is not easy to get the required budget. In addition, the author was able to find out about the most common technologies available in educational institutions today. The author’s experience attending the conference has helped him in figuring out what needs to be done in UL to make it more applicable in education. It also helped him in finding new definitions for UL and ULE. Finally,
attending the conference has helped the author understand the technologies needed to design a ULE.

Researching TESL/TEFL in a Ubiquitous Learning Environment:

Building the Theoretical Foundation

After the author attended the conference, he started researching Ubiquitous Learning. He divided the areas of research into four sections:

I Research on Ubiquitous Learning and Ubiquitous Learning Environment. The goal of this research was to find definitions for UL and ULE and to explore the characteristics of UL. This research helped the author develop new definitions of UL and ULE. It also helped him examine the characteristics of UL. This section helped the author design the guide based on the new definition of ULE and the results of examining the characteristics of UL.

II Research on the effects of technologies that are used in UL on ESL/EFL education. The goal of this section was to examine the effects of technologies used in UL, which includes mobile devices, the Web, and multimedia learning materials. This section helped the author realize the technologies that could be used in the guide.

III Research on projects that used ULE to teach languages. The goal of this section was to examine other projects that used ULE to teach languages. This section helped the author determine the advantages and disadvantages of each project and to choose the best ways to enhance TESL/TEFL in a ULE.

IV Research on learning theories. The goal of this section was to find learning theories that would help in the design of a ULE. The author considered theories that (a)
recognize the role of environment in the learning process, (b) recognize the different learning styles that ULE provides, and (c) recognize the notion of anywhere/anytime that ULE provides.

Based on these criteria, the author chose the following learning theories:

A. Theories that consider the role of environment in the learning process. Social development theory, activity theory, situated learning, communities of practice, disturbed cognition, and affordance theory. These theories helped the author develop approaches to build a community in the project.

B. Theory that recognize different learning styles. Multiple inelegances theory. This theory helped the author support the use of multimedia materials in the project.

C. Theory that recognize the notion of anywhere/anytime. On-demand learning. This theory helped the author support the notion of anywhere/anytime that ULE provides.

The author included the final results of this step as a literature review in Chapter II. Researching TESL/TEFL in a ULE helped the author develop the main components of the guide and raised several questions that would help in the design of the guide.

Developing the Components of the Guide:
Forming Ideas Into Steps and Procedures

After reviewing and discussing the literature, the author raised several questions in the process of developing the components of the guide. The main questions were:

• What technologies are available to and needed by instructors in order to design an effective ULE?
• How can instructors teach learners to use these technologies for learning purposes?
• How can instructors create a community of practice between learners, and learners and instructors on the other hand?
• How can instructors help learners choose the content the learners want to study?
• How can instructors evaluate ESL/EFL learners in a ULE?

After laying out these questions, the author worked to find answers. The goal of the process was to transform the answers to these questions into steps and procedures that could be easily followed and applied. The author designed several drafts in which he transformed the answers to these questions into steps and procedures. After designing each draft, the author tested it by following the steps and procedures. He imagined that he was teaching an actual ESL/EFL course and followed the steps and procedures described in each draft. After testing several drafts, the author came up with the first version of the guide. The first version of the guide included two in-class meetings: one at the beginning of the course and one at the end. It also included twelve steps that gradually lead ESL/EFL instructors to create a general English language course taught in a ULE. The steps and procedures were:

1. Providing the needed technologies. This includes technologies needed to create a Ubiquitous Learning Environment. These technologies are learning management system (LMS), mobile devices, and a mobile messages gateway application. Lacking any of these technologies will affect the ULE negatively.
2. Knowing learners. This includes the instructions that would help ESL/EFL instructors build a sense of a community. This step includes choosing a location for meetings, seating learners, using nametags, instructors introducing themselves, asking learners to introduce themselves, and introducing the course. It also includes knowing learners’ goals and objectives, interests, and learning preferences.

3. Helping learners to know each other. This step includes instructions to help learners to know each other. It is also part of building a community process.

4. Teaching learners how to use the technologies available in their mobile devices for learning purposes and how to have access to a learning management system. This step includes instructions to help instructors teach learners how to use the available technologies on their mobile devices for learning purposes. These technologies can include a video camera, a camera for photography, and voice recorder. In addition, this step includes instructions to help instructors teach their learners how to have access to a learning management system.

5. Teaching learners how to search the Web and how to send text messages to instructors. This step includes instructions to help instructors teach learners how to search the Web to find ESL/EFL materials. It also includes instructions to teach learners how to send text messages to instructors.

6. Choosing and developing course topics. This includes instructions to help learners choose topics they want to study that meet their goals and interests. There are two approaches that can be used to develop this list: the instructor can develop a list of topics and the learners choose topics from it, or the learners develop their own list of topics they want to study.
7. Setting goals and objectives. This includes instructions that help instructors determine their learners’ goals and objectives. This process includes asking learners to take an English diagnostic test to determine the common mistakes the learners have, and filling out a KWL chart to determine what learners already know and what they want to learn about the topics that they chose.

8. Developing criteria for choosing the content. This step includes instructions to help instructors develop criteria for choosing the content for the course.

9. Choosing the content. This step includes instructions to help instructors choose the course content.

10. Developing Ubiquitous Lesson Plans. This step includes instructions for instructors on how to develop a Ubiquitous Lesson Plan. “Ubiquitous Lesson Plan” (U-Lesson Plan) is a new term coined by the author. A U-Lesson Plan is defined by the author as an online lesson plan but with different activities. In U-Lesson plan, learners are asked to do six different activities: participate in cooperative learning, search the Web, shoot videos, take photos, record voices, and send and receive text messages. In addition, the role of an instructor in U-Lesson plan is as a facilitator to the learning process rather than a source of information.

11. Developing Assessment Criteria. This step includes some instructions for instructors to help them develop assessment criteria for their learners. Instructors have to consider the contexts in which their courses are delivered, the overall goals of the ESL/EFL program, and the goals and objective of their learners.

12. Developing a syllabus. The final step in the process of creating the course is to develop a syllabus and post it online.
In Spring 2009, the author conducted a pilot test on the first version of the guide. He followed the procedures and instructions in the guide to design a general English language course taught in a Ubiquitous Learning Environment. The course was called “English, Out There.” Two qualitative research methods were used in the study: general interview guide approach, and covert, indirect observation. A general interview guide approach was used because of the small number of participants in the course and to provide more freedom for the participants to state their opinions. The covert indirect observation method was used because the author was part of all the learning processes that occurred in the course, and he was able to observe participants’ performance and participation.

The participants of the course were recruited from The American Language and Culture Institute (ALCI) at California State University, Chico campus. The ALCI is an EFL program that has six sessions of English instruction per year, starting from level one to level six. The ALCI offers Reading, Writing, Speaking, Grammar, and Listening courses. It also offers Survival English course, Idioms and Slang course, and TOEFL preparation courses as electives. There were seven EFL Saudi students who volunteered to participate in the course. Saudi students were selected because the author is from Saudi Arabia, and he is planning to apply this guide in Saudi Arabia. The participants’ ages ranged from 19 to 26, and they were studying in levels four, five, and six. The course was one month long, from March 1 to March 30, 2009.
Before the course started, the author provided all the needed technologies to create a ULE. The following were the technologies that used:

1. Learning Management System (LMS). The Learning Management system that was used to build and deliver the course was “Scribe Studio.” Scribe Studio is a commercial, ready-to-use LMS that can be customized to fit a course’s needs. Scribe Studio does not require any applications to be downloaded as all the applications are online. It also does not require host servers because hosting is provided by the company. Scribe Studio is a commercial service. It costs $49 per month for ten users. The official website of Scribe Studio is http://www.scribestudio.com. The URL for the “English, Out There” course created on the Scribe Studio website was http://www.EOT.scribestudio.com.

2. Mobile devices. The type and number of smart mobile devices used by the seven students taking the course were:

   - Nokia N95 - 2
   - Apple iPhone - 1
   - Nokia N82 - 1
   - BlackBerry Bold 9700 - 2
   - Sony Ericson TM506 - 1

   All the smart mobile devices had voice recorders and cameras to take photos and shoot videos. They could also send and receive text messages.

3. Mobile Messages Getaway Website. The LMS that was used did not contain a mobile messages getaway application that allows users to send text messages to several mobile devices. So, “SMS Country” <http://www.smscountry.com> was used as a
messages getaway application to send text messages to students and to allow students to send text messages to the author for free.

“SMS Country” is a commercial SMS getaway provider that allows users to send text messages to mobile devices and to receive text messages from users. A code for text messaging (Englishot) was created so students could send text messages to the instructor for free at anytime. Students sent their text messages to SMS Country’s number where they were stored in the mailing inbox at the SMS Country website.

Students wrote code (Englishot) for the course first, then a space and the message as follows:

<Englishot> <space> <the message>

After providing the needed technologies, the author held the first meeting with the students. The session took place in a smart classroom on the CSU, Chico campus. The first meeting took one hour. The first meeting had two goals:

1. To get to know the students and help students get to know each other.
2. Teach the students how to access the learning management system “Scribe Studio.”

To accomplish these two goals, the author used the following procedures in the first meeting:

1. To get to know the students and help students get to know each other. This included asking the students to write nametags; seating the students in a semi-circle where they could see each other, the board, and the instructor clearly; asking the students to introduce themselves; presenting a short presentation about the ULE; emphasize the
importance of cooperative learning; hand out the “Contact Information” and “Know Yourself” sheets; and ask the students to complete a multiple intelligences test.

2. Teaching the students how to access the learning management system “Scribe Studio.” The achieve the second goal of the first meeting, the author demonstrated how to access English, Out There using Scribe Studio.

   The rest of the steps and procedures were done online using the learning management system and text messaging. All the forms, instructions, and discussions were delivered online and through text messages to students’ smart mobile devices.

At the end of the course, the author held a final meeting with the students. The goal of the last meeting was to collect feedback from the students about their experience in the course.

The results of the pilot study revealed that the instructions and procedures of the first version of the draft were effective and positive. They motivated the students to learn English. Allowing the students to choose the content, use the Web as a primary source for the content, and use text messaging promoted English learning. On the other hand, the results showed that there were two problems in the first version. These two problems were:

1. During the process of creating and delivering the course, the author noticed that the students had some difficulties in working cooperatively, communicating, and expressing their thoughts.

   • The reason for this problem—The students met once for one hour. They did not have enough time to “break the ice” and get to know each other so they did not create a community of practice.
2. During the course, some students experienced difficulties using their mobile devices for educational purposes and searching the Web to find ESL/EFL learning materials.

- The reason for this problem—All of the instructions on how to use mobile devices for learning purposes, how to search the Web to find ESL/EFL materials, and how to send text messages were delivered online via the learning management system in written form. As a result, some students did not have an opportunity to practice their new skills and applications in class.

The pilot study conducted on the first version of the guide helped identify its strengths and weaknesses. This enabled the author to enhance and strengthen the final version of the guide.

Designing the Project: The Final Product

After examining the results of the pilot study, the author designed the final version of the project. In the final version, the author addressed the problems identified in the first version. He made the following changes:

1. Solution for the first problem. The author added a new procedure to the process of building a community. He called this procedure a Ubiquitous Icebreaker (U-Icebreaker). U-Icebreaker is defined by the author as helping learners get to know each other by allowing them to exchange personal webpages that highlight their interests and provide insights into their personalities. This includes pages on social networks such as Facebook, MySpace, and Hi5, personal blogs, and personal websites. The U-Icebreaker will help students learn about each others’ interests, personalities, and activities. As a
result, they will get to know each other better, feel more comfortable communicating, and have more opportunities to exchange their thoughts and views.

2. Solution for the second problem. The author did the following:

   A. Added more in-class meetings. The author added two more in-class meetings. The goal of the first in-class meeting was to teach learners how to use the available technologies in their smart mobile devices for learning purposes. The goal of the second meeting was to teach learners how to search the Web to find ESL/EFL materials and how to send and receive text messages via mobile devices to instructors.

   B. Applied hands-on learning. The author suggests using a hands-on learning method to teach learners how to use the technologies available in their mobile devices for learning purposes. He also suggests that instructors teach students how to search the Web to find ESL/EFL materials and how to send text messages to instructors. Based on the author’s previous experience, a hands-on learning approach can be effective and efficient.

   C. Provided clear examples. The author recommends that instructors provide clear examples when teaching students how to use mobile devices for learning purposes and how to search the Web to find ESL/EFL materials. This will enable learners gain a clearer understanding of these processes and learn more effectively. With this in mind, the author has suggested activities specifically designed to help ESL/EFL instructors to teach learners how to use mobile devices for educational purposes and how to search the Web to find ESL/EFL materials.
This project started from a basic idea about using new technologies to Teach English as a Foreign/Second language, and gradually evolved into a guide for instructors teaching ESL/EFL in a Ubiquitous Learning Environment. The process reflects the author’s professional experience as an EFL instructor, and his academic experience in the Teaching International Languages Master’s program (TESOL pattern) at California State University, Chico. In designing this project, the author reviewed the literature using theory and research to build the theoretical foundation. The author then transformed his “ideas” into steps and procedures. The author generated several drafts that eventually became the first version. He conducted a pilot study to evaluate the strengths and weaknesses of the guide. Based on the results of the pilot study, the author designed the final version of the project. In this version, the author added two in-class meetings, incorporated hands-on learning to teach students how to use available technologies on their mobile devices and how to find ESL/EFL materials from the Web. He also added a Ubiquitous Icebreaker to help learners create a community of practice.
CHAPTER IV

SUMMARY

“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event.”

~Heidi Hayes Jacobs

This project is an effort to provide a guide, which includes specific instructions and procedures, for instructors teaching English as a Second/Foreign Language in a Ubiquitous Learning Environment. Before designing the guide, different aspects of Ubiquitous Learning and TESOL were explored and discussed. First, the definitions of Ubiquitous Learning and Ubiquitous Learning Environment were highlighted. The author developed new definitions for “Ubiquitous Learning” and “Ubiquitous Learning Environment.” “Ubiquitous Learning” was defined as any kind of learning in which learners can have access to information almost anywhere/anytime in different contexts. “Ubiquitous Learning Environment” was defined as the environment in which learners have access to knowledge, and work cooperatively to learn almost anywhere at any time, regardless of geographical location. There is no literature available for Ubiquitous Learning Materials so a new definition was provided by the author. The term “Ubiquitous Learning Materials” was defined as the learning materials that may be transferred to mobile devices via cable or wirelessly, and operated on these
devices. These materials can be videos, audios, PowerPoint presentations, notes, or other kinds of learning materials that can be transferred to and used on mobile devices.

The characteristics of a Ubiquitous Learning Environment were identified and examined. It was argued that these characteristics have to be modified to fit most technological facilities available in educational institutions today. In addition, the effect of using new technologies on ESL/EFL learners was investigated. Other projects that use a Ubiquitous Learning Environment to teach languages were also reviewed. Moreover, selected learning theories were investigated and used to build the educational theoretical foundation for a Ubiquitous Learning Environment.

A guide that enables ESL/EFL instructors to teach English as a Second/Foreign Language in a Ubiquitous Learning Environment was designed. The guide includes specific instructions and procedures to help ESL/EFL instructors in creating an ESL/EFL course for adults that can be taught in a Ubiquitous Learning Environment.

The purpose of this project was to design a guide for ESL/EFL instructors to teach English as a Second/Foreign Language in a Ubiquitous Learning Environment using the technologies available in most educational institutions nowadays. The guide includes all the instructions ESL/EFL instructors will need to create a U-Learning course. Instructions in the guide are based on the research cited in Chapter II, the author’s professional experience, and the results of the pilot study. The guide represents a new paradigm for Ubiquitous Learning, as it applies technologies that are available in most educational institutions.
Recommendations and Future Directions

“Any teacher that can be replaced by a computer, deserves to be.”

~David Thornburg

The author designed a guide that helps ESL/EFL instructors to teach English as a Second/Foreign Language in a ULE. Designing such a guide for ESL/EFL instructors using new technologies will help them create an effective ULE. Teachers need to be prepared to use and apply new technologies in education. The author recommends that ministries of education and educational institutions develop seminars and workshops to prepare teachers to use technologies in education and pay more attention to the influence of new technologies on student learning. The author is planning to apply the project to the EFL program at the Institute of Public Administration in Riyadh, Saudi Arabia, and then conduct a case study to examine the effects of the project on the students’ motivation to learn English. In addition, the author is going to continue his studies and seek a Ph.D. in the field of education and technology. He is planning to conduct further research on the Ubiquitous Learning Environment. More specifically, he wants to support learning in different contexts by investigating the instructional, psychological, social, and technological factors that enhance learning in such an environment.
Conclusion

“Any growth requires a temporary loss of security.”

~Madeline Hunter

The rapid growth of new technologies has had a significant impact on our social lives, directly or indirectly. Education is one of the fields most affected by this growth. Access to information and knowledge has become easier and faster. Users can access the Web almost anywhere/anytime using wireless technologies via smart mobile devices. Recently, the role of Web users has changed from passive recipients to active contributors to the Web’s content. Unlike Web 1.0, in which users were passive recipients of information, Web 2.0 allows users to become active contributors to the Web content. Web 2.0 provides platforms where users can work cooperatively in creating content, sharing information and multimedia, and building web-based communities through social networking.

These changes in the ways people access knowledge will create a new generation of learners who think, learn, and communicate differently. This new generation (generation 2.0) might not find traditional teaching methods interesting and effective. They might prefer to learn in a “Second Life” environment, Ubiquitous Learning environment, or a future innovative environment. Our teaching methods, styles, and beliefs need to be modified or even changed. We should not let any student from generation 2.0 repeat what Mark Twain (n.d.) observed: “I never let schooling interfere with my education.”
REFERENCES


APPENDIX A
A Guide for Designing an ESL/EFL Course for a
Ubiquitous Learning Environment

A Guide for ESL/EFL Instructors

Unlike other ESL/EFL courses, designing an ESL/EFL course to be taught in a ubiquitous learning environment requires different steps and procedures, along with merging several technologies in order to create an effective u-learning environment. This is a guide to help ESL/EFL instructors design an ESL/EFL course to be taught in a u-learning environment using technologies that are commonly available in most educational institutions.

**What are Ubiquitous Learning and Ubiquitous Learning Environment?**

Ubiquitous Learning is any kind of learning in which learners can have access to information almost anywhere/anytime in different contexts. Ubiquitous Learning Environment is the environment in which learners have access to knowledge and work cooperatively to learn almost anywhere at any time regardless of their geographic location. Essentially, a Ubiquitous Learning Environment provides a student with a pervasive setting in which learning can take place, even if the student or learner may not realize that he or she is learning. Learners can use desktop computers, laptops, and mobile devices such as smart cellular phones and PDAs.
What are Ubiquitous Learning Materials?

Ubiquitous Learning Materials are the learning materials that may be transferred to mobile devices via cable or wirelessly and operated on these devices. These materials can be videos, audios, PowerPoint presentations, notes, or other kinds of learning materials that can be transferred to and used on mobile devices.

The Goal of This Guide

The goal of this guide is to create an environment that promotes U-Learning for both instructors and learners. This guide would help you, as an ESL/EFL instructor, to design an ESL/EFL course to be taught in a U-Learning Environment using common technologies that are usually available in most educational institutions. Even if the required technologies are not available in your institution, they are easy to get and use.

Who This Guide is Designed For?

This guide is designed for instructors who are familiar with computers and the Web and have a technological background and experience with online learning. Instructors who have limited knowledge in computers, do not have a technological background, or who have no experience in online learning may find this guide more difficult to understand.

Steps and Procedures

In this guide, there are twelve major steps in designing an ESL/EFL course for a U-Learning Environment:

I Providing the needed technologies.

II Knowing learners.

III Helping learners to know each other.
IV Teaching learners how to use the technologies available in their mobile devices for learning purposes and how to have access to a learning management system.

V Teaching learners how to search the Web and how to send text messages to instructors.

VI Choosing and developing course topics.

VII Setting goals and objectives.

VIII Developing criteria for choosing the content.

IX Choosing the content.

X Developing ubiquitous lesson plans.

XI Developing assessment and evaluation criteria.

XII Developing a syllabus.

**Audience, Duration, and In-Class Meetings**

This guide’s purpose is to design an ESL/EFL course for adults. The duration of the course is eight weeks with four in-class meetings: three meetings in the first week, and one meeting in the final week.

I. **The First Meeting:** The goal of the first meeting is to help you know your learners and to help learners to know each other—developing a sense of a community.

II. **The Second Meeting:** The goal of the second meeting is to teach learners how to use the available technologies in their smart mobile devices for learning purposes.

III. **The Third Meeting:** The goal of the third meeting is to teach learners how to search the Web to find ESL/EFL materials and how to send and receive text messages via mobile devices to instructors.
IV. The Last Meeting: The goal of the last meeting is to collect feedback from learners about their experience in the course.

Steps and Procedure and In-Class Meetings Procedures

A. Providing the Needed Technologies

Designing a U-learning Environment to teach English as a Second/Foreign Language requires several technologies to be merged in order to establish a well-developed environment. Based on budget and availability, these technologies range from free or open-source software and second-generation cell phones (G2), to expensive software and high-tech mobile devices. However, the following are the most common technologies available in educational institutions that can be used to create a U-Learning Environment:

1 Learning Management System (LMS)

Sometimes called Course Management System (CMS) it is software to manage and track learning. LMS allows instructors to deliver learning content, track learners’ performance, and keep records of learners’ activities. There are several types of LMS and each type has its own features, which vary from simply delivering learning materials, online assessment, and posting course syllabus, to more advanced features such as discussion forums/message boards, synchronous chat, Web conferencing, web-based learning and allowing multimedia to be posted. There are many LMSs available, such as Blackboard, FirstClass, Desire2Learn and many others. There are also free open-sources platforms that allow users to modify them for additional features such as Moodle, Sakai, and
Dokeos. Recently, ready-to-use LMS templates have emerged such as Scribe Studio and Eduslide that can be customized by users to suit their needs.

For the U-Learning Environment, it is important to make sure that LMS has the following features:

I  Web-Based Course Delivery: LMS allows users to have access to the Web and to submit Web links for external resources.

II  Multimedia Posts: LMS allows administrators or users to upload videos and audios to the content.

III  Discussion Forums/Message Boards: LMS has discussions forums or message boards allowing users and administrators to discuss topics, express their thoughts and ideas, and exchange information asynchronously.

IV  Web-Conferencing: LMS has Web conferencing features allowing users to meet live using webcams and microphones. In Web conferencing, users can show videos or play audios. In addition, some Web conferencing applications allow users to chat in text during discussions or presentations.

V  Chat Rooms: LMS has chat rooms allowing users to communicate with each other using text.

VI  E-mail Alerts: LMS allows administrators to notify users/learners about any updates or changes in the content, assignments due dates, and quizzes and exams dates.

2  Mobile Devices

Mobile devices such as cellular phones and handheld computers are essential in the U-Learning Environment. Both instructors and learners need to have mobile
devices enabling them to communicate with each other almost anytime or anywhere.

In terms of mobile communication devices, there are two main types of wireless communications:

A. Second generation (G2) wireless networks that allow users to make voice calls and to send and receive short text messages (SMS).

B. Third generation (G3) wireless networks that allow users to make voice calls, video calls, send and receive longer text messages and multimedia messages (MMS), and to have wireless web access.

In terms of mobile devices, they can be divided into two categories:

A. Regular Mobile Devices: RMDs are designed for G2 networks and are used for voice calls and text messaging (SMS). Those devices usually have a small storage capacity and do not have cameras or voice recorders.

B. Smart Mobile Devices: SMDs are devices that are designed for G3 networks. They can be used to access the Web and send and receive multimedia messages (MMS). These devices are normally equipped with cameras to take photos and videos, and voice recorders. In addition, these devices have applications that can play audio files such as MP3s and also play videos. SMDs usually have large capacity data storage.

In a U-learning Environment, it is preferred to use G3 smart mobile devices so learners can access the Web, take photos and videos, send and receive multimedia messages and text messages, and record voices. However, G2 RMDs could be used as part of the U-Learning Environment to keep in touch with learners via text
messages. For example, instructors can send text messages to their learners to let them know about the latest updates in the content, or to keep them updated with assignments due dates and quizzes and exams dates.

3 Mobile Messages Gateway Application

In order to keep in touch with learners in a U-learning Environment, a mobile messages gateway application to send text messages (SMS) and multimedia messages (MMS) to learners’ mobile devices from a computer is needed. Such applications allow instructors to send SMS and MMS to all learners at the same time. Instructors can send multimedia messages such as short videos, images, and short audios—the average size of MMS is 100 kb. They also can send text messages to learners—standard SMS usually contains 160 characters.

Unfortunately, many of these websites and applications are not free and may charge per message or monthly fees. After paying subscription fees, some applications and websites can be set up to receive messages from learners for free allowing text messages from learners at any time.

The lack of access to any of the previous components would negatively affect the U-Learning Environment. However, the effectiveness of the U-Learning Environment is not only based on using new technologies, it is based on how these technologies are applied in teaching and learning and learners’ familiarity with new technologies.
1. The First Meeting

The goal of the first meeting is to know your learners and to help learners know you.

2. Knowing Your Learners: Start Building the Community

The second step in designing an ESL/EFL U-learning Environment course is to know your learners: their names, nationalities, interests, goals and objectives, majors or professions, and learning preferences. Another goal for this step is to help learners to know you, their instructor.

The following are suggested procedures for the process of knowing your learners:

- **Choosing a location for meetings**
  
  You are encouraged to choose a smart classroom that has a computer, Internet, and a projector

- **Seating learners**
  
  It is important to make sure that the learners can see and hear each other, so avoid seating them in rows. It is better to seat learners in a big circle or a semi-circle where they can see and hear each other clearly and they can see the board. To create the sense of a community, it is important to make sure that all the learners are sitting within the circle and that none are outside of the circle.

- **Nametags**
  
  After locating a room for the first meeting, prepare nametags for learners. Ask each learner to write his/her name and country on the nametag and stick it on his or her clothes. You need to put on a nametag too. Provide pens with several colors for learners to write their names.
Introducing yourself

After making sure that all learners are well seated, introduce yourself to your learners and welcome them to the course. Make sure that you have a positive attitude towards everyone in the room.

Asking learners to introduce themselves

Ask each learner to introduce himself/herself to the class. Because they are usually from different countries with different cultures and backgrounds, it is recommended to provide them with specific instructions to introduce themselves, such as asking them about their names, where they are from, their native languages, their majors or professions, and why they joined the ESL/EFL program. Make sure that the learners can see and hear each other clearly.

Introducing the course

Introduce the course to your learners. Explain to them what u-learning means, the importance of cooperative learning, and what their roles in the course are. Design a short PowerPoint presentation to explain these aspects. Allow learners to ask questions.

Knowing learners’ goals and objectives, interests, and learning preferences

Knowing your learners, along with their goals and objectives, interests, and learning preferences can be done in several ways. However, the most important information is their names, nicknames, e-mails, cell phones numbers, majors or professions, interests, and their familiarity with new communication methods. Here are some suggested techniques to help get to know your learners:

1. Design an “information” form that includes learners’ names, nicknames, e-mails, cell phones numbers, majors or professions, their goals and objectives of
learning English language and hand it out to your learners. (see Appendix B for an example).

II    Design or adapt a “know yourself” sheet and hand it out to your learners.

The goal of this activity is to help each learner know himself/herself. A figure from “The Quest Beyond the Pink Collar” website could be adapted:

http://atdpweb.soe.berkeley.edu/quest/knowthyself/KnowThyself.html

III   Ask your learners to conduct a “multiple intelligences” survey. The goal of this survey is to determine your students’ learning preferences. There are many multiple intelligences surveys available online. You can choose one that is most appropriate to your learners and the nature of the course.

IV    Design a “contact information” form that includes all the contact methods and technologies your learners use to communicate such as Facebook, MySpace, MSN Messenger, IMs, blogs, or any other communication methods (see Appendix B). The goal of this form is to identify the kinds of communication methods your learners use.

V     If you cannot meet with your learners in-person, the needed information can be collected online. You can upload all of the sheets and forms online and ask your learners to fill them in electronically.

3. Helping Learners to Know Each Other: The Ubiquitous Icebreaker (U-Icebreaker)

In the process of building a community, you need to help your learners get to know each other. In regular courses, instructors use icebreaker activities—usually games designed to help learners know each other and create a relaxing atmosphere. In a u-
learning environment, the icebreaker activity has a different perspective. In a ULE, a ubiquitous icebreaker is used (U-Icebreaker). U-Icebreakers help learners get to know each other by allowing them to exchange personal webpages that reflect their interests and personalities, such as pages on social networks (Facebook profiles, MySpace pages, Hi5 profiles, etc.), personal blogs, or personal websites. When learners see each others “webpages,” they learn about and get to know each other better (such as what they like and dislike, their interests, their favorite books, etc.). In addition, learners can see photos and videos of each other and are able to communicate with each other about daily activities and news.

This step in the community building process is critical as some learners may not be comfortable sharing their personal webpages with people they barely know. To overcome this problem, you can do the following:

1. Explain to the learners the importance of knowing each other and building a community of learners.

2. Create a profile for the course (e.g., on Facebook) and ask all learners to add it on their “friends’ list.” In this way, all the learners can be available on the course “friends’ list,” and, as a result, they can have a chance to add each other as “friends.”

3. Explain to learners that most social networks have “privacy settings” which allow users to decide what to share with each person they add to their profile. For example, users can decide what personal information, photos, videos, or any other information they want to share with each user in the network. This
will help learners feel comfortable in using social networks for educational purposes.

- **After the First In-Class Meeting**

  Now you have collected information about your learners, and the next step is to contact the learners via e-mail and text messages. You might do the following:

  I. Send a greeting e-mail to all learners which include information about the course.

  II. Send a greeting text message to all learners.

  III. Send a text message and an e-mail to the learners telling them the date, time, location, and purpose of the second meeting.

  IV. Send a text message and an e-mail to the learners telling them to bring their mobile devices to the second meeting.

  V. Develop a lesson plan to teach learners how to use the available technologies in their smart mobile devices and how to have access to and use the learning management system that you are using.

- **The Second In-Class Meeting**

  The goal of the second meeting is to teach the learners how to use the available technologies in their mobile devices for learning purposes and how to have access to and use the learning management system.

4. **Teaching learners how to use technologies that they have on their smart mobile devices for learning purposes and how to use and have access to the learning management system.**
The first goal (Part A) in this step is to raise learners’ awareness of the technologies they have on their mobile devices and how they can use these technologies for learning purposes. Your goal is not to teach them how to use the devices but rather how to use them for learning purposes. The second goal (Part B) is to teach learners how to use and access the learning management system.

**Part A: Technologies Available in Smart Mobile Devices**

The following are available technologies in most smart mobile devices:

**1- A Video Camera**

Learners can use cameras in their smart mobile devices to take video of themselves while performing a task—cooking or playing soccer—and at the same time explaining, in English, what they are doing. They can video events they attend (if allowed) and show it to other learners. They also can interview someone who would contribute to the content of the course and show it to learners.

**Possible activities are:**

Video a learner while he/she is cooking and explaining what he/she is doing, naming the tools and ingredients used. After showing the video, ask learners several questions: What is the name of the dish? Can you name three of the ingredients? This will raise the awareness in learners about how the video can be discussed in the course.

Video a public event and show it to learners. Make it short—from three to four minutes. Explain what the event is and what kinds of questions that might be asked. You can also ask learners to write a paragraph describing the event.
Video an expert, i.e., another ESL/EFL teacher talking about how to be a better English language reader, or your ESL/EFL program director talking about how to be a successful ESL/EFL learner. Explain to the learners how they can interview experts and contribute to the content of the course. However, you can show different video examples based on the nature and the context of the course.

Allow the learners to ask questions.

2- A Camera for Photography

Learners can use cameras in their mobile devices to take photos to be used as part of the content that they are studying. Photos can be used to teach vocabulary, adjectives, or prepositions.

To raise learners’ awareness about how to use cameras to take photos, you can do the following:

1. Explain to learners how they can use cameras in their mobile devices to take photos that contribute to the content.

2. Show them some examples of how photos can be used for learning purposes.

Possible activities are:

Take a photo of an office, a classroom, or a garden and show it to the learners.

Explain to them how this photo could be used to teach vocabulary or adjectives. For example, if you show a photo of an office, learners can learn desk, chair, computer, bookshelves, stapler, etc. They also can learn prepositions of locations such as at, on, in, above, inside, above, etc. For example, you can say “in the
photo, the chair is behind the desk, or the pen is on the desk.” In addition, they can learn adjectives such as “there is a big picture on the wall.”

Explain to learners that these photos can be also used to write descriptive paragraphs. Learners can be asked to write a paragraph describing what they see in a photo.

3- **Voice Recorder**

Learners can use the voice recorder in their mobile devices to record themselves while reading or conducting a conversation. They also can record teachers or native speakers in order to know the correct pronunciation. Moreover, they can interview someone and record the interview. Learners can share their recordings with other learners to contribute to the content.

To raise learners’ awareness about how to use voice recorders, you can do the following:

1. Explain to learners that a voice recorder is a very powerful tool to help learn pronunciation and to develop listening skills.

*Possible activities are:*

Record a conversation between a native speaker and an ESL/EFL learner and play it for the learners. Explain that this is a real conversation and see how many questions based on this conversation can be developed and used to improve their listening skill.

Record an ESL/EFL learner while reading a passage and play it to learners. Explain to them that if they record themselves, they can share the recordings with
others and receive feedback from native speakers or other learners on their reading and speaking skills—pronunciation, intonation, pace, etc.

In case an interviewee doesn’t want to be videoed, explain to learners that they can record an interview using only the voice recorder in mobile devices.

**Part B: Learning Management System**

After raising learners’ awareness about how they can use some of the features in their mobile devices to support their learning, make sure that they have access to and know how to use the learning management system you are using. The best way to do this is to demonstrate to learners how to access LMS and how they can have access to the content, write in the discussion forums/message boards, use Web conferencing and other features that learners will need to use LMS.

Then ask learners to access LMS from their computers/laptops, and allow them to ask questions. If you are not able to demonstrate how to access and use LMS, design a “job aid” sheet that explains how to access and use LMS in written form.

**After the Second In-Class Meeting**

1. Send a text message and an e-mail to learners reminding them to register in the learning management system if they are not already registered.

2. Send a text message and an e-mail to learners that include date, time, location, the goal of the third meeting.

3. If the third meeting is going to be held in a classroom, send a text message to ask learners to bring their laptops with them to the meeting.

4. Develop a lesson plan to teach learners how to search the Web and how to send text messages from their mobile devices to you.
The Third Meeting

The goals of the third meeting is to: (Part A) teach learners how to search the Web to find information and the ESL/EFL materials they need, and (Part B) to teach them how to send text messages to you—to the inbox of the message getaway application you are using. It is recommended that you hold the third meeting in a computer lab where each student can access the Web.

5. Teaching learners how to search the Web and how to send text messages

Part A: Teaching Learners How to Search the Web

Teaching learners how to search the Web is crucial in a u-learning environment, because the Web is a great source of information and it contains numerous ESL/EFL materials that learners can use to enhance their learning. In addition, teaching learners how to search the Web makes them better learners because they will be able to find the information they need when they need it. Moreover, the shift towards Web 2.0 makes it essential to teach learners how to search the Web and evaluate their findings. The following are suggested procedures to teach learners how to search the Web:

1. At the beginning of their meeting, explain the importance of mastering Web searching skills and how this can affect their ability to learn English since the Web has a tremendous number of ESL/EFL materials and provides many opportunities to learn and practice English.

2. Introduce Web search engines such as Google, Yahoo, Alltheweb, and Bing.

3. Demonstrate how to use search engines. It is suggested to use Google as it is the most enhanced search engine.
4. Introduce learners to the keywords they can use to search for ESL/EFL materials such as “ESL or EFL materials,” “ESL/EFL readings,” “ESL/EFL activities,” “ESL/EFL listening activities” and “ESL/EFL podcasts.”

5. Introduce learners to ESL/EFL website guides such as

http://www.uni.edu/becker/TESOL_ESL2.html and

http://www.eslall.com/learn_english_90.html

6. Demonstrate how learners can find specific ESL/EFL materials. For example, show students how to find ESL/EFL listening activities: type in the search box “ESL listening activities,” then click “search.” Click on the first result “Randal’s ESL Cyber Listening Lab” < http://www.esl-lab.com >. After showing the website on the board, talk briefly about the content of the website and explain to learners how the materials are categorized as easy, medium, and difficult. Moreover, explain the different kinds of activities available on the website, both long and short listening activities. There are also general and academic activities and long conversations with videos. Explain to the learners that most ESL/EFL websites contain a search feature enabling them to search within a website. Use the search engine within the ESL Cyber Listening Lab website to show learners how they can find a specific topic on the website. For example, you can search for “travel” and show the learners the results. Go back to the main page and choose one of the activities and play it to learners. You might show a different website and use the same procedures.

7. Demonstrate how learners can find ESL podcasts using iTunes by writing in the search box “English as a second language.” Then ask students to find several podcasts that they can subscribe to for free and download on their mobile devices.
6. Developing Course Topics

After you began to know your learners, help your learners get to know each other. Do so as you teach students how to use the technologies available in their mobile devices and how to send text messages, and how to search the web. The next step is to work cooperatively with your learners to develop the course topics. The objective is to help learners to choose the topics they want to study, meeting both their learning goals and interests.

To help learners realize what they want to study, you can consider the following two approaches:

1- Develop a list of topics and ask your learners to choose topics from your list.

2- Ask learners to develop a list of topics they want to study.

a. Develop a list of topics and ask your learners to choose topics from the list:
   - Use the information that you collected about the learners’ interests and objectives at the first meeting to generate a list of topics that meet their needs and objectives.
   - Post the list on LMS discussion forum/message boards.
   - Send a text message to learners asking them to have a look at the list and discuss it. The learners’ role is to read the topics list and write what they think about it, offering suggestions and additional topics. You, the instructor, can participate in the discussion by asking questions to facilitate discussion (e.g., Why you didn’t like this topic. Why did you suggest this topic?).
   - When the learners agree on the topics they want to study, generate a final list of topics and post it on the course content under the name “Course Topics.”
- This method would work well with large classes (see Appendix B for an example).

b. Ask learners to develop a list of topics they want to study:

- Create a new topic in the discussion forum/message board under the name “Topics Lists”

- In this topic, ask each learner to develop a list of five topics that he or she wants to study. Also, ask them to justify their choice by answering the question, Why did you choose these topics?

- After learners finish posting their lists, ask each one to choose four to five topics from the list of topics submitted.

- Ask learners to do the same thing with their new lists, to choose four or five topics again.

- After that, generate a list of topics based on the learners’ choices.

- This method would work best with small classes.

7. **Sitting Goals and Objectives:**

   After developing course topics, the next step is to develop the goals for each topic. The instructor will need to work cooperatively with learners to develop goals for each topic.

   To help learners to develop their goals, you can do the following:

   - Design an English diagnostic test and post it online. The goal of this test is to diagnose the problems and difficulties the learners have in using English.
- Instead of designing a test, you can use English diagnostic tests available free online. Make sure that the diagnostic test that you choose matches your instructional context and is appropriate for you.

- The free English diagnostic tests do not diagnose speaking skills, so a speaking section should be added to the test. You can ask learners to answer a question orally, recording their answers and sending it to you via the LMS you are using or e-mail. You can ask them general questions such as, “Why you are learning English?” Make sure learners know they have a limited time to speak, usually no more than four minutes.

- Send a text message to all learners asking them to participate in the English diagnostics test that you selected. Explain why they are asked to take the test and include a deadline date.

- After learners have taken the test, create a report of the most common difficulties for learners. In diagnosing speaking, listen carefully to what learners submit and identify the pronunciation difficulties.

- Develop a list of the most common difficulties the learners have.

- After you diagnose the problems learners have, design a KWL chart and post it online. This is an example of KWL Chart:

  http://sitemaker.umich.edu/barbaraapplebaum/files/kwl.gif. The goal of asking learners to fill out this chart is to learn what they know and what they want to know about the topics they chose to study. This will help learners develop specific objectives and help, later, in choosing the course content.
- Send a text message to all learners asking them to participate and fill out the KWL chart. Ask them to fill out the first (what do you know) and the second (what do you want to know) columns only. Briefly explain why they need to complete this chart. Set a deadline for completion the KWL chart.

- Now, you have two different sets of data: First, the problems and difficulties that the learners have, based on the English diagnostic test; and second, what the learners already know and want to learn from the on the KWL charts.

- Based on the data collected from the English diagnostic test and the KWL charts, formulate goals and objectives for each topic.

8. Developing Criteria for Choosing the Content

After developing goals and objectives for each topic, the next step is to develop criteria for choosing course content. These criteria will help you to prioritize and find the most appropriate materials to meet your learners’ interests, needs, goals, and objectives. In other words, these criteria will help you to answer the question, What content do I need to include in the course?

The following procedures will help you in developing criteria for choosing the content:

Examine the goals and objectives developed in the previous steps and divide them into five domains:

1- Reading domain: The reading domain encompasses the skills learners need to develop in reading, which include building vocabulary and reading comprehension.
2- Grammar domain: The skills and knowledge that learners need to develop in English grammar includes tenses and parts of speech—nouns, adjectives, adverbs, etc.

3- Listening domain: The skills that learners need to develop in listening include listening comprehension, pronunciation, and vocabulary.

4- Writing domain: The skills that learners need to develop in writing entails writing correct sentences, punctuation and writing well-developed paragraphs.

- For each domain, write what learners need to learn. Consider both the topics that learners have chosen and their needs.

- This step will help you avoid redundancy while choosing the content

- After determining what learners need to learn in each domain, select content in each domain using the following criteria:

  Reading:

  1- The topic of the reading passage meets learners’ interests and needs.

  2- The language used in the reading is correct.

  3- The vocabulary in the reading meets learners’ abilities and language proficiency.

  4- The reading length meets the time available allocated.

  5- The ideas in the reading are well organized and logical.

  Listening:

  1- The topic of the listening material meets learners’ interests and needs.

  2- The listening materials are performed by native speakers.
3- The language used in the listening material is correct.

4- The language is clear.

Grammar:

1- The grammar activities meet learners’ interests and needs.

2- The grammar activities are accurate in terms of language and meet course objectives.

9. Choosing the Content

After developing a set of criteria for choosing the content, the next step is to select specific course content. You can consider each topic as a task-based unit or divide the topics into subtopics and develop a lesson plan for each subtopic. It is suggested that instructors choose most of the content from the Web, as this will raise learners’ awareness of ESL/EFL materials available on the Web, and help them to be self-directed learners.

10. Developing Ubiquitous Lesson Plans

After choosing content, the next step is to develop ubiquitous lesson plans. A ubiquitous lesson plan is an online ESL/EFL lesson plan with different activities for learners. It has an introduction, objectives, instructions, activities, and assessment. However, the activities are different from the activities found in a regular online lesson plan.

The role of the instructor in a U-Lesson plan is as a facilitator of the learning process, rather than a source of information. An instructor helps learners and provides a structure that enables students find answers to their learning. There are six different activities that learners will be asked to perform in a u-lesson plan:
a. **Cooperative Learning:** The instructor is not the primary source of information. Learners work cooperatively and help each other to understand the content and solve the problems they encounter in the learning process. The learners need to create a community of practice in which they are able to work cooperatively and help each other in the learning process.

b. **Search the Web:** In a U-lesson plan, learners are asked to search the Web to find specific definitions, activities, videos, audios, and articles to be added as content. They are also asked to search the Web to find the answers to their own questions.

c. **Shoot Videos:** Learners are asked to take video of themselves performing a particular task, or they are asked to video a public event or an interview using their mobile devices.

d. **Take Photos:** Learners are asked to take photos using their mobile devices.

e. **Record Voices:** Learners are asked to record interviews or conversations using their mobile devices.

f. **Send and Receive Text Messages:** Learners receive text messages from the instructor and send text messages to the instructor. (See Appendix B for an example for a u-lesson plan.)

11. **Developing Assessment Criteria**

After creating u-lesson plans, develop criteria for assessing and evaluating your learners. Decide how you are going to evaluate the learners based on the context in which the course is delivered, and the goals and objectives identified for your learners and the course.
12. Developing a Syllabus

At the end of the process, you need to develop a course syllabus and post it online (see Appendix B for an example).
ENGLISH, OUT THERE:  
AN ESL U-LEARNING COURSE

**Registration Form**

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- Why you are studying English?

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- What are your future goals?

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English, Out There
An ESL U-learning Course
Contact Information Form

Name: _____________________________________________________

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</table>
Dear Students,

Please choose two of the following topics to include them in our course “English, Out There.” Please tell us why you chose those two topics. If you think of more topics that you want to study, please feel free to add them to the list.

Suggested Topics:

<table>
<thead>
<tr>
<th>Topic</th>
<th>What the topic would include</th>
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<tbody>
<tr>
<td>1 Hobbies</td>
<td>Your favorite hobbies and other people’s hobbies.</td>
</tr>
<tr>
<td>2 Traveling Around Town</td>
<td>Discovering Chico CA: the interesting places.</td>
</tr>
<tr>
<td>3 Sports and Recreation</td>
<td>Soccer: history, terms, and rules.</td>
</tr>
<tr>
<td>4 Movies and TV Shows</td>
<td>Entertainment industry in the USA: history, your favorite movies, and TV shows.</td>
</tr>
<tr>
<td>5 People and Relations</td>
<td>Meeting new people: introducing yourself and meeting new friends.</td>
</tr>
</tbody>
</table>
Objectives:

- Students will be able to give and ask for correct directions orally.
- Students will be able to give and ask for directions in written form.

I. Setting the Stage:

a. Post the following video from YouTube: Title of the video: Chico California Downtown (http://www.youtube.com/watch?v=ZXMKnvRxmvc)

b. In the message board, create a topic under the name “Giving and Asking Directions (Introduction).” Ask the students to name the places that they recognize in the video and the names of the streets.

a. Ask the student to download the following podcast: “Describing Distances and Giving Directions.” (http://www.eslpod.com/website/show_podcast.php?issue_id=4321679#)

b. Send a text message and an e-mail to the students to ask them to watch the video and discuss the posted questions and download the podcast to their handheld devices.

II. Comprehensible Input:

c. Post the following videos from YouTube:

1- Title of the video: Unit 4 Learn English 1 Asking for and giving directions. 
http://www.youtube.com/watch?v=JYC6qRckNRE&feature=PlayList&p=C827AC19569A0F8E&index=0

2- Title of the video: Unit 4 Learn English 2 Asking for and giving directions. 
http://www.youtube.com/watch?v=q9kDHZbYpPk&feature=PlayList&p=C827AC19569A0F8E&index=1

3- Title of the video: Unit 4 Learn English 3 Asking for and giving directions. 
http://www.youtube.com/watch?v=SFmAH0GfT_0&feature=PlayList&p=C827AC19569A0F8E&index=2
4. Title of the video: Unit 4 Learn English 4 Asking for and giving directions.  
   http://www.youtube.com/watch?v=U2nW7zn6mpg&feature=PlayList&p=C827AC19569A0F8E&index=3

5. Title of the video: Unit 4 Learn English 5 Asking for and giving directions.  
   http://www.youtube.com/watch?v=OsE9rmP65lg&feature=PlayList&p=C827AC19569A0F8E&index=4

d. In the message board, create a new topic under the name “Giving and Asking for Directions.” Allow the students to discuss the posted videos and the podcast by posting the questions: What do you think about the videos and the podcast? What do you already know about giving and asking directions?
e. Send a text message and an e-mail to the students to ask them to watch the videos and to discuss the posted questions.

III. Guided Practice:

a. Post the following video from YouTube: Title of the video: Unit 4 Learn English 6 Asking for and giving directions.  
   http://www.youtube.com/watch?v=OFNBYobCfM0&feature=PlayList&p=C827AC19569A0F8E&index=5
b. Ask each student to follow the instructions in the video to practice asking and giving directions.
c. Ask students to repeat this activity until they master the sentences.
d. Send a text message to the students to ask them to do the activity.
e. Post the following game:  
   Ask the students to play it.
f. Send a text message to the students to ask them to play the game.
g. Allow students to post questions and discuss their concerns in the message board.
h. Allow students to have web conferencing with their colleagues whenever they want.

IV. Assessment and Evaluation:

a. Post the following exercise and ask students to do it only once. Ask them also to send their final score (http://www.esl-lab.com/eslbasic/travel-sightseeing-3.htm)
b. Ask each student to pick a place that they like in Chico, CA and write directions to go to this place from Downtown Plaza. They can use Google Maps.

V. Application and Extension:

a. Ask each student to search the web to find a podcast, a video podcast, or an activity about giving or asking for directions and send it to the instructor. The student needs to state why he/she chose this podcast, video, or activity. Ask each student to state one goal for his/her chosen materials, and to answer the question, What they students are going to learn from your podcast, video podcast, or activity?

b. Examine the materials that the students send (based on the criteria in the guide). If the materials are appropriate, post them on the message board under “Extra Activities for Giving and Asking for Directions.”

c. If a student sends inappropriate materials, explain to him/her the reasons the material is refused.

d. Show an example of a video where two individuals are asking and giving directions.

e. Ask students in pairs to video themselves while asking or giving directions to a place in Chico, CA.

Task B

Going to Interesting Places

I. Setting the Stage:

Post the following video from YouTube: Title of the video: June Workshop - A Day in the Life: Chico, CA (http://www.youtube.com/watch?v=0m6OphBj1wc)

a. In the message board ask the students to discuss the video. Do they recognize any of the places? Can they name some of the places in the video? Have they ever been to one of the places in the video?

II. Comprehensible Input:

a. Post a paragraph describing the Farmer’s Market in Chico, CA.

b. Read the paragraph, record it, and post it online.

c. Ask the student to listen to the recoding.

d. Ask the students to read the paragraph.
e. In the message board, create a topic under the name “Going to Interesting Places.” Allow students to discuss the reading. They need to work cooperatively to understand the content and to define the new words and phrases, if there are any.
f. Facilitate students’ discussion if it is necessary.

III. Guided Practice:

a. Ask each student to write a descriptive paragraph about his/her favorite place in Chico, CA.
b. Set up a web conferencing meeting and ask each student to read his/her paragraph.
c. As a group, discusses students’ paragraphs.

IV. Assessment and Evaluation:

a. Ask each student to turn his/her final draft of the paragraph that he/she discussed in the guided practice

V. Application and Extension:

a. Show an example of a video where an individual is describing a favorite place.
b. Ask each student to make a short video about his/her favorite place. They can use the information in their paragraphs

Pronunciation

I. Sitting the Stage:

a. Post a group of minimal pairs /f/ and /v/ words.
b. Ask each student to pronounce each word.
c. In the message board, create a topic named “Pronunciation /f/ vs. /v/.” Allow students to discuss these minimal pairs (i.e., whether they have difficulties with their pronunciation).

II. Comprehensible Input:

a. Post the following video from YouTube: Title of the video: UGoEigo English Sounds Lesson 2: F & V (http://www.youtube.com/watch?v=W_NrAKuUyzc)
III. Guided Practice:

a. Ask each student to do the following exercise:
   http://www.manythings.org/mp/m09.html

IV. Assessment and Evaluation:

a. Post a list of minimal pairs /f/ and /v/ words and ask each student to pronounce them.
b. Ask students to record their voices and send them to the instructor.

V. Application and Extension:

a. Ask each student to come up with a group of /f/ and /v/ minimal pairs.
b. Ask them to video themselves while pronouncing them.

Task 4
Grammar

Present Simple vs. Present Progressive

I. Sitting The Stage:

a. Post the following video from YouTube:
   http://www.youtube.com/watch?v=u6yAmgd-5Sg
b. In the message board, create a topic named “Present Simple vs. Present Progressive.” Allow students to discuss the video: what they know about present simple and present progressive.
c. Ask the students to download the following podcasts on their handheld devices:
   2- Present Progressive: http://www.mefeedia.com/entry/verb-tenses-the-present-progressive-continuous/15506952
II. Comprehensible Input:

- Part one:
  a. Post the following video form YouTube: Title of the video: PresentSimple
     (http://www.youtube.com/watch?v=kmHg9UffE&feature=related)
  b. Post the following presentation from Author Stream:
     http://www.authorstream.com/Presentation/reyesk-123330-Simple-Present-Tense-
     Uses-people-bake-cut-style-hair-build-deliver-draw-design-drive-Education-ppt-
     powerpoint/

- Part 2:
  a. Post the following video from YouTube:
     http://www.youtube.com/watch?v=b7Gw6MFrI
  B. Post the following presentation from author stream: Title of the presentation: “Present Continuous Tense”
     (http://www.authorstream.com/presentation/fhinojosac-76871-present-
     continuous-tense-grammar-education-ppt-powerpoint/)

- Part 3:
  a. Post the following video from YouTube:
     http://www.youtube.com/watch?v=ejsxEl_5j6k
  b. Post the following presentation from Author Stream: Title of the presentation: “Present Simple And Present Continuous”
     (http://www.slideshare.net/daltonbarendrecht/present-simple-and-present-
     continuous-presentation)

III. Guides Practice:

a. Ask the students to do the following exercises:
   1- http://www.englishmedialab.com/Quizzes/beginners/verb%20choice%20beginners.htm
   3- Students are able to discuss these activities in the message board or by using web conferencing.
IV. Assessment and Evaluation:

a. An online test was developed using exercises from “English Grammar in Use, 3\textsuperscript{rd} Edition” by Raymond Murphy.

V. Application and Extension:

a. Ask each student to create a video while using present simple and present continues tenses.
b. Show the students an example video.
English, Out There  
Spring 2009  
Course Syllabus

Basic Information:
Instructor: Abdulrahman Alsheail  
E-mail: uleproject@gmail.com  
Number for text messages: +919848356765. To send a text message start with the course code <Englishot> <space> <the text message>  
Course website: http://www.EOT.scribestudio.com  
Blog: http://englishoutthere.blogspot.com  
Facebook: Search for “English Out There.”

Course Description:  
English, Out There is an ESL course designed to be taught in a ubiquitous learning environment—learning English language anytime/anywhere. In this course, you will be able to study the topics that you have chosen and which meet with your goals and objectives using new technologies. In addition, you would be able to practice and learn the English language from your daily life activities and to personalize your learning, which would improve your English language proficiency.

Course Goals and Objectives:  
The goals of this course are to: enable you to use the technologies available in smart cell phones for learning purposes; develop your skills to search the web, and to find the ESL materials that you need to enhance your learning; develop your skills in learning cooperatively in web-based community; develop your skills in coordinating cooperative learning in web-based community; raise your awareness about ubiquitous learning—that learning occurs out of the classroom anytime/anywhere.

Students who finish this course would be able to: ask and give directions orally and in written form correctly; describe places orally and in written form correctly; use present simple tense correctly; use present progressive correctly; pronounce the sounds /f/ and /v/ in words clearly; describe their hobbies, and ask others about their hobbies orally and in written form.

Your Role as a Student:  
Your role as a student is to be an active participant in the learning process. You are responsible for helping other students throughout the course by participating in the discussions and helping other students find answers to their questions. Your role also is to contribute to the content by providing additional materials.

Activities:  
- Searching the Web to find related ESL materials.  
- Doing web-based exercises and activities.  
- Writing descriptive paragraphs.  
- Videoing yourself while performing a task.
- Recording your voice while performing a task
- Taking photos for a task.
- Providing feedback to other students.
- Helping other students understand the content by participating the discussions and web-conferring.
- Participate in building the course dictionary.

**Assessment and Evaluation:**

Listening Activities: Multiple-choice
Grammar Activities: Multiple-choice
Web searching
Videoing yourself
Recording yourself
Taking photos

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<th>Activities</th>
<th>Exercises and Tasks</th>
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<td>Pronunciation</td>
<td>Pronouncing the sounds /f/ and /v/</td>
<td>Exercise 5: Recording yourself. Due Wednesday, March 25. Task 4: Videoing yourself. Due Friday, March 27.</td>
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