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DEPARTMENT OF LINGUISTICS AND LANGUAGES



THESIS

**INCIDENCE OF UBIQUITOUS LEARNING AS A TEACHING
STRATEGY TO ENRICH THE ENGLISH LANGUAGE PROFICIENCY
LEVEL IN EFL LEARNERS AT PUBLIC UNIVERSITY OF EL ALTO,
2023**

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DEDICATORY

*The present work is dedicated to God,
Who is always giving me strength and
support in each step of my life.*

*This research is dedicated to my entire
family for their advice, encouragement
and support in every decision I have made
throughout my life.*

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ABSTRACT

The research titled “INCIDENCE OF UBIQUITOUS LEARNING AS A TEACHING STRATEGY TO ENRICH THE ENGLISH LANGUAGE PROFICIENCY LEVEL IN EFL LEARNERS AT PUBLIC UNIVERSITY OF EL ALTO, 2023” has as a main objective “to determine the incidence of ubiquitous learning as a teaching strategy to enrich the A2 English language proficiency level in 2.1 EFL learners of the Language Department at Public University of El Alto, 2023”.

The research was studied in view of the fact that the pandemic affected the English teaching and learning, an issue that has been observed in post-pandemic classes. Considering the mentioned problem, the application of ubiquitous learning was studied and applied. The paradigm proposes to make learning available all the time, which is necessary for students to level their English proficiency. The collected results demonstrated the incidence of Ubiquitous learning obtained through the classes and the created resource.

The present research explains how the ubiquitous learning resource was created and applied to complement the in-person classes, so students could practice the English language at any moment. Moreover, the obtained data was studied through quantitative and qualitative analysis, which helped to observe how students responded to the applied learning paradigm. Learners’ progress as well as their test results were analyzed.

The obtained conclusions demonstrated that providing students with an environment where they can practice at any time and from any place to support their learning progress is essential for enriching their different English language skills.

Keywords: Ubiquitous Learning, teaching and learning process, ubiquitous learning resource, learning web app, implementation.

RESUMEN

La investigación titulada “INCIDENCIA DEL APRENDIZAJE UBICUO COMO ESTRATEGIA DE ENSEÑANZA PARA ENRIQUECER EL NIVEL DE DOMINIO DEL IDIOMA INGLÉS EN ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA DE LA UNIVERSIDAD PÚBLICA DE EL ALTO, 2023” tiene como objetivo principal “determinar la incidencia del aprendizaje ubicuo como estrategia de enseñanza para enriquecer el nivel A2 de dominio del idioma inglés en estudiantes de inglés como segunda lengua del nivel 2.1 del Departamento de Idiomas de la Universidad Pública de El Alto, 2023”.

La investigación se estudió teniendo en cuenta el cómo la pandemia afectó a la enseñanza y aprendizaje del idioma inglés, un problema que se ha observado en las clases de la post pandemia. Considerando el problema mencionado, se estudió y aplicó el aprendizaje ubicuo. El paradigma propone hacer que el aprendizaje esté disponible todo el tiempo, lo cual es necesario para que los estudiantes nivelen sus competencias en el idioma inglés. Los resultados recolectados demuestran la incidencia del aprendizaje ubicuo obtenida a través de las clases y el recurso creado.

La presente investigación explica cómo se creó y aplicó el recurso del aprendizaje ubicuo para complementar las clases presenciales, así también, para que los estudiantes pudieran practicar el idioma inglés en cualquier momento. Así también, los datos obtenidos se estudiaron mediante el análisis cuantitativo y cualitativo, lo que ayudó a observar cómo los estudiantes respondieron a la aplicación del paradigma de aprendizaje. Se analizaron los progresos de los alumnos, así como los resultados de sus exámenes.

Las conclusiones obtenidas demostraron que proporcionar a los estudiantes con un entorno en el que pueden practicar para apoyar a su proceso de aprendizaje, en cualquier momento y desde cualquier lugar, es esencial para enriquecer sus diferentes habilidades en el idioma inglés.

Palabras clave: Aprendizaje ubicuo, proceso de enseñanza y aprendizaje, recursos del aprendizaje ubicuo, aplicación web para el aprendizaje, implementación.

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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

In the present research work, the ubiquitous learning paradigm was applied as a teaching strategy in order to enrich the English language proficiency level “A2” of the students of the Language Department at Public University of El Alto. Therefore, it was the main object of this thesis. It is important to highlight that all the processes were controlled in order to observe the incidence of this paradigm in the different language skills.

English language teachers are constantly applying different techniques and methods for teaching a foreign language, and those vary according to different theories, paradigms, etc. as well as students’ necessities, etc. Therefore, since the pandemic situation began, all teachers and learners started using different technology devices and online platforms to continue with the teaching and learning process. In this new reality, some students overcame English language learning, but others could not due to the fact that they had different problems with internet issues that affected them significantly in their English performance, and situations that were exposed by students on the carried out questionnaire about the use of technological tools in the virtual classes (Annex 3). Additionally, some students of the course who took the pre-test demonstrated to have achieved the required level, but others didn’t since they had a limited knowledge of the language, as can be observed in the pre-test results, which evaluated their current English performance (Annex 5).

Currently, universities, language departments, etc. are gradually returning to in-person classes after the post-pandemic parameters were implemented. Therefore, in this new era, different learning theories where technology supports the teaching and learning processes are being implemented to solve the English level issues, considering various educational modalities, such as in-person classes or hybrid classes. Based on all those aspects, the implementation of ubiquitous learning as a teaching strategy to enrich learners’ English level was considered. This paradigm proposes that students have access to materials such as videos, exercises, and tests of the course at any time and any place through a technology device.

In addition, the present work contributes theoretical information, practical knowledge, and results through the different chapters. Furthermore, in the research, the application of ubiquitous learning as a teaching strategy and the incidence this learning paradigm had on learners to enrich their English language proficiency, as well as the applied methodology, are described, analyzed, and explained.

In this sense, the research work contains six chapters that explain the procedure of this study. The first chapter describes how the virtual classes affected students English learning processes. Furthermore, another aspect described is ubiquitous learning, which helps learners enrich their current level. Besides, this chapter describes the general objective, justification for developing the present work, and a possible answer to the research question based on the collected information.

The second chapter provides descriptions of different types of research related to the thesis and the obtained results. Moreover, this chapter contains concepts based on different authors' research, learning theories, learning paradigms, and detailed information about the Common European Framework of Reference for Languages and the parameters it establishes for the A2 level.

The third chapter of this study explains the methodological framework that was applied in this work. The research approach is quantitative and qualitative, and the research design is quasi-experimental. In this chapter, the description of the selected population and the sample are detailed. Besides, this section provides the distinct instruments' details, such as their structures, their development, and information about their applications.

The fourth chapter describes all the phases of the creation and application of the ubiquitous learning resource for enriching the students' English level. In this chapter, the collected contents of the A2 course, its structuration, the selection of the platform for creating the ubiquitous learning resource, as well as its development and implementation, are described.

The fifth chapter demonstrates, analyzes, and explains the results of the application of the research instruments. In the quantitative analysis, in order to know the English language learners' proficiency, a pre-test and a post-test were applied. Moreover, a checklist with the characteristics of ubiquitous learning was used to evaluate the created ubiquitous learning

resource that was implemented to support English language learning progress. In the qualitative analysis, the CEFR was implemented to evaluate students' language skills before and after the use of the ubiquitous resource. The current knowledge students have on each skill was analyzed based on the contents, tests, and learning web app tasks.

Finally, the last chapter details the answers to the stated general objective, specific objectives and the hypothesis of the carried-out research. In addition, this section provides some recommendations for future studies.

1.2 BACKGROUND OF THE PROBLEM

English language teachers around the world have to deal with different problems owing to the fact that teaching a foreign language is a complex process. Additionally, they faced new difficulties due to the pandemic situation. The COVID-19 had a considerable influence on education, an issue that had affected language teachers significantly. Therefore, learners struggled to adapt themselves to the new ways of teaching and learning through technology impact. Some learners successfully overcame this situation, but others could not deal with those changes, and most of them failed or obtained low performance.

In many places, the total implementation of technology for teaching significantly affected the English language learning process, and as a result, some learners did not achieve the expected level they should have, as can be observed in the pre-test results (Annex 5). This situation is still observed in the post-pandemic era, when education went through some changes. Some education environments are returning to in-person classes, and some others are providing hybrid classes; in other words, they are having a combination of in-person and online learning sessions. In the Language Department of the Public University of El Alto, this issue was observed. According to the questionnaires applied to students who study English in the Language Department (UPEA), different reasons caused them difficulties in their English language learning that were originated during the COVID-19 issue.

One of the reasons is the change in the way English was taught during the pandemic. Many learners were not prepared for the total implementation of technology in the learning process, so they struggled to get used to it. Moreover, this situation lowered students' levels due to the fact that most of them didn't know how to use video conferences, online platforms, online pages, etc.

Another reason was the limited access to the internet connection. In many places where students live, the internet signal was low or unstable, and it caused that they sometimes got disconnected while taking classes through video conferences, while taking a test on any platform, or while uploading assignments. In other cases, students used mobile data that was limited and lasted for some hour. All of these issues caused students' frustration. Moreover, most of the classes and tasks had a limited time to get in, to be uploaded, or to be done, which frustrated them as well. All the mentioned facts interrupted the learning process, and as a consequence, students' performance was significantly low.

The last reason is that the virtual modality couldn't totally cover students' learning needs. Based on the results of the questionnaire (Annex 3) applied to students from level 2.1 who had online classes last semester, it was observed that few online resources were implemented in virtual classes, such as Google Meet, Google Forms, Google Classroom, YouTube videos, etc. However, other resources for supporting the learning process didn't take part in the classes, for instance, Kahoot, Quizlet, etc. Therefore, students indicated that some virtual resources were helpful, being the reason that they could watch the explanations later to reinforce their learning or clarify some doubts.

In the present year, classes in the Language Department (UPEA) are taught in a hybrid modality; in other words, there are in-person and virtual classes. In addition, professors were instructed to continue with the use of technology in their classes. Because of this, it was necessary to implement ubiquitous learning as a strategy to enrich the students' English learning at level 1.2.

After assessing students of the selected course of the mentioned Language Department (UPEA), it was observed that some of the learners didn't show having the required competencies they had to acquire for the A2 level according to the Common European Framework of Reference for languages. Furthermore, the English program of the Language Department of the Public University of El Alto states that learners who passed the 1.2 and are at the 2.1 level should have achieved an A2 level in the CEFR.

For the aftermentioned reasons, it was necessary to suggest a teaching strategy that suits students' specific needs to level up their A2 English. For students who obtained low scores in the pre-test (Annex 5), the implementation of ubiquitous learning was proposed. Finally, the

present study aimed to determine the incidence of ubiquitous learning as a teaching strategy for students' A2 level at Language Department at the Public University of El Alto.

1.3 RESEARCH QUESTION

- What is the incidence of ubiquitous learning as a teaching strategy to enrich the English language proficiency level in EFL learners of the Language Department at Public University of El Alto, 2023?

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

- To determine the incidence of ubiquitous learning as a teaching strategy to enrich the English language proficiency level in EFL learners of the Language Department at Public University of El Alto, 2023.

1.4.2 SPECIFIC OBJECTIVE

- To describe the characteristics of ubiquitous learning as a teaching strategy for contextualizing it in the present study.
- To design a ubiquitous learning resource based on the ubiquitous learning characteristics.
- To implement the ubiquitous learning resource as a teaching strategy.
- To evaluate each skill of the A2 English language proficiency according to the Common European Framework of Reference in EFL learners.

1.5 JUSTIFICATION

The present work considered the problems which were originated during the pandemic in the teaching and learning process being the fact that they affected the English language learners' performance, an issue that is observable in the post-pandemic classes. Based on that fact, it was important to apply a different learning paradigm to make the post-pandemic classes supportive and flexible for students and teachers.

This research contributes to Applied Linguistics area with information about ubiquitous learning and its implementation in English teaching. Moreover, the present work explains how this learning paradigm works and how it can be applied in the teaching and learning process. Furthermore, it explains how ubiquitous learning resources can be designed to support learning

needs, as well as how the assessment provides teachers with a general and specific view of the students' level. Additionally, ubiquitous learning is applied as a strategy to enrich students' English level since it provides different options to support learning. The mentioned learning paradigm explains to teachers about the implementation of ubiquitous resources where learners with their devices can practice or check the materials, and the results inform teachers about what difficulties students have in order to solve them by reviewing the information as a group in a class or sending personalized feedback through the applied resource.

Moreover, this research provides information about how the implementation of the ubiquitous learning has impacted students learning processes since it provides them with different environments that can be created by the teacher. The application of the learning paradigm supports the implementation of technology in the teaching and learning process. What is more, teachers can organize online spaces according to their students' needs where they can practice or recheck the contents.

In addition, the implementation of ubiquitous learning became a useful support for English learners (who needed to level their current level) and teachers who belong to the 2.1 level of the English department of the Public University of El Alto. The ubiquitous resource has proven to be an easy and accessible resource that helped to enhance English learners' levels and a virtual assistant for teachers that provides them information about the progress, strengths, and weaknesses their students demonstrate. The information teachers receive provides them with an overview of difficulties that need to be reinforced in order to be overcome.

Finally, to achieve the objectives, the instruments that were applied are important by reason of they recorded the information and details of all the processes of applying ubiquitous learning. The instruments let us collect enough data related to the learners' current knowledge of the English language, considering different skills before and after the ubiquitous learning resource implementation. Furthermore, the research tools helped to provide an overview of how the different virtual educational modalities had affected them, as well as information on the incidence ubiquitous learning had on the teaching and learning process.

1.6 HYPOTHESIS

- **Hi:** Ubiquitous learning as a teaching strategy enriches significantly the English language proficiency level in EFL learners of the Language Department at Public University of El Alto, 2023.

1.6.1 INDEPENDENT VARIABLE:

Vi Ubiquitous learning as a teaching strategy

1.6.2 DEPENDENT VARIABLE:

Vd A2 English language proficiency

1.7 VARIABLE OPERATIONALIZATION

Table 1.

VARIABLE	DEFINITION	DIMENSION	INDICATOR	TECHNIQUE/ INSTRUMENT
Ubiquitous learning as a teaching strategy	Learning paradigm that indicates learning has to be accessible wherever, and whenever. This paradigm is supported by the use of technology.	Permanency	Information remains	Checklist
		Accessibility	Available information	
		Immediacy	Retrieved immediately information	
		Interactivity	Interaction in peers, with teachers, and experts	
		Context awareness	Adapted environment	
English language proficiency, Level A2	The pre-intermediate level of the	Listening (understanding)	Learners can understand phrases of personal	Test, observation, and observation sheet

	language proficiency		relevance, and get the main point of short messages and announcements.
		Reading (understanding)	Learners can read and understand simple texts and personal letters, and find specific, predictable information in every material.
		Writing	Learners can write short and simple messages, and simple letters.
		Spoken interaction (speaking)	Learners can communicate in simple and routine tasks, where simple and direct information about familiar topics is required.

		Spoken production (speaking)	Learners can use some phrases and sentences to describe: people, the family, educational background, living conditions, and the current job.	
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Source: Prepared by the author based on the characteristics of Ubiquitous Learning stated by Chen et al. (2002), Curtis et al. (2002), and the Common European Framework.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 STATE OF THE ART

Teaching English as a foreign language in these times can be difficult for many teachers being the fact the different problems learners have because they were not prepared at all for the online classes, which caused low proficiency in English in the different skills, as it is observed in the post-pandemic classes. Furthermore, many learning paradigms where technology plays an important role were applied in order to support students in the English learning process, and one of the paradigms is ubiquitous learning. Therefore, to observe its effectiveness, many investigations were developed, and it is important to focus on them and the contributions they have made. However, it is necessary to mention that the different studies provided new concepts alongside the research, and some implemented this learning paradigm in the teaching context.

One of the most recently carried out studies, “*Technology-enabled Learning (TEL): YouTube as a Ubiquitous Learning Aid*” by Maddy and Baadel (2020), points out how undergraduate and graduate students utilize YouTube as a ubiquitous learning aid for their university studies, tasks, and activities. The work adopts the technology acceptance model (TAM) as the theoretical framework, which analyzes technology use based on the users’ acceptance of it. Moreover, a quantitative methodology was applied in order to observe students’ interactions with YouTube as an academic learning aid. The research employed a questionnaire to collect data about YouTube’s application as a tool at the university, and it was found out that students visit this social media platform in order to look for academic and general information. This tool is also easy to use and useful in all areas, and students are willing to share the material they find. In addition, it was observed that this platform had a significant positive influence on students’ grades.

The research titled “*EFL Teachers as Designers of Ubiquitous Learning Experience*” proposed by Khenioui in 2019 explains that Ubiquitous Learning, or U-learning, is a new perspective in the pedagogic area where the teacher has the main role due to the fact that he or she has to change the language teaching and learning scenery. The work focused on the educational landscape that was affected by the use of digital technology and how it changed the

different pedagogical elements in the teaching process. Furthermore, it presents and sets the foundations for the different components and the materials' development in the English language process in U-learning. The students' needs and the implementation of web and digital technology were considered due to the fact that they play an important role in modern learning.

The aftermentioned work explains the impact of Web 2.0 technologies in the design of materials and tasks. Moreover, according to the research, it is important to mention that U-learning is not just the simple use of technology; it shows that teachers have to support learners in this new environment and promote interactive English foreign language learning sceneries by applying different activities and materials to have students engaged and active during all the teaching and learning processes.

Wang et al. (2017), in their research "*Construction of Course Ubiquitous Learning Based on Network*" explained that Ubiquitous learning is a new way of teaching practice and how it became essential in the 21st century. Furthermore, the work focused on a system of Ubiquitous learning modes based on a network, and it proved that the application of U-learning in the construction of the curriculum in the network obtains better results since it provides optimized teaching, real-time, and target results. It is important to mention that the population for the carried out work is a translation course. Therefore, the research shows significant progress in the implementation of Ubiquitous learning due to the fact that it provides support for all the learning processes.

The author Liu through his research "*A context-aware ubiquitous learning environment for language listening and speaking*" in 2009 explained about a supported ubiquitous learning environment called the Han-held English Language Learning Organization (HELLO) that was constructed for enhancing students' language learning. The HELLO is composed of two systems, which are the English Language management system and the ubiquitous learning tool, and it was applied on a school campus. The course called "My Campus" was part of the HELLO, and applied to support the teaching and learning process of English listening and speaking. Moreover, the pedagogic strategies were adapted according to the ubiquitous learning environment. The research showed that there was a significant difference between learners who took classes supported by ubiquitous learning environments and those who took classes as usual.

Moreover, students in the experimental group mentioned that the platform helps them learn more about English in real-life situations and helps their creative abilities.

Additionally, the project entitled *Teaching English as a Second/Foreign Language in a Ubiquitous Learning Environment: A Guide for ESL/EFL Instructor* by Alsheail (2010) focused on the development of a guide for teachers where the Ubiquitous learning environment is applied in the Teaching of English as a Second or Foreign Language. The work provides all the steps that were followed for the creation of the guide and for its application in the teaching context, as well as instructions and procedures for teachers of the English language who are using the technology in an educational environment. Besides, it was developed based on different theories that were carefully selected to structure the foundations of TESL and TEFL in a ubiquitous environment. The new role of the learner was also considered in this study, and it mentions that learners are creators, so the way they learn is different, and all the methods and techniques should fulfill the new generation of learners' needs, and the ubiquitous learning environment supports learners who use and are immersed in technology.

On the other side, the research *Adaptation of Learning Spaces: Supporting Ubiquitous Learning in Higher Distance Education* by Bomsdorf in 2005 explains that ubiquitous learning is supported by Ubiquitous computing, and the author also mentions that the learning spaces have to be adapted according to the different contexts in which they are used. Furthermore, this study introduces a new and vital concept called "the plasticity of digital learning spaces" in order to clarify the adaptation of learning resources according to the right context. It is important to mention that the work also presents some aspects of a first system prototype, which facilitates the selection of materials according to the context.

The mentioned studies represent a sample of the sample that exists on the variables to be investigated. Therefore, there were no studies that focused on "Incidence of Ubiquitous Learning as a Teaching Strategy to Enrich the English Language Proficiency Level in EFL Learners at Public University of El Alto, 2023". Nevertheless, it was necessary to mention those studies in order to better understand the variables and their different aspects according to the studies' purposes. Besides, analyzing the mentioned researchers, it could be concluded that the use or implementation of Ubiquitous learning is still being studied, and that it fulfills students' current different needs.

2.2 FOUNDATIONS

2.2.1 What is ubiquitous learning?

The concept of ubiquitous learning, also known as u-learning, was discussed and defined by many authors, and the general concept is that this paradigm is applied wherever and whenever. Considering that this definition is not specific, many researchers provide different definitions of this term. According to Cope and Kalantzis (2010): “ubiquitous learning is a new educational paradigm, made possible in part by the affordances of digital media” (p. 576). Based on the provided definition, u-learning is applied to education and supported by online instruments. The researcher Bomsdorf (2005) establishes that ubiquitous learning allows learners to work individually on different learning activities. Furthermore, Zhang (2008) states: “U-Learning focuses on the combination of the learning environment and substance space, emphasizing that learning can happen as seeing, hearing, reading, or apperceiving whenever the learner wanted” (p. 1). As it is mentioned, for this paradigm, the learning environment and its supports are the main aspects, also the fact that learners have to be able to access to learning materials without a time limit. In u-learning, the teaching is neither given in person nor in a physical classroom; however, students must have the same opportunities to learn as in an in-person class.

In order to specify the ubiquitous learning definition, Ahmad et al. (2009) claim: “U-learning is a learning paradigm which takes place in a ubiquitous computing environment that enables learning the right thing at the right place and time in the right way” (p. 3). In other words, the u-learning environment is supported by technology, and it provides learners with the information and activities they need to continue with the learning process. In addition, Ogata et al. (2009) claimed that ubiquitous learning is a learning environment where learners have, access all day with the help of a mobile device, a computer, and wireless networks.

As mentioned by the different aftermentioned authors, ubiquitous learning is a learning paradigm that enables learning in a different environment which is supported by technological devices. Another aspect to mention is this learning environment provides students with more opportunities to learn and to do different activities, since all the information they need is always available on the net.

2.2.1.1 Antecedents of Ubiquitous Learning

According to Khenioui (2019), the concept of ubiquitous learning has started to emerge over time, and in the 21st century, it has become one of the most significant terms in the education context. This new learning paradigm is the result of different paradigms, which are traditional learning and e-learning, and it presents and delivers, in a distinct modality, information and activities outside the physical classroom through ubiquitous computing devices. Moreover, the teaching process and learning opportunities, which are more varied and inspiring, can take place whenever and wherever the student is. On one side, this approach focuses on learner-centered experiences. On the other side, teachers had a new challenge that consist of engaging learners and making them creators of all they had learned.

Furthermore, the first ubiquitous learning' applications were implemented in areas of tourism where tourists could get information about different places, such as museums. Users immediately receive explanations about what they are looking at (Bomsdorf, 2005). An example of this implementation is the Electronic Guidebook, which combines the physical information of the museum with a web-based system that contains audios, videos. This resource also allows the tourist to record information, take photos, etc. that can be seen in another moment according to their necessities (His, 2002). Another application of ubiquitous learning was carried out in the area of teaching languages supported by computers. It consisted of providing learners with vocabulary according to the context. This system helps teachers and learners continue with the learning process through a virtual classroom that does not consider place or time (Chang & Shu, 2002). Furthermore, Hwang, et al. (2011) pointed out that with the increase in mobile technology use, ubiquitous learning became known, and students continued learning in a physical environment with the assistance of technological devices.

2.2.1.2 Ubiquitous computing

This term was implemented by Weiser (1980s) to refer to the process of integrating computers into our daily lives. He mentioned that these technological devices would allow information and service exchange, which would always be available for everyone with a device. Weiser was a researcher at Xerox PARC, and he described his vision for a computing generation that would be part of the future. This researcher mentioned that the way technology is seen and applied will change over the years. It is also important to mention what the authors, Cope and

Kalantzis (2010) stated about this term. They explained that ubiquitous computing is the name given to the fact that different technological devices such as laptops, mobiles, personal computers, etc. became part of our lives in different areas, for example, learning, and working. Moreover, Streitz and Nizon (2005) stated that computers would be used as an environment to interact with uploaded information or personal devices, such as electronic whiteboards, etc. Ubiquitous computing is a different perspective on computing due to the fact that it concentrates on supporting the user with pertinent information considering the time and place where he or she is (Bomsdorf, 2005).

2.2.1.3 Ubiquitous learning environment

According to Asheail (2010), the ubiquitous learning environment is the result of the combination of electronic learning with mobile learning. It is important to mention that in both paradigms, learning occurs as a result of the interaction between the learner and any technological device. Another definition provided by the mentioned author is that it is an environment where students have access to information using any device, and they can also work cooperatively with others even if they are in different places and at different times. This facility enriches the learning process. In addition, Jones and Jo (2004) state: “Ubiquitous learning environment (ULE) is a situation or setting of pervasive (or omnipresent) education (or learning)” (p. 469), and also, they indicated that the ubiquitous learning environment is supported by a physical setting such as a mobile device, a laptop, etc.

As the mentioned authors explained, the ubiquitous learning environment makes information for learning always available, and it has a setting where learners can find all the knowledge they need. One important aspect to mention is the access to the ULE, which has determined information to help the learner continue with the learning process and requires a physical device. Another aspect is that a lot of learners can access the ULE at different times or at the same time, and at any place.

2.2.1.4 Characteristics of ubiquitous learning

The characteristics of the u-learning were discussed by many authors, and they proposed different options. However, most of the researchers take into account what Chen et al. (2002) and Curtis et al. (2002) defined as the main characteristics of ubiquitous learning, which are permanency, accessibility, immediacy, interactivity, and context-awareness.

- **Permanency**

The learners' uploaded work is always available in the ubiquitous learning environment, and it is not deleted unless students decide to do it. Moreover, all the data collected from the individuals' learning process is saved on ULE (Chen et al., 2002; Curtis et al., 2002).

- **Accessibility**

All the information is available for all learners from around the world, and it showed based on the search. Another aspect to mention is that they can check their uploaded activities, which can be documents, videos, audios, etc., while being at home or at the library, etc., in other words, from anywhere (Chen et al., 2002; Curtis et al., 2002).

- **Immediacy**

Learners can search for any information, and the results are shown instantly. This characteristic allows learners to find solutions at that moment, and they can also check the information later, considering that the search is recorded (Chen et al., 2002; Curtis et al., 2002).

- **Interactivity**

Learners have more opportunities to interact with their teachers, experts in their area of interest, and classmates, and this interaction can be asynchronous or synchronous. Since it allows communication between learners and different professionals, exchanging information is more accessible (Chen et al., 2002; Curtis et al., 2002).

- **Context-awareness**

The environment can be changed according to the learners' needs to provide them with the determined information they require (Chen et al., 2002; Curtis et al., 2002).

As it was mentioned, there are many proposed characteristics of ubiquitous learning based on different purposes. However, the mentioned features, which were established by Chen et al. (2002) and Curtis et al. (2002), are the most relevant for the u-learning.

2.2.1.5 Basic principles for Education Model for scenarios of ubiquitous learning

The researcher Aguas (2015) proposed a model for the principles that has a system, denoting that the principles can have relationships among themselves and can interact in different network schemes without following a specific order or structure. The basic principles

of the Educational Model for scenarios of ubiquitous learning are equilibrium, sensitivity, and connectivity.

- **Equilibrium**

This principle is the ability to harmonize multiple technologies, which helps to continue the learning process. Furthermore, it takes into account the various kinds of learning that are incorporated, and this principle also focuses on reducing barriers between teachers and learners (Aguas, 2015).

- **Sensitivity**

The sensitivity principle considers the capability to collect information from the learners' context, which includes the place and the culture they are part of, their learning styles, and their level of preference for the use of technology (Aguas, 2015).

- **Connectivity**

This principle refers to the fact that the connection between all the components of this model can be made, and based on that process, cooperation, information exchange, methodologies, etc. are promoted (Aguas, 2015).

2.2.1.6 Ubiquitous learning materials

Asheail (2010) states: "ULM is defined as learning materials that may be transferred to mobile devices via cable or wirelessly and be operated on these mobile devices". However, there was no specific definition, the author mentions that materials can be anything that can be utilized on mobile devices, such as videos, PowerPoint presentations, etc. Ubiquitous learning materials must have some aspects, and one of them is they have to be transferable from one device to another. Another aspect is that they have to run on any mobile device; it can be a laptop, a smartphone, etc.

2.2.1.7 Ubiquitous learning experience in higher education

Based on the ubiquitous technologies, different systems were developed in order to be implemented in different university contexts, and they can be classified considering their application and structure (Roschelle, 2003; Ogata et al., 2008).

- **Classroom Response Systems**

According to Roschelle (2003), and Ogata et al. (2008) the classroom response systems allow teachers to evaluate students' previous knowledge through short questions or

multiple choice. This system collects all the answers and organizes them. Furthermore, teachers can check all the gathered information by students or groups, and show the results of the whole group, so learners can evaluate their progress and discuss it in small groups.

- **Collaborative Data Gathering**

Roschelle (2003), and Ogata et al. (2008) explained that systems that facilitate teachers' observation of the learners' understanding of the topics in real time they gather and analyze the information provided by students. Furthermore, another way it was implemented in the education area is that students use the gathered data for their own studies, with the data, they focus on the results and their analysis.

- **Participatory Simulations**

In participatory simulations, as mentioned by Roschelle (2003), and Ogata et al. (2008), learners can work in pairs or as a group with their classmates. They can exchange data by using their mobile devices. While doing activities with this system, learners get more engaged for the reason that they play as informants in the simulation.

- **Other Applications**

Roschelle (2003), and Ogata et al. (2008) stated that it can be any application which supports students' learning while studying the information of the subject topics.

2.2.1.8 Ubiquitous Language Learning

This approach was applied in various areas, and one of them is in language learning. Khenioui (2019) stated that this new approach is the result of two learning paradigms that have been applied over the years, and these are traditional learning and electronic learning. Ubiquitous language learning implements the use of ubiquitous computing devices, and with them, students can access information, tasks, etc. while they are in other places besides the classroom. Furthermore, by reason of its application, learners experience different and innovative tools. Therefore, technology is seen as a challenge as well in view that teachers have to change the methodological area for its implementation and also, find ways to use the technology to engage students to be builders of their own knowledge and not only information providers. In addition, digital devices provide learners with interactive learning environments and a lot of information for language learning, which can be studied while they are in or outside the classroom.

2.2.2 Pedagogy 2.0

Khenioui (2019) states: “Pedagogy 2.0 signifies a distinct step-change in language learning methodology, from teacher-centered didactic pedagogy, where learners are consumers of content created for them, to a more learner-centered one that encourages learners’ voice and production ensured by technology” (p. 309). This methodology in English language teaching is more collaborative, interactive, and networked for the reason that it focuses on students, they learn and produce information by using technology. The mentioned author established that to help learners’ empowerment and interactivity, the following tools can be applied:

Web 2.0

Web 2.0, as mentioned by Khenioui (2019), is an open environment where learners can apply their skills in order to improve them, and it offers students a variety of elaborated information from different authentic resources. Moreover, it helps learners through specific evaluation and feedback systems. Web 2.0 caused a lot of advances in the learning process, and according to Conole (2007), three fundamental changes occurred. First, in the past learning, they focused on the information rather than other resources; however, in this new environment, they practice more communication. Second, all the tools and processes became more interactive. Finally, it changed from individual to group learning.

Podcasting and vodcasting tools

This online resource allows students to learn independently in a different way by creating audios or videos, representing all they understood (Khenioui, 2019).

Blogs, Facebook, and YouTube

These sites are open classroom pages and can be used as platforms where learners can upload their works to a community from other parts of the world, and also, they can create small learning groups for sharing and receiving information (Khenioui, 2019).

2.2.3 Learning Paradigms

Bart (2015) states: “learning paradigm, emphasizes the students’ role in learning and the purpose of that learning, which can be strong motivators for students...” Learning paradigms need to be taken into account for the teaching and learning process, being the reason that they focus on the role learners play in the learning process, which is active. Furthermore, there are

learners with different characteristics who are surrounded by different contexts, and those points are considered for this type of paradigm.

According to Raja (2019), the learning paradigm explains that the students' role is active and learning is constantly occurring. The aftermentioned author also described the teacher's role, which is to encourage students to think about what they are learning, that is to say, to become critical thinkers, not just learners. Moreover, they teach their students how to learn by themselves. Learning paradigms emphasize two aspects of students' learning: autonomous, that is, they learn on their own, and analytical, that is, they comprehend what they are learning.

As a result of various papers' works in this area, many learning paradigms that focus on education and technology have appeared, and they apply them in different manners. It is necessary to comprehend the learning paradigms and theories where technological devices were applied in the teaching-learning context.

2.2.3.1 Connectivism theory

According to Siemens (2005), connectivism theory visualizes learning as a procedure that occurs within a complex and networked environment of elements which change according to updated data and it is not entirely controlled by the subject. Moreover, learning can occur with information that comes from other resources that are organized in a system. The specific and grouped data helps learners have access to relevant information that they are looking for, resulting in a growth in their knowledge. In addition, this theory is based on making fast decisions since the data constantly changes and has to be carefully selected from the whole system due to relevant and irrelevant contents are present. All the selected data by individuals influences their point of view on a certain concept, which affects their learning process.

Furthermore, Downes (2012) explained that knowledge is transported through various interconnected information nodes, while learning is a process where students navigate through networks and select and organize the obtained information. An important aspect is the definition of nodes that are connected in a network; these can be any source of information, such as groups of researchers, specialized people in a determined area, technological resources like a computer, a cellphone, etc. (Herlo, 2017).

Principle of Connectivism theory:

Siemens (2005) stated that Connectivism theory has various principles, and the most relevant are:

- ❖ Learning and knowledge are based on the various opinions provided by different resources.
- ❖ Learning is the process by which the information is linked to specific data groups.
- ❖ Learning may be supported by technology.
- ❖ Capacity to be aware the more knowledge you acquire, the more difficult it will be to select, organize, and connect with previous information.
- ❖ Practicing the information relation is important to support continuous learning.
- ❖ Ability to observe how the content is connected with other ideas, areas, concepts, and contents.
- ❖ The knowledge updating is vital for learning since there are always new and different perspectives that have other explanations for certain phenomena.

Connectivism applications:

This theory became vital over the years since technology was raised, and various connectivists started researching ways for applying Connectivism's basis in an educational environment. An elemental aspect pointed out by Siemens (2006) was that this theory observes and explains two important elements of learning: first, how our minds process new information and link it with previous related data; and second, how learners are connected to various sources of information.

Considering the second point, Siemens, Downes, and Cormier set up the first online course and uploaded it to the internet. This course was named "MOOC" which stands for Massive Open Online Course. Furthermore, the MOOC was created to explain how Connectivism can be applied in the learning and teaching process. The mentioned researchers aimed to demonstrate how technology can influence and change education.

Moreover, Downes (2014) pointed out that a MOOC is an online course that provides learners with a different learning experience being the reason that they can connect, work,

obtain, and share content with others who are in the same area. This course is free and everyone can get enrolled, and it provides learners with a variety of materials such as videos, readings, etc. to interact with. In addition, in the MOOC, learners can decide where they want to take the class, what they want to learn, what activities they will work on, and how much time they want to spend on each activity (Herlo, 2017).

After the creation of the online course, different ways to apply Connectivism were developed in order to support learning and teaching. One of them is social media, which allows teachers to create a group or a section where they can upload content and create a section for exchanging ideas between classmates and the teacher, so learners can get engaged in a new environment. Another one is gamification, which transforms tasks into a game where students have to play to finish them and teachers can observe their progress. Another is the simulation; many programs create a simulation of any activity where learners have to apply all their knowledge of the area. All these applications help the student experiment learning in a new way and have more control over it. (Connectivism Learning Theory, 2021).

2.2.3.2 Technological learning

Over the years, technology has impacted the world, and it has changed different life aspects, one of them being the education. It was needed to study about how this new resource was applied in an educational environment. As a result of various research projects, the term Technological Learning appeared in order to connect and explain learning paradigms where technology is implemented.

According to Wotto et al (2018), this term refers to the use of technological devices, also its application is meaningful in the learning process, and teachers and learners can get various advantages from its implementation. Furthermore, professionals in the area think about technology's uses in order to apply it to change the structure and organization of education and systems that are specialized in training in any area. Additionally, electronic learning (e-learning), mobile learning (m-learning), and digital learning (d-learning) are part of technological learning since they apply this resource in the learning and teaching process. It is important to know each one to avoid misunderstandings that could appear between them due to their many similarities.

2.2.3.2.1 Electronic learning

Electronic learning is also known as e-learning. This term was first used in the mid-1990s, when the internet was just beginning (Garrison, 2011). Since then, many professionals have focused on researching this technological learning paradigm.

The researchers Rosenberg (2001) and Wending et al. (2000) stated that electronic learning refers to the implementation of technology and the internet in order to solve problems that might be present during the learning process. The implementation of the mentioned technologies is applied to increase knowledge transfer and its practice. In addition, Tittasiri (2003) pointed out that in e-learning, students have unlimited access to all content for learning, and they can instantly access it. To have access to the content or to the materials, it is not necessary to invest so much money, and learners can also observe and evaluate their progress.

According to Wotto and Bélanger (2018), e-learning is also known as an approach that focuses on learners, their characteristics, their progress, and their needs in order to help increase their performance. This learning approach provides electronic materials to study or practice, virtual sessions to learn, specific areas to communicate with mentors or classmates, simulations to apply the acquired knowledge, assessments to observe the progress, and students can learn at their own pace.

Additionally, an important aspect the aftermentioned researchers pointed out is electronic learning is connected to computer-based learning and web-based learning, and when it is applied, it is necessary to take all of them into account for its implementation. E-learning proposes that through the internet, audiovisual tools, etc., any learning content can be shared.

Dimensions of E-learning

E-learning technology implementation can be different since it is adapted according to the course that is being given in order to support its necessities. The differences can be observed in their characteristics, which are divided into four main dimensions: first, the time when the learners log in to the course; second, the place where the participants are; third, the way they work on the task, which can be by themselves or in a group; and fourth, the course development (Wagner et al., 2008).

Many researchers researched and explained the concepts and characteristics of the different dimensions that an e-learning course may have, and some of them are Wagner, Hassanein, and Head (2008).

1. Synchronicity dimension

This dimension focuses on the time at which the information is delivered to learners, which can be synchronously or asynchronously. In the synchronous sub-dimension, the contents are provided at the same time for all participants; for example, in a videoconference, all assistants connect through an online source at the same time, and the contents are explained by a professional. Moreover, in the asynchronous sub-dimension, each learner can access the information at different hours, and the course contents are sent by any mail resource or assigned to an educational platform (Wagner, Hassanein, and Head, 2008).

2. Location dimension

The location refers to the place where learners have access to the given contents, and it is subdivided into two sub-dimensions. First, same place, all the students are using the e-learning resources in the same place, and the teacher is there as well, guiding, and helping them with any doubts they may have. Second, distributed, the course contents and tasks are assigned by an e-learning resource, and learners can have access to them from different places; in this sub-dimension, students and the teacher are in different locations (Wagner, Hassanein, and Head, 2008).

3. Independence dimension

The independence dimension takes into account with whom, learners do a determined task. All assigned activities have their own instructions, and some need to be done individually or collaboratively. Students' tasks have different objectives, and one of them is to practice a specific area, when this kind of homework is assigned, they need to do it by themselves in order to apply what they have learned. There are also tasks that are required to be done in groups, they are defined as collaborative, for instance, a teacher can write an open question in a discussion section, so all the participants have to answer and share their opinions (Wagner, Hassanein, and Head, 2008).

4. Mode dimension

This kind of dimension explains how classes are supported by technology; it is also subdivided into two sections. First, only electronic, it mentions that there are no in-person classes, all the topics are only given through e-learning resources. Second, blended, in this kind of sub-dimension, learning occurs with the use of technology but in a classroom. The learning environment is equipped with computers, so students can learn while using them (Wagner, Hassanein, and Head, 2008).

E-learning content

Content in Electronic learning is vital for the development of students learning. Learners have access to the information and can study it at their own pace. Furthermore, the content has to be organized and structured to cover users' needs and course objectives. The information in e-learning can be presented in different formats, for example, in videos, images, readings, etc. In addition, the content is supported by extra activities where there are group interactions or group activities, all of which are implemented to complement the learning process, having as the main objective the interaction between users and teamwork (E-learning methodologies and good practices, 2021).

The e-learning content is uploaded to an online platform, and learners can access through an internet connection. The online platforms have databases where all the users' information, such as activities, progress, etc., is stored (E-learning methodologies and good practices, 2021).

Types of e-learning content

The classification of the types of e-learning content is divided considering the multimedia materials usage or the interaction users have with the information. (E-learning methodologies and good practices, 2021).

1. Simple learning resources

This type of e-learning content presents information in the format of files, for example, PDFs, explanatory videos, PowerPoint slides, and informative audios. The simple learning resources are important for the learning process, although there is no interactivity like applying the knowledge to solve a problem (E-learning methodologies and good practices, 2021).

2. E-learning courses

E-learning courses have a complex and organized structure considering the topics, explanations, examples, tests, quizzes, feedback, interactions, etc. Learners have access to all the contents they need in order to learn all the information that is presented in the course. Moreover, the lessons can provide a variety of materials in the format of readings, videos, audios, links, etc., and their duration should be just about 30 minutes. Some of the most common elements an e-learning lesson should have, are the introduction, core content, and summary (E-learning methodologies and good practices, 2021).

3. Simulations and games

Simulations and games are other types of e-learning content, and both present information in an interactive virtual environment. First, the simulations create a virtual place similar to the physical world based on the topic that is being learned, so students can apply what they are learning in the simulation. Second, the games provide learners with a different environment as well, where there are rules and challenges, and learning occurs while playing (E-learning methodologies and good practices, 2021).

4. Performance support tools

Performance support tools focus on answering questions learners may have while doing tasks. This type of content is sent through online platforms, printed materials, etc. (E-learning methodologies and good practices, 2021).

5. Tests

Tests provide information about learners' progress and feedback as well. Those can be components of the e-learning courses, or they can be presented as extra material to evaluate a specific area or skill (E-learning methodologies and good practices, 2021).

2.2.3.2.2 Mobile learning

The mobile learning definition was discussed by many researchers. This term is defined as the use of mobile devices in the learning process. These technological devices support learning. Students can access information stored and organized in various environments through the device, providing more opportunities to learn outside the classroom. Moreover, mobile

learning, also known as m-learning, is part of e-learning; however, its main focus is the use of portable devices (Chitra & Raj, 2018).

The researchers Geist (2011), and Miller (2012) point out that “M-learning is portable electronic devices that are used as a trend in higher education in order to access and share information”. Mobile technology is implemented in the teaching and learning process to facilitate knowledge transfer between educators and learners. Furthermore, according to Mohanna (2015), m-learning can be applied in educational environments since it is supported by different technologies. These resources help to make communication more reachable, and the teaching materials can be delivered in various formats, such as videos, images, games, tests, etc.

In addition, the m-learning term is divided into three principal classes. First, the mobility of learning refers to the fact that learning can occur everywhere; learners don't need to be in a physical classroom to access educational content, and they can also obtain information to develop any area such as their professions, skills, etc. (Lifelong Learning Platform, n. d.). Second, the mobility of the learner explains that the mentioned approach provides students a platform to exchange information with other classmates and to learn from the provided learning materials by using specific resources whenever and wherever they are required (Kukulska-Hulme & Taxler, 2007). Third, mobility of technology focuses on the ability to use mobile technology to send learning content, but also considers the resources used to deliver it, such as messages, email, etc. (El-Sofany & El-Haggar, 2020).

Basic Elements of M-learning

The authors, Ozdamli and Cavus (2011) mentioned that the basic elements of mobile learning are: “learner, teacher, environment, contents, and assessment”. Both researchers also explained each element of m-learning.

1. Learner

According to Ozdamli and Cavus (2011), the learner is the center of this learning approach. Furthermore, the development of the other elements is focused on the students; the elements consider what areas they are interested in and what their needs are. Since learners are the center of learning, their roles are active, and they include accessing to information,

controlling their learning, learning at their own pace, creating and sharing new content, working with their classmates, and evaluating their progress.

2. Teacher

Ozdamli and Cavus (2011) explained that the teacher's role has been changing over the years. They shared the contents they collected with their students in a classroom. However, this situation has changed for the reason that contents or learning materials can be stored on any technological device, and students can access them. The author Ghaln (2011) mentioned that teachers were the experts in their areas and responsible for sharing their knowledge with their students; therefore, with the technological devices' advances, their roles changed. In the past, teachers were experts; then, they were presenters of others' information. After new technologies appeared, their role changed, they became moderators and, later, consultants.

According to the aftermentioned author, the teacher's role is to be a consultant, as was mentioned, which means the educator has to observe the interests their students have and apply them to the learning activities. Moreover, they have to provide their students with opportunities to achieve the course objectives. According to the mobile learning approach, their roles are: having knowledge of the use of technological and mobile resources; facilitating information; guiding and supporting learners; observing their strengths and weaknesses to reinforce them with other methods; learning along with the students; increasing motivation; organizing interactive activities; and evaluating their progress.

3. Contents

Ozdamli and Cavus (2011) stated that the content is the information that has to be learned, and what the content has to contain is decided by teachers, experts, learners, society, etc. The information has to provide students with specific data to keep learning. Furthermore, contents have to support the learning process through images, explanatory videos, and other elements. An important aspect is that the content can also be explained through games or tests.

4. Environment

According to Ozdamli and Cavus (2011), the environment is where learners can find the uploaded information by the teacher, and its design is vital to motivate users in the learning process. The educational area has to be available all the time for students, so they can access the

course whenever they can, and its structure has to be adaptable for any mobile device. Besides, the environment also has to focus on the interaction between classmates and the teacher. Siragusa et al. (2007) explained an important aspect to consider: they indicated that it is necessary to provide an area with all the course contents to students who are studying in an online modality, and in the case of students who take online and in-person classes, extra contents in the technological environment have to be provided to them.

5. Assessment

Ozdamli and Cavus (2011) explained that assessment is an important element of mobile learning. While observing the assessment results, teachers can analyze the learners' progress and performance with the help of a mobile device. Students' evaluation can have different formats, such as online tests, discussion sections, projects, etc., and the test has to have specific parameters to evaluate learners' knowledge, abilities, etc. Additionally, feedback is necessary, with that resource; the students can track, and evaluate their progress and knowledge.

Characteristics of M-learning

According to the authors Ozdamli and Cavus (2011), the mobile learning's characteristics are the following:

- **Ubiquitous and spontaneous**, mobile learning occurs spontaneously, and with the usage of wireless mobile devices, such as cell phones, tablets, etc., students can continue with the learning process from any place (Ozdamli and Cavus, 2011).
- **Portable Size of mobile tools**, mobile technologies have different sizes, and the common size is small, which allows users to carry them everywhere (Quinn, 2000).
- **Blended**, the authors, Bonk and Graham (2006) explained that blended learning is the combination of in-person and online classes. This is one of the characteristics of m-learning because it can be combined, students can learn in a physical classroom and also continue learning through mobile devices.
- **Private**, learners have their own mobile devices, and all the information they have on those devices can be accessed by them. Moreover, each student can download documents or any material independently (Zhang, 2003).

- **Interactive**, mobile learning resources provide a variety of activities where learners can interact in different ways with the content. Moreover, technological devices are considered interactive elements that enhance the learning process (Sharples et al., 2005).
- **Collaborative**, learners and teachers can interact more through their mobile devices (Ozdamli and Cavus, 2011).
- **Instant information**, the selected, and specific learning materials can be immediately accessed when the student requires them, which can be a concept, etc. (Ozdamli and Cavus, 2011).

2.2.3.2.3 Digital learning

D-learning is the implementation of technology in the learning process, which can be systems, online platforms, apps, etc., either outside or inside an educational environment. Moreover, it supports globalized education in the sense that learners can access any course developed by different experts from around the world (Escuadro, 2022). Another concept was stated by Chitkushey et al. (2014) who explained that d-learning is known to be a resource for learning and teaching and that it can transform high education since it provides different ways to deliver contents, materials, etc. In addition, d-learning is also defined as an educational operating system, an online program for learning, or an online educational tool (Anohina, 2005).

According to VanderArk and Schneider (2012), d-learning provides more opportunities to implement new educational formats such as online classes and blended learning. Furthermore, according to the aforementioned authors, d-learning can be applied in three areas in order to support them which are learners' skills, educational environments and their resources, and learning access. Digital learning also supports students' needs, interests, etc., and they can access education at their own pace without considering time or place (Mattox, 2012).

D-learning implementation needs three elements, which are technology, digital content, and instruction (What is Digital Learning?, n.d.).

1. Technology

Technology is the system and structure used to provide information as well as study materials to learners. Moreover, this system has access to the internet, and it can be any

technological device such as a laptop, a cell phone, a tablet, etc. (What is Digital Learning?, n.d.).

2. Digital Content

Digital content refers to the learning material students are provided through technological devices. It can be video conferences, interactive resources, etc., as well as readings or PowerPoint slides (What is Digital Learning?, n.d.).

3. Instruction

This element is presented by a teacher whose role is vital in d-learning. Besides, educators have more opportunities to focus on each learner's progress and to guide and help them through the learning process (What is Digital Learning?, n.d.).

2.2.3.5.1 Types of digital learning

Digital learning has become an important resource for the learning and teaching process, and it is applied in different ways based on educational needs. According to Escudro (2022), the types of digital learning are the following:

- **Massive open online courses (MOOCs)**

MOOCs are online courses with a structured program and a lot of explanatory videos, PDFs, PowerPoint presentations, etc. Learners can register and take the classes whenever they have time (Escudro, 2022).

- **Small private online courses (SPOCs)**

SPOCs are online courses with a specific target. They are developed based on certain areas and for a determined group of learners (Escudro, 2022).

- **Mobile learning**

Mobile learning refers to online programs that can be accessed by learners at any time and from anywhere. It provides students with learning materials such as videos with explanations, tests, etc., and it's recommendable for learners who have tight schedules (Escudro, 2022).

- **Simulated learning**

Simulated learning are online environments supported by augmented reality or virtual reality, which recreates real situations, so learners can apply their knowledge and their learned skills (Escuadro, 2022).

- **Online classrooms**

Online classrooms are virtual environments that are used by educators and learners to connect in the same online section. This type of digital learning allows synchronous and asynchronous activities. Furthermore, these classrooms are developed through systems that focus on and support learning (Escuadro, 2022).

2.2.3.2.4 Blended learning

According to Graham (2006), the concept of blended learning is the combination of in-person and online approaches and technological elements, both of which are carefully selected to complement each other. Blended learning integrates the information and materials that are assigned through an online resource, considering the most important elements of interactive classrooms and live teaching to support each learner (Watson, 2008). In addition, Lalima and Dangwal (2017) stated that blended learning is conceptualized as the combination of face-to-face teaching and ICT (information and communication technologies) which provide assistance to the teaching process.

Furthermore, Garrison and Kanuka (2004) state: "...blended learning is the thoughtful integration of classroom face-to-face learning experiences with online experiences." (p. 98). Blended learning provides students with a variety of activities that take place in a physical environment, such as a classroom, and in an online environment that can be accessed by a technological device. Learners have the opportunity to experience learning inside and outside the classroom.

The aftermentioned authors also pointed out that blended learning includes:

- 1. Face-to-face teaching**

Face-to-face teaching supports the interaction between students and the teacher in the classroom. Both can receive feedback in order to continue with the teaching-learning process.

Furthermore, as both are in contact, it gives a human touch to this process, which functions as a motivator as well (Lalima and Dangwal, 2017).

2. Students interaction with the course content

Students have more time to interact with the course content by printing the material, and ITC provides information about what is being learned through indirect interaction. The format of the delivered materials provides a different perception of the content, which can be videos, e-books, etc. (Lalima and Dangwal, 2017).

3. Peer group interaction

Peer group interactions help students learn by interacting with their peer groups and to practice social values, and life skills through interaction in the classroom. Besides, students have extra activities and time to socialize with each other (Lalima and Dangwal, 2017).

4. Group discussion and exchange of ideas

In the classroom, students can discuss and exchange ideas not only with the teacher but with their classmates about different topics. It allows learners to practice the language skills such as listening, communication, fluency, etc. (Lalima and Dangwal, 2017).

5. Accessing e-library

E-libraries can be found in the ICT resources, which allow students to have the opportunity to access digital libraries that contain a variety of books from different areas (Lalima and Dangwal, 2017).

6. Virtual classroom

The virtual classroom provides students the opportunity to learn when they have time and wherever they are. It is an advantage for students who can not attend face-to-face classes for any reason. Moreover, the virtual classroom is open to everyone, so students from different parts of the world can check it, and they can also ask different experts in the area (Lalima and Dangwal, 2017).

7. Online assessment

The online assessment is essential to keep students motivated to continue with the learning process. It helps to evaluate learners' performance in a formative, objective, and instant manner (Lalima and Dangwal, 2017).

8. E-tuitions

E-tuitions are an option that can be taken by students who need personalized teaching. It consists of a private meeting with a tutor through video conferencing (Lalima and Dangwal, 2017).

9. Accessing and maintaining educational blogs

Educational blogs provide students with a platform where they can express their ideas and creativity and receive immediate feedback. Those blogs are helpful for discussing different topics such as environmental problems, social problems, etc. that are not part of the course contents but are relevant for education (Lalima and Dangwal, 2017).

10. Webinars

Webinars are given by different available software, such as Skype, Google Talk, etc., where students can attend to a variety of informative speeches. In the webinars, learners can take part in discussions through video conferencing (Lalima and Dangwal, 2017).

11. Viewing expert lectures on YouTube

Students can watch videos about different lectures given by experts in the area through the YouTube platform, and they can also access video lectures uploaded by different institution teachers. The uploaded contents are always available for all students (Lalima and Dangwal, 2017).

12. Online learning through videos and audios

There are a lot of recordings and animated videos that explain a specific topic, which can be accessed by learners. Besides, those were developed based on real-life situations, so students can learn from examples that take place in their environment (Lalima and Dangwal, 2017).

13. Virtual laboratories

Virtual laboratories allow students to learn and practice different skills that are usually learned in a physical laboratory. Those are helpful since there are sometimes risky experiments or a lack of laboratory implements (Lalima and Dangwal, 2017).

Components of Blended Learning

As mentioned by Holden and Westfall (2010), the components of blended learning are the learning environment, media, and instructional components.

- **Learning environment component**

According to Holden and Westfall (2010), learning environment can be developed based on two formats, synchronous and asynchronous, and each environment is different from the other. This component takes into account the best of each environment to ensure the usage of materials and to achieve the course objectives.

- **Media component**

Holden and Westfall (2010) explained that media is the resource that provides learners with information about the learning contents. Different types of media can be applied based on the course format, which can be synchronous or asynchronous. Moreover, the selected media resource influences the content design, and it is vital to know the resource to take advantage of its features.

- **Instructional component**

Holden and Westfall (2010) stated that the instructional component is implemented to consider instructional strategies that help in the achievement of the learning process's objectives.

2.2.4 Second language acquisition

According to Hoque (2017), second language acquisition is: "SLA is the process of learning other languages in addition to the native language" (p. 1). In other words, the acquisition of a second language occurs only after the acquisition of the first language. Furthermore, the

mentioned author pointed out that it researches and explains how people learn a second language.

Additionally, Saville-Troike (2012) states: “Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language.” (p.2). Second language acquisition focuses on studying how learners, who already have acquired a first language, acquire another language, as well as, it analyzes this process in different groups of people.

- **Language acquisition**

The stated concept of this term was provided by Krashen (1982), the author explained that language acquisition can be compared with the way children acquire their first language. This process occurs without controlling what is being acquired, and the subjects only know they are communicating using different words or expressions, but they are not conscious that they are actually acquiring a language. Language acquisition occurs in an informal environment where the language is used for communicating. Moreover, the subjects can determine when the language is used correctly or not; however, they can not explain “why”.

According to Wilson (2000) languages acquisition is: “a subconscious process not unlike the way child learns language. Language acquirers are not consciously aware of the grammatical rulers of the language, but rather develop a “feel” for correctness.” (p.1). This process occurs differently compared with the manner in which children acquire their first language. Furthermore, learners can not explain the grammar rules they use for expressing their thoughts; however, they realize when something is grammatically correct or incorrect.

2.2.5 Second language learning

Rieder-Bunemann points out: “Second language learning (SLL) is concerned with the process and study of how people acquire a second language, which is often referred to as L2, or target language, as opposed to L1 (the native language)”. Second language learning explains how the process of acquiring a target language occurs. This process is different from the acquisition of the first language, which is the first one that is learned as well as it is the one spoken in the place where learners live. Furthermore, Hoque (2017), explains that second

language learning refers to the learning process of another language. This process occurs in a formal and educational environment.

- **Language learning**

Language learning was explained by Krashen (1982), who pointed out that this process occurs when the subjects are aware of the learning process they are going through and can explain “why” an expression is incorrect based on the rules they have learned.

According to Wilson (2000), language learning: “refers to the “conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them.” Thus learning can be compared to learning about a language.” (p.1). In this process, learners are aware of the second language they are learning. Moreover, learners can explain the grammar rules they use to express their ideas, and they can also explain when something said or written is not correct.

2.2.5.1 Common European Framework

According to the Council of Europe (2015), the Common European Framework presents information on specific foundations that can be applied to the development of course programs, evaluations, textbooks, etc. The CEFR explains all the aspects of the language that should be learned in order to communicate with others, and also provides information about the skills and knowledge they have to learn to use the language without any problems.

Furthermore, the Common European Framework established levels to know students’ progress in the learning of a language and to determine their levels on each point. CEFR also provides the details of each level in order to know what aspects learners should know in each one to continue with the next stage. The framework helps people in the education area consider what elements are needed to reinforce and support students through the learning process.

2.2.5.1.1 Common European Framework Uses

The Council of Europe (2015) stated the following uses:

1. The planification of language learning considers previous information, early learning, different levels of the educational systems, objectives, lessons, and activities.

2. The planning of a language certification takes into account the list of topics for evaluation. Moreover, the assessment parameters are considered from a positive perspective, not focusing on the difficulties students may have.
3. The planning of self-directed learning includes students' consciousness about their current knowledge, determination of their objectives, selection of the materials, and self-evaluation of their knowledge.

2.2.5.1.2 Common reference levels

It is essential for the Framework to define and explain the levels of proficiency according to specific standards that have already been established. Besides, the established and determined information for each level helps teachers and learners know what specific knowledge they should have and apply it based on their current level. The common reference levels provide them with a reference of the different levels to evaluate others or themselves (Council of Europe, 2015).

The Common Reference Levels: global scale

The Common European Framework of Reference for Languages (2015) indicated that 3 general levels were established, and each one is divided into 2 levels. As a result, it was determined 6 levels, as can be observed below.

- Proficient user "C" which is divided into "C1" and "C2".
- Independent user "B" which is divided into "B1" and "B2".
- Basic user "A" which is divided into "A1" and "A2".

The Common Reference Levels: self-assessment grid

- All levels (A1, A2, B1, B2, C1, and C2) are evaluated based on understanding, which consists of listening and reading. Furthermore, speaking focuses on spoken interaction and production, and writing.

2.2.5.1.2.1 A2 English language proficiency level

Based on the common reference level: self-assessment grid, the A2 level is evaluated under the following aspects:

2.2.5.1.2.1.1 Understanding

➤ Listening

In the listening skill, learners can comprehend phrases, and also, words that are common in everyday life, for example, personal information, living place, etc. Furthermore, they can understand the main idea in short messages.

➤ Reading

In this section, it is determined that learners can read short readings that are not complex, and they can also find specific information in different types of texts that are part of their daily lives. In addition, learners can understand letters that provide personal information, which are written with few words.

2.2.5.1.2.1.2 Speaking

➤ Speaking interaction

In speaking interaction, learners can communicate in simple and everyday conversations that require information exchange on contents and tasks they already know. Besides, they can have short conversations with others, although they can not comprehend all the words to continue with the conversation.

➤ Speaking production

In the speaking production section, learners can use phrases and sentences to talk about their family, studies, jobs, people they know, etc. using simple vocabulary.

2.2.5.1.2.1.3 Writing

In this last section, learners can write simple writings, which can be a message, etc., related to things that are asked. Furthermore, they can write simple letters.

2.2.5.1.3 Test score interpretation in terms of CEFR level

The CEFR (2015) provides indicators to evaluate a specific level, and to interpret the test scores, the authors Muzafarova et al. (2018) analyzed and combined the CEFR levels as well as the Cambridge English Assessment, which applies percentages to evaluate the test's results. The researchers considered that it was necessary to add two levels below the evaluated level to control the progress. Moreover, they assigned a total of four levels for each level in terms of the CEFR.

Table 2.

Test target level	Test score (%)	Student level according to the result
A2	≤ 44	A0 (pre -A1)
	45 – 69	A1
	70 – 89	A2
	≥ 90	B1

Source: Common European Framework of Reference and Cambridge English Assessment (as cited in Muzafarova, A., et al., 2018).

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

In accordance with Hernandez et al. (2014), the quantitative research approach follows a series of processes, and the steps it follows cannot be avoided; the order is essential. In addition, this approach focuses on the measurement of a studied phenomenon, which has to be observable. Moreover, Hernandez et al. (2014) also explain about the qualitative research, and they mention: “las investigaciones cualitativas se basan más en una lógica y proceso inductivo (explorar y describir y luego generar perspectivas teóricas) ...” (p. 8), this approach considers different theories and the observation to explain a specific phenomenon. Also, the newly studied element provides unknown information that is used to structure new theories.

According to the objective, which is: to determine the incidence of ubiquitous learning as a teaching strategy to enrich English language proficiency level in EFL learners of the Language Department at Public University of El Alto, 2023, this research is in first place quantitative because the incidence this learning paradigm had on learners was determined, all the data collected was quantified, and also to achieve the main objective, a series of processes were followed and a defined order as well. Furthermore, the study is qualitative due to all the application processes were carefully observed, analyzed, and described. To sum up, the current work has a quanti-qualitative approach.

3.2 RESEARCH DESIGN

According to Gómez (2015) a quasi-experimental research is: “llamaremos cuasi experimento a los diseños experimentales donde los grupos no son armados por el investigador, y los sujetos no se asignan al azar, sino que dichos grupos ya estaban formados antes del experimento...” (p. 90). Moreover, Hernández et al. (2017) stated that quasi experimental designs propose a model where the independent variable is manipulated in order to cause an effect in the dependent variable. Based on the mentioned concepts, the present work is quasi-experimental in view of the fact that the dependent variable (English language proficiency level A2) was affected by the manipulation of the independent variable (ubiquitous learning as a

teaching strategy) in order to obtain results. In addition, the formed group of students already belonged to a group (2.1 English level), they were not randomly selected by the researcher.

3.3 POPULATION

It is important to point out that the selected population belonged to the 1.2 English level that was given in the virtual modality the last semester, 2022, and now they are on the 2.1 English course from the Language Department of the Public University of El Alto. All the students were from different careers at the mentioned university. Moreover, there were students who were from different semesters.

In the Language Department of the Public University of El Alto, there are four levels of English, of which only one was considered, the 2.1 course. The 2.1 level consisted of 4 courses (A, B, C, and D), and only the parallel “D” course was considered as the population. Besides, there were students who were from nineteen to twenty-five years old in the selected course. In addition, the total number of students in the course was 20, and they were taken into account as the population.

Furthermore, for the SAMPLE, some students from the course “D” were selected and it is explained in the next point.

3.4 SAMPLE

Considering that the present research is quanti-qualitative, a sample of 7 individuals who met the defined characteristics was selected. Sampieri (2010) states: “En los estudios cualitativos el tamaño de muestra no es importante desde una perspectiva probabilística, pues el interés del investigador no es generalizar los resultados de su estudio a una población más amplia.” (p. 394). Furthermore, the sampling provided significant information that helped to comprehend the implementation of ubiquitous learning, and the results were not generalized.

The study sample is a NON-PROBABILISTIC of convenience sample because the sample was determined by the researcher based on the available and reachable group. According to Gomez (2015), the non-probabilistic sample is an informal procedure of selection due to they are selected by the researchers while designing where the work will be carried out and not by probability. Furthermore, Rahi (2017), states: “convenience sampling describes the data collection process from a research population that is effortlessly reachable to the researcher.”

Moreover, the sample consisted of 7 students from class “D” from the afternoon schedule who were assigned to take the remedial course after taking the pre-test (Annex 4) being the reason that their 1.2 English performance was low or regular (Annex 5), and in the selected group, ubiquitous learning was implemented as a teaching strategy to enrich students’ English language proficiency level. It is important to mention that there were 10 students who were asked to take the course; however, not all of them could attend classes.

In addition, the sample of 7 students aged between 18 and 25 years old was taken into account. Furthermore, the criteria for selecting the research subjects at the Language Department of the Public University of El Alto, where the study was conducted, was to have students who completed the 1.2 level (A2, according to the Common European Framework of Reference for Languages - CEFR) in the virtual modality and were currently enrolled in the 2.1 English course, which is held in the afternoon.

The sample, composed of a course with 7 students, fulfilled the general objective, and they provided information about the results of the implementation of ubiquitous learning that was applied as a teaching strategy to enrich learners’ current level.

3.5 RESEARCH TECHNIQUES AND INSTRUMENTS

The techniques and instruments that were applied for the present research are:

- ❖ TEST
 - PRE-TEST (ONLINE)
 - POST-TEST (IN-PERSON)
- ❖ QUESTIONNAIRE
 - FOR STUDENTS
- ❖ CHECKLIST
- ❖ OBSERVATION
- ❖ OBSERVATION SHEET

The instruments were designed to control the incidence of ubiquitous learning as a teaching strategy and its analysis. Furthermore, some instruments were based on a designed test to obtain information about learners’ current English language knowledge, and others were designed to know students’ perspectives about classes in the virtual modality. The checklist was

also structured to observe the parameters of ubiquitous learning for its implementation. Moreover, the observation helped analyze students' progress in some learning skills.

❖ TEST

Pre-test (Online)

The online test was applied before the application of ubiquitous learning for teaching and learning the English language, and it evaluated different skills in the English language. In the first part of the test, grammar use is evaluated; it consisted of 20 questions with multiple choice. 15 questions asked students to select the option that completes the sentence, and 5 asked them to choose the sentence that is correctly written.

The second part of the test consisted of evaluating the reading skill, where there were five short readings with 5 multiple-choice questions each. This section had 25 questions in total. Furthermore, 15 questions had two options, "true or false", and 10 questions asked students to select the option that answered them.

Additionally, the third part of the test focused on the listening section, which consisted of 15 questions with multiple choice. Moreover, the listening skill evaluation had three audios with 5 questions each. 10 statements that had to be selected as true or false, and 5 multiple-choice questions where students had to select the option that mentioned the activities each person did.

Post-test (in-person)

It is necessary to mention that the same structure as the online pre-test was considered for the post-test, which was taken in in-person classes. The post-test was applied after the ubiquitous learning application in order to evaluate students' progress and observe how ubiquitous learning enriched the students' English proficiency level.

❖ QUESTIONNAIRE

The questionnaire was developed in Google Forms and sent to learners who were in the 1.2 level, and are currently the 2.1. level. Moreover, they had classes in the virtual modality at the 1.2 level, and to know how their performance was at the mentioned level, the questionnaire was delivered to them.

This instrument is divided into three sections. The first section consists of 12 questions in total, which are divided into two types of formats. The first one consists of 5 questions that have multiple choice, and more than one option can be selected. The second one consists of 7 multiple-choice as well; however, only one option can be selected. This section asks students questions about the virtual platforms they used in their virtual classes and in the evaluation of their different language skills.

The second section consists of 1 general question that asked students to evaluate their different English language skills. The question has 6 sections where there are different elements of the language, which are speaking, writing, reading, listening, grammar, and vocabulary. Moreover, each section was assigned a scale of 10 levels, where 1 means a lot of difficulties were presented and 10 no difficulties were presented.

Finally, the last section consists of 3 open questions that require answers of yes/no and then explain the “why”. In this section, students can write, and explain their points of view about the virtual modality.

❖ CHECKLIST

This instrument was applied to control if the ubiquitous learning resource accomplishes the requirements to be implemented in the ubiquitous sessions. For developing the checklist, all the characteristics of ubiquitous learning were taken into account, which are listed in order to observe if the tool meets the established parameters.

❖ OBSERVATION

According to Ari et al. (2010) the observation is: “a basic method for obtaining data in qualitative research and is more than just “hanging out.”” (p. 431). Moreover, Gay et al. (2012) mentioned that participant and nonparticipant observation are the most commonly applied. The aftermentioned authors point out that in participant observation: “...the researcher participates in the situation while observing and collecting data on the activities, people, and physical aspects of the setting” (p. 382), and in nonparticipant observation, Gay et al. (2012) explain: “...,the researcher observes and records behaviors but does not interact or participate in the life of the setting under study” (p. 382).

In the present research, participant observation was applied, being the reason that the researcher participated as a teacher in the remedial course of the teaching of the English language. Furthermore, through observation, the data was collected on the observation sheet instrument. After the sessions, the observed students' difficulties and doubts were written down in the mentioned instrument, and those were used to provide information to structure the next sessions, where all the difficulties were reviewed and explained in the in-person classes.

❖ **OBSERVATION SHEET**

The observation sheet was implemented to record observations of the in-person short sessions and the submitted tasks to the ubiquitous learning resource. The mentioned instrument allowed recording and observing students' level and progress in listening, reading, speaking, and writing skill, as well as the grammar and pronunciation of the English language.

The observation sheet was divided into 3 sections: one for the week number and the lesson, another for the observations made on the sessions, and the last one for observations made of the tasks of the ubiquitous resource.

Section for the sessions

In this section, the observations made in the sessions were written down in order to register the students' difficulties, specifically in the speaking interaction, speaking production, and writing skills, as well as their progress. The observations helped as a reference to have a list of topics that had to be reviewed and practiced in the different sessions.

Section for the ubiquitous learning resource tasks' observations

This section was used to record all the observations made of the students' submitted answers for the different tasks, which are: vocabulary, listening, reading, writing, and speaking. Moreover, these observations as well as the ones made during the sessions helped to decide the contents to be reviewed and activities to be developed for the next sessions, so students could enrich their current level.

3.6 VALIDITY AND RELIABILITY

In the present work, triangulation was applied in order to have validity and reliability. Noble and Heale (2019) state: "Triangulation is a method used to increase the credibility and

validity of research findings” (p.67), likewise, the researcher Patton (2002) points out: “Triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including both quantitative and qualitative approach” (p. 247). In that sense, different instruments to collect data were applied in order to have validity and reliability, as well as, they were applied synchronously. The instruments applied were the test and the observation sheet.

On one side, the test (Annex 4) evaluates the A2 proficiency level, which is the second level of the reference levels of the Common European Framework of Reference for Languages. Moreover, the mentioned instrument is a sample test that can be downloaded on the Tracktest webpage, and it contains questions and tasks that have the same structure as the Tracktest English exam. The web page provides a PDF sample test that allows the evaluation of the English level and also an English Proficiency Test Online that can be taken to obtain a certificate. Furthermore, the test is divided into three sections, which are grammar evaluated over 20, reading evaluated over 25, and listening evaluated over 15. Students have to be given 45 minutes, as indicated by the instructions on the mentioned webpage. Moreover, according to the Tracktest webpage, a score over 65% or more means the student passes the A2 level, and it can be obtained with the following formula: $(\text{correct answers}) / 60 (\text{total questions}) * 100 = \%$

Additionally, the test sample was developed based on the ‘can-do’ descriptors and statements in each skill provided by the CEF: “Can understand and frequently used expressions related to areas of most relevance (e.g. very basic personal and family information...)”(p.66), etc. The test was applied as a pre-test and post-test on the sample, showing in that way the reliability and validity of the instrument.

On the other side, the observation sheet (Annex 8) provided a general and detailed overview of students’ difficulties, in the different skills. The instrument mentioned allowed to take notes about the in-person sessions and the tasks that were sent by students on the web app. In addition, to validate the data provided, the students’ answers that were uploaded to the web app were collected (Annex 7).

Likewise, the applied instruments had validity and reliability, and they helped to collect data and achieve the different objectives of the present work. The general objective was: “to determine the incidence of ubiquitous learning as a teaching strategy to enrich the English

language proficiency level in EFL learners of the Language Department at Public University of El Alto, 2023". The research instruments allowed the measurement of the obtained results before, during, and after the implementation of ubiquitous learning, which helped to determine its incidence. As a result, the conclusions and hypothesis of the research have validity and reliability.

CHAPTER IV

PROCEDURE FOR THE CREATION AND IMPLEMENTATION OF THE UBIQUITOUS LEARNING RESOURCE

4.1. INTRODUCTION

Ubiquitous learning is supported by different technologies that allow learning to occur at any time and in any place. Based on those concepts, a learning web application was created and developed. According to a TechTarget Contributor (2023) a web application is: “an application program that is stored and delivered over the internet through a browser interface...”, the mentioned author also states: “Web applications do not need to be downloaded since they are accessed through a network. Users can access a learning web application through a web browser, such as Google Chrome, Mozilla Firefox...”. Furthermore, it was built as a strategy to enrich the English Language proficiency level of EFL learners.

4.2. OBJECTIVES

4.2.1 General objective

- To implement a ubiquitous learning resource as a teaching strategy to support post-pandemic classes.

4.2.2 Specific objectives

- To provide learners with a resource to be immersed in the English language at any time and from anywhere.
- To design a learning web app based on the ubiquitous learning parameters and the course syllabus.
- To support the learning process from the A2 level through the implementation of the ubiquitous learning resource.

4.3. PROCEDURE

The name given to the learning web app is “U-English”. For its creation, different aspects were considered in all the phases and procedures. The aspects that were taken into account were the contents of the English book syllabus, the activities for the different language skills, the tools for its development, its structure and organization, its creation, the chronogram for its

implementation in the English class, the presentation of the learning web app to learners, and its implementation. All the mentioned aspects are described in each phase.

4.3.1. PHASE 1: INFORMATION COLLECTION OF THE CLASS CONTENTS AND THE OBJECTIVES

In phase 1, in order to create the U-English learning web app, all the information about all the contents that are part of the 1.2 English level syllabus was collected to design tasks that support each lesson as well as to define its objectives. Furthermore, the units, lessons, grammar, and vocabulary of the English language learning book were considered. To collect this data, the student’s book that is used by the teacher for this level was taken into account and studied. The title of the book is “Essential American English, 2 Elementary”. Moreover, in order to have all contents and objectives organized, a table of contents was developed, which has almost the same structure as the book syllabus, as can be observed in the table below.

Table 3.

UNIT	LESSON	GRAMMAR	VOCABULARY	OBJECTIVE
UNIT 1	Lesson 1	Articles: a, an, the, zero.	Common adjectives, and colors	Students can recognize when to use an article and when not. They can also know what article to use based on the context.
	Lesson 2	Present continuous	Common verbs	Students can use the present continuous tense in affirmative, negative, and interrogative sentences.
	Lesson 3	A lot of, some, any	Money vocabulary verbs and nouns	Students can use the quantifiers some, any, and a lot when talking about quantities of anything. Furthermore, they can recognize which one of them they can use in affirmative, negative, and interrogative sentences.

	Lesson 4	How much...? Which one(s)...?	Clothes	Students can use the interrogatives ‘how much...?’ to talk about costs and ‘which one(s)’ to ask about specific objects.
	Lesson 5	There is.../there are...	Places from the city, and prepositions of place.	Students can use ‘there is’, and ‘there are’ to indicate a location, as well as in its affirmative, negative, and interrogative forms. Moreover, they can use prepositions of place.
UNIT 2	Lesson 6	Past simple verb to be	Time past expressions with last, on, yesterday, in, at, and at/ in + place	Students can use the verb to be in its past simple form to refer to the past, personal past information, and places where they were. Additionally, they can use the past of the verb to be in its affirmative, negative, and interrogative form, as well as its short answer.
	Lesson 7	There was.../there were...	Time past expressions, and technology’s vocabulary	Students can use ‘there was’ and ‘there were’ to describe details from the past. Moreover, they can use time past expressions in sentences that refer to the past.
	Lesson 8	Past simple regular verbs	Traveling by plane vocabulary.	Students can use the past simple regular verbs to refer to past activities.
	Lesson 9	Past simple irregular verbs	Vocabulary for describing a biography	Students can use the past simple irregular verbs to talk about their past.
	Lesson 10	Past simple negatives and questions	Adjectives	Students can use the past simple negative and question forms to

				deny a past situation or to ask about a past activity.
UNIT 3	Lesson 11	How much.../ how many...?	Healthy living vocabulary, countable, and uncountable nouns	Students can use 'how much...?', and 'how many...?' with the uncountable and uncountable nouns.
	Lesson 12	Can, can't, could, couldn't	Skills at work	Students can use the modals 'can, can't' to talk about work skills and 'could, couldn't' to refer to past skills.
	Lesson 13	Describing people He has... for description, adjective + noun	Describing people adjectives	Students can describe people's physical appearance using the verb 'has'. Additionally, they can use the adjectives before a noun.
	Lesson 14	Prepositions	Hotel places	Students can use the prepositions 'in, on, at, and to' to describe the places where they were.
	Lesson 15	Have to (obligations)	Housework, home, school and work obligations	Students can use the modal 'have to' to refer to the obligations they have at home, work, college, etc.
UNIT 4	Lesson 16	Countable and uncountable nouns	Food and drink	Students can differentiate between a countable and uncountable noun. In addition, they can use them to talk about food.
	Lesson 17	Offering and inviting	Free-time activities	Students can use the modals 'could' and 'would' for offering and inviting for an activity.

	Lesson 18	Be going to (future plans)	Maybe/ perhaps, and future plans	Students can use ‘be going to’ to refer to future plans. Moreover, they can use its affirmative, negative, and interrogative forms, as well as some connectors used for this tense.
	Lesson 19	Prepositions in questions	Seasonal travel, and adjectives to describe a place	Students can use the preposition in interrogative sentences. In addition, they know the position of the preposition in questions.
	Lesson 20	Irregular plurals, adjectives, adverbs	Nouns, adjectives, and adverbs	Students can recognize irregular plural nouns. Additionally, they can differentiate the position of an adjective, and an adverb.

Source: Prepared by the author based on the English Book Essential American English, 2 elementary, student’s book

In the first column, there is the number unit. In the second one is the lesson number. In the third column is the grammar section that is taught in each lesson, and in the fourth column is the vocabulary, which contains some relevant related words to the lesson. Additionally, in the last column are all the objectives to reach that were defined based on the contents of the Essential American English, 2 Elementary Book for students’ lessons. It was needed to structure the contents in order to have an overview of all the information students have to learn for the 1.2 English level and achieve the objectives.

4.3.2. PHASE 2: CONTENTS ORGANIZATION AND ACTIVITIES SELECTION

After the recollection of all the information about the 1.2 English course contents, units, and lessons, the syllabus contents for the ubiquitous learning resource were organized based on the mentioned course book content map. In this phase, also was considered all the activities that allow learners to be immersed in the English language. Additionally, the materials were carefully selected, considering two aspects.

The first aspect was the different learning styles students may have, which are auditory, visual, reading/ writing, and kinesthetic. Considering the mentioned styles, different short

videos about movies, songs, audiobooks, and short videos with extra topics that support each lesson were selected. All the videos have English subtitles, so students had the opportunity to become familiar with the contents, dialogues, and lyrics in order to understand them easily. The different tools considered the different learning styles. Auditory learners can hear the dialogues, sentences, and expressions that are mentioned in the video. Besides, visual learners can watch the subtitles, the environment, the characters, and the activities they are doing. Reading/writing learners can observe and read the subtitles to learn new words, understand the messages, answer questions, etc. Finally, kinesthetic learners, to do the activities, have to use different senses such as sight, hearing as well as touch.

The second aspect is that each material was selected to make learners practice what they have been learning in class. Furthermore, the grammar and vocabulary of each lesson were considered the main points of reference.

In addition, it was determined to have 5 tasks per lesson in order to reinforce the learning skills. The first task focuses on the vocabulary aspect, where learners have to select 3 words they watched on the video and look for their meanings. The second task asks students to watch the video and write the missing words to practice their listening skills. The third task indicates that learners answer questions that were formulated based on the information that is provided in the video to practice their reading skills. The fourth one asks them to write sentences or paragraphs considering the information of the video or the lesson for their writing skills. Moreover, for the first and second units, it was determined to ask students to write 3 sentences, and for the third and fourth units, they have to write paragraphs. The last task indicates them to record audios up to 30 seconds, and in each unit, 5 seconds are added.

The table below explains the organization of the units, the lessons, the selected materials, and the determined activities for each lesson.

Table 4.

UNIT	LESSON	MATERIAL	TASKS
UNIT 1	Lesson 1 Articles: a, an, the, zero.	Movie: Charlie and the Chocolate Factory Director: Tim Burton	<ul style="list-style-type: none"> Watching the video

		Time: 40:37– 41:20 Duration: 43 seconds	<ul style="list-style-type: none"> • Selecting 3 words and writing their meanings • Writing the missing words • Answering questions • Writing 3 sentences • Recording an audio up to 30 seconds
	Lesson 2 Present continuous	Song: Lemon Tree Single by: Fool’s Garden Time: 00:14 – 00:44 Duration: 30 seconds	
	Lesson 3 A lot of, some, any	Audiobook: Love or Money? By: Ciao English Story Time: 13:28 – 14:22 Duration: 54 seconds	
	Lesson 4 How much...? Which one(s)...?	Movie: Confessions of a Shopaholic Director: P.J. Hogan Time: 46:17– 46:52 Duration: 35 seconds	
	Lesson 5 There is.../there are...	Audiobook: The Detective Mouse in London By: Ciao English Story Time: 05:41 – 07:16 Duration: 1:35 seconds	
UNIT 2	Lesson 6 Past simple verb to be	Song: Maps Single by: Maroon 5 Time: 00:20 – 01:05 Duration: 45 seconds	<ul style="list-style-type: none"> • Watching the video • Selecting 3 words and writing their meanings • Writing the missing words • Answering questions • Writing 3 sentences
	Lesson 7 There was.../there were...	Audiobook: Madman and The Sharks By: Ciao English Story Time: 02:17 – 02:37 Duration: 40 seconds	
	Lesson 8	Movie: A Dog’s Purpose Director: Lassen Hallstrom	

	Past simple regular verbs	Time: 07:43 – 08:14 Duration: 31 seconds	<ul style="list-style-type: none"> Recording an audio up to 35 seconds
	Lesson 9 Past simple irregular verbs	Movie: Frozen Director: Chris Buck, Jennifer Lee Time: 40:37 – 41:13 Duration: 36 seconds	
	Lesson 10 Past simple negatives and questions	Audiobook: Love Story By: Ciao English Story Time: 00:29 – 01:27 Duration: 58 seconds	
UNIT 3	Lesson 11 How much.../ how many...?	Short video: Let's Talk – Healthy Habits By: Stillwater Area Public Schools Time: 00:14 – 01:14 Duration: 60 seconds	<ul style="list-style-type: none"> Watching the video Selecting 3 words and writing their meanings Writing the missing words Answering questions Writing a short paragraph Recording an audio up to 40 seconds
	Lesson 12 Can, can't, could, couldn't	Audiobook: My Good Dog's Life By: Ciao English Story Time: 02:27 – 02:18 Duration: 51 seconds	
	Lesson 13 Describing people He has... for description, adjective + noun	Audiobook: Hanae Mori By: Ciao English Story Time: 01:33 – 02:21 Duration: 48 seconds	
	Lesson 14 Prepositions	Movie: Cars Director: John Lasseter Time: 01:32:32 – 01:33:22 Duration: 50 seconds	

	Lesson 15 Have to (obligations)	Audiobook: The King's Choice By: Ciao English Story Time: 20:00 – 21:28 Duration: 88 seconds	
UNIT 4	Lesson 16 Countable and uncountable nouns	Movie: Cloudy with a Chance of Meatballs Directors : Phil Lord, Chris Miller Time: 23:50 – 24:26 25:32 – 25:44 Duration: 46 seconds	<ul style="list-style-type: none"> • Watching the video • Selecting 3 words and writing their meanings • Writing the missing words • Answering questions • Writing a short paragraph • Recording an audio up to 45 seconds
	Lesson 17 Offering and inviting	Short video: English File 4E Beginner Practical English Ep5 Inviting and offering Uploaded by: Mirna Orazi Time: 00:13 – 01:38 Duration: 85 seconds	
	Lesson 18 Be going to (future plans)	Movie: Back to the Future Director: Robert Zemeckis Time: 40:18 – 41:19 Duration: 61 seconds	
	Lesson 19 Prepositions in questions	Song: What are you waiting for? Single by: Nickelback Time: 01:54 – 03:00 Duration: 66 seconds	
	Lesson 20 Irregular plurals, adjectives, adverbs	This lesson focus on some different topics of the English Book which are considered important.	There are no activities for this lesson

Source: Prepared by the author based on the English Book Essential American English, 2 elementary student's book, and different multimedia resources

In the first column is the unit, and in the second one is the lesson number and its title. In the third one, the details of each material, such as the title of the video, the director, the singer,

or the name of the person or YouTube channel that uploaded the material, can be observed. Furthermore, the time of the selected part of the video and its duration can be seen in this column. In the fourth column, all the tasks that are part of each lesson that focus on different language learning skills can be observed. To do the task, students have to watch the video. Task 1 focuses on vocabulary, task 2, on listening, task 3, on reading, task 4, on writing, and task 5, on speaking. Additionally, the last lesson doesn't have materials or tasks, being the reason that it combines different grammar aspects such as irregular plurals, adjectives, and adverbs.

4.3.3. PHASE 3: EXTRA ACTIVITIES AND QUIZZES SELECTION TO SUPPORT THE CONTENTS

Content support is essential for students, so they can have a variety of resources to practice the English language. Observing that fact, it was decided to incorporate extra activities and quizzes after each unit.

- **Extra activities**

The extra activities were developed in order to support the pronunciation of the English language. In this section, learners sing or read the lyrics of an assigned song. This activity is limited to one per unit. In the table below, all the details of the extra activities' selection and organization can be observed.

Table 5.

UNIT	MATERIAL	ACTIVITY
UNIT 1	Song: A Thousand Years Single by: Christina Perri Duration: 04:44 seconds	<ul style="list-style-type: none"> • Watching the video • Recording an audio singing or reading the lyrics
UNIT 2	Song: You Raise Me Up Single by: Westlife Duration: 04:02 seconds	<ul style="list-style-type: none"> • Watching the video • Recording an audio singing or reading the lyrics
UNIT 3	Song: A Million Dreams Single by: The Greatest Showman Cast Duration: 04:29 seconds	<ul style="list-style-type: none"> • Watching the video • Recording an audio singing or reading the lyrics

UNIT 4	Song: The Reason Single by: Hoobastank Duration: 03:53 seconds	<ul style="list-style-type: none"> • Watching the video • Recording an audio singing or reading the lyrics
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Source: Prepared by the author

In the first column, all the units are listed, and in the second column, the selected materials, which are different song videos, the singer or group name, and the duration of the song, can be observed. In the last column, the directions for the activities were listed. Students are asked to watch the video in order to learn the lyrics, and then they have to record themselves singing the song or reading the lyrics. It is important to mention that all the videos have subtitles.

- **Quizzes**

In the quiz section, learners can take a quiz after finishing each unit, it consists of different questions that were developed considering all the lessons of the unit. The first unit is composed of 5 lessons, and students have questions where they have to select the correct option to complete the sentence. In the second and third units composed of other 5 lessons each, learners have to fill in the blanks with the correct words. Finally, the last quiz, which evaluates the other 5 lessons of unit 4, asks learners to focus on grammar and spelling to correct the stated sentences. The organization of the quizzes can be observed in the table 6.

Table 6.

UNIT	QUIZ	ACTIVITY
UNIT 1	QUIZ 1	<ul style="list-style-type: none"> • Choosing the correct option
UNIT 2	QUIZ 2	<ul style="list-style-type: none"> • Filling in the blanks with the correct word or words
UNIT 3	QUIZ 3	<ul style="list-style-type: none"> • Filling in the blanks with the correct word or words
UNIT 4	QUIZ 4	<ul style="list-style-type: none"> • Correcting grammar, and spelling mistakes • Rewriting the sentences with the corrections

Source: Prepared by the author

The organization and structure of the quizzes are as follows: First, the units that are listed in column 1 are essential to decide the number of quizzes that have to be created. Second, it was decided to have one quiz per unit, and in total, there are 4 quizzes, as can be observed in column 2. Finally, the activity indicates what students have to do in each quiz, and it levels up the

difficulty in the different units. In the first unit, students are given options to choose from; in the second and third units, they have to write the missing words; they aren't given any option to select; and in the last one, students have to observe in order to correct the grammar and spelling mistakes.

4.3.4. PHASE 4: ORGANIZATION AND STRUCTURATION OF THE COLLECTED CONTENTS AND ACTIVITIES

Phase 4, in this section, the organization of the contents and activities for the learning web app were considered. The ubiquitous learning resource has two main structures: one provides a general overview of the structure of all the course contents, and the other demonstrates the organization of each lesson.

- **Structure of the course content**

In this section, the organization of the units, lessons, activities, and quizzes can be observed. The units are followed by their 5 lessons, and next to each lesson number is its contents. Furthermore, there is an extra activity and a quiz after the 5 lessons of each unit. They support and evaluate what is being learned in all the lessons in each unit.

The general structure is: the first unit is followed by its 5 lessons, an activity, and a quiz; the second, third, and fourth units have the same structure, they are followed by five lessons, an extra activity, and a quiz. The table below shows the structure of the learning web app's general menu.

Table 7.

LESSONS	CONTENT
UNIT 1	
Lesson 1	Articles: a, an, the, zero.
Lesson 2	Present continuous
Lesson 3	A lot of, some, any
Lesson 4	How much...? Which one(s)...?
Lesson 5	There is.../there are...
ACTIVITY 1	
QUIZ 1	

UNIT 2	
Lesson 6	Past simple verb to be
Lesson 7	There was.../ there were...
Lesson 8	Past simple regular verbs
Lesson 9	Past simple irregular verbs
Lesson 10	Past simple negatives and questions
ACTIVITY 2	
QUIZ 2	
UNIT 3	
Lesson 11	How much.../ how many...?
Lesson 12	Can, can't, could, couldn't
Lesson 13	Describing people
Lesson 14	Prepositions
Lesson 15	Have to (obligations)
ACTIVITY 3	
QUIZ 3	
UNIT 4	
Lesson 16	Countable and uncountable nouns
Lesson 17	Offering and inviting
Lesson 18	Be going to (future plans)
Lesson 19	Prepositions in questions
Lesson 20	Irregular plurals, adjectives, adverbs
ACTIVITY 4	
QUIZ 4	

Source: Prepared by the author

The table 7 has two general sections, which are the lessons and the contents. In the first column are listed all the numbers' lessons based on the A2 course syllabus. In the second column, the contents of each lesson are organized. Additionally, after each unit, there is an activity and a quiz to support and evaluate the unit.

- **Content structure of the lessons and activities**

It is important to mention that all the lessons have the same structure and organization. The lesson has 6 sections. In section 1, a summary of the lesson can be found, so learners can study it or check it to continue with the next activities. Section 2 focuses on the vocabulary aspect, where after watching the video, students have to write 3 words that are new to them and also, search for the meaning of the three words. Section 3 provides a task for the listening skill where they have to write the missing words of determined sentences or dialogues. In order to do the task, they have to watch and listen carefully to the video.

Furthermore, Section 4 evaluates the reading skill, where there are 3 questions elaborated based on the video’s information, and students have to analyze the dialogues to answer the questions. Section 5 focuses on the writing skill where they have to write sentences applying what they have learned in the topic, considering grammar, vocabulary, and in some cases, the information from the video they watched. In section 6, the speaking skill can be practiced; students have to record an audio up to a determined time, also applying what they have learned in the lesson. They can send it in two ways. The first one is by recording themselves in an online recorder called “Vocaroo”, and after recording, it provides a link, so learners can copy the link and paste it into the assignment. The second is recording themselves on their cellphones, uploading the audio to their Google Drive, sharing the file through a link, and pasting the link into the assignment. The table 8 shows an example of the structure of a lesson.

Table 8.

LESSON	CONTENT	TASKS
Lesson 1	Articles: a, an, the, zero.	LESSON 1: ARTICLES: A – AN - THE A Uses: -Only for singular nouns. Example: I have a brown cat. -When the next word starts with a consonant. Example: She has a notebook. -When we talk in general and we don’t specify. Example: He reads a book. (What book? We don’t specify).

		<p>AN</p> <p>Uses:</p> <ul style="list-style-type: none"> -Only for singular nouns. Example: An ocean is wonderful. -When the next word starts with a vowel. Example: An eraser is small. -When we talk in general and don't specify. Example: An artist is talented. (What artist? We don't specify). <p>THE</p> <p>Uses:</p> <ul style="list-style-type: none"> -Only for singular nouns. Example: The country is beautiful. The author is intelligent. -When we talk about specific things. Example: The computer that is on the table. (What computer? The computer that is on the table). <p>DON'T USE OF ARTICLES A - AN- THE, WHEN:</p> <p>Uses:</p> <ul style="list-style-type: none"> -Don't use articles when we talk about plurals and uncountable nouns. Example: I like cars. They want water. -Don't use articles with proper nouns (languages, names, sports, countries, etc.). <p>Exemptions: The United States, the United Kingdom, the Irish Republic, etc.</p> <p>Example: Ana lives in Bolivia, and she likes soccer. Luis speaks English, and he lives in the United States</p>
		<p>Vocabulary</p> <p>Watch the video and choose 3 words you don't</p>

		<p>know, and write them, and their meanings. Example: Calm: Peaceful, free from anger, and anxiety.</p> <ol style="list-style-type: none"> 1. 2. 3.
		<p>Listening</p> <p>Watch the video and write the missing words below.</p> <ol style="list-style-type: none"> 1. ...important room this. 2. Then why is... door so...? 3. That's to keep all... chocolate flavor inside.
		<p>Reading</p> <p>Watch the video, and answer the following questions.</p> <ol style="list-style-type: none"> 1. Why the door is so small? 2. Where are they? 3. What colors can you see in the video? (write 7 colors)
		<p>Writing</p> <p>Write 3 sentences describing what you watched in the movie. Use articles, adjectives, and colors.</p>
		<p>Speaking</p> <p>Record an audio up to 30 seconds describing what you saw in the video. You can not repeat what you wrote on task 4.</p> <p>Follow the next steps to upload the recording.</p> <ol style="list-style-type: none"> 1. Enter this link in your browser: https://vocaroo.com/ 2. Record the audio. 3. Press in the option "guardar y compartir". 4. Finally copy the link here.

Source: Prepared by the author

The table above is divided into three columns, which are lessons, content, and tasks. First, the lesson column indicates the number of the topic. Second, the content column demonstrates the title of the lesson. Last, the tasks' column shows all the sections and skills that

are part of the first lesson. In this last column, the explanation of the lesson, the vocabulary, listening, reading, writing, and speaking tasks with their directions are located.

4.3.5. PHASE 5: SELECTION OF THE NON-CODE BUILDER TO DEVELOP THE WEB APP

After collecting the content and structuring the learning web app contents and activities, it was necessary to use a non-code builder. It is a cloud-based platform that helps to create different apps, such as native apps, web apps, etc., without having knowledge about programming. Moreover, the mentioned tool allows online resource creation to support the teaching and learning process.

In order to decide which non-code builder works best, a group of some of the most used non-code builders was selected, which are Adalo, Bubbles, and Glide (Bubble, 2022). In addition, while looking for information about the non-code builders, it was found “Flutterflow” which was compared with “Adalo”, and had better features (Sincodigo channel, 2022). The non-code builders were compared, considering different features that are essential for developing a learning web app. The table below shows the comparison between Adalo, Bubbles, FlutterFlow, and Glide. The selected features for the comparison were stated by Zeroqode (n.d.).

Table 9.

FEATURES	NON-CODE BUILDER			
	ADALO	BUBBLE	FLUTTERFLOW	GLIDE
Customization	✓	✓	✓	Limited
Data storage	✓	✓	✓	✓
Easy to learn	✓	✗	✓	✓
Free plan	✓	✓	✓	✓
Mobile development	✓	✓	✓	✓
Online	✓	✓	✓	✓
Templates	✓	✓	✓	✓
Testing mode	✓	✓	✓	✓
Tutorial	✓	✓	✓	✓
Various features	✗	Limited	✓	✓
Visual Editor	Limited	✓	✓	✓
Web app	✓	✓	✓	✓
Web development	✓	✓	✓	✓

Source: Prepared by the author based on the collected data

Based on the table 9, it can be observed that Adalo, Bubble, FlutterFlow, and Glide have various of the mentioned features; however, some of them have limitations and lack features. First, Adalo doesn't have various features for the development of apps, and the visual editor is limited, issues that can cause limitations while building the app. Second, Bubble is not easy to learn because it has a complex program and limited features. Third, FlutterFlow has demonstrated that it does not have limitations or a lack of features. Last, Glide is another app builder that has one problem that is related to customization. Considering the comparison and all the collected information, FlutterFlow non-code builder was considered to build and develop the ubiquitous resource for English language learning.

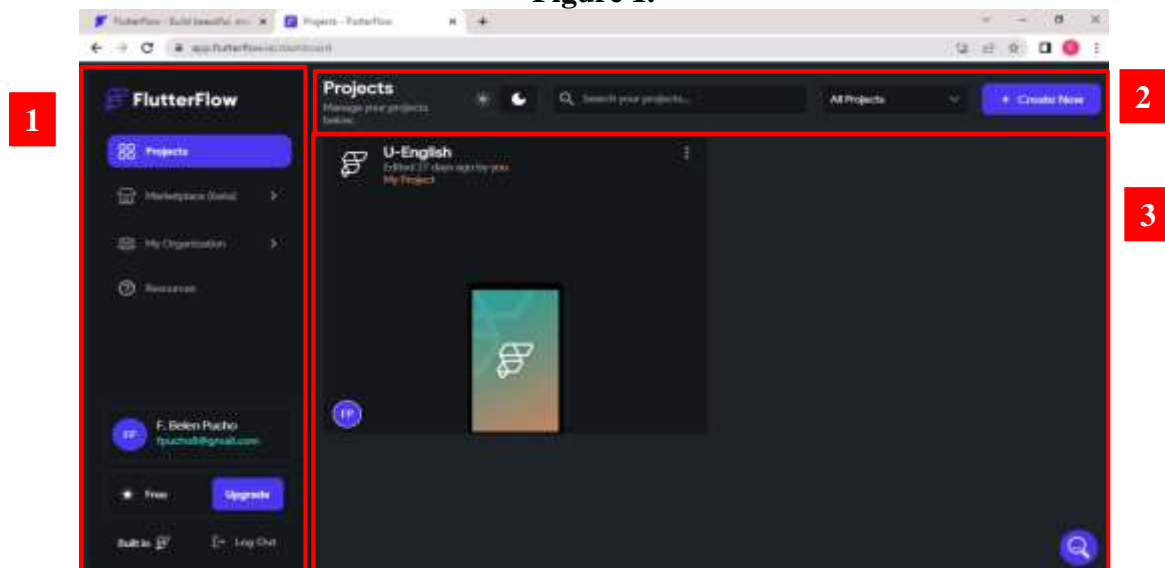
4.3.6. PHASE 6: STUDY OF THE NON-CODE BUILDER TOOLS AND SECTIONS

In Phase 6, the selected non-code builder "FlutterFlow" was studied. Before starting to build the ubiquitous learning resource, it was necessary its study in order to know all the elements, tools, and facilities it provides. This builder has different sections, which are the initial, login, registration, home, create app, project setup pages 1 and 2, and the project page and its sections, which are explained and detailed.

1. DASHBOARD PAGE

The dashboard page can be observed after clicking on the login button or creating an account widget. This page shows apps' projects, and it was divided into 3 sections to explain its structure.


Figure 1.



SECTION 1:

- **FlutterFlow** directs to the dashboard page when it is selected.
- **Projects** direct to the dashboard page or where there are listed all the app projects.
- **Marketplace (beta)** directs to a page where there are listed items to download and buy, such as template apps, components, pages, etc. It also shows a drop-down list with the options of “Created Items” and “Previously Used”.
- **My Organization** directs to a page to create a team, and it has a drop-down list with the options “Team Code”, “Team Media Assets”, and “Team Design Library”. All those options show the information and tools of the project that the team is using.
- **Resources** direct a page that has different resources that are documentation, help center, in-app tutorials, FlutterFlow tour, YouTube Tutorial, FlutterFlow blog, community resources, news, and supported platforms.
- **Email**, in this section, the login email can be observed.
- **Plan**, it shows the plan of the user. This section shows the current plan “Free”, and next to it is the option “upgrade” which changes the plan.
- **Log out**, it can be selected to log out from the current account, and it directs to the initial page.

SECTION 2:

- **Mode**, this section shows two modes: light and dark mode. When pressing  one of them, the background mode of the platform changes.
- **Search your projects**, this section is for writing the project that is being looked for.
- **All projects** show a drop-down list with the options “My Private Projects”, “My Shared Projects”, and “Shared with Me” to observe a specific category of projects.
- **Create New widget** opens a window to create a project.

SECTION 3:

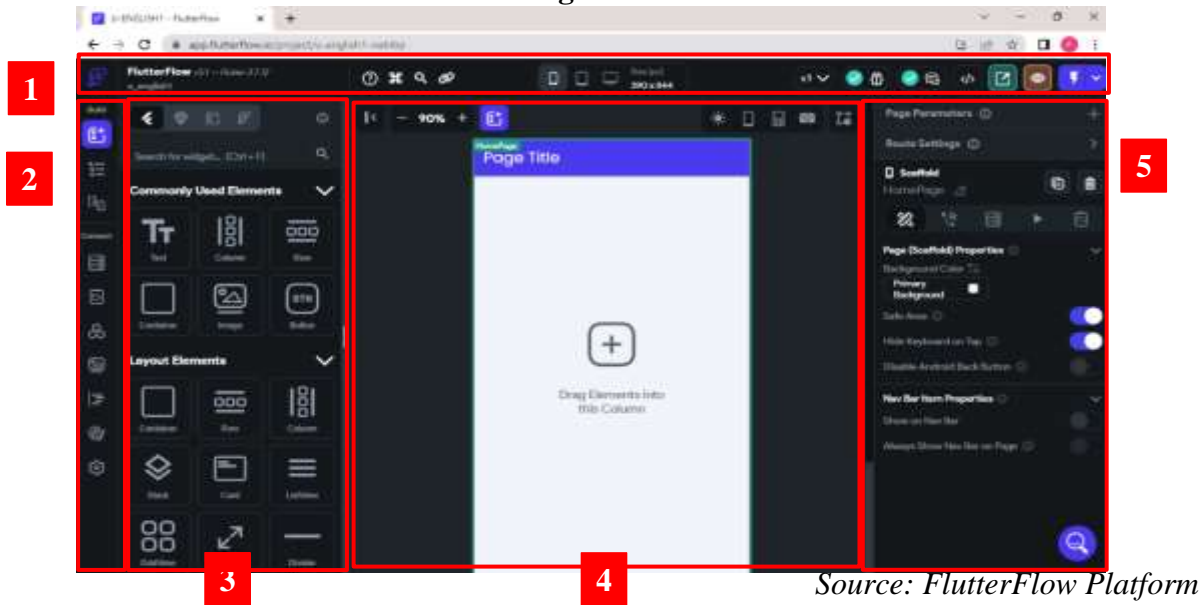
- **List of projects**, in this section, all the projects can be observed, and the user can click on one of them to enter the project page of the selected one.

- **Search widget** opens a small window that provides different options to help the user.

2. PROJECT PAGE

The project page shows all the tools to create an application. In order to explain its structure, it was divided into 5 sections, as can be observed in the below figure.

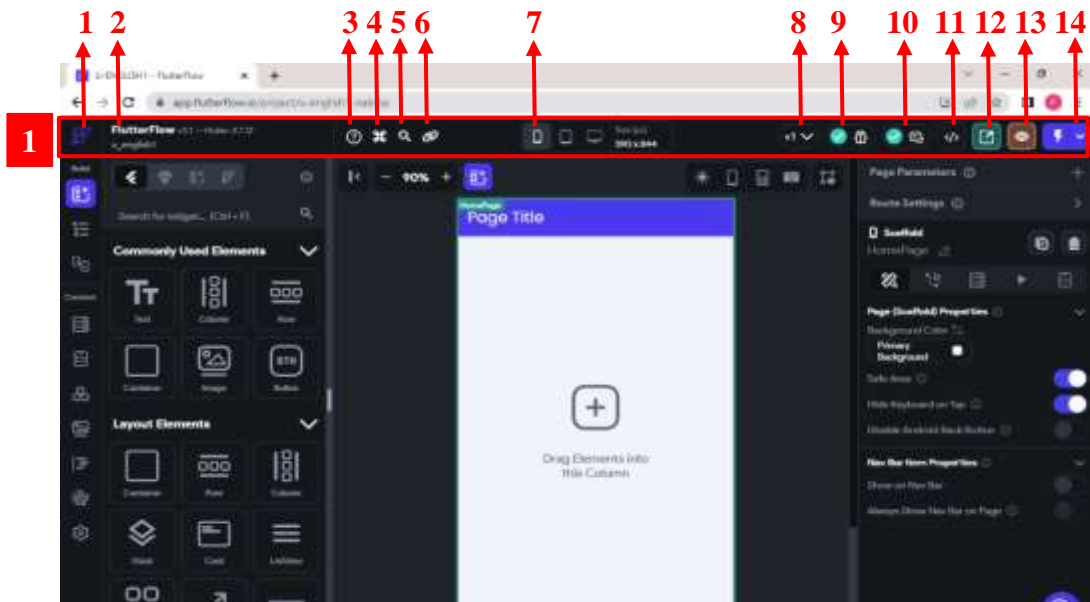
Figure 2.



Source: FlutterFlow Platform

SECTION 1:

Figure 3.



Source: FlutterFlow Platform

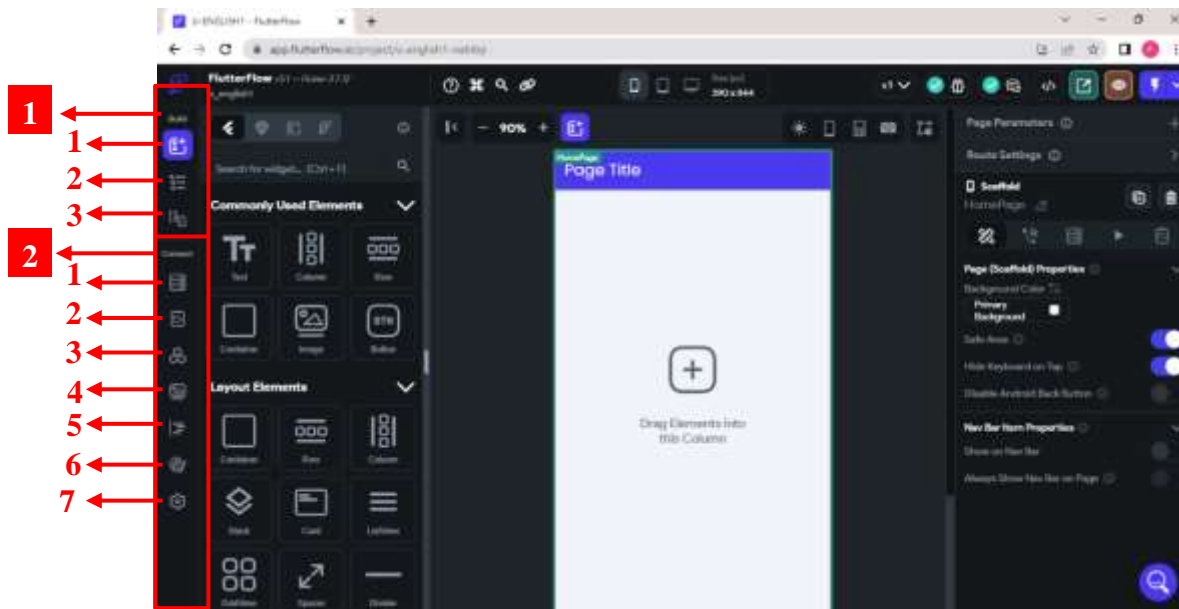
In this section, the following widgets can be observed:

1. The FlutterFlow widget's function is to redirect to the principal FlutterFlow (figure 2).
2. This section provides information about the version of FlutterFlow, and its release day.
3. The function of the widget "Help Menu" is to provide different options to help the user. In this section, there are different options such as search docs, join community, feedback, tutorials, FAQs, and docs, what's new? current status/ known issues, etc.
4. This widget when pressed, copies the link of the current view of the page.
5. This widget opens a window with a list of keyboard shortcuts such as copy widget (Ctrl + C), cut widget (Ctrl + X), etc.
6. The Command Palette widget's function is to search an icon, section, etc.
7. This widget allows changing the canvas size, which can be the size of a cellphone, tablet, or computer of different models.
8. This widget drops down a list of all the versions of the project.
9. This widget indicates when there is a problem or error, and guides the user to the section that has a problem when pressing it.
10. This widget shows comments about the project.
11. This widget drops down a small window with different options, which are: developer menu, where there are options to view code, download code, download APK, etc.
12. This widget allows the user to make the project public.
13. This widget directs to a preview of the project.
14. This widget drops down a list and shows two options: run, and test mode. Moreover, in this section, a list of all the published versions can be observed.

SECTION 2:

The section 2 contains a list of tools for building and connecting, which are explained and detailed in the section below.

Figure 4.



Source: FlutterFlow Platform

1. BUILD

1.1 UI BUILDER

This section provides the developer with a variety of elements for creating the application. The specific section and its elements are described below.

COMMONLY USED ELEMENTS

In this section, the frequently used elements are listed.

- **Container** adds a specific area with its own different features.
- **Row** adds a horizontal section or layout.
- **Column** adds a vertical section or layout.
- **Stack** allows to put one element over another.
- **ListView** adds a scrollable list of elements.
- **Text** allows adding text.
- **RichText** adds a text where the words can have different formats.
- **Image** allows adding an uploaded image or an online one.
- **CircleImage** allows adding images in a circular format.
- **Icon** adds small symbols.

- **Button** allows to do an action after pressing it.
- **IconButton** allows to do an action, and a symbol can also be added.
- **VideoPlayer** adds a video section.
- **ToggleIcon** adds a widget that can be turned on or off, and it can have any icon.
- **AudioPlayer** allows adding an audio section.
- **WebView** adds a section to see the contents of a website.
- **PDFViewer** adds a section for PDFs.
- **AppBar** adds a section to show different actions that can be done on a page.
- **TextField** adds a section where users can write.

1.2 WIDGET TREE

The widget tree section shows the internal structure of each project and page. Moreover, it provides a list of elements of the page that are currently being observed, such as a column, an appBar, etc. Moreover, it can be compared with an outline.

1.3 STORYBOARD

The storyboard section shows the entire app structure, considering the pages' views. It also shows the connections that are between one page from another.

2. CONNECT

2.1 FIRESTORE

In this section, a database collection can be created with the support of Firebase; moreover, users can connect their accounts to Firebase.

2.2 APP STATE

In this section, the app state variables can be added and managed. The information on the added variables is stored, and their parameters are defined in this section

2.3 API CALL

API (Application Programming Interface) call allow the service to communicate with other services in the area without providing a lot of information in order to be supported.

2.4 PROJECT MEDIA

In this section, multimedia resources, for example, an image, etc., can be uploaded. Moreover, a list of the uploaded elements can be seen in this section, and they can be deleted when they are not necessary for the app.

2.5 CUSTOM CODE

In the custom code section, functions, widgets, and actions for the web app can be added and edited.

2.6 THEME SETTINGS

In the theme settings section, the appearance of the web app can be customized, such as the color, text styles, etc.

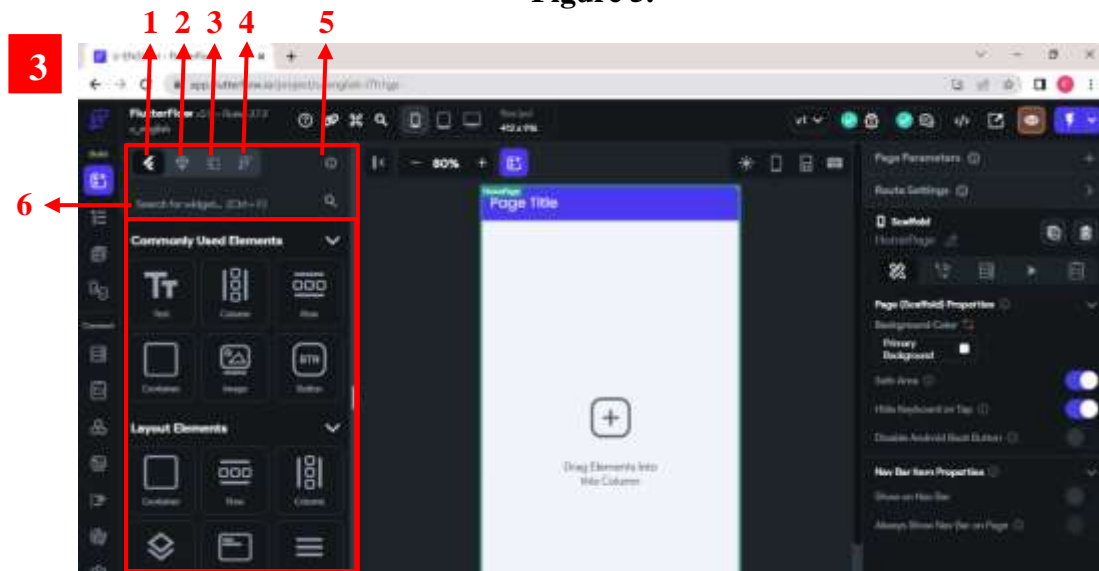
2.7 APP SETTING

This section shows a list of settings of the created app that can be established, such as general settings, project setup, app settings, in-app purchases and subscriptions, and integrations.

SECTION 3

In this section, some tools for creating the app can be seen.

Figure 5.



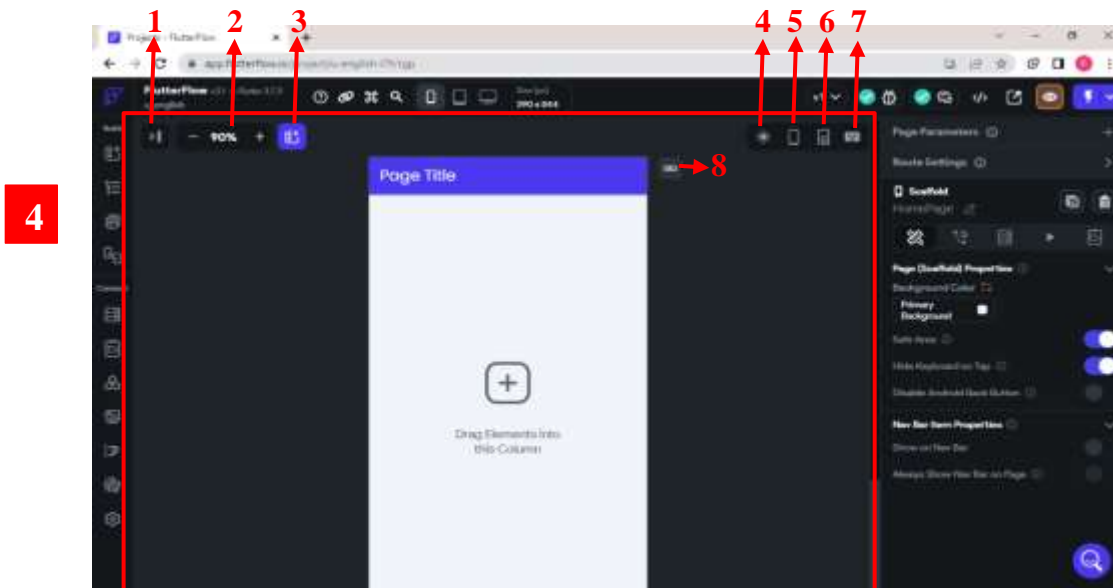
Source: FlutterFlow Platform

1. When pressing this widget, a list of widgets that can be added to the project is shown.
2. When pressing this widget, it shows a section with a searcher for looking for components that are on the marketplace.
3. When pressing this widget, it shows a section with a searcher for looking for templates and a list of options for UI elements, bottom sheets, headers, card views, and content views.
4. When pressing this widget, it shows a section with a searcher to look for theme widgets.
5. When pressing this widget, it shows a window with information about the concepts of components, templates, and theme widgets.
6. This section is a search engine of widgets, components, etc.

SECTION 4

In section 4, the project's dashboard, the widgets that are added, texts, color, elements, customization, and some other extra widgets that help its visualization can be seen. In the figure below, its structure can be observed.

Figure 6.



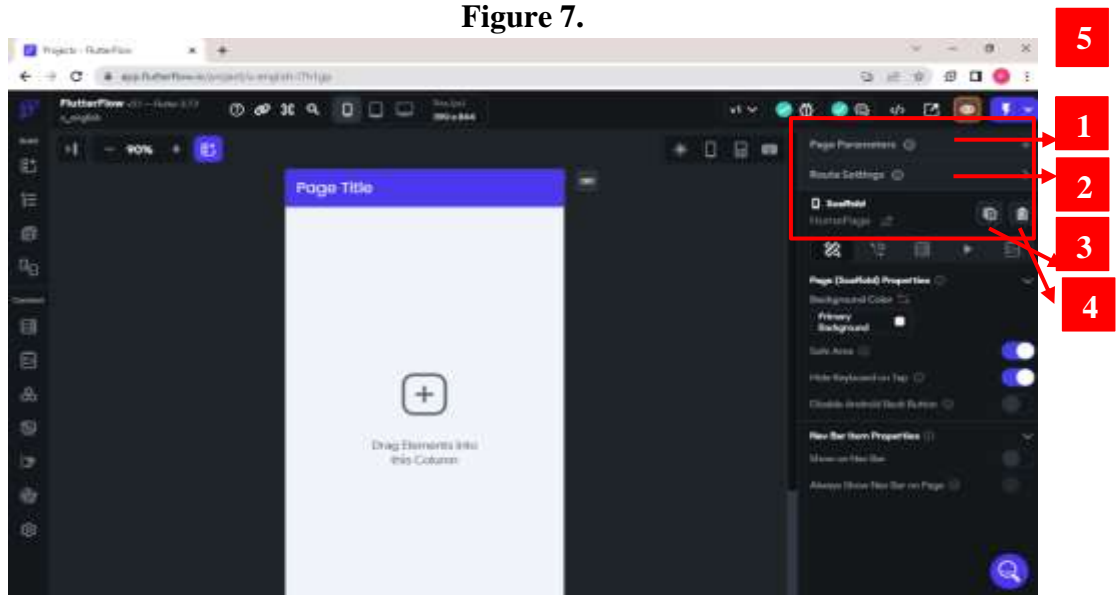
Source: FlutterFlow Platform

1. This widget hides and shows a section on the left side. The section shows elements from section 2.
2. This widget allows increasing and decreasing the visualization of the app.
3. This widget opens a window with a list of elements that can be added.
4. This widget changes the mode of the web app, which can be light or dark.
5. This widget shows how the app is seen on a mobile device.
6. This widget shows how to resize handle bars.
7. This widget shows and hides a keyboard in the app visualization.
8. This widget shows a small window with options for the app bar style.

SECTION 5

In section ,5 the parameters, and actions of the visualized page can be created, and selected. Furthermore, in this section, the colors, size, position, function, etc. of the added elements and widgets to the page can be set. The figure below shows the structure of this section.

Figure 7.



Source: FlutterFlow Platform

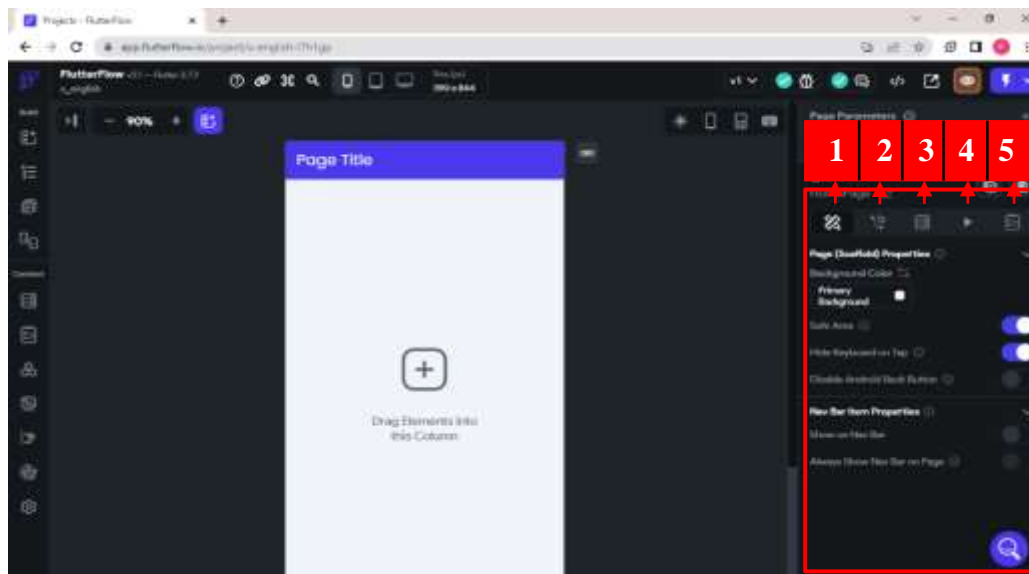
This section was divided into two parts for its description.

PART 1

1. In this section, the parameters for the page that is being built can be added.
2. This widget drops down a section for editing the URL of the visualized page.
3. This widget copies or duplicates the visualized page.
4. This widget deletes the visualized page.

PART 2

Figure 8.



Source: FlutterFlow Platform

SECTION 1

Page (Scaffold) Properties

- **Background color**, when pressing this section, it opens a window for selecting a color.
- **Safe Area** activates and deactivates the security on the screen.
- **Hide Keyboard on Tap** activates and deactivates the action of tapping in any area of the screen to hide the keyboard.
- **Disable Android Back Button** activates and deactivates the function of the back button of the Android.

Nav Bar Item Properties

- **Show on Nav Bar** activates and deactivates the Nav Bar on the below section of the page; it can be activated when there are more than two pages.
- **Always Show Nav Bar on Page** activates and deactivates this function; however, it cannot be used with the default Flutter Nav Bar.

SECTION 2

- **Open widget** opens a window to set the actions and conditional actions for the visualized page and its elements. The widget below can be visualized in the opened window as well.
- **+ Add Action widget** drops down a list with a variety of actions that can be added to an element of the page or to the page.
- **+Add Conditional Action widget** opens a window to set a condition; for example, when a widget is pressed, the task is sent; when not, the opposite happens.

SECTION 3

- **Add Backend Query**, when it is added, it is activated when the user is on the page where questions can be consulted.

SECTION 4

- **Animations** can be added in tools of other formats, such as widgets, but not for scaffolding or the structure in general.

SECTION 5

- **Add field widget** allows creating local state variables from the visualized page.

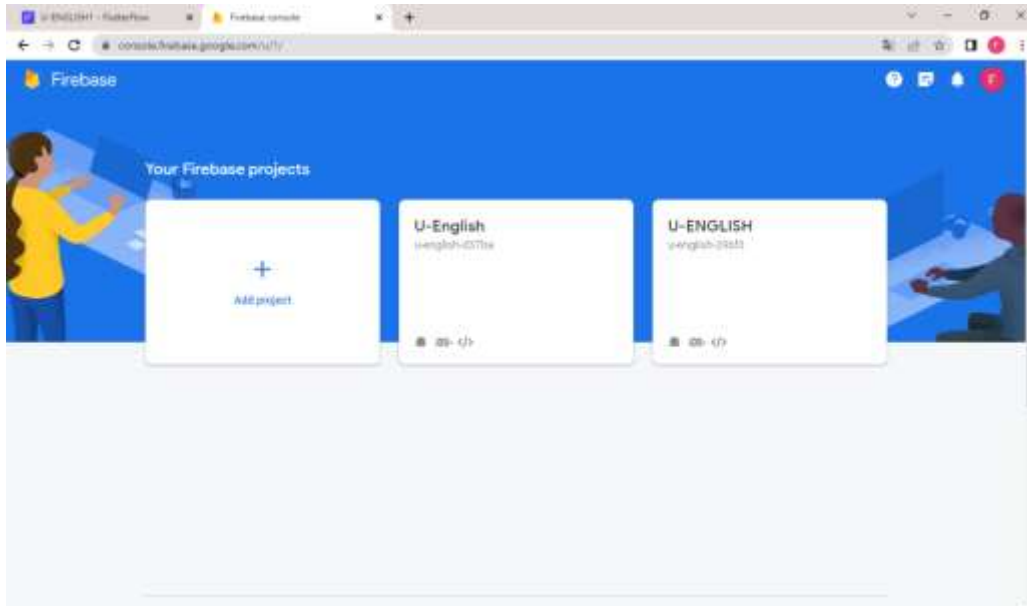
3. FIREBASE

Firestore is an online platform that supports FlutterFlow. All the collected data in the web apps, apps, etc. is stored in Firestore. Moreover, FlutterFlow requires being connected to the data collector for creating and developing projects. In the figures below, an overview of the Firestore pages can be observed since few elements of this platform are needed.

1. CONSOLE PAGE

The console page can be visualized after registering or logging in. In this section, the created projects as well as the option to create a new project can be observed.

Figure 9.



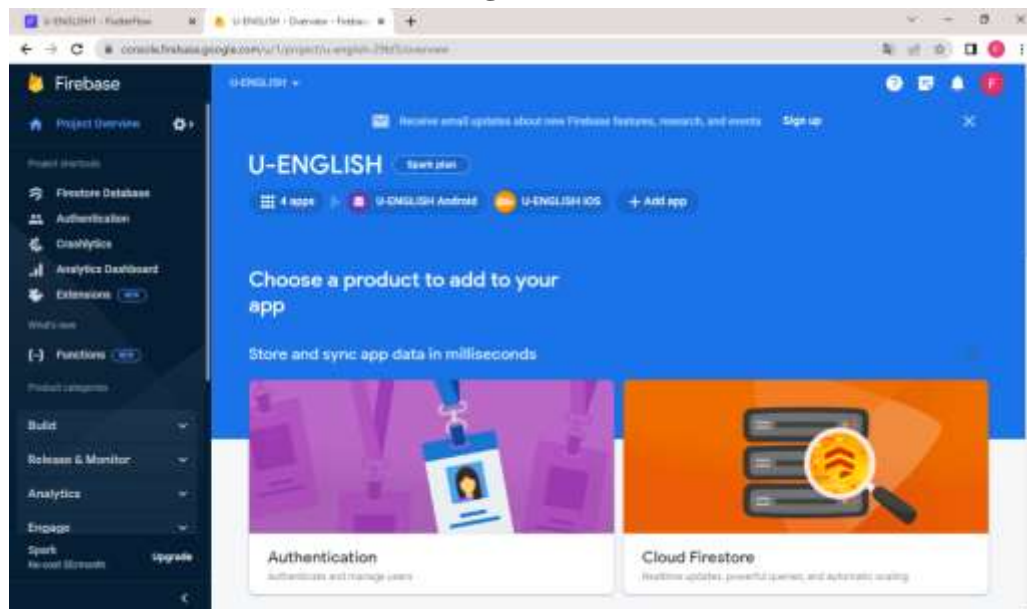
Source: Firebase Platform

- **Help** opens a small window with three options to help the user: the Firebase help center, Firebase Developer Docs, and Firebase support.
- **Go to Docs** opens another page with information about the platform.
- **Notification** informs the user about the projects.
- **Account**, the registered account is shown in this section.
- **Add project** redirects to pages to set up the new project.

2. PROJECT OVERVIEW FIREBASE CONSOLE

On this page, the data collector and the parameters to login or create an account in the app created in FlutterFlow can be configured. Moreover, in the project overview, in Firebase Console, a list of the registered users can be observed, as well as information about the tasks they have done in the learning web app, etc.

Figure 10.



Source: Firebase Platform

- **Settings** opens a small window to set the project settings, users and permissions, and usage and billing.
- **Firestore Database** redirects to a section where the collected answers can be observed.
- **Authentication** directs to a page to set up ways for users to login into the learning web app.
- **Crashlytics** analyzes problems the app may have.
- **Analytics Dashboard** provides information about how users interact with the app.
- **Extensions** are codes that can be added to the project to register specific events.
- **Functions** inform the user about events and activities about Firebase, etc.
- **Build** drops a list of options about authentication, app check, Firestore database, real-time database, extensions, storage, hosting, functions, machine learning, and remote configurations.
- **Release & Monitor** section provides the options: crashlytics, performance, test lab, app distribution, and remote configurations.
- **Analytics** drops a list to access the dashboard, real-time Analytics, events, conversions, audiences, etc.

- **Engage** directs to A/B testing, messaging, remote configurations, dynamic links, adMob, etc.
- **Spark** allows upgrading the platform plan in order to have more resources.

4.3.7. PHASE 7: UBIQUITOUS LEARNING RESOURCE (LEARNING WEB APP) CREATION RESULT

Phase 7, in the present phase, the created pages are detailed below. Therefore, all the steps that were taken to create the ubiquitous learning resource (web app) are explained in the manual that is at the end of the present research, for instance: the registration in the non-code builder (FlutterFlow), the creation of the different pages based on the collected and structured information in the previous phases. Furthermore, the explanation of the learning web app’s creation is divided into four sections: the creation of the account in FlutterFlow, the creation of a new project, the explanation of how to add elements to the learning web app, and the selection of actions for the added elements on each page.

PAGE 1: USERS SIGN IN - SIGN UP

The first designed page is where users sign in and sign up, where they can create their account or login if they already have one. The page 1 is divided into two sections. In the first section (Sign in), students can login with their created accounts to the web app. In the second section (Sign Up), they can create a new account with their email and a password.

Figure 11.

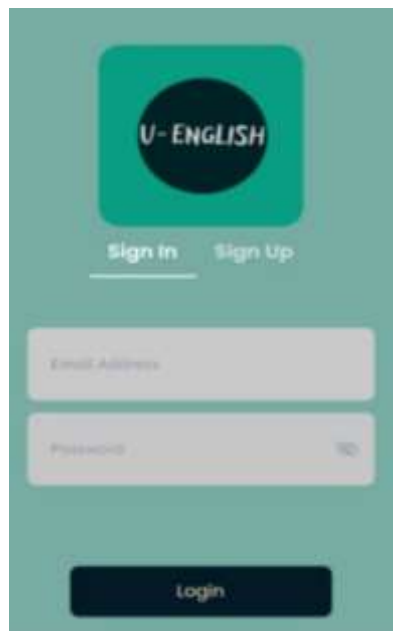
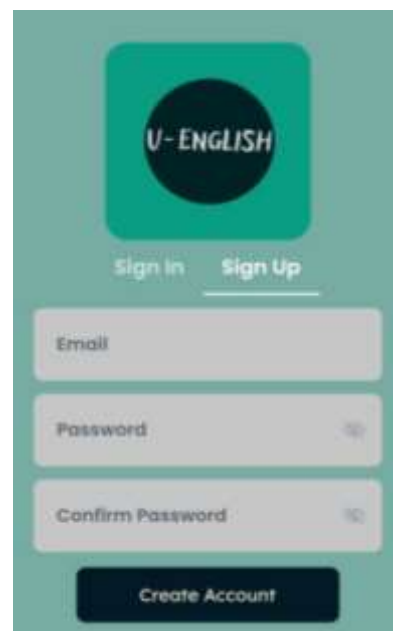


Figure 12.

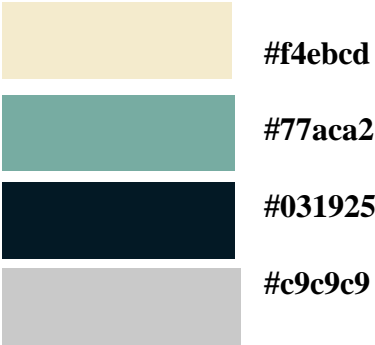


On the platform, there are various templates for different pages. For the first page, one of the templates of FlutterFlow platform was selected, which is the users sign in and sign up. In addition, a logo was created for the app, and it was customized with 4 main colors.

Selected logo



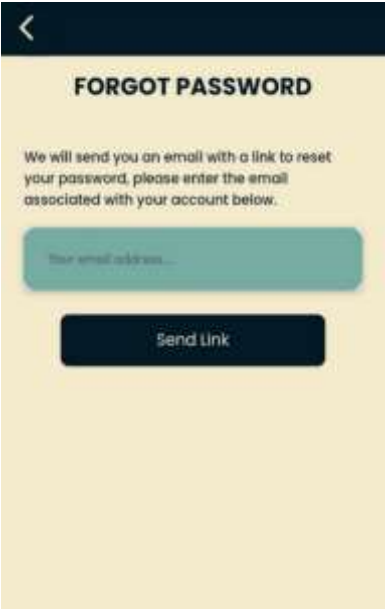
Selected Colors



PAGE 2: FORGOT PASSWORD

The forgot password page implementation was considered necessary, the reason being sometimes students forget their password, and they need a section to reestablish a new one to login to the web app. On the page, users can enter their Gmail and press the button “Send Link”, which sends an email to their Gmail accounts to create a new password.

Figure 13.



Source: FlutterFlow Platform

For the forgot password page, one of the templates from FlutterFlow was also added, and it was customized with the determined colors.

PAGE 3: HOME PAGE

The home page contains the main menu, where students are redirected after creating an account or login with their accounts into the page. On the present page are listed the numbers and the topics' lessons. Besides, after each unit, which is composed of 5 lessons, is located the activity and a quiz that evaluates the whole unit.

Figure 14.



Source: FlutterFlow Platform

The home page was designed on a blank page. The base for this section is the lessons' list that was designed in phase 4, table 8.

PAGE 4: LESSON PAGE

The lesson page was created to show a list of the lesson contents, considering the topic, and the tasks. This page has six sections, as can be observed in the figure below. Moreover, it contains the lesson, task 1, task 2, task 3, task 4, and task 5 widgets that directs to their respective pages. Additionally, next to each section, is located a checkbox that can be pressed after completing a task, they were added in order to help students to control their progress.

Figure 15.



Source: FlutterFlow Platform

Lesson page was created on a duplicated page. Moreover, all the lesson templates have the same structure.

PAGE 4.1: LESSON

The present page can be observed after pressing the first option in the menu of the lesson page. On this page, an explanation of the topic and some examples can be observed, and students can study or check it before doing the lesson tasks.

Figure 16.



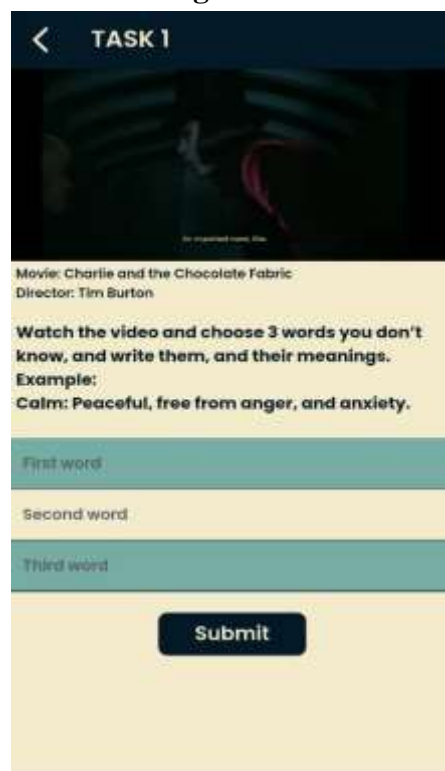
Source: FlutterFlow Platform

Page 4.1 lesson was developed on a duplicated template as the other pages.

PAGE 4.2: TASK 1

The task 1 page is shown after pressing the option task 1 from the menu of the lesson page. The present page focuses on learning vocabulary, where students have to watch the selected video, write three new words from it, and write their meanings. The task 1 page is composed of a video, short information about the video, the direction, three spaces where students can write the words, and a button to submit the task.

Figure 17.



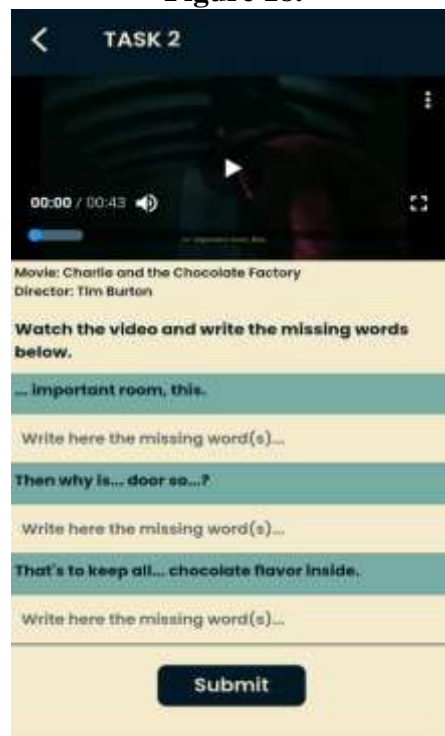
Source: FlutterFlow Platform

Task 1 page is created on a duplicated page. A created template was not added.

PAGE 4.3: TASK 2

The present page is visualized after pressing the option “task 2” from the menu of the lesson page. The task 2 page is composed of a listening activity, which has a short video, short information about the video, the directions for the task, three sentences with missing words, and three sections where they can write the missing word after watching the video. Additionally, it has a button to submit the task.

Figure 18.



Source: FlutterFlow Platform

The page was created on a duplicated page, there wasn't added a template from the non-code builder platform.

PAGE 4.4: TASK 3

The task 3 page is shown after pressing the option task 3 from the menu of the lesson page. On the present page, students have to watch the video, and answer to the questions below. Task 3 page is composed of a video, short information about the video, directions, three questions with spaces where students can answer, and a button to submit the task.

Figure 19.



Source: FlutterFlow Platform

To develop the present page, page Task 2 was duplicated.

PAGE 4.5: TASK 4

The present page is visualized after pressing the option task 4 from the menu of the lesson page. Task 4 page focuses on writing skill, students have to write sentences taking into account the video's and lesson's information. The page is composed of the directions of the task, three spaces where students can write sentences, and a button to submit the task.

Figure 20.



The screenshot shows a mobile application interface for 'TASK 4'. At the top, there is a dark blue header with a back arrow and the text 'TASK 4'. Below the header, the instructions are: 'Write 3 sentences describing what you watched in the movie. Use articles, adjectives, and colors.' The main content area is divided into three horizontal sections for writing: 'First sentence' (teal background), 'Second sentence' (yellow background), and 'Third sentence' (teal background). At the bottom, there is a dark blue button labeled 'Submit'.

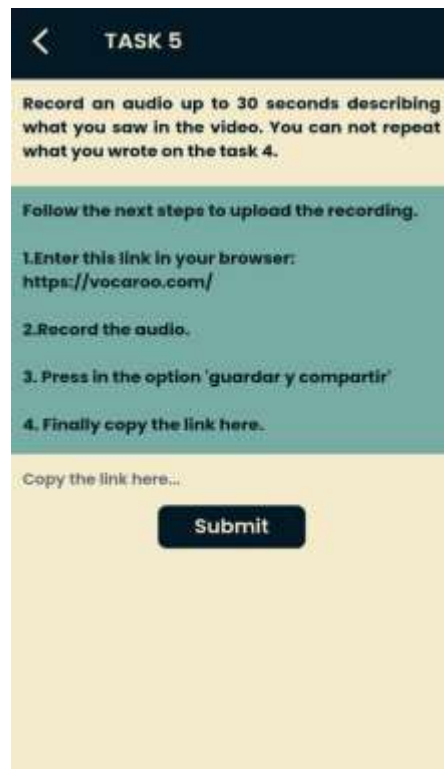
Source: FlutterFlow Platform

The page “Task 4” was created on a duplicated page.

PAGE 4.6: TASK 5

The task 5 page is shown after pressing the option task 5 from the menu of the lesson page. The present page asks students to record an audio describing what they have watched in the video. Task 5 page is composed by the directions, a space where students can paste the link, and a button to submit the task.

Figure 21.



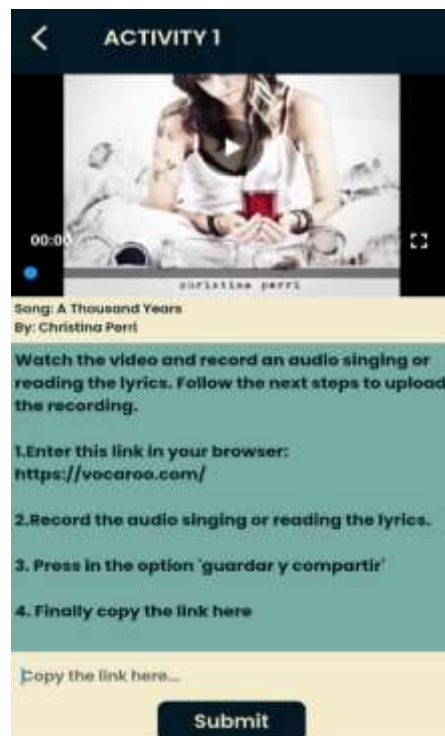
Source: FlutterFlow Platform

The present page was created on a duplicated page.

PAGE 5: ACTIVITY PAGE

The present page is visualized after pressing the option Activity 1 from the menu of the homepage. The activity page asks students to record an audio singing or reading the lyrics in order to practice their pronunciation. Activity page is composed of a video, short information about the video, directions, a space to paste a link, and a button to submit the task. This activity has to be done after finishing each unit.

Figure 22.



Source: FlutterFlow Platform

The activity page was created on a duplicated page.

PAGE 6: QUIZ PAGE

The quiz page is shown after pressing the option quiz 1 from the menu of the home page. The quiz can be taken after finishing the unit, since it evaluates all the lessons from it.

Figure 23.



The screenshot shows a mobile application interface for a quiz. At the top, there is a dark blue header with a back arrow, a graduation cap icon, and the text 'QUIZ 1'. Below the header, the instructions 'READ CAREFULLY EACH SENTENCE AND CHOOSE THE CORRECT OPTION.' are displayed in a light yellow box. The quiz consists of five questions, each presented in a light green box with a white text input field below it. The questions are: 1. 'is/Are there a café close to the bank?', 2. 'My friend has some/any/a lot of free time. Let's go to a park close to the school!', 3. 'How much is/are those running shoes?', 4. 'I want to go to a/an/the theater.', and 5. 'We're next to/between/inside the library and the university.' Each question is followed by a light yellow text input field with the placeholder text 'Write here...'. The entire quiz content is set against a dark blue background.

Source: FlutterFlow Platform

Quiz page is composed of the directions, 10 multiple choice questions, spaces below each statement where students can write the answer, and a button to submit the quiz. Moreover, the present page was created a duplicated page.

PAGE 7: PROFILE

The profile page is shown after pressing the app bar from the home page. On the present page is located the class's name, and students can introduce their full names and a picture, the email address is already registered. The information uploaded to this page can be updated by students.

Figure 24.



Source: FlutterFlow Platform

The profile page was not created, but it was customized from one of the templates offered by FlutterFlow.

PAGE 8: LOG OUT PAGE

Log out page is shown after pressing the up arrow from the home page. The present page allows students to log out of the web app, and it redirects them to the sign in and sign-up page. The page is composed of the selected logo, and a button to leave the web app.

Figure 25.



Source: FlutterFlow Platform

Log out page was created in a new blank template, and the description of the process of its creation is explained in the manual that is at the end of the present research.

4.3.8. PHASE 8: DESIGNING A RANGE TO DO THE TASKS

In phase 8, a range for completing the tasks of the ubiquitous learning resource was developed. In order to develop the present table, it was considered the weeks for the implementation of the web-app as a resource, the activities that are the pre-test and post-test, the lessons of the units to reinforce, and the time limit to register the results. Furthermore, students were given all the time until finished each unit to complete all the tasks of the unit, as can be observed in the table below.

Table 10.

ACTIVITIES CONTROL												
WEEK	1	2	3	4	5	6	7	8	9	10	11	12
PRE-TEST												
LEARNING WEB APP PRESENTATION												
UNIT 1												
1. ARTICLES												
2. PRESENT CONTINUOUS												
3. A LOT OF, SOME, ANY												
4. HOW MUCH...? WHICH ONE (S)...?												
5. THERE IS/ARE...												
REGISTER RESULTS												
UNIT 2												
6. PAST SIMPLE VERB TO BE												
7. THERE WAS/WERE...												
8. PAST SIMPLE REGULAR VERBS												
9. PAST SIMPLE IRREGULAR VERBS												
10. PAST SIMPLE NEGATIVES AND QUESTIONS												
REGISTER RESULTS												
POST-TEST												

Source: Prepared by the author

The first activity carried out on the table was the pre-test (Annex 4), which was necessary to have an overview of the students' current level and English language knowledge. The second activity was the presentation of the ubiquitous resource (learning web app, Annex 10), where students observed and learned how the web-app resource works and had the opportunity to ask questions about it. The next activities focus on the advance of the units, and as it was mentioned, they were given all the time until finishing the unit to complete the tasks. Moreover, short explanations were provided to students in order to reinforce their previous knowledge.

Afterward, when a unit was finished, a table with the completed tasks (Annex 6) was sent to provide them with feedback about their progress. Finally, the post-test, the last activity, was applied in order to know their progress in the English language.

4.3.9. PHASE 9: IMPLEMENTATION OF THE CREATED UBIQUITOUS LEARNING RESOURCE






In phase 9, the implementation of the ubiquitous learning resource as a strategy was described, this section is divided into three parts, which are: the presentation of the ubiquitous learning web app (U-ENGLISH), the implementation as part of the classes, and its assessment.

1. PRESENTATION OF THE UBIQUITOUS LEARNING WEB APP (U-ENGLISH)

In the first class session, the web app students was presented to students, their pages, and how to submit tasks. Furthermore, students were given the opportunity to ask questions about the use of the web-app, and also, they were recommended if there is any difficulty or doubt about the resource, they can ask in any session.


Students were explained that the app has in total 14 main pages, which are user sign in – sign up, forgot password, homepage, lesson page, lesson, task 1, 2, 3, 4, and 5, activity, quiz page, user page, and log-out page, which can be observed in the table below.

Table 11.

<p>PAGE 1: USERS SIGN IN - SIGN UP</p> 	<p>PAGE 2: FORGOT PASSWORD</p> 	
<p>PAGE 3: HOME PAGE</p> 	<p>PAGE 4: LESSON PAGE</p> 	<p>PAGE 4.1: LESSON</p> 

PAGE 4.2: TASK 1

TASK 1



Movie: Charlie and the Chocolate Factory
Director: Tim Burton

Watch the video and choose 3 words you don't know, and write them, and their meanings.
Example:
Calm: Peaceful, free from anger, and anxiety.

First word


Second word

Third word

Submit

PAGE 4.3: TASK 2

TASK 2



Movie: Charlie and the Chocolate Factory
Director: Tim Burton

Watch the video and write the missing words below.

... important room, this.

Write here the missing word(s)...

Then why is... door so...?

Write here the missing word(s)...

That's to keep all... chocolate flavor inside.

Write here the missing word(s)...

Submit

PAGE 4.4: TASK 3

TASK 3



Movie: Charlie and the Chocolate Factory
Director: Tim Burton

Watch the video and answer the following questions.

Why is the door small?

Write the answer...

Where are they?

Write the answer...

What colors can you see in the video? (Write 7 colors)

Write the answer...

Submit

PAGE 4.5: TASK 4

TASK 4

Write 3 sentences describing what you watched in the movie. Use articles, adjectives, and colors.

First sentence

Second sentence

Third sentence

Submit

PAGE 4.6: TASK 5

TASK 5

Record an audio up to 30 seconds describing what you saw in the video. You can not repeat what you wrote on the task 4.

Follow the next steps to upload the recording.


1. Enter this link in your browser: <https://vocaroo.com/>
2. Record the audio.
3. Press in the option 'guardar y compartir'
4. Finally copy the link here.

Copy the link here...

Submit

PAGE 5: ACTIVITY PAGE

ACTIVITY 1



Song: A Thousand Years
By: Christina Perri

Watch the video and record an audio singing or reading the lyrics. Follow the next steps to upload the recording.

1. Enter this link in your browser: <https://vocaroo.com/>
2. Record the audio singing or reading the lyrics.
3. Press in the option 'guardar y compartir'
4. Finally copy the link here

Copy the link here...

Submit



Source: Proper source developed in the FlutterFlow Platform

- **In page 1**, users can create their account or login if they already have one.
- **In page 2**, users can reestablish their password.
- **In page 3**, users can observe the main menu where are listed all the lessons.
- **In page 4**, users can observe a submenu of the selected lesson and its tasks.
- **In page 4.1**, users can check information about the lesson, for instance, some rules, and examples.
- **In page 4.2**, users can practice the vocabulary skill by selecting 3 words of the video of the task.
- **In page 4.3**, users can practice the listening skill by filling some missing words.
- **In page 4.4**, users can practice the reading skill by answering questions.
- **In page 4.5**, users can practice writing applying all they learned in the lesson.
- **In page 4.6**, users can practice speaking by answering to a question provided by the task.
- **In page 5**, users can practice pronunciation and listening.
- **In page 6**, users can take a quiz after finishing 5 lessons.
- **In page 7**, users can add their full names, and a picture to their profiles
- **In page 8**, users can log out from their account.

2. IMPLEMENTATION OF THE UBIQUITOUS LEARNING WEB APP AS PART OF THE CLASSES

Sessions were divided into two modalities to implement the ubiquitous learning web app. First, the in-person sessions were to review the lesson, explain some difficulties observed in the sent answers to the web app and practice speaking and writing skills. Second, in the other sessions, students were given instructions to complete the tasks of the designed lesson. In order to observe its implementation, the structure of a session can be observed in the section below.

UNIT 1

LESSON 1: ARTICLES: A – AN - THE IN-PERSON SESSION

During the first sessions, the uses of the articles a, an, the, and when not to use them were explained in order to reinforce students' knowledge about this lesson. The articles' use was explained with examples, as shown in the below section.

Table 12.

<p>A Uses: -Only for singular nouns. Example: I have a brown cat. -When the next word starts with a consonant. Example: She has a notebook. -When we talk in general and we don't specify. Example: He reads a book. (What book? We don't specify).</p>	<p>AN Uses: -Only for singular nouns. Example: An ocean is wonderful. -When the next word starts with a vowel. Example: An eraser is small. -When we talk in general and don't specify. Example: An artist is talented. (What artist? We don't specify).</p>
<p>THE Uses: -Only for singular nouns. Example: The country is beautiful. The author is intelligent. -When we talk about specific things. Example:</p>	<p>DON'T USE OF ARTICLES A - AN- THE, WHEN: Uses: -Don't use articles when we talk about plurals and uncountable nouns. Example: I like cars. They want water.</p>

<p>The computer that is on the table. (What computer? The computer that is on the table).</p>	<p>-Don't use articles with proper nouns (languages, names, sports, countries, etc.). Exemptions: The United States, the United Kingdom, the Irish Republic, etc. Example: Ana lives in Bolivia, and she likes soccer. Luis speaks English, and he lives in the United States.</p>
---	---

Source: Prepared by the author based on the English Book Essential American English, 2 elementary student's book, and different multimedia resources

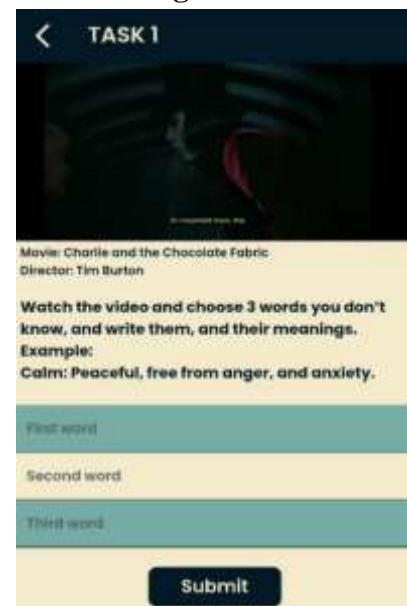
After the explanation, learners were asked to complete the activities of the learning web app in order to observe their understanding of the lesson and the difficulties they had. Moreover, they were recommended to complete the first tasks during the week; however, based on the submitted tasks, it was observed that some of them couldn't complete the tasks, so they were assigned extra time to complete the tasks.

ASSIGNMENT OF UBIQUITOUS LEARNING RESOURCE TASKS

Figure 26.

❖ TASK 1

Task 1 focuses on vocabulary learning. In this task, learners had to watch the video and write 3 words that were new to them, and they also had to look for their meaning in a dictionary. Students were recommended to watch the video two or three times to become familiar with the content. It also has English subtitles, so learners could compare the pronunciation with the subtitles. Furthermore, they were provided with an example of how to do the assigned task.

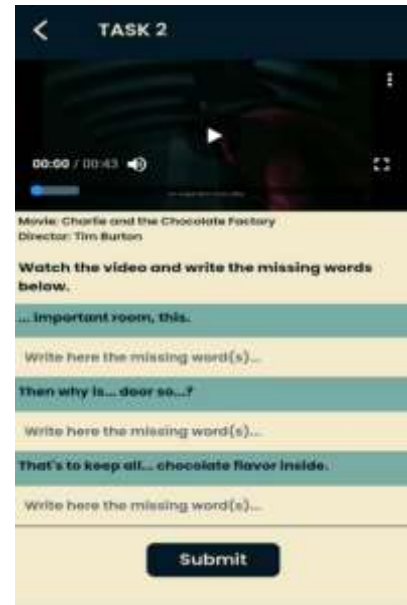


Source: Prepared by the author

❖ TASK 2

Task 2 focuses on the listening skill. In this task, students had to carefully listen to the audio of the video to complete the empty spaces in the sentences below. The missing words were articles, so learners can get used to listen to them in context. Moreover, they were also instructed to listen three more times to practice their listening skills.

Figure 27.

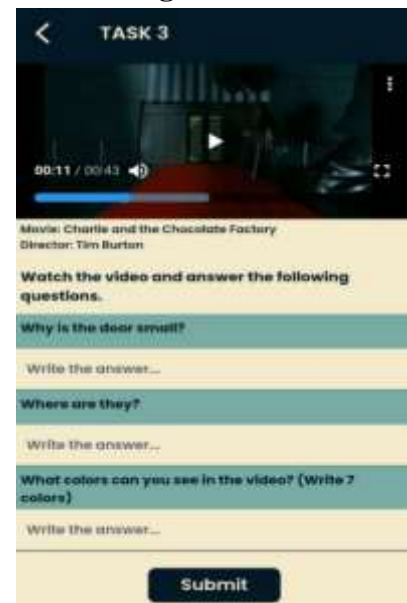


Source: Prepared by the author

❖ TASK 3

Task 3 focuses on the reading skill. In this section, students had to watch the video to answers to the assigned questions. They were recommended to read the questions in order to look for the answers in the subtitles of the video. Furthermore, they were asked to watch the video again, and if they answered after watching it the first time, they could continue with the next task, but if there were some missing answers, they could watch it two or three more times.

Figure 28.



Source: Prepared by the author

❖ TASK 4

Task 4 focuses on the writing skill. In this task, students had to write three sentences describing the video they watched. They were also asked to use the content reviewed in the session, which was the use of articles. Moreover, they had to use adjectives and color vocabulary to remember them since, according to the students' book, they were part of the first lesson.

Figure 29.

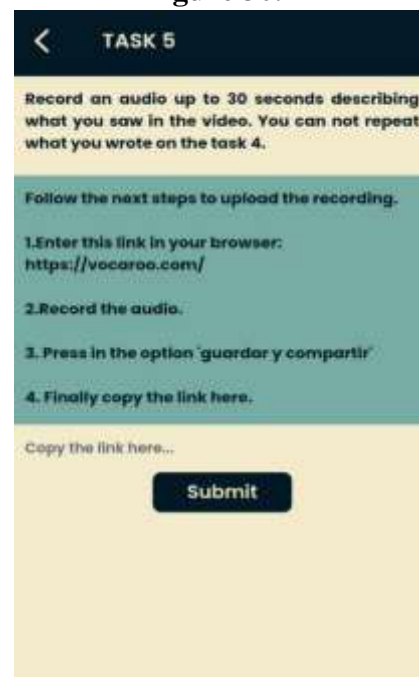


Source: Prepared by the author

❖ TASK 5

Task 5 focuses on the speaking skill. In this section, learners had to record an audio up to 30 seconds. In the recording, they had to describe some details of the video they watched, so they could apply the words they had heard in the video as well as their pronunciations. Therefore, students were asked not to repeat what they wrote on the writing task.

Figure 30.



Source: Prepared by the author

3. ASSESMENT OF THE SUBMITTED TASKS IN THE UBIQUITOUS LEARNING WEB APP

The assessment of the tasks was done continuously and by observing the received answers. The answers were stored on the assigned Firebase platform, which allowed to have a general overview of the students' submitted tasks. Additionally, with the data collected, their doubts or difficulties could be observed, and based on them, the next session was structured to solve the doubts, and difficulties.

TASK 1 (VOCABULARY)

This section was not only for vocabulary, but also for writing. The students' answers can be observed in the figure below. Moreover, the answers are organized by columns; in the first column is the answer 1, in the second is the answer 2, and in the third is the answer 3.

Task description

Watch the video and choose 3 words you don't know, and write them, and their meanings. Example: Calm: Peaceful, free from anger, and anxiety.

Figure 31.

Answer1	Answer2	Answer3
"Flavor: Substance that is perceived by the sense of taste."	"Titters: State of joy."	"Heads: Upper para of the humano body of the humano being."
"after all"	"then why"	"careful"
"flavor : taste in the mouth"	"	"small : low size stature tiny"
"great: good performance at something"	"small: that is smaller than normal. "	"great: Quality of a substance that is perceived by the sense of taste"
"KEEP:Make something continue in a certain state, situation or operation."	"AFTER: Later in time, immediately or at a not too distant moment"	"LOSE: Stop possessing a certain thing because of some circumstance."
"	"just, important, and very."	"

Source: Firebase Platform

Based on the answers, the following observations were made:

1. Capital letter.

2. Missing punctuation
3. Misspelling of some words, such as bye instead of by, para instead of part, humano instead of human.

In the next session, students were recommended to use capital letters, to add punctuation when necessary, and to be careful with the spelling of some English words that are similar to the Spanish words. The examples were provided based on the observed data.

TASK 2 (LISTENING)

Task 2, as mentioned, provided exercises to practice the listening skill. They are organized by columns; in the first column is the answer 1, in the second is the answer 2, and in the third is the answer 3.

Task description

Watch the video an write the missing words below.

1. ...important room this.
2. Then why is... door so...?
3. That's to keep all... chocolate flavor inside.

Figure 32.

Answer1	Answer2	Answer3
"An important room, this."	"Then why is the door so small?"	"That's to keep all the great big chocolate flavor inside."
"An"	"small"	"the great big"
"An important room, this. "	"Then why is the door so small?"	"That's to keep all the great big chocolate flavor inside. "
"An"	"the, small"	"the great big"
"the "	"the -small"	"the great big"
"An important room, this."	"then why is the door so small?"	"that's to keep all the great big chocolate flavor inside."
"An"	"the small"	"the great big"

Source: Firebase Platform

Observing the students' answers, the following difficulties were found:

1. Use of the word "the" instead of "an".
2. Missing words, which are "the".

Based on the answers, in the next session, the video was watched as part of the session to provide students with the answers. They were recommended to read the sentences in order to be prepared to listen carefully to find the missing words, as well as to watch the video one more time if they were not sure of the answer.

TASK 3 (READING)

Task 3 focused on the reading skill. The students' answers can be observed in the figure below, which is organized by columns; in the first column is the answer 1, in the second is the answer 2, and in the third is the answer 3.

Task description

Watch the video, and answer the following questions.

1. Why the door is so small?
2. Where are they?
3. What colors can you see in the video? (write 7 colors)

Figure 33.

Answer1	Answer2	Answer3
"That's to keep all the great big chocolate flavor inside. [TITTERS]"	"They are an important room, after all, it is a chocolate factory."	"Red, white, green, sky-blue, black, purple, pink."
"that's to keep all the great big chocolatey flavor inside."	"chocolate factory"	"red, green, yellow, black, orange"
"to keep allá great chocolatey flavor inside"	"the factory chocolate"	"red, pink ,green , yellow ,sky blue ,black ,brown"
"that's to keep all the great big chocolatey flavor inside "	"a chocolate factory"	"Red, write, Green, yellow, black, blue, orange"
"to keep all the great big chocolate flavor inside"	"in the chocolate fabric"	"1green- 2 red- 3 black -4 blue 5- white - 6 coffe - 7 orange "
"that's to keep all the great big chocolatey flavor inside."	"inan important room"	"Red, blue, white, yellow, black, green, brown and light green."

Source: Firebase Platform

Based on the answers, the following observations were made:

1. Most of students answered correctly to the formulated questions.
2. Capital letters.
3. Misspelling of some words, such as chocolate, and all.
4. Use of the word “fabric” instead of “factory”.

Based on the observations, in the next session, the questions were answered and explained in order to solve the few difficulties found in this task.

TASK 4 (WRITING)

Task 4 provided exercises to practice the writing skill. As with the other tasks, the answers are organized by columns; in the first column is sentence 1, in the second is sentence 2, and in the third is sentence 3.

Task description

Write 3 sentences describing what you watched in the movie. Use articles, adjectives, and colors.

Figure 34.

Sentence1	Sentence2	Sentence3
"The door is small brown."	"There is a chocolate factory with an amazing place of green landcapes."	"It is an impressive room of many colors red, white, green, sky-blue, black, purple ando pink."
"An important room"	"A chocolate factory"	"chocolates in different flavors and different colors (red, yellow, brown)"
"the factory chocolate has very small doors"	"the factory chocolate has red trees , green grass and lots of sweets"	"there is a very mysterius gentleman speaking"
"the children were surprised to see so many colors"	"the boy in the red and white shirt had a chocolate stain"	"the door was very small for such a big place"
"I saw a beautiful landscape made of very colorful chocolate"	"I saw children and adults following the owners of the chocolate factory"	" there was a small door, inside it the chocolate is stored"
"1.- In the movie there are many children"	"2.- in the movie there are many colors"	"3.- in the movie there is a big landscape"

Source: Firebase Platform

Based on the students' answers, there were some doubts in:

1. Capital letter.

2. Adjectives positions.
3. Missing punctuation.
4. Missing a verb in the sentence.
5. Misspelling of the word “and”

In the next session, students were recommended to use a capital letter in the first letter of the first word of any sentence, as well as to add a period at the end of the sentence. Moreover, the adjective position, conjunction usage, and verb usages in sentences were briefly explained.

TASK 5 (SPEAKING)

Task 5 provided a section to practice the speaking skill. For this task, students were asked to record an audio and share the link.

Task description

Record an audio up to 30 seconds describing what you saw in the video. You can not repeat what you wrote on the task 4.

After listening to the students’ recordings, the following observations were made:

1. Missing pronunciation of some words, such as impress, world, many, landscape, chocolate.
2. Missing the subject.
3. Missing organization of the ideas.

The observations were practiced in the next sessions, and the pronunciation of some words was reviewed with the students. Moreover, the organization of ideas was practiced in the in-person sessions.

NEXT SESSIONS

During the in-person session, all the observed problems were explained through examples to the whole class to solve doubts and enrich their level in the different skills. Additionally, the implementation of the ubiquitous learning resource from the first lesson was also applied to the next lessons and sessions, following the same dynamic.

CHAPTER V

DATA ANALYSIS AND INTERPRETATION

In the present chapter, quantitative and qualitative analysis were applied to describe and interpret the data collected through the tests' results (Annex 4 and 5), checklists, and the submitted answers to the tasks on the web-app (Annex 7).

On one hand, for the quantitative analysis, graphics, a checklist, and tables were implemented. The graphics demonstrate the results obtained by students in grammar, reading, and listening skills in the A2 English pre-test and post-test (Annex 4 and 5). These provided information about the current knowledge of English learners before (online test), and after (in-person test) the implementation of ubiquitous learning. Furthermore, both test results were compared and analyzed. In addition, a checklist that lists the different characteristics of ubiquitous learning was used to evaluate and analyze the designed ubiquitous learning resource.

On the other hand, for the qualitative analysis, the CEF was implemented to analyze students' English A2 level before and after the implementation of ubiquitous learning. Moreover, the analysis was divided into three sections: grammar, reading, and listening, which were compared with the CEF, and a detailed analysis for listening, reading, speaking, writing, and grammar, which information was obtained by observation in the session, the tests, and the uploaded answers to the learning web app.

This chapter provides a detailed and interpreted overview of the results of the applied research instruments that were developed to contribute to the achievement of the general objective, specific objectives, and hypothesis of the present work.

4.1 QUANTITATIVE ANALYSIS

The quantitative analysis of the collected data was divided into two sections. Firstly, the test, in which the comparative analysis of the pre-test and post-test was described and interpreted. Secondly, the characteristics of ubiquitous learning, which were used to evaluate the created ubiquitous learning resource were analyzed.

4.1.1 Test

The applied pre-test (online) and post-test (in-person) were developed based on the CEF Common Reference guidelines to assess students' English level and the book's content of A2 level (Annex 4). The test was structured into three sections: grammar, reading, and listening. The first section, which is grammar, was composed of 20 questions. The second section, reading, consisted of 5 reading tasks, and each one had five questions. The last section, which was listening had 3 tasks with five questions each. In addition, all the questions had multiple choice, and students were given 45 minutes to complete the test.

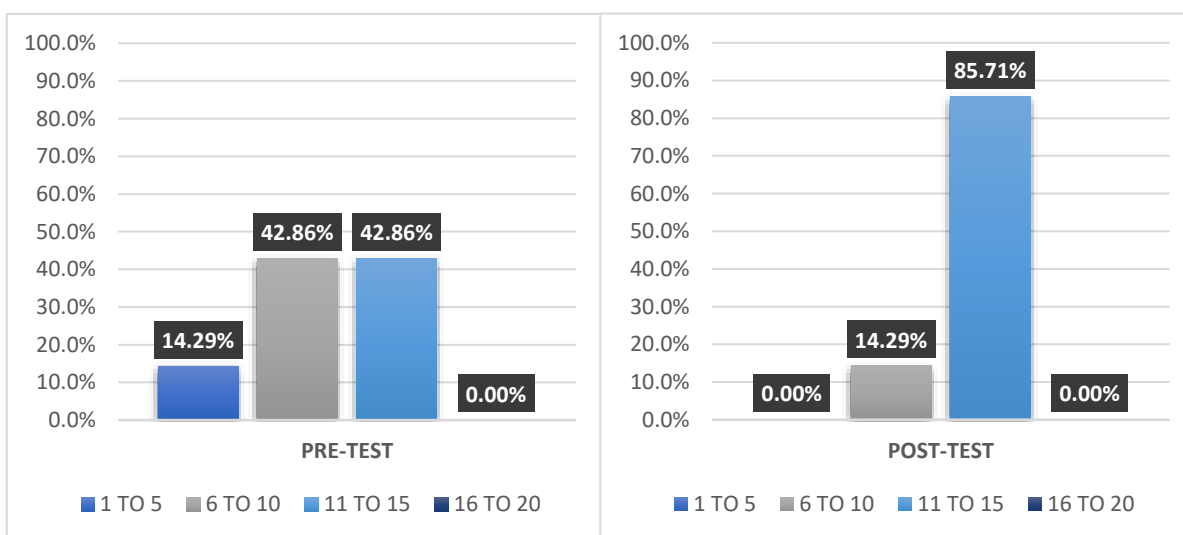
Furthermore, the pre-test was sent to students through a link that directed them to the online test that was created in Google Forms, and the post-test was taken in an in-person session (see Annex 4 and 5).

Section I: Grammar

The grammar section was composed of 20 multiple-choice questions. This section had questions where students had to select an option to complete the sentence and questions where they had to choose the grammatically correct sentence. Furthermore, the assessments' results were analyzed and interpreted below.

Graph 1.

Grammar



Source: Prepared by the author

According to graph 1, it can be observed that after the implementation of the ubiquitous learning resource and sessions, students enhanced their A2 English level to an average level. Before its implementation, they had between a low and average level.

In the pre-test, 14,29% of the students in the group obtained a score between 1 and 5 over 20, which is a low level. 42,86% of the group obtained a score between 5 and 10 over 20, a below average level. Moreover, 42,86% obtained a score between 11 and 15 over 20, an average level. Finally, 0,00% scored between 16 and 20, a satisfactory level. After analyzing the final results, it was determined that students presented doubts and difficulties in the grammar section of the A2 English level.

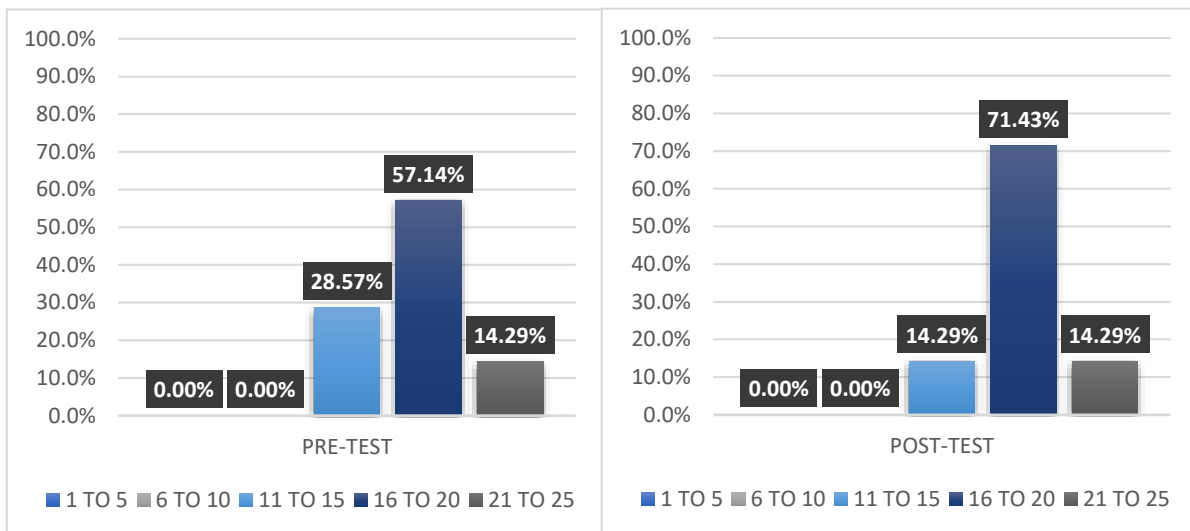
In the post-test, 0,00% of the students in the group obtained a score between 1 and 5 over 20, which is a low level. Furthermore, 14,29% of the group obtained a score between 5 and 10 over 20, a below average level. 85,71% obtained a score between 11 and 15 over 20, an average level. Finally, 0,00% scored between 16 and 20, a satisfactory level. Based on these results, it was observed that students enhanced their level in the grammar section since none of the students obtained a low score in this section. The implementation of the ubiquitous learning resource, which provided them with a space to practice grammar in a real context at any time, and from anywhere, and the short sessions to review the grammar, supported them in improving their English grammar level.

Section II: Reading

The reading section was composed of 25 multiple-choice questions. This section was divided into 5 reading tasks, and each one had 5 questions with multiple choice. Two types of questions were part of the reading section, which were: multiple choice, and true or false. Additionally, the final results of the reading section assessments were analyzed and interpreted in the following paragraphs.

Graph 2.

Reading



Source: Prepared by the author

Based on graph 2, the implementation of the ubiquitous learning resource enhanced students' A2 English level to a high and satisfactory level. Before its implementation, they had between an average and a high level.

On one side, it can be observed that in the pre-test, 0,00% of the students in the group obtained a score between 1 and 5 over 25 which is a low level. 0,00% of the group obtained a score between 5 and 10 over 25, a below average level. Furthermore, 28,57% obtained a score between 11 and 15 over 25, an average level. 57,14% scored between 16 and 20, a high level. Additionally, 14,29% obtained a score between 21 and 25, a satisfactory level. Considering the final results, it was observed that most of the students had an average level, and some had a high level, which means they practiced the reading skill, but they needed more opportunities to practice this skill in order to increase their level in this section.

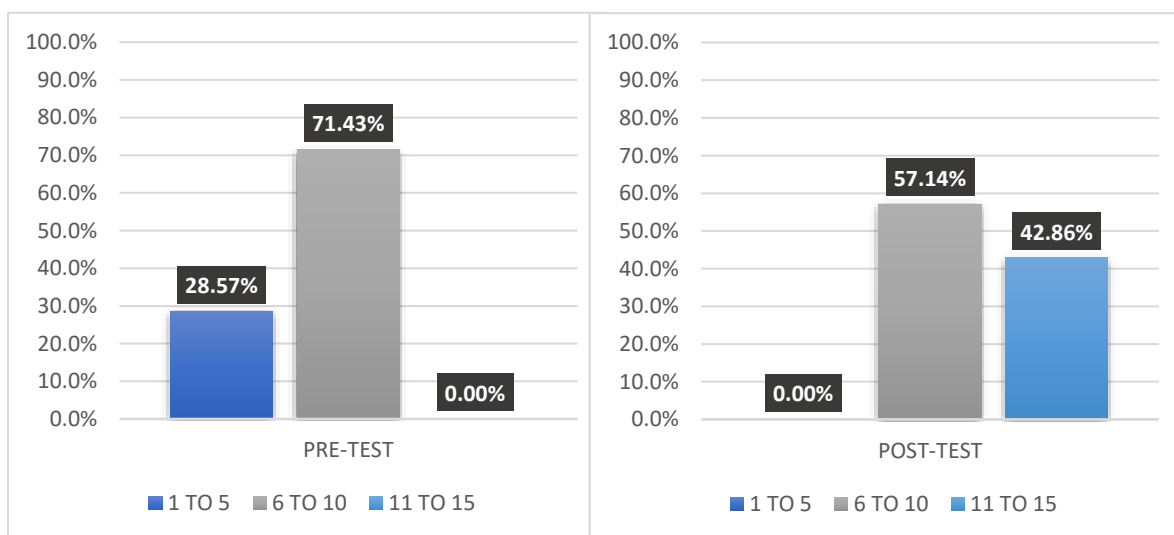
On the other side, in the post-test, 0,00% of the students in the group obtained a score between 1 and 5 over 25, which is a low level. 0,00% of the group obtained a score between 5 and 10 over 25, a below average level. Likewise, 14,29% obtained a score between 11 and 15 over 25, an average level. 71,43% scored between 16 and 20, a high level. Finally, 14,29% obtained a score between 21 and 25, a satisfactory level.

After analyzing the final results, it was determined that the implementation of ubiquitous learning resource had enhanced students' A2 English level, being the reason that most of them obtained a high or satisfactory score in reading skill. The ubiquitous learning resource provided them with opportunities to practice the reading skill in an interactive way. In the resource, students were asked some questions based on videos (movies, songs, audiobooks, short videos) with subtitles, so they could read them to answer the proposed questions.

Section III: Listening

The listening section was composed of 15 multiple-choice questions. This section was divided into 3 listening tasks, and each one had 5 questions with multiple choice. Two types of questions were part of this section: true or false, and multiple choice. Furthermore, the final results of the listening section assessments were analyzed, and interpreted in the following paragraphs.

Graph 3.
Listening



Source: Prepared by the author

According to graph 3, it can be observed that after the implementation of the ubiquitous learning resource, students had enhanced their A2 English level to an average and satisfactory level; likewise, none of the students obtained a low score. Before its implementation, they had between a low and average level.

On one hand, in the pre-test, 28,57% of the students in the group obtained a score between 1 and 5 over 15 which is a low level. 71,43% of the group obtained a score between 5 and 10 over 15, an average level. Besides, 0,00% obtained a score between 11 and 15 over 15, a satisfactory level. After analyzing the final results, it was determined that students needed more opportunities to practice their listening skills in order to achieve the required A2 English level in this skill.

On the other hand, in the post-test, 0,00% of the students in the group obtained a score between 1 and 5 over 15 which is a low level. 57,14% of the group obtained a score between 5 and 10 over 15, an average level. Furthermore, 42,86% obtained a score between 11 and 15 over 15, a satisfactory level.

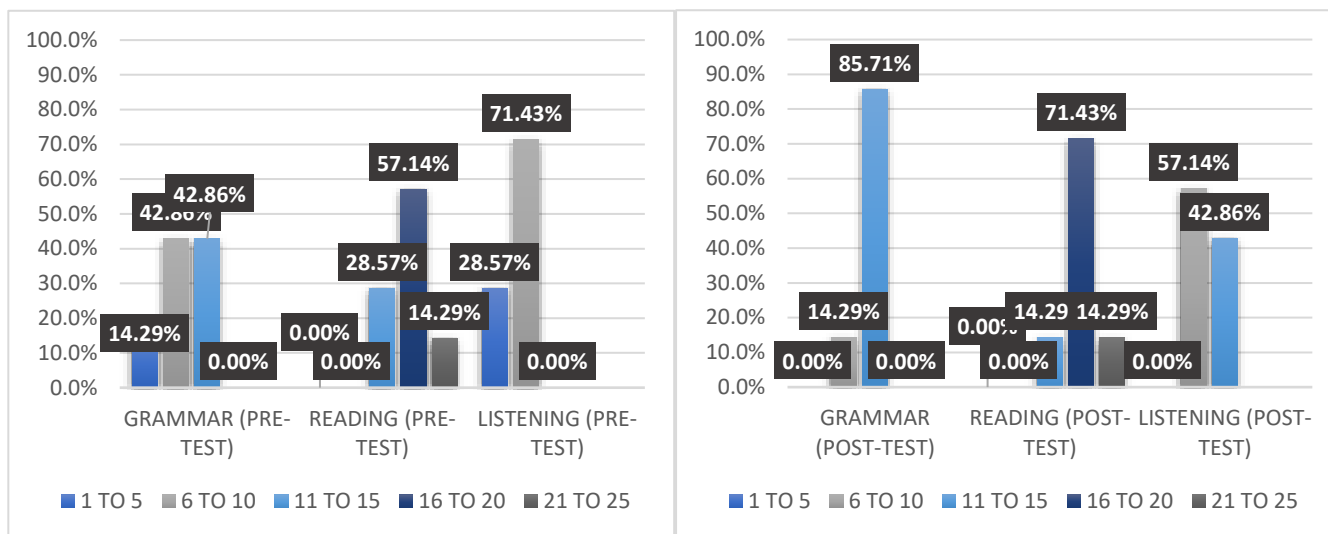
Based on the final results, it was determined that the ubiquitous learning resource enhanced students' A2 English level, specifically their listening skills, considering that students who had a low level in this skill increased it to an average level, and students who obtained an average level, increased their level to a satisfactory level. Additionally, the implementation of ubiquitous resource provided them with tasks where they could practice their listening skills by listening as many times as they wanted and reading the subtitles, so they could get familiar with the English language words and pronunciation to complete the assigned tasks.

General Pre-test and Post-test Results Grouped by Skill

The following graph provides a comparison between the final pre-test and post-test results, which were divided by skill in order to know which skill students enhanced the most, average and below average levels of their A2 English level.

Graph 4.

Pre-test and Post-test Results Grouped by Skill



Source: Prepared by the author

Based on graph 4, the implementation of the ubiquitous learning resource enhanced the different language skills of students' A2 English level. First, the skills in which students had improved a lot are the reading and listening skills; some students achieved a satisfactory level. Second, in the grammar section, students also improved in this area at an average level. In the pre-test, students had average and low levels in the different skills.

The grammar section was evaluated at over 20 points. According to this graph, it can be observed that in the pre-test, 14,29% of the evaluated students obtained between 1 and 5 correct answers, and in the post-test, 0,00 %. Moreover, in the pre-test, 42,86 % of the group answered correctly between 6 and 10 questions, and in the post-test, 14,29 %. In the pre-test, 42,86 % of students obtained between 11 and 15 correct answers, and in the post-test, 85,71%. Finally, in the pre-test, 0,00% obtained a score between 15 and 20, as well as in the post-test. Analyzing the final results of the grammar use, it was determined that students had a low, below average, and average level in the pre-test, and in the post-test, they had an average level. In addition, it can be observed that students enhanced their level in the grammar section with the implementation of ubiquitous learning at an average level.

Reading section, this section was evaluated at over 25 points. Based on graph 4, it can be observed that in the pre-test, 0,0% of the evaluated students obtained a score between 1 and

5 or 5 and 10 correct answers, as well as in the post-test. Furthermore, in the pre-test, 28,57 % of the group answered correctly between 11 and 15 questions, and in the post-test, 14,29%. Besides, in the pre-test, 57,14% obtained a score between 16 and 20, and in the post-test, 71,43%. Finally, in the pre-test, 14,29% obtained a score between 21 and 25, and in the post-test, 14,29%. Considering the final results, it was observed that students had improved a lot in this skill after the use of the ubiquitous learning resource. Most of them had an average level before the application of the learning web app, and after the implementation of the resource, most of them achieved a high and satisfactory level.

Finally, the listening section, which was evaluated over 15 points. According to graph 4, it can be observed that 28,57% of the evaluated students obtained a score between 1 and 5 correct answers, and in the post-test, 0,00%. 71,43% of the group answered correctly between 6 and 10 questions, and in the post-test, 57,14%. Moreover, in the pre-test, 0,0% of the evaluated students obtained a score between 10 and 15 correct answers, and in the post-test, 42,86%. After the analysis of the final results, it was determined that students had enhanced this skill at an average and satisfactory level, considering that all of them obtained higher scores in comparison with the pre-test results.

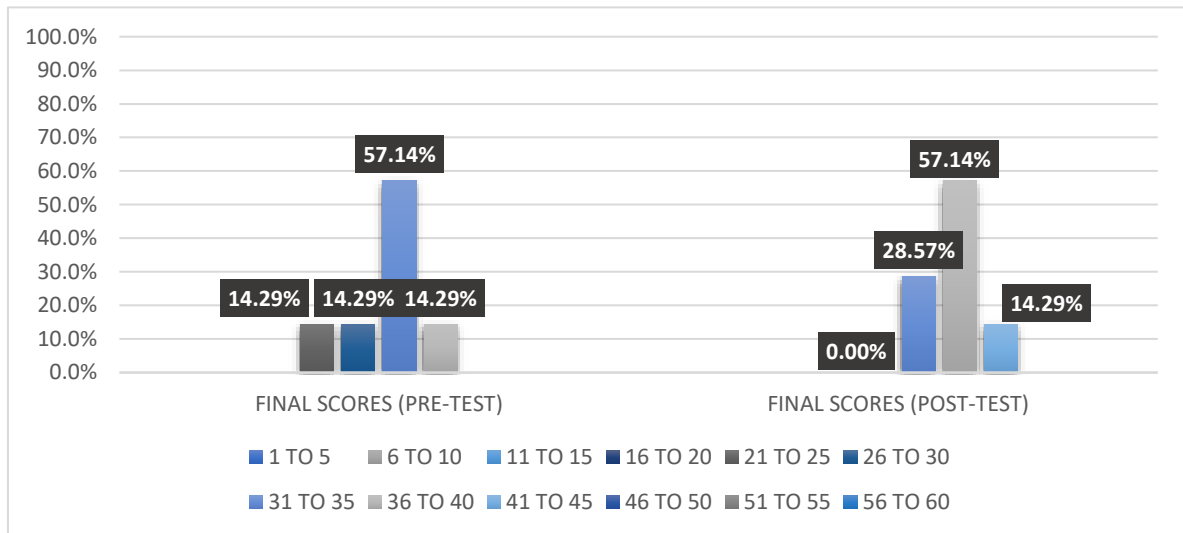
Based on the results, students had improved their level in the three evaluated sections, which are grammar, reading, and listening. In the reading skill, they demonstrated an average level in the pre-test, but in the post-test, they showed an average, high, and satisfactory level, it was the skill in which they improved the most, as well as listening. In the listening, they obtained a low and average level in the pre-test, and in the post-test, they increased their level to an average and satisfactory level. Moreover, in the grammar section, they obtained a low, below average, level in the pre-test, and in the post-test, they obtained an average level, which means they also enhanced in the mentioned skill, but at an average level. None of the skills obtained an improvement in a below average.

General Pre-test and Post-test Results

The Graph 5 shows a comparison of the pre-test and post-test final scores, which were analyzed below.

Graph 5.

Pre-test and Post-test final results



Source: Prepared by the author

According to graph 5, students' final scores of the A2 English level of the pre and post-test show they enhanced their A2 English level. The application of ubiquitous learning resource and short sessions had helped them improve the level they started at.

The final results show that 14,29% of the students obtained a final score between 21 and 25 in the pre-test, and in the post-test, 0,00%. 14,29% obtained a score between 26 and 30 in the pre-test, and in the post-test, 0,00%. Furthermore, 57,14% of the group obtained a final score between 31 and 35 in the pre-test, and in the post-test, 28,57%. 14,29% obtained a score between 36 and 40 in the pre-test, and in the post-test, 57,14%. Besides, 0,00% obtained a final score between 41 and 45 in the pre-test, and in the post-test, 14,29%.

Analyzing the obtained results, on the one hand, 28,58% obtained a final score of 30 or lower, and 71,42%, obtained a grade above 30. On the other hand, in the post-test, 0,00% obtained a final score of 30 or lower, and 100 % obtained a final score above 30. Based on these results, it was determined that, in the pre-test, the group had a below-average or average level, and, in the post-test, the group had an average or high-level A2 English level, meaning that the ubiquitous resource application supported them in the process of enhancing their level.

4.1.2 Checklist

The checklist was elaborated based on the characteristics of ubiquitous learning in order to evaluate the created ubiquitous learning resource. After the creation of the resource, it was analyzed and evaluated to observe if the learning web app met all the characteristics to be implemented for enhancing students' A2 English Level. In the table below can be observed the characteristics of the learning paradigm, and two spaces to check the meeting of requirements.

Table 13.

Evaluation of the created ubiquitous learning resource

CHARACTERISTICS OF UBIQUITOUS LEARNING	MEET	DOESN'T MEET
Permanency	✓	
Accessibility	✓	
Immediacy	✓	
Interactivity		✓
Context awareness	✓	

Source: Prepared by the author based on the characteristics of Ubiquitous Learning stated by Chen et al. (2002), and Curtis et al. (2002).

According to the table above, it can be determined that the ubiquitous learning resource met almost all the characteristics of the ubiquitous learning paradigm. The created learning web app had permanency, accessibility, immediacy, context awareness, and adaptability, all of which are essential for the implementation and application of the ubiquitous learning resource. However, this resource didn't have the characteristic of interactivity, which was considered unnecessary since the implementation of the learning web app was complemented with short sessions. The paragraphs analyzed and interpreted all the characteristics of ubiquitous learning and the web app.

First, permanency, which according to Chen et al. (2002), and Curtis et al. (2002), the task students submit to the ubiquitous learning environment had to be always available and stored. Considering that, the ubiquitous learning resource met this characteristic reason being the submitted answers were stored in a database, which can be observed when login in Firebase. Moreover, the learning web app had a section where students could check the completed tasks, and which could be unchecked only if the student decided to do it. In addition, students' answers were used to provide them with feedback, which enhanced their level.

Second, accessibility was explained by the aftermentioned authors. This characteristic indicates that students could access the uploaded information and materials from any place. Based on this concept, the created learning web app met this characteristic for the reason that students could check, read, and complete the tasks from any place they were, which was helpful for their learning process since the material was always accessible and they had more opportunities to practice.

Third, the immediacy, this characteristic was also stated by the aftermentioned authors. Immediacy refers to the fact that students can search for specific content, which is instantly shown, and the found information can be accessed later considering that it was recorded on the history search. After analyzing this concept, it was determined that the ubiquitous learning resource met this characteristic; the learning web app could be accessed by a web search, and students could press specific sections to find specific content. Furthermore, students could return to the page they left the last time they checked in; it was also stored in the web history. However, the learning web app didn't have a searcher feature to find specific information.

Finally, context awareness was explained by the aftermentioned authors who mentioned that the environment is changed according to students' needs to present the information they asked for. Analyzing this characteristic, it was said the learning web app has this characteristic owing to the fact that it was created based on students' needs; it was structured and developed based on the different English language skills (listening, reading, writing, and speaking) they required to practice in order to improve the level they started with. Furthermore, the lessons' contents provided them with the information and examples they needed to support their previous knowledge.

On the contrary, the characteristic that was not met by the resource is interactivity, which was explained by Chen et al. (2002), and Curtis et al. (2002). The interactivity focuses on the interactions' students can have with teachers, classmates, and experts in synchronous or asynchronous time. According to concepts, the created ubiquitous learning resource didn't meet this characteristic; it only provided students with information, materials, and tasks to practice the English language. Additionally, it was not considered necessary since there were short sessions where students clarified some doubts they had about the resource and where the lessons were reviewed.

4.2 QUALITATIVE ANALYSIS

The quantitative analysis of the collected data was divided into two sections. On the one hand, the Common European Framework (CEF), which was used to evaluate students' A2 English level before and after the implementation of the ubiquitous learning resource. The obtained data from the tests (Annex 5) were analyzed and compared with the guidelines of the CEFR to evaluate the A2 level. On the other hand, the different English language learning skills, which are listening, reading, writing, speaking, and grammar, were analyzed considering the learning web app contents (Table 3), and the pre and post-test results (Annex 5). The analysis focused on the explanation of what problems students had in listening, reading, writing, and speaking skills, as well as the grammar before the implementation of the ubiquitous learning, and how they were solved after the application. The results presented in this section were collected through continuous evaluation.

4.2.1 Common European Framework

The Common European Framework is applied for creating materials, evaluating, etc., and for this analysis, it was used to evaluate students' A2 English level. The table of assessments presents information about what students can do and the contents they should know according to their level. Moreover, it details the guidelines for each language skill and is divided into three sections, which are understanding, speaking, and writing. In the understanding section can be found the listening and reading skills; the speaking is divided into two subsections, which are spoken interaction and spoken production. Finally, there is the writing section, which only focuses on the writing skill.

- **A2 level**

The table below shows information about the different levels' assessments, and for the present work, the guidelines of the A2 level were applied. As it was mentioned, it is divided into three sections: understanding (listening and reading), speaking (interaction and production), and writing. The table provides information about what students can do according to their level in each skill.

Table 14.
Common Reference Levels

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

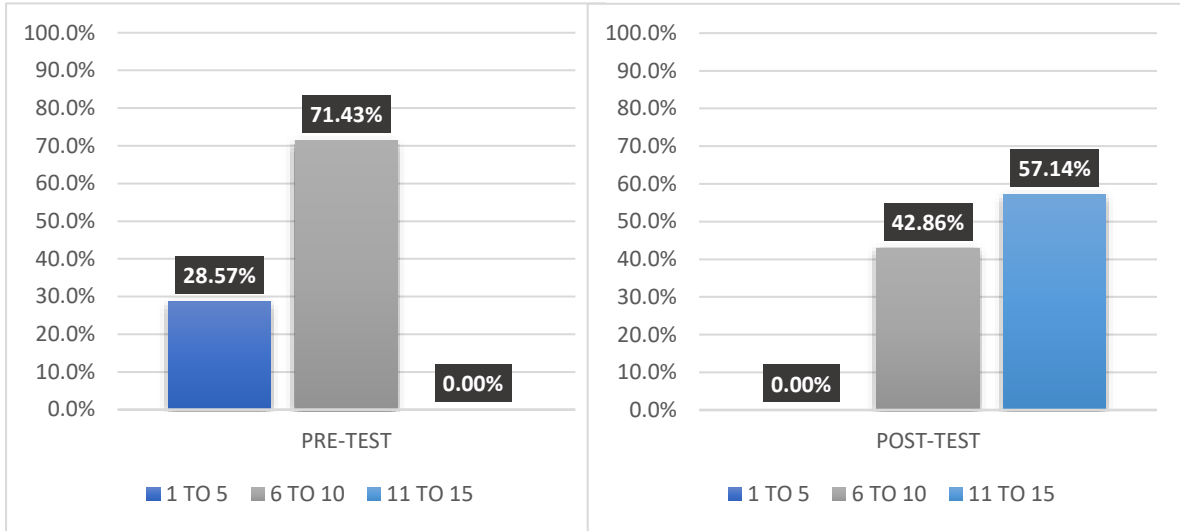
Source: Common Reference Levels: Self-assessment grid

1. Understanding

The understanding section is subdivided into two sections, which are listening and reading.

- **Listening**

Graph 3.
Listening



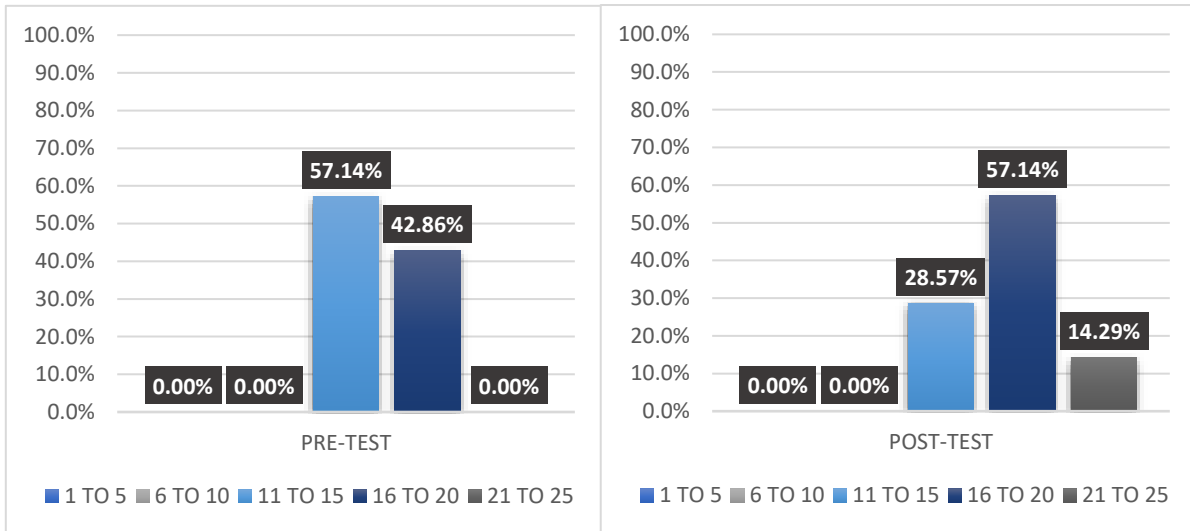
Source: Prepared by the author

Students demonstrated they could understand phrases, frequent vocabulary, some personal information, and the main points of simple and short messages in the pre-test. However, there were phrases and information they couldn't understand, which indicated they needed more opportunities to practice this skill to enhance it. After the implementation of the ubiquitous learning resource, which had a section to practice the mentioned skill, students showed an improvement in the listening section; they could recognize more personal information, they understood most of the words of the vocabulary, as well as they understood the main points of the listening tasks in the post-test.

- **Reading**

Graph 2.

Reading



Source: Prepared by the author

In the reading section, students’ pre-test results showed they could read short texts and find specific information in letters, prospectuses, advertisements, etc. Therefore, they couldn’t distinguish between predictable information and some of the data provided in the mentioned materials. The application helped them practice this skill in context, so they could predict the information based on all the data presented. Furthermore, they enhanced their reading skills with the reading tasks; they not only improved in the prediction of information but also in finding information in everyday materials, which can be observed in the post-test results.

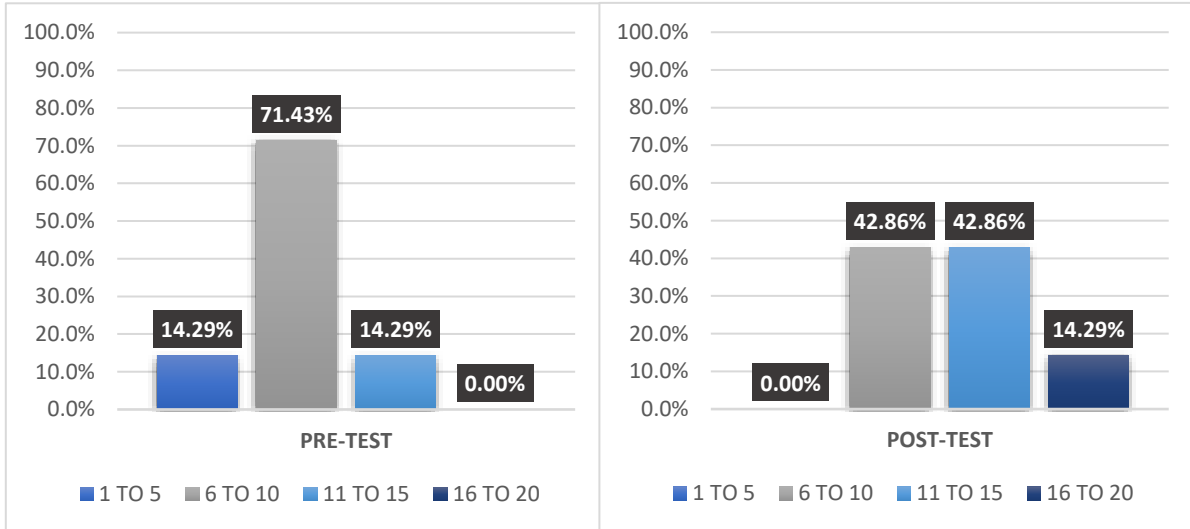
2. Speaking

According to the CEF, the speaking skill is divided into two subsections: spoken interaction and spoken production, which are explained in the section below.

- **Spoken interaction**

Graph 6.

Spoken Interaction



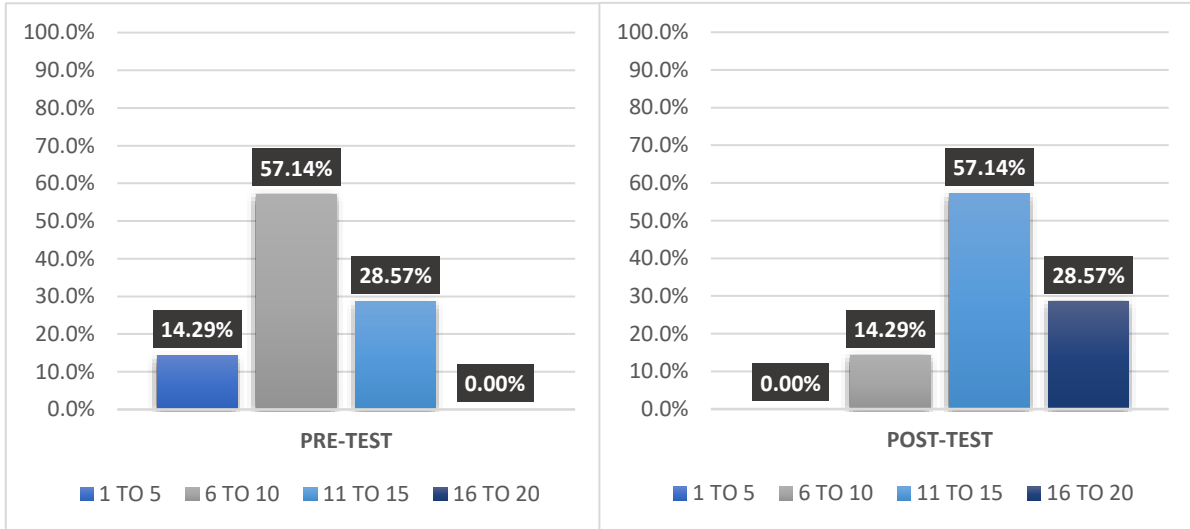
Source: Prepared by the author

The speaking interaction skill was evaluated through the short sessions of class; furthermore, students were evaluated based on the CEF guidelines. Before the application of the resource and sessions, they had some problems communicating specific information; students needed the support of the book to exchange information, and they checked the structure of sentences in order to use them when they weren't sure. Moreover, students frequently used a notebook to write and organize their whole ideas to exchange information in a conversation about contents they already knew, which were activities and familiar topics. During the short sessions, they practiced more of this skill, and the ubiquitous learning resource was focused more on the practice of spoken production. During the sessions, students little by little stopped checking the book continuously; they rarely did it. Additionally, most of them stopped writing the whole idea in their notebooks; the students started writing some keywords; and they continued exchanging information about their activities even though they didn't understand some words.

- **Spoken production**

Graph 7.

Spoken Production



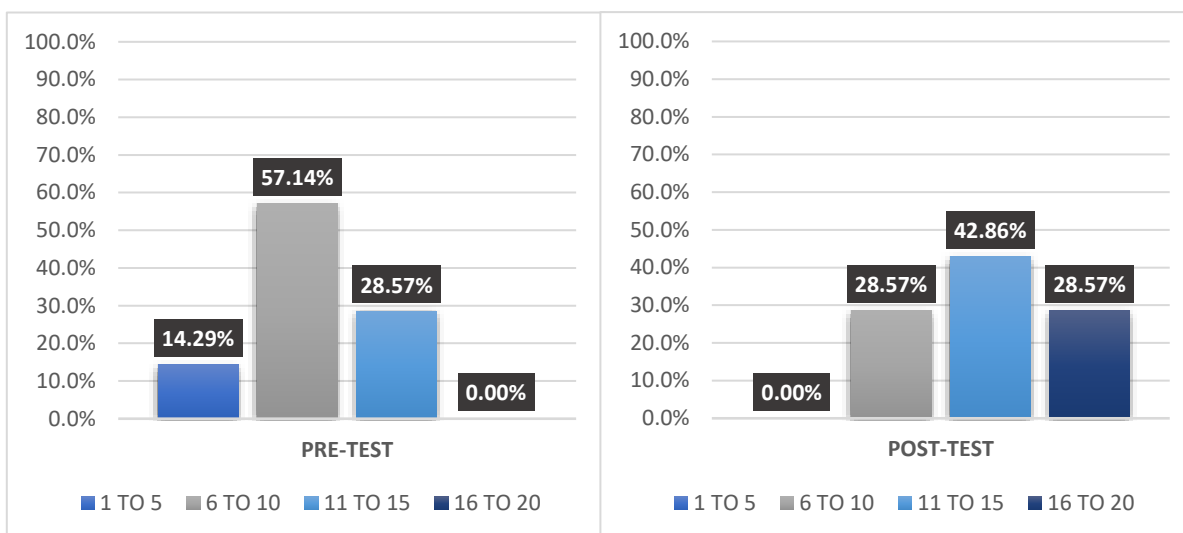
Source: Prepared by the author

The spoken production as well as the spoken interaction were also assessed during the short sessions, considering the CEF guidelines. It is important to mention that this part of the speaking skill was evaluated through the learning web app as well. In the first sessions and speaking tasks of the learning web app, it was observed that they could describe other people, family, educational backgrounds, living conditions, etc. using simple terms and phrases; however, they couldn't organize their ideas, and their pronunciation of some words they knew wasn't clear. During the sessions, it was observed that there was an improvement in those areas, and they received general feedback as a group. After some sessions, students' spoken production when presenting information about the mentioned topics became clear and organized. Therefore, the students in the group needed more practice in the pronunciation of some words, and they practiced this skill more in the sessions than in the ubiquitous learning resource.

3. Writing

Graph 8.

Writing



Source: Prepared by the author

This skill was continuously evaluated through the ubiquitous learning resource based on the CEF guidelines. Students demonstrated that they could write short messages related to the information they already knew. However, they had shown some problems in spelling, punctuation, and organization of sentences, which made their ideas a bit confusing. In the learning web app, there were tasks focused on this skill, and students had to write down their ideas in sentences with specific information. During the observation of the writing tasks to provide them with feedback, those problems were observed. Students received general feedback as a group, and in the next writing tasks, it was observed an improvement, their ideas were organized, the spelling mistakes were less frequent, as was the punctuation. The ubiquitous resource helped them enhance their writing skills.

4.2.2 English language skills

Students' English language skills were evaluated in the pre-test and post-test. In the pre-test, it was observed that they had a weak A2 level; although they had learned the contents, they

needed more practice and some explanations of the contents because they had doubts or problems. Based on the obtained results, the ubiquitous learning resource, which was created for an A2 English level and with tasks for all the English language learning skills, which are listening, reading, writing, and speaking was implemented, to provide students with a space for them to practice each one in an interactive way. The contents of the learning web app were developed considering the syllabus book learners had at their previous level (1.2) in order to reinforce their previous knowledge. In the tasks, students could practice their different skills, and the tasks were developed based on the grammar and vocabulary from the book. The application of ubiquitous learning reinforced their knowledge and different skills, which were observed in the post-test results.

- **Listening skill**

Students needed more exercises in their listening skills, considering the results of the pre-test. Before the implementation of the ubiquitous learning resource, they had problems listening to information they already knew, but were not familiar with. The audio for the listening section evaluated food vocabulary, specific information about others, and informative facts where there were adjectives and actions. Students were not familiar with those contents at all; they didn't comprehend some words, expressions, or specific information about others. After the application of the learning web app, in the post-test, it was observed that they recognized most of the words, information, phrases, and information about others.

The ubiquitous learning resource materials reinforced the use of articles, present continuous, quantifiers, how much...? / Which one(s)...? there is/ there are, past simple verb to be, there was/ there were, regular and irregular past simple verbs, and interrogative and negative forms of past simple through the videos to improve their listening skills with these specific contents. Additionally, the materials were collected considering the vocabulary of each content, so students can learn from them in context. The learning web app provided all these materials, so they could practice at any time and from anywhere, which enhanced their level.

- **Reading skill**

The reading skill was the skill in which students obtained better scores considering the results of the pre-test, although some of them demonstrated that they required more practice in

the reading section. Before the application of the learning web app, some students demonstrated to have a better level than others; however, they had some problems with adjectives, places, food, and technology vocabulary, and simple past verbs. The reading section evaluated technology, places, and food vocabulary and the knowledge of modals (can, could, etc.), adjectives to describe people, places, and food, and past simple structures. However, students didn't understand some words and structures at all, which caused them to miss some information. After the implementation of the ubiquitous learning resource, they recognized most of the words and grammar structures, which helped them correctly answer the questions in the reading section in the post-test.

As mentioned before, the materials of the learning web app reinforced the use of different content, such as present continuous, quantifiers, there is/ there are, past simple verb to be, there was/ there were, regular and irregular past simple verbs, interrogative and negative forms of past simple, etc., through the videos (short videos about movies, audiobooks, songs, and short informative videos) with subtitles to improve their reading skills. Furthermore, it was necessary to mention that the videos were collected based on the vocabulary of each lesson. The ubiquitous resource provided all these materials to students, so they could have a virtual environment to practice in, and it enhanced their level.

- **Writing skill**

This skill was continuously evaluated through the ubiquitous learning resource, which had a writing task for each lesson. After reviewing the first submitted tasks, students demonstrated they needed to practice their writing skills. Before the implementation of the learning web application, they had problems with grammar structure, spelling, and punctuation. First, in grammar structure, when describing someone, they didn't add the verb to be, and some sentences were missing verbs and articles. Second, in spelling, some of them didn't apply the rules of the -ing verbs in the present continuous structure, some used capital letters in the wrong positions, and some adjectives and nouns were misspelled. Finally, in the punctuation, students didn't use a period at the end of a sentence, a comma after adverbs of time, or question marks at the end of a question sentence. Therefore, they received general feedback in the process of using the learning web app. In the last tasks, it was observed that students added all the verbs

needed for the sentence; there were no misspellings, and sometimes they forgot to add some punctuation.

The learning web app provided them with a section to practice the use of articles, present continuous, quantifiers, there is/ there are, past simple verb to be, there was/ there were, regular and irregular past simple verbs, interrogative and negative forms of the past simple, and the vocabulary of the contents through the writing of sentences. Furthermore, based on their submitted tasks, it was possible to provide them with feedback. The section for practicing this skill and the feedback helped students enhance their level.

- **Speaking skill**

Students speaking skills were continuously evaluated as well as their writing skills; however, they were assessed through the ubiquitous learning resource and the short sessions. During the first sessions and first submitted audios for the speaking tasks, it was observed that students had some problems organizing their ideas and mispronouncing some words. Moreover, they had doubts about differentiating rules from regular and irregular verbs, their pronunciation, as well as the use of past simple structures.

The feedback for this skill was provided through the different sessions, and they received general feedback as a group. In the last sessions, students demonstrated better organization while expressing their ideas, and they had fewer problems with pronunciation. Likewise, their doubts about past simple verbs were solved, and they used them correctly. However, students practiced this skill more in the sessions than in the learning web app; only some students submitted the audio for the speaking task.

The ubiquitous resource contents provided students with short explanations to check the use of articles, present continuous, quantifiers, there is/ there are, past simple structures, and the vocabulary of the contents. Furthermore, specific tasks to practice this skill were developed. Therefore, as it was mentioned, they practiced more in the short session than in the resource, and both enhanced the students' A2 English level in speaking skills.

- **Grammar**

The grammar section was evaluated in the pre-test and post-test. Before the implementation of the ubiquitous learning resource, in the pre-test, students demonstrated they had some problems with some grammar structures. Some students couldn't recognize the different uses of the articles, the structure to recognize present continuous sentences, there is structure, past simple structures, and how much and how many.

The grammar structures they had more problems with were determined based on their test results. Firstly, regarding the use of articles, most students selected the article "an" or "the" to complement the word library. Secondly, in the present continuous, students were asked to select the sentence that was correctly grammatically written, and some selected "I am working", and a few selected "I am working now". Thirdly, in the use of there is, they were also asked to select the sentence that had no errors. Some students selected the option "there a restaurant...". Fourthly, for simple past structures, most of the group selected the verb "was sitting" to complement a sentence with simple past structures, furthermore, some selected the option "didn't sang" to complete a simple past sentence. Finally, how much and how many uses, some of them selected the options "How much cups of..." or "How many water". Analyzing those results, it was observed that they had doubts about these grammar sections.

After the application of the ubiquitous resource and short sessions where grammar was reviewed as well students reinforced their knowledge about the grammar section. It can be observed in the post-test (Graph 1), they still had a few doubts, but most of them were solved, they used simple past, present continuous, articles, there is structure, and how much and how many.

The learning web app supported them with a summary of each grammar structure, and they could apply their knowledge to the different tasks.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The collected data during the research of the theoretical framework and in the analysis and data interpretation of the obtained data through the research instruments allowed obtaining the following conclusions. Furthermore, it is important to mention that the general and specific objectives were achieved, and the hypothesis was proved in the present research.

The specific objectives of the present investigation were the following:

- To describe the characteristics of ubiquitous learning as a teaching strategy for contextualizing it in the present study.
- To design a ubiquitous resource based on the ubiquitous learning characteristics.
- To implement the ubiquitous learning resource as a teaching strategy
- To evaluate each skill of the A2 English language proficiency according to the Common European Framework of Reference in EFL learners.

The first stated specific objective was:

- To describe the characteristics of ubiquitous learning as a teaching strategy for contextualizing it to the present study.

During the process of collecting and selecting information for the theoretical framework of the present research, different aspects of the ubiquitous learning paradigm were described and studied by many researchers. This paradigm originated with the appearance of technology, since it allowed information to be accessed from anywhere and at any time, a fact that is focused on by the term ubiquitous. Ubiquitous learning states that learning has to be accessible all the time and from any place, which was possible with the support of technological advances, and to achieve its implementation, the characteristics of ubiquitous learning are essential as per the fact that they provide guidelines to apply this paradigm. The characteristics of ubiquitous learning were stated by Chen et al. (2002), and Curtis et al. (2002), and the main characteristics are permanency, accessibility, immediacy, interactivity, and context-awareness.

- **Permanency**

The learners' uploaded work is always available in the ubiquitous learning environment, and it is not deleted unless students decide to do it. Moreover, all the data collected from the individuals' learning process is saved on ULE.

- **Accessibility**

All the information is available for all learners from around the world, and it showed based on the search. Another aspect to mention is that they can check their uploaded activities, which can be documents, videos, audios, etc., while being at home or at the library, etc., in other words, from anywhere.

- **Immediacy**

Learners can search for any information, and the results are shown instantly. This characteristic allows learners to find solutions at that moment, and they can also check the information later, considering that the search is recorded.

- **Interactivity**

Learners have more opportunities to interact with their teachers, experts in their area of interest, and classmates, and this interaction can be asynchronous or synchronous. Since it allows communication between learners and different professionals, exchanging information is more accessible.

- **Context-awareness**

The environment can be changed according to the learners' needs to provide them with the determined information they require, for example, contents they need to check according to their level.

The characteristics of ubiquitous learning provided guidelines to evaluate the creation of the ubiquitous learning resource and sessions, which supported the development of the present work.

The second specific objective of the research work was:

- To design a ubiquitous resource based on the ubiquitous learning characteristics.

In the process of collecting the theoretical background, the characteristics of ubiquitous learning were detailed, which guided the design of the ubiquitous learning resource (Annex 10).

The learning web app has the characteristic of permanence, since all the students' answers are stored in a database. Moreover, it is accessible, considering that learners can access the contents and tasks from anywhere. The u-resource also has immediacy; when students load the learning web app, the information instantly appears. Context awareness is another characteristic on which the learning web app was based, since it provides learners with tasks where they can practice what they are learning according to their needs; moreover, the recourse was created based on them. Finally, adaptability was vital for the design of the ubiquitous learning resource since it indicated that students had access to information from anywhere, at any time, and according to their needs. However, one of the characteristics that wasn't taken into account for the development of the resource was interactivity since there were no created pages where students could interact with their classmates, professors or any experts in the area. It was considered unnecessary since there were sessions where learners could ask questions, and interact with their classmates.

Table 13.

Evaluation of the created ubiquitous learning resource

CHARACTERISTICS OF UBIQUITOUS LEARNING	MEET	DOESN'T MEET
Permanency	✓	
Accessibility	✓	
Immediacy	✓	
Interactivity		✓
Context awareness	✓	

Source: Prepared by the author based on the characteristics of Ubiquitous Learning stated by Chen et al. (2002), and Curtis et al. (2002).

The third specific objective of the research work was:

- To implement the ubiquitous learning resource as a teaching strategy.

The ubiquitous learning resource as a teaching strategy was implemented in the classes, according to the table of activities control. The implementation of the designed resource was carried out after the pre-test. In the first session, the learning web app (Annex 10) was presented to students. Furthermore, after each in-person session where the contents of the lessons were reviewed, students were assigned to complete the tasks of the lesson. Students were given a specific time to complete the tasks and constantly remembered to do them in order to register the difficulties found, to solve them during the next sessions, and reinforce their previous knowledge. In addition, in the implementation, the students' answers were registered in tables (Annex 6), so they could track their progress.

Table 10.

ACTIVITIES CONTROL												
WEEK	1	2	3	4	5	6	7	8	9	10	11	12
PRE-TEST												
LEARNING WEB APP PRESENTATION												
UNIT 1												
1. ARTICLES												
2. PRESENT CONTINUOUS												
3. A LOT OF, SOME, ANY												
4. HOW MUCH...? WHICH ONE (S)...?												
5. THERE IS/ARE...												
REGISTER RESULTS												
UNIT 2												
6. PAST SIMPLE VERB TO BE												
7. THERE WAS/WERE...												
8. PAST SIMPLE REGULAR VERBS												
9. PAST SIMPLE IRREGULAR VERBS												
10. PAST SIMPLE NEGATIVES AND QUESTIONS												
REGISTER RESULTS												
POST-TEST												

Source: Prepared by the author

The fourth specific objective of the research work was:

- To evaluate each skill of the A2 English language proficiency according to the Common European Framework of Reference in EFL learners.

On one side, according to the obtained information in the theoretical background, the Common European Framework for Reference presents indicators that help assess English language proficiency levels. Likewise, the CEF indicates what learners should know according to their level and in the different skills. The learning skills are divided into three main aspects: understanding, which is compounded by listening and reading; speaking, compounded by spoken interaction and production; and writing.

The CEF indicates that the A2 level is evaluated under the following aspects:

First, understanding, on the one hand, the listening skill, learners can comprehend phrases, and also, words that are common in everyday life, for example, personal information, living places, etc. Furthermore, they can understand the main idea in short messages. On the other hand, in the reading skill is established, learners can read short readings that are not complex; they can also find specific information in different types of texts that are part of their daily lives. In addition, learners can understand letters that provide personal information and that are written with few words.

Second, speaking, which, as was mentioned, is composed by spoken interaction and spoken production. In spoken interaction, learners can communicate in simple and everyday conversations that require information exchange on contents and tasks they already know. Moreover, they can have short conversations with others, although they can not comprehend all the words to continue with the conversation. In spoken production, learners can use phrases and sentences to talk about their family, studies, jobs, people they know, etc. using simple vocabulary.

Finally, writing, according to this skill, learners can write simple writings, which can be a message, etc., related to things that are asked. Furthermore, they can write simple letters.

On the other side, the collected data from the A2 level about what a learner at this level can do according to the CEF supported the evaluation of students' levels in the different skills before and after the implementation of the ubiquitous resource.

The data obtained in the application of the research instruments, and the quantitative and qualitative analysis led the researcher to obtain the following conclusion. The students' achieved English language proficiency level is A2 from the A2 level in terms of the CEF. Therefore, in their pre-test results, they had an A1 from the A2 level. Furthermore, the English language proficiency level was determined with the pre-test and the post-test, which evaluated the listening and reading skills, as well as the data from the observation sheet, in which the assessment of speaking and writing skills was registered. Moreover, the first and final results were compared with the table below, and their level achieved was determined, which as mentioned before, is an A2 from the A2 level.

Table 2.

Test target level	Test score (%)	Student level according to the result
A2	≤ 44	A0 (pre -A1)
	45 – 69	A1
	70 – 89	A2
	≥ 90	B1

Source: Common European Framework of Reference and Cambridge English Assessment (as cited in Muzafarova, A., et al., 2018).

The implementation of the ubiquitous learning resource provided students with more opportunities to practice their English language, and they level up their knowledge in comparison with the level they started with. Students enriched their English language proficiency by considering listening, reading, speaking, and writing skills as well as grammar.

The general objective of the research was:

- To determine the incidence of ubiquitous learning as a teaching strategy to enrich the English language proficiency level in EFL learners of the Language Department at Public University of El Alto, 2023.

To determine the incidence, the research instruments, which were tests (pre and post), and the observation sheet were used (Annex 8). The results and interpretation obtained through them, as well as the conclusions of the specific objectives, helped to determine the level of incidence of ubiquitous learning as a teaching strategy to enrich English language proficiency in EFL learners, which is high.

On one hand, with the implementation of the ubiquitous learning resource, students had more opportunities to practice the English language at any time and in any place. The resource supported them in each language skill, and as a result, students enriched their English language proficiency. Furthermore, they completed the different tasks of the learning web app (Annex 6 and Annex 7) which helped to level up the level they started with. Therefore, the speaking task was completed by some students being the reason that it was reinforced in the short sessions. The submitted answers helped to obtain information about their doubts in the different skills, and they were explained in general in the sessions, which also helped the EFL learners.

On the other hand, the incidence was observed in the obtained results in the pre-test, post-test, and the observation sheet, and in the analysis of them, which compared the data. Most of the EFL learners enriched their level above 30%, and a few below 30% which indicated that ubiquitous learning as a teaching strategy had an incidence on the students.

These conclusions provide enough information to affirm the research hypothesis of the present study, which was:

- **Hi:** Ubiquitous learning as a teaching strategy enriches significantly the English language proficiency level in EFL learners of the Language Department at Public University of El Alto, 2023.

The research hypothesis (Hi) was proven as per the fact that all the collected data indicated that the A2 English language proficiency level in EFL learners of the Language Department at Public University of El Alto was enriched with the implementation of ubiquitous learning as a teaching strategy.

5.2 RECOMMENDATIONS

The use and implementation of ubiquitous learning in in-person classes is recommended, considering that it provides students with a space with a variety of materials to practice the English language when they need it. Students as EFL learners are not surrounded by the English language they are learning; considering that, it is necessary to provide them with an environment to practice the language. Likewise, ubiquitous learning resources present information in interactive ways, in a context, which is helpful for them since there are learners with different learning styles.

Furthermore, the gradual implementation of ubiquitous learning as a teaching strategy to support the learning process is recommended since students are learning to use the ubiquitous resource, and in this process, it is necessary to provide them with information about how to use it. An aspect to consider is that some students require more guidance and support than others, and constantly reminders to complete the tasks. Likewise, students should get used to the new technological resources, which reinforce their autonomous learning, since they are given a specific time and they have to organize it to complete the tasks.

Additionally, the design of ubiquitous learning resources to support English learning should be focused since they can be adapted according to the class level, and teachers can organize them according to the lessons, students' needs, etc. There are a lot of materials, resources, apps, etc. on the internet, but sometimes the exercises are not according to the student level, which can cause them different reactions such as confusion, etc.

Therefore, in the research, it was observed that there were some limitations. Firstly, some students got confused while they were starting to use the u-resource, but after some support, this problem wasn't observed at all. Secondly, when the non-code builder page is updated, some changes that affect a few settings can be observed. It is important to consider them in the process of building a u-resource.

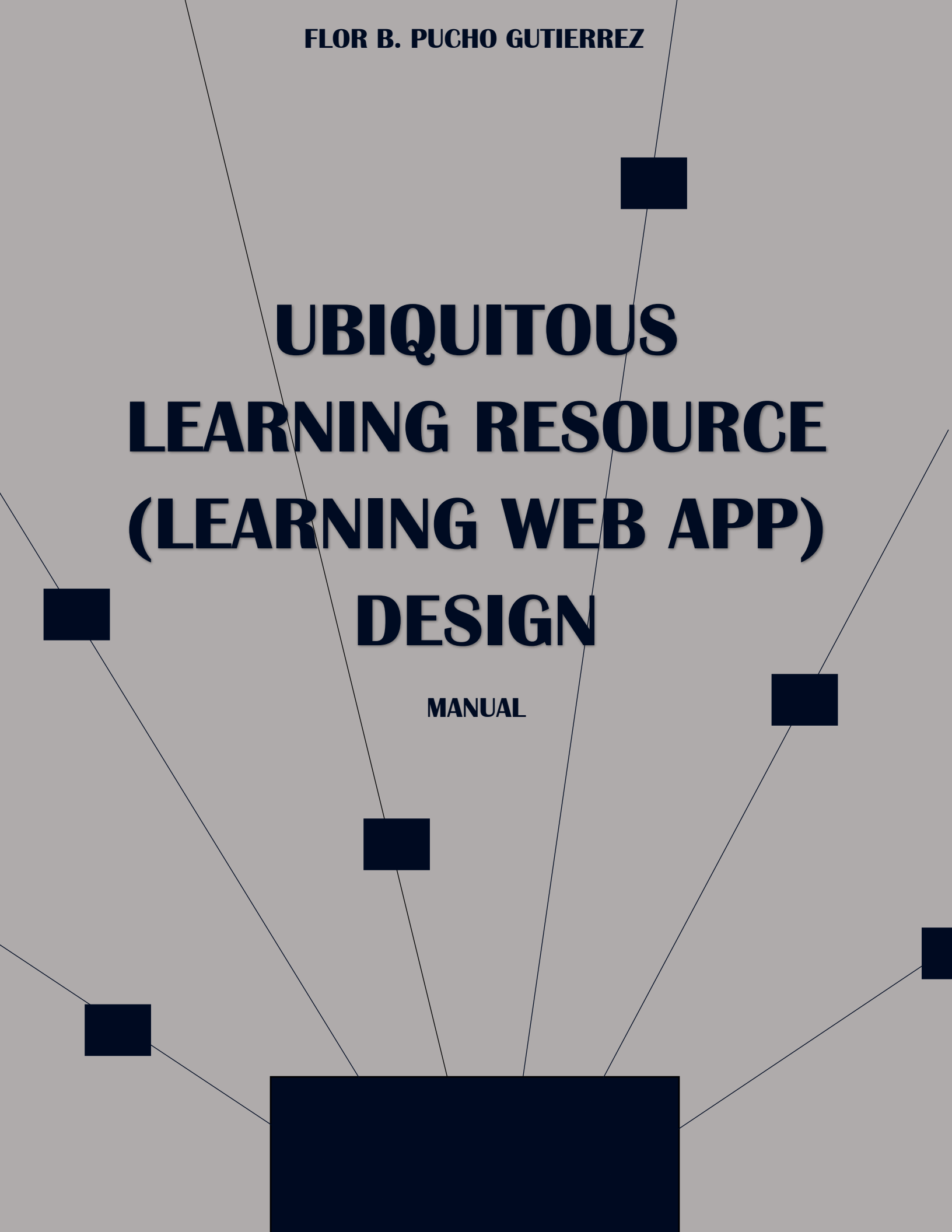
Finally, the developed research opened new questions, which are: How do ubiquitous learning environments influence the English language learning? What changes has ubiquitous learning brought to the teaching and learning process? What are the limitations of applying ubiquitous learning as a teaching strategy? At what level, does ubiquitous learning as a teaching

strategy motivate language learning? In which language skill is ubiquitous learning implementation more effective? How does ubiquitous learning influence autonomous learning? Those questions can contribute to future research works.

FLOR B. PUCHO GUTIERREZ

**UBIQUITOUS
LEARNING RESOURCE
(LEARNING WEB APP)
DESIGN**

MANUAL



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UBIQUITOUS LEARNING RESOURCE (LEARNING WEB APP) DESIGN

The steps that were taken to create the ubiquitous learning resource (web app) are explained in the present manual. The registration in the non-code builder (FlutterFlow), the creation of the different pages based on the collected and structured information in the previous phases of the research. Additionally, the explanation of the learning web app's creation is divided into four sections: the creation of the account in FlutterFlow, the creation of a new project, the explanation of how to add elements to the learning web app, and the selection of actions for the added elements on each page.

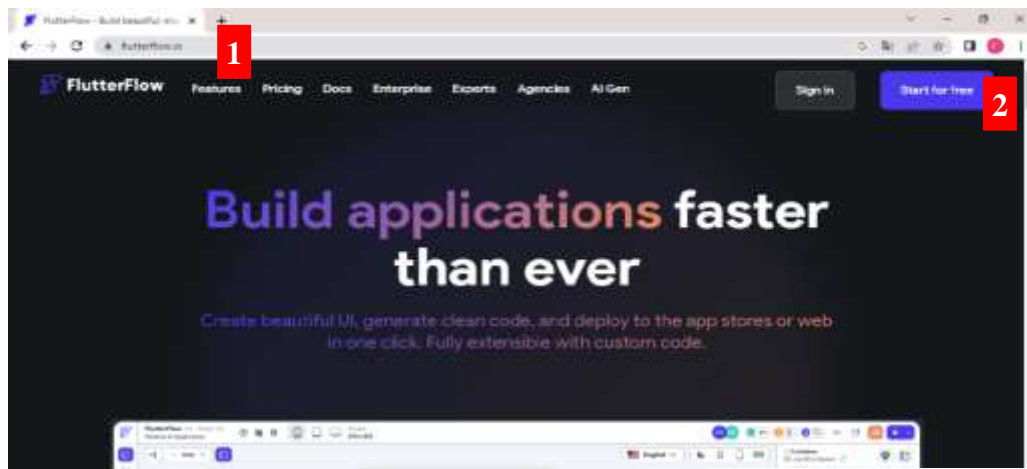
SECTION 1: CREATION OF THE ACCOUNT IN FLUTTERFLOW

Section 1 details all the steps taken to create an account in the FlutterFlow non-code builder, and the creation of the account in Firebase, which is its complementary platform for saving data. In addition, to create the new accounts, the platforms require a Gmail account and its password.

- **FLUTTERFLOW CREATION ACCOUNT**

The steps to create the account in FlutterFlow are detailed below.

Figure 1.

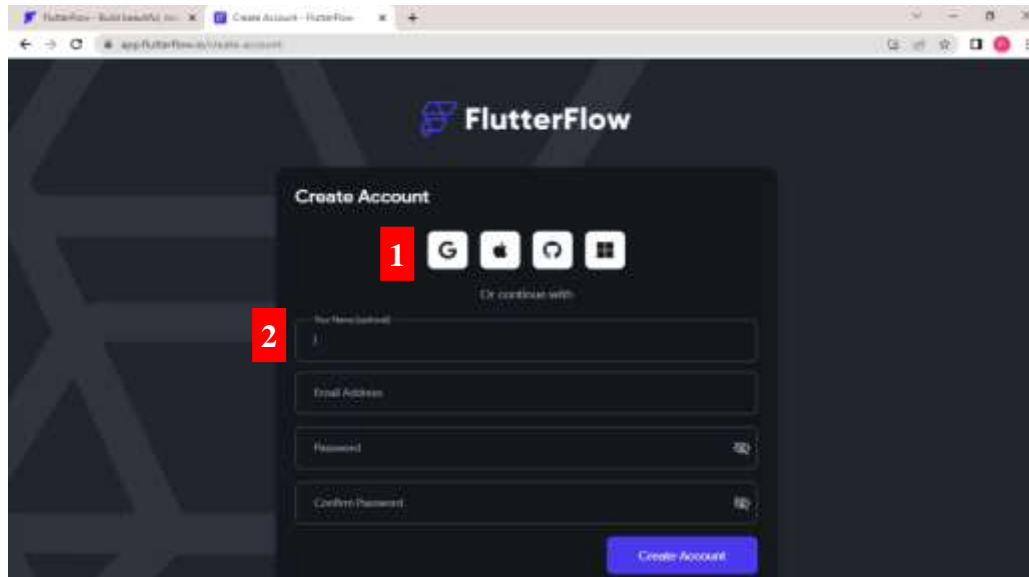


Source: FlutterFlow Platform

STEPS

1. Login into FlutterFlow through the link <https://flutterflow.io/> or by entering Google, writing in the searcher the word “FlutterFlow”, and pressing the first option to enter the FlutterFlow page.
2. Press the **Start for Free** widget, and it directs to the next page.

Figure 2.



Source: FlutterFlow Platform

STEPS

Option 1

3. Press the Google widget. It opens a small window with the user list of accounts registered; one of them can be pressed to create an account in FlutterFlow. After, press continue. Moreover, in the window can be observed sections to introduce a Gmail account and a password to create an account on this platform.

NOTE: The same steps can be followed if the other options are pressed (Apple, GitHub, and Microsoft).

Option 2

1. Enter a name (it is optional).
2. Enter an email address, for example, user1@gmail.com.

3. Create and enter a password for this account.
4. Enter the password again to confirm.
5. Press the Create Account widget.
6. Press the “x” widget located on the right corner of the showed window.

- **FIREBASE CREATION ACCOUNT STEPS**


Firestore is another platform, but it supports FlutterFlow. In Firestore, the data collected in the web app can be observed since it provides an online file. To create an account on this platform, the steps that are below figure 13 have to be followed.

Figure 3.



Source: Firebase Platform

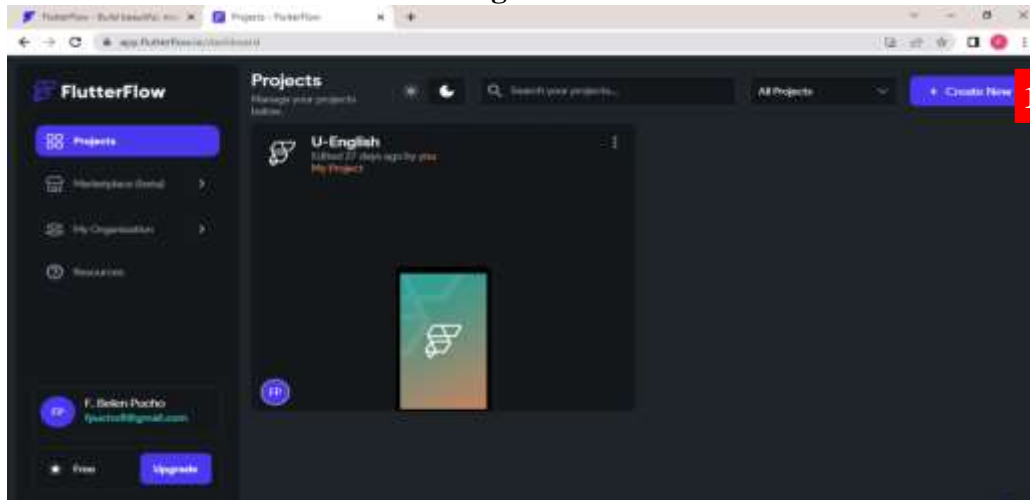
STEPS

1. Login into Firebase through the link <https://firebase.google.com/?hl=es> or by entering to Google, writing in the searcher box the word “Firestore”, and pressing the option Firestore – Google that has this  logo (it is not the first option), to enter the Firestore page.
2. Press Acceder, and it directs to the next page to introduce the Gmail. Then, press the option next, introduce the password of the written Gmail, and press continue. Press the option not now, and it directs to the following page that is below.
3. Press the option Go to console or Comienza ahora. It directs to the main page.

SECTION 2: CREATION OF A NEW PROJECT

In this section, all the steps taken to create a new project for the learning web app are explained.

Figure 4.

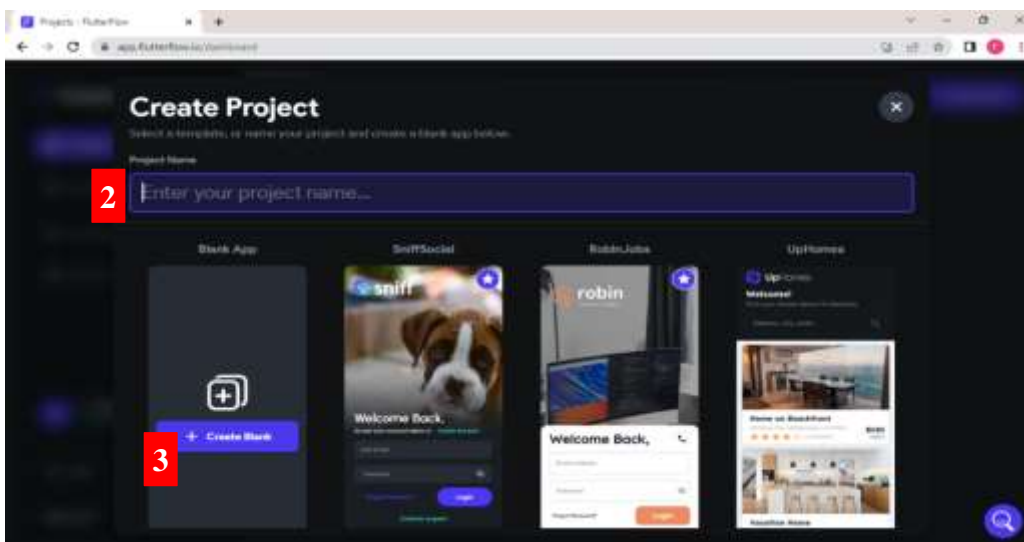


Source: FlutterFlow Platform

STEPS

1. Press the option “Create New”, and then, the following window is opened:

Figure 5.



Source: FlutterFlow Platform

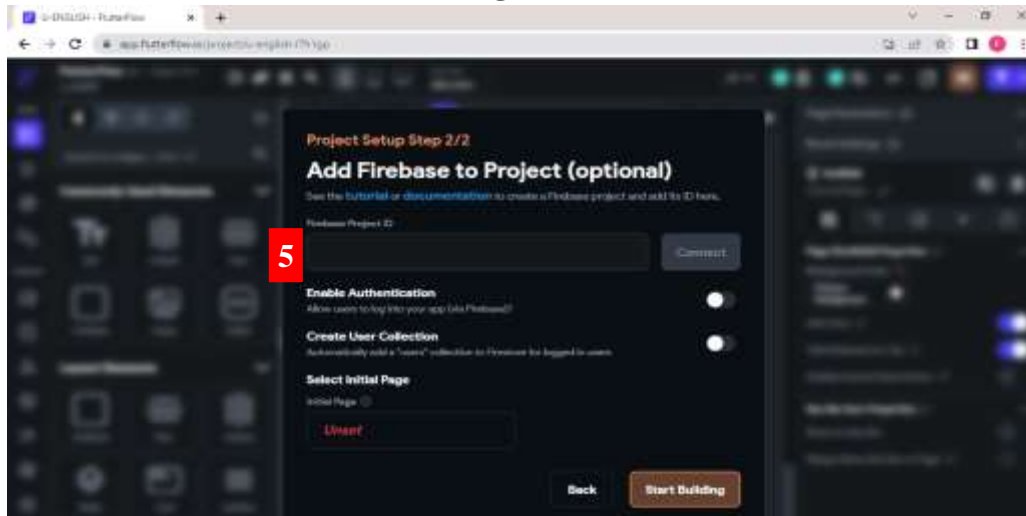
2. Enter the name for the new app (the name given to web app is “U-English”).

3. Press the widget “Create Blank”.

NOTE: If this is the first time logging into this platform, press the option “next”, then “start building”, and in the left section, there is a widget list, press the last one called settings. In the viewed list next to it, press “Firebase” and continue with step 5. If it is the second or more, the following windows are visualized:

4. Press the option “Next Step”. The other sections are already filled.

Figure 6.



Source: FlutterFlow Platform

5. Fill this space with a link provided by Firebase, and then press the option “Connect”.

5.1. Open another window and enter Firebase to obtain a link.

Figure 7.

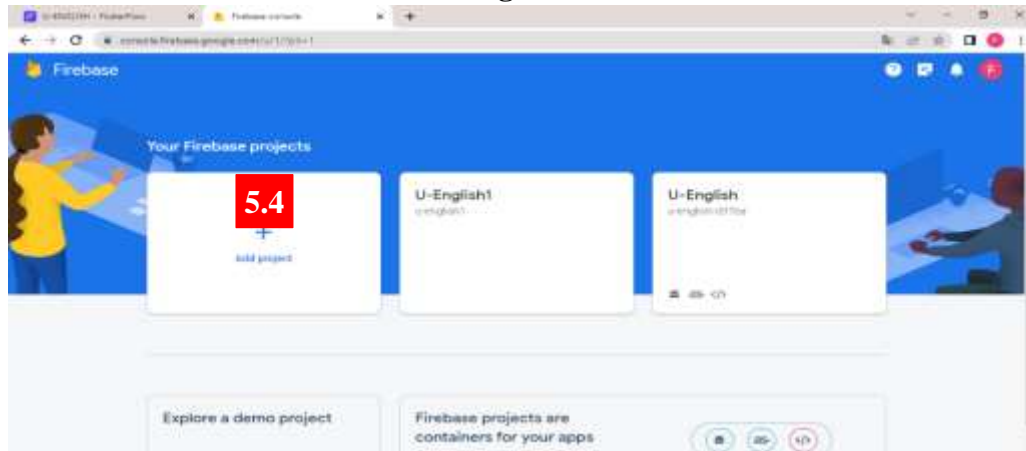


Source: Firebase Platform

5.2. Select the language.

5.3. Press the option “Ir a la consola”.

Figure 8.



Source: Firebase Platform

5.4. Press the option “Add project” or “Create a new project”, read and confirm the showed options.

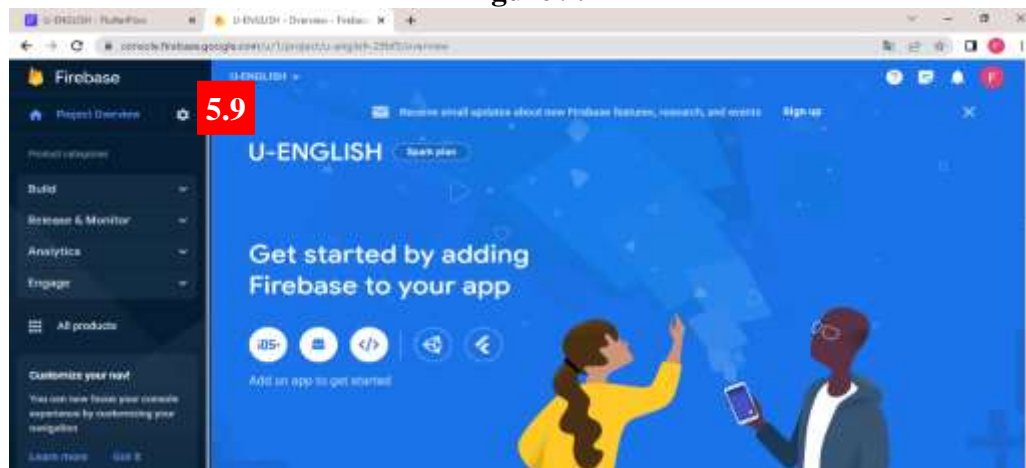
5.5. Enter the name of the proposed app and press “Continue”.

5.6. Scroll down a bit and turn off the option “Enable Google Analytics for this project” for the moment.

5.7. Press the option “Create project”.

5.8. Press the option “Continue” on the next page.

Figure 9.

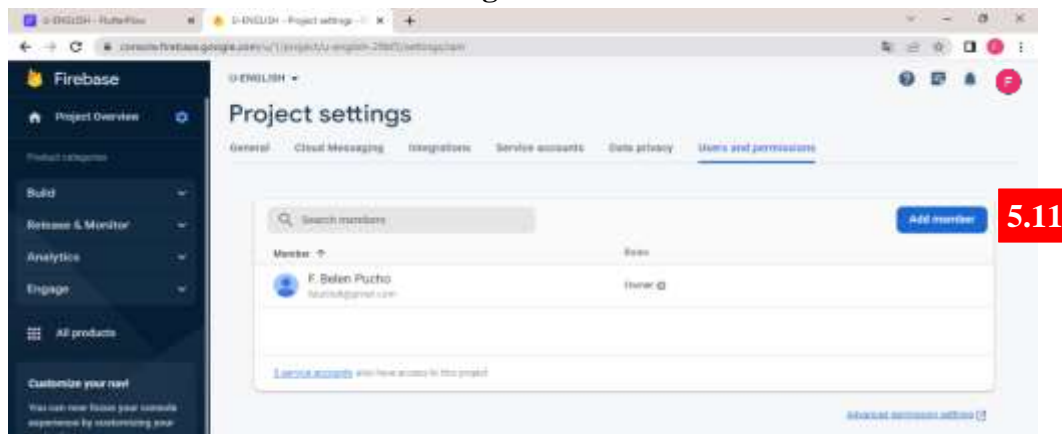


Source: Firebase Platform

5.9. Press the option “Settings”, it opens a small window.

5.10. Press the option “Users and permissions”.

Figure 10.



Source: Firebase Platform

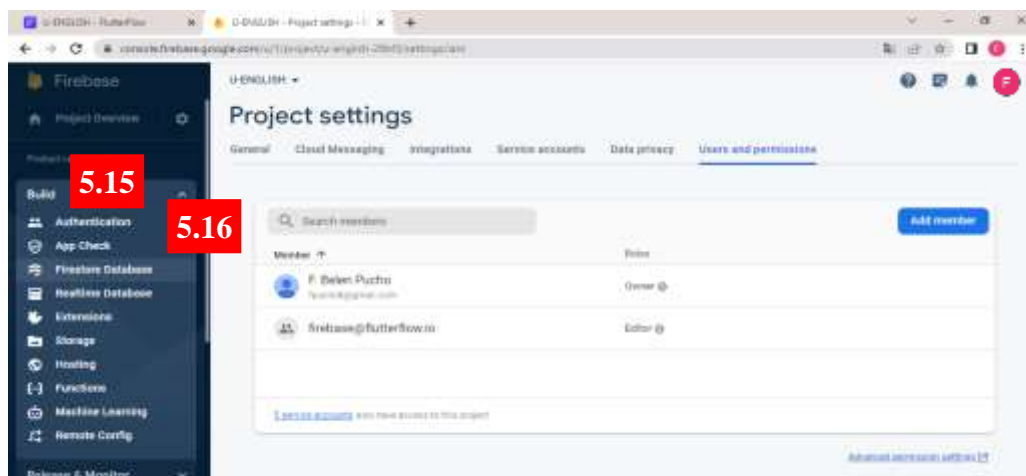
5.11. Press the option “Add member”.

5.12. Introduce the following member: firebase@flutterflow.io

5.13. Select the option “editor”, in the role section.

5.14. Press the option “Add member”.

Figure 11.



Source: Firebase Platform

5.15. Press the option “Build” or “Compilación”.

5.16. Press the option “Authentication”, and press the option “Get started”.

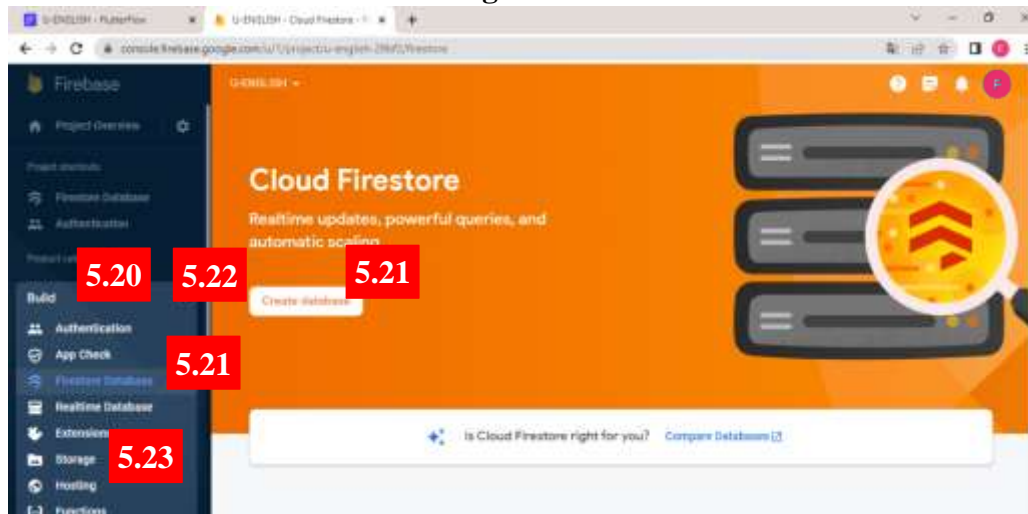
In the middle section

5.17. Select the option “Sign-in method” that is below the title “Authentication”.

5.18. Select the option “Email/Password”.

5.19. Turn on the first option “Enable”, and press the option “Save”.

Figure 12.



Source: Firebase Platform

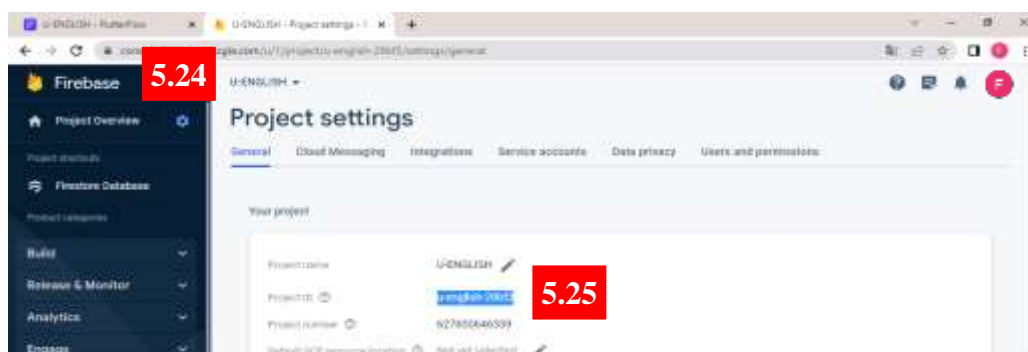
5.20. Press the option “Build” or “Compilación”.

5.21. Press the option “Firestore Database”, press the option “Create database”, select the option “Start in **test mode**”, and press the option “Enable”. It may take a moment.

5.22. Press the option “Build” again or “Compilación”.

5.23. Press the option “Storage”, press the option “Get started”, select the option “Start in **test mode**”, press the option “Next”, press the option “Done”.

Figure 13.

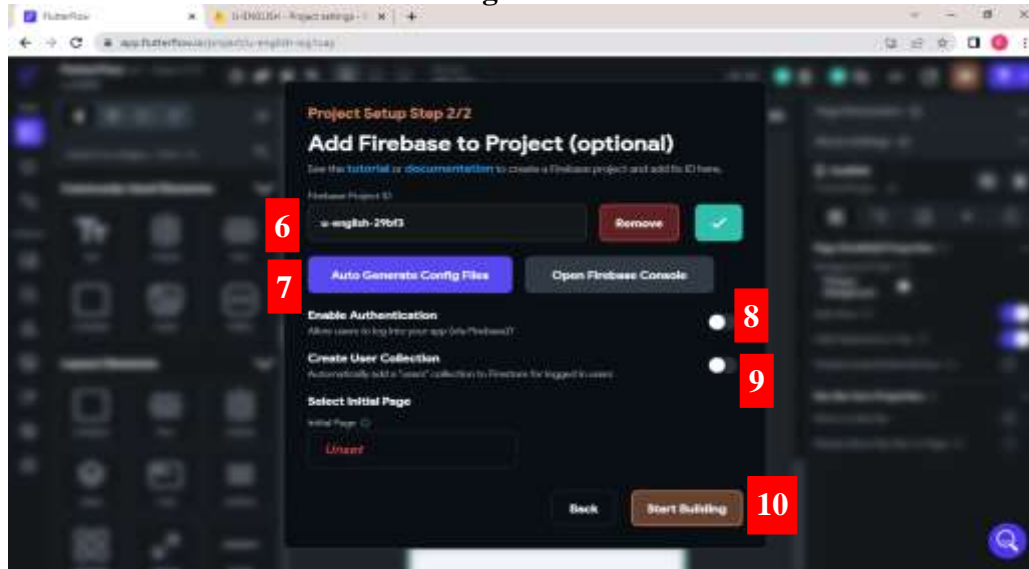


Source: Firebase Platform

5.24. Press the setting icon and select the option “Project settings”.

5.25. Select and copy the project ID.

Figure 14.



Source: FlutterFlow Platform

6. Paste the copied text, and press the option “connect” that is next to it.

7. Press the option “Auto Generate Config Files”. It opens a small window. In the window, select the option “Generate Files”.

8. Turn on the option “Enable Authentication”.

9. Turn on the option “Create User Collection”. If it is not possible, this step can be done later.

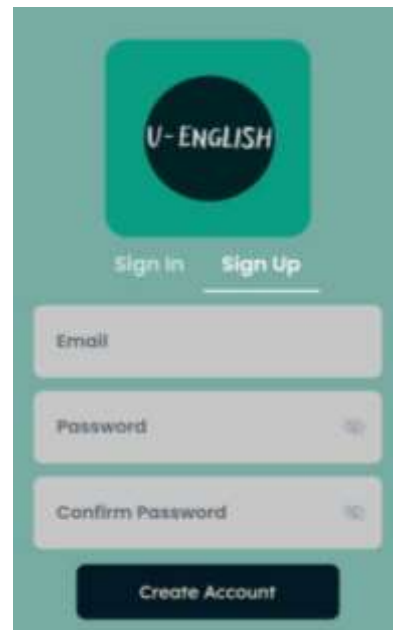
10. Press the option “Start Building”.

PAGE 1: USERS SIGN IN - SIGN UP

Figure 15.



Figure 16.



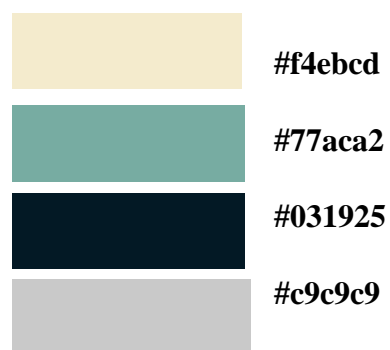
Source: FlutterFlow Platform

For the first page, one of the templates of FlutterFlow platform was selected, which is the users sign in and sign up. In addition, a logo was created for the app, and it was customized with 4 main colors.

Selected logo

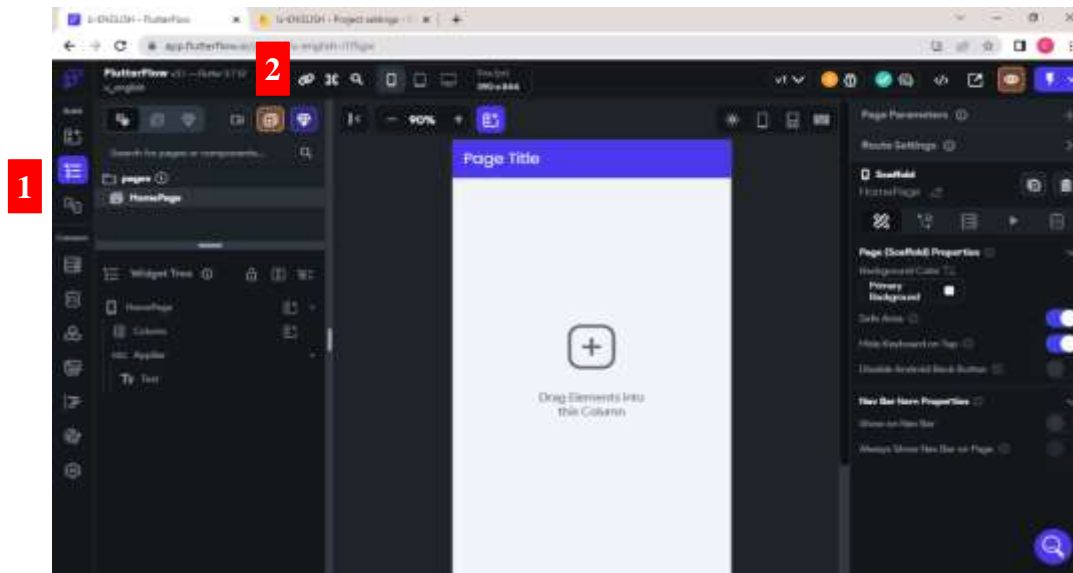


Selected Colors



After selecting the colors, the following steps were taken.

Figure 17.



Source: FlutterFlow Platform

STEPS

In the left section



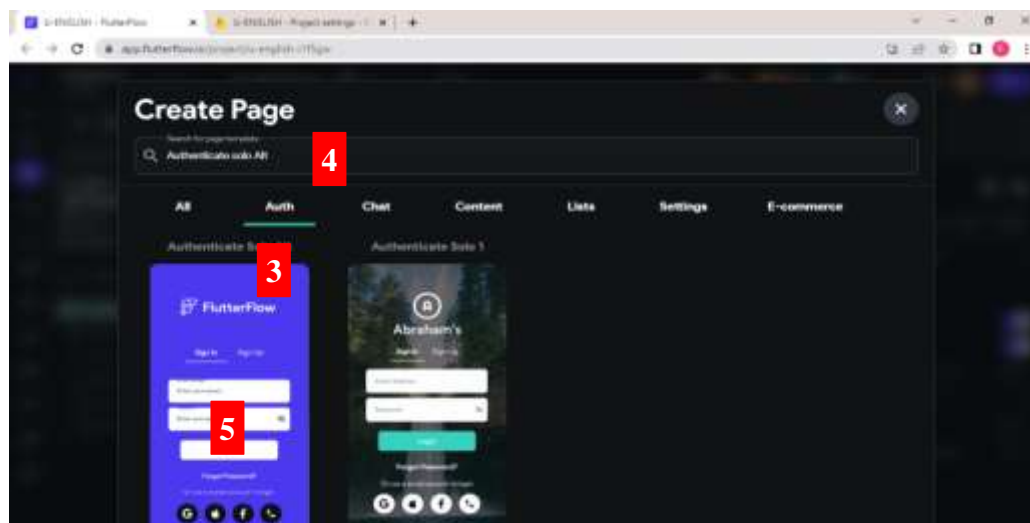
1. Press the option “Page Selector ”. The widget has to turn blue, as shown in the figure above.
2. Press the widget  “New Page or Add Page”. It opens a small window, which can be in the middle or left section.

Figure 18.

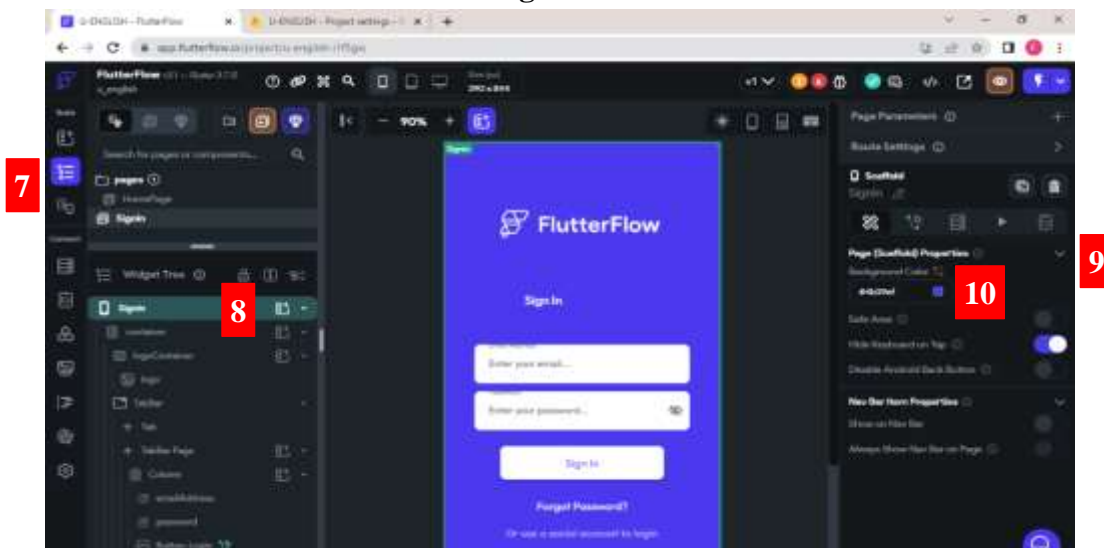


Source: FlutterFlow Platform

3. Press the option “Auth”.
4. Introduce the words “Auth”.
5. Select the template and press the option “Default Theme”.
6. Introduce the word “Signin” as the name of the page, and press the option “Create Page”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names. Moreover, some designed pages may change during the FlutterFlow updating.

Figure 19.



Source: FlutterFlow Platform

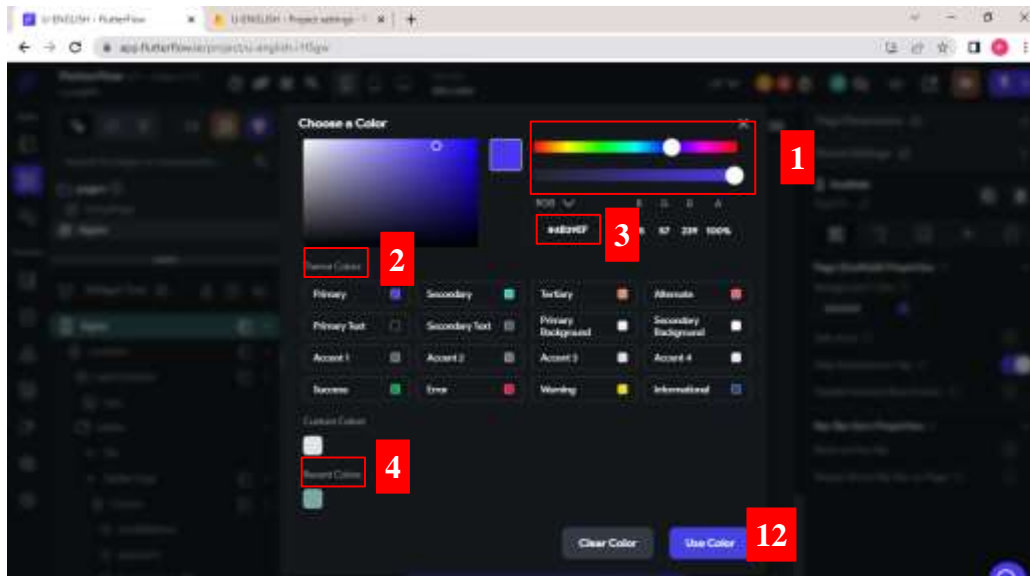
In the left section

7. Press the option “Widget Tree”, and the widget has to turn blue.
8. Press the line “Signin or the first line of the widget tree”.

In the right section

9. Look for the section “Page (Scaffold) Properties”, and check that the arrow next to it points downwards.
10. Press the small square that is in the section below “Background Color or Fill Color” to select another color. It opens a small window, if not, press the text next to it and introduce the color code “77ACA2”.

Figure 20.



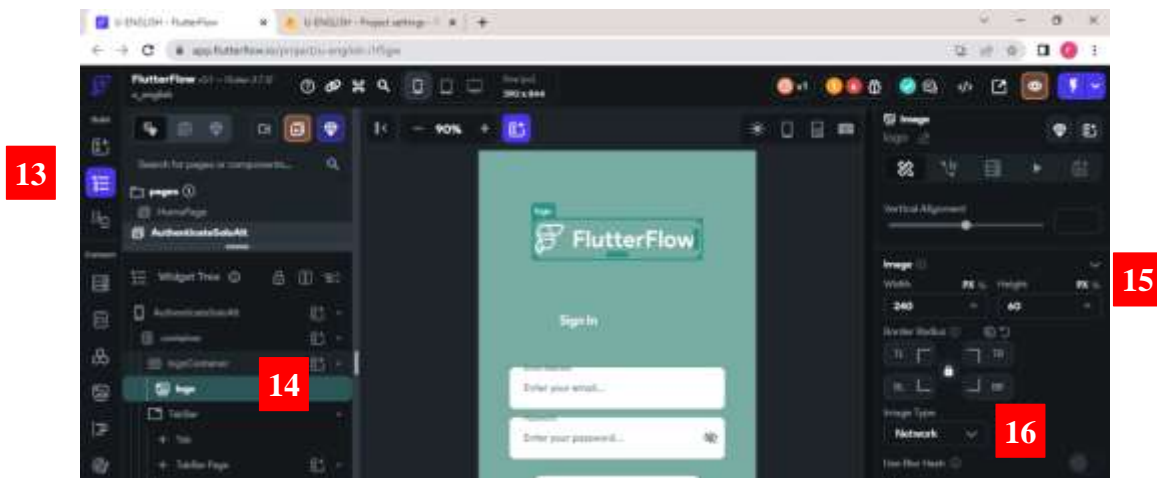
Source: FlutterFlow Platform

11. Select one color for the background.

NOTE: To select the color, there are four ways. First, move the pointers to select a color. Second, select one of the options in the section “Theme Colors” by pressing them. Third, delete this code and introduce the code of another color; in this case, the color code is **77aca2**. Fourth, when the color code is already selected, the color code below the section “Background Color” can be deleted, and the selected code can be introduced.

12. Press the option “Use Color”, and repeat steps 9 to 10 in the “form container” and “maxWidth” lines.

Figure 21.



Source: FlutterFlow Platform

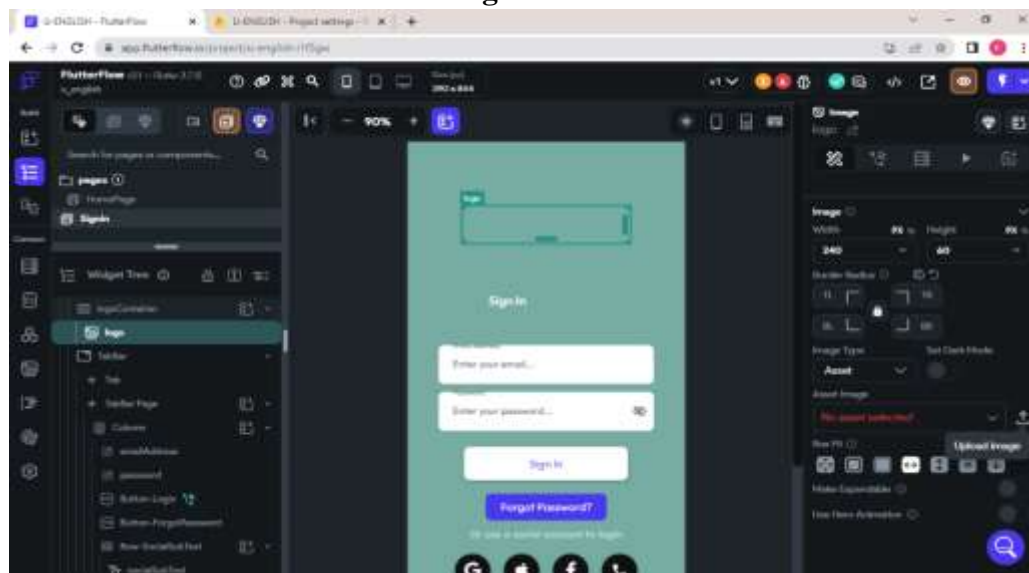
In the middle section

13. Press the option “Widget Tree”, and the widget has to turn blue.
14. Press the logo.

In the right section

15. Scroll down until finding the section “Background Image”, and check that the arrow next to it points downwards.
16. Look for the option “Image Type”, press the arrow next to “Network”, and press the option “Asset”.

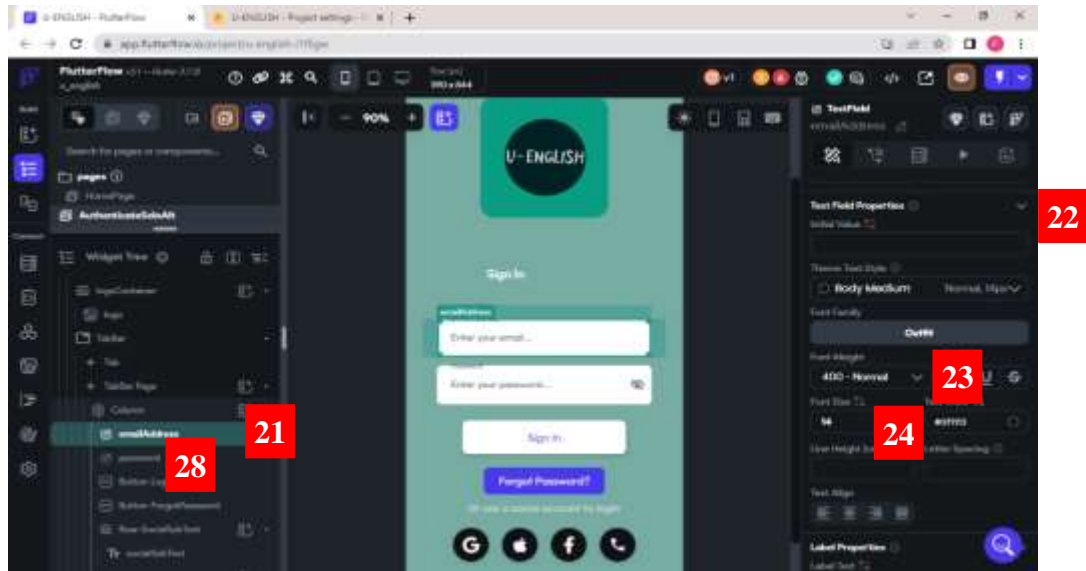
Figure 22.



Source: FlutterFlow Platform

17. Press the option “Upload Image”. It opens a window to look for the selected logo in the computer files.
18. Select the image and press the option “open”.
19. Introduce the number 180 in “width” and “height”.
20. Look for the section below “Boarder Radius” and introduce the number 20 on the in the four sides.

Figure 23.



Source: FlutterFlow Platform

NOTE: If there is a text or column on the logo, press the mouse's right button on it and delete it.

In the left section

21. Press the line "emailAddress".

In the right section

22. Scroll down until finding the section "Text Field Properties", and check the arrow next to it points downwards.

23. Press the option below "Font Weight", and select the option "600-Semi Bold".

24. Introduce the number 16 in Font Size.

25. Scroll down until finding the section "Input Decoration Properties".

26. Press the small square that is in the option below "Boarder Color" and introduce the option "000000".

27. Press the small section that is below the option "Fill Color". Delete the code and introduce the color code "c9c9c9".

In the left section

28. Press the line "password".

In the right section.

29. Scroll down until finding the section “Text Field Properties”, and check the arrow next to it points downwards.

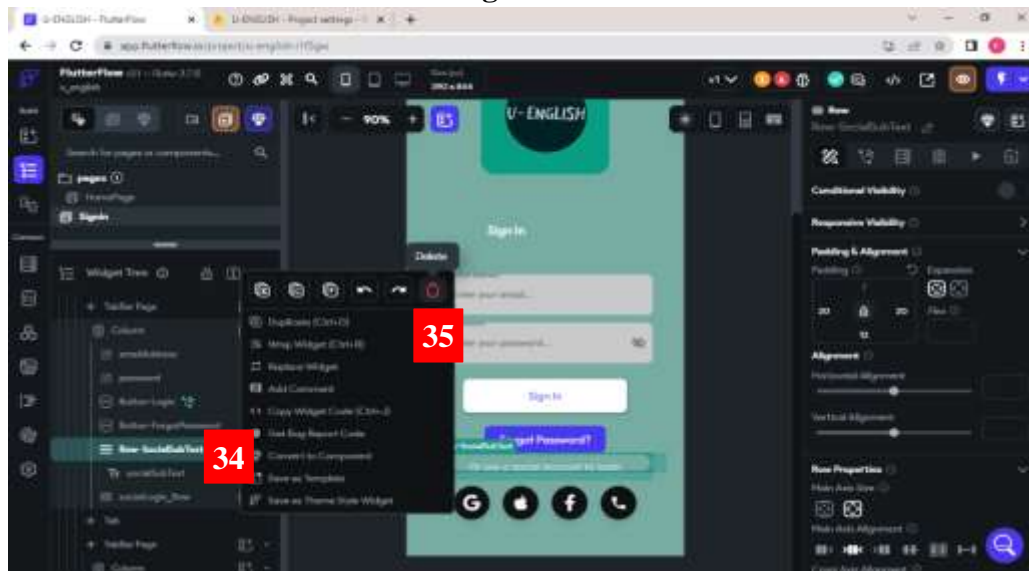
30. Press the option below “Font Wight”

31. Select the option “600-Semi Bold”.

32. Introduce the number 16 in Font Size.

33. Repeat steps 25 to 27 from this section.

Figure 24.



Source: FlutterFlow Platform

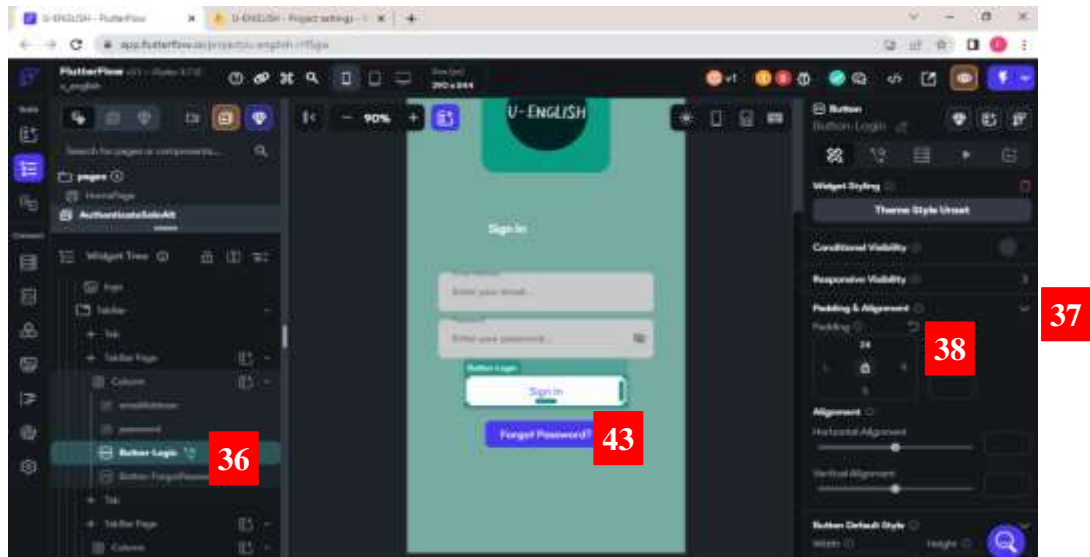
In the left section

34. Press mouse’s right button on the line “socialLogins”, it opens a small window as shown in the figure above.

35. Press the option “Delete”.

NOTE. Those options are deleted because they weren’t set up in Firebase as login options.

Figure 25.



Source: FlutterFlow Platform

In the left section

36. Press the first option “Button”.

In the right section

37. Scroll down until finding the section “Padding & Alignment”, and check that the arrow next to it points downwards.

38. Look for the option “Padding”, check that the lock in the middle of the section below is open, and introduce the number 80 in the up section.

39. Scroll down until finding the option “Fill Color” and press the section below it.

40. Delete the code and introduce the color code “031925”.

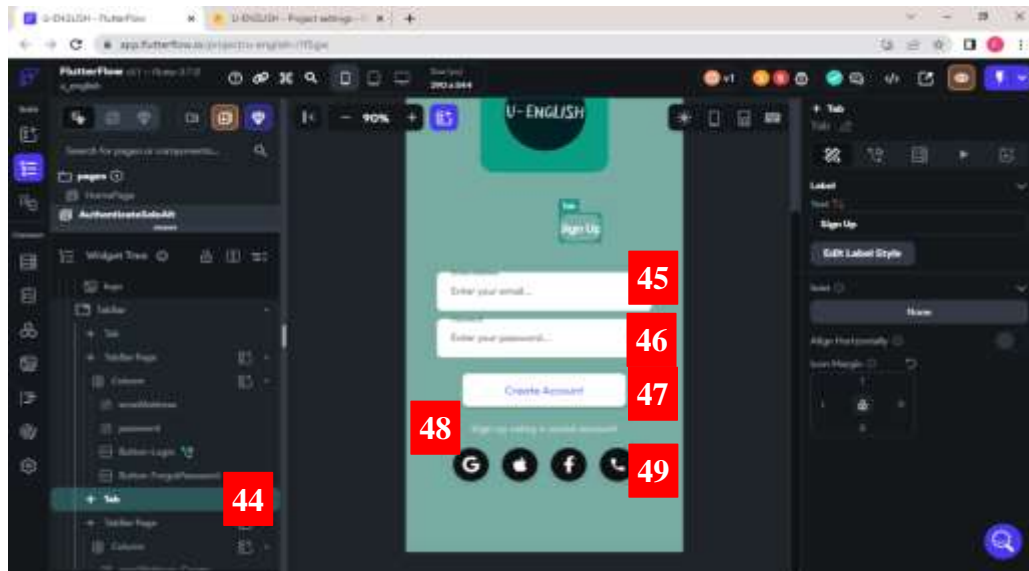
41. Scroll up and down until finding the section “Button Text”, and check that the arrow next to it points downwards.

42. Press the section below “Text Color”, delete the code, and introduce the color code “F4EBCD”.

In the middle section

43. Press the second option “Button”, and repeat the steps from 37 to 42 from this section.

Figure 26.



Source: FlutterFlow Platform

In the left section

44. Look for the second option “Tab” and press it.

In the left section

45. Press the line “emailAddress-Create”, and repeat the steps from 22 to 27 from this section.

46. Press the line “password-Create” and repeat the steps from 22 to 27.

47. Press the line “Button-Login” and repeat the steps from 36 and 42.

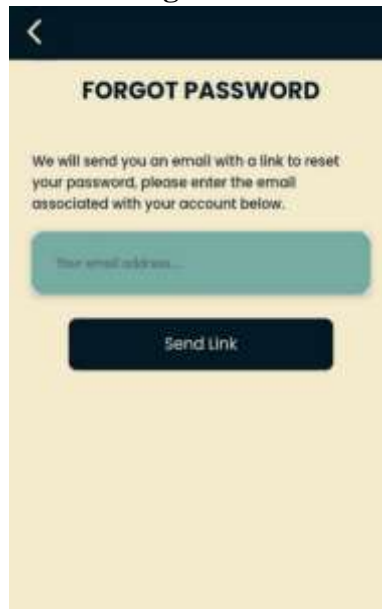
48. Press mouse’s right button in the option “Row-SocialSub Text” and press the option “Delete”.

49. Press mouse’s right button in the option “socialLogin” and press the option “Delete”.

PAGE 2: FORGOT PASSWORD

The following steps were taken.

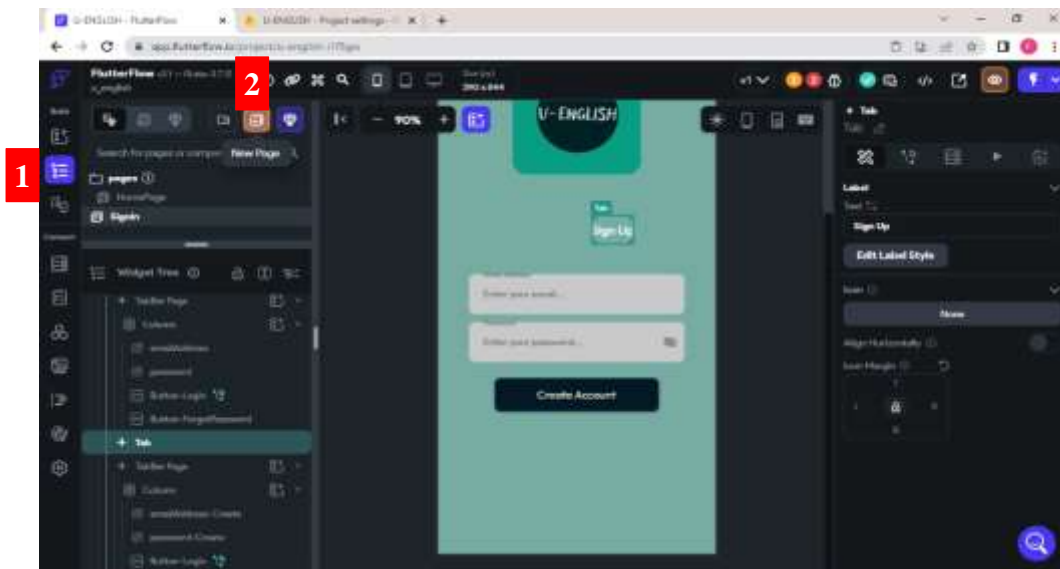
Figure 27.



Source: FlutterFlow Platform

For the forgot password page, one of the templates from FlutterFlow was also added.

Figure 28.



Source: FlutterFlow Platform

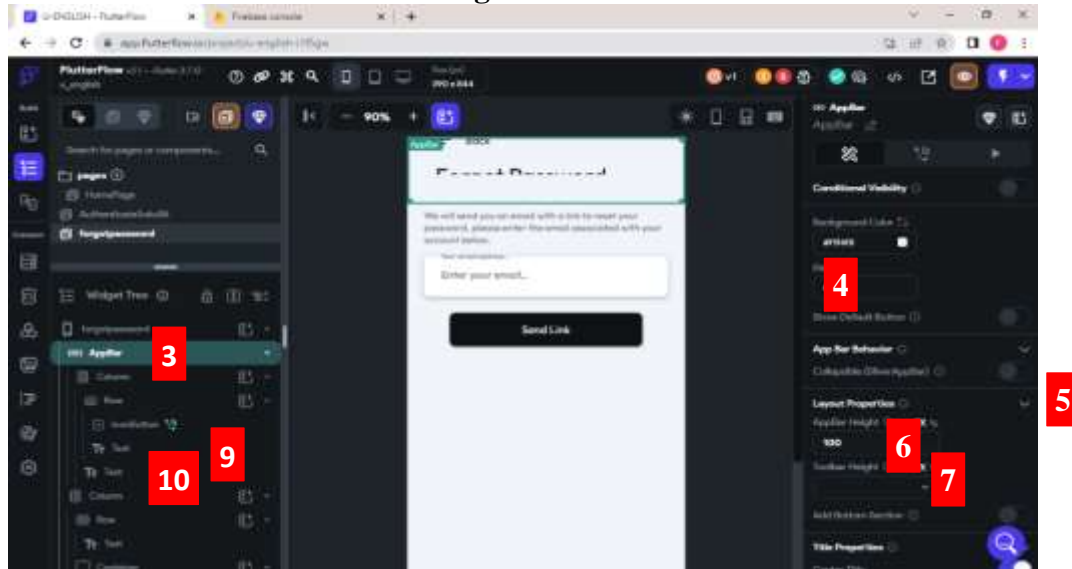
STEPS

In the left section

1. Press the option “Widget tree”. The widget has to turn blue.

2. Press the option “New Page”, introduce the word “forgot” in the searcher, press the first template that is shown, and press the option “Default Theme”, write the name of the page “forgotpassword”, and press the option “Create Page”.

Figure 29.



Source: FlutterFlow Platform

In the left section

3. Press the option “AppBar”.

In the right section

4. Press the section below “Background Color”, delete the code, and introduce the color code “031925”.

NOTE: If the section below “Background Color” is pressed, the color code can be deleted and a new one can be introduced. If the little colored square is pressed, the window of figure 30 from the section of Page 1: Users sign in and sign up will be shown. Moreover, some designed pages may change during the FlutterFlow updating.

5. Look for the section “Layout Properties”, and check that the arrow next to it points downwards.
6. Introduce number 55 in the section “AppBar Height”.

7. Introduce number 70 in the section “Toolbar Height”.

In the left section

8. Press the first line that is named “Text”.

9. Press the mouse’s right button and press the icon “Delete”.

10. Repeat steps 9 and 10 to delete the second line that says “Text”.

In the left section

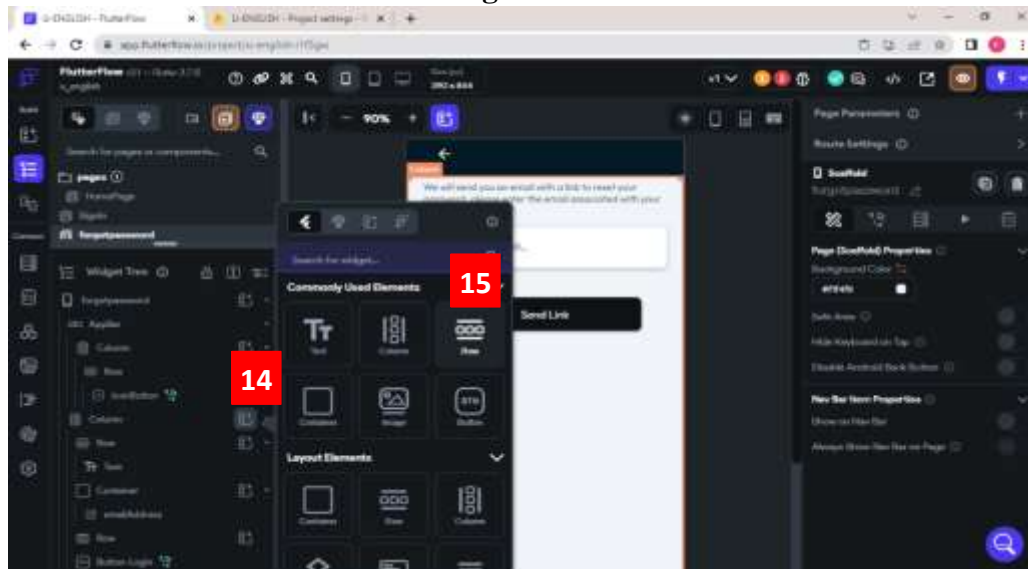
11. Press the line “IconButton” that is below “AppBar”, and check that the arrow next to it points downwards.

In the right section

12. Scroll down until finding the section “Icon”, and check that the arrow next to it points downwards.

13. Press the section below “Icon Color”, delete the code, and introduce the color code “F4EBCD”.

Figure 30.



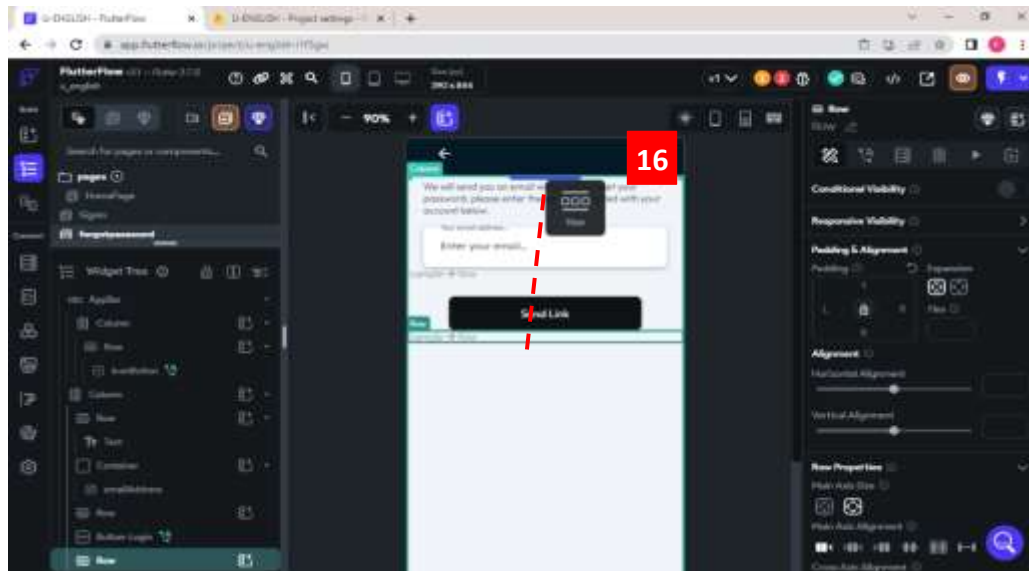
Source: FlutterFlow Platform

In the left section

14. Press the widget “Add elements” that is next to the line “Column”.

15. Press the element “Row”.

Figure 31.



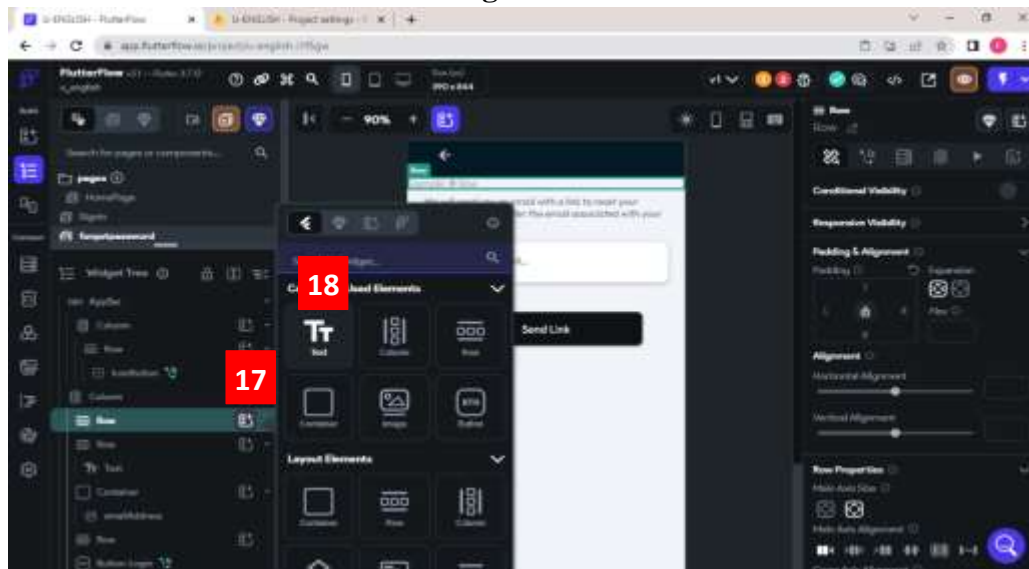
Source: FlutterFlow Platform

In the middle section

16. Press, drag, and drop the line called “Row” in the middle of the appbar and the text. It has to be visible a blue line in the middle, as observed in the figure above.

NOTE: If the container didn't move, try again. If there appears a small window, press “Cancel” or Ctrl+Z.

Figure 32.



Source: FlutterFlow Platform

In the left section

17. Press the widget “Add elements” that is next to the line “Row”.

18. Press the element “Text”.

In the left section

19. Check the first line “text” is selected; if not, press it to edit it.

In the right section

20. Look for the option “Text”, delete the written words, and write “FORGOT PASSWORD”.

21. Look for the section “Padding & Alignment”, and check that the arrow next to it points downwards.

22. Look for the option “Padding”, write the numbers 12 in the up and down section, 70 on the left side, and 20, on the right.

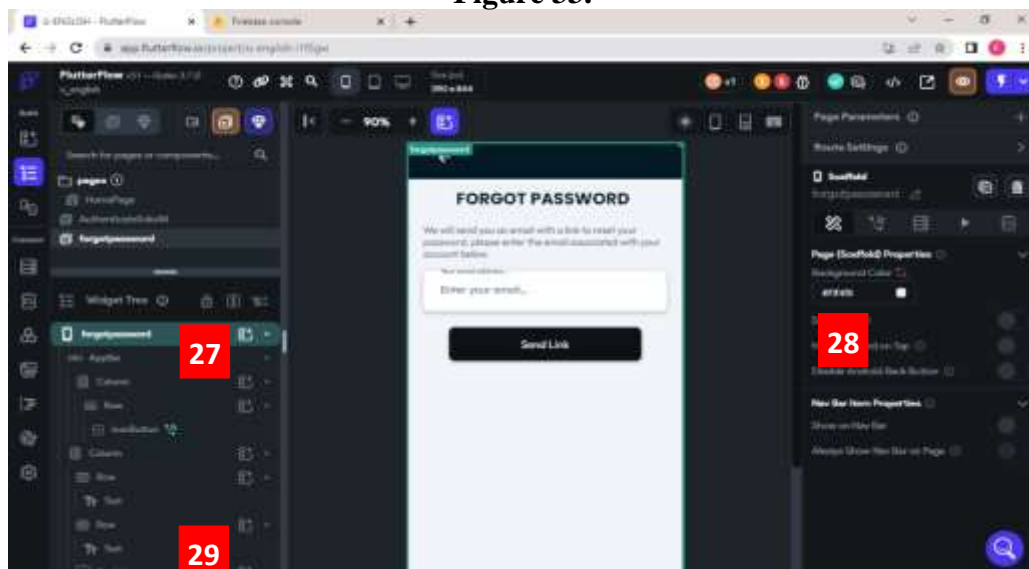
23. Scroll down until finding the section “Text Properties”, and check the arrow next to it points downwards.

24. Press the section below the option “Font Wight”, and select “700-Bold”.

25. Introduce the number to 24 in the option “Font Size”.

26. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

Figure 33.



Source: FlutterFlow Platform

In the left section

27. Press the line “forgotpassword”.

In the right section

28. Press the section below “Background Color”, delete the code, and introduce the color code “F4EBCD”.

In the left section

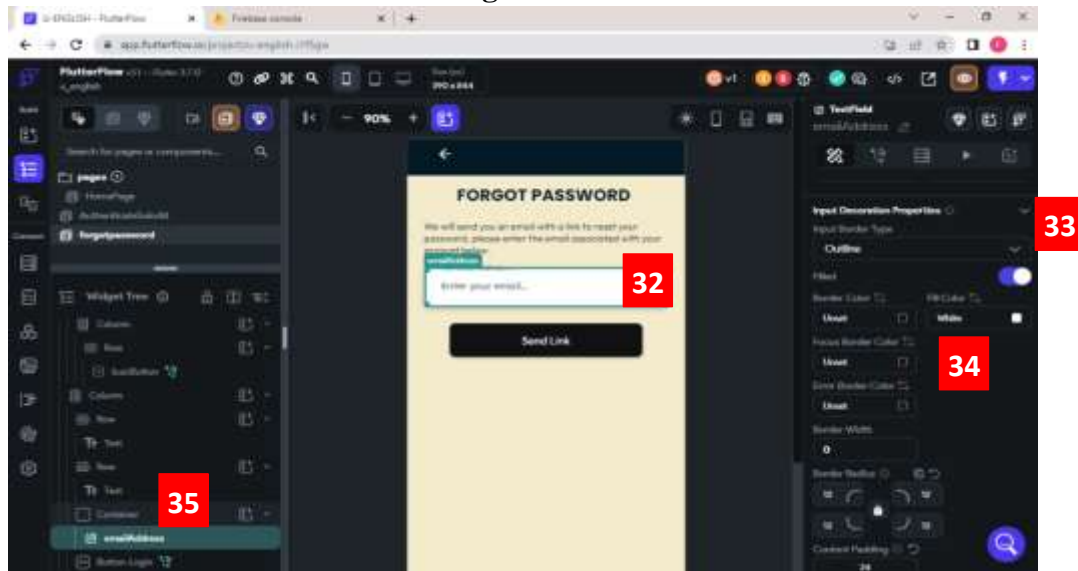
29. Press the second line “Text”.

In the right section

30. Scroll down until finding the section “Text Properties”, and check the arrow next to it points downwards.

31. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

Figure 34.



Source: FlutterFlow Platform

In the middle section

32. Press the line “emailAddress”.

In the right section

33. Scroll down until finding the section “Input Decoration Properties”, and check the arrow next to it pointing downwards.

34. Press the section below “Fill Color”, delete the code, and introduce the color code “77ACA2”.

In the left section

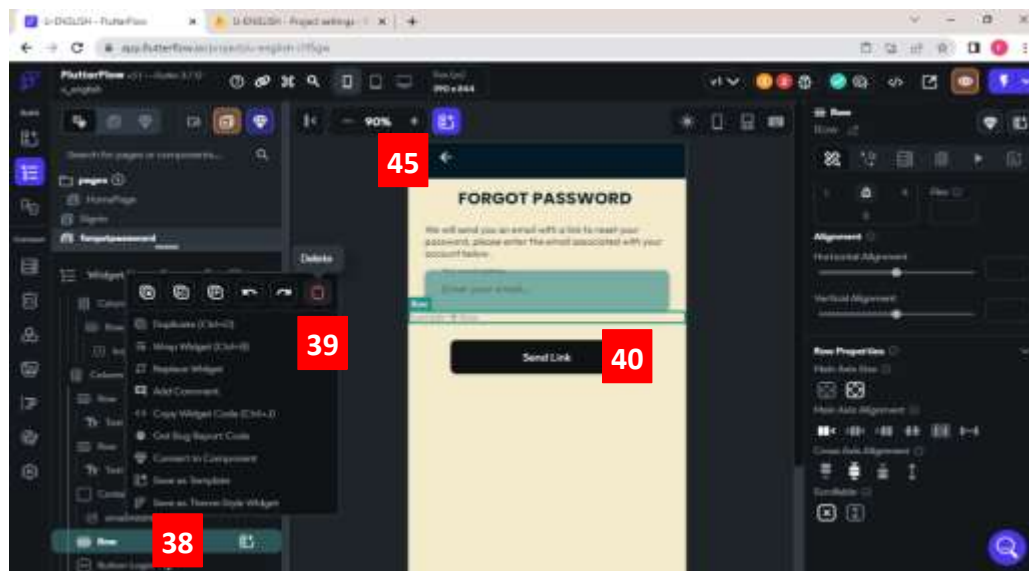
35. Press the line “Container”.

In the right section

36. Scroll down until finding the section “Container Properties”.

37. Press the section below “Fill Color”, delete the code, and introduce the color code “77ACA2”.

Figure 35.



Source: FlutterFlow Platform

NOTE: If there appears an extra row, as can be observed in the figure above. Follow the next steps.

38. Press the mouse’s right button on the last line, “Row”.

39. Select the option “Delete”.

In the left section

40. Press the button “Button-Login”.

In the middle section

41. Scroll down until finding the section “Button Default Style”, and check the arrow next to it pointing downwards.

42. Press the section below “Fill Color”, delete the code, and introduce the color code “031925”.

43. Scroll down, until finding the section “Button Text”.

44. Press the section below “Text Color”, delete the color code, and introduce the color code “031925”.

In the middle section

45. Press the line “Icon Button”.

In the right section

46. Scroll down until finding the section “Icon”, and press the section below.

47. Introduce the word “arrow_back_ios” in the searcher bar of the shown window.

48. Press the first option.

PAGE 3: HOME PAGE

The list of steps to design this section is below.

Figure 36.

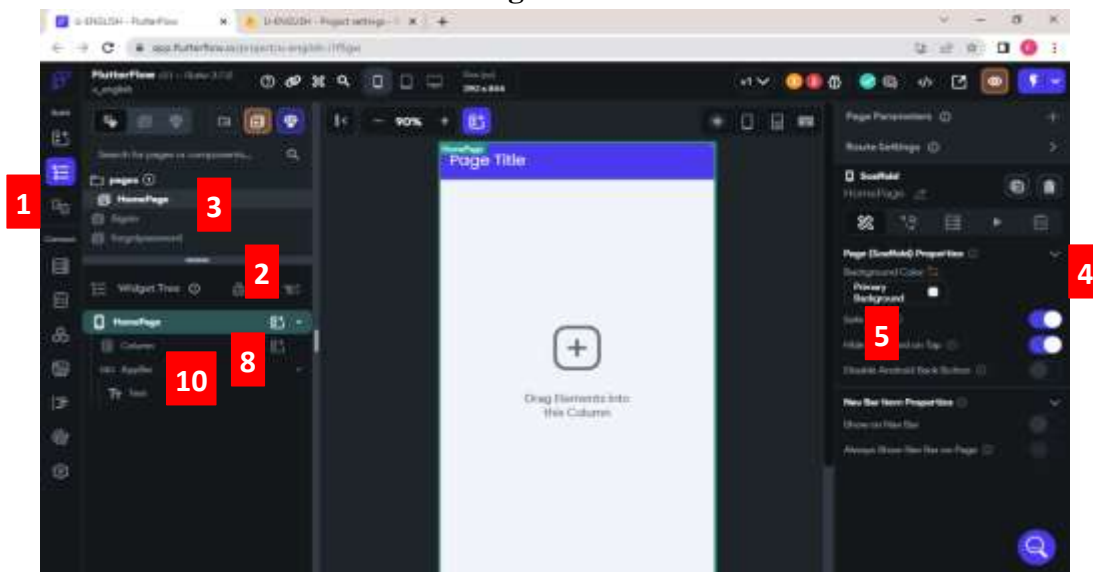


Source: FlutterFlow Platform

The home page was designed on a blank page.



STEPS

Figure 37.



Source: FlutterFlow Platform

In the left section

1. Press the option  “page selector”, and the widget has to turn blue.
2. Press the bar and scroll down or up a bit, in order to have a better view of this section.
3. Press the line “HomePage”, and after, press the option “widget tree” .

In the right section

4. Scroll down until finding the section “Page (Scaffold) Properties”, and check the arrow next to it pointing downwards.
5. Press the section below “Background Color”.
6. Delete the color code.
7. Introduce the color code “F4EBCD”.

In the left section

8. Press the line of the first “Column”.

In the right section

9. Scroll down until finding the section “Column Properties”, and press the option “Allow Scrolling” in the section “Scrollable”.

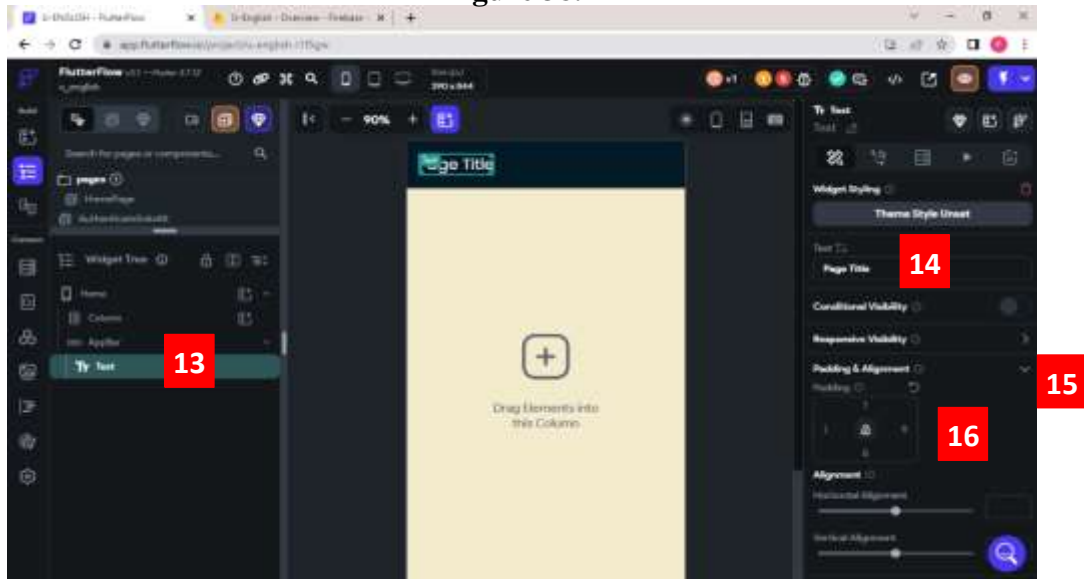
In the left section

10. Press the line “AppBar”.

In the right section

11. Press the section below “Background Color”, delete the code, and introduce the color code “031925”.
12. Introduce the number 70 in the section “Toolbar Height”.

Figure 38.



Source: FlutterFlow Platform

In the left section

13. Press the arrow next to “AppBar” is pointing downwards, and press the line “Text”.

In the right section

14. Look for the option “Text”, delete the written text, and introduce the title “LESSONS”.

15. Scroll down until finding the section “Padding & Alignment”, and check the arrow next to it pointing downwards.

16. Look for the section “Padding”, and introduce number 100 on the right side.

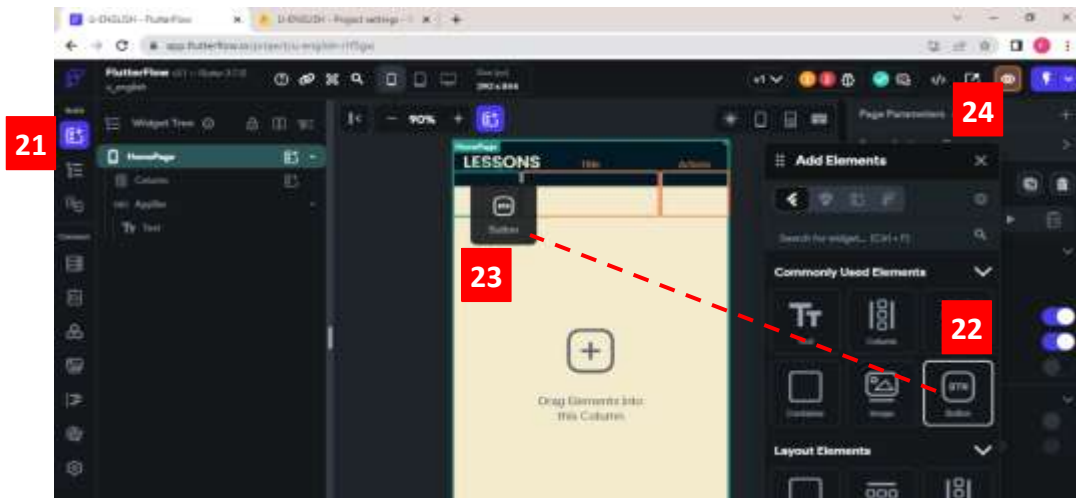
17. Scroll down until finding the section “Text Properties”.

18. Press the section below the option “Font Weight”, and select “600-Semibold”.

19. Look for the section “Font Size”, and introduce the number 25.

20. Press the section below “Text Color”, delete the code, and introduce the color code “F4EBCD”.

Figure 39.



Source: FlutterFlow Platform

In the left section

21. Press the option “Add Elements” or “Widget Palette”.
22. Introduce the word “Button” in the searcher and look for the element “Button”.
23. Select, drag, and drop the element in section “Loading”. It has to turn blue, and if the element is not observed as shown in the figure below, try one more time.
24. Press the widget “Widget Tree” .

In the left section



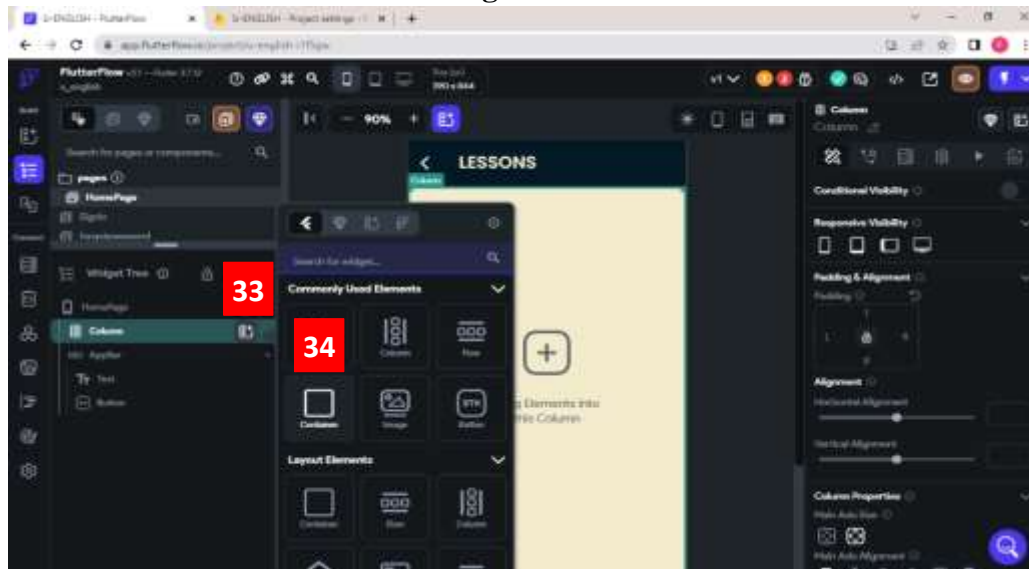
25. Check the line “Button” is selected; if not, press it.

In the right section

26. Scroll down until finding the section “Button Default Style”, and check the arrow next to it pointing downwards.
27. Press the section below “Fill Color”, delete the code, and introduce the color code “031925”.
28. Look for the option “Border Radius”, and introduce the number 0 in the four spaces.
29. Scroll up or down until finding the section “Button Text”, and check the arrow next to it pointing downwards.
30. Look for the option “Text”, and delete the text written.

31. Scroll down a bit, and select the section below the option “Icon”.
32. Introduce the word “arrow_back_ios”, and select it.

Figure 40.



Source: FlutterFlow Platform

In the left section

33. Press the widget “Add Element” that is next to the line “Column”.
34. Press the element “Container”.

In the left section

35. Check the line “Container” is selected; if not, press it.

In the right section

36. Scroll down until finding the section “Padding & Alignment”, and check the arrow next to it pointing downwards.
37. Look for the section “Padding”, and introduce the numbers 12 on the up side, 8, on the down side, 16 on the left and right side.
38. Scroll down until finding the section “Container Properties”.
39. Introduce the number 360 in the option “Wight”, and 70 in “Height”.
40. Press the section below “Fill Color”, delete the code, and introduce the color code “77ACA2”.

41. Introduce the number 12 on all sides in the section below “Border Radius”.

In the left section

42. Press the widget “Add Elements  ” that is next to the line “Container”.

43. Press the element “Row.”

In the left section

44. Press the widget “Add Elements  ” that is next to the line “Row”.

45. Press the element “Container”.

In the left section

46. Check the line “Container” is selected; if not, press it.

In the middle section

47. Scroll up to have a better view of this section.

In the right section


48. Scroll down until finding the section “Container Properties”, and check the arrow next to it points downwards.

49. Introduce the number 50 in the options “Width” and “Height”.

50. Press the section below “Fill Color”, and introduce the color code “77ACA2”.

51. Introduce the number 10 on the four sides of the section below “Border Radius”.

In the left section

52. Press the widget “Add Elements  ” that is next to the second line “Container”.

53. Press the element “Text”.

In the left section


54. Check the first line “Text” is selected; if not, press it.

In the right section

55. Delete the text and introduce the number “1” in the section below the option “Text”.

56. Look for the section “Padding & Alignment” and check that the arrow next to it points downwards.
57. Look for the section below the option “Padding”, check the lock is open, and introduce number 12 on the up side.
58. Scroll down until finding the section “Text Properties”, and check the arrow next to it pointing downwards.
59. Press the section below the option “Theme Text Style”, and select the option “Headline Medium”.
60. Press the section below the option “Font Family”, introduce the word “Outfit” in the searcher, and select it.
61. Press the section below “Font Weight”, and select the option “500-Medium”.
62. Introduce number 20 in the option “Font Size”.
63. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.
64. Look for the option “Text Align”, and press the option “Align Center”.

In the left section

65. Press the widget “Add Elements  ” that is next to the line “Row”.
66. Press the element “Text”.

In the left section

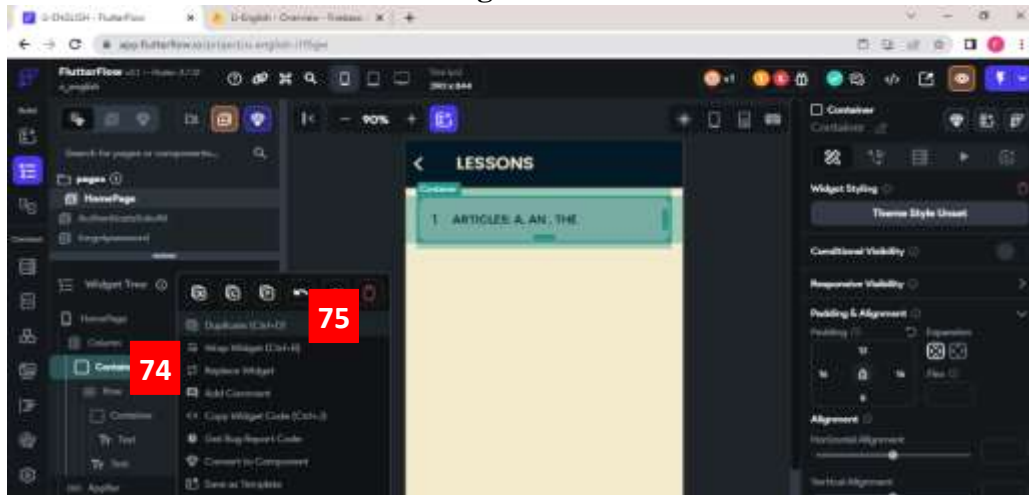
67. Check the second line “Text” is selected; if not, press it.

In the right section

68. Look for the section below the option “Text”, delete the text, and introduce the title “ARTICLES: A, AN, THE”.
69. Scroll down until finding the section “Text Properties”, and check the arrow next to it points downwards.
70. Press the section below the option “Theme Text Style”, and select the option “Title Medium”.
71. Press the section below “Font Weight”, and select the option “600-Semi Bold”.
72. Introduce number 17 in the option “Font Size”.

73. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

Figure 41.



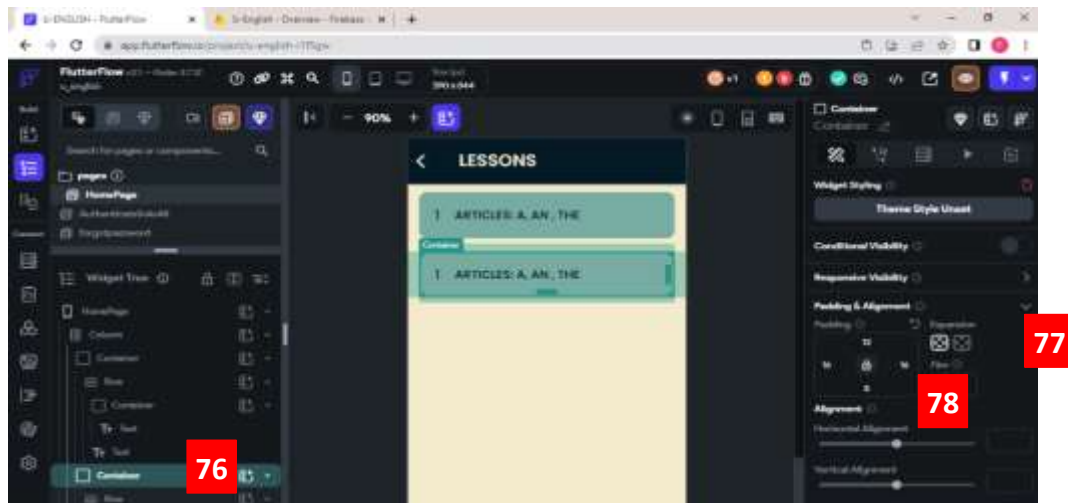
Source: FlutterFlow Platform

In the left section

74. Press the mouse’s right button in the first line, “Container”.

75. Press the option “Duplicate”.

Figure 42.



Source: FlutterFlow Platform

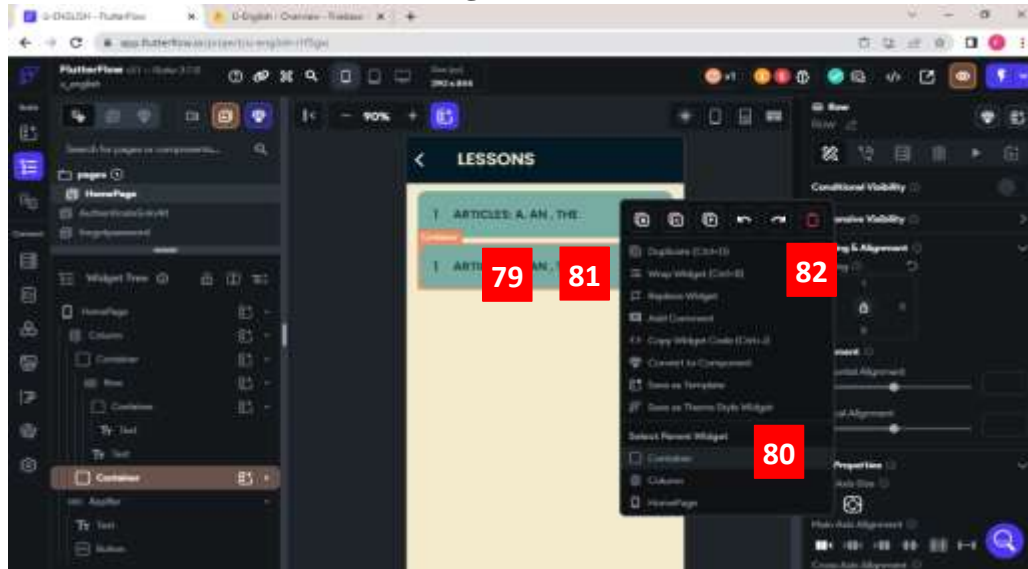
In the left section

76. Press the third line “Container”.

In the right section

77. Look for the section “Padding & Alignment”, check that the arrow next to it is pointing downwards.
78. Look for the section below the option “Padding”, check that the lock is open, and introduce the number 0 on the up side.

Figure 43.



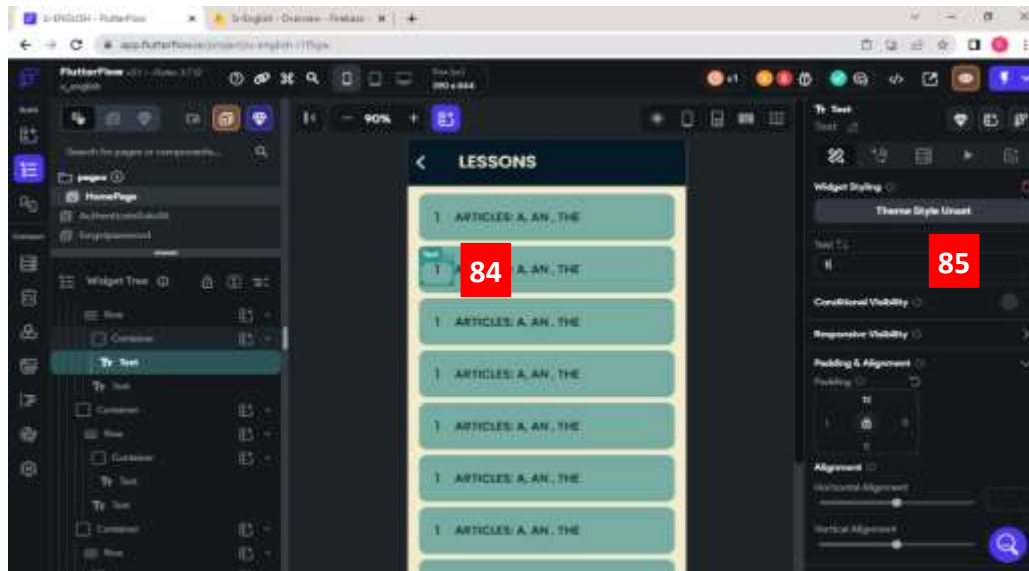
Source: FlutterFlow Platform

In the middle section

79. Press the mouse’s right button on the second container.
80. Press the option “Container”.
81. Press the mouse’s right button on the second container again.
82. Press the option “Duplicate”.
83. Press the mouse’s right button on the same second container and press duplicate 26 times. 20 containers are for the lessons, and 8 for the activities, and quizzes, 2 are already created.

NOTE: The option “Container” has to have a light blue boarder, which means it is selected. If it is not, as shown in the figure, repeat steps from 79 to 81, being the reason that if another element is selected, other options can appear, and the option “cancel” has to be selected.

Figure 44.



Source: FlutterFlow Platform

In the middle section

84. Press the number of the second “Container”.

In the right section

85. Look for the option “Text”, delete the text, and introduce the number 2.

Figure 45.



Source: FlutterFlow Platform

In the middle section

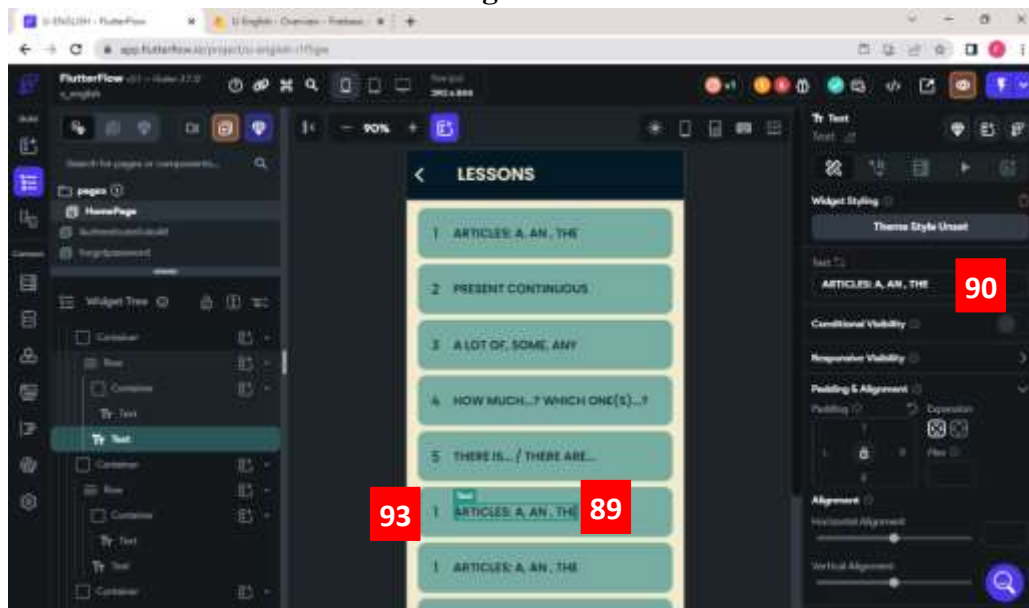
86. Press the title of the second “Container”.

In the right section

87. Look for the option “Text”, delete the text, and introduce the title of the second lesson “PRESENT CONTINUOUS”.

88. Repeat steps from 84 to 87, but in the third, fourth, and fifth “Container” with their respective numbers and lessons, which can be found in Table 6.

Figure 46.



Source: FlutterFlow Platform

89. Press the text of the selected sixth “Container” that is in the middle section.

In the right section

90. Look for the section below the option “Text”, delete the text, and introduce the word “ACTIVITY 1”.

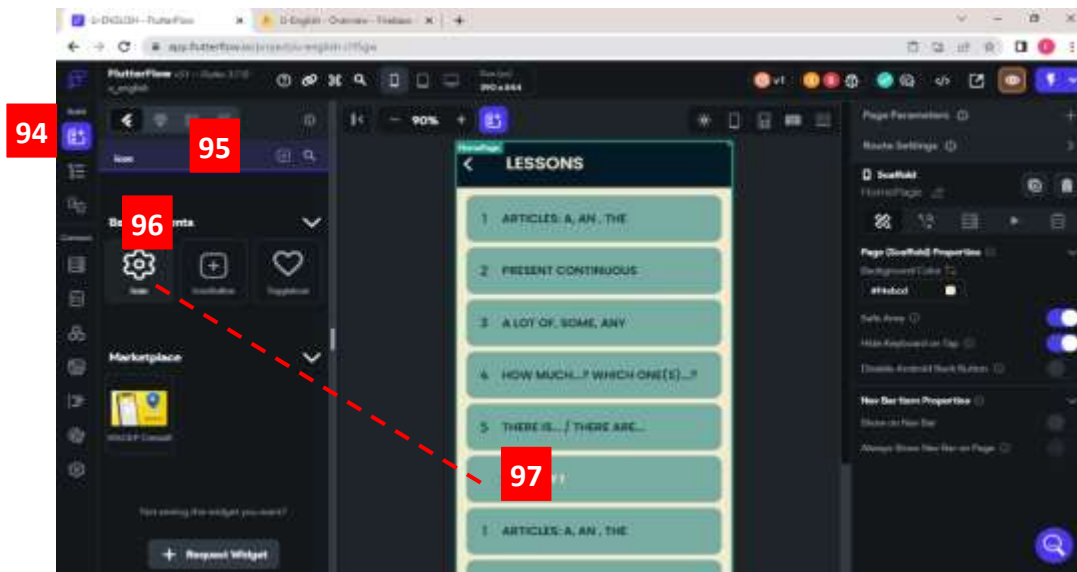
91. Scroll down until finding the section “Text Properties”.

92. Press the section below “Text Color”, delete the code, and introduce the color code “F4EBCD”.

In the middle section

93. Press the mouse's right button in the number of the sixth "Container". It has to be observed the word "Text" above the number. If not press, the number one more time and press the option "Delete".

Figure 47.



Source: FlutterFlow Platform

In the left section

94. Press the widget "Widget Palette".
95. Introduce the word "Icon" in the searcher.
96. Press the icon, drag and drop it in this section where the number was (sixth container).

In the middle section

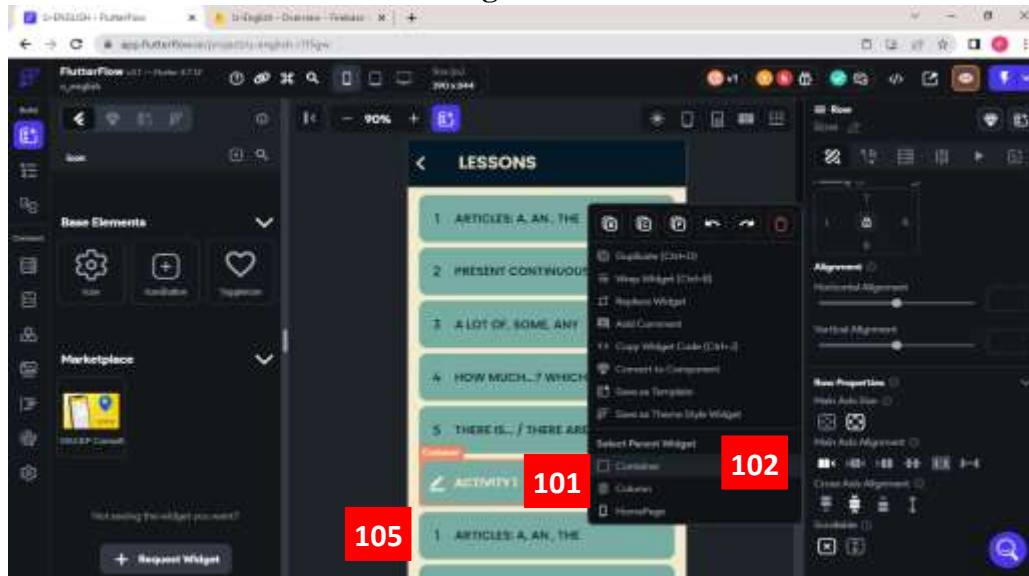
97. Press the added icon.

In the right section

98. Scroll down until finding the section "Icon".
99. Press the section below "Icon", introduce the words "Border Color", and press the first icon that has the shape of a pencil with a piece of paper.

100. Press the section below “Icon Color”, delete the color code, and introduce the color code “F4EBCD”.

Figure 48.



Source: FlutterFlow Platform

In the middle section

101. Press the mouse’s right button on the sixth “Container”.
102. Press the option “Container”.

In the right section

103. Scroll down until finding the section “Container Properties”.
104. Press the section below “Fill Color”, delete the code, and introduce the color code “031925”. In the middle section, press the mouse’s right button on the icon, select the option “container” that is at the end of the list, and in the right section, look for fill color section and introduce the color code “031925”.

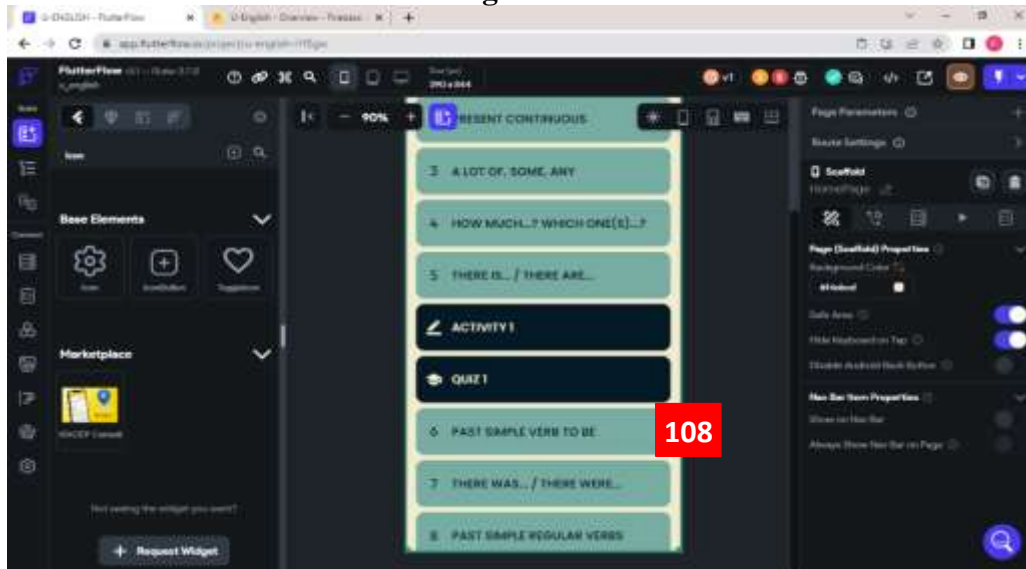
In the middle section

105. Repeat steps from 89 to 92 on the seventh “Container”, and in step 90, introduce the word “QUIZ 1”.

106. Repeat steps from 93 to 100, on the seventh “Container”, and in step 99, introduce the words “School Sharp”, and press in the first icon.

107. Repeat steps from 101 to 104 on the seventh “Container”.

Figure 49.



Source: FlutterFlow Platform

In the right section

108. Repeat steps from 84 to 87 for the lessons 6 to 10 from these page’s steps.

109. Repeat steps from 89 to 104 for the activity and quiz 2 from these page’s steps.

110. Repeat steps from 84 to 87 for the lessons 11 to 15 from these page’s steps.

111. Repeat steps from 89 to 104 for the activity and quiz 3 from these page’s steps.

112. Repeat steps from 84 to 87 for the lessons 16 to 20 from these page’s steps.

113. Repeat steps from 89 to 104 the activity and quiz 4 from these page’s steps.

NOTE: If the title is long, press “enter” from the keyboard, so the line will start in the next line.

PAGE 4: LESSON PAGE

The creation of the present page is described in the figures below.

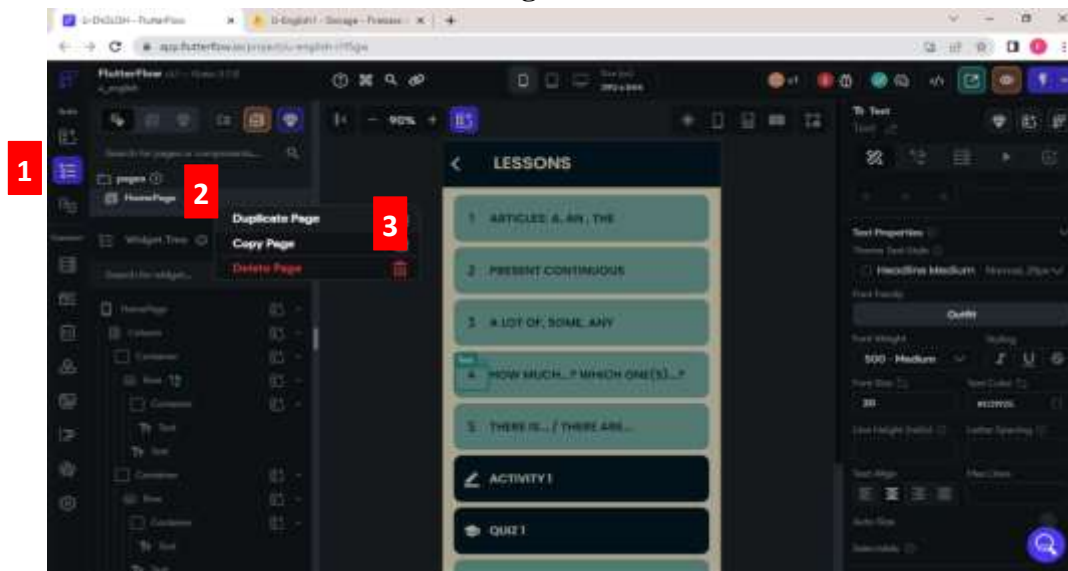
Figure 50.



Source: FlutterFlow Platform


Lesson page was created on a duplicated page.

Figure 51.



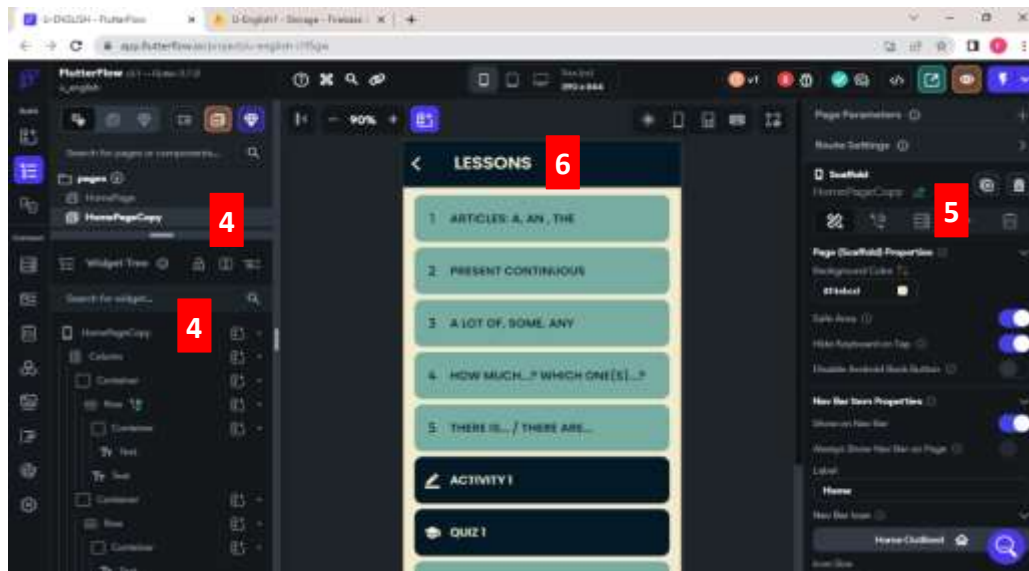
Source: FlutterFlow Platform

In the left section

1. Press the option “Page selector”  , it has to turn blue.
2. Press the right mouse button on the line “HomePage”.

3. Press the option “Duplicate Page”.

Figure 52.



Source: FlutterFlow Platform

In the left section

4. Press the line “HomePage”, then, press the line “HomePageCopy”.

In the right section

5. Press the “pen icon”, delete the text, and introduce the title of the page: “ARTICLES1”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

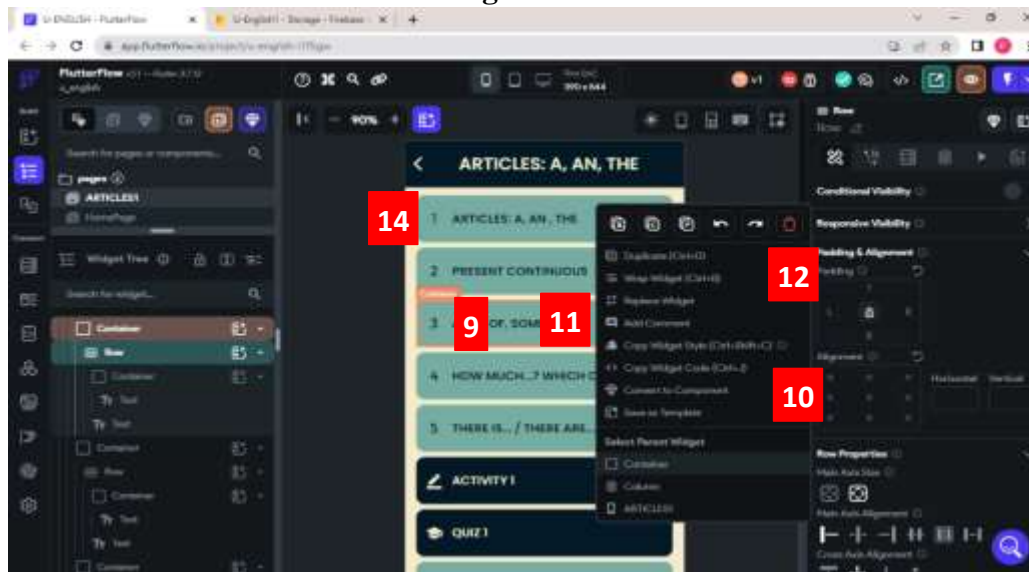
In the middle section

6. Press the title “LESSONS”.

In the right section

7. Look for the section below “Text”, delete the written text, and introduce the title “ARTICLES: A, AN, THE”.
8. Look for the section “Padding & Alignment”, check that the arrow next to it is pointing downwards, and delete the number of the right side of the section below Padding and introduce number 10.

Figure 53.



Source: FlutterFlow Platform

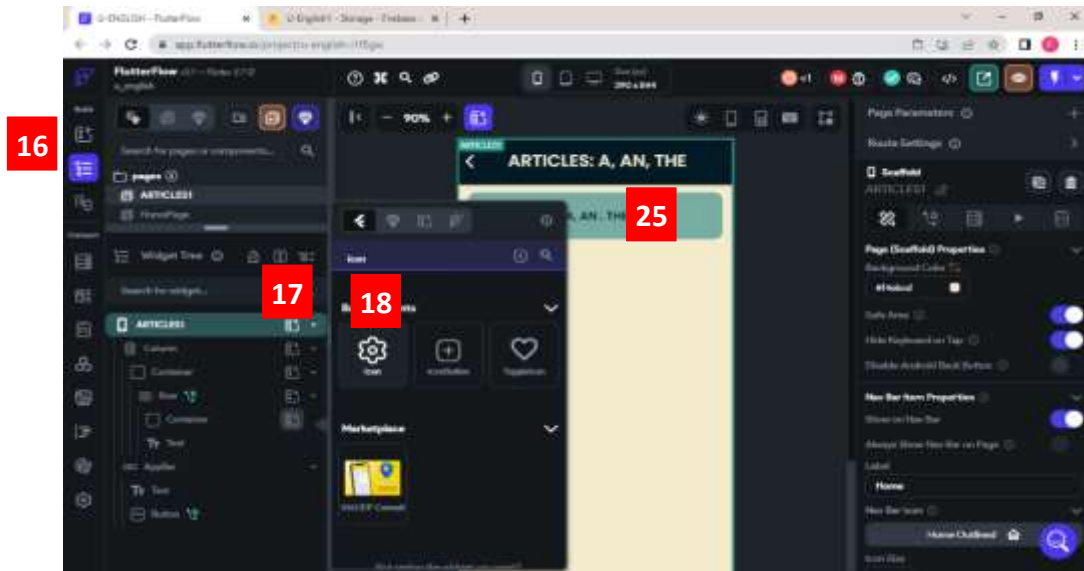
In the middle section

9. Press the mouse right button on the third container.
10. Press the option “Container”.
11. Press the mouse right button on the third container again.
12. Press the option “delete”.
13. Repeat steps from 9 to 10 with all the containers below the first one.

In the middle section


14. Press the mouse right button on the number 1 of the container.
15. Press the option “delete”.

Figure 54.



Source: FlutterFlow Platform

In the left section

16. Press the widget “Widget Palette”  .
17. Introduce the word “Icon” in the searcher.
18. Press the element “Icon”, drag, and drop the element in the section where was the number, next the subtitle “ARTICLES: A, AN, THE”.

In the middle section

19. Press the added icon.

In the right section

20. Scroll up to have a better view of this section.
21. Look for the section “Padding & Alignment”, and check that the arrow next to it points downwards.
22. Look for the section below the option “Padding”, check that the lock is open, and introduce number 10 on the up, down, and right sides, and on the left side, introduce number 20.
23. Press the section below the option “Icon”, introduce the word “Book” in the searcher, press the middle section “Font Awesome”, and press the first icon that has the form of a book.

24. Press the section below “Icon Color”, delete the code, and introduce the color code “031925”.

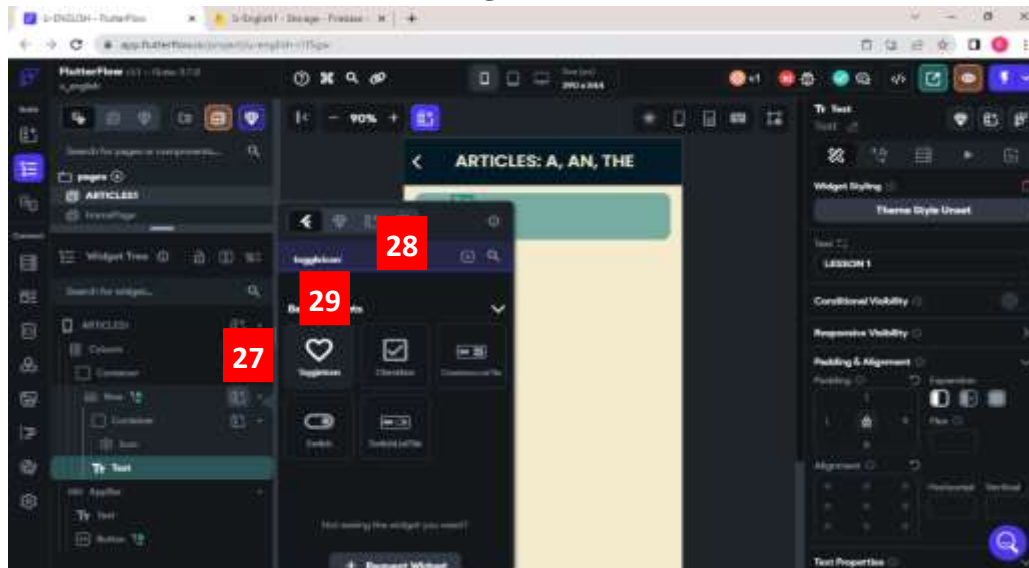
In the middle section

25. Press the line “Text”.

In the right section


26. Look for the section “Text”, press the section below it, delete the text, and introduce the title “LESSON 1”.

Figure 55.



Source: FlutterFlow Platform

In the left section

27. Press the widget “Widget Tree” , press the widget “Add Elements” that is next to the line “Row”.

28. Introduce the word “ToggleIcon” on the searcher.

29. Press the element “ToggleIcon”.

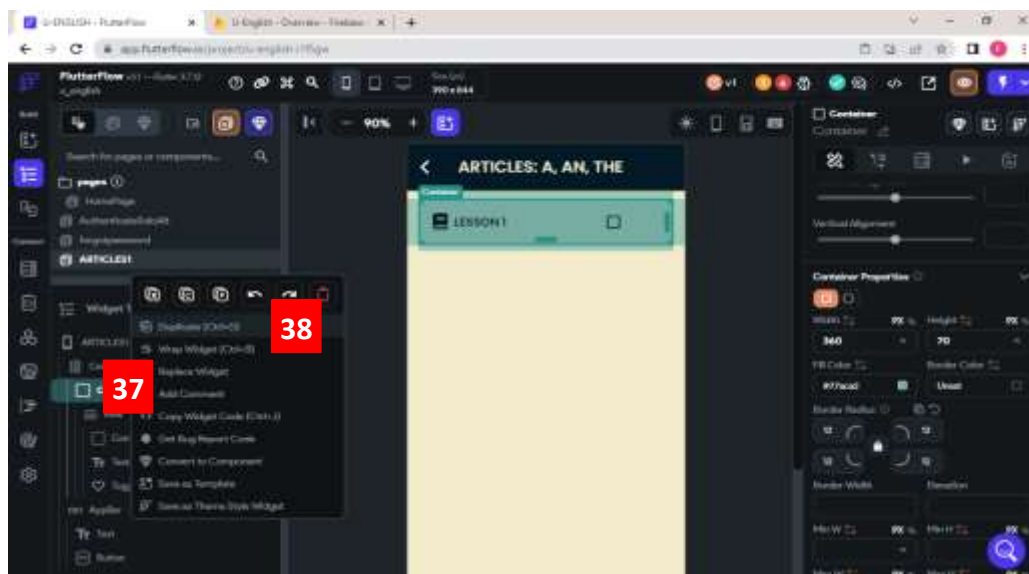
In the left section

30. Check the line “Toggle Icon” is selected; if not, press it.

In the right section

31. Look for the section “Padding & Alignment”, check that the arrow next to it is pointing downwards.
32. Look for the section below the option “Padding”, check that the lock is open, and introduce the number 129 on the left side.
33. Scroll down until finding the section “On Icon”.
34. Press the section below “Icon Color”, delete the code, and introduce the color code “031925”.
35. Look for the option “Off Icon”.
36. Press the section below “Icon Color”, delete the code, and introduce the color code “031925”.

Figure 56.



Source: FlutterFlow Platform

In the left section

37. Press the mouse’s right button in the first line “Container”.
38. Press the option “Duplicate”.

Figure 57.



Source: FlutterFlow Platform

In the left section

39. Press the third line “Container”.

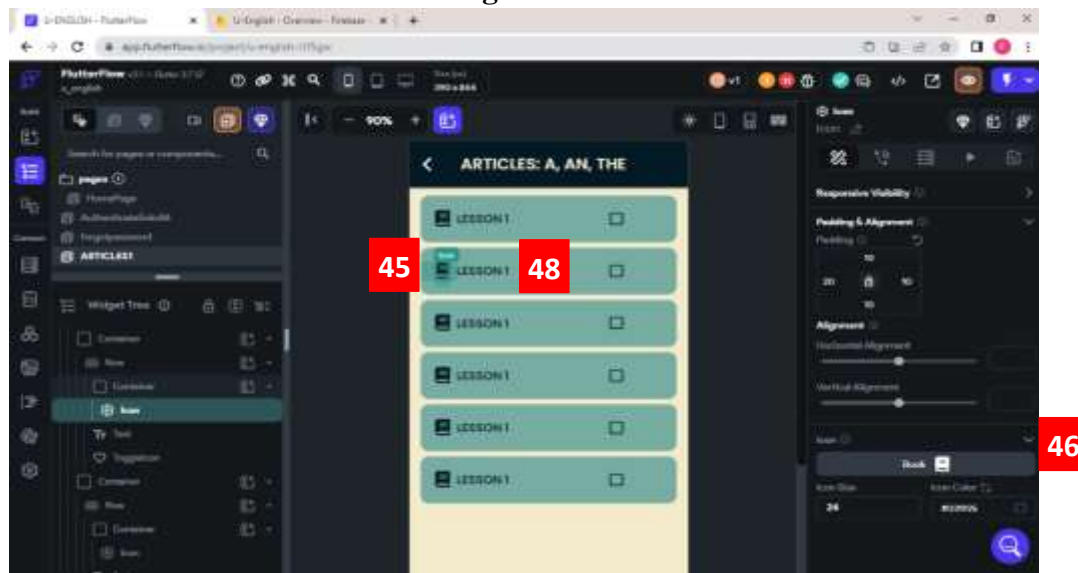
In the right section

40. Look for the section “Padding & Alignment”, check that the arrow next to it is pointing downwards.
41. Look for the section below the option “Padding”, check that the lock is open, and introduce the number 0 on the up side.

In the left section

42. Press the mouse’s right button on the third line container.
43. Press the option “Duplicate”.
44. Press the mouse’s right button on the same second container, and press duplicate 4 times. 1 container is for the lesson, and 5 for the tasks, 2 are already created.

Figure 58.



Source: FlutterFlow Platform

In the middle section

45. Press the icon of the second “Container”.

In the right section

46. Look for the option “Icon” and press the section below it.

47. Introduce the word “Library Book Outlined” in the searcher, and select the first icon to change it.

In the middle section

48. Press the title of the second “Container”.

In the right section

49. Look for the section below the option “Text”, delete the text, and introduce the title of the second lesson “TASK 1”, and add 5 spaces, being the reason that the checkbox moves a little bit to the left side.

50. Repeat steps from 45 to 49 from these page’s steps, but in the third container. In step 47, introduce the word “Headset rounded” and press the first option. In step 49, introduce the word “TASK 2”, and 4 spaces.

51. Repeat steps from 45 to 49 from these page's steps, but in the fourth container. In step 47, introduce the word "Menu book", and press the first option. In step 49, introduce the word "TASK 3", and 4 spaces.
52. Repeat steps from 45 to 49 from these page's steps, but in the fifth container. In step 47, introduce the word "Edit rounded", and press the first option. In step 49, introduce the word "TASK 4", and 4 spaces.
53. Repeat steps from 45 to 49 from these page's steps, but in the sixth container. In step 47, introduce the word "Mic", and press the first option. In step 49, introduce the word "TASK 5", and 4 spaces.

PAGE 4.1: LESSON

The following steps were taken.

Figure 59.

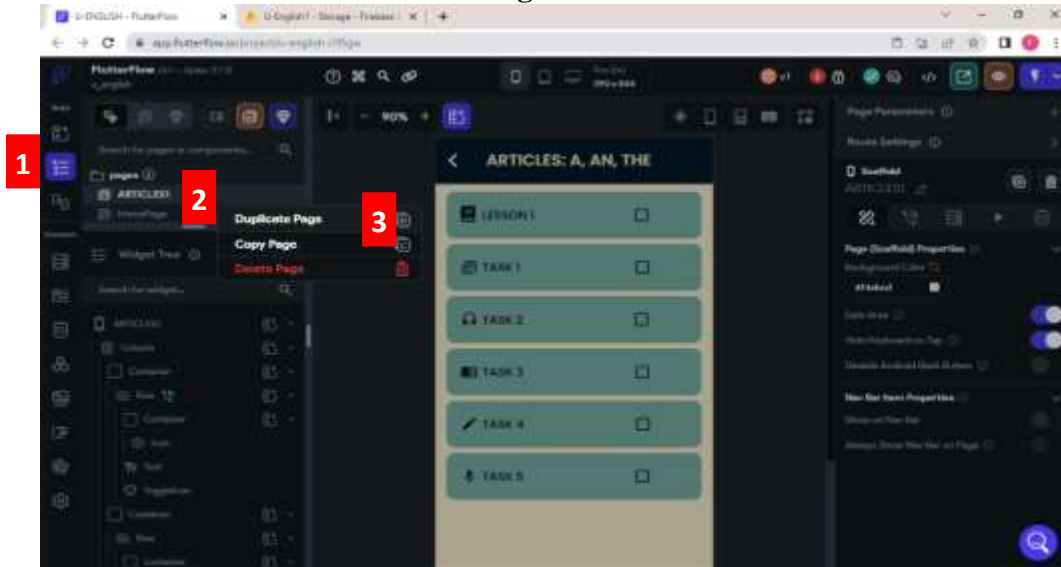


Source: FlutterFlow Platform

Page 4.1 lesson was developed on a duplicated template. The steps for its creation are described in the below section.

STEPS

Figure 60.



Source: FlutterFlow Platform

In the left section


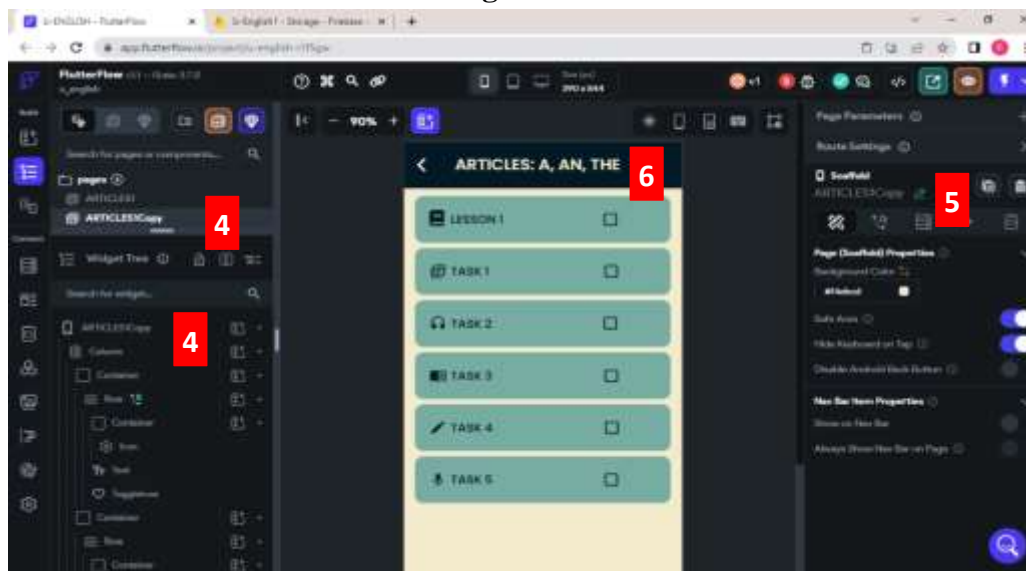
1. Press the option “Page Selector”  , it has to turn blue.
2. Press the right mouse button on the line “ARTICLES1”.
3. Press the option “Duplicate Page”.

Figure 61.



Source: FlutterFlow Platform

In the left section

4. Press the line “HomePage”, then, press the line “ARTICLES1Copy”.

In the right section

5. Press the “pen icon”, delete the text, and introduce the title of the page: “ALESSON”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

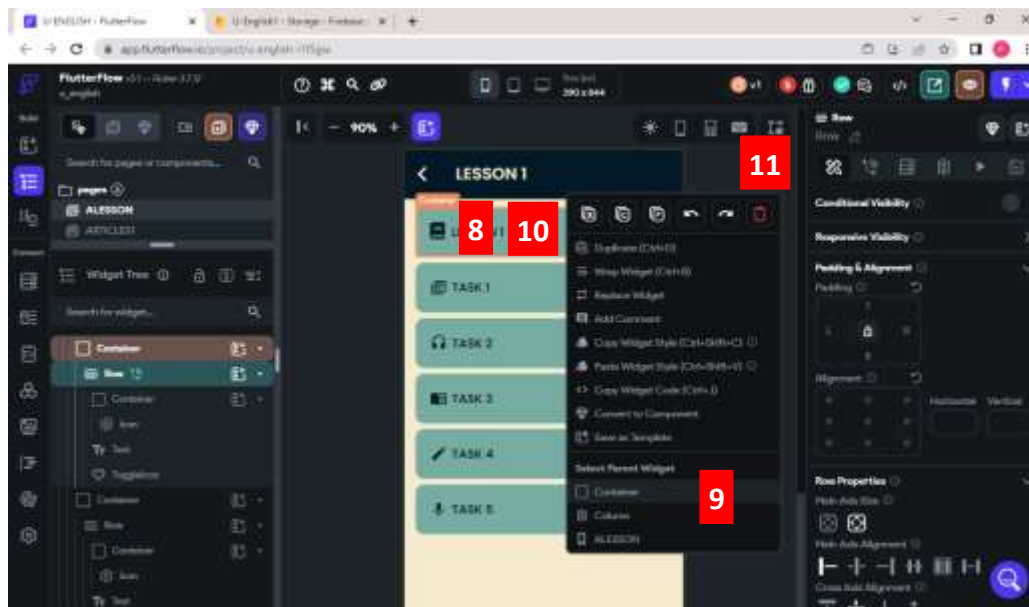
In the middle section

6. Press the title “ARTICLES: A, AN, THE”.

In the right section

7. Look for the section below “Text”, delete the written text, and introduce the title “LESSON 1”.

Figure 62.



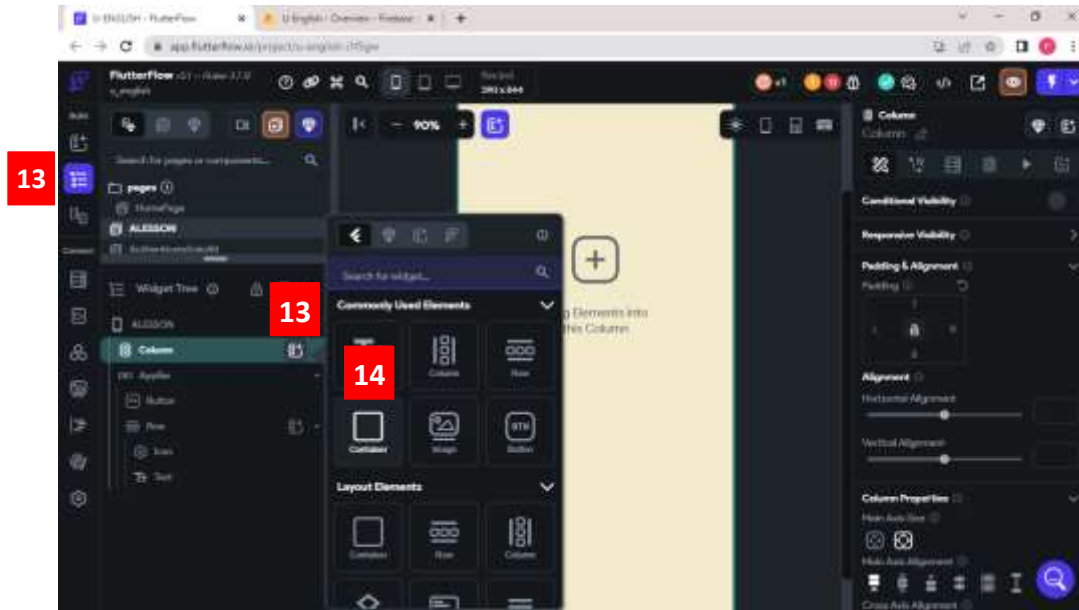
Source: FlutterFlow Platform

In the middle section

8. Press the mouse right button on the first container.

9. Press the option “Container”.
10. Press the mouse right button on the first container again.
11. Press the option “delete”.
12. Repeat steps from 8 to 11 with the containers of task 1,2,3,4, and 5.

Figure 63.



Source: FlutterFlow Platform

In the left section

13. Press the “Widget Tree”, press “Add Elements” that is next to the option “Column”.
14. Press the option “Container”.

In the left section

15. Check the line “Container” is selected; if not, press it.

In the middle section


16. Scroll up to have a better view of the section.

In the right section

17. Scroll down until finding the section “Container Properties”, and check the arrow next to it pointing downwards.

18. Press the icon “infinity” in the option “Width”, and introduce the number 1000 in the option “Height”.
19. Press the section below “Fill Color”, delete the code, and introduce the color code “F4EBCD”.

In the left section

20. Press the widget “Add Elements  ” that is next to the line “Container”.
21. Introduce the word “list view” in the searcher.
22. Press the icon “ListView”.

In the left section

23. Press the widget “Add Elements  ” that is next to the line “ListView”.
24. Press the element “Column”.

In the left section

25. Press the widget “Add Elements  ” that is next to the last line “Column”.
26. Press the element “Container”.

In the left section

27. Check the second line “Container” is selected; if not, press it.

In the right section

28. Scroll down until finding the section “Container Properties”.
29. Press the icon “infinity” in the option “Width”, and introduce the number 360 in the option “Height”.
30. Press the section below “Fill Color”, delete the code, and introduce the color code “F4EBCD”.

In the left section

31. Press the widget “Add Elements  ” next to the line of the second “Container”.
32. Press the element “Column”.

In the left section

33. Press the widget “Add Element  that is next to the line of the third “Column”.

34. Press the element “Text”.

In the left section

35. Check the first line “Text” is selected; if not, press it.

In the right section

36. Look for the section below “Text”, delete the text, and introduce the word “ARTICLES: A, AN, THE”.

37. Look for the section “Padding & Alignment”, and check that the arrow next to it points downwards.

38. Introduce number 6 on all the sides in the section below the option “Padding”.

39. Scroll down until finding the section “Text Properties”.

40. Press the section below “Theme Text Style”, and select “Headline Medium”.

41. Press the section below “Font Weight”, and select the option “600 - Semi Bold”.

42. Introduce number 24 in the section “Font Size”.

43. Press the section below “Text Color”, delete the color code, and introduce the color code “031925”.

In the left section

44. Press the widget “Add Elements  ” that is next to the third line “Column”.

45. Press the element “Container”.

In the left section

46. Check the third line “Container” is selected, if not, press it.


In the right section

47. Look for the section “Padding & Alignment”, and check that the arrow next to it is pointing downwards.

48. Check the lock of the section below “Padding” is open, and introduce the numbers 12 on the left side, 320, on the right side, and 2 on the up side.

49. Scroll down until finding the section “Container Properties”.
50. Press the option “infinity” in the option “Width”, and introduce the number 35 in the option “Height”.
51. Press the section below “Fill Color”, delete the code, and introduce the color code “031925”.
52. Introduce the number 12 on all the sides of the section “Border Radius”.

In the left section

53. Press the widget “Add Elements ” that is next to line of the third “Container”.
54. Press the element “Text”.

In the left section

55. Check the second line “Text” is selected; if not, press it.

In the right section

56. Delete the text below the section “Text” and introduce the word “A”.
57. Look for the section “Padding & Alignment”, and check that the arrow next to it is pointing downwards.
58. Check the lock of the section below “Padding” is open, and introduce the number 4 in the four sides.
59. Scroll down until finding the section “Text Properties”.
60. Press the section below “Theme Text Style”, and select option “Title Small”.
61. Press the section below “Font Weight”, and select the option “600 - Semi Bold”.
62. Introduce number 16 in the section “Font Size”.
63. Press the section below “Text Color”, delete the code, and introduce the color code “F4EBCD”.
64. Press the option “Align Center” in the section “Text Align”.

In the left section


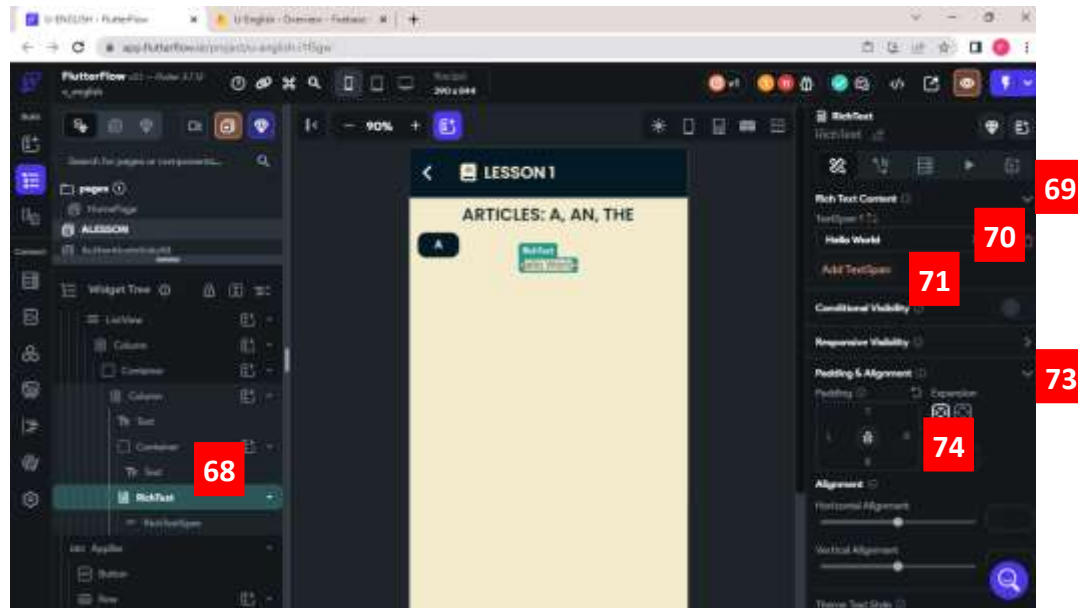
65. Press the widget “Add Elements ” that is next to the line of third “Column”.
66. Introduce the words “Rich text” in the searcher.
67. Press the element “RichText”.

Figure 64.



Source: FlutterFlow Platform

In the left section

68.Press the line “Rich Text”.

In the right section

69.Look for the section “Rich Text Content”.

70.Introduce the word “USES” in the section below “TextSpan 1”.

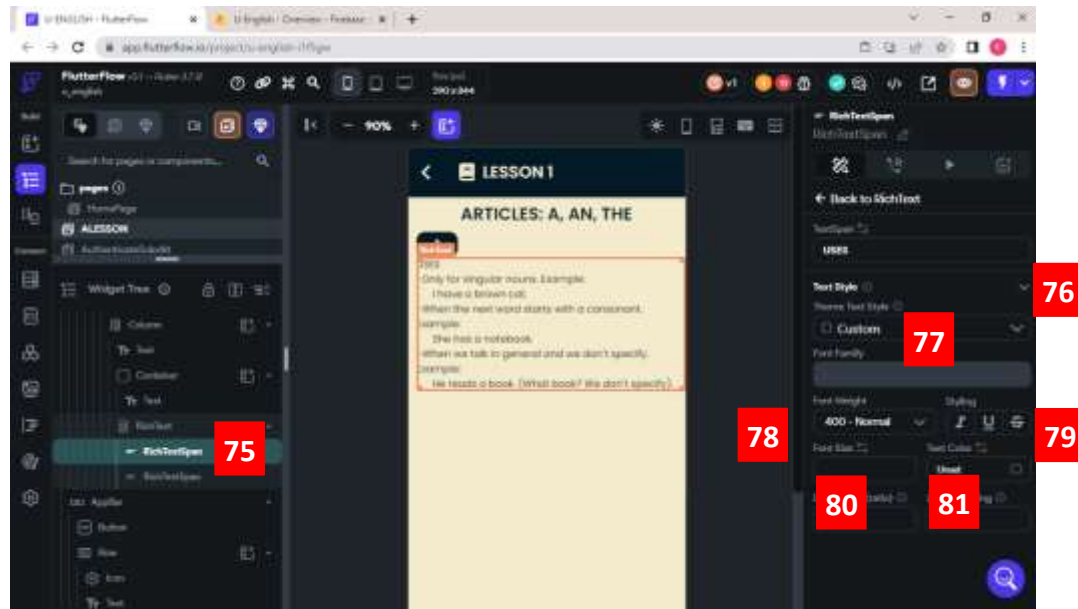
71.Press in the option “Add TextSpan” if a TextSpan 2 is not added below.

72.Press “enter” in the section below “TextSpan 2”, delete the text, copy the explanation of the uses of the article “A” from lesson 1 of Annex 1, and past (ctrl + V) in the section below “TextSpan 2”.

73.Look for the section “Padding & Alignment”.

74.Introduce number 10 on the left side, and 4 on the up side of the section below the option “Padding”.

Figure 65.



Source: FlutterFlow Platform

In the left section

75. Press the line of the first “RichTextSpan”.

In the right section

76. Look for the section “Text Style”.

77. Press the section below “Theme Text Style”, and select the option “Title Medium”.

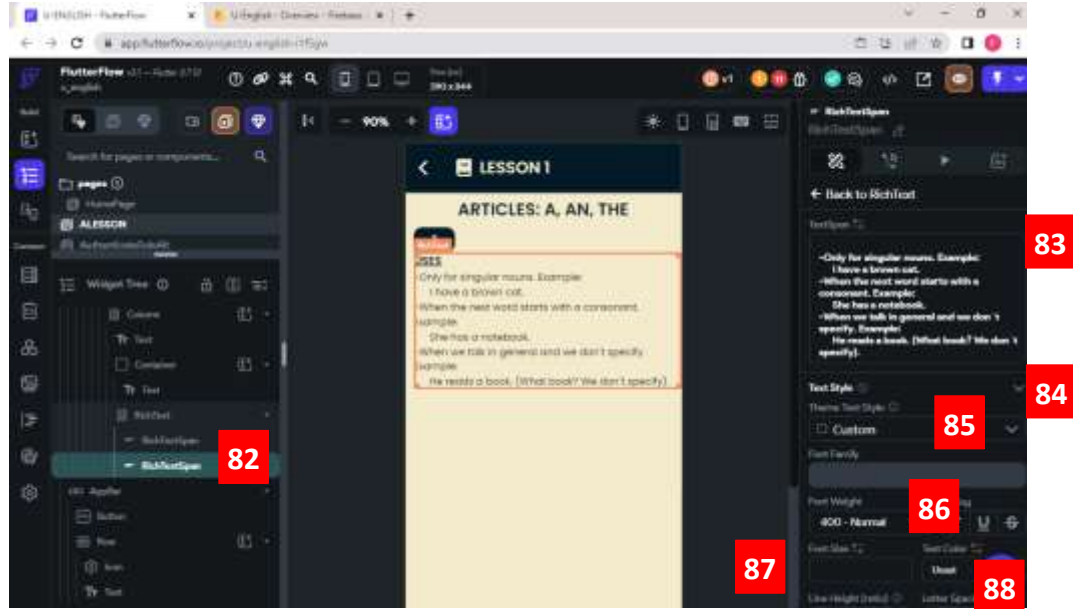
78. Press the section below “Font Weight”, and select the option “600 - Semi Bold”.

79. Press the option “Underline” in the option “Styling”.

80. Introduce number 16 in the section “Font Size”.

81. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

Figure 66.



Source: FlutterFlow Platform

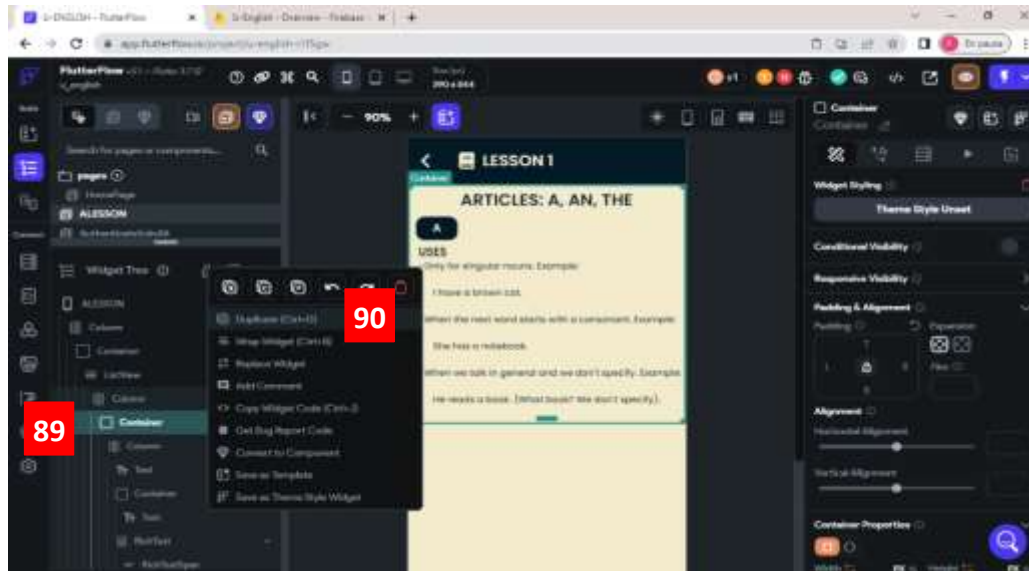
In the left section

82. Press the line of the second “RichTextSpan”.

In the right section

83. Look for the section “TextSpan”, and press enter after each sentence to add spaces.
84. Look for the section “Text Style”.
85. Press the section below “Theme Text Style”, and press the option “Body Medium”.
86. Press the section below “Font Weight”, and select the option “500 - Medium”.
87. Introduce number 13 in the section “Font Size”.
88. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

Figure 67

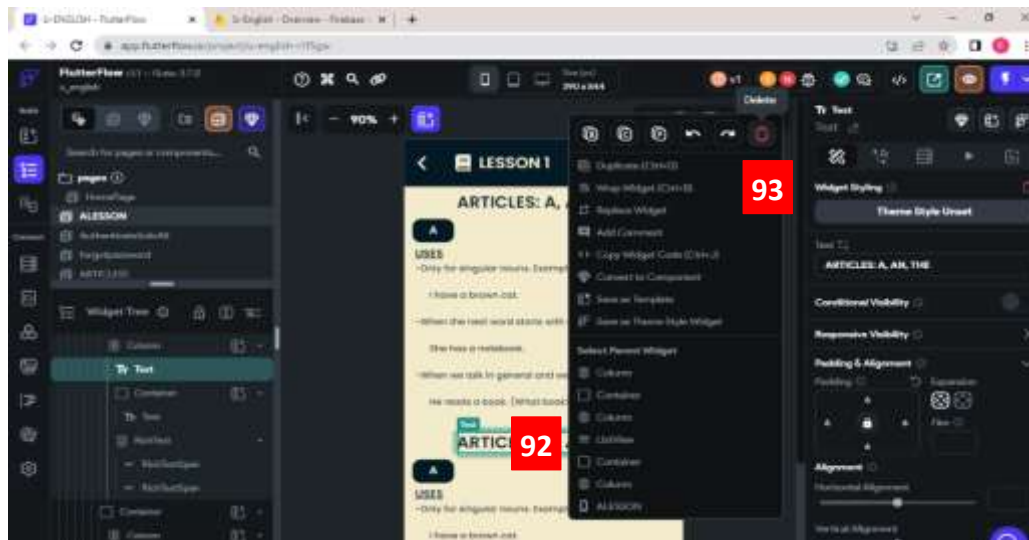


Source: FlutterFlow Platform

In the left section

89. Scroll up until finding the line of the second “Container”, and press the mouse’s right button on its line.
90. Press the option “Duplicate”.
91. Repeat steps from 89 to 90, two more times.

Figure 68.



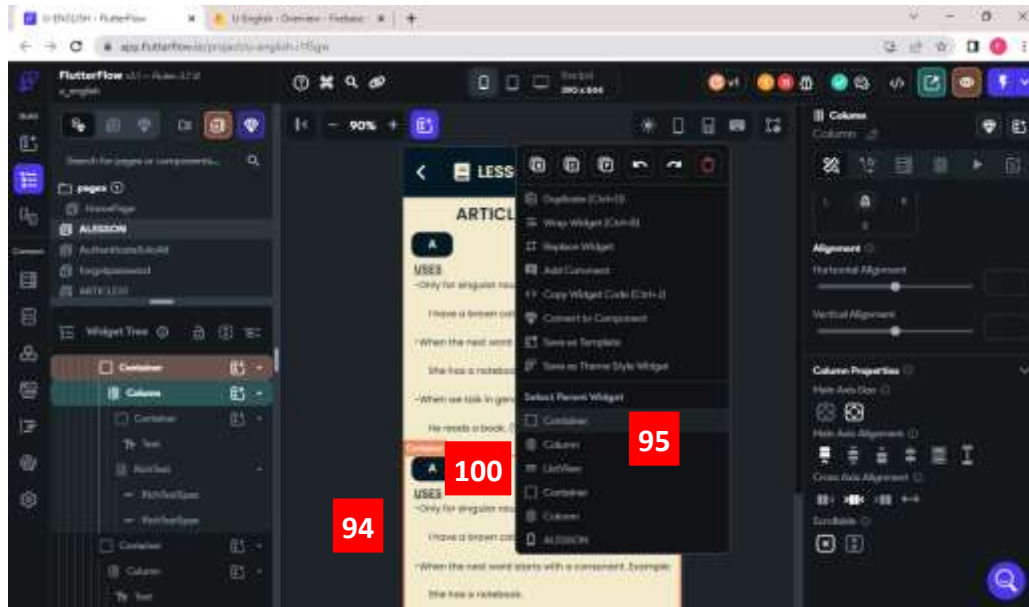
Source: FlutterFlow Platform

In the middle section

92. Press the mouse right button on the second title “ARTICLES: A, AN, THE”.

93. Press the option “Delete”.

Figure 69.



Source: FlutterFlow Platform

In the middle section

94. Press the mouse right button on the second copied container.

95. Press the option “Container”

In the right section

96. Scroll down until finding the section “Container Properties” and check that the arrow next to it is pointing downwards.

97. Press the section below “Fill Color”.

98. Delete the color code.

99. Introduce the color code “77ACA2”.

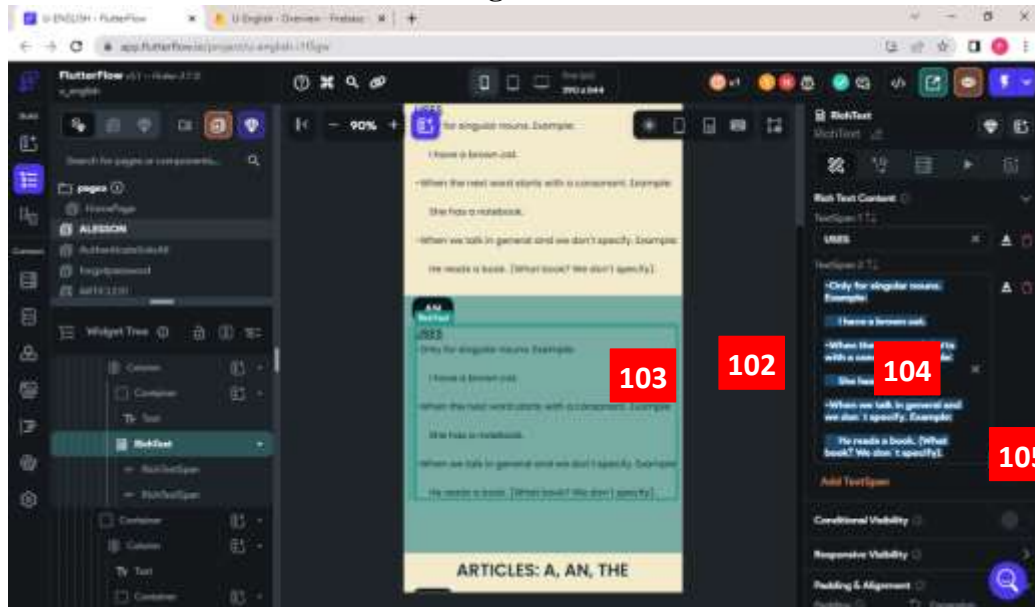
In the middle section

100. Press the first title of the second container, as shown in the figure above.

In the right section

101. Look for the section below the option “Text”, delete the text, and introduce the word “AN”.

Figure 70.



Source: FlutterFlow Platform

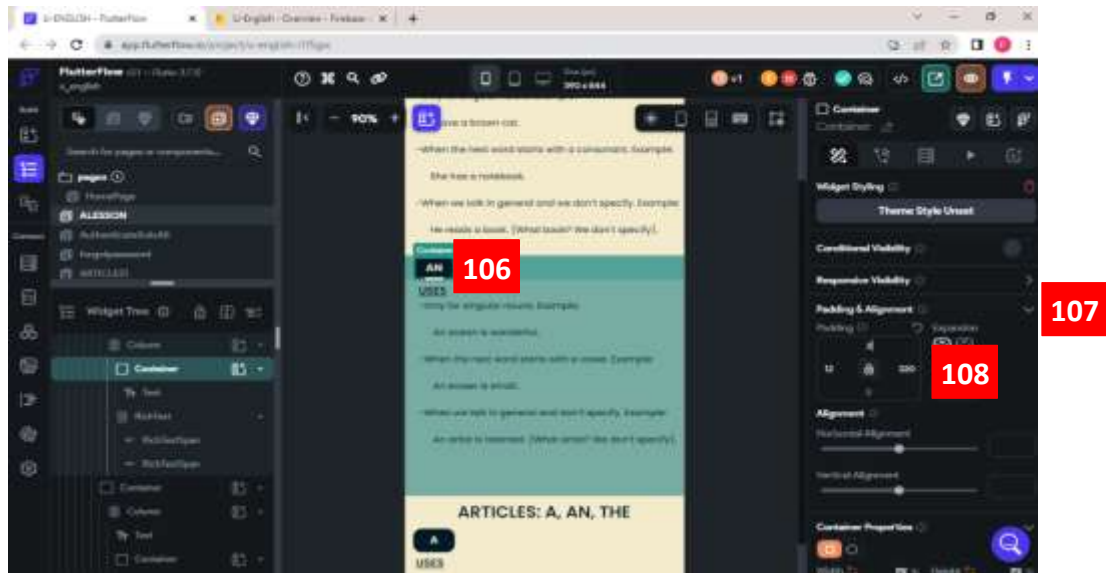
In the middle section

102. Scroll down a bit to have a better view of this section.
103. Press the text of the second container.

In the right section

104. Look for the section below the option “TextSpan2”, select the whole text and press the “delete key” from the keyboard.
105. Copy the explanation of the uses of the article “AN” from the lesson 1 of the Annex 1, paste (ctrl+V) in the section below “TextSpan 2”, and press enter after each sentence to add spaces.

Figure 71.



Source: FlutterFlow Platform

In the middle section

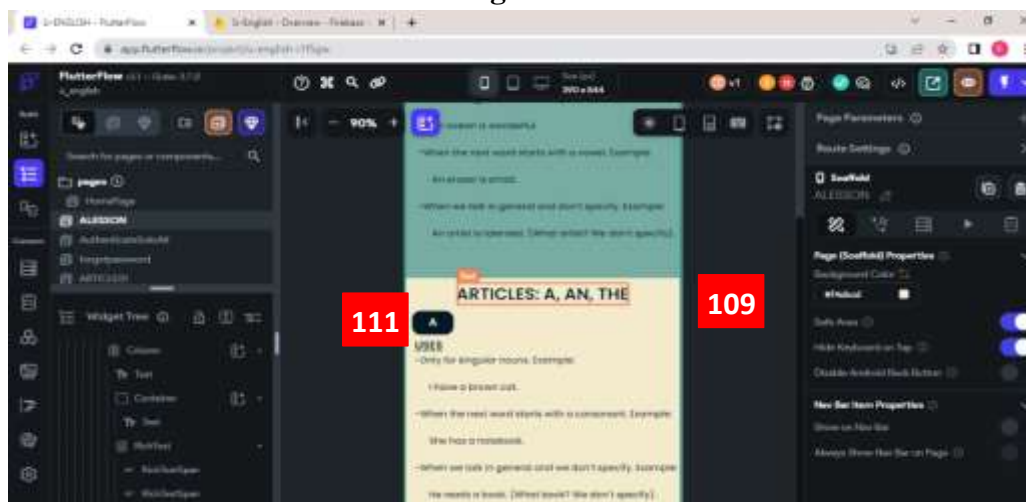
106. Press the container of the title.

In the right section

107. Look for the section “Padding & Alignment” and check that the arrow next to it is pointing downwards.

108. Introduce the number 20 on the up side of the section “Padding”.

Figure 72.

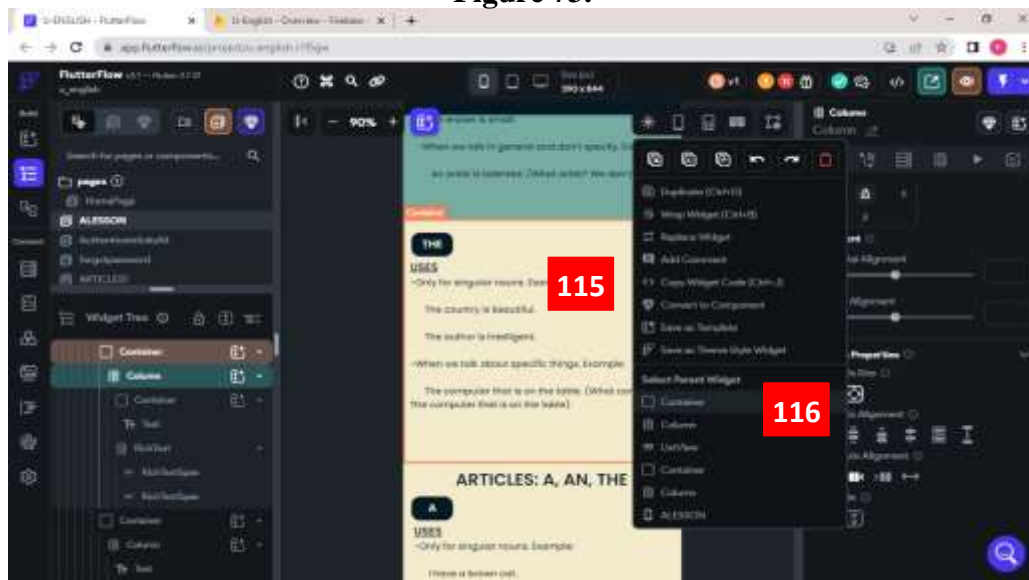


Source: FlutterFlow Platform

In the middle section

109. Scroll down until having a better view of the third container.
110. Repeat steps 92 and 93 to delete the title.
111. Repeat steps 100 and 101, delete the text, and introduce the word “THE”.
112. Press the text of the third container.
113. Repeat steps from 102 to 105. However, in step 105 copy the explanation of the uses of the article “THE” from lesson 1 of Annex 1, and paste it in the section below “TextSpan 2”. Don’t add spaces between examples.
114. Repeat steps from 106 to 108.

Figure 73.



Source: FlutterFlow Platform

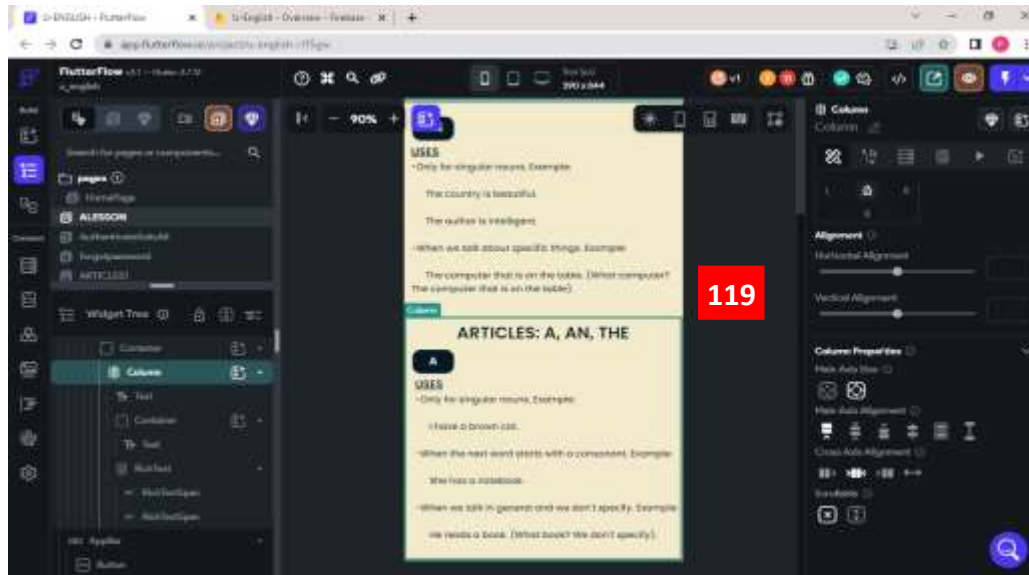
In the middle section

115. Press the mouse right button on the last container.
116. Press the option of the first container.

In the right section

117. Scroll down until finding the section “Container Properties”.
118. Introduce the number 315 in the option “Height”.

Figure 74.

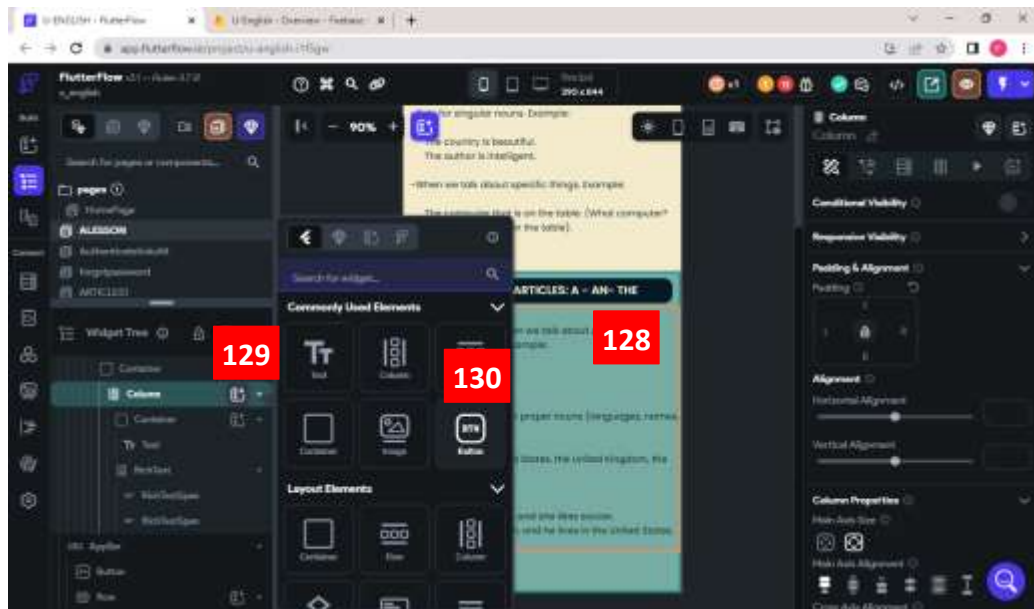


Source: FlutterFlow Platform

In the middle section

119. Scroll down to have a better view of the last container.
120. Repeat steps 92 and 93 to delete the title.
121. Repeat steps from 94 to 99 in the last container.
122. Introduce the number 450 in the option “Height”.
123. Repeat steps 100 and 101, and in 101, delete the text and introduce the words “WHEN DON’T USE THE ARTICLES A - AN- THE”. Don’t add spaces between the articles and the dashes.
124. Press the text of the last container.
125. Repeat steps from 102 to 105. However, in step 105 copy the explanation of the uses of the article “DON’T USE OF ARTICLES A - AN- THE, WHEN:” from lesson 1 of Annex 1, paste it in the section below “TextSpan2”, and check there is no extra spaces below the last sentence.
126. Repeat steps from 106 to 108.
127. Introduce number 12 on the right side of the section “Padding”.

Figure 75.



Source: FlutterFlow Platform

In the middle section

128. Press the last container.

In the left section

129. Press the option “Add Elements” that is next to the line “Column”.

130. Press the element “Button”.

In the middle section

131. Press the button.

In the right section

132. Scroll down until finding the section “Button Default System”.

133. Press the section below “Background Color”, delete the code, and introduce the color code “031925”.

134. Scroll up and down until finding the section “Button Text”, and introduce the word “Next” in the section below it.

135. Press the section below “Font Weight”, and press the option “600 - Semi Bold”.

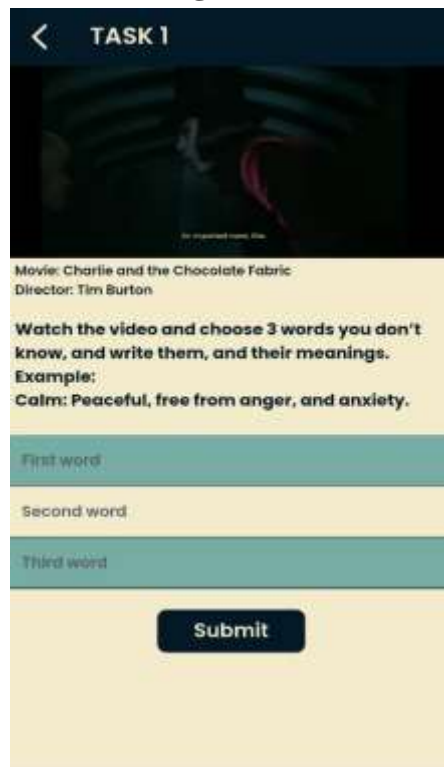
136. Introduce number 16 in the section “Font Size”.

137. Press the section below “Font Size”, delete the code, and introduce the color code “F4EBCD”.

PAGE 4.2: TASK 1

The creation of the present page is described in the figures below.

Figure 76.

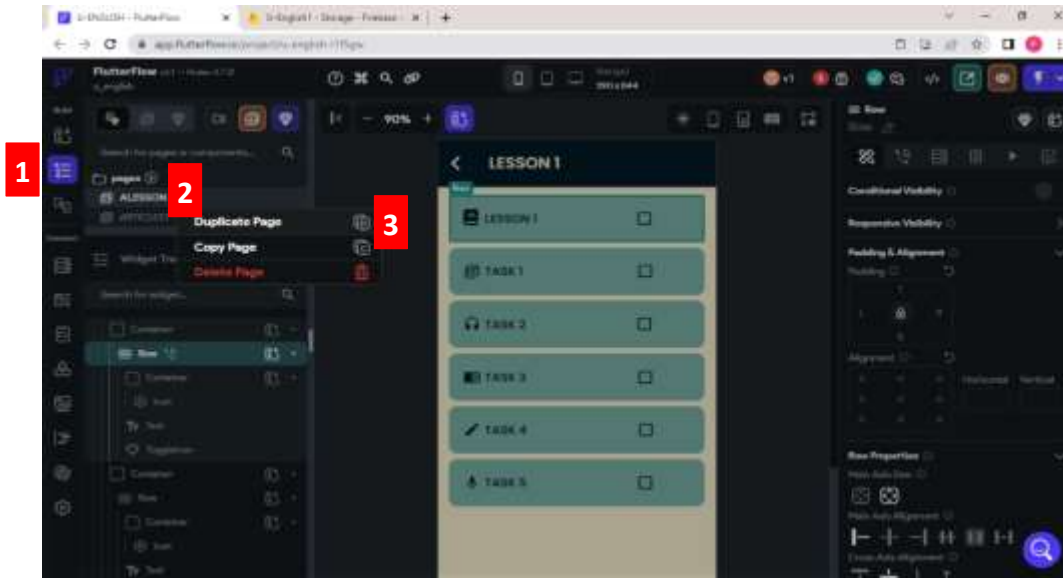


Source: FlutterFlow Platform

Task 1 page is created on a duplicated page.

STEPS

Figure 77.



Source: FlutterFlow Platform

In the left section


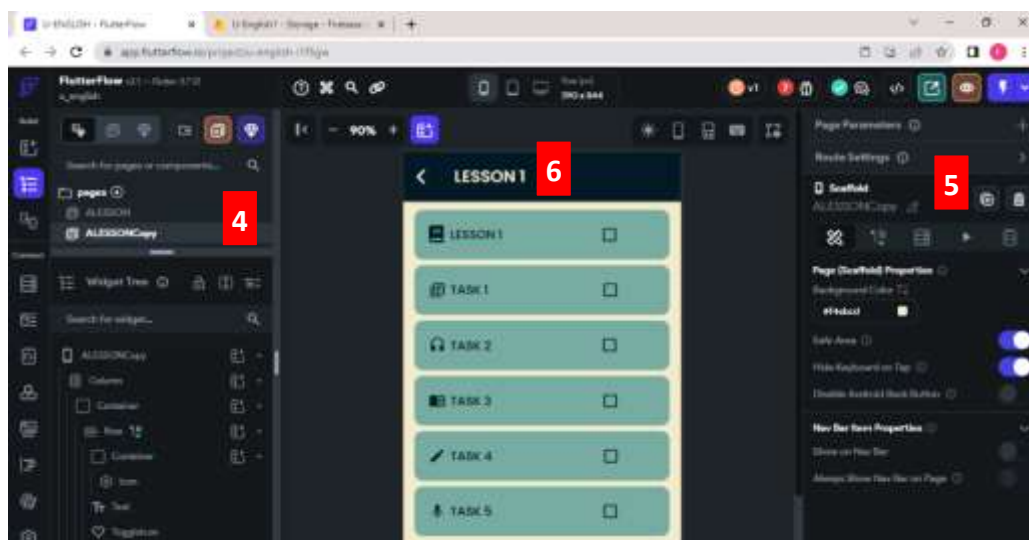
1. Press the option “Page Selector”,  it has to turn blue.
2. Press the right mouse button on the line “ARTICLE1”.
3. Press the option “Duplicate Page”.

Figure 78.



Source: FlutterFlow Platform

In the left section

4. Press the line “HomePage”, then, press the line “ARTICLE1 copy”.

In the right section

5. Press the “pen icon”, delete text, and introduce the title of the page: “ATASK1”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

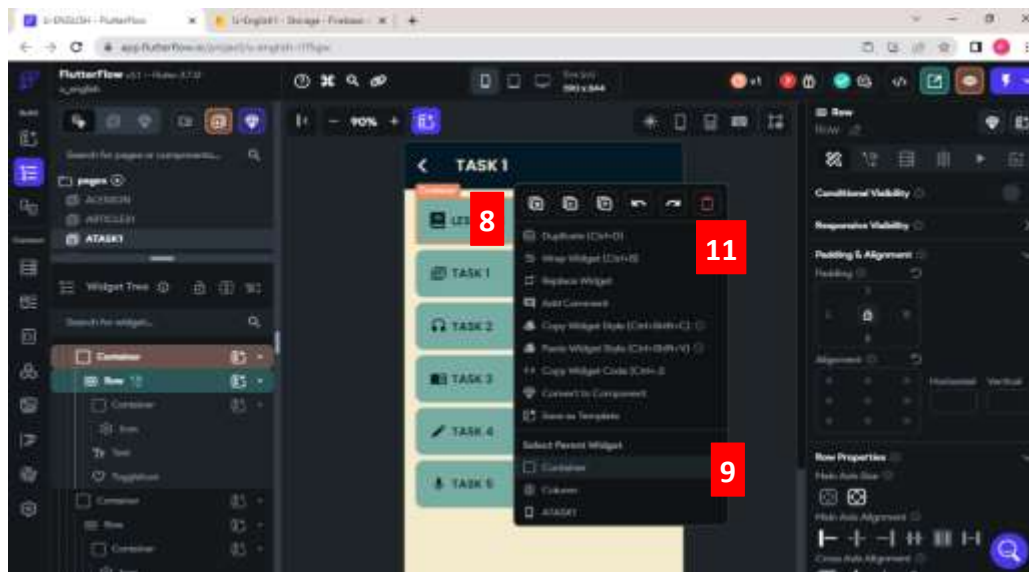
In the middle section

6. Press the title “ARTICLE: A, AN, THE”.

In the right section

7. Look for the section below “Text”, delete the written text, and introduce the title “TASK 1”.

Figure 79.



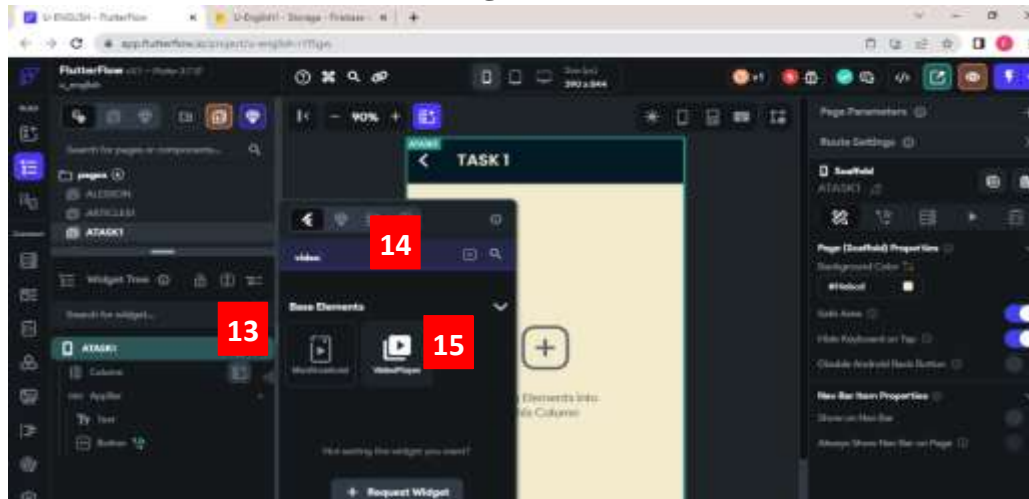
Source: FlutterFlow Platform

In the middle section

8. Press the mouse right button on the first container.
9. Press the option “Container”.
10. Press the mouse right button on the third container again.

11. Press the option “delete”.
12. Repeat steps from 8 to 11 with all the containers.

Figure 80.



Source: FlutterFlow Platform

In the left section


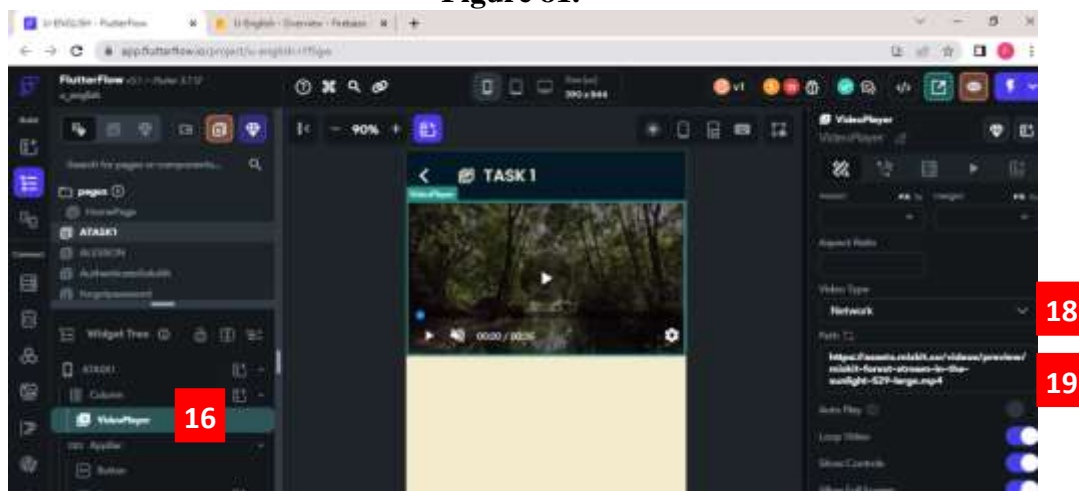
13. Press the widget “Widget Tree”  and press “Add Elements” that is next to the line “Column”.
14. Introduce the word “Video” in the searcher.
15. Press the element “VideoPlayer”.

Figure 81.



Source: FlutterFlow Platform

In the left section

16. Press the line “VideoPlayer”.

In the right section

17. Scroll down until finding the section “VideoPlayer”.

18. Press the arrow below the section “Video Type”, and press the option “Asset”.

19. Press the section “+ Upload video” below “Asset Video”. It opens a window where the computer files are located, look for the video, select it, and press the option “Open”.

In the left section

20. Press the widget “Add Elements  ” that is next to the line “Column”.

21. Press the element “Text”.

In the left section

22. Press the first line “Text”.

23. Check the first line “Text” is selected; if not, press it.

In the right section

24. Look for the section “Text”, delete the text below, and introduce the text “Movie: Charlie and the Chocolate Factory” press the key enter to add a space, and introduce the text “Director: Tim Burton”.

25. Look for the section “Padding & Alignment”, and check that the arrow next to it points downwards.

26. Introduce number 10 in the up side of the option “Padding”.

27. Look for the section “Alignment”, and introduce number -0.85 in the section “Horizontal Alignment”.

28. Scroll down until finding the section “Text Properties”, and check that the arrow next to it is pointing downwards.

29. Press the section below “Font Wight”, and select “600-Semibold”.

30. Introduce number 12 in the section below “Font Size”.
31. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.
32. Look for the section “Text Align”, and press the option “Align Left”.

In the left section

33. Press the widget “Add Elements  ” that is next to the line “Column”.
34. Press the element “Text”.


In the left section

35. Press the second line “Text”.

In the right section

36. Look for the section “Text”, delete the text below, and introduce the text “Watch the video and choose 3 words you don’t know, and write them, and their meanings. Example: Calm: Peaceful, free from anger, and anxiety.” or copy this direction from the TASK 1, VOCABULARY from lesson 1 of Annex 1, and past (ctrl + V) in this section.
37. Look for the section “Padding & Alignment”, and check that the arrow next to it points downwards.
38. Introduce number 10 in all the sides of the option “Padding”.
39. Scroll down until finding the section “Text Properties”, and check the arrow next to it is pointing downwards.
40. Press the section below “Font Wight”, and select “700-Bold”.
41. Introduce the number 15 in the section below “Font Size”.
42. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

In the left section

43. Press the widget “Add Elements  ” that is next to the line “Column”.
44. Introduce the word “Text field”.
45. Press the element “TextField”.

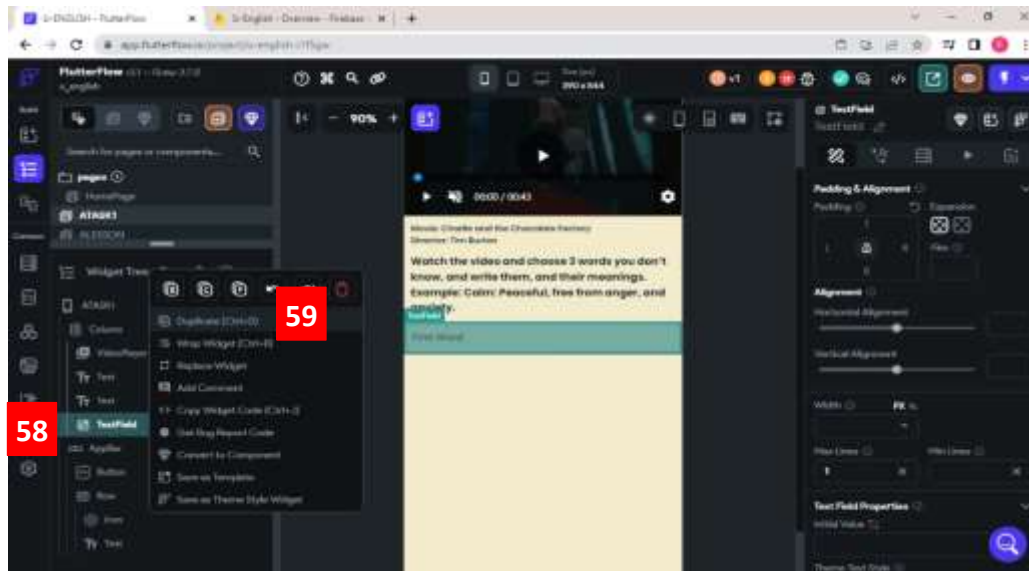
In the left section

46. Check the line “TextField” is selected; if not, press it.

In the right section

47. Scroll down until finding the section “Hint Properties”, and check the arrow next to it points downwards.
48. Delete the text below the option “Hint Text” and introduce the words “First word”.
49. Press the section below “Font Weight”, and select “600-Semibold”.
50. Introduce the number 14 in the section below “Font Size”.
51. Press the section below “Text Color”, delete the code, and introduce the color code “57636C”.
52. Scroll down until finding the section “Input Decoration Properties”.
53. Turn on the option “Filled” by pressing the widget next to it.
54. Press the section below “Boarder Color”, delete the code, and introduce the color code “031925”.
55. Press the section below “Fill Color”, delete the code, and introduce the color code “77ACA2”.
56. Scroll down until finding the section “Additional Properties”.
57. Press the section below “Keyboard Type” and select the option “Multiline”.
Scroll up until “Label Properties” section, and delete the text that is below the section “Label Text”.

Figure 82.

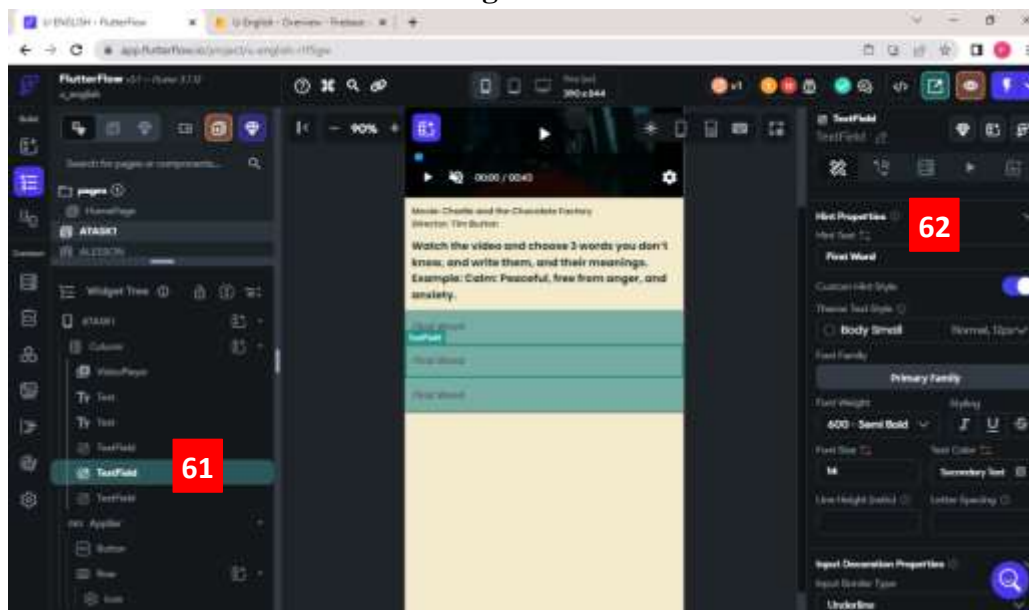


Source: FlutterFlow Platform

In the left section

58. Press the mouse right button on the line “TextField”.
59. Press the option “Duplicate”.
60. Repeat steps 58 and 59 one more time.

Figure 83.



Source: FlutterFlow Platform

In the left section

61. Press the line of the second “TextField”.

In the right section

62. Scroll down until finding the section “Hint Properties”, delete the text below the option “Hint Text” and introduce the words “Second word”.

63. Scroll down until finding the section “Input Decoration Properties”.

64. Press the section below “Fill Color”, delete the code, and introduce the color code “F4EBCD”.

In the left section

65. Repeat steps from 61 to 62 on the third “TextField”, and in step 62, introduce the words “Third word”.

In the left section

66. Press the option “Add Elements ” that is next to the line “Column”.

67. Look for the element “Button”, and press it.

In the middle section

68. Press the added button.

In the right section

69. Scroll down until finding the section “Padding & Alignment”, and check that the arrow next to it points downwards.

70. Introduce number 20 on the up side of the section below “Padding”.

71. Scroll down until finding the section “Button Default Style”.

72. Press the section below “Fill Color”, delete the code, and introduce the color code “031925”.

73. Scroll up and down until finding the section “Button Text”.

74. Introduce the word “Submit” in the section below “Text”.

75. Press the section below “Font Weight”, and select the option “600 - Semi Bold”.

76. Introduce number 16 in the section “Font Size”.

77. Press the section below “Text Color”, delete the code, and introduce the color code “F4EBCD”.

PAGE 4.3: TASK 2

The list of steps to design this section is below.

Figure 84.

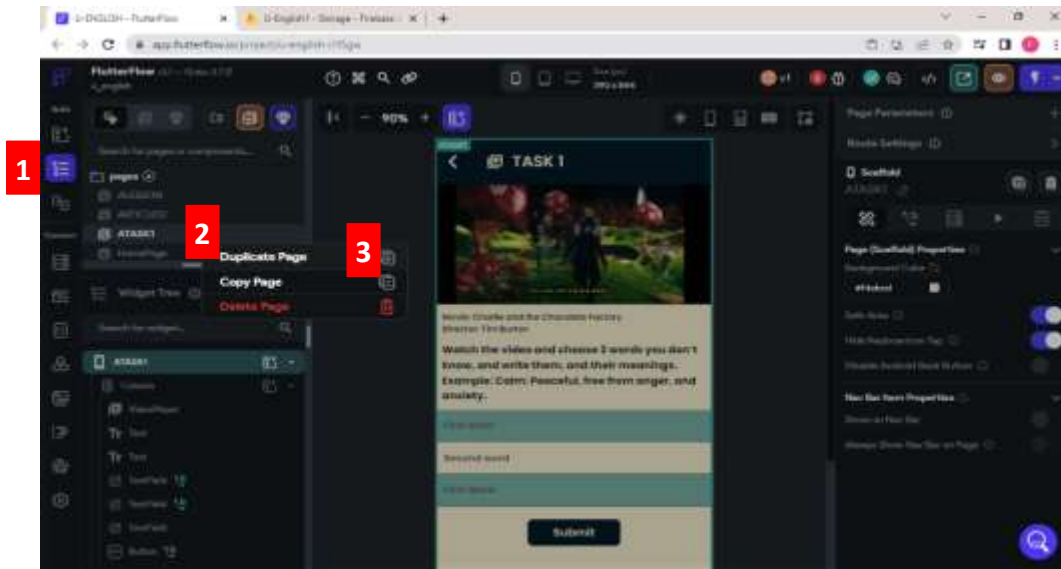


Source: FlutterFlow Platform

The page was created on a duplicated page.

STEPS

Figure 85.

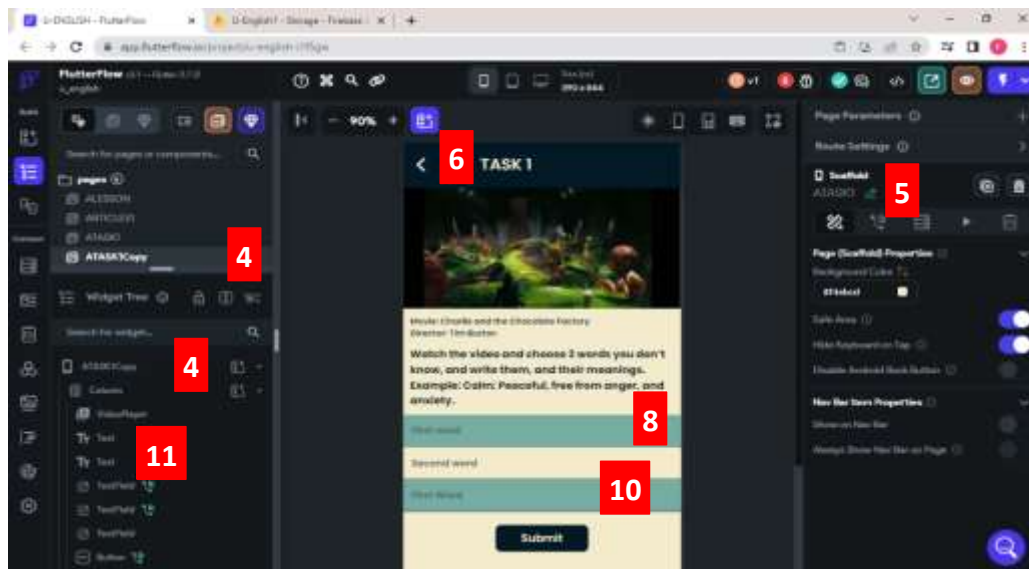


Source: FlutterFlow Platform

In the left section

1. Press the option “Page Selector”  , it has to turn blue.
2. Press the right mouse button on the line “ATASK1”.
3. Press the option “Duplicate Page”.

Figure 86.



Source: FlutterFlow Platform

In the left section

4. Press the line “HomePage”, then, press the line “ATASK1Copy”.

In the right section

5. Press the “pen icon”, delete the text, and introduce the title of the page: “ATASK2”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

In the middle section

6. Press the title “TASK 1”.

In the right section


7. Look for the section below “Text”, delete the written text, and introduce the title “TASK 2”.

In the middle section

8. Press the mouse right button on the first sky blue textfield.
9. Press the option “delete”.
10. Repeat steps 8 and 9 with the last sky blue textfield.

NOTE: Press “Ctrl Z” to undo an action.

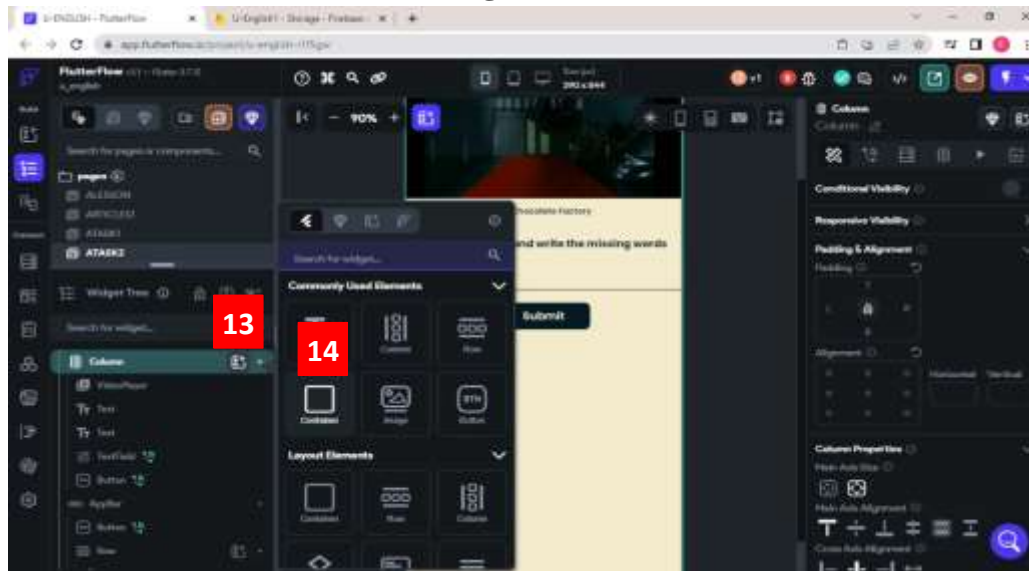
In the left section

11. Press the widget “Widget Tree”  , press the third line “Text”.

In the right section

12. Look for the section “Text”, delete the text below, and introduce the text “Watch the video and write the missing words below”.

Figure 87.



Source: FlutterFlow Platform

In the left section

13. Press the widget “Add Elements” that is next to the line “Column”.
14. Press the element “Container”.

In the left section

15. Check the line “Container” is selected; if not, press it.

In the right section

16. Scroll down until finding the section “Container Properties”.
17. Press the option “infinity” in the option “Width”, and introduce the number 40 in the option “Height”.
18. Press the section below “Fill Color”, delete the code, and introduce the color code “77ACA2”.

In the left section

19. Press the widget “Add Elements ” that is next to the line “Container”.
20. Press the element “Text”.

In the left section

21. Check the third line “Text” is selected; if not, press it.

In the right section

22. Look for the section “Text”, delete the text below, and introduce the text “... important room, this.”.

23. Look for the section “Padding & Alignment”, and check that the arrow next to it is pointing downwards.

24. Check the lock of the section below “Padding” is open, and introduce the numbers 6 on all sides.

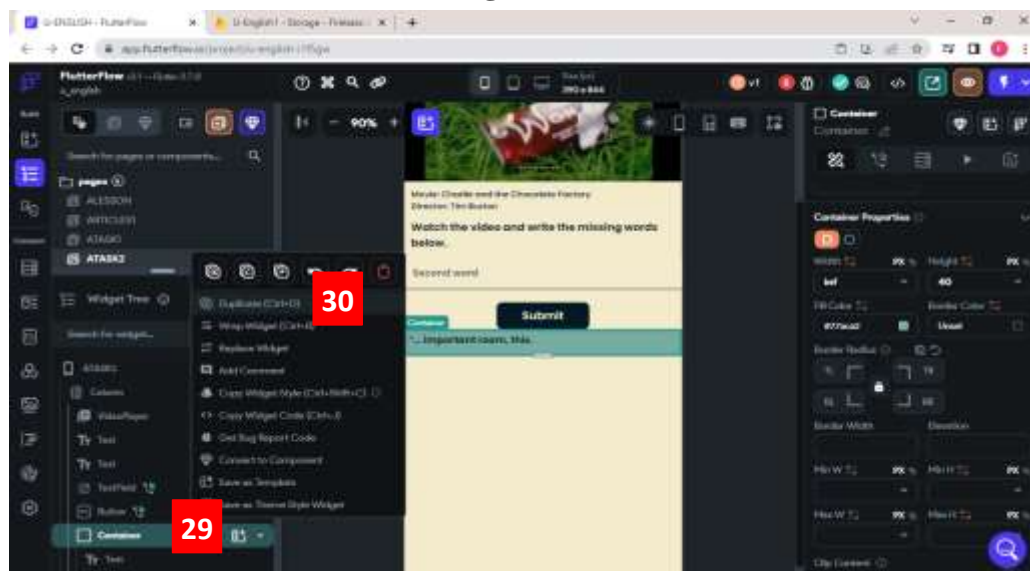
25. Scroll down until finding the section “Text Properties”, and check that the arrow next to it is pointing downwards.

26. Press the section below “Font Wight”, and select the option “700-Bold”.

27. Introduce number 14 below the section “Font Size”.

28. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

Figure 88.



Source: FlutterFlow Platform

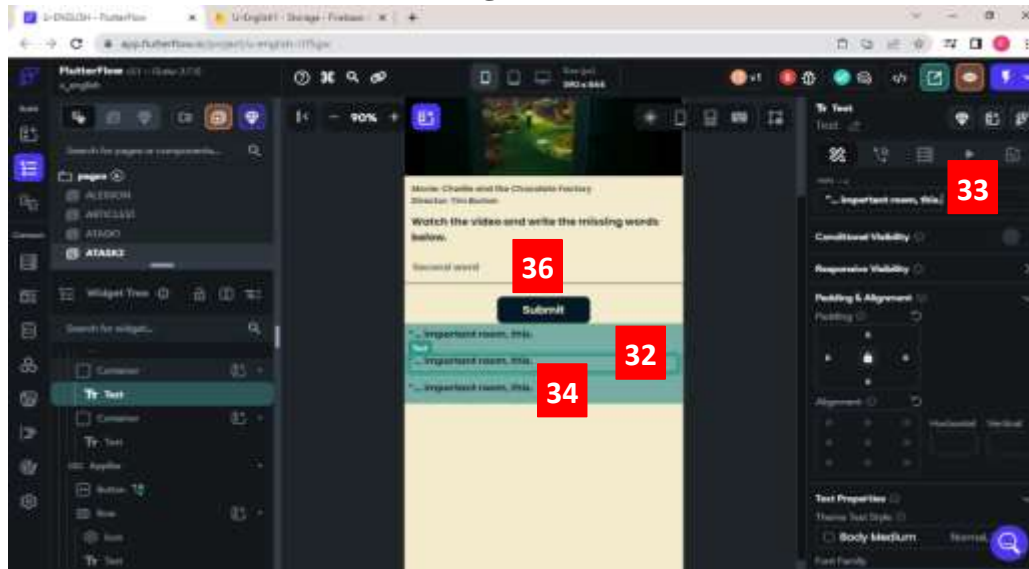
In the left section

29. Press the mouse right button on the line container.

30. Press the option “Duplicate”.

31. Repeat steps 29 and 30 one more time.

Figure 89.



Source: FlutterFlow Platform

In the middle section

32. Press the text of the second container.

In the right section

33. Look for the section “Text”, delete the text below, and introduce the text “Then why is... door so...?”.

In the middle section

34. Press the text of the third container.

In the right section

35. Look for the section “Text”, delete the text below, and introduce the text “That’s to keep all... chocolate flavor inside.”.

In the middle section

36. Press the line “TextField”.

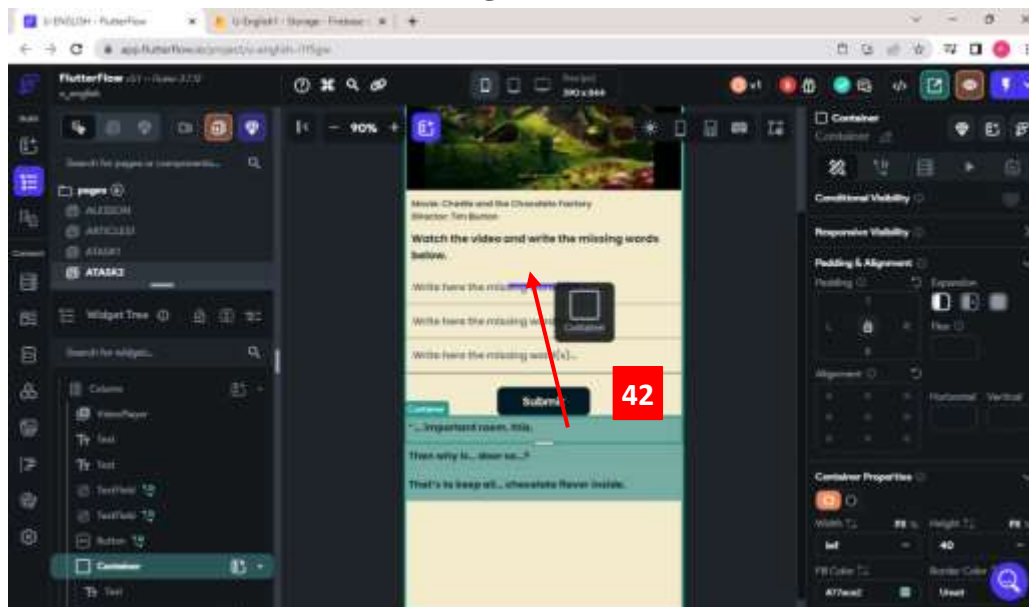
In the right section

37. Scroll down until finding the section “Hint Properties”.
38. Delete the text below the option “Hint Text”, press two spaces, and introduce the words “Write here the missing word(s)...”.

In the middle section

39. Press the mouse right button on the TextField.
40. Press the option “Duplicate”.
41. Repeat steps 39 and 40 one more time.

Figure 90.



Source: FlutterFlow Platform

In the middle section

42. Press, drag, and drop the first container in the middle of the “Text” and the “TextField”. It has to be visible a blue line in the middle, as observed in the figure above.

NOTE: If the container didn't move, try again. If it appears a small window, press “Cancel” or Ctrl+Z.

43. Repeat step 42, but with the second container, and it has to be in the middle of the first and second “TextFields”.
44. Repeat step 42, but with the third container, and it has to be in the middle of the second and third “TextFields”.

PAGE 4.4: TASK 3

The creation of the present page is described in the figures below.

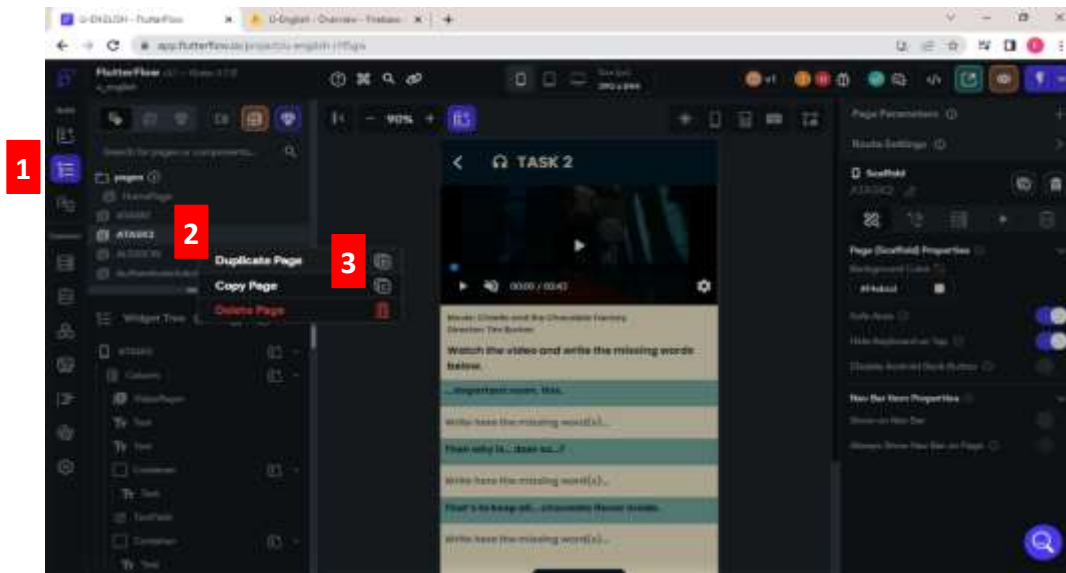
Figure 91.



Source: FlutterFlow Platform

To develop the present page, page Task 2 was duplicated.

Figure 92.



Source: FlutterFlow Platform

STEPS

In the left section


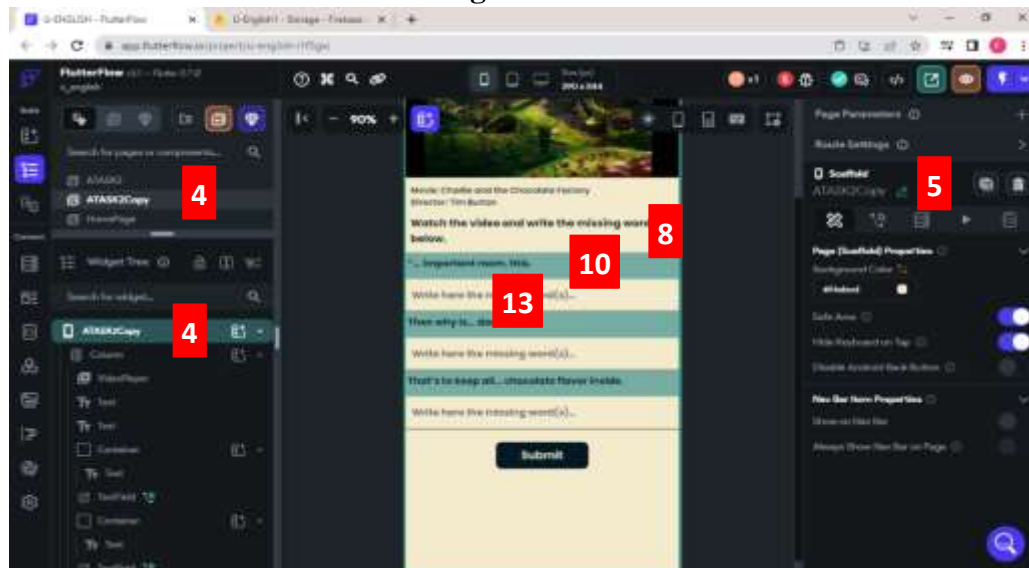
1. Press the section “Page Selector” .
2. Press the mouse right button on the line “ATASK2”.
3. Press the option “Duplicate Page”.

Figure 93.



Source: FlutterFlow Platform

In the left section

4. Press the line “HomePage”, then, press the line “ATASK2Copy”.

In the right section

5. Look for the section “Scaffold”, and press the pen icon that is below to edit the name of the page, and introduce the name “ATASK3”.

In the middle section

6. Scroll up and press the text “TASK 2”.

In the right section

7. Look for the section “Text”, delete the text below, and introduce the text “TASK 3”.

In the middle section

8. Press the second text where the directions for the task are.

In the right section

9. Press the section below “Text”, delete the text, and introduce the direction “Watch the video, and answer the following questions.”

In the middle section

10. Press the text of the first container, as shown in the figure above.

In the right section

11. Look for the section below the option “Text”, delete the written text, and introduce the words “Why the door is so small?”

In the middle section

12. Press the first “TextField”.

In the right section

13. Scroll down until finding the section “Hint Properties”.

14. Look for the option “Hint Text”, delete the text below it, and introduce the text “Write the answer ...”
15. Repeat steps 10 to 14 in the second “container” and “TextField”. Therefore, in step 11, introduce the words “Where are they?”
16. Repeat steps 10 to 14 in the third “container” and “TextField”. Therefore, in step 11, introduce the words “What colors can you see in the video? (Write 7 colors)”.

PAGE 4.5: TASK 4

The list of steps to design this section is below.

Figure 94.

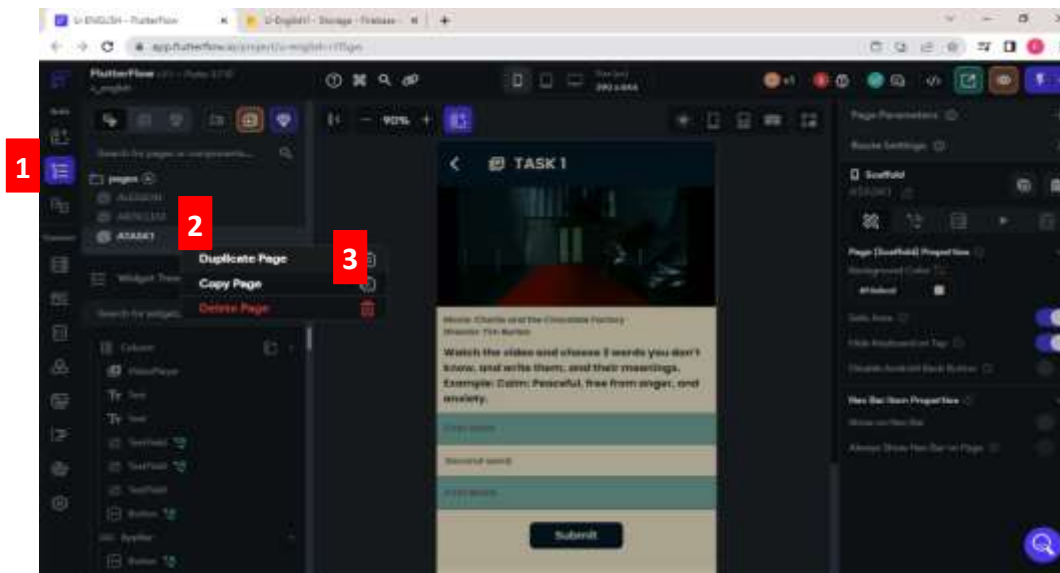


Source: FlutterFlow Platform

The page “Task 4” was created on a duplicated page.

STEPS

Figure 95.

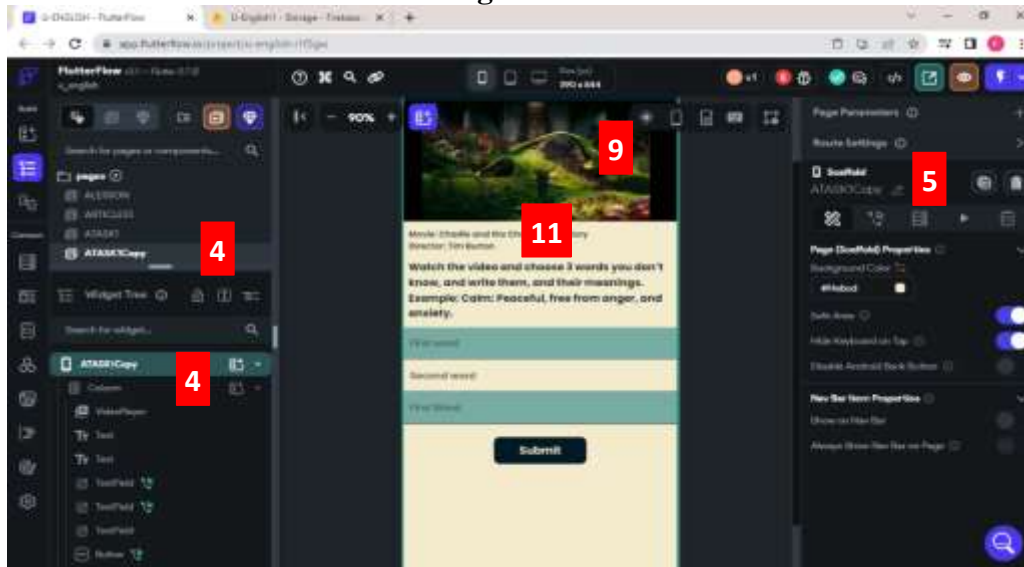


Source: FlutterFlow Platform

In the left section

1. Press the option “Page Selector”  , it has to turn blue.
2. Press the right mouse button on the line “ATASK1”.
3. Press the option “Duplicate Page”.

Figure 96.



Source: FlutterFlow Platform

In the left section

4. Press the line “HomePage”, then, press the line “ATASK1Copy”.

In the right section

5. Press the “pen icon”, delete the text, and introduce the title of the page: “ATASK4”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

In the middle section

6. Scroll up to have a better view of this section.
7. Press the title “TASK 1”.

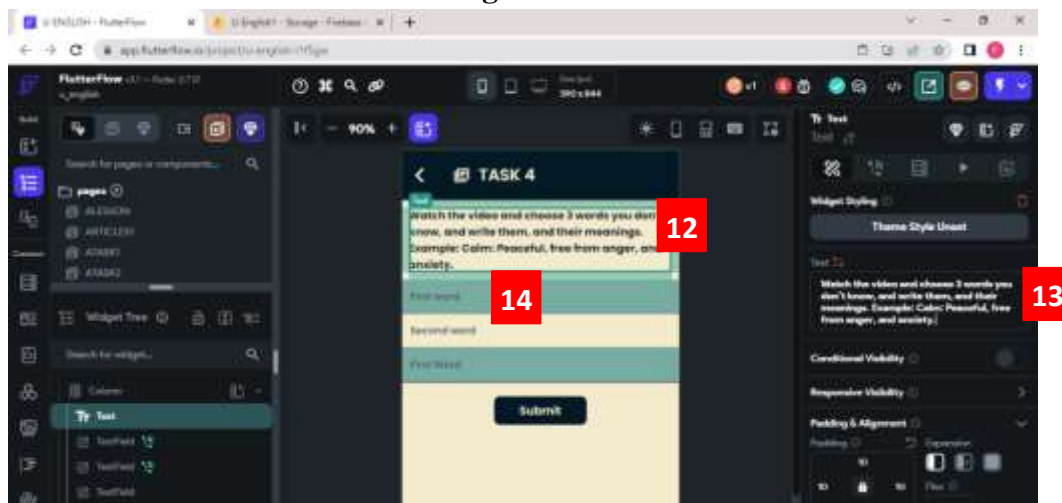
In the right section

8. Look for the section below “Text”, delete the written text, and introduce the title “TASK 4”.

In the middle section

9. Press the mouse right button on the VideoPlayer.
10. Press the option “delete”.
11. Repeat steps 9 and 10 in the first text.

Figure 97.



Source: FlutterFlow Platform

In the middle section

12. Press the first line “Text”.

In the right section

13. Look for the section “Text”, delete the text below, and introduce the text “Write 3 sentences describing what you watched in the movie. Use articles, adjectives, and colors”.

In the middle section

14. Press the first line “TextField”.

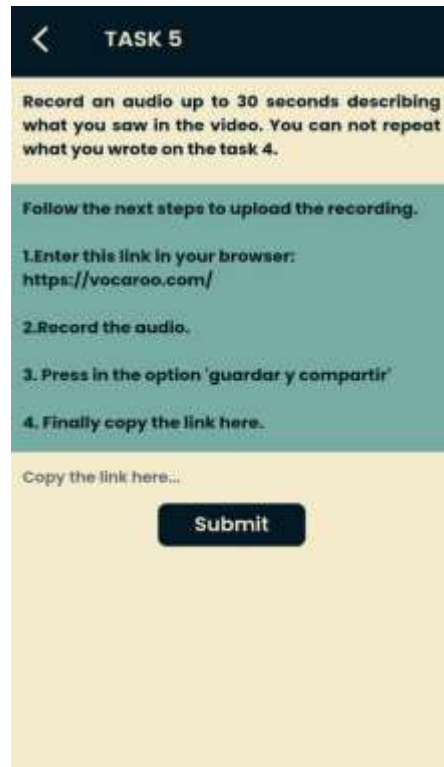
In the right section

15. Look for the section “Padding & Alignment”, and check that the arrow next to it points downwards.
16. Introduce number 7 in the section below, the option “Max lines”.
17. Scroll down until finding the section “Hint Properties”.
18. Delete the text below the option “Hint Text”, press two spaces, and introduce the words “First sentence”.
19. Repeat steps from 14 to 18 with the second “TextField” and in step 18 introduce the words “Second sentence”.
20. Repeat steps from 14 to 18 with the third “TextField”, and in step 18 introduce the words “Third sentence”.

PAGE 4.6: TASK 5

The creation of the present page is described in the figures below.

Figure 98.

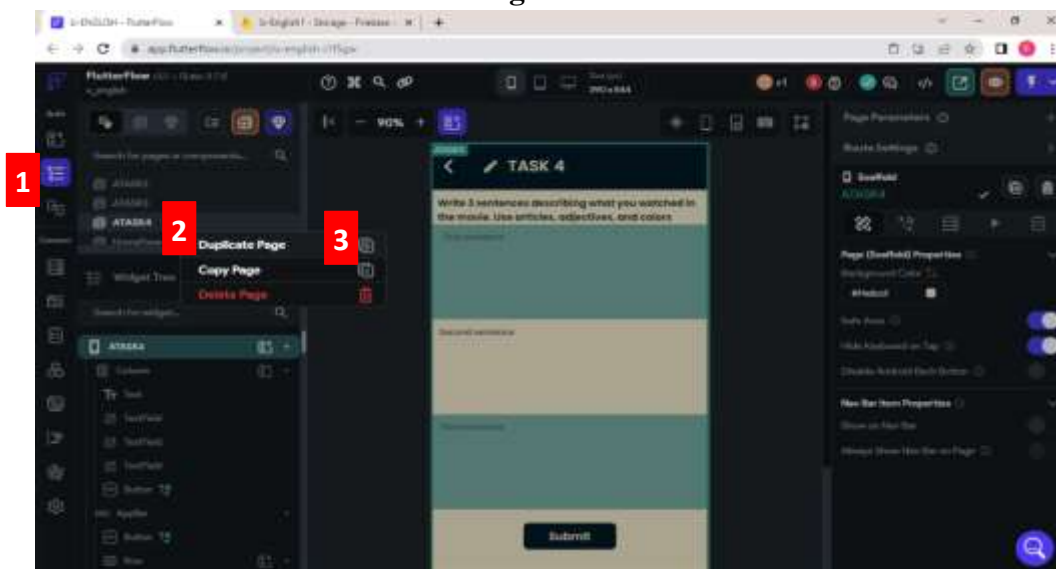


Source: FlutterFlow Platform

The present page was created on a duplicated page.

STEPS

Figure 99.

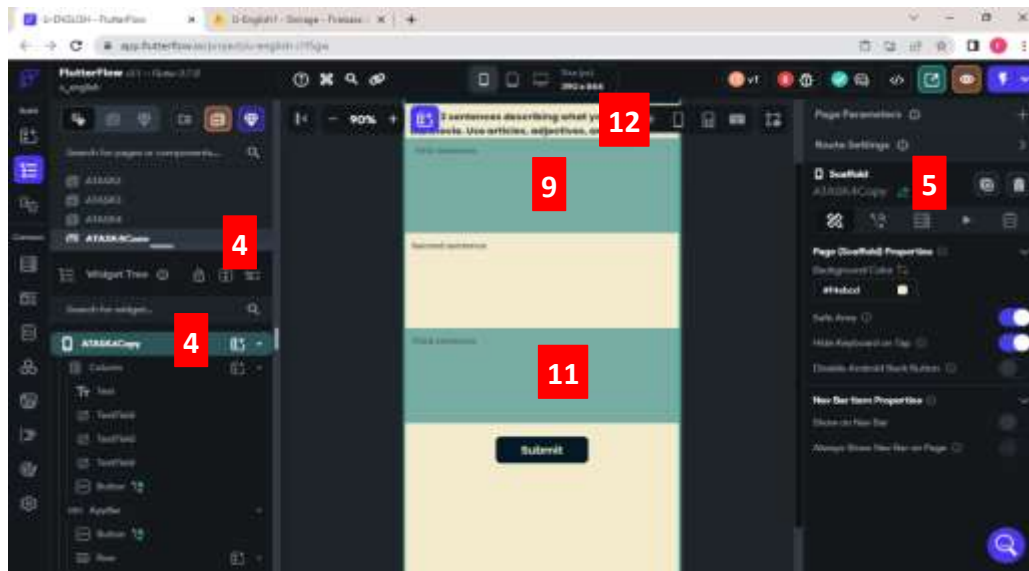


In the left section



1. Press the widget “Page Selector”, it has to turn blue.
2. Press the right mouse button on the line “ATASK4”.
3. Press the option “Duplicate Page”.

Figure 100.



In the left section

4. Press the line “HomePage”, then, press the line “ATASK4Copy”.

In the right section

5. Press the “pen icon”, delete text, and introduce the title of the page: “ATASK5”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

In the middle section

6. Scroll up to have a better view of this section.
7. Press the title “TASK 4”.

In the right section

8. Look for the section below “Text”, delete the written text, and introduce the title “TASK 5”.

In the middle section

9. Press the mouse’s right button on the first “TextField”.
10. Press the option “delete”.
11. Repeat steps from 9 to 10 with the last “TextField”.

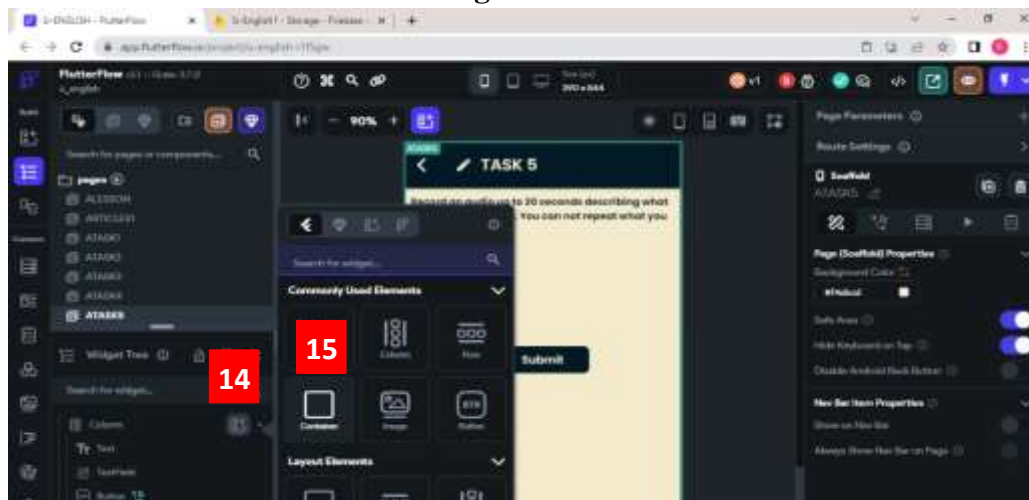
In the middle section

12. Press the first line “Text”.

In the right section


13. Look for the section “Text”, delete the text below, and introduce the text “Record an audio up to 30 seconds describing what you saw in the video. You can not repeat what you wrote on the task 4”.

Figure 101.



Source: FlutterFlow Platform

In the left section

14. Press the “Widget Tree”  , press “Add Elements” that is next to the line “Column”.
15. Press the element “Container”.

16. Check the line “Container” is selected; if not, press it.

In the right section

17. Scroll down until finding the section “Container Properties”.

18. Press the option “infinity” in the option “Width”, and introduce the number 250 in the option “Height”.

19. Press the section below “Fill Color”, delete the color code, and introduce the color code “77ACA2”.

In the left section

20. Press the widget “Add Elements ” that is next to the line “Container”.

21. Press the element “Text”.

22. Check the second line “Text” is selected; if not, press it.

In the right section

23. Look for the section “Text”, delete the text below, and introduce the text “Follow the next steps to upload the recording. 1. Enter this link in your browser: <https://vocaroo.com/>. 2. Record the audio. 3. Press in the option “guardar y compartir”. 4. Finally copy the link here.”.

24. Press “Enter key” from the keyboard to add spaces between sentences.

25. Look for the section “Padding & Alignment”, and check that the arrow next to it is pointing downwards.

26. Check the lock of the section below “Padding” is open, and introduce the numbers 12 on the all sides.

27. Scroll down until finding the section “Text Properties”, and check that the arrow next to it is pointing downwards.

28. Press the section below “Font Wight”, and select “700-Bold”.

29. Introduce number 14 below the section “Font Size”.

30. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

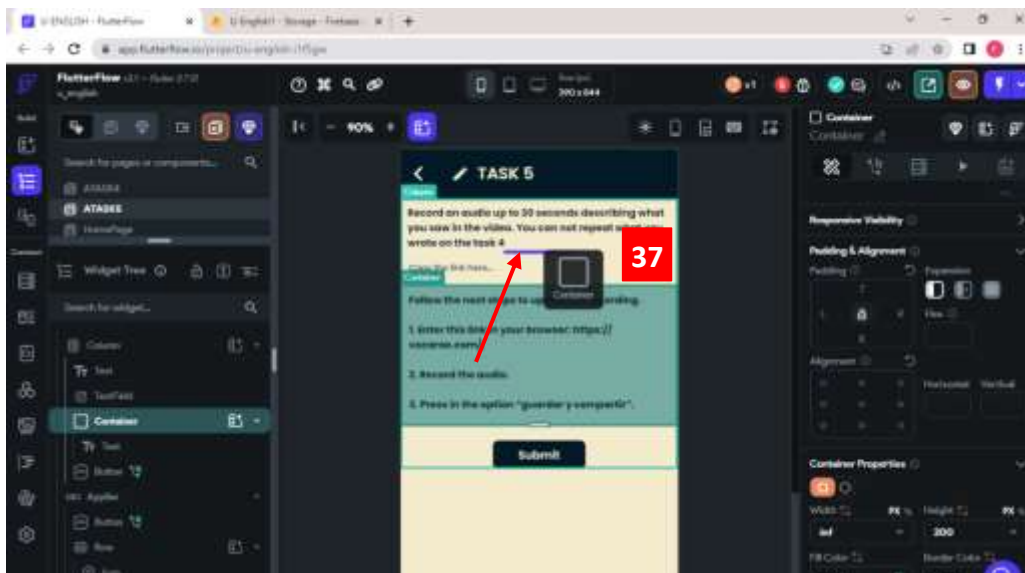
In the left section

31. Press the line “TextField”.

In the right section

32. Look for the option “Max Lines” from the section “Passing & Alignment”, delete the text, and introduce number 1.
33. Scroll down until finding the section “Hint Properties”.
34. Delete the text below the option “Hint Text”, press two spaces, and introduce the words “Copy the link here...”.

Figure 102.



Source: FlutterFlow Platform

In the middle section

35. Press, drag and drop the first container in the middle of the “Text” and the “TextField”. It has to be visible a blue line in the middle, as observed in the figure above.

NOTE: If the container didn’t move, try again. If it appears a small window, press “Cancel” or Ctrl+Z.

PAGE 5: ACTIVITY PAGE

The creation of the present page is described in the figures below.

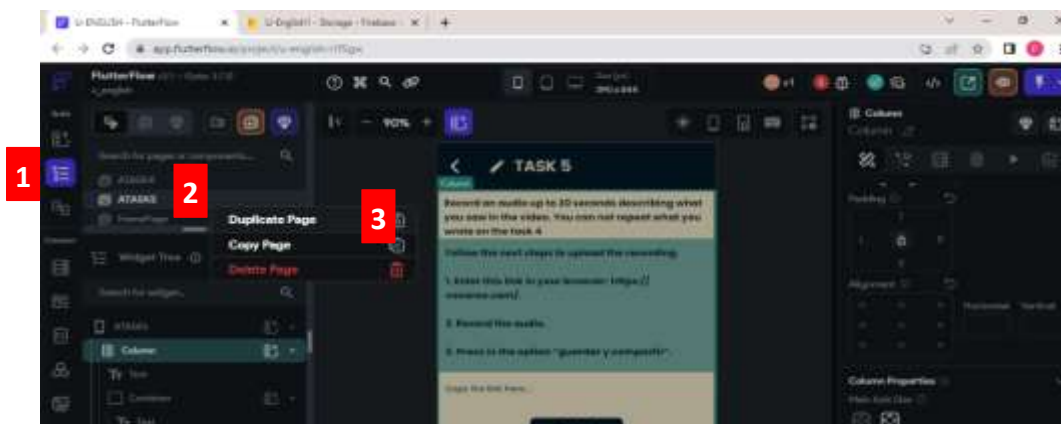
Figure 103.



Source: FlutterFlow Platform


The activity page was created on a duplicated page.

Figure 104.



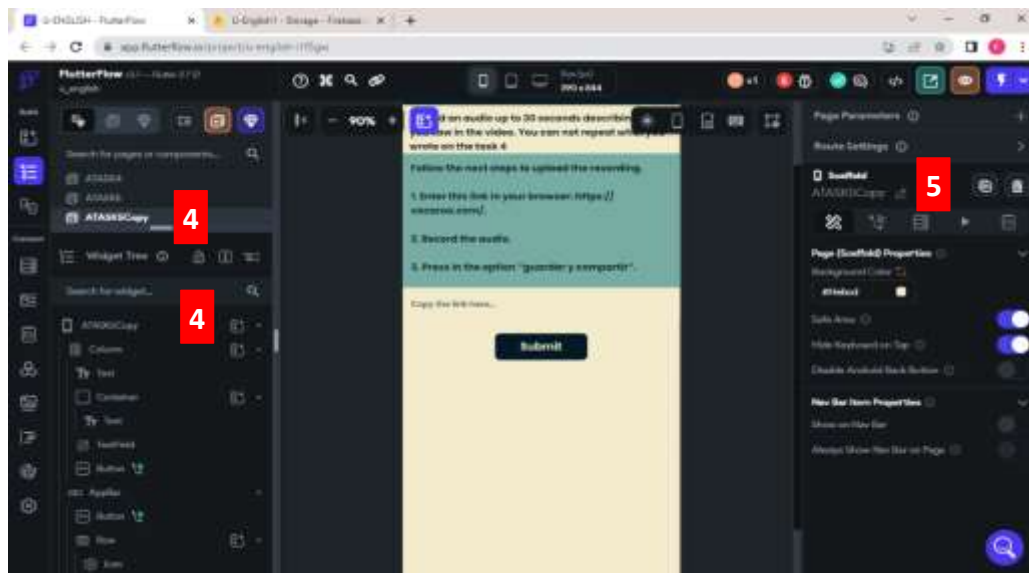
Source: FlutterFlow Platform

In the left section

1. Press the option “Page Selector” , it has to turn blue.
2. Press the right mouse button on the line “ATASK5”.

3. Press the option “Duplicate Page”.

Figure 105.



Source: FlutterFlow Platform

In the left section

4. Press the line “HomePage”, then, press the line “ATASK5Copy”.

In the right section

5. Press the “pen icon”, delete the text, and introduce the title of the page: “ACTIVITY1”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

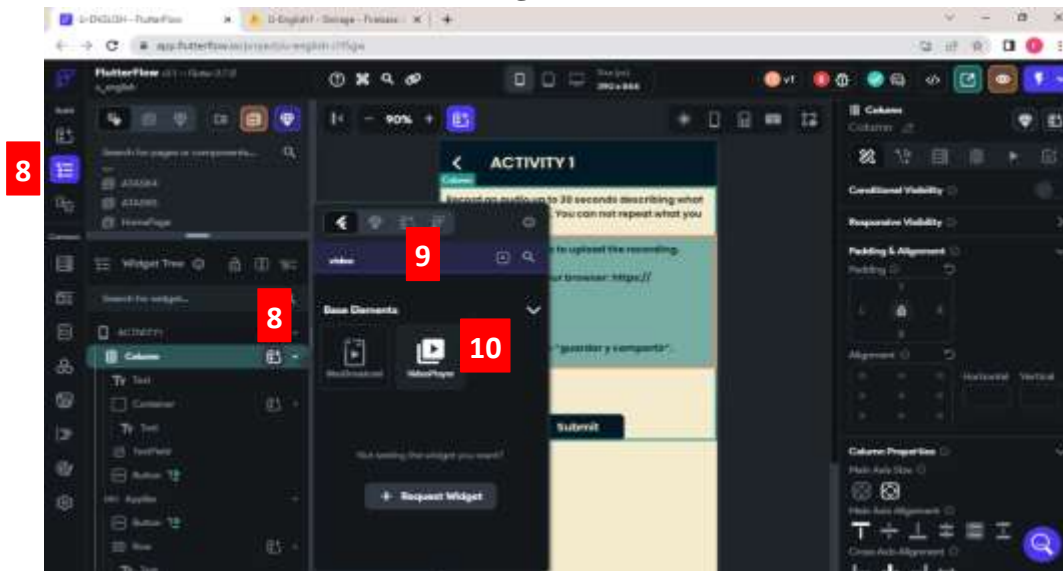
In the middle section

6. Scroll up a bit, and press the title “TASK 5”.

In the right section

7. Look for the section below “Text”, delete the written text, and introduce the title “ACTIVITY 1”.

Figure 106.



Source: FlutterFlow Platform

In the left section

8. Press the “Widget Tree” and press the widget “Add Elements” that is next to the line “Column”.
9. Introduce the word “Video” in the searcher.
10. Press the element “VideoPlayer”.

In the left section

11. Check the line “VideoPlayer” is selected; if not, press it.

In the middle section

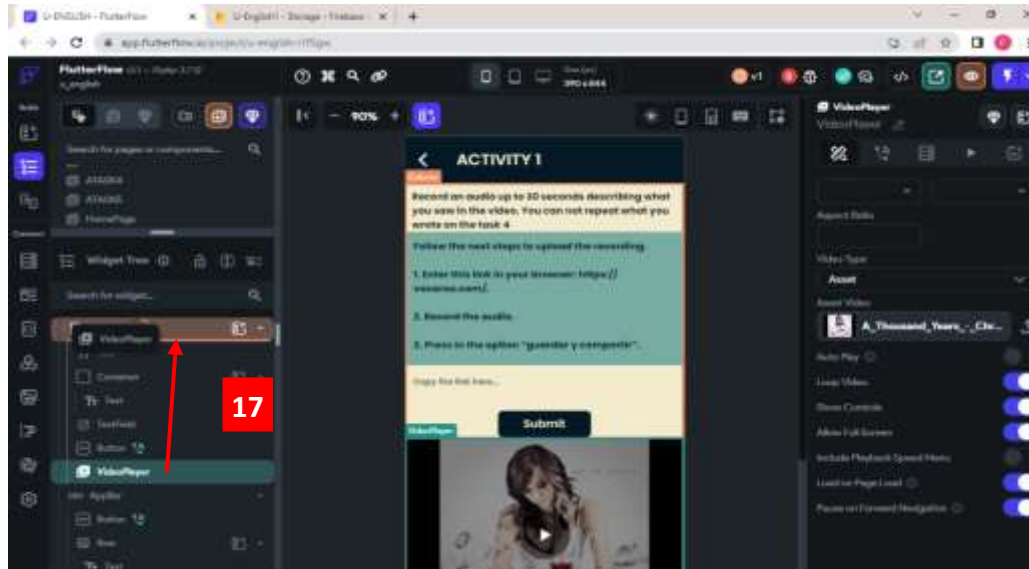
12. Scroll up to have a better view of this section.

In the right section

13. Scroll down until finding the section “VideoPlayer”.

14. Press the arrow below the section “Video Type”.
15. Press the option “Asset”.
16. Press the section “+ Upload video” below “Asset Video”. It opens a window where the uploaded videos are located, press the video “A Thousand Years – Christina Perri”.

Figure 107.



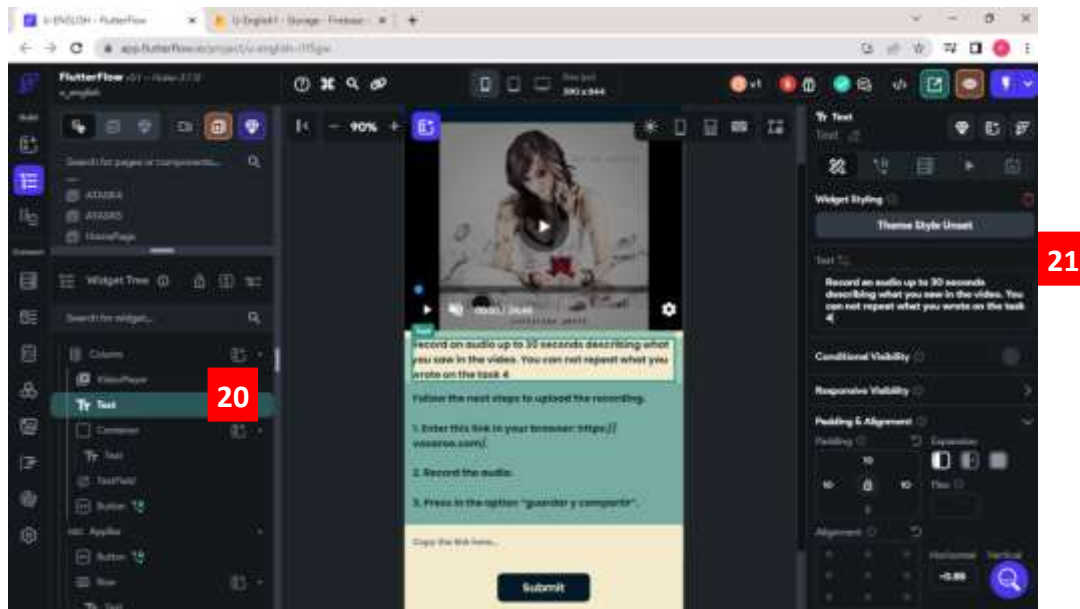
Source: FlutterFlow Platform

In the left section

17. Press, drag and drop the line “VideoPlayer” in the middle of the “Column” and the “Text”. It has to be visible an orange line in the middle, as observed in the figure above.

NOTE: If the container didn’t move, try again. If it appears a small window, press “Cancel” or Ctrl+Z.

Figure 108.



Source: FlutterFlow Platform

In the left section

18. Press the first line “Text”.

In the right section

19. Look for the section “Text”, delete the text below, and introduce the text “**Song:** A Thousand Years”, press enter and introduce “**Single by:** Christina Perri”, press enter and introduce “Watch the video and record an audio singing or reading the lyrics”.

PAGE 6: QUIZ PAGE

The list of steps to design this section is below.

Figure 109.

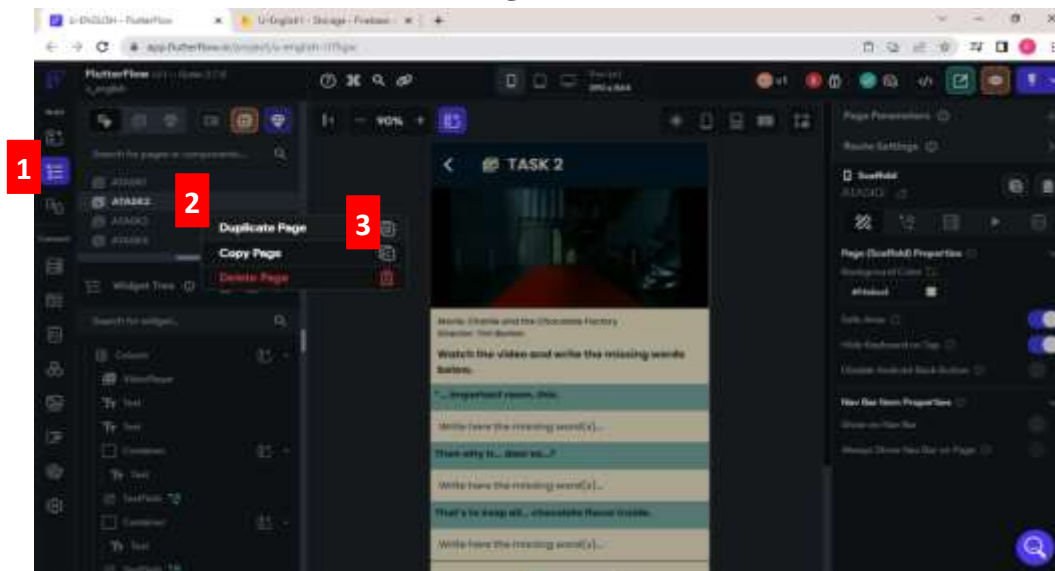


Source: FlutterFlow Platform

Quiz page is composed of the directions, 10 multiple choice questions, spaces below each statement where students can write the answer, and a button to submit the quiz. Moreover, the present page was created a duplicated page.

STEPS

Figure110.



Source: FlutterFlow Platform

In the left section


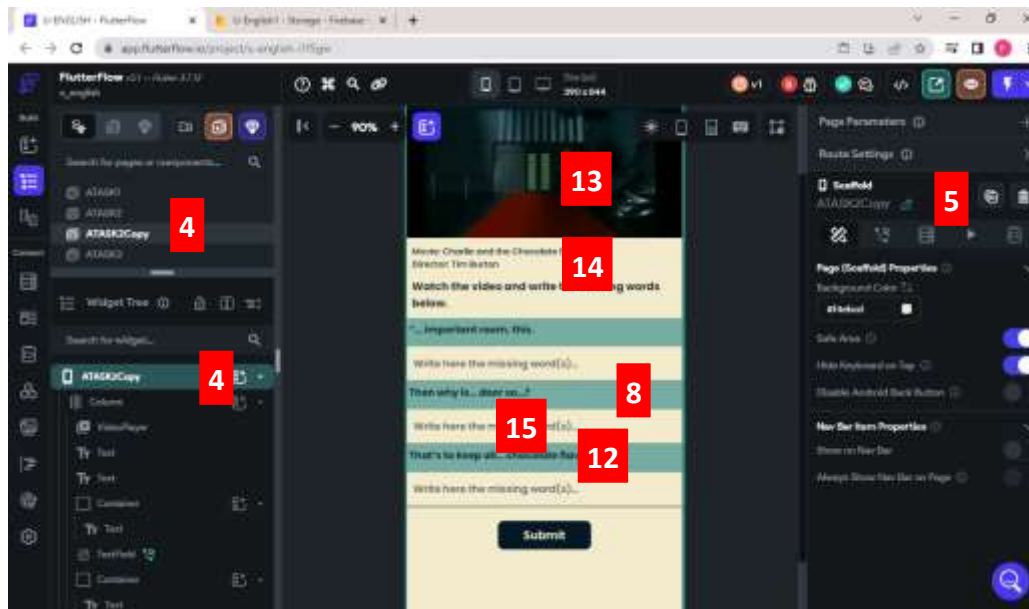
1. Press the option “Page Selector” , it has to turn blue.
2. Press the right mouse button on the line “ATASK2”.
3. Press the option “Duplicate Page”.

Figure 111.



Source: FlutterFlow Platform

In the left section

4. Press the line “HomePage”, then, press the line “ATASK2Copy”.

In the right section

5. Press the “pen icon”, delete the text, and introduce the title of the page: “QUIZ1”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

In the middle section

6. Scroll up, and press the title “TASK 2”.

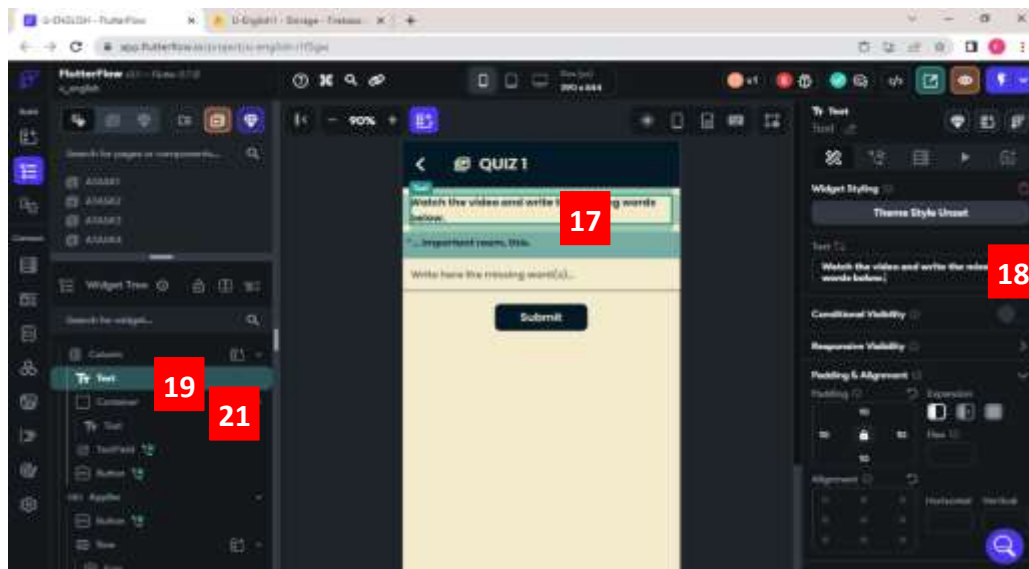
In the right section

7. Look for the section below “Text”, delete the written text, and introduce the title “QUIZ 1”.

In the middle section

8. Press the mouse right button on the second light blue container.
9. Press the option “Container”.
10. Press the mouse right button on the second container again.
11. Press the option “delete”.
12. Repeat steps from 8 to 11 with the third container.
13. Press the mouse right button on the “VideoPlayer”, and press the option “delete”.
14. Press the mouse right button on the first “Text”, and press the option “delete”.
15. Press the mouse right button on the second “TextField”, and press the option “delete”.
16. Repeat step 15 in the third “TextField”.

Figure 112.



Source: FlutterFlow Platform

In the middle section

17. Press the first line “Text”, check the “Widget Tree” is selected in the left section.

In the right section

18. Look for the section “Text”, delete the text below, and introduce the text “Read carefully each sentence and choose the correct option”.

In the left section

19. Press the line “Container”.

In the right section

20. Look for the option “Height” from the section “Container Properties”, delete the numbers and introduce 55.

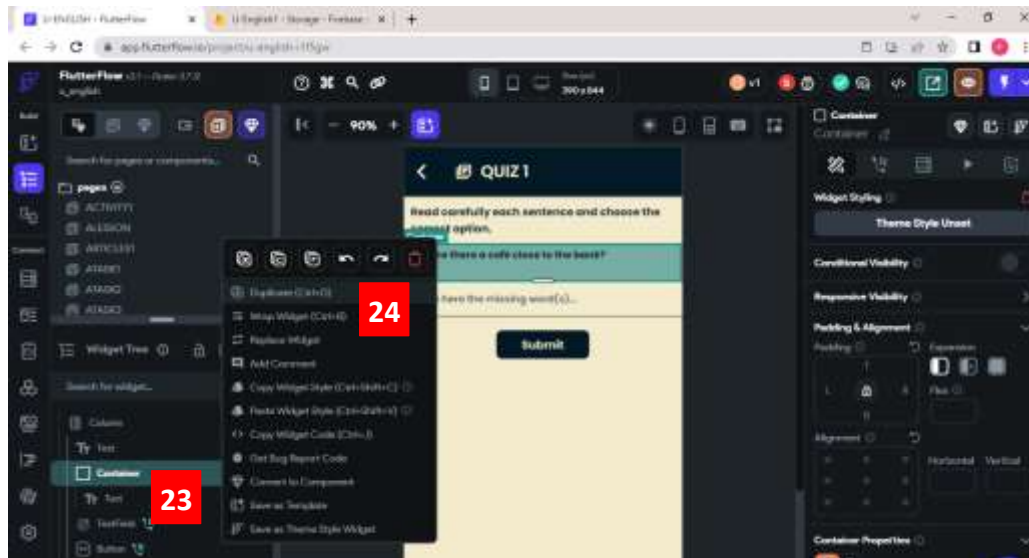
In the left section

21. Press the line of the third “Text”.

In the right section

22. Look for the section “Text”, delete the text below, and introduce the text “1. Is/Are there a café close to the bank?”.

Figure 113.

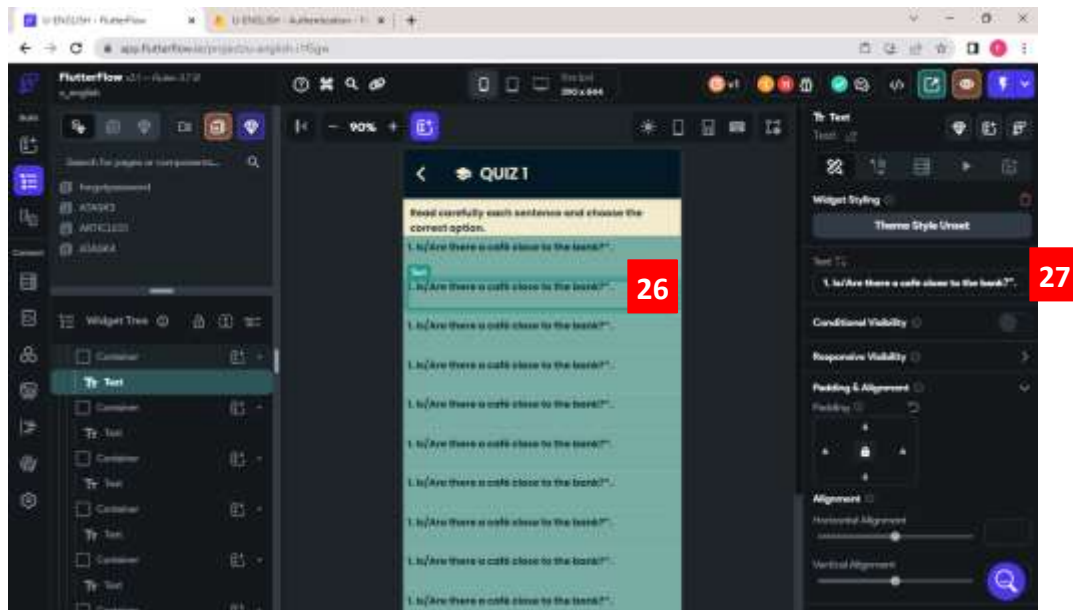


Source: FlutterFlow Platform

In the left section

23. Press the mouse right button on the line container.
24. Press the option “Duplicate”.
25. Repeat steps 23 and 24 eight more times.

Figure 114.



Source: FlutterFlow Platform

In the middle section

26. Press the text of the second container.

In the right section

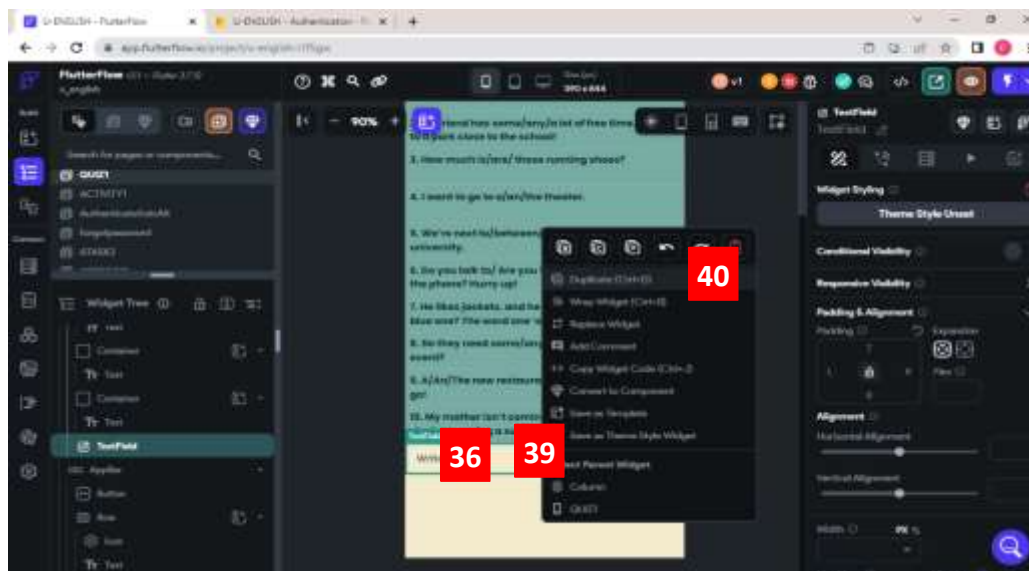
27. Look for the section “Text”, delete the text below, and introduce the text “2. My friend has some/any/a lot of free time. Let’s go to a park close to the school!”.

In the middle section

28. Press the text of the third container, repeat step 27, delete the text below, and introduce the text “3. How much is/are/ those running shoes?”

29. Press the text of the fourth container, repeat step 27, delete the text below, and introduce the text “4. I want to go to a/an/the theater.”
30. Press the text of the fifth container, repeat step 27, delete the text, and introduce the text “5. We’re next to/between/inside the library and the university.”
31. Press the text of the sixth container, repeat step 27, delete the text below, and introduce the text “6. Do you talk to/ Are you talking to your friend on the phone? Hurry up!”
32. Press the text of the seventh container, repeat step 27, delete the text below, and introduce the text “7. He likes jackets, and he asks: How much is the blue one? The word one ‘one’ refers to...”
33. Press the text of the eighth container, repeat step 27, delete the text below, and introduce the text “8. Do they need some/any/a lot of money for the event?”
34. Press the text of the ninth container, repeat step 27, delete the text below, and introduce the text “9. A/An/The new restaurant opens at 9:00 a.m. Let’s go!”
35. Press the text of the tenth container, repeat step 27, delete the text below, and introduce the text “10. My mother isn’t coming/ doesn’t come because she is preparing a surprise.”

Figure 115.



Source: FlutterFlow Platform

In the middle section

36. Press the line “TextField”.

In the right section

37. Scroll down until finding the section “Hint Properties”.

38. Delete the text below the option “Hint Text”, press two spaces, and introduce the words “Write here...”.

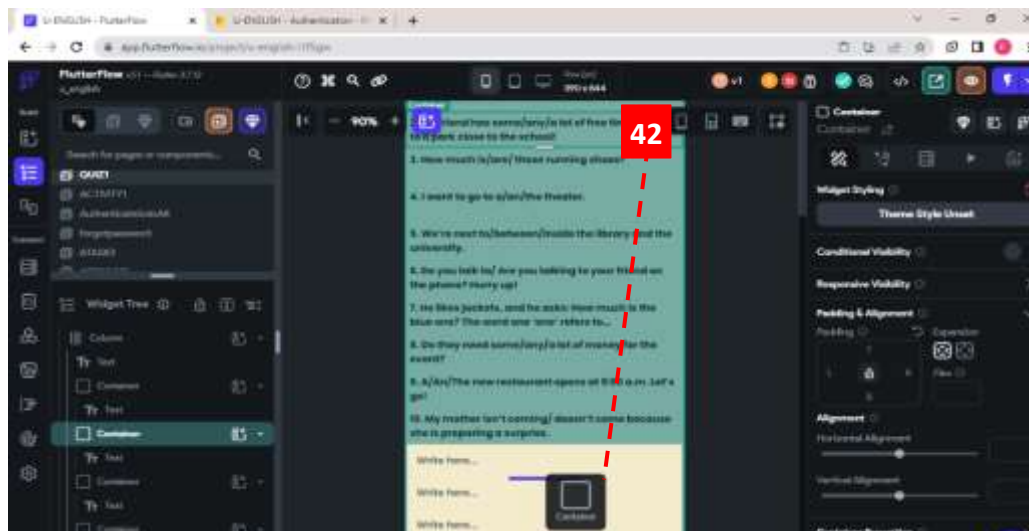
In the middle section

39. Press the mouse right button on the TextField.

40. Press the option “Duplicate”.

41. Repeat steps 39 and 40 eight more times.

Figure 116.



Source: FlutterFlow Platform

In the middle section

42. Press, drag and drop the second container in the middle of the first and second “TextFields”. It has to be visible a blue line in the middle, as observed in the figure above.

NOTE: If the container didn’t move, try again. If it appears a small window, press “Cancel” or Ctrl+Z.

43. Repeat step 42, but with the third, fourth, fifth, sixth, seventh, eighth, ninth, tenth containers, and it has to be in the middle of the “TextFields”.

PAGE 7: PROFILE

The creation of the present page is described in the figures below.

Figure 117.

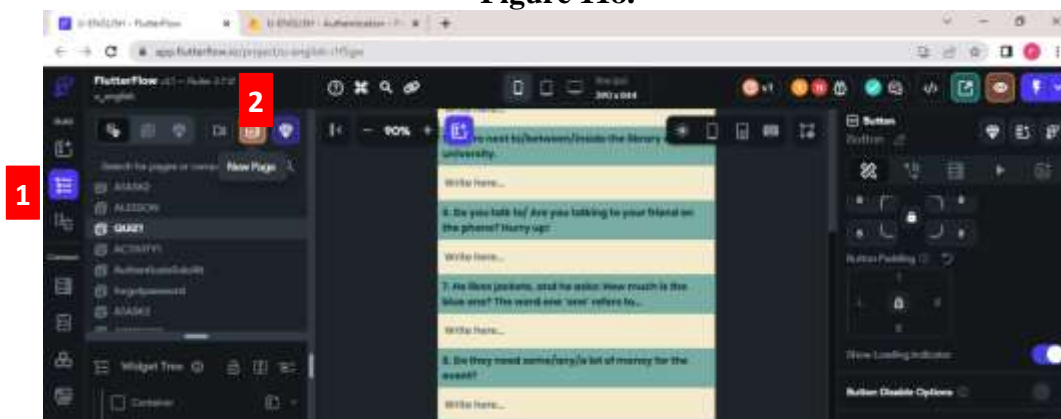


Source: FlutterFlow Platform

The profile page was not created, but it was customized from one of the templates offered by FlutterFlow.

STEPS

Figure 118.



In the left section

Source: FlutterFlow Platform

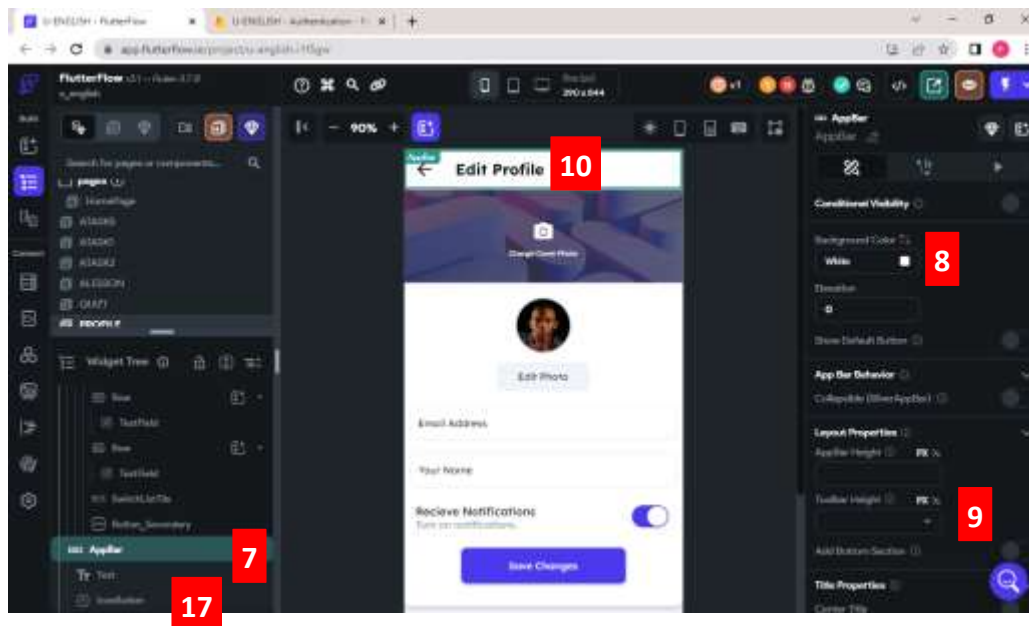
1. Press the option “Page Selector ”, it has to turn blue.

2. Press the mouse right button on the line “pages”, press the option “Add Page”.
3. Introduce the word “profile” in the searcher.
4. Press the template “Profile 16-Create/Edit” and select “Default Theme”.
5. Delete the name and introduce the word “PROFILE”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names. Moreover, some designed pages may change during the FlutterFlow updating.


6. Press the option “Create Page”.

Figure 119.



Source: FlutterFlow Platform

In the left section

7. Press the “Widget Tree ” option and press the line “AppBar”.

In the right section

8. Press the section below “Background Color”, delete the code, and introduce the color code “031925”.
9. Introduce the number 70 in the section “Toolbar Height”, and delete the number of “AppBar Height”.

In the right section

10. Press the line “text”.

In the right section

11. Delete the written text and introduce the title “PROFILE” in the option “Text”.
12. Scroll down until finding the section “Text Properties”, and check that the arrow next to it is pointing downwards.
13. Press the section below “Font Family”, go to the third option “Theme Fonts”, and select the option “Primary Family”
14. Press the section below “Font Wight”, and select the option “600-Semibold”.
15. Introduce the number 23 in the section below “Font Size”.
16. Press the section below “Text Color”, delete the code, and introduce the color code “F4EBCD”.

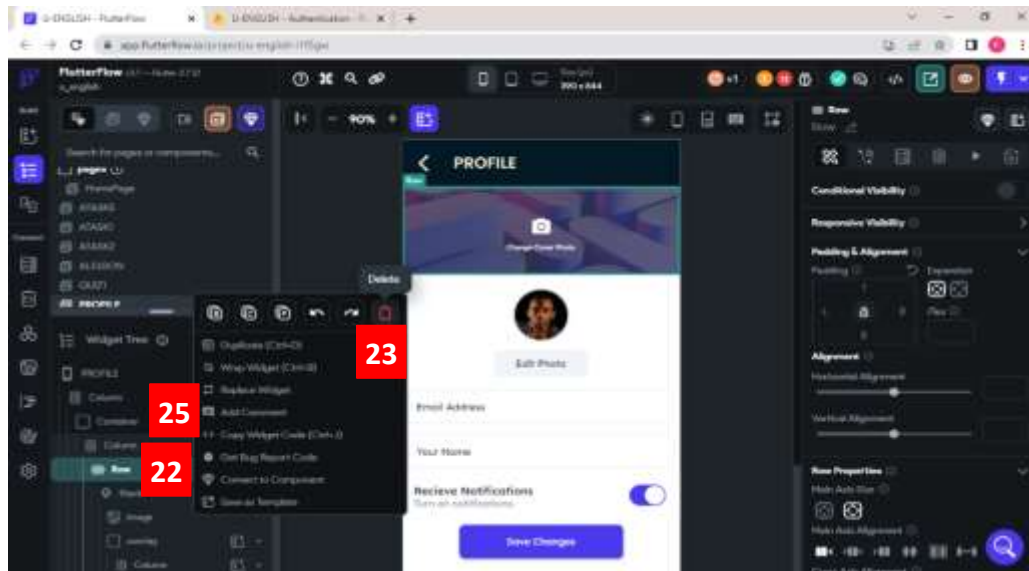
In the left section

17. Scroll down until finding the line “Icon Button”, and press it.

In the right section


18. Look for the section “Padding & Alignment”, and check that the arrow next to it is pointing downwards.
19. Check the lock of the section below “Padding” is open, and introduce the numbers 14 on the left side.
20. Scroll down, select the section below the option “Icon”.
21. Introduce the word “arrow_back_ios”, select it, press the section below “Icon Color”, delete and introduce the color code “F4EBCD”.

Figure 120.




Source: FlutterFlow Platform

In the left section

- 22. Scroll up until finding the line “Row”, and press the mouse right button on it.
- 23. Press the option “Delete”.
- 24. Repeat steps 22 and 23 with the next lines, until leaving two lines which have this widget  , one section for introducing the name, and the other for the email.

NOTE: The button line, and the elements below “AppBar” line should not be deleted.

In the left section

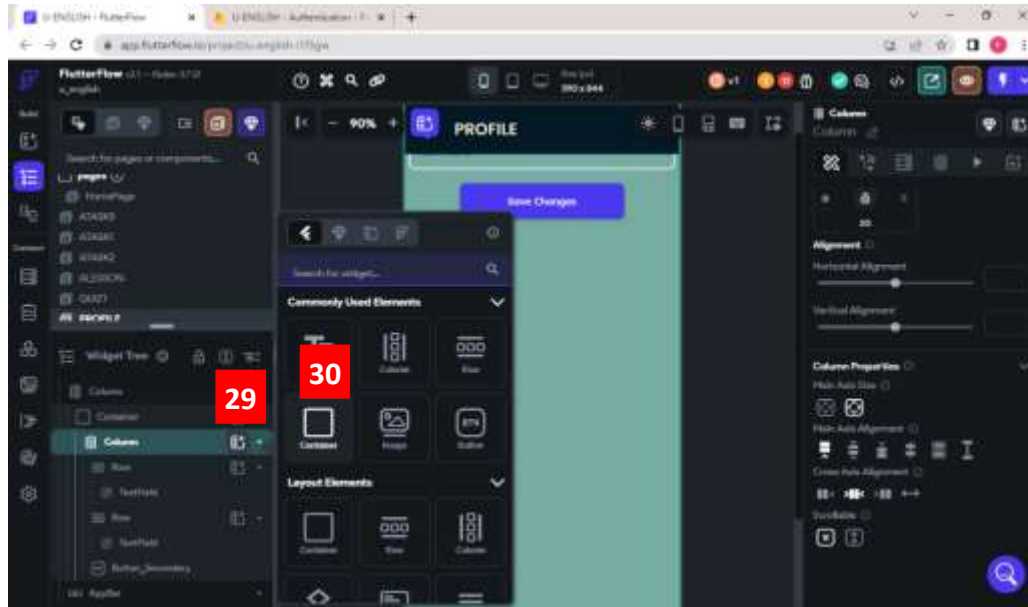
- 25. Press the first line “Container”, if there is not one, press “Add Element  ” next to the first line “Column”, and press the option “Container”.

In the right section

- 26. Scroll down until finding the section “Container Properties”, and check the arrow next to it points downwards.
- 27. Introduce the infinity sign in “Width” section, and the number1000 in the “Height” section.

28. Press the section below “Fill Color”, delete the code, introduce the color code “77ACA2”, and delete the line “Container” in the left section.

Figure 121.



Source: FlutterFlow Platform

In the left section

29. Press the widget “Add Elements” that is next to the first line “Column”.
30. Press the element “Container”.

Figure 122.

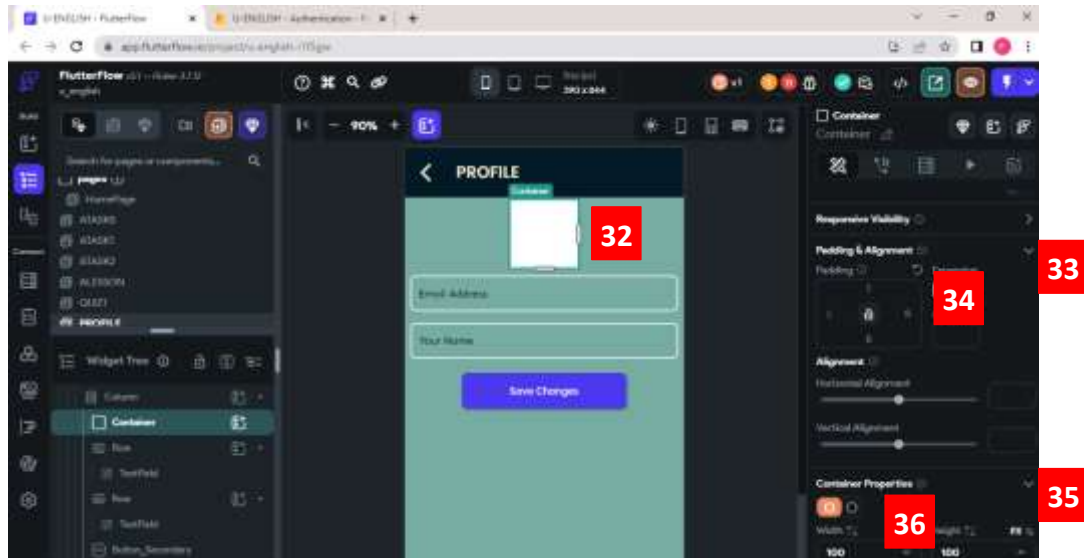


Source: FlutterFlow Platform

In the left section

31. Press, drag, and drop the container in the section below the first line “Column”. It has to be visible an orange line, as observed in the figure above. If it turns blue, it won’t move, and if it is in the incorrect position, an extra window will appear, and the option .”

Figure 123.



Source: FlutterFlow Platform



In the middle section

32. Press the “Container”.

In the right section

33. Look for the section “Padding & Alignment”, and check that the arrow next to it is pointing downwards.
34. Check the lock of the section below “Padding” is open, and introduce the numbers 40 on the up and down sides.
35. Scroll down until finding the section “Container Properties”.
36. Change the shape of the container to the “Circular Shape”.
37. Introduce the number 200 in the option “Diameter”.
38. Press the section below “Fill Color”, delete the code, and introduce the color code “77ACA2”.

In the left section

39. Scroll up until finding the first line “Container” which was already edited.
40. Press the widget “Add Elements  which is next to the line “Container”.
41. Introduce the word “Stack” on the searcher.
42. Press the element “Stack”.
43. Press the widget “Add Elements  ” which is next to the line “Stack”.
44. Introduce the word “Image” on the searcher, and select it.

In the left section

45. Press the line “Image”.

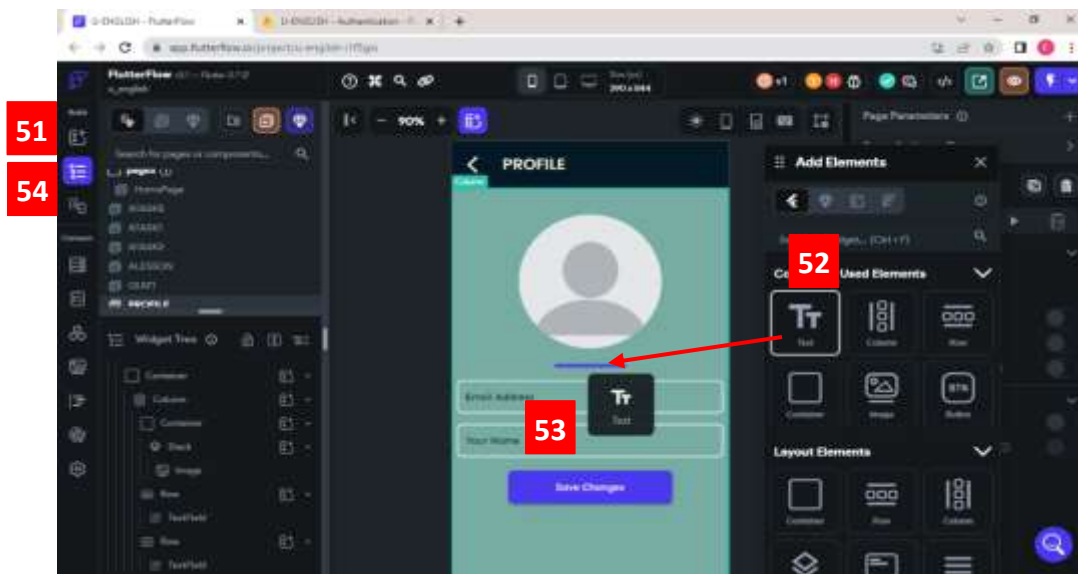
In the right section

46. Scroll down until finding the section “Image”, and check that the arrow next to it is pointing downwards.
47. Press the option “infinity” in the option “Width”, and introduce the number 200 in the option “Height”.
48. Introduce the number 100 on all sides of the section below “Border Radius”, and in the section below “Image Type”, select the option “Asset”.

NOTE: Download a user profile image on Google page, it has to be in JPG format.

49. Press the option “Upload Image”, and select the downloaded image.
50. Select the option “Fill” in the section below “Box Fit”.

Figure 124.

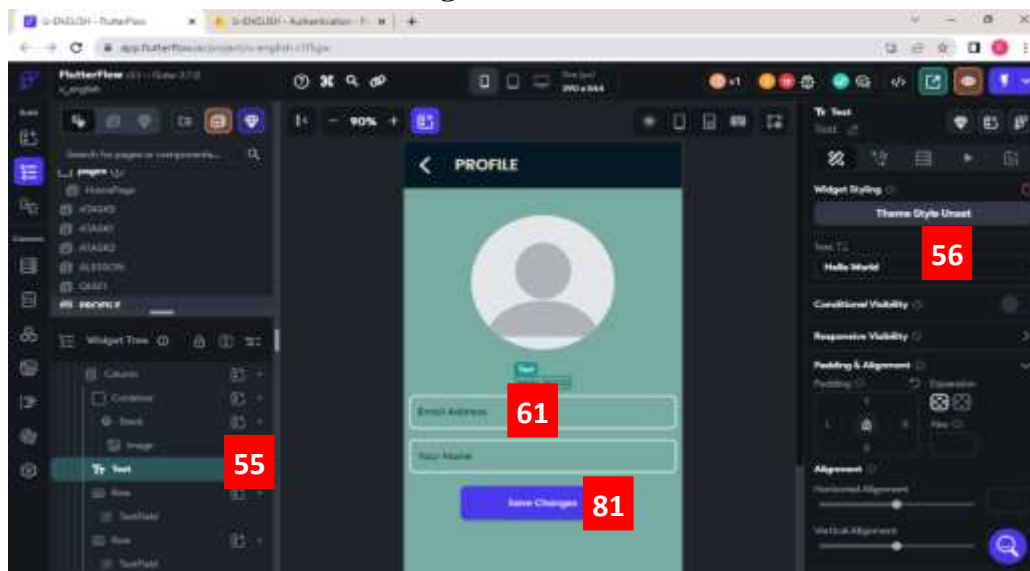


Source: FlutterFlow Platform

In the left section

51. Press the option “Widget Palette”. It opens a window.
52. Look for the element “Text”.
53. Select, drag, and drop the element in the section below the picture, it has to be visible a blue line as in the figure above.
54. Press the option “Widget Tree”.

Figure 125.



Source: FlutterFlow Platform

In the middle section

55. Press the section “Text”.

In the right section

56. Delete the written text and introduce the title “CLASS: ENGLISH 2.1” in the option “Text”.

57. Scroll down until finding the section “Text Properties”, and check that the arrow next to it is pointing downwards.

58. Press the section below “Font Wight”, and select the option “600-Semibold”.

59. Introduce the number 23 in the section below “Font Size”.

60. Press the section below “Text Color”, delete the code, and introduce the color code “031925”.

In the middle section

61. Press the first “TextField”.

In the right section

62. Scroll down until finding the section “Max Lines”, and introduce the number 1.

63. Scroll down until finding the section “TextField Properties”, and check that the arrow next to it points downwards.

64. Press the section below “Font Weight”, and select the option “600-Semi Bold”.

65. Press the section below “Text Color”, delete the code, and introduce the color code “57636C”.

66. Scroll down until finding the section “Label Properties”, and check that the arrow next to it points downwards.

67. Introduce the words “Full name” in the section below “Label Text”.

68. Turn on the button that is next to “Custome Label Style”

69. Press the section below “Font Weight”, and select the option “600-Semi Bold”.

70. Introduce the number 16 in the section below “Font Size”.

71. Press the section below “Text Color”, delete the code, and introduce the color code “57636C”.

72. Scroll down until finding the section “Input Decoration Properties”, and check that the arrow next to it points downwards.
73. Press the section below “Input Border Type”, and select the option “Underline”.
74. Turn on the button that is next to the option “Filled”,
75. Press the section below “Fill Color”, delete the code, and introduce the color code “F4EBCD”.
76. Introduce the number 12 on all the sides of the section “Border Radius”.
77. Scroll down until finding the section “Icon Properties”, and check that the arrow next to it points downwards; if not, press the arrow.
78. Press the section below “Leading Icon”, introduce the word “Perm Identity”, and select the first icon of the options.
79. Scroll down until finding the section “Additional Properties”, check that the arrow next to it points downwards, and turn on the button next to “Autofocus”.
80. Repeat steps 61 from 80 to with the second “TextField”, however, in step 67, introduce the words “Email adress”, in step 78, introduce the words “Email Oulined”, and in the up section where is the TextField title, below it, delete the text and introduce the word “email”.

In the middle section

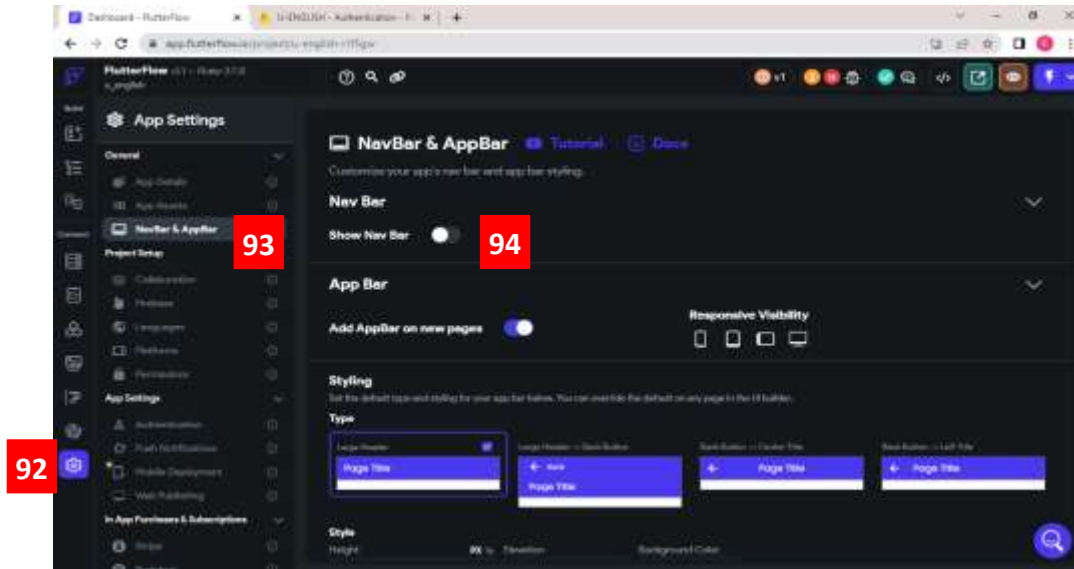
81. Scroll down and press the button.

In the right section

82. Look for the section “Padding & Alignment”, and check that the arrow next to it is pointing downwards.
83. Check the lock of the section below “Padding” is open, and introduce the numbers 10 on the up side.
84. Scroll down until finding the section “Button Text”.
85. Introduce the word “Update Profile” in the section below “Text”.
86. Press the section below “Font Weight”, and select the option “600 - Semi Bold”.
87. Introduce number 16 in the section “Font Size”.
88. Press the section below “Text Color”, delete the code, and introduce the color code “F4EBCD”.

89. Scroll down until finding the section “Button Default System”.
90. Introduce the number 150 in “Width”, 50 in the option “Height”.
91. Press the section below “Fill Color”, delete the code, and introduce the color code “031925”.

Figure 126.

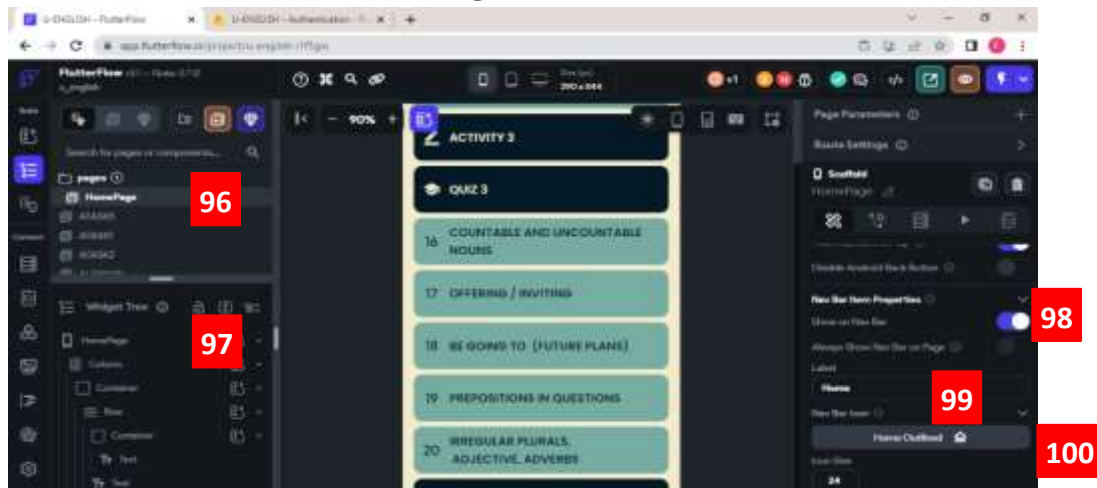


Source: FlutterFlow Platform

In the left section


92. Press the widget “Settings”.
93. Press the section “NavBar & AppBar”.
94. Turn on the option “Show Nav Bar”.

Figure 127.



Source: FlutterFlow Platform

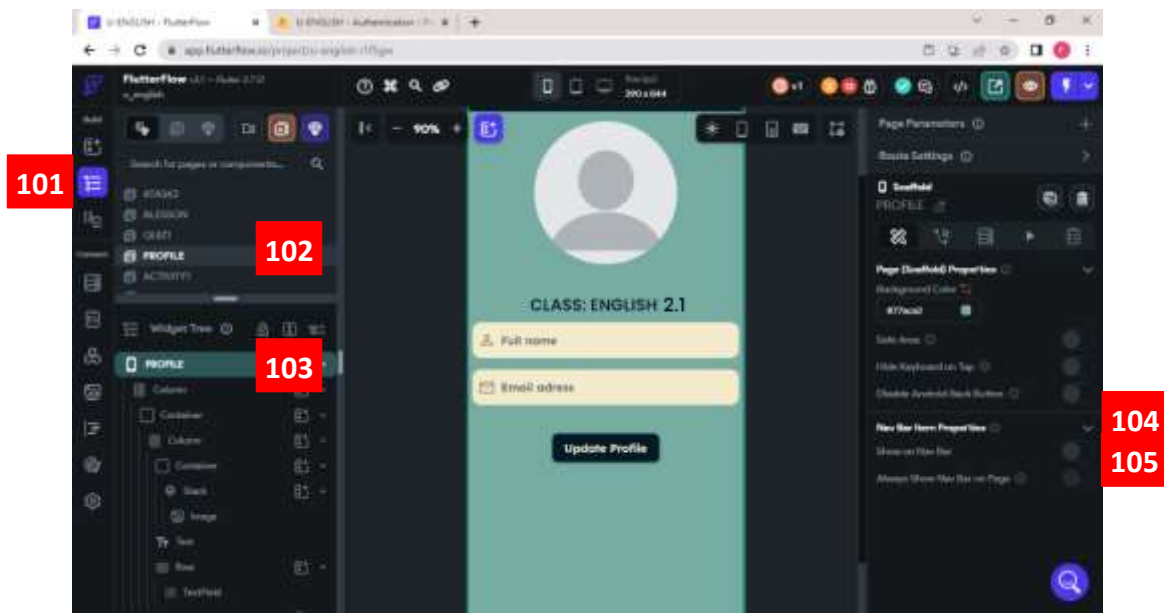
In the left section

95. Press the option “Page Selector ”.
96. Press the line “HomePage” on the up side.
97. Press the line “HomePage”.

In the right section

98. Look for the section “Nav Bar Item Properties”, and turn on the button next to “Show on Nav Bar”.
99. Introduce the word “Home” in the section below “Label”.
100. Press the button below “Nav Bar Icon”, introduce the words “Home outlined” in the searcher and select the first option.

Figure 128.



Source: FlutterFlow Platform

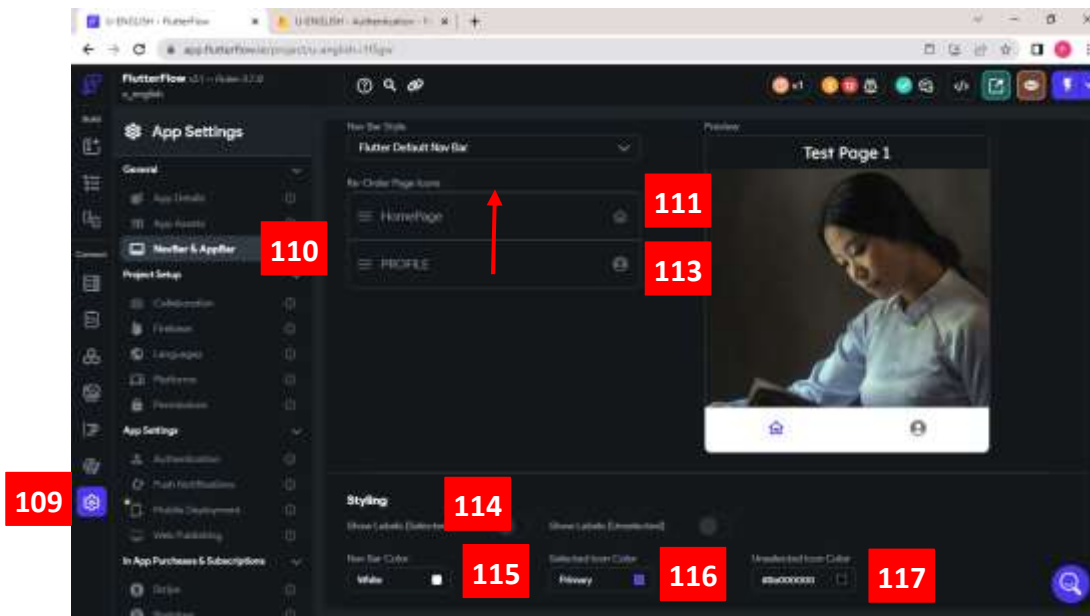
In the left section

101. Check the option “Page Selector” is viewed.
102. Press the line “Profile” on the up side.
103. Press the line “Profile”.

In the right section

104. Look for the section “Nav Bar Item Properties”.
105. Turn on the button next to “Show on Nav Bar”.
106. Introduce the word “Profile” in the section below “Label”.
107. Press the button below “Nav Bar Icon”.
108. Introduce the words “Account circle sharp” in the searcher and select the first option.

Figure 129.



Source: FlutterFlow Platform

In the left section

109. Press the widget “Settings”.
110. Press the section “NavBar & AppBar”.
111. Scroll down until finding the section “Layaout”.
112. Re-order the page icons.
113. Press and drag the icon “Profile” above the icon “HomePage”.
114. Look for the section “Styling”.
115. Introduce the color C9C9C9 in “Nav Bar Color”.

116. Introduce the color 031925 in “Selected Icon Color”.

117. Introduce the color 37000000 in “Unselected Icon Color”.

PAGE 8: LOG OUT PAGE

All the steps are described in the below figures and steps.

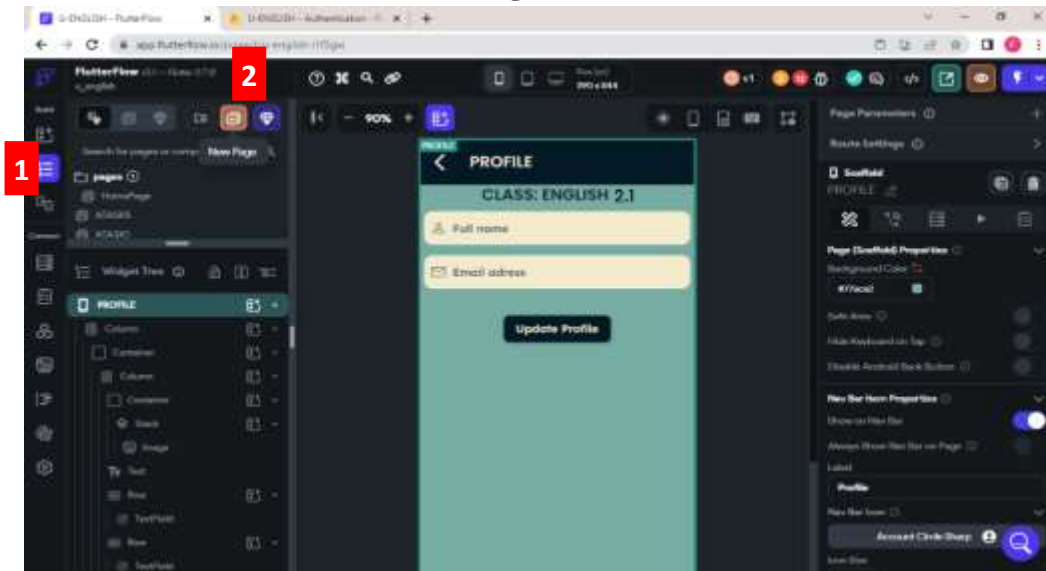
Figure 130.



Source: FlutterFlow Platform


Log out page was created in a new blank template, and the description of the process of its creation is explained in the figures below.

Figure 131.



Source: FlutterFlow Platform

In the left section

1. Press the option “Page Selector ”, it has to turn blue.
2. Press the mouse’s right button on the line “pages”, press the option “Add Page”.
3. Press the option “Create Blank”, and introduce the title of the page “LOGOUT”.

NOTE: It’s essential to introduce the name of the page, and it has to be the name of the lesson or content, since all the data is created and stored based on the pages’ names.

4. Press the option “Create Page”.

Figure 132.



Source: FlutterFlow Platform

In the left section

5. Press the line “LOGOUT”.

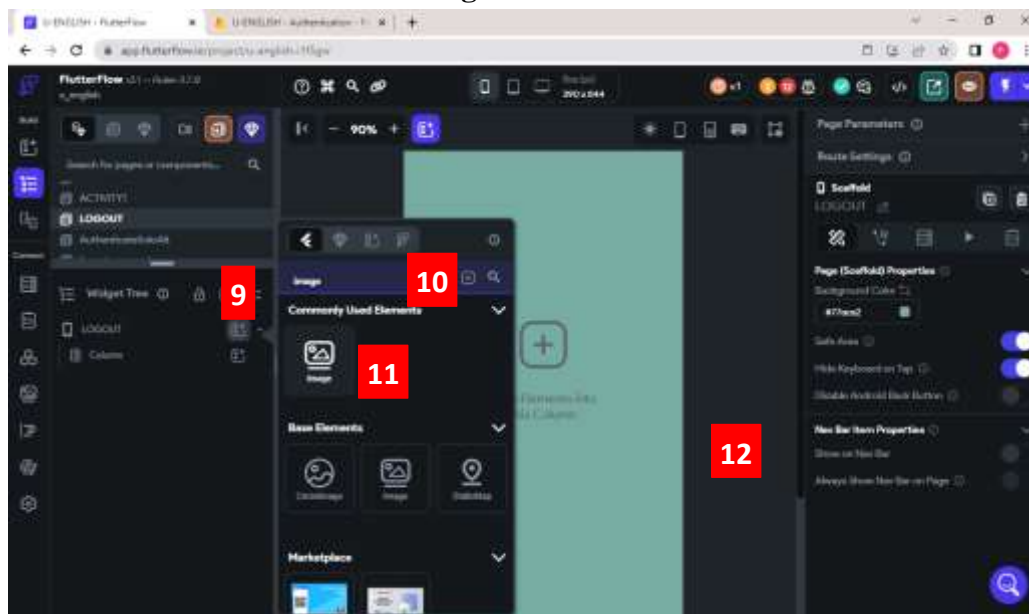
In the right section

6. Look for the section “Page (Scaffold) Properties”, and check that the arrow next to it is pointing downwards.
7. Press the section below “Background Color”, delete the code, and introduce the color code “77ACA2”.

In the middle section

8. Press mouse’s right button in the line “AppBar” and press the option “Delete”.

Figure 133.



Source: FlutterFlow Platform

In the left section

9. Press the “Widget Tree”, and press “Add Elements” next to the line “Column”.
10. Introduce the word “Image” in the searcher.
11. Select the element “Image”.

In the middle section

12. Scroll up to have a better view of this section.
13. Press the option “Image”.

In the right section

14. Scroll down until finding the section “Image”, and check that the arrow next to it points downwards.
15. Look for the option “Image Type”, and press the arrow next to “Network”.
16. Press the option “Asset”.
17. Press the option “Upload Image”.
18. Select the image of the uploaded logo.

In the left section

19. Check the line “Image” is selected; if not, press it.

In the right section

20. Scroll up and down until finding the section “Padding & Alignment”, and check that the arrow next to it points downwards.
21. Introduce number 150 on the down side, and 100 on the up, left and right sides of the section below “Padding”.
22. Introduce the number 180 in “width” and “height” of the “Image” section.
23. Look for the section below “Boarder Radius” and introduce the number 12 on the in the four sides.

In the left section

24. Press the option “Add Elements ” that is next to the line “Column”.
25. Press the element “Button”.

In the middle section

26. Press the added button.

In the right section

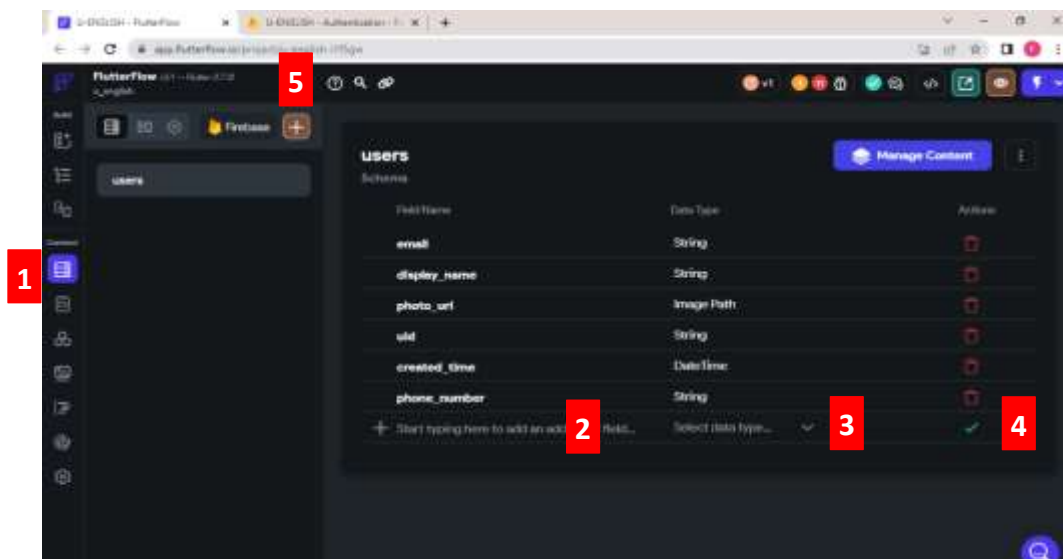
27. Scroll down until finding the section “Button Text”.
28. Introduce the word “Log out” in the section below “Text”.

29. Press the section below “Font Weight”, and select the option “600 - Semi Bold”.
30. Introduce number 16 in the section “Font Size”.
31. Press the section below “Text Color”, delete the code, and introduce the color code “F4EBCD”.
32. Scroll down until finding the section “Button Default System”.
33. Press the section below “Fill Color”, delete the code, and introduce the color code “031925”.

CREATION OF FILES TO SAVE THE DATA

The creation of files to save the data is essential to register students answers in a specific file, so that, they are organized according to their category. In this section are described the creation of collections, files, the addition of extra fields, and the creation of rules that indicate some elements will change only if the user decides to do it.

Figure 134.



Source: FlutterFlow Platform

In the left section

1. Press the widget “Firestore”.

NOTE: If there is no a data collection created as in figure 144, press “Create Collection” of the middle section, introduce the title “USERS”, and press create. Press “Start from scratch”,

in field name introduce “name”, in data type, select “String”, and press the check icon to add it. In the second field name introduce “time”, select “Data time”, and press the check icon.

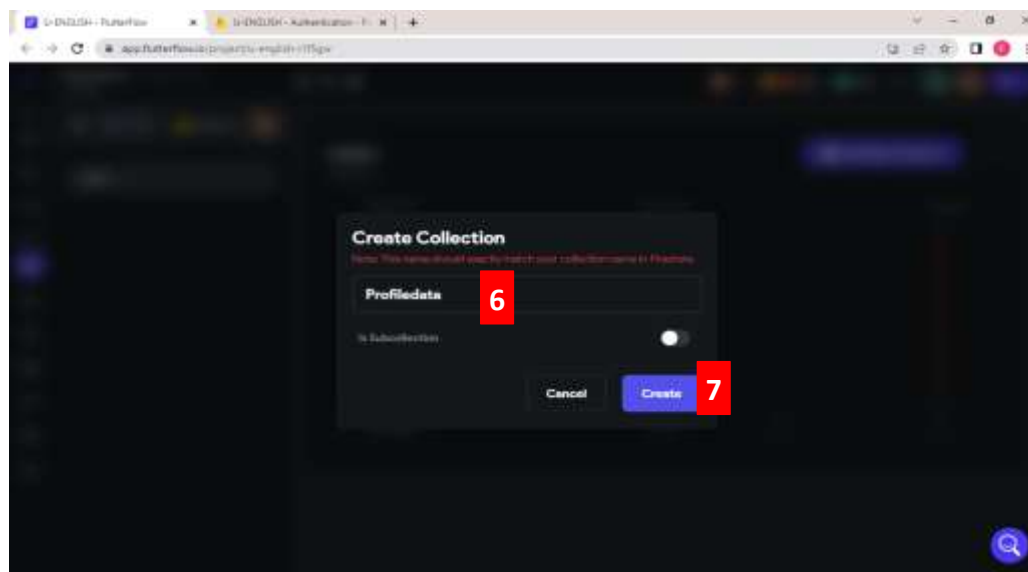
In the middle section

2. Introduce the word “username”.
3. Press the section “Select data type”, and select the option “String”.
4. Press the widget “Check” to add a collection content.

NOTE: If the created file is incorrect, that is, the wrong order, wrong option, or misspelled name, the widget that has the shape of trash can be pressed to delete the file.

5. Press the widget “Add new collection”, it opens a window, which can be observable in the figure below.

Figure 135.



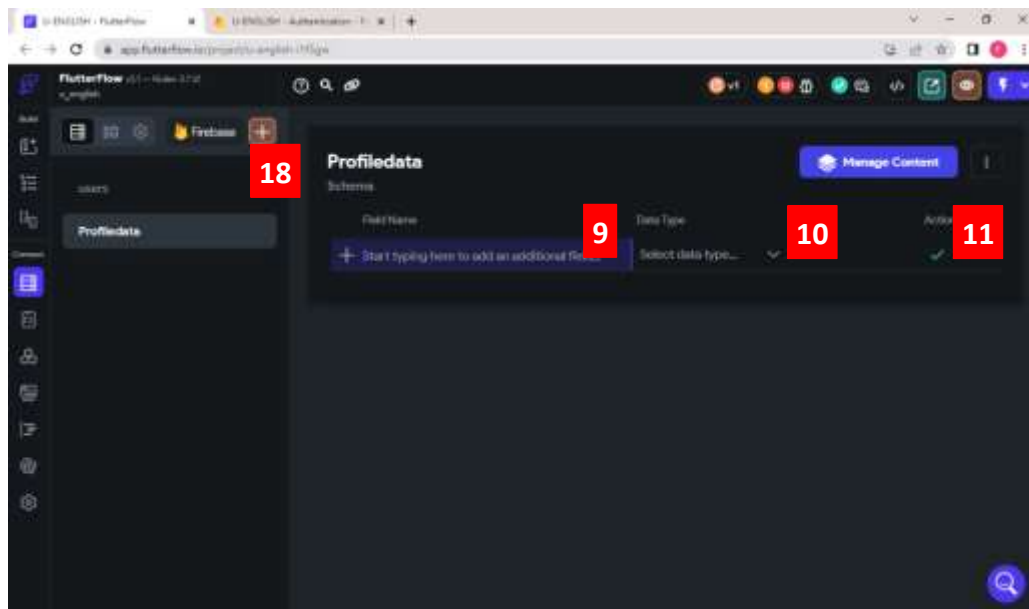
Source: FlutterFlow Platform

6. Introduce the word “Profiledata”.
7. Press the option “Create”.

In the middle section

8. Press the option “Start from strach”.

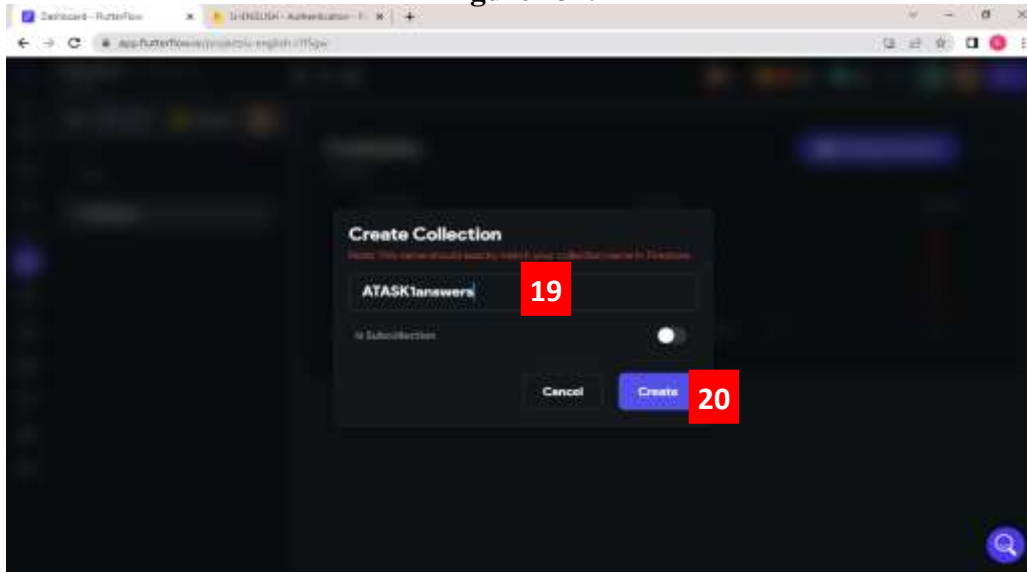
Figure 136.



Source: FlutterFlow Platform

9. Introduce the word “Name”.
10. Press the section “Select data type”, and select the option “String”.
11. Press the widget “Check” to add a collection content.
12. Introduce the word “Email”.
13. Press the section “Select data type”, and select the option “String”.
14. Press the widget “Check” to add a collection content.
15. Introduce the word “Picture”.
16. Press the section “Select data type”, and select the option “Photo or Image Path”.
17. Press the widget “Check” to add a collection content.
18. Press the widget “Add new collection”, it opens a window, which can be observable in the figure below.

Figure 137.



Source: FlutterFlow Platform

19. Introduce the word “ATASK1answers”.

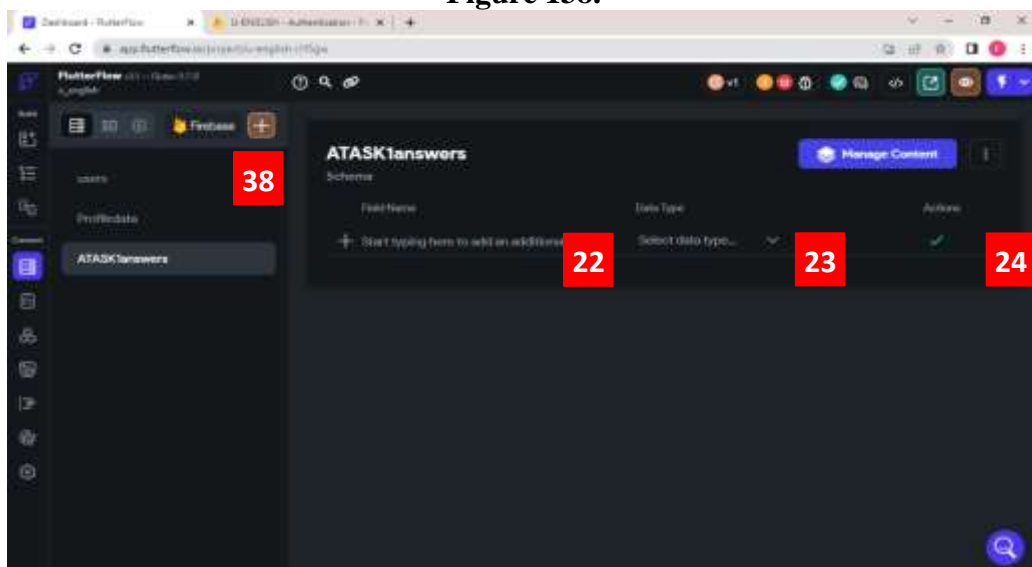
NOTE: All the answers of the first task page named “ATASK1answers” of the lesson 1 “ARTICLES” will be stored in this file.

20. Press the option “Create”.

In the middle section

21. Press the option “Start from scratch”.

Figure 138.



Source: FlutterFlow Platform

22. Introduce the word “Answer1”.
23. Press the section “Select data type”, and select the option “String”.
24. Press the widget “Check” to add a collection content.
25. Introduce the word “Answer2”.
26. Press the section “Select data type”, and select the option “String”.
27. Press the widget “Check” to add a collection content.
28. Introduce the word “Answer3”.
29. Press the section “Select data type”, and select the option “String”.
30. Press the widget “Check” to add a collection content.
31. Introduce the word “User”.
32. Press the section “Select data type”, and select the option “String”.
33. Press the widget “Check” to add a collection content.

NOTE: To delete the collection, the widget next to “Manage Content” has to be pressed, after, select the option “delete collection”.

34. Repeat steps from 18 to 33, in step 19, introduce the word “ATASK2answers”.
35. Repeat steps from 18 to 33, in step 19, introduce the word “ATASK3answers”.
36. Repeat steps from 18 to 33, in step 19, introduce the word “ATASK4answers”.
37. Repeat steps from 18 to 33, in step 19, introduce the word “ATASK5answers”.

In the middle section

38. Press the widget “Add new Collection”.
39. Introduce the word “ACITIVITY1”.
40. Press the option “Create”.

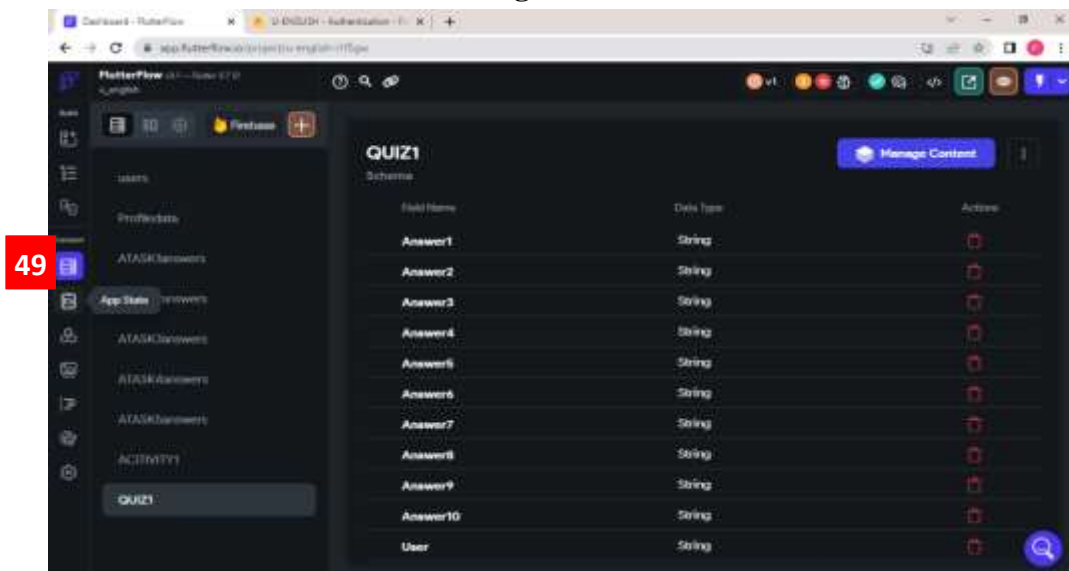
In the middle section

41. Introduce the word “Answer”, press the section “Select data type”, select the option “String”, and press the widget “Check” to add a collection content.
42. Introduce the word “User”, press the section “Select data type”, select the option “String”, and press the widget “Check” to add a collection content.
43. Repeat step 38 to add a new collection.
44. Introduce the word “QUIZ1”.
45. Press the option “Create”.

In the middle section

46. Introduce the word “Answer1”, press the section “Select data type”, select the option “String”, and press the widget “Check” to add a collection content.
47. Repeat steps from 46, but introduce the name “Answer2, Answer3, and so on up to Answer10”
48. Introduce the word “User”, press the section “Select data type”, select the option “String”, and press the widget “Check” to add a collection content.

Figure 139.



Source: FlutterFlow Platform

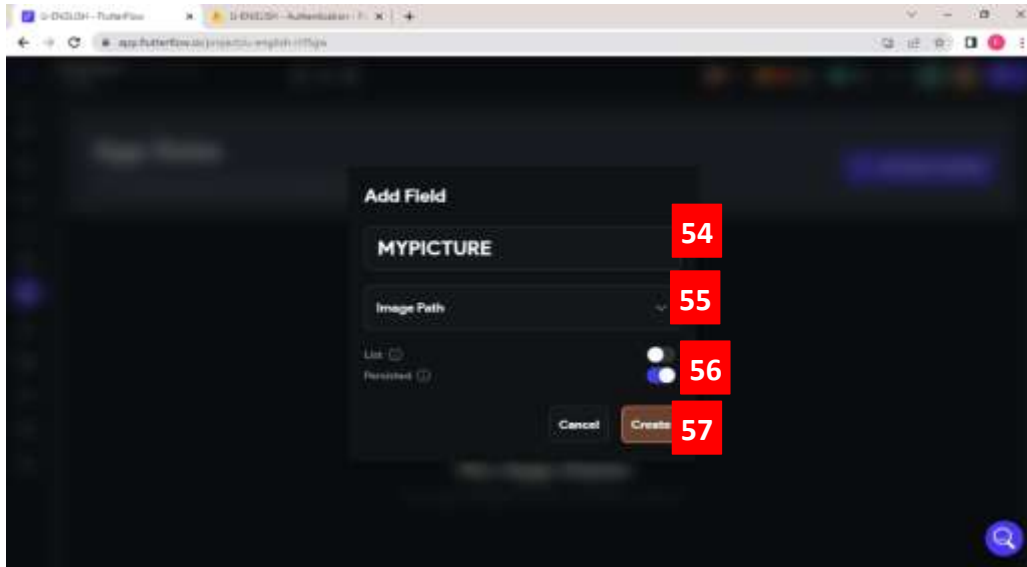
In the left section

49. Press the widget “App State”.

In the middle section

50. Press the widget “Add App State Variable”, it opens a window, which can be observable in the figure below.

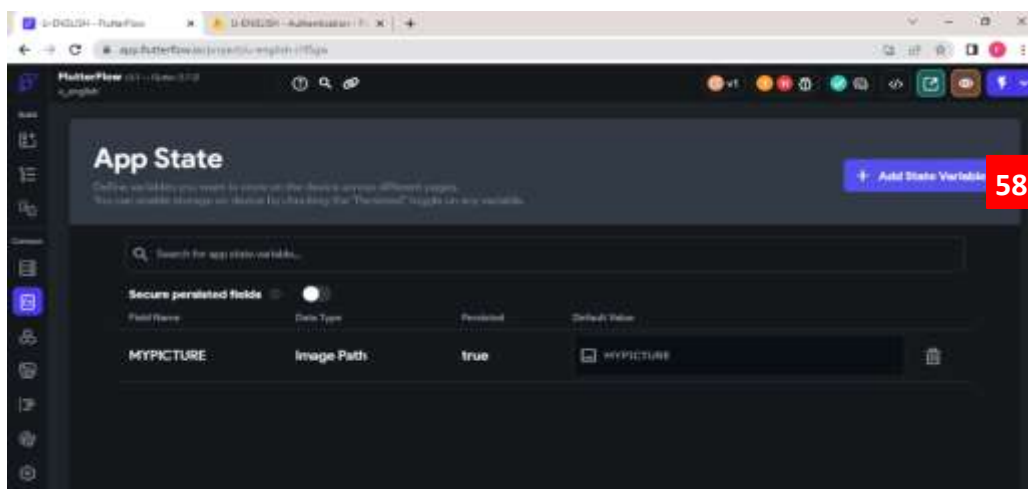
Figure 140.



Source: FlutterFlow Platform

51. Introduce the name “MYPICTURE”.
52. Press the arrow, and select the option “Image Path”.
53. Turn on the button next to “Persisted”.
54. Press the option “Create”.

Figure 141.



Source: FlutterFlow Platform

In the right section

55. Press the widget “Add App State Variable”, it opens a window, which can be observable in the figure 150.
56. Introduce the name “ALESSON” (page name), press the arrow from the section below the title, select the option “Boolean”, turn on the button next to “Persisted”, and press the option “Create”.
57. Repeat steps 55 and 56, but in the title, introduce the name “A1”.
58. Repeat steps 55 and 56, but in the title, introduce the name “A2”.
59. Repeat steps 55 and 56, but in the title, introduce the name “A3”.
60. Repeat steps 55 and 56, but in the title, introduce the name “A4”.
61. Repeat steps 55 and 56, but in the title, introduce the name “A5”.
62. Repeat steps 55 to 59 for the next lessons.

NOTE: If there is a need to delete a field, press the icon that has the shape of a trash can, which is located next to each state variable.

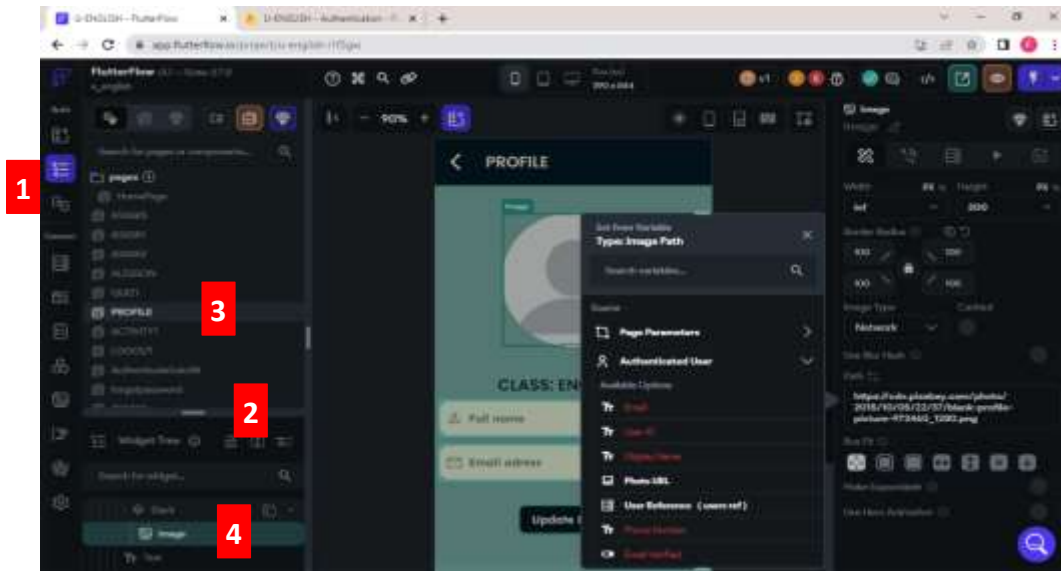
SETUP ACTIONS FOR THE WEB APP

The setting up actions are established after the creation of the different pages for the ubiquitous learning, and the creation of files to save the data. The actions focus on defining specific icons, buttons, etc. that perform actions that allow the user to move from one page to another, and upload data in the created file, etc. The figures below show how to connect the determine the action for the created pages.

1. SETTING UP ACTIONS TO UPLOAD A PICTURE, AND UPDATE INFORMATION

For pictures

Figure 142.



Source: FlutterFlow Platform

STEPS

In the left section

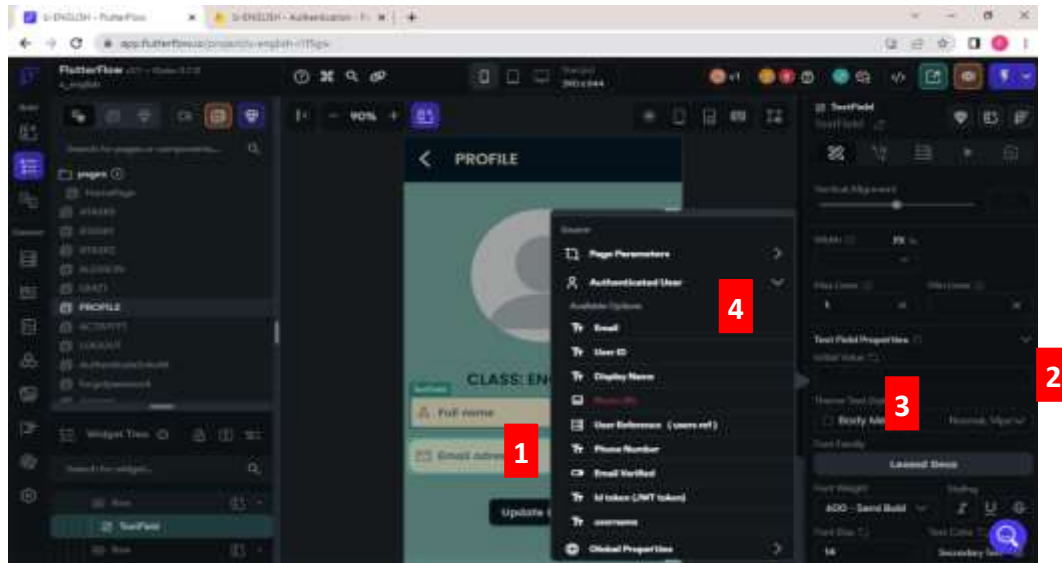
1. Press the option “Page Selector”.
2. Press the bar to scroll down it, and have a better view of the list of the created pages.
3. Press the line “PROFILE”.
4. Press the option “Widget tree”, and press the line “Image”.

In the right section

5. Scroll down until finding the section “Image”.
6. Press the icon next to the word “Path”, it opens a small window.
7. Press the option “Authenticated User or App State”, it drops down a list, select the option “My picture or Photo URL”, and press the option “Confirm”.

For information

Figure 143.



Source: FlutterFlow Platform

STEPS

In the middle section

1. Press the first “TextField”.

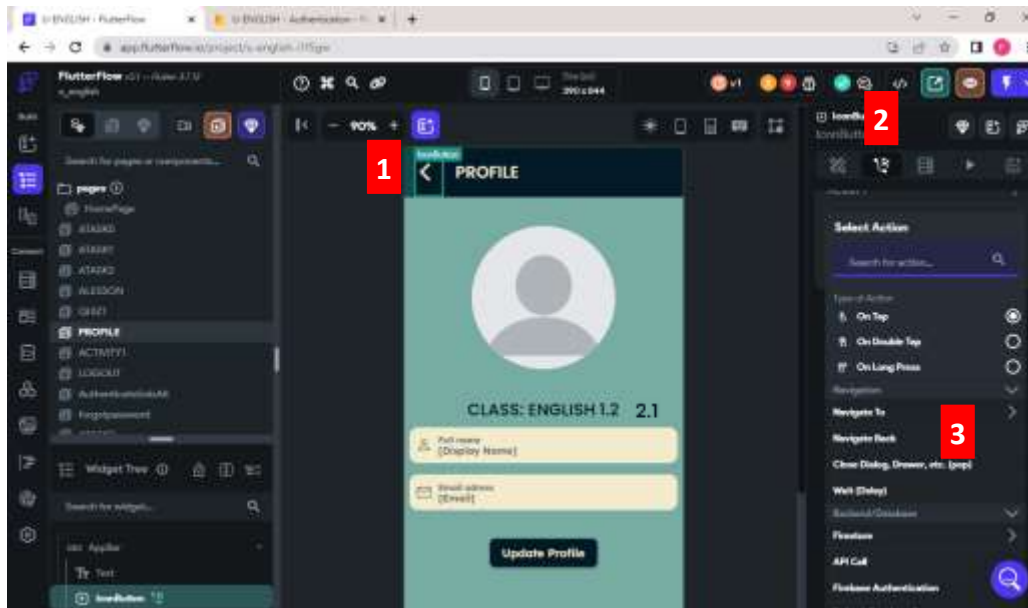
In the right section

2. Scroll down until finding the section “Text Field Properties”.
3. Press the icon next to the word “Initial value”, it opens a small window.
4. Press the option “Authenticated User or Sample Data”, it drops down a list, and select the option “Display Name or Name”.
5. Press the option “Confirm”.
6. Repeat steps 1 to 5, but in the second “TextField”, and in step 4 select the option “Email”.

2. SETTING UP ACTIONS FOR BUTTONS

Navigate back

Figure 144.



Source: FlutterFlow Platform

STEPS

In the middle section

1. Press the button with the arrow.

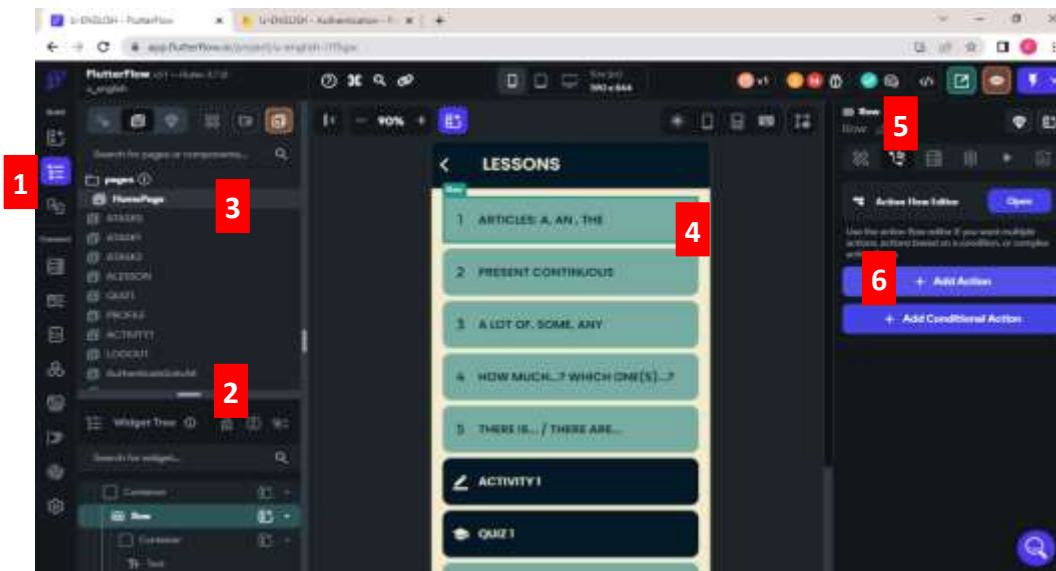
In the right section

2. Press the widget “Actions”, and press the option “Add action”, if there is the option.
3. Press the option “Navigate back”.
4. Repeat steps 1 to 3 on the pages: Forgot password, home page, lesson page, lesson, task 1, task 2, task 3, task 4, task 5, activity page, quiz page, and profile.

NOTE: All the bottoms, redirect to a page, and to select which one, the option “Navigate to” provides a list with all the pages created, this option can also be selected if needed.

Navigate to another page using containers as buttons

Figure 145.



Source: FlutterFlow Platform

STEPS

In the left section

1. Press the option “Page Selector”,
2. Press the bar to scroll down it, and have a better view of the list of the created pages.
3. Press the line “HOMEPAGE”.

In the middle section

4. Press the first container.

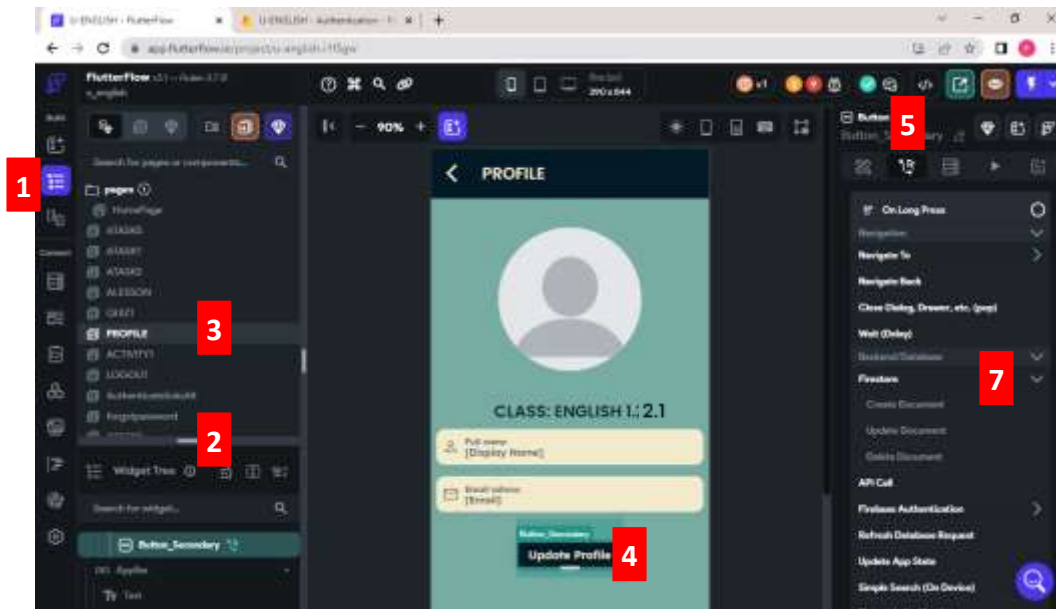
In the right section

5. Press the widget “Actions”.
6. Press the option “Add action”.
7. Press the option “Navigate to”, and select the page “ARTICLES1”.
8. Repeat steps from 4 to 7, to add actions to the rest of the containers with their respective lessons.
9. Repeat steps from 4 to 7 in the container of the lesson page.

NOTE: Container functions as bottoms that redirect to a page, and to select which one, the option “Navigate to” provides a list with all the pages created.

Saving data through buttons

Figure 146.



Source: FlutterFlow Platform

STEPS

In the left section

1. Press the option “Page Selector”,
2. Press the bar to scroll down it, and have a better view of the list of the created pages.
3. Press the line “PROFILE”.

In the middle section

4. Press the button “Update Profile”.

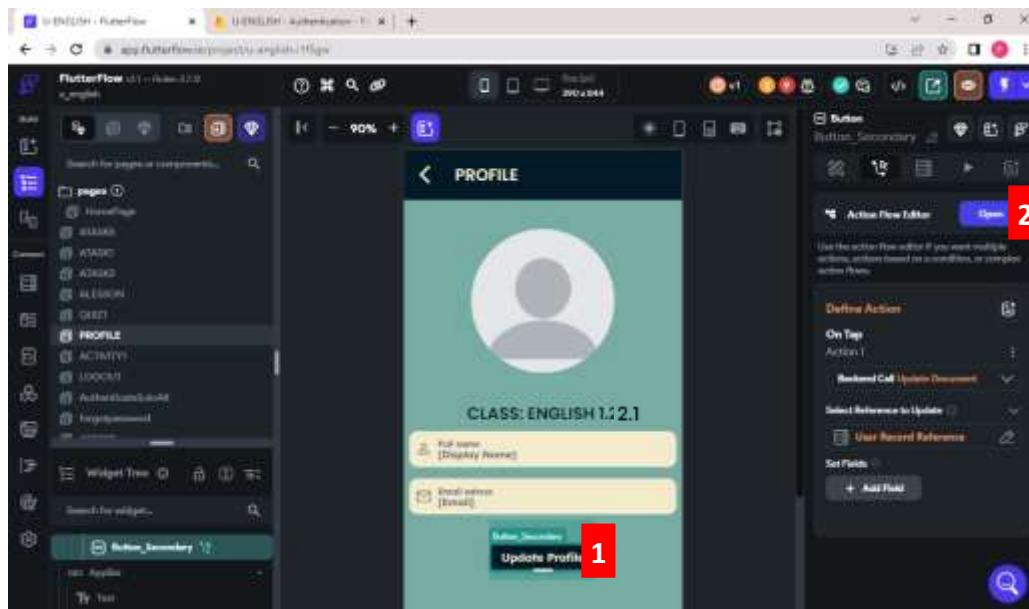
In the right section

5. Press the widget “Actions”.
6. Press the option “Add action” of Backend/Database.
7. Press the option “Firestore”, and select the option “Update Document”.

8. Press the icon “UNSET”, press the option “Authenticated User”, press “User Reference”, and press the option “Confirm.”

3. SETTING UP SECOND ACTIONS

Figure 147



Source: FlutterFlow Platform

STEPS

In the middle section

1. Press the button.

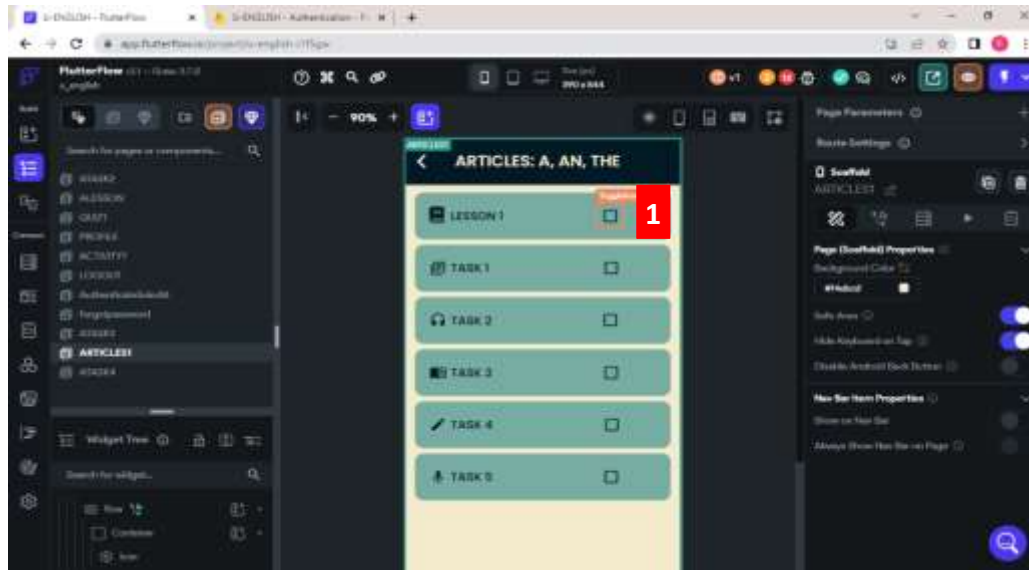
In the right section

2. Press the widget “Open”.
3. Press the icon “Add or plus”.
4. Press the option “Navigate to”, select the page “PROFILE”, and press close.

NOTE: The first action was updating information, and the second was the button redirecting to the profile page.

4. ACTIONS FOR THE TOGGLE ICON

Figure 148.



Source: FlutterFlow Platform

In the middle section

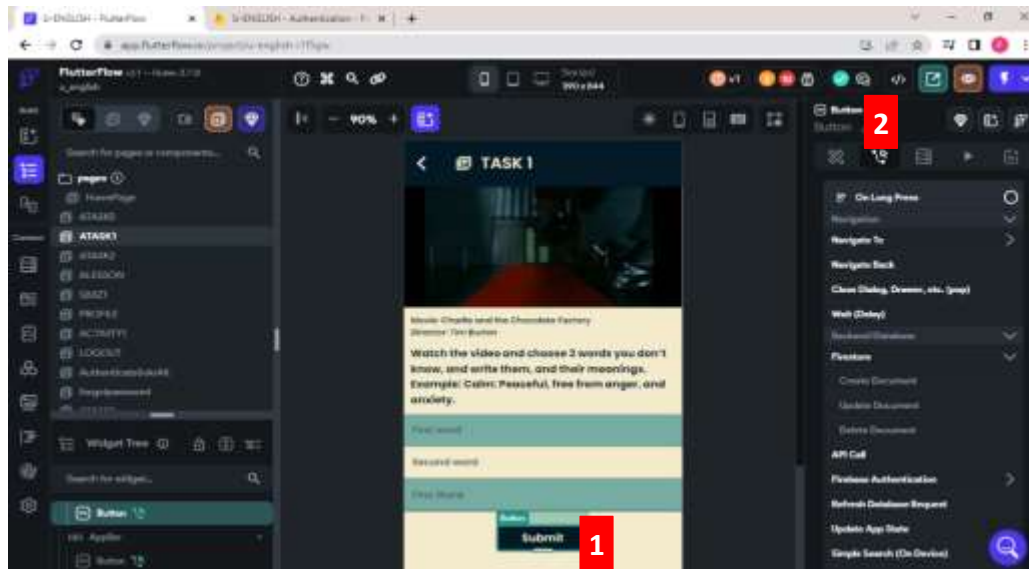
1. Press the first “ToggleIcon”.

In the right section

2. Scroll down until finding the section “Toggle Value”.
3. Press the section below it.
4. Press the option “App state”, and select the option “ALESSON”.
5. Press the icon “UNSET”, press the option “Authenticated User”, press “User Reference”, and press the option “Confirm”.
6. Repeat steps 1 to 5 for the other toggle icon, for the second, select “TASK1”, for the third, “TASK2”, for the fourth, “TASK3”, for the fifth, “TASK4”, and for the sixth, “TASK5”.

5. SUBMIT TASK BUTTON

Figure 149.



Source: FlutterFlow Platform

In the middle section

1. Press the button.

In the right section

2. Press the widget “Actions”, and press the option “Add action”.
3. Press the option “Firestore” of Backend/Database, and press the option “Create Document”, and the figure below is shown.

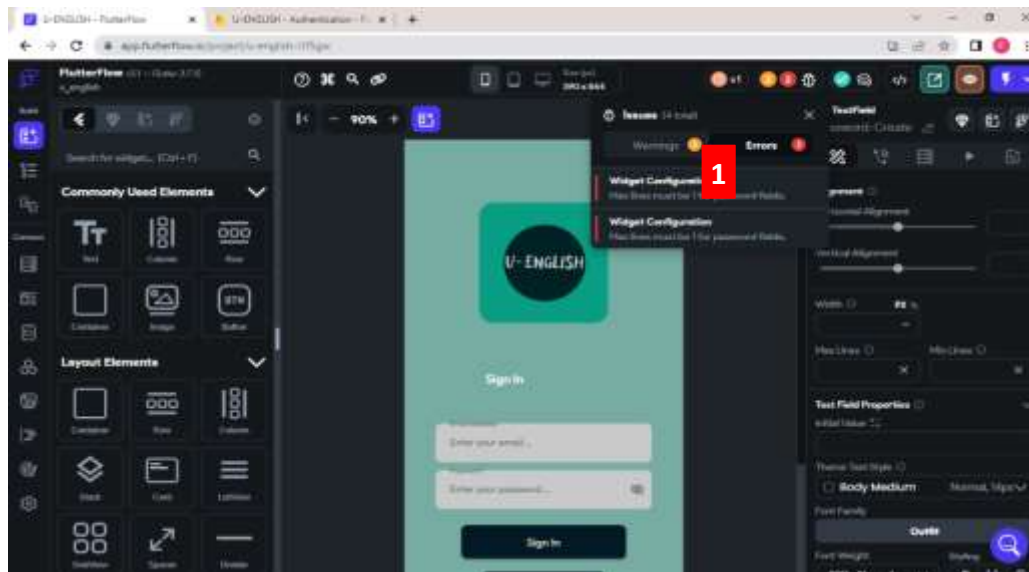
In the right section

4. Press the section “Collection”, and select “ATASK 1 answers”.
5. Press the option “Add field” three times.
6. Press the option “Open”, press the option “Add”.
7. Press the option open that is up, press “Add Action” or de “Plus” icon, and press the option “Navigate to”, and select the page “ARTICLES A1”, and press the option “close”.

- Repeat steps from 1 to 7 in the pages TASK2, TASK3, TASK4, TASK5, ACTIVITY, and QUIZ.

SOLVING PROBLEMS THAT APPEARED IN THE CREATION PROCESS OF THE WEB APP

Figure 150.

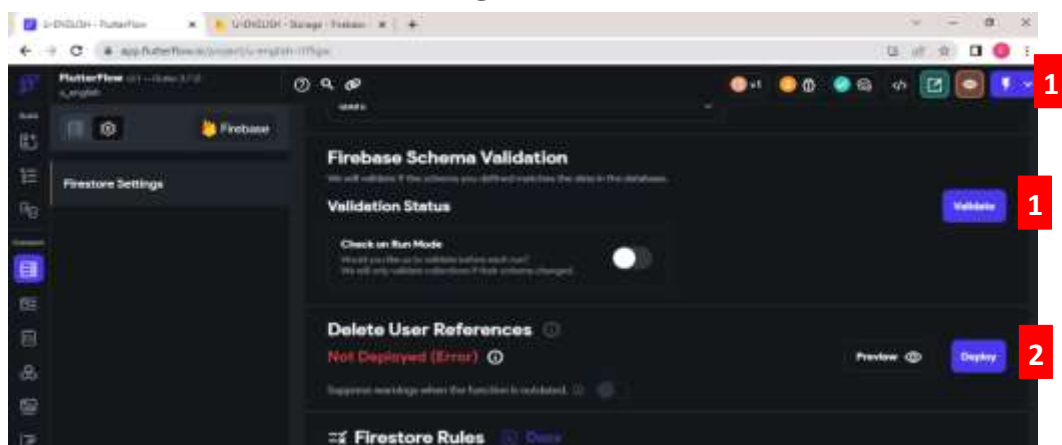


Source: FlutterFlow Platform

STEPS

- Press the option “Warnings”, and press the first option. It directs to the problem or warning. In the figure below, an example of one of the warnings is shown.

Figure 151.



Source: FlutterFlow Platform

STEPS TO SOLVE THE WARNING

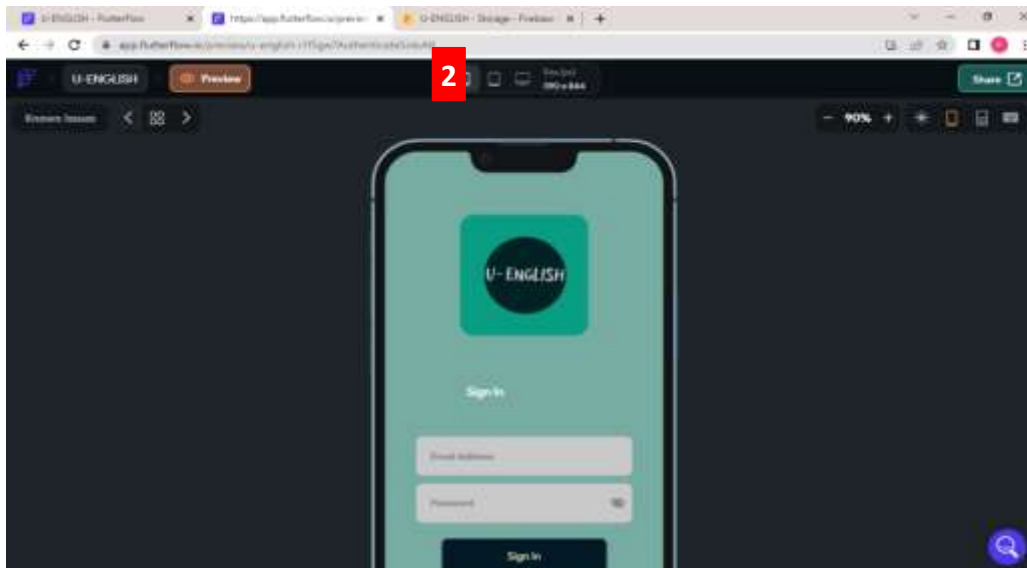
1. Press the option “Validate”, and wait until it is solved.
2. Press the option “Deploy”. After solving all the problems, the web app is ready for being shared.

NOTE: For the “toggle icon”, go to “Toggle Value” of the first one, in the right side, press the icon next to it, press the option “App State”, and select “ALESSON”, for the next select “A1” until “A5” and finally press “Confirm”.

STEPS FOR SHARING THE WEB APP

1. Press the arrow, and select the option “Run”. In the figure above, it is pointed out this step. Wait some minutes, and then the following figure is shown.

Figure 152.



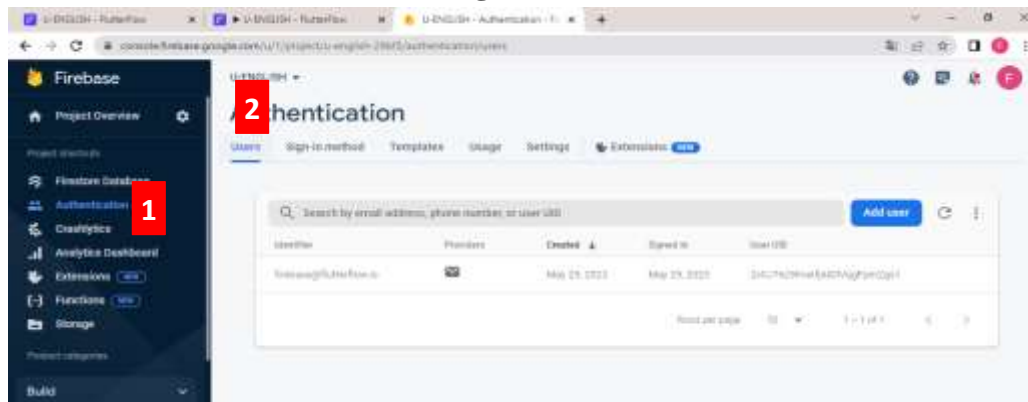
Source: FlutterFlow Platform

2. Copy and share the link.

DATA UPLOADED

To observe the uploaded data, the creator of the page has to enter to the Firebase Platform.

Figure 153.

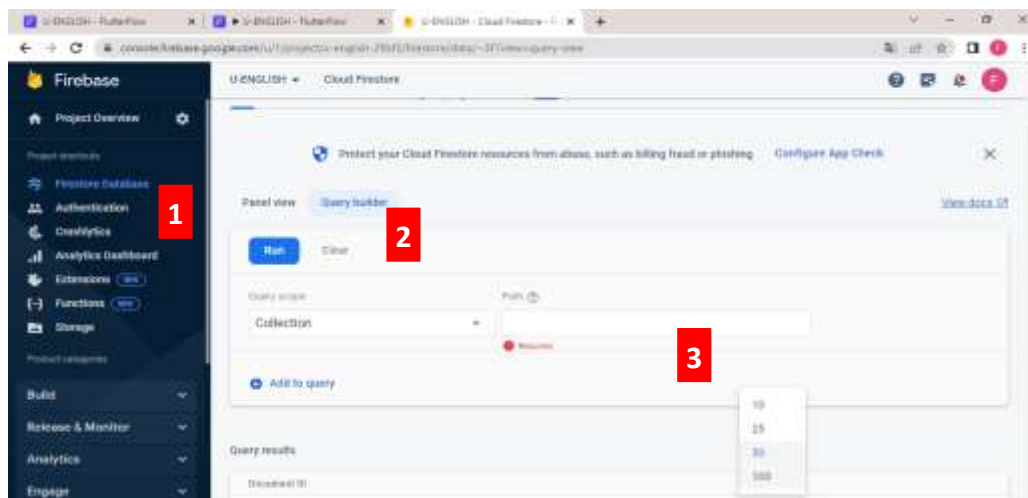


Source: Firebase Platform

STEPS TO OBSERVE WHO HAS REGISTERED ON THE WEB APP

1. Press the option “Authentication”.
2. Press the option “Users”

Figure 154.



Source: Firebase Platform

STEPS TO OBSERVE THE UPLOADED ANSWERS

1. Press the option “Firestore Database”.
2. Press the option “Query builder”.
3. Press the option “Path”, and select the task to observe the answers.

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ANNEXES

**ANNEX 1 CONTENTS AND MATERIALS OF THE
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ANNEXES

ANNEX 1 CONTENTS AND MATERIALS OF THE UBIQUITOUS LEARNING RESOURCE

UNIT 1

LESSON 1: ARTICLES: A – AN - THE

<p>A</p> <p>Uses:</p> <ul style="list-style-type: none">-Only for singular nouns. Example: I have a brown cat.-When the next word starts with a consonant. Example: She has a notebook.-When we talk in general and we don't specify. Example: He reads a book. (What book? We don't specify).	<p>AN</p> <p>Uses:</p> <ul style="list-style-type: none">-Only for singular nouns. Example: An ocean is wonderful.-When the next word starts with a vowel. Example: An eraser is small.-When we talk in general and don't specify. Example: An artist is talented. (What artist? We don't specify).
<p>THE</p> <p>Uses:</p> <ul style="list-style-type: none">-Only for singular nouns. Example: The country is beautiful. The author is intelligent.-When we talk about specific things. Example: The computer that is on the table. (What computer? The computer that is on the table).	<p>DON'T USE OF ARTICLES A - AN- THE, WHEN:</p> <p>Uses:</p> <ul style="list-style-type: none">-Don't use articles when we talk about plurals and uncountable nouns. Example: I like cars. They want water.-Don't use articles with proper nouns (languages, names, sports, countries, etc.). <p>Exemptions: The United States, the United Kingdom, the Irish Republic, etc. Example: Ana lives in Bolivia, and she likes soccer. Luis speaks English, and he lives in the United States.</p>

LEARNING SKILLS	ACTIVITIES
TASK 1 VOCABULARY	Watch the video and choose 3 words you don't know, and write them, and their meanings. Example: Calm: Peaceful, free from anger, and anxiety.
TASK 2 LISTENING	Watch the video and write the missing words below. 1. ...important room this. 2. Then why is... door so...? 3. That's to keep all... chocolate flavor inside.
TASK 3 READING	Watch the video, and answer the following questions. 1. Why the door is so small? 2. Where are they? 3. What colors can you see in the video? (write 7 colors)
TASK 4 WRITING	Write 3 sentences describing what you watched in the movie. Use articles, adjectives, and colors.
TASK 5 SPEAKING	Record an audio up to 30 seconds describing what you saw in the video. You can not repeat what you wrote on the task 4. Follow the next steps to upload the recording. 1. Enter this link in your browser: https://vocaroo.com/ 2. Record the audio. 3. Press in the option "guardar y compartir". 4. Finally copy the link here.

NOTE: The contents and activities of the next lessons can be found in the following link:

https://drive.google.com/file/d/1_OjARR6k-dCDNujODpVtpMTiakrp4Y-1/view?usp=sharing

ANNEX 2 UNITS, LESSONS, GRAMMAR, VOCABULARY AND OBJECTIVES OF THE COURSE

UNIT	LESSON	GRAMMAR	VOCABULARY	OBJECTIVE
UNIT 1	Lesson 1	Articles: a, an, the, zero.	Common adjectives, and colors	Students can recognize when to use an article and when not. They can also know what article to use based on the context.
	Lesson 2	Present continuous	Common verbs	Students can use the present continuous tense in affirmative, negative, and interrogative sentences.
	Lesson 3	A lot of, some, any	Money vocabulary verbs and nouns	Students can use the quantifiers some, any, and a lot when talking about quantities of anything. Moreover, they can recognize which one of them they can use in affirmative, negative, and interrogative sentences.
	Lesson 4	How much...? Which one(s)...?	Clothes	Students can use the interrogatives ‘how much...?’ to talk about costs and ‘which one(s)’ to ask about specific objects.
	Lesson 5	There is.../there are...	Places from the city, and prepositions of place.	Students can use ‘there is’, and ‘there are’ to indicate a location, as well as in its affirmative, negative, and interrogative forms. Moreover, they can use prepositions of place.
UNIT 2	Lesson 6	Past simple verb to be	Time past expressions with last, on,	Students can use the verb to be in its past simple form to refer to the past, personal past information, and places where they were.

			yesterday, in, at, and at/ in + place	Additionally, they can use the past of the verb to be in its affirmative, negative, and interrogative form, as well as its short answer.
	Lesson 7	There was.../ there were...	Time past expressions, and technology's vocabulary	Students can use 'there was' and 'there were' to describe details from the past. Moreover, they can use time past expressions in sentences that refer to the past.
	Lesson 8	Past simple regular verbs	Traveling by plane vocabulary.	Students can use the past simple regular verbs to refer to past activities.
	Lesson 9	Past simple irregular verbs	Vocabulary for describing a biography	Students can use the past simple irregular verbs to talk about their past.
	Lesson 10	Past simple negatives and questions	Adjectives	Students can use the past simple negative and question forms to deny a past situation or to ask about a past activity.
UNIT 3	Lesson 11	How much.../ how many...?	Healthy living vocabulary, countable, and uncountable nouns	Students can use 'how much...?', and 'how many...?' with the uncountable and uncountable nouns.
	Lesson 12	Can, can't, could, couldn't	Skills at work	Students can use the modals 'can, can't' to talk about work skills and 'could, couldn't' to refer to past skills.
	Lesson 13	Describing people	Describing people adjectives	Students can describe people's physical appearance using the verb

		He has... for description, adjective + noun		'has'. Additionally, they can use the adjectives before a noun.
	Lesson 14	Prepositions	Hotel places	Students can use the prepositions 'in, on, at, and to' to describe the places where they were.
	Lesson 15	Have to (obligations)	Housework, home, school and work obligations	Students can use the modal 'have to' to refer to the obligations they have at home, work, college, etc.
UNIT 4	Lesson 16	Countable and uncountable nouns	Food and drink	Students can differentiate between a countable and uncountable noun. In addition, they can use them to talk about food.
	Lesson 17	Offering and inviting	Free-time activities	Students can use the modals 'could' and 'would' for offering and inviting for an activity.
	Lesson 18	Be going to (future plans)	Maybe/ perhaps, and future plans	Students can use 'be going to' to refer to future plans. Moreover, they can use its affirmative, negative, and interrogative forms, as well as some connectors used for this tense.
	Lesson 19	Prepositions in questions	Seasonal travel, and adjectives to describe a place	Students can use the preposition in interrogative sentences. In addition, they know the position of the preposition in questions.
	Lesson 20	Irregular plurals, adjectives, adverbs	Nouns, adjectives, and adverbs	Students can recognize irregular plural nouns. Moreover, they can differentiate the position of an adjective, and an adverb.

ANNEX 3 QUESTIONNAIRE

This questionnaire was applied in order to know students' current situation, and opinions about the use of technological tools while they had classes in the virtual modality.

Section 1:

Question 1:

¿En cuál o cuáles plataformas virtuales pasaste clases virtuales?

Google Meet	88,9%	Zoom	0,0%	Skype	0,0%
Microsoft Teams	0,0%	Jitsi Meet	0,0%	Otra	0,0%

Question 2:

¿Mediante cuál o cuáles plataformas virtuales entregaste trabajos y tareas?

Google Classroom	88,9%	Schoology	0,0%	Moodle	33,3%
Whatsapp	44,4%	Google Drive	11,1%	Otra	0,0%

Question 3:

¿Utilizaste alguna de estas plataformas virtuales en clases? Si utilizaste alguna plataforma virtual que no está en la lista, la puedes agregar.

Kahhot	22,2%	Quizlet	0,0%	Socrative	0,0%
Padlet	0,0%	Mentimeter	0,0%	Jeopardy	0,0%
Quizalize	22,2%	Otra	77,8%		

Question 4:

¿Cuántas veces a la semana pasaste clases a través de videoconferencias (Zoom, Meet,...)?

Una vez a la semana	0,0%	Dos veces a la semana	22,2%
Tres veces a la semana	44,4%	Otra	33,3%

Question 5:

¿Qué tipo de material de apoyo recibiste para reforzar lo avanzado en las clases virtuales?

Videos de YouTube	77,8%	Videos propios	11,1%	Ejercicios de libros	66,7%
Ejercicios de páginas web	22,2%	Otra	11,1%		

Question 6:

¿Qué herramientas virtuales ha utilizado el docente para evaluar la habilidad de listening?

Google Forms	33,3%	Google Drive	0,0%	Google Classroom	33,3%
Whatsapp	22,2%	Otra	11,1%		

Question 7:

¿Qué herramientas virtuales ha utilizado el docente para evaluar la habilidad de reading?

Google Forms	22,2%	Google Classroom	44,4%	Documento PDF	33,3%
Documento Word	0,0%	Otra	0,0%		

Question 8:

¿Qué herramientas virtuales ha utilizado el docente para evaluar la habilidad de writing?

Google Forms	22,2%	Google Drive	0,0%	Google Classroom	55,6%
Documento Word	11,1%	Otra	11,1%		

Question 9:

¿Qué herramientas virtuales ha utilizado el docente para evaluar la habilidad de speaking?

Google Drive	0,0%	Google Classroom	22,2%	Zoom	22,2%
Meet	55,6%	Otra	0,0%		

Question 10:

¿Qué herramientas virtuales ha utilizado el docente para evaluar la gramática?

Google Forms	55,6%	Google Drive	0,0%	Documento PDF	33,3%
Documento Word	0,0%	Otra	11,1%		

Question 11:

¿Qué herramientas virtuales ha utilizado el docente para evaluar el vocabulario?

Google Forms	33,3%	Zoom	33,3%	Documento PDF	22,2%
QUIZIZZ	11,1%	Otra	0,0%		

Question 12:

¿Qué dificultades tuviste al pasar clases virtuales?

Trabajo y estudio	55,6%	Choque de horarios con otras materias	11,1%
A veces hay choque de horarios con otras actividades	44,4%	Mala conexión de internet	55,6%
No conozco mucho sobre el manejo de plataformas virtuales	11,1%	Otra	0,0%

Section 2

Question 13:

En este curso, ¿en qué habilidades tuviste mayor dificultad? Selecciona de la escala del uno al diez. Entendiendo que 1= Obtuve muchas dificultades y 10 = No obtuve ninguna dificultad.

HABILIDAD	1	2	3	4	5	6	7	8	9	10
Speaking	0,0%	22,2%	11,1%	0,0%	33,3%	22,2%	0,0%	0,0%	0,0%	11,1%
Writing	0,0%	11,1%	22,2%	11,1%	22,2%	11,1%	0,0%	11,1%	0,0%	11,1%
Reading	0,0%	11,1%	22,2%	0,0%	11,1%	33,3%	0,0%	11,1%	0,0%	11,1%
Listening	0,0%	11,1%	0,0%	11,1%	22,2%	22,2%	22,2%	11,1%	0,0%	0,0%
Grammar	0,0%	22,2%	0,0%	22,2%	22,2%	11,1%	11,1%	0,0%	11,1%	0,0%
Vocabulary	11,1%	11,1%	0,0%	22,2%	33,3%	11,1%	11,1%	0,0%	0,0%	0,0%

Section 3

Question 14:

¿Considera que es más efectivo el aprendizaje en la modalidad virtual? Sí, no ¿por qué?

ANSWERS
<ul style="list-style-type: none"> No porque hay deficiencias como la conexión, no se puede interactuar directamente con la docente
<ul style="list-style-type: none"> No, porque en virtual no es lo mismo que presencial... muchas veces ni los docentes prendían sus cámaras, y no se puede hacer preguntas como en las clases presenciales. Había momentos en que solo mandaba audios y no se entendía nada.
<ul style="list-style-type: none"> Si. Sería que las clases sean grabadas así para poder tener la facilidad de recordar y realizar trabajos sin alguna dificultad
<ul style="list-style-type: none"> Creo que la modalidad virtual es efectiva hasta cierto punto. Pero es necesario las aulas presenciales para reforzar en diálogo en English.
<ul style="list-style-type: none"> Tal vez, porque a otros le conviene y otros no
<ul style="list-style-type: none"> Tiene sus ventajas por lo que nos comparte la pantalla
<ul style="list-style-type: none"> De una parte SI, ya que actualmente ya estamos preparados para este nuevo avance con la modalidad virtual, en la cual si se trabaja de manera adecuada, se podría enviar mucho más contenido que si sabemos aprovecharlo nos ayudaría bastante, ya que pasar 1 hora con 30 minutos no es suficiente, para aprender mucho más y de alguna manera virtualmente ayudaría a tener más documentación accesible o bien videos que mejoren nuestro inglés.
<ul style="list-style-type: none"> Presencial es fácil practicar con compañeros, pero virtual puedo grabar o ver las diapositivas y repasar lo avanzado
<ul style="list-style-type: none"> Si. Por qué tengo más tiempo de repasarlo ya que se puede grabar y volver a practicar

Question 15:

¿Ha aprendido lo requerido para el nivel? Sí, no, ¿por qué?

ANSWERS
<ul style="list-style-type: none"> • Mas o menos pero considero que se debe reforzar por la misma razon de la mala conexion falta de interaccion con los docentes
<ul style="list-style-type: none"> • La verdad yo no aprendí nada.
<ul style="list-style-type: none"> • No. Factor tiempo y trabajo
<ul style="list-style-type: none"> • Aprendí lo poco que se podía aprender del 100% virtual
<ul style="list-style-type: none"> • Si, aunque tengo complicaciones en la pronunciación
<ul style="list-style-type: none"> • Si por la proyección q se daba en pantallas
<ul style="list-style-type: none"> • No del todo, ya que en mi caso nosotros pasamos en pleno inicio de la pandemia del COVID, y por esa razón no se nos enseñó todo el contenido en cuanto a Inglés 1.1, y además de ello lamentablemente no se nos enseñó con las plataformas pertinentes.
<ul style="list-style-type: none"> • Masomenos todo tienen algunas ventajas y desventajas
<ul style="list-style-type: none"> • Si , por qué ya e tomado clases en otra institución

Question 16:

¿Cómo fue tu experiencia al pasar clases en modalidad virtual? Explique su respuesta.

ANSWERS
<ul style="list-style-type: none"> • Me gusto el horario por ser en la noche dejaba el día para poder dedicar el tiempo otras labores pero creo que tanto el docente como los estudiantes debemos de prepararnos mas en el uso de las nuevas tecnologías
<ul style="list-style-type: none"> • Fue un mala experiencia.....
<ul style="list-style-type: none"> • Depende a docentes si te dan facilidad de grabacion. Si lo graban. Pues bien por k viendo la clase una y otra vez se aprende mejor
<ul style="list-style-type: none"> • La modalidad virtual tiene sus falencias, de vez en cuando hay mala señal, no hay mucho diálogo con tus compañeros.
<ul style="list-style-type: none"> • Regular no hubo ni buenas ni malas aunque en la parte práctica en aula si.
<ul style="list-style-type: none"> • Buena solo q no tan bueno en la parte de confianza con los compañeros
<ul style="list-style-type: none"> • No hubo tanta dificultad, sin embargo pudo haber sido mejor, si se hubiese utilizado plataformas adecuadas.
<ul style="list-style-type: none"> • A veces la conexión de internet se va y es difícil retomar de nuevo pero ya va mejorando eso al principio si era mucho
<ul style="list-style-type: none"> • Buena ..ya que la licenciada nos hacía participar con cámara abierta y practicaba y nos ayudaba personalmente y nos comprendía

c) I saw a lot of person in the picture.

12. ... do you drink?

- a) How much cups of water b) How many water c) How much water

13. We... upload a video because we don't have internet.

- a) can b) could c) can't

14. He... runs to the library near the college.

- a) fastly b) fast c) fasts

15. I'm staying... the corner hotel, my room is... the second floor.

- a) at / in b) in / on c) on / in

16. She... finish her homework. It is for tomorrow.

- a) don't have to in b) have to c) has to

17. Would you like...?

- a) some lemon juice b) any lemon juice c) any cup of lemon juice

18. Choose the correct option.

- a) There is not some salts in the salad. b) There is any salt in the salad.
c) There is not any salt in the salad.

19. I'm...

- a) going a buy a car. b) going buying a car. c) going to buy a car.

20. Choose the correct option.

- a) Who with you traveling are? b) Who are you traveling with?
c) With who are you traveling?

SECTION II: READING

Reading Task 1

Read and answer the questions below.

WELCOME TO CYBERSPACE!

Travel around the magnificent world of the Internet with COMEWITHUS.COM.

The Internet: a world of information, entertainment and communication. Are you on-line? If not, think about what you're missing. You could get the latest news it even appears TV: you could take part in discussions about things that interest you with people from around the world; you could make new friends who share your ideas and hobbies; you could send messages to your friends abroad – they will reach them immediately, and at a minimum cost;

44. The restaurant is a wonderful place to dine
a) True b) False
45. All hot dishes were served hot.
a) True b) False

SECTION III: LISTENING

Listening Task 1

Listen and mark True or False.

46. Brazilians don't like eating with their friends.
a) True b) False
47. Brazilians don't drink coffee in the evening.
a) True b) False
48. Filipinos eat with a fork and a spoon.
a) True b) False
49. Filipinos add rice into their desserts.
a) True b) False
50. Finns like drinking wine
a) True b) False

Listening Task 2

Listen and mark True or False.

51. Snakes cannot hear.
a) True b) False
52. Snakes lay eggs.
a) True b) False
53. Sea lions live in small groups.
a) True b) False
54. Penguins' eggs are black.
a) True b) False
55. Penguins can be under the water for 18 minutes.
a) True b) False

Listening Task 3

Listen to Tony talking to a friend about an activity week. What did each person do?

56. Lucy:

- | | | | |
|--------------------|----------------|----------------|-----------|
| a) ball games | b) water polo | c) ice skating | d) tennis |
| e) mountain biking | f) kick boxing | g) climbing | h) boxing |

57. Will:

- | | | | |
|--------------------|----------------|----------------|-----------|
| a) ball games | b) water polo | c) ice skating | d) tennis |
| e) mountain biking | f) kick boxing | g) climbing | h) boxing |

58. Catherine:

- | | | | |
|--------------------|----------------|----------------|-----------|
| a) ball games | b) water polo | c) ice skating | d) tennis |
| e) mountain biking | f) kick boxing | g) climbing | h) boxing |

59. Helen:

- | | | | |
|--------------------|----------------|----------------|-----------|
| a) ball games | b) water polo | c) ice skating | d) tennis |
| e) mountain biking | f) kick boxing | g) climbing | h) boxing |

60. Paul:

- | | | | |
|--------------------|----------------|----------------|-----------|
| a) ball games | b) water polo | c) ice skating | d) tennis |
| e) mountain biking | f) kick boxing | g) climbing | h) boxing |

ANNEX 5 PRE-TEST AND POST-TEST RESULTS

PRE-TEST RESULTS

Subjects	Grammar 20	Reading 25	Listening 15	Total 60
Subject 1	15	23	9	47
Subject 2	15	24	9	48
Subject 3	15	23	9	47
Subject 4	10	24	9	43
Subject 5	5	20	6	31
Subject 6	8	17	8	33
Subject 7	6	15	7	28
Subject 8	9	11	6	26
Subject 9	4	11	6	21
Subject 10	9	13	7	29
Subject 11	9	18	6	33
Subject 12	15	24	10	49

Subject 13	7	11	4	22
Subject 14	11	16	5	32
Subject 15	10	18	6	34
Subject 16	4	17	5	26

POST-TEST RESULTS

Subjects	Grammar 20	Reading 25	Listening 15	Total 60
Subject 4	13	23	11	47
Subject 5	14	16	9	39
Subject 10	9	16	8	37
Subject 11	14	17	10	41
Subject 13	11	14	7	32
Subject 14	12	18	10	40
Subject 15	14	18	8	40

EVALUATIVE RUBRICS FOR THE PRE-TEST AND POST-TEST

SKILL	TEST SCORE	LEVEL
GRAMMAR	1-5	Low
	6-10	Below average
	11-15	Average
	16-20	Satisfactory
READING	1-5	Low
	6-10	Below Average
	11-15	Average
	16-20	High
	21-25	Satisfactory
LISTENING	1-5	Low
	6-10	Average
	11-15	Satisfactory
SPEAKING	1-5	Low
	6-10	Below Average
	11-15	Average
	16-20	Satisfactory
WRITING	1-5	Low
	6-10	Below Average
	11-15	Average
	16-20	Satisfactory

ANNEX 6 MONITORING TABLE OF ACTIVITIES OF THE WEB APP

UNIT 1

Subjects	Monitoring of activities																								
	Lesson 1					Lesson 2					Lesson 3					Lesson 4					Lesson 5				
	Tasks					Tasks					Tasks					Tasks					Tasks				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Subject 1																									
Subject 2																									
Subject 3																									
Subject 4																									
Subject 5																									
Subject 6																									
Subject 7																									

UNIT 2

Subjects	Monitoring of activities																								
	Lesson 6					Lesson 7					Lesson 8					Lesson 9					Lesson 10				
	Tasks					Tasks					Tasks					Tasks					Tasks				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Subject 1																									
Subject 2																									
Subject 3																									
Subject 4																									
Subject 5																									
Subject 6																									
Subject 7																									

ANNEX 7 REGISTERED TASKS

LESSON 1: ARTICLES: A – AN - THE

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Flavor: Substance that is perceived by the sense of taste."	"Titters: State of joy."	"Heads: Upper part of the human body of the human being."
"after all"	"then why"	"careful"
"flavor : taste in the mouth"	"	"small : low size stature tiny"
"great: good performance at something"	"small: that is smaller than normal. "	"great: Quality of a substance that is perceived by the sense of taste"
"KEEP:Make something continue in a certain state, situation or operation."	"AFTER: Later in time, immediately or at a not too distant moment"	"LOSE: Stop possessing a certain thing because of some circumstance."
"	"just, important, and very."	"

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"An important room, this."	"Then why is the door so small?"	"That's to keep all the great big chocolate flavor inside."
"An"	"small"	"the great big"
"An important room, this. "	"Then why is the door so small?"	"That's to keep all the great big chocolate flavor inside. "
"An"	"the, small"	"the great big"
"the "	"the -small"	"the great big"
"An important room, this."	"then why is the door so small?"	"that's to keep all the great big chocolate flavor inside."
"An"	"the small"	"the great big"

TASK 3 (READING)

Answer1	Answer2	Answer3
"That's to keep all the great big chocolate flavor inside. [TITTERS]"	"They are an important room, after all, it is a chocolate factory."	"Red, white, green, sky-blue, black, purple, pink."
"that's to keep all the great big chocolatey flavor inside."	"chocolate factory"	"red, green, yellow, black, orange"
"to keep allá great chocolatey flavor inside"	"the factory chocolate"	"red, pink ,green , yellow ,sky blue ,black ,brown"
"that's to keep all the great big chocolatey flavor inside "	"a chocolate factory"	"Red, write, Green, yellow, black, blue, orange"
"to keep all the great big chocolate flavor inside"	"in the chocolate fabric"	"1green- 2 red- 3 black -4 blue 5- white - 6 coffe - 7 orange "
"that's to keep all the great big chocolatey flavor inside."	"inan important room"	"Red, blue, white, yellow, black, green, brown and light green."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"The door is small brown."	"There is a chocolate factory with an amazing place of green landcapes."	"It is an impressive room of many colors red, white, green, sky-blue, black, purple ando pink."
"An important room"	"A chocolate factory"	"chocolates in different flavors and different colors (red, yellow, brown)"
"the factory chocolate has very small doors"	"the factory chocolate has red trees , green grass and lots of sweets"	"there is a very mysterius gentleman speaking"
"the children were surprised to see so many colors"	"the boy in the red and white shirt had a chocolate stain"	"the door was very small for such a big place"
"I saw a beautiful landscape made of very colorful chocolate"	"I saw children and adults following the owners of the chocolate factory"	" there was a small door, inside it the chocolate is stored"
"1.- In the movie there are many children"	"2.- in the movie there are many colors"	"3.- in the movie there is a big landscape"

LESSON 2: PRESENT CONTINUOUS

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Boring: Discouragement, waste of time and monotonous."	"Wasting: Stop having what you possessed, hang out and waste time."	"Waiting: Expectation, delay and patience."
"another"	"wasting"	"around"
"Nothing: no thing, empty"	"Driving: leard, direct. "	"Around: rounding, Someone or something"
"boring : tired without desire"	""	"far : great distance to another place"
"boring: that produces boredom"	"wasting: that weakens"	"around: Entirely surrounding someone or something, or in several places located nearby and in all directions from a point taken as a reference."
"WASTING: That weakens."	"TIME: is a physical magnitude with which the duration or separation is measured."	"WONDER: Interrogate or ask someone questions so that they say and answer what they know about a matter."
"sitting, sesión"	"room, habitación"	"boring, aburrido/a"

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"I'm wasting my time, I got nothing to do."	"I'm hanging around, I'm waiting for you."	"I'm driving around in my car."
"am wasting"	"am hanging, am waiting"	"am driving"
"am wasting"	"hanging, waiting"	"Driving."
"wasting"	"m hanging , 'm waiting"	"m driving "
"I'm wasting "	"i'm hanging i'm waiting"	"i'm driving"
"I'm wasting my time"	"I'm hanging around, I'm waiting for you."	"I'm driving around in my car"
"I'm wasting my time, I got nothing to do."	"I'm hanging around, I'm waiting."	"I'm driving around in my car."

TASK 3 (READING)

Answer1	Answer2	Answer3
"You are sitting in a boring room."	"The weather is rainy it is a sunday afternoon."	"In your car."
"in a boring room"	"rainy sunday"	"his car"
"in a room"	"rainy sunday afternoon"	"a car"
"she is bored in his room"	"it's raining and it's sunday"	"he is driving his car"
"in his room and bored"	"it's rainy and it's Sunday"	"hus card "
"sitting in a room and bored."	"the weatheris late and rainy. Day sunday."	"Car."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"I'm sitting in a boring room."	"I'm not wasting time"	"Am I driving a car?"
"I'm sitting like a hare in a boring room"	"i'm hanging around"	"i'm driving too fast"
"she is driving around in her car"	"she is bored un a room and itis raining"	"she is driving far and fast"
"he is driving very fast"	"he is getting bored in her room"	"he is not doing anything"
"the singer is in his room with nothing to do "	" miss a person "	"will drive his car without a path"
"I'm driving around in my. car"	"I am hangin around, I'm waiting for you."	"I am sitting here un aborig room. "

LESSON 3: A LOT OF, SOME, ANY

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Garden: Orchard, eden and plantation."	"Molly: Miss, lady and girl."	"Stood Up: Raise, climb and steep."
"perhaps"	"garden"	"know"
"careful : attentive to what you do"	"=	"cena : evening or afternoon meal"
"careful: Who pays attention and care in what he does."	"know: Deep knowledge in a science or art."	"dinner: Food eaten late in the day, at sunset or at night."
"Work: Performing a physical or intellectual activity"	"House: Covered construction intended to be inhabited."	"careful: Act interest and attention"
"need = necesidad"	"dinner = cena"	"careful = cuidadoso"

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"Roger drank some more wine."	"It's a lot of work for you. The house is big, too."	"I know you all want my money."
"some wine"	"a lot of work"	"my money"
"some , wine "	"a lot of work"	"my money"
"some - wine"	"a lot of work "	"my money"
"Roger drank some more wine "	"it's a lot of work for you . The house is big "	"I know you all want my money."
"Roger drank some more wine."	" It's a lot of work for yuo. Tre house is big,too."	"i know you all want my money"

TASK 3 (READING)

Answer1	Answer2	Answer3
"She is fifty years old now."	"Because the garden is very Big and the house is big, too."	"Everyone wants their money."
"fifty now"	"the garden es very big"	"dinner"
"she is fifty years old"	"the garden and the house is big"	"they want money"
"She is fifty years old"	"she has a lot of work because the garden is big"	"they just want money"
"his mother is fifty years old years"	"because his house is very big"	"they just want your money"
"Fifty years."	"Bacause the garden is very big."	"your money."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"The lady has a lot of work."	"Are there any nurse?"	"Roger drank some more wine."
"Roger drank some more wine"	"It's a lot of work for you."	"you don't want to see me"
"there are a lot of áreas in the house"	"there are some rooms"	"there isn't any nurses"
"she has a lot of money"	"he drank a lot of liquor"	"she works in the garden any day"
"some just want your money"	"your home can be anywhere"	"the mother must have a lot of money"
"she works a lot of."	"He is having some drinks."	"Are there any works."

LESSON 4: HOW MUCH...? WHICH ONE(S)...?

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Strike: Mob, fight ando attack."	"Gorgeous: Amazing, dazling ando stupendous."	"Throat: Had egg inside the neck, gorja or pharynx."
"boss"	"maybe"	"gorgeous"
"tuxedo : smoking elegante male suit"	""	"suit : coat and pants set of a color"
"thinkin: Ability that people have to form ideas and representations of reality in their minds, relating to each other"	"really: True and effective existence of something or someone"	"gorgeous: It stands out for its extraordinary qualities."
"Strike: stoppage, interruption and inactivity"	"Need: obligation necessity and precision"	"Clothes: suit, outfit and garmentClothes: suit, outfit and garment"
"gorgeous = esplendida"	"buttons = botones"	"maybe = talvez"

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"Were You thinking maybe a suit or jacket?"	"A white dress shirt,"	"and a black vernice shoe in a size ten."
"suit jacket"	"pant"	"shoe size ten"
"suit , jacket "	"dress shirt "	"shoe , size ten"
"suit jacket "	"dress shirt"	"shoe. - size ten"
"were you thinking maybe a suit or a Jacket?"	"A white dress shirt "	"And a black vernice shoe in a size ten."
"Were you thinking maybe a suit or a jacket?"	"A white dress shirt, I'll try the blue aswell."	"and a black vernice shoe in a size. And two Advil."

TASK 3 (READING)

Answer1	Answer2	Answer3
"They are looking for clothes for their BOSS."	"A suit or jacket."	"White and blue shirt."
"wanted clothes for the boss"	"clothes of everything (smoking, suit , shoes,shirt)"	"a white dress shirt and blue"
"they are looking for a jacket"	"the seller offers tuxedo, white dress shirt"	"blue and white"
"they are going to buy clothes"	"offers you tuxedos and colored shirts"	"the young man asks for a white shirt"
"white and blue color."	"a pants."	"they are looking at everything in the store."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"How much is the tuxedo?"	"I want that shirts Which one? The white and blue"	"How much are the shoes?"
"how much are shoes? how much are pants?"	"how much is shirt? how much is jacket?"	"how much is tuxedo? how much are five jackets?"
"how much is the blue shirt?"	"how much does the tuxedo cost?"	"how much is the jacket?"
"How much are the tuxedos in the clothing store? R. There are many suits of different colors"	" How many T-shirts are in the latrine? R.- There are many shirts of all colors"	"HOW MANY ARE THE BLUE SHIRTS? R.- THERE ARE ONLY THREE"
"how much is the jacket?"	"how much are the shirts?"	"how much are the pants?"

LESSON 5: THERE IS... / THERE ARE...

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Flat: Low place, ground and apartment."	"Hole: Opening, orifice and gap."	"Evenings: Darkness, dusk and shadows."
"french"	"suddenly"	"shakespeare"
"mice : small rodent mammal"	""	"tea : leaves to make infusions"
"Big: high, vast and spacious"	"Teacher: teacher, pedagogue and instructor"	"Beautiful: precious, adonis and Apollonian"
"Answers =respuestas"	"Chairs = sillas"	"Beautiful = hermoso/a"

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"He always goes to the cinema on Tuesday evenings."	"Professor Barton's flat. There's a small hole near the front door."	"It's very , big with a lot of old chairs and books. There are some beautiful pictures, too."
"the cinema"	"there's near"	"a lot of old chairs There are some"
"the cinema"	"there's. , near"	"a lot of old chairs , there are some"
"He always goes to the cinema on tuesday evenings"	"Professor Barton's flat. there's a small hole near the front door."	"It's very big, with a lot of old chairs and books."
"He always goes to the cinema on tuesday evenings."	"Professor Barton's flat. There's a small hole near the front door."	"It's very big, with a lot of chairs and books."

TASK 3 (READING)

Answer1	Answer2	Answer3
"He always goes to the cinema on Tuesday evenings."	"Henry stops in front of it."	"A small hole near the front door."
"the cinema"	"in front of it"	"beautiful pictures"
"the cinema "	"in front of the door"	"old chairs and books."
"Professor Barton always goes to the movies on Tuesdays."	"Henry stopped in front of the front door."	"there are old chairs and books"
"To the movies."	"In front of him. From professor Barton."	"Lots of old chairs and books and some beautiful pictures."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"There is a library across from the university."	"There are a lot of halls nex to the university."	"There is a small church near the university."
"There's a small hole near the front door"	"There are some beautiful pictures, too."	"It's very big, with a lot of old chairs and books."
"There is a clinic , It is next to the pharmacy"	"There are a lot of bookstores , they are across from the university"	"There are five bakeries near the transportación bye cable"
"there is a coffe shop coffe shos it is nex to the library Bolivia "	"there is a university in the city of El Alto University in the city of El Alto it is nex to the blue cable car"	"there are some wallys around the university there are many food stalls "
"Wher is the univesty? In fron tof the university there are many bookstores."	"Next to the university trere are some copiers."	"Trere are many pharmacies near tre university"

LESSON 6: PAST SIMPLE VERB TO BE

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Darkest: Devoid of light, clarity and black."	"Knees: Past of the leg constituted by the joint that joins the fémur and the tibia."	"Roads: Public road, wide and spacious."
"better"	"darkest"	"knees"
"drew: Art and drawing technique"	"better: That it has a superior quality to another thing of the same species or that it excels in a quality"	"fall: To move from top to bottom by the action of its own weight."
"map: graph of the geography of a site"	"road: space used for walking or transportation"	"knees: parte that makes joint of the leg"
"Road: through ,path and half"	"Wonder: interrogate, inquire and question"	"Drew:image, illustration and print"
"Away, Lejos"	"Following, siguiente."	"Leaps, dirige."

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"I was there for you in your darkest times"	"But I wonder, where were you wen I was at my worst"	"So I wonder, where were you when all the roads you took came back to me"
"i was there for you in your darkest times"	"but I wonder, where were you when i was at my worst"	"so I wonde, where were you when all the roads you took came back to me"
"i was there for you in your darkest times "	"but i wonder, where were you when i was at my worst "	"so i wonder, where were you when all the roads you took "
"was there , in"	"were you , i was at"	"where were you"
"I was there for you in your darkest times "	"But I wonder, where were you when I was at my worst"	"So I wonder, where were you when all the roads you took came back to me "
"Iwas trere for your in your darkest times."	"But Iworder, wrere were you when i was at my worst"	"so I wonder, wrere wrere you when all the roads you took."

TASK 3 (READING)

Answer1	Answer2	Answer3
"He like to think that we it all we where drew a map to a better place."	"Where we you wen I was at my worst."	"Is following the map."
"I like to think that we had it all we drew a map to a better place"	"where were you when I was at my worst"	"the map that leads to you the map that leads to you"
"that we had it all we drew a map to a better place "	"where were you when i was at my worst"	"the map that leads to you "
"that they had ir all"	"where were you at my worst?"	"the map that leads to you"
"that they would have had it all"	"because she left and she wasn't there for him, when he was there for her"	"I keep thinking about her and I want to get to her"
"what they had averthing."	"where were you, when in my worst moment."	"tre map that leads to you."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"Last week I went on a trip to Pongo. "	"Yesterday morning I bought coffee ice creams. "	"Yesterday we arrived from a trip in the afternoon. "
"I liked to Think "	"I liked to Think "	"I liked to Think "
"i was in the church last week "	"i was in my house, yesterday morning"	"i was in the park last monday "
"the last week ,i worked in a mechanical workshop of my friends"	"the last night , i ate a lot of fruit salads"	"the last month , i started running and exercising"
"last week i studied for my exam every day"	"Last Monday I was at the university to present my books"	"I worked at the store yesterday morning"
"yesterday afternnon I was my huose"	"yesterday morning I was my at work."	"last week I went to university."

LESSON 7: THERE WAS... / THERE WERE...

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Village: Small town, common and without it's own jurisdicción."	"Wooden: Part of a tree, hard and fibrous."	"Deep:Background, inside at a great distance."
"behind"	"wooden"	"suddenly"
"roof: Roof of a building or construction or of any of the rooms that compose them."	"shadows: Lack or scarcity of light to perceive things"	"boat: Vessel with a concave bottom and with a deck, especially that of large or medium tonnage."
"sea: large body of salte water"	"beach: flat expanse of sand , on the water's edae"	"mountain: high natural elevation o fland"
"BEHIND: back And then"	"SAND: liza, palenque and field"	" CORNER: canton, edge and angle"
"Brodén, roto."	"Shadows, oscuridad"	"Behina, detras."

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"there were high black"	"there was an old wooden"	"in a corner behind the boat"
"there were high black"	"there was an old wooden"	"in a corner behind the boat"
"there were high black "	"there was an old wooden "	"in a corner behind the boat "
"there were high black"	"there was an old wooden"	"in a corner behind the boat"
"at the end of the beach there were high black rocks,"	"inside there was an old wooden boat- house"	"suddenly, in a corner behind the boat, something moved in the shadows. "
"At the end of the beach there were high black rocks, where the mountains behind the village came down into the sea."	"Inside there was an old wooden fishing boat."	"Suddenly, in a corner behind the boat, something moved in the shadows."

TASK 3 (READING)

Answer1	Answer2	Answer3
"At the end of the beach there were high black rocks, where the mountains behind the village came down into the sea. "	"Inside there was an old wooden fishing boat."	"No, there was his brother."
"there were high black"	"in a corner behind the boat."	"yes, he was alone"
"there were high black rocks"	"at the end of the beach"	"no, he was with his brother "
"Tall black rocks"	"In an old wooden boat-house"	"He was with his brother watching"
"at the end of the beach there were high black"	"in an old shed"	"he was with his brother"
"there were tall black rocks."	"where the mountains behind the town."	"he was with his brother."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"Near the house there were mountains."	"There were big boats."	"There was a beautiful beach."
"there were high black rocks"	"Inside there was an old wooden fishing boat."	"there were mountains"
"there were high black rocks"	"there was a house "	"there were boats "
"In Machu Picchu there was a lot of gold there were four mayor regional there were a lot of stone buildings"	"In bolivia there was a lot of silver there were a lot of rubber forest there was a lot of saltpeter on the beaches"	"In planet earth there were ice ages, there were a lot of dinosaurs"
"there was a beach "	"there were some black rocks"	"there was an old boat"
"there was and old wooden boat- huose."	"There was an old wooden fishing boat."	"On the beach there were rocks, mountains and sand."

LESSON 8: PAST SIMPLE REGULAR VERBS

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Learned: Acquire knowledge, recognize and estimate."	"Wanted: Investigated, examined and traced."	"Couldn't: Not being able to, tolerate or endure."
"gee"	"honey"	"obviously"
"pack: Wrap or package an object or put it in a box to transport it safely."	"sad: That he is melancholic and pessimistic or probably to feel sadness"	"bed: Furniture consisting of a frame on which a mattress, pillows and sheets are placed, where people sleep or rest."
"bed: furniture or frame where you sleep"	"place: portion of real por imaginary space"	"sad: state of mood afflicted"
"place: occasion reason and place"	"place: occasion reason and place"	"bit: limited short and scarce"
"Honey, miel"	"Fault, falla."	"Turn, doblar."

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"I learned my place in the pack."	"Mom liked me. Yes...Dad liked me"	"I was sad for the cat. Obviously, he wanted to be a dog."
"learned my place "	"liked me, liked"	"was sad. wanted to be a "
"his name was Bailey"	"He wanted to be a dog"	"It is time to go to bed"
"I learned mi place in the pack."	"Mon liked me, yes dad liked me. "	"I was sad for the cat. Obviously, he wanted to be a dog."
"I learned my place in the pack."	"Mom liked me, yes...Dad liked me.I was sad "	"I was sad for the cat. Obviously, he wanted to be a dog."

TASK 3 (READING)

Answer1	Answer2	Answer3
" Because I'd only just met him."	"Didn't your parents ever warn you about strangers?"	"Because she wore gloves. "Bit the thing is, she wore the gloves all the time so I just thought, maybe she has a thing about dirt"."
"Because her sister Ana got engaged to a man she just met."	"He asked for his blessing for his marriage with his sister Ana"	"because she always wore gloves."
"for the marriage"	"you mean to tell me you got engaged, to someone you just met that day?"	"because she wore gloves all the time"
"because i just met him"	"He said hang on"	"Because she wore gloves all the time"
"because I saw wolves on the road"	"who no longer spoke"	"because his sister wore gloves all the time"
"because he got engaged."	"To hold on (pay attention)"	"Because I wear gloves all the time."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"His dog's name was Bailey."	"It dog was sad for the cat."	"It dog talked to the cat."
"My name was Bailey"	"I was sad for the cat"	"he wanted to be a dog"
"bailey"	"because it says that the cat wanted to be a dog "	"time to turn out the light "
"his name was Bailey"	"He wanted to be a dog "	"It is time to go to bed"
"her name is beyli"	"I was sad because I wanted to be a dog"	"told her it was time to go to bed and turn off the lights"
"Bailey, Bailey, Bailey, Bailey, Bailey."	"he wanted to be a dog."	"It' time to go to bed."

LESSON 9: PAST SIMPLE IRREGULAR VERBS

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Thought: Form ideas, representations or storage."	"Engaged: Difficult, dangerous or delicate."	"Got: Reach, obtain or achieve."
"engaged"	"freaked"	"away"
"got: Getting to do or obtain something that is intended, requested or desired."	"glove: Garment that covers and protects the hand"	"engaged: Obligation contracted by a person who commits or is committed to something."
"away : place at a great distance"	"glove : garment that covers and protects the hands"	"stranger : other than normal o known"
"fail: default, imperfection and Lack"	"engaged: difficult, risky and exposed"	"attention: delicacy, care and surveillance"
"Freaked, hecho anormalmente."	"Would'nt, no lo haría. "	"Engaget, participar."

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"I got engaged, but then she freaked out."	"And she said she wouldn't bless the marriage, and wait."	"But the thing is, she wore the gloves all the time, so I just thought, maybe she has a thing about dirt."
"i got engaged but then she freaked out"	"And she said she wouldn't bless the marriage"	"But the thing is, she wore the gloves all the time, so I just thought, maybe she has a thing about dirt."
"got engaged, freaked "	"said, marriage"	"wore the gloves-thought"
"got engaged , freaked"	"said , marriage"	"wore the gloves , thought"
"I got engaged, but then she freaked out "	"and she said she wouldn't bless the marriage "	"But the thing is, she wore the gloves all the time, so I just thought , maybe she has a thing about dirt."
"I got engaget, but then she freaked uot, because I'd only just met him, you know, that day."	"And she said she wouldn't bless the marriage, and..."	"But the thing is, she wore the gloves all the time, so I just thought, maybe she has a thing about dirt."

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"His younger sister tells him that he is engaged to a friend."	"Your friend consults you because he is engaged to a person he just met that day."	"She told him that her sister wears gloves and that she thought she didn't like dirt."
"Ana got engaged to a man she met that day."	"Ana asked for his blessing to marry."	"Ana thought that her sister doesn't like dirt because she wore gloves."
"she talked a man"	"he thought his sister was dirty"	"she got engaged"
"She grabbed her sister's glove "	"She left and she wore the gloves , all time"	"She got engaged to a stranger"
"they fled from the wolves"	" they talked about compromise"	"she talked about his sister and her power"
"she got engaged."	"she got scared"	"she blamed herself."

LESSON 10: PAST SIMPLE NEGATIVES AND QUESTIONS

TASK 1 (VOCABULARY)

Answer1	Answer2	Answer3
"Come: Follow, go to a place or mover."	"See: Observé, look and perceive."	"Talking: Communicate, express or converse."
"BEHIND.- In a place that is in a position after another that is taken as a reference, which can be the observer himself or another person or thing; or in a place that is further away from the observer than another place that is aligned with them."	"WORRY.- Worry is a frequent emotion that arises when we feel doubts about the future"	"FAMILY.- Group of people, usually united by legal ties, who live together and have a life project in common."
"behind: In a place that is in a position after another that is taken as a reference"	"terribly: What causes terror"	"autumn: Season of the year between summer and winter"
"smile: gesture of joy with the mouth"	"Autumn : season of the year where the leaves fall"	"Worries : state difficult situation"
"ASKED: interrogar, cuestionar, and consultar."	"FIRST :primordial, original and originario"	"talking: conversar, dialogar and platicar."
"Mean, Media."	"Autumn, Otoño."	"Pride, Orgullo."

TASK 2 (LISTENING)

Answer1	Answer2	Answer3
"Was she"	"did she mean my last name?"	"I still didn't come first."
"But now I wonder. Was she talking about my first name?"	"Or did she mean my last name?"	"But I still did not come first. That worries me terribly now."
"was she"	"did she mean my last name"	"i still did not come first "
"was she "	"did she mean my last name ?"	"I still didn't come first "
"But now I wonder. Was she talking about my first name ?"	"Or did she mean my last name?"	"But I still didn't come first. that worries me terribly now."
"But now I wonder. Was she talking about my first name?."	"Or did she mean my last name?"	"But I still didn't come first. That worries me terribly now."

TASK 3 (READING)

Answer1	Answer2	Answer3
"Bach and the Beatles."	"Because it came between Bach and the Beatles, since it should be number one."	"In the fall of your senior year at Harvard University, study hard in the library of Radcliffe. "
"He mentions Mozart, Bach and the Beatles."	"he cared about being number one"	"He stayed at Harvard University, studying at the Radcliffe Library."
"between bach and the beatles "	"because but i still did not come first"	"He went to college and studied at Harvard."
"He mentioned Mozart , Bach , Beatles ."	"He still didn't come first"	"He went to harvard and studied in the library"
"I mention the beatles and bach"	"I'm not first"	"study at radcliffe library"
"BACH AND THE BEATLES"	"THAT HAD NOT ARRIVED FIRST"	"AT HARVARD UNIVERSITY I STUDY A LOT AT THE RADCLIFFE LIBRARY"

TASK 4 (WRITING)

Sentence1	Sentence2	Sentence3
"I liked alternative rock."	"I liked the music electronic."	"I liked K-pop."
"I liked classical music"	"I liked romantic music"	"I liked reggueton music"
"i like christian music"	"i like ballads music "	"i like children´s music"
"I liked classical music when i was a child "	"I liked romantic music , Chayanne , Romeo santos , when i was a teenagers"	"I liked pop music and others , at the age of 20"
"I liked bachata "	"I liked the ost of dramas "	" I liked romantic latinos"
"I LIKED ROMANTIC MUSIC."	"I LIKED DISCO MUSIC."	" I LIKED CLASSICAL MUSIC."

ANNEX 8 OBSERVATION SHEET

WEEK 2 LESSON: Present continuous	
SESSION 3	UBIQUITOUS LEARNING WEB APP ANSWERS' TASKS OBSERVATION
Speaking interaction <ul style="list-style-type: none"> • Students, who wrote their ideas before interaction, expressed their ideas clearly. • Students who started sharing their ideas without organizing them got confused about the pronunciation of some words. • They used the present continuous form while interacting with their classmates. 	Listening <ul style="list-style-type: none"> • Missing verb “To Be” before the -ing verb. <hr/> Reading <ul style="list-style-type: none"> • Students had a great comprehension. • There were questions in third person; however, some students answered in second person. Example: Question: Where is the singer? answer: You are sitting... • Misspelling of the words “hus” which is “his”, and “card” which is “car”.
Speaking production <ul style="list-style-type: none"> • Students expressed their ideas clearly; however, it was observed that they had some problems with pronunciation. • Students expressed their ideas, but without connecting them, in some cases where they were needed. 	Writing <ul style="list-style-type: none"> • Missing punctuation. • Misspelling of the word “un” which is “in”. • Two words are written as if they were one: “itis”, and “aboring”. • Missing subject in a sentence. • Some -ing verbs are missing a letter, such as “hangin” and “borig”.
Writing <ul style="list-style-type: none"> • Most of the students wrote well; however, some wrote without capital letters, and punctuation. 	Speaking <ul style="list-style-type: none"> • Missing pronunciation of the words “bored”, “public”, “buy”, “need”. • Missing some adverbs of time while using present continuous.

ANNEX 9 IN-PERSON SESSIONS



Spoken interaction activities



Spoken production activities

ANNEX 10 LEARNING WEB APP QR

