

Universidad Central “Marta Abreu” de Las Villas

Facultad de Humanidades

Departamento de Lengua Inglesa



TRABAJO DE DIPLOMA

A Web site for the discipline Panorama of the English-Speaking Countries

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MAJOR PAPER

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Thought

"The meaning of 'knowledge' has changed from being able to remember and repeat information, to being able to find it and use it."

Herbert Simon

Dedication

To my loved mum,

To my dearest aunts,

To all those persons who has helped me be what I am.

Lisandra

Dedication

*To my beloved parents that have always helped me to get
through,*

To my boyfriend of always,

*To all those people who have helped me to make my future
better.*

Leidany's

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*To Mayra, this work wouldn't have been possible without your
unconditional help and advice,*

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To professor Manuel Llanes for his valuable contribution,

To all our teachers,

To all our friends and relatives,

To all those persons who were willing to help,

Thank you very much.

Lisandra and Leidany

SUMMARY

Since the invention of computers, they have had a great impact on every human action because of their wide number of applications. At present, computers are used in the educational process as a teaching aid at different levels of the Cuban educational system, especially in higher education. Teachers consult a wide range of Web pages which are useful in their daily work; also students look for information in Web pages for their research papers and other activities.

Building Web pages and Web sites with hyperlinks to Internet for higher education students in Cuba offers a lot of advantages: they may support the existing bibliography for different subjects, the information is given in an organized way, they provide orientation, links with other Web pages through Internet and they cut down the research time. In our University there are some courses such as ours in which the insufficient bibliography affects the teaching and learning process, books are not enough; or they are not accessible to everyone and/or in some cases not all the information required is there or it is not well organized, or it is not updated.

In this Major Paper we propose a Web site to improve the teaching and learning process of the discipline Panorama of the English-Speaking Countries. The research paper consists of three chapters. Chapter 1 deals with the theoretical bases of the development of the teaching and learning process with the aim of ICT in the training of students of English Language with a Second Foreign Language (French). Chapter 2 consists of the characterization of the sample, main methods and instruments used, and the analysis of the results obtained from the diagnosis. Chapter 3 is the proposal of a Web site to improve the teaching and learning process of the discipline Panorama of English-Speaking Countries, and also its evaluation according to the criteria of students and teachers. Finally, conclusions, recommendations, bibliography and appendixes are included.

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INTRODUCTION

Since computers were created they have had a great impact on every human action because of their wide number of applications. They support solutions that are perceived as a possibility to increase the quality of education while simultaneously lowering costs. Increasing interest is demonstrated by the increasing implementation of computer-supported learning and teaching arrangements. On the other hand, there is also some critique concerning these approaches. Evaluations of computer-supported learning come to differing results. Nevertheless, it can be remarked that computer-supported learning can be implemented successfully.

Nowadays, computers are used in the educational process as a teaching aid at different levels of the Cuban educational system, especially in higher education. Among computer applications, Internet is one of the most outstanding ones since it offers accurate information, which can be obtained from different Web pages to make work easier. However, results have shown that it is necessary to use computers in combination with the labor of teachers.

Professors, using Web searchers and educational portals, consult accurate information on class topics, and select some data (texts, images, sound) to present to their students. They also consult Web pages of institutions with teaching innovative experiences to obtain ideas whose application can be useful in their own educational center.

Students look for information in Web pages for their research papers and other activities. This information will be complemented with data from other sources: libraries, magazines, newspapers, etc. They can also navigate through Internet to obtain information on the topics which are interesting for them or to do class tasks, and this way they look for data on specific topics.

According to two great functions of Internet: transmitting information and facilitating communication, it can provide an efficient and effective didactic support in assisting teaching as well as in distance education, by means of e-mail programs, Web navigators, etc.

Higher education must be adapted to the demands of this technological and communicative revolution. The teaching and learning process in universities has had different didactic approaches. These evolving approaches have been moving historically according to the technological modifications that take place in the different areas of higher education.

Nowadays, Internet conditions and telecommunication advances are very important to teachers; these features become important challenges to take into account to keep efficiency and motivation of the teaching didactics.

Therefore, the creation of Web pages and Web sites with hyperlinks to Internet for higher education students in Cuba offers a lot of advantages, because, among other things, they may support the existing bibliography for different subjects and the information is given in an organized way. Besides, Web pages provide orientation, links with other Web pages through Internet and they cut down the research time.

In our University there are some courses such as ours in which the insufficient bibliography affects the teaching and learning process of certain disciplines such as Panorama of the English-Speaking Countries because there are not enough books; or they are not accessible to everyone and/or in some cases not all the information required is there, it is not well organized, or it is not updated.

Consequently, the previously described situation led to the following **scientific problem**:

- What could be done to improve the teaching and learning process of the discipline Panorama of the English-Speaking Countries in the training of students of English Language with a Second Foreign Language (French) at UCLV?

Thus, the **scientific object** of this research is the teaching and learning process of the discipline Panorama of English-Speaking Countries of students of English Language with a Second Foreign Language (French), being the **field of**

action the teaching and learning process of this discipline with the aim of computers.

The **general aim** of the present research work is:

- To propose a Web site to improve the teaching and learning process of the discipline Panorama of the English-Speaking Countries in the training of students of English Language with a Second Foreign Language (French) at UCLV.

In order to accomplish the previous aim, the **scientific questions** stated below were answered throughout this investigation:

- What are the theoretical bases that support the teaching and learning process with the aim of Information and Communication Technology (ICT)?
- What is the students' opinion about the use of ICT in their studies and how on-line bibliography and the building of a Web site can complement the existing bibliography for the discipline Panorama of the English-Speaking Countries?
- What can be done to improve the teaching and learning process of the discipline Panorama of English-Speaking Countries in the training of students of English Language with a Second Foreign Language (French)?
- What do students and teachers think about the Web site?

In order to answer the above questions, the following **scientific tasks** were accomplished:

1. Setting the theoretical bases that support the teaching and learning process with the aim of ICT in higher education students.
2. Determining the students' opinion about the use of ICT in their studies and how on-line bibliography and the building of a Web site can complement the existing bibliography for the discipline Panorama of the English-Speaking Countries.

3. Designing a Web site to improve the teaching and learning process of the discipline Panorama of the English-Speaking Countries.
4. Validation of the Web site by students and teachers.

Methods

For the accomplishment of the previously mentioned tasks, different methods were used:

Theoretical methods

- Analytical and synthetical method
- Inductive and deductive method

These methods were used for establishing the research process foundations.

Historical and logical method

This method allowed analyzing both the evolution and the present situation of the use of ICT to support the teaching and learning process

Empirical methods

- Analysis of documents: in order to determine the optimum situation according to the existing official documents for the

training of students of English Language with a Second Foreign Language (French).

- Surveys: to supplement other data obtained.

Statistical and mathematical methods

- Percentage analysis: to process data obtained from surveys

The sample chosen for the present investigation consisted of 89 students of English Language with a Second Foreign Language (French) and four teachers of the Department of the English Language. Some criteria were taken into consideration for choosing the sample:

- **Academic level:** The students surveyed had taken the subjects included in Web site.
- **Willingness:** It was taken into account that the students and teachers surveyed were willing to cooperate.

Expected results

This research work will provide both students of English Language with a Second Foreign Language (French) and the teaching staff with a Web site where they could find useful information to improve the teaching and learning process of the discipline Panorama of English-Speaking Countries

This dissertation is structured into three chapters. Chapter 1 deals with the theoretical bases of the development of the teaching and learning process with the aim of ICT in the training of students of English Language with a Second Foreign Language (French): history and rationale. Chapter 2 consists of the characterization of the sample, main methods and instruments used, and the

analysis of the results obtained from the diagnosis. Chapter 3 is the proposal of a Web site to improve the teaching and learning process of the discipline Panorama of English–Speaking Countries, and also its evaluation according to the criteria of students and teachers. Finally, conclusions, recommendations, bibliography and appendixes are included.

Chapter 1. Theoretical basis about ICT and its application to the teaching and learning process

1.1 The role of ICT in the teaching and learning process.

Information Technology (IT), as defined by the Information Technology Association of America (ITAA) is: the study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware.” In short, IT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit and retrieve information. In this definition, the term “information” can be replaced by “data” without loss of meaning. Nowadays it has become popular to broaden the term to explicitly include the field of electronic communication so that people tend to use the abbreviation ICT (Information and Communication Technology) (http://en.wikipedia.org/wiki/Information_technology).

Today, the term Information Technology has ballooned to encompass many aspects of computing and technology, and the term is more recognizable than ever before. The Information Technology umbrella can be quite large, covering many fields. IT professionals perform a variety of duties that range from installing applications to designing complex computer networks and information databases (http://en.wikipedia.org/wiki/Information_technology).

The development of ICT in the last decades has driven us to reflect on the possibility that Web pages can bring to the teaching and learning process, considering both advantages and drawbacks. Taking as a starting point the evolution of the different approaches in this field, we have analyzed how Internet and Web pages are changing the practice of teaching as well as teachers' and students' roles.

We can not start these didactic considerations about the teaching and learning process with the aid of the computer without talking about the importance that ICT has gained in the last two decades in our society. As a result of the revolution caused by the development of the technologies of information at different social levels, modern society has come to be known as the “society of information or knowledge”.

The model of an industrial society that had prevailed since the end of the 18th century until today has been quickly replaced by a “digital economy” based on the use of optical fibers, computers and networks. The digitalization and diffusion of information and knowledge throughout computer networks are having great implications. Nowadays, most of the communications and human transactions are digital, they are stored in computers and travel quickly from some network places to others. The application of ICT is changing our lives up to such a scale that we have been obliged to modify concepts such as time and space, even the notion of our reality itself has to be analyzed.

All these economic and social changes are also taking place in the educational field. For instance, the teaching of languages is the most belated in the use and application of ICT. The paths to a global economy based on the needs of interchanging information and communicating in different languages have turned the teaching of foreign languages, especially English, into a social and educative priority to any country. If we accept English has become the vehicle of universal communication, we will easily understand the social demand that encourages ICT implementation in order to ease the teaching and learning process of this language and subjects related with this language.

1.2 Internet and the future of education

From the very creation of the personal computer twenty years ago and, specially, from the popularization of the Internet almost ten years ago, there has

been a great technological change in the world which had been never seen before. That technological change, regarding ICT, began in the first half of the 20th century comprising advances in the sciences of the calculation, Cybernetics, the theory of communication, the invention of the transistor, the production of integrated circuits, the communication by satellite, the developments in optic fiber and so on.

As a result of the introduction of digitalization and with the support of computers and other technologies, the cost of information transmission has also decreased dramatically. The cost of transmitting a given amount of information per second and per kilometer decreased in the last 25 years to almost less than a thousandth part. That reduction has been achieved by the enormous and growing capacity of transportation of the optic fiber. The limitations of this capacity, according to its geographical reach, due to the cost and difficulty of being taken to remote and low-populated places, have been compensated by satellite communication, which has the capacity to cover very extensive areas, regardless the complexity of their geography (Microsoft Encarta Encyclopedia 2002).

The force of the described technological changes is the cause of the rapid increase of Internet. From 1993, when the Net of Nets stopped to be an academic and military experiment and passed to the public domain, the number of servers that supported Internet pages in the world changed from approximately some dozens to more than two hundred millions by the middle of that year. Besides, those servers supported thousands of millions of pages. Although Internet was created in the United States and it is considered that more than 70% of its contents is expressed in English, the number of users whose first language is not English has grown quickly (Microsoft Encarta Encyclopedia 2002).

These technological advances previously mentioned as well as their rising costs reductions have resulted in all the immense opportunities that Internet

offers, the microcomputers and a wide range of peripherals of digital technology can be reliable to millions of people in the entire world.

In Latin American countries where currencies are frequently devaluated and prices inflated, these cost reductions can be appreciated when, with intervals of three or four years, similar prices are observed in computing devices that always have considerable increases in their speed and capacity.

As a result of the progress that has been already achieved and the one that is expected to be in next years, it is possible for many specialists to say that developing countries, if they are able to take advantage of the opportunities that new technologies offer, will be able to develop increasingly, not only economically but also regarding the reduction of their inequalities.

For the educational systems in developing countries, and especially Latin American ones, all these technological advances imply great challenges and opportunities. The main challenge is the demanding and new contests that the citizens of the 21st century have to face, challenges whose learning and development should be satisfied by the school system. We emphasize five of those competitions: the appropriate use of new technologies; the new literacy; the procedure of information in an atmosphere of overabundance; the global conscience and the recognition of the cultural diversity; and the English language.

Teenagers, after finishing their secondary school, should be able to appropriately manage ICT in order to continue their education process as well as to enter professional life. There are standards which offer a guide to educators on how to prepare children and young people in the handling of ICT in order to improve their productivity, communications, investigation capacity and problem solution.

The correct use of the mother tongue is becoming very important in this interconnected world which also depends on knowledge. However, in this age of hypertexts and icons, the new literacy includes the capacity to read and to

understand, and to produce complex documents containing information and images with an increasing range of means and technologies.

As societies, we are passing from an age in which we had very few information, specially the written one, to another in which Internet offers us easy access to information of any kind. In developed countries, the advance of a competition in the use of information is already a tradition. Teachers and specialists from the Cuban educational system has realized the importance of preparing students to be able to recognize the necessity of information in their search and to evaluate the quality of the obtained information and its effective use.

The globalization of communication, economy and trade is a reality very difficult to reverse. This fact demands the understanding of the political, cultural and economical interrelation that exists between countries and people; and also the diversity between them. That learning process should become another objective of the Latin American school.

It is evident that English has fulfilled the emptiness for which Esperanto was created many decades ago. English is today the language of sciences, business, and diplomacy; besides it has become the second language of the educated people from the greatest part of the world. Also, as it has been said before, it is considered that more than two thirds of the contents of Internet are written in English; thus it is very important to our educational systems to assist this demand for the citizens of the 21st century (<http://www.enciclopediaencarta.es>).

Internet and ICT are considered a challenge to basic education, but these technologies also offer big opportunities. The first is the easy access to the "World Wide Web", that immense and growing repository of knowledge. Thousands of schools and colleges that have tried to fulfill their mission with libraries and precarious or nonexistent laboratories can now contact many documents, books, magazines, encyclopedias, dictionaries and maps; they can also use virtual laboratories according to diverse branches of science and

organize virtual trips to distant places or visit famous museums of arts or sciences, all this with very low investments.

Maybe, the most important opportunity that Internet and ICT offer to education is enriching the learning environments. Another opportunity is the promptness of a great quantity of tools to improve the administration of the institution and the class as such, and also the communication and collaboration inside the scholar community and with the external world.

It is important to point out the present existing availability in order to guarantee the continuous professional development of education through Internet. Web sites make possible the access to very interesting information and offer formal and continued programs of education. The proposal is increasing in both quantity and quality. In next decades we should be expecting for more powerful, rapid and economic technologies and communication systems. Likewise, we should also expect for some better resources and easier access to Internet.

1.3 Cuban educational policy concerning ICT

Our Commander in Chief has supported the use of ICT in the teaching and learning process. He delivered a speech on September 4th, 1989 at the Elementary School “Solidaridad con Namibia”, La Lisa, Ciudad de La Habana to officially inaugurate the academic course 1989-90 (Appendix 1); on that occasion he stated that it was necessary to introduce the use of computers in the teaching and learning process of higher education students in order to improve the quality of this process. Nowadays, this has become a reality.

Since the introduction of Internet in our country, in 1996 we have faced many obstacles to access it. However, many things have been done in order to overcome this situation (Granma, April 27th, 2006).

In Cuba, today it is possible to have access to Internet in many places such as health and educational institutions. At least two “*Joven Club de Computación y Electrónica*” have been implemented in every municipality. About 550 of these institutions out of 600 existing in our country provide access to Internet. Although this access is not completely open to the public, specialists can look for information to improve general services. Internet represents a very important source of information for students and workers because it makes possible the interchange of valuable information all over the world (Granma, June 29th, 2006).

In 2006 it was estimated that there were about 377,000 computers in our country, it means a rate of about 3.4 computers every 100 inhabitants (Granma, June 29th, 2006). This number is increasing rapidly because computers are implemented in educational, cultural and industrial institutions, as well as in hospitals, post offices and banks. Due to the advantages of the use of computers, it is possible to say that an ICT socialization process is taking place in our country. For example, ICT has been implemented in the teaching and learning process of every educational institution in our country to support the syllabus of many subjects. About 2, 230, 568 students studying in 12, 784 educational centers benefit from the implementation of computers. At the same time, the number of people with access to Internet is increasing rapidly (about 900, 000 people have e-mail accounts). Approximately 30, 000 doctors and health professionals have access to Internet by means of INFOMED network (Granma, November 15th, 2006).

1.4 Internet and Web pages: advantages and drawbacks

Internet is a network connecting many computer networks and based on a common addressing system and communications protocol called TCP/IP (Transmission Control Protocol/Internet Protocol). It has grown rapidly after its

creation in 1983 and it has evolved to become an increasingly commercial and popular medium (<http://www.enciclopediaencarta.es>).

Internet world spread net of computers has extended quickly all over the world, especially as a means of communication, information, entertainment and also as an important part of the teaching and learning process, taking advantage of our planet wide and growing infrastructure of computer science and telecommunications: Internet can provide information on any topic, at any moment and at any place.

Today, the continuous development of optic fiber cable and satellite communication, and the rising increase of in the telematic transmissions speed, allow a progressive increment of the sound and video elements of Internet, which becomes more audiovisual and can offer services similar to those of the most interactive television services: videotapes, news and comments, direct debates and competitions participation, educational and entertainment environments of any kind.

Undoubtedly, Internet has been taking up a preferable place in most of our homes, next to the television, the videotape and the tape recorder. Our life style has changed; and also the teaching and learning process has been influenced by this phenomenon. Internet offers basic functions which give us a great amount of new possibilities of personal development and administration of our daily activities.

Internet is a world wide, versatile, comfortable and cheap channel of written, visual and sound communication. It makes easier communication and interpersonal relationship (immediate or differed), it also allows to share and debate ideas and contributes to the cooperative work and the diffusion of personal creations.

Today's society is very unstable and globalization is one of its most outstanding characteristics, so its citizens need continuous development; Internet provides several instruments to assist this process. Besides, it allows profiling a

new teaching paradigm in which information is everywhere; communication can be possible at any moment, teachers work more as guides of the teaching and learning process than as providers, and school schedules become more flexible.

Internet eases communication among people, institutions, etc by means of different systems that can make possible the transmission of texts and files of any kind. It also facilitates voice communication and communication by means of images in real time.

Internet communicative advantages could be used according to the available infrastructure of the educational centers and the students' knowledge and experience. In educational centers with a local Intranet, Internet possibilities of educational use will increase, if it is carried out an educative application of its communicative function.

While computers are nowadays used in most language classrooms, and are considered standard equipment, Internet is also gradually being introduced in language classrooms as teachers become more familiar with it. Internet is a confederation of thousands of computers from various sectors of society such as education, business, government and the military system. It is a network of thousands of computer networks. Each individual system brings something different to the whole (databases, library services, graphs, maps, electronic journals, etc), and the end result is a vast accumulation of information. It is a worldwide network of computers that interact on a standardized set of protocols which act independently of particular computer operating systems, allowing for a variety of access methods to Internet (Microsoft Encarta Encyclopedia 2002).

Over the past few years, Internet has emerged as a prominent new technology. The influence of such a powerful technological tool has pervaded all aspects of the educational, business, and economic sectors of our world. Since the use of Internet is widespread in numerous fields and domains, it also carries great potential for educational use, specifically second and foreign language education.

The teaching and learning process these days is being shifted more towards learners. The role of the magister is a long-forgotten past. Teachers are at their learners' service, but more as facilitators and councilors rather than omniscient mother/father figures. Computer technology has indisputably influenced the introduction of the new trends. Life in the information era enforced the use of means that allow an easy and fast exchange of data in the process of educating young generations. Computer communication, both synchronous and asynchronous, is a crucial element of professional and private lives of millions of people across the world. The virtual world with a myriad of services such as e-shopping, e-banking, e-dating, e-everything does not belong only to Hollywood super productions like *Star Wars*, yet it is as ubiquitous as the physical reality that has always surrounded people. The global network has linked local networks, stand-alone machines, but what is more important, it has bound people. Internet is not a mere resource of data that can be transferred in all possible directions. It is a world where people interact with one another, entertaining themselves or arranging serious matters. The virtual world has taken over a substantial part of physical reality impressing its users with the speed and quantity of transfer. Another advantage of Internet is convenience. After a short training, all users are able to access numerous Websites with desired information. It is sufficient to type in keywords and users receive sites at which they can obtain necessary information. Reality, even this virtual, sometimes bites. Instead of the information users have searched for, they get a handful of irrelevant sites. Nevertheless, in the majority of cases, the quest is accomplished with a success and users have what they want.

Internet has not been tailored only for educational purposes. On the contrary, it has been adopted by education. Single machines, LANs and eventually Internet have sneaked into classrooms squeezing in between blackboards and VCRs. As a matter of fact, they have become powerful rivals to the former. Multimedia and their complex cousins, hypermedia, display the content of their presentations engaging more than one sense of the users. This way they simulate the physical reality, in which people perceive the surrounding

milieu through different senses simultaneously. Textual information is wrapped up by multisensory elements like moving pictures and sounds. The multitasking environment of Windows system allows the user to toggle between several applications running at the same time. All these elements along with numerous others can be applied in the teaching and learning process.

Computers in teaching and learning process play a manifold role. Their functionality ranges from mere type-writer to sophisticated presentations, like PowerPoint and Web Pages and from simulated talks with programs to long-distant chatting or forums.

In addition to the communication benefits of Internet, it can also be used to retrieve and access information. The World Wide Web is, therefore, a virtual library at one's fingertips; it is a readily available world of information for the learner.

Some of the benefits of Internet are that it facilitates information on anything. We no longer have to go to the library to do research. A lot of the information that we obtain from the library, we can also get from Internet.

Internet also has its disadvantages. We expose our children to things that are not good for them, for example, racism. There bigoted, hate-group stuff, filled with paranoia; bomb recipes; how to engage in various kinds of crimes, electronic and otherwise; scams and swindles. It only comes from what with get from the computer, but also from the computer itself. The danger that even if hours in front of the screen are limited, unabashed enthusiasm for the computer sends the wrong message: that the mediated world is more significant that the real one.

Despite its limitations and obstacles, it must be realized that Internet's educational potential is immense. Although electronic, the Internet is an entity related to literacy - people still interact with it entirely through reading and writing. For this reason alone, Internet is a technology that will, undoubtedly, have significant implications for both teaching and learning.

1.5 Web page building

A Web page is a page that publishes documents and information on a World Wide Web. These documents have a text, multimedia elements such as graphics, sound, digital video, among other things, and hyperlinks to other Web pages. A hyperlink is a pointer which has the addresses of other Web pages in order to establish an automatic connection. (<http://www.encyclopediaencarta.es>)

A Web page maintains in execution a program named WebPages server. This WebPages server processes the needs of information. Each document in a Web page has a unique address which is denominated URL. The World Wide Web is a powerful tool for educators. Teachers use it to find teaching ideas as well as curricular information. Their students access Web pages for a variety of learning experiences. An emerging use of the Web is the publication of teacher and student works. This web-based publishing has the potential to increase teacher motivation in developing teaching materials, to promote reflection, and to enhance teacher development and also helps students to have a better understanding (<http://www.encyclopediaencarta.es>).

A communication means is a system that supports ideas, thoughts and feelings. The system uses the interchange of messages to achieve the previous aspects. It is formed by two elements: a system of meanings (codex) and a system of transmission (channel). The first one employs responsive elements called signs which represent contents of emotive or reasoning knowledge and can be combined according to certain rules in order to create messages or expressions. The second one employs physical aspects such as signals, colors, sounds, images and mechanisms that lead to the transmission of the message from one place to another (Microsoft Encarta Encyclopedia 2002).

Web pages should be elaborated according to this since they are communication means or systems that make representations by means of signs and the rules to combine these signs. The final objective is the transmission of

messages to communicate ideas, information, feelings, beliefs and judgments through the systems of communication or channels which is Internet.

Communication as such implies an interaction between two or more people in order to inform them and express their ideas. It implies an action: a communicative action that is a process in which three other events take place or at least one of them:

- The dialogue as a reciprocal process.
- The agreement about the situations and knowledge to look for consents among them.
- The agreement about the action or the action project.

The Web could be employed as a means or system of communication that is as a tool (system) to obtain a mediate communication in order to achieve one or all the aspects that the communication implies.

The Web has its own specific system of meaning or codex. Besides the HTML (Hypertext Markup Language) by which the Web pages are developed, there is a specific form in which the information is organized, presented and implemented. The information in the Web page takes the different representations on the means of communication: texts, sounds, audio, image (fixed or movable), graphics, numbers; that is why it is called multimedia.

There is also a hypertext (system by which the information is connected from one place to another) which leads to discontinuous communication (or information) that has more than one level or tone. By means of the hypertext the information could be given in different directions according to the user's needs or interests. It could be also given at different levels enlarging and deepening the information. In the process of building of a Web page we have to take into account that all its elements become signs or communication symbols.

The computer, the modem, the net card, the multimedia kit, the Internet system or telecommunications net, the visualization program of Web pages, with

their extensions and other peripherals of the computer are part of the system of transmissions of the Web.

The use of the Web as a means of communication implies identifying the way in which the information is codified and interpreted and as well as the messages contained in it. Equally we should recognize that the way in which the information or the messages are transmitted throughout the Web. The Web page must be built with the purpose of communicating (to inform or to convince about its content or sense) with the purpose that it could be used as a communication means.

The Web page should have a talkative rationality: it should respond to a communication objective, it should be useful for communication. Therefore, to achieve that, two things should be taken into account during its building process:

- a) Web page designing
- b) Web page building by means of some kind of tool.

Usually, a lot of time is invested in Web page building. However, the design process is very short. First, the Web page should be designed in order to achieve a communication logic, being this the most important step.

The design comprises (Adapted from Galvan Vidal, 2006):

- To devise, to imagine the page, to define how it will be.
- To identify the elements by means of which texts, images, graphics, pictures, colors, references, audio and other elements will be formed.
 - To define the visual aspect.
 - To define the informative content.
 - To define the users interaction or communication resources by means of the system or other users.
- To define the nexus or links.

In general, people set links to places of their interest in their Web pages. However, it should also be included, inside the same document, links to different parts of the very same Web page as such or to other Web pages or places

related with the its contents: places containing more information about the contents or complementary places with different points of view.

It should be also defined the Web page structure or the organization of contents, information and links. This structure is carried out with the purpose of making the Web page and its information understandable with the purpose to facilitate users' work.

The most important aspect is to know users' needs and defining which contents are the most important ones: What will the user look for? How will he look for it? What information does he need as topic of the Web page? These are questions that will help to define the contents and the way in which they are going to be organized.

The Web page design procedure consists of three phases (Adapted from Galvan Vidal, 2006):

- Defining the Web page information or relevant contents (taking into account the users needs) and its structure (information structure).
- Designing iconography or representative symbols of the information, Web page contents or the parts in which it will be divided.
- Testing the utility, validity and intuitivism of the symbolic representations and iconography and the organization or information structure, related with users interface.

The following step is Web page building according to its design. Some tools should be used in order to achieve that. Programming language like the HTML should not be used necessarily. Among the simplest tools for Web pages building are: Word, Power Point and Page Composer, as well as Dreamweaver and Microsoft Publisher.

1.5 Previous work related with ICT in the teaching and learning process

In our course there are no antecedents of Web page building to support bibliography. Therefore, we decided to do research related with this topic in other fields. We searched for information in order to find out antecedents related with the use of ICT to support the teaching and learning process in general.

At the Pedagogical University “Félix Varela” there is a Master’s Degree Dissertation on theoretical and practical teaching of contemporary English, entitled “SoftMusic, un guión, multimedia para el desarrollo de las habilidades receptoras en el 1er año de Licenciatura en Educación, Especialidad Lenguas Extranjeras.” This work deals with the implementation of a software to support the teaching and learning process of foreign languages.

In our University, at the Faculty of Architecture and Civil Engineering there is a PhD Dissertation related with the use of ICT to support the teaching and learning process, entitled “Metodología para el perfeccionamiento del proceso de enseñanza aprendizaje de la economía, dirección y organización de la construcción en la carrera de Ingeniería Civil mediante el uso de las NTIC”. This research work deals with the implementation of a software to support the teaching and learning process of some subjects related with civil engineering.

Also at the Faculty of Managerial Sciences in our University there is a Major Paper related with the building of a Web page to support the teaching and learning process of a subject, entitled “Nueva alternativa de aprendizaje de la asignatura Hacienda Pública” .This dissertation was very useful in our research.

In the Faculty of Chemistry and Pharmaceutical Sciences there is Major Paper related with the implementation of a Web site to ease services related with the use of medications, entitled “Diseño e implementación del Sitio Web del Centro de Estudios, Documentación e Información de Medicamentos de Villa Clara”. This Web site was built with macromedia Dreamweaver and it has hyperlinks to other 50 pages containing texts, graphics, etc.

In the Faculty of Electrical Engineering there is a Major Paper in which, among other things, the author analyzes the advantages of the use of ICT in the

teaching and learning process. The title of this dissertation is "Sitio Web de Electrónica Analítica I".

Besides we participated in the Students' National Forum (2006) where a group of students from Universidad de Holguín "Oscar Lucero" presented a Web page to support the subject Foreign Language Teaching Didactics.

We presented a term paper in the third year of our studies related with the building of a Web page to support the existing bibliography of the subject History of the English-Speaking Countries I (United Kingdom). This Web page was successfully implemented as part of the subject bibliography. Thus, we decided to build a second Web page for the subject Panorama of the Culture of the English-Speaking Countries, which has also had good reception on the part of the students. Finally, we decided to build a third Web page related to the subject History of the English-Speaking Countries II (United States) to finally build a Web site related with the discipline Panorama of the English-Speaking Countries.

Chapter 2: Necessities for the creation of a Web site for the discipline Panorama of the English-Speaking Countries

2.1. Methodology and importance of the diagnosis of necessities.

The diagnosis of necessities can be defined as the identification of difficulties or specific situations by means of the observation of the participants involved in a given situation. To achieve this, different methods can be applied such as surveys, interviews and questionnaires, among others.

According to Gillet (1973, in Basturkmen 1998:2), the main objective of the diagnosis of necessities is the identification of the necessary elements to complete instruction. On the other hand, Richterich and Chancerrell (1987) outline that the objective is not only to identify the elements but establishing the relative importance, to find out what is indispensable, necessary or simply desirable; in general, the diagnosis of necessities is considered as an essentially pragmatic activity focused on specific situations, although this activity is also based on general theories.

According to Santiago Borges (1996:2) the diagnosis is a decision-making process based on information gathered consciously. The objective is designing a coherent system of actions that satisfy specific necessities to reach certain goals. What was stated above served as a guideline for the diagnosis of necessities in our investigation.

2.2. Description of the sample and instruments

In this part of the investigation were included 44 students of English Language with a Second Foreign Language (French) of the academic year 2006-2007 representing 36.67% of the total.

Students were surveyed to find out how useful a Web site would be. In the survey, students were asked about their opinion in relation to a Web site related with the discipline Panorama of the English-Speaking Countries (Appendix 5):

- 44 students majoring in English Language with a Second Foreign Language (French) out of 120 (36.67%) were given a questionnaire to find out their opinions and beliefs about the use of ICT in their studies and how on-line bibliography and the building of a Web site can complement the existing bibliography for the discipline Panorama of the English-Speaking Countries (Appendix 5).

Some criteria were taken into account to select this sample:

- **Academic level:** The students interviewed had taken the subjects included in Web site.
- **Willingness:** It was taken into account that the students surveyed were willing to cooperate.

2.3 Diagnosis parameters

In order to carry out the diagnosis we consider this direction:

- To know the opinion of students about the use of ICT and specifically Web pages and Web sites to support the teaching and learning process.

2.4 Information gathering

In this research, a group of methods of the empirical level was applied to diagnose the necessities of the teaching-learning process of the discipline Panorama of the English-Speaking Countries. These methods were:

- Analysis of documents: Curriculum of the Course English Language with a Second Foreign Language (French) and Computers Managing Program in the course English Language with a Second Foreign Language (French)

The analysis of documents was made to find out the abilities that students of English Language with a Second Foreign Language (French) should have at the end of their studies and how ICT could contribute to the development of these abilities.

- Surveys to students

The surveys were carried out to find out students' opinion about the usefulness of a Web site for the discipline Panorama of the English-Speaking Countries.

2.5. Analysis of documents

2.5.1 Analysis of the Curriculum of the course English Language with a Second Foreign Language (French)

Development is an uninterrupted process in higher education and has acquired such significance that it implies modifications in the study curricula. Curriculum "C" of the Course English Language with a Second Foreign Language (French), which was first implemented in the Central University of Las Villas in the academic year 1989-90, meant a further step in the formation of Bachelors of the English Language with a Second Foreign Language (French). The requirements of this specialty show substantial changes, being the most outstanding one showing moral and civic values and professional ethics, high competence in the use of the English language and the capacity of professional performance in this first foreign language, as well as in a second one. In order to

achieve this, the course has been designed in such a way that students develop integrally and harmonically the four basic skills of the verbal activity (speaking, writing, reading and listening comprehension). There is an intensive work in the initial stage (Introductory Course) allowing students to use the English language as an instruction means from the very first year of the course. During their university studies, this intensive work prepares them to be able to develop the necessary professional abilities to use the English language and the second foreign language as instruments of specialized work.

Graduates from this specialty should be able:

- to work, as translator and/or interpreter, in a concrete historical situation
- to contribute to the communication between Spanish-speakers and non Spanish-speakers
- to teach English efficiently in order to contribute to the cultural and labor development of a foreign language in our society

As can be noticed, the abilities that graduates of English Language with a Second Foreign Language (French) should have at the end of their studies as teachers, interpreters or translators are explicitly stated.

2.5.2 Analysis of the Computers Managing Program in the course English Language with a Second Foreign Language (French)

Nowadays the use of ICT is an essential and necessary tool in the formation of a competent professional. Therefore, foreign language specialists, translators, interpreters and language professors have to develop abilities and habits in the use of the ICT in order to develop a more productive and efficient professional activity. To achieve this, a Computers Managing Program in the course English Language with a Second Foreign Language (French) has been

implemented throughout the whole years of study. This Program is mainly intended:

- To develop abilities and habits in the use of computers as a means of communication in order to obtain, process and store information
- To know and to apply the established regulations for the use computers and in the University networks
- To familiarize students with concepts, tools and specific procedures for the application of computers in their professional life

In our opinion, the abilities that graduates of English Language with a Second Foreign Language (French) should have at the end of their studies are explicitly stated in the document analyzed; however, it is advisable to include abilities related with Web page building or software production.

2.6. Surveys to students

The objective of the survey as a technique is to find out information about a certain topic and it must have a logical structure. In our research the survey was used to collect data and diagnose necessities.

From the application of a survey to 44 students majoring in the English Language with a Second Foreign Language (French) to find out their opinion about the usefulness of a Web site to support the teaching and learning process of the discipline Panorama of the English-Speaking Countries, the following results were obtained (Appendix 5):

- 42 students (95.45 %) like working with computers
- 2 students (4.54%) dislike working computers
- 44 students (100%) think computers are necessary for nowadays studies.
- 6 students (13.63%) think that on-line bibliography is useful and necessary.

- 26 students (59.09%) think that on-line bibliography is useful, necessary and accessible.
- 17 students (38.64 %) think that on-line bibliography is useful.
- 9 students (20.45 %) think that on-line bibliography is necessary.
- 6 students (13.63%) think that on-line bibliography is useful and necessary.
- 1 student (2.27 %) thinks that on-line bibliography is useful and accessible.
- 2 students (4.54 %) think that on-line bibliography is inaccessible.
- 44 students (100%) think that a Web site to support the existing bibliography for the discipline Panorama of English-Speaking Countries would be effective.

2.7 Analysis of the results

From the analysis of the Curriculum of the course English Language with a Second Foreign Language (French) and the Computers Managing Program of this course as well as the application of the survey we came to the following conclusions:

- The ICT abilities that graduates of English Language with a Second Foreign Language (French) should master at the end of their studies are explicitly stated in the documents analyzed although it is advisable to include abilities related with Web page building or software production
- All of the students surveyed agree with the use of computers to support the teaching and learning process

- Most of them think that ICT is a valuable tool to support the existing bibliography
- All of the students included in the sample think a Web site to support the existing bibliography for the discipline Panorama of the English-Speaking Countries would be effective.

Therefore, taking into consideration the above regularities found from the diagnostic stage, we decided to design and build a Web site for the discipline Panorama of the English-Speaking Countries.

In Chapter 3 we will present the proposal of a Web site to improve the teaching and learning process of the discipline Panorama of English–Speaking Countries, and also its evaluation according to the criteria of students and teachers.

Chapter 3. Proposal of a Web site for the discipline Panorama of the English-Speaking Countries

3.1 Characteristics of the proposal

As it was pointed out in Chapter 2, from the analysis of the Curriculum of the Course English Language with a Second Foreign Language (French) and the Computers Managing Program of this course and the application of a survey to students, we concluded that all of them agree with the use of computers to support the teaching and learning process. They think that ICT is a valuable tool to support the existing bibliography and a Web site to support the existing bibliography for the discipline Panorama of the English-Speaking Countries would be effective.

Therefore, the Web site proposed has been created on the bases of the rationale explained in Chapter 1, and taking into account the results of the diagnosis explained in Chapter 2 to support the teaching and learning process of the discipline Panorama of the English-Speaking Countries.

This Web site consists of three Web pages, each corresponding to the subjects included in this discipline. Consequently, one of the pages is related with the subject Panorama of the Culture of the English-Speaking Countries and the other two pages correspond to the subjects History of the English-Speaking Countries I (United Kingdom) and History of the English-Speaking Countries II (Unites States) (See Figure 1). The home page is divided into three sections corresponding to the three Web pages included; the access to each of them is very easy, a click on “Go” is enough. It also includes a map of the different regions in the world where English is spoken as an official language. This Web site is available at <http://panorama.sociales.uclv.edu.cu>.

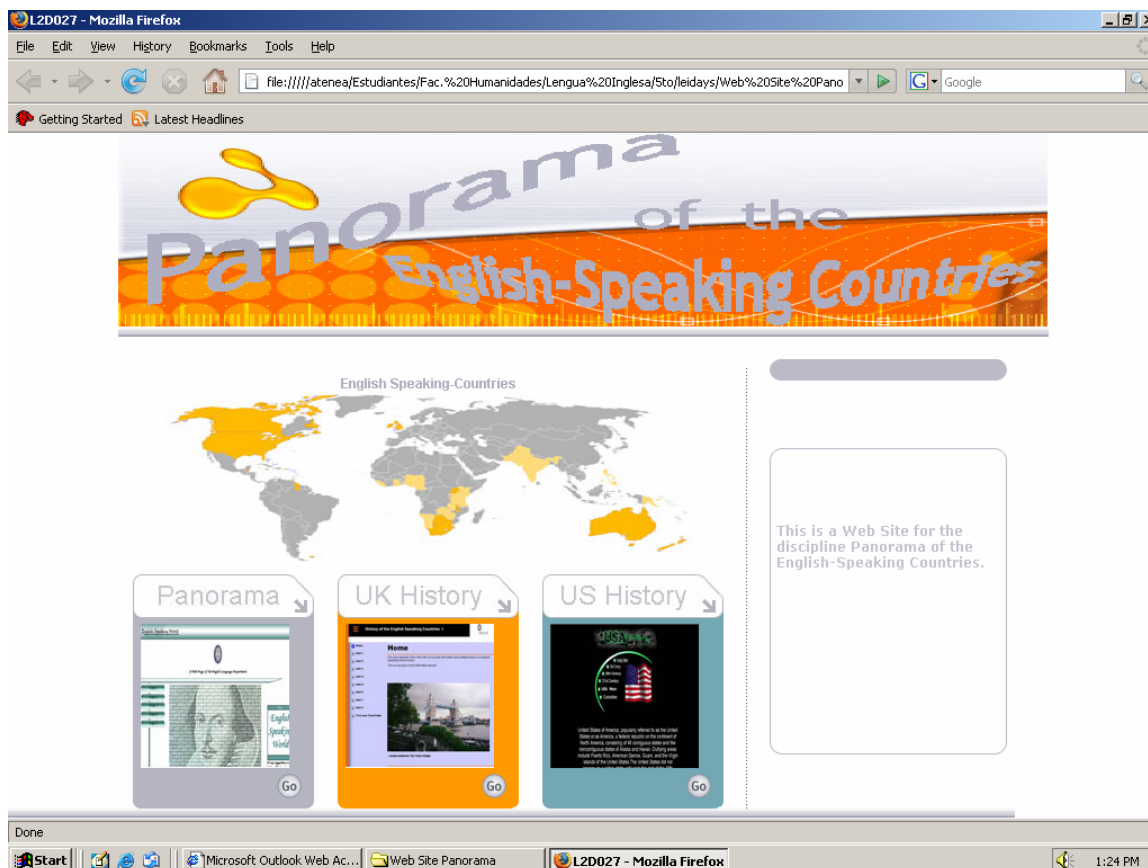


Figure 1. Home page of the Web site Panorama of the English-Speaking Countries

3.1.1 Web page Panorama of the Culture of the English-Speaking Countries

The software which was used in the building of this Web page (See Figure 2) is Dreamweaver 4.0 and all the images that it contains have been created by means of Photoshop 7.0. This Web page contains a Home Page with links to five units, each corresponding with the units of the syllabus (Appendix 7). Each of the units has hyperlinks to different Internet Web pages related with its topic. Photos related with each topic can also be found, as well as different questions related with the given topics.

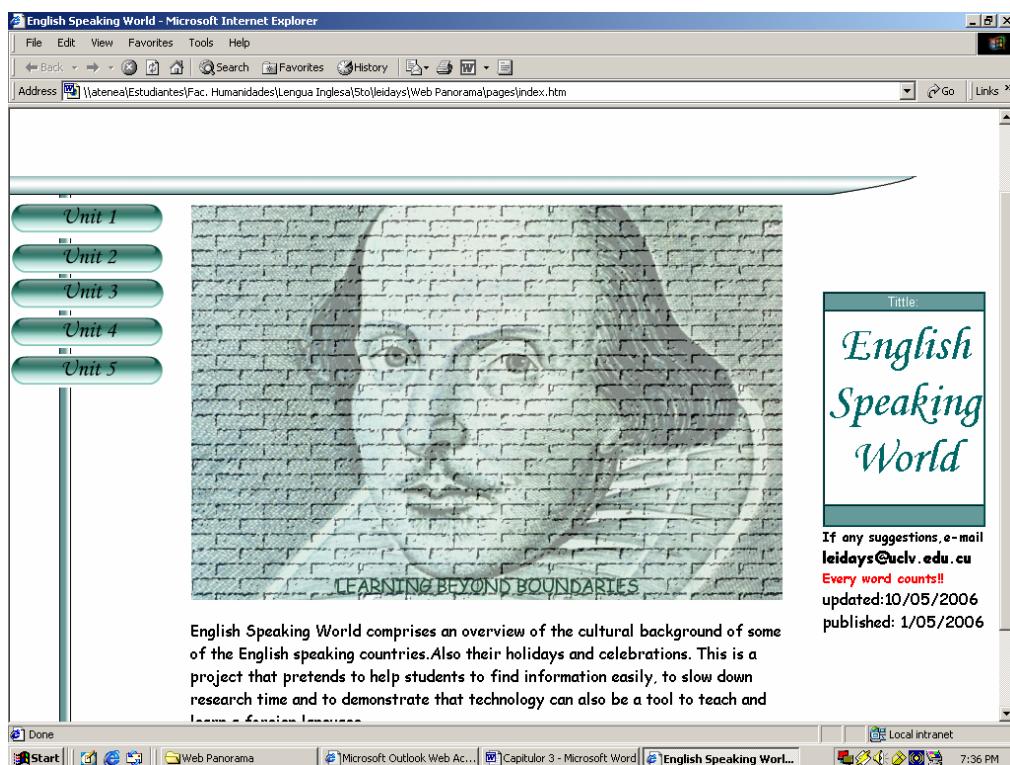


Figure 2. Home page of the Web page Panorama of the Culture of the English-Speaking Countries

3.1.2. Web page History of the English-Speaking Countries I (United Kingdom)

As mentioned above another Web page included in the Web site corresponds to the subject History of the English-Speaking Countries I (United Kingdom) (See Figure 3). This was the first Web page built, that is why the software used in its building was Microsoft Office Publisher 2003 because it offers a variety of predefined platforms with changeable elements and, as we were not much experienced in Web page building, it was easier to work with this kind of program.

This Web page contains a Home Page with links to eight units, each corresponding with the units of the syllabus (Appendix 8). Each of the units has hyperlinks to different Internet Web pages related with the topic.

A Pictures Gallery containing photos related with the topic can be found in each unit, except Unit 2 which has a Map Gallery including maps. The student can also check his knowledge in a section with this very same name.

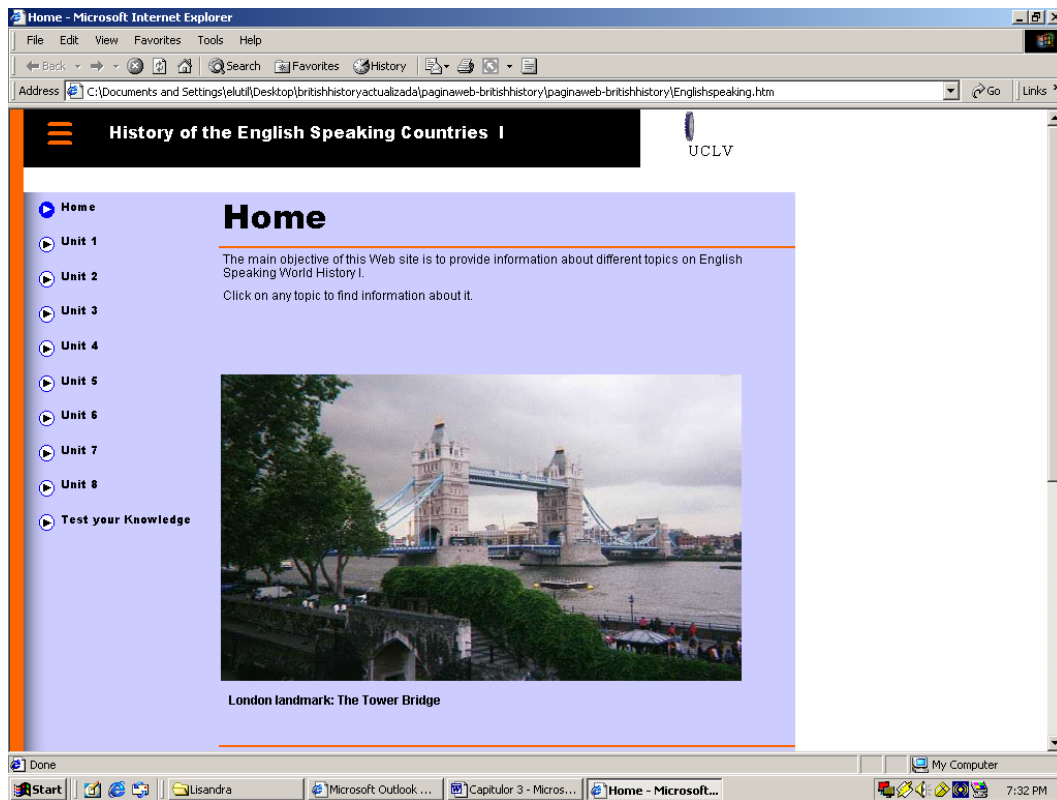


Figure 3. Home page of the Web page History of the English-Speaking Countries I (United Kingdom)

3.1.3 Web page History of the English-Speaking Countries II (United States)

The other Web page was designed for the subject History of the English-Speaking Countries II (United States) (See Figure 4). In this page students can find information about all Presidents of the United States as well as information about the most outstanding events during each of the presidential terms.

The software used in the building of this Web page was also Dreamweaver 4.0 and all the images that it contains have been created by means of Photoshop 7.0. The Web page contains a Home Page divided into six themes: Founding Fathers, 19th Century, 20th Century, 21st Century, USA Wars and Curiosities. The theme USA Wars also offers hyperlinks to other Web pages related with the topic. There are also important documents included in the Themes.

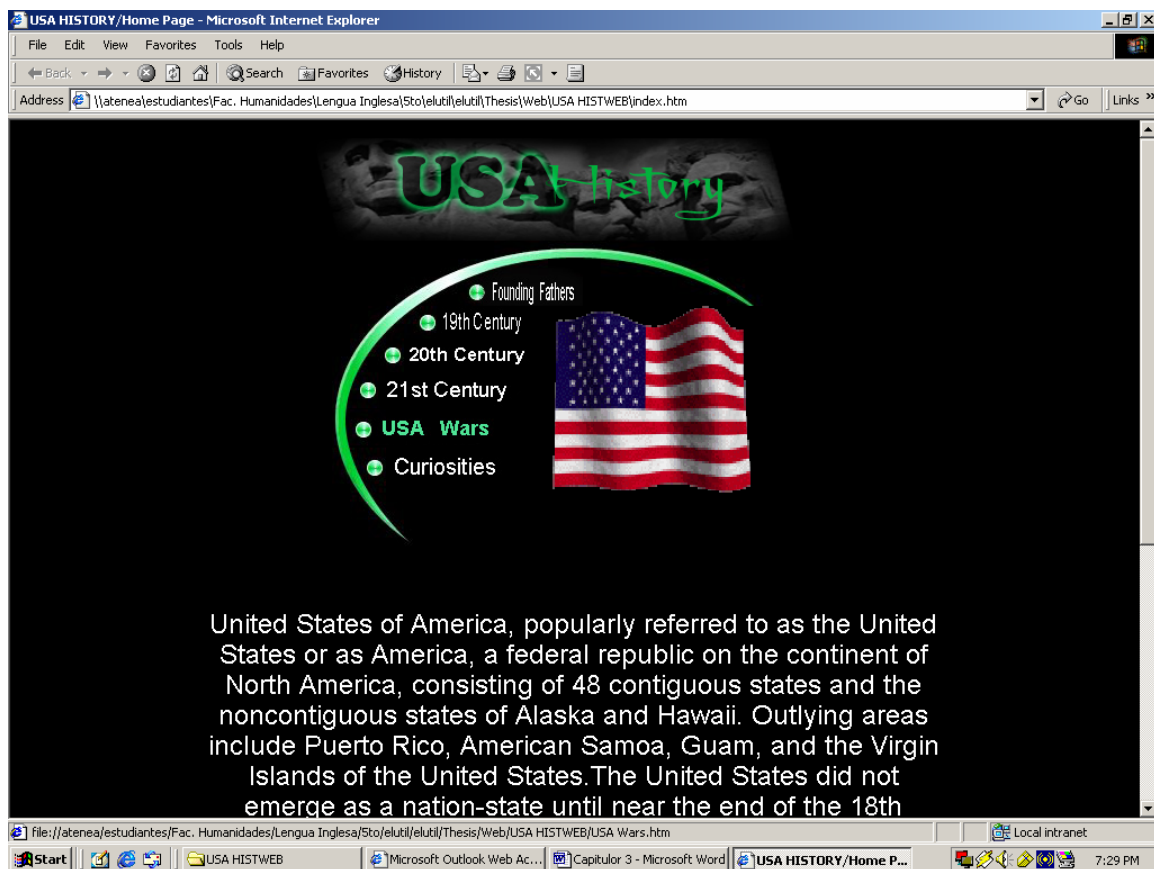


Figure 4. Home page of the Web page History of the English-Speaking Countries II (United States)

3.2 Validation of the proposal

In order to evaluate the Web site surveys were applied to students and teachers. Students were surveyed (Appendixes 2, 3 and 4) to find out their opinion in relation to a Web page included in the Web site of discipline Panorama of the English-Speaking Countries:

- 15 students from the introductory course out of 32 (46.88%) were surveyed to find out their opinions about the Web page related with the subject Panorama of the Culture of the English-Speaking Countries; (Appendix 2)
- 15 students from 3rd and 4th years out of 42 (35.71%) were surveyed to find out their opinions about the Web page related with the subject History of the English-Speaking Countries I (United Kingdom) (Appendix 3)
- 15 students from 3rd and 4th years out of 42 (35.71%) were surveyed to find out their opinion about the Web page related with the subject History of the English-Speaking Countries II (United States) (Appendix 4)

Teachers were also surveyed (Appendix 6). This survey consisted of five general questions to find out if they agree with the use of computers to support the teaching and learning process, if they have consulted our Web site, if it has been useful for them as teachers, if they think it has contributed to the training of students and their general opinion about the Web site.

3.2.1 Evaluation of the Web page related with the subject Panorama of the English-Speaking Countries.

From the application of the first survey to 15 students from the Introductory Course to find out their opinions about the Web page related with the subject Panorama of the Culture English-Speaking Countries the following results were obtained:

- 15 students (86.67 %) agree with the use of computers to support the teaching and learning process
- 14 students (93.33%) have consulted the Web page Panorama of the Culture of the English-Speaking Countries
- 1 student (6.67%) has not consulted the Web page
- 11 students (73.33%) think this Web page has contributed to their training
- 3 students (20 %) think that this Web page maybe has contributed to their training
- 1 student (6.67 %) thinks that this Web page has not contributed to his training
- 4 students (26.67 %) think this Web page is useful and necessary
- 2 students (13.33 %) think this Web page is useful, necessary and accessible
- 7 students (46.7 %) think this Web page is useful
- 1 student (6.7 %) thinks that this Web page is necessary

3.2.2 Evaluation of the Web page related with the subject History of the English-Speaking Countries I (United Kingdom)

From the application of the second survey to 15 students from 3rd and 4th year to find out their opinions about the Web page related with the subject History of the English-Speaking Countries I (United Kingdom) the following results were obtained:

- 14 students (93.33 %) agree with the use of computers to support the teaching and learning process
- 1 student (6.67 %) is not sure about the usefulness of computers to support the teaching and learning process

- 12 students (80%) have consulted the Web page History of the English-Speaking Countries I (United Kingdom)
- 3 student (20%) have not consulted the Web page
- 12 students (80%) think this Web page has contributed to their training
- 9 students (60 %) think this Web page is useful, necessary and accessible
- 2 students (13.33 %) think this Web page is necessary
- 2 students (13.33 %) think this Web page is useful

3.2.3 Evaluation of the Web page related with the subject History of the English-Speaking Countries I (United States)

From the application of the third survey to 15 students 3rd and 4th year to find out their opinions about the Web page related with the subject History of the English-Speaking Countries II (United States) the following results were obtained:

- 15 students (86.67 %) agree with the use of computers to support the teaching and learning process
- 13 students (86.67%) have consulted the Web page History of the English-Speaking Countries II (United States)
- 2 students (13.33%) have not consulted the Web page
- 11 students (80%) think this Web page has contributed to their training
- 2 students (60 %) think Web page maybe has contributed to their training
- 7 students (47.67 %) think this Web page is useful, necessary and accessible
- 1 student (6.67 %) thinks Web page is useful and necessary
- 4 students (26.67 %) think this Web page is necessary

- 1 student (6.67%) thinks this Web page is useful

3.3 Analysis of the results

As can be noticed, most of the students surveyed have consulted the Web pages included in the Web site and they think it has contributed to their training. All of them think this Web site is useful.

Four teachers of the Department of the English Language were also interviewed to find out their opinion about the usefulness of this Web site to support the teaching and learning process of the discipline Panorama of the English-Speaking Countries. All of them agree with the use of computers to support the teaching and learning process. They think this Web site has been useful for them as teachers because, among other aspects, it has helped to have an idea of what can be done to support the existing bibliography of certain subjects and to incorporate computers assisted learning. They concluded that this Web site has contributed to the training of students.

CONCLUSIONS

The present research work has revealed the following:

- Most of the students of English Language with a Second Foreign Language (French) think computers are a valuable tool to support the existing bibliography for the discipline Panorama of the English-Speaking Countries.
- The Web site could become an effective tool for promoting the development of the teaching and learning process for the discipline Panorama of the English-Speaking Countries in the training of students of English Language with a Second Foreign Language (French) at UCLV.
- It also served as a catalyst for the development of an additional network level, which may provide students with opportunities to connect with other Web pages through the Web.
- Creating Web pages and Web sites that can be published in our University network may contribute to increase teachers' self-efficacy to teach different subjects.

RECOMMENDATIONS

In order to contribute significantly to the training of English majors as future specialists of the language, the following issues should be taken into account:

- To do further research on Web page building in order to contribute to the better training of students of the English Language with a Second Foreign Language (French)
- To build other Web pages for other disciplines of the curriculum of the English Language studies in order to solve the lack of bibliography existing today
- To include Web pages building as an objective of the Computers Managing Program in the course English Language with a Second Foreign Language (French)
- To include videos, recordings and other kind of multimedia in the Web site proposed and in further ones

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Programa de la asignatura Panorama Cultural de los Pueblos de Habla Inglesa, Departamento de Lengua Inglesa, Facultad de Humanidades, Universidad Central "Marta Abreu" de Las Villas.

Programa de la disciplina Panorama de los Pueblos de Habla Inglesa, Departamento de Lengua Inglesa, Facultad de Humanidades, Universidad Central "Marta Abreu" de Las Villas.

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APPENDIX 1

FRAGMENTOS DEL DISCURSO PRONUNCIADO POR FIDEL CASTRO RUZ, PRESIDENTE DE LA REPÚBLICA DE CUBA, EN EL ACTO CENTRAL CON MOTIVO DEL INICIO DEL CURSO ESCOLAR 1989-90, EFECTUADO EN LA ESCUELA SOLIDARIDAD CON NAMIBIA, MUNICIPIO LA LISA, EL 4 DE SEPTIEMBRE DE 1989, "AÑO 31 DE LA REVOLUCION".

Todas esas etapas las hemos cumplido. ¿Qué nos queda por delante? Nos queda la calidad, la cuestión de la calidad. ¿Qué es calidad? Calidad es introducir la enseñanza de computación en toda la enseñanza universitaria, lo primero que hicimos en los últimos años. Calidad es introducir la computación en todos los preuniversitarios del país, en todos los tecnológicos, en todas las escuelas de maestros, en todas las escuelas secundarias del país; eso es calidad, y esa es la calidad que hemos estado introduciendo en los últimos años.

Ya el año próximo todos, hasta el nivel secundario, tendrán la enseñanza de computación. Eso es muy importante. No es un deporte, aunque puede ser un deporte, porque mucha gente se divierte trabajando con las máquinas, haciendo cálculos y a algunas de ellas se les introducen algunos entretenimientos; pero un arquitecto o un ingeniero que no sepa computación no puede utilizar muchos programas, que le permiten multiplicar diez veces su productividad, porque a veces hay que hacer un cálculo de estructuras metálicas de un edificio de 10 pisos, 15 pisos y tiene que emplear 60 horas haciendo cálculos, y, con una computadora y un programa, en tres horas hace los mismos cálculos. Eso, para citar un ejemplo.

Un arquitecto, un ingeniero de cualquier especialidad que conozca la computación, puede multiplicar muchas veces su productividad y hacer las cosas con más exactitud. Existen las máquinas y los programas, incluso, para diseñar; es un mundo lo que ha avanzado la humanidad en ese campo.

Nosotros tenemos ahora cursos para enseñarles computación a los arquitectos e ingenieros que no la estudiaron cuando estaban en la universidad. El Frente de Proyectos ha recibido recursos y ha organizado los cursos para que todos los ingenieros y arquitectos que no tuvieron este privilegio, conozcan y dominen la computación. Eso es calidad.

APPENDIX 2

SURVEY

Objective: To evaluate the opinion of students of English Language with a Second Foreign Language (French) about the Web page related with the subject Panorama of the Culture of the English-Speaking Countries.

We would be very grateful if you could answer the following questions to help us in our research work

Thank you

General Information:

Academic Year:

1. Do you agree with the use of computers to support the teaching and learning process?

Yes_____ No_____

Have you ever consulted the Web page Panorama of the Culture of the English Speaking Countries?

Yes_____ No_____

2. Do you think this Web page has contributed to your training?

Yes_____ Maybe_____ No_____

3. In general, what is your opinion about this Web page?

Necessary_____ Not Necessary_____ Useful_____ Useless_____

Accessible_____ Not Accessible_____

APPENDIX 3

SURVEY

Objective: To evaluate the opinion of students of English Language with a Second Foreign Language (French) about the Web page related with the subject History of the English-Speaking Countries I (United Kingdom)

We would be very grateful if you could answer the following questions to help us in our research work

Thank you

General Information:

Academic Year:

1. Do you agree with the use of computers to support the teaching and learning process?

Yes_____ Maybe_____ No_____

2. Have you ever consulted the Web page History of the English Speaking Countries I (United Kingdom)?

Yes_____ No_____

3. Do you think this Web page has contributed to your training?

Yes_____ Maybe_____ No_____

4. In general, what is your opinion about this Web page?

Necessary_____ Not Necessary_____ Useful_____ Useless_____

Accessible_____ Not Accessible_____

APPENDIX 4

SURVEY

Objective: To evaluate the opinion of students of English Language with a Second Foreign Language (French) about the Web page related with the subject History of the English-Speaking Countries II (United States)

We would be very grateful if you could answer the following questions to help us in our research work

Thank you

General Information:

Academic Year:

1. Do you agree with the use of computers to support the teaching and learning process?

Yes_____ Maybe_____ No_____

Have you ever consulted the Web History of the English Speaking Countries II (United States)?

Yes_____ No_____

4. Do you think this Web site has contributed to your training?

Yes_____ Maybe_____ No_____

5. In general, what is your opinion about this Web page?

Necessary_____ Not Necessary_____ Useful_____ Useless_____

Accessible_____ Not Accessible_____

APPENDIX 5

SURVEY

Objective: To find out students' opinions and beliefs about the use of ICT in their studies and how on-line bibliography and the building of a Web site can complement the existing bibliography for the discipline Panorama of the English-Speaking Countries.

We would be very grateful if you could answer the following questions to help us in our research work.

Thank you.

- Do you like working with computers?

Yes ____ No ____

- Do you think computers are necessary for nowadays studies?

Yes ____ No ____

- What is your opinion about on-line bibliography?

Necessary ____ Not Necessary ____

Useful ____ Useless ____

Accessible ____ Not Accessible ____

- Do you think that a Web page with hyperlinks to Internet to support English Speaking World History I would be useful?

Yes ____ No ____

APPENDIX 6

SURVEY

Objective: To evaluate teachers' opinion about the use of ICT to support the teaching and leaning process of the discipline Panorama of the English-Speaking Countries and the usefulness of this Web site.

We would be very grateful if you could answer the following questions to help us in our research work.

Thank you.

- o Do you agree with the use of computers to support the teaching and leaning process?

Yes_____ No_____

- o Have you ever consulted any of the Web pages proposed?

Yes_____ No_____

- o Do you think these Web pages have been useful for you as a teacher?

Yes_____ Maybe_____ No_____

- o Do you think this Web page has contributed to the training of students?

Yes_____ No_____

- o In general, what is you opinion about these Web site?

Necessary_____ Not Necessary_____

Useful_____ Useless_____

Accessible_____ Not Accessible_____

APPENDIX 7

Units included in the syllabus of the subject Panorama of the Culture of the English-Speaking Countries

Unit 1: Historical background of the origin and development of the English Language. Historical conditions in which English Language originated and developed.

1.1: English as a world language

1.2: Analysis of the most wide spread variants of English Language

1.3: Regional variation of English in the United States, United Kingdom and Canada

1.4: Commonwealth of Nations

1.5: English in the Caribbean

Unit 2: Life and culture of Great Britain

2.1: Geography

2.2: Population

2.3: The system of government in the UK

2.4: Great Britain customs and traditions

Unit 3: Life and culture of the United States

3.1: Geography

3.2: Population

3.3: Holidays and celebrations

3.4: Arts

3.5: The system of government of the United States

Unit 4: Life and Culture of Canada

4.1: Geography

4.2: Population

4.3: Celebrations, holidays, customs and traditions

4.5: Government

Unit 5: English-speaking Caribbean

5.1: Geography

5.2: Population

5.3: Customs, traditions and arts

APPENDIX 8

Units included in the syllabus of the subject History of the English-Speaking Countries I (United Kingdom)

Unit 1: Pre-feudal England

Unit 2: Feudal England

2.1: Feudal England

2.2: Norman Conquest

2.3: The Great Charter

2.4: The Hundred Years' War

2.5: The Black Death

2.6: The War of the Roses

Unit 3: English capitalism and its pre-monopolist stage

3.1: The Theory of Mercantilism

3.2: Reformation and Counter-Reformation

3.3: The War with Spain

3.4: The Renaissance

Unit 4: The English Bourgeois Revolution

4.1: The Civil War

4.2: The Glorious Revolution

Unit 5: The English Industrial Revolution

5.1: The English Industrial Revolution

5.2: The Luddite Movement

5.3: The Chartist Movement

Unit 6: British Colonialism

Unit 7: British Imperialism

Unit 8: Twentieth Century Britain

8.1: World War I and II

8.2: Post War Britain (1945-1951)

8.3: Margaret Thatcher

8.4: John Major