

COMPUTER MEDIATED COMMUNICATION WITHIN THE WEBSITE OF THE
LINGUISTICS AND LANGUAGES DEPARTMENT OF THE UNIVERSITY OF
NARIÑO

by

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Submitted to Faculty of Human Sciences in partial fulfillment
of the requirement for the degree of Bachelor in Linguistics
and Languages Department

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NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en el trabajo de grado son responsabilidad exclusiva de sus autores"

Artículo 1º del acuerdo No. 324 del 11 de octubre de 1966,
emanada del Honorable Consejo Directivo de la Universidad de
Nariño"

Qualification

Signature

Signature

Signature

San Juan de Pasto, November 2007

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ABSTRACT

The purpose of the project was to design and create a website for Linguistics and Languages Department at the University Of Nariño, which has two academic programs Degree in English - French and Degree in Spanish -English.

The general information, researches, web publications and services provided by the Department which commissioned the work are presented in the web page. Furthermore, the portal web has useful tools as noticeboard, links to important pages and office automation to optimize office procedures of the Department.

The website was created by using HTML code and PHP, PhotoShop 6.0,Flash MX and a FTP data transmission program was also used during the process.

The dynamic website created for the Linguistics and Languages Department is clear, consistent and user-friendly. Using concept and some applications of Computer Mediated Communication -CMC, the Webpage is designed to reflect the educational environments with easy access to the system through user and administrator friendly interface.

CHAPTER I

1. INTRODUCTION TO THE STUDY

1.1 Problem

"Newer technologies such as computers and video conferencing are not necessarily better (or worse) for teaching or learning than older technologies. . . they are just different . . . The choice of technology should be driven by the needs of the learners and the context in which we are working, not by its novelty."

Recent decades we have been witnessed the inexorable advance of Information and Communications Technology (ICT) throughout society, the need to be connected with the world, to be updated, to access to the information wherever you are and whenever you need it, is unavoidable. It is hardly surprising that this trend has had a particular and relevant impact on the new way how people communicate to each other.

Experience shows that the use of new technologies does not presuppose itself an improvement or deterioration in the development of our work, even in the educational process, as, in the words of Salomon (1993), 'the study of a computing tool in an educational context is *sui generis*: its effectiveness both results from and contributes to the entire range of events, activities, course content and interpersonal interaction taking

place within that context'. Thus, the use of information and communications technology is not just one more an innovative tool but the way to communicate and be informed about around us, a teaching aid which can be used in a variety of teaching methodologies and approaches.

There is no doubt that information and communications technologies offer a wide range of opportunities for whatever field it is applied, even in language teaching. However, most users (students, teachers and administrators) have had the wrong belief that the inclusion of Internet in language settings and routines of working may generate situations such as: technology taking over human being, loss of human interaction, or the formation of mechanized students just able to respond what they were programmed for and finally that technology is only for engineers.

However, it is important to take a branch of this big field and introduce ourselves into the fabulous world of the World Wide Web (WWW) which is full of surprises.

With more than 200 million users, Internet has become the most extended means of communication in the entire world, in the humanity's history. This very well knows as "Net of nets". It allows us to establish the cooperation and collaboration between great number of communities and groups of interest for specific topics, distributed by the whole planet. Through this, it is

possible to consult the catalogs of the most important libraries in the world, to consult databases with the most diverse topics; it is possible to visualize and copy files, images, pictures, video, and sound of all type or reproductions. Many different things can also be done such as chatting in real time (two or more people), no matter the distance that separate them.

Without any doubt, the society in general has been influenced partially or totally by Internet. The different institutions and organizations in the society (religion, education, trade, financing, etc), have had to change their traditional outlines to adapt to the current technology and information trends.

To give a tool in which the administrators, teachers and students can find and access to the resources, begin to use and innovate in their fields in an appropriate manner to progress continually and to get a better quality in their professions.

The Information and Communications Technology and Internet have pioneered the introduction of technology into the academic society although not always with the results it would have wished.

Many of us use the internet or the "web" (World Wide Web) as a source of information. In education, the web is increasingly used as a learning tool to support formal programs, as a means of delivering online learning programs, e-mailing, and in general,

to know about all the activities that happen in a determined place, etc. Educators can ensure the potential of the web by using it effectively to support both their own learning and that of their students.

With all this in mind, the idea of creating and designing a website for the Linguistics and Languages Department at the University of Nariño will let that all the members in this academic unit be in contact and interacting with both the computer and Internet at the same time.

1.2 Problem Statement

In order to advance in the process of building a vision for the future of the education, it is important to break the myths about the possibilities of using new technologies and overcome the old mental frameworks to which we are habituated and do not allow us to advance to new perspectives by using the technological tools as a means of progress.

The University of Nariño has the technology enough to take the Linguistics and Languages Department and be part of the information highway; nevertheless, most teachers and students show a lack of these technological skills, which of course affect the access to the instant information.

The lack of a mechanism of an updated information source easy to access and manipulate where the academic community and

the public in general can know about the potential of the Linguistics and Languages Department.

In addition, one of the challenges that the Linguistics and Language Department has to cover is the accreditation of its two programs and for this reason the department needs to have its own system of communication and information which the Department does not have at the moment.

1.3 Research question

How can a Website improve its system of communication and information in Linguistics and Languages of the University of Nariño?

1.4 Hypothesis

The hypothesis selected for this study is a null one. The implementation of a Website for the Linguistics and Languages Department in the University of Nariño will have neither positive nor negative effect in improving the use of the system of communication and information.

1.5 Justification

Internet emerges as a powerful tool to strengthen the situations of communication as long as it is to the service of a clear educative project of incorporation and usage. With it, the Internet and its effectiveness in labor or education depends not only on what outcomes are targeted and how this kind of

technology is integrated into instruction, but also on how users perform in their jobs.

Education has not escaped to the influence of Internet. New teaching methods have not only been created (as the education at distance in real time) but rather they have changed the research methods and how data is gathered. At the moment most of the students and the teachers in high school and professors in university look for information in Internet before going to a library or a bookstore. Among many of the advantages of using the net of nets for these ends the following are found: the facility and rapidness of finding information; the great quantity of data that it can be gotten about one topic of interest.

Internet also offers teachers a broad range of tools to use, collect and analyze data, let many people know, how the information is processed. Without a clear conceptualization about what you want to do and get with the use of Internet tools on a specific theme or subject the lack of interest and opposite reactions to the administrators, teachers and students it can be generalized.

However, According to the Ministerio de Educación in Colombia, the quickly growing of knowledge acquirable through the technology with the use of Internet, the speed of the technological progress, the competence for the specialized knowledge and the technological innovation, are permanent

factors that involve education which now are more important than ever.

Besides, in Colombia there is a big percentage of people between 30% and 40% called "digital homelessness", who, in their educative process did not have closeness with the system of communication and information.

For the Linguistics and Languages Department is important to have the technology to be able to project itself in the educative process for students. Each day it is necessary to know about the incidence of the Internet on the education.

The University of Nariño has with a website on the net, which provides the educative community and public in general people who access to the Net, with the necessary information about what is happening in the University.

The website of the Linguistics and Languages Department will permit a wide diffusion of the programs, research, publication of books, available resources, events and in general all the activities developed in this academic unit, giving it the social projection.

1.6 Objectives

1.6.1 General Objective

To design and implement a Website for the Linguistics and Languages Department.

1.6.2 Specific Objectives

To collect all the necessary information that contributes to the development and diffusion of the activities of the Linguistics and Languages Department.

To organize such information to be showed to the academic community and public in general.

To design an interface that let users interact with the website.

To widely spread all the information related with academic programs, schedules, teacher's curriculum vitae, academic events, access to pedagogical resources, etc.

To count on effective mechanisms of internal and external means of communication.

1.6.2 Definition of terms

Domain name: The name of a computer or server on the Internet in the form of a string of names or numbers, separated by periods.

Download: The transfer a file or files from a remote computer to the user's computer.

E-conferencing: Use of online presentations and discussion forums (in real time or stored as downloadable files on a website) to avoid the need for participants to travel

E-learning: Learning through electronic means, such as via the web (see world wide web), an intranet, or other multimedia materials.

FTP (File Transfer Protocol): An Internet tool/software utility which allows you to transfer files between two computers that are connected to the Internet. Anonymous FTP allows you to connect to remote computers and to transfer publicly available computer files or programs.

HTML: (hypertext markup language)The language used to create web pages. HTML files can also contain links to other types of files including word processed files, spreadsheets, presentation slides, and other web pages.

Hyperlinks: Links in web pages that enable the user to access another web page (either on the same or a different site) with just one mouse click.

Internet: A global network of computers divided into subsets (for example, the web or email systems). Computers are linked to the internet via host computers, which link to other computers via dial up (for example, via a modem) and network connections
Internet service provider (ISP): Home users usually access the internet through an internet service provider (such as AOL), which maintains a network of PCs permanently connected to the internet

Intranet: A network of computers that share information, usually within an organization. Access normally requires a password and is limited to a defined range of users.

Login: The process entering in information related to an account name and its password in order to access a time-sharing computer.

Managed learning environment (MLE): Usually has an integrated function, providing administrative tools, such as student records, and linking with other management information systems (MLS).

Password: Secret code of letters and numbers needed to gain access to a time-sharing computer or FTP system, or to protect Web pages.

Search engines (such as Lycos, Google): Can be used to help to find information.

Videostreaming: The process by which video images are able to be stored and downloaded on the web. These might be in real time (such as a conference) or used asynchronously.

Virtual learning environment (VLE): A set of electronic teaching and learning tools. Principal components include systems that can map a curriculum, track student activity, and provide online student support and electronic communication.

World Wide Web (web): Use of the internet to present various types of information. Websites or home pages may be accessed with the aid of a browser program (such as Netscape Communicator or Microsoft Explorer).

1.7 Limitations

Many of the difficulties on web based activities show that the main barriers to the effective use of technology are the use of the computer and the use of Internet. But it is vital that teachers take on expert help with technical issues in the use of both the computer and Internet. These can improve learning and are often more enjoyable and meaningful for both teachers and learners.

CHAPTER II

2. LITTERATURE REVIEW

Due to advances in Web technologies, many educative communities have now their own Web sites as a center of the communication for diverse groups such as students, teachers, and others.

There is clear and wide agreement among the public and educators that all students need to be proficient computer users or "computer literate." However, while districts are spending a great deal of money on technology, there seems to be only a vague notion of what Internet literacy really means. Can the teachers, student and users in general who work on Internet, operates in this technology well enough to play a game, send e-mail or surf the Web be considered computer literate? Will a student who uses computers in university for type words to have the skills necessary to survive in our society? Will the ability to do basic word processing be sufficient for students entering the workplace and cyberspace?

Clearly not. In too many schools, teachers and students still use computers only as the equivalent of expensive flash cards, electronic worksheets, or as little more than a typewriter. The productivity side of computer use in the general content area curriculum is neglected or grossly underdeveloped (Moursund, 1995).

According to Eisenberg and Johnson (2002), recent publications by educational associations are advocating for a more meaningful use of technology in schools (ISTE, 2000). Educational technologists are clearly describing what students should know and be able to do with technology. They are advocating integrating computer skills into the content areas, proclaiming that computer skills should not be taught in isolation and that separate "computer classes" do not really help students learn to apply computer skills in meaningful ways. There is increasing recognition that the end result of computer literacy does not know how to operate computers, but to use technology as a tool for organization, communication, research, and problem solving. This is an important shift in approach and emphasis.

2.1 Computer-Mediated Communication

December define Computer-Mediated Communication as "a process of human communication via computers, involving people, situated in particular contexts, engaging in processes to shape media for a variety of purposes" (December, 1997). Computer-mediated refers to communication and dictionaries define communication as a noun, meaning "a sending, giving or exchanging (of information, ideas etc)" or "imparting (esp. news); information given; intercourse." In this respect, communication

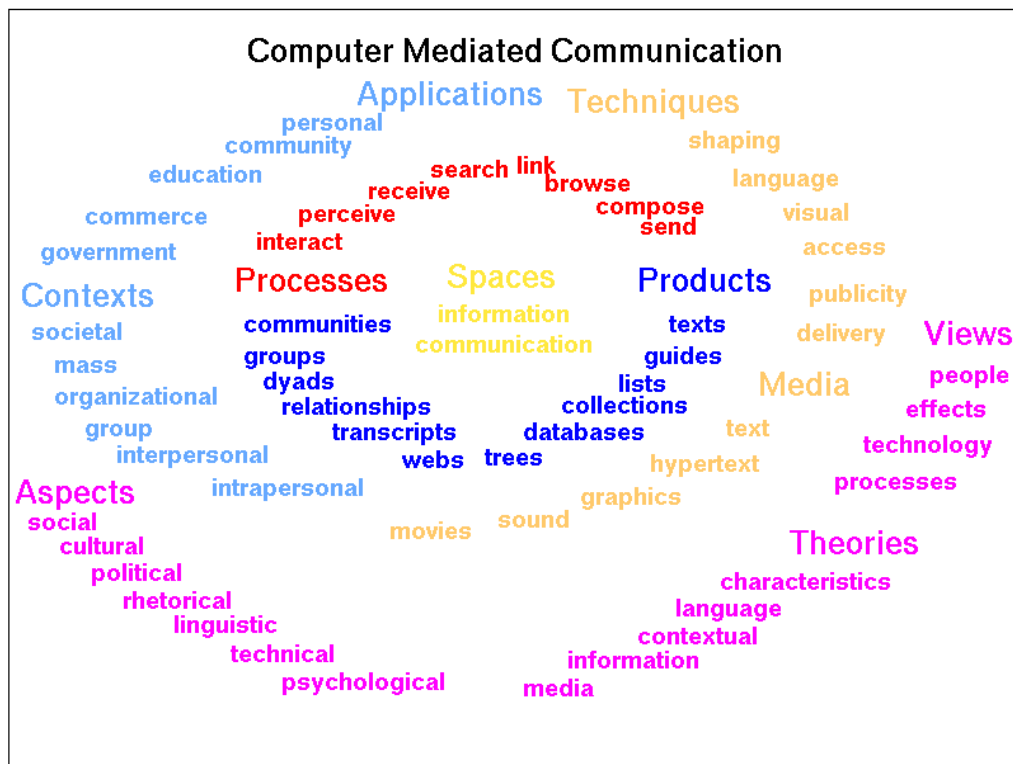
encompasses many forms, and may be one-way and passively received or may be two-way and interactive.

For Ferrys (1997), the term computer-mediated communication refers to both task-related and interpersonal communication conducted by computer. This includes communication both to and through a personal or a mainframe computer, and is generally understood to include asynchronous communication via email or through use of an electronic bulletin board; synchronous communication such as "chatting" or through the use of group software; and information manipulation, retrieval and storage through computers and electronic databases.

Sharmila Pixy Ferris focus Computer-mediated communication (CMC) in scholarly definitions as a relatively new area of study, but as computers have become an integral part of society, spanning education, industry and government, the field is growing significantly. The lowered costs of and easier access to computer technologies has increased the number of users. This in turn is accompanied by a rapid growth of scholarly study of CMC. Because CMC scholarship spans many fields, and because of its rapid and continuing development.

Other definition of Computer-mediated communication has also been described as "any communication patterns mediated through

the computer" (Metz, 1992, p. 3). Walther and Burgoon (1992) argue that, "for many of us, CMC is no longer a novelty but a communication channel through which much of our business and social interaction takes place, and this transformation is expected to continue" (p. 51). They note, "CMC produces much different affective and relational patterns than do other types of communication, due to the reduction and types of cues available to participants" (p. 51).



© 1994 John December

Figure 1. Computer Mediated Communication, applications, techniques, aspects, contexts, theories, views, products, processes and spaces. From <http://www.december.com/cmc/mag/1997/jan/december.html> by John December, 1994.

2.2 Applications of CMC

The term "CMC" covers a wide range of functions and applications, and encompasses such areas as electronic messaging (Johansen, Vallee & Spangler, 1979), office automation (Rice & Case, 1983), distributed decision-making (Wellens, 1993), electronic boardrooms (Pinsonneault & Kraemer, 1989), and teleconferencing, in addition to informatics (Santoro, 1995), computer supported cooperative work or CSCW (Bowers & Benford, 1991; Scrivener & Clark, 1994), decision support systems and group support systems or GDSS (Jessup & Valacich, 1993), and computer assisted instruction or CAI (Santoro, 1995). The terms informatics, CSCW, GDSS, and CAI are important as they are associated with particular areas of study *within* CMC.

For the website of the Linguistics and Languages Department of the University of Nariño the main applications of CMC are following:

2.2.1 Office automation refers to the varied computer machinery and software used to digitally create, collect, store, manipulate, and relay office information needed for accomplishing basic tasks and goals. Raw data storage, electronic transfer, and the management of electronic business information comprise the basic activities of an office automation system. Office automation helps in optimizing or automating existing office

procedures. Office automation systems that include the ability to electronically share information between more than one user simultaneously are sometimes referred to as groupware systems "Office automation, 2007"

2.2.2 Informatics In the area of informatics, the computer has a more active role because it is the "repository of maintainer of organized information" (Santoro, 1995, 15). Here information is retrieved, manipulated, and utilized by people but is structured by the computer. Internet resources including the World Wide Web, library resources, electronically accessed CD-ROM databases and other data archives fall within this application of CMC. Computer assisted instruction involves the pedagogical uses of CMC. This includes the managing and structuring of information through computers (Santoro, 1995).

2.3 Technology as tools

Today, due to a binary world of quick change, educators must venture on their own creative thinking in building a lifelong mastery with technology. They must not only develop their ability to survive a very unpredictable digital information age, but also defeat the accompanying challenges. Not only is it unfavourable to blame technologies for ill-considered decisions, it is unwise. It is also unreasonable to believe that anyone could solve many long existing educational challenges if they could only interrupt

the minute-by-minute proliferation of these technologies. The need for new technologies in teaching and learning will only continue to grow stronger and faster. Despite its dawning and educators' misgivings about its potentials, the information age could become an era of great convenience, providing unmatched feasibility for the discovery and exchange of information, communication, exploration, learning, and teaching. New-sprung technologies hold promise to empower learners with more control over their learning process through self-paced, self-regulated learning at any time or any place, with continual assessment and feedback from teachers.

2.4 Internet

So far we have talked about applications for individual use installed on a computer. However, computers connected to each other through LAN (Local Area Networks) or long distance networks such as the net also offer enormous opportunities for the teaching and learning of languages.

The Internet is one of the youngest and fastest growing media in today's world. Internet growth is still accelerating, which indicates that the Internet has not yet reached its highest expansion period. It should be noted, however, that while the Internet is a completely new kind of medium, by separating it into a distinct category, we are allowing for a certain amount of double counting, because all the Internet-based stock of

information is already accounted for under "magnetic" or "tape" categories. Furthermore, we should make clear the distinction between the stock and the flow of information. While websites and some portion of email messages are being stored and accounted for under different storage categories, there are other "components" of what we know as "Internet," such as Internet Relay Chat (IRC) or Telnet, which exist only as a flow of communication. What makes the Internet extremely successful is that it is one of a handful of media (such as radio and TV), where one unit of storage might generate terabytes of flow, as opposed to books and newspapers, where one exemplar is usually read by one or two people, and the flow of information is relatively low.

2.5 World Wide Web

There are two groups of Web content. One, which we would call the "surface" Web is what everybody knows as the "Web," a group that consists of static, publicly available web pages, and which is a relatively small portion of the entire Web.

Another group is called the "deep" Web, and it consists of specialized Web-accessible databases and dynamic websites, which are not widely known by "average" surfers, even though the information available on the "deep" Web is 400 to 550 times larger than the information on the "surface."

The "surface" Web consists of approximately 2.5 billion documents, up from 1 billion pages at the beginning of the year,

with a rate of growth of 7.3 million pages per day. Estimates of the average "surface" page size vary in the range from 10 Kbytes per page to 20 Kbytes per page. So, the total amount of information on the "surface" Web varies somewhere from 25 to 50 terabytes of information. If we want to obtain a figure for textual information, we would use a factor of 0.4, which leads to an estimate of 10 to 20 terabytes of textual content. At 7.3 million new pages added every day, the rate of growth is 0.1 terabytes of new information per day.

If we take into account all web-accessible information, such as web-connected databases, dynamic pages, intranet sites, etc., collectively known as "deep" Web, there are 550 billion web-connected documents, with an average page size of 14 Kbytes, and 95% of this information is publicly accessible.

If we were to store this information in one place, we would need 7,500 terabytes of storage, which is 150 times more storage than we would need for the entire "surface" Web, even taking the highest estimate of 50 terabytes. 56% of this information is the actual content, which gives us an estimate of 4,200 terabytes of high-quality data. Two of the largest "deep" websites - National Climatic Data Center and NASA databases - contain 585 terabytes of information, which is 7.8% of the "deep" web. And 60 of the largest websites contain 750 terabytes of information, which is 10% of the "deep" web.

When we look at the distribution of the websites, the most apparent trend is that English loses its dominant position.

Currently, only 50% of all Internet users are native English speakers, though English websites continue to dominate with approximately 78% of all websites and 96% of e-commerce websites being in English. It's hard to estimate what percentage of websites have their origins in the United States, because .com domains can be registered in virtually any country, English-language websites are often created in countries like Japan, and many international websites are hosted in the United States. 17 million out of 27.5 million domains registered worldwide are .com, and 2 million are .uk, making Great Britain's domain the biggest country domain in the world.

2.6 Email & Mailing Lists

Email has become one of the most widespread ways of communication in today's society. A white-collar worker receives about 40 email messages in his office every day. Aggregately, based on different estimates, there will be from 610 billion to 1100 billion messages sent this year alone. With the average size of an email message 18,500 bytes and growing, the amount of flow becomes surprisingly gigantic, somewhere between 11,285 and 20,350 terabytes. Of course, not all of this email gets stored. Mail.com has 14.5 million email boxes and uses 27 terabytes of storage; with approximately 500 million mailboxes worldwide, the

required storage space is more than 900 terabytes, which means that only one in 17 messages is kept for some period of time.

Mailing lists can be viewed as a subcategory in email. It is hard to determine the number of mailing lists in existence, but we can approximate it based on some available statistics. One of the most frequently used mailing list managers - LISTSERV - is used to send 30 million messages per day in approximately 150,000 mailing lists. A sample of mailing lists has shown that 30% of them are managed using LISTSERV. Using this information, we would estimate the total number of mailing list messages at 36.5 billion per year with aggregate volume of 675 terabytes.

Distribution of mailboxes has the same pattern as the distribution of websites. While in 1984, 90% of the world's e-mailboxes were located in the U.S., at the end of 1999 this number dropped to 59%, and is expected to decrease even further.

2.7 Usenet

Most of the statistics in this category are vague, so the numbers we have should be regarded with certain skepticism. Cidera, which is the 14th biggest news provider on the Internet, gets approximately 0.150 terabytes of Usenet feeds per day. We would estimate the total amount of original news feeds at 0.2 terabytes per day, which leads to 73 terabytes of original Usenet postings per year, which are redistributed by local ISPs and news servers an endless number of times.

2.8 FTP

We are missing any significant data on this sector, but we know that Walnut Creek CD-ROM archive contains a total of 0.412 terabytes of data on two servers [ftp.cdrom.com and ftp.freesoftware.com] and the amount of storage was expanding at 100% every year over the past 6 years [15]. It should be noticed that the distinction between FTP and HTTP becomes more blurred, as more and more file archives become available through HTTP.

2.9 IRC, Messaging Services, Telnet

These categories mostly represent a flow of information as opposed to the stock. Liszt.com has one of the biggest directories of IRC channels - 37750 channels on 27 networks, with 150,000 users, all of them typing text as fast as they can.

CHAPTER III

3. METHODOLOGY

The development of this project "Design and Implementation of the Website for the Linguistics and Languages Department" was carried out taking as base the process of model of lineal and sequential software. This model suggest a systematic focus, sequential of the development of a software that begins in a system level and progress and end with the analysis, design, codification, profs, and maintenance.

3.1 Definition Phase

Collect the information

The Website of the Linguistics and Languages Department is portal of informative character, which was design with the collection and classification of information given by the Department.

3.2 Development Phase

Digitalization of the information collected and classified.

Create the navigation map according to the design and the framework of the website. The structure of the site is hierarchical

The design and programming was taken into account:

Graphical design giving the users a comfortable and friendly interface.

Let users interact with the website

To give precise and dynamic information according to the need of the users.

To offer a fast and easy way to update the information.

Assembly the Website once it was designed and program the site. It was implemented in a server in the University of Nariño to get access from the internet.

Check possible errors and correct them in order to prove the normal operation.

3.3 Implementation Phase

The implementation of the website of the Linguistics and Language Department.

CHAPTER IV

4. RESULTS

4.1 Description system

4.1.1 index.php

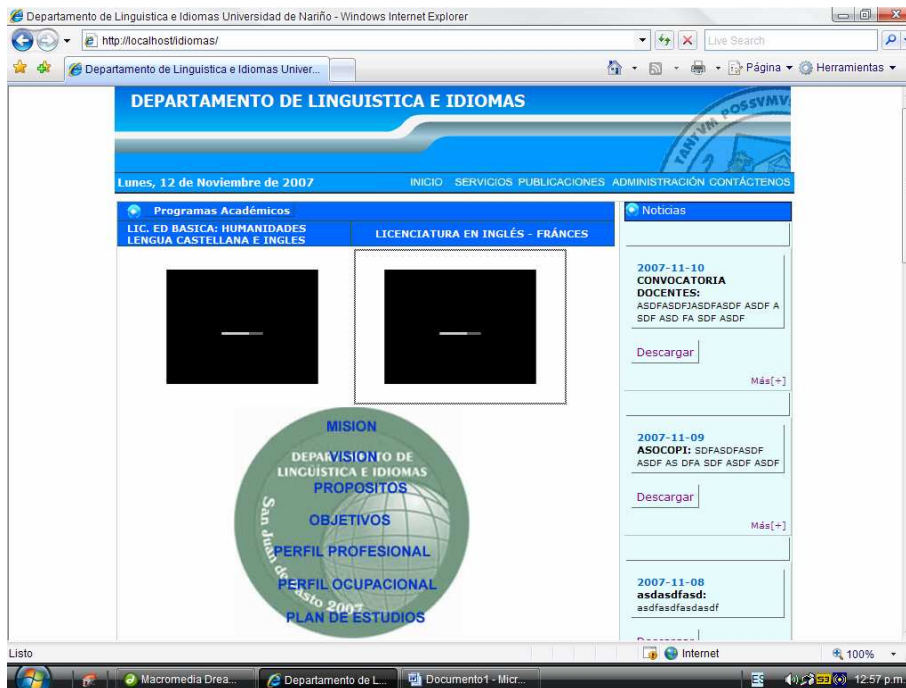


Figure 2. index.php

In this web page is contained the file index.php, is featured for having the name of the Linguistic and languages Department, the Logo and other items represented by dynamic icons that access to different pages which content is described as following:

Links with both English Spanish and English and French Programs, and the all information related to Mission, Vision, Purposes, Objectives, professional profile, occupational profile,

and studies plan. Besides, there is information about of the Department, Professors with Curriculum Vitae, Language Center, Researches and the Accreditation Process. On the right side an announcements board appears which can be updated constantly. Below interesting links are found related to the department which can also be updated. The website counts with a link called CONTACTENOS which directs the user to the Department e-mail address and whose user's can leave their opinions, suggestions, comments, etc.

4.1.2 index_castellanos.php



Figure 3. index_castellanos.php

This page is dedicated to publish the information about the Spanish - English Program, creation, mission, vision, purposes, objectives, professional profile, occupational profile, and studies plan. On the right side the announcements and Interest links appear. A link with the schedule of the program also is placed.

4.1.3 index_ingles.php



Figure 4. index_ingles.php

This page displays information about the Spanish - English Program. Creation, mission, vision, purposes, objectives, professional profile, occupational profile, and studies plan. On

the right side the announcements and Interest links appear. Also, a link which shows the schedule of the program is also present.

4.1.4 servicios.php



Figure 5. servicios.php

This page contains the information about the services that the Linguistics and Languages Department provide. They are: Resources Center, Laboratories, Academics Practices, and Immersion Programs. The links of announcements and Interest links are kept as well.

4.1.5 listado_publicaciones_pub.php



Figure 6. listado_publicaciones_pub.php

This page shows the information about the magazine "**HECHOS Y PROYECCIONES DEL LENGUAJE**", and below this all the publications that were made in the Linguistics and Languages Department. Appear the information about publications can be updated by the administrator in the administration module. Announcements and interesting links are displayed as in any Website.

4.2 Website Administration

4.2.1 login.php

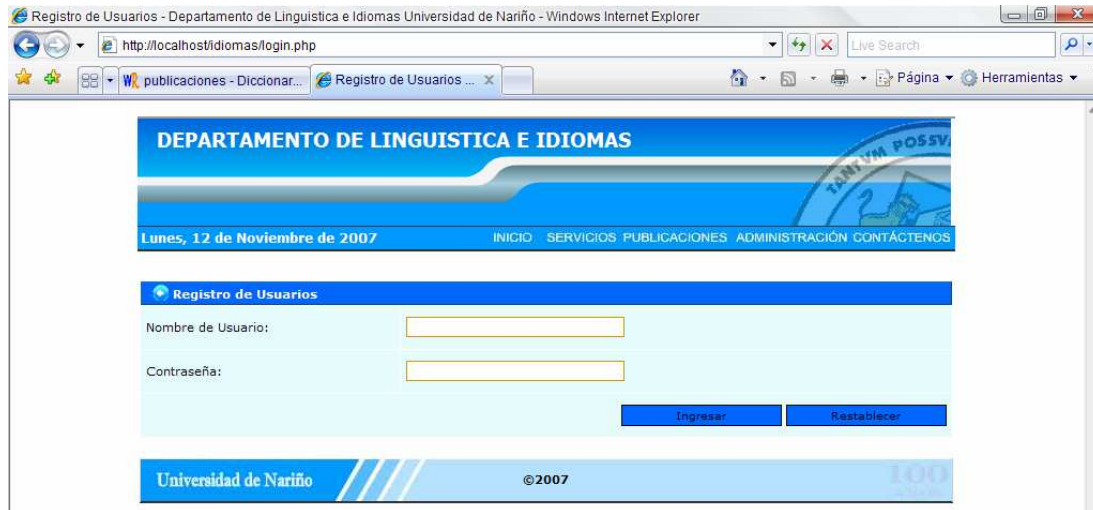


Figure 7. login.php

This link is the main part of the Website because here all the information can be changed and updated by the administrator. In order to get into this module is necessary to use a username and a password.

4.2.2 User Administrators

The administrator user can access to whole website and to the following information: users, announcements, links, thesis, subjects, and publications. The administrator is able to create, modify and delete this information.

admin_sitio.php

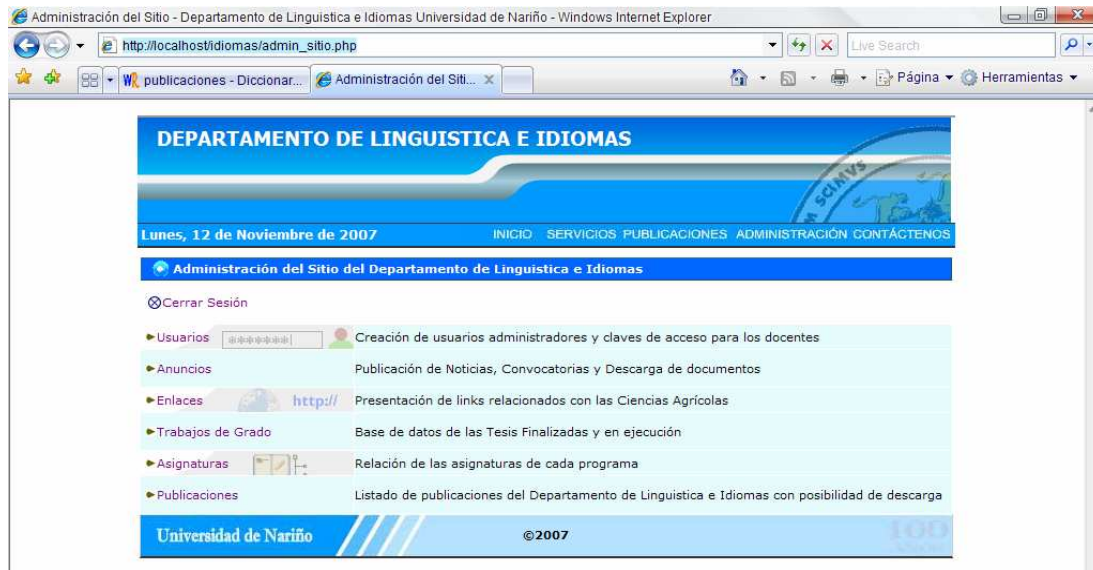


Figure 8. admin_sitio.php

This module displays how to keep the website updated of the Linguistics and Languages Department. Here the administrator is in charged of the creation, modifying, and deleting the followings items:

Users

Announcements

Links

Researches

Subjects

Publications

4.2.2.1 Listado_usuarios.php

Login	Clave	Tipo	Identificación	Eliminar	Modificar
admin	123	ADMINISTRADOR	123456	X	<input checked="" type="checkbox"/>
alex	123	DOCENTE HORA CATEDRA	456	X	<input checked="" type="checkbox"/>
pal	123	DOCENTE HORA CATEDRA	123456	X	<input checked="" type="checkbox"/>

Figure 9. listado_usuarios.php

In this module the user administrator is able to create the two kinds of users, Administrator who has the capability to administrate the whole site, and teachers, who have the access to the information of their curriculum vitae and publications. Next to them, there are buttons which let administrator delete and modify information about users.

4.2.2.2 capturar_usuario.php

Figure 10. capturar_nuevo_usuario.php

To create a user you only have to click on Nuevo in the `capturar_nuevo_usuario.php` module and it will display the fields to be filled, they are: Nombre del Usuario, Contraseña, Tipo and Identificación. All the fields have to be filled. And finally click on Enviar. To get back to the administrator module of the website (`admin_sitio.php`), click on Administracion.

4.2.2.3 listado_anuncios.php

Fecha	Título	Descripción	Eliminar	Modificar
2007-11-10	CONVOCATORIA DOCENTES	ASDFASDFJASDFASDF ASDF A SDF ASD FA SDF ASDF	X	<input checked="" type="checkbox"/>
2007-11-09	ASOCOPI	SDFASDFASDF ASDF AS DFA SDF ASDF ASDF	X	<input checked="" type="checkbox"/>
2007-11-08	asdasdfasd	asdasdfasdasdf	X	<input checked="" type="checkbox"/>

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Figure 11. `listado_anuncios.php`

This module displays the information all announcements that are published in the `index.php` module and in the rest of the modules. Next to them, there are buttons which let administrator delete and modify information about announcements.

4.2.2.4 capturar_anuncio.php

Figure 12. capturar_anuncio.php

To create an announcement you only have to click on Nuevo Anuncio in the Listado_anuncios.php module and it will display the fields to fill; they are: Título, Descripción, Imagen asociada and Archivo Asociado. This last two options let the user upload files, the files can not be bigger than 1 Mb size. Otherwise, the announcement can not be uploaded. All the fields have to be filled. And finally click on Grabar. To get back to the administration of the website (admin_sitio.php) click on Administracion.

4.2.2.5 listado_enlaces.php

Fecha	Título	Url	Eliminar	Modificar
2007-11-10	BBC	www.bbc.co.uk	X	<input type="checkbox"/>

Figure 13. listado_enlaces.php

This module displays the information of all interesting links that are published in the index.php module and in the rest of the modules. Next to them, there are buttons which let administrator delete and modify information about links.

4.2.2.6 capturar_enlaces.php

Figure 14. capturar_enlaces.php

To create a link you only have to click on Nuevo Enlace in the capturar_enlaces.php module and it will display the fields to fill, they are: Título, Url and Fecha. All the fields have to be filled. And finally click on Grabar. To get back to the administration of the website (admin_sitio.php) click on Administracion.

4.2.2.7 listado_tesis.php

DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS

Lunes, 12 de Noviembre de 2007 INICIO SERVICIOS PUBLICACIONES ADMINISTRACIÓN CONTACTENOS

Listado de Tesis de Grado

Nueva Tesis | Administración | Cerrar Sesión

Año	Título	Autores	Presidente	Estado
asda	asdasdf	asdasdf	asdad	EJECUCION
			Lic. Inglés Frances	
adsf	asdf	asd	asd	EJECUCION
			Lic. Inglés Frances	

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Figure 15. listado_tesis.php

This module displays the thesis information that are published or executing in the listado_tesis.php module. Below them, there are buttons which let administrator show and display the summary.

4.2.2.8 capturar_tesis.php

Listado de Tesis | Administración | Cerrar Sesión

Año:

Título:

Autores:

Presidente:

Signatura Topográfica:

Programa:

Estado:

Resumen:

Enviar Restablecer

Figure 16. capturar_tesis.php

To create a Tesis you only have to click on Nueva Tesis in the Listado_tesis.php module and it will display the fields to fill, they are: Año, Título, Autores, Presidente, Signatura Topografica, Programa, Estado, Resumen. All fields have to be filled. And finally click on Enviar. To get back to the administration of the website (admin_sitio.php) click on Administracion.

4.2.2.9 listado_asignaturas.php



Figure 17. listado_asignaturas.php

This module displays the subject information in both programs Spanish - English and English and French. Next to them, there are buttons which let administrator delete and modify information about subjects. Besides, the module can let assign subjects to teachers.

4.2.2.10 capturar_asignatura.php

DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS

Lunes, 12 de Noviembre de 2007 INICIO SERVICIOS PUBLICACIONES ADMINISTRACIÓN CONTACTENOS

Nueva Asignatura

Listado de Asignaturas | Administración | Cerrar Sesión

Nombre:

Programa:

Intensidad Horaria: Horas de Teoría / Horas de Práctica

Semestre:

Enviar Restablecer

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Figure 18. capturar_asignatura.php

To create a subject you only have to click on Nueva Asignatura in the Listado_asignaturas.php module and it will display the fields to fill, they are: Nombre, Programa, Intensidad Horaria, Semestre. All fields have to be filled. And finally click on Enviar. To get back to the administration of the website (admin_sitio.php) click on Administracion.

4.2.2.11 listado_publicaciones.php

DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS

Lunes, 12 de Noviembre de 2007 INICIO SERVICIOS PUBLICACIONES ADMINISTRACIÓN CONTACTENOS

Publicaciones del Departamento de Linguística e Idiomas

Nueva Publicación | Administración | Cerrar Sesión

asdfsdf

Autor: asdfsdf

Año: asda

Editorial: asdfsdf

X Descargar

asdfsdf

Autor: asdfsdf

Año: asda

Editorial: asda

X Descargar

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Universidad de Nariño ©2007

Figure 19. listado_publicaciones.php

This module displays the information about all publications that are published in the index.php module and the rest of the modules. Below them, there are buttons which let administrator delete and modify information about publications.

4.2.2.12 capturar_publicacion.php

The screenshot shows a web interface for creating a new publication. At the top, there is a header with the text 'DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS' and a navigation menu with 'INICIO', 'SERVICIOS PUBLICACIONES', 'ADMINISTRACIÓN', and 'CONTACTENOS'. Below the header, the date 'Lunes, 12 de Noviembre de 2007' is displayed. The main content area is titled 'Nueva Publicación' and contains a form with the following fields: 'Título:', 'Autor:', 'Año:', 'Editorial:', and 'Archivo Asociado: (Seleccione el cuadro si desea subir un archivo)'. The 'Archivo Asociado' field has a checkbox and a file selection button labeled 'Examinar...'. At the bottom of the form, there are two buttons: 'Enviar' and 'Restablecer'. The footer of the page includes 'Universidad de Nariño' and '©2007'.

Figure 20. capturar_publicacion.php

To create a publication on the website you only have to click on Nuevo Anuncio in the Listado_publicaciones.php module and it will display the fields to fill, they are: Título, Autor, Año, Editorial, Archivo Asociado. This last option let user upload files, the files can not be bigger 1 Mb size. Otherwise the announcement can not be uploaded. All the fields have to be filled. And finally click on Enviar. To get back to the administration of the website (admin_sitio.php) click on Administracion.

4.2.3 Teacher Users

The teacher users can access to fill in and update all the information related to these academics or professional developments.

To get access to this module, the administrator user have to create a username and a password. After this, these users can enter in the login.php module.



Figure 21. admin_docente.php

The teacher's information that has to be filled in to be published is:

Personal information, professional information, experience, publications, and assignments. Each one of these items are a module:

4.2.3.1 capturar_info_docente.php

The screenshot shows a web interface for the 'DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS'. The header includes the date 'Lunes, 12 de Noviembre de 2007' and navigation links: 'INICIO', 'SERVICIOS', 'PUBLICACIONES', 'ADMINISTRACIÓN', and 'CONTACTÉNNOS'. The main content area is titled 'Datos Básicos del Docente' and contains the following fields:

- Código: 456
- Apellidos:
- Nombres:
- Lugar de Nacimiento:
- Fecha de nacimiento: aaaa-mm-dd
- Email:
- Categoría:
- Fotografía: (Seleccione el cuadro si desea subir un archivo) Examinar...

At the bottom of the form are two buttons: 'Enviar' and 'Restablecer'. The footer of the page displays 'Universidad de Nariño', '©2007', and '100'.

Figure 22. capturar_info_docente.php

The information necessary to fill in this module is: last names, names, Place Birth, Date Birth, E-mail, Category, and the picture if the user can add. Finally the user clicks on Enviar to update the information.

4.2.3.2 Capturar_estudio_docente.php

The screenshot shows a web interface for the 'DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS'. The header includes the date 'Lunes, 12 de Noviembre de 2007' and navigation links: 'INICIO', 'SERVICIOS', 'PUBLICACIONES', 'ADMINISTRACIÓN', and 'CONTACTÉNNOS'. The main content area is titled 'Formación Profesional' and contains the following fields:

- Nombre:
- Título Obtenido:
- Institución:

At the bottom of the form are two buttons: 'Enviar' and 'Restablecer'. The footer of the page displays 'Universidad de Nariño', '©2007', and '100'.

Figure 23. capturar_estudio_docente.php

In this module, the user fills in the information related with his studies. Name, Degree and Institution.

4.2.3.3 Capturar_trabajo_docente.php

Figure 24. capturar_trabajo_docente.php

In This module, the user fills in the information related with his professional experience. Name, Charge, Enterprise.

4.2.3.4 Capturar_publicacion_docente.php

Figure 25. capturar_publicacion_docente.php

In This module, the user fills in the information related with his publications. Name, Description and Year.

4.2.3.5 listado_asignaturas_docente.php



Figure 26. listado_asignaturas_docente.php

In This module, the user can see the subjects that were assigned to him in both Spanish - English and English and French programs.

CONCLUSIONS

After designing and implementing the Website of Linguistics and Languages Department of the University Of Nariño, the following conclusions could be suggested.

The website let users access by Internet to information related to: projects, curriculum vitae, publications, news, events, file downloads (workshops, tests, surveys, etc.) and links in a fast way and without moving house.

The Website is an excellent means to show events, news, research and publication that the Department directs through their teachers and students.

The University shows information on the Department, through radio, newspaper and television. Now, with the Website is possible to disseminate this information. The feature 34 "Comunicación y sistemas de información.", of the "Lineamientos de Acreditación" is covered.

Website modules can be dynamically updated. The administration of the page can be made by several users previously authorized. All processes are easy and friendly.

Computer Mediated...

The website is an excellent tool for communication between students, administration, faculty and all community.

The human being is disposed to face any challenge, which makes visible when technological differences and information models can be reached.

The information that the University of Nariño manages, lets the possibility to the students know, use and improve it, developing new projects for the university community.

This project has been made to extend the field professional; working with different interdisciplinary groups of studies and researching which, computer mediated communication has been the tool to reach the aim of this project.

RECOMMENDATIONS

This project works as the elaboration of new proposal by using the Internet, and promote its use as consulting and communication with the Linguistics and Languages Department.

To support and give an incentive, students who suggest projects to direct the improving of the Linguistics and Languages Department.

Create a student and teachers community, interested in feeding this project in order to widen its boundaries.

The Website needs to be updated regularly by authorized users, in order to prevent accumulation of unused information.

Administrators must be responsible users, because they can make changes in important modules.

It is recommended an assessment of the site in the future by teachers and students to add modules that may be required.

It is recommended spreading the link on the Website so that it may be consulted for all educative community.

Computer Mediated...

The files that are loaded at the Webpage must be analyzed by antivirus software to avoid damaging in the server. Similarly, the size of the files must be small to avoid saturating the server.

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