

**Florida State University**  
**Master's of Interactive and New Technologies Communication**  
**Master's Final Project**  
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Spanish & Portuguese International Programs

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**Website**

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## OVERVIEW

This is a project that consists of the development of a website for the new business **Spanish and Portuguese International Programs (SPIP)**. It constitutes an independent private e-business owned by an educational professional whose area of expertise is Spanish and Portuguese language acquisition. The client has the educational expertise, knowledge, and contacts for the business. This project will fulfill the need for developing the website for the business.

This website will function as a link between people in the US who want to learn Spanish and/or Portuguese and language schools in Latin American countries. It will be a guide for the customers in their process of deciding what country, city, and school are convenient for them to learn Spanish and/or Portuguese. The purpose of the business is to provide the prospective students with a global plan for their trip out of their home country. Therefore, customers will be able to find information not only about the language school, but also costs, lifestyle, living, etc; in order to plan their trip and studies.

This website is an e-business portal driven by the vision of being able to simplify the information customers need and to provide them with context-specific services. Following the categorization of portals made by Davydov (2001), SPIP falls into the Corporate or Enterprise portals. Corporate portals are characterized by having integrated access to both information and services (p.137). SPIP falls into this category by providing information about countries and schools, and by offering the service of designing a specific plan for each customer.

Among corporate portals, SPIP falls into the sub categorization of Role portals. According to Davydov (2001), role portals are designed to enable two or three of the following key e-business models: business-to-consumer (B2C), business-to-business (B2B), and business-to-employee (B2E) (p.139). This project is being created with the idea of targeting not only Spanish and Portuguese prospective students, but also language schools that would like to participate in the project by being part of the listed Latin American language schools. In other words, SPIP will focus on:

- ❖ B2C: the website will concentrate on attracting and keeping the attention of the customers.
- ❖ B2B: the owner of SPIP will also concentrate on building and maintaining relationships with Spanish and Portuguese schools in Latin America with the purpose of working together towards one goal: get customers to go to the schools.

These two areas of business will be managed through a framework that integrates processes, users, and information. This framework was selected rather than a regular website because as said by Gassie (2001), senior system librarian of the Dudley Knox Library NPS, a portal provides personalized information, integrated business processes, directory, self-service communication, online collaboration, and FAQ knowledge base. These functions are to be part of SPIP.

The communication process will be direct and personal between the client and customers. Specifically in the B2C area, customers will fill out a

questionnaire about their needs (time, budget, children, spouse, preferences, etc.) and the client will offer a series of options to each individual customer. In other words, based on customer information, the client will provide the most convenient plan for their needs. In this sense, the business will offer customers the best location of the school, house, and hospitals.

In this website, users can browse through different sections related to the trip. Besides the information about language programs and schools, the sections will include geography of the country, population, tourist attractions, and climate. Customers will also have access to interactive maps to see different parts of the country and what the attractions are in those areas.

The sections to be included in the website will include the following topics:

- ❖ Languages: users will be able to see the expansion of Spanish and Portuguese use in the US and the world, the benefits of being a bilingual, and a bilingual professional.
- ❖ Countries: visitors will see characteristics of the countries where language programs are available for Spanish and Portuguese courses. It will include interactive maps, immigration requirements, cultural aspects, and weather.
  - Schools: each country being presented will offer the schools available and its requirements, costs, and location.
- ❖ Guide: customers will fill out the questionnaire and establish direct communication with the client.

- ❖ F.A.Q.: customers will find answers to their frequently asked questions in this section. The topics for the questions include: immigration requirements, traveling information, seasonal conditions.
- ❖ Vocabulary: before going into their trips, customer can practice basic and very useful vocabulary through interactive games.

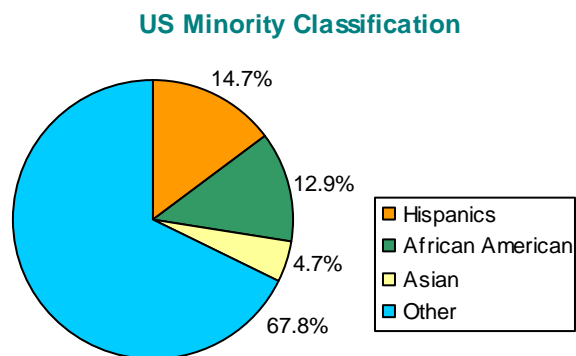
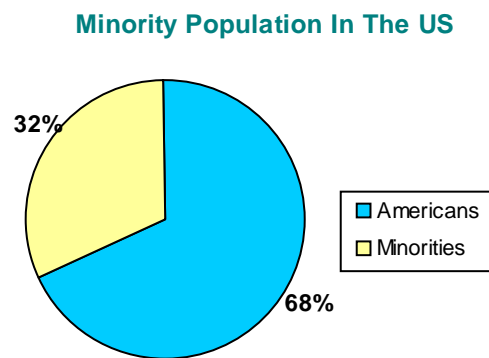
## BACKGROUND AND PROBLEM STATEMENT

Because of the cultural diversity phenomena that started more than one century ago, which has become strong in the past 50 years, the US has experienced a transformation.

The US has become a multicultural nation in which Americans, African Americans, Asians, Hispanics, Africans, and Europeans live together.

Among these groups, Hispanics are considered very important for the percentage they represent of the total population of the US (Synovate, 2004, p.19).

According to the 2004 US Hispanic Market Report, developed by Synovate, Hispanics constitute 14.7% (43.5 million) of the US



population in 2004 (p.20). Hispanics constitute the largest minority, being even larger than the African Americans who represent 12.9% (38.1 million) of the US population. According to Synovate (2004), in 2020, the Hispanic population will be approximately 80.4 million and will represent 21% of the total population of the US (p.21).

Being the largest minority and promising continuing growing, makes Hispanics a very interested group to be analyzed. This group is also interesting because of the characteristics that unify them. According to the US Census Bureau, Hispanics may be of any race (2002). In fact, Hispanics constitute the minority that has a non-racial common characteristic to be identified, their language: Spanish. First generation of Hispanics in the US is Spanish dominant, and even though second and third generations may feel more comfortable expressing themselves in English, Spanish is the common root that connects them to their families, countries of origin, and culture (Synovate, 2004, p.65-76).

We can see how Spanish is part of the Hispanics in the US with people speaking in Spanish on the street, the celebration of the Hispanic Heritage Month (September 15<sup>th</sup>), Latin discos going on, undergrad and graduate Spanish programs. In addition, business people are also aware of this process as we see Spanish media, Latin American products, American products adapted to Hispanics, and Hispanic advertising agencies.

Besides Hispanics, there is a minority that is Latin American but that does not share the language: the group of Brazilians. They constitute another important group in the US and have brought their customs and language,

Portuguese, to the country. Brazilians are a new immigrant group in the US because before the 60's people would rather immigrate to Brazil (Gallant, 1996). However, because of the political and economic problems and the oil crisis that this country has experienced, Brazilians have started to immigrate to the US – along with the rest Portuguese speakers of the world who have also immigrated to the US (Gallant, 1996). That is the reason why this population is considered to be important in this country. It could be perceived by looking at undergrad and graduate Portuguese programs, listening to artists who sing in Portuguese, by following the musical movement of US Bossa Nova, or by watching how US Latin awards go to Brazilians.

In addition, Brazil, the biggest country in Latin America and the only one with Portuguese as its official language, becomes an attractive and exotic place for Americans to go. Speaking Portuguese makes people open to a new culture.

Nowadays, being bilingual is a very important distinction that professionals can highlight in their resumes. It also opens horizons as being able to communicate with other cultures and being able to function when traveling. For that reason learning another language becomes a great opportunity for Americans who want learn about and be in contact with other cultures in the US and with the rest of the America continent.

Deciding where to study, what country and city to go, and what school to attend is a difficult task. There are many factors that influence this decision. According to the Institute of International Education (2004), the following factors influence the choice of an international program: "course content, location,



language proficiency, financial situation, degree of requirements, and the amount of time available" ("Basic Facts," 2004).

This website will facilitate this process by offering a personalized traveling plan to each customer, based on his/her own needs and expectations towards learning Spanish and/or Portuguese, the two languages derived from Latin that are more similar.

### *TARGET AUDIENCE*

The target for this e-business can be divided into the following groups:

- ❖ Primary: people from the US who want and/or need to learn Spanish and/or Portuguese abroad (Latin America). These people are located all over the US and are 18 year old or older. Since the primary target is formed by single people as well as families, those members of the family that are 17 year old or younger will not be considered to travel without adult accompaniment. They have or belong to a family that has medium or high income. Their knowledge of the language varies from zero prior instruction to advance levels (for example: those who may need to perfect their skills).
- ❖ Secondary: people from Latin America who are not from Brazil and want to learn Portuguese abroad or who are from Brazil and want to learn Spanish. Their income and level of the instruction is the same as the primary audience.

- ❖ Tertiary: language schools that would like to participate in the business by being part of the recommended language schools for the customers. They are located in Latin America.

## *TECHNOLOGY ASSESSMENT*

SPIP is a business that focuses on direct communication with the customers, which will be individually, in order to satisfy their special needs. A web site is an excellent media to develop this business because it offers the possibility of establishing direct communication between customers and the company. Through interactivity, customers will be able to submit their information and receive a personalized feedback from the company. A personalized relationship will be established with the website as a link.

In addition, Internet is a good tool in this specific case where the audience will be spread out in the country and need to be contacted individually and directly. Also, a web site gives the audience the opportunity to perceive visuals and in this case it is very important to be able to perceive how the place (school, area of living, cities) where they will live for a certain period of time is.

### ***User Requirements***

The prospective customers of SPIP, as specified in the Target Audience sections, are people of medium to high socioeconomic levels. In general, these segments of the US population have access to Internet and possess home computers or at least access to them at work.

A typical visitor to the website is likely to be accustomed to surf the Internet and if not, a family member or close friend would be assisting that person. In addition, a typical user will have experience about making purchases or obtaining services online, such as shopping and/or banking.

To be able to view this website, the minimum system requirements are:

- ❖ Windows 95 or Mac OS 9.2 or higher
- ❖ Processor 1GHz or faster
- ❖ Internet connection 56Kbs or faster
- ❖ Internet Explorer 5.0, Netscape 6.0, Mozilla, Opera.
- ❖ Sound card
- ❖ Speakers
- ❖ Flash plug-in player 5x or higher
- ❖ Peripherals:
  - 17" Super VGA monitor
  - Keyboard
  - Mouse

## *FORMAL STATEMENT OF OBJECTIVES*

### ***Marketing Specifications***

The client has the goal of launching SPIP at the middle of 2005. The client is aware of the difficulties a new e-business faces when trying to make customers aware of it. However, the client has already contacts in the schools that are part of this project and is going to build more relationships with other

schools in diverse countries of Latin America to be able to expand the business and offer the customers a bigger range of possibilities. Therefore, this project is a prototype of a bigger project to be developed in 2005.

The main goal of this prototype will be accomplished by reaching the following objectives:

❖ Communicational objectives:

- To establish a direct communication with the customers throughout a personalized plan based on their particular needs.
- To provide customers with a specific plan that satisfies their expectations.
- To immerse prospective students into the Latin American culture through fun and interactive activities and games.
- To give customers a first look of the languages, their importance, their expansion in the US, and their use in Latin America.
- To make customers understand the opportunities that are available for bilingual people in the US.
- To obtain contacts with other Spanish and/or Portuguese schools in Latin America that would like to participate and be promoted in this project.

❖ Marketing objectives:

- To obtain 40% total awareness within primary and secondary targets within the first year of business.

- To obtain 70% total awareness within the tertiary target within the first six months of the business.
- To position SPIP in the customers' mind, as the most personalized business in this area, able to build a direct relationship with them.
- To break down the market by offering a distinguished alternative in planning guides for learning Spanish and/or Portuguese abroad.

## PRODUCT DESIGN

### *Genre*

This website belongs to an informational genre with the purpose of helping customers while deciding where they are going to learn a foreign language in Latin America. The informational genre of SPIP is based on an educational point of view since the information it presents focuses on language education.

Based in this genre, the website will be able to help build an image of a place in the customers' mind. This place constitutes the possible country and schools customers are going to study. What is important for this business is that customers have a real idea of the place to where they are going to study.

This could be a difficult task to execute since users can not see the place where they are going with their own eyes. The conception of this place has to be done through the images and information they receive from the website.

The discussion of the conception of a place leads us to the theory of Meyrowitz (1985), which is about physical and social places. As said by him, before the electronic media appeared, physical and social places were a

common notion in which a building and a certain social interaction and behavior were connected (p.116). However, with the emergence of electronic media (TV, phone, radio, and computer) physical and social place is not longer the same thing. Meyrowitz (1985) claims that when a communication is held through telephone, radio, television, or computer, where people are physically no longer defines where and who people are socially (p.115).

In this sense, with an e-business as SPIP, it is important to clearly show customers what kind of physical places they will visit and what kind of behavior and social interaction they will experience there. With this purpose in mind, geographical and spatial location of countries and schools will be highlighted, and detail information about schools' programs and services will be presented as well. By using multimedia (visuals, animation, interaction) the website will be able to enhance and make easier the customers' experience of searching for a language school.

### ***Metaphor***

To be able to make a connection between customers and Latin America, a map metaphor will be employed. In other words, maps of Latin America and simulations of border lines will be used in the home page as well as in each of the sections. In these maps, the shape of the countries will be highlighted, so that customers will identify the geographic distribution of the countries and where they will possible be when studying.

In the game section, geographical characteristics and spatial distribution will be addressed by having a geographical metaphor. In these games, users will

have to match the countries with an empty map to be able to see the whole geographical distribution. In addition, a classroom metaphor will be employed in the game where customers have to guess words in either Spanish or Portuguese (hangman and crossword).

To reinforce this and with the objective of having users focus on the borderlines between countries, colors such as blue, green, yellow, and purple will be bright and pure. Color is a crucial tool to achieve successful user interface and web design. According to Colorcom (2002), a color consultation company located in New York, color plays an important role of functionality. Color can maximize readability and minimize optical tiredness, but at the same time, color can lower the level of understanding of a website. Color must operate visually for the intentional effect.

For SPIP, it is very important to pick the right colors since it is a project that connects the US to the Latin American culture. The non-profit association called Color Marketing Group (CMG) also has an opinion related to this topic. CMG is an international association with 1,500 color designers who are involved in the use of color and its application to the profitable marketing of goods and services. The main purpose of this association is to identify the path of color and design trends. In 2002, CMG stated that the Latin influence is expanding to the whole country. In marketing terms, this influence includes the reflection of bright colors in consumer products (Paul, 2002, p.6).

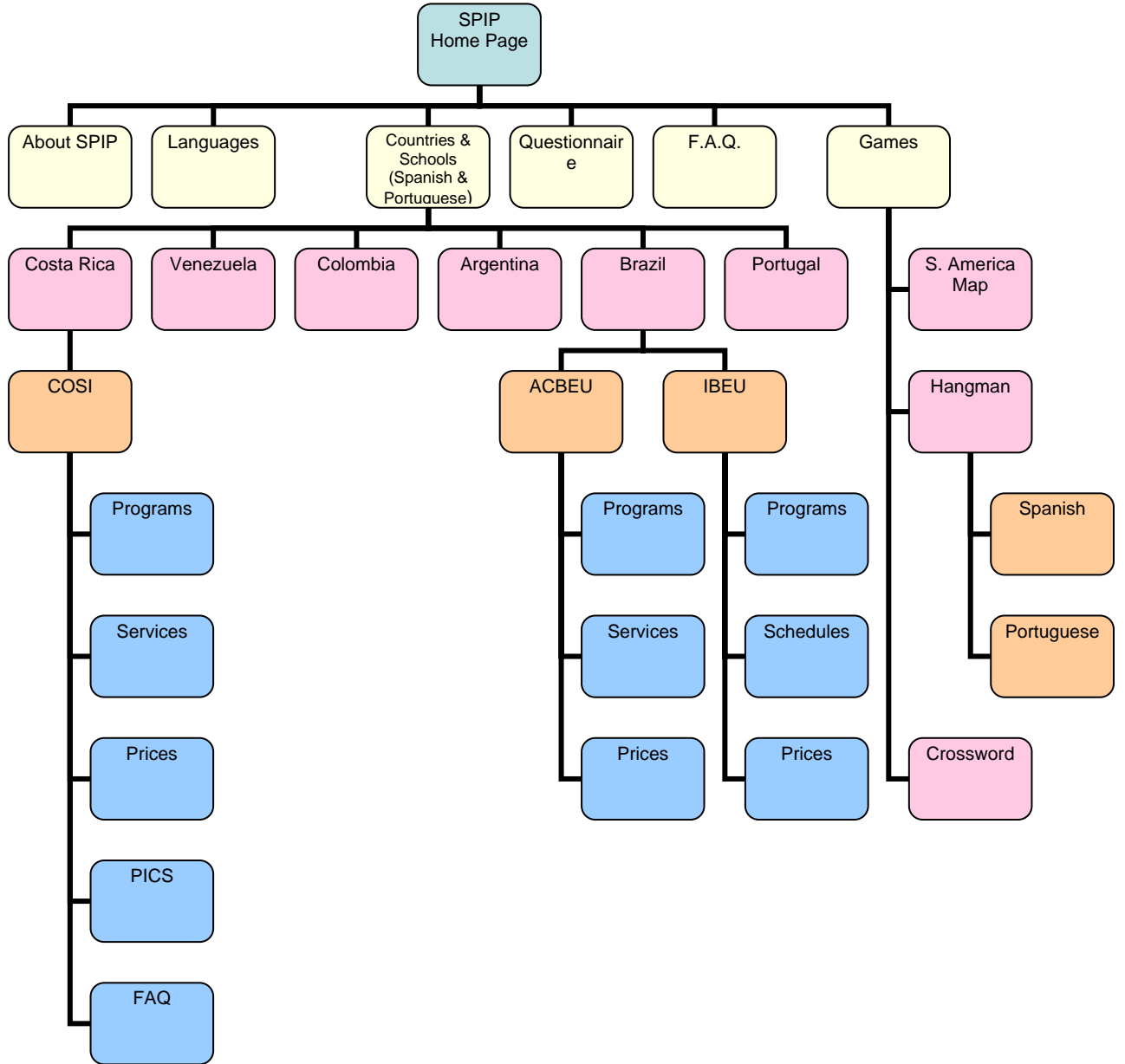
In the case of SPIP, bright and pure colors have been chosen in concordance of one of the objectives of this project, which is to immerse

prospective students into the Latin American culture. Paul (2002) states that the Hispanics' preference for bright colors is a reflection of the "intense lighting conditions in Latin America" (p.6). In this sense, the purpose of using these colors in the website is to make a connection between customers and Latin America and have them begin experiencing the cultural aspect before they go abroad.



# FUNCTIONAL SPECIFICATIONS

## Flowchart



## ***Structure***

The sections that this website will include are the following:

- ❖ About SPIP: it will include a brief description of what SPIP is, how the company works, and what customers can do with the website. It will also present the contact information of the company.
- ❖ Languages: this section will contain information about the Spanish and Portuguese languages expansion. Specifically, it will present facts of Spanish and Portuguese use in the world and in the US, and the phenomena of bilingualism. It will be accompanied by maps and graphics.
- ❖ Countries & Schools: in this section, customers will find information about Spanish and/or Portuguese schools in different countries in Latin America. According to where the schools are located, there will be facts about geography, climate, and general information of the countries that customers will be able to check.

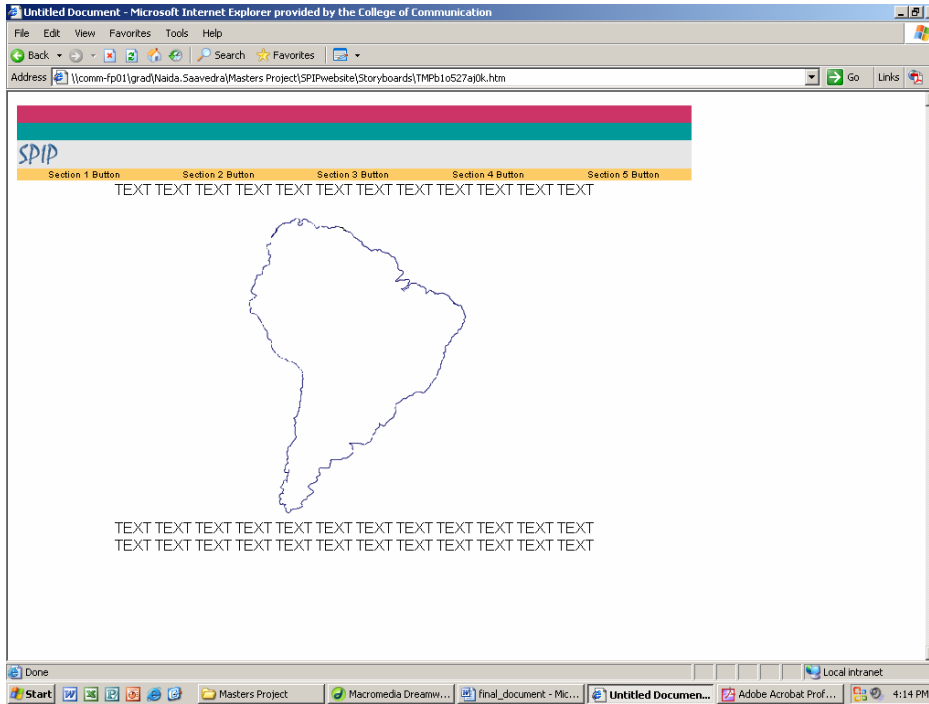
It is important to point that as long as the business grows, more schools and/or countries will be added to this section to offer customer a variety of choices.

- Spanish: it includes the Costa Rica Spanish Institute (COSI), which is located in Costa Rica and has two campuses, one in San José and another one in Manuel Antonio.
- Portuguese: it includes two schools located in Brazil. ACBEU in Salvador Bahia and IBEU in Rio de Janeiro.

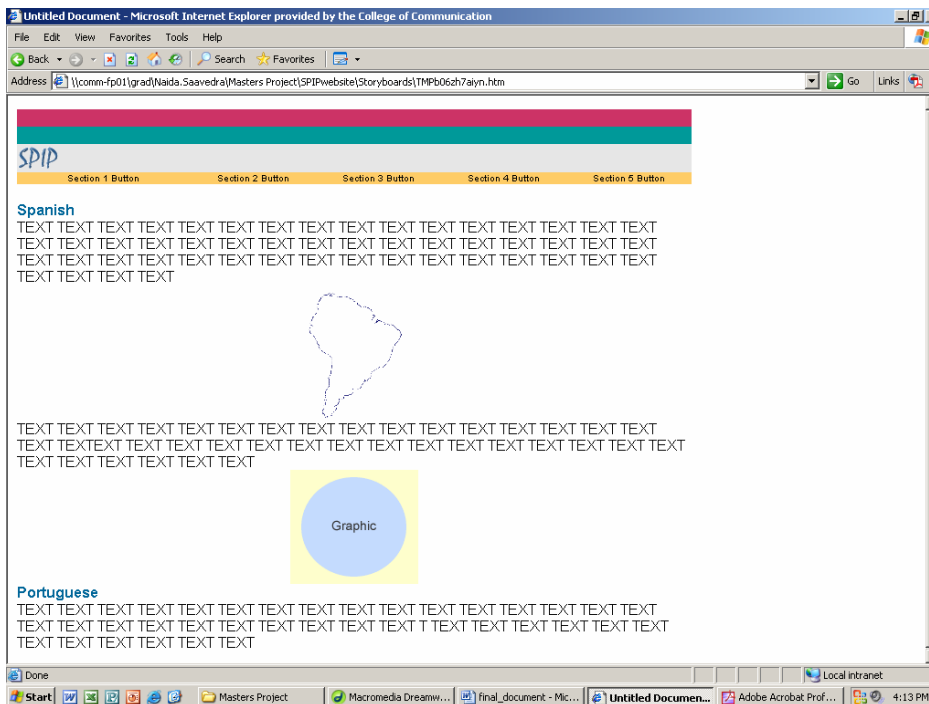
- ❖ Questionnaire: customers will have to fill out a questionnaire with their specific characteristics, needs, and expectations. This questionnaire will request information about:
  - Personal Information.
  - Level of Instruction.
  - Time Availability.
  - Familiar dependents and/or companions.
  - Personal needs.
- ❖ F.A.Q.: customers will find answers to their frequently asked questions. It will also have a “contact us” link to establish a direct communication between client and customers.
- ❖ Games: customers will practice vocabulary, geography, and cultural aspects of Latin America through interactive games.
  - South America Map: users will have to fill out a blank map of South America with each of the countries that form it. They have to be positioned in the right place, otherwise an error message will come up.
  - Hangman: users will be able to play with a common hangman game. What is important here is that they will have play either in Spanish or Portuguese. They will guess words related to traveling, vacation, and studying.
  - Crossword: customers will get knowledge about Latin America in terms of culture, language, and geography.

# Storyboards

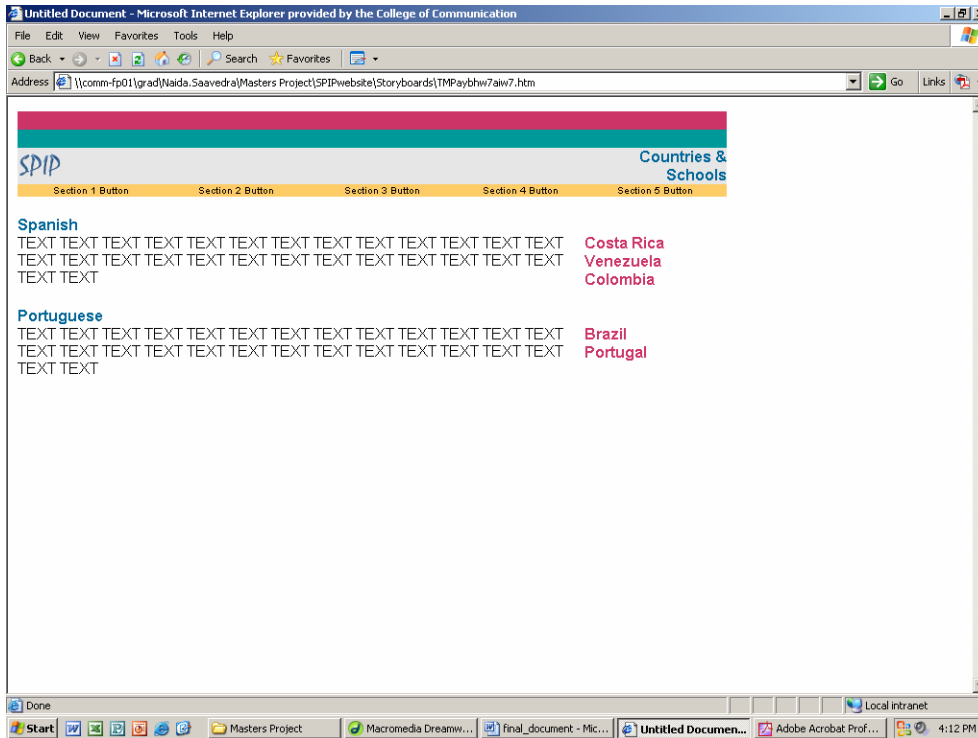
## ❖ Homepage



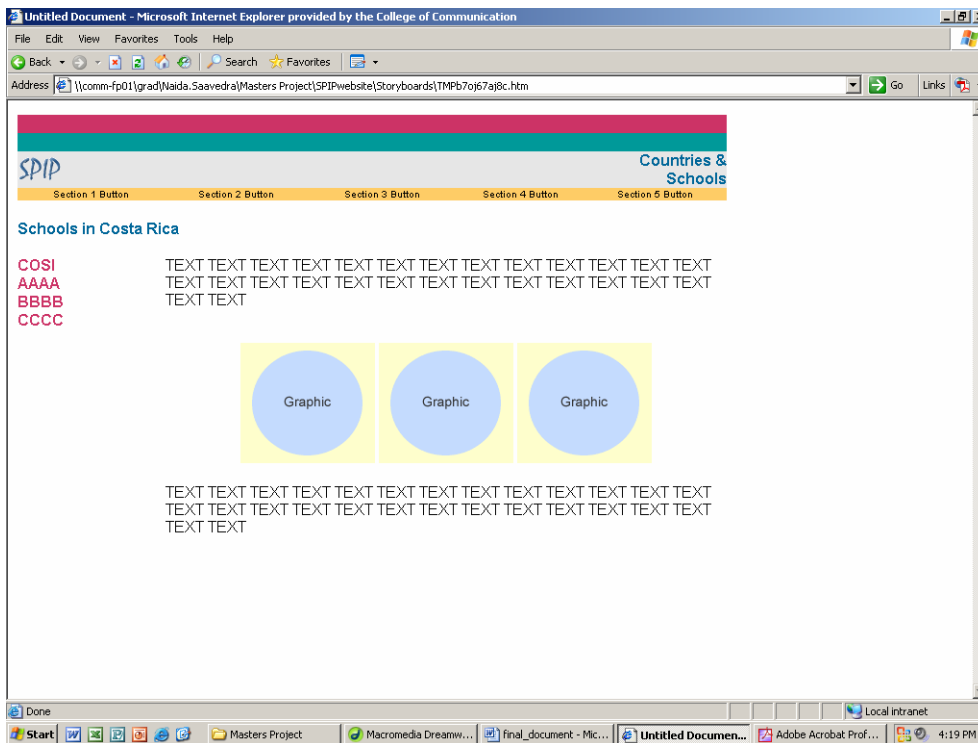
## ❖ Languages



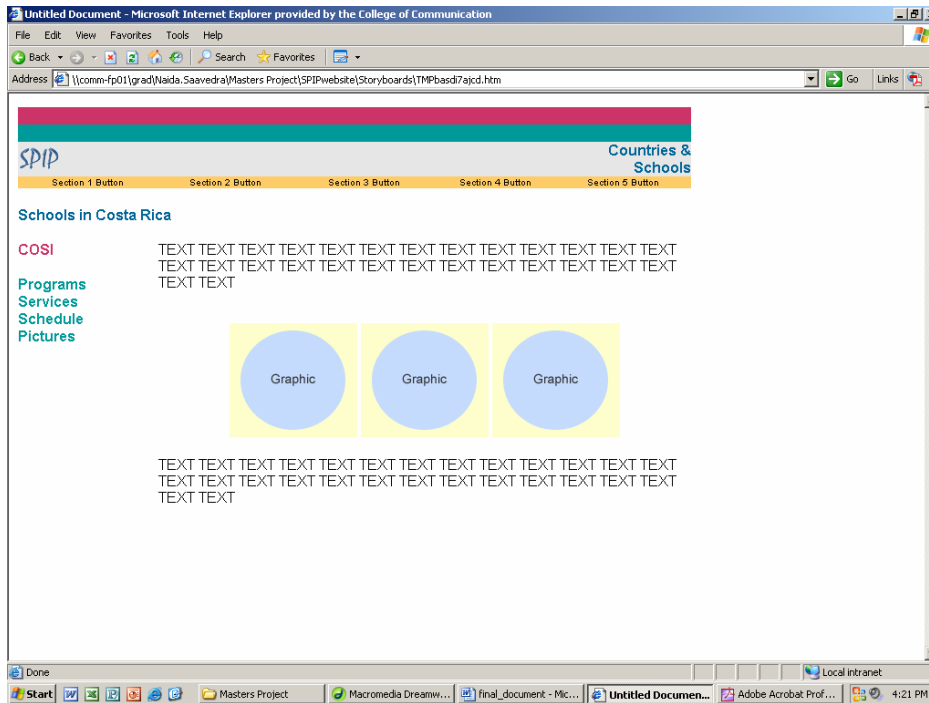
## ❖ Countries & Schools



❖ Countries & Schools (second level: lists of schools)



❖ Countries & Schools (third level: school submenu)



## ***Navigation and User Interface***

The navigation will consist of a permanent horizontal menu placed at the top of the page, which will guide the users to the different sections of the website. All links in this menu will be always active in all pages, so that users can go to any section whenever they need to.

The objective of this navigation is to be user-friendly, therefore, besides a permanent menu, there will be back buttons for those sections which are divided in several pages. With this, the user will not get lost while surfing the website. In addition, each section will have a title, so that users will know exactly where they are.

In the section of Countries & Schools specifically, there will be a submenu, also horizontal, that will guide the users through the schools information. Each school page will have this submenu with links to programs, services, and prices

that it offers. However, the main menu of the website will be also active so that customers will be able to come back to one of the general sections if they want to.

❖ Global Conventions:





The navigation interface is specified in the following chart:

<b>Interactivity Table for the Main Menu</b>		
<b>User</b>	<b>Action</b>	<b>Description</b>
Clicks on About SPIP button	Goes to “About SPIP” section	Displays information about the company
Clicks on Languages button	Goes to “Languages” section	Leads to the section with facts about Spanish and Portuguese use and expansion in the world and in the US
Clicks on Countries & Schools button	Goes to “Countries & Schools” section	Links to the section of the schools associated to the company, the programs their offers, and information about the country where they are located
Clicks on Questionnaire button	Goes to “Questionnaire” section	Displays the questionnaire customers have to fill out
Clicks on Games button	Goes to “Games” section	Leads to the pages where customers can play interactive games and have fun



**Interactivity Table for the Language Schools Sub- Menu  
(School Sample: COSI)**

User	Action	Description
Clicks on Programs button	Goes to “Programs” section of COSI	Displays information about the different programs of study COSI offers
Clicks on Services button	Goes to “Services” section of COSI	Leads to the section with information about accommodations
Clicks on Prices button	Goes to “Prices” section of COSI	Displays the prices of the different programs of study COSI offers
Clicks on PICS button	Goes to “PICS” section of COSI	Displays additional pictures of the school and students
Clicks on F.A.Q. button	Goes to “F.A.Q.” section	Leads to the page where customers can read frequently asked questions about the school, immigration, etc.


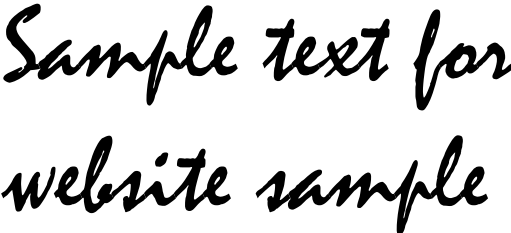
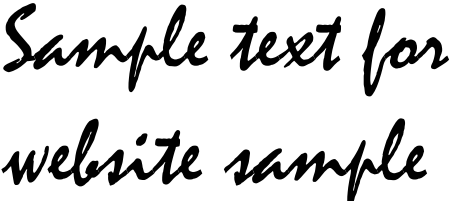



**Button and Icons**

Image	Action
 The logo for Spanish & Portuguese International Programs (SPIP) features the letters 'SPIP' in a blue, stylized font. Below it, the full name 'Spanish & Portuguese International Programs' is written in a smaller, green, sans-serif font.	Logo
 A graphic with the word 'Languages' written in a colorful, cursive script. The letters are in shades of red, orange, and yellow, with a green and blue swoosh underneath.	Section title
 The word 'Spanish' written in a blue, cursive script.	Subtitle
 A rectangular button with a yellow-to-orange gradient background and the text 'About SPIP' in a small, dark font.	Main navigation button






Services	Submenu icon
	Back and more buttons
	Icon to describe population in a map

**Fonts**

Function	Specification	Sample
Logo	Mistral, 54  Arial CE, Bold, 9	 Spanish & Portuguese International Programs
Titles	Mistral, 40	
Subtitles	Mistral, 35	
Graphic Titles	Arial, Bold, 18	
Buttons	Arial, Bold, 10	
Content Text	Web text: Arial,  Helvetica, san-serif, 1	

### ***Color Specifications***

<b>Sample</b>	<b>Color</b>	<b>Specification</b>	<b>Location</b>
	Blue	#31659C	Logo
	Green	#29867B	
	Black	#000000	Content text
	Fuchsia	#BF0060	Section titles and second subtitles
	Blue	#31659C	Subtitles
	Yellow	#F4C665	Button background
	White	#FFFFFF	Background

### ***Game Design***

There will be three games for users to have fun while surfing the website. These interactive games will be related to education, traveling, geography, and studying; for which they will include maps and Spanish and Portuguese definitions. This is with the reason of immersing users into the atmosphere of studying a foreign language abroad.

- ❖ South America Map: users will have to fill out a blank map of South America with each of the countries that form it. They will use the mouse to drag and drop the country into the map. If they place the country in the correct position, the country will not move to other position and a correct

- message will appear. On the contrary, if they position the country in the wrong place an error message will come up.
- ❖ Hangman: users will have a word to guess either in Spanish or Portuguese. The letters of the word will not appear but dashes to be filled out. Users will have to use the mouse to pick letter by letter from a board. If they pick a letter that is not in the word, a part of the hangman will be drawn. If they pick a letter that is the word, this letter will appear in the dash and no part of the hangman will be drawn. If the user guesses the word, a congratulation message will appear.
  - ❖ Crossword: customers will have to play a crossword as those of a newspaper, but instead of a pencil they will use the mouse to point the place of the letter they want to write and the keyword to actually write the letter. They will have instructions if they want to read them.

## REVIEW OF RELATED ISSUES AND EFFORTS

Research of literature review is always a crucial process for the development of a project since it demonstrates background and issues of related work that others have done. In this section, informational websites and e-businesses that relate to SPIP will be discussed pointing out similarities and differences. For the purpose of the marketing analysis, only e-businesses or websites of language businesses will be analyzed since the focus of the project is to be online. A synopsis of this research is in the following chart:

### Marketing Comparison of Related Websites

Business	Type of business	Purpose	Content	Interactive Comm.
Lingua Service Worldwide, LTD	E-business	Same as SPIP	Same as SPIP + other languages	Application form
Spanish Abroad, Inc	E-business	Same as SPIP	Same as SPIP + other languages	Free catalog, free download of brochure, online registration
Language Courses Abroad	Unknown	Same as SPIP	Same as SPIP + other languages	Free brochure
Latin Immersion	Website of an educational business	Lead target to its schools	Spanish in Argentina and Chile	Online registration
Casa de Lenguas	Website of an educational business	Lead target to its schools	Spanish in its schools	Enrollment form, newsletter application
AD Worldwide	Official agent and representative	Provide broad information	International business consulting	Enrollment form
Spanish classes	Website of a	Lead target	Spanish	Registration

in New York	school in NY	to its school	school in New York	form
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In addition, these businesses to be analyzed are all based in the US, where the primary target audience and the owner of SPIP are located. These websites are part of a selected group which share common characteristics with SPIP. Visual design, content, and marketing strategies are to be discussed.

For the purpose of the informational analysis, informational websites that relate to SPIP and include data resources, encyclopedias, geographical studies, and language issues will be examined.

### ***Marketing Analysis***

- ❖ Lingua Service Worldwide, LTD: this is the number one competitor of SPIP. It is an online company that represents private language schools from all over the world. It shares the same objectives and marketing purpose as SPIP and focuses on offering full immersion intensive language programs. It is a very complete site in the content area. The advantage that this website has over SPIP is that this company already has varied schools participating in the business and SPIP is at the emerging state. However, the client's objective is to establish public relations with other schools in Latin America to continue building the option catalog for customers. The advantage that SPIP has over this website is that SPIP offers a personalized communication through the questionnaire that customers have to fill out. That gives SPIP a very

- unique characteristic and competitive plus. In addition, SPIP present a more attractive layout and design including interactive activities that this website lacks.
- ❖ Spanish Abroad, Inc: this is another strong competitor of SPIP. Actually this is more focused on the same area of SPIP because its area of action includes only Spanish school. This website, as the previous one, has quite a few language schools participating in the business which are from Latin America and Spain. The design is nicely displayed and colors and icons are constant and unify the site. It offers information not only about Spanish schools, but also, semester programs, volunteer programs, medical programs, executive programs, family programs, and teen programs.
  - ❖ Language Courses Abroad: this is a competitor of SPIP as big as the previous one. This website has affiliation with many language schools all over the world. Therefore, this website offers information not only about Spanish and Portuguese, but also about many other languages. The principal advantage of this website over SPIP is that it is huge, and that has complete information of language programs. It also gives the opportunity of obtaining a free brochure of the business in any country the user is located. However, what is hard to identify in this website is if the schools are part of the same company of this actually representing the independent schools, as SPIP does.
  - ❖ Latin Immersion: it is a website that focuses on the same kind of business of SPIP. However, it only offers information for Spanish language

- programs in Argentina and Chile. SPIP will provide information of all Latin America. In addition, the design does not present interactive activities.
- ❖ Casa de Lenguas: this is a Spanish school that has location in six different countries in Latin America. Even though this website has not the same genre of SPIP is a good business to analyze because of the information the site offers. It presents general and detailed information about the countries where the schools are located. In addition the design and layout is nicely developed with clipart that gently unifies the design and metaphor. It could constitute a participating school of SPIP.
  - ❖ AD Worldwide: this is a special business because does not represent varied language schools in one website as all business that have been analyzed. In contrast, it has a different website for each school. Actually, this is a complex company that provides services related to foreign issues such as economics, advertising, marketing, translation, and language schools. For example, for COSI (which is also participating in SPIP) has a individual website. The genre of this business is to give support, prestige, and reputation to the school since it has been appointed Official Agent and Representative for COSI. It is authorized to offer advice and receive applications for all programs offered by COSI. It is more an official site than an e-business.
  - ❖ Spanish classes in New York: this business focuses on offering Spanish classes held in New York City. Therefore, this is not a direct competitor of SPIP. However, this website presents a complete directory of Spanish

language schools from Mexico, Central and South America, Caribbean and Spain to study abroad. The advantage of SPIP over this is that SPIP is more personalized and that possesses information about each school that is participating in the project. This website only offers direct links to the websites of schools in Spain and in Latin America.

### ***Informational Analysis***

The websites to be analyzed in this section have helped in the process of gathering information, data, and statistics for the SPIP website. Other information has been provided by the client and/or has been found in books cited in the reference section.

- ❖ Information about Portuguese: for SPIP it is important to present facts about the expansion and use of Portuguese all over the world. In this way, users will perceive the positive implications that they can experience by learning Portuguese and what they can do with it.
  - Fortune City: this website gives information about diverse language courses on the Internet (including Portuguese), books, encyclopedias, etc. However, it is not a competitor of SPIP because, first, the courses it promotes are online, and second, its target is different. This website is in Spanish and targeted toward Latin American Spanish speakers who want to learn a language online, like Portuguese. For the purpose of SPIP, this website is very helpful while providing facts about the use of Portuguese around the world.



- Global Reach: this is another helpful website which presents information about international marketing and e-marketing in different countries. For this, the website has varied languages that users can choose to obtain the information. In the case of Portuguese, it presents facts of the population of Portuguese speakers in the world and expansion the language is having. In addition, it shows how the e-business industry is taking place in Brazil, the power of Internet in this country, and the trends the country is facing nowadays.
- ❖ Information about Brazilians in the US: there are several websites that were used to help build the information on the immigration movement of Brazilians toward the US. What is important from these websites is the statistics, numbers that can support the business.
  - Vernon Johns Society (Brazilian immigration): this website talks from a historical prospective providing a complete sequence of facts oh how Brazilians have immigrated to other countries, including the US, and why the reason is for that.
  - Brazzil: this websites presents details about how Brazilians have concentrated in the US, where they are located, and how its population is going to grow. It also talks about their use of their language in this country.

- ❖ Information about Spanish: as the information about Portuguese, this is vital for the business because it gives the users the awareness about the growth and expansion of the language in the world and the US.
  - El castellano: it is a website mainly informative, which focuses on the Spanish language and all the linguistic and social implications it has, such as language rules and grammar, new vocabulary, dialects, congresses and conferences, literature, debates, etymology, dictionaries, etc. It also includes a section of history of the language and how it has evolved over time. This is very important for SPIP as it highlights the evolution of the language in all America and the US. It is an academic site since it is linked to the website of the Spanish Real Academy, which rules the uses of language.
  - Sí España / Sí Spain: this is an independent website built through the collaboration of people interested on its subject area. This area includes Spanish current affairs, linguistic and cultural development, Spanish history, and any other field related to the Spanish everyday life. Even though this website focuses on Spain, it is helpful for the development of this project since it talks about the origin and development of the language whose roots in Spain guide has direct influence on how the language has evolved in Latin America.
- ❖ Information about Hispanics in the US:

- Univision: the website of Univision (and the TV network Univision per se) bases its news and programming on Latin America and the Hispanics in the US. It is a huge site, categorized as a portal where Hispanics can find information about their living in the US and news about their countries of origin. In this sense, this website provides information attractive to the Hispanics in the US, such as, politic issues in their countries of origin, the Latino vote for elections, immigrant rights, immigration issues, immigrant news, etc. It also includes statistics about the use of Spanish in the US and the population of Spanish speakers in the world and in the US.
- ❖ Census: the website of the US Census provides with free data which support the subject of SPIP. More specifically, the data collected from this site refers to:
  - Hispanic households
  - Spanish and Portuguese speakers
  - Bilingualism
  - Multiculturalism
  - Maps

## TIME SCHEDULE

<b>Task</b>	<b>Duration (days)</b>	<b>Start</b>	<b>End</b>	<b>Comments</b>
<b>Client</b>				
Define the e-business	1	Aug 24	Aug 24	Meeting
Define purpose	1	Aug 24	Aug 24	Meeting
Define the primary audience	1	Aug 24	Aug 24	Meeting
Discuss outline	1	Sep 6	Sep 6	Meeting and email
Present storyboards	1	Sep 8	Sep 8	Meeting
Exchange information	5	Sep 15	Oct 30	Meeting and email
<b>Design</b>				
Define scope of the project	3	Sep 1	Sep 3	
Define sections and organization	5	Sep 1	Sep 5	
Define navigation (flowchart)	1	Sep 5	Sep 5	
Create storyboards	2	Sep 6	Sep 7	
Design layout	1	Sep 10	Sep 10	
Design buttons, icons, and graphics	3	Sep 15	Sep 20	
Create and design games	21	Oct 1	Oct 30	
<b>Research</b>				
Gather content	30	Sep 15	Oct 30	

Collect images	30	Sep 15	Oct 30	Digital and prints
Find related websites and competitors	30	Sep 15	Oct 30	
<b>Project Proposal</b>				
Write concept document	1	Sep 7	Sep 7	
Present concept document	1	Sep 10	Sept 10	Meeting
State project objectives	1	Sep 11	Sep 11	
Write audience analysis	1	Sep 18	Sep 18	
Write technology assessments	1	Sep 20	Sep 20	
Write functional specifications	7	Oct 1	Oct 30	
Write related efforts	7	Oct 1	Oct 30	
Revisions	5	Oct 1	Oct 30	

**PROJECT REVIEW**

The process of creating, planning, and developing this project was a great experience. The fact that I had an existent client put me on a real situation in which time schedule is a crucial part. The major challenge I had was to connect the ideas of my clients with the needs of the customers and come up with a website that unifies both aspects. In addition, having to create the “pilot” of this

project which is going to be expanded next year gave me a lot of pressure but excitement at the same time.

In terms of the design, I was pleased with the first layout and colors picked. It did not have major changes through the process of the project. What changed several times was the way the main menu and the school submenus function in the website. I wanted to make sure that no users get lost while surfing the website. For that I had my peers surf the website and tell me what they liked and did not like. I also looked for their insights about the website's functionality.

The flowchart was another part of the project that changed several times. This happened because I found important to add some sections and fundamental information and to eliminate certain pages that complicated the navigation of the website.

Regarding the games, it was hard to come up with games that include interactivity, were fun, and were challenging in the aspect of language learning. It was harder to make them work as I wanted them to do, but it was a good experience to me. I am pleased with the last versions of the games.

In addition to the changes and difficulties I faced through this process, time was an important factor for the development of SPIP. In the course of the development of the website I got several ideas that could not be accomplished for the time factor. Among these ideas are: having a interactive map for each country in which users could learn about cultural topics by clicking in its cities, presenting a flash animation in the Latin America map in the home page.

In general, creating and developing this Master's Project has been a great experience to me and I am gratified with the results. I am also gratified with the fact that this is not the end of the process, that this project will continue growing next year, expanding and obtaining more ideas.

### ***Project Testing***

This project is a prototype of a business that will be fully completed in the middle of 2005. However, before launching the website, it will be tested with a pilot group of users to see how they react to it. The subjects for the pilot will be located in Tallahassee, and will be of different ages, occupations, gender, and civil status; but all of them will have medium or high income. These subjects will be recruited from the client's peer network.

The purpose of the pilot is to analyze how users navigate through the page, if they get lost, if they find easily any section of information they want, what sections are the ones that get them more interested, how they respond to the questionnaire, what kind of questions they read in the F.A.Q. section. With that information, the website will be redefined if needed.

Even though this pilot will be fulfilled next year, I conducted informal pilots while I was developing the project. I used my peers as subjects in order to get insights of how the website would function better. The procedure was informal, I did not explain what the website was about, I just had my peers surf the website and tell me what they think about it. They came up with questions and suggestions about the navigation menu and submenus, font size, and information required in the form (questionnaire). In addition, I specifically had my American

peers to view the website and ask me questions they come up with after reading the services of SPIP and the schools participating. The questions were related to college credit, airport pickup, immigration issues, and safety. After receiving this feedback, I included those questions with their respective answers in the F.A.Q. section.

### ***Future Recommendations***

Since the completion of the business will be fulfilled in the middle of next year, there are recommendations that I suggest would have a rewarding effect on the website and for the client. The recommendations follow:

- ❖ Database: it is important for the client to have a database that storage all information that each client sent through the questionnaire form. In this sense, the client would not have to search email by email to find a specific customer that sent her the questionnaire or asked her something. With the database, she would be able to manage the information and to make an analysis about the kind of customers that try to study abroad. For example, she could compare age, location, civil status, country of study preference, and so on. It would facilitate mailing and the process of building customer loyalty.
- ❖ Proficiency Test: in the game section, it would very interesting to build a proficiency test to have a perception of the level of language knowledge the customers have when visiting the website. The idea is to make games a proficiency test, so that customers will test their knowledge while having fun. The information about the proficiency test will be also storage in a



database and will be sent to the schools where the customer wants to study. Another recommendation is that customers have a log in feature for them to come back to the website whenever they want and continue practicing with the games.

- ❖ Newsletter: with the purpose of maintaining a relationship with the customers, is it recommended to prepare a newsletter with the information about the company and the countries and schools that participate on it. With that, customers will have the chance to take the information with them, share it with their families, read it again when they have a question, and so on.

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DEPARTMENT OF COMMUNICATION, FLORIDA STATE UNIVERSITY

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## Interactive and New Communication Technologies

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A Proposal for a Creative Project

To Be Titled

SPIP: Spanish and Portuguese International Programs  
Website

by

Naida Saavedra

To Be Submitted in Partial Fulfillment for the Degree of

MASTER'S OF SCIENCE IN MASS COMMUNICATION  
WITH AN EMPHASIS IN INTERACTIVE COMMUNICATION

Fall 2004

Approved \_\_\_\_\_ Date: \_\_\_\_\_  
Program Committee Chair

Approved \_\_\_\_\_ Date: \_\_\_\_\_  
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