

## INTERNET BASICS

To get started in the use of the web in service to the L2 curriculum, it is helpful to know where the Internet came from and what it was originally designed to do. Regardless of whether you intend to produce your own web pages, a few basic notions about the HTML programming language that makes a web page so attractive when viewed by a browser, file management, multimedia tools, and hosting are necessary before launching into more advanced web page tricks or even designing a pedagogically sound web lesson.<sup>3</sup>

### Roots of the Internet

In chapter 3 of *The Virtual Community* (2000), Rheingold chronicles the development of the web from its humble beginnings as ARPANET, a project funded in the 1960s and 1970s by the U.S. Department of Defense's Advanced Research Projects Agency (DARPA). This project allowed a small group of unorthodox and visionary computer programmers and electronic engineers to redesign the way computers operated so that people could engage in interactive computing. While two more decades of research and development passed before their ideas became a reality, this basic experiment laid the foundation for the computer network known today as the World Wide Web. In 1969, there were only a thousand ARPANET users, in contrast to the billion plus web surfers online in 2006.

In 1983, ARPANET split into ARPANET for research and MILNET for military operational use. Both systems provided a wide-area backbone network with high-speed access to communicate among their own backbone nodes in a completely distributed fashion. This structure provided the basis for an explosive growth of nodes and networks that expanded the original capacity and concept of ARPANET. In 1986, the National Science Foundation (NSF) initiated a networked dubbed NSFNET that created a hub of interconnected supercomputer centers around the United States, which has evolved into the Internet's main backbone. ARPANET was decommissioned in 1990, leaving the NSF's interconnected supercomputing centers as the sole public infrastructure for online communications or, more simply, the Internet. This historical background explains why the often-employed metaphor of the electronic highway, made up of interconnecting roads of varying sizes and traffic, is so apt in describing the Internet. Anyone with a connection to some road that leads into the system can use the Internet.

The spirit and legacy of the original inventors of ARPANET and NSFNET lives on too. From the security side of things, the decentralized packet-switching technology that made the Internet function correctly also renders controlling or disabling this communication system almost impossible. The original inventors were worried about the effects of a massive nuclear attack. The digitized packet-switching technology permitted a network of routers to move information (i.e., text, sound, graphics, programs, and video) around the network, even when certain nodes had ceased to function. This feature democratized the web so that no single individual could control it and dictate policy to anyone else. Even today anyone can run a web server and post web pages for the entire world to see.

The other principal intent of the Internet's creators was to empower humans to think better wherever they found themselves: on the road, at work, or at home. In other words, anytime/anywhere computing: a way of giving power to users. Accordingly, user autonomy became the norm, a key feature of today's Internet. Recast in more educational terms, the very nature of the Internet is designed to encourage student-centered learning rather than teacher-centered learning, a major focus of task-based or content-based instruction. Lai and Zhao (2005, 405) point out that the very hyper-textual nature of the Web affords L2 learners greater control over their own

1. En "To get started in the use of the web in service to the L2 curriculum, it is helpful to know where the Internet came from and what it was originally designed to do..." encontramos los siguientes bloques nominales:
  - a. in the use /of the web / in service / to the L2 curriculum/ helpful / the Internet
  - b. in the use / of the web / in service / to the L2 curriculum/ the Internet
  - c. in the use/ of the web /in service/ to the L2 curriculum/ Internet came from

2. En *"...Regardless of whether you intend to produce your own web pages, a few basic notions about the HTML programming language that makes a web page so attractive when viewed by a browser, file management, multimedia tools, and hosting are necessary before launching into more advanced web page tricks or even designing a pedagogically sound web lesson..."* los bloques verbales son:
  - a. intend /to produce / programming language / makes / viewed / hosting /are / before launching / or even designing /
  - b. / intend /to produce / makes / viewed /are necessary / before launching / or even designing/
  - c. intend to produce/ programming language/ that makes / hosting /are necessary/ before launching / or even designing /
  
3. En *"...In chapter 3 of The Virtual Community (2000), Rheingold chronicles the development of the web from its humble beginnings as ARPANET, a project funded in the 1960s and 1970s by the U.S. Department of Defense's Advanced Research Projects Agency (DARPA)..."* Los bloques nominales son:
  - a. In chapter 3 /of The Virtual Community (2000), /Rheingold chronicles /the development /of the web /from/ its humble beginnings/ as ARPANET/, a project / by the U.S. Department of Defense's Advanced Research Projects Agency (DARPA)./
  - b. In chapter 3 /of The Virtual Community (2000), /Rheingold / the development /of the web /from its humble beginnings/ as ARPANET/ a project /in the 1960s and 1970s/ by the U.S. Department/ of Defense's Advanced Research Projects Agency (DARPA)./
  - c. In chapter 3 /of The Virtual Community (2000),/ Rheingold chronicles/ of the web/ from its humble/ as ARPANET,/ a project / in the 1960s and 1970s /by the U.S. Department /of Defense's Advanced Research Projects Agency (DARPA).
  
4. En *"...This project allowed a small group of unorthodox and visionary computer programmers and electronic engineers to redesign the way computers operated so that people could engage in interactive computing...."* los bloques nominales son:
  - a. This project / a small group /of unorthodox and visionary/ computer programmers /and electronic engineers/ the way computers / people /in interactive /computing./
  - b. This project / small group /of unorthodox /and visionary computer /programmers /and electronic engineers/ the way /computers/ people / in interactive computing.
  - c. This project / a small group /of unorthodox and visionary computer programmers and electronic engineers / the way /computers /people/ in interactive computing.
  
5. En *"...In 1983, ARPANET split into ARPANET for research and MILNET for military operational use. Both systems provided a wide-area backbone network with high-speed access to communicate among their own backbone nodes in a completely distributed fashion....."* Encontramos los siguientes bloques verbales:

- a. / split / research / use / provided /access / to communicate /distributed
  - b. split / provided / to communicate
  - c. split /research / use / provided / to communicate
6. En “...*This structure provided the basis for an explosive growth of nodes and networks that expanded the original capacity and concept of ARPANET. In 1986, the National Science Foundation (NSF) initiated a networked dubbed NSFNET that created a hub of interconnected supercomputer centers around the United States, which has evolved into the Internet’s main backbone. ARPANET was decommissioned in 1990, leaving the NSF’s interconnected supercomputing centers as the sole public infrastructure for online communications or, more simply, the Internet...*” encontramos los siguientes bloques verbales
- a. provided / expanded /initiated / created / has evolved / was decommissioned / leaving
  - b. / provided / nodes / networks /expanded / initiated / dubbed / created / interconnected / has evolved /was decommissioned /
  - c. *provided / expanded / initiated / dubbed / that created / has /evolved /was decommissioned /leaving / interconnected*
7. En “...This historical background explains why the often-employed metaphor of the electronic highway, made up of interconnecting roads of varying sizes and traffic, is so apt in describing the Internet. Anyone with a connection to some road that leads into the system can use the Internet...” los verbos conjugados que aparecen son:
- a. /explains / made up/ is / describing / leads / can use
  - b. / explains / is / leads / can use
  - c. /explains / made up / interconnecting / is / describing / leads / can use
8. En “...*The original inventors were worried about the effects of a massive nuclear attack. The digitized packet-switching technology permitted a network of routers to move information (i.e., text, sound, graphics, programs, and video) around the network, even when certain nodes had ceased to function. This feature democratized the web so that no single individual could control it and dictate policy to anyone else. Even today anyone can run a web server and post web pages for the entire world to see. ...*” los verbos conjugados que aparecen son:
- a. were / attack. / permitted /move information / had ceased/ to function/ could control /dictate / can run / see.
  - b. were worried /permitted / had ceased / democratized / could control it and dictate / can run
  - c. were worried/ permitted /to / had ceased /democratized / could control it and dictate / can run
9. En “...*The other principal intent of the Internet’s creators was to empower humans to think better wherever they found themselves: on the road, at work, or at home....*” los verbos conjugados que aparecen son:
- a. intent / was / found /
  - b. / was / found themselves

- c. intent / was / empower / think better / found themselves
10. En “... *Accordingly, user autonomy became the norm, a key feature of today’s Internet. Recast in more educational terms, the very nature of the Internet is designed to encourage student-centered learning rather than teacher-centered learning, a major focus of task-based or contentbased instruction...*” los verbos conjugados son:
- became /is designed
  - became/ Recast / is designed / encourage
  - / became / is designed / encourage / learning / learning
11. En “...Lai and Zhao (2005, 405) point out that the very hypertextual nature of the Web affords L2 learners greater control over their own learning processes—that is, more flexible learning paths (hopefully, in more meaningful ways)...” los verbos conjugados son:
- point out / affords / control / learning / is/ learning /
  - point out / affords / is
  - point out / affords / learning / is/ learning /
12. En “...To get started in the use of the web in service to the L2 curriculum, it is helpful to know where the Internet came from and what it was originally designed to do...” los verbos no conjugados son:
- To get started / to know /to do.
  - To get started /to know / designed/ to do.
  - To get started / use / to know /to do.
13. En “...*The other principal intent of the Internet’s creators was to empower humans to think better wherever they found themselves: on the road, at work, or at home. In other words, anytime/anywhere computing: a way of giving power to users. ...*” los verbos no conjugados son:
- / to empower / to think better / giving
  - to empower / to think better / computing/ giving /to users/
  - / to empower / to think better / found / computing/ giving
14. En la siguiente oración encontramos un verbo copulativo y su adjetivo predicativo:
- The original inventors were worried about the effects of a massive nuclear attack.
  - This project allowed a small group of unorthodox and visionary computer programmers and electronic engineers to redesign the way computers operated so that people could engage in interactive computing.
  - Accordingly, user autonomy became the norm, a key feature of today’s Internet.
15. En la siguiente oración “..This structure provided the basis for an explosive growth of nodes and networks that expanded the original capacity and concept of ARPANET....” El término “...*explosive*...” es un:
- Adjetivo predicativo

- b. Adjetivo atributivo
  - c. Adjetivo modificando a adjetivo
  - d. Adverbio modificando a verbo.
16. En la siguiente oración "...To get started in the use of the web in service to the L2 curriculum, it is helpful to know where the Internet came from and what it was originally designed to do....", el término "...helpful..." es un:
- a. Adjetivo predicativo
  - b. Adjetivo atributivo
  - c. Adjetivo modificando a adjetivo
  - d. Adverbio modificando a verbo.
17. En la siguiente oración "...Regardless of whether you intend to produce your own web pages, a few basic notions about the HTML programming language that makes a web page so attractive when viewed by a browser, file management, multimedia tools, and hosting are necessary before launching into more advanced web page tricks or even designing a pedagogically sound web lesson..." el término "...launching..." es:
- a. ...un verbo conjugado en presente continuo.
  - b. ...un adjetivo.
  - c. ...un sustantivo.
  - d. ... un verbo no conjugado.
18. En la siguiente oración "...Recast in more educational terms, the very nature of the Internet is designed to encourage student-centered learning rather than teacher-centered learning, a major focus of task-based or contentbased instruction..." el término "...learning..." es un...
- a. ...sustantivo
  - b. ...verbo no conjugado
  - c. ...verbo conjugado
  - d. ...adjetivo
19. De acuerdo al texto "... ARPANET ..."
- a. ...fue un proyecto financiado por la Agencia de Proyectos de Investigación Avanzada del Departamento de Defensa de los Estados Unidos.
  - b. ... fue una investigación avanzada del Departamento de Defensa de los Estados Unidos.
  - c. ... fue un proyecto fundado por la Agencia de Proyectos de Investigación Avanzada del Departamento de Defensa de los Estados Unidos.
20. De acuerdo al texto los dos sistemas de ARPANET Y MILNET...
- a. ... proporcionaron una red de acceso de alta velocidad para comunicarse de manera más distributiva.
  - b. ...proporcionaron una red de velocidad de acceso para comunicarse de manera más distributiva.
  - c. ...proporcionaron una red de velocidad alta de acceso para comunicarse de manera más distributiva.