**Title:** HistoMedia: a digital multimedia platform for enhancing the teaching and learning process of History of English-Speaking Countries at UCLV

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**Abstract**

The teaching of History in English as a foreign language faces challenges associated with the lack of contextualized teaching and technological resources, especially at the Universidad Central "Marta Abreu" de Las Villas. This research proposes the design, implementation, and evaluation of the HistoMedia digital platform, which integrates audiovisual resources and activities using the CLIL approach, for the subject History of English-Speaking Countries I. The qualitative study employs theoretical, empirical, and statistical methods to diagnose needs, develop the platform, and assess its impact on students' motivation, historical learning, and the development of linguistic and intercultural competencies. The HistoMedia platform is expected to contribute significantly to educational innovation and the improvement of the teaching-learning process of History in English as a foreign language at the UCLV.

**Keywords:** History teaching, English as a foreign language, CLIL, ICTs, Multimedia platform

**Introduction**

Teaching History in English as a foreign language represents a complex challenge that combines the acquisition of linguistic skills with a deep understanding of historical content. However, numerous studies have shown that through History, cognitive and cultural skills are developed, encouraging historical-logical thinking and interculturality. Kramsch (1993) states that: "Teaching History through a foreign language allows students to compare their own historical narratives with those of the English-speaking world, fostering an intercultural dialogue that develops critical thinking and sensitivity toward other cultures" (Kramsch, 1993). Thus, History becomes a vehicle for intercultural understanding, fundamental for students specializing in English, who act as mediators of language and culture through translation, interpretation, and language instruction.

Now, according to Tomlinson (2013), the teaching of History in a foreign language "...must be supported by a communicative approach that allows the simultaneous integration of language learning and historical content, thus promoting a balanced development of both areas" (Tomlinson, 2013). In this sense, methodology plays a key role in ensuring that instruction is meaningful and contextualized, which is why Content and Language Integrated Learning (CLIL) is presented as a highly effective pedagogical strategy. The principles of this didactics are governed by the content of the subject, the communication or language used to transmit it, the development of cognitive skills, and culture or intercultural understanding. Experience using this method reveals that it has several benefits, ranging from increased student motivation by practicing the language in a real-life context -determined by the subject matter being studied- to the simultaneous development of linguistic, analytical, and intercultural skills and competencies.

In turn, the integration of digital technologies is an essential complement to the CLIL approach when teaching History in English as a foreign language. Stockwell (2012) highlights: "The use of tools such as… multimedia presentations offer authentic contexts that enrich the learning experience and foster autonomy" (Stockwell, 2012). Furthermore, with the inclusion of audiovisual materials facilitated by ICTs, the teacher goes from being a transmitter of information and the sole source of knowledge to being one among many sources of knowledge and a facilitator of the learning process. In Cuba, although specific research on the teaching of History in English as a foreign language is still incipient, progress is evident in the integration of intercultural and technological approaches into this educational process. The Cuban Journal of Education (2020) highlights the growing use of digital technologies and active methodologies to improve the teaching of English and complex subjects such as History (Revista Cubana de Educación, 2020).

However, in light of all the above, a specific problem is identified in the context of the Universidad Central "Marta Abreu" de Las Villas. Students of the English Language with a Second Foreign Language program are affected in the teaching-learning process of the subject History of English-Speaking Countries I- which focuses on the History of the United Kingdom- by not having a basic and complementary bibliography in hard support or technologies that allow them to feel motivated and learn the subject effectively. This lack of adequate resources limits the effective application of methodologies such as CLIL and reduces the potential for integrating digital tools that could facilitate understanding and interest in historical content in English.

**Overall Objective of the Research**

Based on the above, the overall objective of this research is to propose the HistoMedia multimedia platform to support and improve the teaching and learning process of the subject History of English-Speaking Countries I in the English Language with a Second Foreign Language program.

The following **specific objectives** will guide the study:

-To determine the theoretical and methodological foundations of the CLIL method in teaching History in pursuit of the linguistic, cognitive, and cultural development required of English-speaking students, as well as the implications of using ICTs and digital multimedia platforms as tools for improving the teaching and learning process of the subject in question.

-To diagnose the main shortcomings in the availability of bibliography and ICT resources in the implementation of the CLIL method in the teaching-learning process of the subject History of English-Speaking Countries I for both teachers and students taking this subject in the English Language with a Second Foreign Language degree at UCLV.

- To evaluate the effectiveness of the HistoMedia digital platform, taking into account the integration of audiovisual resources and activities that promote motivation and effectiveness in the learning and teaching of the subject History of English-Speaking Countries I for students of the English Language with a Second Foreign Language program at the Universidad Central "Marta Abreu" de Las Villas.

To achieve the objectives of this research, the following **methodology** will be applied. The research process will primarily adopt a qualitative research perspective. This method is considered the most appropriate in the social sciences and is based on the dialectical-materialist method, from which some theoretical, empirical, statistical, and/or mathematical methods are derived: At the theoretical level, the following approaches will be used: Historical-logical, Analytical-synthetic, Structural-systemic, and Inductive-deductive. At the empirical level, the following will be addressed: Document analysis, Participant observation, and Surveys. From a statistical perspective, various methods were applied to analyze the frequency and percentages of the data obtained through the various empirical processes. These include: Table analysis and graphical representation, and Sample selection

**Part I: Theoretical considerations on the CLIL methodology in teaching History in English as a foreign language and its link with ICTs through the use of digital multimedia platforms**

**The Teaching and Learning Process of the Subject History of the English-Speaking Countries I. Theoretical Considerations**

In the particular case of History of the English-Speaking Countries I, which focuses on the History of the United Kingdom of Great Britain and Northern Ireland, the subject takes on a much more crucial role in broadening the view of the English-speaking world. The reason is clear, since the United Kingdom is one of the oldest nations in human History. This is the birthplace of many other countries, and the bearer of the most dominant language in the world today. Another key point to keep in mind is that studying British History allows students to think critically and develop their perspective on current events by analyzing and establishing coherent connections with the past. Finally, studying this subject is especially crucial for students majoring in English, as they must master linguistic skills within the historical and cultural context of the subject. This will enable and enhance their role as more effective intercultural mediators.

**Defining the CLIL Methodology and Its Benefits in Teaching History in English as a Foreign Language**

The CLIL (Content and Language Integrated Learning) methodology emerged in Europe in the 1990s as an innovative teaching method focused on the simultaneous development of linguistic competence and the content of the subjects taught. According to Torres Martínez, "…the term CLIL was first used in 1994 by David Marsh to describe a branch of applied linguistics that believes greater success in foreign language learning occurs through common subjects" (Martínez, 2013). Since then, this method has been adopted by teachers around the world to encourage their students to master foreign languages ​​in subjects such as natural sciences, literature, and History.

In the teaching of History in English as a foreign language, CLIL allows students to "...increase their exposure to the language in a contextualized way, integrating historical content with communicative skills" (UNIR, 2024). This is possible by promoting—through the content and media used—debate, logical reflection, argumentation, and the connections and implications of historical events. The linguistic competencies reflected in vocabulary, grammar, and specific communicative skills to express historical ideas, analyze interpretations, justify opinions, formulate critical questions, compare advantages and disadvantages, and explain causes and consequences of historical events are just some of the contributions of CLIL to the teaching-learning process of History from a foreign language. In addition, the CLIL methodology positively influences students' motivation for the subject by linking the language to relevant historical themes, ensuring active participation and a high level of commitment to the learning process, in which students are the protagonists.

In the Cuban context, teaching History in English through CLIL helps students specializing in English develop the linguistic and cultural competencies necessary for effective intercultural communication. As stated in Scielo Cuba, "...the use of English for intercultural communication presupposes the integration of linguistic and cultural knowledge... which promotes reflection on how the uniqueness of the language studied has its origins in its interdependence with its culture" (Scielo Cuba, 2020). In the specific case of teaching the History of the United Kingdom, a subject referred to as History of English-Speaking Countries I in the curriculum of English with a Second Foreign Language program at UCLV, the CLIL methodology is used to encourage students to analyze the historical and cultural aspects of the United Kingdom and compare them with their local context, thus fostering empathy and cultural openness.

**Defining ICTs and its role in higher education**

ICTs are "…the set of tools, practices, knowledge, and relationships linked to the consumption, transmission, and storage of information, emerging from the convergence of computing and telecommunications in the late 20th and early 21st centuries" (Mejía, Muñoz, & San Feliu, 2018). This set of resources that constitute ICTs allows for the processing, management, sharing, and transmission of information through technological media such as computers, mobile phones, networks, software, and audiovisual systems.

In higher education, the impact of ICTs is especially significant, as they drive pedagogical innovation by promoting more interactive and multidimensional teaching methods, such as the use of digital platforms. In Cano's words, "...ICTs have had their effects on students' learning both in the way they study, learn, research, work, communicate and interact with each other, as well as in the strategies they use for the development, production, construction and acquisition of their own knowledge" (Cano, 2012, p. 2). It can also be seen that, “the innovative use of ICTs significantly strengthens the higher education system and addresses the three fundamental challenges of access, equity and quality, allowing students to take a more active role in their learning instead of their more traditional role of passive observer and listener” (Alam, 2016).

**Implementation of the CLIL methodology through the integration of digital multimedia platforms in the teaching of History in English as a foreign language**

The use of Information and Communication Technologies (ICTs) in the teaching of History in English as a foreign language offers multiple benefits that impact both academic learning and student motivation and autonomy. This is especially relevant for students specializing in English, as ICTs facilitate more active and personalized learning, taking into account the development of historical-logical, linguistic, and cultural skills. Within the wide range of technological tools are digital multimedia platforms, whose special properties and characteristics enrich the implementation of the CLIL methodology in teaching History in English as a foreign language, based on the creation of varied and accessible learning experiences for the user. A distinctive benefit of digital platforms for teaching History in English as a foreign language is that they present information through historical videos, interactive simulations, podcasts, and online resources, allowing students to access authentic and varied materials that enrich historical understanding and specific English vocabulary. Likewise, platforms such as YouTube and interactive educational sites enable students to explore historical events from different cultural perspectives, thereby fostering intercultural competence.

**Part II. Methodological approach to research and needs analysis in the context of the History of English-Speaking Countries I**

**Sample Description and Research Methods Used**

The research was conducted within the context of the English with a Second Foreign Language program at the Universidad Central “Marta Abreu” de Las Villas. This course is aimed at students who spend five years preparing to face real-life communicative and intercultural situations in the context of interpreting, translating, and teaching English and a second foreign language.

The History of English-Speaking Countries I course was the chosen setting for this study, and the selection of participants was carefully considered through purposive and logical sampling. The sample consisted of 17 third-year students currently taking the course, as well as 16 second-year students who had not yet taken it. In addition, six professors also participated, including the main professor of the subject and other professors who have taught the subject or have interdisciplinary connections with History of English-Speaking Countries I. The proposal was evaluated by five experts in the field of British History, who expressed their opinions in a questionnaire. Thus, the total number of participants was 44.

**Document Analysis**

During this research, five documents were examined. The analysis included the Curriculum "E," the Program for the History of English-Speaking Countries course, the Analytical Program for the History of English-Speaking Countries I course, the Scientific and Technological Information Strategy, and the Information Technology Strategy for the English Language with a Second Foreign Language program.

Results of the analysis of the "E" curriculum in the English Language with a Second Foreign Language program:

The "E" curriculum for the English Language with a Second Foreign Language program consists of 11 disciplines, two of which are core: English Language and a Second Foreign Language; two are considered professional disciplines: Translation-Interpreting and Foreign Language Teaching; three are taught in general education: Marxism-Leninism, Defense Preparation, and Physical Education; and four are considered specific core disciplines: National Culture, Linguistic Studies, Literature of the English-Speaking Countries, and History of the English-Speaking Countries.

In their work at the foundation level, graduates must demonstrate mastery of the necessary theoretical knowledge about the language system, the rules for its functioning, and its implementation in discourse. Interventions at the foundation level presuppose proficiency in the native language and foreign languages, both in oral and written discourse. As for the practical terms, in professional settings, graduates must demonstrate competence in expressing their ideas both orally and in writing on sociopolitical, sociocultural, and scientific-technical topics with due coherence, cohesion, clarity, precision, and fluency, in accordance with the phonetic, lexical, grammatical, and stylistic norms of the English language and the second foreign language. They must also demonstrate solid verbal reaction skills in an intercultural communication situation. Regarding written comprehension skills, graduates of this program must decode the meaning of authentic literary texts and the functional journalistic and scientific styles of the English language.

Results of the analysis of the History of the English-Speaking Countries Program:

The History of the English-Speaking Countries is considered one of the most important subjects in the basic education cycle due to its influence on the political and ideological formation of English language students. The approach to the Anglo-Saxon world, its origins, and the main elements related to the culture of the English-Speaking Countries are crucial to the development of the graduates' professional preparation. This program is designed to provide a social, historical, and cultural characterization of the English-Speaking Countries. It also lays the foundation for specialized subjects, which are crucial to the intercultural and sociolinguistic training of graduates.

Analytical program for the course History of the English-Speaking Countries I:

History of the English-Speaking Countries I is considered one of the core subjects of the History of the English-Speaking Countries discipline and is the basis of this research project. This course is taught in the first semester of the third year of the English Language with a Second Foreign Language program. It includes the History of the United Kingdom of Great Britain and Northern Ireland, taught in 48 hours of lectures and seminars. According to the Curriculum, the main objectives of this course are to develop students' ability to consolidate their scientific understanding of the world through an analysis of the most relevant developments in the economy, politics, and culture of the English-speaking countries that make up the Commonwealth of the United Kingdom. Students should be able to enhance their linguistic and sociocultural knowledge of the English-speaking world and understand the historical significance of studying the United Kingdom of Great Britain and Northern Ireland. These skills will facilitate the incorporation of knowledge into the study of other subjects closely related to History of English-Speaking Countries I, such as English Literature.

Analysis of the Scientific and Technological Information Strategy:

One of the most relevant points expressed by graduates during the accreditation process for the English Language with a Second Foreign Language program was the growing need for adequate professional training to face the challenges of their future workplace. The implementation of the Scientific and Technological Strategy was one of the solutions to this concern. According to the objectives of this strategy, university students must be able to integrate knowledge, skills, and professional performance with the use of ICTs, based on adequate computer training. For third-year students, the specific objectives are: demonstrate proficiency in educational platforms such as Moodle, use word processors for linguistic analysis and ICT-assisted text translations, develop research papers, process data and results obtained during professional practice, and access information from reliable electronic sources via the Internet.

Analysis of the Information Technology Strategy:

According to this strategy, it is crucial for university students to master information technology skills such as: the use of Microsoft Office, databases and text editors, the creation of graphs and PowerPoint presentations, and the ability to access information through the Internet or a local network. The Information Technology Strategy also highlights the importance of using terminology tools and other auxiliary programs, materials, electronic sources of information, and professional software related to the subject. In the case of History of English-Speaking Countries I, the document indicates that students have access to a folder containing documentary excerpts, and images from different historical periods, included by the professor of the subject on the Moodle platform. Most of the supplementary materials for this course are in digital format, yet they are insufficient. Therefore, the proposal for a digital multimedia platform can contribute to expanding and improving the bibliography for the History of English-Speaking Countries I course.

**Participant Observation**

The following results were obtained:

-There is one computer lab in the faculty for students in the English Language with a Second Foreign Language program, which is equipped with 17 computers and 8 network cables for those students who have a personal computer.

-Currently, in the Faculty of Humanities, which includes the aforementioned program, there are three Wi-Fi hotspots where students can access the local network and the Internet without having to be in the lab. The only requirement is to pre-register students' mobile phones, tablets, or laptops on the local network server. This service is available to all students.

-There is a folder on the university's educational platform containing the content for the subject History of English-Speaking Countries I. However, it has been noted that this folder does not contain sufficient supplementary materials to effectively support the teaching process of the subject.

-There is only one copy of the core textbook for the subject (*British History* by Harold Shultz) in print, and although a digital copy is also available, it consists of photos taken and saved—of the printed book—as a PDF document. Students have stated that they sometimes find it difficult to properly appreciate the information in the core textbook due to the poor condition of the photos on some pages.

**Student Survey**

Three student surveys were administered to assess the current status of the course with regard to bibliography and the possible inclusion of a digital multimedia platform that would complement and enhance the learning process and motivate students. Two of the surveys were administered to third-year students taking History of English-Speaking Countries I, with an enrollment of 17 students. Another survey was administered to 16 second-year students who had not yet taken the aforementioned course but would do so next year. The results of the three student surveys are presented below.

Results of the survey of third-year students on the bibliography for the History of English-Speaking Countries I course

The first question of the survey sought to assess students' knowledge of the bibliography for the History of English-Speaking Countries I course, specifically whether there was a basic or supplementary bibliography in the course's Moodle folder. In this question, 66.7% of students indicated that the course has a basic bibliography, represented primarily by the textbook, while 33.3% acknowledged the existence of supplementary bibliography, with some exercises, videos, and multimedia files. This suggests that, although the textbook is the primary resource, a significant portion have additional materials to support learning.

Regarding the bibliography (question 2), 60% of respondents considered it insufficient to cover the basic needs of the subject, compared to 40% who rated it as sufficient. Among the limitations noted (question 2.1), the most notable were the existence of a single textbook (66.7%) and the general inadequacy of the bibliography for the teaching-learning process (53.3%). Other notable limitations were the lack of complementary activities (33.3%), limited access to original sources, and the disorganization of the bibliography (both 13.3%), in addition to other minor limitations (6.7%). These data reflect a majority concern about the limited variety and depth of bibliographic resources.

Regarding the impact of these limitations on student motivation (question 3), 93.3% believed they do have a negative impact, reflecting the importance of having adequate materials to maintain student interest in the subject. Finally, when it came to the proposed solutions (question 4), the majority (86.7%) opted to incorporate more teaching materials and technologies from different sources, while 6.7% preferred to organize existing bibliography and materials, and another 6.3% suggested incorporating more independent learning and self-assessment activities. This indicates a clear demand to diversify and update teaching resources and promote methodologies that foster student autonomy.

Results of the survey of third-year students on the potential impact of a digital multimedia platform on the subject of History of English-Speaking Countries I

In the first question, all participants (100%, n=17) confirmed that they were students of the English Language with a Second Foreign Language program at UCLV, ensuring that the sample corresponds to the study's target audience. Furthermore, all participants indicated that they had taken the History of the United Kingdom course (question 2), ensuring the relevance of their responses to analyzing the impact of the digital multimedia platform on this subject.

In question 3, it was observed that 100% of respondents relied on in-person classes and digital resources as their primary learning sources. Furthermore, 75% used external videos or documentaries, while only 25% used books and printed materials. These data reflect a clear preference for digital and audiovisual tools to complement their learning. Regarding the perception of the usefulness of a digital platform with audiovisual media (question 4), 75% "strongly agreed" and 25% "agreed" that such a tool would have facilitated their learning, demonstrating a favorable openness to the integration of digital resources.

As for the motivational impact (question 5), 50% considered that a digital platform would have greatly increased their motivation, while the other half indicated that they would be moderately motivated. These figures indicate a generally positive assessment of the contribution of digital media to increasing interest in the subject. Finally, in question 6, 75% selected historical documentaries as the most useful audiovisual resources, and 25% opted for explanatory videos, highlighting the effectiveness of these formats in facilitating the understanding of complex content.

The survey results suggest that incorporating multimedia resources into the platform could enhance both student interest and understanding, aligning with best pedagogical practices for teaching History.

Results of the survey of second-year students on the potential impact of a digital multimedia platform on the subject of History of English-Speaking Countries I

The first two questions of the survey confirmed that all participants (16 students – 100%) are students of English as a Second Foreign Language at UCLV and have not taken the subject of History of the United Kingdom, thus fulfilling the objective of this particular survey. Furthermore, all expressed familiarity with the use of digital resources or platforms to support their learning in other subjects (question 3).

Regarding the perception of a digital platform to facilitate the learning of historical content (question 4), 62.5% strongly agreed, 25% were neutral, and 12.5% ​​disagreed, reflecting a favorable majority, although with some reservations among some students. As for the motivation a digital platform could generate (question 5), 31.3% considered it to be "very" motivating and 50% "somewhat," while 18.8% showed less interest. This indicates a mostly positive assessment of the motivational potential of digital media.

When it came to desirable platform features (question 6), 87.5% preferred multimedia content (videos, audios), 75% valued up-to-date and reliable information, and 25% selected interactive exercises, demonstrating a clear preference for audiovisual and reliable resources, with a moderate interest in interactivity. Finally, about expected benefits (question 7), 37.5% prioritized the ability to learn at their own pace, while 25% valued both a better understanding of the content and increased motivation. No participant considered facilitating exam preparation to be the primary benefit. These perceptions are consistent with research indicating that the appropriate use of digital platforms fosters personalized attention, meaningful interaction with content, and the development of critical skills.

**Professors’ Survey**

The questionnaire, administered to six teachers at the central campus and the Félix Varela Pedagogical Center at the Universidad Central "Marta Abreu" de Las Villas, took into account whether the teachers had taught or currently teach the subject History of English-Speaking Countries I. The survey is based on the growing integration of digital technologies in the teaching of British History, as evidenced by recent studies highlighting the importance of digital media in fostering individualized attention, meaningful interaction, and the development of critical and intercultural skills in students using CLIL methodology. Gathering teachers' opinions made it possible to identify best practices, perceived benefits, and obstacles to the implementation of digital platforms, thus contributing to the design of educational resources that respond to real classroom needs and enhance student motivation and learning in the subject in question.

Results of the professors’ survey

In question 1, 100% of the teachers surveyed stated that they teach or had previously taught English-Speaking Countries I, which meets the primary objective of the questionnaire and guarantees the validity and relevance of their responses for the analysis of the use of digital resources and pedagogical strategies in this subject.

Regarding the options presented regarding teaching experience (question 2), only one of the respondents stated that they had less than one year of experience teaching the subject, while 83.3% indicated the maximum option of the questionnaire with more than six years of experience. This reflects a predominantly experienced group that provides a solid perspective on technology integration in the classroom.

In Question 3, all teachers (100%) reported using digital resources such as websites and multimedia materials to support teaching, demonstrating widespread adoption of educational technologies. However, regarding the most commonly used types of resources (Question 4), 100% reported using educational videos, 20% opted for interactive presentations and games, while no teachers reported integrating online platforms or online discussion forums. These figures indicate a preference for traditional audiovisual resources and less adoption of collaborative tools.

Concerning perceptions of the impact of an interactive website with audiovisual media (Question 5), 80% "strongly agreed" and 20% "agreed" that it would improve student learning and motivation, demonstrating a unanimous consensus on its positive potential. The benefits of digital platforms cited by teachers (question 6) included facilitating access to resources and increasing motivation (100%), improving comprehension (80%), and fostering autonomy (60%), although none considered promoting student assessment and academic performance a priority. Finally, in the last question, teachers highlighted the need for a platform with "a variety of resources, interactivity, authenticity of materials, computer skills for teachers and students," access to videos, games, assessment monitoring, and news, as well as "free and easy navigation" and updated materials, emphasizing the importance of an accessible, diverse, and functional tool to improve the teaching of British History.

**Part III. Design and Assessment of the HistoMedia digital platform for improving the teaching of History of English-Speaking Countries I in the English Language with a Second Foreign Language program**

Technological Design

Selecting the Software to Build HistoMedia

Today, the development of modern web applications demands tools that facilitate developers' work and improve the user experience. Technologies such as TypeScript, ReactJS, and Tailwind CSS have established themselves as benchmarks in the industry, each providing specific and differentiating advantages.

-TypeScript: This technology developed by Microsoft, considered an evolution of JavaScript, introduces static typing as one of its main strengths. As Webline India points out, "TypeScript helps avoid programming errors and keep code clean" (Webline India, 2025). This typing system allows variables' data types to be defined in advance, which, according to the official documentation, "...facilitates error detection before running the application, improving code reliability" (Webline India, 2025).

-ReactJS: This is the library developed by Meta (formerly Facebook), widely recognized for its ability to build interactive and efficient user interfaces. According to Codemotion Magazine, "React, the popular JavaScript library for building user interfaces, provides us with the tools to create reusable components and efficiently manage the state of our application" (Codemotion Magazine, 2025). One of React's most notable aspects is its efficient update mechanism, which "…updates only the parts of the page that have changed, rather than reloading the entire view" (Codemotion Magazine, 2025). This results in faster and smoother applications, which "…significantly improves the user experience" (Codemotion Magazine, 2025).

-Tailwind CSS: This is a styling framework that adopts a utility-first approach, allowing developers to apply styles directly to HTML using utility classes. Unlike other frameworks like Bootstrap, Tailwind doesn't impose predefined components, but instead "…provides a predefined set of utility classes, ensuring consistent styling throughout your project" (Moreno, 2025). This philosophy "…allows for full customization and true scalability, adapting to any design without imposing rigid structures" (Fonsi, 2025). Among its advantages is the ability to create responsive and visually appealing interfaces quickly and efficiently, without the need to write large volumes of custom CSS.

Principles Applied in the Design of HistoMedia

The principles used to design the platform were those described by A.M. Eskicioglu and D. Kopec in their article, *The Ideal Multimedia-Enabled Classroom: Perspectives from Psychology, Education, and Information Science*. These principles included:

a. Ensuring Equitable and Full Access

HistoMedia was designed with a clear and broad vision that would provide students and teachers with complementary materials for the teaching-learning process of the subject History of English-Speaking Countries I. In this way, the platform's content is available to all users with rapid and feasible access.

b. Facilitating the Presentation and Organization of Data

Taking into account the bibliographical gaps, the structure of the analytical plan for the subject in question, and the needs and suggestions of users mentioned in Chapter II of the research, simple and interactive content was incorporated. Users can effortlessly find and manipulate all the information divided into eight historical periods (Roman Britain, Anglo-Saxon Period, Early Middle Ages, Later Middle Ages, Tudor and Stuart Periods, 18th Century, 19th Century, and 20th Century). Each period's folder contains information, images, maps, and videos of the most important events and personalities from that historical period.

c. Data Switching

To improve motivation and learning, as well as effective information management, students should be exposed to a wide variety of different multimedia resources: images, videos, and maps. According to experts, students retain 20% of what they see, 30% of what they hear, 50% of what they see and hear, and 80% of what they see, hear, and interact with (Eskicioglu, 2015).

Characteristics of the HistoMedia platform

Taking into account the main characteristics of digital multimedia platforms previously described in the theoretical framework, the following characteristics were applied:

-Color: According to a study on the meaning of colors and their effects on learning conducted by Jacob Olesen and entitled "How Does Color Affect Memory?", "Certain colors can aid concentration, attention span, and therefore facilitate memory retention and learning." (Oelsen, 2019). Contrasting colors such as black and white were used for legibility, as they are easier to read on paper and computer screens.

-Structure of the HistoMedia Platform: The content of the HistoMedia platform was organized effectively, taking into account the needs of students and the structure of the course syllabus. This facilitated the dynamic use of various materials such as maps, texts, images, videos, and other media aimed at achieving the main objectives of the course syllabus.

-Home Page: This page features a menu of the different historical periods included in the course's analytical program. These sections, each period, display internal information, including maps, videos, images, and links to references related to the period in question. Each period's page also offers a section on the right where users can search for additional audiovisual materials, and a section for activities that assess students' understanding of the content.

The Instructional Design of the HistoMedia Platform

The content structure is simple and easily accessible, allowing users to find materials effortlessly. The materials are organized according to the content of each unit in the course's analytical program.

The selection of materials was based on the following criteria:

- Coherence: with respect to the syllabus and one of the most important complementary books for the course (The Oxford Illustrated History of Britain by Kenneth O. Morgan).

- Variety of input: video, images, text, maps.

- Variety of sources: books, websites, encyclopedias.

- Reliability: taken from well-known authors and publishers in the field of British History.

-Images and maps: were selected based on image quality.

-Videos: were used to reinforce the learning process and motivate students. The videos were downloaded from YouTube. Most of the selected videos came from prominent History channels such as BBC History, Baz Battles, 10 Minutes of History, and History Time.

-Texts: These were taken from online encyclopedias and author publications on reliable websites. For each period, the information presented was referenced from the core bibliography for the subject, *British History* by Harold Schultz, as well as from complementary bibliographies such as *The Oxford Illustrated History of Britain* by Kenneth Morgan and other well-known books that refer to specific historical periods, such as *Anglo-Saxon England* by Stenton and *Medieval England* by H.W.C. Davis. The encyclopedias Britannica and Ancient History Encyclopedia, as well as respected historical websites such as English Monarchs, the BBC website, and History Today, were selected for their consistency and validation by the international community of historians. Finally, the cited content and the assignments presented on the platform were reviewed and approved by the main professor for the subject.

-Homework Section Activities: The content for each period is assessed through open-ended questions using the webquest activity format, where students must first consult the resources provided on the HistoMedia platform.

Evaluation of the HistoMedia Platform by British History Specialists

After the HistoMedia platform was designed, it was evaluated by five specialists in the History of English-Speaking Countries I, selected for their teaching experience and academic qualifications. The experts- with over 10 years of experience teaching English as a foreign language and British History- rated the platform on a scale of 1 to 5 taking into account the criteria of validity, content, organization, coherence, applicability, and reliability. They also offered suggestions and recommendations based on their experience.

Evaluation Results:

-Validity: 100% of teachers gave the highest score, confirming that the content meets the platform's objective.

-Content and Coherence: Both criteria received a unanimous 5, highlighting the appropriateness of the materials to the program and student needs.

-Organization and Reliability: These parameters were evaluated with the highest score, highlighting the quality, timeliness, and consistency of the information.

-Applicability: It was rated excellent (5 points) by each of the experts.

The results of this evaluation confirm that the HistoMedia digital platform is a technological educational tool that effectively fulfills its purpose.

**CONCLUSIONS**

-Multimedia technological resources constitute an organized and interactive digital collection that facilitates the teaching-learning process in English as a foreign language (ELL) for subjects such as History, based on the implementation of the CLIL methodology. Their flexibility allows them to be adapted to diverse audiences, consolidating them as a valuable ICT tool in the English language program, where students are trained to serve as mediators of languages ​​and cultures.

-The analysis of bibliographic needs in the History of English-Speaking Countries I course revealed limitations in the quantity and availability of materials on the local educational platform. Both students and teachers agreed on the need to enrich and update teaching resources in order to more effectively refine and broaden understanding of the English-speaking world. In this context, HistoMedia is positioned as an essential interdisciplinary resource, complementing English Literature.

-The HistoMedia content was selected following a comprehensive approach that considered the course syllabus and student and faculty input. The platform was developed using tools such as TypeScript, ReactJS, and Tailwind CSS, applying solid theoretical and instructional principles and using reliable and diverse sources to ensure the quality of the material.

-Although HistoMedia is soon to be implemented in the English with a Second Foreign Language program, UK History specialists valued the proposal as a valid and relevant contribution to improving the teaching-learning process of the subject.

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