

**MAXIMIZATION OF THE UNIDAD PARA EL DESARROLLO PROFESIONAL DE  
EDUCADORES Y ESTUDIANTES DE LENGUAS - UNIDPEL- AS A CENTER WHICH  
FOSTERS THE AUTONOMOUS LEARNING OF STUDENTS IN MODERN LANGUAGES  
B. Ed. PROGRAM AT THE UNIVERSITY OF CAUCA**

**NIDIA CRISTINA BRAVO NAVIA  
CRISTI ZULEIMA DORADO LAME  
NORMA ADRIANA ERAZO BAHOS  
MARIA PATRICIA ERAZO MORENO  
JULIETH CAROLINA MENDEZ CRUZ  
VICENTE LEÓN ORDÓÑEZ NAVIA  
LUIS MARÍA PÉREZ SALAMANCA  
NIDIA TÁLAGA REYES**

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**SUBMITTED BY**

**NIDIA CRISTINA BRAVO NAVIA  
CRISTI ZULEIMA DORADO LAME  
NORMA ADRIANA ERAZO BAHOS  
MARÍA PATRICIA ERAZO MORENO  
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VICENTE LEÓN ORDÓÑEZ NAVIA  
LUIS MARÍA PÉREZ SALAMANCA  
NIDIA TÁLAGA REYES**

**Director  
Mg. OSCAR ZULUAGA HURTADO**

**UNIVERSITY OF CAUCA  
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## **1. TITLE**

MAXIMIZATION OF THE UNIDAD PARA EL DESARROLLO PROFESIONAL DE EDUCADORES Y ESTUDIANTES DE LENGUAS -UNIDPEL- AS A CENTER WHICH FOSTERS THE AUTONOMOUS LEARNING OF STUDENTS IN MODERN LANGUAGES PROGRAM AT THE UNIVERSITY OF CAUCA

## **2. ABSTRACT**

Teniendo como base los cambios tecnológicos y las múltiples experiencias que como estudiantes hemos vivido, sentimos la necesidad de hacer una revisión de los equipos y materiales que nos ayudan a lograr nuestros objetivos como profesionales de las lenguas.

Con la realización de este trabajo buscamos la maximización en el uso y el manejo de algunos de los recursos y espacios con que cuenta el Departamento de Lenguas Modernas con el fin de mejorar el proceso de enseñanza - aprendizaje de lenguas extranjeras en la Universidad del Cauca. Otros objetivos son estudiar y analizar los efectos del apropiado manejo de dichos recursos en el proceso de aprendizaje para, al final, proponer un mejoramiento y crear una atmósfera adecuada para los estudiantes y demás personas beneficiadas con su uso.

Este trabajo se llevó a cabo en la Unidad para el Desarrollo Profesional de Educadores y Estudiantes de Lenguas UNIDPEL, que es uno de los lugares con que cuenta el Departamento de Lenguas Extranjeras como fuente de investigación y consulta en el área de lenguas. A través de nuestra propia experiencia nos hemos dado cuenta que este importante lugar no se utiliza de manera apropiada lo cual en cierto modo afecta indirectamente el proceso de aprendizaje.

La metodología que utilizamos para la realización de este trabajo fue la investigación descriptiva y las herramientas con que apoyamos esta investigación fueron observaciones, encuestas, grabaciones de audio y fotografías. Es importante destacar que un apoyo significativo con el que contamos fue una muestra de estudiantes y profesores del programa, al igual que el Coordinador y los monitores que laboran en UNIDPEL.

### 3. JUSTIFICATION

Taking into account the economical, scientific, cultural and technological development of the world, we realized that little by little it demands the mastering of universal languages like English.

Based on technological changes, and the multiple experiences lived as students, we think that it is necessary to take a look and a step forward to the equipments' review, with the purpose of taking advantage in a better way of all the available spaces and resources at the Foreign Languages Department such as the video and computer room, the audio and multimedia labs and **UNIDPEL** (Unidad para el Desarrollo Profesional de Educadores y Estudiantes de Lenguas).

The purpose of this research project was to find out significant contributions for the University of Cauca. We specifically intend to optimize the available resources at the Foreign Languages Department in order to help students in the use of a variety of alternatives in the learning process. Thus, this project has also helped us to suggest some ideas and proposals to improve the service offered by UNIDPEL; besides, encouraging and teaching students the importance of the use and the maintenance of this unit as a tool to develop an autonomous learning.

Through our Research project we talked about the importance of students' autonomy (see Methodology section page 6), and the advantages of preparing them for a self-directed learning process, we also referred to the importance of establishing a place where students can have the opportunity to get involved not only in the different academic activities but also in the independent ones, such as choosing what they want to learn based on the analysis of what they need to know, finding out the possible ways in which they might achieve independent learning by choosing their own materials, and the way which they want to work on. Moreover, this place must supply all



necessary resources to develop these activities (comfortable settings, realia, videos, movies, cassettes, books, magazines, and so forth). We believe this will be a way of helping to build a creative process, involving strategies and resources that go with the new educational trends and technologies.

Before this, it is important to check out what already exists, such e.g. the spaces and materials that have been used. In this way, we can propose the change or the maximization of the mentioned resources by means of a new system that allows students to work in their process without the teachers' guidance or with a minimum help from him.

#### 4. PROBLEM DELIMITATION

Research is a process that involves ideas, criticism, questions, problems and possible solutions about interesting topics or situations that might be affecting in a certain way the goals, steps and objectives of those who are involved in the research field.

We think that there is a close link between the use of physical spaces at the Foreign Languages Department, and the learning process of the Modern Languages students since both of them are used to carry out different classes and activities such as showing and watching movies, listening to cassettes, reading books, and so forth, and to improve the foreign language teaching and learning process.

We focused our research project on analyzing UNIDPEL's role in the acquisition of a foreign language, however throughout our own experience, we noticed that this important place is not used in the most appropriate way. Because most of the users; students and teachers do not know how to use the portable labs, the audiovisual resources and the library cataloguing system, which hinder their own learning process. There is not a previous training addressed to them about managing and caring UNIDPEL resources and materials, including videos and cassettes which are not updated.

Based on the previously mentioned facts we propose this research project to suggest ideas, activities, and options which will help Modern Languages students to improve their language learning process.

## **5. OBJECTIVES**

### **5.1. GENERAL OBJECTIVE**

To present a proposal for improving and maximizing the available resources at UNIDPEL as a center which fosters students' Autonomous Learning in Modern Languages B.ed. Program at the University of Cauca.

### **5.2. SPECIFIC OBJECTIVES**

- To suggest some fundamental changes in the operation and management of UNIDPEL.
- To propose a series of worksheets to be developed by The Department staff and UNIDPEL's coordination in order to facilitate autonomous and independent learning.
- To foster the improvement of the foreign language learning conditions at University of Cauca.

## 6. STATE OF THE ART

The processes of worldwide globalization and economical opening, intercultural communication and the increasing pace of scientific and technological progress make pressure over our lives and demand the development of a communicative competence in one or more foreign languages, so that people participate with the same conditions in the global culture without losing their sense of belonging. All these factors and the chronological language education history also showed us the diversity of interpretations on the best way of teaching.

In third world countries, for instance, changes in post-colonial times caused the immigration of a great deal of people to Great Britain. Therefore, a transformation is provoked towards the adaptability and resourcefulness for English teaching and the will to achieve them. The new expectations claim the creation of teaching materials for schools with pilot programs for immigrant children, programs for students of high school and finally programs for adult's education were created. In wartime, military forces were trying to find a way or strategy to communicate with the others to get the enemy fail. Thus, a new teaching language method was born and it was later rebuilt up to arrive to the revolutionary Audiolingual method of the late 40's and 50's. Laboratories were important resources in this teaching method.

In Colombia, as in almost the rest of the non-English-speaking world, the English language has acquired great importance, besides having reached the privilege of becoming the language for international communication. Nowadays, English is the language of diplomacy and business worldwide.<sup>1</sup>

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<sup>1</sup> ZULUAGA Hurtado, Oscar. La Enseñanza de las Lenguas Extranjeras en COLOMBIA en 500 años. Taller editorial Universidad del Cauca, Popayán, 1996.

At the end of the 50's because of the political, economical, and technological changes, a basic contrast arose between the learning of English as a second and foreign language.

In 1970 great importance was given to linguistics which introduced some variations in the teaching of a foreign language as the case of English. Distinctive features were taught through texts and exercises, getting close towards a communicative approach, which emphasized the importance of teaching strategies for reading technical texts. The first signs of the Notional Functional Approach presented new techniques revolutionizing the written market with cassettes, videos, and games in a successful way.

Regarding the factors mentioned above, we read some previous researches related to the approach we used for developing our work, these are:

- “How Language Learning Strategies Influence on First Year Students English Language Proficiency of Modern Languages Program at the University of Cauca” written by AGUILAR, E, et al (2002), this work examines the concept of language learning strategies and looks at some learning styles.
- “The Role of the Setting in Learning English for Children from 6 to 9 Years Old” by PEÑA L, et al (2003), this work was carried out in the Translation Unit in the extension courses, which analyzes the importance of having an adequately implemented setting for the foreign languages learning and teaching process.

- “The Physical Environment of the Modern Languages Program at the University of Cauca and its Influence on the Foreign Languages Students’ Learning Process” by CASTRO. A, et al (2003), it analyzes and proposes the ideal conditions to involve life, culture and environment in order to optimize the education quality.
- “Descripción del grado de autonomía de los estudiantes de Lenguas Modernas en el aprendizaje del Inglés” by HERNÁNDEZ. M, et al (1999). This work shows us a detailed study and following up of some Modern Languages students and teachers at the University of Valle, in the three different centers of documentation and information at the Language Sciences School and at the English classroom.

As our work is addressed to foster the Autonomous Learning through the different services offered by UNIDPEL and to maximize its available resources, we as Modern Languages students, want to take advantage of its usefulness in the foreign languages teaching and learning process. UNIDPEL, initially named English Resource Center (CRI), was created under the support and supervision of the COFE project.

According to Zuluaga, cited by the Professional Practice Newsletter-VISION (2001: 18-19), the **COFE** project (Colombian Framework for English) was a venture established through an agreement between the governments of The United Kingdom, Great Britain and Northern Ireland and COLOMBIA through the **ODA** (Overseas Development Office) and the Ministry of Education. The main aim of the project was to upgrade Modern Languages programs at universities in order to upgrade English Language Teaching at Secondary School. It also implied restructuring the existing programs at the different participating universities as well as the appointment of a COFE ELTO British Officer to coordinate the work and plan activities in COLOMBIA.

By 1993, the project decided to create Resource Centers at different universities as a policy to implement the COFE project. The aims of these Centers were among others:

- To support the development of the project and renovation of the language training programs with up-to-date bibliography and equipment.
- To foster training activities for both Primary and Secondary In-service teachers.
- To become a point of encounter for language learners, trainee and In-service teachers.
- To promote English language teaching, culture and literature.

Having briefly looked at the state of the art, now we move on to the main body of the work. We will start with the Methodology followed in the project.

## 7. METHODOLOGY

In the social sciences field research, survey and case studies are relevant terms. The survey is extensive and cross-sectional, dealing with a relatively large number of cases at a particular time, and yielding statistics that are abstracted from particular cases. The case study is extensive and longitudinal; analyzing carefully a single case or a limited number of typical cases (a case may be an individual, a type, a group, or an institution). The analysis is detailed and complete, nothing changes, grows or develops in the life cycle (or an important part of the life cycle) of the case under consideration.<sup>2</sup>

The type of research we used for our project was the Descriptive Research, which consists of observing and analyzing particular situations or events, taking place at **UNIDPEL**. **DESCRIPTIVE RESEARCH** is a model based on a close observation of human activity. It attempts to use representations of how people perform the mental task. “The descriptive model has been constructed from experimental techniques, such as protocol studies, controlled experiments, surveys and case studies, replacing the introspection method. There is no a standard way of analyzing the results of experimental data and the analysis are often subjective.

The Descriptive method proposal discovers or creates solutions for a specific problem (Dankhe, 1986 cited by Idrobo and Valdivieso 2004: 76-80). A Descriptive method starts through phenomena observation, real contact, problem examination, measurement and evaluation proposing a temporal solution by means of hypothesis formulation or a research question”.<sup>3</sup>

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<sup>2</sup> Best, J.W. 1970. Research in Education.

<sup>3</sup> Idrobo, A., VALDIVIESO, L. 2004. “Reading Adventure Through Computer”.



The Descriptive pattern has an advantage since the research crew can manage the variables independently (a variable is anything remaining unsteady) in this specific case, for instance, variables are: the different Resource Centers' observations, surveys to teachers, students and monitors, external factors such as: the University students' strike for about two months and a half, budget reduction in **UNIDPEL** and vacations.

Since at our University we have a Resource Center, currently named UNIDPEL, which is relevant for the Modern Languages Program because it provides students with materials and rooms to use in order to develop their tasks, we consulted about how Resource Centers arose in COLOMBIA and what their main goal was (See State of the Art section page 9), besides, we read about different language teaching and learning methods. After those readings, we socialized our opinions taking into account our experiences lived in UNIDPEL. Then, we decided to collect more data surveying some students and teachers' opinions about this unit and the use of the services offered there. We also carried out some non-participant observations and analysis of some of the situations and events that took place at UNIDPEL. Finally, we visited and observed some other Resource Centers (UNIVERSIDAD DEL VALLE, UNIVERSIDAD DEL TOLIMA, and UNIVERSIDAD NACIONAL) in order to, first, have a wider vision about those places which work as self-access centers and second, to make some comparisons to propose useful and significant suggestions to help improve in the most convenient way the services offered by UNIDPEL.

## 8. CONTEXTUAL FRAMEWORK

Our research project was carried out at the University of Cauca which is a public institution founded in 1827 by General Francisco de Paula Santander. The University is located in the urban area of Popayán, and the following schools constitute the academic units:

- \* Faculty of Telecommunications and Electronics Engineering.
- \* Faculty of Civil Engineering.
- \* Faculty of Health Sciences.
- \* Faculty of Natural, Exact and Educational Sciences.
- \* Faculty of Fine Arts.
- \* Faculty of Accounting, Management and Economic Sciences.
- \* Faculty of Law.
- \* Faculty of Agro-industrial Engineering.
- \* Faculty of Human and Social Sciences.

The founding name of the Modern Languages Program was Philology and Languages. It was created on February 28<sup>th</sup>, 1972 by the then Faculty of Education, it was settled at the Civil and Electronics Engineering, working on the nighttime shift for a couple of years.

At the beginning, the Foreign Languages program offered the possibility of majoring in English and Spanish or French and Spanish studies. After 1981, some institutional evaluations and according to the resolution No. 00352, 1985, the School of Human and Social Sciences, started the Literature and Spanish Language program while the Faculty of Natural, Exact and Educational Sciences

hosted the Modern Languages Program, English and French, according to the Resolution No. 003527 of December 16<sup>th</sup>, 1985.

After discussing some inconveniences, most of them related to physical conditions such as rooms' space and size, the Foreign Languages Department and affiliated programs were moved to the School of Human and Social Sciences. The new location did not help at all since at the present time, the Modern Languages Program has to split its classes among FACENED (Faculty of Natural, Exact and Educational Sciences -given name to the Faculty of Education after the incorporation of new programs), **UNIDPEL**, language laboratories, Alianza Colombo-Francesa, Engineering Schools' classrooms and in some cases outdoor settings. At the present time, the human component of the Modern Languages program is integrated by 186 students 14 English teachers and four French teachers.

We will center our research project at **UNIDPEL**. It is located on the second floor of the Natural, Exact and Educational Sciences Faculty. It consists of a small library provided with material to help to develop the different communicative skills in the Foreign Languages students. It has a desk service and a set of available resources such as: books, magazines, degree projects, video cassettes, etc. There is also a reading room and a video room equipped with a TV set, portable mini labs and a multi-system VHS.

It is important to remark that this unit was originally named C.R.I. (Centro de Recursos de Inglés) which was created under the COFE project (See State of the Art Section, page 9). Its current name was changed to UNIDPEL according to the resolution CA - 027 from February 6<sup>th</sup> 2003, since at the University of Cauca there are not Centers but Units.

**UNIDPEL**'s fundamental purpose is to promote actions that contribute to the qualification of the educational process and the integral development of the participants and their scientific and artistic experience. Other **UNIDPEL**'s purposes are:

- \* To contribute in the educators' growing and strengthening through the actions promoted by **UNIDPEL**, as well as the understanding of the great importance and the social responsibility of their work.
  
- \* To promote the educational community participation in academic projects, and the school integration in Educational Community projects to integrate cultural aspects.
  
- \* To support students and teachers of the Modern Languages program and in- service teachers in the language acquisition process, as well as to create and research study groups.

**UNIDPEL** counts on the human talent of monitors and the coordinator who offer advice in the linguistic, educational and investigation field. There, users have at their disposition a specialized library, video and audio cassettes in English.

The **UNIDPEL** team is made up of the Coordinator and three monitors who are in charge of informing, advising, and serving the users with the setting and equipment use, as well as the orientation in services and activities organized by the unit. Other services offered by **UNIDPEL** are:

- Consultancy.
- Photocopying service.
- Duplication of tapes.
- Movies and video displaying.
- Library.
- Hemeroteca.
- Reading and Video room.
- **UNIDPEL** also offers seminars, workshops, and lectures for language students and teachers.

## 9. THEORETICAL AND CONCEPTUAL FRAMEWORK

Before going further into our proposal two actions are to be taken, first, to define the terms concerned with our research document and second to review and summarize the main aspects of the methods which are closely related to it. This literature is related to the different theories supporting the investigation we carried out. The concepts are our main source of reference for developing our project and the selected methods will provide important elements to get to understand the relevance of this work and, at the same time, will facilitate the application to our general proposal.

The following terms are based on the following bibliography: John W. Best (1970), Louis Cohen and Lawrence Manion (1980), Judy McCall (1992), Caroline Moore (1992) and S. White (1972) Edward M. Anthony (1963)

**APPROACH:** A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic, it describes the nature of the subject matter to be taught. It states a point of view, a philosophy an article of faith, something which one believes but can not be necessarily proved.

**AUTONOMY:** “The ability to take charge of one’s learning which means to have and to hold the responsibility for all the decisions concerning all aspects of his learning”. For instance: determining objectives, defining methods, monitoring the procedure (rhythm, time, pace), evaluation.

**DIDACTICS:** From the Greek *didaktikos*: apt to teach. In pedagogy, the technology of teachers’ function, the study of the teaching methods. It is based on intuition and tradition. In general, theories about learning and experimental supports.

**TONGUE:** For most linguists, tongue means a system which is part of cultural and social guides in order to communicate. Conventional system of signs and grammatical rules that the members of any community are available to perform the linguistics acts when they write or speech.

**LANGUAGE:** The system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units as morphemes, words, sentences, and utterances.

**METHOD:** It is an overall plan for the orderly presentation of the language material “within an approach, there can be many methods”. Factors influencing the order: nationality, age, cultural background, previous experience with the language modification of the method employed. Teacher experience and level of English mastery. The goal of the course (reading, fluency, translation, skill). All these variables can compose methodology.

**METHODOLOGY:** From the Greek: *méthodos* = procedure and *lógos* = knowledge. In pedagogy it is part of **didactics**, concerning with teaching fields and educational training.

**MOTIVATION:** This term is used to explain people’s behavior. Motivation is an activation and exciting condition which makes people behave. Motivation gives energy to people to behave and go towards a goal.

**OBSERVATION:** It is a method used in research to assist in making accurate observations of events. The aim to obtain data by observing the activity or behavior being investigated.

**NON- PARTICIPATIVE OBSERVATION:** It is a method where the researchers set up but do not take part in the observational study, they observe participants at a distance. The observer purposely controls or manipulates nothing and works very hard at not affecting the observed situation. It requires detached, neutral and unobtrusive observer. The aim is to record and study behavior as it normally occurs.

**PARTICIPATIVE OBSERVATION:** It is a method of data collection that attempts to understand the motives and meanings involved in people's behavior from the points of view of the participant. Sociologically, this method tends to be associated with the interactionist perspective and this means that the methodology is primarily "interpretative" (that is, concerned with the attempt to express the quality of people's behavior by interpreting such behavior from a sociological view point). This method takes advantage of the human ability to empathize (put yourself in someone else's position and experience the things that he or she experiences). This method focuses upon the day- to- day interaction of people in a "natural setting".

**PEDAGOGY:** The study of education and teaching. It designs a methodology about educational experiences inside of educational science which supported by other sciences such as psychology, sociology and philosophy study the education reality.

**RESOURCE CENTER:** It refers to any system which makes materials available to language learners so that they can choose to work as they wish, usually without a teacher or with a very limited teacher support. these centers have the following functions: to inform, to advice, to train about technology and to get educational and pedagogical techniques.



**SELF-ACCESS CENTERS:** Or Learning Centers (LC) are study areas which contain facilities for self -instruction such as a library, listening, video and computer centers. These facilities can be allocated in different rooms or in a large room divided into sections. (Uribe P. Carmen, 1996. Self - Access Centers: A Pathway Towards Learning Independence).

**SELF-DIRECTED LEARNING:** In education is described as “a process in which individuals take the initiative with or without the help of others”, to diagnose the learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes. (Knowles 1975. [en.wikipedia.org/wiki/self-directedlearning](http://en.wikipedia.org/wiki/self-directedlearning))

**SELF-INSTRUCTION:** The term self-instruction is used to refer to situations in which a learner, with others, or alone, is working without the direct control of a teacher. This might be for short periods within a lesson, for whole lessons or in the extreme case of learner autonomy, where he/she undertakes the whole of his learning without the help of a teacher. . (Uribe P. Carmen, 1996. Self- Access Centers: A Pathway Towards Learning Independence).

**TECHNIQUE:** It is implementational. It is what actually takes place in the classroom. It is a trick, stratagem or contrivance used to accomplish an immediate goal. Techniques must be consistent with a method and therefore in harmony with an approach. Techniques depend on the teacher’s individual artistry and on the class composition. Particular problems can be tackled equally successfully by the use of different techniques.

**TECHNIQUES:** Imitation, laboratory, tapes, teaching machines, computers, overhead projectors, graphs, maps, charts, videos and so forth.

**WORKSHEETS:** Worksheets are quizzes- like sheets containing a range of useful activities carefully prepared with the purpose of evaluating students' language level and needs analysis. Worksheets will help the users to figure out a plan in order to improve their language skills.

As it was mentioned in the previous chapter, the following section will review the methods whose principles and techniques were useful to support our proposal. The selection of the following methods was carried out because they are directly linked to our project and the application of its principles may lead us towards the resource center we all want.

## **9.1. AUDIO LINGUAL METHOD<sup>4</sup>**

The objective of this method is to train the student to use the second language for communicating purposes. The goal is to achieve the use of the second language in the same way as native speakers do (Brooks, 1964). Other objectives of the audio-lingual method are used to develop oral skills (listening - speaking) and writing skills (reading - writing) as a reinforcement of the oral skills.

This method emphasizes, primarily, on the oral skills. Regarding to the auditory skills, it is limited to the listening of sounds and grammatical patterns, to be orally reproduced in a proper way. Listening is a means for the oral skills.

Some linguists state that people before getting to understand or trying to speak in another language, they first have to listen to the sounds, words and conversation patterns.

To increase the listening skill, students must be provided with enough practice, labs, tape recordings, cards, and so on. For example, tape recordings provide native voices to be imitated by students; these are essential equipments when it comes to apply the audio-lingual method since they are helpful to achieve the goals.

Through the experience acquired in the Modern Languages program, we have realized that the listening skill is very outstanding in the language teaching-learning process. When listening we get new sounds, words and conversation patterns which will be reflected in a good oral communication,

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<sup>4</sup> RICHARDS AND RODGERS. 1986. **APPROACHES AND METHODS IN LANGUAGE TEACHING: A DESCRIPTION AND ANALYSIS**, p.p:44-63.

that is why required materials and the way in which they are used are very important to develop this skill.

## **9.2. AUDIOVISUAL METHOD<sup>5</sup>**

The main goal of this method is the second language teaching as a means of communication and expression from elementary levels.

Among the main resources in this method, we find slides, overhead projectors, tapes and tape recorders. The audiovisual method depends on these materials and its name is derived from them. Images are a good source to show different situations, catch the students' attention and make them understand better.

Tape recordings show the authentic native languages with their intonation, rhythm and perfect pronunciation. Advanced levels start using some especially developed movies, so that students put into practice their understanding and synthesis capacity or previous lessons.

Besides helping to reinforce communicative skills, specifically the oral ones, this method includes the important cultural aspect. For instance, every time we communicate something we are using the different aspects from our environment such as social, cultural, economical, political aspects and so on. That is why words, gestures, body movements, images, and sounds play a significant role in the teaching learning process.

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<sup>5</sup> OPCIONES METODOLÓGICAS PARA LA ENSEÑANZA DEL IDIOMA. BASTIDAS. 1993: 6

### **9.3. CALL**

#### **Computer Assisted Language Learning.**

This approach explores the role of information and communication technologies in language learning and teaching. It includes highly interactive and communicative support in the four language skills, including extensive use of internet.

Introducing new technology in the language curriculum comes from the relative success other areas in education have experienced in using it.

At university level, computers have been used for demonstrations and workshops as classroom work for instructional purposes. Computers are nowadays involved in almost every aspect of human life including education.

CALL is based on a learning language system of free access where the individual learning and own learning strategies development are focused taking into account particular interest and learning styles. CALL provides a course that trains students and professors in the use of the computer with English learning purposes. The importance of CALL is based on autonomy, developed throughout self-access programs, which give the students the possibility of building a self- directed approach.

Among the objectives that can be achieved by integrating CALL into the language curriculum the most important aspect is to familiarize teachers and students with the demands of technology information in language learning as a part of the educational schema. The incorporation of new ideas and techniques into language learning should improve learning if they are applied in an appropriate context.

Computers are involved in almost every human life aspects; education is not an exception because of the wide information provided by computers besides being useful for carrying out the language teaching-learning process.

#### **9.4. AUTONOMOUS LEARNING**

The term autonomy describes the situation in which the learner is responsible for all the decisions concerned to his/her learning, and the implementation of those decisions. In full autonomy there is not involvement of a teacher or an institution. The learner is also independent of especially prepared materials. In terms of this attitude, we could define autonomy in learning by listing some of the most common observable characteristics:

- Autonomy implies the ability to make decisions about our own learning.
- Autonomy involves some degree of independence from other people and from systems normally used to control learning.
- Autonomy involves thinking critically about concepts, situations or people.
- Autonomy means being inquisitive, wanting to find out about things before somebody else does it for you.
- Autonomy implies being able to make connections between current and new knowledge.
- Autonomy is about taking responsibility for one's own learning, making informed decisions, taking charge.
- Autonomy is a way of being. It can be exercised in the classroom , working with others or in isolation.

Taking into consideration what autonomous learners do, we can generalize the following behavioral principles:

- Autonomous learners choose what they want to learn based on an analysis of what they need to know.
- They investigate possible ways in which they might achieve learning.
- They are versatile learners and can use a great variety of situations to promote their learning.
- They can monitor their progress and change their plans accordingly.

Being autonomous, or knowing how to learn involves, then, a set of processes in which the learner act as his own manager of change through a perception of his needs and of the ways he goes on about his own learning.

### **AUTONOMY IN LANGUAGE LEARNING**

In discussing autonomy we have stressed the learner's responsibility for making and implementing all or most of the decisions concerned with his own learning. We must also stress the fact that autonomy is an ability, a power or capacity to act in a given situation and not the actual behavior of an individual in that situation. Autonomy is understood more as a way of being than as a way of doing. Being autonomous does not imply working alone all the time. Communication with others is an essential element in learning. Learning a language is fundamentally a process of socialization. The learner becomes independent after a period of confronting himself with others in a learning situation, that is, through interaction with others. Being autonomous is a result not of standing in

isolation but of being with others and learning to stress individual characteristics through observation and reflection of self and others.

### **ATTITUDES TOWARDS LEARNER AUTONOMY**

An autonomous learner chooses his own learning taking into account his needs and he decides the way in which he is going to do it, pursuing his personal and professional progress. The teacher's motivation is a relevant factor for the students' self-instruction since he must propose activities, materials, resources, and tasks to promote the autonomy and responsibility.

Autonomous learning classroom seeks to create the conditions in which learning proceeds by means of three elements NEGOTIATION, INTERACTION and PROBLEM SOLVING. Autonomy is essential to develop the teaching-learning process, and the Resource Center is a useful tool for fostering this learning method since it provides materials and facilities required in this process. To be autonomous is to learn because it allows us to go at the same rhythm of the society's changes. An autonomous learner adopts strategies, which depend on the student's mental attitude. These strategies can be renewed, changed or rejected according to the language acquisition by the learners. According to some researchers, the autonomy should be promoted from the primary school because in the institutions the dependence is actually more promoted rather than independence.

### **ROLE OF THE TEACHER IN PROMOTING AUTONOMY**

Teachers have been traditionally viewed as authority figures, identified with roles like instructor, director, judge, leader, evaluator and controller. These familiar roles will restrict possibilities for communication in the classroom, especially in the language classroom, because they force all



communication to go to and through the teacher. Her new capacities must also include identify students' learning styles, conducting training on learning strategies and helping learners become more independent. Her managerial task will be less directive, more collaborative and supportive. Her main role as advisor for the learners in the process for becoming more autonomous will include helping the learners to develop the ability to:

- Define their learning objectives, based on a definition of needs.
- Define contents and progression to be made.
- Choose methods and techniques.
- Monitor the learning procedure.
- Evaluate what they have acquired in the learning process.

(Adapted from Holec, 1981, as quoted in Oxford 1991: 23)

As a result of this new profile of the teacher, new demands will be made on her creativity and her flexibility to adapt teaching techniques to suit different learning demands from the students. Her status will no longer depend on the power conferred by hierarchical authority but on the quality and importance of her relationships with the learner. As Stevens (in Altman and James, 1980) puts it: "It takes a better teacher to focus on the learner".<sup>6</sup>

For a teacher to commit himself to learner autonomy requires a lot of nerve, not least because it requires him to abandon any lingering notion that he can somehow guarantee the success of his learners by his own effort. Instead he must dare to trust the learners.

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<sup>6</sup> APARICIO B, et al. 1995. Teaching to Learn, Learning to Teach. COFE Project. Working Document No. 5. TVU. London.

The development of learner autonomy will depend crucially on the initiatives the teacher takes, learners will not develop their capacity for autonomous behavior simply because he tells them to. Perhaps the first step teachers should take towards developing autonomy in their learners is to negotiate a joint interpretation of the syllabus with them. This will entail a thorough exploration of the aims of the syllabus, whether implied or explicit and of the ways in which the learners can make those aims their own. This cannot be achieved without changing the role of the teacher in a way that in turn changes the power structure of the classroom. Teachers who follow a traditional expository mode are likely to find difficult to make the transition from purveyor of information to counselor and manager of learning resources what would encourage them to believe that when they are not talking they are not teaching.

To make effective use of the resources, students need to be familiar with a range of learning strategies, since they are likely to use a wide range of materials covering several language skills, in addition, they need confidence in using reference materials, implying previous instruction in language awareness and an appreciation of likely problems and difficulties in different aspects of language learning.

The best way for helping learners to become more effective in their autonomous language learning seems to be increasing their independence as learners by following six ways, according to David Little, in which the teacher can promote greater learner independence. These are:

- Legitimizing independence in learning by showing learners that we, as teachers approve, and by encouraging them to be more independent.

- Convincing learners that they are capable of greater independence in learning, probably most effectively by giving them successful experiences of independent learning.
  
- Giving learners increasing opportunities to exercise their independence.
  
- Helping learners to become more aware of languages as a system so that they can understand many of the learning available techniques and learn sufficient grammar to understand simple reference books.
  
- Sharing with learners something of what we know about language learning so that they have a greater awareness of what to expect from the language learning task and how they should react to problems that erect barriers to learning.

Holec (1979) says that learners accept the responsibility for their learning content their own materials and self-motivation. In this definition of learner autonomy the learner accepts responsibility for the content of his learning. In some cases, this may mean that the learner actually find his own learning materials, even self-motivated adult learners are likely to need assistance in finding materials; either because they do not know exactly what will correspond to their needs, or else because they do not know where to look for what they want. In any case, it is possible for the learner to accept responsibility for the content of his learning without necessarily choosing it himself.

In most schemes designed to develop autonomous learning there is likely to be a compromise between learner selected and teacher selected materials arising from the need to take account of the

learners and their personal constructs, on the one hand and the teacher's special expertise, on the other.

#### **9.5. RESOURCE CENTERS AND OTHER LEARNING FACILITIES.**

According to APARICIO B, et al. 1995. self-access centers and other facilities can be loosely defined as any system, which makes materials available to language learners so that they can choose to work as they wish, usually without a teacher support. Sturtridge (1992:4) identifies four types of centers according to the roles they play in promoting learners' independence:

- a. THE INSTRUCTION CENTER:** It is focused on well-designed, programmed materials to be used by the learner in his own time, but with very little choice of content or flexibility in the methodological approach. Materials are prepared in such a way that all activities are pre-planned including testing. They will have keys and explanations for both staff and students. A teacher is not necessary.
  
- b. THE PRACTICE CENTER:** The student is involved with work that is an extension of what is covered in class. The materials are closely related with grammatical and lexical level and content to the work covered by the teacher in the regular classroom.
  
- c. THE SKILL CENTER:** It responds to the need of reinforcing one particular language skill and will provide resources only in the skill identified as a priority for institutional development.

**d. THE LEARNING CENTER:** It is versatile enough to allow the learner to make decisions beyond what is being done in the classroom, it may be used by all kinds of learners not necessarily registered in formal courses. It must provide lots of materials for developing both oral and written skills with a wide choice of exercises for all levels and different types of topics.

As quoted by Aparicio et al 1.995, Miller and Rogerson-Revell (1992) describe four types of facilities according to the organizational system they employ:

**a. MENU-DRIVEN:** All materials are classified according to skill, level, function, topic, etc. and are often cross-referenced. The information is stored electronically or in hard copy. The student requires a certain pre-training.

**b. SUPERMARKET:** The materials are displayed under categories and colored according to level. The student can freely select materials according to his needs or interests.

**c. CONTROLLED-ACCESS:** The learner is directed by his teacher to materials closely related to work covered in class and classified in similar ways.

**d. OPEN - ACCESS:** This type of centre is usually part of the main library. Materials can be used by the general public besides English learners. The self-access material may be separated from the main library or it may be integrated into it, alongside materials in other languages. The users can normally gain access to the system through the library classification system or by browsing.

## **9.6. SETTING UP A RESOURCE CENTER.**

Before setting up a Resource Center an institution has to make an “informed decision” (Aparicio B. et al 1995: 208p) about what type of system is suitable for its particular situation. According to Sturtridge (1992), when planning for such an innovation it is important to think about some potential problem areas: where did the idea originate?, how many of the staff will be involved in the development of materials?, how will the center affect classroom teaching?, does the institution have enough resources available for the type of system it wants, or can it get more resources?, what materials have to be bought and produced by the center?, and, what type of layout should the center have?.

## **9.7. USERS**

Two types of learners will be likely to be the potential users in the Colombian context:

- \* **Initial English Teacher Trainees in Undergraduate Programs:** these students will probably use the center to reinforce language competence and professional competence. A large variety of materials will be needed.
  
- \* **In -Service Teachers:** teachers will need to have access to materials for continuing language development, supporting teaching materials, tips for teachers, teaching packages for the primary and secondary levels.

- \* **Special Users:** In some cases there may be other types of users, a skill corner will then be needed with a good collection of materials selected by topic to cover different subject areas and language strategies.

## **9.8. SERVICES**

Careful planning will help determine the type of services the center will provide from the outset and others that can be incorporated as the facility grows. Thus, for external users it may be necessary to provide a lending service of at least some kinds of materials; for local users there should be an adequate supply of a variety of worksheets, audio, video, and computer systems available in the center.

## **9.9. RESOURCES**

- \* **LEARNING MATERIALS:** When setting up a Resource Center it is necessary to take into account printed materials such as: dictionaries, encyclopedias, textbooks and manuals, newspapers, realia, and so forth.
- \* **COMMERCIAL MATERIALS:** Each learning center is designed within a particular cultural and pedagogic context. There may not be suitable commercial materials available for all the areas to be covered. A reasonable alternative in these cases is to produce in-house specific materials for the center. (booklets, worksheets etc.)

## 10. COMPARISONS AMONG FOUR RESOURCE CENTERS IN COLOMBIA

In order to develop our proposal and knowing that there are several Resource Centers in the country set up by the COFE project, we visited the Resource Centers of **Universidad del Valle**, **Universidad del Tolima**, and “**ALEX**” **Program of Universidad Nacional** where we found some important characteristics which provided us with relevant data in order to contribute to the maximization of Unidad para el Desarrollo Profesional de Profesores y Estudiantes de Lenguas - **UNIDPEL** - of **Universidad del Cauca**, thus we got the following analysis of the observation.

### 10.1. STAFF:

We realized that in the four Resource Centers there is a coordinator and some monitors (students of the Foreign Languages Program doing sixth semester at least) who need to a good mastering of the foreign language. Some of their functions consist of: facilitating and supervising users' activities; helping the new users to know and to use available materials and equipments, trying to keep in order the existing materials, offering tutorials to the users when they need it, among other duties assigned by their coordinators. However, among the mentioned Resource Centers staff, there are some differences such as the amount of staff and their respective functions.

On the one hand, in the Resource Center of **Universidad del Tolima** there are: a **General Secretary** (in charge of registering the users, organizing activities to finance the resource Center, and helping the coordinator to train the new monitors), and **an auxiliary one** (in charge of helping the monitors to know and carry out the functions, organizing the existing materials in their own shelves).



On the other hand, in “ALEX” Program at **Universidad Nacional** the amount of monitors increases due to the size of the building and the services offered there. Besides this, we found a permanent **technician** (in charge of fixing and maintaining the available equipments), a **guide monitor** (in charge of training the new users and solving the different troubles that users commonly face up), an **administrator/manager** (in charge of managing the personnel working in the 2<sup>nd</sup> and the 3<sup>rd</sup> floors -(see Settings section page 24)- checking and classifying the material that arrives to the center, among other duties) some **tutors** (in charge of offering personal tutorials in an established schedule) and a **receptionist** (in charge of registering users and giving them an ID card and a key for a locker where they can keep their bags and belongings).

## **10.2. MATERIAL:**

The available material in the four Resource Centers consists of cassettes, videos, and a great deal of books divided into different areas such as: grammar, linguistics, pedagogy, literature, readings, dictionaries, and encyclopedias, but **Universidad Nacional** just keeps grammar books, literature, readings and worksheets. It is possible to find out this material in both languages English and French.

It is important to mention some differences like the amount of French material existing at **Universidad del Valle** and **Universidad Nacional** compared to **Universidad del Tolima** and **Universidad del Cauca** where existing French material is very scarce. Another difference is the continuous updating and renewal of magazines at **Universidad del Tolima** which does not happen at **Universidad del Valle** nor at **Universidad del Cauca**. At **Universidad Nacional** there are not magazines, but this Resource Center counts with worksheets which are designed by a special group of teachers (GMA). These worksheets are based on the students’ needs, each one has its own answers sheet and are available in the reading room of the Resource Center, with this material the

students have the opportunity to be aware of their weaknesses and strengths (See Proposal section pag: 32).

“Materials-based self study schemes has tried to minimize the problem of learning skills by structuring the learner’s work in some way. Thus, for example, specific assignments may be produced within an overall topic area, asking questions and providing guidance on what to do. More common are series of worksheets or workcards of one kind or another, often resulting in large structured work-schemes which claim to give a wide variety of learner choice while providing support for individuals with different levels of competence” ( Davies. Towards Autonomy in Learning, 1987: 41). By the way, at **Universidad del Tolima** teachers do not design nor produce material for the Resource Center, but they promote the autonomous learning by helping the students to be aware of their needs and advising them about the material which can be useful to solve their troubles.

According to the COFE Project Working Document No. 5 the role the teacher takes at the Center is that of facilitator and adviser in a learning Center where the student is not taught in a traditional sense. The teacher helps the students recognize their needs and advises them on an approach, a work program or materials. From this, we assume that teachers’ role at **Universidad del Tolima** and **Universidad Nacional** is more diligent in comparison with teachers at **Universidad del Valle** and **Universidad del Cauca** in that at the latter universities teachers do not take the responsibility of preparing materials for the Resource Center, their work is addressed just to the classroom and the tasks assigned are to be carried out in the Resource Center without consciously promoting an Autonomous Learning.

A teacher facilitator may be doing some or all of the following: (adapted from Sturtridge 1992: 11)

- Helping learners to recognize their own responsibility for their own learning.
- Helping learners to know their own individual language levels on entry.
- Helping learners to decide upon their own individual objectives.
- Helping learners to recognize their own individual learning strategies and to make suggestions.
- Directing learners to particular materials or activities.
- Helping learners to become aware of what particular exercise are really teaching them.
- Making suggestions about more efficient ways of practice or monitoring.
- Making notes of rates of progress and comparing them with the learners' own ratings.

Taking into account materials' classification, **Universidad del Valle**, **Universidad del Tolima** and **Universidad del Cauca** do not properly follow the Dewey or the Library Cataloguing system. Instead, they follow an arbitrary one based on it. Whereas **Universidad Nacional** has its own system, that is to say, materials are displayed in visible places around the whole Resource Center, they are classified according to area, skills, and level besides this, materials are marked with colors according to the classification mentioned before, this data is found in a service of intranet in a computer set up in the 2<sup>nd</sup> floor of the Resource Center.

According to Miller and Rogerson-Revell (1992), as quoted by Aparicio et al 1.995 (the Resource Centers above mentioned are classified as:

- **UNIVERSIDAD NACIONAL:** Menu-driven and Supermarket.
- **UNIVERSIDAD DEL TOLIMA, UNIVERSIDAD DEL VALLE AND UNIVERSIDAD DEL CAUCA:** Controlled access.

From Sturtridge's (1992:4) view these Resource Centers are classified as:

- **UNIVERSIDAD NACIONAL:** A Learning Center.
- **UNIVERSIDAD DEL TOLIMA, UNIVERSIDAD DEL VALLE AND UNIVERSIDAD DEL CAUCA:** A Practice and a Skill Center.

### **10.3. EQUIPMENTS**

In the four Resource Centers we have basic equipments such as: minilabs, and TV sets, however, they differ, in the four universities, in the amount and the services offered there. **Universidad del Tolima and Universidad Nacional** have a subscription of Cable Television which helps students reinforce their active skills (speaking and listening), moreover, they use VHF and DVD systems for working both individually and in groups.

“The use of video has been extensively treated as a tool for developing communicative competence in the classroom. Audio and Video facilities can be easily incorporated into working packages that will allow students to get used to the media as an important source of authentic material”. (COFE Project Working Document No 5 1995:216).

Another important point to mention here is the attempt to promote the use of new technology such as computers and interactive video, as an example of this, we have **Universidad Nacional** and **Universidad del Tolima** which possess a set of computers equipped with specific programs and internet. “These equipments are of particular interest to those of us interested in Autonomous Learning because they are especially relevant to individualized work” (Davies.1987: 43).

#### **10.4. SERVICES**

The similarities in the four Resource Centers are: readings and bibliographic consultancy, Audio and Video practices, Identification Cards, Photocopying machine, moreover, in the four Resource Centers, Audio and Video material is not allowed for external consultation.

The identification card is used, in the four Resource Centers, as a way of identifying users of the Resource Center, however, different from the other universities, this card is acquired just once in the whole course of studies at **Universidad del Tolima**. It is common in the four Resource Centers the use of a photocopying machine because most of them implement this service as an alternative when they do not let materials out.

Among the four universities **Universidad del Cauca** is the only one which offers the service of “Reserving” and lending books out, as for teachers as well as for students, at **Universidad del Valle** just teachers check books out, and **Universidad Nacional** does not lend books to be taken out of the Resource Center. In the Resource Center of **Universidad Nacional** students have the opportunity to work and practice their skills with special computer programs and internet. The same service is offered in the Resource Center of Universidad del Tolima but with a few amount of computers and

programs. According to Davies (1987), one of the main reasons for not having computer programs, in many people's eyes, is that the systems are expensive and need a great deal of effort to use in a proper way. Another very important service offered in the three universities we visited is the lockers area where the users are allowed to keep their properties. The Resource Center of **Universidad Nacional** is the only one which offers the service of working with worksheets designed by the teachers themselves.

### **10.5. FINANCING**

We found that **Universidad del Tolima** is the only institution where its Resource Center is self-financed by means of seminars, certificate courses, extension courses, visits to the Resource Center from Primary and Secondary schools in order to know that place, using its materials and attending a special class, and so forth; the other Resource Centers are financed by a Fondo Rotatorio from their respective universities.

### **10.6. SETTINGS**

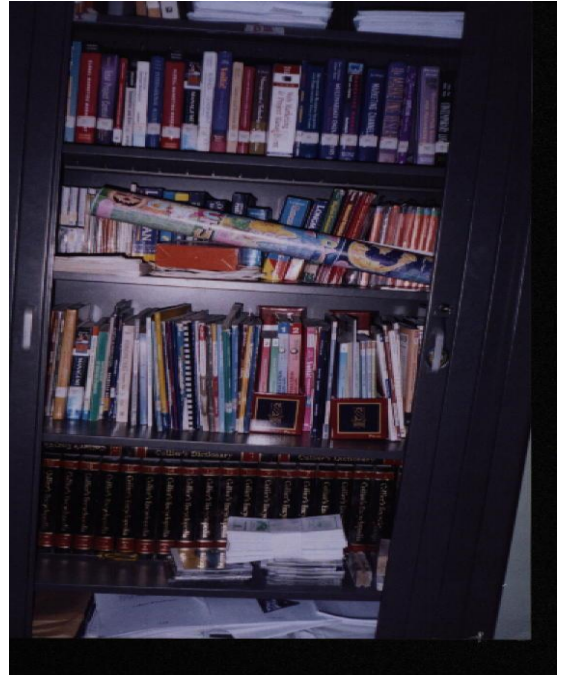
- **UNIVERSIDAD DEL VALLE:** This Resource Center is divided into two sections. One of them is the Reading room where all the material is shown around the whole room, another one is a small Video room equipped with a TV set and some chairs.
- **UNIVERSIDAD DEL TOLIMA:** This Resource Center is divided into a Reading room, a Video room and three classrooms. In the Reading room we find an area where books are shown in a self-access way, we also find the computer, the lockers and the reception areas. Then, the

Video room is a small room equipped with a TV set and lots of advertising posters. Each one of the classrooms is equipped with a TV set and their respective desks.

- **UNIVERSIDAD NACIONAL:** This Resource Center is located on a three-storey building. The first one is for the teachers' work. The second one is specifically for reinforcing active skills (speaking and listening). In this place we find the lockers, photocopying machine, and reception areas, then a Video room, an Audio room, a Computer room, the technician office, the Administrator office and the audio and video material displayed in some book-shelves, and a computer with intranet to search for the required material. Finally, in the third floor we find a reading room, which also has a reception area, some bookshelves displayed around the room and a special bookshelf for the worksheets, there are some tables with their respective number of seats, and finally, there is a small room used for the conversation clubs.

PICTURES

UNIVERSIDAD DEL TOLIMA



Material Display at Universidad del Tolima



Reading Material



English Extension Courses Classroom



Audio Material



## 10.8 PICTURES=UNIVERSIDAD NACIONAL

**modern languages library**



**ALEX PROGRAM – UNIVERSIDAD NACIONAL**



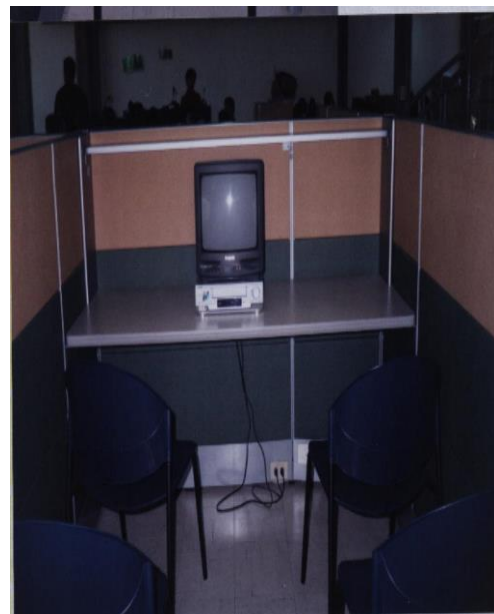
Audio Room for Individual Work



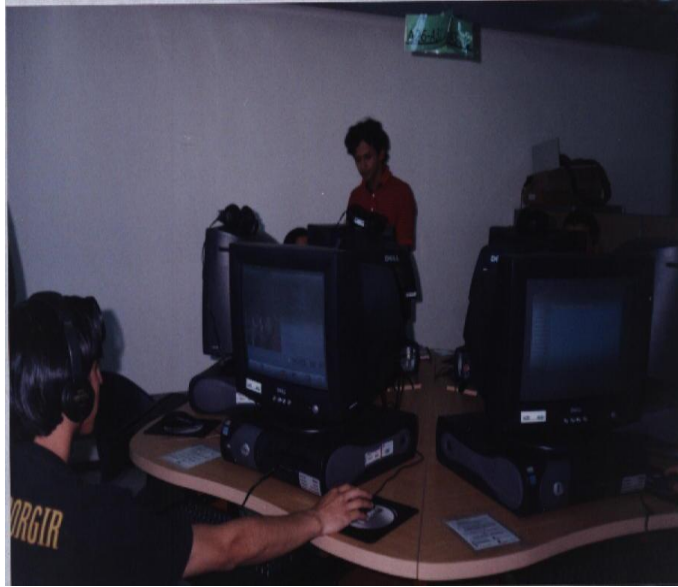
Audio Room for Group Work



Video Room for Individual Work



Audio Room for Group Work



Computer Room for both individual and group practice



English material



French material

## 10.9 PICTURES=UNIVERSIDAD DEL VALLE



Monitor's station and view of material display.

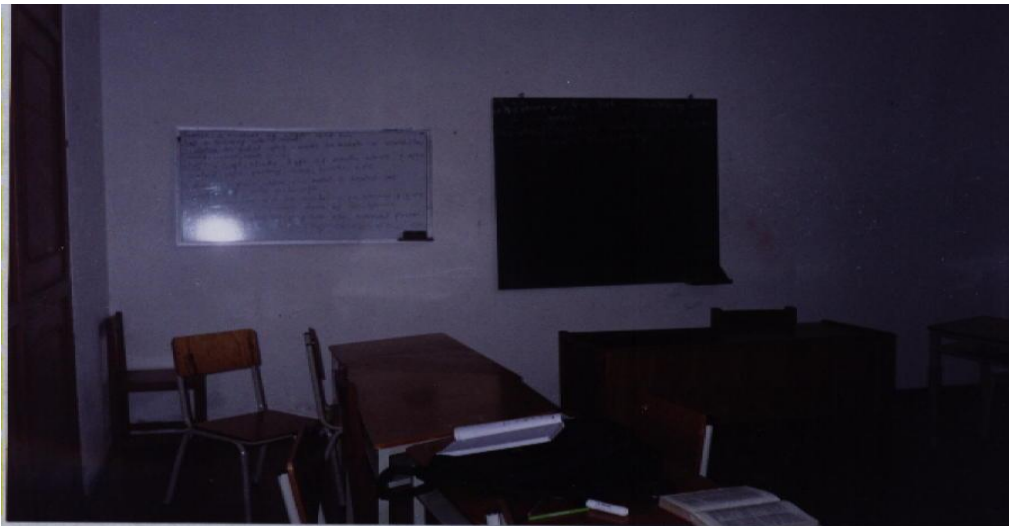


Material display (Romans)

**10.10 PICTURES=UNIDPEL – UNIVERSIDAD DEL CAUCA**



Video room front to back view



Video room back to front view



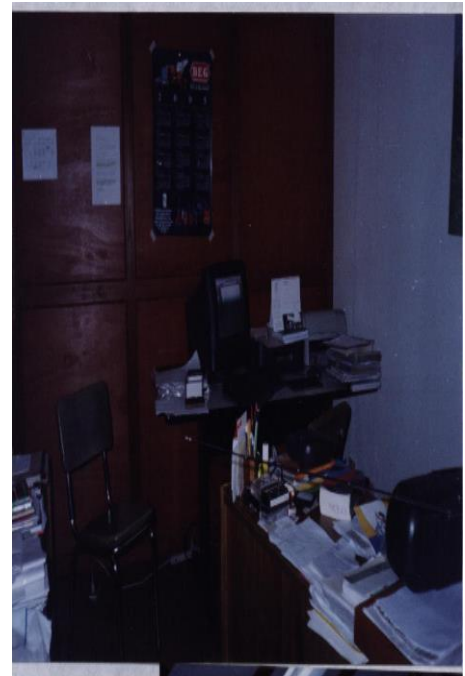
Reading room



Consultancy room



Audio and video material



Coordinator's office back to front view

## 11. DATA ANALYSIS

### 11.1. SURVEYS' ANALYSIS

The following is the analysis of the surveys applied to groups of five (5) students from first, third, fifth, seventh and ninth semester of the Modern Languages Program. First, you will find two tables representing the overall quantification of the data for both the students' and the teacher's surveys. Then we present a summary of the analysis.

<b>STUDENTS' SURVEYS QUANTIFICATION</b>														
	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>
1	16	2	4	16	16	13	10	11	12					
2	4	7	2	17	6	6	4	14	2	2	7	9	10	
3a	2	10	4											
3b	5	4	5											
4a	12													
4b	10													
5a	16													
5b	6													
6a	21													
6b	1													
7	9	6	4	6	13									
8a	4													
8b	18													
9	8	1	14											
10a	0													
10b	23													
11	5	3	14	15	3	11	13	13	11	9	4	11	11	20
12					1	1		1		2	2		1	1
13a	21													
13b	2													
14	2	1	3	3	1	3	3	2	2	3	1	4	2	7
15	4	7	3	4	2	1	1	1	2	3	4	1	2	2

Table No.1

**STUDENTS' SURVEYS PERCENTAGES**

	a	b	c	d	e	f	g	h	i	j	k	l	m	n
<b>1</b>	0,67	0,08	0,17	0,67	0,67	0,54	0,42	0,46	0,5					
<b>2</b>	0,17	0,29	0,08	0,71	0,25	0,25	0,17	0,58	0,083	0,08	0,29	0,38	0,42	
<b>3a</b>	0,08	0,42	0,17											
<b>3b</b>	0,21	0,17	0,21											
<b>4a</b>	0,5													
<b>4b</b>	0,42													
<b>5a</b>	0,67													
<b>5b</b>	0,25													
<b>6a</b>	0,88													
<b>6b</b>	0,04													
<b>7</b>	0,38	0,25	0,17	0,25	0,54									
<b>8a</b>	0,17													
<b>8b</b>	0,75													
<b>9</b>	0,33	0,04	0,58											
<b>10a</b>	0													
<b>10b</b>	0,96													
<b>11</b>	0,21	0,13	0,58	0,63	0,13	0,46	0,54	0,54	0,458	0,38	0,17	0,46	0,46	0,833
<b>12</b>					0,04	0,04		0,04		0,08	0,08		0,04	0,042
<b>13a</b>	0,88													
<b>13b</b>	0,08													
<b>14</b>	0,08	0,04	0,13	0,13	0,04	0,13	0,13	0,08	0,083	0,13	0,04	0,17	0,08	0,292
<b>15</b>	0,17	0,29	0,13	0,17	0,08	0,04	0,04	0,04	0,083	0,13	0,17	0,04	0,08	0,083

Table No.2

- 0.67% of the surveyed students chose classes, bibliographic consultation and readings as the activities they carry out the most at UNIDPEL. Less frequent activities are seminars, workshops and tutorials. (See appendix No. 6 graph No. 1)
- 0.71% of the users chose grammar books as the material they use the most at UNIDPEL. Dictionaries are in second place (0.58%). We found Linguistics books, encyclopedias and videos as the materials they use the least. (See appendix No. 6 graph No. 2)
- Regarding the limitations felt when using UNIDPEL's materials, 0.42% of the students stated that they feel it mainly when the material they need is already lent. On the contrary, 0.21% of the students stated that they do not feel limitations because they can access the material in an easy way, also because the organization of books is done by areas and level and it is clear and simple to handle. (See appendix No. 6 graph No. 3 and 4)



4. When users were asked about the UNIDPEL's monitors knowledge of the existing material we found that 0.50% of the users think they have the required knowledge. We also found that 0.42% of the surveyed students think the opposite thing because sometimes the monitors do not know where to find specific topics or because they do not know all the books. (See appendix No. 6 graph No. 5 and 6)
5. 0.67% of the students stated that they use at least one strategy when using audio or video materials. 0.25% does not use any strategy while carrying out the same activity. (See appendix No. 6 graph No. 7)
6. 0.88% of the surveyed students stated that they would like to have more direct access to UNIDPEL's material, because in this way they can get to know the books' contents, also because they could find the material more easily. Some others think that the material is good and useful for the foreign language learning and teaching process, besides, it is a good way to motivate the practice of the four communicative skills. (See appendix No. 6 graph No. 8)
7. 0.54% of the students chose the option e), all the materials to have more direct access to if there were free access to UNIDPEL's materials. (See appendix No. 6 graph No. 9)
8. 0.75% of the surveyed students consider that the video room does not offer a comfortable and roomy space to attend classes. (See appendix No. 6 graph No. 10)
9. 0.58% of the students stated that because of room disposition the development of some activities at UNIDPEL have been affected because the space is too reduced and uncomfortable when there are many people, 0.33% of the students consider the noise as the second factor affecting their

current activities because it is distracting and does not allow the students to concentrate. (See appendix No. 6 graph No. 11)

**10.** 0.96% of the students stated that they do not use the lockers located inside UNIDPEL. Some of the reasons are because most of the people think they are just to be used by the monitors, also because there is a lack of information regarding its use, some others think there are not enough lockers for everybody and a few users think they are not safe. (See appendix No. 6 graph No. 12)

**11.** Among the learning strategies used by the students the following are the most frequently applied:

- ◇ Try to learn the mistakes I make: 0.82%
- ◇ Look for opportunities to practice conversation: 0.62%
- ◇ Work in activities to learn the languages by interacting with different people: 0.58%.

(See appendix No. 6 graph No. 13)

**12.** 2.00% of the surveyed students stated that the learning strategies they would add to their own list would be:

- ◇ Try to motivate themselves to establish weekly or monthly learning goals.
- ◇ Try to adopt an active approach towards my language learning. (See appendix No. 6 graph No. 14)

**13.** 0.84% of the students declared that they could identify some of their strengths and weaknesses to learn a language. (See appendix No 6 Graph No. 15)

**14.** 0.29% of the students stated that the learning strategies they can apply very well is “trying to learn from the mistakes I make”. (See appendix No 6 Graph No. 16)

**15.** 0.29% of the students affirm that the strategy they put into practice the least is “I monitor my progress regularly”. (See appendix No 6 Graph No. 17)

## **CONCLUSION ON THE ANALYSIS.**

Taking into account the answers about the activities the students carry out the most at UNIDPEL, we can say that these vary broadly from one semester to another. As UNIDPEL is mainly used as a classroom, which is not at all one of the objectives for which it was created. We can conclude that the unit is not properly used since the students do not take advantage of the services and materials available there.

It seems to us that the first levels do not have a clear knowledge about UNIDPEL services, and they seem not to be aware of the importance this unit offers for improving their foreign language acquisition process. It can be said that autonomy practices increase progressively or perhaps they are imposed on the students as they advance in their studies.

Students lack motivation to make use of and to be familiarized with UNIDPEL's materials and equipment since this unit has been used just as a regular library. Students come and do some basic consultations here, leaving apart a vast range of worthy material available to support and facilitate their foreign language acquisition.

We also noticed that listening activities and visual aids are some practices that students are leaving behind although not in a large amount, this type of material is also available at UNIDPEL. However, the majority of students do not take a chance to know it and make use of it. There is not a general agreement about the limitations felt when using UNIDPEL's materials; however, we can conclude that some regulations and books' display needs rearrangement.

The current desk-service disposition to access the materials do not facilitate an easy way to get the material by the students. This fact goes against autonomous practices since the students are

dependent on someone else - the monitors - to access the materials and all services offered at the unit. "If students are going to make good use of the center, become more independent learners and gain confidence they must be able to find the materials easily on their own"(Judy McCall, Self-access *Setting up a Centre* p.28). The ideal way would be if the students can get the material on their own according to their needs. The previous situation may be considered as one of the main reasons why the students do not know most of the material available at UNIDPEL and we can say that autonomous learning is being hindered because not everyone can access the material. Another effective way to foster the autonomous learning in the Resource Center would be making the material as accessible as possible, it can be achieved if it is opened whenever required, with staff supervision and tutorial services at all times and all resources on open access.

According to questions 6 and 7, the students show a real interest to change the situation mentioned above and they would like to have a direct access to *all* the materials and services offered at the unit.

As it was stated before, a regular activity carried out in the video room is classes, as part of the department's resources to solve reduced space problems for classes; the students were asked about their feelings when using this place and most of them agreed it does not offer an appropriate lay out. The students consider that this place should not be used as a classroom because there exist several kinds of interferences such as: noise, reduced space and when watching videos, light problems, which joined, become a serious inconvenient to their concentration.

As its name states this is a place to carry out audiovisual practices, unfortunately, only a few students and teachers make use of it appropriately. If we recognize that activities such as: movie forums, movie clubs, audio practices using worksheets are not promoted to use it as a tool to

improve the foreign language learning, we can conclude that this site is underused and it requires a teamwork –coordinator and monitors – to manage and carry out these activities.

According to the answers about the strategies used by the students we can quote Dickinson (1987) “It is common knowledge that learners differ in their preferences in language learning”. It seems to us that everyone has his/her own way of studying, we cannot be sure about the appropriate use of the strategies to learning a foreign language used by the surveyed students but we think most of them limit their practices to what they study in the classroom. It is evident in most of the surveyed students that speaking is their main concern, which is obvious for a language student. At the same time, we can say speaking is the ability they practice the least.

## **11.2. CLASSROOM OBSERVATIONS.**

The main objectives when doing these observations were:

Identifying what kind of autonomous characteristics the students of Modern Languages have.

Developing learning strategies that help Modern Languages students to be more autonomous by using the services offered by UNIDPEL.

Regarding autonomous characteristics we did three non-participative classroom observations of 24 Modern Languages students divided into four groups in this way: 5 from second semester, 4 from fourth, 5 from sixth and 5 from eighth. However, there were some aspects which did not allow us to observe some groups, for example, students from tenth semester were not observed because of their work in their Research Project, so they did not attend to regular classes.

A similar situation happened with students from eighth semester since they should take their Emphasis and Electiva classes divided into different groups according to their own decision, besides this, they have an assigned classroom in the Humanities School which has been wrongly assigned to two different groups at the same time, that is why they have had troubles to carry out their classes, this event happened very often. Another situation was that of a teacher in charge of the Intercultural Communication in English class had not yet received his appointment, so he did not teach his classes.

Another relevant aspect is that some of the surveyed students did not attend classes while we made all of the observations, in addition to this, the classes carried out by the Sociolinguistics teacher

were very bored, that is why, most of the students of this group arrived late to the class and kept talking among them ignoring the teacher's class.

According to Little et al (1989) If students are working on topics of interest to them, there are likely to adopt a more positive attitude to their task in hand because their motivation in the subject makes the work more enjoyable or more meaningful. The process also involves students in taking some performance and responsibilities to their classes.

Nevertheless, according to the COFE Project Working Document No. 5, Autonomy is an attitude towards learning, which may not necessarily have many external features; however, there are some autonomous observable characteristics. So, from this information, we noticed that some students show autonomous aspects in the classroom, such as:

- Class participation.
- Note-taking.
- Responsibility and involvement in the class development.

From the autonomous characteristics observed, as shown above, we can say that the most important one is that some of the students participate in classes and communicate their ideas no matter the mistakes they make. This is a clear example of their self-confidence in their own learning and the way they can learn from their mistakes.

Consequently, the information collected in the observations we made was enough to find out autonomous behaviors but in a very low level, we did not observe much interaction nor among students neither among students and teachers, nor much cooperation, spontaneity neither creativity.



### 11.3. TEACHERS' SURVEYS AND CLASS OBSERVATION.

“In a system where the learner assumes increased responsibility for his learning the teacher must assume new functions as facilitator, guide, consultant, advisor, coordinator, and co-communicator. The new capacities must also include identifying students’ learning styles, conducting training on learning strategies and helping learners become more independent”. (COFE Project Working document No. 5: 116)

The following analysis is based on a survey applied to a sample of six teachers from the Modern Languages Department and the observations carried out in their classes.

TEACHERS' SURVEYS QUANTIFICATION

	A	b	c	d	e	f	g	h
1*								
2	2	2	1					
3*								
4	5							
5a	4	3	5	0	2	1	1	0
5b	3	3	2	2				
5c	5	4						
6	5							
7	0	4						
8	2	2	5	2	3			
9	0	5						

Table No. 3

- These were open questions

TEACHERS' SURVEYS PERCENTAGES

	A	b	c	d	e	f	g	h
1*								
2	0,08	0,08	0,04					
3*								
4	0,21							
5a	0,17	0,13	0,21		0,08	0,04	0,04	
5b	0,13	0,13	0,08	0,08				
5c	0,21	0,17						
6	0,21							
7		0,17						
8	0,08	0,08	0,21	0,08	0,13			
9		0,21						

Table No.4

\*These were open questions

The following are the results of the survey applied to a sample of 5 (five) teachers from the Modern Languages Department.

- 0.082% of the teachers stated that their students show autonomous behavior, but the same percentage stated just the opposite thing.
- 0.22% of the teachers stated that they promote the use of UNIDPEL materials, some of the reasons are:
  - ◇ Because reading helps the students to improve the oral and written skills.
  - ◇ Because with an appropriate guidance the students can support their autonomy.

- ◇ Because UNIDPEL is a center with various types of material to learn in an autonomous way.
  
- 0.22% of the teachers affirm that they use UNIDPEL's materials to improve and foster their foreign language teaching.
  
- Among the materials more frequently used by the teachers we found:  
Dictionaries: 0.12%  
Grammar books: 0.12%.
  
- 0.22% of the teachers affirm that they promote in their students the use of audio and video material.
  
- 0.04% of the teachers stated that the time spent in the classroom and the topics studied are not enough for the students to learn a foreign language.

Before starting to develop this analysis we want to list some aspects which we consider are relevant to the results gotten during the observations and the answers given to the survey.

- Not all the surveyed teachers were observed in their classes.
- The observations were carried out in second and eight semesters, which implies that the students' level and their interaction during the class may vary considerably.
- Besides the observations and the survey we also took into consideration our own experience as students with some of the teachers.

- One of the observed teachers is a native speaker which implies that the mastering of the language is different from a non-native speaker.

Based on the answers given by the teachers to the surveys we came to the following conclusions:

- ◆ All the teachers know, at least in theory what Autonomous Learning is about, they seem to know some of its characteristics and some of them put into practice that knowledge in the classroom.
- ◆ Some of the teachers are aware of the difficulties faced by the students along their educational process because of the influence of traditional methods where teachers are viewed as knowledge owners and students as receivers.
- ◆ All of the surveyed teachers seem to be aware of the importance that UNIDPEL has to help the students improve their learning process and, at the same time, to help them become autonomous learners.
- ◆ Some of the teachers are aware of the difficulties faced by the students along their educational process because of the influence of traditional methods where teachers are viewed as knowledge owners and students as receivers.
- ◆ All teachers stated that they use UNIDPEL's materials to improve the language acquisition process, however, as we could see during the observations carried out at UNIDPEL and the follow up process to the users registration form, we realized that the teachers attending/ visiting

UNIDPEL premises to consult is not that frequent, for this reason we can assume that their knowledge of UNIDPEL's materials is not enough to support their teaching.

- ◆ All teachers stated that they promote the use of Audio and Video material by their students and they consider this practice useful not only to apply in the classroom but also outside it.
  
- ◆ All teachers agreed that the time spent in the classroom is not enough to learn a foreign language. Some of them think it is also necessary to work independently in order to achieve one's goals.
  
- ◆ According to the answers given to question No. 8, most of the teachers agreed that it is important for the students to practice the four communicative skills outside the classroom.
  
- ◆ All the observed teachers showed some characteristics related to Autonomy, such as responsibility for being on time, which is a good example for the students to follow if they want to be autonomous.

Another characteristic we could observe was the students' participation to plan the classes which help them to organize their learning based on their own needs. These aspects also showed us that students feel free to choose what they want to learn and, in agreement with the teachers, select some topics and ways of working.

Teachers like to use all kinds of available resources, such as Video Beam, OHP, Videos, etc. to teach their students so they learn how to use them. As we could observe, from the lower levels

students are encouraged to participate orally by means of presentations and using any device to support them which implies an active promotion of some of the resources available at UNIDPEL to consult and develop their academic activities. From these we can also assume that students are encouraged to work independently which is an important characteristic of being autonomous. Of course, group-work is not left behind and it is also used to promote oral practices.

Most of the teachers try to be at the same level of the students, which indicates that they are assuming new roles as facilitators and guides and are not seen as knowledge owners any longer.

Based on our personal experience as students of some of the observed teachers we can say that each one follows a method which has not changed along the semesters. Some are very passive making the class boring while others are very active and use techniques, such as voice rising to keep the students' attention, other techniques used are changing the activities or planning several activities for the class.

#### **11.4. UNIDPEL OBSERVATIONS.**

The following is the analysis of the observations carried out at UNIDPEL. These observations tried to cover the different opening hours including the hours assigned to classes.

Some of the goals of the observations were: to find out the students' feelings and thoughts regarding the service, the kind of material and equipment they use the most, the kind of strategies they use to improve their knowledge and finally we wanted to pick up some suggestions to improve the service. The research group divided itself into couples to carry out three (3) observations each;

it is worth saying that it was a participative observation since some of the users were interviewed at the moment of the observation. The first aspect that drew our attention during the observation was the poor attendance of users. If learners are to be responsible of their own learning they must learn how to manage their learning, their time and the available resources. As UNIDPEL is the only place equipped with bibliographical material specialized in foreign languages, it is expected to be much frequented and the materials and equipment should be more demanded.

The lack of attendance occurs mainly during morning time and it is reasonable because most of the Modern Languages students are in classes. During this time users are mostly from other programs, in-service teachers, school or English courses students. The situation is different during afternoon hours, attendance increases a bit more and it is common to see groups of students from the program working together and some others working on their own.

The desk service demand also increases during afternoon hours and there are more demands of services such as making copies, book lending, tape copying, student tutorials, etc. Regarding the consultation of material, we can conclude that it depends on the students' level and the semester they are in. The material that lower semester students consult is dictionaries and grammar books, only a few of them attend to do some aural work. Most intermediate students use to consult some methodology and linguistic books, some others consult magazines and listening material, readings, dictionaries and grammar books. More advanced students: OEP students and last semester students use to consult degree works, methodology, linguistics, and pedagogy and course books. Finally, what students from other institutions and programs use to consult the most are readings, course books, and just a few of them come to do listening practices.

According to the observations, the students gave some important suggestions and opinions to improve the UNIDPEL service. Here there are some comments on it:

- Most of the students agreed that material such as magazines and audio-visual are old-fashion and they suggested it should be up-dated. Others think that it would be good to have some interactive material such as: CD roms, courses and equipment like DVD and movies, etc.
- The students complained about the lack of French material such as: dictionaries, grammar books, readings, magazines and audio-visual material.
- Students also complained about the use of UNIDPEL as a classroom. As university students, we are aware of the difficulties we are facing because of the lack of classrooms; UNIDPEL helps to supply this problem but we also have to be aware of the consequences this situation causes such as: interferences and constant interruptions. Since the regular activities carried out at UNIDPEL are affected due to the fact that movable wooden divisions do not isolate the noise. This situation, however, does not affect the consultancy service, the affected users are the ones, studying or just reading in the other rooms.

Some of the users under observation stated they feel uncomfortable when one of the rooms is used as a classroom not only because of the noise but also because of the size of the video room, since some of them have also been there in classes. Despite the fact, however, some other users say that UNIDPEL is a comfortable place to perform activities such as readings and consultancy.

Another disturbing aspect is the reading room when used as a classroom because users are getting in and out asking for service distracting the students in this way.



Most of the students said that they would like UNIDPEL to become a self -access center because, in this way, teachers, students and other users may have access to the material offered by UNIDPEL in an easy way so that being free to choose the material they need, even if the monitor is not around. On the other hand, a few students expressed the concern regarding the free access to the material because the material could get lost due to our lacking sense of belonging.

## **12. PROPOSAL**

According to the COFE project Working Document No. 5, the concept of Self-access represents a view of learning that requires adjustment on the part of the teacher and a long process of becoming conscious of the learning processes on the part of the learner. This process should start in the classroom in order to be effective and become a way of life for the student. The use of the self-access center implies well prepared teachers and learners or it may fail to fulfill its purpose of leading the student progressively towards independence. Based on this, and on the data analysis the following proposal is for maximizing the available resources and the services offered by UNIDPEL, however, to carry out this maximization it is necessary to keep a close relationship not only between the Modern Languages teachers and students but also between them and the UNIDPEL's coordinator so that all of them get involved in the same process to take advantage of it, besides this, it is relevant to mention that the settings as well the materials are a very important factor to reach this purpose.

This proposal consists of two basic aspects: firstly, physical reorganization of what exists today; secondly, the presentation of some simple worksheets based on the theory of autonomy. For carrying the implementation of the second part of the proposal it is necessary the creation of a team of teachers in the department to carry on with the task of developing complementary worksheets and materials additional to the existing books.

For carrying out this maximization we must take into account "the teachers' role in the center as a facilitator and advisor", it is also important to remark that the teacher must be familiarized with the

activities and organization of the center; the same as being familiarized with the available material and knowing how to foster its use in an autonomous way.”<sup>7</sup>

At the beginning of a course, teachers should have a clear knowledge of what they are going to teach and present the contents to the students so that they can first, negotiate it, and then start looking for additional information and start in this way their own path towards their learning goal since it is in the classroom where teachers should help students to reach specific learning objectives, to learn and develop learning strategies and to choose methods and techniques to monitor their own language learning process.

⇒ to integrate all the Foreign Languages teachers department at the University of Cauca to the maximization of UNIDPEL by means of seminars, lectures, etc. where they are trained about the available resources and materials at UNIDPEL, in this way, they get more familiarized and at the same time they can provide the center with ideas and materials to be used by the students according to their needs.

⇒ Teachers should unify teaching criteria, especially those addressed to Autonomous Learning development. Based on our own experience and the observations carried out in the classrooms, we realized that while there are some teachers whose classes are active and plenty of different activities, there are also other teachers who develop their classes in a very passive way and they have not changed their methods along the semesters, which make the classes boring. As a consequence, not all the students have the same rhythm of work and level which affects their learning process, specifically at the moment of starting a new course with a different teacher.

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<sup>7</sup> Adapted from Holec, 1981, as quoted in Oxford. 1991:23.

- ⇒ Based on our own experience as foreign languages students, we consider it is necessary to teach, from the very first semesters how to help the students to develop their own strategies to learn a foreign language since most of the teachers are not aware of their students' way of learning.
- ⇒ We propose to make a booklet and induction talks where some emphasis will be given regarding the available material and equipment use, in this way, students get involved in their Autonomous Learning development.
- ⇒ It is necessary for the students to be aware of the responsibility in their learning process not only in their academic duties but also by creating studying groups, by formulating learning strategies, by taking advantage of leisure time to investigate, and, most important, by using the available resources at UNIDPEL. As we have already said, students should have clearly defined objectives and be aware of their learning strategies, they also have to be able to monitor continuously their process in order to advance in the process.
- ⇒ Teachers should see UNIDPEL as a resource they can use at any time, and their commitment should be so that they could be able to create new material based on the needs they see in their students, material such as worksheets could be an example of this kind of material, the same as booklets made by UNIDPEL's monitors. Teachers can use readings activities, quizzes, texts, exams, etc. from their own classes to develop these materials. All this should be done thinking of the students and users' needs. Taking into account that a Resource Center as UNIDPEL should be used for self – assessment, need and skills analysis, peer assessment, reading (predicting, skimming, scanning, comprehension, etc), writing (planning, and organizing and writing

sentences, etc), listening (true –false questions, comprehension questions, matching, etc), speaking (fluency work, intonation /stressed accuracy, etc), vocabulary (word building, testing, dictionary work, games, etc) and grammar exercises. One of the reasons for teachers to produce material for self-access is that when writing with a specific teaching situation and particular students in mind, teacher are more likely to create something appropriate for their students.

If the idea is to help the students to work on their own in the Resource Center then, it must provide them with the information which will enable them to do that, for instance, using learning center guides i.e. booklets, give new students or users of the center sufficient information to enable them to function independently, such a guide should give details of what facilities and materials the center can offer the students and how to find things.

Worksheets can help the students to access their own level of proficiency in a foreign language, in this way they can decide where and how to work. Being self – assessment an essential component of self-directed learning the next step should be to undertake a needs analysis questionnaire since students will probably require some initial help in deciding what they need to do, and finally, they can set themselves objectives for the self-study and draw up a personal action plan.

## 12.1 WORKSHEETS.

<b>UNIDPEL PRACTICE WORKSHEET</b>
-----------------------------------

**No. 1**

**SKILL: WRITING**

**LEVEL: INTERMEDIATE**

**THIS WORKSHEET HAS BEEN CREATED TO HELP YOU IMPROVE YOUR COMMUNICATIVE SKILLS SPECIFICALLY WRITING.**

Read carefully the following paragraph.

Rewrite these instructions, using simple commands in the active voice.

“A regular size sheet of typing paper (8 ½ x 11 inches or A4) needs to be used for this experiment.

First of all, it has to be torn into four smaller pieces. This is done as follows:

It has to be folded in the middle and then it can be torn into two pieces. Each piece is folded again across the middle and torn to make a total of four equal-size pieces.

Now, one of the pieces is placed on the table with the long sides pointing down. A horizontal line is drawn across the top of the paper about a quarter of the way from the top. The two vertical lines are drawn downwards from the horizontal line, so that the bottom part of the paper is divided into three equal-size parts.

Next, the paper has to be torn along each of these vertical lines as far as the horizontal line so that three flaps are created. Then, the left flap is folded toward you and the right flap is folded away from you- the folds are made right at the top of the flap. The center flap should not be folded, though.

Now a paper clip has to be found and this is attached to the bottom of the center flap. Finally, the whole thing has to be raised high and is then allowed to fall....”

**You can begin like this:**

*Use a regular-size sheet of typing paper (8 ½ x 11 inches or A4) for this experiment. First of all, tear it into four smaller pieces. Do this as follows...*

**PAIR WORK.**

For developing this activity, **Student 1** should look at **List B**, while **Student 2** at **List A**. Imagine that your apartments were redecorated while you were on vacation. Unfortunately, your instructions were not followed. Find out what was done wrong in your partner’s apartment and write it down using the passive voice in a dialogue. Ask as many questions as possible.

**LIST A**

These are the instructions that were left for the painters. You can see what was done right: *blue* and what was done wrong: *white - pale green* (= pale green instead of white).

	<b>DOOR</b>	<b>WALLS</b>	<b>CEILING</b>
<b>Kitchen</b>	<i>Blue</i>	<i>white - pale green</i>	<i>white - pink</i>
<b>Study</b>	<i>dark green</i>	<i>pale green - white</i>	<i>green - red</i>
<b>Living room</b>	<i>Tan</i>	<i>tan - brown</i>	<i>white - tan</i>
<b>Hall</b>	<i>blue – red</i>	<i>pale blue</i>	<i>gray - blue</i>
<b>Front door</b>	<i>white – gray</i>		
<b>Bedroom</b>	<i>orange – red</i>	<i>orange</i>	<i>white</i>
<b>Bathroom</b>	<i>white – blue</i>	<i>blue - white</i>	<i>pale blue</i>

### LIST B

These are the instructions that were left for the painters. You can see what was done right: *green* and what was done wrong: *yellow - white* (= white instead of yellow)

	<b>DOOR</b>	<b>WALLS</b>	<b>CEILING</b>
<b>Kitchen</b>	<i>Green</i>	<i>yellow - white</i>	<i>pink - red</i>
<b>Bathroom</b>	<i>blue – white</i>	<i>white - blue</i>	<i>pale blue</i>
<b>Bedroom</b>	<i>yellow – white</i>	<i>orange - red</i>	<i>tan</i>
<b>Front door</b>	<i>gray –white</i>		
<b>Hall</b>	<i>Blue</i>	<i>pale blue - red</i>	<i>white</i>
<b>Living room</b>	<i>white - blue</i>	<i>white</i>	<i>white - gray</i>
<b>Study</b>	<i>pale green – red</i>	<i>dark green</i>	<i>green - red</i>

**You can begin the dialogue in this way:**

Was your kitchen painted all right?

- No, the kitchen ceiling should have been painted white instead of pink. And the walls were painted pale green instead of white.



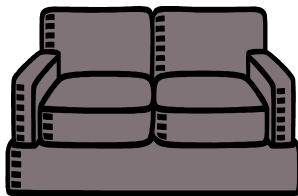
**UNIDPEL PRACTICE WORKSHEET**

**No. 2**

**SKILL: LISTENING**  
**LEVEL: BEGINNERS**

THE FOLLOWING PASSAGE IS TAKEN FROM THE READING “THE ELEPHANT MAN”  
(chapter 1 page 1-3). LISTEN TO THE RECORDING ONCE AND DO THE FOLLOWING  
EXERCISES:

1. Check ( ) the animal, thing or numbers you heard on the tape.



2. according to the recording you just listened to, check the correct answer or answers for each of the following questions:

**a.** Frederick Treves is:

- \* An engineer
- \* A psychologist
- \* A doctor
- \* An English teacher

**b.** He saw a picture in / on:

- \* The wall
- \* The door
- \* The window
- \* The board

**c.** In the picture there was a:

- \* beautiful landscape
- \* flower
- \* man
- \* woman

**d.** The man in the shop was:

- \* dirty
- \* thirty
- \* angry
- \* ugly

**e.** Frederick said:

- \* I'd like to buy the elephant man
- \* I'd like to feed the elephant man
- \* I'd like to see the elephant man
- \* I'd like to kick the elephant man

**3.** Check with a ( ) the appropriate option that corresponds to the statement:

**a.** The shop is near the drugstore:

- \* Correct
- \* Incorrect

**b.** The entrance to see the elephant man was 12 pence:

- \* Correct
- \* Incorrect

**c.** The shop was closing:

- \* Correct
- \* Incorrect

**d.** The room was not neat nor clean:

- \* Correct
- \* Incorrect

**e.** There was a dead flower behind the table:

- \* Correct
- \* Incorrect

**4.** The following list of words and phrases is taken from the passage, look at them carefully and fill in the blanks in the written exercise below with the words and phrases that correspond from the list.

Picture	I am a doctor	a lot of
Like a man	Ugly	yellow teeth
In the shop	look like	woman
Window	tomorrow	dead flower
My name is	over its head	cold and dark

Day

Dirty man

Hospital

2 pence

Put in

Elephant man

mouth

little room

at the table

off its head

twelve pence

opened a door

on a chair

## THE ELEPHANT MAN

My name is Frederick Treves. \_\_\_\_\_ at the London Hospital. One day in 1884, I saw a picture in the window of a shop near the \_\_\_\_\_. I stopped in front of the shop and looked at the \_\_\_\_\_. At first I felt interested, then I felt angry, then afraid. It was a horrible \_\_\_\_\_ picture. There was a man in the picture, but he did not \_\_\_\_\_ you and me. He did not look like a man. He looked like an elephant.

I read the writing under the picture. It said: *come in and see the \_\_\_\_\_ 2 pence.* I opened the door and went in. There was a man in the shop. He was a \_\_\_\_\_ in an old coat with a cigarette in his \_\_\_\_\_. 'What do you want?' he asked.

'I'd like to see the elephant man, please,' I said. The man looked at me angrily. 'Well, you can't,' he said. 'The shop's closing now. You can come back \_\_\_\_\_.'

'I'm sorry,' I said. 'But I would like to see him now. I have no time tomorrow - I have \_\_\_\_\_ work to do. But I can give you more than 2 pence'.

The man looked at me carefully. Then he took the cigarette out of his mouth and smiled with his \_\_\_\_\_.

'All right, sir,' he said. 'Give me \_\_\_\_\_ then.' I gave him the money and he opened a door at the back of the shop. We went into a \_\_\_\_\_. The room was cold and dark, and there was a horrible smell in it. A creature sat \_\_\_\_\_ behind a table. I say a creature, because it was not a man or a \_\_\_\_\_, like you or me. The creature did not move or look at

us. It sat very quietly on the chair in the cold, dark, dirty room, and looked \_\_\_\_\_. The creature had a cloth over its head, because of the cold. On the table in front of it, there was a \_\_\_\_\_.

‘Stand up!’ said the shopkeeper, loudly. The creature stood up slowly. It took the old cloth off its head, and \_\_\_\_\_ on the chair.

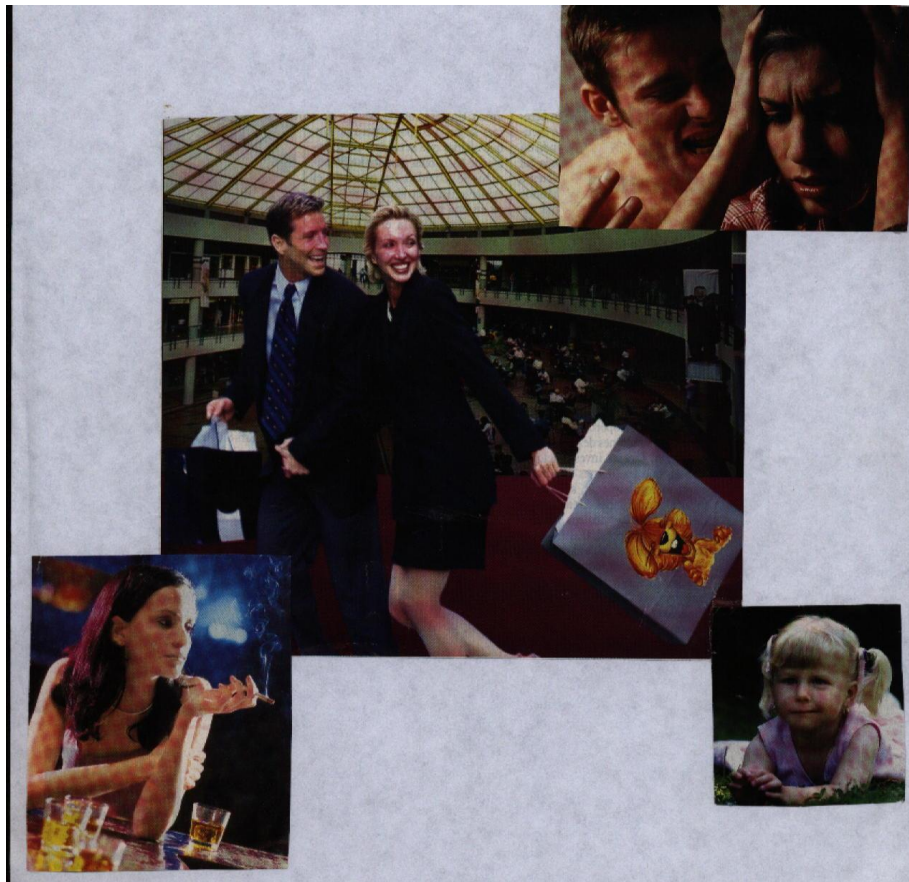
**UNIDPEL PRACTICE WORKSHEET**

**No. 3**

**SKILL: SPEAKING**

**LEVEL: BEGINNERS**

LOOK AT THE PICTURES. WITH THREE PARTNERS CREATE A DIALOGUE USING THE PRESENT CONTINUOUS TENSE.





**UNIDPEL PRACTICE WORKSHEET**

**No. 4**

**SKILL: SPEAKING**  
**LEVEL: BEGINNERS**

**ON VACATION**

LOOK AT THE FOLLOWING PICTURES. WRITE A STORY TO TELL YOUR PARTNERS USING SIMPLE PRESENT TENSE.



HERE IS SOME VOCABULARY YOU CAN USE.

- Restaurant
- Sundown
- Friends
- Suddenly
- Share
- Sweet
- Hate
- Love

**UNIDPEL PRACTICE WORKSHEET**

**No. 5**

**SKILL: READING**

**LEVEL: ADVANCED**

**PART ONE**

Read carefully the following text about a man with “Obsessive Compulsive Disorder” and develop the following work.

Reading.

“ for six years I sat in a chair doing nothing”

It is hard to believe that Ken Sell, a slim , animated 48-years-old- British family man, was a 114-kilogram recluse 20 years ago.

“ For six years I sat in a chair doing nothing , immersed with a contamination obsession,” says Sell, who went out only five times, and in one year saw only seven people. The only time he got out of his chair was to sleep or go to the bathroom.” I was terrified of everything –blood, excrement, asbestos, fiberglass, radiation.”

Sell became clinically depressed when he was 25.” I had a relationship problems and was struggling to be a freelance comic-strip writer,” he says. A trip to Canada triggered the disorder . “ There was a drought and we couldn’t wash often. I felt so dirty I held my hands away from my body . when I returned , suddenly I couldn’t touch anything – total revulsion.” Normal activities were impossible .” I ate with my fingers because I couldn’t bear the idea of touching cutlery.” His

father made him a special table which no-one touched . Sell had an imaginary safe circle of about two meters in diameter around his body; if anyone invaded it he felt like he had been contaminated.

He washed his hands so often that the skin split and peeled , exposing his knuckle bones . he hardly ever walked anywhere , he developed ingrown toenails , and once hibernated in his bed for several weeks.

His compulsion were so strong that he had no time for anything else. “ When you are handicapped you just focus on yourself ,” he says . “I engulfed my parents with the problem and did nothing myself” I got upset watching my father with his bad arthritis taking hours to change a fuse , something I could have done in five minutes , but instead I just sat there”.

Sell tried every therapy available .” Doctors put me on heavy drugs and I sat in the chair singing to myself for 18 months . I refused a prefrontal lobotomy. No-one knew what was wrong , and no-one else suffered from it, apparently , they just took our money.”

Sell’s recovery happened quite by chance . some Canadian relation arrived for a three-week stay. And he pretended to be well. “It was amazingly easy. I suddenly started living normally.” The real test came , however, when a niece rifled through his cassette tapes: “ I was desperately trying to remember which ones she had touched , and I said to myself , “Oh, sod this. I can’t keep a record of that , it’s stupid”. As he recovered , his doctor suggested that he meet someone with a similar problem-

By 1980, Ken Sell and others had registered Phobic Action, a contact group for phobics and OCD sufferers. Today the director of Phobic Action, Sell admits that the Obsessive-Compulsive Disorder seems bogus, but denies that it is just indulgence. “ you fell such a damn fool; half of you says you ought to snap out of it .OCD has not compassion , it takes as much space of your life as you allow it: if you don’t fight , you begin to do less and less.”

Sell is philosophical about the lost years;” It was one of those things ; plenty of men lost a damn sight more in 1939-45.” His mother destroyed the special table.

1. Tick which of these are symptoms of OCD.

- |                          |     |               |     |
|--------------------------|-----|---------------|-----|
| a) Weight loss           | ( ) | d) Split skin | ( ) |
| b) Clinical depression   | ( ) | e) Arthritis  | ( ) |
| c) Fear of contamination | ( ) | f) Apathy     | ( ) |

2. Write **T** ( for true) or **F** ( for False) beside each statement.

- a) The problem started during a trip to Canada. ( )
- b) He ate with his finger s because he didn’t like touching the knives and forks. ( )
- c) He had difficulty walking because of his toenails. ( )
- d) He was upset because he couldn’t help his father . ( )

e) He simulated normal behavior when some relatives came to stay. ( )

f) He helped start Phobic Action. ( )

g) He regrets the year he loss. ( )

3. What evidence is there in the text that:

a) He is married with children?

b) His parents were understanding?

c) He wanted to be cured?

d) He distrusted his doctors' motives?

e) His family believe he is cured?

4. Using these words from the text , complete the following sentences.

**Revulsion - compulsion - compassion - indulgence**

a) I'm not surprised you fell ill after a weekend of such \_\_\_\_\_

b) Sometimes I get this \_\_\_\_\_ to start conversations with strangers.

c) I'm surprised he has to be a nurse : he has never shown any \_\_\_\_\_

d) For the less fortunate. I wish to complain about scenes of violence on television : they fill me with

\_\_\_\_\_

5. Using these words from the text , complete the following sentences.

**Obsessed - depressed - handicapped**

a) Most mentally \_\_\_\_\_ people are capable of living normal lives.

b) The state of the environment \_\_\_\_\_ her to the point of despair.

c) Theories about Kennedy's assassination have \_\_\_\_\_ him for years . He's read everything there is to know on the subject.

6. Using the words from the text , complete the following sentences .

**Invaded - contaminated - engulfed - immersed**

- a) Don't drink the water . They say it has been \_\_\_\_\_
- b) He was so \_\_\_\_\_ in his book that he forgot to get off at his stop.
- c) Our flat has been \_\_\_\_\_ by fleas.
- d) She was completely \_\_\_\_\_ by the demands of her job and had no time for a life of her own.

**LANGUAGE PATTERNS**

**Infinitives and –ing forms : review**

7. Choose the correct form of the verb in these sentences from the text without ( to look/looking)!

- It is hard (believing/to believe ) that Ken Sell , a slim , animated 48-year-old British Family man, was a 114- kilogram recluse 20 years ago.
- Some Canadian relations arrived for a three week-stay, and he pretended ( to be /Being ) well .

- “ It was amazingly easy. I suddenly started ( to live/living ) normally.
- “ I was desperately trying ( to remember / remembering ) which ones she had touched.”
- “ If you don’t fight , you begin ( doing / to do) less and less .

**8.** According to the reading:

- a.** Why Ken Sell was a 114-kilogram recluse 20 years?
- b.** Why Ken sell says “ when you are handicapped you just focus on yourself”?
- c.** Which were the therapy available
- d.** How he started living normally again?
- e.** Why Sell says “ apparently, they just took our money “?
- f.** New OCD cases had been detected after Sell case?

**9.** Make a chart like this and complete it with your partner based on the reading.



<b>MAIN IDEA</b>	<b>DETAILS</b>	<b>DESCRIPTION</b>	<b>CONSEQUENCES</b>

**UNIDPEL PRACTICE WORKSHEET**  
**No. 6**  
**SKILL: READING**  
**LEVEL: ADVANCED**

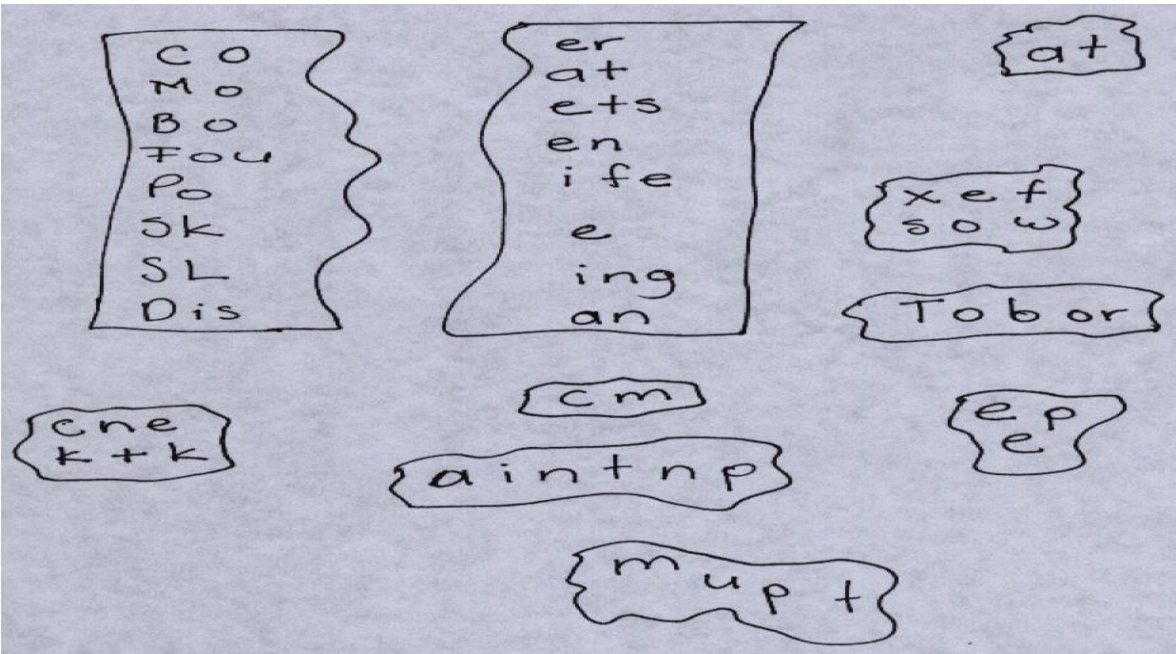
**Can you work out what Jack wanted for Christmas?**

Use the letters in the eight pieces found outside the square to complete the words in Jack's lists.

What do you want for Christmas? Asked Jack's mother.

Oh, all sort of things, replied Jack. I'll make a list of them. This he did, but his baby brother found the list and tore it into three strips, then tore the middle strip into eight pieces.

His mother put the two large strips, together but then did not make much sense.



**UNIDPEL PRACTICE WORKSHEET**

**No. 7**

**SKILL: SPEAKING**  
**LEVEL: BEGINNERS**

1. Look at the pictures and use the sequence to describe orally the exercises using the following vocabulary:

\* Before you start

\* Now

\* Next

\* And then

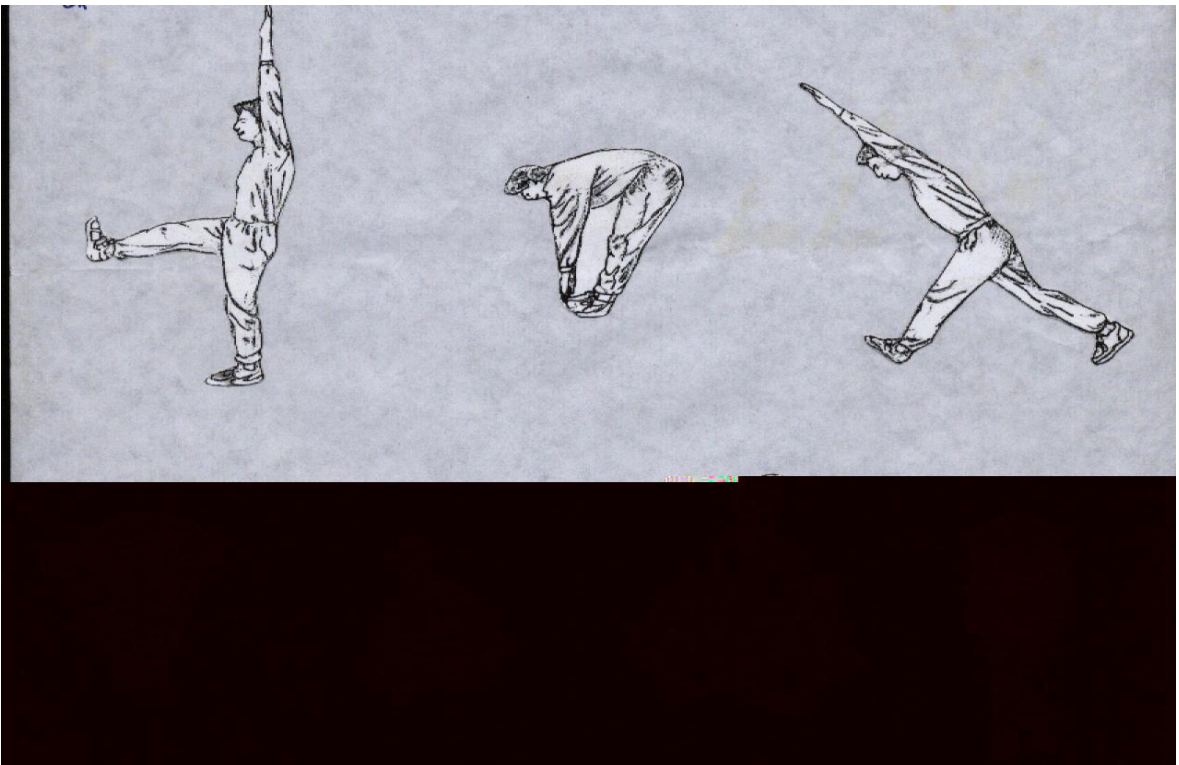
\* Having done that

\* Finally

\* Then

\* At the same time

2. Ask your partner questions about the name of some parts of the body and their functions.



## 12.2. LAY-OUT PROPOSAL

According to the observations carried out at UNIDPEL and the literature read about its objectives, we suggest the following reorganization:

**VIDEO ROOM:** We propose to remove the coordination office in order to arrange that space to set the video room as follows (See Appendix No. 8 for references):

- To place the board on the wall opposite to the windows next to the t.v. set and the teachers' desk, the students' chairs should be placed in front of them.
- To place the shelves with audio and video material against the wall where the boards are placed today.
- To maintain the closet where minilabs and headphones are kept, as it is today.
- We suggest to change the curtains rings for some bigger ones and to adapt a cord in order to facilitate its withdrawing at the moment of watching videos and to avoid the interferences of sunrays.
- To make mandatory the use of the minilabs when using the video room to avoid noise interference.

- To rise the wooden divisions that separate the reading and video room up to ceiling in order to avoid light and noise interference from this room to the consultancy and reading room.

#### **CONSULTANCY ROOM:**

- To remove the wooden movable divisions between the reading and the consultancy room in order to enlarge the latter one.
- To arrange the wooden movable divisions to be used as shelves to place the consultation material which should be placed around the room in order to be more accessible for users.
- To remove the rectangular tables and place the modular ones all along the consultancy room.
- To remove the monitor's office and place it by the top of the stairs so that they can take care of the material and control its use, besides, the monitor should control the entry of bags by placing them in a shelf behind the office.

#### **READING ROOM:**

- The current library and monitor's office should be destined as a Reading room and as a meetings room, for this purpose it is necessary to place the rectangular tables in there, the wooden and glass division should be enlarged up to the ceiling.

### 12.3. MATERIAL MANAGEMENT

Taking into account that all the consultancy material (grammar, pedagogy, linguistics, and literature) and the support material (magazines, readings, and tales) available at UNIDPEL is limited, we suggest to restrain their lending to students as well as to teachers since these books are taken out of UNIDPEL for three or more days hindering other users who also need them. Audiovisual material should be managed in the same way as nowadays.

Since the unit will be set up as a self-access center and in order to develop the students' sense of autonomy and responsibility some strategies should be designed to keep up all the material, that's why, books should be located and catalogued by areas identified with a colored mark and a letter indicating its level, for instance:

- Grammar: yellow. Beg (Beginners), El (Elementary), In (Intermediate), Ad (Advanced)
- Pedagogy: blue. Beg (Beginners), El (Elementary), In (Intermediate), Ad (Advanced)
- Linguistics: red. Beg (Beginners), El (Elementary), In (Intermediate), Ad (Advanced)
- Literature: orange. Beg (Beginners), El (Elementary), In (Intermediate), Ad (Advanced).

Thus, to keep up the used books and materials the students will use a colored ruler as a guide so that the users put them back in their current place.

## **12.4. BUDGET**

In order to improve UNIDPEL's services and increase the acquisition of material we propose to use, in a better way, UNIDPEL premises to carry out raising activities such as:

- To advertise outside UNIDPEL the copies service so that all the students of UNICAUCA can use this service offered by UNIDPEL and in this way, it can help to support UNIDPEL economically.
- Every student of any major of the University of Cauca that arrives to UNIDPEL to use this place for any activity or to use the material has to present a card which price will be the same as at present and the students can get it at UNIDPEL.
- UNIDPEL can offer seminars or talks which, of course, will be charged. The topics of the seminars will be according to the students' needs and interests, in this way, they will be motivated to attend for increasing their personal and professional growth. In order to carry out this proposal, we suggest an academic and administrative cooperation
- To promote UNIDPEL services to Schools in Popayán so that they can use them to carry out some activities different from those developed in their current classroom. Every service will be charged according to the demand.

### **12.5. SHORT TERM RESOURCES**

Due to the self-access services that UNIDPEL will offer it is necessary to acquire a sensor and place it at the exit. This will avoid losing the available material at the unit since it will be a little bit difficult for the monitor to control everything.

### **12.6. MID-TERM RESOURCES**

A mid-term proposal is to get a subscription to one or two monthly magazines in both languages (English and French). If it is possible, we propose to find a national publication about pedagogy, linguistics and language teachings topics, we also propose to have a subscription to a cable television system so that the students can practice watching international channels in both languages.

### **12.7. LONG TERM RESOURCES**

In order to facilitate students self-practices to correct, study or just to practice what they study in regular classes we propose to have two available computers with CALL programs and self-study courses as a support to study vocabulary, punctuation, readings, etc. There should be also a computer connected to INTERNET which can help us as a consultancy tool and with the monitors' help the users can record on diskettes.



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