UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

Universidad de El Salvador
Hacia la libertad por la cultura

"Learning Resources in the Foreign Languages Department of the University of El Salvador"

To obtain the degree of:
"Licenciatura en Idioma Inglés, opción Enseñanza"

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Main Campus, January 21st, 2009
San Salvador, El Salvador, Central America

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ACKNOWLEDGEMENTS

GOD:
I dedicate this work to you, Father. Lord, I cannot express with words what you have done in my life. Thank you for your love, forgiveness, mercy and protection, the strength you have given me, the patience, all the countless blessings and everything you do for me, even if I do not deserve it. Also, thank you for being my best friend of all, father, guide and master. Thank you for supporting me, enlightening me, strengthening me, for holding me in your arms whenever I have needed it the most, for holding my hand and being by my side. Thank you for testing and disciplining me, for giving me the faith, for calling me to follow you and serve you. I am nothing without you. I praise you for lifting me up. You deserve all the glory and praise forever.

MY MOM:
A very special dedication to my mom, Ana Aguilar. Thank you for having given me life, for being there when I needed you the most, because you are the most important person in my life. Thank you for all your efforts, encouragements and prayers. Thank you for your love and support, and for all the sacrifices you have done for me. God bless you. I love you so much.

MY FAMILY:
Thanks to all my family, especially my brothers Ricardo and Rafael, my godmother María Isabel Barrios and my cousin Claudia Barrios, for your love and comprehension in this process. I love all of you.

MY FUTURE HUSBAND:
Thank you for your love and support, for the patience you have had with me. Also, for giving me advice whenever I have needed it. Thank you for encouraging me, for your prayers and the sacrifices you do. Thank you for being my friend and for being the person you are. God bless you. I love you, Boris.

MY FRIENDS AND CLASSMATES:
To all my friends and classmates who have been part of my life in these years and who have shared both good and bad moments, special mention to: Judith Suriano, José Luis Salinas, Alirio Sosa, Jony Ancheta, Helen Driotez, Penélope Valle, Mirna Chinchilla, Tania Hernández, Jenny Alvarado, Alessandra Linares , Karina Castro, Lorena Caballero, Dalila Landaverde, Katia Sorto, Pei-Ju Lin, Yu-Chih Tseng and Dalia Polío. I will always have all of you in my heart.

FLD's TEACHERS AND ADMINISTRATIVE PERSONNEL:
To all the persons that taught me all I know during my studies, thank you for collaborating with our research project. Special thanks to the secretaries Mónica Rodríguez and Maritza Alas, thank you for your labor and support.

ADVISOR:
To Lic. Gamero, thank you for your help and support in this graduation research project. My partners and I appreciate you lots.

MY PARTNERS:
To my partners and friends: Edith Beatriz López. You are more than my best friend, you're my sister. Thank you for all your trust, love, support, understanding and advice in these eight years of friendship, all the things we have shared that were so special.
Esmeralda Grande. It's been 12 years since we know each other. Thank you so much for your love, friendship and support. And special thanks to your mom Nuria Meléndez and Lic. Julio Grande, your dad.
God bless you, girls, I love you!!!

And thanks to all the people who helped in some way to this research project.

FLOR CISNEROS

ACKNOWLEDGEMENTS

Especially, I want to thank my beloved and best friend *Leticia Dalila Landaverde* for her friendship, trust, love and support.

To my friends; *Roberto Carlos Trejo "el chato" and Ricardo Lopez Vasquez,* thank you for your friendship.

Finally, I thank my fellow partners in this thesis, *Flor Maria Cisneros and Edith Beatriz Lopez*, for having chosen me as their partner and friend. Thanks for the dedication in these two years full of ups and downs, thanks for your understanding. I Love you girls.

ESMERALDA ARGENTINA GRANDE MELÉNDEZ

ACKNOWLEDGEMENTS

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I. INTRODUCTION

Over the past few years, our country has registered a rapid increase in the demand of majors related to foreign languages, focusing mainly on English. The Foreign Languages Department of the University of El Salvador is the most demanded institution for this purpose in El Salvador. This situation reveals the duty of this organization to offer good quality in education, and for this, it needs to enhance its learning conditions through the learning resources.

This research is focused on the learning resources of the University of El Salvador's Foreign Languages Department and will be developed as follows: In the first place, the objectives, which will facilitate the group to know what is expected to be accomplished. Afterwards, the justification that exposes the importance of this research is stated, supported by the theoretical framework.

The way to execute the research is detailed in the methodology section. It will be exploratory, due to the nature of the topic. To continue, there is a description of the project, explaining the content that was studied.

The research that has been carried out is supported by the theoretical framework. Later on, there is the analysis of the data and the findings of the research. Next, there is the recommendations which might contribute with some proposals for providing solutions to the issue.

As appendixes, there are three surveys: for the teachers, students and the Head of the department. Furthermore, there is an interview guideline for the teachers who work at two universities and/or have studied abroad. In addition, the inventories of the resources of the Foreign Languages Department are found in this part. Also, there are some pictures taken to the resources of the FLD.

Finally, the references of the written resources that support the research project are listed in the bibliography and sitography.

II. STATEMENT OF THE PROBLEM

Over the last few years, the Foreign Languages Department has experienced a remarkable change and some important achievements, for instance: it has a better location and building; it also has acquired some learning resources to help the efficiency of the learning conditions for both students and teachers. However, these resources are not enough to cover the strong demand of students.

Besides the fact that resources are not enough, the few resources in existence are not used appropriately and are not given the necessary or appropriate maintenance. Resources such as computers at the language lab, projectors, CD players, whiteboards and building facilities in general are sometimes not the adequate for a suitable environment that helps students with what they have been taught in the classrooms. Even if the university needs to take care of this problem, teachers and students themselves have to learn to take care of those resources as well.

The use and maintenance of the Foreign Languages Department resources are key to improving an academic performance; actions need to be taken before we end up losing those resources.

III. OBJECTIVES

General

- To determine what can be done in the Foreign Languages Department in order to enhance the learning conditions through the learning resources.

Specific

- To list the current learning resources the FLD has.

- To identify the frequency of use of the learning resources in the FLD.

- To highlight the importance of the FLD's learning resources.

IV. JUSTIFICATION

The importance of a research on the learning resources in the Foreign Languages Department of the University of El Salvador is a result of the group's concern about the institution where every of the group's members has studied for some years, and who have considered this topic interesting, innovative and an important contribution for the teachers and students who belong to that institution. Given that the topic has not been the focus of any research before, it will constitute a significant contribution for the teaching-learning process in the department itself, even if the outcomes of the research might seem obvious.

For this research, the group is going to take into account the following aspects: The first one is technology. As Pallof (2001) states, "the new technologies provide opportunities for creating learning environments that extend the possibilities of "old"- but still useful –technologies- books, blackboards…" On the other hand, there is the furniture, including: student's desks, teachers' desks and white boards, which are significant parts of the learning resources. After that there are the facilities: the language building, classrooms, laboratory, and library.

The Foreign Languages Department has become the most demanded institution of higher education to study a major in languages in El Salvador offering the Bachelor of Arts in English, emphasis on Teaching and a degree in English for Secondary and Higher Education, which allows students to have a teacher's degree in three years. It is the only languages department all over the country that offers a Bachelor of Arts in Modern Languages, emphasis on French and English, which has had an important population growth since its creation in 2002.

In addition, the department has a Master in Translation English-Spanish, Spanish-English. It has as well a Minor in Translation and a Minor in Didactics in English Language and a Minor in Methodology for the Teaching of English. Being the University of El Salvador the most prestigious in El Salvador, the Foreign Languages Department should be profiled as the best option to study a major in languages. The aforementioned facts give us an idea of the importance that the Foreign Languages Department has at a national level.

This research pretends to be a key to reach awareness of the situation for the Foreign Languages Department students, teachers and administrative personnel, and for the corresponding faculty and university authorities, providing an understanding of the importance of the situation. Furthermore,

it may be a starting point for the Foreign Languages Department for further study and in-depth analysis for the development of a strategy of improvement for the Foreign Languages Department and to find adequate support.

Finally, this paper might be a clincher to call the attention of the right authorities for them to have an understanding of the importance of this institution and to switch from 'good intentions' to 'good deeds' to influence and change minds and points of views about the Foreign Languages Department.

V. METHODOLOGY

This research was focused on the learning resources that the Foreign Languages Department of the University of El Salvador needs in order to enhance its learning conditions. As an exploratory investigation, a preliminary analysis of the problematic situation was necessary. Later, it continued with the gathering of data dealing with different points of view that were taken into account for it to be analyzed later, to finally provide some recommendations.

The research was developed according to the source of data, in this case, field research, with which the group had access to first hand information, based on structured and unstructured interviews, and questionnaires. Secondary sources, such as written information, were also used.

The first step to obtain a general view and first approach to the study were the secondary sources, that is, the analysis of books, documents and other type of written or web based data. Once the bibliographical analysis was done, the group took first hand information. It was fundamental to administer questionnaires to the teachers and students of the Foreign Languages Department. The questionnaire for the students of the three majors consisted of 15 questions, (1421 registered students in 2008, of which

754 are in the English Major, 583 for Modern Languages and 84 for English Teaching). The sample of students consisted of 10% per major, having as a sample 75 students for the English Major, 59 for Modern Languages and 9 for English Teaching, making a total of 143 students. The students were selected randomly asking them which major they belonged to. The 15 question survey had open-ended and closed questions.

The population that was also considered was the teachers from the FLD, who are 56. The sample of teachers consisted of the 10% -four of them- who answered a survey with 11 open-ended and closed questions and 7 teachers, were interviewed, including the Head of the Department and one visitor teacher from the University of Connecticut.

Afterwards, the group had access to the inventory of the Foreign Languages Department's learning resources, as well as the documents of the resources requested and those that were actually granted to the department.

Finally, it is to mention that a pilot-study was required to test the effectiveness and validity of the instruments to, later, administer the final resulting questionnaires, as well as the interview and observation guides for

the definitive population, using random sampling. Besides, the group took

some pictures to illustrate the real situation of the learning resources.

VI. THEORETICAL FRAMEWORK

Learning is the process of gaining knowledge or skill. It requires more than a group of students being in a classroom sitting and facing the teacher, making use of a course book; it also involves the means that facilitate develop learning and help to build a better learning environment, and these are called learning resources.

Learning resources are any materials that are used with a didactical objective. Used in a correct way, they make the lessons more effective, meaningful and motivating. In the learning of a foreign language, they have been proved to be a very essential part of this process, since they enhance the development of the four macro-skills (listening, speaking, reading and writing).

They are divided into pre-technological and technological. Pencils, charts, boards, pictures, books, and so on, fall into the first category. Subsequently, there are the technological resources, which are any technical devices for the transmission of messages, and which will be referred to as educational technology further on. The three groups of technical devices are:

(1) *Audiovisual media*: overhead projectors of fixed images or slides, cassettes, CD's, DVD's, VHS cassettes, audio programs, television and TV programs.

(2) *Computer media*. It includes computers, applications, word processors, electronic sheets and data bases (computing tools of general use) educational programs, simulators, educational games, multimedia programs, exercise and practice programs.

(3) Information and communication technology (ICT), which basically refers to computer technology, based on the use of internet, electronic mail, blogs and chats.

This research was focused specially on technological resources, which later on will be referred to as educational technology. Also facilities –such as library, computer room, language laboratory and classrooms –were taken into account.

6.1 Educational technology

Around the world, technology has played an important role in the human development in social, cultural and educational areas. According to the Britannica Concise Encyclopedia, technology is defined as *"the application of knowledge to the practical aims of human life or to changing and manipulating the human environment. Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive"*.

In the case of education, this term becomes 'educational technology', which is aimed at enhancing the teaching and learning process and which includes all components of informational technology used in the delivery of educational materials.

Educational technology has become an important issue in many fields of education. Nowadays, it is rare to find a university that has not invested on computer hardware and software to support instruction, but in most of the cases the resources are not enough according to the amount of students. In addition, technology is used as teachers' supplement or enrichment

when teaching is seen as means of being in the most recent teaching approaches, promoting creative and critical thinking.

The use of technology in the classroom has increased in recent years and the foreign language context is not an exception. This is due partially to the fact that technology is becoming more affordable and available. Because of this, technology is more accessible to teachers, which is one factor that might motivate them for using it in the classroom.

Technology has the capability of providing a wealth of information to students at the touch of a button, therefore it is beginning to be widely used because it has been recognized that foreign language learners can obtain a lot of benefits and opportunities such as to receive enough and enriched input in the target language for improving students' language skills, supporting their needs and capabilities.

The most commonly used learning resources in the technological area in the learning of a foreign language are:

6.2 AUDIOVISUAL MEDIA

6.2.1 Audio

Listening is regarded as one of the most difficult macro–skills. Audio technology was introduced in the learning of foreign languages as an opportunity to expose students to authentic language situations. It first started with the cassette, which was used in the classroom.

As audiotape technology began to be less expensive and widespread, students began to listen to their tapes at home. Publishers were made

aware of this trend and began to bundle individual audiotapes with the textbooks, so that students could develop listening at home.

But later, in 1983, Compact Disc technology was introduced in the United States of America, replacing the tape recorder and the cassette, being now recognized as one of the most common used resources for developing and improving the listening skill in the language classroom.

6.2.2 Video

Today, the development of listening comprehension is being also linked to the use of video materials besides the audio cassettes or CDs. These video materials can be used to build vocabulary and listening comprehension exercises from recorded news reports, movies, song clips, and more recently documentaries.

By the 1990s VHS (Video Home System) became a standard format for consumer recording and viewing. And some years later, it was largely replaced by the DVD (Digital Versatile Disc) which was first introduced in 1996, released in 1997 and became popular in 2003; and as the CD player, it took a couple of years for it to be part of the educational process.

The use of videos in the foreign language classroom also offers many benefits. According to the English teaching magazine "Forum" (volume 44, number 3, 2006) the use of videos can:

- Be more appealing and entertaining for the students than audio exclusive materials;

- Expose students to authentic language in natural situations;

- Provide a situational and visual context to language interactions; and
- Expose students to authentic nonverbal (body language, cultural traditions and verbal (register, colloquial speech) elements of language.

6.2.3 Television set

In many situations, seeing is remembering, too. Research suggests that a person remembers about twice as much when they see and hear something as when they only see or hear it. Thus, combination of images and sound have proven to be an influential aid in the learning process, resulting in more motivated students and improved learning outcomes.

Television can transform educational content into an engaging world of stories, pictures, ideas and sounds that students can actively explore. Kozma (1991) found that television's combination of multiple symbol systems—that is, its mix of spoken language, text, still images, and moving images —yields greater learning gains than media that rely primarily on one symbol system. Teachers in many disciplines are finding creative ways to incorporate television and video into their classrooms, since it is highly effective in transferring information, arousing emotions and promoting attitudes.

In El Salvador, technology was used in education for the first time in 1968 with the educative reform to strengthen the project of "Televisión Educativa" using instruction on TV (teleclasses) in the classroom that supports teachers and students of basic level of education. Besides that, the Ministry of Education used technology until 1980s through teaching

classes by television producing materials designed to reinforce the subject of

English as a Foreign Language. It shows that the use of TV in teaching English is not a new idea in our country but it's still being useful, not only for teachers but also for students in their learning process.

6.2.4 Overhead Projector

Another important advance in educational technology is the overhead projector, which helps the teacher to present the topics in a different and motivating way. In the 1970s, it became a supplement of the blackboard. As Harmer (2001, 136) states: "Overhead projectors are extremely useful pieces of equipment since they allow us to prepare visual or demonstration material. They require little technical knowledge, and usually are easy to carry around."

An overhead projector typically consists of a large box containing a very bright lamp and a fan to cool it off, on top of which is a large Fresnel lens that amplifies the light. Above the box, typically on a long arm, there is a mirror and a lens that focuses and redirects the light forward instead of up.

Transparencies are placed on top of the lens for display. The light from the lamp travels through the transparency and into the mirror where it is shone forward onto a screen for display. The mirror allows both the presenter and the audience to see the image at the same time, the presenter looking down at the transparency as if writing, the audience looking forward at the screen. The height of the mirror can be adjusted, to both focus the image and to make the image larger or smaller depending on how close the projector is to the screen.

With an overhead projector teachers and students can create unusual and stimulating images on the screen that grab the attention of students, making them wish to communicate in English.

6.3 COMPUTER MEDIA

6.3 .1 Computer

A computer is an electronic machine that can store, retrieve and process data. Nowadays, computers have a key role in people's life and in common society in general, since it facilitates some tasks at work, school, etc.

In the learning of languages, computers are playing a very important role, since they have influenced the way teachers teach and students learn. Teachers can prepare materials to print, create PowerPoint presentations, have a database of the students, keep a grading control with Excel, and many more uses. In the classroom environment, computer aided multimedia presentations help the teachers reach students with various learning styles.

Besides, educational software becomes more useful and interesting to students as graphics and video are incorporated. Larger computer storage capacity and the growing prevalence of CD-ROM and DVD drives in

personal computers make it easier for educators to store large graphic and video and sound files for educational applications.

6.4 INFORMATION AND COMMUNICATION TECHNOLOGY

6.4.1 The Internet

One of the tools that we are depending more on is the Internet. The main reason is the access to almost any kind of information in any area of knowledge just with a simple click.

The Internet in 1995 began to catch on as businesses, schools, and individuals create web pages. New graphics and multimedia tools are developed for the delivery of information and instruction using the Internet; many schools are rewiring for Internet access; a few schools install web servers and provide faculty with a way to create instructional web pages.

The growth of the Internet expands faster than predicted. It has soon become the world's largest database of information, graphics, and streaming video making it an invaluable resource for educators.

The Internet provides an unrestricted number of sources of information and data on most topics. It allows learners to look for information, meet experts in their subject matter, view information with webcam's, participate with online activities, and gain access to real documents, such as PowerPoint presentations, Word documents, video animations, images, excel spreadsheets, etc.

There are certain search engines such as Google and Yahoo that are constantly developing new ways to find information within the growing number of web pages, allowing an almost unrestricted access to millions of sites with the information needed.

6.5 FACILITIES

6.5.1 The language laboratory

The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching for foreign language learners. From their origins in the 1950s up until the 1990s, they were tape based systems using reel to reel or, later, cassette. Current installations have generally personal computers.

The audio-language laboratory has played an important role in language teaching for a long time. Its main objective was to help language students improve their audio-oral skills. With the implementation of the language laboratory, many language teachers developed new techniques in order to derive all possible advantages of this tool in the field of applied linguistics. Bygate (2001) expands on this and says that "when tape recorder and language laboratories gradually came into existence in the 1950s, they were mainly used for pronunciation, grammar and translation practice, often in the context of courses named as such" (p. 15) During the 1960s, the language lab rapidly became one of the most innovative audio components ever built; however, just as it became popular among some language teachers.

"A language laboratory is a teaching tool requiring the implementation of well-constructed tasks based on the students' needs. Language instructors

may use the language laboratory in order to improve those areas in which the students are facing problems such as structure or pronunciation. Nevertheless, this does not mean that only

these areas can be reinforced with the use of the language lab; on the contrary, all the language skills and sub-skills can be easily improved in the lab according to the level reached by learners". (Revista electrónica "Actualidades Investigativas en Educación").

When used properly, labs can greatly increase the effectiveness of good teachers, whether or not they are native speakers of the target language (Lado, p. 174). Their effectiveness relies not only on the features of their physical components but also on the quality of software used. The effectiveness of the language lab would be limited if poorly developed material (appropriate tasks) is utilized in the lab sessions.

In her book Teaching Foreign-Language Skills, Wilga M. Rivers (1970, pp. 318-321) lists three important statements related to use of the language laboratory: (a) "the language laboratory is not a method, (b) the language laboratory is not a teacher, and (c) the laboratory work must be an integral part of the language program".

The language lab session is a complement to the time spent in the classroom; in other words, "the work in any one laboratory must consist of practicing what has been taught in a previous class lesson, or work for which the students has been prepared in some way by the teacher" (Rivers, 1970, p. 320)

6.5.2 Computer room

Computer rooms are becoming more individualized in their function as part of a school. Many schools are creating labs to meet the needs of very specific areas of knowledge. These rooms should be equipped with good quality desktop computers, with access to Internet, the necessary software and a printer, and the possibility that the users store the study-related information.

6.5.3 The classroom

Classrooms are spaces that allow the process of teaching-learning to take place. The classroom environment is very important for both teachers and students. Most language learning centers have traditional classrooms, that is, the teacher at the front (popularly known as 'the sage on the stage') and students sitting on desks.

The design of a classroom says how education is viewed: how teaching occurs and how learning takes place. The motivation, goals, thoughts, actions and feelings of students are determined in part by classroom structure.

6.5.4 Facilities and furniture of a classroom

One of the most important furniture in a classroom is the student's desks, because students work on them individually or rearrange them to form small groups or different arrangements. It would be ideal if desks were light, to be able to move them easily; as well as ergonomically appropriate and well maintained to ensure students comfort.

On the other hand, there is the teacher`s desk. It is preferable to have a specific place for the teacher in order to help him/her to be well organized. In general, the teacher`s desk should have ample, lockable storage space and allow for a computer and modem connection.

Finally, it is the room as a whole. The room must be according to the number of students. Partitions and furniture should not block students' view.

Although movable or retractable walls can facilitate opportunities for team teaching or large group sessions with adjacent classrooms, the walls must be acoustically treated to provide adequate noise separation between teaching areas. Ceiling heights should be a minimum of nine feet, preferably ten or more.

All of these aspects will provide students and teachers a better teaching and learning environment.

6.5.5 Library

In an essential sense, a library is a collection of written information, usually in a book format, as well as magazines, journals, and other type of documents which users can borrow to read or study at the place or at home.

However, modern libraries are being redefined as *"paces to get unrestricted access to information in many formats and from many sources"* (Wikipedia). Thus the word 'library' has acquired a secondary meaning: *"a*

collection of material for common use" (Wikipedia). Thus with the collection of media to store information (besides books) many libraries are now access points for maps, print documents; or various storage medias, such as audio tapes, CDs, cassettes, videotapes and DVDs. Libraries may also provide facilities to access CD ROMs, subscription databases, and the Internet.

Libraries also serve as a place for students and/or teachers to *"do independent work, use computer, equipment and research materials, to host special events such as author visits and book clubs, and for tutoring and standardized testing in addition for classroom visits with collaborating teachers"* (Wikipedia)

In a university or college, this place is called an 'academic library'. These libraries have two complementary purposes: to support the school's curriculum, and to support the research of the university faculty and students. This means that a faculty can have its own library, as well as a school or department, focusing on particular areas of learning and specific materials since no single library can supply everything.

The library service should identify and stay focused on what is most important, that is, the prioritization of the resources it must have. A library also should have accessible services, convenient for all users.

In a library, organization is essential. Libraries basically organize their collections by subjects. These subjects are represented by call number systems called classification systems. There are two major classification systems: the Library of Congress (LC) Classification System with call numbers that begin with letters, and the Dewey Decimal System with call numbers that begin with numbers.

6.5.6 Facilities and furniture of a library.

A better distribution of space, good signage and a clear organization contribute to make a library an attractive and warm place to have access to the documents needed by students or teachers, so the use of space must be taken into account.

A. Space organization.

The space in the library and the characteristics of the furniture and the necessary equipment must facilitate the achievement of the objective of the library itself.

First of all, the library should be located in an accessible place; if possible it must be sufficiently silent. Besides, it is recommended that it is not located in a room with double use, which would interfere in the availability of it during the day.

This place should count on enough space for the students to work, both in groups and individually, being a good idea to create different zones for different purposes. Another important aspect is decoration, since it has an influence on the image offered to the users and even in their moods (the space organization, the color of the walls, the lighting, charts, and so on).

B. Equipment and furniture:

The library should have, within its possibilities, adequate equipment and furniture to offer different services. In an 'ideal' library, which would offer

multiple services and activities, the following spaces can be distinguished, with their correspondent equipment.

- Attention to the users, borrowing and information space: counter, space for technical work, place for computer equipment, bulletin board, display stand.
- Documentation activities: furniture for students' individual work, shelves, special furniture for magazines, file boxes, computing equipment.
- Recreational reading: zone with warm environment and furniture, which invite to a relaxing reading time.
- Other activities: complementary zones as a space for collective work, audiovisual room, storage space and file, etc.

Tables and chairs are very important. It is not convenient to use big tables that use too much space. The reading tables for four people are the most suitable option, since they permit to do collective or individual work.

Another important thing to consider is to allow students to have a direct contact with the books, which should be placed on metal bookcases. For audiovisual resources, it is necessary to use storage boxes, since dust and humidity can affect their ideal condition to be used.

The aforementioned conditions are basic for the adequate operation of a library. Taking this into account will allow supporting a proper center for learning and studying.

VII. DATA ANALYSIS

SURVEY ADMINISTERED TO THE STUDENTS OF THE FOREIGN LANGUAGES DEPARTMENT

1. Does the teacher of this subject use learning resources?
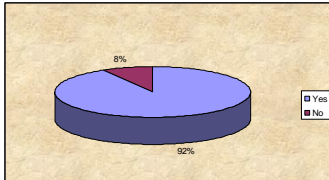
The students were asked if their teachers used learning resources in their lessons; most of them answered "yes" (92.0%), while only 8% answered "no".

If yes, how often does your teacher use technological learning resources in the classroom? Check your answers.
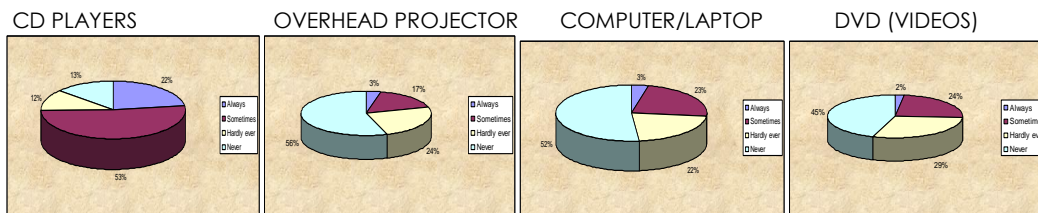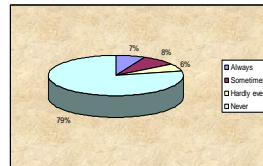
About the frequency in the use of the overhead projector, 56% said the teachers never used it, while 24% answered "hardly ever"; 17% "sometimes" and only 3% said they "always" used it in class. With the use of computer/laptop, 52% of the students agreed that teachers never used them in class, 22% answered "hardly ever"; 23% "sometimes and only a 3% answered they always used it. Concerning the DVD (videos), most of the students (45%) said teachers "never" used videos; 8% said "sometimes" 7% said "always"; and 6% said "hardly ever".

2. Which technological learning resources from the Languages Department are available for you to use? Check your answers.

CD PLAYER	OH PROJECTOR	COMPUTER/LAPTOP	**DVD (VIDEOS)**
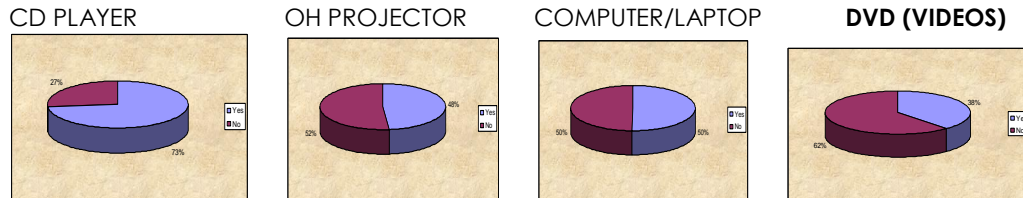
According to the students, the resources that are available for their use are: CD player (73%); overhead projector (48%); computer/laptop (50%) and DVD (videos) 38%. The resources that are not available for the use of the students were: CD player (27%); overhead projector (52%); computer/laptop (50%) and DVD (videos) (62%).

3. In your opinion, are the learning resources that the FLD has old fashioned?
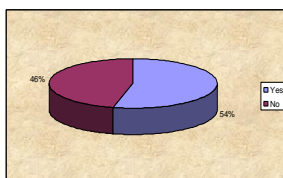
The majority in their opinions was "yes" (54%); while 46% said "no".

4. Do you think that the technological learning resources in the FLD receive the appropriate maintenance?
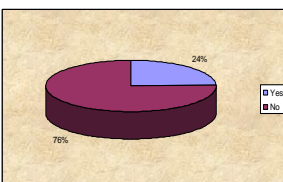
Most of them said that they did not receive the appropriate maintenance (76.0%). On the other hand, 24.0 % said "yes".

5. Have you ever used the resources at the Foreign Languages Department Laboratory on the 3rd floor of the Central Library?
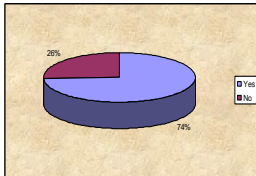
The majority of them said yes (74.0%), while 26% said "no".

If yes, how often have you used the following resources?
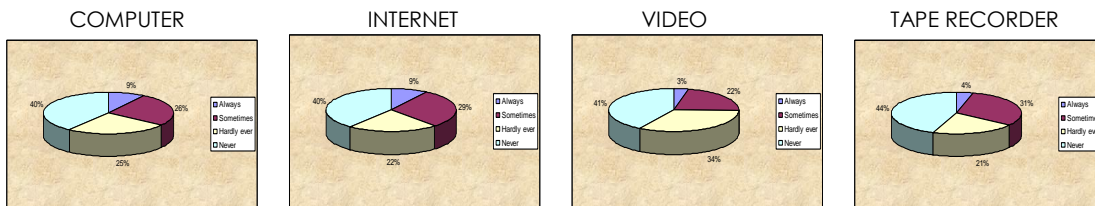
Students were asked about the frequency in the use of the resources. Concerning the use of the computer, most of them (40.0%) answered never; 26% sometimes; 25% hardly ever and 9% answered always. About the use of the internet, their answers were: never (40%); sometimes (29%); hardly ever (22%) and always (9%). The use of the video was as follows: 41% of the students never use it; 34% hardly ever; 22% sometimes and 3% always. The use of the tape recorders by the students was: never (44%); sometimes (31%); hardly ever (21%) and always (4%)

6. Have you ever needed a computer or any kind of resource in the FLD for homework or a presentation?
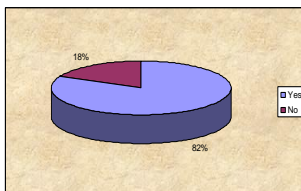
Most of them said "yes" (82.0%), while 18.0 % answered "no".

If yes, how often have you needed a computer or any kind of resource for homework or a presentation and you have not had access to it because it was not available?

In the second part of this question, for the students who answered "yes",
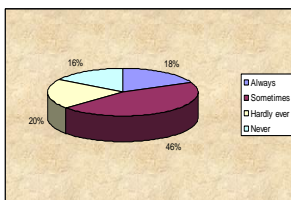
they were asked about the frequency they had needed to use a computer or any kind of resource in the FLD for homework or a presentation but it was not available. The majority of them gave the following answer: first, sometimes (46.0%); then hardly ever (20.0%); always (18.0%) and never (16.0%)

7. How often have you had limited time when using the computers at the FLD's lab or computer room?

The students were asked about the frequency in which they have had
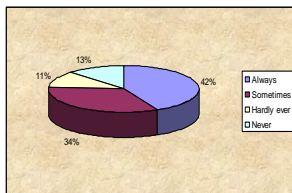
limited time when they wanted to use the computers at the FLD's lab or computer room and most of them answered always (42.0%); sometimes (34.0%); never (13%) and hardly ever (11.%)

8. Did you know that there is a library in the FLD?
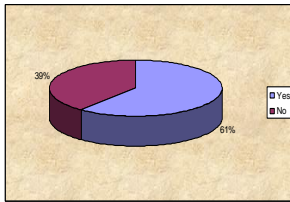
Most of them said yes (61.0%); while 39.0% said they did not know.

9. Have you ever used the library of the Languages Department?
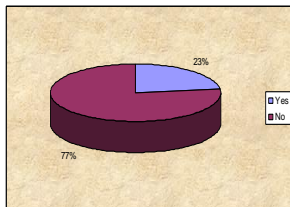
The majority answered positively (77.0%); while 33% of them answered "no".

If yes, have you found useful and updated material?
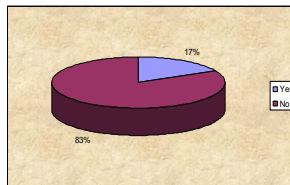
In the second part of the question, for the ones who answered "yes", they were asked if they had found useful and updated material in the FLD library. 83.0% answered yes, while 17.0% answered "no".

10. Whenever your teachers ask you for a book, have you found it in the FLD's library?
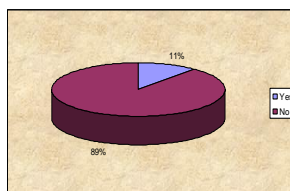
Most of them (89.0%) answered no, while only 11.0% answered "yes".

QUESTIONS TO THE TEACHERS OF THE FOREIGN LANGUAGES DEPARTMENT

1. **How often do you use technological learning resources in the classroom? Check your answers.**
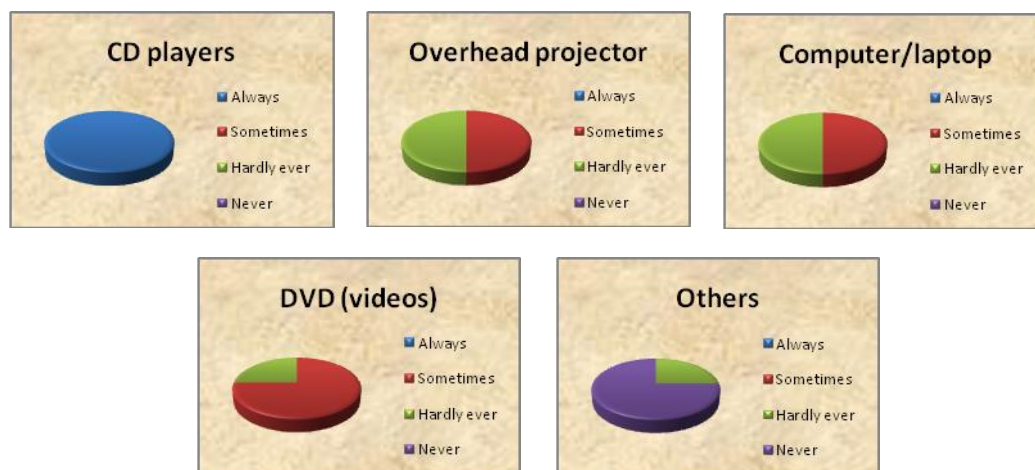
2. **Whenever you ask for any kind of learning resources in the FLD for your classes, are they available for you?**
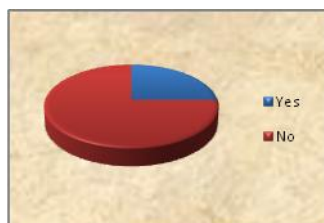
If your answer was no, explain why:

3. **Have you ever used the documentation center of the Languages Department?**

If you have used the FLD's documentation center, have you found useful and updated material?

N/A

4. **Do you think that the learning resources are enough for the amount of teachers are part of the FLD?**

5. **Can you mention any technological learning resources that the FLD does not have and probably needs?**

The teachers expressed that there are not enough resources. They need more laptops, digital projectors, more computers, all with access to Internet, a Web page of the FLD, blackboard platform, more CD players.

6. **In your opinion, are the learning resources that the FLD has old fashioned?**

If yes, explain which ones:
They said: Computers and CD players.

7. **Do you think that the technological learning resources in the FLD receive the appropriate maintenance?**
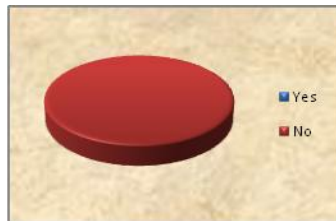
8. **Do you think that the teaching-learning resources of the FLD are appropriate for teachers?**

9. **Have you received any kind of instruction on how to use technological teaching learning resources such as computer, overhead projector, etc?**
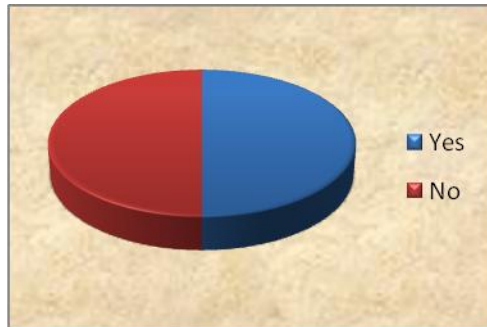
10. **Have you studied abroad?**

If yes, can you list the differences between the FLD and the University where you studied, concerning the learning resources?

The only teacher of the interviewed ones expressed that teachers have everything they need in their office.

QUESTIONS TO THE HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

1. Do you think that the technological teaching resources of the FLD are enough for the amount of teachers?

The answer was negative.

2. Is the FLD working for obtaining new teaching-learning resources?

The answer was 'yes'.

If yes, what and from whom?

The Head of the department specified that the FLD requested them from the UES administration and to embassies and countries. Also, he said that they worked on technological education projects.

3. Have you received any complaint from teachers and/or students concerning the quality or lack of teaching-learning resources?

The answer given was 'yes'.

If yes, which have been the complaints?

The answer was that there were not enough resources and that the maintenance is not good enough.

4. How often have you received those complaints?
(Always - Sometimes - Hardly ever - Never)

The Head of the department expressed that he received complaints sometimes.

5. Have you received from the teachers any project or idea which could help the improvement of the teaching-learning resources?

If yes, please explain briefly:

The answer was that in general, teachers suggest sorting more to technology as a useful aid in the FLD.

6. **Have the teachers been in any kind of training for learning to use the technological resources in the FLD?**

The answer to this question was 'yes'.

7. **Do you have any knowledge about the learning resources other universities have in their languages departments?**

The answer was positive.

If yes, do you think the FLD is at the same level of those universities?

In some areas we are better off but in some others they are doing much better. E.g. the UTEC has more computers.

8. **Is there a resource center for the teachers where they can get charts, transparencies, flashcards, educational and board games, etc…?**

The answer was yes, and the head of the department added that they had just started the resource center.

If yes, are there enough?

The answer was negative, and he added that the FLD needed more resources.

9. **Please specify the resources from the resource center:**

Besides the electronic aids, we have flashcards, games, posters, aids made out of waste material, books for teaching kids...

10. **When the Languages Department asks for materials of any kind of resources to the authorities of the School of Arts and Sciences, do they give what the department requests?**

The answer was 'not always'.

11. **Are the teachers enough for the amount of students in the FLD?**

The answer was negative, and the Head added that the FLD needs more teachers for French.

12. **Do you think that the technological learning resources are enough for the teachers?**

   The answer was 'no'.

13. **Do the technological resources of the FLD receive the appropriate maintenance?**

   The answer was negative.

14. **How did the FLD obtain the books that its library has nowadays?**

   He explained that through donations from bookstores and embassies.

15. **What's your opinion about the following issues?**

   The head affirmed the following:

   Classrooms' condition:
   They need better cleaning, more desks and garbage cans.

   Library's condition:
   We need more space. We have so many books for such a little space.

   Computer room's condition:
   We need better maintenance.

   Laboratory's condition:
   We need better maintenance and replace old-fashioned equipment.

COMPARATIVE CHART FOR THE RESULTS OF THE SURVEYS ADMINISTERED TO TEACHERS AND STUDENTS

Teachers' opinion	Students' opinion
1. Most teachers say that the resources are not available for them most of the time.	1. Students said that CD players, overhead projector, computer/laptops and DVD players are available for them most of the time.
2. All the teachers know of the existence of the library at the FLD but none of them have used it yet.	2. Most of the students know that there is a library in the FLD but the majority of them have not used it yet.
3. All teaches said that the learning resources are not enough for the amount of teachers.	3. Students say that they sometimes have had access to use computers or any kind of learning resource because they are not enough.
4. Most teachers agree that the resources are old fashioned (as computers and tape recorders)	4. Most of the students agreed that the learning resources are old fashioned.
5. All teachers said that the resources do not receive appropriate maintenance.	5. The majority of students agreed that the resources do not receive the appropriate maintenance.
6. All teachers said the teaching-learning resources are not appropriate for the teachers.	
7. Half of the teachers have had any training on the use of technological resources and half of them said no.	

VIII. Findings

The issues that emerge from these findings relate specifically to:

8.1 Need of more resources.

For the semester I in the year 2008, in the Foreign Languages Department there are 1,421 students of the three majors and fifty six teachers for these majors. All of them have access to use the two TVs, two overhead projectors, six computers, two laptops, seven classrooms, six CD players, the library, two multimedia projectors and the laboratory.

Most teachers use technological learning resources, but the majority of both teachers and students agree about the need of more resources in the Foreign Languages Department. The most remarkable one is the CD player, which is the most used. Teachers in the basic area have to share CD players because there are only six of them. The resources are available for the teacher but not at any time they would like to.

Teachers also find themselves in the need of taking their personal resources for the courses, especially computers. Students say that the language laboratory is an important tool for them but at the same time they complain about the limited schedules for using it.

Also, the Languages Department has been improving through donations from embassies, book houses and countries such as Japan and the United States. In order to have this help from other countries and embassies, some

teachers in the Foreign Languages Department needed to ask for by presenting a project in which they show the real

necessities and the benefits of these resources in the teaching learning process. For instance, the Language Laboratory was donated by Japan. At the time, it was one the most advanced technology in El Salvador used for educational purposes.

Nowadays, education requires more than before and things such as software have revolutionized the world of languages, for example some universities like Don Bosco University, Francisco Gavidia University and José Matías Delgado University have implemented a new software called "Edusoft" that is a multimedia program for English learners. The Foreign Languages Department in the University of El Salvador has not implemented it yet, even though it can be accessible for them to get it.

According to the Head of the FLD, they are working on obtaining new teaching learning resources by requesting them to the School of Arts and Sciences administration, presenting requests to embassies such the French embassy which until now has collaborated with the department in many occasions, with seminaries, congresses and so on. Another important thing is the countries' help such as Japan that has collaborated in the past. The teachers are also working on some technological education projects that perhaps in the future may be taken into account.

8.2 Inadequate use of the resources the department already has.

Even though the Foreign Languages Department does not have the latest technology compared to those in other universities, let alone the

enormous gap between universities and language schools in other countries, it has the basic resources for helping to a good extent the teaching-learning process but the problem is that sometimes there are some teachers who do not use the technological resources in an appropriate way, or

some of them do not use them even if they are available. It does not really matter if the department has old fashioned resources, such as cassettes, VHS, etc., the main point is that they work and they are still useful, and functional but they are not used properly according to the observation done by the group.

In the case of students, according to the results, some of them do not even know that the department has a library or the laboratory.

Another important point is that teachers have been hardly ever trained for using the resources such as computers, overhead projectors etc., and that situation can be a cause of any damage in the resources according to some teachers of the FLD.

8.3 Maintenance of the resources.

It has developed in a positive way, since in the past there were not any specialists devoted to the laboratory and computer room, it was the teachers who did this but according to the investigation, in the laboratory, for example none of the computers work and some equipment such as students units, tone printer, tape recorder, sometimes work fine.

The School of Arts and Sciences has its own specialists for fixing the equipment of some departments but sometimes they do not have the

correct parts, because the students' units in the lab for instance were donated by Japan and in El Salvador these are too expensive.

8.4 Economic resources.

The department is limited to the economic resources that the Financial Administration of the School of Arts and Sciences gives them, but the main problem is not the faculty, it goes beyond that. The University has a budget which is distributed among12 faculties, including the ones in Santa Ana, San Vicente and San Miguel that work as faculty even though they have many majors; and the School of Arts and Sciences has a large population, but in spite of that the budget is very limited because the university does not receive an appropriate budget from the government, even when it is requested.

In the year 2006, the assigned budget for the university was 52.6 million dollars, which is about 10.5%, of the whole superior educational budget, in 2007 it was 9.9%, that is, 52.7 million dollars, but the situation became worse because in 2008 it is 8.6% for superior education, which was 54.7 million dollars, which means less money.

IX. RECOMMENDATIONS

The following recommendations are a result of the analysis made to the surveys and interviews administered to both students and teachers of the Foreign Languages Department:

1. The first thing the FLD should do to improve its resources for language education is to research its current status concerning the learning resources, which should answer the question: *"What do we have?"* For this purpose, it would be useful to produce a summary report that may include pictures, to create a booklet or catalogue, showing as well the condition of those resources. This would require the help of all the teachers, students, everybody who works at the FLD and all the people who use the building and the resources there.

   After having the report on all the resources the department has, it is important to know how the resources are being used, answering the question: *"How are they being used?"* and how we can improve them and make them more efficient.

   Only when the previous steps are done, the administration of the FLD may be aware of the needs and the future projections derived from what we already know, answering the question: *"What do we need?"*

   Once the needs are clearly established, there must be a priorization process, in which the needs should be ranked from the most necessary to the least necessary.

Having the priorities established, and when the funds come available, the department can put together some recommendations and requests to the administration in charge of providing the resources.

2. The appropriate maintenance of the technological resources by a technician, who would repair the appliances as soon as they are failing.

3. The FLD must work on the creation of a system for distributing the equipment for the teachers in a schedule that would make the equipment accessible for all of them. This would include the availability of this equipment for the students as well, although they have to borrow them through their teachers.

4. The development of an adequate resource center for the teachers, with a borrowing system where teachers have to sign up if they borrow a book or anything, with a limited date to return it, to warrant the preservation of the resources.

5. The FLD should provide more resources to the teachers, because some of them bring their own technological learning resources in order to offer students a better learning environment. On the other hand, students also face the same problem as a consequence of lack of materials, they have to look for different ways to get the information they need for their homework. In addition, the FLD should train teachers about the learning resources and motivate them to exploit and take adequate care of the resources, and encourage students to use them.

6. Students, starting from the Basic English, should be taken into a guided tour to promote the use of the library and the laboratory. Also, they should be given a pamphlet with information about the department and its available resources for their use.

7. Teachers should be motivated and encouraged to get involved in the elaboration of researches or projects in order to obtain resources from organizations, universities, etc., since the local authorities do not provide the necessary resources to the FLD.

8. Considering the implications of this research for applying what has been found and for carrying out further studies on the resources of the FLD.

9. The creation of a special classroom with all the technological resources that can be used for presentations or conferences.

REQUESTS MADE BY STUDENTS AND TEACHERS FROM THE FOREIGN LANGUAGES DEPARTMENT

The following requests were collected from the surveys and interviews made to students and teachers of the Foreign Languages Department. They have been categorized, according to the type of resource.

<u>**Students:**</u>

1. **COMPUTER ROOM:** Plenty of updated computers, with fast internet and software for English and French. There should be at least two computer rooms and more time for using the computers. The room should have air conditioning system.

2. **LIBRARY:** The library at the FLD has to have updated books about the courses they take in their majors. There must be dictionaries. Books should be in electronic format.

3. **BUILDING:** The Foreign Languages Department should have its own building, in order not to share the classrooms with any other majors, which is annoying for the students. More trashcans, clean bathrooms and classrooms. Well equipped classrooms with better furniture. Wireless internet in the whole building.

4. **TECHNOLOGY:** more updated computers and laptops, more overhead projectors, DVDs CD players and TVs, scanners, photocopy machines.

5. **HUMAN RESOURCES:** The need of interesting, well prepared, kind, enthusiastic and creative teachers that use more materials for teaching. Secretaries that come on time. The person in charge of the laboratory should be on time and be kind. Teaches should organize their classes together with the use of technology.

6. **LANGUAGE LABORATORY:** It should be available all the time. It should be in the FLD building. It should have better and updated equipment.

7. **OTHERS:** To inform the students about the FLD learning resources, more info about the FLD, good amount of audiovisual resources. An FLD with everything in English.

Teachers:

1. **TECHNOLOGY:** More laptops and digital projectors, more computers, more CD players, the FLD should have its own web page.

2. **BUILDING:** It should have access to internet in the whole building. There should be a special room for projection and conferences and blackboard platforms in the classrooms.

X. CONCLUSION

Learning resources are fundamental for enhancing the learning conditions of any educational institution, even if it is not necessary to have the latest technology. Such is the case of the Foreign Languages Department, which does not count on the most modern technology concerning the learning of a language; however, the one it has helps significantly not only the students but also the teachers in their teaching-learning process.

In spite of this fact, the group found that one of the issues concerning the learning resources is that they are not proportional to the number of students, since over the last few years, the population of the Foreign Languages Department has increased significantly. In the year 2008 1,421 students were registered: 754 for the English Major, 583 for Modern Languages and 84 for English Teaching, and only 56 teachers, including teachers who are paid per hour.

Another issue the group found is that the resources are not being used as they should, which means that they have not been exploited to the maximum, regarding their use. For instance, the department has a language laboratory which is not being used by all the courses that would have to; also, many students do not know about the existence of the language library at the Philosophy's building.

Additionally, the majority of the resources do not receive the appropriate maintenance and the teachers are not given constant training that could help them to use those learning resources adequately. Moreover, the students are not informed about the resources available for them to use.

Another point is facilities. Classrooms and desks are not enough to cover the demand of students of some courses, so the department has to send students to other departments' buildings. Next, there is the library, which is too cramped for the books there are. Afterward, there is the computer room with five computers, two exclusively for the teachers and the rest for the students, which means that there are 477 students per computer and one computer for every 28 teachers.

Finally, it is really necessary to start working with new strategies that help the Foreign Languages Department to have more and better learning resources and to encourage exploiting and using them adequately, in order to enhance the learning conditions for both students and teachers in the Foreign Languages Department.

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XIII. APPENDIX

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Learning Resources

Foreign Languages Department

Topic: Learning Resources in the Foreign Languages Department

Learning resources: are all the means that facilitate the learning process and help to build a better learning environment, including teachers and educational technology in which the learning process takes place.

Objective: This survey is aimed at the students of the FLD in order to find out about the uses of learning resources in the Foreign Languages Department.

Directions: Answer the questions below.

11. Does your teacher use learning resources?

Yes	No

Which ones? Circle the letter(s).

a) CD players
b) overhead projector
c) computer/ laptop
d) DVD (videos)
e) Other _____

12. How often does your teacher use technological learning resources in the classroom? Check your answers.

Technological Learning Resources	*Always*	*Sometimes*	*Hardly ever*	*Never*
CD players				
Overhead projector				
Computer/laptop				
DVD (videos)				

13. Do you know which technological learning resources from the Languages Department are available for you to use? Check your answers.

Technological Learning Resources	*Yes*	*No*
CD players		
Overhead projector		
Computer/laptop		
DVD (videos)		

14. In your opinion, are the learning resources that the FLD has old fashioned?

Yes	No

If yes, explain which ones: _____

15. Do you think that technological learning resources in the FLD receive the appropriate maintenance?

Yes	No

16. Do you think that the FLD needs high technology (*Video projector, Multimedia projector and English Software etc.)* in order to be at the same level of some prestigious universities around the world?

Yes	No

17. Have you ever used the resources at the Foreign Language Department Laboratory on the 3rd floor of the Central Library?

Yes	No

If you answer was no, please explain why: _____

If yes, what resources have you used?

a) Computer
b) Internet
c) Documents
b) Video
c) Tape recorders

18. In general, which learning resources do you think the Foreign Language Department needs?
_____
_____

19. Have you had limited time when using the computers at the FLD´s lab?

Yes	No

20. Did you know that there is a library in the FLD?

Yes	No

21. Have you ever used the library of the Language
    Department?

Yes	No

22. If you have used the FLD library, have you found useful
    and updated material?

Yes	No

13. Whenever your teachers ask you for a book, have you found it in the FLD Library?

Yes	No

Thank you for your time!!

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

Topic: Learning Resources in the Foreign Languages Department

Learning resources: are all the means that facilitate the learning process and help to build a better learning environment, including teachers and educational technology in which the learning process takes place.

Objective: This survey is for the teachers of the FLD in order to find out about the uses of learning resources in the Foreign Languages Department.

Directions: Answer the questions below.

1. How often do you use technological learning resources in the classroom? Check your answers.

Technological Learning Resources	*Always*	*Sometimes*	*Hardly ever*	*Never*
CD players				
Overhead projector				
Computer/laptop				
DVD (videos)				
Others				

2. Whenever you ask for any kind of learning resources in the FLD for your classes, are they available for you?

Yes	No

If your answer was no, explain why: _____

_____

3. Have you ever used the documentation center of the Languages Department?

Yes	No

4. If you have used the FLD's documentation center, have you found useful and updated material?

Yes	No

5. Do you think that the learning resources are enough for the amount of teachers are part of the FLD?

Yes	No

6. Can you mention any technological learning resources that the FLD does not have and probably needs?

    _____

7. In your opinion, are the learning resources that the FLD has old fashioned?

Yes	No

    If yes, explain which ones: _____

8. Do you think that the technological learning resources in the FLD receive the appropriate maintenance?

Yes	No

9. Do you think that the teaching-learning resources of the FLD are appropriate for teachers?

Yes	No

10. Have you received any kind of instruction on how to use technological teaching learning resources such as computer, overhead projector, etc?

Yes	No

11. Have you studied abroad?

Yes	No

If yes, can you list the differences between the FLD and the University where you studied, concerning the learning resources?

_____

_____

Thank you for your time!!

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

Topic: Learning Resources in the Foreign Languages Department

Learning resources: are all the means that facilitate the learning process and help to build a better learning environment, including teachers and educational technology in which the learning process takes place.

Objective: This survey is aimed at the Head of the FLD in order to find out about the uses of learning resources in the Foreign Languages Department.

Directions: Answer the questions below.

1. Do you think that the technological teaching resources of the FLD are enough for the amount of teachers?

Yes	No

2. Is the FLD working for obtaining new teaching-learning resources?

If yes, what and from whom?

Yes	No

_____
_____

3. Have you received any complaint from teachers and/or students concerning the quality or lack of teaching-learning resources?

Yes	No

If yes, which have been the complaints?

_____
_____

4. How often have you received those complaints?

Always	
Sometimes	
Hardly ever	
Never	

5. Have you received from the teachers any project or idea which could help the improvement of the teaching-learning resources?

Yes	No

If yes, please explain briefly:

_____
_____

6. Have the teachers been in any kind of training for learning to use the technological resources in the FLD?

Yes	No

7. Do you have any knowledge about the learning resources other universities have in their languages departments?

Yes	No

If yes, do you think the FLD is at the same level of those universities? Explain:

_____
_____

8. Is there a resource center for the teachers where they can get charts, transparencies, flashcards, educational and board games, etc…?

Yes	No

If yes, are they enough?

Yes	No

9. Please specify the resources from the resource center:

_____
_____

10. When the Languages Department asks for materials or any kind of resources to the authorities of the School of Arts and Sciences, do they give what the department requests?

Yes	No	Not always

11. Are the teachers enough for the amount of students in the FLD?

Yes	No

If no, how many more teachers do you think the FLD needs?

_____
_____

12. Do you think that the technological learning resources are enough for the teachers?

Yes	No

13. Do the technological resources of the FLD receive the appropriate maintenance?

Yes	No

14. How did the FLD obtain the books that its library has nowadays?

_____
_____

15. What's your opinion about the following issues?

Classrooms' condition

_____
_____

Library's condition

_____
_____

Computer room's condition

_____
_____

Laboratory's condition

_____
_____

Thank you for your time!

GENERAL INVENTORY OF THE FOREIGN LANGUAGES DEPARTMENT

The Philosophy Department shares the building with the Foreign Languages Department. The Heads of the Departments' office are located on the third floor, where there are the offices for the teachers, who have their own desk and chair. In sum, there are 15 computers, which are shared by some teachers. In some cases, there is one computer for four teachers, and there are some teachers that have one per each, it depends on the teaching load.

There are 15 classrooms in the building but only 7 are used for the FLD classes. There is one whiteboard per classroom.

There is one laboratory located on the third floor of the Main Library and a computer room, located in the FLD and Philosophy building. Inside the building there is a special place to study or read, for the students of both departments and there are 3 informative boards. In the basement, there is a meeting room and the FLD's library, too.

INVENTORY OF THE LABORATORY

Quantity	Item	State		
		Good	Medium	Bad
5	Computer			X
48	Student units			X
54	Chairs	X		
1	Multimedia projector	X		
1	Tone printer			X
2	Air conditioning system	X		
1	Screen		X	
1	Tape recorder			X
1	Scanner			X
2	Console monitor	X		
1	Projector	X		
1	DVD player	X		
1	TV set		X	
1	Sound equipment	X		
2	Cassette burners		X	
1	Audio console			X

DOCUMENTS AT THE LABORATORY

- Special Michael Berger N° 11
- Special Michael Le Forestier N° 9
- Special Renaud N° 10
- 5 VHS collection series Tot Moon (only 4 were found)
- 3 VHS collection On the road with Charles Kuralt
- Ellis Islan collection, 3 VHS
- The American short story, VHS (5 VHS collect., the American President)
- 9 VHS collection, the West
- 3 VHS collection, Liberty, the American Revolution
- 4 VHS collection. Roosevelt
- 45 VHS collection.
- 5 VHS collection. The story of English
- 7 VHS collection. Ken Burns (sólo se encontraron5/6 VHS.
- Original: 1 Statue of Liberty
- 1 Batman
- 1 Bruce Lee
- 1 Mark Twain Tonight
- The real Bruce Lee
- Door to Domino
- The American Short Store
- Dalmatiens
- Les visiteurs
- Découverte de la France. Culture
- Sciences et Technologies, jeunesse et sport protraits
- The jully comer
- The blue hotel
- Love another. Sorows

- 8 VHS collection Cold War

- The American short story. Collection

- The American short. The man that corrupted

- Soldieer's home

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- Amour en chansons

- The scorpion king

- 8 VHS collection. The history of American Art architecture

- 6 VHS collection. America's Historic Trails

- 6 VHS collection. The president collection

- 6 VHS collection. United States. Capital State history

- 4 VHS collection. The president Truman, Ike

- Paul Taylor. Dandemaker

- Jubilee singers

- Empire of the air

- Pieon peathers. The american short story

- Cat on a hot tin roof

- Scenic wonders of America

- The greatest man in the world. The amerincan short story

- Barn . burning the american short story.

- Paul's case. The american short story

- Skyline 3 VHS

- Skyline 2 VHS

- Skyline 1 VHS

- Interchange intro VHS

- New interchange 1 video VHS

- Interchange 2 VHS

- New interchange 3 VHS

INVENTORY OF THE COMPUTER ROOM

Quantity	Item	Condition		
		Good	**Medium**	**Bad**
10	Computer			X
1	Laser printer			X
1	TV	X		
1	Multifunctional photocopy machine		X	
9	CD players		X	
8	Computer workstation			X
15	Chairs	X		
1	File cabinet		X	
1	Air conditioning system		X	

INVENTORY OF THE LIBRARY

(DOCUMENTATION CENTER)

There are 343 books. Most of them have been donated by the American Embassy. These books are divided in the following categories:

- Computing
- Psychology
- Economics (Business, etc.)
- Social Sciences (Politics, etc.)
- Science (Mathematics, Chemistry, Biology)
- English teaching (methods, teacher's guides, etc.)
- Literature (drama, poetry, readings, classics, etc.)
- Health
- Culture
- History
- Writing (Composition, etc)
- Others (one book in German)

XIII. APPENDIX

Learning Resources

Foreign Languages Department

Topic: Learning Resources in the Foreign Languages Department

Learning resources: are all the means that facilitate the learning process and help to build a better learning environment, including teachers and educational technology in which the learning process takes place.

Objective: This survey is aimed at the students of the FLD in order to find out about the uses of learning resources in the Foreign Languages Department.

Directions: Answer the questions below.

23. Does your teacher use learning resources?

Yes	No

Which ones? Circle the letter(s).

f) CD players
g) overhead projector
h) computer/ laptop
i) DVD (videos)
j) Other _____

24. How often does your teacher use technological learning resources in the classroom? Check your answers.

Technological Learning Resources	*Always*	*Sometimes*	*Hardly ever*	*Never*
CD players				
Overhead projector				
Computer/laptop				
DVD (videos)				

25. Do you know which technological learning resources from the Languages Department are available for you to use? Check your answers.

Technological Learning Resources	*Yes*	*No*
CD players		
Overhead projector		
Computer/laptop		
DVD (videos)		

26. In your opinion, are the learning resources that the FLD has old fashioned?

Yes	No

   If yes, explain which ones: _____

27. Do you think that technological learning resources in the FLD receive the appropriate maintenance?

Yes	No

28. Do you think that the FLD needs high technology (*Video projector, Multimedia projector and English Software etc.*) in order to be at the same level of some prestigious universities around the world?

Yes	No

29. Have you ever used the resources at the Foreign Language Department Laboratory on the 3rd floor of the Central Library?

Yes	No

    If you answer was no, please explain why:
   _____

    If yes, what resources have you used?

   a) Computer
   b) Internet
   c) Documents
   b) Video
   c) Tape recorders

30. In general, which learning resources do you think the Foreign Language Department needs?
   _____
   _____

31. Have you had limited time when using the computers at the FLD´s lab?

Yes	No

32. Did you know that there is a library in the FLD?

Yes	No

33. Have you ever used the library of the Language
    Department?

Yes	No

34. If you have used the FLD library, have you found useful
    and updated material?

Yes	No

13. Whenever your teachers ask you for a book, have you found it in the FLD Library?

Yes	No

Thank you for your time!!

Topic: Learning Resources in the Foreign Languages Department

Learning resources: are all the means that facilitate the learning process and help to build a better learning environment, including teachers and educational technology in which the learning process takes place.

Objective: This survey is for the teachers of the FLD in order to find out about the uses of learning resources in the Foreign Languages Department.

Directions: Answer the questions below.

12. How often do you use technological learning resources in the classroom? Check your answers.

Technological Learning Resources	*Always*	*Sometimes*	*Hardly ever*	*Never*
CD players				
Overhead projector				
Computer/laptop				
DVD (videos)				
Others				

13. Whenever you ask for any kind of learning resources in the FLD for your classes, are they available for you?

Yes	No

If your answer was no, explain why: _____

_____

14. Have you ever used the documentation center of the Languages Department?

Yes	No

15. If you have used the FLD's documentation center, have you found useful and updated material?

Yes	No

16. Do you think that the learning resources are enough for the amount of teachers are part of the FLD?

Yes	No

17. Can you mention any technological learning resources that the FLD does not have and probably needs?

_____

18. In your opinion, are the learning resources that the FLD has old fashioned?

Yes	No

If yes, explain which ones: _____

19. Do you think that the technological learning resources in the FLD receive the appropriate maintenance?

Yes	No

20. Do you think that the teaching-learning resources of the FLD are appropriate for teachers?

Yes	No

21. Have you received any kind of instruction on how to use technological teaching learning resources such as computer, overhead projector, etc?

Yes	No

22. Have you studied abroad?

Yes	No

If yes, can you list the differences between the FLD and the University where you studied, concerning the learning resources?

_____

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Thank you for your time!!

Topic: Learning Resources in the Foreign Languages Department

Learning resources: are all the means that facilitate the learning process and help to build a better learning environment, including teachers and educational technology in which the learning process takes place.

Objective: This survey is aimed at the Head of the FLD in order to find out about the uses of learning resources in the Foreign Languages Department.

Directions: Answer the questions below.

3. Do you think that the technological teaching resources of the FLD are enough for the amount of teachers?

Yes	No

4. Is the FLD working for obtaining new teaching-learning resources?

If yes, what and from whom?

Yes	No

_____
_____

3. Have you received any complaint from teachers and/or students concerning the quality or lack of teaching-learning resources?

Yes	No

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5. Have you received from the teachers any project or idea which could help the improvement of the teaching-learning resources?

Yes	No

If yes, please explain briefly:

_____
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6. Have the teachers been in any kind of training for learning to use the technological resources in the FLD?

Yes	No

7. Do you have any knowledge about the learning resources other universities have in their languages departments?

Yes	No

If yes, do you think the FLD is at the same level of those universities? Explain:

_____
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Yes	No

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Yes	No

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```
_____
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```
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2	Air conditioning system	X		
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1	Tape recorder			X
1	Scanner			X
2	Console monitor	X		
1	Projector	X		
1	DVD player	X		
1	TV set		X	
1	Sound equipment	X		
2	Cassette burners		X	
1	Audio console			X

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INVENTORY OF THE COMPUTER ROOM

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1	TV	X		
1	Multifunctional photocopy machine		X	
9	CD players		X	
8	Computer workstation			X
15	Chairs	X		
1	File cabinet		X	
1	Air conditioning system		X	

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There are 343 books. Most of them have been donated by the American Embassy. These books are divided in the following categories:

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- English teaching (methods, teacher's guides, etc.)
- Literature (drama, poetry, readings, classics, etc.)
- Health
- Culture
- History
- Writing (Composition, etc)
- Others (one book in German)

PHOTOS OF THE RESOURCES FROM THE FOREIGN LANGUAGES DEPARTMENT

-2008-

The FLD's laboratory
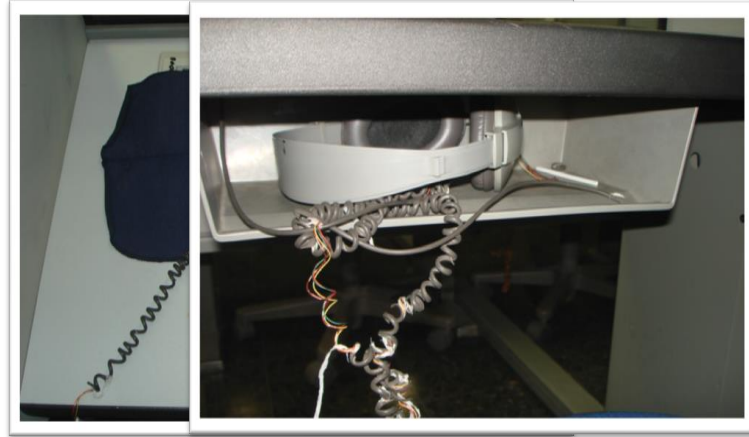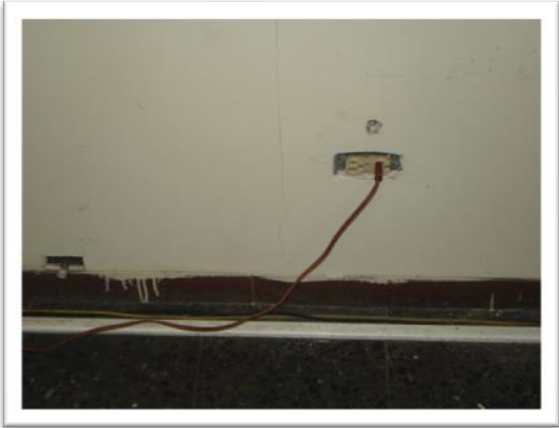
The FLD's Computer Room
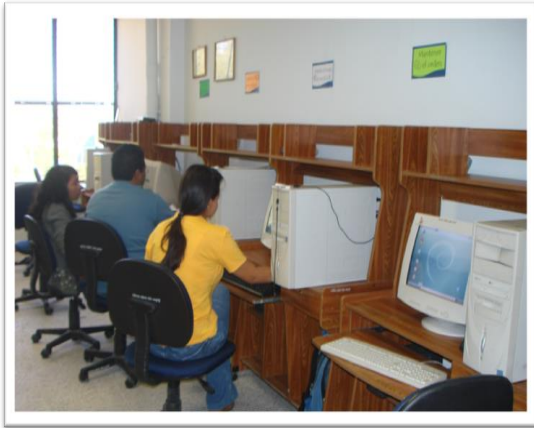
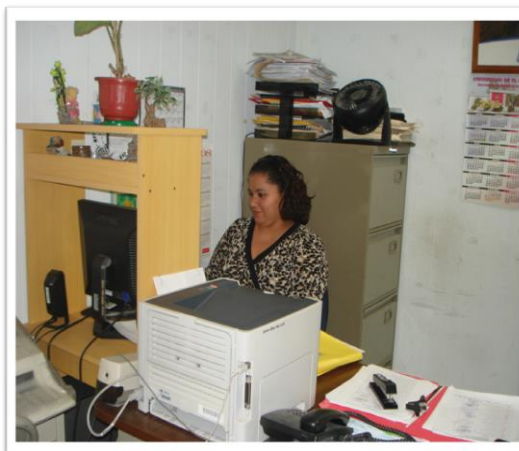**Teachers's Offices**
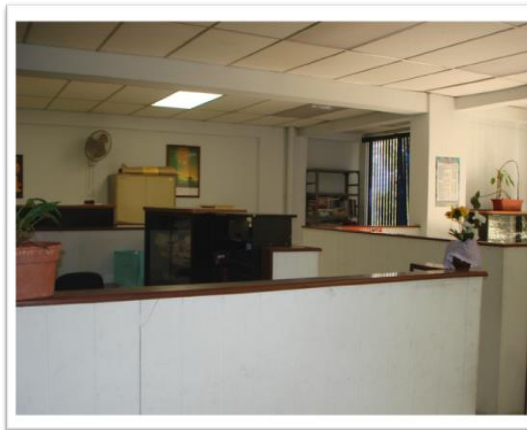
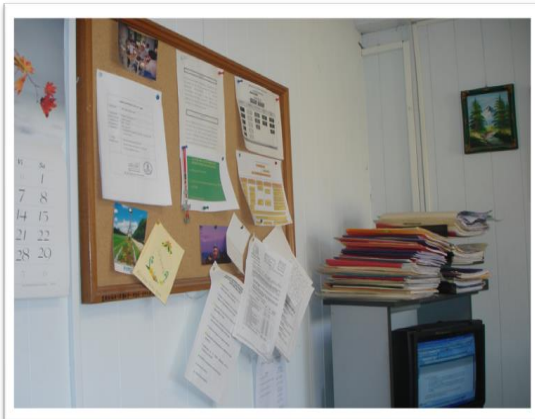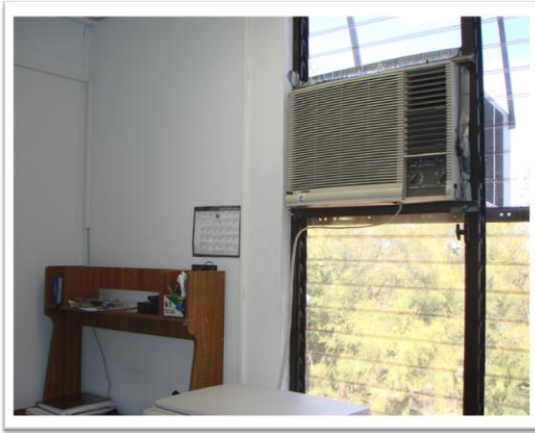**Foreign Languages Department's Office**

Head of the Department's Office

Learning Corner

A classroom

Bulletin Board