BUSINESS PLAN DESIGN FOR THE CREATION OF A LANGUAGE RESOURCE CENTER AT THE ECCI UNIVERSITY

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We thank God to give us faith to finish this business plan as grade option and conclude our professional career. To our parents for their support and motivation in this process. To teachers who intervened with their knowledge, and finally to Emmy and Shane for the information gave us.

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Abstract

This business plan wherein proposes the implementation of a Language Resource Center (LRC) for the ECCI University. Through this language resource center, students' continuing need of language resources and technology to back those needs will be developed and contribute to not only the Modern Language department, but also the school in its entirety. This paper explains the design of the LRC and looks at data that was collected to improve the learning at the center. By not only looking at the needs of the school, but also the needs of the students, this proposal gives a detailed overview of how this kind of language resource could be implemented effectively to better language instruction at the ECCI University.

By considering the data collected, we are proposing the creation of a dynamic and innovative-learning place. The goal of this project is to offer services that can contribute to the language-learning process and help the school expand its language-learning resources. The LRC will offer different learning tools that will facilitate the development of language skills. These tools include language software, authentic materials written in targeted foreign languages, and opportunities for the students' to practice oral skills with native speakers online. Finally, the proposal looks for the integration of both quality services and quality spaces that allow students to have access to different learning tools.

RESUMEN

En este plan de negocios se propone la implementación de un centro de recursos de lenguaje en la Universidad ECCI, el cual surge como respuesta a la necesidad de espacios complementarios para el aprendizaje y la práctica de los diferentes idiomas, ofertados en el programa de lenguas modernas de la Universidad ECCI. En el desarrollo del documento se expone el diseño de lo que sería el Centro de Recursos de Lenguaje a partir de las necesidades, gustos y opiniones de los estudiantes; antecedentes y soporte teórico. Como resultado de este análisis, se propone un escenario real, dinámico e innovador para el Centro de Recursos de Lenguaje sea implementado, con el fin de prestar un servicio que contribuya al proceso de

aprendizaje de idiomas de los estudiantes y logre generar un impacto positivo para la universidad como valor agregado, lo anterior teniendo en cuenta que el estudiante se encontrará en diferentes contextos y podrá desarrollar sus habilidades a través de los mismos, como lo son: el hábito de lectura en la biblioteca, adquisición de conocimiento e información en la sala de cómputo por medio del software y búsqueda en internet y la habilidad de habla y escucha en una lengua extranjera, en la sala social. Finalmente, la propuesta buscar integrar la calidad de un servicio con la calidad del espacio físico: cómodo, práctico y accesible para los estudiantes.

Introduction

This project aims to improve the school services and education offered by the ECCI University. Under the philosophy of "Humanism, Science and Technology," which is the motto of this university, the implementation of technology to further foreign language instruction is needed in order to keep up with the changing environment in second language acquisition. Being language professionals, we have the commitment to develop projects that facilitate foreign language learning and design strategies for programs that will foster said commitment (Universidad ECCI, 2017). Taking this into account, we endeavor to design a LRC for the ECCI University that can be used by teachers and students in the Modern Language department.

Languages are a key aspect in the current world, for this reason, educational institutions have been commited to implement strategies that contribute to language learning process, one of this is LRC implementation. The LRC can be seen as a space conceived to utilize materials to support people in the process of learning different modern languages. In this kind of center, there is a variety of materials to help facilitate language learning, including but not limited to the following features DVDs, videos, CDs and cassettes, manuals, reference books, dictionaries, encyclopedias, authentic materials, magazines, newspapers, anthologies, books, textbooks, novels, literature, informational brochures. These materials are necessary with the changes and demands in the field of second language acquisition.

The effective implementation of the LRC will have a profound effect on how learning happens at the ECCI University. In an essay posted on *The Economist* entitled "A survey of high education", it is stated that there are three reasons are stated whereby higher education is changing: affordability, competence, and the importance of knowledge within the world economy. When referring competence, the essay underlines the following: "traditional universities are being forced to compete for students and private companies are trying to break into a sector." In consideration of this outlook, it is undeniable that nowadays universities are required to be more competitive by providing as many educational tools as they can. As such, the LRC is one part of an effort to position the university according to market trends.

As mentioned before, the LRC is considered as a necessary part in the language learning process, since it integrates different resources, all of which focus on improving language acquisition. One of the basis of the proper LRC functioning well is technology. We believe that through the implementation of a language center at this school, students can have access to new technologies and materials that will promote foreign language learning. This is supported by Warschauer when he says states:

With the World Wide Web, learners can access a broad array of authentic foreign language materials in a variety of media, or they can develop their own material…. "Technologies will not revolutionize, or even improve language learning unless they are well understood and intelligently implemented" (Warschauer, 1996. p. 9).

The virtues of technology and the internet are already well known; therefore, this is an opportunity that the school must implement in order to improve its language learning facilities.

Finally, the importance of the implementation of a language center is vital in a country where not everyone has computer or access to internet. It allows teachers to have access to new technologies for teaching foreign languages (i.e. visual aids, audio books, videos, software to administer language exercises, etc.). Besides that, it also allows teachers and learners to have access to authentic material that would not otherwise be readily available. Additionally, language resource centers have been implemented in different higher education institutions around the world, such as Harvard University (United States), Universidad Santiago de Compostela (Spain), University of Minnesota (United States), University of St. Thomas (United States), among other well-known American schools. More locally, Universidad del Valle (Cali, Colombia), Universidad de La Sabana (Chía), Universidad Nacional de Colombia, and Fundación Universitaria Konrad Lorenz in Bogotá have all these kinds of resources.. All of the reasons above support the implementation of the LRC at the ECCI University.

1. Methodology

1.1 Problem Statement

Over the past nine semesters, it has been experiencing that the Modern Languages department currently would benefit from resources that enable learners to practice different foreign language skills (listening, phonetics, reading, speaking, etc.). The idea of designing a Language Resource Center (LRC) at the ECCI University came out of this need—to fulfil students' language learning needs and provide technological resources to learn foreign languages. The LRC itself is a physical space where students can access a variety of learning tools to foster continuous learning.

This paper develops the LRC proposal and contains a business plan, in which the viability of the project is affirmed through market research and the support of theoretical bases. The paper also looks at the financial implications, the organizational structure and financial analysis of the construction of the LRC. As a result of this process, the construction of the center will not only meet students' needs but also be financially sound through funding support from the ECCI University.

The problem question chosen for this business plan is: **How do we design a business plan for the language resource center (LRC) that is economically viable for ECCI University?**

1.2 Objectives

1.2.1 General Objective

The general objectives of this paper are twofold:

Proposing the creation of a new space for language learning

Showing the design and cost of such a center at the ECCI University.

1.2.2 Specific Objectives

More specific objectives of this plan include:

Designing a business plan in response to the need of complementary learning spaces for students of Modern Languages at the ECCI University in Bogotá.

Identifying the possibility (in costs) of implementing a Language Resource Center at the ECCI University.

Evaluating the commitment that implies the Language Resource Center implementation for the ECCI University through structuring of the business plan.

Contributing with the investigation area in the Modern Languages program of the ECCI University

Introducing this business plan of the Language Resource Center to the general management of the ECCI University.

1.3 Methodological Framework

1.3.1 Type of Investigation - Market Research

According to *Invvestigación de mercados,* there are two research lines: research for identifying the problem and research for the solution to the problem. The line applied to this business plan is research for the solution of the problem, which findings are used for making decisions that will resolve specific problems. It is noted that most companies apply this research type (10). Moreover, the rationality for using this research line is that the problem has already been identified (the lack of spaces for learning and practising languages). Drawing from this, the project focuses on designing a strategy as a solution to that problem.

1.3.2 Techniques for data collection

1.3.2.1 Questionnaire

The techniques used for data collection include: questionnaires, in-depth interviews, and surveys.

The questionnaire used for this project was a group of formal questions for getting information about students in the Modern Language department and was one key method in the data collection process. When conducting a questionnaire, there are three objectives one must consider. First, it should translate the necessary information in a group of questions that responders can answer. Second, the questionnaire should motivate and stimulate the responder to participate in an active way, thus providing useful data for the evaluation process. Third, the questionnaire should minimize response error. (Malhotra , 2008)

This technique will be applied through a questionnaire with five non-structured questions (open-ended questions that responders can answer with their own words, thus minimizing potential bias). The results of this questionnaire will then offer information about three main aspects: viability, importance, and characteristics of the LRC (Hair, 2010).

1.3.2.2 In-Depth Interview

The in-depth interview consists of a group of questions posed by a competent interviewer, commonly face to face. There are three main objectives of this technique:

Getting preliminary notions about the interviewee's opinions and thoughts,

Obtaining free and well-detailed comments, beliefs, and opinions that can be useful for properly understanding the interviewee's ideas and motivations,

Making the interviewee communicate with the highest detail and knowledge about an object or topic. (Malhotra , 2008).

Out of all these questions, the last one is the most appropriate because this technique is focused on getting relevant information to organize the business plan.

This methodology was applied with the coordinator of the LRC at the Universidad Nacional de Colombia. Through this technique it is possible to get accurate and relevant information in order to have an antecedent and solid base for the business plan.

1.3.2.3 Survey

The survey is a technique to get information and is based on questioning individuals who pose a group of questions about their behavior, intentions, attitudes, knowledge, and motivations, as well as demographic characteristics and about their lifestyle. These questions can be posed verbally, written or through a computer, and the answers can be received in any of these three ways. Generally, the survey is very structured, referring to the standardization grade imposed by the collecting data process. (Hair, 2010).

The survey is classified into direct or indirect questions that depend on whether the participants know the real purpose of the questions. This process will be applied to the students of Modern Languages at the Universidad ECCI with the objective of gaining more information about the LRC.

This survey aims to identify the students' opinion in: the importance of implementing a LRC, how useful it would be, and what would the participation level be among other aspects. Through this, first-hand information about the needs and expectations of the intended users can be explored and later implemented to fulfill those needs.

1.3.3 Population and sampling

1.3.3.1 Population

The population for data collection is the Universidad ECCI community, which includes both students and teachers. The students' participation is completely necessary since the general objective of this project is intended for students in the Modern Languages program. Through their participation in the data collection, it will be possible to identify the real need of the students, their expectations, the expected usage of the LRC, as well as identifying unknown findings.

In addition, the opinion from the teachers of the Modern Languages department is also considered to be useful in the effective execution of the project. By looking at their needs and expectations, different perspectives will be analyzed, which will verify the need of a LRC at the Universidad ECCI. Finally, the last population is external, in this case it is represented by the members of the LRC of other Universities in Bogota.

1.3.3.2 Sampling

The sampling method used is '*Sampling for judgement'* or intentional. This method was chosen for sampling because it accomplishes the requirements of the research. It also provides a non-probabilistic sampling.

This type of sampling is useful for the research when looking at the characteristics of the population, which is in a delimited place, as it is the Universidad ECCI and the main demographic characteristic is its occupation, particularly the career modern languages major. (Hair, 2010)

The chosen sample has been classified in the following chart:

Table 1. *Techniques for Data Collection*

Techniques for Data Collection	
QUESTIONNAIRE INTERVIEWERS	**Five modern language teachers of the** Universidad ECCI.
IN-DEPTH INTERVIEW	The coordinator of the LRC - Universidad Nacional de Colombia A coordinator of the Language Resource Center '*Studium'* of the Sabana University*
SURVEY	72 students from the Modern Languages program of the Universidad ECCI

Source: The Authors

The sample for this business plan is "Sampling for quota", which allows a defined number of people. This kind of sampling measures both the attitude and behavior of the students. With the sampling, the main intention is to look at the interest that students will have in a LRC and the viability of including it at the ECCI University.

1.3.4 Collection, classification, analysis and, interpretation of the data

1.3.4.1 Collection

1.3.4.1.1 Questionnaire

The collection of the data for this technique is made through five (5) open-ended questions given to five teachers in the Modern Languages department at the Universidad ECCI. These questions are designed to know the teachers´ opinion about a language resource center implementation at the Universidad ECCI. The questions are as follows:

Do you consider necessary to implement a Language Resource Center at the University? Justify your answer.

Would the Universidad ECCI gain any benefit after implementing the Language Resource Center? Which kind of benefits would it gain?

Do you consider it reasonable to include a fee in the students´ tuition for the use of the Language Resource Center?

Which elements do you consider relevant in terms of classroom settings and physical space?

What aspects do you consider important regarding to what a school should offer in a Language Resource Center?

The questionnaire was filled out individually by every professor, who was told previously about the context of the questions but with no details, thus making it possible to collect more informative and unbiased answers. For collecting the answer it was necessary to have a voice recorder and the printed questionnaire.

1.3.4.1.2 Survey

The survey was given to 79 students from the evening schedule in the Modern Language department at the Universidad ECCI. The survey was originally proposed to be applied online, through Google forms due to the easy access, costs, time, and data collection. Nevertheless, it did not work because the level of participation was too low. As a consequence, it was applied through the face-to-face method.

The survey was comprised of 12 questions, 3 of which were demographic questions made in order to determine some features of the profile.

How old are you?
In what semester are you?
In which schedule do you study?

The 9 questions left were designed to understand the students' opinions about different aspects related to the LRC.

1.3.4.1.3 In-depth interview

This interview is a very important source for this project since it is from a prestigious Colombian university (Universidad Nacional de Colombia), which already has a great LRC. The results obtained in this interview allow us to have a better idea of what a LRC is and may guide this project because of the real experience of a university running a LRC.

The interview was made to the library coordinator, Diego Felipe Barato. The objective of this interview was to collect relevant and sufficient information for our business plan structure.

The first part of the interview was to contact the interviewee and to introduce him to the project subject in order to give him information about the interview and let him know what expectations we had. That allowed us to get accurate and detailed information about their LRC.

The second part was the interview, which was recorded. The following are some questions we prepared:

How long has been this Language Resource Center working?

Through these questions, we were able to understand many aspects of the LRC that worked and did not work. The interview lasted 30 minutes.

1.3.4.2 Classification, analysis and, interpretation

These three steps of the investigation are unified in categorization of data. For this, it has been divided into four categories: need, viability of the service, physical plant, and technological and bibliographic resources.

1.3.4.2.1 Need

This category has been named as Need taking the results of the survey and interview as baseline. A need is, according to Philip Kotler, "a sensation of lack of something, a physiological o psychological state." This definition implies that needs have a great deal of subjectivity, not necessarily the lack of which but the sensation of lack. According to psychologists the needs are not created by society or marketing but rather are part of human nature (Larripa, s.f.).

Such human nature is also driven to meet this lack. The results of the collecting methods allowed to classify the perspective of students, teachers and remaining participants toward the LRC as a need**.**

This category is the first to be taken into account, since it is necessary to identify the viability of the business plan and understand which of those the LRC will meet. Reinforced through the collected data from questionnaire as well as survey and interview, it was possible to identify that there is an evident need to create new spaces of complementary learning for modern language students at the Universidad ECCI. The aforementioned need is related to a physical space, support material and the creation of an environment in which students can practice the target language, whether it be English, French or German. It was possible to find similar answers in all of the samples, including such teachers´ responses as.

"It is a necessary to implement a LRC in order to develop the skills, because usually there isn't already a space, besides the classroom, in which it is a truly communicative space. This physical space offers the opportunity for the meeting and interaction between students but also teachers… Let's say it is enough argumentative the fact that, a high education institution requires always a physical space for this. However, I think it could be complemented through other space, such space can be thought in virtual terms".

Through this response, one can see the need in implementing a LRC. It is also possible to say that although Universidad ECCI offers a modern language program with enough faculty and efficient complementary services such as 'Atenea' virtual library, agreements and support

material, it is still necessary to give an exclusive space for modern language students, just like students in the other programs.

The Information taken from the questionnaire question "Do you agree with the implementation of a LRC in the Universidad ECCI? Why?" was very useful in understanding the need of the LRC. The responses allowed us to see different perspectives and a better description of students' point of view in relation to the LRC implementation. Firstly, they showed that students consider it a good option because of a lack of language immersion out of class. They see this space as an opportunity to strengthen their foreign language learning. In addition, the LRC can be an innovative tool in that it will allow the students to explore different kinds of information and fonts for the development of language skills. In this way, the students will have new experiences in the language learning process and overall be satisfied in what they acquired. Besides, taking into account the responses, there is a common need in the students in that they insist in a space where they can make use of the language and improve their skills through this participation. It could be implemented through conservatories, conferences among other activities that imply oral communication between students.

It is also important to analyze the perspective of the experience of the library coordinator of the LRC at the Universidad Nacional de Colombia. This interview has allowed us to identify that the function of the LRC is to meet the students' needs, specially the needs of more than 60% of the Philology and Languages students who use the LRC. This figure is representative when taking into consideration the high prestigious of the program of this university nationally and internationally. According to *QS World University Rankings by Subject,* the program of modern languages or philology of UNAL is among the 100 best universities of the world (Revista Semana, 2017). Regarding this, it is possible to conclude that implementing a LRC is a very effective and useful strategy of the universities, both public and private institutions. There is no other objective more than accomplishing this: to meet the students´ needs of increase the outreach of its foreign language learning process.

A need can be measured in terms of apparent consumption, which is knowing how long students are willing to spend in the LRC. Of those surveyed, 46.8% said they will spend from 0

to 2 hours per week, followed by 3-5 hours with 41.8 %. This result is valid when considering the following two facts; first, the sample consisted of students from evening schedule, which implies that they are not just students but workers and have limited free time; second, even though there was a limitation when responding if they agree with the implementation of the LRC, they all agreed. In conclusion, students recognize not just approving the LRC but indicate a high level of participation. Although they may feel tired due to their job and daily routines, they consider it is important to devote extra time in the learning process. Students who responded 3-5 hours per week may belong to people with a flexible job shift, or do not work or they are really interested in this type of project.

1.3.4.2.2 Characteristics of the service

In this category we will analyze the responses that contribute to identifying relevant aspects to the service itself in terms of acceptance, content and benefits. *How useful would be this service for you?* This is the first questionnaire question, and its the responses of which allow us to know the importance level of the LRC in the case that it were implemented. In terms of percentages, for 26.6% of the responders the implementation of the LRC is extremely useful, combined with the 44.3% who responded that it is very useful. Thus the number of students in the sampled population who approve this as extremely and very useful is 70.9%. This demonstrates the interest on the part of the students when using this type of service within the university. All the samples in their different collection techniques concur in one point in relation to the benefit that a LRC may lead to for students or users: A LRC *which include properly and sufficient learning tools will contribute to educate optimal professionals.*

Relevant information is taken from the question "*from 1 to 3, being 1 the option of most preference and 3 the lowest preference.*" The most common option chosen was "to *participate in activities such as: conservatories, debates, seminars among others...*" This allows us to infer that there is no doubt that modern language students want to have any additional space in which they can interact in French, German and English, thus applying their language skills learned in classroom. Second, the option "*to find books based on your preferences in a foreign language*" and finally the students chose "*to access specialized software in foreign language learning*" as

their lowest preference option. When looking at these figures, it is evident that there is a strong need for technology or supporting material. For that reason the service offered by the LRC must cover mentioned the aforementioned needs. Although technology and supporting material are mandatory in the process of learning, such elements are useful in appropriate spaces in terms of their physical condition and proper organization. The LRC is a place seen as part of autonomous learning; however it must be managed by an appropriate staff, which provides a guide in the use of proper material.

Another aspect to analyze in service is the consequences it leads to, mainly for the university. 55.9% of the students think that the LRC implementation would impact the image of the university in a very positive way and 39.2% consider it would be positive**.** Likewise, the teachers surveyed also concur in the benefits for students in terms of improving their linguistic levels in each language. This means they would be more qualified at the end of their career because they would have an additional space for deepening and developing their skills. It would be reflected in the goodwill of the university and the modern language program. It also opens a precedent to extend this service to all the Universidad ECCI students. A fact that supports this conclusion is what the library coordinator in Universidad Nacional de Colombia said: *"this resource center is visited by many students of other academic programs, even it is visited by students from other universities"* he also said "recently we had the reaccreditation of the programs and part of that was because of the LRC." In this sense it is valid to say that by means of the implementation of a LRC the Universidad ECCI may have a good opportunity to extend its market target and diversify the options of services that are offered to the students. It could also be important in obtaining accreditation.

1.3.4.2.3 Physical plant

The question, *being that the* LRC is *a space for autonomous studying, what importance do you gives to the preceding statement?* The most important aspect was *to find knowledgeable information,* which can be interpreted that the LRC would be a space for self-directed learning. In this kind of space, students can expect to find materials that would guide them according to their personal needs. The second most important aspect was *"to accede to the properly*

material", which implies that students are also looking for complete information given by the proper resources contributing to the learning process. *The user comfort with the physical space* is another relevant aspect.

The interview with the library coordinator was made directly in the LRC of the University of Columbia, which allowed us to not only understand better the operation of the center but also to identify the physical plant. Accordingly, it was possible to identify how big it would be, the quality of the specific elements such as furniture, and the organization of the space. It was concluded that the LRC should have sufficient availability of space guaranteeing the proper distribution of a library, space for ICT's use and a center for other activities. It is also important that their is a staff in place who oversee the proper functioning of the space.

1.3.4.2.4 Bibliographic and technological resources

In this category we will analyze the LRC in terms of resources, technological as well as bibliographic. These build the LRC structure and are a second step after figuring out the need and characteristics of the service. The importance of technology seems to be of the utmost importance for teachers, who believe that the LRC must be equipped with cutting-edge technology, including augmented reality, specialized software, sound cards to encourage the language immersion. Such immersion is facilitated when the space itself shows an intercultural relation between Colombia and countries of the target language, in this case Anglo-Saxon, Francophone and German-Speaking.

"..The student has to be involved in an intercultural environment, which encourage and motives her/him in the second language learning; of course it must joint to audiovisual elements, computers, internet, video beam, etc. Those elements are necessary, but currently is no longer the most important, now that resources transcend, for instance, to implement agreement, online cultural exchange through Skype or talent partner, where it is possible to interact other university students in Europe, where they pretend to speak Spanish…"

According to the interview, the success of the LRC in the Universidad Nacional de Colombia is the quality of the materials offered to the users, specially the kind of materials that are usually limited such as bibliography in French and German. Also important are the availability of technological tools in the *self-access area,* which is the part of the LRC that provides technological equipment to the users.

It is important to consider the LRC as a space that brings together real communicative activities, going beyond just a textbook, a reading room, a projector, and computers.

According to students´ opinion about thematic of LRC, 81% said that culture is the most important, validating the teacher's opinion that reflects an interest in learning other culture and consequently its language. Followed by culture was music, art history and news respectively. In conclusion, all those are subjects of interest and are able to be included in the language skills learning, which are: speaking, listening, writing and reading and all those framed in a specific vocabulary and grammar.

1.3.4.2.4 Financing

Being that the LRC is a project planned to be a part of the Universidad ECCI services offered to students, it was considered substantial to knowing the opinion of the students in regards to the financing of the project, which means knowing how this project could be supported in terms of budget. For this reason the students were asked the following question "*Would you pay for this service (LRC).* 50.6% of the responders said they would not pay for this service; in addition one teacher rejected this, because they consider it would cause disagreement by the part of the students´, which coincides with the percentage. However, defining the budget of the LRC when including the registration money paid for the semester demands to know how many times the student plan on visiting the LRC so that it can be included in the their registration.

When responding if they agree with the implementation and why, some students emphasized that this type of service must be financed by the university, since students already pay a registration for the semester, which must cover all services offered by the university. One of the

responses of one of the teachers is also remarkable when stating that it must not be paid by the students but it will be financed by the University "…*Before pursuing a career in modern languages, it must be implemented a* LRC *at the outset. That is to say that if i want to pursue medicine as an academic program I have to own a hospital, if an engineer I have to own a workshop…*"[1]

In the other hand 32.9% of the responders said they would pay a low price for the service and 16% would pay a moderated or high price since it guarantees an optimal quality service. Whatever the financing method, it must represent an investment, meaning it has to be benefitted for students as well as for the university.

Although the Universidad Nacional de Colombia is a public education institution and it may not be a good example in regards to financing, it was possible to get information on the feasibility of the economics of such a program. The LRC at the Universidad Nacional de Colombia required a big investment in order to get a useful bibliographical collection for users and ICTs tools. In this particular case of the Universidad Nacional the investment of extension courses in its greater part, *"it is a project that has a positive and important impact but it implies high costs"*

1.3.5 Conclusion

This categorization allowed us to identify the following prepositions:

It is evident that the Universidad ECCI needs complementary learning spaces for the students of modern languages. A LRC covers this need and satisfies both students' and teachers' expectations.

If the LRC is implemented in the Universidad ECCI it may contribute to improving the language skills of students which improves the profile and the goodwill of the Universidad ECCI.

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[1] Interview with Diego Felipe Barato, Universidad Nacional. Bogotá, 11 de Marzo de 2017

The mentioned LRC must be a space that guarantees an intercultural environment supported by proper resources and be equipped with knowledgeable stuff.

Students expect to find in the LRC a space for practicing languages (English, French and German) through activities such as debates, open discussion and in general all the activities that allow to practice the language skills.

Bibliographic and technological elements are very important. Nevertheless, such elements must be used in a proper way in order to achieve a good performance.

The Language Resource Center budget must reflect both students' and teachers' point of view must be given by the University.

1.4 State of Art

This project is described in four aspects which should be mentioned in order to give theoretical support for the creation of a LRC. Although it has been stated that this is as seen business plan, the purpose of this is to find the cost and viability to make its construction possible. It is important to understand the meaning of a LRC, which is a valuable foreign-language-learning tool for our school. Since the purpose of this is to strengthen our business idea, here are four main points that support it:

1.4.1 Foreign language learning

According to the article "*El Concepto del Entorno en la Enseñanza - Aprendizaje del Español como Lengua Extranjera*" (Manga, 2006) second language is acquired in different contexts, depending on the environment the learner lives in. For example, those that live in a place where the target language is spoken are more likely to acquire that language and the process of second language acquisition occurs different, than foreign language acquisition. Therefore, the author made a classification of the learning context into two: natural and formal.

Natural context: Language acquisition occurs as a result of interaction between L2 speakers and L2s observing each other's interactions in different social situations. Since this process occurs outside of a classroom and in a place where the target language is spoken, there is not a teacher or a person in a similar role. Three characteristics of the natural context are: the foreign language (FL) is not presented in a specific order (i.e. topics, lessons, levels, etc.) as it is in schools; linguistic skills are developed by processing internally the language you are exposed to; and it is not necessary to do error correction with beginners.

Formal context refers to a school or any other institution in which teaching-learning activities of a foreign language are developed. The image of the teacher is important as well as the used tools. Those tools refer to traditional and didactic material quoting to (Guillén, C. y Castro, P. 1998: 95). The author defines this didactic material as: "Technical material that according to the trending or decades include everything that tops the traditional material in terms of resources: audiovisual technology, computers among others". (Manga, 2006).

According to the author, the formal context is limited in guaranteeing the success of a foreign language, specially in oral proficiency and socio-cultural skills. The conclusion comes from a comparison between the formal and natural context. "Current dominant trending is focused on meaning, this trending has been strengthened by the increasing interest other model of language learning, this is: natural context". (Manga, 2006).

Some researchers propose an *acquisition-learning* of the FL in both contexts: natural and formal, it means an intermediate point which mixes both contexts. It places mixed contexts that depart from natural acquisition context and is supplemented by the instruction, or a formal context that combines the instruction with the natural exposition.

Another important point is the social strategies, which refers to activities used by the students for increasing the contact time, for instance: to speak in a foreign language with the teacher, with other students, watching TV or seeing movies (Rodas, Escobar, Masats, Bernaus, & Nussbaum, 2001). The LRC's objective is to work with both contexts since it can integrate tools from each

learning context. For formal context, the LRC will offer authentic material, a language computer lab with equipped software to conduct classes, and bibliographic material to consult. For natural context, the LRC will offer students the opportunity to communicate with native speakers of the target language through different technological tools (i.e. video calls, videos, speaking tools, conversation clubs, etc.). Thus, learners will have the opportunity not only to practice the target language, but also to get immerse in the culture. In that way, their language skills will improve substantially and faster

1.4.2 Autonomy in language learning

Thanks to some authors and bibliography consulted in general about 'autonomy' and/or 'self-learning' meanings in the context of languages, it has been possible to identify informal perspectives and research regarding this topic. It emphasizes how important this issue is in foreign language learning.

According to Benson (2011) the concept of autonomy has its precedents in the change of a time in which the thought turns to improve the quality of life, based on the development of the respect for the individual in the society, the need of developing individual's freedom,and abilities that allow the individual to act more responsibly within society. After that, some other important facts such as: the creation of *Council of Europe's Modern Languages Project (CRAPEL)* founded by Yves Chal in 1972, whereby the *Centre de Recherches et d'Applicaation en Langues* in the University of Nancy emerged, France and a number of activities directed to strengthen the self-access concept in the practice. Shortly after, it comes into being the first self-access language learning centres at CRAPEL (1982) and the University of Cambridge (1985) under the concept of facilitating self-access material for second language learning.

The definition of autonomy has been widely discussed. There are different perspectives about what autonomy in language learning is. Sense that this is almost a subjective concept and it is intrinsic to the concept of self-access. Gardner & Miller (1999) classifies the most relevant definitions in: personal characteristics, political concepts, and educational practices perspectives. However, there is a remarkable and significative definition of Autonomy, "*the ability to take*

*charge of one's own learning***"** (Holec, 1981, p.4). This means that the language centers concept has been there for a while and has shown positive results in the language learning field. Learners are able to study under their own pace taking advantage of a variety of language instruments to improve their skills. Other definitions have emerged as consequence of the analysis of different aspects around language learning. For instance, Little (1991) stated that "Autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making, and independent action" (p. 4). Therefore, autonomy in language learning plays a key spelling. Learners must be autonomous in their learning process and take advantage of all resources they have. "Autonomous learners assume responsibility for determining the purpose, content, rhythm, and method of their learning, monitoring its progress and evaluating its outcomes" (Holec, 1981, p.3) students need to be responsible with their learning and study with a purpose in order to achieve progress. (Benson, 2006).

Within this background, Gardner & Miller (1999) approaches the SALL **(self-access language learning)** to the practice through the use of complete examples and explanations of how self-access language learning should work in the real context. In that sense, this reference supposes the most relevant contribution since it introduces self-access language centres as a primary tool in self-access language learning. Gardner established the following elements of self-access in four groups: Resources, People, Management, and System. Each one has its own function:

Table 2. *Elements of the Self-Access Language Learning Centres*

Elements of the Self-access language learning centres	
ELEMENTS	**FUNCTION**
Resources	**To provide**: • Learning materials • Authentic materials • Technology • Access to interact with native speakers • Access to other learning resources (videos, English, French, and German labs, foreign programs to practice diverse language skills, etc.)
People	**Teachers to perform the roles of**: • Information provider • Counselor • Native speakers • Manager • Material designer • Advisor • Evaluator • Administrator • Organizer **Learners to perform the roles of:** • Planner • Organizer • Administrator (record keeping) • Thinker (about learning) • Evaluator of SALL
Management	**To provide:** • Organization • Manage information systems • Coordination • Decision making • Interaction with the institution
System	• To organize the SALL facilities in a way that best supports learners' needs

Source: Gardner & Miller (1999). Establishing self-access from theory to practice.

1.4.2.1 Interaction between learner and self-access environment
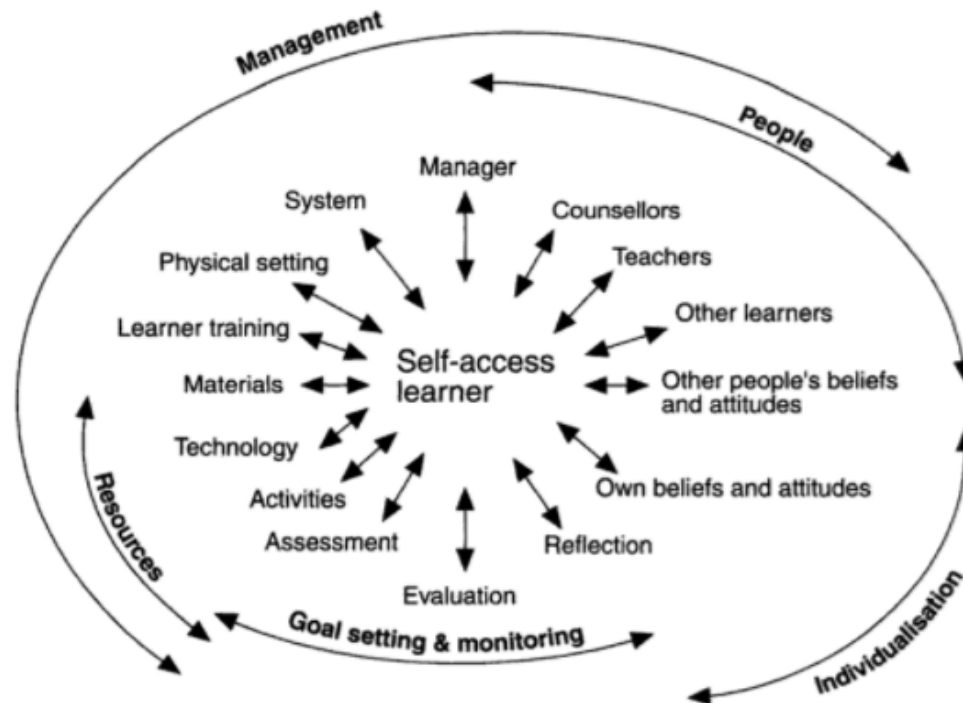
Source: Gardner & Miller (1999:p.13)

In the previous scheme it is possible to identify elements, participants, and factors involved in the process of self-access. All of them are applied to this project. The more relevant are:

Resources: An economic or productive factor required to accomplish an activity and achieve desired outcome (Business Dictionary, s.f.). Those resources are formed by materials, technology, activities, assessment, and learner training.

Technology: There is a wide definition of what technology may represent in language learning; however, in this case we consider technology as a primary tool in language learning. ACTFL points: The use of technology should never be the goal in and of itself, but rather one tool for helping language learners to use the target language in cultural appropriate ways to accomplish authentic tasks" (American Council on the Teaching of Foreign Languages ACTFL, s.f.).

Activities: The word activity comes from "*to act*". In language learning, it can be inferred as the execution of strategies aimed to improve the learning process.

The three previous concepts enclose the foundation of the LRC as it is brought in this project. In general a vast number of articles exist, books and literature related to autonomy in language learning. Benson (2011) says that:

The idea of autonomy is found in fields as medicine and nursing, bioethics, genetics, law, feminist scholarship, artificial intelligence, and business and organizational management. This suggest that autonomy in language learning may be no more than personal autonomy applied within our particular field. Yet, the literature on autonomy in language learning is now much larger than the literature on autonomy in any other field, including philosophy, which perhaps points to a fundamental role for language learning in the social changes that are stimulating wider interest in autonomy at the present time. (Benson, 2011, p. 4).

On the other hand, the autonomous learning in languages is considered part of the *effective strategies* according to advanced language learner interviews. There is a categorization of strategies into effective and ineffective. The first one includes an important grade of autonomy, since it includes the ability to take control of their learning (Lee & Heinz, 2016).

 One more important fact associated with autonomy and self access is:

Self-access centres implementation is part of Peacekeeping English Project (Gardner & Miller, 2010), The Peacekeeping English Project (PEP), was released by the British Council in 1996 with the objective of providing high-quality training services and sustainable systems for English language training (British Council, s.f.).

They have set up 180 self-access centres.

1.4.3 ICTs in the foreign language learning

First, it is necessary to know that the learning process depends on the student or person who wants to learn. When this process is recognized, the individual has the responsibility to understand, make decisions, and express its feelings and opinions about their needs, skills, and preferences. The person who makes the decision to learn with his own resources, have a social recognition in its capacity for the autonomous learning.

The use of Information and Communication Technologies (ICTs) has changed the contexts of the society completely. It has become an ally strategy for the human being in its development. One of those contexts is education. In *La Educación Superior En Colombia: Análisis Y Estrategias Para Su Desarrollo*. Misas (2004) states that "the way of how productivity has increased through the incorporation of science and technology makes knowledge to be the main productive power" (p. 23). There is a deep relation between the development of science, technology, and the productivity of a community or country. Likewise, the importance of foreign language learning has increased and nowadays it is linked to the use of ICTs. For example, the use of hundreds of mobile applications, such as Duolingo that has 12 millions users, according to technology newspapers.

According to a research of the Universidad Autónoma de Aguascalientes, Mexico, which objective was to identify the relation between the use of technological tools and the process of foreign language learning, ICTs could be used to improve the learning focus. Since most of the students have grown with many technological tools in a natural context, they have grown with ICTs in many of their daily spaces and now they have just adapted them to their educational activities. However they must integrate them properly to their learning process if they want to develop their communicative skills (Arteaga, 2011). The author also points out the implementation of a *Centro de Aprendizaje Autodirigido de Idiomas* (CAADI) as a place in which the use of technical resources can be helpful. He also mentions that it is a strategy promoted by the Programa de Fomento a las Lenguas Extranjeras (PFLE) /Foreign Languages Promotion Program of the University.

The improvement that students experience when learning a foreign language using ICTs, is better because they develop skills from their own resources. Thinking about listening skills,

when the learner searches the content according to his preferences, its interested in the topic and want to learn about it, there are more possibilities that the learner will be more involved in its learning than when the topic is assigned. (Temprano, 2012) b. Reading skills. When the learners have access to the audio of the material they are reading, the connection of their knowledge and the content of what person is reading is better. On internet we can find a huge quantity of publications in all languages, where people can have access to and free shipping. Today, technology allows us to find a lot of authentic material, programs, software, and applications to download on mobile devices to practice and improve language learning in differents ways. As previously mentioned, technology allows us to connect with anyone around the world; so, the benefits technology provides are remarkable, especially in language learning.

Other alternatives to keep in mind about internet access are electronic devices, like: MP3 players, smartphones, Ipods, notebooks, and tablets which main feature is the availability to learn anywhere at anytime. Additionally, electronics devices make collaborative learning easier and allow enrichment of educational experiences through multimedia elements (Corbel 2007). It is also important to keep in mind that learning does not occur only in a classroom. Nowadays, technology offers a variety of possibilities for language learners to learn and practice out of the classrooms. The student is free to decide when and where to learn. The learning process can be complex, but it will depend on the learner abilities. Electronic devices are very helpful and used as a tool to find any possible foreign language material. (Arteaga López, 2011)**.**

2. Market Research Business Plan

2.1 Executive Summary

The language resource center (LRC) is a great place for students in the Modern Languages department and has three main areas: a library, a computer lab, and a social room that can be used as a reading room as well. All of these areas are useful resources to promote self-directed language learning, and this space will create a pleasant environment to study. Additionally, the materials and learning resources offered by the LRC will help learners develop and improve their foreign language skills.

A LRC is a place where diversity is found in all the foreign language material it offers, and the LRC was designed thinking about the availability of the space and its materials. Is expected the LRC will to hold groups between twenty to thirty people and a total of ninety or one hundred in each room. The characteristics of its design and operation were derived from the students' needs and expectations of having a LRC in the foreign language department.

The costs of the LRC are based on the acquisition of high quality material in order to offer a great service that will distinguish the ECCI University. The service providers selected for this project are professionals that offer quality material that guarantee durability. This was one of our main goals in order to offer excellent services that distinguish the quality of education of this school among others. The implementation of the LRC is an opportunity for the ECCI University to improve those student services, the Modern Language department, and its recognition among other language institutions. In that way, prospective students will choose the ECCI University as their school regardless of the LRC service fee.

2.2 Market Research

2.2.1 Objectives

2.2.1.1 General objective

Structuring the business plan of a Language Resource Center in order to introduce it to the management body of the ECCI University.

2.2.1.2 Specific objectives

Designing the business plan of the Language Resource Center for the ECCI University, according to the analysis of the marketing research for conducting a solid and viable project.

Demonstrating the importance of a Language Resource Center in the ECCI University as a primary tool in order to improve the foreign language user's skills.

Identifying the possible participation level in the Language Resource Center of the Modern Languages students in the ECCI University.

Proposing a specific physical space in the ECCI University for the Language Resource Center.

Determining the content of the Language Resource Center, which refers to the type of material, specially ICTs tools.

2.2.2 Introduction and precedents

One of the objectives of this business plan is to implement a LRC at the Universidad ECCI as a tool to improve the user skills in a second language such as English, French, and German. In

that way, the business plan is a model of a LRC focused on the needs and opinions of the Modern Languages students.

The LRC has its origin in the Learning Resource Center, which works as the space that centralize resources for the development of the student (user). Those resources are audiovisual, instrumental, and digital. The objective of this was to make the Learning Resource Center a space for education, information, and recreation. In this way, the Learning Resource Center changes the image of the traditional library (Bibliotecas Escolares CRA, s.f.). Then, a LRC is a specialized branch of the original idea, but focuses on language learning. It is a physical and virtual space fully integrated with infrastructure, technologies, equipment, human resources and services, all which are aimed at the self-directed learning. The main elements of a LRC are: resources as bibliographic material, user spaces (where those resources can be used), and times of use. Taking this into account, the bibliographic, didactic and technological resources can be useful in the learning process, but their viability depends on how much use is generated by the user in terms of time. (Vidorreta, 1987).

The LRC started to gain prominence in the last decades of the 21st century, due to communication and information technology outbreak, as a response to new learning model requests in higher education (EcuRed, s.f.). It is also supported by a worldwide trend where many universities have been implementing an LRC within their schools. The University of Santiago de Compostela in Spain (2011.2012), University of Lille (2001) and University of Strasbourg in France has already introduced the LRC service. Those are relevant precedents that indicate that the use of this self-learning model has already been applied in many European countries. Likewise, in North America the most important reference is the Harvard University's LRC, which is globally known as one of the most prestigious universities. In addition, higher education institutions such as the University of Michigan have also implemented their own LRC.

In Colombia, the LRC implementation has been done by big universities, recognized for having an excellent performance in undergraduate programs of foreign languages. This is the case of the Universidad Nacional de Colombia, Universidad del Valle, Fundación Universitaria Konrad Lorenz, and Universidad de la Sabana. The last school listed is structured under three

parameters: library, technology, and research. It also relies on a qualified staff which is in charge of the optimal performance of the LRC. As one can see, there is clear evidence both globally and nationally of how important a LRC can be in a university related to foreign language majors. It is also evident how this tool strengthens the student learning process and, as a consequence, how the graduated rate will be higher and may lead to the improvement of the of the Universidad ECCI recognition among other great schools in Colombia.

2.2.3 Sector analysis

The sector analysis for this business plan is taken from the perspective of higher education institutions in Bogotá and surrounding areas.

Although the target market are enrolled students of the Modern Language department, the Language Resource Center may create an opportunity to attract new students, hence the sector to be analyzed is the higher education in Bogotá and surrounding areas. For that reason, we have identified some Universities that have implemented a LRC or have similars models. This list includes the following:

The first reference is the Universidad Nacional de Colombia. From the public point of view the LRC at this university is visited by more than 60% of the total student population of three Philology programs (English, French and German), by students of other academic programs, and even by students of other universities. The two main strengths of this LRC are its very supported bibliographical materials *and* its stimulation to make students participate in most of the language center activities (i.e. conversation clubs, cinema viewing forums, etc.)[2]

Universidad De La Sabana: A private university located in the surrounding area of Bogotá. It is one of the most prestigious and exclusive universities of Colombia. Although this university does not have an undergraduate language program, it still has the Foreign Cultures and Languages department. It offers extension courses open to the public and also to their students since most of those programs have an international projection. The Resource Center of the

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[2] Interview with Diego Felipe Barato, Universidad Nacional. Bogotá, 11 de Marzo de 2017

Universidad de la Sabana is called Studium and it is independent from the Foreign Cultures and Languages Department. From their website, it is introduced as a mega-strategy. Studium is divided into three parts: the first is the library, which contains more than 888 titles and 4,800 exemplaries and a very well classified collection according to the student's language level (English, French, Portuguese); the second is technology, being a modern LRC, having two computer labs, containing material that supports language learning such as ipads and clickers, and it also has multimedia equipment like cameras and microphones; the last is research, from these resources, it is possible for the university to provide support to the research lines of the Foreign Cultures and Languages Department that develop research in the area of language learning. They also manage a very good marketing strategy through their web page, where it is possible to find complete information (Universidad de la Sabana, s.f.).

The importance of higher education is appreciable as soon as one recognizes the effects of adding science and technology. Modern technology has transformed the ways of production and is thus necessary to create new spaces for accurate and thoughtful opportunities, not just to learn and apply new findings but also to create new knowledge according to the context and purposes of the particular country.

The context of a language resource center in Colombia has been framed by the recognition of the institutions in which it is implemented. This is the case of the Universidad de la Sabana and Universidad Nacional, both are within the top of different rankings of high education, as listed by Ranking U-Sapiens (RS Sapiens Research, 2016). It is evident that the implementation of these type of projects serves as a strategy to improve the quality of their programs and the prestige of the university as an institution with high-quality services.

2.2.4 Market analysis

The market of this business plan is located at the Universidad ECCI in Teusaquillo district in Bogotá, Colombia. It is intended for students in the Modern Languages department due to the design of the program, which includes three languages: English, French, and German

This analysis comprises the potential and target market, apparent consumption, client profile, substitute products and complementary products.

2.2.4.1. Target market

The target market is 143 students studying in the Modern Languages department at the Universidad ECCI belonging to the 6th 7th and 8th semester at the evening schedule. The criteria applied to determine this consist of these facts: this group represents an important source of information, due to the experience they have already evidenced in the university in comparison to students from other semesters. They already have a higher/advanced level regarding to their learning processes as well as a great understanding of how to complement and apply the knowledge they have acquired in classes. In addition, this segment of the market knows the needs a Modern Languages student in the Universidad ECCI can experience, which was demonstrated by the collection techniques evidenced in its result.

The LRC is intended as a useful service to every modern language student, but the market research is designed at penetrating this sector of the market since it is considered to be the most difficult. This means that the market strategies have to get the attention of this group taking into account the obstacles it might encounter. For instance, the majority of this group of students work and have limited time than first or second semester students, who usually attend school during the day. Despite these issues and according to their responses in the questionnaire, it that there is a real need for a LRC has been demonstrated. The importance it generates within the learning process and the benefits it can lead to becoming excellent professionals.

However, the LRC must offer support and services, both bibliographic and technological to all students of the Modern Languages department. The purpose of such materials is to strengthen their knowledge and also to solve some questions that emerge in the classroom, and lastly, to be able to practice what they have learned.

2.2.4.2 Potential Market

The potential market chosen is students in the Modern Languages department and the Science and Humanities Faculty of the Universidad ECCI. It comprises both day and evening students from 1 to 8 semesters. The total population is 1572 students. The LRC is conceived as a service that covers a need to find complementary spaces in which the modern languages students can strengthen their learning processes through the means proposed by the LRC.

2.2.4.3 Apparent Consumption

According to the market target, an apparent consumption has been established. In other words it explains in approximate numbers how many times the LRC will be used by the modern language students of the Universidad ECCI. Drawing from the segmentation in which it was chosen, it includes both the modern languages population of evening schedule and from 6 to 8 semesters. However, it is important that the sample represents the needs and opinions of the total student population properly.

The estimated at the initial stage the LRC will be used by approximately 390, representing the fourth part of total student population of the Universidad ECCI, who will spend from 2 to 5 hours a week in the LRC.

It projects the market target will make use of this service in the afternoon hours, from 4pm to 6pm after leaving their jobs and before starting classes. For the potential market this projection depends on the schedule of the student; day students would make use of LRC in the morning and afternoon hours, from 1pm to 5pm. In conclusion, the higher consumption would be in the afternoon, but also during breaks between classes.

2.2.4.4 Customer Profile

The students in the Modern Languages program are our customers and to whom the LR services are going to be offered. According to the survey done, their characteristics are:

2.2.4.4.1 Demographic profile

Students of the Universidad ECCI

 Program: Modern Languages

Semester: any

Gender: female and male

Age: young people between 17 and 30 from both, day and evening schedule

Occupation: University students

Socio-Economic: Not identified. Their income does not seem to be enough to afford their tuition. They pay in different ways

University hours: daytime

Location: Language Resource Center

2.2.4.4.2 Psychographic profile

Needs: a physical space where students can practice foreign languages in different contexts.

Personality: active students that want to acquire more knowledge about foreign languages use

Perception: young people with the intention to make a good use of the LRC

Attitude: Students with a great energy and full of expectations. They want to have access to a LRC and they also want to contribute helping at the LRC by offering advice to other students.

2.2.4.4.3 Conduct Profile

Expectations: students are looking for a physical space where they can be comfortable and quiet. They want to study or investigate different matters in a quiet place.

Values: respectful, happy and helpful students

This information was extracted from the survey applied to students of the Modern Language program. Taking into account the results, most of the Universidad ECCI students are interested in a physical space where they can learn and practice foreign languages in different contexts. As we previously stated it, the services offered by the LRC will allow students to find proper material to reinforce their knowledge and improve their language skills.

2.2.4.5 Substitute service

Library. As a substitute or additional service offered by the library, it would be great to propose conducting reading analysis in this area. The idea is to set up schedules to discuss reading comprehension. This is the way it works, a book is assigned to be read in certain times and then do a socialization to discuss the most important or relevant events in the story.

Computer Lab. Suggest to do research on a cultural topic (i.e. weather, news, sports, celebrations, traditions, slang, food, etc.) of a country where the target language is spoken and share the information with other classmates.

Social Room. Proposing differents activities such as: conversation clubs, forums, conferences, movies among others that allow students to practice speaking/oral skills.

2.2.4.6 Supplementary service

This type of services and products are used as an additional resource to help students meet their needs. Regarding the LRC, complementary services are:

Wi-fi: The use of wi-fi is completely necessary for the operation of LRC since it is an ICT space and must offer a high quality internet service.

Food sale service: This food sale service is located very close to the LRC, but not within its facilities. This service is aimed to meet student's nutrition needs.

The LRC is a solid model which has been implemented in a large number of national universities, as well as international. In 2014, a group of students of the Modern Languages program designed a similar model (as part of their degree project) whose title was "Viability of Bibliographic Resources for Innovation of the Current Library in Specialized Language". However this business plan constitutes the first step in order to build up a LRC at the Universidad ECCI.

The following paragraphs, outline the LRC business plan from its implementation in terms of equipment, infrastructure, and investment:

Currently the Universidad ECCI counts with the CID *(CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN "WOLMAR CASADIEGO)* which has integrated a library and a computer lab. It also offers exchange programs with other university libraries and public entities such as *Bibliored*. Taking into consideration the existence of material such as dictionaries, novels, and bibliographic in general, the LRC has some language material support that is currently used by its students material.

2.2.5 Competence analysis

What distinguishes a LRC is the quality of the services and material offered to the students. Currently, the ECCI students are looking for an institution that can help them acquire more knowledge on foreign languages and that also offers spaces where they can meet other students from their study field, and share their knowledge. Young students also want to be competent in

the labor market. One of the most recognized language resource centers is in the Universidad Nacional de Colombia. Their language center offers a library, a self- access room, a computer lab, conversational clubs, and classes with native teachers.

Demand: The Universidad Nacional has a great reputation for its well-educated workforce. Therefore, students know that the Universidad Nacional is one of the best schools in Colombia and for this reason, most people want to attend that school. Taking this into account, the competence level we have against the Universidad Nacional is high.

Recognition: It has been identified nationwide for its high quality education, high quality professional teachers, and the educational resources they have. It is the best university in Colombia and it is also well placed world wide.

2.2.6 Market strategies

Market strategies that will follow the LRC refer to all the actions made in order to get a determined goal (Starter daily, 2015) It is important that the LRC gets recognition among other language centers with the purpose of to put itself in a high position. The hardest part is to meet the client's needs. In order to acquire a high position, the company, (in this case the LRC of the Universidad ECCI), must offer sustainable education services. Some of the market strategies to achieve this goal are:

Promoting the LRC through the Web page of the University. As part of the collected data, it was possible to get information from different web sites. The information found is not only from Colombian Universities, but also from Universities around the world like University of Lille, Harvard University, University of Santiago de Compostela, and University of Minnesota. Therefore, it is crucial to have a web page of our LRC for meeting education standards and promote our services to other schools. The web page should include a brief description of the LRC, available services, schedules, and location.

Considering that the LRC is a physical space to contribute to the students' learning progress, students, teachers, and University staff should promote the use of the LRC through *word-of-mouth* advertising. This is a type of marketing considered as one of the most effective ones since it is based on the opinion of a current user/consumer. It is clear that there is not a company trying to advertise, instead there is a 'trustworthy' opinion, which guarantees higher efficiency.

The ECCI University has the opportunity to explore other possibilities to grow. There is the possibility of finding support in other projects that students and teachers have came up with. One of them is "Voices Magazine", which is an innovative idea promoted by a group of students of the Modern Languages department. This project was designed to create new interactive spaces of poetry and foreign language learning. Voices Magazine could be also part of the LRC and help to promote the school since is visited by students and general public who is interested in learning and practicing a foreign language.

Brochure of activities and services: Through this brochure, all events and activities of the LRC will be promoted. At the beginning of the month, the LRC releases the brochure on the web page and prints it in order to communicate the ECCI community the monthly events and activities.

2.2.7 Sales projection

The sales projection of this business plan is based on previous research done that estimates $368,554,705 colombian pesos as the investment required to implement the LRC at the Universidad ECCI. Is also a profit of 20% and estimated will be earned with this business.

3. Operation

The sales projection forecast for the first year is two proposals from language education centers. Since this is not a common service in the education field, four proposals are expected as the sales projection for the following year. Finally, the sales projection forecast for the third year would be a sell of seven proposals.

3.1 Data Sheet

Table 3. *Data sheet of the Language Resource Center- Universidad ECCI*

Data sheet of the Language Resource Center- Universidad ECCI	
Characteristics of the service	
It is a physical space that integrates technological, bibliographic and didactic elements. Those elements are	
Human equip required	Staff with knowledge in librarian management and second language skills. Teaching and management staff
Clients	Students enrolled in the Modern Language program at the Universidad ECCI.
Process	The language resource center offers the service of support in foreign language learning to students through the use of technological and bibliographic tools.
Legal requirements	The project has a legal support in the *'Ley 30 de 1992'* of high education.

Source: Authors

3.2 State of Development

3.2.1 Increase of the initial investment

According to the development plan 2017-2021 of the Universidad ECCI, one of the projects is the renovation and improvement in equipment for each academic program according to their needs. This is a part of the strategies for accreditation. From the perspective of this project the LRC pretends to be implemented as response to the student needs in the absence of complementary spaces for foreign language learning. For this reason, it is possible to validate the investment of the University in the LRC based in the Development Plan 2017-2021.

3.3 Process Description

When students come to the LRC, they are going to be guided by the administrator. A presentation about the services offered and some information on how each area work, will be shown.

As previously stated, the services offered by the schools' LRC are intended to promote and develop not only autonomous learning in a quiet and comfortable environment, but also curriculum training and support. This will be a dynamic learning and teaching space where is expected to have repeated users always. A great number of users is also expected during break and lunch hours. It is important to have trained staff that will be able to handle the language center information and services properly.

As with many other accredited LRCs, it is necessary to train teachers properly on how to: use the new software, how to maximize the use of the space, and how to find resources that will benefit the students. As such, we propose that language professionals from an accredited university come to the LRC at the Universidad ECCI to help in establishing the new learning area. We have identified two language professionals at the University of Minnesota (which has a highly accredited LRC) to help in the implementation of the LRC at the Universidad ECCI. Shane Sletten and Emilce Rick (contact: slett079@umn.edu and rickx060@umn.edu) both have

extensive experience in using this kind of lab and are very familiar with its operation. In addition to helping with the LRC, they could also provide their invaluable input on how to implement the LRC into classroom curriculum and help teachers to design classes around the new LRC. This is a necessary venture in making sure that the LRC operates well and maximizes its potential.

In addition to help establish the LRC, they could also provide input in regular classroom curriculum in the hope of improving the overall efficiency of classes in the Modern Languages department. As such, they can provide teachers with teaching methodologies, resources, and continued training to help improve the program overall.

The language resource center will be divided in three main areas:

3.3.1 Library

The main goal for this space is to bring current foreign languages bibliographic material where students can find topics in culture, linguistics, and language skills. Through the use of foreign language material such as books, magazines, newspapers, publications, textbooks, novels, news, etc., students are going to be able to explore and learn more about the target language.

Reading is recognized as:

An interactive process of communication which establishes a relationship between the reader and the text. The reader is who gives a meaning to the text. In this context, the reading is constituted in a constructive process to recognise that meaning is not a text feature, but something the reader builds. It gives a particular sense to the text according to the reader's knowledge and experiences in a determinate context/topic (Gómez, 1996, p. 19)

Therefore, reading is considered as a great way to acquire and process knowledge besides its language learning benefits. As previously mentioned, a substitute service offered at the library is

to promote the reading habit in the ECCI community. Actually, reading is a very important aspect in the learning process, regardless of the language the learner does it. Reading is considered as a good exercise because it is a communication instrument and in language learning it plays an important role. So, when learners read in the target language, they have a connection with another culture and gain knowledge on how those people live. According to Connaire (1999) (quoted by Cansigno, 2000). The key element about reading, is to identify how much the reader understands. Regular reading makes people be critical thinkers and very educated in different topics. Based on the previous premise, the LRC's library would be a helpful resource place to encourage reading habits in the ECCI student community. One event that we proposed in this business plan is a "Reading Week". The process will be: assigned a book to read in a specific time frame and then students are tested in different reading areas based on what they read. Students will talk and participate discussing or connecting thoughts from the reading. Besides that, learners will get vocabulary worksheets to analyze different paragraphs and their parts of speech. In this aspect students will work in two essential reading parts; vocabulary and reading comprehension. Additionally, these reading workshops will be followed by a language professional's feedback.

3.3.2 Computer Lab

This is a space assigned to practice any of the three foreign languages the Universidad ECCI offers. Since the the main goal of the computer lab is to promote the use of new technologies in language learning, there are platforms that allow student-teacher and student-student interaction. One of those platforms is called "Moodle" and it is a software that can be implemented at the LRC. It is developed to help teachers to create online courses. Moodle stands for: "Modular Object-Oriented Dynamic Learning Environment". Through Moodle teachers are allowed to create their own private website, online courses, upload content, add and post assignments, grade tests, do group activities, etc. Moodle does not need a licence and it can be downloaded for free. It is also possible to create differents profile like: administrator, tutor, and student.

All students from the modern languages department can have access to the lab either to use the language software or to take classes. The idea is that the computer lab director guides them to

use the online language resources in their best way. Also, they can do homework research. So, the person who will be in charge of the lab, should indicate users about many options to do a good use of the internet. Thus, a computer language lab that offers access to foreign language material learners have not explored before, is a plus. The computer language lab will have a list of websites where students can practice different language skills. Some of them are:

Tell me more

Babbel

Abba English

Babelyou

Wlingua

http://www.efl.net/

Dave's ESL Café http://www.eslcafe.com/

http://learnenglish.britishcouncil.org/en/

Busyteacher.org

On the web, students can find a lot of very useful information, specially with the computer staff's help. They will be trained and knowledgeable in online foreign language resources. In the computer lab, learners will be guided to use the applications properly in order to have good results.

3.3.3 Social Room

It is another important space of the LRC, where language learning happens. This area will be used to practice the main communication skill, "speaking". This skill will be practiced by the students because they will participate in speaking clubs, presentations, conferences, and other situations that allow them to use their speaking skills. (Universidad Politécnica de Madrid, s.f.)

The social room of the LRC has been designed to provide not only a physical space to practice and develop speaking skills, but also to do self-study. Some of the activities that are going to be done in the social room include: movie forums, debates, performances,

commemorative dates, discussions and any other activities aimed to contribute in a significative way to the language learning process. The activities should be promoted by the LRC social area and included in the calendar, so that it can be known by the users of the LRC. The social room is designed within a multicultural context, as result of the marketing research and the theoretical support. It was possible to identify the importance of the context in language learning, in that sense, it is essential to focus the efforts in creating a space in which the user has the possibility to explore its own abilities in foreign language acquisition. The LRC will help its language learning skills through the multicultural environment of its facilities and service itself.

3.3.3.1 Characteristics of the LRC

Although the LRC is divided in three areas, the guidelines of each one are aimed to the same objective and under the same characteristics
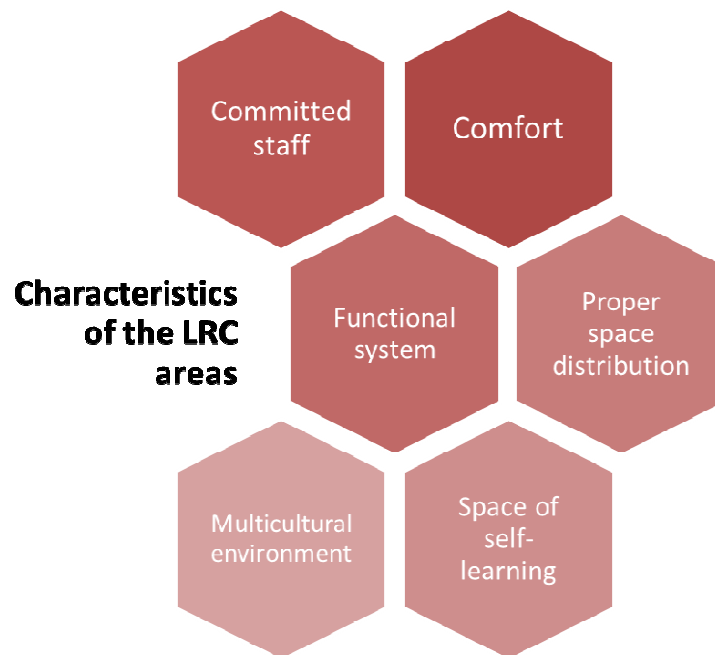
Figure 1. **Characteristics of the LRC Areas**
Source: Authors

Each area is dedicated to the disposition of bibliographic and technological resources, as well as the creation of spaces to encourage students to foster foreign language learning. It is so

important to remember that the success of this process is the commitment, interest, and discipline that students or users have. The place will provide all the tools they have to practice. Also, they should recognize the investment and support the university provides to improve foreign language learning.

The LRC contributes to the Modern Languages department of the Universidad ECCI since it brings potential elements for language learning as well as benefits for the education offered by the university. It is also a platform for the development of strategies, in which Modern Languages students find a place that represents their identity.

3.4 Needs and Requirements

This Language Resource Center is intended to be implemented at the Universidad ECCI in Bogotá Colombia. In order to achieve its objective, it must meet the following needs and requirements:

The LRC needs to be a physical space within the university´s facilities. This physical space should guarantee comfort and usefulness.

The LRC is necessary for foreign language learners; it works as a complementary service since it provides an equipped space with bibliographic content and ICT tools that support the learning process.

It should be managed by qualified staff.

It depends on support material, such as technological and bibliographic. Therefore, this must be efficient and extensive.

3.5 Production Plan

The production plan of the LRC is to investigate and identify students' needs.

Table 4. *Production Plan First Phase*

ACTIVITY	DESCRIPTION
1	Making the investigation about student needs in the Modern Languages Program
2	Doing the problem statement based on the investigation
3	Making the gathering information
4	Analyzing the information collected
5	Elaborating the business plan
6	Giving the report to administrative body of the Universidad ECCI

Source: Authors

This part describes the resources; for example human, technological, and material resources, which necessary for the operation of the language center. In that way, the purchase plan, the cost and infrastructure, and technical parameters will be discussed.

Table 5. *Production Plan Second Phase*

ACTIVITY	DESCRIPTION
1	Introducing the business plan of the LRC at the Universidad ECCI
2	Locating the space for the LRC
3	Buying all equipment required for the LRC
4	Searching the worgroup for the LRC, according the profile for each area
5	Developing a job plan for the operating of the LRC
6	Scheduling meeting to present the results, follow up the operating and elaborated strategies

Source: Authors

These aspects are the most important for the development of the LRC. They are the main resources and are found in the body of the business plan.

3.6 Purchase Plan

Table 6. *Structured Network*

Structured Network					
Description	**Type**	**Material**	**Quantity**	**Unit Cost**	**Total Cost**
STRUCTURED NETWORK MATERIALS	DATA	Electric diel Electrico for metallic cable duct	50	5,82	291,07
		Single faceplate (data)	50	1,46	72,77
		Outlet RJ 45 cat. 6	50	2,59	129,37
		UTP Wiring Cat. 6	600	0,65	388,10
		Covered terminal RJ 45 for panel	80	0,65	51,75
		Patch cord panel a switch (20 cm)	50	0,49	24,26
		Cable of 3 meters cat. 6 (patch cord), for each work point	50	3,88	194,05
	IP VOICE	Outlet RJ 11 cat. 6	50	2,59	129,37
		Cabling UTP cat. 6	300	0,65	194,05
		Covered terminal RJ 45 for panell	80	0,65	51,75
		Patch cord panel a switch (20 cm)	50	0,49	24,26
		Patch cord telephonic	50	0,49	24,26
ACCESORIES	DATA - IP VOICE - CCTV	Wireway 12 x 6	60	14,55	873,22
		Cable tray 3 mts x 30 cm x 6 cm	20	30,72	614,49
		Structural pipe EMT 1". Tranche of 3 mts	50	8,09	404,27
		Structural pipe EMT 2". Tranche of 3 mts	30	12,77	383,25
		Outlet , elbows and coupling	1	64,68	64,68
		Floor cabinet model Dynamic, frontal port in mesh.1.50 mts x 58 cm x 81 cm	1	287,84	287,84
RED EQUIPMENT	DATA	Patch Panel of 48 ports. Cat. 6.Brand QPCOM	1	274,90	274,90
		Switch HP J9775a 2530-48G Manageable. Giga 48 ports and 4 Sfp ports	1	1.439,20	1.439,20
		Access Point. Wireless 300 Mbps	2	145,54	291,07
VOICE EQUIPMENT	IP VOICE	Patch Panel of 48 ports. Cat. 6.Brand QPCOM	1	274,90	274,90
		Switch Hp 1920-48G JG927A 48 Gigabit ports 10/100/1000MBPS.Manageable on Web	1	954,08	954,08
		Management panel of IP lineas: SOHO MyPBX SOHO Version - Full IP (No Interfaces) 32 users, hibrid IP PBX with ISDN BRI and PSTN	1	371,93	371,93
		Installation,setting configuration, setting up	1	116,43	116,43
LABOUR FORCE		Installation,setting configuration, setting up of 40 network node distributed in the computer lab and 40 voice network.	1	177,88	177,88
		Certification of network noe	40	3,23	129,37
				Sub - Total	8.232,54
				VAT 19%	1.564,18
				Total	9.796,72

Source: Authors

Table 7. *Regulated Current - Normal*

Description	Type	Material	Quantity	Unit Cost	Total Cost
		Regulated Current - Normal			
MATERIALS	ELECTRIC	Electricity cable No 12 x 3 (active, neutral, ground wire). Requered for the next area = 60 MTS	1200	0,49	582,15
		Fuse box y accesories, is needed 4 for each 10 network	4	16,17	64,68
		Regulated outlet	40	21,02	840,88
		Normal outlet	40	2,10	84,09
LABOUR FORCE		Installation and electricy electric cable assembly, with adaptations	1	32,34	32,34
			Sub - Total		1.604,14
			VAT 19%		304,79
			Total		1.908,93

Source: Authors

Table 8. *Closed - Circuit TV (CCTV)*

Description	Type	Material	Quantity	Unit Cost	Total Cost
		Closed - Circuit TV (CCTV)			
MATERIALS	CAMERA	Outside camera Hikvision Exir Turbo Hd 720p, 80mts Ds2ce16c2tit5	1	79,24	79,24
		Inside camera HikVision. Resolution 1080P, 12 leds, Dist. Ilumination 20 mts	3	46,90	140,69
	CABLE	Wiring Cat. 6. Approximate mts. Accesories	200	0,65	129,37
	DVR	DVR. Digital System Recording brand DAHUA Modelo DVR4232L to 8 cameras, analogous camera bracket (Hybrid) HD and IP, Full HD 1080, Recording Speed and Display of 960H Full WD1 Real Time, 4 Canal of Audio, Remote Control, Internet, Mobile Phone, android	1	129,37	129,37
	DISCO DURO	Hard Disk of 2 Tb	1	90,56	90,56
LABOUR FORCE		Installation, assembly and setting	1	161,71	161,71
			Sub - Total		730,92
			VAT 19%		138,87
			Total		869,79

Source: Authors

Table 9. *Servidor*

Description	Type	Material	Quantity	Unit Cost	Total Cost
		Servidor			
SERVER	HP	RACK HP DL 120G9 Format Server, Rack Mount (1U) Processor: Intel Xeon E5-2603v4 6-Core (1.70GHz 15MB L3 Cache) (only support 1 processor) RAM MEMORY: 16 GB(2 x 8GB) DDR4 2400MHz RDIMM (Expandable to 256GB of RAM) Graphics: Integrated Matrox G200eH2 network card: HP Embedded Dual Port 361i Adapter Storage in DD: Two (2) hard disk of 1 TB. (only support until 4 DD) Hot Plug 3.5in Large Form Factor Smart Carrier Hard Disk Controller of DD Dynamic Smart Array B140i controller (RAID 0/1/1+0/5) SATA Only (No Cache)** Optics Unity: DVD Rw) expansion slot: Modular Battery: 1 , PCIe 16x: 1 Power Source: max.: 1 (3)1 x550W FIO Power Supply (support redundancy in source, placed accesories) manage: iLO 4 (No Licence) / No OneView or Insight Control guarantee: 3 Year Parts / 1 Year Labour / 1 Year Onsite Warranty Next Business Day HP 1U SFF Easy Install Rail Kit, HP DL120 Gen9 Thumbscrew Ear	1	1.861,00	1.861,00
WINDOWS		HP MICROSFOT WINDOWS SERVER ROK 2012 R2 ESTANDAR E/F/I/G/S SW	1	837,00	837,00
		HP PACKAGE FOR 5 CALL OF WINDOWS SERVER ROK ESTANDAR 2012	5	192,00	960,00
UPS		Ups with Regulator 2000 Watts	1	220,00	220,00
LABOUR FORCE		Installation, setting Windows server and calls	1	350,00	350,00
				Sub - Total	4.228,00
				VAT	803,32
				Total	5.031,32

Source: Authors

Table 10. *Network*

Description	Type	Material	Quantity	Unit cost	Total cost
		Network			
Network	Lenovo (Corporativo)	V510z All-In-One 23" FHD No-Touch, Monitor Stand, Intel Core I5-6400T (up to 2.8) Processor, 4GB DDR4, 1TB HD 5400RPM 2.5" SATA3, Intel HD Graphics 530, Slim DVD Recording, Gigabit Ethernet, Intel 3165+BT 1x1ac, Camera 720 HD, Win 10 Pro 64 Spanish, 3 years on site	40	1.080,00	43.200,00
Ups Regulator		Ups with Regulator 500 Watts	40	80,00	3.200,00
				Sub - Total	46.400,00
				VAT 19%	8.816,00
				Total	55.216,00

Source: Authors

Table 11. *Software*

		Software			
Description	**Type**	**Material**	**Quantity**	**Unit Cost**	**Total Cost**
WINDOWS	LICENCE	Windows Licence 10 to 64 bits	40	113,20	4.527,81
		Office Licence 2013 Pro Plus (3 network)	40	210,22	8.408,80
	INTERNET	Internet Browser (Mozila firefox - Chrome)	40	9,70	388,10
	ADOBE ACROBAT	Adobe Acrobat	40	14,55	582,15
	ANTIVIRUS	Antivirus Licence - AVAST	40	22,64	905,56
LINUX	OPERATIVE SYSTEM	Ubuntu GNU / Linux	40	0,00	0
	OFFICE	OpenOffice	40	0,00	0
	INTERNET	Internet Browser (Mozila firefox - Chrome)	40	0,00	0
	ADOBE ACROBAT	Adobe Acrobat	40	0,00	0
			Sub - Total		14.812,42
			VAT 19%		2.814,36
			Total		17.626,78

Source: Authors

Table 12. *Other Divices*

		OTHER DEVICES			
Description	**Type**	**Material**	**Quantity**	**Unit cost**	**Total cost**
INTERNET	BANDWIDTH	Internet Type (Fiber Optic 30 MB) by month	1	103,49	103,49
PRINTER	EPSON	Multifunctional Printer (EPSON)	2	210,22	420,44
SCREEN PROJECTION		Screen Projection (177 x 134)	2	145,54	291,07
PROJECTOR	EPSON	Projector EPSON VS220	2	905,56	1.811,13
			Sub - Total		2.626,13
			VAT 19%		498,97
			Total		3.125,10

Source: Authors

Table 13. *Social Room*

SOCIAL ROOM			
Description	**Quantity**	**Unit Cost**	**Total Cost**
Trapezoidal Table	8	800.000	6.400.000
"Fold of poliform" chair	90	180.000	16.200.000
Office Desk	2	1.800.000	3.600.000
Television 42"	3	1.500.000	4.500.000
Filing Cabinet "Toscana" line 4 drawer Moduart -24005-04	2	419.895	839.790
Electrical System		8.000.000	8.000.000
		Sub - Total	$39.539.790
		VAT 19%	$7.512.560
		Total	$47.052.350

Source: Authors

3.7 Costs of Production

The costs of the LRC are divided according to the distribution of the Social room, computer lab, and library area.

Table 14. *Total Cost Language Resource Center*

TOTAL COST LANGUAGE RESOURCE CENTER	
DESCRIPTION	TOTAL COST
COMPUTER LAB	$117,454,132
SOCIAL ROOM - FURNITURE	$151,464,914
LIBRARY	$21,909,875
OPERATIONAL COST	$16,300,000
TOTAL	307,128,921

Source: Authors

3.8 Infrastructure

The infrastructure of the LRC has been designed according to the students' needs and desires. It has been divided in three main areas; library, computer lab, and social area. The main characteristics of this space are comfort, adaptability of the materials, and ergonomic products.

Library: It is a 172.2 square meter area. It has five tables of six. It has eight book shelves.

Computer Laboratory: It has an area of 330 square meters and 10 tables of four.

Social room/area: It has an area of 207,02 square meters and with a capacity of 90 people. This area is intended to be a big reading space, social area, and can work as an auditorium as well too.

The quality of the furniture is a very important aspect since it also guarantees high quality services for students. One of the propositions is to implement "adaptable" furniture. For instance, to be able to use the same seats in the auditorium and also as well the same tables in the social

area. Additionally, the computer lab is expected to locate 4 people in each table, because it reduces space. All these characteristics will improve the quality of the LRC services.

The following illustration is the installation drawing with specifications of measurements by area, which area are delimited by a color.
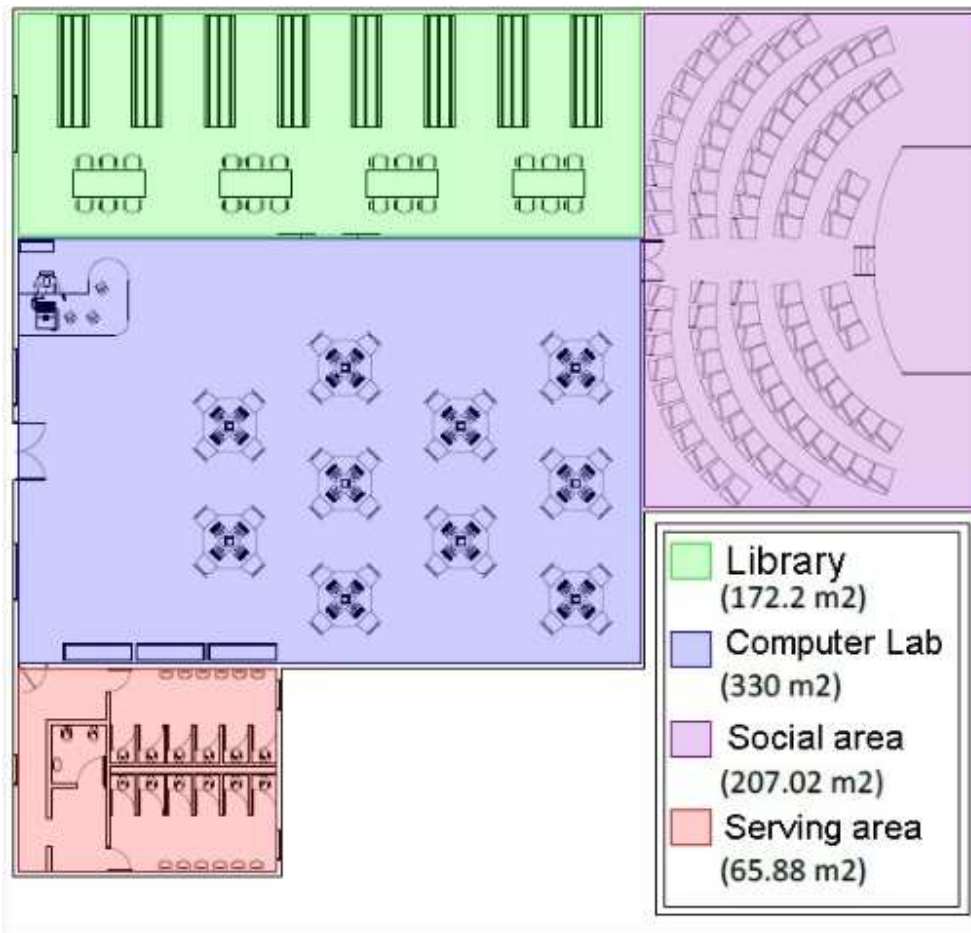
Figure 2. **Plan number 1. Language Resource Center in the Universidad ECCI**
Source: Designed by Daniel Gonzalez

The following illustration is the installation drawing with specifications of measurements of the LaRC facility.
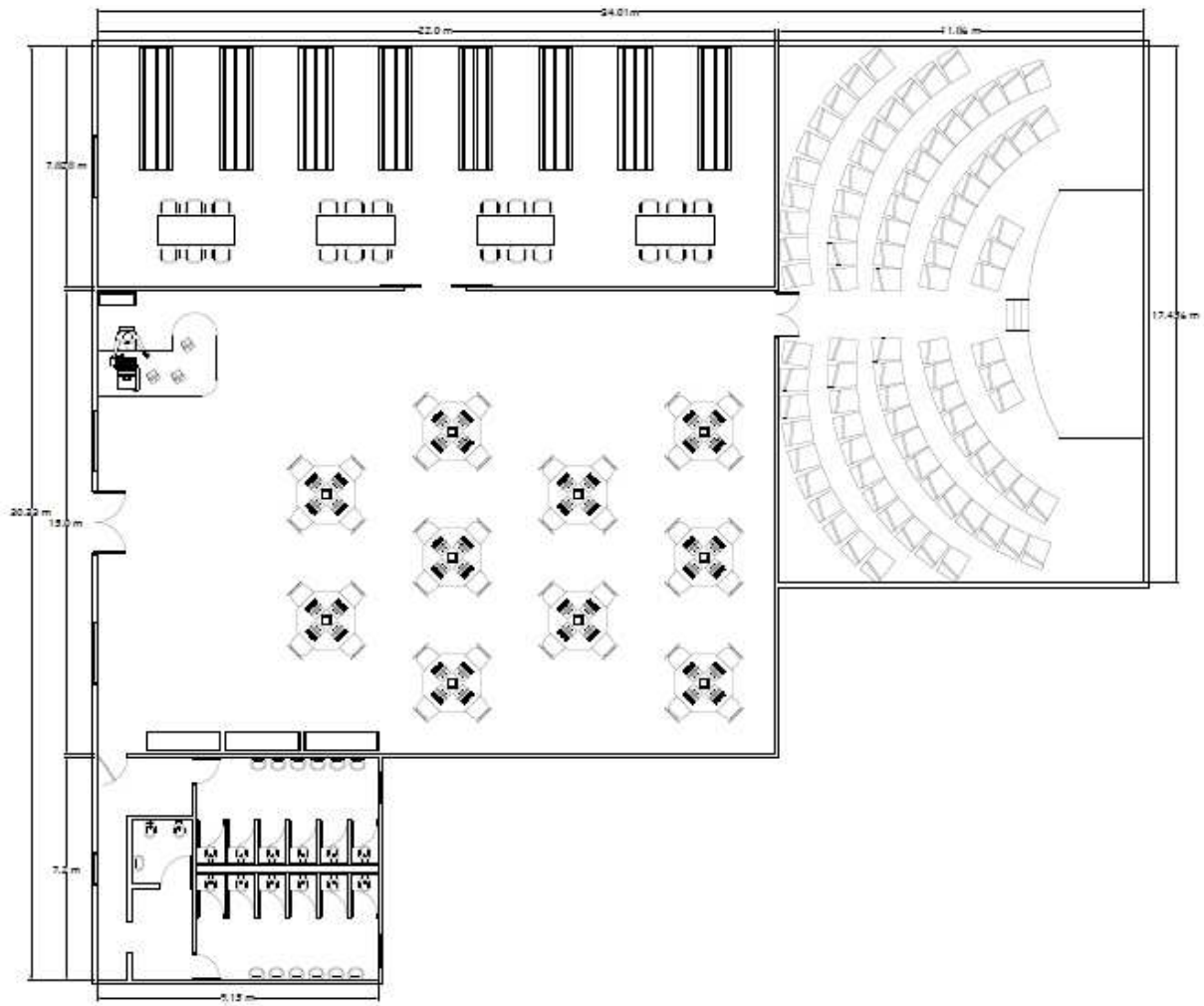
Figure 3. **Plan number 2. Language Resource Center in the Universidad ECCI**

Source: Designed by Daniel Gonzalez

3.9 Special Parameters & Techniques

The special technical parameters are commonly used in the agricultural business field. However, for this business plan, some parameters it have been settled in relation to the physical space of the LRC.

Table 15. *Capacity*

Capacity	
Computer laboratory tables	4 computers, 8 people per table
Library tables	6 people per table
Social room tables	8 people per table as average.
Social room	25-30 average. 90-100 maximum

Source: Authors

Table 16. *Use of Energy*

Energy consumption - average of kilowatts per hour	
Computer	0,20 (kilowatts)
Computer monitor	0,08 (kilowatts)
Modem	0,03 (kilowatts)
Printer	0,15 (kilowatts)
Scanner	0,15 (kilowatts)

Source: Trucupei (2011). Consumo Energía Equipos de Computación

4. Organization

4.1 SWOT Analysis

Strengths
-Professional training of the human capital.
-Mission incorporated to the institution (ECCI University)
-Authority for choosing material and equipment of the CRL.
-Benefits in personal and social aspects.

Weakness
-Lack of skilled and available staff
-A project proposed by students not by the coordination of the University
-Lack of sufficient and proper space.

Language Resource Center

Opportunities
-The ECCI University growth.
-It could improve the learning process of modern languages students.
-It could be useful for students from other programs, since they need to pass English level in order to get the diploma

Threats
-Difficulty for getting the budget.
-Possible lack of investment.
-Some students do not agree with traditional methods and they may classify the CRL

Figure 4. **SWOT Analysis**

Source: Authors

4.2 Support Agencies

In Colombia there are some organizations dedicated to support the implementation of different business ideas, which consists of financial support. One of the most important is FONDO EMPRENDER from the Servicio Nacional de Aprendizaje (SENA) This entity identifies the potential of the project and decides wether to approve or not an economical support plan according to the current regulations. (Servicio Nacional de Aprendizaje SENA, s.f.).

Another financial institution this business plan can be back to is "Emprende". It is a digital platform and it connects leaders inside the country. The website allows to share articles about current, analysis, advices, and good practices related to business undertaking.

4.3 Organizational Structure

The organizational structure of this business plan is very important since it wants to give senior students the opportunity to be part of this project. In that way, these students can do an internship working at the LRC as a graduation option.
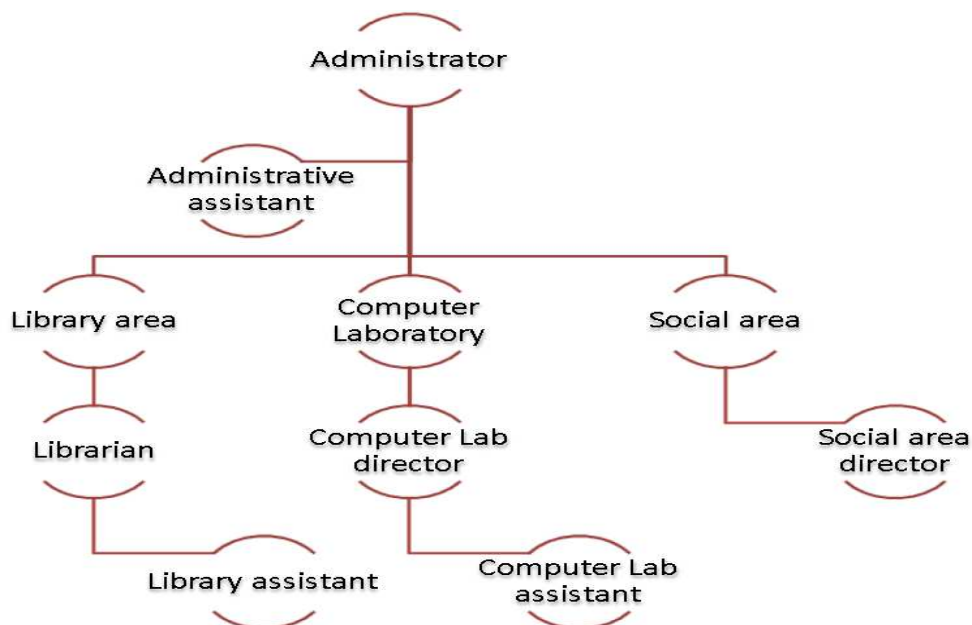
Figure 5. **Organizational Chart of the Language Resource Center**
Source: Authors

Organizational Structure of the LRC is elaborated to provide a good service where students can feel comfortable.

4.3.1 Administrator

The administrator profile of the LRC must have:

Education: professional in business administration
Experience: 2 years of experience in the education field

This is the most important person because is the one who will be in charge of the business operation and development of different activities. His/ her responsibilities are:

Plan: the administrator should define the goals for the LRC in a short and long term that allows to know the success of the LRC. He needs to establish strategies to encourage students to participate in the different activities and carry out plans to coordinate the activities/events.

Organize: is the person who determines what activities and in what moment can be executed or programmed. They will be the people in charge to do so and who will organize the publication.

Manage Staff: It refers to the employees management, work plan, schedules, motivation, and ways to handle conflict resolution.

Monitor: Someone to monitor the activities to ensure that the program complies with the language center needs and corrects any possible deviations.

The administrator will arrange different activities for the LRC, such as: in the Library: To promote reading habits in the student through the "Reading Week" event, for example. In the Computer Lab: Provide access and resources to use the computer lab accordingly. Provide a vast list of online resources to work on listening and speaking skills through chats, video calls,

movies or conferences. Provide LGR Software that allows to practice writing and listening skills too. Finally, in the Social Room: Conversation Clubs, Movies, Conferences, and others.

4.3.2 Administrative assistant

The administrative assistant profile of the LRC must have:

Education: at least six semesters in the Modern Languages program

Administrative assistant must support the activities assigned from the administrator. She/ he must posses strong communication skills, customer service experience and administrative experience.

4.3.3 Librarian

The librarian profile of the LRC must have:

Education: professional librarian
Experience: 2 years of experience in the education field or foreign language acquisition

A professional person responsible for the bibliographic content care, library organization and customer service. Besides that, its main job is to know the material and resources the library has in order to help students find the right information. She or he is a person in charge of the bibliographic material lending. Some of his/her responsibilities are:

Supervising and control the available spaces, hours, and content.
Spreading the word with new acquisitions.
Making the activities program, coordinate, and deliver the job and watch for its compliance.
Helping students find appropriate material that fits their needs.
Providing solutions to unexpected events

Together with the administrator, they have to organize the activities previously stated: the "Reading Week" and other events that encourage students to improve their foreign language learning.

4.3.4 Library assistant

This will be a person who supports the activities conducted out in the library. His/her role will be:

Help students find the bibliographic material

Make sure the material is put back in the correct spot

Make sure students remain in silence

4.3.5 The computer lab director

The profile of the LRC must have:

Education: professional librarian

Experience: 2 years of experience in the education field

She or he should be a professional person with a computer degree, responsible for the computers. Her or his job is to maintain software, make decisions about equipment maintenance, software training according to the students' needs. Some other responsibilities are:

Providing information about technological solutions in the lab.

Arranging, organize, manage, and have control on the own activities for the lab.

Supervising his staff performance based on the goals and activities assigned.

Using budget accordingly.

Analyzing present or future needs of the computer lab and look for possible solutions according available resources.

Supporting administrative and academic areas.

Giving to users all services and share resources.

Willing to solve problems of hardware and software reported by users.

Keeping data safe.

Maintaining backup copies of files.

Upkeeping computers updated.

Making of the place to be clean and safety

4.3.6 Computer lab assistant

The profile of the LRC must have:

Education: computer engineer of third or fifth semester

Experience: 2 years of experience in the education field

She or he must be a good support for the lab director because he/she might perform the same job. The lab assistant is responsible for the following:

Taking care and handle user's requests

Making sure computers are available

Maintaining computers

4.3.7 Social director

The profile of the LRC must have:

Education: Modern languages student or a related program.

Experience: 2 years of experience in the education field

This person is in charge of the successful operation of LRC´s social area. This position is a very relevant one, and the social director is responsible for the following:

Managing the social area resources

Proposing and determinate the content offered to the students, for instance: type of movies, debates, schedules, among others.

Identifying innovative strategies in order to encourage students' participation

Setting up the activities schedule.

Keeping students safety

4.4 Legal Aspects

From the legal perspective for the LRC implementation, it is important to know that the Law 30 of 1992 (*Ley 30 de Diciembre de 1992*) whereby it is organized, the public service of Higher Education in Colombia in the article 3 guarantees autonomy to universities and watch the quality of education services through the inspection and control of higher education institutions.

The chapter IV Autonomy of higher education institutions states in the Article 29 D: To define and organize its formative, academic, teaching, scientific, cultural and extension duties. (Congreso de Colombia, 1992).

In that sense, the Language Resource Center projection is under the Colombian normativity of high education since it is part of all the strategies and plans that are intended to be implemented at the Universidad ECCI in order to encourage the quality of its services.

Additionally it is supported by the university through the implementation of the *Acta No. 07 de 2016,* about financial entitlements. One of the point states that the entitlements are adjusted according to:

D. Endowment, acquisition, and implementation of new specialized laboratories, equipment and educative means of newest technology, according to the new requirement of accreditation.

4.5 Management Cost

The management cost consists of: payment roll, stationary, accounting advice and services, as illustrated in the following table, the management costs have been calculated both monthly and annually as well.

Table 17. *Management Cost – Language Resource Center*

Management Cost – Language Resource Center		
Conception	**Monthly**	**Annual**
Payment roll	$12.600.000.00	$126.000.000.00
Stationery	$2.000.000.00	$20.000.000.00
Accounting advice	$8.476.736.00	$8.476.736.00
Services	$1.000.000.00	$12.000.000.00
TOTAL MONTHLY	**$24.076.736.00**	
TOTAL ANNUALLY		**$166.476.736.00**

Source: Authors

5. Financial Analysis

5.1 Income

The profits of this business are intended to be 20% over the costs. This profit will be generated from doing consulting in the implementation of the LRC at the Universidad ECCI.

Table 18. *Total Cost Language Resource Center*

TOTAL COST LANGUAGE RESOURCE CENTER	
DESCRIPTION	TOTAL COST
COMPUTER LAB	$117,454,132
SOCIAL ROOM - FURNITURE	$151,464,914
LIBRARY	$21,909,875
OPERATIONAL COST	$16,300,000
TOTAL	307,128,921
PROFIT MARGIN	61,425,784
PROJECTION SALE	368,554,705

Source: Authors

5.2 Expense

The expense of the LRC is constituted by fixed and variable expenses, these categories are determined by the frequency and importance of each expense. For instance, the LRC cannot work without a labor force, which means that the payment roll is an expense that must be paid every month. In that case it is the most representative expense in terms of figures.

Table 19. *Expense – Language Resource Center*

Expense - Language Resource Center		
Fixed expense		
	Energy service	$ 500,000.00
	Water and sewer service	$ 200,000.00
	Internet & TV system	$ 300,000.00
	Payment roll	$ 12,600,000.00
	Total fixed expense	$ 13,600,000.00
Variable expense		
	Stationary	$ 2,000,000.00
	Advertising	$ 600,000.00
	Other expenses	$ 2,000,000.00
	Total v. expense	$ 4,600,000.00
	TOTAL EXPENSES	$ 18,200,000.00

Source: Authors

5.3 Labor Capital

The labor capital is everything that the LRC needs to operate.

Computer equipment

Bibliographical

Furniture

Connectivity

Labor force

5.4 Operational Plan

Table 20. *Operational Plan*

Activity	Description	Person in Charge
Preliminary	Find the financial support for this project	Administrator
	To implement the preparation of the facilities according to the guideline given in this project.	
Marketing and advertising	Implementation of advertisement to make the LRC known within the university community.	
Request of the service	Students (users) that through advertisement agree to use the LRC services.	Student
Introduce of the user to the service	First time users will complain with a diagnostic in the target foreign language. This is useful to identify the learner's level to identify the proper material for this student	Administrative assistant
	The student identifies the place and choose an area or an order to make use of the LRC.	Student
Use of the computer laboratory	Computer laboratory: The user requests a computer and limit time is assigned to use it	Computer lab assistant
Use of the library	Library: The student makes use of the bibliographic resources within the facilities and according to the rules of the place	Librarian assistant
Use of the social room	Social room: Through advertising, the LRC activities are offered. Participation will depend on learners' needs and desires	Social room assistant
After-sale service	The LRC keeps a daily record of users. In that way, it is possible to make a projection of a future number of users.	Administrator and areas directors

Source: Authors

5.5 Environmental, Economic, Social and, Regional Impact

Like many of the people who get involved in a business plan, there were some obstacles in the way, including indicating the viability of the project in terms of income. This means that even though it is evident that implementing a Language Resource Center implies an investment (which is high), the most difficult challenge was to find how that investment was going to be turned into value, something that will reflect directly into real income, in financial terms. By itself the Language Resource Center is an innovative project for the Universidad ECCI, a project that intends to strengthen the language learning process which benefits irrefutably more than 1979 (Universidad ECCI, 2017) students in the modern language program.

5.5.1 Environmental impact

We are committed to generate a positive environmental impact. As such, we have identified some strategies:

Using alternative materials, for example, pallets in furniture. This is a new trend in design through the use of an element used frequently in the industry and its uses are becoming diversified.

Language use is a powerful tool, not just in the area of learning itself, but in almost all fields of knowledge. It is such a great opportunity to tackle this kind of social issues through the language learning process. The student would probably feel a higher affinity toward the language by practicing familiar topics

5.5.2 Economic impact

The Universidad ECCI has been involved in a process of certification of its higher education programs during the last years. As a part of this, the implementation of different strategies has been necessary, such as: publicity, participation in events, the standardization of academic programs, among others. All of these strategies are focused in improving the quality of the

education and ensure credibility of the institution. This has a direct effect in the quality of the life in the professional aspect of those graduating from this university since it could improve their profile within the labor market.

The main economic impact consists of promoting the Language Resource Center as a valued addition to the modern languages program of the university. The quantity of enrolled students to this program increases every semester and is currently one of the majors with the highest quantities of enrolled students with approximately 1679 enrolled in 2017-II. This indicates that there is a trend to opt for modern languages as the professional career. In that sense, the Universidad ECCI must focus on strengthening the program in order to get more enrolled students who are able to afford a higher quality service that offers not just the traditional curriculum, but also a complete developed space. This not only benefits students, as well as the image of the Universidad ECCI.

Currently the price of the semester of Modern Languages represents a higher income for the Universidad ECCI, with an amount of $5.586.606,30 COP per semester.

5.5.3 Social impact

The Language Resource Center was created as a strategy in the language learning process of Modern Languages students of the Universidad ECCI. One of the main objectives (and the foundation of the project) is to impact the life of the user in the context of language learning in a positive way. We can state that, by itself, the LRC represents a social impact project. One of the most difficult aspects when defining the viability of the business plan was to identify the source of income. According to the collected data, the students stated they would prefer not to pay for this service, even though they consider it to be very useful and necessary.

On the other hand there are some other benefits of the LRC that contribute to the social development of users like:

Interaction among users in the activities of the LRC that strengthens the communicative relationship in the middle of language learning contexts.

The LRC integrates different spaces and elements which constitute the identity of the modern languages learner, which may represent the development of innovative ideas.

The LRC is a space in which users are able to speak and practice language skills, therefore contributing to the improvement of their skills. This valuable contribution will have a positive impact on the learning processes of students, which in turn benefits the Universidad ECCI.

As many of the people who get involved in a business plan, there were obstacles in the way, in this case it was such a difficult point to find the viability of the project in terms of income, which means, even though it is evident that a LRC implies an investment, which is high, the most difficult challenge was to find how that investment was going to be turned into a cost, something that will reflect directly in a real income, financially speaking. By itself the LRC is an innovative project for the Universidad ECCI, a project that pretends to strengthen the language learning process which benefits irrefutably more than 1979 (Universidad ECCI, 2017) students of the modern languages program.

6. Conclusion

From this project it is possible to conclude the following:

The students of the Modern Languages program agree with the implementation of strategies that strengthen their foreign language learning process.

The implementation of a language resource center is a support tool for students' autonomous learning and for the Universidad ECCI. It also contributes to the development of foreign language skills.

The language resource center helps and promotes the growth of the Universidad ECCI. Therefore, it should be implemented.

Language resource centers have been implemented in many language schools and most of them are greatly recognized around the world.

During this project, it was possible to identify real costs for the implementation of a LRC at the Universidad ECCI. The costs are based on data collection and research done through other language centers that are already in operation.

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