



Benemérita Universidad Autónoma de Puebla
Facultad de Lenguas
Maestría en la Enseñanza del Inglés



**Exploring identities of a group of counselors in a Self-Access
Center in a public University in Central Mexico.**

This thesis has been read by members of the thesis committee of

Norma Elsa De Ita Reyes

And is considered worthy of approval in partial fulfillment of the requirement for the

degree of

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CHAPTER ONE: INTRODUCTION

Introduction

The purpose of this study is to present the findings resulting from the exploration made to the counselors at the Self-Access Center have of their own identities. The analysis is based on the work done by scholars related to identity, communities of practice, Self-Access Center, Grounded Theory and Appraisal System. In this vein, in this chapter there are presented the justification of the study, the statement of the objective, the research questions and the description of the context.

Identity is an in-progress configuration of personal characteristics and attributes that varies from person to person. The construction of one's identity begins when the individual starts the exploration of behavior, attitudes, feelings, and goals that provide his/her life with some measure of unity (Erikson, 1968). Identity is not fixed or static, it changes with age and according to the changing circumstances a person could face. These changes depend on the type of society the person was born in, so identity would be deeply affected by the state given that it is the government which has the power to "distribute identity through the setting of criteria for the award of certificates which bring benefits and privileges" (Bourdieu, 2000 in Pavlenko & Blackledge, 2004, p. 69). In other words, a person's identity construction would be even determined by the type of society in which he or she was born.

The use of language takes special relevance when it is considered as an instrument for expressing feelings, thoughts, ideologies, values, which as mentioned before, are delineated by the society a person is part of. Second Language Acquisition (SLA) studies have made emphasis not only in the type of input or output that a learner is exposed to, but

in making a distinction between social identity and cultural identity which also would be expressed in the way a learner relates with a larger social world Norton (2010). For instance, in the 1970s and 1980s researchers were interested in the relationship between identity and language learning drawing distinctions between social identity and cultural identity Norton, (2006). McKinney and Norton (2008) analyze identity in language and literacy taking into consideration the social, historical, political, and cultural contexts in which learning takes place.

Norton Peirce (2006) examines identity as a social construct as opposed to cultural construct due to the debate about whether theories of cultural identity could do justice to the heterogeneity within the groups she found as well to the dynamic and changing nature of identity she observed in her research. Some other studies such as Norton's (2010), focused on terms of investment and imagined identities to explain the reasons a learner could have when learning English. Another study by Pavlenko and Blackledge (2004) see identity as a "shifting nexus of multiple subject positions, or options" (p. 35).

As observed before, identity varies according to the different contexts in which a person may participate. In words of Hall (1991), each individual is both located in, and opts for a number of differing and at times conflicting identities. The decision to adopt an identity would be made depending on the social, political, economic and ideological aspects of the individual's situation, "identity emerges, as a kind of unsettled space between a number of intersection discourses" (p. 10). Identity is constructed also through interaction. This interaction occurs in socially defined practices "because it is reified in a social discourse of the self and of social categories...and is produced as a lived experience of participation in specific communities" (Wenger, 1998, p.151). In Wenger's view (ibid), it is

through the participation in a community of practice that a person knows how to engage with others, that individual also knows what to do, and how to do things in it.

In agreement with the descriptions made above, the Self-Access Center (SAC)- can be seen as a place where a foreign language student finds resources in form of digital and printed materials which help them to interact with the languages they learn. In this way, the SAC is a community where counselors' membership constitutes their identity through reified markers of membership but more fundamentally, through the forms of competence that it involves.

As identity is in constant change and varies from person to person, the exploration of the individual perceptions of it among the counselors of the SAC will be developed using Grounded Theory (Charmaz, 2000) and Appraisal (Martin and White, 2005). These theories will shed light on the analysis of the information collected in the form of interviews.

1.2 Justification of the study

Interest in understanding the nature of identities has shifted the attention of scholars in the field of Second Language Acquisition (SLA). For instance, Norton (2006), mentions that the emphasis is set now on “the relationship between the language learner and the larger social world” (p. 502) particularly in the relationship between English as a second language and the individual processes that emerge through its learning. In other words, attention has shifted towards the relationship between the individual characteristics of the learner and the context in which this learner learns. In the view of Wenger (1998), these different contexts are identified as communities of practice and these communities hold characteristics that determine also the interaction that occurs within them. The Self-Access Center has a

specific configuration in which the objective and activities are defined as worth pursuing and the members of it are recognized as competent. Nevertheless, having a specific configuration, an objective and defined activities could need an extra consideration; identity inside this community. In the view of Wenger (ibid), “our identity includes our ability and our inability to shape the meanings that define our communities and our forms of belonging” (p. 145). Then the exploration of the Self-Access Center counselors’ identities could constitute a contribution to the community of the Self-Access Center, other Self-Access Centers, the Faculty of Languages, and the University. This discussion would lead us then to state a main objective.

1.3 Objective

The objective of this research is to explore counselors at the Self-Access Center’s perceptions of their own identities and how these identities are shaped within their interaction in the SAC. It seems necessary to clarify that the name given in Spanish for the personnel in this SAC is (*assessors*). Nevertheless, the activities this staff carry out are related to the assessment of students, materials writing, facilitation of materials, in it. Thus, these activities go beyond the simple assessment of the students’ activities in the SAC. For these reasons, SAC’s staff will be referred to counselors from now on.

After having explored some important definitions about identity, there will be a general perspective that will allow the exploration of the identities of some counselors at the Self-Access Center. It will be interesting to identify the social interaction existing among them and the possible implications in their identity constitution within the Self-Access Center. To achieve this objective, the research questions that shaped this study will be presented in the next section.

1.4 Research questions

As mentioned previously, identities are constructed from individual perceptions, and social interaction in different contexts. Given that the main intention of this investigation is to explore the perceptions that counselors at the Self-Access Center have about their own identities, I Proposed three questions which are intended to collect information about the general perceptions that counselors have about their identities. Then, the three proposed questions are:

1. How do counselors at the Self-Access Center perceive their identities?
2. What are the main categories that emerge from the data according to Grounded Theory?
3. What are the main linguistic domains that emerge from the data according to the Appraisal System?

1.5 Description of the context

This research was carried out in the Self-Access Center of a public university in Central Mexico. This Self-Access Center (SAC) was created in 1994 as a result of the project elaborated between the *Secretaría de Educación Pública (Ministry of Education)*, the British Council, and public universities in México. First, a professor from the School of Languages was selected to leader the Self-Access Center. Its functioning was monitored and reported to an experts' team. Later, the responsibility to control and administrate the SAC was totally given to the leader of the SAC in this university. The training for working in the SAC evolved in this sequence: the experts' team trained the SAC's leader, then this leader trained new hired counselors and finally, the training was given by the staff members to the new ones.

In my personal experience, since 2008 when I became part of the SAC's staff, I did not receive any formal training or information about the SAC's origins, objectives, or activities. I was required to develop a series of administrative procedures to be followed with the students, in addition to some guidance related to the design of materials I had to do then. As time passed, some counselors shared their experiences about their early days in the SAC. It was when I realized that there had been changes in the SAC's functioning, staff training, administrative procedures and materials writing. For instance, the training vanished at some point, new staff members were hired, and new spaces working as an extension for the SAC were opened. Moreover, there have been general changes in the university (such as a new institutional model implementation) which seemed not to have had important effects within the SAC. In the early stages of the SAC, the staff were required to hold a BA in Modern Languages, but now, most of the counselors hold an MA degree in areas such as: Educational Technology, Educational Sciences, Educational Institutions Management, and Higher Education, among others. In addition, activities in the SAC have also changed, they shifted from the promotion of autonomous learning in foreign languages to an objectiveless learning practice. There is an apparently not clear understanding of the main objective of the SAC. I have also noticed disagreement about the type of activities done by counselors. It has been debated if the current students' facilities and abilities in technology have gone further it was expected in the SAC's origins. It is my personal view that, the apparent misunderstandings are related to something else than the mere counselors' disagreement. It was this perception the basis which led me to do this research. The next section discusses the theoretical framework upon which the study is based.

CHAPTER TWO: LITERATURE REVIEW

Introduction

In this chapter, I will present the theoretical framework that has served as the basis of this research. As a first point, the term identity is introduced to clarify the understanding about the term throughout this paper. Then, a review of previous studies related to identity are discussed to pass then, to the link between identity and a community of practice. Later a description of the Self-Access Center, its functioning and characteristics is made. Finally, the Grounded Theory and the Appraisal System, which served as lenses of analysis in the research, are discussed.

2.1 Definition of identity

Identity is, from a psychological perspective, a connection that links the stages of childhood when the bodily self and the parental images are given their cultural connotations and at the same time, a wide variety of social roles become available and attractive (Erikson, 1969). The physical growth is accompanied with a psychological revolution where the individual is concerned with how he or she is perceived in the eyes of others and this information is compared with what s/he feels is. McAdams, Josselson and Lieblich (2006), state that the challenge for adolescents and young adults in modern societies is, to figure out what set of characteristics would differentiate each individual. As observed, this process occurs within social interaction from the parental guidance, to the rest of the individuals and groups who are in contact with the person. Identity is then, a configuration of the self that develops over time, which does not remain static or frozen. It is expected to change with age and with changing circumstances, and to develop certain control over it. (Oysserman, Elmore, & Smith, 2012).

2.2 Previous studies

In the field of Applied Linguistics, the understanding of the term identity has led researchers to develop important studies in this topic. Norton (2006) states that, in the 1970s and the 1980s, researchers were interested in figuring out the relationship between identity and language learning which derived in making two important distinctions among social identity and cultural identity. Social identity is the relationship between the individual and the larger social world as mediated by institutions such as families, schools, workplaces, social services and law courts. Cultural identity is the relationship between an individual and members of an ethnic group who share a common history, or language, and/or similar ways of understanding the world (ibid). It seems to be a clear distinction among these two important components of identity. Nevertheless, Norton Peirce (1995), questioned the understanding of identity as a social construct opposed to cultural construct because in her view, theories of cultural identity did not justice to the heterogeneity within the groups she found in her study and the nature of identity.

In recent Second Language research, identity theory is more fluid and the coincidences among social and cultural identities are more significant than their differences. In her research developed with immigrant women in Canada Norton (2000; Norton Peirce, 1995), proposed the term investment to extend the notions of motivation these women had when learning English as a second language and the effects of this within their identities. When doing research with two adult immigrant language learners, Norton used the term imagined communities to explain the imagined possibilities these women had in order to become part of a desired community; therefore, they also had an imagined identity as a collateral effect that the learners would have if they had learned the English language. In a similar vein, Pavlenko, and Blackledge (2004) provide new approaches to

the study of negotiation of identities in multicultural contexts, or the possibility of changing the social conditions conceived by South African learners of English language explored in the study developed by Norton Peirce and Stein (1995). Scholars such as Bakhtin (1981, 1963/1984), and Bourdieu (1977, 1979/1984), are concerned with analyzing the influence of institutions in the identity conception and development. Other researchers such as Lave and Wenger (1991) pay attention to communities of practice and their impact on learning and identity development. As it can be observed, the term identity in the English language field comprises different elements beyond a psychological understanding in its definition.

Identity is “how a person understands his or her relationship to the world, how that relationship is structured across time and space and how the person understands possibilities for the future” (Norton, 2013, p.45). Bhavnani and Phoenix (1994) state that identity is not only one thing, everyone opts for more than one identity depending on the social, political, economic and ideological aspect or his/her situation. “As we move from one site to another, encountering different partners in interaction, we invoke different representations of our identity, and draw on different linguistic resources”. (Miller, 2004, p. 295).

In defining identity, Lee and Norton, (2009) have analyzed the impact of the learning of English language. They paid special attention to the way in which educators and language planners have sought to validate diversity while learners were appropriating English language in contexts like South Africa and Pakistan. We now move on to consider the role of teacher’s identity.

2.3 Teachers' identity

In general terms, a teacher is trained to be able to react to every group of learners in structured procedures. Gardner and Miller (1997) state that teachers plan their lessons considering a syllabus and the students' learning needs. Nevertheless, when teachers become counselors (as it is the case of the SAC at this public university), they face a set of activities different from the traditional ones. As stated by McCall (1992), "...a center might be staffed only by qualified teachers or only by administrator, or organizers...or just qualified professionals..." (p. 9). This requirement is not a casual one; it is because a teacher who becomes part of a SAC's staff must widen his/her perspective about the traditional role. Teachers, who become counselors at the SAC, have a professional instruction in English Language Teaching and at the same time they develop activities as "information provider, counselor, authentic language user, manager, materials writer, assessor, evaluator, administrator and organizer" (Gardner & Miller, 1999, p. 13). Then, to have teaching skills is an important characteristic in the SAC which is the context of this investigation.

A teacher must be an effective one, "to be really good, and to retain a vision of success and intellectual development for one's students in social climates not conducive to such endeavors, to persist despite the low regard our culture has for such work..." (Danielewicz, 2001, p. 3). Moreover, a teacher who becomes a counselor in a SAC, holds a quite relevant role because in opinion of Bailly (1995) "the efficacy of a SAC relies on expert, competent and available counselors" (p. 184).

Individuals are formed of different identities, and these identities are constantly being constructed in their formation process, "added, erode, reconstructed, integrated, dissolved or expanded..." (ibid). The identity is then, fluid and has different degrees of

importance in agreement with the time, the space, and the context in which it is being built. This sense of constant movement, gives identities a feeling of fluency and change.

Due to the nature of the teaching activities and processes that teachers are committed with, teachers are constantly participating “in their own professional development by designing paths based on their preferences, beliefs, and perceived needs” (Mora, et. al. 2014, p. 51). These different contexts could be considered as communities, so it seems necessary now, to review the social character of identities formation within communities of practice.

2.4 Communities of practice

In the construction of one’s identity, it is necessary to be an active element in the practice of social communities and constructing these identities in relation to the interest of the different groups. For Wenger (1998), “we all belong to communities of practice; at home, at work, at school, in our hobbies, we belong to several communities of practice at any given time” (p.6). In addition, as a necessary condition to be named one, there must exist relations of mutual engagement in the activities we do in every group. So, the work we share with other members of the group having this mutual engagement in objectives, ideals, purposes, and principles is what makes different a community of practice from a simple group of work.

Communities of practice (COP) are conceived as an integral part of our lives. Wenger (1998) states that we can have notions of the COP we belong to in our present, those communities we belonged in the past, and the ones that possibly we could be part in the future. He maintains that in the COP, there is a constant learning process implied. According to this, in order to learning occurs in a COP, four important components are

necessary: 1) Meaning: we should have our own way of describing our abilities, 2) Practice: refers to the way we refer to new historical and social resources, frameworks, and perspectives that we share with others and sustain mutual engagement in action, 3) Community: it is related to our own way of talking about the “social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence” (p. 5); 4) Identity: the way someone talks about their learning changes, who we are and construct particular histories of becoming in these communities. So far, it is my perception that, apparently, the SAC accomplishes the four components necessary to constitute a community of practice. Nevertheless, the simple given of these components do not build a community of practice. It is necessary now, to revise the type of practice within the community of practice.

Within these particular groups, the practice within them must reflect the pursuit of the integrants’ enterprises and the attendants’ social relations. In this way, these activities are specific for a type of group created through the time. It could be said that, when working with others who are in similar working conditions, engagement with each other or against each other will be involved. The practices given among the participants are then, done according with a “historical and social context that gives structure and meaning to what we do” Wenger (1998, p. 47). In addition to the historical and social context, the conditions of a community of practice are usually delineated by institutions and can include: implicit relations, tacit conventions, subtle cues, untold and told rules, in additions to ideas, ideals, talk, what is said and what is left unsaid, what is represented and what is assumed, among other conditions.

Although it seems that all the components mentioned above are enough to define a COP, it also requires interactions. These interactions would be possibly stated after

clarifying three dimensions that need to be joint: 1) mutual engagement, 2) a joint of enterprise, and 3) a shared repertoire. It is observed by Wenger (1998) that mutual engagement requires that people are engaged in actions whose meanings they negotiate with one another and can do whatever they do, even if there is not homogeneity in the relationships among participants. The joint enterprise must be negotiated among the participants to create relations of mutual accountability. Finally, there should exist a shared repertoire which gives a sense to the community. This repertoire may be formed by routines, words, tools, specific ways of doing things, stories, gestures, salutations, symbols, actions, to mention some which the group has elaborated, adopted, through its existence.

Identity seen from the communities of practice perspective could be described as the result of our ability or inability to shape the meanings that gives the characteristics that differentiates our communities from others. Although our identities vary depending on the organizations we are part of, they are enriched from the social interaction that takes place inside and outside of these groups.

2.5 English language teaching/ learning in Mexico

One of the shared activities which are developed among the SAC's group is to provide support to students in their English language learning (ELT) process. It seems appropriate now to make an overview of the ELT in Mexico.

In Mexico English learning is part of national plans which intend to prepare "citizens within the necessary competencies to face and incorporate into a globalized constantly changing world" British Council (2015, p. 7). In Puebla, the BUAP's *Modelo Universitario Minerva* (2009) states the intention that learning a foreign language would provide students with a necessary tool to be used alongside their professional lives. In a

similar vein, in the study developed by the British Council (2015) it was stated that in many Mexican universities “...students must attain a minimum of around 450 points on the institutional Test Of English as a Foreign Language (TOEFL) or the equivalent on other internationally recognized English test if they are to be eligible for graduation...”

In his way, it could be the case that for some students the learning of a foreign language (in this case, English) could affect positively their motivation towards the language given that it represents a latent opportunity to improve their job opportunities then, the improvement of their lifestyle and in a smaller percentage, to travel abroad. There could be also that presenting the TOELF could represent a forced reason to improve their proficiency level in English language. This information acquires special relevance when contrasting with countries where English is learned as a second language.

Kachru and Nelson (2001), state that the presence of English language around the world keeps differences in the English varieties that there exists around the world. They explain that although there are three main concentric circles that distinguishes users of English internationally; it is a complex idea to think that one single country could claim itself as the owner of the English language. In figure 1, the Inner Circle represents those countries where English is the native language used by most of the population. The Outer Circle where, in words of Kirkpatrick (2007), English is “an important and usually official language, but not the main language of the country.” (p. 27). Finally, the Expanding Circle represents the group of countries where English is not used or spoken in the normal daily activities of the individuals. English in this circle is learned at school and it represents a possible advantage when looking for a job, a promotion, or for educational improvement.

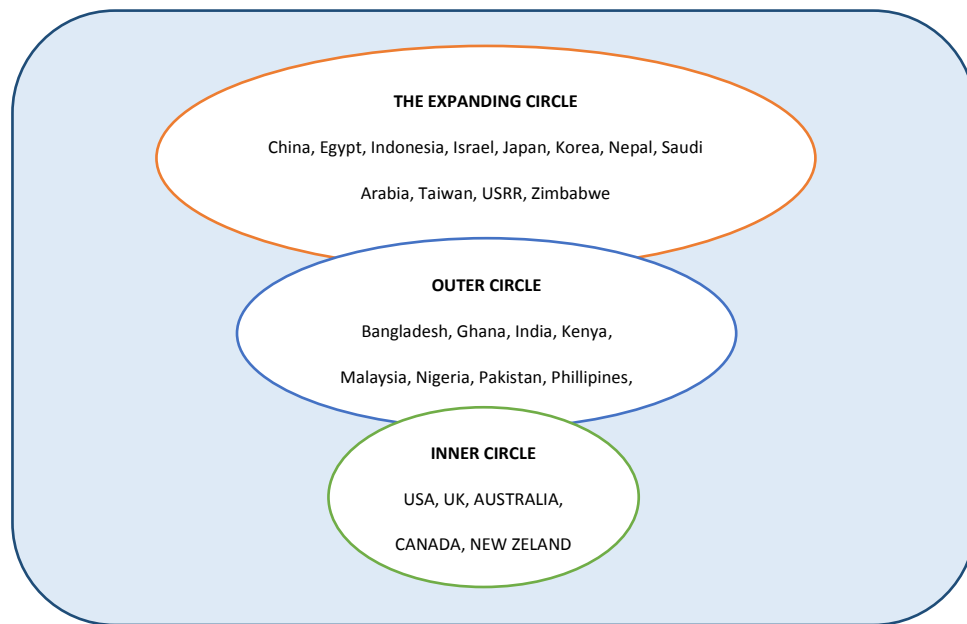


Figure 1. Adapted from Kachru, (1991, p. 179).

In the case of Mexico, besides being neighbor of an inner circle country, English is not used as a second language. In this way, learning English in Mexico is still being done as a foreign language. Kachru and Nelson (2001), reflect that “monolingual English teachers with little if any cross-cultural experience has to stop and think about the situation in which English is acquired across the world...it is taught to non-native speakers by non-native speakers, neither teachers nor students even having any contact with a native user” (p. 18).

As English language is included in this public university’s programs, the Self-Access Center still have an important role in this process as will be discussed in the next section.

2.6 Self-Access Center

Since its very conception, the Self-Access Center (SAC) is perceived as a space where the learner can be in contact with a wide variety of materials in foreign language such as books,

audios, videos, and digital means available in foreign language. In the SAC of the university where this research took place, there are English teachers (and French, Italian, and German teachers) who are counselors at the SAC. In addition, the learners can put into practice limited freedom in language learning every time s/he attends the SAC by the selecting of materials for satisfying his/her specific learning needs. In the reviewing of literature, important definitions emerged. For instance, Gardner & Miller (1999) conceive the SAC as the integration of spaces, resources, staff, and systems for management and learning in a learning environment for independent study. It is also understood as “the organization of learning materials and equipment made available and accessible to students” (Herrera, 2011, p. 117) in non-necessarily teacher-guided activities. For Sturdridge (1992) the Self-Access Center is a “system which makes materials available to language learners so that they can choose to work as they wish (...) without a teacher, or with a limited teacher support.” (1992, p. 4).

In a more idealistic view, the Self-Access Center is seen as a flexible environment where the learners select freely their own materials and the interaction they want with the learning resources. (Chung, 2013; Reinders & Lazarro, 2007). The SAC, seen from different perspectives, is conceived for intentions which coincide in its essential purpose: to be a space where the learner can be in contact with the foreign language. It is also a means “for the implementing of notions of autonomous language learning” (Benson & Voller, 1997, p.15). In addition, there are other characteristics worth considering when talking about Self-Access Centers. For instance, Benson (2001), and Chung (2013), maintain that a SAC’s design has a specific purpose to serve in the institution in which it is located. Moreover, the ideology of that specific institution is a determinant factor when implementing a SAC. In

this way, the mere intention of comfortability and freedom in the decision making about what type of materials and resources to use while developing autonomy may not be enough.

There seems to be two interesting views about the risks of overvaulting a SAC environment. On the one hand, there is the perception that a Self-Access Center could be a solution in supporting of the differences in learning styles, personality, and learning preferences among students (Sheerin,1989). On the other hand, Gardner and Miller (1997) warn about the risk of considering the SAC as an alternative substitution for learning, instead, SAC should be considered as a complement of the teaching/learning process. It could be said then, that a SAC originally has pursued as a main objective the development of the learning autonomy by choosing, and using the available resources in it. In addition to this original objective, the SAC may pursue a specific institutional objective such as the fostering of autonomy, which is latent in the whole activities in it.

Apart from the objective and the resources, the staff in a Self-Access Center is an important aspect to consider. Sturtridge (1992) states that, as there are different types of centers, their staff characteristics will depend on the considerations prescribed by the institution where the center is located. Nevertheless, in her view, the staff should be formed only by “qualified teachers” (p. 9). As noticed, to be a teacher is a primary characteristic that the personnel who become part of a SAC must have. In a similar vein, Gardner and Miller (1999) consider that teachers who work in a SAC need, in addition, to be aware of the nature and characteristics of the roles they would perform in a space like this. They even might find “difficulties in changing their roles from teaching to counselling” (p. 181). Teachers would become information providers, authentic language users, materials writers, assessors, evaluators, organizers, consultants, facilitators, helpers, advisers just to mention some examples. In this way, preparation is needed, not just in the type of roles and the

specific activities that are expected to be performed. It could be possible then, that the roles and actions which were part of the training as teachers could differ from the ones as part of the staff in a SAC.

2.7 Grounded theory

As proposed by Wenger (1998), identities are constructed and/or reconstructed through social interaction. Nevertheless, identities maintain their uniqueness as they are built from a personal view. For this reason, Grounded Theory (GT) becomes the appropriate methodology for analyzing the unique expressions that will be gathered from the Self-Access Center's counselors.

Grounded Theory (GT) consists of the development of systematic coding and comparative analysis of qualitative data obtained to explain human processes. "It responds to social pressures, changes over time, and adapts to the moment in which it is used" (Ruppel & Mey, 2015, p. 5). Johnson (2015) adds that besides looking for the discovery of a theory that emerges from data, the researcher should have "the ability to understand the meaning of data nuances of theory and shaped it by personality, temperament and experience in a research area" (Glasser & Strauss, 2009, p. 263).

Creswell (2005) states that GT is used when there is need to have a theory or explanation of a process and the existing ones do not address the problem or the participants' one plans to study. Furthermore, GT offers a "systematic analysis based on clearly defined steps, while at the same time being sufficiently open to provide researchers with room for maneuver in its application" (Ruppel & Mey, 2015, p. 175).

Before developing the process, Creswell (2005) suggests first, to take into consideration three perspectives about conducting GT. The first one is the systematic

procedure connected with Strauss and Corbin (1998), which emphasizes the use of data analysis steps of opens, axial, and selective coding, then the generation of a logic paradigm. The second one is the emerging design, associated with Glaser (1990). In his view, the objective of GT is that the researcher explains a phenomenon based on the constant comparison of coding procedures; incident to incident, incident to category, and category to category. The focus is on connecting categories and emerging a theory, not in a simple description of categories. In the end, the researcher builds a theory and discusses the relationships among categories without reference to a diagram or picture. And the third perspective is the constructivist approach represented by Charmaz (1990, 2000). In her approach, she focuses on the views, values, beliefs, feelings, assumptions and ideologies of individuals than in gathering facts and describing acts. In her view, it is better to use active codes to capture the experiences of individuals. And she emphasizes that any conclusion developed is always suggestive, incomplete, and inconclusive. GT is used to explain the feelings of individuals as they experienced the phenomenon or process studied.

After analyzing the three perspectives based on the systematic procedure of Strauss and Corbin seemed to fit better with the purposes of the present research for the identification of the main categories resulting after the analysis of the interviews in a first stage. Given that the objective of the research is to explore identities from different counselors at the SAC, GT theory seemed to be the best approach to reach the objective mentioned in the identification of the main categories in which counselors coincide. Then, it was observed that the categories contained constant expressions of attitude. For this reason, the identified categories will be analyzed through the lens of the Appraisal System for analyzing the type of attitude expressed. Now, a discussion about the Appraisal System is presented.

2.8 Appraisal System

When using language, people express their opinions, valuations, approvals, disapprovals, applauding or criticizing the phenomena around them. The use of language has been an interesting affair for linguists when observing not only the construction of it, but also its rhetoric and its communicative effects.

In the view of Halliday (2014), grammar is a meaning-making resource system that helps to study discourse. He stresses the interpersonal component of meaning because it is the way in which a speaker intrudes into a speech situation. The discourse is built based on grammatical systems where the basic grammatical unit of analysis is the clause. The clause is used in the construction of the text, which, is at the same time, the resulting product of a continuous selection made for the expressions of the subject ideas.

According to Martin and White (2000), the Appraisal System was developed within the general theoretical framework of Systemic Functional Linguistics (SFL). SFL is viewed then as “a multi-perspectival model, designed for interpreting language use” (p.7).

Language is considered as a resource used by speakers/ writers to express their intentions at three levels: ideational (which construe experience through asking what, where, when, who, why and how are ideas connected into a logical relation), interpersonal (regulating social relations: how people interact, including the feelings they try to share), and the textual (the information flow and the way in which the ideational and interpersonal meanings are distributed in waves of semiosis), in other words, how information is organized.

Martin and White (2005) propose the Appraisal System as a semantic resource for observing the construction of interpersonal meanings (alongside involvement and negotiation) expressed in texts. It “can be located as an interpersonal system at the level of discourse semantics...it co-articulates interpersonal meaning with two other systems –

negotiation and involvement” (Martin & White, 2000 p. 33). As it can be observed in figure 2, Appraisal holds three main interacting domains of analysis: engagement, attitude, and graduation.

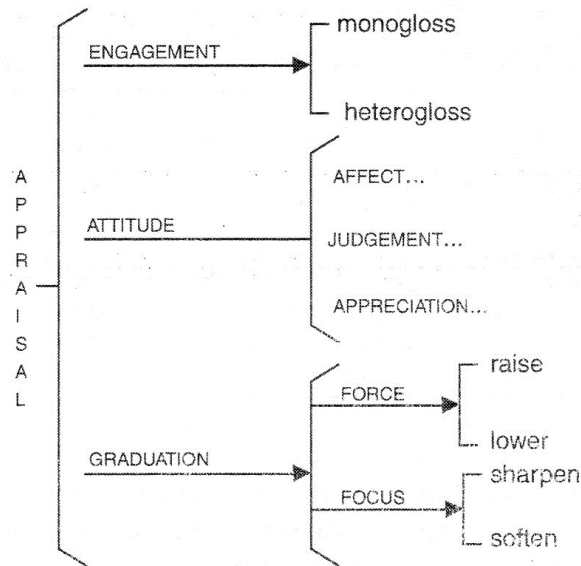


Figure 2 Taken from Martin and White (2000, p. 38)

Engagement is concerned with the origin of attitudes and the play of voices around opinions in discourse such as projection, modality, polarity, concession, and various comment adverbial that the speaker/ writer uses for taking a position in the text. Attitude is related with expressions of feelings, emotional reactions, and judgments of behavior and evaluation of things. Graduation deals with the degree of an evaluation where it could be observed the force (intensity, the use of superlative morphology, repetition in a raise or lower level) or the focus (it occurs when the resources are not gradable but have an effect like sharpen or soften of the text)

For the purposes of the present research, attention will be paid on the Attitude Domain. As can be observed in Figure 3, Attitude is divided into three regions of feeling:

affect, judgment, and appreciation. Martin and White (2000) explain that Affect deals with highlighting positive and negative feelings related to emotions, reactions to behavior, texts, processes, or phenomena. This region then identifies the emotions through variables. The specific ones for affect are: un/happiness (the moods resulting of feeling happy or sad), in/security (feelings of peace and anxiety related to the environs in which a person is), dis/satisfaction (feelings of frustration of achievement emerging from activities where the person has been a participant or a spectator), and dis/inclination (feelings of desire or intention). The Judgment region is concerned with the resources used to express attitudes towards behavior which can be admired or condemned. It is divided into variables of social esteem, and social sanction. These variables are grouped into sub-variables identified in terms of normality (how unusual a person is for us), capacity (how capable a person is) and tenacity (how resulted a person is). Whereas Social sanction variable holds sub-variables of veracity (how truthful people and behavior can be), and propriety (points how ethical someone is). Finally, the Appreciation region looks for resources used for construing the value of things, including natural phenomena. It is divided into variables of reaction (how a situation or performance catches our attention), composition (how balanced and complex a situation or performance is), and valuation (how innovative, authentic, timely a situation or performance is).

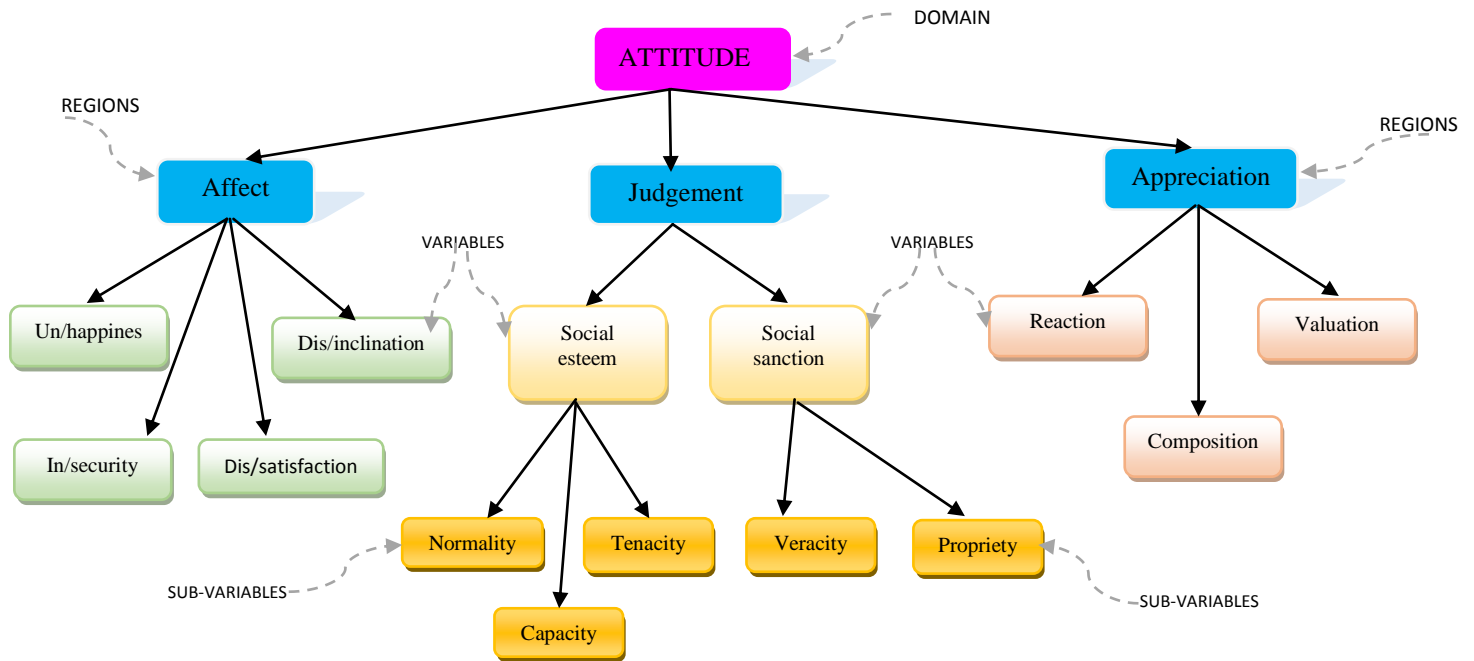


Figure 3. Organization of the Attitude domain.

Next chapter explains the procedure followed for collecting and analyzing the information from the participants.

CHAPTER THREE: METHODOLOGY

Introduction

This chapter presents the methodology used in this research. There is a description of the context, the participants and the instruments. Besides the theories that served as framework for the analysis of the information gathered.

3.1 Grounded Theory

The purpose of this research was to explore some Self-Access Center counselors' identities. The task required then, to approach the objective following a qualitative orientation. As previously mentioned identities are not fixed; but in a continuous transformation. Every person has more than one identity depending on the context s/he is. Thus, as identity is a conjunction of unique and varying characteristics, it was found that Grounded Theory would constitute the most appropriate option to use, since categories would emerge from the data collected.

Creswell (2005) states that GT is used when there is need to have a theory or explanation of a process and the existing ones do not address the problem or the participants' one plan to study. On the other hand, GT theory offers "a systematic analysis based on clearly defined analytic steps, while at the same time being sufficiently open to provide researchers with room for maneuver in its application" (Ruppel, & Mey, 2015, p.175).

After analyzing the three perspectives, the Systematic procedure of Strauss and Corbin seemed to fit better with the purposes of the present research for the identification of the main categories resulting after the analysis of the interviews in a first stage.

3.2 Appraisal System

In the view of Martin and White (2005), Appraisal System is a model that focus on the interpersonal meaning expressed in discourse. It particularly deals with the language of evaluation. As the main interest of this research lies on the exploring of identities, attention will be given to the language of evaluation that the participants used during the construction of their discourses. After collecting the data to be used in this study, it was observed that it contained a lot of linguistic resources related to feelings and emotions. So, in the view of the researcher, it resulted appropriate to analyze the texts using the Appraisal System, more specifically using the domain of attitude.

In this vein, the analysis of the data collected in the instruments (see 3.6 below), was focused on the search for linguistic resources that fit into the regions of affect, judgment and appreciation. Figure 4 shows the variables and sub-variables colored for an easy identification in the text analyzed. In addition, the variables and sub-variables will be identified with the abbreviation presented in the graph and they can be positive (+), or negative (-).

In other words, attitude was identified through the expression of feelings of Affect: Un/happiness (hap+/-), In/security (sec+/-), Dis/satisfaction (sat+/-), and Dis/inclination (inc+/-). At the same time, Judgment, which looks for expressions used for the evaluation of attitudes and behavior was used by the identification of Social esteem in the form of: Normality (norm+/-), Capacity (cap+/-), and Tenacity (ten+/-). Social sanction in expressions of Veracity (ver+/-), and Property (prop+/-). Finally, appreciation, was identified by words of Reaction (reac+/-), Composition (comp+/-), and Valuation (val+/-).

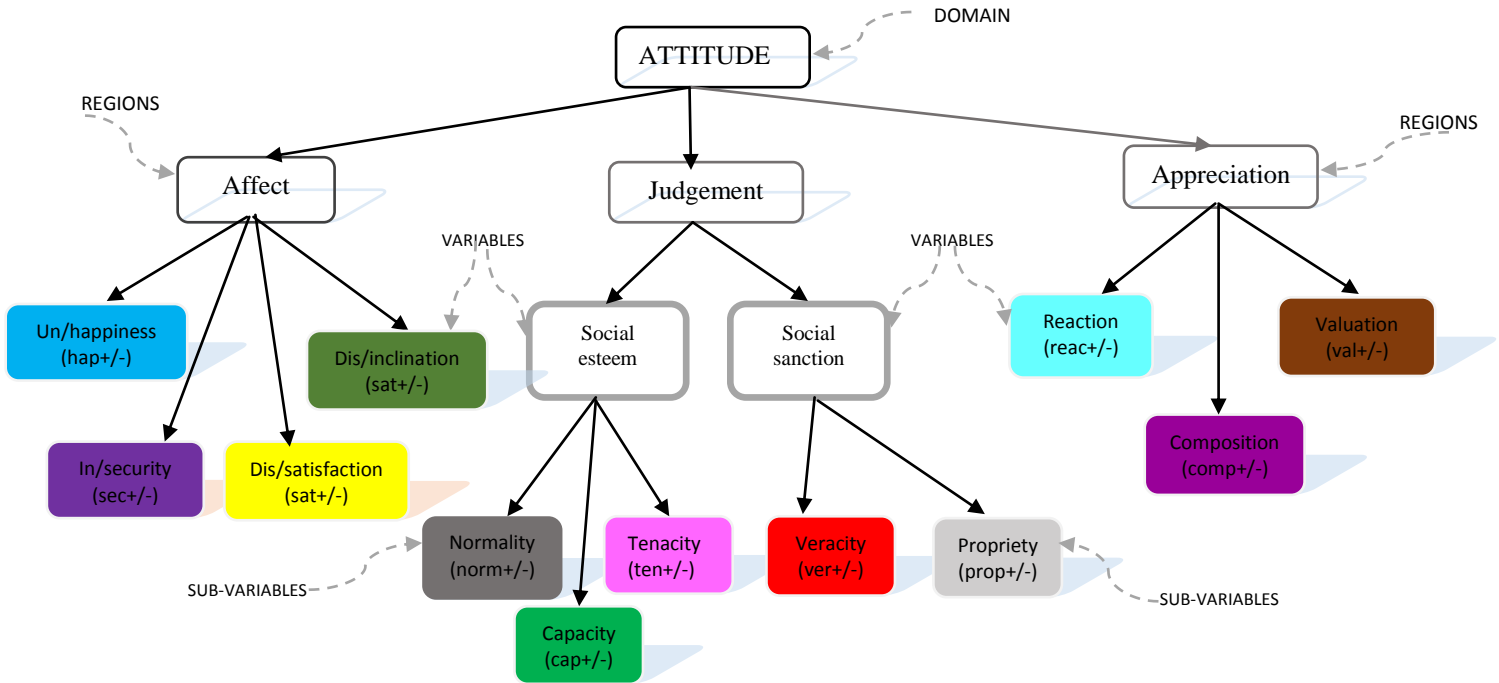


Figure 4 Description of the variables and sub-variables in the attitude domain.

3.3 Context

The present research took place in a public university in Central Mexico. This institution has four Self-Access (SACs) in different areas of the University. The Self-Access Center has a total of 37 staff members distributed alongside the four areas. The first SAC area is in the Languages School, it was the first SAC in the university. It provides service to students who study for becoming English Language Teachers, students from other majors, and students from a season modality called *Cursos de Extensión* that study English, French, German, Italian, Japanese, or Portuguese. This SAC has four rooms for students to practice listening, multimedia, video, reading and can hold approximately 400 students per day. The second SAC area is the biggest building which is on the main campus: *Ciudad Universitaria* (which holds most of the buildings of different majors in the university). This SAC provides the same four rooms for students to practice listening, multimedia, video, and reading. This space can attend more than 800 students every day. The third SAC space

is in the *Edificio Multi-Aulas-4* (EMA-4). It is provided with equipment to support around 390 students per day. The fourth SAC area is in a building that belongs to the Medicine School, and it is surrounded by buildings who hold students from majors like Nutrition, Nursing, Dentistry, Radiology, Physiotherapy, and Bio-Medicine. This is the smallest SAC, but in it more than 676 students can be supported by day.

The type of activities that counselors do in the different SAC areas similar. Every counselor can be an information provider, a materials designer, an evaluator, an organizer, a consultant, a facilitator, a helper, among other activities.

3.4 Participants

For the development of the present research, eight participants were selected from the SAC's group of counselors. Their ages ranged between 27 to 48 years. Four participants work in the CAALE (the SAC in *Ciudad Universitaria*), and the other four work in *Facultad de Lenguas*.

Counselors origin is diverse. For instance, Participant 8 was born in *Tapachula, Chiapas*, which is a south-west state in Mexico. She was raised there until she was four. Then her family moved to Puebla city. Besides being part of a province family, which could mean to be part of a conservative family, she was an only child who was raised and educated in Puebla city. Participant 1 was born in a large family who lived in *Oaxaca* city until she was two years old. The family moved to *Atlixco*, which is a small town near to *Puebla* city. So, until she moved from a south-western state, she and her family developed their lives in a small place which could signify that education and customs keep being conservative. Participant 6 was born and raised in *Acajete, Puebla* which is located at the north-east side of Puebla state. So, this participant is considered being formed in a

conservative context until he came to *Puebla* city for coursing BA studies in the School of Languages. The rest of the participants were born grew up in Puebla city.

The participants have worked in the SAC for different periods of time. Participants 1 and 2 have been part of the SAC for 20 years. Participant 6 has been working in the SAC for 17 years. Participant 7 has 17 years being part of the SAC. Participant 3 has 6 years working in the SAC. Participant 5 and Participant 8 have worked in the SAC for the last 4 years, and Participant 4 has just 6 months working in the SAC. It could be observed that most of the participants have worked in the SAC for an important period. In the early days of the SAC, it was a requirement that the counselors hold a BA in ELT. Nowadays, at least twenty counselors hold an MA degree in fields such as Administration, Education, Education Sciences, E-learning, Educational Technologies, and English Language Teaching. In addition, some of them work as teachers in other educational institutions.

This is also observable in participants of this research. Participants 2 and 6 hold an MA in ELT, Participant 2 holds an MA in Education Sciences, Participant 7 holds an MA in Educational Technology, and Participant 3 holds an MA in Pedagogy. Participants 5 and 8 are currently completing an MA program in E-learning, and Participant 4 is currently studying a BA in Logistics. It could be noticed that the eight participants, as well as most of the counselors in the SAC are interested in the development of their professional development.

3.5 Ethical Implications

For ethical reasons, participants were assured that anonymity would kept during the application of the instruments (interviews). They were also informed that these interviews would be used for the purposes of this research and only. At the end of each interview,

participants were asked if they wanted to listen to the recorded interviews, but none of them showed interest in it.

3.6 Instruments

As Grounded Theory and the Appraisal System were found to be the most appropriate methods to develop this research, the interview was considered the most suitable instrument for gathering information from the participants. The interview is an instrument that provides a face-to-face encounter between a researcher and a respondent to gather data Giffee, (2012). The intention was that “the participants can best voice their experiences unconstrained by any perspectives of the researcher of past research findings. An open-ended response to a question allows the participant to create the options for responding.” (Creswell, p. 218). The interview was designed by the author and it contained questions that could be accompanied by follow up questions in case the researcher needed clarification. This structure provided the interview a friendly and relaxed mood. It is necessary to mention that due to a participant was a counselor of Italian language, and with the purpose to provide equal conditions to all participants, Spanish was used in the interviews. Questions can be seen in Appendix 1

3.7 Data collection process and analysis.

As a first step the interview was designed, reviewed and piloted. After having made some adjustments, the interview was applied to the eight participants. All the interviews took place in their working areas. These interviews lasted between 18 and 23 minutes each.

Once the interviews took place, their transcriptions were done, and the process of analysis started. As the Systematic procedure of Strauss and Corbin was selected to serve as

framework for the data analysis, the process of coding in terms of GT, was developed as follows:

1. Open coding of main categories was done. Coincidental statements through the interviews transcriptions were identified and this constituted the first categorization.

During this process, it was noticed a constant presence of expressions of evaluation. Then, under the lens of the Appraisal System, the analysis was centered on the observation of the Attitude Domain stressing relevance to the expressions of affect, judgement and appreciation. These were colored and labeled with their correspondent abbreviation indicating also if these were positive or negative. Finally, after having analyzed the eight participants' interviews and identified the categories, an analysis of them was carried out. Next chapter presents the main findings of this process.

CHAPTER FOUR: MAIN FINDINGS

Introduction

This chapter presents the main findings obtained after having developed the processes of interviewing, transcribing the interviews, identified the main categories among participant's discourse, and identifying the expressions of affect, judgement, and appreciation, which belong to the attitude domain.

4.1 Introduction to Qualitative Data

In answering the first research question related to how do counselors at the SAC perceive their identities, it was necessary to consider simultaneously the second question which is concerned with the main categories that emerge from the data according to GT. Once the eight interviews were transcribed, the information gathered was analyzed in an open coding process which intended to identify similarities among the participants' discourses. As a result of this, seven main categories were identified:

1. Perceptions after completing BA studies in ELT.
2. Perceptions when joining the SAC.
3. Activities performed in the SAC.
4. Perceptions as counselors in the SAC.
5. Interaction with peers in the SAC.
6. The perceptions they have of themselves when finishing their MA programs.
7. Perceptions about the role of the SAC.

Some samples of each category are provided in the figure 5.

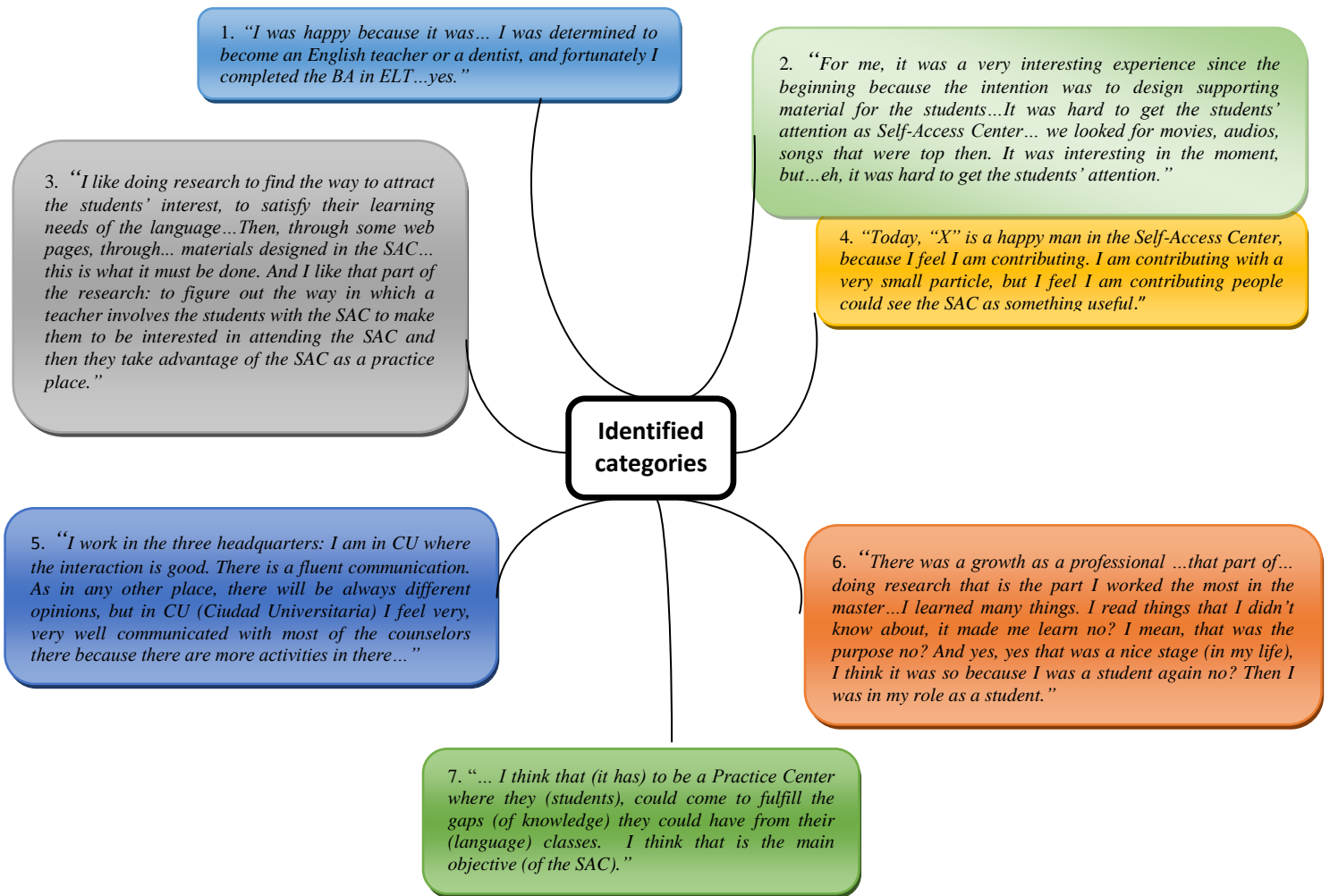


Figure 5. Examples of the seven categories identified in Open Coding (by author)

Once the main categories were established through the GT perspective, it was observed an important presence of evaluative discourse. It was decided that the data would be analyzed through the Appraisal System. The information provided valuable insight about the way in which participants perceive their identities in different moments during the time they have worked in the SAC. A detailed analysis of each participant's interview was done. Results are presented below. The identification of the expressions of affect used in each participant's discourse was done using color coding. (see 3.2)

4.2 Individual findings

After having analyzed the information gathered using the open coding under GT, Appraisal served as the next step for exploring the expressions related to the attitude domain. The resulting analysis is presented below with the participants answers ordered as the categories found using GT coding. It is appropriate to mention that all the participants' answers were translated by the researcher.

4.2.1 Participant 1's findings.

Participant 1 has worked in the Self-Access Center for the last twenty years. She could be considered as one of the most experienced counselors in there. When she was asked about her perceptions of herself after finishing BA studies in ELT, she expressed that she felt happy and satisfied of having achieved an important goal in her life.

Yo feliz. (hap+) (E) Yo feliz(hap+) porque era una era...yo me había propuesto estudiar o para ser dentista o para ser profesora de inglés y pues afortunadamente terminé (sat+) la carrera en la enseñanza de inglés...sí.

Happy (hap+). I was happy (hap+) because it was... I was determined to become an English teacher or a dentist, and fortunately I completed (sat+) the BA in ELT...yes.

Once she got selected for working in the SAC, she described her perceptions about herself when joining the SAC as a difficult situation due to the fact that she did not teach in the preparatory school she did before that. Later, she seemed to find an interesting view of that new situation in her life.

Pues fue muy difícil (comp-) al inicio porque yo venía de trabajar como docente en la prepa regional de Atlixco. Entonces yo aplico, y aplico para el Centro de Auto- Acceso y que era una filosofía totalmente diferente (comp-) porque era la filosofía del aprendizaje independiente, la filosofía de la práctica, la filosofía de... autonomía, y todo esto ¿no? de cambiar el rol de ser profesor de grupo a ser asesor, ¿no? eh..., trabajar más de manera individual con los alumnos. Entonces sí fue un cambio un poco, al principio sí me costó un poco de trabajo (ten+), pero lo fui haciendo y me fue gustando(hap+) también.

It was very difficult (comp-) at the beginning because I had been working as a teacher in a preparatory in Atlixco. So, I applied for working in the Self-Access Center and it was a totally

different philosophy (comp-) because it was the independent learning philosophy, it was the philosophy of the practice, the philosophy of the autonomy and all that stuff... (it was necessary) to change the traditional role of the teacher to become a counselor...to work more in an individual working mode with the students. Then, it was a change, a bit, at the beginning it was hard for me (ten+), but I got involved and I began to like it (hap+).

Nowadays, the activities this participant performs in the SAC are oriented to the support of students who study English in basic levels. She also provides support to students who hold an intermediate and/ or advanced level of English language by providing them with certifications materials for practice.

Actualmente estoy trabajando (cap+) en la sala de evaluación. Que ahí, yo, eh... doy atención (cap+) (MAP) a dos poblaciones muy importantes (val+) que es CELE, que es todos los alumnos que ya tienen un nivel intermedio o avanzado (cap+) y que necesitan (ten-) (MAP) prepararse por si necesitan presentar alguna certificación. Entonces ellos son-pueden ser llevados por el profesor o pueden ir (cap+) de manera individual.

These days I am working (cap+) in the evaluation room. There, I... attend (cap+) two groups of very important students (val+). The first group is formed by CELE students. They are all the students who have an intermediate or advanced English level (cap+) and need (ten-) to have some preparation in case they wish to present a certification exam. Then they are – can be led to this room by their teacher or they can go (cap+) individually.

“A happy professional person” was the answer of this participant when asked about how she perceives herself in the SAC. Although she admitted having had ups and downs, in general terms, she perceives herself as a happy person in the SAC.

Pues “X” (ella misma) es...una profesional (cap+), me considero profesional en mi área. Me gusta mucho (sat+) la docencia. He tenido la, la fortuna de seguir siendo docente pero eh... en lo que respecta al Centro de Auto-Acceso, hemos tenido altas y bajas (norm-) ¿no? y esas altas y bajas me refiero a que ha habido épocas de mucho crecimiento (norm+) y ha habido épocas en las que ya, definitivamente ya no siento consuelo (hap-) porque siento que estoy como que estancada (sat-) ¿no? eso es, pero de manera general me siento contenta (hap+), no del todo satisfecha (sat-) pero sí contenta (hap+) en lo que he aprendido, en lo que he podido (cap+) hacer acá.

Well “X” (herself) is...a professional (cap+) I consider myself as a professional in my area. I like teaching a lot (sat+). I have been fortunate to keep being a teacher but eh... in the Self-Access Center, we have had ups and downs (norm-) no? and those ups and downs I mean that there have been times of big growth (norm+) and there have been moments where I... do not feel consolation (hap-) because I feel as if I were stuck (sat-) no? that is it, but in general terms I feel happy (hap+) not totally satisfied (sat-) but happy (hap+) with what I have learned, and with what I have been able to do here (cap+).

The interaction with other counselors in the SAC seems to be a sensitive topic for Participant 1. She recognizes important friendships that have evolved through the years in the SAC. At the same time, she makes a distinction between the way she interacts with her friends and other persons in the SAC. She describes the interaction with the last ones as appropriate.

Pues... a través de todos estos años, eh... no ha sido fácil (comp-) porque todos tenemos diferentes caracteres (norm-) porque quizás venimos con diferentes expectativas. Pero de manera general, aunque sí no puedo decir que me llevo excelentemente bien con todos (norm-), he hecho amistades muy buenas acá (val+). Tengo amigos (cap+), amigas que quiero mucho (hap+) y pues es la fortuna. Es el extra porque somos compañeros de trabajo, pero ya me llevé ese extra. Pero pues igual hay compañeros a los que no, no conozco como tal porque pues no, no. Nos conocemos, pero como compañeros, punto. Interactuamos en el trabajo y tan-tan.

Well...through all these years, eh... It has not been easy (comp-)because everyone has a different character (norm-), because perhaps we came with different expectations. In general terms, although I cannot say that I have an excellent relationship with everybody (norm-), I have made very good friends here (val+). I have friends (cap+), friends I love so much (hap+) and that is lucky. This is the extra because we are colleagues, but I have that extra. There are some colleagues who I do not know... We know each other as co-workers but that is it. We interact at work and that is it.

For participant 1, having completed her MA studies, signified an important personal satisfaction. She considers this to have been an important learning period in her life.

Como profesionalista hubo un crecimiento (cap+). ... esta parte de... investigación que es la que más... puedo considerar que se trabajó más en ese momento en la, la maestría me hizo aprender (cap+) muchas cosas. Me llevó a leer cosas de las que yo no sabía (cap-), me llevó a aprender (cap+) ¿no? O sea, finalmente así fue la finalidad ¿no? y pues sí, sí, eso es una etapa muy bonita (comp+) yo creo que por el aprendizaje y como persona porque vuelves a ser estudiante ¿no? Entonces estás en tu rol de estudiante, sí.

There was a growth as a professional (cap+) ...that part of... doing research that is the part I worked the most in the master...I learned (cap+) many things. I read things that I didn't know about (cap-), it made me learn (cap+) no? I mean, that was the purpose no? And yes, yes that was a nice stage (comp+) (in my life), I think it was so because I was a student again no? Then I was in my role as a student.

In her personal view, the SAC needs a careful planning process that could have positive results on the institution. The teaching/learning process at the *Facultad de Lenguas* could be positively benefited with this planning.

Yo, yo siempre, siempre **he percibido** (cap+) al Centro de Auto-Acceso como un **concepto muy grande** (val+) que, por lo mismo, **necesitamos evaluar** (ten+) lo que **queremos hacer** (inc+). **Necesitamos determinar** (ten-) bien nuestros objetivos, porque precisamente por lo grande de este concepto, nos perdemos. **Nos podemos perder** (cap-). Yo sí creo que, que una Facultad que prepara docentes en la enseñanza de inglés, **necesita practicar** (ten+), necesita un lugar de práctica.

I, **I always have perceived** (cap+) the Self-Access Center as a **very big concept** (val+) so **we need to evaluate** (ten+) what **we want to do** (inc+) (MEP). **We need to determine** (ten-) our objectives, because it is precisely due to the wideness of the SAC's concept that we get lost. We **can get lost** (cap-). I think that, a school that trains future English teachers **needs practice** (ten-), it needs a place for practice.

4.2.2 Participant 2's findings.

Participant 2 has twenty years of experience working in the Self-Access Center. She is one of the first counselors who have experienced most of the changes in it.

When Participant 2 was asked about how she perceived herself when finished her BA studies she seemed to have a vivid memory of the context in which it occurred instead of a clear perception of her own feelings about having finished her studies.

Me costó trabajo encontrar primero, un trabajo (ten+). Algo estable, un ingreso estable. Entonces dije: "no, esto no era lo mío". Desde pequeña yo sabía que **quería ser maestra** (sat+) pero no exactamente de inglés. Sin embargo, cuando **ya tenía la carrera** (sat+) dije: pues ya estoy, ahora le busco ¿no? Y **comencé a buscar trabajo** (ten+). Sí, afortunadamente a trabajar en escuelas-en universidades particulares, dando lo que era la Lengua Extranjera. Y ya después caí en la Facultad de Lenguas.

At first, **it was hard for me to find a job** (ten+). It was hard to find something stable, a stable income. Then, I said: "No, this is not my thing". Since I was young, I knew **I wanted to become a teacher** (sat+) but not exactly an English teacher. Nevertheless, when **I finished the major** (sat+), I said: "I did it. Now, let's find a job" no? And **I started looking for a job** (ten+). Yes, luckily (I started) working in schools-in private universities, teaching English as a foreign language. Later, I started working in the Facultad de Lenguas.

When asked about her opinion about the way in which she perceived herself when joining the SAC, Participant 2 seemed to have been more aware of the situation in which the SAC was, instead of a self-image in that moment. So, for her, became part of the SAC was an interesting experience due to the students' attitude towards the SAC.

Me pareció una experiencia muy interesante (val+) desde el principio porque se buscaba la manera de diseñar material como apoyo para los alumnos. Eh... se les comenzó a buscar películas, audios,

canciones, las que estaban de moda... y se les adaptaban prácticas y eso es con lo que trabajaban los alumnos. Sí fue **interesante** (val+), en su momento, pero...eh, **costaba mucho trabajo atraer la atención de los alumnos** (ten+).

For me, **it was a very interesting experience** (val+) since the beginning because the intention was to design supporting material for the students...It was hard to get the students' attention as Self-Access Center... we looked for movies, audios, songs that were top then. It was **interesting** (val+) in the moment, but...eh, **it was hard to get the students' attention** (ten+).

Participant 2 seemed to have gotten confused when she was asked about the activities she does in the SAC because she explained the type of activities she likes to do and some reasons for doing them.

Me gusta mucho hacer trabajos de investigación (hap+) para vincular o para buscar la manera de que el alumno venga interesado digamos, a cubrir esas necesidades que el alumno tiene con respecto a su aprendizaje ... Entonces a través de páginas, a través de, de materiales que se diseñan en la sala es lo que se tiene que buscar hacer. Y **me gusta esa parte de la investigación:** (hap+) ver cómo el maestro es quién le puede involucrar al alumno en el CAA para que este **venga interesado** (ten+) y entonces se aproveche más esa parte del CAA como el lugar de práctica, digamos.

I like doing research (hap+) to find the way to attract the students' interest, to satisfy their learning needs of the language...Then, through some web pages, through... materials designed in the SAC... this is what it must be done. And **I like that part of the research** (hap+): to figure out the way in which a teacher involves the students with the SAC to make them **to be interested in attending the SAC** (ten+) and then they take advantage of the SAC as a practice place.

When Participant 2 was inquired about how she perceived herself in the SAC, she stated that she felt as a person who is highly concerned with the students' learning process.

Muy buena pregunta. Mm, yo creo que "X" (ella misma) **es una persona que de verdad le interesa el que el alumno encuentre algo** (cap+) si no innovador, por lo menos algo que le sirva durante su proceso de aprendizaje de una segunda lengua. Considero que **el alumno tiene esa necesidad de aprender el idioma** (ten+), es una necesidad, por lo que sea. Entonces, he conocido **gente que le cuesta mucho trabajo el aprender** (cap-) un idioma y entonces **busca desesperadamente** (norm-) cómo **poder adquirir** (cap+) más fácil ese conocimiento. ...esa parte de buscar cómo, cómo hacerles fácil el proceso a los alumnos. Yo creo que es lo que **más le interesa en esta parte a "X"** (inc+).

That is a very good question. Mmm, I think "X" (herself) **is a person who is really interested in helping students to find something ...helpful** (cap+) during their second language learning process. I think that **students have the necessity of learning a language** (ten+), it is a necessity, for any reason. Then, I have met **people that struggle learning a language** (cap-) and then **looks desperately** (norm-) **a way to acquire the knowledge easily** (cap+) ... and that part of looking how, how making easier the learning process **is what interests "X" the most** (inc+).

Interacting with other counselors at the SAC seems to be a hard activity for Participant 2. For her, it is justified only for helping or supporting them, but if not necessary, it is something that she seems to avoid.

Yo generalmente soy...muy...cortante (norm-) si quieres. Eh... la relación de trabajo no es agresiva (comp+), generalmente busco la manera de ser amable, (norm+), pero siempre hay características diferentes con cada uno de ellos y entonces prefiero mantenerme al margen (sec+). Me gusta ayudarlos (hap+) en cuanto se pueda... pero si no, ni siquiera digo nada. Y entonces: “buenos días, buenas tardes y hasta ahí.”

I am usually very indifferent (norm-)... the working relationship is not aggressive (comp+), I usually try to be kind (norm+), but there are always differences with others, and then I prefer to keep distance from them (sec+). I like to help them (counselors) (hap+) in everything I can... but if I can't do it, I don't even mention it. Then, (I just say) “good morning, good afternoon and that's it:”

Participant 2 said that the SAC should be a space that could help students in the fulfillment of their language learning needs. The Participant expressed so when asked about what is, in her view, the role of the Self-Access Center.

En mi opinión...yo creo que debería ser un Centro Facilitador (comp+) no discriminar, en el sentido de que solo vas a hacer esta actividad y te vas. Sino de dar la facilidad de que tiene el alumno una necesidad, de que viene con un objetivo (sat+) y nosotros podamos cubrir ese objetivo (cap+). Como Centro de Auto-Acceso ... tal vez buscar la manera de apoyar (cap+), de ayudar (cap+), para que ellos mismos vayan...sacando o cubriendo (cap+) sus necesidades de aprendizaje posteriormente.

In my opinion ... I think that it should be a Facilitation Centre (comp+). There shouldn't be a matter of just assigning activities to the students, but to provide them with the facilities to satisfy their (learning) needs... (the students) come with an objective (sat+) and we should be able to cover that objective (cap+). As a Self-Access Center... perhaps we should to look a way to support (cap+), of to help (cap+) them to cover (cap+) their necessities related to learning by themselves.

4.2.3 Participant 3's findings.

Participant 3 has 6 years working in the Self-Access Center. She has witnessed a series of changes in the SAC during these six years. Her participation in this research has been registered as follows:

When the participant was asked about how she felt when finished her BA studies in ELT, she expressed having felt satisfied and happy because it was not just a personal achievement, but more importantly, a familiar one.

Pues la verdad estaba muy contenta (hap+). Realmente recuerdo era un logro (sat+). Realmente por parte de mi familia del lado de la familia, la primera en tener una licenciatura en toda, toda la familia, y del otro lado de la familia fui la segunda ... a lo mejor la cuestión de la preparación es algo que como que se ha relegado (val-), entonces sí, sí realmente representó mucho para mí (val+).

Well, the truth is that I was very happy (hap+). I remember, it was like to having reached a goal (sat+). On one side of my family, I was the first in getting a BA degree. And on the other side of my family I was the second one... perhaps the thing is that education (in my family) has been set aside (val-), then (to finish college) was a big thing for me (val+).

It seemed that joining to the Self-Access Center was not an important personal goal for participant 3. Nevertheless, it became an opportunity to learn about other areas.

Honestamente yo no quería entrar a trabajar al Centro de Auto-Acces (inc-). Yo he trabajado (cap+) en varios lados y desde que hice servicio social hace básicamente en el 2006, empecé el servicio en el 2005, existió una posibilidad de que entrara al Centro de Auto Acceso. Pero no, la verdad no era como que lo que yo quería (inc-) porque, porque a mí me gusta dar clases (hap+), como que el trato directo con los jóvenes como que compartirlo y en el CAA está como un poco limitada esa cuestión. Entonces como que mmm no, no tenía la intención (inc-). Sin embargo, con el paso del tiempo, ... terminé trabajando aquí (sat-). Entonces...mmmm, decidí...tomar esto como una oportunidad (sat+) de aprender otras áreas (cap+), eh, principalmente, obviamente en cuestiones de tecnología, que no es como... mi fuerte (cap-)...

To be honest, I didn't want to work in the Self-Access Center (inc-). I have worked (cap+) in different places and there was a possibility to work in the SAC since the time I made the social service in it. But, that was not something I wanted to do (inc-) because what I like most is to teach (hap+). The contact with the students is a bit limited in the SAC. Then... I didn't have the intention to work in here (inc-). Nevertheless, through the time...I had to work here (sat-). Then... I decided to take this as an opportunity (sat+) to learn from other areas (cap+) ... (the things) related to technology are not... like a strength in me (cap-)...

In addition to some administrative processes, the activities Participant 3 develops in the SAC are related mainly to act as a counselor. She identifies herself as a counselor who oversees guiding, assessing and helping students during the time they attend the SAC.

Pues soy asesora, básicamente. Las actividades que realizo son: dar las pláticas de inducción (cap+) a algunos grupos, eeh...permitir el acceso (cap+) a los alumnos, resolver sus dudas (cap+)

(VP), **apoyarles**, (cap+) **dirigirles** (cap+) y **guiarles** (cap+) cuando los alumnos lo necesitan. En distintos periodos hemos trabajado materiales diversos, creación de materiales como los objetos de aprendizaje. Entonces, ... cuando estuvimos trabajando los REDOS, fui del área de contenido y eh... pues no sé, (mis funciones dependen de) los periodos, los tiempos de los que estemos hablando... es que se desarrollan distintas funciones...

Basically, I am a counselor. The activities I do are: **to give the introductory talk** (cap+) to some groups... **I give the students access** (cap+) to the room, **I solve their doubts** (cap+), **I help them** (cap+) and **I guide them** (cap+) when they need it. ... When we were working with REDOS (Educative Online Resources), I was part of the content development group and... I don't know, it depends on the time, on the date of the year that we develop different functions (in the SAC).

When Participant 3 was asked about how she perceived herself in the Self-Access Center, she apparently considers herself as part of the SAC's community. Nevertheless, she set some open ideas about not feeling totally part of it.

En estos momentos, bueno, yo creo que eh, **soy un miembro más de la comunidad** (cap+), que pertenece al Centro de Auto-Acceso... De repente, nos surge una pregunta, a unos y acudimos a otros compañeros para, para **despejar las dudas que lleguen a surgir** (cap+), ... yo creo que mm...yo creo que **soy un elemento...necesario más no indispensable** (val -). Mi trabajo **puede ser muy bien hecho por mí, y muy bien hecho** (cap+) por alguien más. Creo que **trato de tener** (inc+) que, cuando se hace algo, se hace bien o no se hace.

In these moments, well, I think that, eh, **I am a member** (cap+) of the SAC community... Sometimes, someone has a doubt, and (this one) goes to other counselors **to clarify doubts** (cap+), ... I think that mmm... I think **I am a necessary element but not an indispensable one** (val-). **My work can be well done by me, and It might be well done** (cap+) by somebody else. I think **I try to have** (inc+) a positive attitude at work and moreover, **to do things** (cap+) well. I have always said that when something is done. It must be well done...

Studying an MA program seemed to be a refreshing experience in the life of Participant 3. Apparently, the experienced learning process has left an important mark in her life.

La verdad es que, para mí **entrar a la universidad** (cap+) a **estudiar el posgrado** (cap+) **fue como entrar a un nuevo mundo** (val+) ... **Te enfrentas**(cap+) a **trabajo realmente arduo** (val-), **te enfrentas a tener que hacer investigaciones** (cap+) **realmente fuertes**(val-), a las que en la licenciatura no te- no no es que no te preparen, tal vez es porque eres más joven, tienes otra, otra percepción de las cosas. Y ahora a la par que trabajo eh, pues **estudíe** (cap+). Em, **los profesores que me tocaron, fueron realmente buenos** (cap+). Las experiencias fueron increíbles, todo el aprendizaje, fue como despertar a como a una consciencia ...y eso me hizo **sentirme más segura** (sec+), **me siento más segura** (sec+) de mí misma con, con todo lo que aprendí, con todo lo que sé. **Tuve la oportunidad de tener pues un grado más** (cap+) ... **la maestría fue increíble** (val+) ...

The truth is that, for me, *being accepted in the university* (cap+) *to study a post grade* (cap+), *was like to enter into another world* (val+) ... (In there) *you face*(cap+) *really hard work* (val-), *you need to do research* (cap+) *really hard (research)* (val-)... the type (of research) you are not used to... not because you're not prepared but perhaps it was due to the fact that (when you studied a BA you are young, and you have a different perception of things. And now, *I work and study* (cap+) at the same time. *The teachers I had were really good* (cap+). *The experiences were incredible* (val+), all the learning there, was like to awake into a (different) consciousness... and *that made me feel more secure* (sec+), *I feel more secure* (sec+) of myself with all what I learned there, with everything I know. *I had the opportunity to have* (cap+) a new degree... *the Master degree was incredible* (val+) ...

In her view, the role of the SAC should be to foster the students' abilities to fulfill their necessities in the learning of a foreign language in the first place, and in the second place their own education needs.

El rol del Centro de Auto-Acceso dentro de la universidad, dentro de la ciudad de Puebla, que es donde, donde se desempeñan las actividades eh, es el de ayudar a los alumnos(cap+), a los usuarios más bien, a que *puedan practicar el idioma* (cap+) *que están estudiando*... Es decir, en el CAA los alumnos *pueden encontrar* (cap+) esta manera de *ser independientes* (cap+) en su estilo, en su aprendizaje. En la manera en que *ellos hacen sus cosas* (cap+), en la manera de *cómo administran su tiempo* (cap+) para *venir a hacer las horas de práctica* (cap+). Eh, y realmente el rol del Centro de Auto-Acceso es el de *preparar o capacitar* (cap+) de alguna manera... *no capacitar* (cap-), más bien, de *preparar al alumno* (cap+) para que él mismo *tome las riendas* (cap+) de su educación, de su aprendizaje...

The SAC's role in the University, in Puebla city which is where it functions, is...to help students (cap+), I mean the users *to be able to practice the language* (cap+) they are learning... In other words, in the SAC, *the students can find* (cap+) *the way of becoming independent* (cap+) in their own styles, in their own learning style. *The way in which they do their things* (cap+), in the way *they administrate their time* (cap+) and *attending the practice hours* (cap+). Eh, and the role of the SAC is *to prepare or to enable the students* (cap+) for *them to manage* (cap+) their education, their learning...

4.2.4 Participant 4's findings.

Participant 4, besides being the youngest (27), he has been working in the Self-Access Center for the last six months. He stated having had a wide a positive experience in preparing students for presenting certification exams before joining the SAC.

When asked about how he perceived himself when finishing his BA studies, Participant 4 described the situation he was living then. It seems that his most vivid memory is not related to a self-image at that moment of his life.

...*tuve la fortuna* (hap+) *de empezar a dar clases a los veinte años. Entonces, siempre me puse como objetivo dar clases* (sat+) *antes, o tener experiencia antes de egresar...*

...*I was lucky* (hap+), *and I started teaching when I was twenty. So, I always had as an objective to teach* (sat+) *before I got twenty or at least to have teaching experience before finishing my studies...*

In a similar vein, when participant 4 was asked about how he perceived himself when joining the Self-Access Center, he described the current situation of the moment and stressed that he lacked preparation for certification exams.

...*Como soy egresado de esta Facultad, lo primero...que se me vino a la mente es que...bueno, nunca se ha hablado muy bien del Centro de Auto-Acceso* (val-) ... *Eh... Yo venía de trabajar en una escuela* (cap+) *bueno tener experiencia* (cap+) *de ya, trabajar en sectores privados, en escuelas privadas. Entonces ellos tenían mucho el enfoque de, de las certificaciones... Entonces, al menos en mi periodo como estudiante universitario, sentí que me faltó eso (práctica para certificaciones)* (sat-)...

... *As I am a graduate student from English Language Teaching (in this school), the first think that came to my mind was...that there has never been good references from the Self-Access Center* (val-) ...*Eh... I used to work in a school* (cap+) *well I had experience* (cap+) *working in private schools. Then, (authorities in that school) paid attention on preparing students for the certification exams... Then, at least in my time as a university student (here), I felt I lacked (of practice for certification exams)* (sat-).

Participant 4 described his activities in the Self-Access Center as mainly oriented to the activities related to the students' preparation for certification exams.

Bueno, trabajé en una base de datos este... esa base de datos eh..., básicamente fue de links en línea para hacer tests de certificaciones de KET que es nivel A2, PET B1 y First Certificate. También quería trabajar en CAE (inc+) *que es nivel C1, pero pues ya no me dio tiempo.*

Well, I worked on a data base...which held links for practicing KEP which is A2 level, PET B1 and First Certificate tests. I also wanted to work in CAE (inc+) *which is C1 level but I didn't have enough time.*

It seemed that there existed a generalized negative perception about the Self-Access Center among the *Facultad de Lenguas* population. Apparently, this has resulted in a positive reason for working in the SAC for Participant 4.

... en mi etapa de estudiante escuché cierta apatía por los maestros externos ... de que **no tenía una buena reputación el Centro de Auto-Acceso** (val-), que **no servía** (val-). Entonces, este... yo traté de... bueno, por tener esta oportunidad de... siento que soy, actualmente, trabajando aquí, por otras experiencias, que **estoy comprometido con mi trabajo** (ten+). Y este... comprometido y **quiero alcanzar metas** (inc+) a corto y a... largo plazo, para el beneficio, en este caso de la universidad...

... When I was a student I heard about certain rejection from external teachers... about... **the SAC did not have a good reputation** (val-), that **it was useless** (val-). Then... I tried to... have this opportunity... I feel I am, nowadays, working here, and other experiences, that **I am committed with my work** (ten+). And... I **am committed and I want to reach working goals** (inc+) in short and long term for the university's benefit.

In general terms, when asked about the interaction he had with other counselors in the SAC, Participant 4 stated that he had experienced having good relationships with other counselors. Moreover, he had felt supported by them.

La relación con otros asesores es buena (val+). Eh... la mayoría de mis compañeros **tienen mucha experiencia** (cap+) porque ya llevan muchos años ... en las salas o en la parte administrativa. Entonces... eso **me ha ayudado mucho para aprender** (cap+) también cosas que yo no entendía también en la parte administrativa...

My relationship with other counselors is good (val+) ... **most of of my coworkers have a vast experience** (cap+) because they have worked (in the SAC) for many years... in the practice rooms or in the administrative area so... **that has helped me to learn** (cap+) in addition to things I did not understand in the administrative area...

The role of the Self-Access Center should, in Participant 4's opinion, be to foster the students' ability to speak a foreign language.

Mmm, el rol del Centro de Auto-Acceso en este momento, ... yo creo que todavía se está trabajando en eso. Pero como objetivo, **se está planteando** (cap+), **se está pensando** (cap+) bien por la principal razón de ayudar **al estudiante a que pueda hablar** (cap+) una lengua extranjera y eso le facilite o le de herramientas en un futuro para obtener **un mejor trabajo** (val+) o para tener **nuevas oportunidades** (val+).

Mmm, the role of the Self-Access Center, in this moment, ... I think that we keep working on that. But as an objective, it is being oriented **to help the student to be able to speak** (cap+) a foreign language and to facilitate him the tools that enable him to obtain **a better job** (val+) or to have **new opportunities** (val+).

4.2.5 Participant 5's findings.

A total of six years is the amount of time that Participant 5 has worked in the Self-Access Center. He stated a series of interesting ideas during the interview. He perceived himself as motivated and satisfied when finishing his BA studies. Apparently, there does not exist any negative aspects in his professional life. These statements were made by Participant 5 when asked about how he perceived himself when finishing his BA studies at the university.

Pues, *fue algo rápido* (norm+) (la situación) porque terminando la carrera *comencé a trabajar* (cap +) acá (Centro de Auto-Acceso). Entonces, pues *me sentí satisfecho*, (sat +) ¿no? pues porque la primera vez que les comenté a mis papás que ... ya tenía trabajo al salir, pues *me sentí contento* (hap +) y pensé que...si podía encontrar trabajo luego, luego... pues *podía hacer cualquier cosa* (cap +) ¿no? Como que me sentí...sí, *siempre he sido seguro de mí mismo* (sec +) pero...*me sentí ... más seguro de haber logrado eso* (sec+). Después... aterricé a la vida profesional entonces ahí es donde me di cuenta de que *no era todo color de rosa* (comp-)...al pasar un tiempo... hacía las labores que hacía en el Centro de Auto- Acceso, pues *ya no me satisfacían* (sat -) porque *sentía que estaba estancado* (sat-).

Well, *it was something fast* (norm+) (the situation) because when I finished the career, *I started working* (cap+) in the SAC. Then, *I felt satisfied* (sat+) ¿no? because the first time I told my parents that... I had found a job, *I felt happy* (hap+) and I thought that... if I could find a job right then... well *I could be able to do anything I wanted* (cap+) no? I felt like... *I have always been secure of myself* (sec+) but... *I felt... more secure after having reached that goal* (sec+). Later... I started my professional life, it was when I realized that *not everything was easy* (comp-) ...through the time... as I was doing my duties in the SAC, *these did not satisfy me* (sat-)because *I felt stuck* (sat-).

Committed and plenty of responsibility were the feelings that Participant 5 expressed having felt when asked about how he perceived himself when joining the Self-Access Center.

...*me sentí bien* (hap +, pero...*me sentí con mucha responsabilidad* (sec-) ¿no? Al momento si *me sentí bien* (hap +), pues con el compromiso de sacar adelante. Pero *me sentí ... arropado* (sec+), porque en CU (Centro de Auto-Acceso en Ciudad Universitaria) la mayoría... me echaba la mano... Pero... si *me sentí muy comprometido* (inc +) al Centro de Auto-Acceso y pues empiezan a salir muchas, muchas ideas ¿no?...

... *I felt fine* (hap+), but *I felt a lot of responsibility* (sec-) no? At that moment, *I felt fine* (hap+), because I felt committed to do it well. But *I felt... secure* (sec+), because in CU (SAC's are in Ciudad Universitaria) most of the personnel... helped me... But... *I felt committed* (inc+) with the SAC and many ideas appeared (in my mind) no?...

When asked about the activities he do in the Self-Access Center, Participant 5 stated having been running a series of workshops oriented to the development of the speaking skill among students, as well as a materials' designer and researcher.

*Eh, actualmente, tengo dos talleres: uno de producción oral eh, enfocado hacia la fluidez, se aplican puras actividades exclusivamente para que el alumno de...este ... incluye motivación para que **el alumno se atreva a hablarlo** (cap +) **aunque lo hable mal** (cap-), o **lo pronuncie mal** (cap-). Y hay otro para el nivel B1 y B2 que ahí ya ocupamos estrategias de producción oral y rúbricas exclusivamente... para a mejorar... También... me dedico a... colaborar en los aspectos tecnológicos de los REDOS. ¿Qué más? Las pláticas de inducción... (También) **participé... en la publicación del artículo del Centro de Auto Acceso** (cap +) para el libro que hicieron hace un año...*

*Eh... I currently have two workshops: one is related to the fostering of students' oral production, stressing fluency development. There are activities for the students to **dare to speak** (cap+) although **they could speak it incorrectly** (cap-), or **mispronounce it** (cap-). And there is another workshop for levels B1 and B2 where we use strategies for improving students' oral production... I also cooperate in the technological aspects of the REDOS. What else? I give the introductory talk (to new SAC's new users). ...**I also participated** (cap+) ...in the publishing of an article about the Self-Access Center for a book that was made last year...*

Participant 5 perceived himself as an integrant of the Self-Access Community and more importantly, he feels highly committed with possible results to be obtained in the SAC. These were the answers provided by Participant 5 when asked how he perceived himself in the Self-Access Center.

*Yo **me considero una parte más del Centro de Auto-Acceso**(sat+) ... ya más en el cuerpo... ¿por qué en el cuerpo? No es porque **no me considere importante** (sec+), sino que me siento que, después de seis años para acá, **tengo que dar más resultados** (ten+). No me puedo **quedar estancado** (sat-) y haciendo lo mismo. Entonces, ahorita **me siento con más... presión** (inc -), ... para seguir construyendo cosas nuevas.*

***I consider myself as a part of the Self-Access Center** (sat+) ... **It is not that I do not consider myself important** (sec+), but I feel that after six years **I must give more results** (ten+). **I cannot get stuck** (sat-) and keep doing the same. Then, in this moment **I feel more pressure** (inc-) ... to keep creating new things.*

When asked about how was his relationship with other counselors in the SAC, Participant 5 stated that in general terms, he perceived his interaction with other counselors as positive and that he considers to be well communicated with them.

Eh...pues estoy en los tres centros; estoy en CU, la interacción es muy buena (val+). Ahí hay una comunicación fluida (val+). Eh, como en todos lados, siempre va a haber diferencia de opiniones, pero en CU me siento muy, muy bien comunicado (sat +) con la mayoría porque todos andamos moviéndonos de un lado a otro...

Eh... I work in the three headquarters: I am in CU where the interaction is good (val+). There is a fluent communication (val+). As in any other place, there will be always different opinions, but in CU I feel very, very well communicated (sat+) with most of the counselors there because there are more activities in there...

When asked about the way he perceived himself about being studying an MA program, Participant 5 stated that he considers that the MA program in which he is enrolled now, is an interesting one.

Estoy estudiando la Maestría en E-learning... Estaba estudiando la de... Educación Superior en línea, pero... no me gustó (hap -) ...siento que no era lo que esperaba (sat -) ... Entonces, trabajo en Prepa en línea SEP... me encanta eso de las... blended learning...e-learning (hap +), todo eso, esas nuevas modalidades son las que me llaman más la atención (des +) ahorita.

I am studying an MA in E-learning... I was studying an MA in Higher Education but... I did not like it (hap-)... I feel it was not what did I expected to be (sat-)... Then, I also work in Prepa en línea SEP... I love everything about... blended learning...e-learning, and the stuff (hap+), those new modalities are the ones that catch my attention (des+) now.

According to Participant 5's view, the role of the Self-Access Center is to be a support for the students when developing certain skills (in a foreign language).

... dentro de mi percepción y siento que ...es como que el apoyo... que, en teoría, necesitan los alumnos (ten-) para poder desarrollar (cap+) ciertas habilidades ¿no?...

... in my perception and I feel that it is like the support ...that students need (ten-), (at least) in theory to be able to develop (cap+) certain abilities, don't they?

4.2.6 Participant 6' findings.

Participant 6 is another experienced counselor in the Self-Access Center of this University. He has worked in the SAC for the last 17 years. The information gathered from his interview is presented below.

Lacking teaching abilities was the perception of Participant 6 when asked about how he perceived when finishing his BA studies in ELT.

Yo, te soy franco, sentía que no sabía (sec-). O sea, pues de pronto dije: “Y ahora, ¿a qué me voy a dedicar?” O sea, estudié para maestro, pero yo no me sentía con las habilidades para ser maestro (cap-).

To be honest, I felt I didn't know anything (sec-). I mean, I suddenly said: “Now what?” “What am I going to do?” I mean, I studied to become a teacher, but I did not feel with the abilities needed to be one (cap-).

When asked about the activities he do in the Self-Access Center, Participant 6 stated that in addition to the administrative activities, he founded very rewarding the work he develops in the workshops he runs.

Bueno...oficialmente... nuestra prioridad es atender una sala en la que uno tiene que...estar pendiente (cap+) de que el alumno tenga el material este...si no tiene, si tiene problemas con ese material, ayudarlos si tiene problemas con el equipo (cap+), ayudarlo (cap+), orientarlo (cap+), estar pendiente de eso. Ese es lo primero, lo otro es el diseño de materiales. Y yo, empecé con un taller. El taller es de círculos de conversación... que ha sido... muy reconfortante, muy satisfactorio (val+) ... Porque como te decía hace un momento, el aprender a dar clases más bien, te limita en el idioma (cap-), porque no puedes soltarte a hablar (cap-) de cosas que el muchacho no puede manejar (cap-), no te está entendiendo y que además no vienen en el programa. ... Eso es, por el lado del idioma. Por el otro (lado), pues tu formación como maestro que solamente fuera el idioma pues es muy limitado (comp-). ...Y además que de pronto ellos también traen cosas (cap+), porque ellos conocen (cap+), tienen acceso a tanta información (cap+), que de pronto ellos te dan la enseñanza (cap+) ¿no? Te dicen: “Bueno maestro, es que yo entendí, o yo encontré tal cosa en tal lado, te lo dicen todo en inglés y este... es muy reconfortante (val+) ¿no?”

Well, officially... our priority is to attend a room where...you must be aware (cap+) of the type of material, the student needs... (to help him) if he has problems with the material; to help him in case he has technical problems with the equipment (cap+). To help him (cap+), to guide him (cap+), to be ready to help. That is on one hand, on the other hand, there is the materials design. I started to

run out a workshop. The workshop is about conversation ... *it has been... very rewarding, very satisfactory* (val+) ... Because, as I said before, to learn how to teach, *limits you in the language* (cap-), because *you cannot speak freely* (cap-) about things the student *cannot manage* (cap-), he does not understand and in addition, (these topics) are not in the program. That is on the language side. On the other side, your preparation as a *teacher is very limited* (comp-)... Besides this, *they (students) bring things* (cap+), because *they know* (cap+), that *they teach you things* (cap+) no? They tell you: “Teacher, I understood this, or I found this in this side...” they tell you everything in English and that *is very rewarding* (val+) no?

Although Participant 6 has not concluded the Master Program in ELT, he considers that studying this program has put him into another professional level. Participant answered this after being asked about how he perceives himself after studying an MA program.

... honestamente, *me sentí de las ligas mayores* (sat+) ¿no? Como en: “¡ah! Ahora *ya todos somos...este...pues este, profesionales* (norm+) ... empezando a investigar...” Y eso *me pareció muy bueno* (val+).

... I, honestly, *I felt myself in the big leagues* (sat+) no? As “Ah! Now *we are all professionals* (norm+) ... beginning to do research...” And *that seemed to be to be very good to me* (val+).

When asked about how he perceived himself into the Self-Access Center, Participant 6 expressed that he perceives himself as a happy man who is doing things to favor the SAC’s image.

Hoy día “X”(él mismo) *es un hombre feliz* (hap+) en el Centro de Auto Acceso porque *siento que estoy contribuyendo* (cap+). En una pequeña muy- en una partícula muy pequeña, pero *estoy contribuyendo* (cap+) a que al Centro de Auto-Acceso lo vean con utilidad...

Today, “X” (himself) *is a happy man* (hap+) in the Self-Access Center, because *I feel I am contributing* (cap+). I am contributing with a very small particle, but I feel *I am contributing* (cap+) people could see the SAC as something useful.

When Participant 6 was asked about his opinion about the role of the SAC. He stated that the Self-Access Center should contribute to foster language abilities among

students. In this way, these students could have better job opportunities and they could develop a better society.

Bueno, yo creo que el objetivo del Centro de Auto Acceso es... contribuir, en la parte que le corresponde, a esta transformación social... El Centro de Auto Acceso tiene la obligación de devolverle eso a la sociedad... Tenemos la obligación moral (prop+) de contribuir en algo a esa educación ¿no? Entonces, ciertamente la responsabilidad es de ellos pero que nosotros los enamoremos, que nosotros les demos la oportunidad (cap+) ya sea resolviéndoles dudas gramaticales, ya sea este, hablando en inglés (cap+) ... no sé, a mí de pronto se me cierran las... aplicaciones del idioma (ten-)... Yo creo que depende de cada uno y su imaginación cómo contribuir...

Well, I think that the SAC's objective is... to contribute to this social transformation. ... The Self-Access Center has the obligation to give back that to the society... We have the moral obligation (prop+) of contributing in something to that education no?... Then, certainly, the responsibility is theirs, but we must convince them, we have to give them (cap+) the opportunity to... it could be solving their grammar doubts, speaking in English (cap+) ... I don't know (cap-) sometimes the language applications get closed to me (ten-) ... I think it depends on everyone and their imagination for contributing.

4.2.7 Participant 7's findings.

Participant 7 has worked in the Self-Access Center for twelve years. In addition to her work in the SAC, she also teaches English to students of BA level in the *Centro de Lenguas*. Participant 7 has experienced different stages of the development of the SAC. Her participation in the research is presented below.

When Participant 7 was asked about how she perceived herself when finishing her BA studies in ELT, she elaborated:

Como que me faltaban muchas cosas (sec-). Honestamente, sentí que no tenía yo nada (sec-). O sea, como que salí al mundo a trabajar, porque empecé a trabajar en 2003 y sentí que me faltaban muchas cosas (sec-). O sea que, la experiencia que necesitaba para enfrentar los grupos que tenía yo... no era lo que yo había visto en las clases de la carrera... Me sentí indefensa (sec-). Me sentí insegura (sec-), me sentí eh, si bueno, me faltaban... callo (sec-).

I felt I needed many things (sec-). I, honestly felt that I didn't have anything (sec-). I mean, I went to work, because I started working in 2003, and I felt I needed many things (sec-). I mean, the experience I needed to face the groups I had... there was nothing to do with the content I had seen during my classes in the major. I felt helpless (sec-). I felt insecure (sec-), I felt eh, well, I lacked...abilities (sec-).

In relation to the activities Participant 7 does in the SAC, she stated that helping students when they attend the Self-Access Center is the main one. She also stated to do some other administrative activities in there.

Pues el asesorar... tengo que asesorar a los alumnos (sec-) ...a lo mejor si tienen alguna duda, de gramática, he llegado a asesorarlos. Aunque si llegan alumnos de italiano o de francés, difícilmente puedo ayudarlos (cap-). Pero trato de dirigirlos (ten+) con alguna persona que pueda ayudarlos (cap+). Si son de mi área correspondiente, si he tratado de apoyarlos (sat+). Si tienen alguna duda técnica, eh, no sé, algún error de conexión, o algún material que no sirva, pues trato de apoyarlos (ten+). Si hay alguna pregunta sobre fechas, sobre este, trámites que tengan que realizar, también esa es mi función. Y pues en la sala, (en la que estoy asignada), hay que monitorear el trabajo que hacen en los 50 minutos. Tengo que pasar asistencia, tengo que checar que todo marche bien (cap+) durante la sesión. Esa sería mi función.

Well, to assess... I must assess the students (sec-) ... in case they have any doubt, a grammar doubt, I must help them. Although if there are Italian students or French students, I hardly can help them (cap-), but I try to lead them (ten+) to any other counselor who can help them. If they are English students, I have tried to help them (sat+). If they have any technical issue, like a connection failure, or any broken link, I try to help them (ten+). If there are any questions related to administrative issues, I also give that kind of information. And in the room (where I work in) I must monitor the students work during the 50 minutes they are in it. I must register the students' attendance I must check that everything run well (cap+) during the session. Those would be (some of) my function(s) in there.

As part of her professional development, Participant 7 studied an MA program. Nevertheless, she has perceived herself as she needs more preparation. This is part of her answer when asked how she perceived herself when finishing MA studies.

Pues incluso siento que todavía me falta (sec-), creo que a mí me gustaría seguir estudiando (ten+). Porque siento que, como maestro, debes estar siempre preparado (cap+), ¿no? Hay muchas cosas que, a lo mejor cuando terminé la maestría yo dije que sabía (cap+) y me creí como experto (cap+) ... pero con toda esta nueva generación de chicos que viene, te das cuenta (de) que... te tienes que preparar más (ten+) para estarlos apoyando ...no puedes como quedarte pensando en que lo sabes todo... Yo creo que... disfruté más estudiar el posgrado (sat+) que estudiar la carrera. Por cuestiones personales o esas cuestiones, no sé, como quieras llamarle, la carrera como que sí, me costó trabajo. Pero el posgrado, me gustó muchísimo (hap+). Y de ahí, yo creo que esa, esa sed de seguir trabajando, de seguirles... no sé, por ejemplo, hay algo con lo que yo ya me enganché (inc+) y es algo con lo que quiero trabajar... me gustaría darles el material por una plataforma...

I feel that I even need more (sec-), I think that I would like to keep studying (ten+). Because I feel that as a teacher, you always must be prepared (cap+). no? There are many things that, perhaps when I finished the MA I said I knew (cap+) and I thought I was an expert (cap+) ... but with all

this new generation of students, you realize that... you have to prepare more (ten+) to keep supporting them... you cannot keep thinking that you know everything... I think that... I enjoyed more studying the post grade (sat+) than studying the BA. Due to different personal affairs the major was harder to me. But I liked the post grade a lot (hap+). And since then, I think that it is where it comes my desire to keep working... I don't know, for example, there is something that got my attention and I would like to work with and that is to make material to be used in a platform...

It seemed that Participant 7 has decided to work without being noticed by other counselors in the Self-Access Center. Apart from accomplishing her duties in the SAC, she prefers to avoid other counselors' attention on her person or in her work.

Esa es una muy difícil pregunta (val-).... Pues yo creo, que trato de ser de bajo perfil (norm-)... Procuero hacer mi trabajo y no nada más en el Centro de Auto Acceso, de la mejor forma. Aunque, no sé, a lo mejor, la forma en que yo lo percibo es diferente a como me perciben las personas (norm-). Pero trato de ser amable (cap+), al menos cada que recibo a los alumnos. Los saludo, trato de sonreír (cap+), trato de que la estancia sea lo más tranquila posible... en cuestión al trabajo que realizo, procuro hacerlo lo mejor que se puede (cap+). Cuando me ha tocado este elaborar material, he estado ahí. Cuando me ha tocado revisarlo, he estado ahí. Y, o sea, procuro hacer lo más que se puede (cap+), y siempre procuro dar como que un poquito más (cap+). Y eso es en...todo.

That is a very difficult question (val-) (MEP)... Well, I think, that I try to be a low profile (norm-)... I try to do my work the best I can, and not just in the SAC. Although, I don't know, perhaps, the way in which I perceive it, is different to the way in which others perceive me (norm-). But, I try to be kind (cap+), at least every time I receive the students. I greet them, I try to smile them (cap+), I try that the time they stay in the SAC be the calmest possible... in relation to the work I do, I try to make it (cap+) the best I can. When I have had to make didactic material, I have done it. When I have had to check it, I have done it. And I try to do the most I can (cap+) and I always try to do a bit more (cap+). And that is it.

When asked about the way she perceived the interaction she has with other counselors in the Self-Access Center, she stated that it is simple. As in any other context, there are people you like, and they like you. And there are also people who do not like you. And that seems to be a normal situation for her.

Pues yo creo que como todo ¿no? O sea, hay gente que te cae súper bien, y hay gente que, pues te cae, nada más. Y yo he tratado de...llevar las cosas lo más tranquilo posible (norm+)

I think that it is like it is everywhere; there are people who you get along and there are people that...is ok, and that is it. I have tried to... get along (with everybody) as possible (norm+).

To be a center of practice where students could be supported in their language learning process is, in opinion of Participant 7, the main role of the Self-Access Center.

... Es creo (que ser un Centro de práctica en donde ellos **puedan venir** (cap+) a rellenar esos huequitos que **tengan todavía de la clase** (cap+). Eso, creo que es lo principal.

... I think that (it has) to be a Practice Center where they (students), **could come to fulfill the gaps** (cap+) (of knowledge) **they could have from their (language) classes** (cap+). I think that is the main objective (of the SAC).

4.2.8 Participant 8' findings.

The last four years has the Self-Access Center been the place where Participant 8 has worked incessantly. She is the only counselor specialized in Italian language even though she holds a BA in French Language Teaching.

When asked about the perception of herself when finishing her BA studies in ELT.

According to what she expressed, it seems she had achieved an important goal in Participant 8's life.

Bueno como...mm, sí **realmente... fue un reto** (val +). Yo trabajaba en las mañanas, y estudiaba en la tarde... Entonces **me tardé muchísimo tiempo en terminar la carrera** (norm-). Y... como tuve también un año sabático, bueno en el otro empleo ... **tenía una saturación de tiempo** (val-) ... **bastante pesado** (val-)... cuando terminé fue así de "¡ah!, no lo puedo creer" **Fui feliz** (hap+) ...

Well as...mm, **it really... was a challenge** (val+). I used to work in the mornings, and I studied in the afternoons... Then **it took me a long time to finish the career** (norm-). And... as I had in a one-year-break in the school, well ... **I was busy** (val-)... **it was really hard** (val-) when I finished it was like "Ah! I cannot believe it!" **I was happy** (hap+) ...

It seemed that working in the Self-Access Center has let Participant 8 the opportunity, not only to create a workshop but the possibility to find the resources for being in constant professional development.

Prácticamente de todo hago desde-bueno, si empezamos por los talleres, **hago los talleres de lecto-escritura, (y) conversación** (cap+) en italiano. También con respecto a los REDOs, estoy en la cuestión del diseño digital que es algo que también **me gustó muchísimo** (sat+). Obviamente sí tuve que ir a tomar cursos ... para poder aprender a manejar estos programas del dream weaver, y conocer sobre las etiquetas, del html, y todo eso **para realmente saber** (cap+) de qué se trataba.

I, practically, do a bit of everything since-well, if I start with the workshops, I make the Reading-writing workshop and conversation workshop (cap+) in Italian. In relation to the REDOs, I am in the digital design that is something I liked very much (sat+). Obviously, I had to take courses ... to really know what everything was about (cap+) ...

When asked about her perceptions related to the interaction of herself and the rest of the counselors in the Self-Access Center, Participant 8 stated that it is rare to occur.

Al menos este semestre me la he pasado más... en la sala, y en taller (cap+) ... y ya. O sea, realmente, ... no los veo mucho.

As a matter of fact, I practically do not see them. At least this semester I have been more in the room, and in the workshop (cap+) ... and that is it. I mean, I really... do not see them a lot.

Participant 8 seemed to have a very positive perception of herself as stated when asked about the way in which she perceived in the Self-Access Center.

... Bueno, que realmente soy muy dedicada (ten+). Que sí me gusta lo que hago (hap+). Me gusta estudiar (hap+). Me gusta (hap+) siempre estar en continuo aprendizaje (comp+) porque de repente, bueno actualizándome.

Well, I think that I am a very committed person (ten+). I like what I do (hap+). I like to study (hap+). I like (hap+) to keep in a continue learning process (comp+) because sometimes, well-keep updating myself.

In a similar vein, Participant 8 seemed to have a positive view of herself in the Self-Access Center.

... Primero, única (cap+). En el sentido de que desde que ingresé he sido la, la que ha dado este, los, los talleres por ejemplo en cuestión de italiano, jeso! Definitivamente soy la única (cap+) que está en eso... ¿Valiente? Sí (sat+). ... soy la única que da italiano (cap+). ... espero no ser la última, que exista otra persona en quien poder apoyarme, porque a veces sí, sí me siento solita (sat-)...

...First, I am unique (cap+). In the sense that since I started working, I have been the one who have done the Italian workshops. That's it! I am the only one who is in that (cap+). Brave? Yes (sat+). ...I am the only one who (works) in Italian (cap+). ... I hope not to be the last one, (I would like) that there would be another person who could support me, because sometimes I feel alone (sat-)...

In her view, the Self-Access Center should be a resource of practice apart from the classroom lessons.

... Se supone que somos parte de...de un recurso fuera... fuera del salón de clases para que el alumno pueda... practicar su idioma (cap+) ...

...It is supposed that we are part of...of a resource (that is) outside the classroom for the student can ...to practice the language (cap+) (the one they are learning) ...

4.3 Main findings

After having reviewed in detail the analysis done to the participants' answers through the main categories found by the open coding in the first place, and the implications for the analysis developed with the Appraisal System. The main findings can be drawn as follows.

The shared perception that counselors have about the moment of finishing their BA studies in ELT seem to suggest that the participants value at some important extent the moment when they finished their BA studies. For some of them it seemed to have been a personal achievement whereas for others it could have been a difficult situation to sort out.

Participants expressed that through the time, they found the SAC interesting and became satisfied with the work they develop in it. In the third category concerned with the activities they do in the Self-Access Center, the counselors agreed about being assessors, resources providers, materials designers, guides, researchers, and motivators.

Another category emerged when participants expressed their perceptions about themselves in the Self-Access Center. Apparently, the counselors have a positive self-perception. The texts elaborated by them were related to feeling satisfied, and a general sense of commitment with the students' improvement in their languages learning.

The interaction among counselors was another important category that emerged from the initial analysis developed by open and axial coding. It seems that in general terms,

if it is true that not all the counselors share a strong friendship, they treat each other respectfully. After finishing their MA programs, counselors seem to have a positive self-perception. They felt happy of having had the role of students again, and it had let them positive learning at different levels. The Self-Access Center's role is perceived as a resource center where the students should be oriented, trained, and supported in the practice and self-regulation when learning a foreign language.

For a further and detailed appreciation of the more resources and categories used in the interviews, see APPENDIX D.

4.4 Lexicogrammatical realizations

Throughout the discourse of participants, the main lexicogrammatical realizations regarding the appraisal system region of affect consisted of mental processes of affect (un/happiness, in/security, dis/satisfaction and disc/inclination), judgement (normality, capacity, tenacity, propriety and there were no mental processes related to veracity), and appreciation (there were not samples of reaction, but there was an important amount of composition and valuation mental processes). Some representative examples are included in the following chart.

ATTITUDE
AFFECT

<p>Un/happiness <i>Me siento contenta.</i> I feel happy.</p>	<p>In/security <i>Me sentía insegura.</i> I felt insecure.</p>	<p>Dis/satisfaction <i>Me sentía estancada.</i> I felt stuck.</p>	<p>Dis/inclination <i>Quiero alcanzar mis metas.</i> I want to reach my goals.</p>
----------------------------------------------------------------------	------------------------------------------------------------------------	---------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

JUDGEMENT

	Social Esteem		Social Sanction	
<p>Normality <i>No era mal estudiante</i> I was not a bad student.</p>	<p>Capacity <i>Doy atención a alumnos.</i> I attend students.</p>	<p>Tenacity <i>Necesitamos apoyar a los alumnos.</i> We need to provide support to the students.</p>	<p>Veracity</p>	<p>Propriety <i>Como maestro debes estar preparado.</i> As a teacher you must be prepared.</p>

APPRECIATION

<p>Reaction</p>	<p>Composition <i>Era una filosofía totalmente diferente.</i> It was a totally different philosophy.</p>	<p>Valuation <i>Creo que mi trabajo es importante.</i> I think that my job is important.</p>
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Next chapter presents the conclusions of the research.

CHAPTER FIVE: CONCLUSIONS

Introduction

This chapter contains the main findings of the research which intend to answer the research questions (see 1.4). Then, the limitations of the study will be stated as well as directions for further research.

5.1 Answers to Research Questions

As identity is conceived as in progress process, the identities of counselors at the SAC seem to be in a constant construction. According with the discourse used by the participants when asked how they perceive themselves in the SAC, they elaborated positive statements about it. For instance, P1 affirmed to be “a happy professional person”, or P2 who considers to be “a person who is really interested in helping students to find something helpful” in the SAC. Data shows that, besides counselors seem to do a series of activities related to students’ assessment, materials elaboration, and administrative procedures, they are willing to develop as much activities as needed to provide support to the students in their language learning process.

The interaction among counselors within the SAC is, apparently, positive. They share a space (the SAC) which lead them to provide and to ask for help to other counselors whenever it is necessary. As an example of this P2 stated that she likes to help other counselors in everything she can. In addition, P3 elaborated that his relationship with other counselors is good (because) most of his coworkers have a vast experience in the SAC. Even if they differ in some ideas, they have a clear understanding about the necessity of working in respectful terms. As maintained by P1 who said that although she has created

friendships with some counselors, she admitted to interact with other ones in a more formal and cordial way.

Having continued with their studies after obtained the BA degree seems to have promoted, among counselors, a positive attitude. It seems that counselors perceive themselves capable of developing research that could benefit both students and counselors. Some counselors feel qualified and capable of develop research in the SAC oriented to satisfy their own needs of demonstrating their capabilities as teachers and researchers. As an example of this, P2 maintained that she likes “doing research to find a way to attract the students’ interest to satisfy their language learning needs.”

In relation to the second research question, the emerging categories from the open coding, according to GT are:

1. Perceptions after completing BA studies in ELT.
2. Perceptions when joining the SAC.
3. Activities performed in the SAC.
4. Perceptions as counselors in the SAC.
5. Interaction with peers in the SAC.
6. The perceptions they have of themselves when finishing their MA programs.
7. Perceptions about the role of the SAC.

During the analysis of the discourses made by the counselors, in agreement with the Appraisal, the prevalent domain observed through the analysis, was attitude. Then the regions that were more frequently used in the discourse were affect (positive happiness, and satisfaction were highly stated), and the other constantly called was judgement (with positive capacity as the most stated by participants).

5.2 Limitations of the study

Although the discourse provided by participants resulted highly enlightening, I would like to have had the opportunity to interview again the participants for obtaining adding detailed information. In addition to this, although a qualitative study like this, limits the possibility to generalize results, I would like to have included more participants. Nevertheless, handling the information obtained would have represented a challenge to manage.

5.3 Directions for further research

It is my intention to have provided a basis which could serve as a point of departure for further research in identity and Self-Access Centers. It is an initial contribution, but this research could present a wide variety of topics to be developed in future time such as a possible ethnographic study among counselors which could shed light in the relationship among identity, beliefs, and SACs' contexts. It could be also interesting to figure out whether the materials making is influenced by counselors' identities and if so, to explore this influence.

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APPENDIX A: Questions for the interview.

¿Cómo te gustaría que me refiera a ti? ¿maestro/a, señor/a?

¿De dónde eres originario/a?

¿Qué carrera estudiaste?

¿Qué pensaste de ti mismo/a cuando terminaste la carrera?

¿Cuánto tiempo has trabajado en el Centro de Auto Acceso?

¿Qué pensaste de ti cuando llegaste a trabajar al Centro de Auto Acceso?

¿Qué actividades realizas en el Centro de Auto Acceso?

¿Cómo te percibes a ti mismo/a dentro del Centro de Auto Acceso?

¿Cómo es la relación que tienes con tus compañeros del Centro de Auto Acceso?

¿Has estudiado algún posgrado (o diplomado, o curso)?

¿Qué posgrado (diplomado o curso) estudiaste?

¿Qué pensaste de ti mismo/a cuando terminaste el posgrado (diplomado o curso)?

En tu opinión, ¿cuál es el rol del Centro de Auto Acceso?

How would you like I call you? Professor, mr., mrs.?

Where are you from?

What is the name of the major you studied?

What did you think about yourself when finishing the BA studies?

How much time have you worked in the Self-Access Center?

What did you think about yourself when you joined the Self-Access Center's staff?

What activities do you do in the Self-Access Center?

How do you perceive yourself in the Self-Access Center?

How is the relationship with other counselors in the Self-Access Center?

Have you studied a post-grade (or course)?

What is the name of the post-grade you studied?

What did you think about yourself when you finished your post-grade studies?

In your opinion, what is the role of the Self-Access Center?

APPENDIX B: Sample of interview

Date: January 9th, 2017. Participant no. 7 P: Interviewee I: Interviewer	
I	Y cuando terminaste la carrera ¿cómo te percibiste a ti misma? ¿Cómo te sentiste al haber terminado la carrera?
P	Como que me faltaban muchas cosas.
I	Honestamente sentí que no tenía yo nada. O sea, como que salí al mundo a trabajar, porque empecé a trabajar en 2003 y sentí que me faltaban muchas cosas. O sea que, la experiencia que necesitaba para enfrentar los grupos que tenía yo. Porque me tocaban grupos desde maternal hasta secundaria...pues no, no era lo que yo había visto en las clases de la carrera.
P	Me sentí indefensa. Me sentí insegura, me sentí eh, si bueno, me faltaban... callo.
I	¿Cuándo empezaste a trabajar en el Centro de Auto Acceso?
P	En cuando empecé a hacer mi servicio, empecé en 2003 también y empecé en 2004 a trabajar en el Auto Acceso. Doce años.
I	¿Y cuáles son tus actividades dentro del Centro de Auto Acceso?
P	Pues el asesorar tengo que asesorar a los alumnos.
I	¿En qué consiste esa asesoría?
P	En a lo mejor si tienen alguna duda, de gramática he llegado a asesorarlos. Aunque si llegan alumnos de italiano o de francés, difícilmente puedo ayudarlos, pero trato de dirigirlos con alguna persona que pueda ayudarlos. Si son de mi área correspondiente, si he tratado de apoyarlos. Si tienen alguna duda técnica, eh, no sé algún error de conexión, o algún material que no sirva, pues trato de apoyarlos. Si hay alguna pregunta sobre fechas, sobre este, trámites que tengan que realizar, también esa es mi función. Y pues en la sala, hay que monitorear el trabajo que hacen en los 50 minutos. Tengo que pasar asistencia, tengo que checar que todo marche bien durante la sesión. Esa sería mi función. Aparte, pues si nos piden hacer materiales, tenemos que hacer los materiales. O trabajar ahorita con los talleres, también tengo que trabajar con talleres.

APPENDIX C Sample of the Open Coding Process

Date: January 9th, 2017. Participant no. 7 P: Interviewee I: Interviewer		
	Y cuando terminaste la carrera ¿cómo te percibiste a ti misma? ¿Cómo te sentiste al haber terminado la carrera?	Finishing her BA studies
	Como que me faltaban muchas cosas.	
	Mj.	
	Honestamente sentí que no tenía yo nada. O sea, como que salí al mundo a trabajar, porque empecé a trabajar en 2003 y sentí que me faltaban muchas cosas. O sea que, la experiencia que necesitaba para enfrentar los grupos que tenía yo. Porque me tocaban grupos desde maternal hasta secundaria...pues no, no era lo que yo había visto en las clases de la carrera.	Insecurity
	Mj.	
	Me sentí indefensa. Me sentí insegura, me sentí eh, si bueno, me faltaban... callo.	
	¿Cuándo empezaste a trabajar en el Centro de Auto Acceso?	
	En cuando empecé a hacer mi servicio, empecé en 2003 también y empecé en 2004 a trabajar en el Auto Acceso.	
	¿Entonces tienes doce años?	
	Doce años.	
	¿Y cuáles son tus actividades dentro del Centro de Auto Acceso?	Current activities in the SAC
	Pues el asesorar tengo que asesorar a los alumnos.	
	¿En qué consiste esa asesoría?	
	En a lo mejor si tienen alguna duda, de gramática he llegado a asesorarlos. Aunque si llegan alumnos de italiano o de francés, difícilmente puedo ayudarlos, pero trato de dirigirlos con alguna persona que pueda ayudarlos. Si son de mi área correspondiente, si he tratado de apoyarlos. Si tienen alguna duda técnica, eh, no sé algún error de conexión, o algún material que no sirva, pues trato de apoyarlos. Si hay alguna pregunta sobre fechas, sobre este, trámites que tengan que realizar, también esa es mi función. Y pues en la sala, hay que monitorear el trabajo que hacen en los 50 minutos. Tengo que pasar asistencia, tengo que checar que todo marche bien durante la sesión. Esa sería mi función. Aparte, pues si nos piden hacer materiales, tenemos que hacer los materiales. O trabajar ahorita con los talleres, también tengo que trabajar con talleres.	Counselor, Guide, Assessor, Technician,

APPENDIX D: Sample of Appraisal Analysis

Date: January 5th, 2017. Participant No. 1 P: Interviewee I: Interviewer	
11. I	OK. ¿Qué pensaste de tí misma cuando terminaste la carrera?
12. P	Yo feliz . (+ hap) (E) Yo feliz (+ hap) (E) porque era una era...yo me había propuesto estudiar o para ser dentista o para ser profesora de Inglés y pues afortunadamente terminé (sat+) (MAP) la carrera en la enseñanza de Inglés...sí
13. I	¿Cuánto tiempo has trabajado en el Centro de Auto Acceso?
14. P	Veinte años.
15. I	¿Qué pensaste de ti misma cuando llegaste al Centro de Auto-Acceso?
16. P	Pues fue muy difícil (comp-)(RP) (epithet) al inicio porque yo venía de trabajar como docente en la prepa regional de Atlixco. Entonces yo aplico, y aplico para el Centro de Auto- Acceso y que era una filosofía totalmente diferente (comp+) (RP) porque era la filosofía del aprendizaje independiente, la filosofía de la práctica, la filosofía de... autonomía, y todo esto ¿no?...de cambiar el rol de ser profesor de grupo a ser asesor, ¿no? eh..., trabajar más de manera individual con los alumnos. Entonces sí fue un cambio un poco, al principio sí me costó un poco de trabajo (ten-) (MAP), pero lo fui haciendo y me fue gustando (hap+) (MEP) también.
17. I	Lo encuentras interesante...
18. P	Sí, porque yo me di cuenta de que estábamos trabajando lo que era tecnología y educación, que era muy, muy interesante (reac+) (epithet), ¿no? Eh... ¿Qué involucraba esto? Bueno, involucraba desarrollar materiales. En ese entonces cuando yo entré a trabajar al centro de tecnología educativa (CTE) teníamos los materiales pero nos dimos cuenta de que no era nada más al alumno “pues ahí ponte a trabajar el disco y ya”, sino era eh... que realmente el alumno pudiera explotar una práctica (cap+) (MAP) en la que él pudiera aprender (cap+) (MEP) ...y sí fue muy padre (val+) (epithet) hacer eso.
19. I	¿Qué actividades realizas ahora en el Centro de Auto-Acceso?
20. P	Actualmente estoy trabajando (cap+) (MAP) en la sala de evaluación. Que ahí, yo, eh... doy atención (cap+) (MAP) a dos poblaciones muy importantes (norm+) (epithet) que es CELE, que es todos los alumnos que ya tienen un nivel intermedio o avanzado (cap+) (RP) y que necesitan (ten-) (MAP) prepararse por si necesitan presentar alguna certificación. Entonces ellos son-pueden ser llevados por el profesor o pueden ir (cap+) (VP)de manera individual. También tenemos otros materiales de práctica para repasar gramática, ¿no? y ese es un grupo. El otro grupo es -no tanto porque no se ha difundido mucho desafortunadamente con la licenciatura, pero también en la-de la licenciatura llegan... Eso es así a grandes rasgos...

**APPENDIX E: Summary of Attitude domain, regions, variables and sub-variables
obtained from the Appraisal Analysis**

AFFECT		POSITIVE ATTITUDE	NEGATIVE ATTITUDE
Un/happiness		<p>...Feliz... ...me fue gustando... ...contenta... ...amigas que quiero mucho... ...me gusta... ...me gusta ayudarlos... ...estaba muy contenta... ...me gusta dar clases... ...me siento contenta... ...me siento muy bien... ...me siento contento... ...me sentí muy contento... ...me sentí contento... ...me sentí bien... ...me sentí...arropado... ...me encanta... ...puedo seguir preparando... ...me pareció muy bueno... ...es un hombre feliz... ...me gustó muchísimo... ...fui feliz... ...me gusta tomar cursos... ...me gusta lo que hago...</p>	<p>...no me gustó...</p>
In/security		<p>...prefiero mantenerme al margen... ...sentirme más segura... ...me siento más segura... ...siempre he sido seguro de mí mismo... ... me sentí...más seguro de haber logrado eso... ...me siento sin miedo... ...me siento más seguro... ...sentía que no sabía...</p>	<p>...no me considere importante... ...me daba miedo... ...sentía que no sabía... ...me sentí indefensa... ...me sentí insegura... ...me faltaba callo...</p>
Dis/satisfaction		<p>...terminé... ...gusta mucho... ...mi idea era estudiar...</p>	<p>...no siento Consuelo... ...estancada... ...no del todo satisfecho...</p>

		<p>...quería ser maestra... ...era un logro... ...me siento satisfecha... ...me puse como objetivo dar clases... ...me sentí satisfecho... ...ya no me satisfacían... ...sentía que estaba estancado... ...ya me considero... ...me siento muy, muy bien comunicado... ...ha sido...muy reconfortante... muy satisfactorio... ...es muy reconfortante... ...me sentí de las ligas mayores... ...disfruté más estudiar el posgrado... ...me enganché... ...me gustó muchísimo... ...me gusta echarles el choro... ...soy muy dedicada... ...me gusta estudiar... ...Primero, única... ...¿valiente? Sí...</p>	<p>...yo no quería... ...terminé trabajando... ...no era lo que esperaba... ...no he terminado... ...me faltaban muchas cosas... ...sentí que no tenía yo nada... ...me siento solita...</p>
Dis/inclination		<p>...más le interesa en esta parte a Rayo... ...me apego... ...tomar esto como una oportunidad... ...trato de tener... ...trato de hacer... ...trato de brindar... ...trato de que las personas vengan a mí... ...quería trabajar en CAE... ...estoy comprometido con mi trabajo... ...quiero alcanzar metas a corto y a... largo plazo... ...tengo que dejar algo bueno... ...me sentí muy comprometido...</p>	<p>...no quiero... ...temía... ...no era como lo que yo quería... ...no tenía la intención...</p>

		<p>...me siento con más... presión...</p> <p>...me llaman más la atención...</p> <p>...quiero comenzar a estudiar...</p> <p>...trato de dirigirlos...</p> <p>...trato de ayudarlos</p> <p>...he tratado de apoyarlos...</p> <p>...trato de apoyarlos...</p> <p>...trato de ser amable...</p> <p>...procuro hacer lo más que se puede...</p> <p>...procuro como dar como que un poquito más...</p>	
JUDGEMENT			
Social esteem	Normality	<p>...hemos tenido altas y bajas...</p> <p>...mucho crecimiento...</p> <p>...tenemos diferentes caracteres...</p> <p>...como profesional hubo un crecimiento...</p> <p>...un concepto muy grande...</p> <p>...una persona que de verdad le interesa que el alumno encuentre algo...</p> <p>...busca desesperadamente...</p> <p>...busco la manera de ser amable...</p> <p>...soy más aislada...</p> <p>...Las experiencias fueron increíbles...</p> <p>...no quiere decir que era mal estudiante...</p> <p>...fue algo rápido...</p> <p>...la interacción es muy buena...</p> <p>...ya no me sentí como un loco ...</p> <p>...ha cambiado mucho mi perspectiva personal...</p> <p>...ya todos somos...este...pues este...profesionales...</p>	<p>... (no puedo decir que) me llevo excelentemente bien con todos...</p> <p>...yo generalmente...soy...muy cortante...</p> <p>...es que ya eres bien payaso...</p> <p>... me tardé muchísimo tiempo en terminar la carrera...</p> <p>...tenía una saturación de tiempo...bastante pesado...</p>

		<p>...esa es una muy difícil pregunta...</p> <p>...trato de ser de bajo perfil...</p> <p>...la forma en que yo lo percibo es diferente a como me perciben las personas...</p> <p>...yo he tratado de...llevar las cosas lo más tranquilo posible...</p> <p>...</p>	
	Capacity	<p>...que realmente el alumno pudiera explotar una práctica...</p> <p>...que él pudiera aprender...</p> <p>...estoy trabajando...</p> <p>...doy atención...</p> <p>...todos los alumnos que ya tienen un nivel intermedio o avanzado...</p> <p>...pueden ir...</p> <p>...podido...</p> <p>...tengo amigos...</p> <p>...interactuamos en el trabajo...</p> <p>...me hizo aprender...</p> <p>...he percibido...</p> <p>...hacer...</p> <p>...y después caí en la Facultad de Lenguas...</p> <p>...poder adquirir...</p> <p>...la relación de trabajo no es agresiva...</p> <p>...podamos cubrir ese objetivo...</p> <p>...apoyar...</p> <p>...ayudar...</p> <p>...ellos mismos van... sacando o cubriendo...</p> <p>...facilitar...</p> <p>...he trabajado...</p> <p>...aprender otras áreas...</p> <p>...dar las pláticas...</p> <p>...permitir el acceso...</p>	<p>...no puedo decir...</p> <p>...yo no sabía...</p> <p>...nos podemos perder...</p> <p>...cuesta mucho el aprender...</p> <p>...no es como...mi fuerte...</p> <p>...no sé...</p> <p>...no pertenezco...</p> <p>...te enfrentas...</p> <p>...no tengo...</p> <p>...no puedan encontrar...</p> <p>...no capacitar...</p> <p>...no me sentía con las habilidades para ser maestro...</p> <p>...dar clases más bien te limita...</p> <p>...no puedes soltarte a hablar...</p> <p>...no puede manejar...</p> <p>...no los veo mucho...</p>

		<p>...resolver sus dudas...</p> <p>...apoyarles...</p> <p>...dirigirles...</p> <p>...guiarles...</p> <p>...soy un miembro...</p> <p>...nos surge...</p> <p>...acudimos...</p> <p>...despejar...</p> <p>...puede ser muy bien hecho por mí, y muy bien hecho por alguien más...</p> <p>...hacer las cosas...</p> <p>...he dicho...</p> <p>...solo saludo...</p> <p>...me llevo bien...</p> <p>...me dedico...</p> <p>...puedo estar...</p> <p>...podría hacerlo mejor...</p> <p>...poder tener el título...</p> <p>...entrar a la universidad...</p> <p>...estudiar el posgrado...</p> <p>...hacer investigaciones...</p> <p>...estudié...</p> <p>...tuve la oportunidad de tener...</p> <p>...ayudar a los alumnos...</p> <p>...puedan practicar...</p> <p>...puedan tener acceso.</p> <p>...puedan encontrar...</p> <p>...ser independientes...</p> <p>...ellos hacen sus cosas...</p> <p>...cómo administran...</p> <p>...venir a hacer...</p> <p>...preparar o capacitar...</p> <p>...preparar...</p> <p>...tome las riendas...</p> <p>...de trabajar en una escuela...</p> <p>...brindarle el servicio...</p> <p>...me ha ayudado mucho a aprender...</p> <p>...se está plateando...</p> <p>...se está pensando...</p> <p>...al estudiante a que pueda...</p> <p>...sea capaz de hablar...</p> <p>...comencé a trabajar...</p> <p>...podía hacer cualquier cosa...</p> <p>...el alumno se atreva a hablar...</p>	
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		<p>...participé... en la publicación del artículo del Centro de Auto-Acceso...</p> <p>...poder aspirar...</p> <p>...ya conozco...</p> <p>...me siento capaz...</p> <p>...poder desarrollar...</p> <p>...ayudarlos si tienen problemas con el equipo...</p> <p>...apoyarlo...</p> <p>...orientarlo...</p> <p>..ellos también traen cosas...</p> <p>...ellos conocen...</p> <p>...tienen acceso a tanta información...</p> <p>...ellos te dan enseñanza...</p> <p>...me ayudó a actualizarme...</p> <p>...siento que estoy contribuyendo...</p> <p>...contribuir, en la parte que me corresponde...</p> <p>...les demos...</p> <p>...me creí como experto...</p> <p>...ser un Centro de Práctica...</p> <p>...puedan venir...</p> <p>...tengan todavía de la clase...</p> <p>...hago los talleres de lectoescritura (y) conversación...</p> <p>...soy la única que da italiano...</p> <p>...para que el alumno pueda... practicar su idioma...</p>	
	Tenacity	<p>...quiero estudiar...</p> <p>...necesitamos determinar...</p> <p>...necesita practicar...</p> <p>...me costó trabajo encontrar primero, un trabajo...</p> <p>...comencé a buscar trabajo...</p> <p>...venga interesado...</p> <p>...faltó eso...</p> <p>...tengo que dar</p>	<p>...me costó un poco de trabajo...</p> <p>...necesitan...</p> <p>...se me cierran las... aplicaciones del idioma...</p> <p>...todavía me falta...</p> <p>...me gustaría seguir estudiando...</p>

		resultados... ...me hace falta... ...necesitan los alumnos...	
Social Sanction	Veracity	...	
	Propriety	...tiene la obligación... ...Tenemos la obligación... ...tengo que asesorar a los alumnos... ...tengo que pasar asistencia... ...tengo que checar que todo marche bien... ...como maestro, debes estar siempre bien preparado... ...te tienes que preparar más... ...tuve que ir a tomar cursos...	
APPRECIATION			
Reaction		...interesante... ...interesante...	
Composition		...etapa muy bonita... ...costaba mucho trabajo... ...debería ser un centro facilitador... ...viene con un objetivo... ...fueron realmente buenos... ...tener experienci... ...tienen mucha experiencia... ...me sentí con mucha responsabilidad... ...quedar estancado... ...en la que uno tiene que... estar pendiente... ...dije que sabía... ...estar en continuo aprendizaje...	...fue muy difícil... ...era una filosofía totalmente diferente... ...no ha sido fácil... ...no tenía una buena reputación el Centro de Auto- Acceso... ...me di cuenta de que no todo era color de rosa... ...tu formación como maestro que solamente fuera del idioma, pues es muy limitado... ...difícilmente puedo ayudarlos...
Valuation		...muy padre... ...me pareció una experiencia muy	...se ha relegado... ...representó mucho para mí... ...soy un elemento necesario

		<p>interesante... ...creo que mi trabajo es importante... ...fue como entrar a un nuevo mundo... ...la maestría fue increíble... ...nunca se ha hablado bien del Centro de Auto- Acceso... ...siento que eso me ha ayudado muchísimo... ...Fue un reto... ...realmente fue un reto... ...sí me costó...</p>	<p>más no indispensable...</p>
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