



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**EXPLORING THE AFFECTIVE IMPACT THAT GRADES
HAVE ON CHILDREN/PARENT RELATIONSHIPS**

THESIS SUBMITTED FOR THE DEGREE OF:

MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

BY:

SHEILA DIANA DÍAZ WITTEN

THESIS DIRECTOR:

DRA. TERESA AURORA CASTINEIRA BENÍTEZ



PUEBLA, PUE.

NOVEMBER 2019

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Exploring the affective impact that grades have on children/parent relationships

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To my dad.

I would like to thank everyone that helped me take care of my kids while studying the
masters, love you all.

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Abstract

Exploring the affective impact that grades have on children/parent relationships

This case study examined parents' opinions, feelings and views in regards to their elementary school children's grades. Children's feelings and emotions were also considered. Parents from upper middle class level, whose children have had successful and unsuccessful grades, were selected to take part in this investigation. This research study includes students from several private primary bilingual schools in Central Mexico. The research questions addressed were: What reasons do parents report for placing importance on their children's grades? What feelings/emotions do parents express when their children succeed or fail regarding grades? and How are these appraisals expressed textually?

The main instrument used was a semi-structured interview which was conducted with each parent and child in Spanish in order to obtain richer data. The contents of the interviews were analyzed through the appraisal system (Martin & White, 2005), focusing on the sub-system of 'Attitude' and more specifically on the domains of Affect, Judgement and Appreciation. This study intends to shed some light into parents' opinions, perspectives and beliefs regarding their children's grades. Due to the limited amount of data, generalizations cannot be made.

Exploring the affective impact that grades have on children/parent relationships

1.0 Introduction

Richards and Schmidt (2013) describe assessment as “a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Assessment may be done by test, interview, questionnaire, observation, etc ” (p. 35). In most educational systems, assessment and competitiveness are given a great emphasis so many times, children may feel under tremendous pressure to please teachers, parents, school and others, and this may negatively affect their relationships with adults. Therefore, prioritizing the students’ well-being over the evaluation process might be the key to addressing negative affective impact children may experience while being assessed. If students are not feeling emotionally secure both in the classrooms and at their homes, there is a small chance students will achieve an optimal performance. Saxena & Aggarwal (2010) point out that “a child having a low degree of emotional intelligence is likely to be less aware of the ways to manage fluctuations in emotions effectively. He [sic] might feel neglected and live in isolation. He [sic] might not be able to manage relationships effectively and get perturbed with frequent changes in emotions like disgust, fear, sadness etc” (p.46). As educators, students, specifically children, should be our prime concern in the process of education. If they feel confident and in charge of their own learning they will be able to maximize their learning opportunities and thus, guarantee authentic and meaningful learning.

The results and methods of assessment have been a common focus of investigation McNamara (2000), Baxter (1997), Hughes (2003); however, the affective or emotional impact of assessment is often overlooked. Holt (1995) emphasizes the anxiety that assessment causes for students when he states that “they are afraid, above all else, of failing, of disappointing or

displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud” (p. 6). This is where emotional intelligence plays an important role. “Emotional Intelligence is the unique ability of human beings to handle their feelings. Use of emotions is universal” (Saxena & Aggarwal, 2010, p.45). The importance of parents being aware of their child's emotional intelligence will be discussed fully in the next chapter due to the fact that it is a key component of the study.

One important aspect in education that we could focus on more, in my opinion, is how students feel in school about their grades. Similarly, we could investigate how parents are making their children perceive themselves when it comes to their academic achievements. Our Mexican education system should give more consideration to our students’ feelings, as this study proposes in order to promote a more holistic approach within the academic context.

1.1 Purpose of the Study

The aim of the present study is to explore the affective impact that assessment procedures have on both learners and parents.

“A person experiences fluctuations in his [sic] emotions and is expected to manage them in a healthy and constructive manner. This assumes greater importance when one deals with children...Parents have an important role to play in this regard. They have to take responsibility of development of child as an effective individual” (Saxena & Aggarwal, 2010, p.45-46).

The previous quote fully illustrates the focus of the study, it might be possible that grades are causing students to experience different emotions and this study will analyze how both parents and children are responding to these feelings. As Saxena and Aggarwal (2010) accurately point out, it is the parents’ role and responsibility to oversee how children are managing their emotions. In today's world, where most of the people are always busy, or managing many

things at the same time, this role the authors talk about is most of the times overlooked. Parents often forget how important it is to talk to their children and guide them through their emotions regardless of their grades. Schools could remind parents of this role and that could be a way to make them aware of this aspect of their child's development.

1.2 Research Questions

In order to carry out this study four research questions were posed.

- What reasons do parents report for placing importance on their children's grades?
- What feelings/emotions do parents express when their children succeed or fail regarding grades?
- What feelings/emotions do children report when talking about their grades?
- How are these appraisals expressed textually within the domain of attitude?

With these four questions we are expecting to obtain some valuable information regarding the affective impact that grades have on children/parent relationships.

1.3 Context and Participants

This research study will include students and parents from several private primary bilingual schools in Central Mexico, specifically Puebla. Parents from upper middle class level, whose children have had successful and unsuccessful grades took part in this study. Participants were selected considering availability and willingness. A message about the study was sent to different WhatsApp group chats specifying the age range of the students needed. A total of six parents and six children were interviewed. The participants consisted of five mothers, one father, two girls and four boys. The parents age ranged from 28 to 49 years old and the children's age ranged from 8 to 11 years old. A pilot interview was carried out with the first participants in order to make any adjustments to the interviews if needed.

1.4 Methodology and Instruments

A case study, according to Yin (2000 in Griffie, 2012 p.97), “ must have three aspects, which can serve as a definition: it must have data from multiple sources, examine something in a real-life context, and use theory to generalize results.” Richards (2003) on the other hand, states that the focus of a case study are detailed descriptions of particular cases and the primary means of data collection in case studies are interviews, documents, observations and recordings.

The main instrument used in this investigation was a semi-structured interview which was conducted with each parent and child in Spanish in order to obtain richer data, only one interview was conducted in English. This type of interview was chosen because as Gill, Stewart, Treasure, and Chadwick, (2008, p.291) state “Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail.” This type of interview allowed the interviewer to have the freedom to ask more questions if needed, even if they were not on the interview list.

The contents of the interviews were analyzed through the appraisal system (Martin & White, 2005), focusing on the typology of ‘Attitude’ and more specifically on the domains of Affect, Judgement and Appreciation. The attitude domain “... involves three semantic regions covering what is traditionally referred to as emotion, ethics and aesthetics.” (ibid., p.42) For this reason the attitude domain was chosen to analyze the interviews of this study, the purpose is to map the parents and children's feelings and this domain suited the analytical purpose of the study (See chapter two for further detail).

1.5 Significance of the study

This study intends to shed some light into parents' opinions, perspectives and beliefs regarding their children's grades. This study may be the first step into exploring how grades and parents are affecting the students learning and self-esteem. Being "intelligent" does not necessarily mean having the best grades in school, today we know there is more to that. Saxena & Aggarwal (2010) state that "Happiness comes when we handle the interpersonal relationships in an effective manner, when we are aware of our own emotions, when we are able to manage our emotions in a proper way and when we are able to manage stressful situations constructively" (p.51). This study intends to emphasize this aspect of the child's development that might have been somehow overlooked.

The book Emotional Intelligence (Goleman, 1995) will help support the study with essential data about how family life and parents are the first ones to shape and impact the children. Not just by what parents actually do to the children but also how they affect them in a indirect or unconscious way. For this study we will be focusing specifically on parent involvement in child schooling.

1.6 Thesis organization

The next chapter will discuss the relevant literature review in order to provide the necessary theoretical foundations on which this study is based. Chapter three will extensively discuss the methodology used in this investigation along with its context, participants and data collection instruments. Chapter four will present the findings of the study. In this chapter the interviews will be analyzed and results will be explained. Finally in chapter five the conclusions of the study will be discussed along with the limitations of the study and directions for further research.

Chapter Two: Theoretical Framework and Literature Review

2.0 Introduction

Education has always been a key component for humanity, it has evolved and been transformed throughout time. In the educational world we are living today we can find several teaching/learning methods, approaches, evaluation modes and grading systems, among others.

This chapter will discuss some key terms such as: evaluation, testing, assessment, and backwash due to their relevance in the study. Next, a review of what Systemic Functional Linguistics (SFL) and Appraisal System are and where they come from will be presented. Finally, a review of studies done in Mexico with Appraisal system will be discussed.

2.1 Evaluation, Testing, Assessment and Backwash.

Evaluation according to Genessee (2001 in Coombe,Folse, Hubley, 2007) “goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be informed by the results of alternative forms of assessment” (p.15). Gottlieb (2006) defines evaluation as “using the evidence from assessment data to judge the worth of effectiveness of students or services” (p.186). I believe evaluation is a continuous action that is always present in the teaching/learning process and that makes us aware on where the student stands at school. Teachers, students as well as the entire school community are all part of evaluation. It is based on students and institutional needs and objectives. Perhaps evaluation should change and be adapted to the new identified needs detected by teachers and students.

The two main components of evaluation in education are testing and assessing. McNamara (2000) describes testing as “a universal feature of social life” (p.3). Baxter (1997) believes “...testing is generally concerned with ENUMERATION, that is, turning performance into numbers” (p. 9). On the other hand, McNamara (2000) suggests that assessment is “a

movement for the reform of school-based assessment, away from standardized multiple choice tests and towards assessments which are more sensitive to the goals of the curriculum” (p.131). Evaluation has changed considerably through time. As McNamara (2000) points out “...the very nature of testing has changed quite radically over the years to become less impositional, more humanistic, conceived not so much to catch people out on what they do not know, but as a more neutral assessment of what they do” (p.4).

Finally, I move on to backwash. According to Hughes (2003) “Backwash is the effect that tests have on learning and teaching” (p.53). Brown (2004) defines it as “...the effects the test have on instruction in terms of how students prepare for the test” (p.28). Backwash is an important aspect of evaluation but for several reasons such as time constraints it is most of the times overlooked. Brown (2004) points out that “... letter grades and numerical scores give absolutely no information of intrinsic interest to the student” (p.29). Agreeing with the scholar, I believe in some cases students may feel devastated because they get a “bad” grade or they are thrilled because they get a “good” grade but that letter or number gives them or parents no real information about their knowledge or their performance on a task. Most students know that if they get a ten, nine and in some cases an eight that means “good” and their parents will be happy and they will not get into trouble. Baxter (1997) goes so far as to suggest that “testing may actually be preventing learning in our schools” (p. 86). Either way what we, as teachers, should be aiming for is authentic learning. Glatthorn (1999) points out that, “authentic learning is learning that has real-life value, functions as the cornerstone of mastering that subject, and is actively constructed by the student” (p. 19). Continuous feedback, in my opinion, is the way to evaluate the actual learning. Many times because of time constraints teachers skip this step. We should shift the weight the grade has to regular feedback and by doing this it might be possible students and parents begin showing interest in their actual learning process.

Apparently this is not what is happening in the classrooms. Baxter (1997) seeks to describe the classroom context when she suggests that “Unfortunately, students rarely say I don't understand...because they fear getting the answer wrong, and they fear that the teacher will note this and give them a bad mark” (p. 86). Holt (1995) emphasizes the anxiety that assessment causes for students when he states that “they are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud” (p. 6).

According to Goleman (1995) “Family life is our first school for emotional learning; in this intimate cauldron we learn how to feel about ourselves and how others will react to our feelings...This emotional schooling operates not just through the things that parents say and do directly to children, but also in the models they offer for handling their own feelings and those that pass between husband and wife” (p.189). Saxena and Aggarwal (2010) talk about the importance of parents’ awareness of their child’s emotional intelligence. The authors state that “Parents should be aware that a child having a high degree of emotional intelligence is likely to become more responsible and respectful citizen. They develop unique abilities like empathetic attitude and resilience which are necessary for a fruitful life. They can manage anger and stress in a much better way. They are more optimistic in thinking and decision making” (p.46).

As these scholars suggest, family and parents play an enormous role in children’s emotional development and as we will see in the following chapters maybe parents are not being as emotionally supportive as they should.

Recent studies suggest introducing ‘child perspectives’ into research. Pinter and Zandian (2014) advocate this idea by saying that we should shift “the focus to children’s concerns and agendas... seeing them as a useful and reliable insights into their own lives’ as

well as being resourceful and knowledgeable, especially concerning their own experiences ... it is worthwhile for adults to explore innovative ways in which their unique experiences and perspectives can be uncovered” (p.66). These authors propose giving the child a voice, and actually listening to it, they give the child power and recognition. This study will listen to what students and parents are saying about their emotions and analyze what they mean by using the Appraisal System.

2.2 Systemic Functional Linguistics and its origins

Due to the fact that this case study analyzed the discourse of the data collected through interviews, a definition of Discourse will be portrayed. As reported by Tannen, Hamilton, and Schiffrin (2015) the many definitions of discourse “...fall into ... three main categories ... (1) anything beyond the sentence, (2) language use, and (3) a broader range of social practice that includes nonlinguistic and nonspecific instances of language” (p.1). According to Flowerdew, Bhatia and Jones (2008) Discourse Analysis dates back to the 1960s and is an established discipline that extends the limits of linguistics. Discourse Analysis is “defined as the analysis of linguistic behaviour, written and spoken, beyond the limits of individual sentences, focusing primarily on the meaning constructed and interpreted as language is used in particular social contexts.” (Bhatia, et al., 2008, p.1).

For the purposes of this paper, we will focus on Systemic functional linguistics (SFL) , specifically on the Appraisal System. Considering that this study will analyze the discourse of participants utilizing the Appraisal System, which is derived from systemic functional linguistics, a general overview of its origins will be mentioned. Fontaine (2012) explains that Systemic functional linguistics (SFL) “focuses on the functions of language. The system part of the name has to do with the way in which these functions are organized” (p.4). Bloor and Bloor (2004) add that “For SFL language is a ‘system of meanings’.... when people use

language, their language acts... construct meaning” (p.2). “Halliday explains that ‘the internal organization of language is not arbitrary but embodies a positive reflection of the functions that language has evolved to serve in the life of social man’” (Halliday,1976, p.26 in Fontaine, 2012, p.5). As we shall see, the Appraisal system has its origins in SFL.

Halliday (1994) explained that when detailed descriptions of language are undertaken according to the SFL model, language systems seem to separate out into three metafunctions, including the ideational metafunction, the interpersonal metafunction and the textual metafunction. Each metafunction is concerned with one particular area of meaning. Butt et al (2003) describe these metafunctions as “three parameters of context of situation” (p. 5) that affect our language choices because they reflect the three main functions for which language evolved. They explain that “each sentence encodes not just one but three meanings simultaneously, and these meanings are related to the three different and very basic functions of language” (Butt et al, 2003, p. 6). The three metafunctions as conceptualized by Halliday (1994) are examined further below (see Figure 1).

Ideational meanings (Ideational metafunction) represent experience. These representations serve the function of “talking about what is happening, what will happen, and what has happened” (Butt et al 2003, p. 5). Representations of experience consist of two parts: experiential meanings and logical meanings, where experiential meanings encode experiences and logical meanings show the relationships between them. *Interpersonal meanings* (Interpersonal metafunction) are related “to the speaker’s stance, towards both the topic and the addressee” (Painter 2001, p. 177). Language functions in this way “encode interaction, to show how defensible we find our propositions, to encode ideas about obligation and inclination and to express our attitudes” (Butt et al 2003, p. 5). *Textual meanings* (Textual metafunction) are “concerned with making the text coherent by making connections with both the co-text and

the physical context” (Painter 2001, p. 177). The textual metafunction uses language to “organize our experiential, logical and interpersonal meanings into a coherent and, in the case of written and spoken language, linear whole” (Butt et al 2003, p. 5). The interpersonal metafunction encouraged Martin and White (2005) to develop the Appraisal System, which will be explained in the next section.

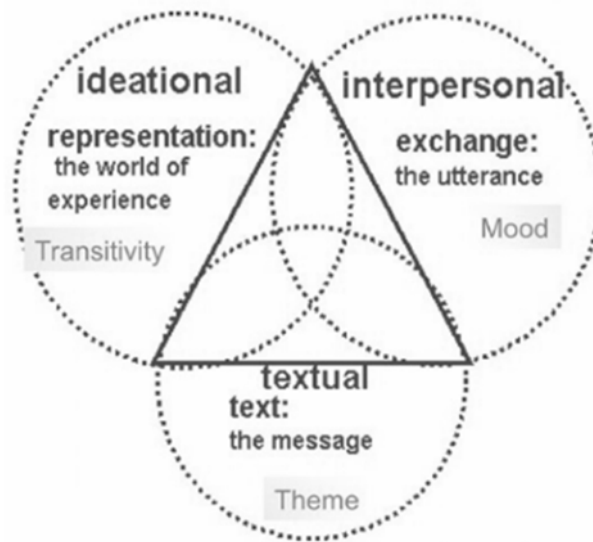


Figure 1. Three Metafunctions (Adapted from Basilio 2005)

2.3 Appraisal System

According to Martin (1997) the term “Appraisal is used as a cover-all term to encompass all evaluative uses of language, including those by which speakers/writers adopt particular value positions or stances and by which they negotiate these stances with either actual or potential respondents.”. The primary systems are *engagement*, *attitude* and *graduation*. It is better represented in the following table (Figure 2) taken from *The Language of Evaluation: Appraisal in English* by Martin and White (2005):

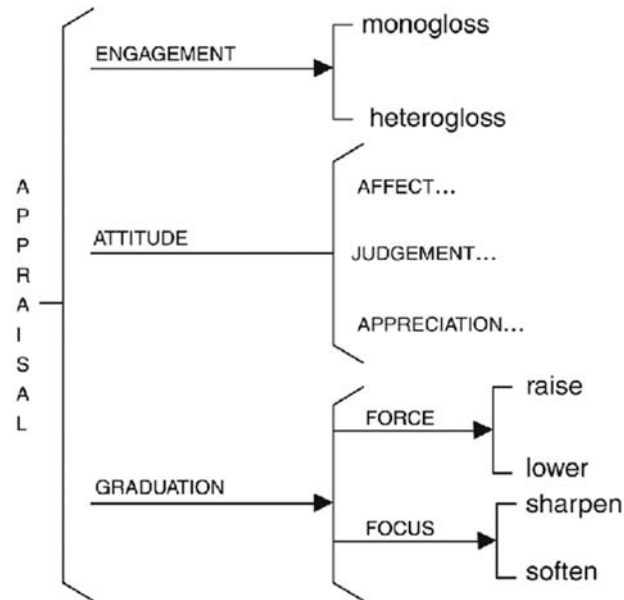


Figure 2. Appraisal System

For the purposes of this analysis the sub-system of Attitude will be used as it is concerned with feelings and emotions. White (2012) defines *attitude* as “values by which speakers pass judgements and associate emotional/affectual responses with participants and processes. ”

[Retrieved from <http://www.grammatics.com/appraisal/appraisaloutline/unframed/appraisaloutline.htm> on December 1st 2018]

The Attitude domain has “three semantic regions ... traditionally referred to as emotion, ethics and aesthetics.” (Martin & White, 2005, p.42). According to Martin and White (2005) “Affect is concerned with registering positive and negative feelings... Judgement deals with attitudes towards behaviour, which we admire or criticise, praise or condemn...[whereas] Appreciation involves evaluations of semiotic and natural phenomena...” (p.42-43). The attitude regions will be fully reviewed as follows.

Martin and White (2005) classify affect using six factors they call “ the conscious participant experiencing the emotion an Emoter and the phenomenon responsible for the emotion a Trigger” (p.46). The six factors, proposed as questions are the following:

- Are the feelings popularly construed by the culture as positive or negative ones?
- Are the feelings realized as a surge of emotion involving some kind of embodied paralinguistic or extralinguistic manifestation, or more internally experienced as a kind of emotive state or ongoing mental process?
- Are the feelings construed as directed at our reacting to some specific emotional Trigger or a general ongoing mood for which one might pose the questions ‘why are you feeling that way?’
- How are the feelings graded - towards the lower valued end of a scale of intensity or toward the higher valued end; or somewhere in between?
- Do the feelings involve intention, with respect to a stimulus that is unrealis?
- The final variable in our typology of affect groups emotions into three major sets having to do with un/happiness, in/security and dis/satisfaction.

(Martin and White, 2005, p46-49)

Moreover, the region of Affect identifies the feelings and emotions through variables. *Dis/Inclination* deals with fear and desire, *un/happiness* has to do with moods of feeling happy or sad, *in/security* encompasses feelings of peace and anxiety in relation to our environs and *dis/satisfaction* includes feelings of achievement and frustration (Martin and White, 2005, p. 49,50) Figure 3 below contains more detailed examples.

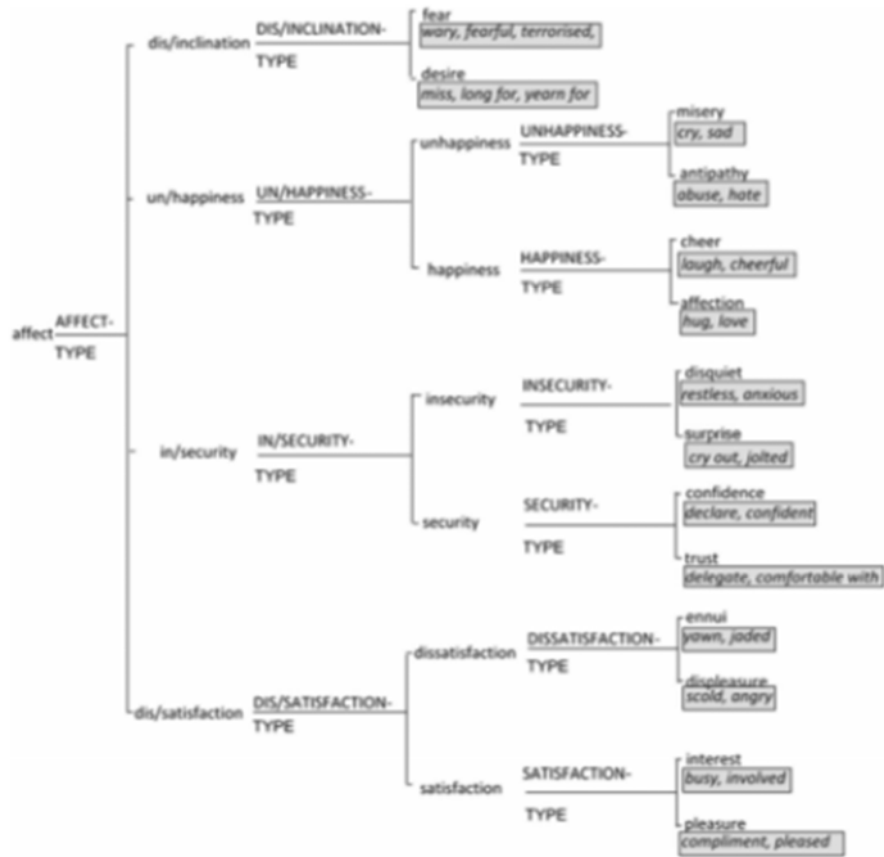


Figure 3 The Affect system and its lexical instantiations (Martin and White, 2005, p.

51)

Judgement is divided into social esteem and social sanction and refers to how people evaluate others' behavior as well as our own. According to Martin and White (2005) judgements of esteem have to deal with *normality* which is how (un)usual someone is, *capacity* deals with how (un)capable people are and *tenacity* concerns how (ir)resolute they are. Sanction has two domains: *veracity* and *propriety*. Veracity refers to how un/truthful a person is; whereas propriety deals with how (un)ethical s/he is. Social esteem has to do with socializing with friends, family and colleagues while chatting, gossiping, or making jokes. By contrast, social sanction has to do with writing, rules, regulations and laws. Further examples are in the following Figure.

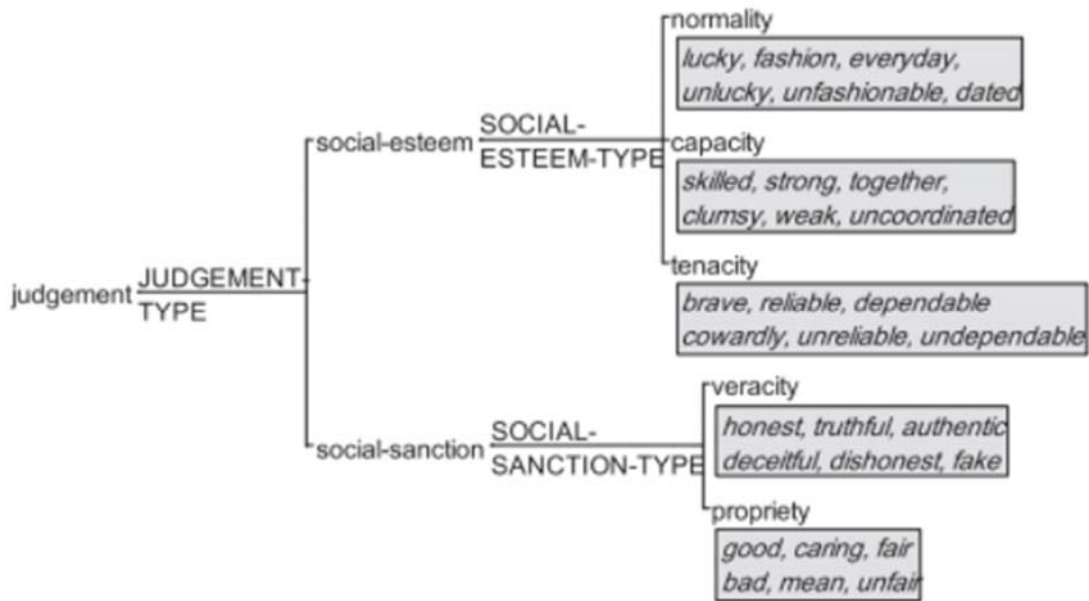


Figure 4 The Judgement system and its lexical instantiations (martin and White 2005, 53)

Appreciation is how one evaluates certain things. Martin and White (2005) divide Appreciation into three domains: *reaction*, *composition* and *valuation*. The domain of reaction has to do with things that catch our attention and if they please us or not. Composition has to do with balance and complexity. Finally, valuation deals with how innovative, authentic and timely the thing is.

The following figure presents illustrative examples for appreciation. All the semantic regions of attitude have positive and negative evaluations.

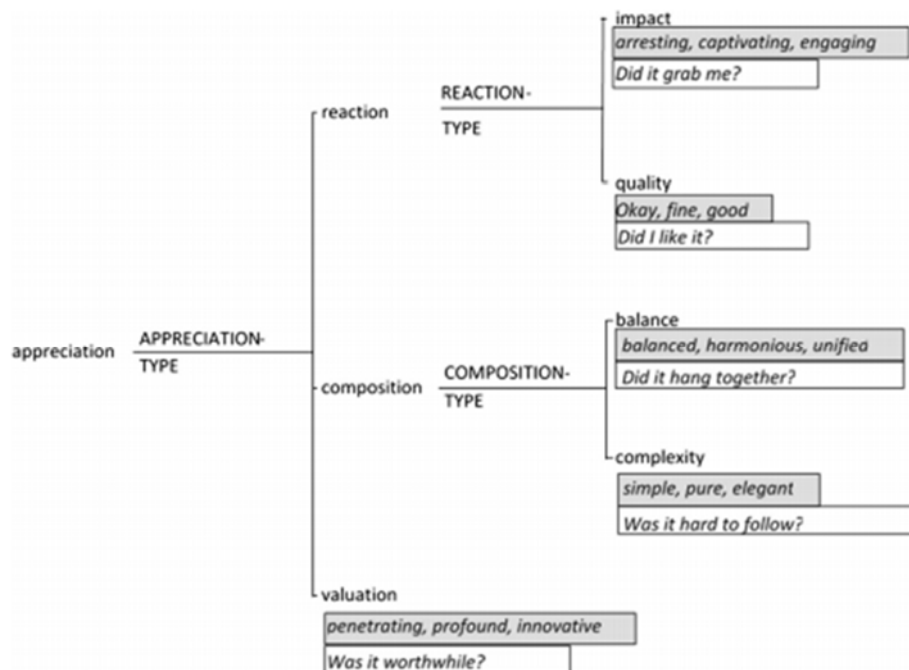


Figure 5 The system of Appreciation and its lexical instantiations (Matin and White 2005, 56)

2.4 Previous studies done in Mexico

Even though SFL and more specifically, the Appraisal System are some of the newest branches of Discourse Analysis and Applied Linguistics, studies done in Mexico are available. Due to the fact that this study uses the same analytical tool some studies and their findings will be presented.

Castineira (2013) wrote an article called: *Self-representation of Trauma: an Appraisal Analysis*. This study examines the discourse of feelings and emotions used by EFL students while writing about traumatic experiences. Genre analysis, Appraisal system and Multimodality were the three approaches used to analyse the autobiographies. Castineira (2013) concludes that “ the typology of affect in the appraisal system proved to be an effective tool in categorizing and analyzing post- traumatic feelings in this particular context. Students expressed their feelings/emotions of frustration, despair, sadness and discomfort. Most of these feelings had to do with un/happiness and in/security” (p. 96).

The MA thesis written by Ramirez (2017), *The influence of different socio- cultural contexts on Spanish language learners in Mexico and their ability to communicate: An appraisal approach*, finds how socio - cultural context influence foreign language Spanish learners from different nationalities to communicate in Spanish. Ramirez (2017) concludes that “ .. interacting with friends, teachers and others from the Mexican city where they are living helped them to improve their language abilities, especially speaking. They learned more vocabulary and relationalisms... These opinions were mostly expressed within the judgement domain and were supported with affect.” (p.76)

Musick (2017) in her MA thesis called: *Out of the English Classroom Activities: An Appraisal System Analysis*. She examines teachers’ and students’ perceptions towards English activities carried out of the classroom. Musick (2017) concludes that “ students have the desire to attend to more out of the classroom activities because they found the play to be an attractive event where they challenge their English knowledge” (p.83)

In the MA thesis *Transitional students: A new dynamics of interaction in the EFL classroom from an appraisal perspective* Galicia (2016) explores how EFL classroom interactions were altered when transitional students (TS) collaborated with Mexican peers. It also explored the roles adopted by the TS and the factors that determined such dynamics. “The results show that the presence of this TS changes the dynamics in the classroom both in positive and negative ways although the adopted role tended to give advice rather than to dominate. The most predominant feeling and emotions expressed by this student were categorized under *composition* (appreciation) and *dis/satisfaction* (affect) demonstrating that the general experience of this student as a transitional has not been exactly satisfactory.” (Galicia, 2016, p.ii)

Juárez (2015) wrote an MA thesis called *NESTs: An appraisal system analysis of their reasons to immigrate to Mexico*. The study aims to explore the reasons why native English

speakers immigrate to Mexico through an appraisal lens in order to find out their main purposes in appraisal terms. Juárez (2015) concludes that “most of the Native English Speaking Teachers who work in Mexico decided to move in the first place by personal decisions... taking into account both perspectives (positive and negative) in every single category from the attitude region, positive reasons in each variable won.” (p.69)

Finally, De Ita (2017) contributed to the field with the MA thesis called: *Exploring identities of a group of counselors in a Self-Access Center in a public University in Central Mexico*. This study aims 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. De Ita (2017) concludes by stating “counselors ... are willing to develop as many activities as needed to provide support to the students in their language learning process.” (p.57) De Ita (2017) also concludes that the domain that was used the most was attitude and that the regions that were more frequently used were affect and judgement.

2.5 Conclusions

This chapter presented a review of evaluation key terminology, origins of discourse analysis, the branch of SFL and Appraisal System and an analysis of previous and similar studies done at the Facultad de Lenguas, BUAP using the Appraisal System. All the above, with the purpose of creating a theoretical background that will assist and guide the chapters to come. In the following chapter the methodology followed in this study will be described.

Chapter Three: Methodology

3.0 Introduction

This chapter will give an overview of how this research project was carried out. The chapter includes a description of the methodology, the context, participants, instruments, data collection process and data analysis. Finally, a conclusion of the chapter is given.

3.1 Methodology

The research approach used in this investigation is a case study. According to Zainal (2007) case studies “explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships” (p.1-2). Yin (1984) describes three types of case study, exploratory, descriptive and explanatory. This research is an explanatory study case. Zainal (2007) “...exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher” (p.3). This study is exploratory in the sense that interviews will be analyzed in order to find some insight into what parents and children think and feel about grades.

3.2 Context

The study was carried out in the city of Puebla in Central Mexico. All the schools used for the study are located in the urban area of this city. Students from four different private schools in Puebla were the participants of the study. Two schools are considered to be elite schools in this large city. The other two are less exclusive.

3.3 Participants

A total of six parents and six children were interviewed. The participants consisted of five mothers, one father, two girls and four boys. The parents age ranged from 28 to 49 years old and the children's age ranged from 8 to 11 years old. Some participants were friends or family members of the researcher, some were acquaintances, and others were contacted through a Whatsapp chat. A message describing the study in detail was shared in a chat at a private school. People interested in participating in the study reached out and a meeting was scheduled.

3.4 Instruments and Data Collection Process

Semi structured interviews were carried out with all participants. This kind of interview gives the interviewer the chance to be flexible. As Gill, Stewart, Treasure, and Chadwick, (2008) point out:

“...it provides participants with some guidance on what to talk about, which many find helpful. The flexibility of this approach, particularly compared to structured interviews, also allows for the discovery or elaboration of information that is important to participants but may not have previously been thought of as pertinent by the research team.” (p.291).

Two different interviews were elaborated. One for the parents, consisting of 10 questions (Appendix A). The second interview was made for the children, because it was intended for children this interview just consisted of four questions (Appendix B).

The gathering of the information was done with the help of the Interviews. They were carried out by the researcher. All the interviews were recorded with the participants' permission. Most of the interviewees were invited to a coffee shop in order to have a more relaxed atmosphere during the conversations. The children were interviewed first. Parents were

not present for their child's interview. Meetings were scheduled at the convenience and availability of the participants. Each interview with parents lasted approximately 20 minutes; whereas conversations with children lasted approximately 10 minutes.

3.5 Data Analysis

As mentioned in the previous chapter Appraisal system (Martin & White, 2005) is divided into three domains: engagement, attitude and graduation. For the purposes of this study the participants' responses were categorized within the attitude domain. Attitude, according to Castineira (2013) “ is concerned with our feelings, including emotional reactions, judgments of behaviors, and evaluation of things” (p.92). Attitude is divided into affect, judgement and appreciation. Affect was highlighted in the transcript in yellow, judgement in green and appreciation in blue. The figure below shows these domains and their variables as well as the coding abbreviations.

ATTITUDE		
Affect	Judgement	Appreciation
Happiness (+/- hap)	Normality (+/- norm)	Reaction (+/- reac)
Security (+/- sec)	Capacity (+/- cap)	Composition (+/- comp)
Satisfaction (+/- sat)	Tenacity (+/- ten)	Valuation (+/- val)
Inclination (+/- inc)	Veracity (+/- ver)	
	Propriety (+/- prop)	

Figure 6. The sub-system of Attitude

3.6 Ethical Implications

Before conducting the interviews, participants were asked for their written consent. It was made clear to them that all their names and information would be anonymous in the study and that they should state their opinions openly. Parents were informed that their children would be interviewed separately and that all the information obtained would be used for the purposes of this study.

3.7 Conclusions

This chapter explained in detail the methodology followed in this study. It also discussed the participants, context, data collection instruments as well as analytic approach. The next chapter will specify the findings of the research.

Chapter four: Findings

4.0 Introduction

In this chapter the findings of the research will be presented. The following data was obtained by analyzing the interviews with the appraisal system. The information will be discussed and presented in charts in order to make the information more visible. Finally, a conclusion of the chapter will be presented.

4.1 General Analysis

There were a total of 595 appraisals found in the interviews. The domain with the most appraisals was judgement with 297. Appreciation was the domain with less appraisals, a total of 143. Finally, affect had 155 appraisals (see Figure 7).

Total Appraisals

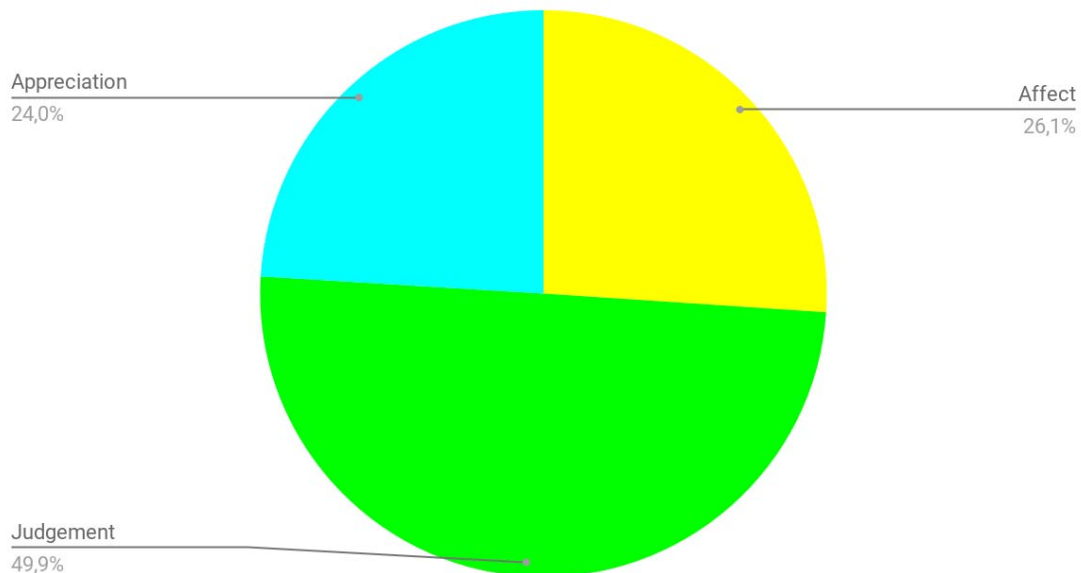


Figure 7 Total Appraisals

4.2 Parents Analysis

As mentioned in the previous chapter, six parents were interviewed. As shown in figure 8 the domain with the most appraisals is judgement with 281 appraisals . Appreciation with 122 and affect with 116 number of appraisals .

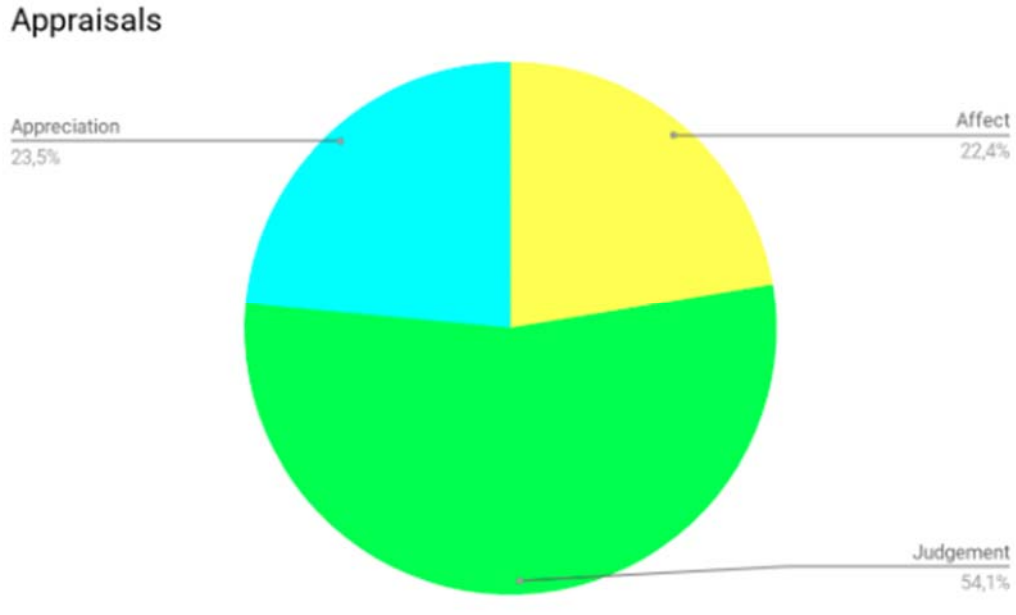


Figure 8. Parents Appraisals

The following extract illustrates how the domain of judgment is used by Parent 2:

<p>Pues es una niña muy inteligente, (+ cap) siento que bueno es mi hija... jajaja.</p>	<p>Well, she is a very intelligent (+ cap) girl I felt that well she is my daughter.. haha.</p>
<p>no sorprende (- cap) que algún examen, puntualmente en matemáticas llega con un 8. Y no es que nosotros la regañemos,</p>	<p>It's not surprising (- cap) that on a test, she inevitably arrives with an 8. And it's not that we scold her, well, we probably do. ha ha</p>

bueno a lo mejor si. ja ja ja	ha
-------------------------------	----

As can be seen above, the parent appraised her child as intelligent, which falls into the variable of positive capacity by society standards. This is followed by judgements of negative capacity, where the parent expresses her surprise when the child obtains ‘low’ grades by her standards.

When asked what Parent 2 says to her child when she gets a bad grade she answered.

Le digo que “tú no eres para sacar un 7, tú debes (+ten) de sacar. 9 o 10 , a ver en que te equivocaste (-cap) no puedo creerlo y no puedo aceptarlo. Esta calificaciones así...”	I tell her “ you are not the one that gets a 7, you must (+ten) get a 9 or 10, lets see where did you make a mistake (- cap) I cant believe it and wont accept it, this grade”
---	--

The variables of tenacity and capacity can be observed in the last extract. Parent 2 demands to know what her child got wrong and states that it is unacceptable.

The next domain with the most appraisals is Appreciation. Some Appreciation examples are the following:

<p>Parent 5- ...te ayuda (+ val) a ver, si a medir un poco en que estas mejor o no,.....entonces para mí las calificaciones si te pueden (+ val) dar una definitiva (+val) no son como definitivas (+val)no ...</p>	<p>.. it helps (+ val) you see, yes, measure a little if you are improving or not... so to me grades can (+ val) give you, they are not definitive (+val)...</p>
--	---

In the last extract Parent 5 uses positive valuation appraisals when asked what she thinks about grades. The words used to describe the grades are ‘they can help ...not definitive’, they can and definitive.

When asked about grades and what Parent 3 thought of them she answered:

<p>Pues yo siento que si les ayuda (+val) porque pues no se como que los incentiva (+reac) a querer mejorar (+cap)</p>	<p>Well I feel they do help (+val) them because, I don't know they encourage (+ reac) them to want to be better. (+cap)</p>
---	--

As shown in the last extract, the domains of reactions and valuation can be observed. Like parent 5, this parent also describes them as helpful. The variable of reaction is described as encouragement. Parent 3 also added a judgement in this section. She said that with the help of grades the child would want to be better or improve, that is the variable of capacity.

When asked about what she thought about grades, it is interesting to note that Parent 2 did not really answer the question. She gave plenty of information but instead of talking about

grades she focused on the subject of math. This happened with many questions, the parent was very eager to talk to the interviewer.

<p>Tiene mucha capacidad, (+cap) nosotros bueno mi esposo y yo estudiamos (+cap) una ingeniería entonces somos como de pensamiento muy parecido (+comp) no?, ya sabes como muy estructurado, (+comp) de que así se tiene que hacer las cosas bajo un método o procedimiento, (+comp) las matemáticas son muy importantes, (+reac) entonces la impulsamos (+cap) mucho en el aspecto más de las ciencias exactas, por así decirlo.</p>	<p>She has a lot of capacity (+cap) we well, my husband and I studied (+cap) an engineer so we are like, our thinking is very similar (+comp) no?, you know like very structured (+comp) like this is how you need to do things following a method or procedure (+comp), math is very important (+reac) so we push (+cap) her more in the aspect of exact sciences, as a matter of speaking</p>
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In this last extract Parent 2 combines judgement and appreciation when answering the question. It can be observed that she uses the variable of composition to describe her and her husband’s way of thinking; “very similar, very structured, having to use a method or procedure to do things”. The judgements are used again while talking about her daughter: a lot of capacity, and they push her both in the variable of capacity.

The domain that is the least used by parents, as mentioned previously, is affect and some examples of it and its variables will be presented below.

When Parent 4 was asked about what he thought about grades he answered the following.

...if he like comes in with this **slightly low grade (-comp)**, then I will try this to make this working on that in a productive way, cause I **don't want (+inc)** his grades to come in low either, I **don't want (+inc)** it to become like an issue with the school and also with his mom and with him I **want (+inc)** him, to feel like he has the support that he needs, but he **never feels pressure (+sec)** from me to get **good grades (+comp)** as far as I'm concerned, I don't think he does.

As shown the parent uses the variables of positive and negative inclination. He states that he doesn't care about the grades as much as other people. He argues that he wants his son to feel he has support. It is important to note that this interviewee is the only male parent in the study and the only parent that mostly used affect while talking about grades.

In the following extract we can see the variables of happiness and satisfaction.

<p>Parent 0- Ay, muy feliz, muy feliz, (+ hap) la verdad es que me siento como pavorreal (+ sat) cada que llegan las calificaciones</p>	<p>Oh, very happy, very happy (+ hap) the truth is that I feel like a peakcook (+ sat) everytime grades arrive</p>
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When asked how her son's grades made Parent 0 feel, she expressed positive happiness and positive satisfaction. Even though the expressed feelings are of happiness and satisfaction, we have to wonder how this makes the student feel, is there pressure to always achieve this feeling from his mother with his grades?

4.3 Children's Analysis

Due to the fact that children's interviews were considerably shorter than the parents, less appraisals were obtained from them. Affect was the domain with the most appraisals, with a total of 39. Appreciation had a total of 21 appraisals and finally, judgement presented 16 appraisals (See Figure 9 below).

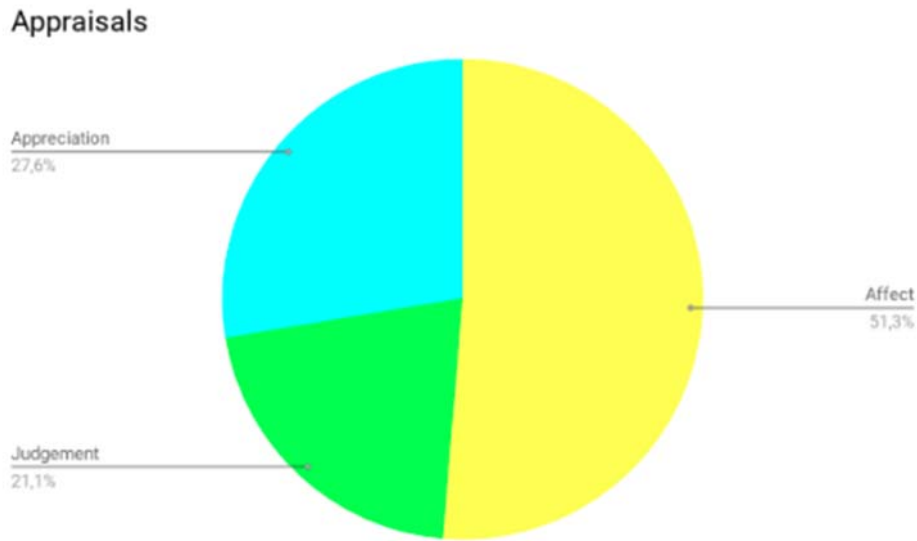


Figure 9. Children's Appraisals

The following extract demonstrates the domain of Affect, specifically the variable of happiness. We can see positive happiness from Child 0 and negative happiness from Child 5. The children were asked how they felt about the comments their parents made about their grades.

Child 0- Muy feliz (+ hap)	Very happy (+ hap)
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Child 5- Bueno, este, cuando son malas, este, bueno a veces como que se les salen muchas cosas y pues, a veces me siento mal (- hap) ¿no?	Child 5- Well, am, when they are bad, ahm, well sometimes they say a lot of things and well, sometimes I feel bad (- hap) no?

When asked what their parents said about their grades Child 1 stated:

Que necesito (+inc) sacar 10.	That I need (+inc) to get a 10
--------------------------------------	---------------------------------------

In the following extract Child 2 uses the satisfaction variable in a negative way.

Yo me siento como de, no les basta lo que yo hago?! (-sat)	I feel like, is it not enough what I do?! (-sat)
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The variable of security was not found in the children's interviews. This could be due to the fact that the questions asked did not motivate students to talk about the feelings concerning their well-being. Perhaps the reason may have to do with the way students are mostly repeating what they hear their parents say.

The next domain is Appreciation. When asked about what his parents say about his grades Child 5 states:

<p>Bueno, a veces sacooo, bueno eh, han pasado veces que he sacado muy malas (-comp) calificaciones pero, bueno, sí, me regañan (-norm) y que tuve que estudiar y eso...</p>	<p>Well, some times I geeet, well uhm, there has been some times when I get a bad (-comp) grades but , well yes, they scold me (-norm) and that I had to study and that...</p>
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This means that when the child gets ‘bad grades’, his parents ‘scold’ him, which may not be considered a ‘normal’ behavior from the social point of view.

In the next extract of Childs 2 interview we can observe the variable of tenacity

<p>Pues me ayudan (+val) [las calificaciones] mucho a esforzarme más, me ayudan (+val) a tomarlo en cuenta y que me sirva (+val) para toda la vida por que siempre vas a tener cosas muy buenas (+comp) y quizás no siempre las haces tan bien pero debes de esforzarte (+ten) para lograrlas.</p>	<p>Well they help (+val) [grades] me a lot to try harder, they help me (+val) to take it into consideration and that it is helpful (+val) for me for a lifetime because you will always have very good (+comp) things and maybe you don't always do it well but shou have to try harder (+ten) to achieve them.</p>
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The variable of reaction was not truly used by the children interviewed. This might suggest that students are not actually describing how grades make them feel. Again, rather just echoing their parents opinions. In the last two extracts, a similarity can be recognized. Both, child 5 and child 2 start with an Appreciation and end with a judgment.

The domain of Judgement was the least used by the children, contrary to the parents. The following extract shows the variable of tenacity. When Child 2 was asked what her parents say when she gets a 9 she answered:

<p>Mis papas me dicen “tienes que esforzarte (+ten) mucho mas, mucho mucho” y me ponen a estudiar mas y mas .</p>	<p>My parents tell me “you have to try harder (+ten) a lot more, a lot a lot” and they make me study more and more.</p>
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Tenacity was the variable that children used the most in the Judgement domain. This might suggest that those kinds of adjectives are the ones they hear the most from their parents in order to describe what they have to achieve in term of grades.

Child 3 uses the variable of capacity when describing why she thinks her classes are satisfactory, probably referring to her teachers’ behavior. She states that:

<p>Porque si te enseñan bien (+cap)</p>	<p>Because they teach you well (+cap)</p>
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Children did not use the variable of normality much, the only normality variable found was in Child’s 2 interview, while the child narrates the following, when asked how she feels about her grades:

<p>Bien, (+sat) justamente ayer y hoy tuvimos un examen <i>planea nacional</i> de todo México</p>	<p>Good (+sat) just yesterday and today we had an exam, <i>planea nacional</i> from Mexico and</p>
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<p>y a mi me dijeron que en matemáticas estuve muy bien (+norm) y que de 50 preguntas solo tuve 2 mal y ayer hicimos el examen de español y todas las tuve bien. (+comp)</p>	<p>they told me that in math I did really good (+norm) and from 50 questions I had only two wrong and yesterday we did the spanish exam and I had all of them correct(+comp).</p>
--	---

4.4 Conclusions

As the above extracts demonstrate one can clearly see the difference between parents appraisals and children's appraisals. Specifically, we can observe Figure 8 and Figure 9 and see that the domain that parents use mainly is Judgement. On the contrary, this is the domain that the children used the least. Children, on the other hand, use the domain of Affect the most and perhaps strangely, that is the one that parents used the least.

It is interesting how most participants in this study followed the same patterns while talking about grades. The only participant that did not follow the same pattern was Parent 4. He used more affect during the interview instead of Judgement, like most parents. Another interesting fact to consider, as mentioned above, is that Parent 4 was the only male parent and the only American citizen. Gender differences and nationalities could be an interesting line to research. Moreover, Child 4 does not present any instances of judgement appraisal in his interview. A reason for this might be the lack of judgement from his parent.

Another finding was that children used almost no reaction (appreciation) and normality (judgement) variables while giving their interviews. This could propose that parents are demanding more and more from their kids. Nothing seems normal to them, if children get a nine, parents want a ten and by consequence the grade they are obtaining is not being appreciated.

The next chapter will exhibit the final conclusions of the study and possible ways to further this line of investigation.

Chapter five: Conclusions

5.0 Introduction

This chapter discusses the final conclusions of the study and summarizes the answers to the research questions posed in chapter 1. Afterwards, a description of the limitations of the study is presented. Finally, directions for further research are suggested.

5.1 Research questions' answers

The following results were obtained after a thorough analysis of the participants interviews using the Appraisal System (see also Chapter 4).

The first research question is: What reasons do parents report for placing importance on their children's grades? Several types of answers arose: Some parents stated that grades help them identify what academic lacks their children may have and if they need help in a certain area. The next reason for placing importance on children's grades was that they help parents have an idea of how much progress their children have had and how much they have learned. Another parent specifically said that having good grades would lead to a scholarship, a better university and eventually that would lead to better opportunities in life (Parent 2, see appendix C). This parent also made a comment about the awareness of successful people that had not finished a degree or school but still thought that hard work and good grades give better opportunities in most cases and that is what they wanted to teach their children. (See appendix D)

The only severe difference between answers was one parent who expressed "...I just don't put that much value (-val) on other people's evaluations of my son I know him very well, I'm an active (+norm) dad..." this was from Parent 4, the American dad. He also expressed that his son's mother, who is Mexican, placed more importance to grades when he said "...she really takes charge (+cap) of the homework process and she is very conscious (+norm) about

when the tests are coming and whether or not , and practicing (+cap) with him at home and making sure that he knows (+cap) what's on that test, you know, the fact that he gets (+cap) good (+comp) grades...". This difference in points of view might suggest that it may have to do with the parents nationality, culture and background, something worthwhile looking into for further research.

The second research question proposed in the study was: What feelings/emotions do parents express when their children succeed or fail regarding grades? After analyzing the interviews thoroughly, the emotions or feelings found can be divided into positive and negative. Positive being: amazement, proudness, happiness, satisfaction, gratifying, among others. The negative ones found were: disapproval, disappointment, criticism, conditioning, dissatisfaction. Parent four talked about ignoring the bad grades on occasions. In this case this participant is choosing to show indifference or perhaps denial towards his son's grades. (see appendix E)

In relation to the question: What feelings/emotions do children report when talking about their grades? It seems that children are somehow adopting their parents' discourse and place importance to their grades. However, children's answers contained more variables of affect as opposed to parents' discourse that contained more variables of judgement.

Finally, the last question was: How are these appraisals expressed textually within the domain of attitude? Again the appraisals can be divided into positive and negative. These are some examples of the appraisals found, paraphrased by the researcher. Parent 5 says she applauds her son and celebrates him. Parent 4 mentions he praises him for good work. Parent 3 states that she feels good with her daughter's grades because she does well. In the case of Parent 2, she claims that when her daughter gets 'good' grades, she feels very proud and they congratulate her and tell her that they will celebrate, or the daughter gets to choose the place where they will eat. Parent 1 congratulates and encourages her child and Parent 0 reports that

she feels very very happy, “proud like a peacock” (See chapter 4). The negative appraisals found were the following. Parent 2 says she questions her daughter and sometimes she is a little bit harsh with her and makes her feel bad. Parent 4 shows indifference, and parent 5 says she gets mad and asks for an explanation. She also explained a specific example and said that one day she gave the boy a long speech about responsibility. She mentioned that she was sure the child heard what she was saying for one or two minutes and then the child just heard “blah, blah blah”.

5.2 Study Limitations

Due to the limited amount of data, generalizations cannot be made. The participants used for the study were from the private sector and came from the upper middle class, this is a limited part of the population in the state of Puebla. In order to be able to make more generalizations a larger portion of the population would have to be studied. Studies could include parents and children from both public and private schools. The study was carried out in an urban area; whereas studies in rural areas would shed some light into this topic as well. Interviews were the sole data collection instrument, but data could have been enriched by using other instruments, such as exams. All these study characteristics make the data narrow and by consequence the results are specific to the context of this investigation. The analytical approach used in the study was appraisal theory (see Chapter 2), which makes this study very specific.

5.3 Directions for further research

Many options for further research have emerged from this study. A comparison between public and private school sectors could be made, regarding grades and the beliefs and importance behind them. Another options could be a gender comparison, how mothers and fathers opinions are similar or different. By the same token, male and female children’s answers could be compared. Nationalities and cultural backgrounds could also be explored, this study had only

one different nationality and most of that participants' answers were considerably different to the rest of the participants. It would be interesting to have more American or other nationalities' participants and analyze their answers. Future studies could also explore how differences in parents opinions, perspectives and beliefs contribute to a student that has a more adequate management of her/his emotional intelligence. A study on benefits of teaching parents and children emotional intelligence more effectively in school and from early age could also be made. The setting of the study could also be modified. The study was carried out in an urban area so a variation of the study could be to do it in a rural area. Other analytical approaches could also be used for this study, for example, grounded theory (GT) (Cresswell, 2008 p.13) or using a quantitative paradigm. Similarly, in order to obtain richer data, more instruments such as exams or observations could be useful.

As mentioned in previous chapters the aim of this study was to explore the affective impact that assessment procedures have on both learners and parents. Evaluations and grades are an important part of education and this study does not intend to put that into question. It is also important to clarify that limits, objectives and goals are highly important and necessary in a child's life. These important aspects of education and more importantly, life itself should be taught and determined by parents and schools. These are character building factors and this study encourages students to have goals, objectives and limits set. This study was intended to be an eye opener in order to find better ways to deal with children's grades. A healthier and more rewarding experience for parents and children is important, taking into account the children's emotions, talking to them and respecting their feelings. While interviewing the parents, it was noticed that many times they had not really thought about their actions while dealing with their children and their grades, as the parents gave the interview they heard themselves and many had to stop and reflect on what they were saying. Some parents made a

quick joke about it, or made some kind of remark. Therefore, perhaps the interviews were an awareness raising activity.

The notion that grades are not everything in life is not something new, in 1999 a school in Kolkata, India released a letter that encouraged parents to support their children regardless of the results of their exams. “If your child does get top marks then great. But if he or she doesn’t then don’t take away their self-confidence from them. Tell them it’s ok, it’s just an exam. They are cut out for much bigger things in life. Tell them, no matter what they score you love them and will not judge them.” (Complete letter appendix F). The last four words of the letter -will not judge them – become important, as seen in chapter 4 the domain that parents used the most was judgement. The study encourages parents to stop judging their children, to talk to them and find the root of the ‘problem’ or as the letter displays find their strengths and focus on those, try to help with their weaknesses. It has been twenty years since the letter was written and things are mostly the same when it comes to how most parents regard grades.

A deep change needs to be made in schools and with parents for the children's well-being. It is often said that children are the future, what is not always acknowledged is that children in the present are as important. So, parents should start listening to their children and having real and meaningful conversations with them so tomorrow they can be part of a healthy, secure and grounded society.

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Appendix A

Benemerita Universidad Autonoma de Puebla
Maestría en la enseñanza del Inglés

Fecha:

Ocupación:

Edad:

Entrevista Padres

1. Te acuerdas de la primaria? Que me puedes contar? ej. tus experiencias
2. Cómo te describirías tu académicamente?
3. De qué manera te demostraban tus padres o tutores que estaban al pendiente de tus calificaciones?
4. Cuántos hijos tienes?
5. En qué grado van?
6. Cómo describirías a tu hijo o hija académicamente?
7. Qué piensas de las calificaciones? Porque?
8. Cómo te hacen sentir las calificaciones que obtienen tus hijos? Que les dices?
9. Cómo reaccionan tus hijos a tus comentarios?
10. Quien mas monitorea contigo las calificaciones de tus hijos? Cómo reacciona el/ella?

Appendix B

Benemerita Universidad Autonoma de Puebla
Maestría en la enseñanza del Inglés

Fecha:

Edad:

Grado:

Entrevista Hijos

1. Qué piensas de la escuela? Cómo te sientes?
2. Cómo te sientes con tus calificaciones?
3. Que te dicen tus papás/tutores de tus calificaciones?
4. Como te hacen sentir sus comentarios?

Appendix C

Si siempre, bueno la verdad siempre fue así , ye digo en mi casa si era algo **importante** (+reac) sacar **buenas** (+comp) calificaciones , pero creo que también lo padre era que no era nada mas una presión **insana** (+comp) sino una presión que siempre iba acompañada de alguna motivación y también acompañada de una parte como del entendimiento de por que era importante **sacar** (+cap) **buenas** (+comp) calificaciones . Es importante que **saques** (C+) **buenas** (+comp) calificaciones por que por que puedes **conseguir** (+cap) una **buena** (+comp) beca o **estudiar** (+cap) en una mejor universidad o por que con esto puedes tener **mejores** (+comp) oportunidades en la vida , ósea siempre estaba ligado a esa parte de que pasabas después de las **buenas** (+comp) calificaciones

Appendix D

Yo individualmente digo que si **te abren** (+val) la puerta para muchas Oportunidades pero también creo que no lo Es todo en la vida ósea también conozco muchos compañeros. Que **para nada tenían** (-comp) buenas. Calificaciones y tiene ahora un **muy buen** (+comp) trabajo o se dedican .. o son **emprendedores** (+norm) muy **exitosos** (+norm) en su vida laboral y tienen también **muy buen** (+comp) trabajo en lo personalmente creo que les va bien. Con la familia ósea creo que al final también **si te da oportunidades**. (+val) Pero hay forma y depende de cada quien y depende mucho de tus características. Y de otras cosas como **habilidades sociales** (+comp) y relaciones. De otras cosas que no necesariamente no tiene que ver con las calificaciones. Tengo como esas dos posturas. Al respecto

Appendix E

Oh well, I do look at this report cards and I always **praise him** (+cap) for **good** (+comp) work and I usually just **ignore** (-reac) the **lower** (-comp) grades and **focus** (+cap) on the **higher** (+comp) grades and so, and then maybe all say, you know well.. this one was your lower grade, so maybe we should keep working on that a little bit, but I sometimes **ignore** (-reac) it all together and just say “woooow” I’ve even like lied about it in a way **exaggerated** (+reasc) the good and say like “You got ALL” when it’s not even true , he did get a needs improvement on some area but I just **ignore** (-reac) that and said “look at that, you got all exceeding level or whatever”

Appendix F

“Dear Parent

The exams of children are to start soon. I know you'll be really anxious for your child to do well but please do remember, amongst the students who will give the exams is an artist who doesn't need to understand Math.

There's an entrepreneur who doesn't care about History or English literature. There's a musician whose Chemistry marks won't matter. There's a sportsperson whose physical fitness is more important than Physics.

If your child does get top marks then great. But if he or she doesn't then don't take away their self-confidence from them. Tell them it's ok, it's just an exam. They are cut out for much bigger things in life. Tell them, no matter what they score you love them and will not judge them.

Please do this and if you do, watch your children conquer the world. One exam or a 90 percent won't take away their dreams and talent.”

Appendix G: Full Transcripts Child 2

Linea	Hablante	Texto Hablado	Comentario
1.	Speaker Unknown	Hola buenos días.	Unknown speaker (man) talked in the background to the interviewer
2.	Interviewer	Gracias.	The interviewer thanked the man.
3.	Interviewer	Bueno dime ¿Cómo te llamas?	Thw speaker made a small giggle.
4.	Speaker	Eloisa Vera Juárez.	
5.	Interviewer	¿Y cuantos años tienes?	
6.	Speaker	8. Voy a cumplir los 9.	
7.	Interviewer	¿Ya casi es tu cumpleaños?	
8.	Speaker	Si	
9.	Interviewer	¡Ay que emoción! Oye ¿Y en que escuela vas?	In the background you here a lot of noise
10.	Speaker	En el colegio Humboldt.	
11.	Interviewer	Muy bien, oye ¿y que piensas de la escuela, que te parece?	
12.	Speaker	Mm, pues me gusta mucho. Esta muy padre por que es muy grande y tiene maternal , kínder , primaria, secundaria y preparatoria . Tambien tiene alberca, tiene gimnasio y también tiene una cafetería y también tiene como un lugar para donde tu puedes hacer tu tarea o sentarte en no se si en la cafetería ya no hay lugar te puedes sentar ahí	She fluently and detailed described her school. In the background you can hear a car honk.
13.	Interviewer	Órale.	
14.	Speaker	Y también hay cosas perdidas por si pierdes tus cosas .	
15.	Interviewer	Para irla a encontrar.	
16.	Speaker	Si.	
17.	Interviewer	Órale, oye pero perdón se me olvido preguntarte ¿En que año vas?	
18.	Speaker	Ah, en cuarto.	
19.	Interviewer	En cuarto. Okay entonces si te gusta tu escuela mucho. ¿Y como te sientes escuela?	

20.	Speaker	Me siento muy bien, a veces como que siento que es muy especial estar en esa escuela por que la colegiatura cuesta lo de como ...6 colegiaturas en otra escuela.	The speaker compares her cost of the school so that the interviewer can have an idea of how much her school can cost.
21.	Interviewer	¿ah si?	
22.	Speaker	Si, entonces siento como que tengo mucha suerte al estar en este colegio por que mis papas se esfuerzan mucho al hacerlo.	The speaker recognize her parents hard work.
23.	Interviewer	Muy bien.	
24.	Interviewer	Oye ¿y como te sientes con tus calificaciones?	
25.	Speaker	Bien, justamente ayer y hoy tuvimos un examen planea nacional de todo México y a mi me dijeron que en matemáticas estuve muy bien y que de 50 preguntas solo tuve 2 mal y ayer hicimos el examen de español y todas las tuve bien.	The speaker proudly commneted about her great effort on her Planea exams.
26.	Interviewer	Órale muy bien Elo, oye ¿Qué te dicen tus papas de tus calificaciones?	
27.	Speaker	Pues me felicitan por que la verdad si yo me esfuerzo mucho para sacar esas calificaciones .	
28.	Interviewer	¿y que calificaciones sacas?	
29.	Speaker	Mmm saco de 9 para arriba, mm a veces en algunos temas que no los entiendo saco menos de 9 y entonces tambien pues me han dicho como de "Tienes que esforzarte mas para que siempre, siempre, siempre saques 10 por que nosotros nos esforzamos mucho al meterte a esa escuela por que significa muchísimo dinero". Y ahora que ya metieron a mi hermanito ya es aun mas dinero.	The speaker, paused many times because she got confused but was able to get the message.
30.	Interviewer	Okay ¿y como te hacen sentir sus comentarios?	
31.	Speaker	Pues me ayudan mucho a esforzarme mas, me ayudan a tomarlo en cuenta y que me sirva para toda la vida por que siempre vas a tener cosas muy buenas y quizás no siempre las haces tan bien pero debes de esforzarte para lograrlas.	The speaker sound very motivated, she made her voice sound more firm.
32.	Interviewer	Mm ¿entonces si te ayudan sus comentarios?	
33.	Speaker	Si.	
34.	Interviewer	¿siempre?	
35.	Speaker	Si.	

36.	Interviewer	Okay, perfecto. ¿Algo mas que quieras decir de tu calificaciones?	
37.	Speaker	Mmmm no nada mas	
38.	Interviewer	¿no? ¿Cuándo no es 9, que pasa?	
39.	Speaker	Mis papas me dicen “tienes que esforzarte mucho mas, mucho mucho” y me ponen a estudiar mas y mas .	Person talking in the background.
40.	Interviewer	¿ y eso cuando te dicen eso, tu como te sientes?	
41.	Speaker	Yo me siento como de, no les basta lo que yo hago?!	The speaker sounded a little cracked in her voice
42.	Interviewer	Mmm ¿y luego?	
43.	Speaker	Y pues ...hoy, bueno no hoy. Este año, jaja en cuarto, bueno en tercero primero me habían dado el 78% de la beca y este año me dieron el 100% de la beca entonces eso les ayuda mucho a mis papas por que solo tienen que pagar la colegiatura.	The speaker giggled at the beginning
44.	Interviewer	Ahhhh súper bien.	
45.	Speaker	Y pues como José María acaba de entrar todavía no le ponen calificación .	
46.	Interviewer	No, es chiquito ¿verdad?	
47.	Speaker	Si va en kínder apenas.	
48.	Interviewer	Si.	
49.	Speaker	Entonces es lo único.	She ended the conversacion with that frase.
50.	Interviewer	¿ya, nadamas? Bueno muchas gracias.	
51.	Speaker	De nada.	

**Appendix H: Full Transcript
Participant_4_Child_8 September 2018**

Line	Speaker	Spoken text	Comments
1	Interviewer	Hi could you tell me your name please?	
2	Interviewee	Mathew	
3	Interviewer	And how old are you Mathew?	
4	Interviewee	Eight.	
5	Interviewer	And which School do you go to?	
6	Interviewee	Colegio Americano de Puebla	
7	Interviewer	Ok, and what do you think about your School?	
8	Interviewee	I don't really know what to say.	
9	Interviewer	Like how do you feel in your School?	
10	Interviewee	Like I... I hate School.	Interviewee makes a long pause before finishing the sentences
11	Interviewer	You hate School? That's ok. Why do you hate School?	Laughs a bit in response to the interviewees comment
12	Interviewee	Because I don't like to be separated from my parents	
13	Interviewer	Ok, and am so you like no aspect of School?	
14	Interviewee	No.	
15	Interviewer	Nothing?	
16	Interviewee	Except from music.	
17	Interviewer	You like music class?	
18	Interviewee	Yes	
19	Interviewer	And that's it? Ok and how do you feel with your grades?	
20	Interviewee	Good, proud	
21	Interviewer	Good? Proud ok what kind of grades do you get?	
22	Interviewee	Am E and sometimes A and that's all.	
23	Interviewer	Ok, and what do your parents say about your grades?	
24	Interviewee	They like them, it makes them very proud.	
25	Interviewer	Yea, what kind of things do they tell you?	

26	Interviewee	mmm Sometimes they say that I deserve a price or that amm I did a good job and things like that.	
27	Interviewer	Ok and when they tell you these things... How does that make you feel?	
28	Interviewee	Happy	
29	Interviewer	Yea? And you said you got A's sometimes right? When you get A's are the comments the same?	
30	Interviewee	M?	The interviewee did not fully understand the question and makes a humming noise to indicate this to the interviewer.
31	Interviewer	When you get A's, do they say the same things? Like "good job" and...	
32	Interviewee	Yes.	
33	Interviewer	Or do they say something different?	
34	Interviewee	Yes they say "good job"	
35	Interviewer	Ok well thank you very much.	

**Appendix I: Full Transcript
Child 5**

Line	Speaker	Text	Commentary
1	Interviewer	Hola ¿Cómo estás?	
2	Interviewee	Hola	
3	Interviewer	Oye ¿Cómo te llamas?	
4	Interviewee	José	
5	Interviewer	Y ¿En qué escuela vas José?	
6	Interviewee	En el colegio Humboldt	
7	Interviewer	¿Y en qué año vas?	
8	Interviewee	En sexto	
9	Interviewer	¿Ah sí? Y ¿Cuántos años tienes?	
10	Interviewee	Once	
11	Interviewer	Muy bien, oye ¿Y qué piensas de la escuela?	
12	Interviewee	Puesss... pues tengo flojera por ir porque me debo de levantar muy temprano (ajá) por mi hermana porque va en un grado más alto y... pero si me gusta	
13	Interviewer	¿Si te gusta?	
14	Interviewee	Sí	
15	Interviewer	Y ¿Cómo te sientes en la escuela?	
16	Interviewee	Bien	
17	Interviewer	Ya que estas ahí, a parte de la flojera ¿Cómo te sientes?	
18	Interviewee	Pues bien, o sea, no sé cómo decirlo ¿seguro? Por decirlo así	
19	Interviewer	Okay y ¿Cómo te sientes con tus calificaciones?	
20	Interviewee	Bien	
21	Interviewer	¿Sí?	
22	Interviewee	Sí, me siento bien	
23	Interviewer	Y ¿Qué te dicen tus papás de tus calificaciones?	
24	Interviewee	Bueno, a veces sacooo, bueno eh, han pasado veces que he sacado muy malas calificaciones pero, bueno, sí, me regañan y que tuve que estudiar y eso...	
25	Interviewer	¿Cuál es una mala calificación?	
26	Interviewee	Una mala calificación pues... seis, cinco	
27	Interviewer	Okay, y cuando sacas no sé, una buena ¿Qué pasa?	
28	Interviewee	Pues... me felicitan	
29	Interviewer	¿Y cuáles son las buenas?	
30	Interviewee	Pues, bueno, nueve y diez	
31	Interviewer	¿Ajá? Y ¿Qué te dicen cuando sacas nueve y diez?	

32	Interviewee	Pues me dicen que muy bien, que estudie muy bien y ya	(risas)
33	Interviewer	Oye ¿Y cómo te hacen sentir sus comentarios? Cuando son buenas y cuando son malas	
34	Interviewee	Bueno, este, cuando son malas, este, bueno a veces como que se les salen muchas cosas y pues, a veces me siento mal ¿no?	
35	Interviewer	¿Sí? ¿Cómo que cosas?	
36	Interviewee	Pues, ahm, o sea, si repruebas un examen no te van a sacar de la escuela ¿no? O sea, pero a mí me andan diciendo que si saco malas calificaciones me van a sacar de la escuela y que a mis amigos les va a dar un tiempo tristeza y que luego van a seguir jugando y eso	While answering it seemed like the kid was about to start crying.
37	Interviewer	Pero tú no quieres que te saquen de la escuela	
38	Interviewee	No	
39	Interviewer	Okay, y cuando son buenas ¿Qué te dicen?	
40	Interviewee	Que muchas felicidades, que siga así y...	
41	Interviewer	Y eso ¿Cómo te hace sentir?	
42	Interviewee	Bien	
	Interviewer	¿Sí? Bueno, eso es todo, muchas gracias.	
43	Interviewee	Si	

**Appendix J: Full Transcripts
Parent 2**

1. W	Hablante	Texto Hablado	Comentario
2.	Interviewer	Pues muchas gracias por exceder a la entrevista	
3.	Speaker	De nada.	
4.	Interviewer	¿Me podrías decir cuantos años tienes?	
5.	Speaker	39.	
6.	Interview	Toda la información va a ser confidencial	
7.	Speaker	Ah perfecto.	
8.	Interview	Ni te voy a preguntar tu nombre ni nada.	
9.	Speaker	Perfecto muy bien.	
10.	Interview	Este bueno, ¿te acuerdas de la primaria?	
11.	Speaker	Si.	
12.	Interview	Ósea TU primaria.	
13.	Speaker	Si.	
14.	Interview	¿Qué me puedes contar?	
15.	Speaker	Pues ahhh educativamente creo que fue una etapa muy bonita eh, pues es una etapa de mucho aprendizaje , los niños a esa edad pues aprendemos muchas cosas y de, bueno yo también estude en el colegio y creo que también fui una persona muy afortunada por que además contaba con como mucha cercanía a mis papas y la parte de la escuela o lo académico me fue muy bien en la primaria entonces estaba acostumbrada a sacar buenas calificaciones, a sacar primeros lugares y eso me motivaba mucho. Mis papas también buscaban motivarme pero si justo con el tema de las calificaciones y por ejemplo me acuerdo que mi primer viaje a disneylandia fue a través de sacar el primer lugar en cuarto de primaria justamente	
16.	Interview	Ah okay	
17.	Speaker	Me habían prometido mis papas jaja y bueno pues en cuanto a la forma de socializar con los amigos creo que también fue las mejores etapas , bueno cada una muy especial en su momento pero pues también era una	

		niña con muchos amigos, jugábamos mucho en el recreo , se jugaban cosas muy diferentes a lo que se jugaba ahora pero creo que fue una etapa muy bonita , y si muy enfocada a lo académico	
18.	Interview	Perfecto ¿y como te describirías tu académicamente bueno ya me dijiste que sacabas buenas calificaciones pero siempre fue así?	
19.	Speaker	Si siempre, bueno la verdad siempre fue así , ye digo en mi casa si era algo importante sacar buenas calificaciones , pero creo que también lo padre era que no era nada mas una presión insana sino una presión que siempre iba acompañada de alguna motivación y también acompañada de una parte como del entendimiento de por que era importante sacar buenas calificaciones . Es importante que saques buenas calificaciones por que por que puedes conseguir una buena beca o estudiar en una mejor universidad o por que con esto puedes tener mejores oportunidades en la vida , ósea siempre estaba ligado a esa parte de que pasabas después de las buenas calificaciones	
20.	Interview	Okay muy bien ¿ y de que manera te demostraban tu padres o tutores que estaban al pendiente de tus calificaciones ¿	
21.	Speaker	Buenomis papas si le daban muchisimo seguimiento a las calificaciones , ehh de hechos en mi casa era inaceptable llevar cosas o calificaciones a bajo de 8 , osea el 8 era así como de regaño. Bueno no regaño una platica.	
22.	Interview	Platica ...	
23.	Speaker	Bueno lo normal era tener 9 o 10 , no siempre sacar arriba de 10 , tambien de repente tuve calificaciones muy malas sobretodo en la secundaria me recuerdo que el sistema cambiaba o empezaba a ser un poco diferente , habia mucho acompañamiento por parte de los maestros que también le daban mucho seguimiento a la parte de calificaciones ehhhh. Pues ya te dejaban mas suelto , pues yo voy a dar la clase y ustedes tienen que apuntar , a mi ese cambio me costo mucho trabajo , como que estaba mas acostumbrada a la forma de educar tradicional , bueno a la primaria , te dicto, tu escribes , muy guiada , y cuando nos empezaron a dejar mas sueltos , en la secundaria particularmente si me acuerdo me costo muchisimo trabajo , y sí llegue a tener calificaciones asi de 6 o 5 y pues si les llamaba mucho la atención a mis papas por que en algún examen o algún test , pues rápidamente ellos reaccionaron y hablaron con los maestros, , vieron que cosas yo tenia que hacer y como puedo mejorar esa parte . Pero si siempre mis papas dieron mucho	

		seguimiento a la parte de las notas y me acuerdo que en mi época también los maestros pues eran con lo que básicamente comparaban con los grupos o los niños o todo sistema de reconocimiento en base a eso ,o? En calificaciones	
24.	Interview	Okay perfecto muchas gracias y este cuantos hijos tiene	
25.	Speaker	2	
26.	Interview	En que grado van?	
27.	Speaker	Tengo una niña que va en cuarto y otro que va en segundo de kínder	
28.	Interview	Ay super...	
29.	Speaker	Si jajaja.	
30.	Interview	Bueno vamos a hablar de hija de cuarto, ¿ como la describirías académicamente?	
31.	Speaker	Pues es una niña muy inteligente, siento que bueno es mi hija... jajaja.	
32.	Interview	jajajaja	
33.	Speaker	Tiene mucha capacidad, nosotros bueno mi esposo y yo estudiamos una ingeniería entonces somos como de pensamiento muy parecido no?, ya sabes como muy estructurado, de que así se tiene que hacer las cosas bajo un método o procedimiento, las matemáticas son muy importantes, entonces la impulsamos mucho en el aspecto mas de las ciencias exactas,por así decirlo. ehhhh Por ejemplo ella de forma adicional al colegio o extra escolar lleva Kumon entonces ... Siento que es muy buena pero a veces yo particularmente con el método tengo un poco de conflicto, por que es un método un poco diferente a lo que estamos acostumbrados, mucha repeticion y siento que a ella no le gusta y esa parte siento que académicamente aunque va muy bien y le ah ayudado a tener conocimiento mas avanzados que en la que la escuela aun no han visto. A la vez es le hace que se confíe un poco aunque tiene muy buenas calificaciones pero si de repente no sorprende que algún examen, puntualmente en matemáticas llega con un 8. Y no es que nosotros la regañemos, bueno a lo mejor si jajaja.	
34.	Interview	Jajajaja	
	Speaker	pero si es de "¿por que un 8, en que te equivocaste?" Y son cosas que pasan por exceso de confianza pero en lo particularmente creo que ya es un niña que también a aprendido a ser un poco autodidactica y a poner mucho en practica su capacidad de atencion en clase, por que en clase trata de absorber lo mas posible ya que en	

		<p>casa ambos trabajado, entonces no estamos como todo el tiempo con ella , la verdad es que tampoco hacemos un gran repaso de todo lo que ven en el día o en la semana. Osea si le damos seguimiento a la tarea o lo normal pero a lo mejor no como todos los días tomamos la libreta y vamos a repasar lo que has visto, no pasa. En época de exámenes si nos ponemos a estudiar y pues bueno usualmente saca buenas notas.</p>	
35.		buenas tardes, ¿les puedo tomar la orden?	
36.	Interview	No gracias. Ay perdón.	
37.	Speaker	No te preocupes.	
38.	Interview	Este, ok. Y cuando dices "Ay sacaste 8" ¿Cuáles son los pasos que siguen?	
39.	Speaker	long pause... Bueno depende.	
40.	Interview	¿AJA?	
41.	Speaker	Normalmente vemos o bien la verdad veo que somos muy exigentes con las calificaciones también.	
42.	Interview	Jaja.	
43.	Speaker	Pues es que así nos educaron.	
44.	Interview	Claro.	
45.	Speaker	No es pretexto.	
46.	Interview	No no no ...	
47.	Speaker	Bueno creo que si hemos sido un poco diferentes si...	
48.	Interview	No yo solo estoy para preguntar eh. Yo no estoy juzgando nada, no hay como respuestas buenas o malas.	
49.	Speaker	jaja Buenas ni malas.	
50.	Speaker	<p>No pero sabemos de su capacidad y cuando nos percatamos de sus exámenes o los revisamos es como de oye por que sacaste un 8 o incluso 7. "Oye como que 7, ¿por que?" empezamos a revisar y no nada mas sino en todas las materias a llegado a suceder que de repente se distrae o no lee con atención la pregunta o le pasan pasa ese tipo de distracciones. Igual nosotros tratamos de tocar el tema y orientar y decirle "Es que tienes que poner atención y leer dos veces , y si ya terminaste el examen vuelve a checar, ósea darle los tips como para que mejore. Pues la verdad en ocasiones sabemos que ... puntualmente me acuerdo hubo un caso el año pasado donde justo no se llevo la libreta de matemáticas por que se confió y me dijo no es que yo no".. bueno salimos del colegio "oye mañana hay examen de matemáticas ¿trajiste tu libreta?. "No la traje por que yo no necesito estudiar las matemáticas por que todo lo que vimos en clase yo ya me lo sé "Ah bueno okay pues vamos a ver que eso se refleje en la calificación. no pues le fue mal por que saco un 7 en el examen por sus distracciones no?,entonces ahi si puntualmente en ese caso hubo una consecuenci y si fue que no hay celular toda una semana, no hay tablet,</p>	

		no vas a poder ver la televisión tienes que enfocarte más en tus tareas y en la escuela y pues bueno y si sigues bien en la semana levantamos la consecuencia .. particular en ese caso vimos que en matemáticas si es muy buena y queremos darle el mensaje de que no puedes confiar de esa manera de decir que yo me lo sé todo pero no abro la libreta. Queremos inculcarle que también que aunque sea que se lo sabe y si lo sabe pues también que se asegure y doble check como a la hora de estudiar y como repasar y no confiarse.	
51.	Interview	Pues perfecto	
52.	Speaker	Si hay consecuencias jaja .	
53.	Interview	Y eso está bien, no tiene nada de malo. Bueno tú en lo particular que piensas de las calificaciones.	
54.	Speaker	Mira particularmente si pienso que son importantes, pienso que te pueden ayudar a conseguir oportunidades importantes justo con lo de conseguir una beca. Por que yo así s conseguí también mi beca.	
55.	Interview	Si.	
56.	Speaker	Yo tuve la oportunidad de estudiar en una buena universidad , bueno yo digo que es muy buena. Yo estuve en la UDLA pero sino fuera por mis calificaciones a través de de mi promedio y a través de la beca que obtuve difícilmente hubiera podido estudiar ahí mis papas hacían su mejor esfuerzo y me ponían otras opciones en la mesa pero no la que yo quería era esa no o también el irme de intercambio me lo propuse a través de mi promedio bueno. Y así te puedo dar muchos ejemplos. Yo individualmente digo que si te abren la puerta para muchas Oportunidades pero también creo que no lo Es todo en la vida ósea también conozco muchos compañeros. Que para nada tenían buenas. Calificaciones y tiene ahora un muy buen trabajo o se dedican .. o son emprendedores muy exitosos en su vida laboral y tienen también muy buen trabajo en lo personalmente creo que les va bien. Con la familia ósea creo que al final también si te da oportunidades. Pero hay forma y depende de cada quien y depende mucho de tus características. Y de otras cosas como habilidades sociales y relaciones. De otras cosas que no necesariamente no tiene que ver con las calificaciones. Tengo como esas dos posturas. Al respecto	
57.	Interview	Ok perfecto. Bueno ya me dijiste que si obtiene buenas calificaciones pero ¿que te hacen sentir las calificaciones que obtienen tus hijos bueno tu hija y que le dices?	
58.	Speaker	Cuando son buenas, súper orgullosas la verdad me hacen sentir muy orgullosa de ella y la felicitamos y le decimos que vamos festejar cuando hay entrega de	

		boletas por ejemplo si saco un buen promedio pues le decimos okay el fin de semana escoge tu el lugar a donde vamos a ir a comer. O también hay cosas que van un poco condicionadas o es que el año pasado tuvieron un campamento entonces primero si iban a las manzanas y no solo en el hábito escolar pero era el parte del paquete entonces era de bueno “quieres ir a las manzanas entonces queremos que saque buenas calificaciones que subas en español o donde hayas sacado calificación más abajo que además cumplas tareas en la casa que además hago esto” y así se ha vuelto parte también del entorno educativo que le damos a ella y cuando han sido malas calificaciones bueno la verdad que no me gustan jajaja si se las cuestiono o la reto y bueno creo que si aplica trabajar en las formas pero creo que ya aplica en la forma de en las que a veces la hago sentir por que puedo llegar a ser un poquito dura con ella	
59.	Interview	¿Cómo que le dices?	
60.	Speaker	Le digo que “tú no eres para sacar un 7, tú debes de sacar. 9 o 10 , a ver en que te equivocaste no puedo creerlo y no puedo aceptarlo. Esta calificaciones así.”	
61.	Interview	Ósea como muy directa	
62.	Speaker	Si no me ando con rodeos. No incluso me llamo mucho la atención. Que el año pasado mi hija me contó mi hija que en. El salón de clases. Fue muy chistoso pero me comentó. Que en la escuela a o bueno en el salón. Que se les dio una instrucción que no se haga eso y extra y no me importa. Que si le dicen a sus papás y hay que a lo mejor se quejan y hay mamás. Que su forma de reaccionar es ir hablar con la maestra y reclamarle, bueno algunos niños y cuando ella dijo eso yo le comente a la maestra de que uy no mi mamá no toma a la ligera las cosas de la escuela o bueno si un poco. Pero creo que ella también lo percibe. Que estoy encima de las calificaciones	
63.	Interview	No pasa nada, esta bien. Bueno cuando tú hija cuando le haces estos comentarios. Positivos y los de las malas. Calificaciones. Como reacciona?	
64.	Speaker	Es muy sensible entonces. Cuando hay una felicitacion se pone súper contenta. Se llega corriendo enseñándome el examen. Y alguna vez al principio. Nos nos enseñó un examen cuando le fue mal. Y pues entonces si le dijimos. Y independientemente le dijimos si hay una llamada de atención pero nos tienes que comentar pero no nos puedes no decir. Por que nos puede mandar a llamar la maestra y necesitamos saber en qué tenemos que ayudarte. Solo te puedo decir que si va a haber una llamada de atención pero lo platicamos pero tú nos lo tienes que decir. Entonces pues ya. A veces llega con la cabeza	

		agachada. Y me dice que tiene una mala noticia. Sali mal en el examen. Y ella sabe lo que viene. Y si lo resiente cuando empezamos con el “ como es posible lo sabes todo lo estudiamos lo repasamos por que no pusiste atención...” pues si se queda la verdad un poco resentida y pues bueno tampoco le dura tanto a las dos horas esta como si nada pero en ese momento si resiente el regaño y verdad no recuerdo un a vez que haya llorado pero tampoco somos TANN severos por el regaño tango lo ha hecho pero si veo que si le duele un poquito y si la hace pensar jaja o eso espero	
65.	Interview	Ok ok bueno la última pregunta ¿Quién más monitores contigo las calificaciones sobre tu hijos?	
66.	Speaker	Bueno mi esposo somos de forma de pensar muy parecida al respecto y como te platicaba que ambos trabajamos en las tardes nos ayuda tanto mi suegra o como mi mamá las abuelitas están y nos ayudan a recogerlos por que luego estoy en la oficina en la tarde o a veces tengo que salir de la ciudad y mi esposo también está ocupado entonces para la parte de las tarea ellas nos apoyan mucho una manera de también informarnos e involucradas nosotros compartimos y si no los hacemos y tenemos que saber cómo le fue también enterarnos cuando hay exámenes o igual les toca a ellas estudiar con ella con mi hija entonces si están súper involucradas con eso. Y también una forma de nosotros mantenerlas al tanto aunque ellas no nos las pidan y si no lo hiciéramos ella lo pedirían	
67.	Interview	Y tu esposo y las las abuelitas como reaccionan ante las calificaciones?	
68.	Speaker	Mi esposo y yo igual que yo y bueno las abuelitas son súper diferentes son muy apapachadoras e incluso a veces si hemos andado un poco en conflicto con ellas y que nos dicen no sean tan severos con Ella. Y nosotros somos de si gracias pero si quieren eso luego lo platicamos por que esto es entre nosotros esteee pero si súper apapchadoras pues la andan consolando de no te preocupes seguro que tú puedes incluso me acuerdo de una ocasión una de las abuelitas no voy a decir cual ...	
69.	Interview	Jajajaja	
70.	Speaker	si dijoEn unos de sus exámenes que te comento que le fue mal si comento y dijo pues bueno hay que tener que preguntarle a tu mamá si estudio bien contigo por que pues ayer me acuerdo que la que estudio contigo. Fue tu mamá. Jajaja entonces bueno creo que ya después se aclaró el asunto. Y si también hablamos con la abuelita en cuestion de no tanto para decirle de favor no se inmuscula y por que al final. Nos apoyó pero ese tipo de cosas. Si no queremos manejar	

		enfrente de los niños por que sentimos que nos quitan un poco de autoridad y al final ni había sido así y es completamente distinto por que no estudiamos bien o por que no fue unos de esos temas que no leyó con atención y se confundió y contesto mal por ejemplo en la pregunta era de sobre el sistema respiratorio y no leyó bien el circulatorio y contesto lo de respiratorio pues no tenía que ver con lo que habíamos estudiado pero fue por si falta de atención al leer.	
71.	Interview	Okay pues eso sería todo muchísimas gracias por tu tiempo .	

**Appendix K: Full Transcript
Parent 4**

Line	Speaker	Text	Commentary
1	Interviewer	Good morning, thanks for agreeing to do this interview. Could you tell me how old are you, please?	
2	Interviewee	I'm forty-seven	
3	Interviewer	Okay, ahm, well, do you remember like your elementary school, your primary school? What could you tell me?	
4	Interviewee	About...	
5	Interviewer	Like, when you studied the primary	
6	Interviewee	When I was in primary?	
7	Interviewer	Yeah	
8	Interviewee	Well, yes, I can remember, and... I can remember that, for me the earliest years of primary were probably, you know, my last good memories of school in the public system. I I remember, I can remember my very first day of kindergarden, and I was quite scared and I didn't wanna go to school, and I was crying, and I can also (...) kids went to kindergarden later then (...) , I was older than they (laughter)	
9	Interviewer	Ohhh how can you remember that? (laughter)	
10	Interviewee	I mean, I was older than a kid would go now, you know, I was probably like five, and ahm, but I can remember that. And I can remember then finally, you know, liking school for kind like, well, in those years there was only one year of kindergarden and you went to the first of primary, and I probably liked primary school until about the fifth or fourth grade, and then, you know, from then on, I didn't really like school if that's what you're asking me, you know, whether I liked school or not.	
11	Interviewer	And why not?	
12	Interviewee	Well, probably mostly because I don't really like people telling me what to do (laughter)	
13	Interviewer	... Okay	
14	Interviewee	And when you are younger, you know, you kind of do a lot more just playing and stuff. I mean I don't mind the teacher would call me and say "everybody get in the circle, we are gonna read a story" and then she would read it to us and stuff like that. But you know, when they started to get stricter and I had to be in my desk and pay attention, basically just do things that I didn't want, that I wasn't interesting in doing them, I mean I really didn't like school one bit, you know, it didn't really go with my personality and my vibe, also I guess I wasn't really getting a lot of encouragement at home, I think that they sent me to school more like I think that they were happy to send	

		me school and get rid of me (ajá, Interviewer voice) not because they didn't love me, but because I was probably difficult and active and wanted, you know, people to play with me and stuff like that, there I think my mom was pretty happy to have those hours free	
15	Interviewer	Yeah... Okay, and how would you describe yourself academically?	
16	Interviewee	Well, I got pretty poor grades ahm for probably about the fifth grade all the way until I graduated from high school in anything that I didn't enjoy and so, I mean I got good grades, and it wasn't always it doesn't always seem logical, well probably like fifth, sixth what you would consider fifth grade of primary here (ahm) I mean I was probably just like pretty mediocre, like I probably getting sevens and, then when I got into what you would call "secundaria" here, I mean it was like junior high I remember things got more serious like all of a sudden it wasn't just like ahm, oh well, you know, he's just a rowdy boy. I remember like out of a sudden is being like "hey, this is your future" you know, and... like an English teacher ahm expressing that I was quite behind on writing abilities and reading abilities and I mean I just didn't care, and I think that I got caught up really quickly, when people expressed some kind of sentiment like maybe I was you know, like I needed to be in some kind of remedial special class or something just immediately I got up the level (laughter)	
17	Interviewer	Then you cared...	
18	Interviewee	Well, I cared because I didn't want to be labeled, you know, stupid or something like that, but that was, I mean that was it, nobody was trying to motivate me, I don't think. And then it was negative motivation then like I just go immediately "okay, wait, I'll do it" and I like caught up on all the reading and the writing	
19	Interviewer	But that was from school?	
20	Interviewee	Hmm, and this is like, but this is when I was having... yeah, at school, like, and this is when still reading just like really ridiculous, you know, like children readers but, you know, really ridiculous stuff "see Dick run. Dick Dick, loves Jane, Jane has a dog, the dog's name is spot" I mean, I just didn't care about that, and so, and until (they gave you) we started to read literature that was like better, I really didn't, then I started to like reading and once they asked me to start to write about something more significant also then I started to like writing but that was you know, a lot later, in the early years like primary school, what you call "primaria" here I just like, I never understood why they wanted me to do any of that, and like Math I mean, memorizing those multiplications tables and stuff I just didn't understand	There was an interruption from interviewer

		why they wanted me to do that and I didn't do well, I mean I got pretty poor grades.	
21	Interviewer	And when you came home, when, I don't know, you mentioned the seven, what would your parents do or say?	
22	Interviewee	I mean, that was when I kind of finally grades, you know, suddenly mattered, I think that probably what you would think of is six grade of "primaria" here was like finally somebody was like "wait" you know, these aren't just like a bad grade like satisfactory, this is, you know a C you know, and I think that all of a sudden once there were numbers attached to the grades, all of a sudden my parents cared and were like going have meetings with the teacher and being pretty tough on me about it, and so, you know, I started having to get my grades higher and it was all kind of negative reinforcement, it was, you know, (at home?) mhh you get grounded. And then, I remember I tried (mh, at home) then, later, they started to say "we'll pay you for good grades and we'll punish you for bad grades" and I remember, you know, like I can get ten bucksx for good report cards, ten dollars you know, for good reports, but that didn't work either I mean, I got the grades that I got, I got payed or punished and none of them really mattered, you know, I mean I was trying not to get bad grades but only marginally trying.	
23	Interviewer	Okay... and how many kids do you have?	
24	Interviewee	One	
25	Interviewer	And, what grade is he or she on in?	
26	Interviewee	He is as just begun the fourth grade of primary school in the Colegio Americano de Puebla	
27	Interviewer	Okay, and how would you describe your son academically?	
28	Interviewee	Well, just on Monday or no on I think Thursday of last week they sent us home like a recognition letter that he was on the top 99% of his Spanish classes and then on the top, the very very, the highest he could be, in his English, and so, I mean I think that he always gets, you know, like mostly kind what you'd consider be a nine or a ten (okay) the grading system isn't numbers, yet, it's still like letters, yes that kind of say he is passt were he should be, he is over performing, performing as expected or has some room to grow still, but he's almost always either on level or exceeding level.	
29	Interviewer	Okay... and what do you think about this grading system or like, grades in general? Like when it comes to your son?	
30	Interviewee	Well, those are two different questions, if you want my opinion of the grading system, then, I think it's fine	
31	Interviewer	Okay, let's focus on grades then, what do you think about grades?	

32	Interviewee	...hmmh am my worried about his grades?	
33	Interviewer	Yeah , or just, do you care about grades? ... Do you?	interviewee laughs
34	Interviewee	Well, because on my own history I don't think that I really care nearly as much as some people do. I... To be honest with you I didn't really care that he got these letters recognition, and I don't really care when his grades come in low, I will... if he like comes in with this slightly low grade, then I will try this to make this working on that in a productive way, cause I don't want his grades to come in low either, I don't want it to become like an issue with the school and also with his mom and with him I want him, to feel like he has the support that he needs, but he never feels pressure from me to get good grades as far as I'm concerned, I don't think he does.	
35	Interviewer	Okay... so, like the grades he gets, we were saying that he gets like the meeting or the e more e, like he when gets those, what do you say to him?	
36	Interviewee	Oh well, I do look at this report cards and I always praise him for good work and I usually just ignore the lower grades and focus on the higher grades and so, and then maybe all say,you know well.. this one was your lower grade, so maybe we should keep working on that a little bit, but I sometimes ignore it all together and just say "woooow" I've even like lied about it in a way exaggerated the good and say like "You got ALL" when it's not even true , he did get a needs improvement on some area but I just ignore that and said "look at that, you got all exceeding level or whatever"	
37	Interviewer	And how does your son react to that?	
38		I don't think he cares about the grades very much either, to be honest with you, I mean, I've never have seen him like beaming with pride over a good report cards.	Laughing
39	Interviewee	Or when you tell him "good job" or when you praise him, what's his reaction?	
40	Interviewee	Yeah, you know, he doesn't really react, in a way I think he is observably happy about the fact I'm praising him for school, he might..I think he tries to take advantage of it, he thinks maybe I'm gonna taking him out, buying him a price for that, and I probably will, but what maybe he doesn't realize is, well he doesn't know that I'll buy for him any way, we don't really deny him a lot of things that he want, if he wants a new toy, we could get it for him we probably would, and so I don't think he really puts much value on the fact that we will go "we'll better buy you a toy because look at this great report card" but we will say things like that	
41	Interviewer	And, last one, who else checks his grades with you?	
42	Interviewee	His mother	
	Interviewer	And, how does she react? Is it the same, or?	

43	Interviewee	<p>I think the grades are much more important to her than they're to me (okay) well I think it's because of her that he does perform exceptionally well on school ahm, she puts a lot more importance on that that I do and it shows on his report cards, that she cares about it and that she is focusing on that and that she is making sure that he is doing what needs to be done, I mean, she really takes charge of the homework process and she is very conscious about when the tests are coming and whether or not , and practicing with him at home and making sure that he knows what's on that test, you know, the fact that he gets good grades, I think are neither of him nor me because he doesn't, I don't think he really care all about that, I don't think he wants to get bad grades, I just think that he will shrug it off if he did not really care I don't know that for sure because it's never happened, ahm I've never seen my son "oh no, I got a bad grade" except for maybe he is worry that he is gonna get in trouble, but I'm pretty sure that he knows that he might get in trouble for his mom, not for me, and she works really hard on it with him and it's not usually a problem because she is very conscious and on top of that</p>	
44	Interviewer	Well, that's it, thank you very much for your time	
45	Interviewee	Thank you.	

Appendix L: Full Transcript
Annex1_participant 4_parent_08 sept 2018

Line	Speaker	Spoken text	Comments
1	Interviewer	Annex one, participant four.	
2	Interviewee		Interviewee starts laughing
3	Interviewee	I just wanted to add because I walked away and then I was thinking about it and then I think perhaps it sounds like I don't care about my kid because I'm saying that but that's not it. You know, when I say I don't even really care that they sent the letter you know gave him this kind of recognition	Interviewer laughs in the middle of this comment
4	Interviewer	Yea.	
5	Interviewee	It's not because I don't care, I do, I think it's great but I just... I know my son and the reason why I say that's not really that important to me; whether they evaluate him well or poorly which I mean it's very rare that we get a poor evaluation but we do get comments from the School about certain aspects of Matthew that I think are supposed to worry me or I think I'm supposed to be concerned about but I'm not. I'm very very close with him and I don't really place much value on other people's evaluations and that's why I say it's not very important to me. I do try to keep in mind that you know, some outside opinions are useful that its there in the back of... I keep it present. There seems to be an overriding opinion that x, y, and z could be improved upon or whatever, that it has happened with various teachers and various grades that they've expressed that maybe he could work better on this or that but I just don't put that much value on other people's evaluations of my son I know him very well, I'm an active dad, I'm there all the time and a lot of those things were said about me too and I know that sometimes what mainstream educators think is important isn't necessarily the most important thing.	
6	Interviewee	Anyway, I just wanted to make sure that when I say you know, "really none of that bothers me" it's not because I'm an apathetic dad; I just don't think that outside opinions are as important as my own and so, things that may worry some people just don't worry me that very much. I just wanted to add that.	

7	Interviewer	Ok, I will add it thank you very much	

Appendix M: Full Transcript

Parent 5

Line	Speaker	Spoken text	Comments
1	Interviewer	Bueno hola, muchas gracias por acceder a la entrevista.	
2	Interviewee	Gracias a ti	
3	Interviewer	Este... ¿me podría decir cuántos años tiene usted?	
4	Interviewee	Yo 49.	
5	Interviewer	Ok, yyyyy bueno se acuerda; bueno ¿te acuerdas de la primaria?	
6	Interviewee	Si	
7	Interviewer	De tu primaria.	
8	Interviewee	Si	
9	Interviewer	¿Qué me puedes contar?	
10	Interviewee	Hay yo era feliz me encantaba la escuela; me encantaba uniforme, osea nada que ver con mis hijos ahorita...	
11	Interviewer	Aja..	Laughs a bit in response to the interviewees comment
12	Interviewee	Pero me encantaba el uniforme, me encantaban las tareas o dibujar. Y y como que siempre pensaba que preferia hacer primero todas mis tareas y ya después hacer todo lo que se me diera la gana	
13	Interviewer	Después ir a jugar.	
14	Interviewee	Sí, no recuerdo que mi mamá estuviera diciéndonos pero bueno eso es lo que tengo asi como muy... bueno de recuerdo.	
15	Interviewer	Aja, muy bien, y como te describirías tu académicamente.	
16	Interviewee	Pues yo creo que con con muchas habilidades. No me costaba; bueno nunca me ha costado, ahorita que estudio lo que tenga que checar no me cuesta trabajo; bueno ahorita ya un poco más.	
17	Interviewer		Interviewer starts laughing and after two seconds they both start laughing
18	Interviewee	Pero no me costaba trabajo y no le echaba tantas ganas, osea podria	

		haberme sacado mejore calificaciones... pero bien.	
19	Interviewer	Y bueno, ¿de qué manera te demostraban tus padres o tutores que estaban al pendiente de tus calificaciones?	
20	Interviewee	Mis papás... Bueno mi papá siempre me pedía la boleta, pero pues eso es ya después del... ya ni me acuerdo si eran cada mes o bimestral ya no me acuerdo, pero porque aparte cambié dos veces de escuela, pero aquí estuvimos viviendo. Aquí en Puebla eran como más rudos o sea en la escuela eran más...	
21	Interviewee	Y en Xalapa eran como, bueno llegamos casi de vacaciones	
22	Interviewer	¿Ah sí? ¿O sea fuiste de Puebla a Xalapa o de Xalapa a Puebla?	
23	Interviewee	Sí no de Puebla a Xalapa, en Puebla estuve de cuarto, no de tercero de kínder a cuarto de primaria y luego ¡Oh no preprimaria! antes había preprimaria y de Pue..Xalapa estuve de quinto hasta la prepa pero en quinto y sexto; sobre todo quinto fue así de... regalado.	
24	Interviewer	Ah ¿sí? ¿y tus papás nada más con la boleta?	
25	Interviewee	Mis papás no. Mi mamá si me acuerdo, tenía luego que firmarnos en la semana o en alguna tarea en especial y siempre preguntaba que nos dejaban de tarea eso si era como contante.	
26	Interviewer	Siempre estaba como al pendiente.	The interviewer adds this comment to complement the information given by the interviewee
27	Interviewer	Y tu papá con las boletas.	
28	Interviewee	Mi papá con las boletas o "¿Cómo vas en la escuela?".Bien. "Pues me ha dicho tu mamá no" Asi de repente pero no, el no lo recuerdo tan constante. No lo recuerdo he pero alomejor si. Ya son tantos años. Si yo fuera mas joven alomejor me acuerdo.	Laughs after her own comment
29	Interviewer	Muy bien oye...y ¿cuantos hijos tienes?	
30	Interviewee	Tengo dos, uno de once y una nena de trece.	

31	Interviewer	Ok ¿en qué grado van?	
32	Interviewee	Jose va en sexto de primaria y Emilia en segundo de secundaria.	
33	Interviewer	Ok, bueno vamos a hablar de Jose para el estudio. ¿Cómo describirías a tu hijo académicamente?	
34	Interviewee	Académicamente tiene mucha facilidad, se le queda todo impresionante. A la primera leída te lo explica, te lo dice. Tiene mucha facilidad para los idiomas también. Va en un colegio y habla bien en alemán; yo no hablo ni papas de alemán, el papá lo habla, pero “chancleado” porque... Chancleado me refiero a la pronunciación no es estee como nativo por decirlo así, pero habla perfecto el alemán y el inglés. Yo hablo Inglés pero Alemán nada y me refiero a que no ha tenido ese apoyo de yo hablarle en Alemán o cosas asi y lo habla bastante bien osea y no tiene ningún problema ni con matemáticas ni con alemán la verdad es muy bueno pero donde le bajan la calificación es: no trajo tareas, no trabajo. Se le olvida entregar las tareas...	
35	Interviewer	¿Aunque si las lleve?	
36	Interviewee	Si, se supone que tiene TDA. Entonces bueno si ha sido un poco difícil para mi no sacar el monstruo todos los días	
37	Interviewer	Aja. (risas) Solo aveces.	They both start laughing after that last comment.
38	Interviewee	Solo aveces.	
39	Interviewer	Ok, oye y que piensas en general de las calificaciones	
40		Mmmmm..Pues yo considero que te ayuda a ver, si a medir un poco en que estas mejor o no, pero yo no creo que un diez signifique que seas muy bueno en algo. Solamente alomejor la faci, la habilidad que puedas tener porque por ejemplo mi hija Emilia, yo recuerdo cuando estaba más chica... Ahorita ya ni me pela para estudiar pero estudiábamos, ósea bueno yo le hacia las preguntas y todo y había materias que se ponía nerviosa y le costaba trabajo no? Entonces, alomejor sacaba	

		ocho o de repente siente y algo pero cuando yo le decía haber házmelo ya el examen ahorita aquí tranquilo y tranquilamente lo contestaba entonces si como que si tambien ahí empecé a ver “bueno alomejor un ocho no significa que sea floja” porque al final tu sabes... sí sé que le podría faltaría un poco más de empeño en el estudio pero lo entiende bien entonces para mí las calificaciones si te pueden dar una, no son como definitivas no se si decirlo así pero si te pueden dar una idea de un buen avance o que tanto ha aprendido o entendido en la escuela.	
41	Interviewee	Ok y bueno ¿Cómo te hacen sentir las calificaciones de Jose?	
42	Interviewee	Pues mira yo no les exijo el diez... pero cero que ya se los tengo que exigir.	Interviewee starts laughing really hard after her own comment.
	Interviewee	No, no se yo cero que es para mi son habitos son habits de estudio	
43	Interviewer	Okay...	
44	Interviewee	Entonces si me da ellos estan sacan por ejemplo ocho cinco, ocho nueve,nueve dos aveces nueve siete aveces diez, no?entonces muchas veces al presentar un examen pueden sacar buena calificación. Mi hija alomejor no saca tan buena calificación en el examen pero por los trabajos, por las ehhhh participaciones y eso saca muy buena calificación.	
45	Interviewer	Suma.	The interviewer adds more information to the interviewees previous comment.
46	Interviewee	Y Jose es al revez, saca el examen diez. Menos que platicas en el salón, menos que no trajiste, o menos que no trabajaste, pero buen es un poco por el... bueno nos andamos adecuando ahorita a esa situación de que se le olvida. Ahorita estoy en un punto de no se que tanto es el y no se que tanto es el TDA la verdad.	
47	Interviewee	Pero si los dos son diferentes, a uno le restan y a otra le suman...	

		Pero yo lo considero que están bien si tienen en promedio ocho siete, ocho cinco. No no Para mi están bien... No me gusta	
48	Interviewer	¿Y que les dices cuando llegan con ocho cinco?	
49	Interviewee	Bueno mira la verdad es que a veces, ahorita he tratado de cambiar un poco más ósea si le ha bajado como veinte rayas a la neura porque yo era... ósea yo les digo "hijos yo era súper ñoña" a mí me encantaban las buenas calificaciones y ya sabes la libreta así padrísima, pero a mí a miiii me gustaba no era algo que me impusieran no?. Si me ha costado trabajo entender que estos pueden entregar un un chicharrón de no bueno.Es que aparte sabes que yo estudie con monjas entonces las monjas eran... te lo casi casi te lo escupían en la cara, te lo tiraban, eran muy rudas ehh la verdad Yo creo que también yo creo que tambien por eso con mis hijos ahorita no soy tan ruda porque si decía osea "¡me equivoco y me matan!"	
50	Interviewee	Osea no quiero ese grito, o no quiero ese porque las decían burras y no se que, yo creo que también fue un poco de eso, entre que me gustaba y entre que ...que me griten a hacer la tarea, pues prefiero hacer la tarea ósea si estaba algo estresada. No recuerdo el estrés pero yo creo que estresada de que no me lo hicieran a mí.	
51	Interviewee	Pero ya hasta se me olvido tu pregunta.	She starts laughing really hard after saying that she has forgotten what the question was about.
52	Interviewer	No, que cuando llegan con una calificación de ocho cinco...	
53	Interviewee	Sí que le he bajado un poco la raya, pero si les digo que yo lo que veo es que falta un poco de empeño por que yo los veo con muchas habilidades no?. Porque yo les digo ¿y.. ya estudiaste?	

		<p>Y ósea estoy ahí como cuchillito y veo que no repasan como podrían repasar no? o que mi hija dice “si ya estudié” y estudiamos y de veinte cinco ni siquiera sabe cuál es la respuesta y cosas así, por decir algo así ...pero esteeee que les digo que ... si me da gusto si se las aplaudo cuando son buenas calificaciones o cuando son esteee... ósea para mí las regulares son siete, no creas que para mí regular es el ocho no; para mí regular es el siete. Cuando sacan ocho cinco, para mi es buena calificación. Si es ocho por ejemplo siete y ocho que generalmente en Emilia es en matemáticas, que por eso estamos aquí en clase de matemáticas para que le entienda un poco mas</p>	
54	Interviewee	<p>esteee si, si les digo que les hace falta y que traten de entender que son hábitos para la vida no?. Si vas a hacer un trabajo pues tienes que entregar documentación o información o no lo puedes hacer al “chanclaso” todo sucio con el licuado ahí tirado o sea no no. Esteee y que son hábitos y que es importante, eso es lo que le digo ahorita. Antes la verdad es que no recuerdo que les dijera “¡ahí que vergüenza!” bueno, no lo recuerdo no es mi tipo, alomejor si enojada pero no se... luego sobre todo José, como lo regaño de otras cosas no sé cómo vea lo de las calificaciones él y nunca le he preguntado pero según yo no es un súper regaño o un “estas castigado o estas”...</p>	
55	Interviewer	<p>Pero...¿Cuándo les llegas a decir algo cómo reaccionan?</p>	
56	Interviewee	<p>Ah bueno ahorita por ejemplo se sacó un cero; ah porque les van sumando no?... por que no tuvo una hojita de una contraseña entonces no hizo nada, no hizo la tarea y entonces le pusieron cero y ahí si me enoje. Osea la verdad es que el controlarme que no se me salga el monstruo, ni gritador y así. Ah aprendido a manejarlo, pero de repente si hay momentos en que se me sale pero vaya por más que lo amarre se me</p>	

		sale. Por ejemplo en esta ocasión si le dije “oye ya ni la amuelas o sea un cero!” no cinco; nunca ha sacado cinco, pero ni un cinco ni un seis o sea cero y si me eche un súper rollo de la responsabilidad y que también ya está en sexto, que ya está grande y que no debe que no debe de hacer eso, no es la responsabilidad que debería de tener no?	
57	Interviewer	y el como reacciono ese día?	The interviewer laughs a bit at the end of the phrase
58	Interviewee	Pues sabes que, se queda callado y yo creo que me escucha las tres primeras palabras y yo ya nadamas me desahogo. Pero puedo asegurarte que me escucha dos minutos o un minuto y parale de contar ha de ser como la Mafalda “blah, blah, blah” o el Snoopy “blah, blah, blah”	Both women laugh
59	Interviewer	¿Pero entonces nada más se queda callado y no te dice nada?	
60	Interviewee	Alomejor después puede ser que sí, ve que me sulfuro y ve que me estoy calmando y que respiro y yo creo que con eso aunque no saque el monstruo a veces dice “nanita” no? y luego me abraza o me dice gracias o perdón mami y yo le digo “a mí no me tienes que pedir perdón, simplemente es el esfuerzo que tienes que hacer y a veces si le he llegado a hacer así ya...y a veces si le he llegado a decir así cuando estoy, así ya, pues del esfuerzo también que todos tenemos una responsabilidad en casa no?: yo de tener su ropa, desayuno, que si los llevo a la clase de un dos tres, ósea obviamente tener la camioneta, osea no quedarnos a media calle así de jups se me olvido la gasolina! no? Yo trato de cumplir de llevarlos al colegio de cumplir lo mejor que se pueda sobre todo en la puntualidad. Le digo “ tu papá, en trabaja para traer el din.. en digo eso es lo principal no?; digamos que las divisiones y ustedes pues ustedes sus cuartos etcétera, pero	

		sobre todo las calificaciones. Pues no se vale que todos estemos poniendo y ustedes no le echen ganas en eso". Sobre todo, fue que te digo saca diez menos uno, menos dos, menos tres, menos cuatro, menos cinco y luego es un seis no?. Dices "oye no inventes, que te bajen uno a nueve está bien, pero a seis no inventes". Entonces como que se va juntando.	
61	Interviewee	Trato, te digo, luego les hecho mucho rollo y a veces creo que al minuto y medio, ósea quince segundos y "Bing"	The interviewee uses an onomatopoeia to describe the exact moment in which her children stop paying attention to her.
62	Interviewee	Pero bueno, si les digo "responsabilidad" pero pues eso de que no se vale de que todos pongamos y que no. ¿Qué otra cosa, así como que súper les repito? Bueno si si alguna vez llegue a decirle "te van a sacar del colegio" Porque si me dijeron que si José que si del TDA. Yo no le quiero poner tanta carga al TDA la verdad. Digo "está bien tiene una" ... incluso dijeron que es un TDA ligero, pero hay que hacerlo con ciertos pasos. Entonces no quiero darle la, digo está bien que puedas ser tu muy distraído y todo, pero no puede ser que no apuntes la tarea osea. Entonces yo solita me doy vuelo.	The interviewee starts laughing after that last phrase
63	Interviewee	Entonces entonces, y luego ya otra vez para atrás y si alguna vez le dije que su papá lo quería sac... su papá le ha dicho que si no; fuera del colegio y no porque nosotros lo saquemos sino el mismo colegio si él tiene ciertos niveles así súper bajos sobre todo entrega de tareas y ahorita en sexto, ahorita si ya apretaron un buen. Antes las maestras me lo consentían mucho y que "ya ponte a hacer la tarea José y que no se te olvide esto José y que bueno no me la traigas hoy pero me la traes mañana José" y ahorita está maestra dijo "cero" yo dije "pues está bien" ¿qué valla viendo no?	
64	Interviewer	Si.	

65	Interviewee	Entonces si hemos llegado a amedrentar a... bueno pues al final es eso, asustar o decirle que si no se pone las pilas esa, esa actitud lo puede llevar a que ya no se pueda inscribir el año que viene no porque nosotros lo vayamos a sacar	
66	Interviewer	Sino la misma escuela	
67	Interviewer	Ok, ese es como el lado no sé cómo se podría decir...	
68	Interviewee	Oscuro y horrible. Si, pobrecito mi bebe pero...	
69	Interviewer	Pero y el lado positivo como cuando llega con algo y tú le dices "ah muy bien" ¿ahí cómo reacciona?	
70	Interviewee	A padrisimo!! A él le da gusto, sonrío, hasta le habla a su papá en ese momento y su papá también le dice "hay que padre José felicidades"	
71	Interviewer	Muy bien bueno hablando del papá, la última pregunta es: ¿Quién más monitorea contigo las calificaciones o las calificaciones de tus hijos?	
72	Interviewee	¿Cómo el papá? Si... su papá	
73	Interviewer	¿Bueno y el cómo reacciona?	
74	Interviewee	Es un poco rudo, incluso el no tanto que este atrás de cada mes o cada examen pero yo si le voy diciendo "oye esto aquí, esto acá" y cuando llega a hacer algo así, el por ejemplo ahorita el cero no le dije, dije "bueno veamos ahorita" y cuando tiene algo muy bueno como una felicitación si le digo	
75	Interviewer		Interviewer laughs
76	Interviewee	Sí, es que es un poco rudo en... ósea si yo soy ruda él es como más tajante no? y como que lo asusta esa forma de entre que no sabe si lo está regañando o si está hablando con el serio como que si es un poco intimidante.	
77	Interviewer	Ok.	
78	Interviewee	Yo creo que si lo estresa. Yo no sé tanto si es estrés o es que el mal o en el autoestima entonces por ejemplo de repente se le cae algo y si es un poco tolerante a la frustración digo bueno también los papás no hemos ayudado.	
79	Interviewer	¿José o el papá?	

80	Interviewee	José.	
81	Interviewer	Ah ok.	
82	Interviewee	Y pues el papá y la mamá también.	Both women laugh after this comment
83	Interviewee	Digo cuando veo como hemos de repente reaccionado como muy fuerte o bueno como así no necesitas decir u ofender o pegar para que el niño se amedrente entonces como que estamos en ese tono de “oye vamos a bajarle tres rayas a nuestro enojo”	
84		¿Y los dos?	.
85	Intreviewee	Si los dos. Bueno yo le comento “oye bajémosle” Haber que tal, bueno yo espero que sí, su papá vaya lo ama y todo pero estamos tratando ya te contaremos.	They both laugh after this comment
86	Interviewer	Bueno pues eso es todo, no sé si tengas algo más que agregar o...	
87	Interviewee	Pues con respecto a las calificaciones yo creo, no creo que haya niños tontos en lo más mínimo, simplemente hay niños más lentos para aprender unas cosas que otras y o sea eso me queda clarísimo. No sé si la escuela lo tenga claro perooo pues yo creo que de nuestra parte porque tampoco su papá es de “oye me das un diez” porqué a él si no le daban diez eran con regla, con palo, con..	
88	Interviewer	cinturon... ¿Al papá?	
89	Interviewee	Si al papá, cinturonzazo a mi jamás he. Entonces él dice bueno, tampoco, el tampoco se pone en un afán de si no me das diez mueres no o que vas a ser... eres alguien en la vida por tener dieces no	
90	Interviewee	Yo creo creemos que son hábitos de estudio que son muy buenos para la vida y eso si te va a ayudar o no, o todo lo contrario	
91	Interviewer	Ok, bueno muchísimas gracias.	
92	Interviewee	Gracias a ti.	