



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“THE WASHBACK EFFECT IN ENGLISH
LANGUAGE ASSESSMENT IN STUDENTS AT PINE
MAJOR”**

RESEARCH PROJECT

As a prerequisite to obtaining a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "THE WASHBACK EFFECT IN ENGLISH LANGUAGE ASSESSMENT IN STUDENTS AT PINE MAJOR" prepared by Isabela Anai Villao López, an undergraduate student of the Pedagogy of National and Foreign Language Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve it in its entirety because in its meets the requirements and is sufficient for its submission to be evaluation of the academic tribunal.

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Dedication

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Abstract

The present research project explores the "Washback" effect of the English language assessment in students of English as a Second Language (ESL) enrolled in PINE major, this study aims to investigate the poor understanding and knowledge of this topic in the educational context. The main objective is "To analyze the washback effect on young ESL students in the fifth semester at PINE major through interviews" to obtain perspectives on the subject.

The research was based on the works of international academics who have studied similar cases, providing a broader context for the findings, the study used interviews as a qualitative research method, which allowed an in-depth exploration of students' perceptions and experiences regarding the "Washback" effect. Analysis of the interview data revealed crucial variables, such as the misalignment between assessments and the curriculum, as well as the influence of motivation on student's academic performance.

In conclusion, based on the research results, it became clear that the "Washback" effect is an important aspect that should be considered in educational settings. In addition, the study highlighted potential areas for future research. These could focus on exploring teachers' perspectives and awareness of the Washback effect, allowing for a fuller understanding of how educators can address these issues in their teaching practices to improve assessment practices and optimize learning outcomes in English language education.

KEYWORDS: Alignment, motivation, language education, washback effect.

Resumen

El presente proyecto de investigación explora el efecto "Washback" de la evaluación del idioma inglés en estudiantes de inglés como segundo idioma (ESL), este estudio tiene como objetivo investigar la escasa comprensión y conocimiento de este tema en el contexto educativo. El objetivo principal es "Analizar el efecto "Washback" en jóvenes estudiantes de ESL en el quinto semestre de la carrera de PINE, a través de entrevistas, para obtener perspectivas.

La investigación se basó en los trabajos de académicos internacionales que han estudiado casos similares, brindando un contexto más amplio para los hallazgos, el estudio empleó entrevistas como método de investigación cualitativa, lo que permitió una exploración en profundidad de las percepciones y experiencias de los estudiantes. El análisis de resultados reveló variables cruciales, como la falta de alineación entre las evaluaciones y el plan de estudios, así como la influencia de la motivación en el rendimiento académico de los estudiantes.

En conclusión, basándose en los resultados de la investigación, quedó claro que el efecto "Washback" es un aspecto importante que debe ser considerado en entornos educativos. Además, el estudio destacó áreas potenciales para investigaciones futuras. Estas podrían centrarse en explorar las perspectivas y la conciencia de los docentes sobre el efecto "Washback", lo que permitiría una comprensión más completa de cómo los educadores pueden abordar estas cuestiones en sus prácticas docentes para mejorar las prácticas de evaluación y optimizar los resultados del aprendizaje en la educación del idioma inglés.

PALABRAS CLAVES: Alineación, motivación, educación de Idioma, Washback Effect.

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Introduction

The tests within education from antiquity to the present time play an important role. Throughout each stage of education, they fulfill an objective, which in a general way is to measure the knowledge and evolution of each one of the students, taking into account that these take place in a continuous, systematized, and, of course, personal way. Since it becomes a powerful tool of great utility, employing her can make decisions of pedagogical character and thus improve the academic performance of a student.

The washback effect has drawn more attention and discussion in English language evaluation in recent years. This study focuses on investigating the washback effect in young ESL students enrolled in the fifth semester of the Pine major. In this context, it is important to draw attention to the background information and earlier research on the washback effect problem. Many studies, papers, and pieces of research have looked at how assessments affect language teaching and learning. These studies give us a strong theoretical foundation and a foundation of background information that will enable us to discuss and understand the washback effect.

In addition, the "washback effect" describes how assessments affect both teaching and learning as well as learning procedures in society. Assessments may improve student motivation and performance when they are appropriately created and carried out. The negative washback effect is the name for the string of unfavorable effects that can result from evaluations that are insufficient or out of step with the learning objectives.

It is important to comprehend the potential causes of the challenges ESL students in the fifth semester of the Pine major encounter during assessments; one of those reasons may be the misalignment of the material teachers teach in the classroom with the material being evaluated.

Students may get disoriented and demotivated when there is a disconnect between what is taught and what is assessed, which negatively affects how well they do on exams.

It is vital to emphasize that understanding the washback effect is crucial for students because it enables them to understand how examinations may impact their academic achievement and, as a result, enhances their study techniques. Students can modify their study strategy and improve their assessment coping abilities by realizing that assessments are not just a way to gauge their knowledge but also a tool that can affect their learning.

Furthermore, motivation plays a crucial role in the academic success of students. The need to excel in tests can put additional pressure on you, which can affect your performance and overall well-being. In the other way, it is essential to explore what students think, feel, and express regarding the washback effect. Understanding their perspectives and washback challenges can help teachers and educational decision-makers implement more effective strategies to support students and optimize the positive impact of assessments.

Additionally, a key factor in pupils' academic achievement is motivation. If a student is pressured to perform well on tests, performance, and general well-being can be significantly affected. Therefore, it is crucial to investigate what students feel, think, and say about the washback effect. Teachers and educational decision-makers may implement more effective measures to support students and maximize the positive impact of tests by having a better understanding of their unique viewpoints and washback issues. Through interviews, valuable information will be obtained on the perceptions and experiences of students with the washback effect, which will allow the identification of possible more effective pedagogical approaches to improve their academic performance and well-being.

Chapter I

The Problem

1.1. Research Topic

Washback Effect in assessment education, teaching, learning, and skills.

1.2. Title of project.

The Washback Effect in the English Language Assessment in Students at PINE Major.

1.3. Problem Statement

Washback refers to the impact that tests and evaluations have both on the teachers who are the ones who prepare them and on the students who are the ones who can receive and perceive the consequences. Thirty years of research have been able to show that testing and assessment have significantly influenced language teaching, both positively and negatively. (McKinley & Thompson, 2018)

According to Green, “Washback is a term used in education to describe the influence, either beneficial or detrimental, of an evaluation on teaching and learning that precedes and prepares for that evaluation” (Green, 2020). Evaluations as a critical instrument to measure a student's learning and achievements, they also help to identify the areas that need to be improved and provide feedback, always taking into account the focus towards where it is going, as well as the content, that is, is not prudent to include an excessive amount of content or something that is not related to the curriculum, and of course, bear in mind how it will be applied, to know how the students are, however, the assessments often have an unwanted impact on student learning, better known as the "washback effect" or "backwash effect."

One of the main reasons for this investigation stems from the COVID-19 pandemic in 2020. Although it is true that all aspects, both labor and educational, were greatly affected and forced to make radical changes in people's lives, the field of education related to teaching-learning is taken into consideration and as a matter, of course, the taking of evaluations since the institutions were forced to adapt education to virtuality, for many people it was of great help in a matter of time but, since everything has its advantages and disadvantages, this was no exception.

For many students, including teachers, connectivity issues were complicated when presented with several inconveniences that are precisely linked to the evaluations, many students were affected by the issue of Internet connection at the time of presenting their lessons, and for this reason, the population of this research is developed with students who have already had experience with virtual modality evaluations and are now in person how and in what way this change can affect, include that through technology, everything is more systematized, unlike the face-to-face modality, the teacher has much more rigorous control when making evaluations.

That is why this research will explore the effect of washback in the evaluation, the impact it has on the teaching-learning of the English language in students and to be able to recognize the negative effects that it can cause in learners. It is important to take this problem into account because at first glance it seems something relatively insignificant, but it goes much further because it occupies a central place within this analysis, the washback effect can be defined as part of the consequences of the learning process, for example, assessments reflect the teaching style that teachers use, therefore when a teacher focuses much more on grammar skill, assessments will be biased towards that area, given that assessments must be carefully designed to avoid negative effects of the washback.

To obtain the desired results and for the research to be carried out successfully, this project will analyze the answers obtained through interviews that help to complement the required data, provide more detailed and specific information about the experiences, opinions, or attitudes of the participants and even it helps identify important topics and best of all, it is personalized data.

1.4. Problem question

1.4.1. General Question

- What is the washback effect in assessment and how can it affect student's English learning?

1.4.2. Specific questions

- How can the washback effect influence the way teachers design their assessments?
- What approaches can be used to minimize the negative effects of the washback effect in assessment?
- What are the perspectives that students have about the "washback effect"?

1.5. Objectives

1.5.1 General Objective

- To analyze the washback effect on young ESL students in the fifth semester at PINE major through interviews.

1.5.2. Specific Objectives

- Identify the problems caused by the washback effect.
- Determine which are the most common washback effect problems in the students.

- Describe the results of the research corresponding analysis.

1.6. Delimitation of study

The current study takes a qualitative approach and examines how fifth-semester PINE students at UPSE view the washout effect on English language assessment. This study will be carried out at UPSE University, located in La Libertad.

1.7. Justification

The idea of "washback" is prevalent in the research on language instruction and testing, and examinations are seen to be significant predictors of what happens in classrooms. There are arguments for both negative and positive washback, and some authors even go so far as to say that a test's validity should be judged by the extent to which it improves instruction.

(ALDERSON & WALL, 1993)

The use or misuse of an evaluation can encourage or disappoint both students and teachers, which is why an impact of the test can bring serious consequences, and adverse effects such as Washback or backwash (Hinai & Jardani, 2021). This means that a test impacts both teachers and students, if the assessment focuses only on memorizing information, students may not develop broader skills such as critical thinking, reasoning, and problem-solving, which can hurt their ability to apply their knowledge and skills in real situations.

The washback effect in assessment has been studied and found to have a significant impact on teaching and learning. For example, if exams focus on short-term information retention and not on the application of knowledge, students may feel that their learning has no relevance and may decrease their motivation to learn. (National Academies, 2018, p. 109)

In this way, research and studies can be conducted to examine the effects of different types of assessments on learning and teaching. Tools can also be developed to help measure the washback effect on evaluation and to design more effective and meaningful evaluations. In addition, training opportunities can be provided for educators so that they can design and administer more effective assessments.

Likewise, one of the aspects to take into account when designing the evaluations is the time of the evaluation can also affect teaching and learning, if an evaluation is carried out at the end of the year, teachers may feel the pressure of "teach for the exam" and may neglect other important topics that are not covered in the exam, causing a delay for both the teacher and the students because they would not address all the pre-established content from the beginning of the school year.

Understanding this effect on English language assessments is vitally important to ensure their design, implementation, and usefulness so that high-quality teaching outcomes are reflected, it is essential to incorporate all evaluative aspects when creating a test because good practice evaluative helps the teacher make pedagogical decisions that directly impact the learning process of the students, the washback effect is present in all educational areas and is real, when it is observed that the students indicate serious problems in the results of the exams, for this reason, it is important to balance and balance each content throughout the teaching-learning process.

Chapter II

Theoretical Framework

2.1. Background

One of the main reasons why studies on the washback effect could be undertaken is to identify how tests and exams can improve or harm student learning. For example, research can look at how certain types of tests, such as formative assessments, can provide useful feedback. On the other hand, tests that overemphasize memorization can have negative effects on long-term learning. In addition, research on the washback effect can also help improve teaching. So, by understanding how assessments influence learning, teachers can adjust their teaching and assessments to make sure they are helping students learn in meaningful ways.

There are some definitions around the world, such as "washback as "the influence of testing on teaching and learning" (Gates, 1995). Assessments are an integral part of teaching and learning; they provide feedback to both teachers and students about the effectiveness of instruction and learning. Assessments can be used to identify areas where students need more support or where teachers need to adjust their instruction. Can be used to motivate students and help them set goals for their learning. Assessments can take many forms, including tests, quizzes, essays, projects, and presentations.

The type of assessment used should be appropriate for the learning objectives and should provide meaningful feedback to students. Assessments should also be aligned with the curriculum and designed to measure what students have learned. Some of the main findings at the level of education about the washback effect include the importance of tests and exams being aligned with learning objectives and the need to assess a wide range of skills and knowledge.

2.2. Pedagogical basis

To study the washback effect in assessment, it is crucial to have a strong understanding of the concept itself. The washback effect refers to an assessment's impact on teaching and learning practices; it explores how assessments shape and influence classroom instruction, curriculum design, teacher and student behaviors, and educational policies. The backwash effect, also known as the washback effect, is a prominent phenomenon in the field of education that looks at how testing and evaluation affect instructional strategies. It refers to the unexpected effects of high-stakes testing and how they affect educational institutions, curricula, and teaching strategies.

The backwash effect investigates how assessments might impact instructional practices, student learning styles, and the broader educational environment. For educators, decision-makers, and researchers working to create successful assessment strategies that support learning rather than impede it, it is essential to understand the many terminologies connected to the backwash effect. The backwash effect is discussed in detail in this research, along with its consequences for educational procedures and insights into mitigating its potential negative consequences.

Several of these terms include “measurement-driven instruction” (Popham, 1987), which refers to an educational approach that relies on data-driven assessments and evaluations to inform teaching strategies and improve student learning outcomes. In this method, educators gather and analyze various types of measurements, such as standardized test scores, formative assessments, and student performance data, to gain insights into student progress and identify areas for improvement; similarly, “systematic validity” (Messick, 1996) involves a rigorous and comprehensive approach to evaluating the validity of assessment instruments and methodologies. It involves systematically examining the extent to which an assessment accurately measures the

intended learning outcomes or constructs it claims to assess; moreover, “curriculum alignment” (Shepard, 1990) is the deliberate and strategic process of ensuring that educational objectives, instructional materials, and assessments are closely aligned and cohesive.

It involves harmonizing various components of the curriculum, such as learning standards, instructional strategies, and assessment methods, to create a coherent and seamless educational experience for students, and additionally, “backwash” (Biggs, 1995) to emphasize the unintended impact or influence that an assessment or examination can have on teaching and learning. It refers to the potential distortion or narrowing of the curriculum by focusing too heavily on preparing students for tests.

Finally, “test impact” (Bachman & Palmer, 1996) is about assessments’ influence and consequences on various aspects of the educational system. It encompasses both the intended and unintended effects of tests on students, teachers, schools, and education policies. The test impact can be far-reaching, shaping instructional practices, curriculum design, and educational outcomes.

To conclude, several terminologies are important in the context of education to comprehend different facets of teaching, learning, and evaluation. To improve student learning outcomes and guide teaching practices, measurement-driven education places a strong emphasis on the use of data-driven assessments and evaluations. Systematic validity is a strict method of assessing the reliability of assessment tools to make sure they appropriately reflect the desired learning outcomes.

A unified educational experience that fosters student success is created by aligning learning objectives, instructional materials, and assessments. Backwash is the term used to describe the unexpected effects of exams on teaching and learning, including the possibility of

curriculum narrowing due to an excessive emphasis on test preparation. Test's impact, which includes feedback, accountability, and instructional decisions, spans the extensive consequences of tests on students, instructors, schools, and educational systems.

2.3. Theoretical basis

Depending on its scope and intellectual underpinnings, the idea of washback has undergone numerous definitions. Earlier, some authorities referred to the impact of examinations on teaching and learning as the "backwash effect." For example: According to Hughes (1989) claimed that "the effect of testing on teaching and learning is known as backwash, likewise, Spratt (2005) says that the washback influences what is taught, how it is taught, what is learned, and how the examinees learn it (pp. 5-29) in this case, educational community.

On the other hand, Alderson & Wall (1993) defines washback as a force that encourages instructors and students to complete specific tasks or activities to pass exams (pp. 115-129), in that sense, it is explained that the complex phenomenon of washback outweighs the potential impact of testing on the processes of instruction and learning (Beikmahdavi, 2016), it is vital to look into this multifaceted concept by considering the various effects it has on diverse stakeholders to adequately define washback (Shirzadi & Amerian, 2020, pp. 536-544).

Washback can have a bearing on educational policies and procedures, test quality and validity, teaching and learning material and techniques, teacher and student attitudes and beliefs, and more. Therefore, washback is a dynamic and context-dependent notion that needs rigorous research and analysis rather than being a simple or static one.

Different scholars have suggested other definitions in straightforward and complex terms in attempts to explain washback. These comprise constricting the curriculum, reducing

instructional strategies, and putting more pressure on the teaching personnel (Hazaea & Tayeb, 2018, pp. 1-14). Tests are not only used to measure learners' proficiency or achievement but also to shape and direct the teaching and learning process. Studies on language testing reveal that tests dictate what is taught and learned, as teachers and learners tend to focus on the content and skills that are likely to be tested (Cheng, 2000).

For instance, tests that assess learners' communicative competence can encourage teachers and learners to use authentic and meaningful language tasks in the classroom. When tests are misaligned with the curriculum or induce undesirable teaching and learning behaviors, tests that rely on discrete-point items or multiple-choice questions can lead teachers and learners to neglect the development of higher-order skills or critical thinking.

In this way, Bailey (1996) reinforces that testing separates students from teachers and test-takers from educators (pp. 257-279). Thus, in language education, the interaction between assessment and instruction is a complicated and contentious topic. Tests are frequently viewed as effective instruments that may shape and regulate content. Since teachers and students frequently match their aims and activities with the needs and expectations of the exams, studies on language tests have shown that the examinations define what is taught and learned.

To better understand, Prodromou (1995) assumes that testing's impact on instructional strategies, whether direct or indirect, is known as backwash (págs. 13-25). Regarding intensity, the higher the stakes of a test, the more value is connected to it, increasing the power of washback (Ahmmmed & Rahman, 2019). It may be positive good or negative, depending on how well the exam matches the curriculum and learning objectives. A positive backwash happens when the exam stimulates effective teaching and learning techniques such as skill integration,

higher-order thinking development, and feedback. A negative backwash happens when the exam narrows the curriculum, restricts instructional techniques, and decreases student motivation.

According to Ali & Hamid (2020), different education levels (SSC and HSC) were found in Bangladesh. These washback studies conducted in Bangladesh and elsewhere explored various aspects related to the washback of high-stakes tests (pp. 129-146); this means that worldwide and in different languages, the first findings of this problem are traced, namely that its origin is not necessarily in the English language, so it is better understood that people want to investigate more about this quite shocking subject (Sultana, 2019).

Studies indicate that in test-oriented classrooms, English teachers taught their students whatever they liked to teach, and English teachers' preferences and choices of chapters and topics got priority in classroom teaching and learning (Dong, 2020). Other washback studies also explored a strong negative washback of the high-stakes tests on the teachers' selection and teaching of content. Teachers were found to skip and ignore some of the lessons in the textbook that were less likely to be set in the test.

According to Mitsiaki and Lefkos, to achieve success, it is necessary to make mistakes several times, which becomes a complicated subject in the first instance and takes on more value since you try to learn a second language (Mitsiaki & Lefkos, 2018), which means a language different from yours. All the evaluations from the diagnostic tests add to the knowledge of all students and prevent teachers from teaching level topics from previous knowledge to the next acquired one (Fan et al., 2021).

2.4. Variables of the study

In recent years, there has been a significant increase in interest in understanding the effect of washback in education across different countries and universities around the world. The phenomenon of washback refers to the tendency of students to quickly forget or lose the knowledge they have acquired after a period of intense and concentrated study. This concern arises because, despite advances in technology and educational strategies, retention and knowledge transfer rates remain low.

Academics and education experts have conducted a series of studies and analyses to better understand the factors that contribute to the washback effect and seek solutions that promote more lasting and meaningful learning. Through research in different educational contexts, it is hoped that key variables influencing knowledge persistence can be identified and effective strategies developed to mitigate the washback effect in education globally.

There are six test properties of useful tests, according to Bachman & Palmer (1996), reliability, construct validity, interaction, impact, and practicality, where you can see the coherence with which an evaluation was developed; there is construction validity, which has to do with how much the test score can be used as a skill indicator; authenticity corresponds to the performance of the task and the test, as the critical quality of each test depends on it; and interactivity refers to the scope or type of participation of individual characteristics, which include three: linguistic ability, topical knowledge, and eye contact (p. 18).

2.4.1. English Assessment

The importance of English exams has been put to the test in schools and higher education institutions to gauge and assess students' development. Additionally, most governments employ

various methods to evaluate school performance and improve the educational system. In addition to its advantages, many people see the exam negatively since it fosters worry and self-doubt over a long period and leads to disagreements between researchers and legislators on the requirements for students' graduation. Linguists often refer to the influence of educational systems (micro) as washback. It may be characterized as the impact of testing on instruction and learning, and it was shown that washback has both good and bad effects on how students prepare for exams in the classroom.

2.4.2. Motivation

On the other hand, one of the aims of language assessments is to assess students' motivation since it influences long-term student learning. Students who are motivated do better in the second language, and it gives teachers more confidence to continue and expand their teaching practices. Motivation is a human nature that develops within an individual's desire to take action in terms of a gratifying and specific purpose. Mastery of a second or foreign language necessitates motivation to acquire several abilities, such as listening, reading, speaking, and writing.

Test results and test modifications might have opposite effects:

The introduction of a speaking examination in Hong Kong was used as an example in a study of the washback effect on learning. There was evidence of a positive washback on learners as they concentrated on speaking and oral communication and the judgments made about them based on the necessary abilities needed in the exam (Andrews et al. 2002).

By exploring the washback effects, it obtains valuable insights into how this examination contributes to the enhancement or alteration of foreign language teaching and learning methods, as well as its broader implications for language education within the inter-university setting:

This article describes research that looked at the washback impact of the Inter-university Foreign Language Examination (ILE) on Turkish academic candidates.

Washback studies have become increasingly important in the field of applied linguistics in recent decades as a result of the unequivocal findings of worldwide research studies revealing the vital significance of high-stakes assessments on students, instructors, and society (Özmen, 2011).

2.4.3. Types of Washback

Positive washback refers to the beneficial impact that an assessment or test can have on teaching and learning. It encourages students to engage more deeply with the material, develop effective study strategies, and promote a deeper understanding of the subject matter. We may examine strategies to increase the positive backwash impact of the test from both internal and external variables by drawing on the opinions of the academics and integrating them with the reality of English education in China (Liu, 2022).

In this same way, emphasizing the positive washback effect, it can be observed that it is not only present in educational institutions but also in all learning and teaching environments, for which reason the following is mentioned:

It focuses on both its positive impacts within an institution and instances of harmful washback. Washback is portrayed as a catalyst for change and a link for effective communication between instructors and testers. Certain improvements brought about by positive washback highlight the potential that a testing institution has when organizing,

designing, and administering criterion-referenced examinations. When the instructors' point of view is articulated, the intricacy of washback is proven. The teacher-tester connection, as well as a lack of teacher understanding of testing, may lead to unfavorable washback (Djurić, 2015).

Negative washback describes the negative consequences that a test or assessment may have on instruction and learning. Instead of encouraging critical thinking and comprehension, it could place an emphasis on exam preparation and rote memorization. Negative washback can also impair pupils' learning overall by causing unwarranted tension and anxiety. For this reason, Finardi & Archanjo (2018) state that the study examines Brazilian language laws and rights and discusses the impact of government-funded internationalization initiatives like Science without Borders (SwB), English without Borders (EwB), and Language without Borders (LwB) on them (Finardi & Archanjo, 2018).

This test puts a premium on reading, writing, listening, and speaking and asks students to demonstrate their command of the English language and cultural knowledge. It significantly affects how they progress academically because colleges and businesses frequently take it into account when making admissions or hiring choices related to:

Some teachers instruct using workbooks rather than textbooks in the classroom due to the low relevance of the curriculum to the test. In other words, the 2015 curriculum's emphasis on teaching and learning is obscured by the need to achieve a high score on the CSAT French exam, which assesses limited abilities. The "test based on a narrow definition of language ability," thus, might result in negative washback (Choi & Chun, 2022).

2.4.4. Test Impact

Washback refers to the negative impacts of testing on the instructional and learning processes, such as narrowing the curriculum, encouraging rote memorization, or reducing learners' motivation. However, washback can also have positive effects, such as promoting higher standards, increasing awareness of learning goals or stimulating self-evaluation. Therefore, it is important to understand the factors that influence washback and how to design tests that can enhance positive washback and minimize negative washback.

In the subject of pedagogy, the washback effect, also known as the influence of examinations on teaching and learning, has been extensively researched, it is believed that the washback has major consequences for planning, curricular design, assessment, and instruction concerning the pedagogical foundations that contain the concepts that aid in the creation of research on this issue. Additionally, the research on washback is theoretically underpinned by this effect, which is backed by some methodologies and top writers in the field of education. Similar to this, there are two different kinds of washback: positive washback, which encourages positive change in teaching and learning, and negative washback, which may have detrimental impacts.

In conclusion, the key points mentioned above are of utmost importance for researching the washback effect. Understanding the impact of exams on teaching and learning has significant implications, particularly in the context of acquiring a new language different from one's mother tongue. The washback effect can shape instructional practices, curriculum design, and assessment methods, ultimately influencing language learners' progress and outcomes.

By investigating the effects of washback on language learning, researchers can gain insights into how exams influence learners' motivation, study strategies, and overall language

proficiency. Additionally, within the realm of English language learning, the study of washback effects in assessments is crucial. This research can shed light on how high-stakes exams, such as standardized language proficiency tests, impact learners' preparation, classroom instruction, and performance outcomes.

Understanding these effects is essential for educators, policymakers, and curriculum developers to make informed decisions regarding assessment practices and to create effective learning environments that foster language acquisition and proficiency. Therefore, the exploration of the washback phenomenon in different contexts provides valuable insights into the complex interplay between exams, teaching, and learning processes.

Chapter III

Methodological Framework

3.1. Methods

During the last 10 years, studies have indicated that the methodology of qualitative research involves articles, professional journals, and case studies since it has a great weight within the entire field of research (Smith, 1996). In this way, the widespread use of the qualitative approach has resulted in an overabundance of publications, professional journals, and case studies in the world of academic research. The awareness that qualitative approaches provide significant additional value, complementing and enhancing conventional quantitative methods, is the cause of this phenomenon, the need of using a more comprehensive and in-depth method to comprehend complicated topics is emphasized, as is the ability of qualitative research to produce contextualized and valuable knowledge.

This work will be carried out by the qualitative research method which is mainly based on data and real facts that will lead us to break down in a more precise way the topic addressed, and a qualitative research method is an approach used to study complex social phenomena and understand the nature of people's experiences and perceptions in a given context. Unlike the quantitative method, which is based on collecting numerical and statistical data, the qualitative method focuses on collecting non-numerical data, such as observations, interviews, and documents.

Mason (2002) offers the following succinct summary of the goal of qualitative research: Through qualitative research, we can explore a wide range of social world dimensions, including the fabric and appearance of daily life, the understandings, incidents, and ideas of our research participants, the functioning of social processes, institutions, discourses, or relationships, and the

value of the concepts they can generate (pp. 11-20). The qualitative research paradigm is a well-suited comprehensive technique of inquiry that may dive into a phenomenon of the type that tries to unravel the lived experience of the quality assurance systems in this study. This is true in the context of the four aforementioned goals.

The following are the purposes that qualitative research fulfills, according to Peshkin (1993): “Description, interpretation, verification, and evaluation.” the author claims that qualitative research reveals the nature of a situation, setting, or process in the descriptive sense; in the interpretative sense, it aids in the discovery of new insights, concepts, and issues that exist in a particular situation; in the verification setting, it aids in the experimentation of certain assumptions; and in the evaluative sense, it aids in the provision of how to assess the efficacy of specific practices, innovations, and processes.

The advantages of the qualitative research method include:

- Flexibility: this method allows you to adapt and modify your research questions and objectives as new findings and understandings emerge.
- Depth: qualitative research also allows for a deeper and more detailed understanding of participants' experiences and perceptions.
- Contextualization: likewise, examine social phenomena in their natural context, which can lead to a more complete understanding of the research problem.
- Subjectivity: on the other hand, it recognizes the subjectivity of human experience and helps to understand how people interpret and make sense of their world, through experiences.

The writer Harris (2002) mentions that the use of qualitative data, that is, perceptions in natural surroundings reported in field notebooks, interviews documented in transcripts, and analysis of records, is another recurring topic (pp. 45-95) This means, the article offers a thorough and insightful view of a variety of events and situations. Because of this, the utilization of this qualitative data has increased in popularity across a wide range of academic fields, providing a greater understanding of the richness and diversity of the world being studied.

The importance of applying the qualitative research method lies in its ability to provide a deeper understanding, and this method is used in a variety of fields, including sociology, psychology, anthropology, and education, to investigate topics such as culture, identity, power, social exclusion, and justice. In addition, the qualitative research method can help design more effective interventions and address social problems more equitably and fairly.

3.2. Type of Research

3.2.1. Descriptive Research.

An approach to study known as descriptive research tries to precisely and methodically characterize occurrences, circumstances, or happenings. It gathers and examines specific data to comprehend its nature and features. The primary goal of descriptive research is to provide a precise and in-depth account of the phenomena or condition under study (Helen L. Dulock, 1993).

Also, systematic techniques and methodologies are used in descriptive research to gather, prepare, and examine data. It seeks to be trustworthy and unbiased. In contrast to other study styles, descriptive research doesn't try to prove cause-and-effect connections between variables.

Descriptive research is conducted in the present, not throughout time. The timely collection of data provides a glimpse of the situation or phenomena being examined.

The outcomes of descriptive research are helpful in decision-making and can offer pertinent and valuable information for decision-making in a variety of disciplines, such as business, education, or health. Likewise, the goal of qualitative data collecting in descriptive research is to gather rich, in-depth information on participant descriptions, views, and experiences, the following are some of the approaches applied: In-depth interviews: participants are interviewed in formal or semi-structured ways to get specific information on the topic under study; focus groups: a group of experts on the subject is convened to talk about and exchange thoughts, perspectives, and personal encounters about the issue; participant observation: the researcher is involved in the scenario or phenomena being examined, watching and recording the participants' interactions and activities; content analysis is the process of extracting and categorizing pertinent information from documents, texts, or recordings linked to the phenomena.

It's vital to remember that, depending on the goals and particular focus of the study, descriptive research might include both qualitative and quantitative data. A more in-depth and contextualized understanding of the topic under investigation is provided by the application of qualitative approaches in data collecting.

3.3. Data Collection Techniques

3.3.1. One-on-one Interview

The one-on-one interview is a widely used data collection technique in research, particularly when seeking detailed and in-depth information on a specific topic (Matysek, 2023). In the case of this research on the washback effect in educational assessment, applying this

technique can provide valuable qualitative data that will help to understand the experiences and perspectives of individuals involved in the assessment process.

One of the main reasons for using the one-on-one interview is that it offers the opportunity to delve deeply into the effects of washback in the field of assessment. Through open-ended and structured questions, you can explore the perceptions, opinions, and experiences of participants, including students, this will provide more comprehensive answers. Additionally, the one-on-one interview allows for flexibility in adapting questions and focus based on the interviewee's responses and needs. This personalized interaction facilitates obtaining rich and detailed information on how the washback effect impacts teaching, learning, and overall educational quality.

Lastly, the one-on-one interview offers an opportunity to establish a close and trusting relationship with research participants. By displaying genuine interest in their perspectives and experiences, you can encourage openness and candor in their responses. This interpersonal connection can generate more authentic and enriching data as participants feel comfortable sharing their opinions without fear of judgment.

3.4. Instruments

With regard to the collection of data will be carried out through interviews that will allow to have much more specific data during the research process, and this technique allows to obtain detailed and significant information about the experiences, perspectives and opinions of the participants, one of the advantages offered by this tool is to explore the perspectives of the participants because allow to explore in depth the experiences which helps to understand how they perceive and experience the subject studied, at the same time, they allow to obtain detailed information, which helps to generate new hypotheses and theories, including, a great flexibility

in terms of questions and topics, which allows to adapt to the needs and perspectives of the participants, it helps to create relationships of trust and empathy between the researcher and the participants, which allows to obtain more honest and accurate information, on the other hand facilitates to validate and triangulate the information obtained from other sources, such as observations and analysis of documents.

3.4.1. Open-ended Questions

Open-ended questions are a very useful tool for interviewing students of the Universidad Estatal Peninsula de Santa Elena, who are studying the career of Pedagogy of National and Foreign Languages, 5th semester, taking a sample of 5 students that represent the total population of this course, which have the characteristics of good academic performance, responsibility, that is, they are aware of their academic activities and make an effort to fulfill each one of them, they are also committed to the education they are receiving, they are in constant communication with the teachers do not hesitate to ask any questions or concerns, they also share ideas for good development of the class, they get involved with their classmates and promote collaborative work, involving all these particularities will be taken into account for this research, hoping to have first-class information with success instance and detailed.

It is important to apply this tool because it allows obtaining valuable information about the experience of the interviewees and their perceptions about teaching and learning. In addition, open-ended questions encourage reflection on the topic, which can lead to new ideas and solutions. The method of face-to-face application of the interviews is also important because it allows greater interaction and clarification of the answers. Nonverbal communication can also be significant in interpreting responses. In this case, a face-to-face interview can facilitate a more personal connection between the interviewee and the interviewer.

3.5. Data Collection Processing

3.5.1. Labeling Technique

Labeling is a technique used in data collection through interviews to organize and categorize the gathered information. Through labeling, descriptive labels or categories are assigned to different parts of the collected data, making it easier to analyze and understand. This process involves reviewing and analyzing interview responses or transcriptions and assigning appropriate labels (Tybout & Yalch, 1980). These labels can be keywords, thematic categories, or any other form of classification relevant to the study, and also can be done in different ways, depending on the nature of the study and research objectives.

3.5.2. Population and Sample

The population of this research project is the Universidad Estatal Peninsula de Santa Elena, located in La Libertad. Five students of the Pedagogy of National and Foreign Languages major of the fifth-semester course 5/2 are the participants of the study sample; they will be known as "speaker 1", "speaker 2", "speaker 4", and "speaker 5".

The purpose of conducting interviews with open-ended questions is to obtain first-hand information from students studying the pedagogy of national and foreign languages. Through these interviews, insights and opinions can be gained about teaching methodologies and the language learning process that could not be obtained otherwise. In addition, these interviews can help identify areas for improvement in teaching and learning and can be useful for the development of new assessment execution strategies.

Assessment is an integral part of education; it is necessary to take into account the washback effect. The negative effects of an assessment on student learning can have lasting

impacts on motivation, curriculum design, and ultimately student achievement. Therefore, educators need to be critical of the assessments they use, think about how they will affect learning outcomes, and ensure that assessments remain aligned with curriculum goals. In this way, assessments can have a positive impact, motivating and encouraging students to reach their full potential.

In the context of students, one-on-one interviews are essential because they provide a personalized and in-depth examination of their experiences, ideas, and viewpoints. This individualized strategy enables researchers to comprehend the requirements and difficulties faced by pupils, spot potential for development, and create efficient support and development programs. Additionally, one-on-one interviews promote a climate of trust and secrecy that encourages students to speak honestly about their ideas and concerns. One-on-one interviews, which center on students' individual experiences, offer priceless subjective insights that enhance and supplement the quantitative information gathered in larger research studies.

Open-ended research questions are essential for producing more thorough and insightful findings. Open-ended questions let students freely express their opinions and ideas, which encourages more in-depth and thoughtful answers. Open-ended questions, as opposed to closed-ended ones, allow students to provide significant knowledge from their perspectives. This aids in the examination of unexpected elements, helps researchers identify emergent themes, and gives them a deeper grasp of the topics under study. Open-ended questions also give students the chance to express their individual experiences and viewpoints, which helps to produce more thorough and authentic research.

To conclude, the technique of labeling proves to be an essential tool for extracting key and impactful information from the interviewed students, by using predefined labels or

categories, researchers can identify patterns, recurring themes, and significant aspects in students' responses. This helps to systematically organize and analyze the qualitative data obtained, allowing for a deeper understanding and more accurate interpretation of the findings. Labeling also facilitates comparison between different interviews and the identification of trends or differences in students' experiences, by highlighting the most relevant and significant aspects, labeling helps to concentrate the analysis on essential information, resulting in more robust and well-grounded conclusions.

To present the best results possible in the context of a qualitative descriptive study, it is expected that data-gathering methods like labeling and interviews would be used satisfactorily. Labeling will give students' responses a framework for recognizing and analyzing important information, facilitating a thorough comprehension of the research issues. However, an in-depth examination of the student's ideas and experiences will be possible through interviews, which will offer a richer perspective, it is anticipated that using these well-executed data collection methods, findings will be attained that strengthen existing research and give a thorough insight of the students and their needs.

Chapter IV

Analysis of Findings

The purpose of this chapter is to present and analyze the results obtained from a series of interviews conducted with a population of five students in the fifth semester at PINE major, these interviews were carried out as part of a research study aiming to understand and delve into certain aspects related to the Washback effect in assessment.

In this chapter, the responses provided by each participant will be discussed, breaking them down question by question, this analysis will focus on interpreting these results, as well as comparing them to the literature consulted and highlighting important points for this research.

It is important to emphasize that each of the interviewed students represents a unique and personal perspective on the subject matter, through these interviews, we aim to gain a broad and enriching understanding that allows us to grasp different viewpoints and construct a more comprehensive picture of the situation.

4.1. Report of the questions

Table 1

The outcomes from UPSE students of the fifth semester at PINE major, academic period 2023-1.

QUESTIONS	STUDENTS
<p>1 Have you ever had an oral presentation, you got nervous when speaking or you practiced and studied a lot for an evaluation, but at the moment of doing it you got blocked and you forgot everything and because of that you got an unpleasant grade, it is said, a low rating. What were your thoughts and emotions when you heard or received your rating?</p>	<p>In short, students' responses reveal a range of thoughts and emotions in response to receiving a low grade after being blocked during a presentation. These include feelings of helplessness, discouragement, self-criticism, discouragement, and motivation to improve. Each speaker has a unique way of dealing with the situation, from questioning her ability to seeking to improve and learn from the experience.</p>

2 Did you know that this set of thoughts and feelings in reaction to those low grades has a term and it is called Washback Effect? Have you heard this term before? What's your opinion about it?	In summary, most of the students had previously heard the term "Washback Effect" and recognized its relationship to thoughts and feelings in response to low ratings. Speakers expressed the need for more clarity and discussion on this issue in the educational context, acknowledging that students' emotions play a crucial role in how they deal with grades and the Washback Effect.
3 Once the Washback Effect is in context, what are your personal experiences regarding the relationship between the Washback Effect and the quality of English teaching?	The personal experiences of the students reveal the influence of the quality of English teaching on various aspects, such as speaking fluency, vocabulary development, student motivation, grammatical command, and student approach to learning, these experiences highlight the importance of quality teaching that provides the necessary tools for students to overcome the challenges associated with the Washback effect.
4 How do you think the Washback effect can influence your motivation and approach to learning English?	In general, the students present different perspectives on how the Washback effect can influence their motivation and approach to learning English, while some experience a negative impact on their motivation due to negative emotions and thoughts of inadequacy, others see the opportunity to use the Washback effect as a tool to identify areas for improvement and maintain an optimistic attitude towards learning English.
5 To answer this question, it is necessary to know that two types of washback are handled. A positive one is when a teacher measures skills as he speaks and based on the results improves, adapts, or adjusts all teaching content for students. And the negative is when a teacher measures grammatical and written skills, which is where this effect arises in both students and teachers because he cannot advance as planned in his plans. Do you think washback can have both positive and negative effects on your learning of English? Why?	The common opinions of the students show that the Washback can have negative effects on the learning of English when it is focused on fulfilling a plan without delving into the important topics. However, it is also highlighted that the effect of the Washback depends on how teachers design and administer the assessments. In addition, the importance of practice and the student's responsibility to seek additional resources to better understand the topics are recognized.
6 How do you think teachers can help you improve Washback during your assessments?	According to interviewees, teachers can improve washback during assessments by understanding students' concerns, using demonstrative methods, building on previous assessments, including previous topics, offering additional explanations, and maintaining an encouraging classroom atmosphere. By implementing these strategies, teachers can facilitate better learning and more positive feedback on assessments.

7 What recommendations would you give to students preparing for an assessment to minimize the possible negative effects of Washback?	The common recommendations that emerge from the answers of the interviewees are to research more about the subject, seek additional support from the teachers, not focus on the negative effects of a bad grade, study in advance, trust in your abilities, and work in weaknesses. By following these recommendations, students can minimize the potential negative effects of washback and improve their performance on tests.
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Note. This table presents the findings from the interviews conducted with UPSE students in the fifth semester of the PINE major, reflecting the traits to be emphasized in the research, allowing us to analyze and have a clearer perspective of the Washback effect in assessment.

4.2. Interpretation of data from the interview

The most common opinion in the first question among speakers is the feeling of being blocked during the oral presentation and its consequence in a low grade. Two of the five speakers expressed that, by blocking and forgetting the words during the presentation, they obtained a low grade, these speakers experienced feelings of helplessness, frustration, and discontent at not being able to adequately demonstrate their knowledge.

Another opinion shared by one of the total speakers is self-criticism and the feeling of not having studied enough as the cause of the low grade. This speaker mentioned that they felt bad receiving the grade and blamed themselves for not having prepared properly. In addition, one speaker expressed feelings of discouragement and doubt as to the fairness of the rating. Although they recognized poor exposure and nervousness as factors that influenced their performance, they also mentioned the possibility that the teacher made a mistake when grading.

Finally, one speaker too showed a more positive attitude when faced with a low rating. Although he experienced some initial negative emotions, he decided not to give up and vowed to study and prepare himself better for the future.

The second question is the recognition of having previously heard the term "Washback Effect" in the context of their classes, three of the five speakers mentioned having heard of this concept before, which suggests a familiarity with the term and its relationship to thoughts and feelings in response to low grades. Two of the speakers highlighted the importance of further explanation and clarity about the Washback Effect in the educational context.

- Speaker 1 mentioned that "Teachers should explain this concept in more detail and be more specific in their teachings."
- Speaker 4 also mentioned "The need to talk more about the subject, since he considers that it is something that happens frequently and that many people do not understand."

Two other speakers mentioned the relationship between the Washback Effect and student emotions. Speaker 3 noted that "This effect refers to the emotional impact of grades on students and how they feel about low scores." Speaker 5 highlighted that "Students can react positively or negatively to low grades, depending on how they interpret and manage their emotions."

Question number 3, which deals with personal experiences and relationships with the washback effect, contrasts that the quality of English teaching has a significant impact on the ability of students to function in the English language. These speakers highlight experiences in which they faced difficulties in specific areas, such as speaking, vocabulary, or grammar, however, difficulties can cause blocks, lack of fluency, and expressing ideas and thoughts. They suggest that quality teaching that provides the necessary tools to overcome these challenges can be essential for the progress and development of students.

An opinion shared by 2 of the 5 speakers is that the quality of English teaching can influence the motivation and focus of the student. These speakers highlight the importance of positive

washback, which is when the improvement of skills and knowledge is emphasized instead of seeking perfection. They mention that this approach gives them motivation to improve, while negative washback does not generate the same motivation. They suggest that an evaluation that focuses on development and improvement, rather than errors, can have a positive impact on the learning process.

One speaker highlighted the importance of student engagement and focus in learning English, he believes that the quality of English teaching depends on the continuous process of study and preparation of the student, he points out that learning English is a process that never ends and grades can change and improve depending on the student's motivation, also he suggests that a positive attitude and constant commitment are essential to achieve satisfactory results.

The fourth question shares that 3 of the 5 speakers say that the Washback effect can harm motivation and focus to learn English, these speakers mention that when they get a low grade, they experience negative emotions such as frustration, discouragement, and feelings of inadequacy, they feel that the Washback effect may affect their confidence and question their ability to progress in learning English.

Secondly, the speaker highlights the importance of using the Washback effect as a technique to find a suitable study plan, this speaker mentions that the Washback effect can be used in a positive way to identify the areas in which they need to improve and develop effective learning strategies, he can see the Washback effect as an opportunity to focus on vocabulary and gain skills to express ideas more clearly.

Another speaker mentions that the influence of the Washback effect on motivation and focus to learn English depends on whether it is positive or negative, if the Washback effect is positive and focuses on skill development and individual progress, it can motivate the student to keep

improving. However, if the Washback effect is negative and focuses only on the results of the qualifications, it can lead to discouragement and lack of motivation.

The most common opinion, shared by 2 of the 5 speakers in question number five, is that Washback can have more negative than positive effects on their learning of English, these speakers mention that some teachers focus too much on fulfilling their planning and move away from important topics, leaving classes unfinished. They also point out that the assessment of grammar and writing skills can have a negative impact, as it can lead to a mechanical approach instead of fostering comprehension and critical thinking.

On the other hand, one speaker highlights that the effect of the Washback depends on the teacher and how they handle the evaluations, if teachers evaluate topics that have not been taught or understood correctly, the results can be negative. However, if teachers assess topics that students have understood, a positive result can be expected. In this perspective, the Washback effect is attributed more to how teachers design and administer assessments.

Two other speakers share the opinion that Washback can have both positive and negative effects on their learning English, they mention that the results of the evaluations can motivate them to continue improving and working on their skills, but they also recognize that negative results can generate discouragement. Nonetheless, they highlight that how each person handles the negative results can vary, which implies that individual attitude and motivation play an important role in the impact of the Washback.

In the sixth question three of the five speakers, speaker 2, speaker 3, and speaker 4 mentioned the importance of including in the evaluations the topics that have been covered in previous classes, these speakers highlight the need to practice and reinforce the knowledge acquired to ensure a solid understanding and prepare students appropriately.

On the other hand, two of the five speakers, speaker 1 and, speaker 4, referred to the importance of teachers spending additional time to clarify doubts and provide tutorials or explanations apart from regular classes. These speakers highlight that this prevents students from being left with unfinished or misunderstood topics, which could affect their performance on assessments.

Speaker 5 stressed the importance of motivation and confidence in the classroom, stressing that teachers must provide a motivating environment that inspires students and gives them the confidence to improve their performance in assessments.

In question number seven, speaker 4 and speaker 1 mentioned the importance of studying in advance, especially the topics in which students have less solid knowledge, they also highlighted that by thoroughly reviewing these topics in advance, students can avoid failures during assessments and minimize mistakes possible negative effects of washback.

On the other hand, speaker 3 and, speaker 1 emphasized the importance of communicating with teacher's speaker 3 suggests that students talk to the teacher to discuss difficulties and request additional guidance instead speaker 1 also mentions the importance of teachers taking the time to adequately explain the topics, both speakers highlighted that communication with the teacher can help students address difficulties and minimize the negative effects of washback.

Likewise, speaker 5 mentioned the importance of not doubting one's abilities and maintaining confidence in what students are capable of achieving. This speaker emphasizes that students must work on their areas of weakness and take advantage of their strengths to obtain a good rating in the future.

4.3. Analysis and discussion of the interview versus bibliographic review

The analysis will highlight the most relevant and significant points, establishing connections between the ideas and concepts expressed by the interviewees and the findings in the search. This will enable us to identify similarities, differences, and potential discrepancies between the theoretical sources and the students' opinions.

This part will be structured based on the interview questions, presenting the results from each participant, as well as the comparisons and conclusions drawn from the gathered information, this analysis aims to provide a detailed and grounded perspective that contributes to the advancement of the ongoing research. Next, we will proceed to examine the interview results, highlighting the most relevant aspects and generating a dialogue between the bibliographic and the student's opinions. We hope that this analysis provides an enriching and valuable perspective for future research and discussions on the topic at hand.

The influence of assessments on language teaching and learning is a topic discussed in the responses of the interviewees. Some mentioned that the tests affect their motivation and focus to learn English speaker 3, speaker 4, and speaker 5, which is related to the concept of "washback" as the influence of tests on teaching and learning (Gates, 1995). In addition, the relationship between assessments and the quality of English teaching is also addressed in the responses, interviewed students mentioned that assessments can negatively affect the quality of teaching if teachers focus too much on grammar and writing aspects speaker 1 and speaker 4, which is related to the concept of "backwash" as the unintended impact that an evaluation can have on teaching and learning (Biggs, 1995).

The importance of aligning the curriculum, instructional materials, and assessments is also mentioned in some responses, as speaker 5 mentions that student focus and consistency are key

to improving English learning, which is related to the concept of "curriculum alignment" as the process of ensuring that educational objectives, instructional materials, and assessments are aligned and consistent (Shepard, 1990), motivation is also addressed in the answers of the interviewees, some of them mention that washback can influence their motivation to learn English as speaker 1, speaker 3, speaker 4, and speaker 5, which is related to the concept of the importance of motivation in learning a second language (Dörnyei, 2005).

The impact of evaluations on teachers is also mentioned in the responses where speaker 1 says that some teachers may delay their planning due to evaluations, which is related to the concept of "test impact" as the influence and consequences that evaluations have on the educational system (Bachman & Palmer, 1996), communication and feedback is what speaker 3 mentioned about the importance of talking with the teacher to receive guidance and additional tutoring, this shows the value of communication and feedback as ways to address the negative effects of washback (Djurić, 2015).

Research has shown that tests and assessments have a significant impact on language teaching, this may relate to the opinion shared by speakers on how teachers can improve washback during assessments, such as by taking questions into account and demonstrating themes more effectively (Bailey, 1996). Besides that, all the speakers implicitly or explicitly mentioned the influence of evaluations on teaching and learning, which indicates a general awareness of the washback effect, which is carried out in the research carried out by different authors (Shirzadi & Amerian, 2020).

In summary, speakers in the interviews demonstrated widespread awareness of the washback effect and indirectly mentioned concepts such as communication, feedback, and motivation concerning the effects of washback on assessment preparation. However, the concepts of

curriculum alignment, systematic validity, and narrow definition of language ability were not addressed in the context of the responses provided.

To conclude with this analysis, during the research on the washback effect in assessment, interviews were conducted with five speakers to gather their opinions and perceptions on how the washback effect can influence their motivation and approach to learning English, as well as their learning in general. Next, an analysis of the results of the interviews is presented and the most important point of this research is highlighted.

The opinions of the speakers were diverse, but some common ideas can be identified. Several speakers expressed that washback can have both positive and negative effects on their learning of English, some of them mentioned that positive washback can motivate them to improve and identify areas where they need to work more. However, it was also recognized that negative washback can lead to frustration and feelings of inadequacy.

In conclusion, this research on the washback effect on assessment provided valuable insights into the influence of assessments on English learning stressing the importance of a balanced and focused approach to learning, as well as the need to consider student motivation and curriculum alignment. These findings may be useful for improving assessment and teaching practices in the field of teaching English as a second language.

Chapter V

Reflections of the Study

In this chapter, the relationship between the results obtained in the research project on the "Washback effect in English assessment in students of fifth semester at PINE Major" and the objectives initially set out will be presented. In addition, the reflections on the questions raised in the first chapter will be reflected, to better understand how the results contribute to the field of educational evaluation, through a detailed analysis of the data collected and the conclusions drawn, the impact that the washback effect has on evaluation processes is examined and how this can influence educational decision-making. Addressing these key aspects is hoped to shed light on the importance of considering the washback effect when designing and administering assessments, and how it can affect teaching and learning in the educational context.

The research project successfully achieved its general objective of analyzing the impact of washback through interviews, the obtained results provided valuable insights into how assessments influence English learning, emphasizing the importance of a balanced and learner-centered approach. However, one of the most significant and relevant findings of this research revolves around the need to consider student motivation and curriculum alignment.

During the analysis of the collected interview data, both positive and negative effects of the washback effect on English learning were identified, some participants expressed that positive washback motivated them to improve and identify areas for growth in their learning. On the other hand, it was acknowledged that negative washback could lead to frustration and feelings of inadequacy. These results underscore the importance of a balanced approach to assessment that harnesses the positive aspects of washback to motivate students while minimizing any negative effects that may hinder their progress.

Once the direct relationship that meets the general objective has been established, it has proceeded to analyze the results with the specific objectives, with a series of steps to follow so that in this way the specific ones can be met, this is how it is detailed as it follows:

Specific objective 1. Identify problems caused by the washback effect, in the results of the research it is mentioned that the interviewed speakers demonstrated a broad awareness of the washback effect and indirectly mentioned concepts such as communication, feedback, and motivation concerning the effects of washback in the preparation of evaluations. This implies that the speakers are aware of the possible problems caused by the washback effect, both positive and negative.

Specific objective 2. Determine which are the most common problems with the washback effect in students. The research results indicate that the speakers expressed that the washback effect can have both positive and negative effects on their learning of English, some mentioned that positive washback motivates them to improve and identify areas where they need to work more, these examples represent common problems associated with washback in students.

Specific Objective 3. Describe the results of the corresponding analysis of the investigation. The research results show a diversity of opinions among the interviewed speakers but also highlight common ideas about the washback effect. The importance of a balanced and focused approach to learning English is highlighted, as well as the need to consider student motivation and curricular alignment. These results describe the findings obtained from the analysis carried out in the investigation.

Likewise, it is essential to emphasize that the research was able to achieve its specific objectives by identifying the problems caused by the washback effect, determining the most

common problems in students, and describing the results of the research analysis. The results provided valuable information on the influence of assessments on learning English.

In this way, a close relationship continues to be generated between the problem question and the specific questions posed for this research, for which the following is obtained: the washback effect in assessment refers to the impact that assessments have on teaching and learning practices, in the research carried out, it was found that the washback effect can have both positive and negative influences on students' learning of English. Furthermore, the research highlighted that the washback effect significantly influences the way teachers design their assessments, therefore teachers must take a balanced approach to assessment design, considering the positive aspects of washback to motivate students and avoid any negative consequences.

To minimize the negative effects of the washout effect, several approaches were identified, one of which is to adopt a student-centered and balanced assessment approach that targets individual student growth and progress, this includes incorporating formative assessments that allow students to identify their strengths and areas for improvement, providing them with a positive learning experience and reducing the negative impact of setback. The research looked at how students saw the washback effect, and it was shown that they had a variety of views on washing some students saw positive washback as motivating, assisting them in identifying their areas of weakness and striving for greater performance. On the other hand, students may become frustrated and feel discouraged, resulting in a negative washback.

Conducting this research has been a personally enriching and thoughtful experience, throughout the process I found myself directly immersed in data collection, analysis, and interpretation of the results, which allowed me to gain a deeper understanding of the issue of washback effect in assessment. During the research, various speakers were interviewed, and

hearing their perspectives on how the washback effect affects their learning of English certainly provides a broader perspective of the different ways in which students can experience both the positive and negative effects of washback, so when listening to the different points of view, it is clear to appreciate the complexity of the case.

The most important point that can be highlighted during this investigation of the washback effect in assessment is the need for a balanced and focused approach to learning. It is important that assessments not only focus on grammar and writing but also consider other aspects of language proficiency, such as listening comprehension, oral presentations, and effective communication. Likewise, attention must be paid to student motivation, materials used during classes, and assessments to ensure coherent and meaningful teaching.

To conclude, through this investigation it was possible to deepen the general vision of the washback effect, there were challenges such as data collection and the elaboration of the questions to obtain more precise results that help to contrast everything embodied in Chapter 2, in terms of the life lessons undoubtedly leave strong teaching to better develop the evaluations within a professional profile, for future research on the same topic, it is important to build a plan to approach certain aspects differently, seek a greater diversity of participants and samples to guarantee more representative and generalizable results, including not only students but also delve into the perspective of the teacher, in addition, closely follow the latest research and studies in the field since this term is rarely mentioned, in order to learn about the most recent research with the washback effect in assessment.

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Annexes

Annex A: Certified Anti-plagiarism System



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

CERTIFICADO ANTIPLAGIO

La Libertad, 19 de Julio de 2023.

En calidad de tutor de trabajo de titulación denominado “Washback Effect in English Language Assessment in ESL students at PINE Major” elaborado por la estudiante Isabela Anai Villao López, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención de Licenciada en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentran con 1% de valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

MSc. Eliana Leon Abad.
Docente Tutor.

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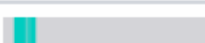
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 Fecha de depósito: 19/7/2023
 Tipo de carga: interface
 fecha de fin de análisis: 19/7/2023

Número de palabras: 10.777
 Número de caracteres: 72.123








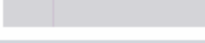

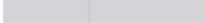
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1	 ccsenet.org The Impact of Language Testing Washback in Promoting Teaching and ... https://ccsenet.org/journal/index.php/elt/article/download/0/0/4540648217	< 1%		Palabras idénticas : < 1% (16 palabras)
2	 Documento de otro usuario #d304e4 El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (13 palabras)
3	 apprendre.auf.org https://apprendre.auf.org/wp-content/operat/13-BF-References-et-biblio-RPT-2014/Case Study as a Cho...	< 1%		Palabras idénticas : < 1% (12 palabras)
4	 www.ets.org https://www.ets.org/Media/Research/pdf/RM-99-04.pdf	< 1%		Palabras idénticas : < 1% (12 palabras)
5	 revistaselectronicas.ujae.es TESTING WRITING: THE WASHBACK EFFECT ON ENGLI... https://revistaselectronicas.ujae.es/index.php/grove/article/download/3400/3107	< 1%		Palabras idénticas : < 1% (10 palabras)

Annex B: Informed and authorized consent to conduct the interviews

CONSENTIMIENTO INFORMADO

Título de la investigación:

Proyecto de titulación: “The Washback Effect in English language assessment in Students at PINE Major”

Objetivo de la investigación:

Proyecto de titulación: To analyze the washback effect on young ESL students in the fifth semester at PINE major through interviews.

¿Cómo se seleccionarán a los alumnos?

Mediante criterios de inclusión: ser alumno de la Universidad Estatal Península de Santa Elena escogido por su docente y desear participar en el estudio.

Cantidad de los alumnos: 5 alumnos del quinto semestre curso 5/2

Compensación:

No se dará compensación económica por participar.

Beneficios potenciales

No hay beneficios inmediatamente relacionados con su participación en este estudio. No se asignarán créditos adicionales ni se utilizará ningún otro sistema de recompensa. Sin embargo, esta investigación puede ayudarnos a reflexionar sobre la propuesta del programa de estaciones de aprendizaje basados en recursos digitales gratuitos para mejorar la enseñanza del inglés en los estudiantes de pregrado de la Universidad Estatal Península de Santa Elena y su influencia en usted.

Confidencialidad:

Su nombre no se registrará en ninguna de las etapas de este estudio de investigación. Por lo tanto, su nombre no puede ser publicado en ninguna publicación resultante de este estudio, ni ser reconocido en ninguna mención del estudio.

Nota: La entrevista será en audio y video y será utilizada solamente con el fin de cumplir esta investigación.

Participación voluntaria:

Su participación en este estudio de investigación es voluntaria. Puede optar por no participar. También puede retirar su consentimiento para participar en cualquier momento, teniendo en cuenta que su participación no influirá ni afectará las evaluaciones internas entre usted como colaborador y la institución. No se le penalizará de ninguna manera si decide no participar o retirarse de este estudio.

Riesgos e incomodidades:

No se conocen riesgos asociados con esta investigación. Su opinión se mantendrá confidencial y anónima durante un período de tres años, después del cual se destruirán todos los datos.

Derecho de retirarse del estudio: El alumno tendrá el derecho a retirarse de la investigación en cualquier momento. No habrá ningún tipo de sanción o represalias.

A quién contactar por mayor información sobre el estudio:

Docente: Ing. Eliana León Abad MSc.

Correo: eleon@upse.edu.ec

Si desea participar, favor llenar el talonario de autorización y devolver al docente investigador(a).

Annex B.1: Authorized student consent 1.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

La Libertad, 22 de Junio del 2023.

AUTORIZACION.

He leído y entendido este formulario de consentimiento y se me ha dado la oportunidad de hacer preguntas.

Me comprometo voluntariamente a formar parte del proceso de investigación "El efecto del Washback en la evaluación del idioma inglés en los estudiantes de la carrera de PINE".

Nombre del participante: Xiomara Shamira Carvajal Guala

Correo electrónico del participante: xiomara.carvajalguala@upse.edu.ec

Se le entregará una copia de este formulario de consentimiento.

¡Gracias por tu ayuda! ¡Realmente aprecio mucho tu participación!

FIRMA

Ing. Eliana León, MSc

Isabela Villao

Note: *This illustration shows the authorized consent of speaker 1, Xiomara Carvajal, to conduct the interview.*

Annex B.2: Authorized student consent 2.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

La Libertad, 22 de abril del 2023.

AUTORIZACION.

He leído y entendido este formulario de consentimiento y se me ha dado la oportunidad de hacer preguntas.

Me comprometo voluntariamente a formar parte del proceso de investigación "El efecto del Washback en la evaluación del idioma inglés en los estudiantes de la carrera de PINE".

Nombre del participante: Josue Ismael Tigriero Gonzalez

Correo electrónico del participante: josue.tigriero.gonzalez@gmail.com

Se le entregará una copia de este formulario de consentimiento.

¡Gracias por tu ayuda! ¡Realmente aprecio mucho tu participación!


FIRMA


Ing. Eliana León, MSc


Isabela Villao

Note: This illustration shows the authorized consent of speaker 2, Josue Tigriero, to conduct the interview.

Annex B.3: Authorized student consent 3.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

La Libertad, ____ de ____ del 2023.

AUTORIZACION.

He leído y entendido este formulario de consentimiento y se me ha dado la oportunidad de hacer preguntas.

Me comprometo voluntariamente a formar parte del proceso de investigación "El efecto del Washback en la evaluación del idioma inglés en los estudiantes de la carrera de PINE".

Nombre del participante: Adriana Siavichay Yagual

Correo electrónico del participante: adriana.siavichayyagual@upse.edu.ec

Se le entregará una copia de este formulario de consentimiento.

¡Gracias por tu ayuda! ¡Realmente aprecio mucho tu participación!

FIRMA

Ing. Eliana León, MSe

Isabela Villao

Note: *This illustration shows the authorized consent of speaker 3, Adriana Siavichay, to conduct the interview.*

Annex B.4: Authorized student consent 4

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

La Libertad, 22 de Junio del 2023.

AUTORIZACION.

He leído y entendido este formulario de consentimiento y se me ha dado la oportunidad de hacer preguntas.

Me comprometo voluntariamente a formar parte del proceso de investigación "El efecto del Washback en la evaluación del idioma inglés en los estudiantes de la carrera de PINE".

Nombre del participante: Reyes Montaña Damaris Abigail

Correo electrónico del participante: damarisreyes@gmail.com

Se le entregará una copia de este formulario de consentimiento.

¡Gracias por tu ayuda! ¡Realmente aprecio mucho tu participación!

Reyes Montaña
FARMA

Eliana León
Ing. Eliana León, MSc

Isabela Villao
Isabela Villao

Note: This illustration shows the authorized consent of speaker 4, Damaris Reyes, to conduct the interview.

Annex B.5: Authorized student consent 5

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

La Libertad, 32 de Junio del 2023.

AUTORIZACION.

He leído y entendido este formulario de consentimiento y se me ha dado la oportunidad de hacer preguntas.

Me comprometo voluntariamente a formar parte del proceso de investigación "El efecto del Washback en la evaluación del idioma inglés en los estudiantes de la carrera de PINE".

Nombre del participante: Cristhian Zambrano Cedeño

Correo electrónico del participante: cristhian.zambranocedeño@upse.edu.ec

Se le entregará una copia de este formulario de consentimiento.

¡Gracias por tu ayuda! ¡Realmente aprecio mucho tu participación!

Cristhian Z

FIRMA

[Signature]

Ing. Eliana León, MSc

[Signature]

Isabela Villao

Note: *This illustration shows the authorized consent of speaker 5, Cristhian Zambrano, to conduct the interview.*

Annex C: Interviews Transcripts

Table 2

Interview transcription speaker 1

<p>[SPEAKERS LIST] S1: Isabela Villao López S2: Xiomara Carvajal.</p>
--

Person Speaking	Language (Source Audio)
	<p>[S1] Hola, buenas tardes. Hoy es 22 de junio del 2023. Nos encontramos con la estudiante Xiomara Carvajal. Agradecemos su presencia y el tiempo que nos otorga para hacer posible esta entrevista denominada “Washback effect in Students of fifth semester at PINE Major”.</p> <p>Alguna vez has tenido una exposición oral, te han ganado los nervios al momento de hablar o practicaste y estudiaste mucho para una evaluación, pero en el momento de hacerla te bloqueas y se te olvida todo y a causa de eso obtuviste una calificación no agradable, es decir, una baja calificación. ¿Cuáles fueron tus pensamientos y emociones al momento de escuchar o recibir tu calificación?</p>
	<p>[S2] Ok, yo creo que nos ha pasado a todos que en el momento hemos expuesto mal, o por los nervios no nos han salido las palabras. Bueno, mi primer pensamiento en ese momento fue que no podía seguir con exposición porque no recordaba la palabra exacta para seguir y me bloqueé, y bueno, con resultado de eso tuve una mala calificación, y mi sentimiento en ese momento fue que me sentía impotente de no poder demostrar mis conocimientos.</p>
	<p>[S1] Sabías que ese conjunto de pensamientos y sentimientos en reacción a esas bajas calificaciones tiene un término y se denomina Washback Effect ¿Habías escuchado este término antes? ¿Qué opinas al respecto?</p>
	<p>[S2] De hecho, sí había topado este tema en clases, pero yo creo que los profesores deberían explicar más clases y.... o sea, explicarlas más y concretar lo que dicen.</p>

[S1] Una vez teniendo en contexto lo que se refiere al Washback Effect, ¿cuáles son sus experiencias personales con respecto a la relación entre el efecto Washback y la calidad de enseñanza del inglés?

[S2] Una de las experiencias más fuertes fue cuando tenía que dar una exposición en inglés. En mi caso, mi déficit es en el speaking, en ese momento me bloqueé y me olvidé de la exposición y no pude decir más.

[S1] ¿Cómo crees que el Washback effect puede influir en tu motivación y enfoque para aprender inglés?

[S2] Yo creo que influye mucho con las emociones porque al fallar en ese momento me hace sentir que no di lo mejor de mí y de ahí comienzan los pensamientos negativos donde uno quiere darte de baja de la carrera o sentirse frustrado.

[S1] Para responder esta pregunta es necesario saber que se manejan dos tipos de washback. Uno positivo que es cuando un docente mide habilidades como él habla y se basa en los resultados para mejorar, adaptar o ajustar todo el contenido de enseñanza para los estudiantes. Y el negativo es cuando un docente mide habilidades gramaticales y escrita que es donde surge este efecto tanto en los estudiantes como en los docentes, porque no puede avanzar como tiene previsto en sus planificaciones, ¿Crees que el Washback puede tener efectos tanto positivos como negativos en tu aprendizaje del inglés, ¿por qué?

[S2] Bueno, de hecho, creo que los efectos serían más negativos que positivos porque hay profesores que nos quieren atrasarse en su planificación y se alejan teniendo... y bueno, deja clases inconclusas.

[S1] ¿Cómo crees que los maestros pueden ayudarte a mejorar el Washback durante sus evaluaciones?

[S2] Bueno, los maestros deberían tomarse el tiempo para ver cuáles son las interrogantes de sus estudiantes y tomar en cuenta que las clases deberían ser más demostrativas y bueno eso de mejorar esa parte.

[S1] ¿Qué recomendaciones les darías a los estudiantes que se preparan para una evaluación para minimizar los posibles efectos negativos del Washback?

[S2] Bueno, un estudiante debería investigar más el tema, que el profesor se tome el tiempo de explicar más el tema y uno mismo también investigar en otras partes de Internet o en libros que se empapen más del tema y que pueda no tener efectos negativos en una exposición o en una tarea o en cualquier otro aspecto.

[S1] Muchas gracias.

Note: This table contains the interview transcript with UPSE student Xiomara Carvajal, who is Speaker 1.

Table 3*Interview Transcription Speaker 2.***[SPEAKERS LIST]****S1:** Isabela Villao López**S2:** Josue Tigrero

Person Speaking	Language (Source Audio)
[S1]	<p>Hola, buenas tardes. Hoy es 22 de junio del 2023. Nos encontramos con la estudiante Xiomara Carvajal. Agradecemos su presencia y el tiempo que nos otorga para hacer posible esta entrevista denominada “Washback effect in Students of fifth semester at PINE Major”.</p> <p>Alguna vez has tenido una exposición oral, te han ganado los nervios al momento de hablar o practicaste y estudiaste mucho para una evaluación, pero en el momento de hacerla te bloqueas y se te olvida todo y a causa de eso obtuviste una calificación no agradable, es decir, una baja calificación. ¿Cuáles fueron tus pensamientos y emociones al momento de escuchar o recibir tu calificación?</p>
[S2]	<p>Cuando esto ocurre suelo sentirme desanimado, ya que la nota al verla suele ser muy baja en comparación con mis expectativas, incluso hasta pensar que el maestro se pudo haber equivocado en calificar en el momento de calificar, pero... Imagino que fue por la mala exposición o participación, pero fue por causa de los nervios, inclusive de más factores que pueden haber incluidos en mi intervención.</p>
[S1]	<p>Sabías que ese conjunto de pensamientos y sentimientos en reacción a esas bajas calificaciones tiene un término y se denomina Washback Effect ¿Habías escuchado este término antes? ¿Qué opinas al respecto?</p>
[S2]	<p>Recientemente hemos obtenido una clase acerca de ello, hablando sobre los factores que pueden influir al momento de dar una evaluación. En gran medida, desorientándonos al momento de</p>

participar o antes de hacerlo. Usando... es una buena forma, al usar todos los temas, implemento este...implementando la mejor forma sobre el concepto que hemos estado hablando en cada relación.

[S1] Una vez teniendo en contexto lo que se refiere al Washback Effect, ¿cuáles son sus experiencias personales con respecto a la relación entre el efecto Washback y la calidad de enseñanza del inglés?

[S2] Bueno, a mí se me dificulta un poco exponer, expresar mis ideas y pensamientos, pero esto requiere de vocabulario, entonces...Esto me ha ayudado a adquirirlo para poder expresar las ideas y en base a esto poder abarcar más contenido sobre cualquier tema que se esté hablando usando un vocabulario extenso.

[S1] ¿Cómo crees que el Washback effect puede influir en tu motivación y enfoque para aprender inglés?

[S2] Nosotros podemos usarla como una técnica para poder aprender a encontrar sobre todo una forma de...de aprender sobre cualquier estudio, en plan... encontrar un plan de estudio, ya que esto se debe adecuar a nuestra forma de adquirir, por ejemplo, una lengua extranjera.

[S1] Para responder esta pregunta es necesario saber que se manejan dos tipos de washback. Uno positivo que es cuando un docente mide habilidades como él habla y se basa en los resultados para mejorar, adaptar o ajustar todo el contenido de enseñanza para los estudiantes. Y el negativo es cuando un docente mide habilidades gramaticales y escrita que es donde surge este efecto tanto en los estudiantes como en los docentes, porque no puede avanzar como tiene previsto en sus planificaciones, ¿Crees que el Washback puede tener efectos tanto positivos como negativos en tu aprendizaje del inglés, ¿por qué?

[S2] Bueno, puede existir un aspecto negativo al tocar temas como la adquisición del vocabulario, ya que esto requiere de solo memorización. Por otro lado, al leer una lectura o escuchar un audio,

	eso requiere de una comprensión, ya que este punto se lleva a cabo el uso del pensamiento crítico.
[S1]	¿Cómo crees que los maestros pueden ayudarte a mejorar el Washback durante sus evaluaciones?
[S2]	Basándose en.... ellos pueden basarse en anteriores evaluaciones, como para crear un mapa y encontrar una mejor forma de una versión de evaluación, escogiendo temas, todos los temas que se han hablado y los temas difíciles apartándolo un tiempo para... un tiempo adicional para poder aclarar cualquier duda que se tenga sobre ellos.
[S1]	¿Qué recomendaciones les darías a los estudiantes que se preparan para una evaluación para minimizar los posibles efectos negativos del Washback?
[S2]	Descubrir principalmente cuáles son las áreas que más se dificulta aprender. Una vez encontrados, el profesor puede aplicar técnicas para encontrar la mejor forma de que el estudiante lo adquiera y nunca se le pueda olvidar. Muy bien, muchas gracias.
[S1]	Muchas gracias.

Note: This table contains the interview transcript with UPSE student Josue Tigrero, who is Speaker 2.

Table 4*Interview Transcription Speaker 3.***[SPEAKERS LIST]****S1:** Isabela Villao López**S2:** Adriana Siavichay

Person Speaking	Language (Source Audio)
[S1]	<p>Hola, buenas tardes. Hoy es 22 de junio del 2023. Nos encontramos con la estudiante Xiomara Carvajal. Agradecemos su presencia y el tiempo que nos otorga para hacer posible esta entrevista denominada “Washback effect in Students of fifth semester at PINE Major”.</p> <p>Alguna vez has tenido una exposición oral, te han ganado los nervios al momento de hablar o practicaste y estudiaste mucho para una evaluación, pero en el momento de hacerla te bloqueas y se te olvida todo y a causa de eso obtuviste una calificación no agradable, es decir, una baja calificación. ¿Cuáles fueron tus pensamientos y emociones al momento de escuchar o recibir tu calificación?</p>
[S2]	<p>Sí, creo que a todos alguna vez nos ha sucedido que nos va mal en un examen, tenemos una baja calificación. Y en mi caso, mis pensamientos fueron que no estudié lo suficiente, que no entendí el tema y por ende me he sentido mal. Sin embargo, pienso que podría hacerlo mejor para la próxima, pero no lo hago con una motivación positiva, sino más bien negativa, como por obligación, por decirlo así. Pero cuando realmente entiendo algo, ahí se me hace más fácil improvisar o exponer, e incluso explicarlo a otra persona, sin necesidad de memorizarme todo, porque realmente lo he comprendido.</p>
[S1]	<p>Sabías que ese conjunto de pensamientos y sentimientos en reacción a esas bajas calificaciones tiene un término y se denomina Washback Effect ¿Habías escuchado este término antes? ¿Qué opinas al respecto?</p>

[S2] Realmente solo lo escucho una vez hace poco en una de nuestras clases y entiendo que es como el efecto colateral que tienen las evaluaciones en los estudiantes en cómo ellos toman esa calificación y en cuanto a los resultados que obtuvieron en un examen, ¿no? y cómo les afecta, cómo se sienten con esa calificación o resultado.

[S1] Una vez teniendo en contexto lo que se refiere al Washback Effect, ¿cuáles son sus experiencias personales con respecto a la relación entre el efecto Washback y la calidad de enseñanza del inglés?

[S2] Bueno, yo suelo enfocarme más en los washback positivos, por decirlo así. Por ejemplo, cuando evalúan mis habilidades y conocimientos sin esperar perfección. Sino que yo demuestre que he comprendido un tema o he mejorado en un área que debía mejorar. Por ejemplo, en un speaking al exponer, si se enfocan más en mi desenvolvimiento o mi vocabulario, en vez de la información exacta que yo pueda transmitir y eso me invita a mejorar. Y por el contrario, cuando es negativo, siento que igual debo mejorar, pero no es que sienta mucha motivación al hacerlo.

[S1] ¿Cómo crees que el Washback effect puede influir en tu motivación y enfoque para aprender inglés?

[S2] Si el Washback es positivo, puede motivarme a seguir mejorando, a ver qué habilidades debo trabajar más y bueno, ¿qué puedo hacer a futuro para tener, seguir teniendo esas buenas calificaciones? Pero si es negativo, probablemente sienta que estoy desanimada. Sin embargo, también depende de cada persona, ¿no? ¿Cómo se tomen los resultados negativos?

[S1] Para responder esta pregunta es necesario saber que se manejan dos tipos de washback. Uno positivo que es cuando un docente mide habilidades como él habla y se basa en los resultados para mejorar, adaptar o ajustar todo el contenido de enseñanza para los estudiantes. Y el negativo es cuando un docente mide habilidades gramaticales y escrita que es donde surge este efecto tanto en los estudiantes como

en los docentes, porque no puede avanzar como tiene previsto en sus planificaciones, ¿Crees que el Washback puede tener efectos tanto positivos como negativos en tu aprendizaje del inglés, ¿por qué?

[S2] Claro, eso depende del profesor, ya cómo maneje sus evaluaciones y qué quieran realmente lograr con las evaluaciones que ellos hacen, ya. Entonces, si afecta en el aprendizaje del estudiante, si están evaluando algo que no tiene sentido, o más bien que no enseñaron, que no hicieron que el estudiante comprenda, entonces no pueden esperar un resultado positivo, sino que es como más bien un examen ya mecánico, ya. Pero en cambio, si el profesor realmente sabe que los estudiantes comprendieron y va a evaluar algo que sabe que los estudiantes han visto, han comprendido, han captado, pues obviamente si ya los estudiantes tienen un resultado negativo, el profesor está tranquilo porque sabe que él sí lo transmitió bien. Ya eso ya dependería más del estudiante.

[S1] ¿Cómo crees que los maestros pueden ayudarte a mejorar el Washback durante sus evaluaciones?

[S2] Yo pienso que deberían incluir más los temas que ya hemos visto en las clases anteriores, que hemos practicado en varias clases, qué sé yo, en trabajos en grupos, en exposiciones, y reforzar ese conocimiento, ¿no? Eso ayudaría a que ya estemos preparados en esa evaluación que nos están tomando.

[S1] ¿Qué recomendaciones les darías a los estudiantes que se preparan para una evaluación para minimizar los posibles efectos negativos del Washback?

[S2] Yo recomendaría que a pesar de que existan efectos negativos, ya sean pensamientos o sentimientos al tener una baja calificación o mal resultado, haya sido por lo que haya sido, ¿no? igual tratar de no quedarse mucho pensando en ello y también hablar con el profesor, decirle bueno, yo hice mal esta evaluación porque no entendí este tema si es que fuese porque no entendió a pesar de que haya estudiado otra cosa es que no haya estudiado ni revisado la información eso ya

es la culpa del estudiante pero si el estudiante realmente trató de hablar con el profesor como para recibir una especie de tutoría y que no se estanque en que lo hicieron mal sino tratar de analizar esas debilidades para hacerlo mejor en la próxima vez.

[S1] Muchas gracias.

Note: This table contains the interview transcript with UPSE student Adriana Siavichay, who is Speaker 3.

Table 5*Interview Transcription Speaker 4.***[SPEAKERS LIST]****S1:** Isabela Villao López**S2:** Damaris Reyes

Person Speaking	Language (Source Audio)
[S1]	<p>Hola, buenas tardes. Hoy es 22 de junio del 2023. Nos encontramos con la estudiante Xiomara Carvajal. Agradecemos su presencia y el tiempo que nos otorga para hacer posible esta entrevista denominada “Washback effect in Students of fifth semester at PINE Major”.</p> <p>Alguna vez has tenido una exposición oral, te han ganado los nervios al momento de hablar o practicaste y estudiaste mucho para una evaluación, pero en el momento de hacerla te bloqueas y se te olvida todo y a causa de eso obtuviste una calificación no agradable, es decir, una baja calificación. ¿Cuáles fueron tus pensamientos y emociones al momento de escuchar o recibir tu calificación?</p>
[S2]	<p>Bueno, en mi caso sí tuve esa experiencia de que me había preparado para una exposición y me lo sabía todo, pero al momento de dar mi exposición...me bloqueé y se me olvidaron las palabras y eso causó que no pudiera avanzar ni seguir hablando sobre el tema. Y cuando me dieron mi calificación sí me sentí terrible, me sentí mal, me sentí decaída porque lo primero que se me vino a la mente fue que estaba fallando y llegué a pensar que tal vez esto no era para mí, o sea que aprender inglés no era para mí y eso me hizo sentir muy triste.</p>
[S1]	<p>Sabías que ese conjunto de pensamientos y sentimientos en reacción a esas bajas calificaciones tiene un término y se denomina Washback Effect ¿Habías escuchado este término antes? ¿Qué opinas al respecto?</p>
[S2]	<p>En una clase escuché del término Washback, pero no los explicaron al fondo. Fue una investigación propia, cosa que no sabía que esto se denominaba así. Yo pienso que al respecto se debería hablar más de</p>

este tema porque se da mucho, es mucho los casos que muchas personas piensan que ellos no son lo suficiente sin saber que esto es algo que normalmente pasa.

[S1] Una vez teniendo en contexto lo que se refiere al Washback Effect, ¿cuáles son sus experiencias personales con respecto a la relación entre el efecto Washback y la calidad de enseñanza del inglés?

[S2] Bueno, yo pienso que esto en inglés pasa mucho porque al menos en mi opinión personal yo tengo fallas mucho en lo que es la gramática y a veces cuando estoy exponiendo o hablando, no, exponiendo o escribiendo un texto, sucede que no me acuerdo de una palabra o no sé ni siquiera un sinónimo de esa palabra y me bloqueo bastante y no puedo avanzar.

[S1] ¿Cómo crees que el Washback effect puede influir en tu motivación y enfoque para aprender inglés?

[S2] Yo creo que el Washback influye bastante en lo que es nuestra motivación, al menos en mi motivación, porque a veces llego a pensar que no soy suficiente y dan ganas de dejar la carrera porque pienso, otras personas la hacen mejor que yo y yo no puedo dar igualmente ese rendimiento, y sí me hace sentir un poco mal.

[S1] Para responder esta pregunta es necesario saber que se manejan dos tipos de washback. Uno positivo que es cuando un docente mide habilidades como él habla y se basa en los resultados para mejorar, adaptar o ajustar todo el contenido de enseñanza para los estudiantes. Y el negativo es cuando un docente mide habilidades gramaticales y escrita que es donde surge este efecto tanto en los estudiantes como en los docentes, porque no puede avanzar como tiene previsto en sus planificaciones, ¿Crees que el Washback puede tener efectos tanto positivos como negativos en tu aprendizaje del inglés, ¿por qué?

[S2] Yo creo que puede tener este efecto positivo de manera que si no entiendo un tema y ya sea que el profesor no tenga tiempo de enseñármelo, yo mismo trato de buscar recursos, videos que me

puedan a mí explicar mejor el tema hasta que yo lo comprenda, lo negativo de esto es que se siguen avanzando los temas y yo me quedo como quien dice atrás, un paso atrás, por investigar el tema. Y eso es el lado positivo y negativo que lo tengo en mi aprendizaje.

[S1] ¿Cómo crees que los maestros pueden ayudarte a mejorar el Washback durante sus evaluaciones?

[S2] Yo creo que podrían hacerlo de manera que explicar las clases o dar tutorías aparte de sus clases para que ellos tampoco retrasen lo que es sus planificaciones porque es necesario ver todas las materias o sea todos los temas porque sucede que a veces no alcanzan a dar un tema completo por retroceder temas que no se comprendieron bien y al momento de hacer una evaluación esos temas están inconclusos o con fallas.

[S1] ¿Qué recomendaciones les darías a los estudiantes que se preparan para una evaluación para minimizar los posibles efectos negativos del Washback?

[S2] La recomendación que les daría es que, si van a tener una evaluación obviamente programada, estudien semanas antes y de los temas que menos tienen sólidos en su mente, que los revisen a fondo para que al momento de darle evaluación, ya sea escrita u oral, no fallen.

[S1] Muchas gracias.

Note: This table contains the interview transcript with UPSE student Damaris Reyes, who is Speaker 4.

Table 6*Interview Transcription Speaker 5.***[SPEAKERS LIST]****S1:** Isabela Villao López**S2:** Cristhian Zambrano

Person Speaking	Language (Source Audio)
[S1]	<p>Hola, buenas tardes. Hoy es 22 de junio del 2023. Nos encontramos con la estudiante Xiomara Carvajal. Agradecemos su presencia y el tiempo que nos otorga para hacer posible esta entrevista denominada “Washback effect in Students of fifth semester at PINE Major”.</p> <p>Alguna vez has tenido una exposición oral, te han ganado los nervios al momento de hablar o practicaste y estudiaste mucho para una evaluación, pero en el momento de hacerla te bloqueas y se te olvida todo y a causa de eso obtuviste una calificación no agradable, es decir, una baja calificación. ¿Cuáles fueron tus pensamientos y emociones al momento de escuchar o recibir tu calificación?</p>
[S2]	<p>Pues, al momento de recibir mi calificación tuve una emoción mala, triste, ya que una baja calificación a un estudiante le afecta emocionalmente, creo yo. Pero, sin embargo, no me rendí más bien procedí a estudiar y prepararme mejor como estudiante para poder obtener una mejor calificación en una próxima ocasión, lo cual ayudé a preponderar mi nota y poder obtener una mejor calificación y así poder pasar el ciclo o el semestre.</p>
[S1]	<p>Sabías que ese conjunto de pensamientos y sentimientos en reacción a esas bajas calificaciones tiene un término y se denomina Washback Effect ¿Habías escuchado este término antes? ¿Qué opinas al respecto?</p>
[S2]	<p>Sí, lo había escuchado anteriormente en una clase, pero el efecto Washback en consideración a mi persona, creo yo que sí es un tema amplio, ya que depende mucho de las emociones del estudiante, ¿no? Cómo logró él sentir en ese momento, ya que lo puede tomar de una</p>

manera positiva, ya que puede...prepararse para una próxima ocasión, mejorar sus calificaciones o puede tomarlo de una manera negativa en la cual solamente decida que le afecte y él se siente encerrado en un círculo de emociones donde se diga a sí mismo no puedo.

[S1] Una vez teniendo en contexto lo que se refiere al Washback Effect, ¿cuáles son sus experiencias personales con respecto a la relación entre el efecto Washback y la calidad de enseñanza del inglés?

[S2] Pues la calidad de enseñanza del inglés, pienso yo que esta asignatura, lo que es el inglés, depende bastante del enfoque que uno como estudiante le logre poner en todo el tiempo de aprendizaje, ya que lo que mencionamos es que la enseñanza en el idioma inglés depende del proceso estudiante fluyendo en su entorno, pues él debe ir preparándose continuamente, es un proceso que nunca tiene un fin, uno siempre, siempre debe ir estudiando. Pues en el efecto washback, este estudiante debe considerar que las calificaciones son cosas que pueden cambiar y mejorar, todo depende de la motivación del tenga en sí mismo.

[S1] ¿Cómo crees que el Washback effect puede influir en tu motivación y enfoque para aprender inglés?

[S2] Pues yo como estudiante tengo una postura mental de que si tengo una baja calificación puedo prepararme para una próxima ocasión poder obtener y cambiar esa nota, ¿no? Obtener una mejor calificación y lograr cambiarla. Ya que yo...puedo tomar las decisiones en mi futuro y lograr que cambien. Todo depende del enfoque que le ponga a la materia como estudiante.

[S1] Para responder esta pregunta es necesario saber que se manejan dos tipos de washback. Uno positivo que es cuando un docente mide habilidades como él habla y se basa en los resultados para mejorar, adaptar o ajustar todo el contenido de enseñanza para los estudiantes. Y el negativo es cuando un docente mide habilidades gramaticales y escrita que es donde surge este efecto tanto en los estudiantes como

	en los docentes, porque no puede avanzar como tiene previsto en sus planificaciones, ¿Crees que el Washback puede tener efectos tanto positivos como negativos en tu aprendizaje del inglés, ¿por qué?
[S2]	Pues yo como estudiante tengo una postura mental de que si tengo una baja calificación puedo prepararme para una próxima ocasión poder obtener y cambiar esa nota, ¿no? Obtener una mejor calificación y lograr cambiarla. Ya que yo...puedo tomar las decisiones en mi futuro y lograr que cambien. Todo depende del enfoque que le ponga a la materia como estudiante.
[S1]	¿Cómo crees que los maestros pueden ayudarte a mejorar el Washback durante sus evaluaciones?
[S2]	La parte motivacional es algo que nunca debe faltar en el área de clases, tanto por parte de un docente, ya que así motivando él al estudiante puede darle la confianza que él necesita para poder hacer un cambio en él como estudiante.
[S1]	¿Qué recomendaciones les darías a los estudiantes que se preparan para una evaluación para minimizar los posibles efectos negativos del Washback?
[S2]	No dudar de sus habilidades, confiar siempre en todo lo que ellos pueden lograr como estudiantes, prepararse en todas sus falencias, hacer las fortalezas y poder así obtener una buena calificación en el futuro.
[S1]	Muchas gracias.

Note: This table contains the interview transcript with UPSE student Cristhian Zambrano, who is Speaker 5.

Appendix

Appendix A: Student Interview Questionnaire on “Washback Effect in English Assessment”



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

“THE WASHBACK EFFECT IN THE ENGLISH LANGUAGE ASSESSMENT IN STUDENTS AT PINE MAJOR.”

CUESTIONARIO DE ENTREVISTA A LOS ALUMNOS DEL 5TO SEMESTRE DE LA CARRERA PINE.

Objective:

- To analyze the washback effect on young ESL students in the fifth semester at PINE major through interviews.

Disclaimer:

Esta entrevista se realiza totalmente de manera anónima, la información proveniente de cada una de las preguntas será confidencial y solamente se utilizarán con fines investigativos, por favor, responde honestamente.

Interview:

Buenos días/noche, hoy es _____ del 2023, nos encontramos con el estudiante _____, agradecemos su presencia y el tiempo que nos otorga para hacer posible esta entrevista denominada “Washback effect in students of fifth semester at PINE Major”.

1. Alguna vez has tenido una exposición oral, te han ganado los nervios al momento de hablar, o practicaste y estudiaste mucho para una evaluación, pero en el momento de hacerla te bloqueas y se te olvida todo y a causa de eso obtuviste una calificación no agradable, es decir una baja calificación ¿Cuáles fueron tus pensamientos y emociones al momento de escuchar o recibir tu calificación?
2. Sabías que ese conjunto de pensamientos y sentimientos en reacción a esas bajas calificaciones tiene un término y se denomina “Washback effect” ¿Habías escuchado este término antes, ¿qué opinas al respecto?
3. Una vez teniendo en contexto lo que se refiere el “Washback effect” ¿Cuáles son sus experiencias personales con respecto a la relación entre el “efecto washback” y la calidad de la enseñanza del inglés?
4. ¿Cómo crees que el “Washback effect” puede influir en su motivación y enfoque para aprender inglés?
5. Para responder esta pregunta es necesario saber que se manejan dos tipos de efectos washback, positivo que es cuando un docente mide habilidades como el habla, y se basa en los resultados para mejorar, adaptar o ajustar todo el contenido de enseñanza para los estudiantes y negativo es cuando un docente mide habilidades gramaticales y escritas que es donde surge este efecto tanto en los estudiantes como docente porque no puede avanzar como tiene previsto en sus planificaciones, entonces ¿Crees que el “washback” puede tener efectos tanto positivos como negativos en tu aprendizaje del inglés? ¿Por qué?
6. ¿Cómo crees que los maestros pueden ayudarte a manejar mejor el “Washback effect” durante sus evaluaciones?

7. ¿Qué recomendaciones les daría a los estudiantes que se preparan para una evaluación para minimizar los posibles efectos negativos del "efecto washback"?

Appendix B: Results of the interviews

Table 7

Results of the interviews.

	PREGUNTAS	ESTUDIANTE 1	ESTUDIANTE 2	ESTUDIANTE 3	ESTUDIANTE 4	ESTUDIANTE 5
1	<p>Alguna vez has tenido una exposición oral, te han ganado los nervios al momento de hablar o practicaste y estudiaste mucho para una evaluación, pero en el momento de hacerla te bloqueas y se te olvida todo y a causa de eso obtuviste una calificación no agradable, es decir, una baja calificación. ¿Cuáles fueron tus pensamientos y emociones al momento de escuchar o recibir tu calificación?</p>	<p>Ok, yo creo que nos ha pasado a todos que en el momento hemos expuesto mal, o por los nervios no nos han salido las palabras. Bueno, mi primer pensamiento en ese momento fue que no podía seguir con exposición porque no recordaba la palabra exacta para seguir y me bloqueé, y bueno, con resultado de eso tuve una mala calificación, y mi sentimiento en ese momento fue que me sentía impotente de no poder demostrar mis conocimientos.</p>	<p>Cuando esto ocurre suelo sentirme desanimado, ya que la nota al verla suele ser muy baja en comparación con mis expectativas, incluso hasta pensar que el maestro se pudo haber equivocado en calificar en el momento de calificar, pero... Imagino que fue por la mala exposición o participación, pero fue por causa de los nervios, inclusive de más factores que pueden haber incluidos en mi intervención.</p>	<p>Sí, creo que a todos alguna vez nos ha sucedido que nos va mal en un examen, tenemos una baja calificación. Y en mi caso, mis pensamientos fueron que no estudié lo suficiente, que no entendí el tema y por ende me he sentido mal. Sin embargo, pienso que podría hacerlo mejor para la próxima, pero no lo hago con una motivación positiva, sino más bien negativa, como por obligación, por decirlo así. Pero cuando realmente entiendo algo, ahí se me hace más fácil improvisar o exponer, e incluso explicarlo a otra persona, sin necesidad de memorizarme todo, porque realmente lo he comprendido.</p>	<p>Bueno, en mi caso sí tuve esa experiencia de que me había preparado para una exposición y me lo sabía todo, pero al momento de dar mi exposición...me bloqueé y se me olvidaron las palabras y eso causó que no pudiera avanzar ni seguir hablando sobre el tema. Y cuando me dieron mi calificación sí me sentí terrible, me sentí mal, me sentí decaída porque lo primero que se me vino a la mente fue que estaba fallando y llegué a pensar que tal vez esto no era para mí, o sea que aprender inglés no era para mí y eso me hizo sentir muy triste.</p>	<p>Pues, al momento de recibir mi calificación tuve una emoción mala, triste, ya que una baja calificación a un estudiante le afecta emocionalmente, creo yo. Pero, sin embargo, no me rendí más bien procedí a estudiar y prepararme mejor como estudiante para poder obtener una mejor calificación en una próxima ocasión, lo cual ayude a preponderar mi nota y poder obtener una mejor calificación y así poder pasar el ciclo o el semestre.</p>
2	<p>Sabías que ese conjunto de pensamientos y</p>	<p>De hecho, sí había topado este tema en clases, pero yo creo que los profesores</p>	<p>Recientemente hemos obtenido una clase acerca de ello, hablando sobre</p>	<p>Realmente solo lo escucho una vez hace poco en una de nuestras clases y entiendo</p>	<p>En una clase escuché del término Washback, pero no los explicaron al fondo. Fue</p>	<p>Sí, lo había escuchado anteriormente en una clase, pero el efecto Washback en</p>

<p>sentimientos en reacción a esas bajas calificaciones tiene un término y se denomina Washback Effect ¿Habías escuchado este término antes? ¿Qué opinas al respecto?</p>	<p>deberían explicar más clases y... o sea, explicarlas más y concretar lo que dicen.</p>	<p>los factores que pueden influir al momento de dar una evaluación. En gran medida, desorientándonos al momento de participar o antes de hacerlo. Usando... es una buena forma, al usar todos los temas, implemento este...implementando la mejor forma sobre el concepto que hemos estado hablando en cada relación.</p>	<p>que es como el efecto colateral que tienen las evaluaciones en los estudiantes en cómo ellos toman esa calificación y en cuanto a los resultados que obtuvieron en un examen, ¿no? y cómo les afecta, cómo se sienten con esa calificación o resultado.</p>	<p>una investigación propia, cosa que no sabía que esto se denominaba así. Yo pienso que al respecto se debería hablar más de este tema porque se da mucho, es mucho los casos que muchas personas piensan que ellos no son lo suficiente sin saber que esto es algo que normalmente pasa.</p>	<p>consideración a mi persona, creo yo que sí es un tema amplio, ya que depende mucho de las emociones del estudiante, ¿no? Cómo logré él sentir en ese momento, ya que lo puede tomar de una manera positiva, ya que puede...prepararse para una próxima ocasión, mejorar sus calificaciones o puede tomarlo de una manera negativa en la cual solamente decida que le afecte y él se siente encerrado en un círculo de emociones donde se diga a sí mismo no puedo.</p>
<p>3 Una vez teniendo en contexto lo que se refiere al Washback Effect, ¿cuáles son sus experiencias personales con respecto a la relación entre el efecto Washback y la calidad de enseñanza del inglés?</p>	<p>Una de las experiencias más fuertes fue cuando tenía que dar una exposición en inglés. En mi caso, mi déficit es en el speaking, en ese momento me bloqueé y me olvidé de la exposición y no pude decir más.</p>	<p>Bueno, a mí se me dificulta un poco exponer, expresar mis ideas y pensamientos, pero esto requiere de vocabulario, entonces...Esto me ha ayudado a adquirirlo para poder expresar las ideas y en base a esto poder abarcar más contenido sobre cualquier tema que se esté hablando usando un vocabulario extenso.</p>	<p>Bueno, yo suelo enfocarme más en los washback positivos, por decirlo así. Por ejemplo, cuando evalúan mis habilidades y conocimientos sin esperar perfección. Sino que yo demuestre que he comprendido un tema o he mejorado en un área que debía mejorar. Por ejemplo, en un speaking al exponer, si se enfocan más en mi desenvolvimiento o mi vocabulario, en vez de la información exacta que yo pueda transmitir y eso me invita a mejorar. Y, por el</p>	<p>Bueno, yo pienso que esto en inglés pasa mucho porque al menos en mi opinión personal yo tengo fallas mucho en lo que es la gramática y a veces cuando estoy exponiendo o hablando, no, exponiendo o escribiendo un texto, sucede que no me acuerdo de una palabra o no sé ni siquiera un sinónimo de esa palabra y me bloqueo bastante y no puedo avanzar.</p>	<p>Pues la calidad de enseñanza del inglés, pienso yo que esta asignatura, lo que es el inglés, depende bastante del enfoque que uno como estudiante le logre poner en todo el tiempo de aprendizaje, ya que lo que mencionamos es que la enseñanza en el idioma inglés depende del proceso estudiante fluyendo en su entorno, pues él debe ir preparándose continuamente, es un proceso que nunca tiene un fin, uno siempre, siempre debe ir estudiando. Pues en el</p>

			contrario, cuando es negativo, siento que igual debo mejorar, pero no es que sienta mucha motivación al hacerlo.	efecto washback, este estudiante debe considerar que las calificaciones son cosas que pueden cambiar y mejorar, todo depende de la motivación del tenga en sí mismo.	
4	¿Cómo crees que el Washback effect puede influir en tu motivación y enfoque para aprender inglés?	Yo creo que influye mucho con las emociones porque al fallar en ese momento me hace sentir que no di lo mejor de mí y de ahí comienzan los pensamientos negativos donde uno quiere darte de baja de la carrera o sentirse frustrado.	Nosotros podemos usarla como una técnica para poder aprender a encontrar sobre todo una forma de...de aprender sobre cualquier estudio, en plan... encontrar un plan de estudio, ya que esto se debe adecuar a nuestra forma de adquirir, por ejemplo, una lengua extranjera.	Si el Washback es positivo, puede motivarme a seguir mejorando, a ver qué habilidades debo trabajar más y bueno, ¿qué puedo hacer a futuro para tener, seguir teniendo esas buenas calificaciones? Pero si es negativo, probablemente sienta que estoy desanimada. Sin embargo, también depende de cada persona, ¿no? Cómo se tomen los resultados negativos	Yo creo que el Washback influye bastante en lo que es nuestra motivación, al menos en mi motivación, porque a veces llego a pensar que no soy suficiente y dan ganas de dejar la carrera porque pienso, otras personas la hacen mejor que yo y yo no puedo dar igualmente ese rendimiento, y sí me hace sentir un poco mal.
5	Para responder esta pregunta es necesario saber que se manejan dos tipos de washback. Uno positivo que es cuando un docente mide habilidades como él habla y se basa en los resultados para mejorar, adaptar o ajustar	Bueno, de hecho, creo que los efectos serían más negativos que positivos porque hay profesores que nos quieren atrasarse en su planificación y se alejan teniendo... y bueno, deja clases inconclusas.	Bueno, puede existir un aspecto negativo al tocar temas como la adquisición del vocabulario, ya que esto requiere de solo memorización. Por otro lado, al leer una lectura o escuchar un audio, eso requiere de una comprensión, ya que este punto se lleva a cabo el	Claro, eso depende del profesor, ya cómo maneje sus evaluaciones y qué quieran realmente lograr con las evaluaciones que ellos hacen, ya. Entonces, si afecta en el aprendizaje del estudiante, si están evaluando algo que no tiene sentido, o más bien que no enseñaron, que no hicieron que el estudiante comprenda, entonces no	Yo creo que puede tener este efecto positivo de manera que si no entiendo un tema y ya sea que el profesor no tenga tiempo de enseñármelo, yo mismo trato de buscar recursos, videos que me puedan a mí explicar mejor el tema hasta que yo lo comprenda, lo negativo de esto es que se siguen avanzando los temas y yo me
				Bien, tomando en cuenta estas dos diferencias en la parte oral, siempre hay una mayor facilidad ya que existen estudiantes que tienen un mayor desempeño en esta área y en cambio, en lo que es el área escrita, la parte gramatical, los estudiantes por lo general casi siempre tienen falencias, pero debe considerar la	

todo el contenido de enseñanza para los estudiantes. Y el negativo es cuando un docente mide habilidades gramaticales y escrita que es donde surge este efecto tanto en los estudiantes como en los docentes, porque no puede avanzar como tiene previsto en sus planificaciones, ¿Crees que el Washback puede tener efectos tanto positivos como negativos en tu aprendizaje del inglés, ¿por qué?

uso del pensamiento crítico.

pueden esperar un resultado positivo, sino que es como más bien un examen ya mecánico, ya. Pero en cambio, si el profesor realmente sabe que los estudiantes comprendieron y va a evaluar algo que sabe que los estudiantes han visto, han comprendido, han captado, pues obviamente si ya los estudiantes tienen un resultado negativo, el profesor está tranquilo porque sabe que él sí lo transmitió bien. Ya eso ya dependería más del estudiante.

quedo como quien dice atrás, un paso atrás, por investigar el tema. Y eso es el lado positivo y negativo que lo tengo en mi aprendizaje.

práctica porque la práctica es lo que lleva a un estudiante a poder mejorar cualquier, cualquier, cualquier problema tanto en la vida, tanto en el área del inglés, desempeño académico. Todo depende de la constancia que uno tenga como estudiante.

6

¿Cómo crees que los maestros pueden ayudarte a mejorar el Washback durante sus evaluaciones?

Bueno, los maestros deberían tomarse el tiempo para ver cuáles son las interrogantes de sus estudiantes y tomar en cuenta que las clases deberían ser más demostrativas y bueno eso de mejorar esa parte.

Basándose en... ellos pueden basarse en anteriores evaluaciones, como para crear un mapa y encontrar una mejor forma de una versión de evaluación, escogiendo temas, todos los temas que se han hablado y los temas difíciles apartándolo un tiempo para... un tiempo adicional para poder

Yo pienso que deberían incluir más los temas que ya hemos visto en las clases anteriores, que hemos practicado en varias clases, qué sé yo, en trabajos en grupos, en exposiciones, y reforzar ese conocimiento, ¿no? Eso ayudaría a que ya estemos preparados en esa evaluación que nos están tomando.

Yo creo que podrían hacerlo de manera que explicar las clases o dar tutorías aparte de sus clases para que ellos tampoco retrasen lo que es sus planificaciones porque es necesario ver todas las materias o sea todos los temas porque sucede que a veces no alcanzan a dar un tema completo por retroceder temas que no se comprendieron bien y al

La parte motivacional es algo que nunca debe faltar en el área de clases, tanto por parte de un docente, ya que así motivando él al estudiante puede darle la confianza que él necesita para poder hacer un cambio en él como estudiante.

		<p>aclarar cualquier duda que se tenga sobre ellos.</p>		<p>momento de hacer una evaluación esos temas están inconclusos o con fallas.</p>
<p>7 ¿Qué recomendaciones les darías a los estudiantes que se preparan para una evaluación para minimizar los posibles efectos negativos del Washback?</p>	<p>Bueno, un estudiante debería investigar más el tema, que el profesor se tome el tiempo de explicar más el tema y uno mismo también investigar en otras partes de Internet o en libros que se empapen más del tema y que pueda no tener efectos negativos en una exposición o en una tarea o en cualquier otro aspecto.</p>	<p>Descubrir principalmente cuáles son las áreas que más se dificulta aprender. Una vez encontrados, el profesor puede aplicar técnicas para encontrar la mejor forma de que el estudiante lo adquiera y nunca se le pueda olvidar.</p>	<p>Yo recomendaría que a pesar de que existan efectos negativos, ya sean pensamientos o sentimientos al tener una baja calificación o mal resultado, haya sido por lo que haya sido, ¿no? igual tratar de no quedarse mucho pensando en ello y también hablar con el profesor, decirle bueno, yo hice mal esta evaluación porque no entendí este tema si es que fuese porque no entendió a pesar de que haya estudiado otra cosa es que no haya estudiado ni revisado la información eso ya es la culpa del estudiante pero si el estudiante realmente trató de hablar con el profesor como para recibir una especie de tutoría y que no se estanque en que lo hicieron mal sino tratar de analizar esas debilidades para hacerlo mejor en la próxima vez.</p>	<p>La recomendación que les daría es que, si van a tener una evaluación obviamente programada, estudien semanas antes y de los temas que menos tienen sólidos en su mente, que los revisen a fondo para que al momento de darle evaluación, ya sea escrita u oral, no fallen.</p> <p>No dudar de sus habilidades, confiar siempre en todo lo que ellos pueden lograr como estudiantes, prepararse en todas sus falencias, hacer las fortalezas y poder así obtener una buena calificación en el futuro.</p>

Note. This table shows the results of the interviews conducted with all respondents. All the answers obtained are compared here.