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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“WASHBACK IN CHILDREN’S MOTIVATION TO LEARN
ENGLISH”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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ADVISOR'S APPROVAL

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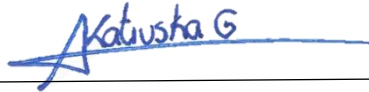
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Statement of Authorship

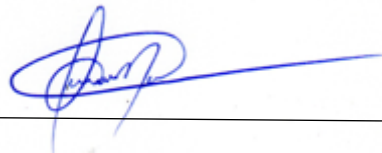
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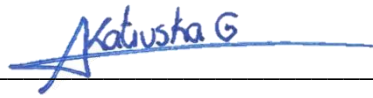
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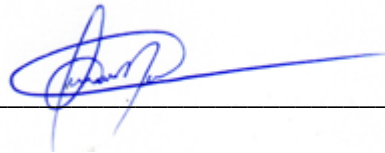
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I want to take the opportunity to thank my family who always supported me throughout my career, always found a way to help me when I needed it and never closed a door for me, I also want to thank my two dearest best friends Carlos Ivan Silva and Michelle Barba, thank you from the bottom of my heart for always holding my hand, thank you for taking the time to really know me and always remind me how strong and brave I am; to my partner, my person, Gabriel Teran, thank you for your unbreakable support and for always motivating me to reach my goals, and last but not least I want to thank myself... for never giving up, because no matter the situation, no matter how rough the world can be, you Nohelia, always found a way to keep going, I love you and hope a few years from these huge achievement you can look back and feel proud of us, we did it, and we can do whatever we set our minds to.

Emilia Nohelia Paez Arcentales

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Eternal gratitude to God for never leaving me in the most difficult moments.

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-Katt

Dedication

I want to dedicate this to the two women who have always inspired me to be the best version of myself. To my beloved mother, who gave me life, who guided me, and who encouraged me to learn what is now my second language; my mother, who has shown me the path, taught me so much, and from whom I hope to continue learning. Moreover, to my grandmother, my cherished grandmother, who has always been like a second mother to me, who, from a very young age, taught me to fight for my dreams, to work hard, and to be grateful for everything I have and all that is yet to come. To these two remarkable women, I dedicate my most significant achievement to date. Thank you for always caring for me and loving me unconditionally. Everything I am today is because of you.

With love,

Emilia Nohelia Paez Arcentales

Dedication

I dedicate this research to my parents, Erasmo Gordillo and Carlota Alban for their unconditional support throughout this journey and for being my greatest source of inspiration to achieve my dreams, this achievement is not only mine, but yours too. To my maternal family for always believing in me, thank you and a thousand thanks. I also want to dedicate this achievement to my best friend, Domenica Guale who despite the distance, I know is proud of me, thank you for being a relief in my saddest moments. And without a doubt to my life partner Roberto González, who came into my life at the least expected moment, but became company, inspiration and strength in the moments when I needed it most. I love you.

With love

-
Katt

Abstract

The acquisition of English as a foreign language is increasingly recognized as essential in contemporary society. Children are exposed to English from an early age through formal education, media, and technology, underscoring the importance of understanding how assessment practices influence their learning attitudes. This research project's primary objective is to examine the washback's impact on students' motivation in English learning and to assess how its implementation can significantly influence learning outcomes. This study employed a qualitative methodology grounded in phenomenology to explore participants' experiences and perceptions. Interview results indicated that teachers frequently observed that poorly structured assessments and a lack of interactive materials contribute to student demotivation. Furthermore, teachers emphasized that washback plays a crucial role in students' academic development, which aligns with previous research that links standardized assessments to learning processes and motivation.

In summary, this research project demonstrates the substantial influence of washback on children's motivation and its broader impact on the learning environment and educational processes.

KEY WORDS: Motivation, learning, Washback, children.

Resumen

La adquisición del inglés como lengua extranjera se reconoce cada vez más como esencial en la sociedad contemporánea. Los niños están expuestos al inglés desde una edad temprana a través de la educación formal, los medios de comunicación y la tecnología, lo que subraya la importancia de comprender cómo las prácticas de evaluación influyen en sus actitudes de aprendizaje. El objetivo principal de este proyecto de investigación es examinar el impacto del washback en la motivación de los estudiantes en el aprendizaje del inglés y evaluar cómo su implementación puede influir significativamente en los resultados del aprendizaje. Este estudio empleó una metodología cualitativa basada en la fenomenología para explorar las experiencias y percepciones de los participantes. Los resultados de la entrevista indicaron que los profesores observaron con frecuencia que las evaluaciones mal estructuradas y la falta de materiales interactivos contribuyen a la desmotivación de los estudiantes. Además, los profesores enfatizaron que el lavado juega un papel crucial en el desarrollo académico de las estudiantes, que se alinea con investigaciones anteriores que vinculan las evaluaciones estandarizadas con los procesos de aprendizaje y la motivación.

En resumen, este proyecto de investigación demuestra la influencia sustancial del Washback en la motivación de los niños y su impacto más amplio en el entorno de aprendizaje y los procesos educativos.

Palabras Clave: Motivación, aprendizaje, Washback, niños.

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Introduction

When it comes to teach English, it is always a great challenge, especially when we involve pedagogical methods and evaluative methods, which play a fundamental role in education. Washback indicates the impact that assessments have on the teaching and learning practice, which can affect motivation, either positively or negatively also, these evaluations play an important role in the academic world, measuring progress and directly influencing students' pedagogical applications and perceptions of assessments. In this case, since dealing with children, it is a very significant practice, as motivation plays a determining role for them to achieve meaningful learning, thus shaping education and teaching from an early age.

Many studies show that the effect of washback can be either beneficial or detrimental to the teaching process, depending on certain factors, particularly in basic education. In this way, positive washback describes when classroom objectives and assessments are aligned, promoting active participation and student engagement, as this alignment is closely tied to meaningful learning. It increases children's confidence, maintains and improves motivation, and enhances the enjoyment of learning English. Latin America usually applies a more traditional education, and not all the skills are required to develop the English language and put into practice.

On the other hand, in Ecuador, guided evaluations are already beginning to be applied more in performance, and feedback improves the quality of education, but there is still a long way to go to investigate washback and deepen its needs in learning.

One of the challenges with the washback effect on children's motivation is that it is not often used in English classrooms. This happens when testing and assessment shape how teachers

teach and students learn. If teachers do not use it well, students may feel less motivated, more
This study investigates the effective use of washback in classroom activities to enhance student
motivation. This study investigates the effective use of washback in classroom activities to
enhance student motivation. This study examines how the washback effect modifies the teaching
method of teachers, giving us better results in learning and teaching. It not only seeks to
demonstrate its importance but also seeks to allow teachers to generate new strategies within the
classroom aligned with teaching needs.

Keeping focus on these aspects, the study demonstrates that assessment seeks for
motivation and facilitates lasting progress in English language education, maintaining an active
motivation on students, presents a significant challenge for English language teachers, as it is
critical for learners to complete assigned tasks successfully.

Motivation may seem like a straightforward concept, yet some students respond to praise
while others lose interest when evaluations seem to focus on rote memorization and repetition.
These notes suggest that assessment triggers student motivation in English classes, albeit in
complicated and sometimes contradictory fashion.

CHAPTER I

Research Topic

Evaluation techniques and instruments

Title of the project

Washback in Children's Motivation to Learn English.

Problem Statement

Teaching English in elementary settings is an intricate process where several pedagogical, psychological, and test-related factors come into play. The effect of testing and assessment on teaching approaches and learning behaviors is among the variables that help define washback (Green, 2020).

For young learners specifically, washback can influence classroom dynamics and teaching priorities since teachers tend to mold their approaches to match test requirements. At the same time, children's motivation represents one of the determining factors of students' effort and perseverance toward learning a language. It influences learners' willingness to participate and advance (Alamer & Lee, 2019).

When these two variables come into play and interact, they favor a constructive learning atmosphere or exercise pressure that reduces students' intrinsic interest in English. This study aims to investigate this interaction within the specific framework of students learning English to indicate strategies that favor constructive washback and maintain high-level scholars' motivation.

The significance of this research lies in the importance of improving the quality of educating and learning in early childhood. Meanwhile, applying a positive washback reinforces participatory and meaningful learning, helping with students' enthusiasm and various attitudes (Dawadi, 2021), negative washback remind anxiety, rote learning, and disaffection (Watanabe, 2021). Since child inspiration is a significant indicator of future language achievement (Ushioda, 2020), comprehending how washback influences it becomes vital. While exploring the effect of washback on students' motivation, the current research strives to gain an empirical understanding that informs educators, curriculum developers, and policymakers in constructing an assessment framework supporting learning enjoyment and confidence in learning English at an early age.

This type of research investigates the influence that the English-language assessments have on students' motivation to learn English in earlier education. This research looks at how assessment practices shape motivational outcomes in young learners, either through the solicitation of learners' attention and affirmative disposition toward English or through the imposition of stress and the withdrawal of interest in the English language (Cheng & Sun, 2021).

Although the washback effect has influence on the level of teaching and on learning, it has been researched rather superficially in the context of young learners and their motivation, which is vital for the ongoing acquisition of the language.

This is why the current research departure is to study washback motivation and young children, in order to provide suggestions based on research for the designing of motivating and purposeful assessment practices in the teaching of English at primary level.

As mentioned earlier, teachers need to question traditional assessments because of their methods of evaluating student performance, which do not consider the different individual abilities of students. Therefore, it is essential to update the methods with more authentic approaches, as they facilitate meaningful communication, unlike traditional assessments (Muñoz, Veliz, & Veliz, 2019).

It is for the same reason that it is essential to understand and recognize the washback and its role in motivating children. Thus, in this way teachers can adapt their teaching methods, create more creative or interactive activities, that allow better approaches or techniques and thus modify pedagogical plans, to be able to maintain and strengthen the teaching of English from an approach of trust, creating a better environment for the teaching-learning process of learners, since for them this environment of trust is critical, more when it comes to evaluating them, not feeling the fear of failure, but rather that teachers prepare themselves and are ready to change, thus providing students with the support they need when they receive feedback. Since the problem focuses on the lack of knowledge towards the washback and its important role in the classroom in learning English.

To better understand this problem, a qualitative analysis will be carried out, through different questions, thus analyzing and compiling the experiences of different teachers, identifying the different teaching techniques and how the washback plays an important role in the incentive of scholars, examining their interaction and knowledge of the washback in their various environments and realities and how it can help in the teaching needs for the improvement of the teaching-learning process in the classroom.

Justification

This topic, Washback in children's motivation to learn English, is relevant due to the increase in assessments in the educational context at the primary level. How perhaps washback can influence learners' impetus, as indicated, "Washback is a sensitive approach in various contexts such as social and institutional." (Dawadi, 2021)

Experts define motivation as a determining factor in the teaching-learning process since learning requires obtaining knowledge and an environment full of curiosity and creativity, which leads to desire. (Rossell, 2024) Moreover, washback is the impact or manifestation that a test causes in the teaching process. (Solíz, 2022)

That is why it is important to investigate teachers' experiences, how they perceive the role of washback, how they believe it affects scholars' motivation, and how they adjust their planning to implement changes in teaching. Many of the studies found focus more on adolescents rather than on primary education students; with this project, it aims to fill that gap by taking specific ideas from teachers, thus improving education and how they can adapt lessons in early childhood to be beneficial for their growth in the teaching-learning process during that initial educational stage.

In conclusion, when discussing the teaching of English, an important point must be considered: the washback of children's motivation and its significance, which warrants investigation to observe the changes that are achieved in the teaching-learning process.

This study uses a qualitative method to study the washback effect on children's motivation to learn English in Elementary education. The participants include five Elementary teachers (from different institutions). The study examined teachers' perceptions, experiences, and

practices related to washback and its effect on children's engagement, participation, and self-confidence in learning English.

The planned research will involve collecting qualitative data using interviews, observations, and reflective accounts of practitioners about their use and understanding of washback, as well as the examination of how the feeling of washback affects children's motivation and engagement/agency in the English classrooms. It will also investigate pedagogical adjustments that might overcome the adverse washback effect and provide a positive learning experience; the research will not draw on students who have passed the primary range, including adolescents and adults, the quantitative measurement of test grades or statistical analysis as the interest is in people's understandings/experiences rather than numbers, and educational policies or systems apart from if it directly influences washback and classroom motivation.

Problem Question

- What role does washback play in motivating children to learn English?

Specific Questions

- How does the use of washback help in motivation in English learning?
- How does the use of washback help meet the needs of English teaching?
- How can the techniques used by teachers adapt the washback in classrooms and
- improve English teaching?

General Objective:

- To analyze the washback's role in English language teaching to enhance students' motivation through its application in the classroom.

Specific objectives:

- To explore how the washback approach helps motivate English teachers.
- To determine how the role of washback helps with the English teaching process.
- To identify which techniques teachers have used to adapt washback in classrooms to improve English teaching.

CHAPTER II

Theoretical Framework

Background

Assessments play a crucial role in the methodology and academic environment in which students' progress is measured. In this case, since dealing with children, it is a very significant practice, as motivation plays a determining role for them to achieve meaningful learning, thus shaping education and teaching from the confidence of students at an early age (Alderson & Wall, 1993),

In recent times, several experts have found that evaluations affect motivation. (Suryanto, 2020) According to studies, exams have an impact on learning and motivation, making it possible to strike a balance between assessment and motivation at an positive point, thereby promoting reinforcement of academic needs, especially during evaluations.

In the same way (Liu and Yu, 2021) discovered that students with self-determination respond better to evaluations with meaningful strategies, such as extensive reading and more authentic materials that aid in understanding English, considering that learning is a complex process and depends on each student and how they respond, depending on the educational context. That is why teachers should not overlook motivation, as it plays a special role in education by being a driver that influences engagement.

It also includes research from Latin America that indicates evaluations are usually standardized or aligned with traditional education. These assessments directly influence how teachers plan assessments, as not all skills are often prioritized and rigid strategies are used

(Homran & Asassfeh, 2023). Although there is not much information on washback regarding children, this indicates another reason to analyze the role of washback in children's motivation when learning English as a foreign language.

On the other hand, different educational environments in Ecuador have shown that the effect of washback is not always adverse. In a primary school in Quito, for example, it shows that children manifest great interest in English classes when formative and meaningful feedback is provided to them. Other authors have identified that when certain assessments are carried out based on performance, it is possible to improve educational quality, allowing for a more objective evaluation (Saico & Guachichulca, 2022).

Another of the global definitions that includes the washback is the effect of assessments on institutional practices; it can be either beneficial or unfavorable, depending on the result it produces in the academic context (Nguyen, 2023). Washback will always influence whether the evaluations have been conducted mechanically and not all skills have been developed, or whether more interactive alternatives have been used that help in the proper development of the evaluation.

On the other hand, it can establish that motivation plays an important role in people's lives and, of course, in children's learning process, because it significantly influences their interest (Mélida & Zambrano, 2024). Linking motivation and child learning, many times, the lack of motivation can be observed at an early age, as the absence of interest, academic reinforcement, and demotivation at a young age play a role in the advancement of knowledge, especially when it comes to a foreign language such as English.

It can be perceived that assessments determine the type of washback, whether it is positive or negative, which establishes the importance of motivation when evaluating students, thus taking into account always to use the best strategies to cause a positive washback after being assessed, since standardized tests or the old way of evaluating can generate unnecessary stress, anxiety, and disinterest in learning a foreign language such as English (Sadeghi, Ballidag, & Mede, 2021).

Pedagogical Basis

Pedagogical methods and the application of assessments are fundamental in the teaching-learning process of English at an early age. From a qualitative perspective, washback helps us understand how evaluative processes generate a positive or negative feeling about the motivation to learn the English language.

Considering this, one of the pedagogical bases is supported (Daniels, 2016), the sociocultural approach, which asserts that learning comes from interaction and language, meaning that to be understood, it must be studied from its phases, change, and history. This relates to the Zone of Proximal Development (ZPD) (Vygotsky, 1978).

Having clarified that ZPD is the space between what students can accomplish by themselves and what can reach with the help of a teacher, what marks a special component is the guidance of an adult to promote the child's development (Vygotsky, 1978).

While the distance between the student needing help for motivation and what they do alone through self-motivation is short, due to evaluative methods, this often varies in how it is assessed and what changes are made to generate positive washback for children.

Good interaction and communication mean that evaluations are not only measured by results. This also implies that washback can always be modified if evaluations are used as a pedagogical tool, not a tool to measure knowledge. Therefore, evaluations must be conducted truly and in a cooperative way, thus creating meaningful learning (Shabani, 2020).

Similarly, the self-determination theory proposed by (Deci and Ryan, 2021) provides a foundation in relation to motivation and learning, making it clear that both go hand in hand in education. According to this theory, students have three needs: autonomy, competence, and relatedness. That is, when an assessment is conducted considering the needs of the students, it generates positive washback; otherwise, it creates negative washback that leads to stress, anxiety, and concern about being evaluated and potentially judged by a poor result. It is worth noting that a student's coefficient often does not depend on a score.

Therefore, the pedagogical foundation of this thesis focuses on understanding how washback interacts with sociocultural and motivational principles and how it relates to children's learning. This will help teachers reconsider new, more innovative evaluation methods, guiding a more humane, interactive, and motivating approach that focuses on more meaningful learning, which is fundamental to education.

Theoretical basis

Washback points out the effect that more assessments have on learning, and this study will observe how this relates to motivation. This is especially important for children, since their school experiences strongly influence their motivation (Dong, Zhang, & Zhang, 2022).

When teachers use formative assessment correctly, students tend to feel more confident and motivated to learn. This method underscores the progress rather than only the outcomes, also

giving feedback, involving students, and adjusting lessons helps keep engaged the classroom, specially when they can notice by themselves that goals are not a hard thing to achieve. These strategies are mainly effective in early childhood classrooms, where motivation is enhanced through supportive feedback and skill-building (Shao et al, 2024).

Process-based models indicate how motivation can develop and persist in language learning, and reassuring students of their curiosity, value, and support can help them start. When tasks are engaging, students are motivated to continue working, they are encouraged to improve when they receive helpful feedback. Feedback about progress gives students a sense of accomplishment, shows them the specific areas that require more attention, and helps them to remain motivated.

The study makes known the different experiences of the teachers and how they use the evaluations to generate a change in the students. English educators reported that using collaborative exercises, encouraging peer assessments, and adapting more student-focused approaches greatly enhanced interest and participation. This demonstrates how much influence educators can have on motivation, especially in younger learners (Elmagzoub Eltahir, 2023).

Studies of teachers' experiences show that when teachers use formative assessments, they can create more positive changes in the classroom. For example, English teachers working in test-focused settings found that incorporating group activities, peer feedback, and student-centered tasks helped increase student motivation and engagement. This illustrates the significant impact that teachers can have on motivation, particularly with younger students (Zenouzagh, et al, 2025).

Some studies indicate that changes in assessment and innovation in this area are of paramount importance in the education system. Researchers point out that assessments that utilize technology motivate students and aid their progress, suggesting that these are important strategies for improving the student experience. All these ideas—washback, formative assessment, motivation, student perspectives, teacher roles, and technology—give researchers a solid foundation for studying how assessments impact children’s motivation to learn English. Researchers can develop more effective ways to support motivation in early language learning by studying these factors.

Legal Basis

In the “Constitución de la República del Ecuador,” the following articles are mentioned:

Art. 26, fifth section highlights that Education is an inalienable right for each person throughout their life and an undeniable and inexcusable obligation of the State. It is a primary area of public policy and state spending, and a cornerstone of equality and social inclusion (Constitución de la República del Ecuador, 2008, art. 26).

As provided by the Organic Law on Intercultural Education (LOEI), in the chapter of principles and purposes, in article 2, section u, education for change stipulates that: “Se establece a la investigación, construcción y desarrollo permanente de conocimientos como garantía del fomento de la creatividad y de la producción de conocimientos, promoción de la investigación y la experimentación para la innovación educativa y la formación científica” (LOEI, 2015, Art. 2).

Art. 28.- Mentions that education shall serve the public interest and shall not be at the service of individual or corporate interests. Universal access, permanence, mobility, and

graduation without discrimination shall be guaranteed, and education shall be compulsory at the preschool, elementary, and high school levels or their equivalents. (Constitución de la República del Ecuador, 2008, art. 28).

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales (Ministerio de Educación, 2025, art. 44).

Art. 347.- Indicates that:

“Será responsabilidad del Estado: 1. Fortalecer la educación pública y la coeducación; asegurar el mejoramiento permanente de la calidad, la ampliación de la cobertura, la infraestructura física y el equipamiento necesario de las instituciones educativas públicas. - 2. Garantizar que los centros educativos sean espacios democráticos de ejercicio de derechos y convivencia pacífica. Los centros educativos serán espacios de detección temprana de requerimientos especiales. [...] 7. Erradicar el analfabetismo puro, funcional y digital, y apoyar los procesos de post-alfabetización y educación permanente para personas adultas, y la superación del rezago educativo. [...] 12. Garantizar, bajo los principios de equidad social,

territorial y regional que todas las personas tengan acceso a la educación pública.” (Ministerio de Educación, 2025, art. 347).

Chapter III

Methodological Framework

Methods

This research uses the qualitative method since one of the objectives of this research is to explore and understand the role of washback in children's motivation when learning English, thus focusing on the expertise, perceptions, and lives of teachers from different schools in La Libertad, obtained through teaching basic education to infants. The qualitative method works participatively through the teachers' knowledge obtained by working with the children, and thus, it helps us make decisions when it comes to data collection (Angelöw & Psouni, 2025).

According to Mantula et al. (2024) , qualitative research focuses on understanding complex phenomena through memories and analyzing non-numerical data. The authors highlight this in educational research, helping us understand and identify the factors that influence education (pp. 1-10).

Type of Research

The phenomenological approach is suitable for investigating washback and children's motivation, as it is generally used to explore and understand this scientific phenomenon, which is related to the perspectives and experiences of teachers. It is the appropriate method for conducting a qualitative study focusing on anecdotes and experiences gained throughout the classes.

This method aims to capture those emotions and benefit from the experiences that children and teachers have lived through, using evaluative methods. This type of analysis will describe the essence experienced by the participants, allowing for a better understanding of washback (Zeng, Xiu, & Tang, 2023).

Data Collection Techniques

Interviews are used as a collection method since they obtain the expertise of different teachers from La Libertad who have taught children in basic education, specifically, one-on-one interviews. It has already been stated that interviews are suitable for collecting data in qualitative research, especially when attempting to gather individuals' occurrences to make sense of those experiences while providing information interactively. Since open questions allow for free expression, children are given detailed accounts of adventures drawn from the educational world through conversation (Kallio et al, 2021).

This study applies a questionnaire consisting of nine questions given in the research objectives. With these questions, we will explore the effect of washback and how it relates to children's motivation; we will also examine the role of washback in their educational process and capture the experiences of five primary school teachers.

Population and sample

The participants in this project are primary school English teachers in basic education in Santa Elena. These teachers understand how assessments affect student motivation. These teachers are invaluable sources of information regarding how the evaluation systems in place generate positive or negative washback in motivating learners to learn English.

Five teachers were chosen, as they specialize in working with children and their years of experience in basic education will allow us to expand on the topic of washback and how it interacts, connecting it to motivation.

The sample consists of 5 teachers from different institutions, and the purpose of selecting them aligns with this research qualitative. These studies aim to explore and describe participants'

lived experiences with substantial knowledge of the phenomenon, rather than generalize findings to a broader people. (Smith, Flowers, & Larkin, 2022).

These teachers are anticipated to offer in-depth insights into the essential features of washback in early English education.

CHAPTER IV

Analysis of Findings

This chapter analyzes the data from the interviews conducted with five teachers from different schools in La Libertad, Santa Elena. The findings on the washback are presented, obtaining data through the distinct interviews to analyze the perceptions about the evaluation concerning children's motivation, and how it affects or favors their learning.

In this chapter, every response is analyzed individually, and highlighting the most relevant points from every participant creates a whole meaning, emphasizing that every teacher has different experiences and can share the knowledge they have gained.

Interpretation of data from the interviews

Based on your experience, what characteristics in an English assessment generate demotivation in children?

The interviewees agreed that repetition, excessive verbal content, unfamiliar or insufficiently practiced assessment formats, the lack of guidance in activities can lead to demotivation. Although there are many strategies and methods that can be implemented in classes, teachers often focus on traditional approaches, which results in difficult homework or assignments that are not very aligned with interactivity, which in some way generates demotivation and education is not perceived as positively as it should be in real life.

Additionally, a shortage of visual or auditory support can reduce engagement. Teachers should strive to design evaluations that maintain student interest and participation. Finally, the lack of feedback and low grades are usually what cause students to lose motivation.



How do you see the connection between the assessment given to the student and the impact on their learning process?

Educators believe that they must align assessments with students' needs. Before giving a test, teachers should evaluate the state of students' prior knowledge, and as a result, this would help to facilitate effective instruction. When students show gaps in knowledge, instructional adjustments should be made; this implementation identifies strengths and deficiencies, enabling teachers and learners to adapt their learning efforts. Evaluations that do not focus on critical learning needs or fail to achieve their purpose should be improved in order to foster student growth. Assessment as a form of reflection of the learning cycle serves different purposes.

Evaluations designed correctly show evidence of student learning, whereas assessments that provide no meaningful return show evidence of learning that is limited. Feedback is meaningful to both students and teachers, and with consistent use, is evident in results over time.



How do you adapt your teaching techniques when demotivation interrupts your students' learning process?

Interviewees stated that the lack of student encouragement most of the time can lead to teacher frustration. To address this issue, educators may implement competitions, short films, interactive activities, music, and the mini board technique, which resembles a spelling competition. Participants also stated that encouraging teamwork over individual work gives students a different advantage by fostering interaction, stimulating communication skills, and promoting friendship within the classroom environment. These strategies are effective in capturing students' attention. When learners experience boredom or demotivation, teachers must modify lessons to increase interactivity and re-engage students' interest, or consider changing the tone of their voice and the position from which they usually stand. Employing these diverse

instructional methods helps sustain student attention and ensures continuity of lessons. In order to facilitate learning, teachers should include games and relevant real-life examples pertaining to the instructional unit. When students show anxiety towards participation, it is the teachers' job to create a more welcoming classroom. Teachers ought to talk to their students to assess their needs and shift instructional strategies to provide a more refined approach to teaching.



Analysis and discussion of the interview versus the bibliographic review

After the interviewees identified some of the characteristics that generate demotivation, which are that the assessments are repetitive, that figures are not included, and that they adhere to traditional evaluations since they lack visual support and interaction and are more focused on the repetition of words, another major characteristic is that low grades after an assessment and the absence of feedback decrease children's enthusiasm. According to Andriani et al. (2023), they confirm what the interviewees mentioned, since their study found that when less attractive

materials are used, the insufficiency of communication can become an extra factor that influences the motivation of primary school students.

It refers to cognitive development, where it is stated that children develop better in class through interaction and not just through rigid lessons strictly following traditional classes, where different types of materials can be included to capture their attention and stimulate learning within the classroom (Piaget, 1972).

Determining the role of washback in the classroom, its effect, and its role helps to meet certain teaching needs, thus providing affective feedback that helps children not so much as criticism but rather to improve. If necessary, align the content with other materials, rather than focusing solely on textbook activities, which often do not fully meet educational needs. Provide students with extra content in addition to the materials they typically acquire, along with meaningful feedback, and thus develop other skills that help meet their needs (Albondoq, 2023).

The connection between the assessment given to the student and the impact on their learning process is also mentioned in the interview, where teachers said that assessment plays a key role in children's motivation. The practical application allows teachers to identify students' previous knowledge, their areas of strength, and the areas where they need additional support. "Assessment goes beyond measurement. It is about molding the learning process, understanding the intricacies of prior knowledge, and determining the strengths of the students." (Black & Wiliam, 1998).

Teachers said that when students seem disengaged or nervous, they can help by making the lesson more interactive and more supportive. The integration of games, contests, music, films, real-life references, group work, and constructive feedback fosters a positive classroom climate that promotes participation. Teachers adapt the teaching materials, clarify the assignment descriptions, encourage students to work together, and pursue a more integrated classroom environment. Such actions focus on reducing students' anxiety and increasing participation.

The ZPD theory suggests that students learn best and optimally develop when they are given tasks that are a little beyond their reach, yet doable with help. The combination of collaborative learning, assistance, and the structured sequencing of lessons or steps helps students reach their goals and achieve desirable learning outcomes (Vygotsky, 1978).

Chapter V

Conclusions

This research analyzed the washback on children's motivation to learn English in primary schools. By examining teachers' experiences, It was possible to verify that assessments have a significant influence on students' motivation. If assessments are not properly designed, if outdated methods are used, if the focus is solely on memorization instead of applying other more appropriate methods, it becomes possible to conduct more interactive assessments that increase enthusiasm and motivation to learn a new language like English. This helps us to have better feedback and therefore to have more encouraging aspirations within classes. It is noted that positive washback improves learning outcomes as long as it is aligned more with real contexts, since working with children is always an enjoyment of imagining, innovating, and enriching the academic environment, because day by day, not only does the student learn, but the teacher also learns, and together they improve the academic environment, thus addressing different learning needs. In contrast, negative washback, which is not so aligned with the objectives, generates demotivation and lack of interest among the students.

In conclusion, upon finishing this study, the importance of washback in children's education has been demonstrated. It is clear that it affects not only the motivation of the children but also the pedagogical decisions of the teachers, contributing to better academic performance, allowing us to focus on progress rather than just student performance

Recommendations

Institutions could offer different training sessions that explain to teachers the importance of washback at an early age and how to design evaluations correctly to result in a positive washback in the classroom. Since all this is important, adequate training will favor and motivate the learning of English.

Washback should be appropriately applied to interact effectively and engage students' attention. This means that assessments should be presented to learners with clear objectives. Otherwise, this would only cause them confusion, stress, and demotivation.

Design more creative or interactive evaluations. If knowing that an evaluation will be taken generates pressure, the demotivation increases when they give us an evaluation with obsolete or old methods. A great incentive would be to evaluate with more creative and interactive methods, where children do not feel so much pressure but feel the evaluation as a way to improve their weaknesses and not just as a score.

To see positive results in students' motivation, teachers should integrate assessment practices like constructive feedback to build the confidence needed in students and ensure the teaching-learning process significantly impacts them.

To finalize, this research's purpose is not only to analyze but also to demonstrate the giant influence that washback has on the motivation of children, specifically, and the whole learning environment and process. This study also highlights very well the fundamental importance of applying positive washback to students and how this action can significantly boost real learning outcomes from learners.

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Annexes

Annex A: Certified Anti-Plagiarism.

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “WASHBACK IN CHILDREN’S MOTIVATION TO LEARN ENGLISH ” elaborado por los estudiantes, GORDILLO ALBAN KATIUSKA JAMILETTE y PAEZ ARCENTALES EMILIA NOHELIA 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, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe. Atentamente,



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Annex B: Interview Questionnaire.

How would you define washback in the context of teaching English to primary school children?

How do you think assessments influence children's motivation when learning English?

Based on your experience, what characteristics in an English assessment generate demotivation in children?

How does the use of washback help meet the needs of English teaching?

How do you see the connection between the assessment given to the student and the impact on their learning process?

What kinds of methods have you used to provide washback to your students?

How do you adapt your teaching techniques when demotivation interrupts your students' learning process?

Do you think washback and student motivation are related? Why?

Looking back at your experience, how has the washback effect influenced the overall learning environment in your English classes?

Annex C: Interview of Teachers via Zoom.

How would you define washback in the context of teaching English to primary school children?

Participant 1: Washback is the influence of assessments on students, their learning process, and how they react, depending on the type of washback applied. Washback can be positive, which helps to boost and motivate students, thus creating positive teaching results. Conversely, if negative washback occurs, it generates stress and distrust and, therefore, demotivates children. The teachers also mentioned that washback could engage students, conduct evaluations, and deeply analyze the real knowledge learners acquire in every test.

Participant 2: Washback when you are teaching English to primary school children refers to the impact of testing and assessment on teaching and learning. The washback could have positive results.

Participant 3: Washback could influence assessments. Reassessment that engages students to learn through repetition can be boring sometimes. Also, use strategies before taking a lesson or any test.

Participant 4: Well, washback is the influence that many assessments have on teaching and learning, basically, that is what shapes how students study and how teachers prepare, mainly our lessons.

Participant 5: Well, let me tell you that many years ago, Washback was completely unknown for me and even nowadays, it has a name for me because in my case, it was just the feeling. It didn't have a name. But as I have read, as I have been informed now, I can say that Washback, it's the influence, okay, that the tests and assessment have on students at the moment of teaching, sorry, learning and how they react to a grade. Specifically, in little kids, Washback means how we design the assessment and how it shapes all their way they react, as I told you before. So, how they are reacting to these experiences and sometimes we have, as you said, we have positive Washback that probably it's encouraging, I don't know, curiosity, need of learning, other things, or maybe we have the negative Washback that it's the one that it's creating fear and sometimes stress. That's Washback for me.

How do you think assessments influence children's motivation when learning English?

Participant 1: Assessments greatly influence children's motivation due to the proper application of washback in the classroom. Learners can interact effectively and be engaged if teachers apply clear, rewarding, and easy-to-follow activities and objectives. On the other hand,

if these assessments are unclear, complex, or too focused on memorization, students can feel overwhelmed, stressed, bored, demotivated, and even unsuccessful

Participant 2: Assessments can have a positive impact on children's motivation because in this way they can work harder and focus on a purpose.

Participant 3: Well, first, students don't like evaluation, right? They usually love learning by playing. So having a test or quiz by learning could be influenced in a positive way. First, students learn by playing. Second, students don't know they are doing a test. Okay, but they are doing, of course. And creating a really great format of assessment. That's what I mean.

Participant 4: Well, the assessments can motivate children if these assessments are clear, fair and rewarding. Sometimes they can be demotivating if they are too difficult or stressful. I mean, students can tend to feel a little bit disappointed or their moral can be a little bit low if our assessments tend to be difficult or stressful for them.

Participant 5: Well, assessment strongly affects motivation. If the assessment is an activity that is engaging students, is giving clear goals, and it's probably easy to achieve, they are going to motivate students, or in this case, children, to learn and show what they know. But when the assessment is too difficult, it's not clear, it's very, very hard to follow, or maybe it's too focused on memorization. Students won't feel encouraged, actually, they will feel discouraged, so they will feel unsuccessful, they will feel that they are not well prepared, especially in English

Based on your experience, what characteristics in an English assessment generate demotivation in children?

Participant 1: Repetition, excessive verbal content, unfamiliar or insufficiently practiced assessment formats, unclear instructions, and minimal interaction may contribute to student demotivation. Although diverse methods are available in English classes, teachers frequently rely on traditional approaches.

Participant 2: Students feel demotivated when they don't understand the instructions when taking an assessment, when the teacher doesn't provide the necessary feedback before starting, and obviously when their grade is too low.

Participant 3: An assessment that is repetitive. Many words, no pictures, no interactive strategies and assessments. You know, in English we have different kind of assessments. Including, could be just one question and that is an assessment. Okay, could be orally, could be verbal. But most of the time, teachers work in a traditional way. They just use question complete, question complete, question complete, true, false. But that is in the past. Now we have more strategies to apply into an assessment.

Participant 4: Well, if we as teachers give to the students unclear instructions or perhaps we make our assessments way too difficult. Sometimes students tend to find the assessments that they lack of relevance in real life. They say, hey, teacher, why am I going to learn this? This is not going to be of any use in my real life. OK, and sometimes students feel demotivation when the assessments only focus on errors rather than progress.

Participant 5: Well, there are many things, because I was about to say some things, but actually, there are many things that could generate demotivation. For example, we have repetitive tests that can make students feel overwhelmed, especially when they are little kids, or maybe assessments that are not familiar for students, maybe things that you haven't practiced at school before, or instructions that are too confusing. Even though I love grammar, I think that that's what probably one of my biggest strengths. I consider that when an assessment is too much focused on grammar rules, or we are trying to get just grammar outcomes, this is not a good assessment, and students feel that it's not meaningful. Students prefer communicating. Another thing that could demotivate is lack of visual support.

How does the use of washback help meet the needs of English teaching?

Participant 1: Effective washback enables teachers to assess students' prior knowledge, facilitate targeted practice, and design activities appropriate for students' proficiency levels and specific needs. Teachers also mention that washback in English teaching is highly effective when implemented appropriately.

Participant 2: Teachers can change their instruction to have a better preparation for tests by having meaningful learning objectives. Also improve teaching methodology and teachers help students to develop skills to assessments.

Participant 3: We can know like, okay, this is students that don't lack of knowledge, and we can improve more, practice more, and create more activities into the washback. And it helps a lot. But of course, using the correct washback test, using the correct one, appropriate to

the level of a student. Because to primary school, we cannot have only questions and words, words, words. They need to have like pictures, interactive activities, coloring, matching, cutting, pasting. Those can be like washback.

Participant 4: Well, this ensures assessment guide learning. This encourages teachers to align our lessons with meaningful goals and improve the student outcomes, of course.

Participant 5: When we have the positive one, and we are ensuring this, we are checking that assessment is encouraging skills, the ones that students need, the ones that they really need, for example, developing speaking, or maybe listening, sorry, and using English in not just the context of learning from a book, also learning from whatever is surrounding them, so in that way, we are having a good washback, so we are using these feelings, we are using whatever they are learning, and if they are learning in a good way, they are going to feel good, so we are ensuring our kids are feeling well. When we design, as teachers, when we design good assessments, and they are matching with our goals, we, the teachers, we can have a, I can't say like our dream classroom, but at least we are completely sure that our activities have a meaningful outcome, we are reinforcing learning and motivation, so that's how I consider that washback helps students to fulfill what they want or they need

How do you see the connection between the assessment given to the student and the impact on their learning process?

Participant 1: Assessment and instruction must be interconnected. Before administering a test, teachers should assess the accuracy of students' prior knowledge to support effective learning. If students demonstrate insufficient knowledge, instructional strategies should

be adjusted accordingly. This identifies strengths and weaknesses, enabling teachers and students to modify learning strategies

Participant 2: Connection can guide the approach to learning. Assessments prioritize the most important content. The assessment results identify areas where students need support. Assessments can increase motivation if students have a sense of accomplishment and provide valuable feedback to both students and teachers.

Participant 3: Well, they must be connected. Because I'll give you an example. I need to teach children a simple present. Before a simple present, students must know their daily routines. I want to know if they have any idea how to say brush your teeth in Spanish or in English, of course, having a walk, get dressed, so we can apply a lesson, a washback, and I can have a previous knowledge. Then I apply that knowledge or lack of knowledge to reinforce my class. My lesson plan during the class. And then the learning process can go beautifully at the

end. **Participant 4:** Well, assessments highlight strengths and weaknesses. OK, these assessments can guide us both teachers and students to adjust learning strategies, because if we see that our assessments are not being focused on what is really important to be, or if we see them as ineffective, we need to adjust those assessments in order to help the students in a better way.

Participant 5: Well, assessment is a mirror, so when the assessment is being well taken, students are learning well. When the assessments are not being part or are not meaningful, our students are not learning well, so when we design a very good assessment, the one that gives feedback and the one that is helping children and, of course, teachers, because assessment is not

just for students, assessments are also good for teachers, we can see how the areas that we want to improve at the end of a certain period, they have been improved, so when students succeed, when students reach certain goals, we can say that these good assessments are being reflected on the real learning goals, so when this happens, the confidence grows, they are more motivated or they are more willing to participate actively in class, so that that's the connection, assessment and probably the impact that you mentioned on their learning process.

What kinds of methods have you used to provide washback to your students?

Participant 1: Information and communication technologies (ICTs) are particularly prevalent in private schools. In contrast, public schools often adopt a communicative approach due to limited access to technological resources. Oral presentations and role-plays were implemented to promote student participation and create a more engaging classroom environment

Participant 2: I use three methods: Feedback on previous assignments and evaluations makes the assessment development easier. Practice assignments familiarize students with the topics to be assessed. Reflective activities help students think about their performance.

Participant 3: Well, I work in a public institution. And I also work in a private one. There is a big difference. Okay? I'm going to tell you about a private. The method that I use for taking a washback is using the ICTs. Okay? And the method is CLEAR. When I use technology, when I use words, and when I use teachers' and students' learning process. And in a public

institution, it's different, because we don't have technology to use CLEAR. I just use a communicative approach.

Participant 4: I think that we have used feedback sessions, revision activities, practice tests. They are really important to make a practice test before the actual test. Positive reinforcement is really important. Positive reinforcement. OK, because this way we encourage improvement. We help them to improve.

Participant 5: well, I can't lie and say that I always use positive washback, I need to be honest. Sometimes, I have worked with students and I have probably, like we say in Spanish, when they have a bad grade, because that's when I use this probably bad grade to encourage students to study. I know it's not good, I know it's not the way that we have to work, but sometimes it works well, but I have also worked with positive washback. I have used the play-based assessment. I don't know if you have heard about play-based assessment. It's when you have games, roles, even students from different levels, a high school or university, apart from elementary school, every student, I think at least once in their life, have used a role play, so that is a play-based assessment. Another one is when we use matching pictures with words or drawing activities, so that is another kind of method that I have used to give washback to my students, and of course, the ones that we are used to have, the ones that are formative ones, for example, quizzes, presentations, projects, and of course, with rubrics, so that's why a project can be part of a formative assessment. So, those are the ones that I have used. That sounds perfect, and that's really accurate.

How do you adapt your teaching techniques when demotivation interrupts your students' learning process?

Participant 1: A lack of student encouragement can lead to teacher frustration. To address this issue, teachers may implement competitions, films, interactive activities, music, and the mini board technique, which resembles a spelling competition. Encouraging teamwork over individual work provides students with a distinct advantage by fostering interaction, enhancing communication skills, and promoting friendship within the classroom environment.

Participant 2: I adapt my teaching techniques by identifying the causes of demotivation and recognizing the student's participation giving them an advantage. I try to change the individual activities to team work to promote communication and friendship.

Participant 3: When the students don't feel encouraged, it's really hard. It's really hard for teachers, because you feel frustrated. One of my techniques is just to read. Alright? And then try to use my techniques in a funny way. Using competitions, using interaction, using movies. And one important technique that I use is inferring. Students love music. Students love movies. Imagine that I'm going to teach action verbs. I choose a movie, and the students just listen to the movie, and they make a competition. Follow the movie. Keep singing. If they know the song, the lyrics, they get an extra plus, which means extra participation, extra points. That is one. The other could be that I use a technique and material, which is a mini board. Mini board technique. The mini board technique, it's just a single paper, a sheet protector, like a mini board, and I use with a marker. I use like a dictation, a spelling, competitions, beginning with the words that I'm going to teach as vocabulary. And the students get motivated, because they are like a

competition, a racing. Okay? And the students love that. And then I catch attention from my students. After that, I use that for my classes.

Participant 4: Well, mostly I use games. Sometimes real life examples, depending on the unit and the context that we're using in the class. Group activities are really, really good. And also personalized support to re-engage students. Sometimes students tend to feel alone or that I can't, I'm not going to raise my hand because I'm going to be ridiculized by other students. So it's important to work face-to-face with them and help them improve what they are having difficulties with.

Participant 5: When I notice a student that is not being motivated to work, first of all, I talk to him or her, and I try to understand what's going on, and then I change whatever they are learning. I need to change it for that student. I need to probably change the tasks, the orders. I need to make them simple, and I need to break these rules or these instructions into smaller instructions. That is something called scaffolding, so I tend to scaffold the instruction. Okay, first this, second this, so students can feel that the task is not overwhelming. It's something that they can fulfill. Another thing is I add games or songs or we dance in classes. Another thing that I can use, let me see, oh, peer work. Peer work is something that works really, really well when a student is demotivated because they can compare answers before trying to tell them in front of the rest of the class, so when a student is not motivated, you can sign this wherever you want. A student won't participate in class because that little kid is afraid of feeling more demotivated, is afraid of making mistakes, so that student won't be able to raise his or her little hand and try to participate, so I prefer to put those students to work with another partner, and they can compare. They can work together so that students feel empowered to work, and probably in a few weeks

those partners will, I don't know, split, and they will work individually in a better way because that student is not demotivated anymore, so that's what I do, and something that works really, really well is giving them immediate positive reinforcement.

Do you think washback and student motivation are related? Why?

Participant 1: washback is closely related to the evaluation process in education, which is a required component. Teachers employ a range of assessment methods beyond traditional written tests. The teacher's assessment type can significantly influence student outcomes, either positively or negatively.

Participant 2: Of course, washback is related to student motivation. That's because when the feedback is good and learning has a purpose, the student's confidence increases, in this way the student will participate more in classes and will have more meaningful learning.

Participant 3: Of course, it is related, because in education, Washback is an evaluation, and evaluating students every single moment, it's mandatory. Okay? The idea now, nowadays, it's that we don't evaluate only using a paper. We evaluate using rubrics, using different kinds of techniques and methods. And also, according to my techniques and methods for evaluating, students are going to have good results. Okay? If my assessments using Washback is just paper, paper, answer, complete, answer, complete, question, and answer, copy, copy, and copy, and repeat, the students get frustrated. And also, I'm going to have bad results. If I change my methods into interactive activities during a lesson, okay, in a lesson assessment, the students are going to have good results. So, they are extremely related. Thank you so much.

Participant 4: Yes, indeed. Washback and student motivation, it's extremely related because effective washback motivates students by showing progress and relevance, while negative washback reduces confidence. And that's something we don't want in our classrooms

Participant 5: Well, they are related. They are intrinsically related because when you give a positive Washback, this helps and motivates the students because assessments feel like they are just enjoying the way they are learning, but when you give a negative Washback, it can discourage students. They feel that the tests are just a way to give them a punishment, so when we can, or when we read, or when we are in front of the students, we can see definitely that the way that you give Washback will affect students' motivation really quick.

Looking back at your experience, how has the washback effect influenced the overall learning environment in your English classes?

Participant 1: washback refers to the influence of a pre-test on the classroom environment. Throughout the instructional process, selecting the appropriate type of washback for each lesson or assessment is essential. Incorporating songs has proven effective in motivating students in the classroom and alleviating teacher stress. This approach has fostered a supportive and goal-oriented classroom environment. Without clear direction, students often lack a sense of purpose.

Participant 2: Washback has helped me to relate the instructions with the curriculum objectives, and in this way the students will be well-prepared for assessments. Students are more focus and cooperative.

Participant 3: Washback refers to the use of pre-tests to assess students' prior knowledge. When I administer a pre-test, my goal is to understand my students' existing knowledge so I can plan my classes more effectively and achieve better outcomes. As teachers, we inevitably make mistakes; sometimes an activity or lesson does not yield the desired results, as reflected when most students perform poorly. For example, if students do not engage with writing activities, I adapt my approach by incorporating more interactive or playful tasks, which often leads to improved results. I have observed that these adjustments significantly influence the classroom learning environment. Learning English can be particularly challenging for Ecuadorian students, who often express frustration with traditional teaching methods. Although such methods persist, today's students are generally more open-minded and technologically adept than previous generations, and sometimes even more so than their teachers. Therefore, it is essential to select teaching techniques that align with students' needs and the learning context to foster successful outcomes. Ultimately, the primary objective is not only for students to learn English but also to develop communicative competence. To achieve this, it is crucial to identify and build upon students' prior knowledge through effective assessment strategies such as washback.

Participant 4: Well, in my experience, positive washback has created a supportive, goal-oriented environment. If a student lacks of a goal, he's going to wander off in the classroom like, I don't know what I'm doing here. I don't know why I'm learning this. So it's important to be goal-oriented, to have a goal-oriented environment. We can also say that negative washback has shown the need to adjust teaching. When I was starting a lot of years ago, I wasn't aware of this. It took me years to adjust the way I teach to students in order to have better outcomes.

Participant 5: when I have used positive Washback, I have been, or I have created a place that is safe for my students. They feel supported by someone else. They see that the assessment will help instead of make the problem bigger, so instead of feeling trapped, they will feel helped, so they are not scared, so that's how my, according to my experience, Washback influenced the overall learning, but as I told you before, when I have used negative Washback, sometimes it has worked, sometimes no, so using negative Washback moments always reminds me, the teacher, that I need to adjust my strategies, so when I see my students' faces, when I see the way they are feeling, because the Washback is not something that I can give to them, but I can make them or I can create that, so when I see that probably the comments that I have used to them are, or I have told them, are not correct, I see that I need to adjust the way that I have been working and, of course, trying to motivate them and, of course, motivating me to change and keep focused on whatever I want to fulfill as a teacher.

The screenshot shows a Google Docs document titled "CHAPTER 3 QUESTIONS" with the following interview questions highlighted in yellow:

- How would you define washback in the context of teaching English to primary school children?
- How do you think assessments influence children's motivation when learning English?
- Based on your experience, what characteristics in an English assessment generate demotivation in children?
- How does the use of washback help meet the needs of English teaching?
- How do you see the connection between the assessment given to the student and the impact on their learning process?

The document is viewed in a browser window with a video call overlay on the right side. The video call shows three participants: Noelia Pérez Arcentales, Katiuka Gordillo, and Sandra Encalada. The system tray at the bottom shows the date as 31/10/2025 and the time as 0:00.

CHAPTER 3 QUESTIONS - Docume x +

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CHAPTER 3 QUESTIONS

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How do you see the connection between the assessment given to the student and the impact on their learning process?

What kinds of methods have you used to provide washback to your students?

How do you adapt your teaching techniques when demotivation interrupts your students' learning process?

Do you think washback and student motivation are related? Why?

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CHAPTER 3 QUESTIONS - Docume x +

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CHAPTER 3 QUESTIONS

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children?

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CHAPTER 3 QUESTIONS - Docume x +

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CHAPTER 3 QUESTIONS

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11/10/2025

Nichela Paez Arcentales

Silya Ponce

Kattuzia Gordillo Alban