

**WHAT DO BASIC LEVEL STUDENT'S PERCEPTIONS ABOUT ENGLISH  
LANGUAGE LEARNING REVEAL THE WASHBACK EFFECT PRODUCED BY  
THEIR FORMAL AND ACHIEVEMENT TEST AT LANGUAGES CENTER  
UNISALLE**

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## **Abstract**

This research project examined washback effect as the influence of evaluation on teaching and learning in English Foreign Language produced at Languages Center Unisalle because of the standardized test that are recognized activity there. This research described the manner which learners perceive the evaluation process and how this effect should be understood what it demands. In this qualitative and descriptive study were took into account the data gathering instruments such as surveys, student's logs and an interview; the researchers described the washback effect revealed in achievement test at Languages Center Unisalle. Finally, the research sum up some important conclusions of this study.

*Key words: Washback effect, Perceptions of evaluation and achievement test*

Nuestro proyecto de investigación examinó washback effect como influencia de la evaluación en la enseñanza y el aprendizaje de Ingles como lengua extranjera producido en el Centro de Lenguas Unisalle por los exámenes estandarizados que son una actividad reconocida allí. En este proyecto de investigación se describo la manera en la cual los estudiantes de Inglés percibieron el proceso de evaluación y cómo este efecto debe ser entendido con lo que se exige. Este estudio cualitativo

y descriptivo tuvo en cuenta los instrumentos de recolección de datos tales como encuestas, registros de los estudiantes y la entrevista, los investigadores describieron el efecto washback revelado en el achievement test en el Centro de Idiomas Unisalle. Por último, este proyecto de investigación concluye resumiendo algunos resultados importantes. *Palabras claves: efecto washback, percepciones de la evaluación y achievement test.*

**Nota de Aceptación**

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**Firma del Presidente del Jurado**

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## **Introduction**

The education is the base of the society, the force of economic, social, political, cultural and ethical development; it maintains alive memory of the communities. In it educators play a very important paper within the society, and whether they do from a critical approach contribute to the social transformation.

The present research project applied a qualitative descriptive study to determine and show the data information gathered from the research study about "what do basic level student's perceptions about English Language Learning reveal the washback effect produced by their formal and achievement test at Languages Center Unisalle?"

The need appeared to reflect on evaluation procedures, to analyze, to define, to categorize and to articulate the effects of the evaluation and the aspects that were due with perceptions of the evaluation built between teachers and students.

Evaluation undertakes in the study, since it is conceived as field of knowing constituted by the framework of different speeches; it is pronounced in a disciplined dominion, contextual, pragmatic and ethical-epistemic that are part of teaching and learning.

For this reason, the process of evaluation and washback effect, require the capacity to relate theories and practices by means of continuous processes of reflection around the educative problematic on evaluation to develop abilities

that allow to obtain favorable results for students and necessary learning for the use of the language in the communicative competence.

Through the understandings, knowledge of the experiences that were obtained during the practicum, researchers were observers and witnesses of some issues of English teaching. One of them was presented in this document which described a research study focused on washback effect produced at Languages Center Unisalle because of the standardized tests that is a recognized activity there.

This project attempted to describe the manner in which EFL learners perceived the evaluation process, how this effect may be understood what it demands. In the same way, it explains the concepts and constructs in order to identify the answer to the main question of this research.

In order to reach the research objectives, the work is developed from three fundamental constructs and categories that are related and articulated to each other: a theoretical part in which are the constructs washback effects, perceptions of the evaluation and achievement test, four categories washback effect in learning, perceptions of evaluation, the importance of knowing English and the importance of evaluation. The research design is based on a qualitative descriptive approach to support the process done during the evaluation time to understand the influence of testing on teaching and learning.

To sum up, the project compiles the information and evidence developed from the research practicum experience. The first part is concerned with the rationale of the study, the research question objectives and research design. In

the second chapter, the main theoretical constructs that support the research are presented in the literature review so as to build up a consistent theoretical framework for this research work. Thereafter, the research results are analyzed in relation to the research objectives proposed, the type of the study, the instruments implemented and the data collection procedure.

Subsequently, the data analysis is described upon the categories used for it. In the next chapter is stated the conclusions and annexes that emerged from the study including the research instruments applied, an interview transcription, student' logs and surveys.

## **Rationale**

Thanks to the extensive use of test scores for various educational and social purposes in society, nowadays washback effect becomes a high-interest phenomenon in language teaching, educational activities, researchers, program coordinators/directors, policymakers, and others in the field of education. This project takes shape as a valuable resource for those who are interested in the application of findings to current teaching and learning situations carry on washback effect researches in their own contexts, including educational and alternative evaluation.

In addition, this project contributes to the language field from systematic inquiry and intellectual challenge by powerful sources of motivation, growth, and feedback. This study can assist teacher's and learner's understanding the different alternatives in evaluation, such as requiring students to perform, create, produce using real world in contexts or simulations in order to focus on processes to provide students information about their strengths and weaknesses.

Moreover, teachers and institutions may be benefited from this study by taking it as a starting point to begin including new instructional and evaluation roles because tests have acquired an important space in our mass culture. (Bachman, 1990).

## **Statement of the Problem**

This project was born at the beginning of the practicum process at Languages Center Unisalle. The origin was when students from basic level took the tutorials to be prepared for the formal evaluation and students received help in different topics that course teacher suggested for exams like reading comprehension and grammar rules. After making the observation, there was not evidence related to evaluation but when the first test was presented, it was clear that students felt overwhelmed and under pressure to focus on the test. At that moment, the researchers started thinking case of evaluation process that was done throughout the course.

That is why our research project attends the following research question:

What do basic level student's perceptions about English Language Learning reveal the washback effect produced by their formal and achievement test at Languages Center Unisalle?

### **Research Aim**

This research project aims to provide to the students at Languages Center Unisalle in Basic Level, the way in which tests influence teaching and learning.

### **Research Objectives**

- Understand how washback effect is reflected on student's perceptions about the exams for achievement test at Languages Center Unisalle.
- Characterize achievement test through two dynamics: future career and job advantages applied at Languages Center Unisalle.
- Understand the characteristics of washback effect of the exams in beginner students at Languages Center Unisalle.
- Identify student's perceptions about evaluation applied in the English class.

## **Literature Review**

This research was focused on three major concepts: Washback effect, perceptions of evaluation, and Achievement test. The concepts mentioned above were linked by giving a look at the studies made about them in order to understand all dimensions of each concept. Then, briefly, it is explained and described what was understood about washback effect, perceptions of evaluation, and achievement test.

### **Washback effect**

Washback effect has been described as the influence of tests in learning and teaching which could be perceived as positive or negative (Alderson & Wall 1993, p. 115). It is also defined as an important phenomenon that studies students and teacher's perspective of the assignment and how test scores are employed. So, the pedagogical process can have an impact because of the tests. Through studying the washback effect, this process could be analyzed and could improve practice involving not only the learning process but also the tests administration and achievement of goals.

Washback effect is generally perceived as being either positive (expected) or negative (unexpected, harmful) (Alderson & Wall 1993, p. 115). But these two views should depend on *Who* are in charge of the evaluation *Where*, it is developed, time and duration spent, *Why* the rationale (foundation) *and How*, that refers to the different approaches applied by different participants in evaluation practices (Cheng, L. Watanabi, Y & Curtis, A. 2003)

When a test encourages students to study more and testing procedure provides confidence in teaching and learning, it is called positive washback effect. According to Bachman (1990), positive washback effect occurs when the evaluation permits to reflect the skills and content taught in the classroom. It means that, the effects of evaluation are evidenced in students; positive washback effect is manifested in the outstanding performances of skills in student, when the objectives of teaching are attained and when motivation is increased as well. In this case, teacher and students have a positive attitude toward the examinations or tests, and work enthusiastically and collaborative toward objectives.

According to Green (2007) positive washback effect is presented when participants see the test as challenging and the results are important. It means that educational community perceived tests as dares and examinations as an innovating way to reach goals. In the same way, participants see outcomes as meaningful because these are decisive for the future of the educational community.

Also, positive washback effect contributes greatly to student's confidence and increases motivation in learners. These factors are important in order to reach educational goals and are necessary for getting success in examinations. When students are motivated, there are huge possibilities to have accomplishment in the exams; aspects like enthusiasm, motivation and self-assurance become a support when students are taking a test.



In addition, positive washback effect is presented when there is a potential impact that the *form* and *content* of test may have on students and teachers. This positive effect of test is focused on type and content of the test taking into account student's language needs, teaching process, the balance to make students to get the expected results and encourage them to study more. Positive washback effect promotes a connection between standards and instruction when testing procedures encourage the improvement teaching practice. As a result, the evaluation practice progress and improve curriculum, content, teaching, learning etc (Bailey, K. 1999).

In positive washback effect appears an important key term that refers to the integration of test into the educational system and the need to demonstrate that the introduction of the new test can improve learning; that is called *systemic validity*. This new test is valued in order to know what kind of changes are appropriate to do in testing and turn out in educational system positive results (Shohamy, E.1993, Bailey, K. 1999).

In contrast, negative washback effect is presented when there is a mismatch between the stated goals and the focus of evaluation (Bailey, K. 1999). This mismatch occurs when it is led to the abandonment the stated goals in favor of test preparation or when teaching is focused on just training for a test. This fact happens when teachers tend to ignore subjects and activities that do not contribute directly to attain educational goals or when there is teaching dominated by training, and pressure (Cheng, L. Watanabi, Y & Curtis, A. 2003). Besides negative washback effect is referred to the undesirable effect on teaching and learning (Alderson & Wall 1993). It comes about when students

do not want to learn and teacher is not motivated to teach. This act as lack of motivation and lack of enthusiasm makes tests not get expected results and decreases teaching abilities and limit the use of materials and methods.

On the other hand, washback effect as one of the most important element to analyze tests can provide ideas on different educational areas taking into account *who* or *what* might be affected. For instance, contents, teaching, learning, degree / depth of curriculum coverage, the teacher and learner behavior's inside and outside the classroom etc.

According to what it is mention above, contents, teaching, learning, sequence of teaching and rate of learning might be affected because they have a direct relationship with teachers and student's knowledge which implies a different perspective of what the teaching methodology should be. That means, that teachers and students can decide what kind of actions are needed to change in the classroom to get the goals according to the test.

In the same way, washback effect might also influence teachers and learners behavior's inside and outside the classroom (Pearson 1998). Teacher's and student's behavior inside the classroom are affected because examinations produce some attitudes in students and teachers that might be affect tests results, these attitudes can be anxiety, concern and nervousness. In the same way outside the classroom can be affected because some factors in teacher's and learners future could depend on the test, and examinations are definitive resolution of matters, progress and advantages in educational community.

Furthermore, washback effect has an effect on curriculum (Cheng 2005 p, 4) because the outcomes of test are useful in order to improve school curriculum. The improvement in the curriculum is associated with a testing innovation, through this innovation teacher finds out the weaknesses in several education areas and might produce all changes in the curriculum. These changes are attributed because of tests. For this reason transformation in tests and evaluations might be a necessary condition for changing the curriculum (Wall, D. 2005)

Studying the washback effect on curriculum appears an important key term that refers to the connection between testing and teaching syllabus, it is called *curriculum alignment* (Shohamy, E.1993, Bailey, K. 1999). The curriculum alignment follows the matching of content and format of the test with the design of curriculum. It means that the purpose of the test has to be in concordance to the curriculum plan; it is necessary overlapping these two areas in order to achieve educational goals.

In conclusion, there are many well-documented benefits to study washback effect because it could be analyzed in its two effects positive and negative, explore the effects of teachers and students behaviors inside and outside the classroom, and it can have an important meaningful impact on curriculum field in order to be transformed.

## **Perceptions of Evaluation**

In order to start defining perceptions of evaluation it is necessary to clarify in few words the concept of perception. As it is understood, perception is the process which human beings receive, collect, take possession, apprehension with the mind or senses (Hume, D. 1985). Through perception, human beings describe experiences of the context and typically involve profound processes of sensory input.

In practice, sensation and perception are virtually impossible to be separated, because they are part of one continuous process. The process of perceptions is described the progress whereby sensory stimulation is translated into an organized experience.

Hume (1985) calls perception to everything what we can find in the human mind, it refers to all sensations that human beings can feel, wish, think and imagine. Considering this thought, Hume (1985) presents two classifications of perceptions: first impressions that are the immediate data of the experiences: hear, see, smell, love, hate etc. Second ideas are mental representations of the impressions. Taking into account Hume's consideration, ideas are always copies and consequent from impressions. Impressions have more strength and vivacity than ideas; the ideas are mental representations of impressions (Hume, D. 1985).

In an educational area, perceptions have an important purpose and function toward evaluation. In view of some internal or external factors, perceptions of evaluation are shaped and affect students or teachers from the context where

they are developed. These perceptions can be divided into tangible and intangible perceptions. Tangible perceptions as their name indicates, are those concrete perceptions which are visible or manifested through a physical facilities equipments, staff and communication material. On the other hand, intangible perceptions are those related to the anthropological, psychological and sociological factors and with all the elements that take place in the social context and are determined for the establishment from interpersonal relationship between teachers and students these intangible perceptions could be self-esteem, responsibility, autonomy, self-discipline, authenticity etc. (Knowles 1994).

From the point of view of evaluation, students and teacher's perceptions about it are located in the group of impressions and ideas as they belong to a community, because students and teachers create their perceptions about evaluation taking into account social surroundings. This social surroundings developed in evaluation context determines ways of thinking and takes place a major role in many people's life, education and society; it has some impact on everyone in one form or another (Marsh, H. W. 1982).

The perception of evaluation can be influenced in different ways. One way may be student's impressions around the teacher and class. It refers to the level of empathy to show friendly relationships and personal human aspects. Other way is shown in the experiences that teachers and students have had in the past. In the case of evaluation was not seen in a critical comprehensive way

and in the case of there was not a collaborative evaluation in learning process (Garcia & Villa, 1984).

There are also important factors to build up in students perceptions about the evaluation. For example according to the institutions teacher belong to. It refers to the kind of knowledge teachers could have, their responsibility, their institutional commitment, methodology, subject dominion. Depending on these issues teacher will prepare the evaluation (Garcia & Villa, 1984).

Another external factor that is important to mention in student's perceptions, is the way students perceive teachers. Students perceived teachers based on the institution they represent, the way teachers present the class, taking into account the objectives of the class, the way teachers facilitate students learning articulating coherently organized concepts.

Furthermore, another evaluation perception in students could be addressed in the way teachers present the syllabus. For example, when the syllabus is precise and coherent; when teachers present the evaluation criteria with clarity and in advance; when they employ techniques and adapt instruments to evaluate achievements in the proposed objectives; when they take the elements involved in the evaluation and when it is guided and encouraged with self-evaluation on the part of students. Following this thinking and considering previous ideas on student's perceptions about evaluation, students perceive when the scores are assigned by teachers and they have been right, works, tasks and examinations are well designed. Students perceive when evaluations are significant with properly level and demanding for students, when the

teacher applies the same conditions to evaluate to all students and whether teacher explain clear and correctly the criteria applied. All of these elements play a significant role in a final student's perception about their exams (Cheng 2005).

In a different case, teacher's perceptions of evaluation are considered a process with important functions. It means that, teachers are in charge to motivate student's encouragement in order to accomplish tasks and make reflection on the importance to attain goals through evaluation. When teacher's perceptions toward test are constructive, student's perceptions about test are going to change and learner would see the test as challenge (Wall, D. 2005).

Through different dimensions in evaluation as an important issue in the current education system, teachers have perceptions based on teaching, learning, methodology and evaluation from students when they are developing this process. In contrast, students perceive evaluation and teaching-process in a different way, because students understand evaluations by means of written tests for deciding on their promotion (Pajeras, M. 1992).

For this reason, teachers and students have disagreements about evaluation form because sometimes teachers adopt evaluation as a function to measure results, concepts, facts depending on the their training and institution they belong. It is common to evidence the attitude in students that they only study to pass the subject. Based on this, evaluation could be the instrument to clear up difficulties between teachers and learners taking advantage of evaluation as a resource to promote dialogue between students and teachers (Cheng 2005).

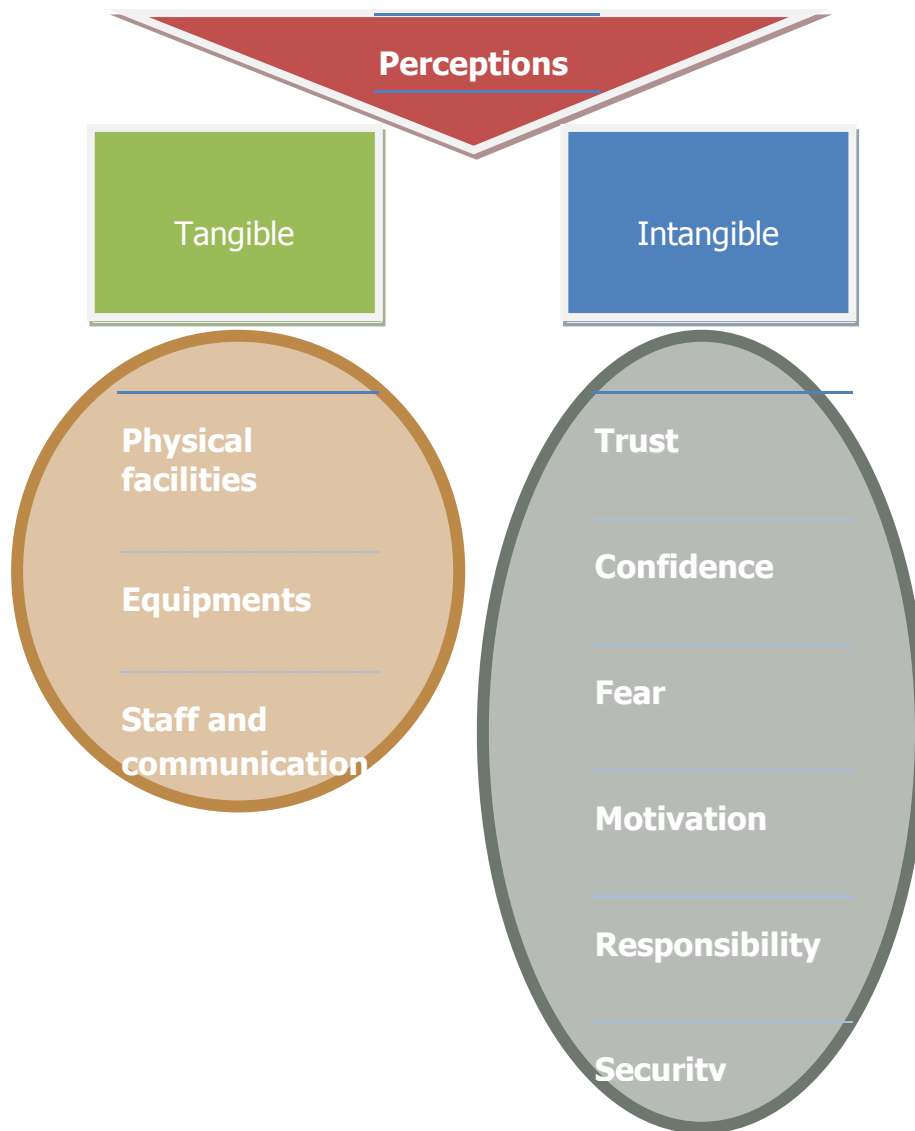
To sum up, although there are different perceptions about evaluation in teachers and students, these disagreements are useful in order to change evaluation forms promoting washback effect and make tests as a tool to construct the knowledge (Shohamy, E.1993, Bailey, K. 1999).

The following figure (figure 1. Tangible and Intangible Perceptions) highlights the process for carrying out the analysis of some parts of the research design.



**Figure No. 1**

**Tangible and Intangible Perceptions**



## **Achievement test**

In order to extend the understandings about testing, it is necessary to introduce an important term that is achievement test, (also called an attainment, exit or summative test). The achievement test is applied in order to go over a period of learning. For instance, term's work, whole course or even a variety of different courses are intended to show the standard which students have reached in relation to other students at the same stage. (McNamara 2000, Desmond A. 1999).

The achievement test involves a wide range of material, it is related to long-term objectives. It means that a test evaluates all material that is taken in the course and covers all the objectives purposed, giving reference back to the course. In the same way, this test permits to measure the knowledge that students have learnt during the time of learning and the evaluation permits to know student's language level; to perceive learning g elements of their performance that need improvement. (McNamara 2000, Desmond A. 1999).

Moreover, achievement tests are associated with the process of instruction. It means that achievement tests during the process accumulate evidence during, or at the end of a course of study in order to see whether and where progress and process have been made in terms of learning goals (McNamara 2000). Teachers can guarantee the progress and process in learning through different techniques as an ending of the course test, portfolio, or observational procedures that are evident in the classroom work and participation. These techniques give to teachers a clear perception of the instructional process in

order to provide a diagnosis, analysis, and conclusions about learning. (McNamara 2000, Desmond A. 1999, Bormuth, 1970).

Commonly achievement test as general test is not perceived in an appropriate way. In general, educational community, students, teachers, parents and school perceived this test as exerting a conservative force which impedes progress (Bailey, K. 1999, p.1). In this perspective achievement tests are often taken as means that obstruct the educational development and influence this progress in a strong way. It means that the primary perception of evaluation in educational community is not considered as teaching tools in learning process. This perception of test and specially achievement test is caused because they sometimes impede to reach the objectives purposed in evaluation and could have possible consequences on educational community's opportunities.

However, regardless of the perceptions of achievement tests are important to have clear that one the most significant purposes of achievement test is to make students obtain positive insights of it (Bormuth 1970). For this reason, it is important that teacher is conscious and responsible of what kind of matters students need to be achieved, and how these topics could be evaluated in order to increase student's encouragement effects in the development of achievement test as an evaluation process.

In fact, Bormuth (1970), Anderson R. (1972) and Hughes (1989) affirm that achievements test should not be looked in an isolated way considering only the outcome of the test. It is necessary to have a complete view of what has been

achieved taking into account curriculum aspects as many sources as possible. These aspects might be competences, goals, motivation etc. Considering all these aspects, of achievement tests could have complete comprehension and positive washback effect.

In order to attain a positive washback effect, achievement test must be designed with the following characteristics. First, it should be planned based on what learners have learnt. It should involves a similar content of the topics studied; it is not necessarily the same knowledge that teachers have taught. Most of the time students are able to interpret knowledge beyond the teacher explanation. Second, teachers have to be focused on evaluating forms following the goals, it means that teachers must test what they want to achieve. Third, teachers must avoid the use of specialized content in language test because the correct answer should not depend on specialist subject knowledge but it depends on the production and understanding of what the students have learned. (McNamara 2000, Desmond A. 1999).

Hughes (1989) and Desmond A (1999) argued that in the design of achievement test purposes for a positive washback effect, it is necessary to make the difference between final achievement test and progress achievement test. The progress achievement test refers to the test that includes the use of material implemented during the course. However, final achievement test is based on the content of the syllabus and course objectives. The goals are seen as important because provide more accurate information about student's

purposes and in the same way provides more beneficial washback effect (McNamara 2000, Desmond A. 1999).

To sum up, having a huge notion in the design of achievement test, teachers have huge possibilities to give beneficial washback effect. This beneficial washback effect is reflected when teachers make use of the advantages of achievement tests in order to encourage students to study more, teachers should not teach "toward" a test because they can use tests as teaching tools. They become feedback devices whereby a student perceives elements of communicative performance that need improvement. (Douglas,D.2000). For these reasons, mentioned above, important aspects should be considered in the construction of these tests like having specific goals, the accuracy in the evaluation and student's language needs

## **Research Design**

### **Type of study**

During the development of this research study is centered on a qualitative approach which is in accordance with Merriam (1998) that it manages the data collected by researchers to try to understand and describe the main aspects of human behavior or social phenomena avoiding the disruption of the natural setting. In the same line, Merriam (1998) underscore that a qualitative approach is not a superficial look at particular context or people; on the contrary it is a systematic research conducted with an organization of the evaluation procedures analyzed at Languages Center Unisalle. In order to gather and interpret the data information collected in order to describe, illustrate and understand the relevant aspects of this study.

Every research approach has its own ways to collect the needed information; in this case, the information could be interpreted to get insights about teacher's and student experiences in their own contexts.

Moreover, a descriptive-interpretative case study is characterized by showing and interpreting the phenomenon under study according to what was observed during the pedagogical practicum with the application of research techniques and instruments that offer a deep understanding the information.

### **Categories**

The present project registers four categories to present the most general and relevant aspects according to what is studied. Likewise, it allows researchers to

get more information to precise the constructs and obtain new useful facts to do a detailed description of the study. The categories adopted went through those central elements taken from the participants and context such as: washback effect in learning, perceptions of evaluation, the importance of knowing English and the importance of evaluation. Each category is described and organized into a basic display to determine general understandings in regards to the most predominant issues in this study.

### **Participants and setting**

This research exercise was carried out at Languages Center Unisalle This canter is a private institution located in Bogotá, Palermo neighborhood; learners were all students from all different careers at Universidad de la Salle. This research was worked with beginner level students, in which we were involved as practitioners, where there were three courses and we researched one course of 15 students that their age range from 18 to 40 years old.

### **Data Instruments**

As this study comes from the research project mentioned, the instruments used to gather information are those applied in such a study. For effects of organization, the project's information was divided in three stages: In the first stage looked at identifying student's and teacher perceptions about evaluation process. Second was found comprehensive information by class observation to describe the context, or natural setting, of the variables under consideration, as well as the interactions of the different variables in the context. Through this it was recognized a wide understanding of the entire evaluation process at

Languages Center Unisalle. Third, the research project was provided by feedback and some teachers at Languages Center offered a support to this; being clear that it is important to allow others to express their opinion about the research topic following the developmental process to make the information more accurately and completely. Finally, this descriptive research design fitted with the topic because it was focused on these main aspects: understanding, description, discovery, and flexible with the researcher as primary instrument, using surveys, interviews and student's logs.

### **Surveys**

The first instrument mentioned were surveys, which are according to McMillan (2002), written documents that contains statements or questions used to obtain subject perceptions, attitudes, beliefs, values perspectives, and other traits. In the surveys there were certain types of scales, the one that was managed here is called ranked items, in which the interviewer and interviewee permit situate some categories into a sequential order. This kind of instrument was relevant in the research since it was useful to obtain information directly related with what the students thought and knew about teacher's beliefs, methodology and teaching practicum done, also their internal characteristics focus on the research process factors talking about washback effect. (Annex 1)

### **Interviews**

The second instrument that was carried out was an interview that consisted in a form of data collection in which questions are asked and subject's responses are recorded. Therefore, it was obtained information about facts,



feelings, beliefs and intentions. In the development of the interview, there was a direct verbal interaction between the interviewer and interviewee. In this research was applied semi-structured questions which inquiries were not predetermined and the person were allowed to respond in his/her own words, unstructured questions in which the interviewer has a general goal in mind and asks question relevant to his study The interview was audio taped and then transcribed and analyzed. Later, it was compared to the patterns found in the other two instruments in order to establish triangulation among the three instruments (Merriam 1998). (Annex 2).

### **Student's Logs**

The last instrument that was applied was student's logs; this data showed samples from students to demonstrate how students express their thoughts in the evaluation process. Samples were from students at Languages Center Unisalle where their experiences were described in the English course especially when they were during the evaluation part.

These instruments validated and gave coherence between what it was proposed, giving specific information about English language learning, perceptions of evaluation; washback effect and achievement test; showing in this way the importance of the relation between those aspects developed in this study. (Merriam 1998), (Annex 3).

## **Data Analysis**

At the beginning of this project, practitioners assigned time to be familiar with context and students in order to discover their needs, previous knowledge, abilities and wishes; for this purpose students and teachers were questioned about their evaluation process at Languages Center Unisalle, their feelings through exams, their perceptions about evaluation and what factors involved washback effect.

In order to have a general view of student's perceptions about evaluation in different situations, it was necessary to reflect on what was observed during examinations. For this reason, categories were settled for data analysis that allowed validate the information obtained from the participants teachers and students at Language Center Unisalle, through the management of the different research data instruments techniques such us surveys, student's logs and an interview. In this sense, the information found applied a triangulation to describe the most relevant facts, taking into account the categories selected such as washback effect in learning, perceptions of evaluation, the importance of knowing English and the importance of evaluation.

Triangulation refers to the use of the instruments applied in the research in order to enhance confidence in the collected findings. In this research was applied a triangulation in order to increase the credibility of the results. In the same way, triangulation was useful in it because the information gathered was explained more fully, giving a more detailed and balanced picture of this research. (Cohen, L.& Manion, L. 2000), (See figure 12).

Due to the fact, it was necessary to present the most relevant aspects in regards to evaluation performance, designing an analysis chart in order to take outcomes from the participant's opinions.

Consequently, the statistical analysis based on the research instruments applied were through those central elements taken from the constructs in relation to what was categorized, following the order from the data information obtained and compiled in a transparent way student's and teachers useful ideas to complement this research study.

## CATEGORY 1: WASHBACK EFFECT IN LEARNING

This category pretends to relate the main consideration about washback effect from teachers and students, taking into account their influences, contributions and behaviors in learning.

		STUDENTS	TEACHERS
1	Influences	<ul style="list-style-type: none"> <li>• The influence in learning could be perceived as positive or negative.</li> <li>• It depends on who are in charge of the evaluation, where it is developed, time and duration spent, why its rationale.</li> <li>• Positive washback when tests encourage students to study and it provides confidence in their performance</li> <li>• Negative washback when there is mismatch between stated evaluation goals and results.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers consider their own perspective of evaluation procedures, and how tests scores are applied.</li> <li>• A positive washback effect occurs when the evaluation permits to reflect on student's skills and the content taught in the classroom.</li> <li>• There is a constant relation between teaching objectives and learning motivation is increasing as well.</li> <li>• Negative washback appears when teachers tend to ignore subjects and activities useful for students learning and teaching is dominated by training and evaluation pressure.</li> </ul>
2	Contributions	<ul style="list-style-type: none"> <li>• Positive contributions when students feel more confident and their motivation is increasing to learn more the language.</li> <li>• Tests support students and there are huge</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers permit students to know their strengths and weaknesses based on the evaluation process during the course.</li> <li>• Form and content have a potential impact on students when the evaluation is designed in agreement with</li> </ul>

3	Behaviors in learning	<p>possibilities to get satisfied results in exams through enthusiasm, self assurance and positive support.</p> <ul style="list-style-type: none"> <li>• Students perceive in exams that their language needs were taken into account to be improve.</li> <li>• Examinations produce in students and teachers some factors that could contribute in a negative or positive way. Negative when students act with anxiety, concern and nervousness during the examination.</li> <li>• There are internal or external factors that are shaped inside the classroom.</li> <li>• Students show empathy with the teacher who is managed the examination as an ability to identify with others, leading to sensibility, interest in and concern for the needs and rights of the evaluation process.</li> <li>• Students act with a positive attitude in evaluation when teachers show language and skill development in a predominance way.</li> </ul>	<p>students.</p> <ul style="list-style-type: none"> <li>• The integration of tests appears into the educational system and new changes could improve students learning.</li> <li>• There is a clear understanding on what teaching, content, learning and methodology could affect teachers.</li> <li>• There are anthropological, psychological and sociological factors that take place in the classroom and are determining for the establishments of teachers and students behavior.</li> <li>• Teachers have a good rapport with students.</li> <li>• Teachers demonstrate a positive attitude and confidence towards evaluations</li> <li>• Teachers have different impressions around students and class that are transformed into experiences that could be reflected on evaluations performance.</li> </ul>
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Bearing in mind the stated research question and the main objective to achieve, that is, to provide a description from Languages Center Unisalle Basic Level students, the way in which washback effect influences teaching and learning. When the previous categories are examined, exists aspects that promote some effects on students and teachers in relation to what could be those positive or negative influences, possible contributions and predominant behaviors toward evaluation from students and teacher performance. (See figures 3, 6, and 9).

## **CATEGORY 2: PERCEPTIONS OF EVALUATION**

This category pretends to relate the main consideration about perceptions of evaluation from teachers and students, taking into account their perceptions, impacts and consequences.

		<b>STUDENTS</b>	<b>TEACHERS</b>
1	Perceptions	<ul style="list-style-type: none"> <li>• The perceptions are located in the group of impressions and ideas that are development depending on social surroundings.</li> <li>• These perceptions could be built around the teachers, students and class.</li> <li>• Students take into account institutional evaluation models.</li> <li>• They perceive teacher's subject</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers consider evaluation as a process with important functions in terms what students know and they can do.</li> <li>• Evaluation process is developed through different dimensions as an important issue in the current education system.</li> <li>• Evaluations can be made in</li> </ul>

		<p>dominion to prepare the evaluation.</p> <ul style="list-style-type: none"> <li>• They perceive stated goals for evaluation to know its purposes and to understand teacher's clear and specific ideas of the class in relation to evaluations.</li> </ul>	<p>different ways, formal evaluation, informal evaluation and self and peer evaluation, where students should know when they are being tested.</p> <ul style="list-style-type: none"> <li>• At the end of the course an achievement as par of evaluation form contains a selection of the language items according to what students have studied during the course.</li> </ul>
2	Impacts	<ul style="list-style-type: none"> <li>• Encouraging students to evaluate their own work and progress (self-evaluation and to evaluate each other's work.</li> <li>• Evaluation gives information about student's strengths and weaknesses.</li> <li>• The evaluation results need to be applied on lesson plans, it can provide valuable information about what students need to review and recycle.</li> <li>• Students show what they know and they can do in class, when they are working on every classroom tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation is more than language, focused on evaluating student's knowledge and use of English.</li> <li>• Is also important evaluate student's non-linguistic skills and development, for example student's attitudes, ability to work independently, their effort and commitment.</li> <li>• Through observation is possible to evaluate students informally. Self and peer evaluation are particular</li> </ul>

3	Consequences	<p>and training evaluation activities.</p> <ul style="list-style-type: none"> <li>• Evaluation's consequences could be built on student's actions that they did, which may be positive or negative Positive consequences are also called rewards.</li> <li>• Evaluations should not demotivate students.</li> <li>• Failures and sufferings teach students what not to do again. Success and rewards teach students what to do more and more.</li> <li>• Evaluations provide to students a general view of individual's mastery of a domain of knowledge or skill which at some level of aggregation will be useful for them.</li> </ul>	<p>useful in helping teachers to learn how students are developing in those non-linguistic areas.</p> <ul style="list-style-type: none"> <li>• Teachers sometimes critic and feel that overuse and misuse of evaluation is having serious negative consequences on teaching and learning,</li> <li>• Institutional evaluations should include in its exams student's initiative, creativity, imagination, conceptual thinking, curiosity, effort, irony, judgment, commitment, nuance, good will, ethical reflection, or a host of other valuable dispositions and attributes.</li> <li>• Institutional curriculum should reflect on each student's evaluations performance in order to check evaluative criteria, isolated skills, specific facts and function, content knowledge, the least interesting</li> </ul>
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			and least significant aspects of learning.
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The factors that students and teachers considered are meaningful in the function of evaluation. Likewise, a perception has progressive effects in washback effect and language teaching considering the perception of evaluation in educational community (Bailey, K. 1999, p. 1). In this perspective, evaluation is often taken as a resource that hinders the educational development and influences this progress on a strong way. Therefore, the primary perception of evaluation in educational issues is described on possible perceptions, impacts and consequences. These perceptions of evaluation are the reason to understand evaluations in an appropriate way, that could impede to reach the purposed goals and could have consequences in the future of educational community. (Bormuth 1970). (See figures 1, 5, 7, 8, 10, and 11).

### CATEGORY 3: IMPORTANCE OF KNOWING ENGLISH

This category pretends to relate the main consideration about the importance of knowing English from teachers and students, taking into account its reasons, and impacts. (See figure 2)

		STUDENTS	TEACHERS
1	Reasons	<ul style="list-style-type: none"> <li>• Students need to learn English because it is a requirement to study a particular language at university.</li> <li>• It may also help students to make sales and to negotiate and secure contracts.</li> <li>• Knowledge of foreign languages may also increase student's chances of finding a new job, getting a promotion or a transfer overseas, or of going on foreign business trips.</li> <li>• Because some students are interested in the literature, poetry, films, TV programs, music or some other aspect of the culture of people who speak English to gain a better understanding of the culture.</li> </ul>	<ul style="list-style-type: none"> <li>• English Language permits to find that information about teacher's subjects interested in educational areas.</li> <li>• Learning this language will give teachers access to the material and enable them to communicate with fellow students and researchers in the field.</li> <li>• To present students cultural aspects which, different languages protect and nourish the growth of cultures; pathways of human knowledge can be discovered by them.</li> <li>• When teachers are also interested in linguistic aspects and decide to learn it in order to understand them better.</li> </ul>

2	Impacts	<ul style="list-style-type: none"> <li>• Students could feel positive or negative impacts, for example when they worry too much when they do not understand everything that a teacher speaker tells them.</li> <li>• Students may see learning English as an additional burden, a job they have to put much effort and time into.</li> <li>• Based on student's personal believes failure learning a language could has a negative experience on them.</li> <li>• It could have an impact on student's life that already has enough complications and challenges, so students need to make it simple to define an objective, to succeed in learning English.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes students have too ambitious or unrealistic plans that will have only negative effects on their ego, which students have to downsize them as soon as they realize that they can't handle it,</li> <li>• Learning English need a previous design, a clear squeme where students have the possibility to know a panorama of what they have to do to be successful.</li> <li>• It is important that students have regular plan and they made a maximum effort to have it realistic and challenging.</li> <li>• The process of learning a foreign language is full of pleasure, but sometimes is frustrating,</li> </ul>
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## CATEGORY 4: THE IMPORTANCE OF EVALUATION

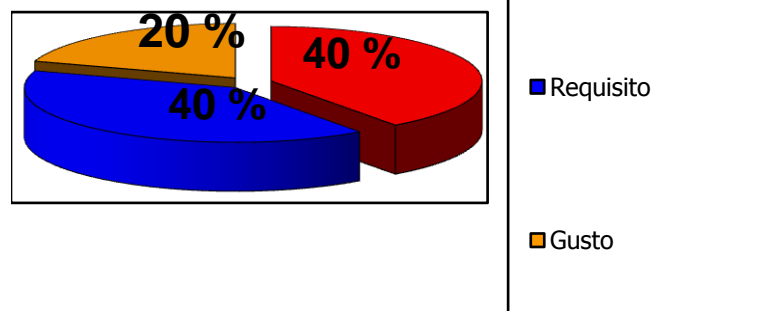
This category pretends to relate the main consideration about the importance of evaluation from teachers and students, taking into account the general considerations.  
(See figure 4)

		STUDENTS	TEACHERS
1	General considerations	<ul style="list-style-type: none"> <li>• Evaluation takes place around different aspects for example in a course, learning activities, teacher, technologies, group interactions etc.</li> <li>• Students are in constant evaluation according to what the course covers learning activities, technologies, feedback scenario base, and discussions in class.</li> <li>• The evaluation permits to consider learner's satisfaction, decision making and effectiveness teaching.</li> <li>• The way that evaluation is applied summative or formative. Effectiveness and impact on learners transferred learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations help to ensure that course objectives were met.</li> <li>• It is possible to identify student's successes.</li> <li>• It identifies problem and weaknesses to be rectified.</li> <li>• Provides information to aid further student's development</li> <li>• It provides evidence of the benefits and impacts of the exams.</li> <li>• It contributes to devise strategies to develop student's projects as motivating area.</li> <li>• It permits better results in relation to current learning and evaluative environment.</li> </ul>

**Figure No. 2 Reasons for studying English**

**Q1.** ¿Cuáles son las razones por las cuales estudias ingles?

<b>S1</b>	Ventajas laborales
<b>S2</b>	Ventajas laborales
<b>S3</b>	Requisito
<b>S4</b>	Gusto
<b>S5</b>	Requisito
<b>S6</b>	Requisito
<b>S7</b>	Gusto
<b>S8</b>	Requisito
<b>S9</b>	Ventajas laborales
<b>S10</b>	Ventajas laborales
<b>S11</b>	Gusto
<b>S12</b>	Ventajas laborales
<b>S13</b>	Requisito
<b>S14</b>	Ventajas laborales
<b>S15</b>	Requisito



**C:** 40% of students study English to accomplish a requirement in order to graduate, the other 40% study English because the language offers more job advantages. In contrast, 20 % of students study English for pleasure.

In other view it is visible in this Figure NO. 2 that some students studied English in order to accomplish the following aspects: To graduate, to fulfill a requirement inside academic obligations, to complete the English hours course at the university etc. These are not encouraging reasons of studying a foreign language because teachers should make students understands all the benefits for studying another language, for example learning another language opens students up new opportunities and it gives them perspectives that they might never have encountered otherwise. Personal, professional, social, and economic considerations all point out the advantages of learning foreign languages, as a result it gives students the ability to step inside the mind and context of that other culture. (Bormuth 1970)

In addition, this figure shows that one of the most meaningful reasons of studying English was that this language offers students more job advantages. Students have noticed that English opens doors in order to be more competitive in the employment market; in fact, it permits them to increase their economical facilities. It is revealed that students were aware of their English learning because they considered English as a benefit in regards to enhance their knowledge of the language and in this way they can be more competitive having more communicative skills.

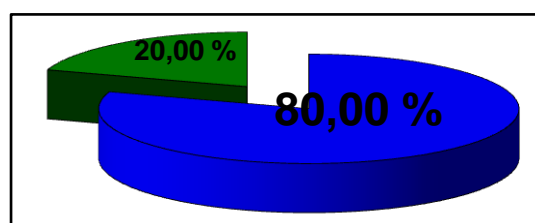
Taking into account this view, is evidenced that students had an appropriate perception of English because they are aware that this language contributes to their professional area and economical status.

In other words, students who studied English because of pleasure, in this part students can have a vision of this language with a multiple advantages for several areas of their lives, for example sometimes they have relatives, friends or colleagues that speak English and they want to talk freely without fear and they dedicate time for this purpose.

**Figure No. 3 Student's thoughts about last exam**

**Q2.** Explica la última experiencia de tu examen en el curso de ingles

<b>S1</b>	Estresante-Difícil
<b>S2</b>	Un reto
<b>S3</b>	Estresante-Difícil
<b>S4</b>	Decepcionante
<b>S5</b>	Horrible-difícil
<b>S6</b>	Estresante- Difícil
<b>S7</b>	Un reto
<b>S8</b>	Estresante-Difícil
<b>S9</b>	Estresante-Difícil
<b>S10</b>	Decepcionante
<b>S11</b>	Un reto
<b>S12</b>	Decepcionante
<b>S13</b>	Estresante-Difícil
<b>S14</b>	Decepcionante
<b>S15</b>	Estresante-Difícil



**C:** statistically, 80.00% of students considered that their last exam experience was stressful, difficult and disappointing. In contrast, 20 % of students considered the last experienced as a challenge. It means that at Languages



Center Unisalle, only a minor part of the group, perceived tests as dares and examinations an innovating way to reach goals. The other parts of the students had an unenthusiastic attitude caused by evaluations.

In this figure, it is revealed that one of the most common perceptions of the students in their last exams were unexpected and unenthusiastic. It was defined by students as stressful, disappointing and difficult, in this part it can be observed that test are viewed by students as the most difficult part of evaluation process. The attitudes and perception of English learning it is modified when students face an exam. (Cheng, L. Watanabi, Y & Curtis, A. 2003).

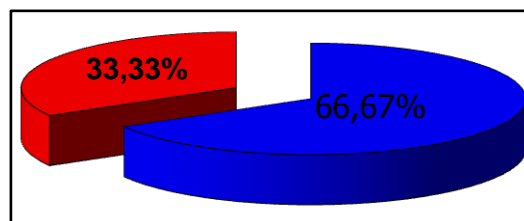
This figure permitted to create a reflection about evaluation process because only a minor part of the students tested saw the test as challenge and some of them perceived tests as the way to accomplish evaluation goals process in a pertinent manner.

**Figure No. 4**

**Forms and preparation for the test**

**Q3.** Explica la forma en que te preparas para un examen.

<b>S1</b>	Estudiar poco en tiempos sobrantes
<b>S2</b>	Estudiar poco en tiempos sobrantes
<b>S3</b>	Estudiar poco en tiempos sobrantes
<b>S4</b>	Estudiar poco en tiempos sobrantes
<b>S5</b>	Ir a otras fuentes-Internet-Libros
<b>S6</b>	Estudiar poco en tiempos sobrantes
<b>S7</b>	Estudiar con anterioridad
<b>S8</b>	Estudiar con anterioridad
<b>S9</b>	Estudiar poco en tiempos sobrantes
<b>S10</b>	Estudiar poco en tiempos sobrantes
<b>S11</b>	Estudiar con anterioridad
<b>S12</b>	Estudiar con anterioridad
<b>S13</b>	Estudiar poco en tiempos sobrantes
<b>S14</b>	Estudiar poco en tiempos sobrantes
<b>S15</b>	Estudiar poco en tiempos sobrantes



■ Estudiar poco en tiempos sobrantes

■ Estudiar con anterioridad-ir a otras fuentes

**C:** Considering these outcomes, 66.67 % of students devoted few time to study barely when they are free. In contrast, 33.33 % of students devoted times of being prepared for exams. Students said that they study in few times because the most of them are interested in study English just for tests and not for their learning. In fact, they had other occupations and little time that they devote it in studying other subjects about their career. However, even some students considered helpful English learning but, some people at Languages Center Unisalle study their own careers at night and they dedicate few time of being prepared for exams.

Also, a minor part of students who had time to study English considered helpful to take advantage of different resources besides English class, like search English topics in other books, internet sources and spend enough time to read their class notes.

Based on the importance of studying English for an exam, in this case achievement test at Language Canter Unisalle, the data let this study to discover some student's perception on English language learning, for example it was noticed that there was a lack of knowledge to understand the meaning of studying English as a tool of learning because study for the test students can improve their skills of English language. (Cheng 2005).

They can also learn the context and meanings of readings, texts, cartoons presented in the test. Also, it could give students the ability to develop this into an interest in books and reading as they move away from their studies and into their adult lives. They would have the confidence to approach and tackle new forms of books writing, reading, listening and speaking since they were exposed

to a range of evaluations procedures during their previous studies days (Pajeras, M. 1992).

Equally, studying English for the test students can learn not only language aspects such as vocabulary items but also the language can be used for specific and aesthetic purposes. Familiarity with the evaluation concepts can improve their own writing as students are able to appreciate and apply these ideas. (Garcia & Villa, 1984)

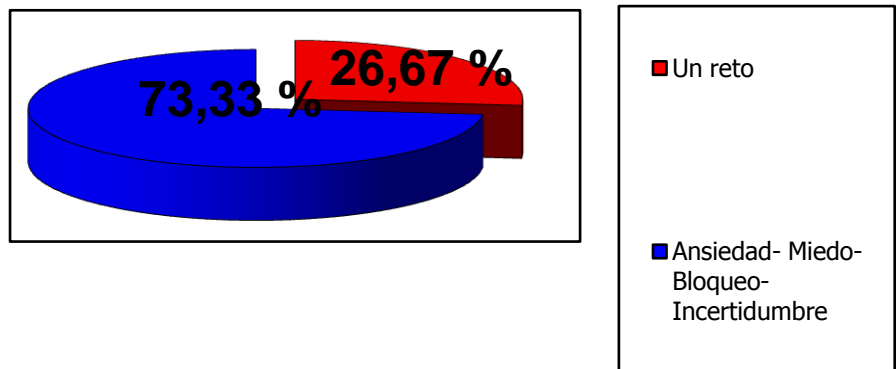
Finally, dedication and study can provide students with a fresh and creative angle with which to approach their studies in particular and their lives in general.

**Figure No. 5**

**Student's perceptions about evaluation**

**Q4.** ¿Que sientes cuando te mencionan el termino evaluación?

<b>S1</b>	Miedo
<b>S2</b>	Un reto
<b>S3</b>	Bloqueo
<b>S4</b>	Ansiedad
<b>S5</b>	Bloqueo
<b>S6</b>	Ansiedad
<b>S7</b>	Un reto
<b>S8</b>	Incertidumbre
<b>S9</b>	Un reto
<b>S10</b>	Un reto
<b>S11</b>	Ansiedad
<b>S12</b>	Ansiedad
<b>S13</b>	Miedo
<b>S14</b>	Angustia
<b>S15</b>	Incertidumbre



**C:** According to the results 73.33 % of students had feelings of anxiety, fear and uncertainty. In contrast, 26.67 % saw the test as challenge. These outcomes reflected are similar with results in Q2 figure No. 3 Student's thoughts about last exam. In this figure was evident that students perception about exams were unenthusiastic these perception can be created because last negative test's experiences.

The evaluation concept is perceived by beginner's students at Languages Center Unisalle as a hard process that involves anxiety emotional discomfort, fear apprehension, or worry about evaluative situations interactions with other English speakers and being evaluated or scrutinized by other people. It could vary in how often they experience evaluation anxiety and in which kinds of situations overcoming evaluation anxiety can be relatively easy just a matter of time passing for many and yet can be very difficult for some. (Shohamy, E.1992). The cause of these perceptions can be related to shyness or other emotional or temperamental factors that occurred at evaluations moment.

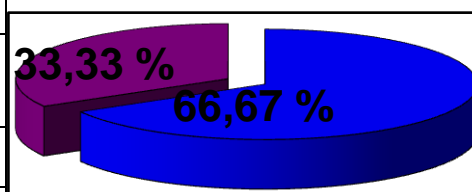
Highlighting student's perception of evaluation that is an important construct on this research it could be focused on two theory areas based on the data collected. The first area addressed the accuracy of the perceptions students hold of their evaluation performance in class. Secondly, research has focused upon uncovering the source of student's perceptions about positive or negative evaluations procedures to get insights about their commitment on this challenging and significant experience.

**Figure No. 6**

**Student's considerations about English classes as a help for an exam**

**Q5.** ¿Consideras que en la clase de inglés recibes alguna ayuda para el examen?

<b>S1</b>	No, las actividades de clase son diferentes al examen
<b>S2</b>	No, las actividades de clase son diferentes al examen
<b>S3</b>	No, las actividades de clase son diferentes al examen
<b>S4</b>	No, las actividades de clase son diferentes al examen
<b>S5</b>	No, las actividades de clase son diferentes al examen
<b>S6</b>	Si, las actividades dan una idea del examen
<b>S7</b>	Si, las actividades dan una idea del examen
<b>S8</b>	No, las actividades de clase son diferentes al examen
<b>S9</b>	Si, las actividades dan una idea del examen
<b>S10</b>	Si, las actividades dan una idea del examen
<b>S11</b>	Si, las actividades dan una idea del examen
<b>S12</b>	No, las actividades de clase son diferentes al examen
<b>S13</b>	No, las actividades de clase son diferentes al examen
<b>S14</b>	No, las actividades de clase son diferentes al examen
<b>S15</b>	No, las actividades de clase son diferentes al examen



- No, las actividades de clase son diferentes al examen
- Si, las actividades dan una idea del examen

**C:** 66.67 % of students expressed that some topics of the exam were not taught in previous classes and it was not helpful for them. In contrast, 33.33 %

say that the activities of class were useful because the activities developed give them a huge idea about the topic in the exam.

The purpose of this information was to determine if there was a relationship between: comprehensiveness of student developed class activities and achievement tests performance, where student's perceptions let considered that what is taught in class should appear in exams and it would help them to be more confident for evaluation process. One of the evaluation purposes is to get the results and try to correlate them with student's learning performance; in that case they could be supported for next evaluations (Green, 2007).

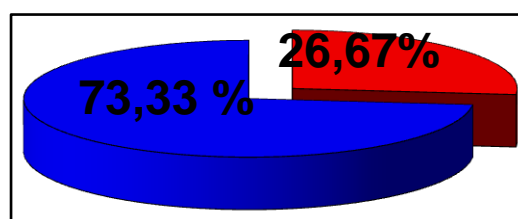


**Figure No. 7**

**Student's perceptions before, during and after the exam**

**Q6.** ¿Qué piensas antes, durante y al final de un examen de Ingles en el centro de Lenguas?

<b>S1</b>	Pasar el examen – un reto
<b>S2</b>	Estar tranquilo
<b>S3</b>	Nervios
<b>S4</b>	Miedo, Angustia, Terror
<b>S5</b>	Miedo, Angustia, Terror
<b>S6</b>	Estar tranquilo
<b>S7</b>	Pasar el examen – un reto
<b>S8</b>	Miedo, Angustia, Terror
<b>S9</b>	Incertidumbre
<b>S10</b>	Incertidumbre
<b>S11</b>	Pasar el examen – un reto
<b>S12</b>	Incertidumbre
<b>S13</b>	Incertidumbre
<b>S14</b>	Miedo, Angustia, Terror
<b>S15</b>	Pasar el examen – un reto



■ Positive  
tendencias- es  
un reto

■ Negative  
Tendencies

**C:** In the graphics done on this survey results found some important categories to determine the aspects developed about washback effect in the evaluation, student's and teachers perceptions according to the process carried out at

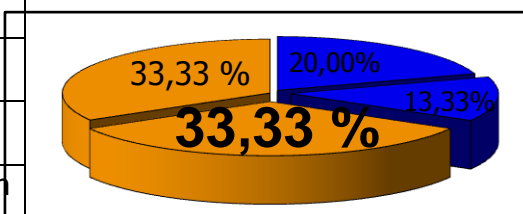
Languages Center Unisalle. One of the aspects more named and relevant for the students in this question were what they think at the time of the evaluation like anxiety, nervousness and distress that are part of the perceptions that the students had in the evaluation (Marsh, H. W. 1982).

According to their context and experience that they have had previously, 73.33 % students feel anxiety, nervousness and anguish before, during and after the exam. This fact could happen because during exams students thought that questions were difficult, they felt confusion and they did not understand what is asked. In contrast, the 26.67 % students felt exam as a challenge.

**Figure No. 8 Student's feelings about preparation for the exam**

**Q7.** ¿Te sientes bien preparado cuando presentas un examen en el centro de Lenguas?

<b>S1</b>	Si, por lo general estudio para pasar
<b>S2</b>	Si, por lo general estudio para pasar
<b>S3</b>	No, no siempre estudio para los exámenes
<b>S4</b>	Si, por lo general estudio para pasar
<b>S5</b>	No, no hay tiempo para estudiar
<b>S6</b>	No, no hay tiempo para estudiar
<b>S7</b>	Si, por lo general estudio con anterioridad
<b>S8</b>	No, no hay tiempo para estudiar
<b>S9</b>	Si, por lo general estudio con anterioridad
<b>S10</b>	No, no siempre estudio para los exámenes
<b>S11</b>	Si, por lo general estudio con anterioridad
<b>S12</b>	No, no siempre estudio para los exámenes
<b>S13</b>	No, no hay tiempo para estudiar
<b>S14</b>	No, no siempre estudio para los exámenes
<b>S15</b>	No, no hay tiempo para estudiar



- Si, por lo general estudio para pasar
- Si, por lo general estudio con anterioridad
- No, no siempre estudio para los exámenes
- No, no hay tiempo para estudiar

**C:** 66.67 % of students said that they were not prepared for taking the exam for the reason that they did not dedicate enough time to study, these outcomes were reflected on two causes: 33.33% students said that they did not have

time to study; other 33.33 % of students answered that they did not always study for exams.

In contrast, 33.33% of students devoted time to study. These outcomes were reflected in two causes: 20.00 % of students studied only for passing the exam; other 13.33 % devoted time to study and get positive results.

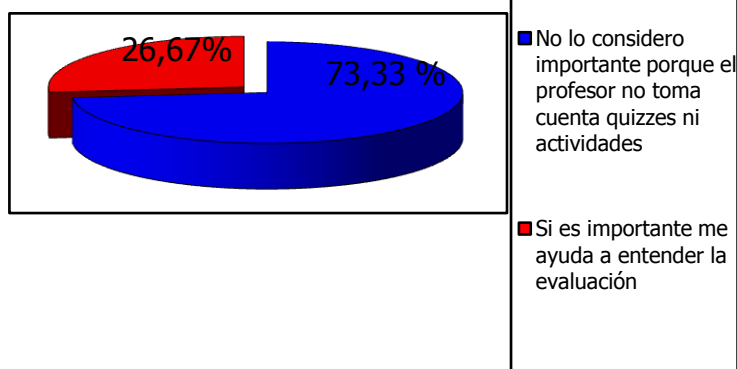
In the same way, students considered that the lack of time affected their preparation for exams, who believe that would be useful to receive some help for them to avoid the sensations of anguish and anxiety, to learn to prepare the mind for this type of situations and thus to reduce the tension before the test and to avoid that this situation affects student's capacity to reason, to answer and to demonstrate knowledge learned during the course. These perceptions reveal that washback effect produced by their formal achievement tests should not have to be fitted to the traditional styles of transmission and assimilation of knowledge for obtaining of a grade, the evaluation defines possible results from a learning process and thus it looks for the increase of the commitment improvement of the learning ( Pajeras, M. 1992). Then in the classroom evaluations should understand a specie of micro-community where social interrelations and interchanges settle communicative and cultural with other people settle down , which they are lived factors and learned in community, therefore the social contact and reflection of learning and teaching must be included in the evaluation to make of it a positive experience in benefit of students(Wall, D. 2005).

**Figure No. 9**

**Activities performed in class as an important issue for the exam**

**Q8.** ¿Sientes que lo que haces en la clase es importante cuando realiza la evaluación?

<b>S1</b>	Si es importante me ayuda a entender la evaluación
<b>S2</b>	No lo considero importante porque el profesor no toma cuenta quizzes ni actividades
<b>S3</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S4</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S5</b>	Si es importante me ayuda a entender la evaluación
<b>S6</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S7</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S8</b>	Si es importante me ayuda a entender la evaluación
<b>S9</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S10</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S11</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S12</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S13</b>	No, el profesor no toma cuenta quizzes ni actividades
<b>S14</b>	Si es importante me ayuda a entender la evaluación
<b>S15</b>	No, el profesor no toma cuenta quizzes ni actividades



**C:** 73.33 % of students considered that activities applied in class were not important because teacher did not take into account them for their grades. In contrast, 26.67 % students thought that their efforts and activities developed in class were important because it helped them to understand the evaluation.

After, student has an importance of being prepared for the evaluation and to receive reflections that help to understand the purpose of the evaluation as a process of changing in attitudes, ideas and resulting behaviors of their participation to obtain positive results, this study also distinguished with great force the importance of what is done in the class, the way tests influenced on their teaching and learning in relation to achievement test that students presented to determine their progress, strengths and weaknesses in their learning, since for many students the activities managed in class did not complement the topics that were presented in the exam and they considered that either these activities were not part of their evaluative process as a support for the final grade.

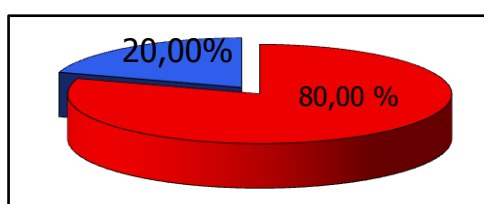
Furthermore, what is done in class was considered as student's perception in their evaluative process which would be included in their evaluation process.

**Figure No. 10**

**Student's perceptions about teacher's attitude in the exams**

**Q9.** ¿Sientes que tu profesor cambia de actitud en la evaluación con relación a la clase?

<b>S1</b>	Si, cambia tiene una actitud fría y distante
<b>S2</b>	Si, cambia tiene una actitud fría y distante
<b>S3</b>	Si, cambia tiene una actitud fría y nos vigila
<b>S4</b>	Si, cambia tiene una actitud fría y sobrevigila
<b>S5</b>	No, su actitud siempre es igual
<b>S6</b>	Si, cambia tiene una actitud fría y sobrevigila
<b>S7</b>	Si, cambia tiene una actitud fría y distante
<b>S8</b>	Si, cambia tiene una actitud fría y sobrevigila
<b>S9</b>	Si, cambia tiene una actitud fría y sobrevigila
<b>S10</b>	Si cambia tiene una actitud fría y distante
<b>S11</b>	Si cambia tiene una actitud fría y distante
<b>S12</b>	No, su actitud siempre es igual
<b>S13</b>	No, su actitud siempre es igual
<b>S14</b>	Si, cambia tiene una actitud fría y sobrevigila
<b>S15</b>	Si, cambia tiene una actitud fría y sobrevigila



- Si cambia tiene una actitud fria y distante-sobrevigila
- No, su actitud siempre es igual

**C:** 80.00% of students perceived that teacher changed the attitude during the exam. Other 20.00% considered that teacher's attitude did not change. Most of the student of the group perceived that teacher's attitude was cold and got more serious and watchful throughout the examination. Due to the diverse perceptions mentioned as far as the evaluation, teachers also played an important role according to student's impressions of the class and to the teacher, which it makes to highlight when teacher's attitude changed at the time of evaluations that it represents a great challenge to face new reforms that could make a possible positive evaluation (Alderson & Wall 1993). First of all, students settled down the importance that teachers maintain a positive attitude and will at the time of the evaluation to low the tension and to recognize that an appropriate evaluating attitude on the part of teachers in any situation determine the best characteristics symbolized by words like optimism, anger, initiative, generosity, tolerance, tact, kindness and good common sense.

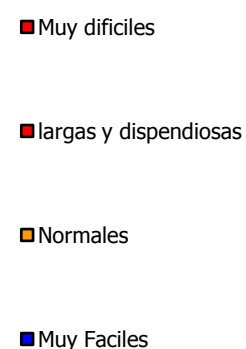
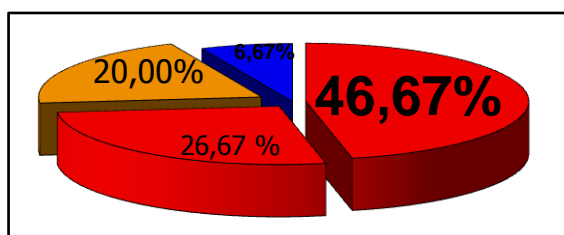


**Figure No. 11**

**Student's perceptions about the evaluation at Languages Center Unisalle**

**Q 10.** ¿Cómo te han parecido las evaluaciones en el centro de Lenguas?

<b>S1</b>	Largas y dispendiosas
<b>S2</b>	Largas y dispendiosas
<b>S3</b>	Muy difíciles
<b>S4</b>	Normales
<b>S5</b>	Muy difíciles
<b>S6</b>	Largas y dispendiosas
<b>S7</b>	Muy difíciles
<b>S8</b>	Muy difíciles
<b>S9</b>	Muy fáciles
<b>S10</b>	Muy difíciles
<b>S11</b>	Normales
<b>S12</b>	Normales
<b>S13</b>	Normales
<b>S14</b>	Muy difíciles
<b>S15</b>	Largas y dispendiosas



**C:** 73.33 % of students had unenthusiastic perceptions of the exam. These outcomes were reflected taking into account that 46.67 % of students thought

that the exams were very difficult and 26.67% of students thought that the exams were long and complex. Referring to the type of perceptions mentioned and established on the literature review is considered these results as part of intangible perceptions.

On the other hand, 20.00% of students had a normal attitude toward examinations and 6.67 % of student's thought that the examinations at Languages Center Unisalle were easy.

Through the collected data, we could establish general factors that students perceived from their experiences at Languages Center Unisalle, which agreed with the constructs raised in the project washback effect, perceptions of evaluation and achievement test, since they constituted the impact that had these constructs on students and teachers in their evaluative, teaching and learning process to understand the new ways of evaluation that entail to the fortification of a dynamic, continuous and systematic evaluation process, focused towards a change of the attitudes and outcomes, through this study verifying the achievements acquired by students and teachers based on the objectives proposed at the beginning of the course.

In synthesis, this project established that each student understood the evaluation in a different way since, according to their experiences it was important to develop reflections in the class, in students as in teachers, to raise the factors and effects that arise from the evaluation, since through it managed to improve the study of the data, on the effects that produced the attitudes developed in the evaluation, its progression, its difficulties and their comparison to obtain better pedagogical performances.

### **Teacher's Interview Comments**

It was reflected on how teacher managed different situation in regards to evaluation. In the interview (Annex 2), it is revealed that the evaluation criteria is different in each institution, it permits to control and coordinate the results of language course taken by students.

Moreover, during teacher's interview, is described teacher's experience about student's perception in evaluation performance. Teacher mentioned different aspects that are interrelated in evaluation procedures such as class activities, student's feelings, teacher's perceptions and language skills evaluation.

During interview T1 there was a particular emphasis on learner's factors and institutional factors that affect the purposes of the evaluation and whether students and teacher were awarded of a positive sense of evaluation.

Equally important, the main characteristics from the achievement tests dynamics applied at Languages Center Unisalle are understood as an essential evaluation tool in order to go over a period of learning; involving long term objectives purposed that gives reference back to the course and it permits to measure student's knowledge and language skills improved during the progress and process in learning through different academic activities.

### **Teacher's Interview Findings**

The interview applied to T1 at Languages Center Unisalle let the research had a panorama in regards to evaluations process in this institution. It was identified what T1 perceived about students felt during the exams, kind of her strategies to prepare them to succeed on it. Also T1 expressed an idea of an

evaluation procedure to make students feel confident and overcome their negative exams experiences to improve their level and learning performance.

Therefore, the evaluation process followed different institutional goal and objectives where the teachers had to explain students how institutional evaluation criteria worked and what is expected from the institution and students to do at the end of the course.

This also means the importance of significant positive teaching and learning performance in the hope of demonstrating that the methods and class activities needed appropriate development for student's and teacher actions. Also they both needed continuously reflection to improve evaluations procedures.

Thanks to this instrument data, teacher at Languages Center Unisalle let to consolidate the understanding and the constructs studied in our proposal such as, washback effect, achievement test and student's perception about evaluation that took a place at Languages Center Unisalle.

Likewise, considering the teacher's interview, it is possible to mention that there was an intention on behalf of teacher in order to create a positive washback because teacher during the interview tried to emphasize the importance of a positive attitude toward examinations. This attitude is reflected when T1 said that she motivated students to study and gave them confidence during evaluation mitigating fear and anxiety (Pearson 1998).

In summary, all these elements played a significant role in a final beginner student's perception about their exams at Languages Center Unisalle. The

theory applied described and clarified the objectives of the presented proposal. It was an opportunity to understand washback effect and all its impacts, students and teachers perceptions, also this research tried to gave some extra educational improvements and reflections for student's future life.

### **Student's Log comments**

Checking **Student's Log** (Annex 3) in **SLQ.1** reflected that 46.67 % of students in English class considered that learning English promoted to get a better job conditions. In contrast, 33.33% of students though that the class increased their knowledge in English Language.

Besides, in **SLQ.2** is reflected that 80.00% of students said that in real classes context they did not consider English class as support for exams. In contrast, 20.00% of students said that English class helped them to gain an insight into English learning.

In **SLQ.3** 73.33 % students said that they would prefer easier topics in the exam. In contrast, 26.67 % students said that they would prefer the topics in the exam according to what they studied.

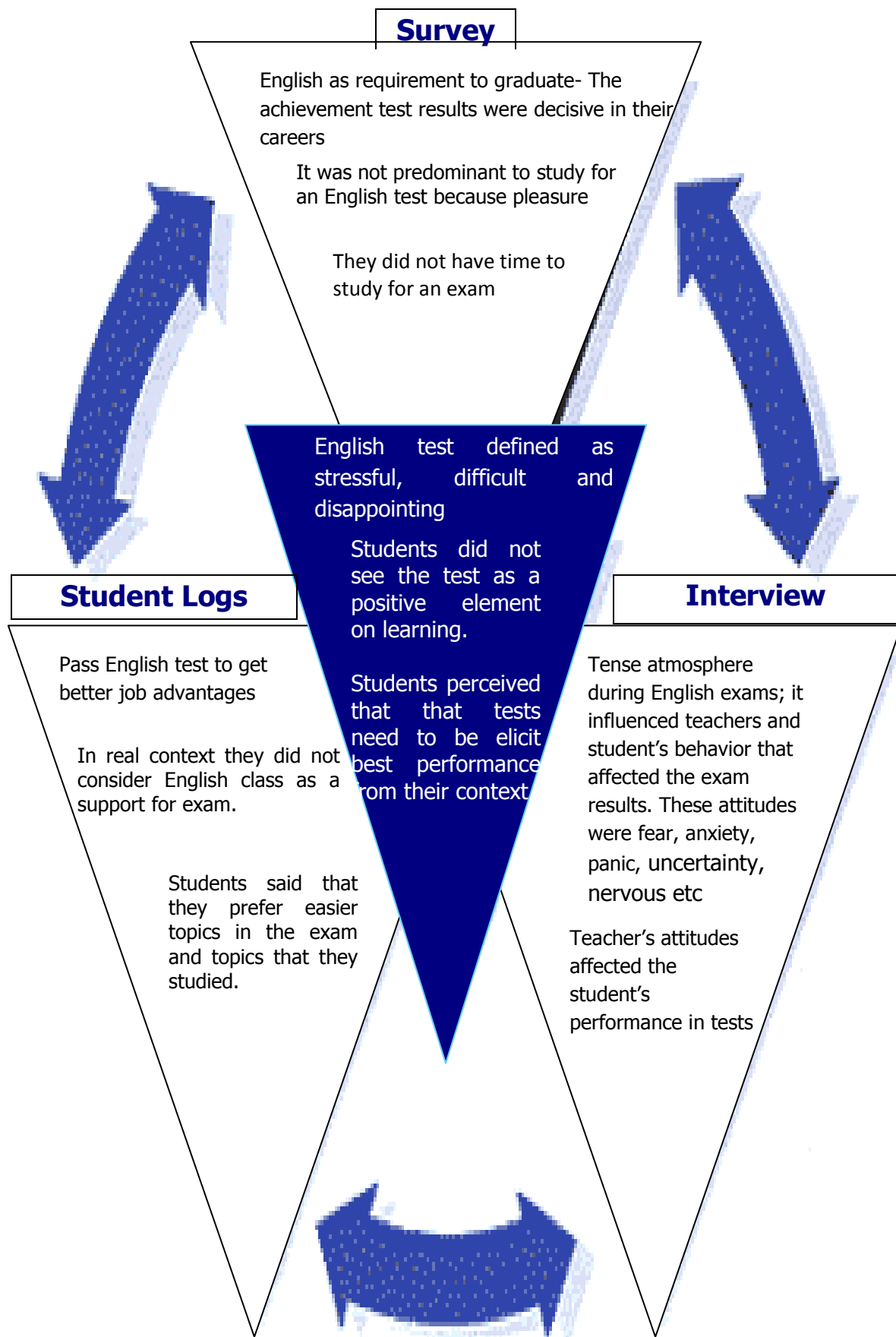
### **Student's Log Findings**

Analyzing the SL of the tested group, it was distinguished that some meaningful findings were revealed. The majority of students thought that the English class helped for their learning process because knowledge learned in class increased the skills to get better job advantages. It means that positive washback effect is presented in students because the reasons for studying English are focused on the professional growth (Bailey, K. 1999).

In the same way, it is important to mention that evaluation affects squarely the future of the students, for this reason it was evident in the students a persist attitude to increase English knowledge.

Likewise, it was revealed meaningful student's believes of English class in regards to how it could contribute for their English exam. The majority of students thought that, even the class gave an idea about the exam, sometimes students saw evaluations with more difficulties than activities developed in class. Similarly, it is revealed that students at Languages Center Unisalle preferred easier topics in exams, because these topics gave them confidence, security toward the exam. It means that it was important to consider that the activities done in class have an important impact on students learning, also depending on these activities it is improved student's confidence necessary for exams.

**Figure No. 12 Triangulation**



## Findings

From the above triangulation, is evidenced the constructs and categories that were coincide among three instruments. The triangle of main categories is located in the middle of the other three triangles representing the coincidences and inferences in common of the three instruments applied. It is important to highlight that the arrows indicates that the categories are get among instruments and indicates an important interaction between the results. (LeCompte, M.D. & Preissle, J. 1993).

Based on research instruments analyzed in the data collected has been distinguished the following meaningful findings:

It was analyzed the perceptions of language learners represented in washback effect. Initially, there were represented the outcomes of surveys when were applied the questions for student's purposes, reasons and motives which students get prepared for English test. At Languages Center Unisalle there were predominant two reasons for studying English: English as requirement to graduate and English to get better job advantages. Students in this case, stated their goals in order to improve their professional growth and future opportunities (Bachman 1990). It is clear that when a test encourages students to study more in order to attain the evaluation goals it is called positive washback effect (Bailey , K. 1999) (See category 1).

Considering these outcomes, it is illustrated the case that washback effect is evidenced based on perceptions of a test in student's personal way. It means that the results obtained from tests could have serious consequences for individuals (Bailey 1999). In the case of students at Languages Center Unisalle



the achievement test results are decisive in their careers, for instance fail the course lead to repeat the level and it takes more time to get the degree. (See category 3)

In the same way, the data analyzing perceptions of evaluations (See category 2) established from the relation teachers- students, feelings around the evaluations, impacts and consequences. These perceptions were part of the research construct washback effect students, for example when there is a not an appropriate reason to study for an English test. Studying for a test when the only objective is passing the exam distort the achievement test real objective at Languages Center Unisalle. The negative washback effect is reflected when there is a mismatch between the stated goals and the focus of evaluation (Bailey , K. 1999). This mismatch is evidenced when the students forget the goals to learn English as part of their professional learning building. (See category 1)

As mentioned above, washback effect may affect learner's actions and their perceptions (Bailey, K. 1999). Qualitative descriptive data showed student's reactions and experiences in last English test. These were defined as stressful, difficult and disappointing. (See category 2).

According to Green (2007) positive washback effect is presented when participants see the evaluations as challenging and the results are important. It means that in the group tested at Languages Center Unisalle, only a minor part of the group perceived tests as a daring and innovating way to reach goals. Other part of students tested felt negative influences for complex questions presented in exams. (See category 1).

It was also notice that some students expressed that some topics in the achievement test were not taught in previous classes; also they did not consider that class activities helped them for evaluations. In contrast, a minor part of students said that the activities of class were a help for their achievement test because the activities developed in class gave them a huge idea about the topic and the issues considered in the exam. However, it is important to include activities done in class because these have an important impact on students learning and contribute to the student's confidence; this confidence is necessary for understanding and being secure in achievement tests. (See category 2).

Besides, teacher played an important role as well as depending on the activities developed in class which teachers should evaluate. It means that, in order to create a positive washback effect it is necessary a match between what is taught and what is evaluated in the course (Bailey 1999). By means of this balance teachers could analyze and improve teaching practice involving not only the learning process but also the tests administration and achievement of goals. (Alderson & Wall 1993) (See category 4).

In the same way, Through the triangulation, was observed that there was a tense atmosphere during English exams; it may influences teachers and student's behavior that affect the exam results. These attitudes were fear, anxiety, panic, uncertainty, nervous etc. (Pearson 1998)(See category 1).

Finally, students let to know that they felt anxiety when there was a divergence between the stated goals proposed in class and the way that

teacher was developing the exam. (Bailey, K. 1999). During exams students thought that questions were difficult, they felt confusion and they did not understand what was asked. This fact happens when teachers tend to ignore the first proposed goals of the course and important activities that contribute directly to have a positive washback effect. (David P.H. 1969) (See category 1).

## Conclusions

This document showed a panorama that contributed to the accomplishment of the objectives established four semesters before, focused on understanding what do basic level students' perceptions about English language learning reveal the washback effect produced by their formal achievement test at Languages Center Unisalle.

The topics in this document developed several issues of current interest for all educative community. These topics have been appearing throughout the development of this research study, specifically the perceptions and feelings of various subject disciplines in evaluation process. It was made the analysis of this matter based on the data collection aroused by the teacher and students ideas in the evaluation process at Languages Center Unisalle.

From this point of view, this document should be read as the attempt of a couple of practitioners to understand the implication of negative perceptions in tests about washback effect, teachers and student's perceptions about exams and the achievement test purpose as well as an invitation for the reader to contribute in this process of reflection.

To sum up, we have argued and put forward for our academic partners consideration, the following points:

A foreign Language teachers are required not only to know how to teach and learn another language, but also to contribute to the students integral development as an individual, a social being and agent of change. This implies that students - teachers should be involved in such environment in the evaluating process. The teachers can experience and develop the aspects

mentioned above, so that it should be able to help learner with the exams and evaluations procedures toward a positive washback effect.

Besides, evaluations are an essential part of the learning process. It helps the learner become aware of their progress in the target language; how much they have achieved and what areas need further practice. This implies that English language teachers should be aware of the knowledge they have adopted and covered the most evident information about student's class performance in affective in social domain as well as the skills they should develop.

Moreover, these would lead teacher to choose the appropriate selection of evaluation techniques and activities, so that students can feel the evaluation procedures as an essential instrument that determines the objectives of a course that have been achieve. Whereas the purpose of evaluations is to discover reasons why the learning has been successful or otherwise (Nunan 1988). Some parts are represented as summative evaluation with a diagnosis in student's strength and weaknesses through monitoring doses in different class activities.

In the same way, there are many well-documented benefits to study washback effect because it could be analyzed in its two effects positive and negative, it explores the effects of teachers and students behaviors inside and outside the classroom, and it can have an important meaningful impact in the curriculum field in order to be transformed in a positive manner for educational community.

Finally, washback effect positive and negative, taking into account the views expressed by Bailey , K. (1999), who said that washback effect is presented when there are right or wrong influences on teaching and learning in the classroom and tests can be used as teaching tools. Tests become devices whereby a students perceive elements of evaluation performance that need improvement, which tests should be designed to provide that feedback as was noted at the beginning of this research study. The impacts on students and teachers perceptions about evaluation and achievements tests are nowadays a crucial issue for the achievement of innovation and change in pedagogical processes that have an impact because of learning and teaching performance that educative community are agents of change about evaluation procedures and pretend to look for a positive atmosphere during previous harmful exam experiences.

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### Proposal Codes

<b>CODE</b>	<b>MEANING</b>
<b>T1</b>	<b>Teacher One</b>
<b>S1-S2- S3...</b>	<b>Student One- Two-Three etc</b>
<b>Sv 1</b>	<b>Survey 1</b>
<b>Q1-2-3...</b>	<b>Question 1-2-3 etc</b>
<b>SL</b>	<b>Students Logs</b>
<b>QSL</b>	<b>Question Student Log</b>
<b>I</b>	<b>Interview</b>
<b>C</b>	<b>Comments</b>

## Annex 1

### SV1

UNIVERSIDAD DE LA SALLE  
FACULTAD DE EDUCACIÓN  
PRACTICA PEDAGOGICA 2009

#### DATOS GENERALES

FECHA:  
CURSO DE INGLES NIVEL 1

La siguiente encuesta busca recoger información para la investigación del tema Wasback effect, que estoy llevando a cabo como proyecto de grado. Agradezco su sinceridad.

1. ¿Cuales son las razones por las cuales estudias Inglés?  
*Por la influencia y las ventajas q' trae a nivel laboral en todo el mundo*
2. Explica la última experiencia de tu examen en el curso de Inglés.  
*fue mala, porque no asisti a unas clases y los temas no los conocí al igual q' no supe las respuestas*
3. Explica la forma en que te preparas para el examen de Inglés.  
*leo vocabulario  
escucho musica en ingles  
algunas veces práctico*
4. ¿Que sientes cuando te mencionan el termino evaluación?  
*es intimidante, pero al igual es de acostumbrarse en este medio educativo.*
5. ¿Consideras que en la clase de Inglés recibes alguna ayuda para el examen? SI ~~NO~~  
Explicar: *Porque todo lo q' nos enseñan es a nivel general  
Pero en el examen se ven cosas más puntuales*
6. ¿Que piensas antes, durante y al final de un examen de Inglés en el centro de Lenguas?  
*antes -> el miedo por no conocer nada de ingles  
durante -> es nerviosismo para lograr una buena nota  
final -> expectativa y tranquilidad de la nota*
7. ¿Te sientes bien preparado cuando presentas un examen en el centro de Lenguas? SI ~~NO~~ ¿Por qué?  
*no, pero debo admitir que es por falta de practica personal*
8. ¿Sientes que lo que lo que haces en la clase es importante cuando realizas la evaluación?  
*Claro porque lo q' se aplica en clase es farto para los temas que se evaluarán*

9. ¿Sientes que tu profesor cambia de actitud en la evaluación con relación a la clase?

NO, Siempre trata despues de las evaluaciones resolver dudas respecto a los q les haya ido mal

10. Explica como te han parecido las evaluaciones en el Centro de Lenguas Unisalle.

Son necesarias, lectura, conversación y escucha.

Pero creo q deberia ser más practico el formato de evaluación

Muchas gracias tu colaboración

**Annex 2**  
**I1**  
**T1**  
**Languages Center Unisalle**

**Q1: What do you think about teaching? Tell me one personal experience as a teacher in regards to evaluation.**

**T1:** Sometimes is very difficult for them to feel confidence and I think that this aspect affects somehow the grade. So, sometimes they don't know that we don't can give them 10 in the grade, so we have to give them feedback by the way. But, they have to wait until the head teacher or their teacher gives them the grade. So, sometimes students ask why did I get like this and that, and I think it is understandable because they don't know the criteria for evaluating them and in the exam they know that after the exam sometimes they wonder why you gave that or this.

**Q2: Ok thanks a lot teacher, why do you think about students feel about exams?**

**T1:** I think that there is a lot of anxiety playing around; for example I talk to my students before the exam and I tell them all the time Ok. You have to relax, you have to focus on the exam because if they are not relax that is going to be affect their performance in the exam.

Sometimes, I feel that student feel frustrated because they do not feel confident in the exam because in here Languages Center research teacher do evaluate students oral performance and they have to go to with another teacher.

Sometimes, they don't like the teacher and as teacher we try to have good expression, good manners with them, because I think, it is a very good way to make them feel confident and they need that because they go with a lot of anxiety, frustration. Sometimes I think that any exam generates that English is more difficult because they do not know the language. They are learning, they are in the process and they think that they have to give more. Sometimes it is generate frustration, probably they do not know that that it is part of the process they are leaning why they are here.

**Q3: Ok thanks a lot teacher, how do you prepare students for exams?**

**T1:** In here basically I try to follow the book, I don't go through ever single activity but I take into consideration the topics, I mean, grammar vocabulary and probably I try to persuade the speaking activities and the writing activities. So I make them and give them a lot of homework so they can prepare it. Sometimes I try for example this book does not emphasize on grammar, sometimes students are adults and they have other thinking process and they

ask me teacher "I do not know, I don't understand this..." So they can have these as part of homework.

In classes what I do is make them talk and I like that they can interact because in class they already have the opportunity to practice speaking. I mean they go and close the book and they do not study anything to practice and they probably have the possibility. So, in classes I try to make them speak and I take into consideration the way exam is here, I give them very specific order related questions, so that they can have an adequate way and idea how they are going to evaluate here.

**Q4: If you could create the ideal evaluation process what would it be like?**

**T1:** I think that I would start letting students know what the procedure is like the criteria in regards to evaluation and evaluation because we just give them answer sheet and they do not what was the correct questions or incorrect questions. I would include students needs to know what is the criteria appropriated, what are the items or factors that teachers are going to consider to evaluate them. I think is really important that, since the beginning they know that. I think that we have to set somehow or see perceptions about students have specific criteria that are one of the thinks I like for evaluating writing and speaking.

We have a very specific criteria that somehow you evaluate like complete picture of the students performance just because you are a very nice student, so I can give you more than the other that I know he is not a good student and he does not came to class or something the criteria specific like the one we use in here and now ask to give a fair grade. Finally, I would definitely include feedback, a complete feedback in regard to speaking and analyze to design a way so that students know what are their mistakes and probably that let us to suggest them what are their mistakes and errors and show how to overcome them in order to improve the level. So I think that I would be, first at al, have real criteria and I have the possibility to give them a very complete feedback.

**Q5: What do you like most or dislike most about teaching?**

**T1:** I really like about teaching get the possibly to have different voices next to you. I like to talk to students because they give like a complete different panorama of what the things are or how the things are. I don't like having the responsibilities of what are not yours. Basically, I like the most having contact with students. Another think trying to figure out new ways of reading activities because you know that your students are all different today, and they like different things and activities and for some of them it is a challenge. I like that.

What I don't like is somehow to have responsibilities that are not yours. I think is difficult to grade until we evaluate because even if we have a clear criteria I think evaluation is not completely because it is more than the teachers believes, than your perceptions about students evaluation.

**Q6: How do you determine your instructional goals and objectives about evaluation?**

**T1:** The first that I have to consider is the criteria and approaches in different institutions. They work with different things to set goals and objectives about evaluation process. The first thing to consider are objectives and the goals of the institutions what they want me as a teacher to do in classes, and in advance I take into consideration the contents that you have to teach the expected outcomes like what is that students expected to do at the end of the classes. So I think it is important too. Basically that's it to consider institutional objectives the class proceed. Finally we need to talk to students also sometimes you have to change something because students have different needs. You have to consider that.

**Q7: How do you address learner needs during the evaluation process here at Languages Center?**

**T1:** What do you mean by learner? If, they do not understand, if they have questions. Well, according to the policies. I can't no give vocabulary answers or something but I try to explain everything in English but I try to help them in the sense. I don't like that's students feel like they are being negative. I don't like it is stressful enough to have a test and if only point out views aims. I think it makes the process even more stressful for them so what I try to do listen the questions and then give them answers in English probably making relations if they questions about comparable. So I remain them about the exams and I gave them the class work that we studied, so that helps them remember somehow and he realized that is not because students don't know that because they are nervous, because the nervousness makes them forget. That's it.

**Q8: How do you provide feedback?**

**T1:** Well, I always try to give them the grades very clear. So I try to make students understand because it is fair and it is the best way to be good friend. So I always tell them where are the mistakes and what they expect to do, this is what I actually did. In here, we don't correct the mistakes but we point the



mistakes out, so what I may do is correct for example that test and have them aware of the mistakes and they will go alrighti

To give a feedback in regards to the speaking to the oral exam is difficult because some teachers does not depend on the other teacher. but it asking difficult to give them feedback in regards to speaking. However, in class activities I give them varieties students write comment for the other student's performance. So they can have different voices and different perspectives in regard to their performance.

**Q9: What strategies do you use to help students weaknesses detected as the result of the exam?**

**T1:** It depends on the weakness; I would say for example if it is grammar weakness I let them discover things for themselves, in the way that they could experiment and construct information that let them understand new structures and rules.

**All right teacher, this is the end of this interesting interview. Thank you for your time and interest.**

**T1:** That's ok your welcome and I wish the best to your project. Bye.

### SL Annex 3

	SLQ.1 ¿Cómo crees que la clase te está ayudando para tu aprendizaje?	SLQ.2 ¿Cómo te podría ayudar la clase para el examen?	SLQ.3 ¿Que te gustaría que se incluyera en el examen de lo que aprendes en la clase?
S1	Aspecto laboral	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Los temas que más se facilitan
S2	Aumentar conocimientos en inglés	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Los temas que más se facilitan
S3	Todos los aspectos	Dar una idea de cómo va a ser el examen, sin embargo no es así en la realidad	Lo que se ha estudiado
S4	Aumentar conocimientos en inglés	Ayudar más a un profundo conocimiento del Ingles	Los temas que más se facilitan
S5	Aumentar conocimientos en inglés	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Los temas que más se facilitan
S6	Aspecto laboral	Ayudar más a un profundo conocimiento del Ingles	Los temas que más se facilitan
S7	Aspecto laboral	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Los temas que más se facilitan
S8	Aspecto laboral	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Lo que se ha estudiado
S9	Aspecto laboral	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Los temas que más se facilitan
S10	Aumentar conocimientos en inglés	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Lo que se ha estudiado
S11	Aspecto laboral	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Los temas que más se facilitan
S12	Todos los aspectos	Ayudar más a un profundo conocimiento del Ingles	Los temas que más se facilitan
S13	Aumentar conocimientos en inglés	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Los temas que más se facilitan
S14	Aspecto laboral	Dar una idea de cómo va a ser el examen, sin embargo no es así en la realidad	Lo que se ha estudiado
S15	Aspecto laboral	Dar una idea de cómo sera examen, sin embargo durante el examen hay mucha inseguridad	Los temas que más se facilitan
	It is reflected that for the 46.67 % of the students the English class helps to get a better job conditions. The 33.33 % of the students think that the class increase the knowledge about English LanguageThe 13.33 % of the students say that the class helps them in all areas.	80.00% of the students say that the class helps to the class; however in the real context they don't consider English class as support for exam. In contrast, the 20.00% of the students say that the class helps to gain an insight into English learning.	73.33 % of the students say that they prefer easiest topics in the exam. In contrast 26.67 % of the students say that they prefer the topics that they have studied.

## Annex 4 Evidence SL1

THE SALLE UNIVERSITY  
PRACTICUM AND RESEARCH  
LANGUAGE CENTER UNISALLE  
SANDRA HERNANDEZ  
PRACTITIONER

Agradezco tu aporte para hacer una reflexión de la clase:

1. ¿ Como crees que te esta ayudando la clase de hoy para tu aprendizaje?

EN QUE PUEDO SER MEJOR PARA CONSEGUIR UN MEJOR  
NIVEL DE VIDA PROFESIONAL - LABORAL

2. ¿Cómo te podría ayudar para el examen? ,

EN QUE LOS TEMAS SE DESARROLLAN IGUAL O PARECIDOS AL EXAMEN

3. ¿Que te gustaría que se incluyera en el examen de lo que aprendes en la clase?

TODO LOS TEMAS QUE SE HAN DESARROLLADO EN LA CLASE

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## Annex 5 Evidence SL1

THE SALLE UNIVERSITY  
PRACTICUM AND RESEARCH  
LANGUAGE CENTER UNISALLE  
SANDRA HERNANDEZ  
PRACTITIONER

Agradezco tu aporte para hacer una reflexión de la clase:

1. ¿Como crees que te esta ayudando la clase de hoy para tu aprendizaje?

En todos los aspectos ya que el mundo está evolucionando y también debemos ser parte de ello, en son en el lenguaje.

2. ¿Cómo te podría ayudar para el examen?

mas tiempo en el escucha para entender claramente los mensajes dichos.

mejorar nuestros puntos debiles despues de cada examen

3. ¿Que te gustaría que se incluyera en el examen de lo que aprendes en la clase?

Depanto un poco más de escucha, el uso del diccionario.