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INTERRELATION OF FEEDBACK AND MOTIVATION
IN ASSESSMENT OF STUDENTS

***Abstract.** This article is devoted to the study of the impact of feedback on students' success in foreign language acquisition, with the aim of identifying how different types of feedback influence learning outcomes. The research involved both quantitative and qualitative methods, including surveys and classroom observations conducted among university students learning foreign languages. The results revealed that timely and constructive feedback significantly contributes to the development of speaking, writing, and comprehension skills. According to survey data, 60% of students reported that feedback helped them better understand their mistakes and 25% said it increased their motivation to improve. However, 15% of respondents indicated that overly critical feedback could cause anxiety and reduce confidence. The findings suggest that feedback plays a crucial role in language learning success not only by guiding students but also by shaping their motivation and engagement. Therefore, implementing balanced, supportive feedback practices can enhance language acquisition and foster a positive learning environment.*
__Key words:__ Psycholinguistics, students motivation, assessment criteria, feedback, academic achievement.

Introduction

Assessing students' academic achievement is one of the fundamental elements of the modern education system. However, assessment alone does not directly influence the learning process; its effectiveness largely depends on the feedback provided after the assessment. Feedback is an informational and pedagogical process aimed at explaining, evaluating and improving a student's learning performance. It not only identifies the learner's achievements but also indicates how they can continue to develop. Due to this characteristic, feedback is closely connected with motivation, as the way students perceive feedback directly affects their engagement, confidence and willingness to improve.

Feedback is a continuous and dynamic process consisting of several stages:

1. Diagnostic stage, during which the instructor identifies gaps and strengths in the student's knowledge;

2. Guiding stage, where students receive recommendations for correction and improvement;

3. Developmental stage, in which the student applies the suggestions and consolidates progress.

The interrelation of these stages enhances the quality of feedback and stabilizes the student's motivational state.

The benefits of feedback include strengthening motivation, clarifying learning goals, encouraging responsibility for one's own learning and improving the overall quality of education. Personalized, timely and constructive feedback develops students' self-evaluation skills and enables them to manage their learning consciously. Furthermore, dialogic feedback reinforces collaboration between teacher and student, which in turn promotes the growth of intrinsic motivation.

However, feedback does not always have a positive effect. Delayed, unclear or overly critical feedback may weaken students' confidence, cause anxiety and reduce intrinsic motivation. General or standardized feedback fails to provide specific guidance and therefore has limited influence on learning outcomes. Consequently, effective feedback must take into account its content, tone, timing and the student's psychological readiness.

In Kazakhstan, the concept of feedback began to be systematically integrated into the educational process with the introduction of the credit-based learning system in the early 2000s. After 2010, educational modernization programs introduced formative assessment, criteria-based

assessment and competence-oriented approaches, making feedback an essential component of instruction. Today, feedback is considered one of the key indicators of quality education in schools and higher education institutions across the country.

Motivation is a multifaceted phenomenon, consisting of internal factors such as interest and enjoyment of learning, as well as external factors such as grades and praise. The relationship between feedback and motivation is complex: motivation affects how feedback is perceived, while feedback shapes students' motivational responses. When feedback enhances students' sense of competence, autonomy and progress, intrinsic motivation increases; conversely, controlling or overly critical feedback may diminish motivation.

Student achievement assessment, feedback and motivation represent three interrelated pedagogical components. While feedback strengthens motivation, motivation in turn influences how effectively feedback is received. When students encounter supportive, specific feedback, their intrinsic motivation increases, leading to more active engagement in the learning process. Conversely, students with low motivation may disregard feedback or interpret it as criticism. Therefore, exploring the relationship between feedback and motivation is a crucial direction for improving assessment practices.

This research aims to examine the role of feedback and motivation in assessing students' academic achievement, analyzing the characteristics of their interaction. The study seeks to identify how students perceive feedback, how it influences their motivational state, and what effect it has on their learning outcomes.

Materials and methods

This study adopts a social approach and follows a mixed-methods strategy, combining both quantitative and qualitative research methods. The primary aim of this research is to explore and analyze the relationship between feedback and motivation in student assessment, with a focus on understanding how students perceive, interpret and respond to feedback in an academic setting. The study is conducted in an academic environment, which ensures that the data accurately reflects real-life experiences, perceptions and behaviors of students in an educational context.

A mixed-methods design is employed to achieve a more comprehensive and nuanced understanding of the research topic. Quantitative data is collected through structured survey questions with predefined response options, allowing the researchers to systematically identify patterns, trends and correlations in students' answers. This method enables the measurement of variables such as frequency, intensity and preference regarding different types of feedback and motivational responses. Simultaneously, qualitative data is gathered through open-ended questions, providing rich and detailed insights into students' personal experiences, emotions and attitudes regarding the feedback they receive. This qualitative component helps capture the complexity and diversity of students' perspectives, which may not be fully represented through quantitative measures alone. By integrating both quantitative and qualitative data, this approach allows for triangulation, thereby enhancing the validity, reliability and depth of the findings.

The participants of this study are first-year master's students at Shakarim University, specializing in Foreign Languages: Two Foreign Languages, with a particular focus on English. The participants' ages range from 21 to 42 years old, providing a diverse sample in terms of life experience, academic background and language learning history. Their English proficiency levels vary from B1 to C1, representing intermediate to advanced skills, which allows the study to consider how differences in language competence may influence perceptions of feedback and motivation.

The survey is administered online using Google Forms, providing ease of access, flexibility and convenience for participants. Participation in the study is entirely voluntary and students are able to complete the survey at their own pace and at a time suitable for them. To ensure ethical compliance and protect participants' privacy, no personal information is collected other than age and language proficiency level. This anonymity encourages honest, thoughtful and unbiased responses.

Data collection is conducted through an online survey comprising 10 questions specifically designed to examine students' experiences with feedback and its influence on their motivation during assessment. Most questions include a set of predefined answer choices from which students select the option that best reflects their opinions, experiences or preferences. This format ensures consistency in responses and facilitates straightforward quantitative analysis of the collected data. Additionally, the survey includes open-ended questions that allow participants to elaborate on their thoughts, share personal experiences and provide contextual information, adding qualitative depth to the study. The combination of structured and open-ended questions allows for a holistic investigation of how feedback impacts student motivation, both in measurable trends and in more subjective, experiential terms.

Overall, the research design, participant selection and data collection methods are carefully chosen to ensure the accuracy, reliability and richness of the data, ultimately contributing to a deeper understanding of the complex relationship between feedback and motivation in academic assessments.

Literature review

Research in the field of education has extensively examined the relationship between feedback and motivation, analyzing their comprehensive impact on students' academic achievement. Hattie and Timperley [1] identify feedback as one of the most powerful influences on learning and emphasize that effective feedback should address three key questions: «Where am I going?», «How am I doing?», and «What should I do next?». This model demonstrates that feedback helps students clarify their learning trajectory and supports the development of their metacognitive skills.

Black and Wiliam [2] view formative assessment as an essential tool for improving learning quality, descryibing feedback as a central mechanism that enables continuous monitoring of student progress and adjustment of learning strategies. Nicol and Macfarlane-Dick [3] highlight the importance of directing feedback toward fostering self-regulation, showing that effective feedback increases student responsibility for their own learning.

From the perspective of motivation theory, Deci and Ryan [4] argue in their Self-Determination Theory that students' intrinsic motivation depends on the satisfaction of basic psychological needs such as autonomy, competence and relatedness. Feedback that supports these needs strengthens learners' intrinsic interest in the educational process. Vansteenkiste and colleagues [5] further support this view, associating stable motivation with the psychological safety provided by the learning environment.

Shute [6] defines the qualitative characteristics of feedback, emphasizing that it must be specific, timely, clear and constructive. Dawson et al [7] link feedback effectiveness to how it is perceived by both students and teachers, while Carless [8] demonstrates the advantages of dialogic feedback that fosters mutual understanding between student and instructor. This line of research continues in studies by Woitt, Little and Wisniewski [10], who found that as students' feedback literacy improves, their ability to understand and apply feedback also increases.

Regarding the influence on student motivation, Guo and Zhou [9] highlight a statistically significant relationship between teacher feedback and motivation, noting that this relationship may vary depending on gender or other demographic characteristics. The works of Sadler [11] and Brookhart [12] also underline the strategic importance of feedback in instructional design and in developing effective assessment systems.

Although feedback has not yet been fully explored in the Kazakhstani educational context, several important studies exist. The research conducted by Madina Kazybay, Akmarzhan Nogaibayeva, Didik Hariyanto and Gulzhaina Kassymova [13] examines the practices of providing feedback on written assignments among EFL teachers in Kazakhstan. The authors found that teachers tend to give feedback in a predominantly corrective form, while factors such as lack of time and large class sizes hinder the provision of high-quality feedback. The study also shows that although teachers acknowledge the influence of feedback on student motivation, they face methodological challenges in implementing it effectively. This research reveals the current state of

feedback practices in Kazakhstan and offers findings consistent with trends discussed in the international literature.

Results and discussion

As a result of the survey conducted among 30 respondents on the topic of feedback in the learning process, a number of important patterns were identified, revealing students' preferences and attitudes towards different types, formats and frequencies of teacher feedback.

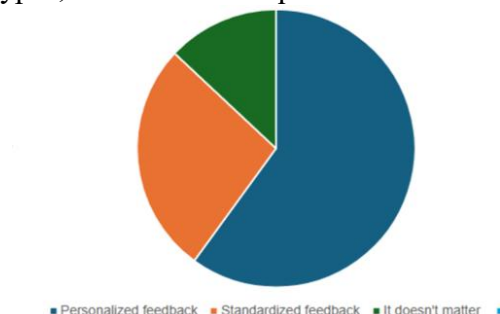■ Personalized feedback ■ Standardized feedback ■ It doesn't matter ■

Figure 1 – Which type of feedback motivates you the most?

According to the responses, 60 % of students consider *personalized feedback* to be the most motivating. This indicates that individualized comments, tailored to students' specific strengths and weaknesses, foster higher engagement and a stronger sense of support. Meanwhile, 27 % prefer *standardized feedback* and 13 % report that the type of feedback has little influence on their motivation. These findings suggest that personalization is a crucial factor in sustaining students' interest and encouraging improvement.

■ Regular feedback helps me improve faster

■ Too much feedback can feel overwhelming
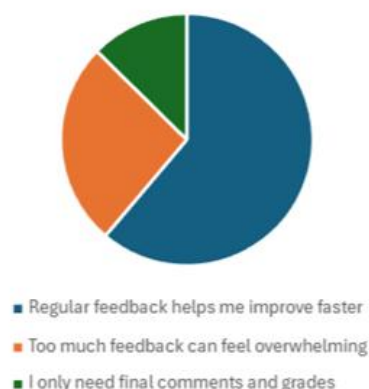
■ I only need final comments and grades

Figure 2 – How does the frequency of feedback affect your motivation?

Regarding the frequency of feedback, 63 % (19 students) state that regular feedback contributes to faster progress, emphasizing the importance of continuous guidance during learning. However, 23 % (7 respondents) report that excessive feedback may feel overwhelming, indicating that feedback should be delivered consistently but not excessively. Another 13 % (4 students) prefer receiving only final comments and grades. These results highlight the need to balance informative feedback with students' capacity to process it.

Figure 3 – Which feedback format is the most convenient for you?

In terms of format, *written feedback* is preferred by 40 % of respondents, making it the most valued type due to its clarity and its availability for repeated review. *Oral feedback* is favored by 33%, as it allows immediate clarification and a more personal interaction. Meanwhile, *digital feedback* is chosen by 27 %, reflecting students' growing openness to technology supported learning tools. This tendency suggests a gradual shift toward more flexible, multimodal forms of teacher-student communication.

- Clear and specific recommendations
- Supportive and encouraging tone
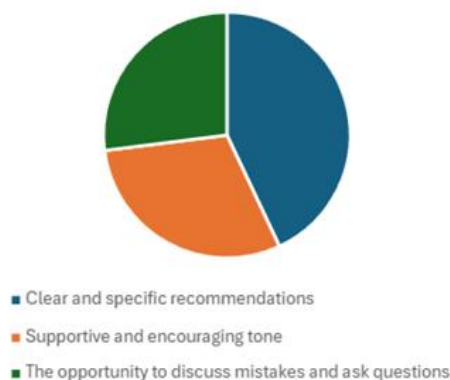- The opportunity to discuss mistakes and ask questions

Figure 4 – What is the most important aspect of feedback from your teacher?

When asked about the qualities they find most important in feedback, 43 % rate *clear and specific recommendations* as essential. Furthermore, 30 % appreciate a *supportive and encouraging tone*, while 27% value the opportunity for *discussion and clarification*. These results show that effective feedback must be both informative and emotionally accessible. This aligns with the view that feedback promotes learning most effectively when it is explicit, constructive and delivered in a way that supports students' confidence.

- Discussion and the opportunity to ask questions
- Clear written instructions for improvement
- A short comment without explanations, just the correct answer

Figure 5 – Which interaction style with the teacher during feedback do you find the most effective?

Half of the students (50 %) prefer an interaction style that includes discussion and the opportunity to ask questions, indicating a preference for dialogic forms of feedback. Meanwhile, 30 % favor clear written instructions and 20 % find short comments sufficient. These responses highlight the role of interactive communication in making feedback meaningful and actionable.

The results of the survey conducted among 30 respondents provide valuable insights into students' perceptions and experiences with teacher feedback during the language learning process. Overall, the data confirms that students not only appreciate feedback but also have clear preferences regarding its type, format, frequency and emotional tone.

One of the most striking findings is that a majority of students (60 %) prefer personalized feedback, suggesting that learners feel more motivated and supported when comments are tailored specifically to their individual performance. Only 13 % said the type of feedback doesn't matter, highlighting that personalization plays a key role in maintaining student engagement and encouraging progress. This confirms that individualized feedback is perceived as more meaningful and useful than generic remarks.

Further analysis shows that 50 % of respondents felt that personalized feedback increased their confidence and motivation, while 40 % found it helpful for understanding mistakes. This aligns with Sadler's [11] view that effective feedback should not only point out errors but also guide learners in how to improve. It also supports Hattie and Timperley's [1] idea that feedback is most effective when it answers the learner's questions about their progress and next steps.

Clarity also emerged as a central theme. When asked about the most important aspect of teacher feedback, 43 % of students emphasized clear and specific recommendations. In addition, 30 % appreciated a supportive tone and 27 % valued the opportunity to ask questions. These findings suggest that clarity and emotional encouragement are both essential components of effective feedback. This supports Brookhart's [12] argument that feedback should be both cognitively and emotionally accessible to promote learning.

Feedback format was another area of interest. Although written feedback remained the most preferred format (40 %), oral (33 %) and digital feedback (27 %) were also appreciated. The growing acceptance of digital formats suggests that students are open to more flexible and technologically supported ways of receiving feedback, particularly when it allows them to revisit comments anytime a benefit mentioned by 50 % of respondents.

With regard to usefulness, process oriented feedback was favored by 53 % of students, indicating a preference for guidance that helps them understand the learning process, rather than just receiving evaluative comments or grades. This reinforces the idea that feedback should be formative and developmental rather than simply judgmental.

Interestingly, when evaluating standardized (non-personalized) feedback, 47 % of students admitted it helps them understand mistakes but doesn't really motivate and 33 % found it too general to be useful. This clearly shows that generic feedback has limited impact on student engagement and further emphasizes the value of individualized responses.

As for frequency, 63 % of students believe that regular feedback supports faster improvement, while a smaller portion (23 %) feel that too much feedback can be overwhelming. These mixed responses suggest the importance of finding the right balance feedback should be consistent but not excessive.

The data also revealed that half of the respondents prefer discussion and the opportunity to ask questions when interacting with the teacher, reinforcing the idea that feedback should be dialogic and interactive. This supports the concept of feedback as a two-way communication process rather than a one-sided comment from teacher to student.

Finally, when discussing fairness, 60 % of participants believed that feedback should be based on individual effort and progress, rather than applying the same standard to everyone. This highlights the importance of recognizing personal growth and contextual factors in evaluation.

In summary, the survey results underline the importance of personalization, clarity, emotional tone and regularity in teacher feedback. The findings demonstrate that students are not passive

receivers of comments but have specific expectations and emotional responses to feedback. These insights provide valuable guidance for teachers aiming to enhance the effectiveness of their feedback strategies in the language learning classroom.

Conclusion

The findings of the study demonstrated the significant role of feedback and motivation in assessing students' academic achievement. Personalized, specific, and timely feedback enhances students' confidence and encourages active participation in the learning process. Dialogic feedback, in particular, enables students to act not merely as recipients of information but as full participants in the learning process, thereby strengthening their intrinsic motivation.

Kazakhstani research, particularly the work of Kazybay and colleagues, acknowledges the effectiveness of feedback practices while also highlighting certain challenges in their implementation. Nevertheless, individualized and supportive feedback plays a decisive role in increasing students' learning engagement and academic progress. Thus, feedback serves as a key pedagogical tool that strengthens motivation and improves the overall quality of education.

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СТУДЕНТТЕРДІ БАҒАЛАУДАҒЫ КЕРІ БАЙЛАНЫС
ПЕН МОТИВАЦИЯНЫҢ ӨЗАРА БАЙЛАНЫСЫ

Аңдатпа. *Бұл мақала шет тілін меңгеруде кері байланыстың студенттердің жетістіктеріне әсерін зерттеуге арналған. Зерттеудің мақсаты – кері байланыстың әртүрлі түрлерінің оқу нәтижелеріне қалай әсер ететінін анықтау. Зерттеу барысында сандық және сапалық әдістер қолданылды, оның ішінде шет тілін оқып жатқан университет студенттері арасында сауалнама жүргізу және сабақ барысын бақылау. Нәтижелер көрсеткендей, уақытылы және құрылымды кері байланыс сөйлеу, жазу және түсіну дағдыларының дамуына айтарлықтай ықпал етеді. Сауалнама нәтижелері бойынша студенттердің 60 %-ы кері байланыстың қателерін жақсы түсінуге көмектескенін, ал 25 %-ы оның оқу мотивациясын арттырғанын айтты. Алайда респонденттердің 15 %-ы шамадан тыс сынға негізделген кері байланыс уайым мен сенімсіздік тудыруы мүмкін екенін атап өтті. Бұл зерттеу нәтижелері кері байланыстың тек білім беру бағытында ғана емес, сонымен қатар студенттердің мотивациясы мен белсенділігін қалыптастыруда да маңызды рөл атқаратынын көрсетеді. Сондықтан қолдаушы әрі теңгерімді кері байланыс әдістерін енгізу тіл үйрену үдерісін жақсартып, жағымды білім беру ортасын қалыптастыруға көмектеседі.*

Тірек сөздер: *психолингвистика, студенттердің мотивациясы, бағалау критерийі, кері байланыс, академиялық үлгерім.*

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ВЗАИМОСВЯЗЬ ОБРАТНОЙ СВЯЗИ И МОТИВАЦИИ
В ОЦЕНИВАНИИ СТУДЕНТОВ

Аннотация. *Данная статья посвящена изучению влияния обратной связи на успехи студентов в овладении иностранным языком. Цель исследования – определить, как различные виды обратной связи влияют на результаты обучения. В исследовании использовались как количественные, так и качественные методы, включая анкетирование и наблюдение за учебными занятиями среди студентов, изучающих иностранные языки. Результаты показали, что своевременная и конструктивная обратная связь значительно способствует развитию навыков говорения, письма и понимания. Согласно данным опроса, 60 % студентов отметили, что обратная связь помогла им лучше понять свои ошибки, а 25 % указали, что она повысила их мотивацию к обучению. Однако 15 % респондентов сообщили, что чрезмерно критическая обратная связь может вызывать тревожность и снижать уверенность. Полученные результаты свидетельствуют о том, что обратная связь играет ключевую роль в успешном изучении языка, не только направляя студентов, но и формируя их мотивацию и вовлечённость. Таким образом, внедрение сбалансированных и поддерживающих форм обратной связи может улучшить процесс овладения языком и создать позитивную образовательную среду.*

Ключевые слова: *психолингвистика, мотивация студентов, критерии оценивания, обратная связь, академическая успеваемость.*

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