

The Impact of Formative Assessment on Motivation of Students in EFL Classes

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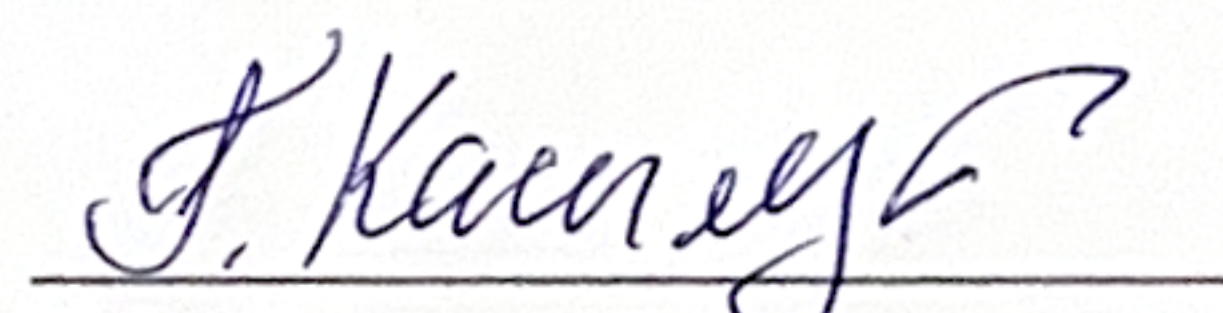
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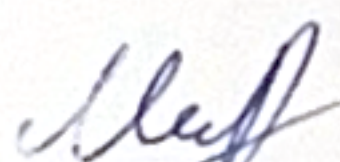

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The Impact of Formative Assessment on Motivation of Students in EFL Classes

Abstract

Motivation has a vital role for language learning especially within English as a Foreign Language (EFL) classrooms where student engagement often determines successful learning. This research examines formative assessment's (FA) motivational impact on pupils within general university English classes. It closely considers formative assessment practices connected to intrinsic and extrinsic motivation, identifying which strategies students find to be most motivating, and it investigates how teachers perceive formative type of assessment's impact on motivation. The study integrated both quantitative and qualitative data. 98 university students provided quantitative data through a survey, while instructors' qualitative perspectives were derived from semi-structured interviews with 5 EFL teachers. Descriptive statistics and Pearson's correlation were used to analyze the survey responses, while thematic analysis was applied to interview transcripts. The findings revealed that students were in fact highly intrinsically motivated to learn the language and were frequently exposed to FA strategies. Consequently, the results showed moderate positive correlation between formative assessment and intrinsic motivation, while the correlation with extrinsic motivation was weak. Students found teacher feedback, group discussions, integration of digital tools such as Quizizz as the most motivating FA strategies. Teachers supported these findings since they viewed consistent formative practices improved student engagement, autonomy, and confidence. The results suggest that formative assessment not only measures progress but powerfully drives internal motivation that is in EFL learning. For better language learning outcomes, this study highlights student-centered, feedback-rich classrooms and encourages further formative strategies' exploration.

Keywords: Formative Assessment, Intrinsic and Extrinsic Motivation, English as a Foreign Language

Формативті бағалаудың ағылшын тілін шетел тілі ретінде үйренушілердің мотивациясына әсері

Аңдатпа

Оқу жетістігі студенттің белсене қатысуы арқасында анықталатын ағылшын тілін шет тілі ретінде оқытатын сыныптарда тілді үйренуде - мотивация маңызды рөл атқарады. Бұл зерттеу формативті бағалаудың университеттегі жалпы ағылшын курстарында студенттердің мотивациясы қалай әсер ететінін зерттейді. Ол формативті бағалау тәжірибелері мен ішкі және сыртқы мотивация арасындағы қарым-қатынасты арнайы зерттейді, студенттер қандай стратегияларды ең ынталандырушы деп қабылдайтынын анықтайды және формативті бағалаудың мотивациялық әсері туралы мұғалімнің көзқарасын зерттейді. Сандық деректер құрылымдық сауалнама арқылы университеттің 98 студентінен жиналды, ал сапалы түсініктер 5 ағылшын тілін шет тілі ретінде оқытатын оқытушылардан жартылай құрылымдалған сұхбаттардан жиналды. Сауалнама жауаптарын талдау үшін сипаттамалық статистика және Пирсон корреляциясы пайдаланылды, ал тақырыптық талдау сұхбат транскриптітеріне қолданылды. Нәтижелер студенттердің ішкі мотивацияларының жоғары деңгейін бастан кешіргенін және формативті бағалаудың стратегияларына жиі ұшырайтынын көрсетті. Формативті бағалау және ішкі мотивация арасында қалыпты оң корреляция табылды, ал сыртқы мотивациямен корреляция әлсіз болды. Студенттер мұғалімнің кері байланысын, топтық талқылауларды және Quizizz сияқты цифрлық құралдарды ең ынталандыратын формативті бағалау стратегиялары ретінде анықтады. Мұғалімдер бұл тұжырымдарды қолдап, дәйекті қалыптастырушы тәжірибелер оқушылардың белсенділігін, дербестігін және сенімділігін арттыратынын атап өтті. Нәтижелер формативті бағалау тек үлгерімді өлшеу құралы ғана емес, сонымен қатар ағылшын тілін шет тілі ретінде оқытудағы ішкі мотивацияның күшті қозғаушы күші екенін көрсетеді. Бұл зерттеу кері байланысқа бай, студентке бағытталған сыныптардың құндылығын көрсетеді және тіл үйрену нәтижелерін жақсарту үшін қалыптастырушы стратегияларды одан әрі зерттеуді ынталандырады.

Кілт сөздер: Формативті бағалау, ішкі және сыртқы мотивация, ағылшын тілін шет тілі ретінде үйрену

Влияние формативного оценивания на мотивацию учащихся на занятиях английского языка как иностранного

Аннотация

Мотивация играет важную роль в изучении языка, особенно в классах английского языка как иностранного где вовлеченность студентов часто определяет успех обучения. В этом исследовании изучается, как формирующее оценивание влияет на мотивацию студентов на общих курсах английского языка в университете. В нем специально изучается связь между практиками формирующей оценкой и внутренней и внешней мотивацией, определяются стратегии, которые студенты считают наиболее мотивирующими, и исследуются точки зрения преподавателей на мотивационное воздействие формирующего оценивания. Количественные данные были собраны у 98 студентов университета с помощью структурированного опроса, в то время как качественные данные были собраны из полуструктурированных интервью с 5 преподавателями английского языка как иностранного. Описательная статистика и корреляция Пирсона использовались для анализа ответов на опрос, в то время как тематический анализ применялся к стенограммам интервью. Результаты показали, что студенты испытывали высокий уровень внутренней мотивации и часто подвергались воздействию стратегий формирующей оценки. Была обнаружена умеренная положительная корреляция между формирующей оценкой и внутренней мотивацией, в то время как корреляция с внешней мотивацией была слабой. Студенты определили обратную связь с преподавателем, групповые обсуждения и цифровые инструменты, такие как Quizizz, как наиболее мотивирующие стратегии FA. Учителя поддержали эти выводы, подчеркнув, что последовательные формативные практики повышают вовлеченность, самостоятельность и уверенность студентов. Результаты показывают, что формативная оценка - это не только инструмент для измерения прогресса, но и мощный двигатель внутренней мотивации в изучении английского языка как иностранного. Это исследование подчеркивает ценность классов, ориентированных на студентов и предлагающих обратную связь, и призывает к дальнейшему изучению формирующих стратегий для улучшения результатов обучения языку.

Ключевые слова: Формативное оценивание, Внутренняя и внешняя мотивация, английский как иностранный язык.

CHAPTER 1

Introduction

1.1 Background of the Study

In today's globalized world, the ability for one to communicate well in English has become a vital skill for global citizenship as well as academic success and career advancement. This circumstance demands certain actions from English as Foreign Language (EFL) education. Teachers, as a response, must develop the learners' linguistic competence and sustain their engagement and motivation all throughout the learning process. The area of language education evolves so greater emphasis is being placed on student-centered pedagogical practices including assessment methods beyond narrow exams.

Of all of these, formative assessment does meaningfully improve both teaching and also learning, gaining attention. Formative assessment, in place of purely acting as a tool that evaluates performance, constantly gives feedback that supports learning as it happens. Formative assessment is able to motivate, specifically in those EFL classrooms in which students do often battle through confidence, anxiety, along with long-term engagement, via encouraging those students for reflecting about their own progress, for understanding their own strengths and also areas for improvement, and for actively participating within goal-setting.

Motivation, also, plays a major role within second language acquisition. As highlighted by Gardner (1985) as well as later scholars, learners who are intrinsically or extrinsically motivated tend to show greater persistence, better outcomes, and more positive attitudes toward learning. Therefore, interaction of formative assessment with student motivation presents an area for inquiry, specifically where language education encounters difficulties to maintain student interest and effectiveness.

1.2 Problem Statement

Despite widespread recognition of formative assessment as a means to enhance student learning, its role in shaping student motivation in English as a Foreign Language (EFL) classrooms remains underexplored. While formative assessment is designed to provide ongoing feedback, promote reflection, and guide learning, its actual impact on student motivation, both intrinsic and extrinsic, is still not clearly understood within many EFL contexts. This is especially relevant in university-level classrooms where learners often experience fluctuating motivation due to external pressures and internal factors such as self-efficacy and learning anxiety.

Existing research has highlighted that motivation plays a critical role in second language acquisition. Students who are intrinsically motivated tend to participate more actively and persist in learning challenges, while extrinsic motivators such as career aspirations or academic rewards support sustained learning efforts (Deci & Ryan, 1985; Gardner, 1985). However, the specific ways in which formative assessment strategies intersect with these motivational dimensions are rarely examined in depth. Most studies tend to separate the two concepts, investigating motivation or assessment independently, without addressing their dynamic relationship in real teaching environments.

Moreover, teachers often implement formative assessment without a clear understanding of its psychological implications. As shown in earlier studies, educators frequently use quizzes, feedback sessions, or self-assessment tasks to track student progress. Yet, the motivational effects of these practices are often assumed rather than measured or discussed. In some cases, formative assessments may unintentionally demotivate learners if not implemented thoughtfully, particularly when students do not see their relevance or receive unclear feedback (Ismail et al.,

2022). These gaps create uncertainty about how to design assessments that truly support motivation rather than merely fulfill curriculum requirements.

In Kazakhstan's EFL classrooms, the problem is more consequential. While more educational reforms increasingly stress formative practices, there is still limited empirical evidence that clarifies just how such strategies affect learners' motivation. Summative tests remain a primary tool for many university instructors. Formative assessment is often viewed as supplementary or time-consuming. Therefore, teachers could be unaware of the degree to which assessment practices influence learners' engagement and outcomes. Their assessment practices could also influence the learners' general attitudes toward English learning.

This study, therefore, addresses a pressing problem of lack: the integration of understanding about how formative assessment influences motivation in EFL settings. By an exploration of student responses that are to specific assessment strategies and also their motivational outcomes, research targets for offering of a more subtle picture of interplay between formative assessment and motivation. Understanding such connections may guide teachers, curriculum developers, as well as institutions toward more effective, student-centered approaches within language education.

1.3 Research Aim and Objectives

The main aim of this study is to investigate the influence of formative assessment practices on the motivation of students in learning English as a Foreign Language (EFL). It seeks to understand how a number of formative strategies, such as self-assessment, peer assessment, teacher feedback, and the use of interactive tools affect both intrinsic and extrinsic motivational factors that drive student engagement and participation in language learning.

To achieve the stated aim, the study explores the degree to which formative assessment is implemented in EFL classrooms as well as how the practices correlate to student motivation levels. Additionally, that research seeks to determine just which specific strategies are perceived by learners as highly effective in the encouraging of motivation and the supporting of sustained learning efforts. It also considers most perceptions of EFL teachers regarding the motivational value of formative assessment and how their assessment practices influence many students' attitudes toward English learning.

1.4 Research Questions

In alignment with the aim and objectives of the study, the research questions are as follows:

1. How do formative assessment practices influence the intrinsic and extrinsic motivation of students in English as a Foreign Language (EFL) classrooms?
2. What specific formative assessment strategies such as self-assessment, peer assessment, teacher feedback, and interactive tools are perceived as most effective in enhancing student motivation?
3. How do EFL teachers perceive the relationship between formative assessment practices and student motivation in their classrooms?

1.5 Significance of the Study

Understanding the relationship between formative assessment and student motivation in EFL contexts holds significant value for multiple stakeholders in language education. In recent years, there has been growing recognition of the importance of student-centered and feedback-driven teaching methods. However, much of the existing research tends to focus either on formative assessment as an instructional tool or on motivation as a psychological construct,

without fully exploring how the two intersect in real classroom settings. By investigating how specific formative strategies influence learners' motivational orientations, this study aims to address this research gap and contribute new insights to the field of applied linguistics and language pedagogy.

From a practical perspective, the findings of this study are expected to provide actionable recommendations for EFL teachers seeking to enhance learner engagement and participation. Understanding which assessment practices are most effective in fostering intrinsic and extrinsic motivation can help educators tailor their instructional strategies more effectively. Moreover, this research may offer valuable guidance for curriculum developers and educational policymakers in Kazakhstan and similar contexts, where there is an increasing emphasis on formative practices but limited empirical evidence to support their integration into classroom routines.

At a broader level, the study has the potential to contribute to ongoing discussions around educational quality and inclusivity. By promoting motivationally supportive learning environments, formative assessment can not only improve academic outcomes but also foster learner autonomy, confidence, and long-term interest in language learning. As such, the study addresses not only pedagogical effectiveness but also the larger goals of equity and student well-being in EFL education.

1.6 Scope and Limitations

This study is limited in scope to the investigation of formative assessment practices and their influence on student motivation in English as a Foreign Language (EFL) classrooms at the undergraduate level. The research focuses primarily on university students aged 18-25 who are currently enrolled in EFL courses in Kazakhstan. It also includes insights from EFL instructors to explore their perceptions of how formative assessment impacts student motivation. Given its

emphasis on both student and teacher perspectives, the study adopts a mixed but predominantly quantitative orientation, with data collected through structured surveys and supported by interview responses.

The study is confined to specific formative assessment strategies, including teacher feedback, self-assessment, peer assessment, and the use of digital tools such as interactive quizzes. While these methods represent commonly used formative techniques, the research does not cover all possible formative practices used in EFL education. Similarly, the focus on motivation is limited to its intrinsic and extrinsic dimensions, as defined by established frameworks in second language acquisition.

Several limitations must be acknowledged. The use of convenience sampling may affect the generalizability of the findings to broader EFL populations. Additionally, student self-reports on motivation and assessment experiences may be influenced by individual perceptions or contextual factors that are not fully captured in the surveys. Time constraints and institutional access also limited the scale of teacher interviews. Despite these limitations, the study offers a focused and data-driven exploration of an underexamined area in EFL education and seeks to inform more effective and motivationally supportive classroom practices.

1.7 Definition of Key Terms

Formative Assessment

Formative assessment refers to an ongoing process of evaluating student learning during instruction with the goal of providing feedback that guides improvement. Unlike summative assessments, which measure learning at the end of a unit or course, formative assessments support learning as it occurs by helping both students and teachers identify strengths and areas for growth (Black & Wiliam, 1998).

Motivation

Motivation in language learning refers to the internal and external factors that initiate, direct, and sustain the desire to learn a language. It influences how much effort learners put into language learning and how long they are willing to sustain that effort (Dörnyei, 2001).

Intrinsic Motivation

Intrinsic motivation is defined as the drive to engage in an activity for its own sake, out of interest, enjoyment, or a sense of personal challenge, rather than external rewards (Deci & Ryan, 1985).

Extrinsic Motivation

Extrinsic motivation refers to the desire to perform a task in order to receive external rewards or avoid punishment, such as gaining high grades, meeting parental expectations, or improving future career prospects (Noels et al., 2001).

English as a Foreign Language (EFL)

EFL refers to the teaching and learning of English in a country where English is not the primary language of communication. In this context, learners usually study English as part of their academic curriculum rather than using it in everyday life (Richards & Schmidt, 2013).

CHAPTER 2

Literature Review

2.1 Theoretical Foundations of Motivation in Language Learning

Motivation has long been recognized as one of the most influential factors in second language acquisition. It determines not only the initial decision to learn a language but also the sustained effort, engagement, and overall success of the learner throughout the process (Dörnyei, 2001). As language learning typically requires long-term commitment, especially in foreign language environments where opportunities for real-life use are limited, understanding what drives learners to persist becomes crucial for educators and researchers alike.

One of the earliest and most influential models in the field is Gardner's Socio-Educational Model, which introduces two broad types of motivation: integrative and instrumental. Integrative motivation reflects how a learner wants to relate to the target language group since cultural interest and communication aims often inspire them. Utilitarian goals such as social recognition, employment opportunities, or academic success, on the other hand, are associated with instrumental motivation (Gardner, 1985). Both types influence learning outcomes, though integrative motivation often engages people more deeply and also personally (Gilakjani et al., 2012).

Deci with Ryan (1985) proposed Self-Determination Theory (SDT). SDT offers a more detailed comprehension of motivation, building upon the foundation from Gardner. SDT organizes motivation along a spectrum. The continuum ranges from amotivation because people lack motivation to extrinsic motivation because external rewards or pressures drive them, as well as to intrinsic motivation because internal interest and satisfaction propel them. According to this framework, three fundamental psychological needs: autonomy, competence as well as

relatedness must be met if intrinsic motivation is to thrive. Learners are in fact intrinsically motivated more often when they can feel connected to teachers and also to peers, experience real success, and have some control over learning (Deci & Ryan, 1985).

EFL learners with intrinsic motivation engage in class activities actively, retain language knowledge longer, and show a greater willingness to communicate because this applies to language learning contexts according to research (Noels et al., 2001). Extrinsically motivated learners may show less enthusiasm toward learning tasks however, extrinsic motivation is still important especially in structured education to maintain consistent effort (Seven, 2020).

Dörnyei (2001) further expands upon the concept of motivation within language education in the L2 Motivational Self System, and it integrates elements of SDT along with cognitive psychology. Dörnyei (2001) argues that learners are motivated by their “ideal L2 self”, which is just the image that they hold of the language-learning person that they want to become. For students that vividly imagine to themselves that they are skilled English users, there is a greater likelihood to persist in language learning tasks and invest effort. This concept links motivation together with self-identity as well as future vision since it is especially relevant within foreign language contexts where people might not use the language on a daily basis.

Modern discussions of motivation recognize learners possess mixed motivational orientations because they combine intrinsic and extrinsic elements, furthermore. English grammar might be enjoyed as an intrinsic challenge by an EFL student. They might also seek to score well upon international exams in order to gain scholarship awards, which it is. These motivations are not mutually exclusive in nature. They can operate jointly to support learning (Gilakjani et al., 2012).

Foundational theories such as Gardner's socio-educational model, Deci and Ryan's Self-Determination Theory, also Dörnyei's L2 Motivational Self System, in summary, give a strong framework for understanding motivation within language learning. They highlight just how internal and external factors do interrelate in such complex ways. Also, they suggest effective language instructors must consider the things that learners need psychologically, the goals that learners have, and how learners perceive themselves. These theoretical foundations allow exploration into how motivation interacts with educational practices, such as formative assessment, while shaping learner engagement and success in EFL classrooms.

2.2 Types of Motivation in EFL Contexts

In the field of second language acquisition, motivation is viewed not as one uniform concept but instead as a phenomenon with multiple dimensions incorporating different types and orientations. Usually researchers differentiate intrinsic from extrinsic motivation also integrative from instrumental motivation each offering understanding into how learners act and form attitudes in EFL contexts.

Intrinsic motivation inspires engagement in activities for intrinsic satisfaction as well as for fulfillment. Extrinsic motivation drives people by way of external rewards, pressures such as grades, social approval, or career advancement (Deci & Ryan, 1985). In EFL learning, people may enjoy mastering a new language or may feel personal interest in English literature and culture from intrinsic motivation. Conversely, extrinsic motivation could occur when learners study English just because they should fulfill school needs or increase job opportunities. Research shows that as both types of motivation can contribute to learning success, intrinsic motivation generally associates with deeper engagement and more sustainable learning behaviors (Noels et al., 2001; Gilakjani et al., 2012).

Gardner (1985) also presents a socio-educational model that introduces the concepts of integrative and instrumental motivation. This complements the classification. Integrative motivation reflects on just what a learner desires which is connection to the language community and also cultural appreciation along with interpersonal communication. Integratively motivated students often express a genuine interest in the values, traditions, and way of life of English-speaking communities. Practical goals relate to instrumental motivation instead. For example, students are able to pass examinations or to obtain scholarships or secure employment in places where they require English expertise (Gardner, 1985).

In various EFL contexts, motivational orientations can both coexist even though they prominently may vary depending on what it is that learners want and the socio-cultural environments that they produce. For example, the study from Arapova (2017) on the undergraduate students in Kazakhstan found that integrative motivation did outweigh instrumental motivation by a bit. Students also expressed strong interest about interacting with English-speaking cultures, and they acknowledged that English skill benefits their careers. Female students showed stronger integrative tendencies likewise gender differences were noted as male students leaned more toward instrumental motivations.

Several of the scholars stressed that instructional practices must address all motivational types. Addressing both matters. As Gilakjani et al. (2012) point out, students who have strong integrative motives will often persist more and invest emotionally in their learning, while those students who have instrumental goals may behave consistently and direct their behavior toward those goals, particularly in structured educational settings. Teachers, therefore, need to balance both perspectives via exploring cultures along with offering clear academic and career-related objectives.

Recent studies suggest as well that contextual and also environmental factors can influence in a large way how different motivation types balance. Instrumental motivation may predominate naturally in environments where English is mainly seen as a tool for economic advancement (Gan et al., 2019). These environments include many Asian or Central Asian countries. Yet even in those contexts, teachers can foster engagement more intrinsically and deeply with language if they cultivate aspects integrative such as focusing tasks on communicative, intercultural, authentic materials.

In sum, it is important to design effective EFL instruction to understand motivation's types as well as interplay. Educators are able to create much more inclusive and also motivating educational settings through recognizing the roles that integrative and instrumental orientations play and addressing both intrinsic and extrinsic factors in education. Exploring how formative assessment strategies may further improve or sustain students' motivation for different dimensions is important to this foundation.

2.3 Formative Assessment in Language Learning

Formative assessment has emerged as a central element of effective teaching and learning processes across various educational contexts, including English as a Foreign Language (EFL) classrooms. Defined broadly, formative assessment refers to the collection of evidence about student learning during the instructional process, with the primary aim of informing teaching adjustments and supporting student improvement (Black & Wiliam, 1998). Unlike summative assessment, which is typically conducted at the end of a learning period to evaluate achievement, formative assessment is ongoing, diagnostic, and developmental in nature (Ridhwan, 2017). A key distinction between formative and summative assessment lies not only in timing but also in purpose. While summative assessments are designed to certify learning outcomes, formative

assessments seek to identify learning gaps, provide immediate feedback, and guide both teachers and students toward targeted improvements (Heritage, 2007). As Sadler (1989) emphasized, for formative assessment to be effective, it must provide actionable feedback that helps students understand how to close the gap between their current and desired performance. Without this feedback loop, assessment risks becoming merely evaluative rather than educational.

Central to the practice of formative assessment are several core components. First, feedback must be timely, specific, and oriented toward future learning, rather than simply highlighting errors (Sadler, 1989). Second, identifying learning gaps allows both students and teachers to recognize areas that require further attention, fostering a more personalized learning experience (Heritage, 2007). Third, scaffolding learning through progressively challenging tasks and interactive questioning helps sustain engagement and supports learner autonomy (Black & Wiliam, 1998).

In the context of EFL learning, the importance of formative assessment becomes particularly pronounced. Language acquisition is a gradual process that benefits from continuous support, reflection, and adjustment. Formative assessment strategies such as peer assessment, self-assessment, feedback discussions, and digital quizzes allow learners to monitor their progress, develop metacognitive skills, and build self-regulation capacities essential for language mastery (Muho & Taraj, 2022). Furthermore, formative approaches align well with communicative language teaching principles, which emphasize interaction, feedback, and learner-centeredness (Gan et al., 2019).

However, despite its theoretical appeal, the implementation of formative assessment in real classrooms often faces significant challenges. One major barrier is the prevalence of institutional cultures that prioritize summative testing, particularly in exam-oriented educational

systems (Widiastuti & Saukah, 2017). Teachers may feel constrained by time pressures, rigid curricula, or standardized testing requirements that leave little room for continuous feedback activities (Al-Mofti, 2020). Additionally, student resistance can emerge when learners accustomed to traditional assessments struggle to adapt to more interactive and reflective evaluation methods (Ismail et al., 2022).

Effective formative assessment also requires a high level of teacher assessment literacy that is, the ability to design, interpret, and act upon assessment information in pedagogically meaningful ways (Heritage, 2007). Unfortunately, limited professional development opportunities often leave teachers underprepared to integrate formative practices consistently and confidently into their instruction (Al-Mofti, 2020). Moreover, as Ismail et al. (2022) observed, formative assessment must be intentionally structured to promote not only academic achievement but also positive attitudes toward learning, engagement, and self-regulation.

In recent years, technology has provided new avenues for implementing formative assessment in EFL settings. Digital platforms such as Quizizz, Kahoot, and other interactive tools offer immediate feedback, promote engagement, and allow for easy tracking of student progress (Zhang & Crawford, 2024). When used thoughtfully, such tools can enhance formative practices by making assessment more dynamic, motivating, and accessible for both teachers and learners.

In summary, formative assessment effectively represents, when implemented, a powerful mechanism for improving language learning. Success for it relies on feedback that is timely, as well as needs in learning and chances for scaffolding. Systemic obstacles still present difficulties. Limited teacher training as well as secured summative traditions do pose challenges. It is

necessary to address these issues to realize fully formative assessment's potential in supporting EFL learners' motivation and achievement.

2.4 Strategies of Formative Assessment in EFL Classrooms

The successful implementation of formative assessment in English as a Foreign Language (EFL) classrooms depends on how teachers practically apply diverse and student-centered strategies. Also, they must understand formative assessment in theory. These strategies do continuously give feedback, allow for learner autonomy, and foster that engagement critically needed to acquire language.

Peer assessment is indeed one of the most widely endorsed formative strategies and it involves students in evaluating each other's work based upon established criteria. As Sadler (1989) stressed, peer assessment helps learners internalize evaluation standards as well as reflect critically on their own output. In EFL classrooms, where students constantly practice also are aware to develop linguistic accuracy with fluency, peer assessment allows collaborative learning. However, its effectiveness depends in large part on training students so that they give constructive feedback and on fostering a classroom environment in which trust and mutual respect exist (Widiastuti et al., 2020).

Peer evaluation has a link that is close to self-assessment. Self-assessment is the foundation of another formative practice. Through self-assessment, students can monitor their progress to recognize areas of improvement. This method was also used to set learning goals. Black and Wiliam (1998) stated learners often take ownership of learning and engage in self-regulatory behaviors when assessing work. In EFL contexts, self-assessment allows students to reflect on language skills that are often difficult to measure through summative tests, such as speaking fluency and communicative competence.

Moreover, teacher feedback remains a vital strategy within formative assessment frameworks. Feedback that is timely, specific, and oriented toward improvement can significantly enhance student motivation and learning outcomes (Heritage, 2007). Rather than merely pointing out errors, effective formative feedback highlights strengths, provides actionable advice, and encourages a growth mindset. In practice, this means teachers must move beyond corrective remarks and engage learners in dialogues about their learning progress. As noted by Dmitrenko et al. (2021), feedback that fosters reflection and self-efficacy is more likely to lead to sustained engagement in EFL classrooms.

In addition to interpersonal feedback strategies, assessors gain popularity and use portfolio-based assessment formatively. Using portfolios, students can collect samples of their work over time. This collection presents both development along with achievement of students. Paus (2024) argues that portfolios act as a record for learning. Students are also encouraged to assess critically their progress, thus fostering internal motivation and external. In EFL settings, portfolios may include written essays, speaking recordings, vocabulary logs, along with reflective journals. Since portfolios give a thorough view of language development, customary exams often fail to capture it.

The landscape of formative assessment strategies has further expanded through integration of interactive digital tools. Platforms such as Quizizz, Kahoot, as well as Google Forms ease real-time feedback, gamified assessments, and student-centered learning experiences (Zhang & Crawford, 2024). These technologies are able to motivate students at times when they can make assessment more engaging and more accessible. Gamified quizzes, as an instance, reduce test anxiety and promote positive attitudes toward evaluation (Sunra & Samtidar, 2023).

Nevertheless, it is true that the benefits of these strategies are well-documented. For successful implementation, one must think over contextual factors. As Muho and Taraj (2022) noted, self-assessment and peer-assessment practices may be effective only in the event that students have learned how to reflect or in the event that cultural norms encourage peers to critique inside classrooms. Furthermore, time constraints, class size, and technological infrastructure can make using digital formative tools less feasible (Gan et al., 2019).

The formative assessment strategies must align in accordance with instructional goals in an important way. Rather than treating formative activities as add-ons, lesson plans must meaningfully embed them. This integration makes sure that assessments can be frequent and can be purposeful as well, and they can guide instruction in some ways that respond to the students' needs that evolve (Black & Wiliam, 1998).

Consequently, it becomes quite clear that the formative assessment process in EFL classrooms works out best when teachers do use diverse sorts of strategies in combination, further tailor all of them to the specific learning context, and then support all of them by clear pedagogical intentions. Peer feedback, self-monitoring, teacher-guided discussions, portfolio compilation, or interactive technology can improve learner autonomy, foster motivation, contribute to more meaningful, sustainable language learning outcomes through formative practices.

2.5 The Relationship Between Formative Assessment and Motivation

The connection between formative assessment and student motivation has received increasing attention in recent years, particularly within EFL contexts where sustained learner engagement is crucial. Formative assessment practices, when thoughtfully implemented, not only

provide valuable information about student learning but also influence motivational factors such as autonomy, competence, self-efficacy, and interest.

A fundamental way in which formative assessment fosters motivation is by supporting learners' sense of autonomy. According to Self-Determination Theory, autonomy is a critical psychological need that, when satisfied, enhances intrinsic motivation (Deci & Ryan, 1985). Formative practices such as self-assessment, goal setting, and reflective tasks allow learners to take greater ownership of their progress. Dmitrenko et al. (2021) found that those students who had received high-level formative assessment demonstrated a greatly higher motivational intensity and also more positive attitudes toward learning English in comparison to those students who experienced customary instruction. To actively involve students in their own evaluation suggests that formative assessment nurtures a deeper personal investment in their learning.

Giving constructive feedback helps maintain the motivation. It is one more key element. Feedback that shows achievements, clarifies misunderstandings, also outlines concrete steps for improvement creates a sense of competence, another key determinant of intrinsic motivation (Heritage, 2007). According to Muho and Taraj (2022), EFL learners with regular formative feedback reported greater confidence and stronger goal orientation. Alternatively, motivation diminishes with feedback targeting errors absent any direction. It causes frustration and helplessness since it does not offer helpful advice.

Moreover, formative assessment practices help reduce language learning anxiety, which is often cited as a barrier to motivation in EFL settings. Ismail et al. (2022) demonstrated that students exposed to formative assessment techniques, such as peer review and formative quizzes, exhibited lower levels of test anxiety and higher levels of academic self-regulation. This

reduction in anxiety fosters a more positive emotional climate in the classroom, allowing students to approach learning tasks with greater enthusiasm and persistence.

Peer assessment and collaborative formative activities also contribute to enhancing learners' relatedness, another psychological need emphasized in Self-Determination Theory. Group discussions, peer evaluations, and collaborative reflection sessions create opportunities for students to connect with one another, build supportive learning communities, and feel valued as part of a group (Sunra & Samtidar, 2023). This social dimension of formative assessment strengthens both intrinsic and extrinsic motivational drivers.

Additionally, the use of digital formative tools such as interactive quizzes, gamified learning platforms, and digital portfolios has been shown to amplify motivational effects. Zhang and Crawford (2024) found that EFL learners who engaged with gamified formative assessments demonstrated higher levels of task engagement and intrinsic motivation than those in traditional settings. Features such as immediate feedback, leaderboards, and rewards contributed to creating a dynamic learning environment where students remained actively involved and motivated.

Despite these positive outcomes, the relationship between formative assessment and motivation is not automatic. The quality, frequency, and nature of formative practices greatly influence their motivational impact. As Gan et al. (2019) observed, when formative activities poorly align with instructional goals, instructors apply them inconsistently, or students perceive them as perfunctory, they may fail to improve motivation also, in some cases, even diminish it. How students respond toward formative practices is mediated also by individual differences like learner beliefs, prior experiences, and cultural expectations. For instance, students are accustomed toward high-stakes summative assessment environments so they may initially resist

self-assessment or they may resist peer evaluation activities because they perceive them as less legitimate or relevant (Widiastuti & Saukah, 2017).

Consequently, teachers must design activities which are authentic and also meaningful in order to maximize formative assessment's motivational benefits. Activities should also be sensitive in terms of learners' needs and preferences. Formative assessment integrated carefully into instruction improves learner independence, skill, and participation. Educators should not see it just as a mere pedagogical tool, but as a motivational resource. In doing so, formative practices achieve enhancements in academics as well as cultivating lifelong learning for learning that are necessary for acquiring language and more.

2.6 Teacher and Student Perceptions of Formative Assessment

While formative assessment has been widely recognized for its potential to improve learning outcomes as well as motivation, the success of it in practice is closely tied to the perceptions of students alongside teachers. Their beliefs and their attitudes as well as experiences highly influence implementing, receiving, and also effecting formative assessment strategies for fostering engagement and achievement in EFL classrooms.

Teachers generally view formative assessment as a valuable tool for identifying learning gaps and providing active feedback. Al-Mofti (2020) studied EFL teachers' perceptions, and found that those educators largely acknowledged formative practices. These educators felt formative practices diagnose student needs then actively promote better learning. Teachers reported using digital quizzes, reflective activities, and peer feedback to ease student-centered education. However, the study highlighted critical barriers also, which included time constrained educators, institutions that stressed summative testing, and professionals who lacked development focused on formative assessment methods.

These results align with wider global study. Many teachers expressed positive beliefs in formative assessment according to Widiastuti et al. (2020), but beliefs and classroom practices had prominent dissonances. Exams of a high-stakes nature often dominate educational priorities within certain contexts. Educators then battle for relevant formative methods in class integration. Furthermore, a limited assessment literacy can lead to people applying formative activities in a superficial way, thus giving feedback without clear criteria or actionable guidance (Heritage, 2007).

Students benefit from formative assessment. It matters how they perceive it. Learners generally have views on formative practices that are positive when the feedback that is supporting learning goals for them is both clear and also constructive. Nhor et al. (2022) studied Cambodian EFL contexts then showed that teachers along with students perceive formative assessment as helpful. Formative assessment improves upon their understanding so it motivates them, according to their perceptions. Students particularly appreciated feedback that was timely, specific, and oriented toward helping them improve rather than simply judging performance. However, the study also noted that some students were unfamiliar with self-assessment and peer feedback practices, requiring explicit instruction and scaffolding to participate effectively.

Furthermore, student attitudes toward formative assessment can be shaped by cultural and educational traditions. In environments where students are accustomed to teacher-centered instruction and summative testing, they may initially resist peer evaluations or self-reflection tasks (Widiastuti & Saukah, 2017). Building a positive classroom culture that emphasizes collaboration, trust, and the value of continuous improvement is therefore essential for the successful adoption of formative strategies.

Importantly, the perceived credibility and usefulness of formative activities strongly influence student engagement. When learners view assessment tasks as directly connected to their learning progress, they are more likely to participate actively and respond to feedback constructively (Gan et al., 2019). Conversely, when formative assessments appear disconnected from classroom instruction or are perceived as routine exercises with little personal relevance, student motivation can decline.

Teachers thus play a pivotal role not only in designing effective formative assessments but also in framing them positively for students. As Ismail et al. (2022) argue, introducing formative activities with clear explanations of their purpose, criteria, and benefits can significantly enhance student buy-in and willingness to engage.

In addition, the integration of digital formative tools has shown promise in improving both teacher and student perceptions. Platforms like Quizizz and other gamified environments have been perceived as less threatening and more enjoyable ways of participating in formative assessment (Zhang & Crawford, 2024). Students often feel more comfortable making mistakes in such low-stakes, interactive settings, which supports both motivation and self-regulation.

In summary, the effectiveness of formative assessment is heavily dependent on the perceptions and experiences of both teachers and students. Positive perceptions foster greater commitment to formative practices, while misunderstandings, lack of familiarity, or institutional pressures can hinder their effective implementation. Addressing these challenges through professional development, classroom culture-building, and thoughtful instructional design is crucial for maximizing the motivational and educational benefits of formative assessment in EFL contexts.

2.7 Research Gap and Justification

Although extensive research has been conducted on both formative assessment and student motivation individually, studies that explicitly investigate the dynamic relationship between these two factors in EFL contexts remain limited. While formative assessment is recognized as a means of promoting active learning, autonomy, and engagement (Black & Wiliam, 1998; Heritage, 2007), relatively few studies explore its direct motivational effects in structured EFL classroom settings, particularly at the university level.

Existing research tends to focus either on the theoretical benefits of formative assessment (Sadler, 1989; Ridhwan, 2017) or on the psychological aspects of language learning motivation (Gardner, 1985; Dörnyei, 2001) without sufficiently connecting the two. Although recent studies by Dmitrenko et al. (2021) and Muho and Taraj (2022) have provided valuable insights into how formative practices can enhance student engagement and motivation, these investigations often address general educational contexts or focus narrowly on specific types of formative assessment.

Moreover, much of the available research is concentrated in Western or East Asian educational settings. There remains a notable lack of empirical evidence from Central Asian EFL contexts, such as Kazakhstan, where cultural, institutional, and pedagogical factors may influence both the implementation of formative assessment and its impact on learner motivation (Arapova, 2017). The need for context-specific research is crucial, given that motivation and assessment practices are highly sensitive to sociocultural dynamics.

Another meaningful gap exists between the students' and teachers' perspectives. Few integrate both viewpoints to comprehensively understand how EFL classrooms practice and perceive formative assessment though studies perceive teachers (Widiastuti et al., 2020) or have

students display attitudes (Nhor et al., 2022). If there are shared expectations with clear communication and mutual trust between the teachers and the learners, formative practices will often determine success. Therefore, both teacher's and student's perspectives should be studied.

Additionally, educators rapidly integrate digital formative tools directly into language education. This merging gives language students new opportunities to learn the language by motivating and engaging them. Research into the influence of EFL student motivation by way of technology-mediated feedback and of gamified assessments is still emerging (Zhang & Crawford, 2024; Sunra & Samtidar, 2023). Through exploration of these developments, formative practices in classrooms today can be designed more effectively.

In light of these considerations, this study seeks to address a critical gap in the literature by investigating the impact of formative assessment strategies on the intrinsic and extrinsic motivation of university-level EFL learners in Kazakhstan. By focusing on both student and teacher perceptions, and by examining formative assessment as a motivational tool rather than merely an evaluative one, this research aims to contribute to a more nuanced understanding of best practices for fostering engagement, autonomy, and sustained language learning motivation.

Consequently, the findings of this study are expected to offer theoretical contributions to the fields of language assessment and motivational psychology, as well as practical recommendations for educators and policymakers aiming to enhance EFL instruction through motivationally supportive assessment practices.

CHAPTER 3

Methodology

3.1 Research Design

This study adopted a quantitative-dominant mixed-methods design to explore the impact of formative assessment practices on student motivation in English as a Foreign Language (EFL) classes. The primary method of data collection was a survey questionnaire administered to EFL students. To complement and deepen the interpretation of the quantitative data, a small number of semi-structured interviews were conducted with university-level EFL teachers. This explanatory approach aimed to combine general trends (from student data) with practitioner perspectives (from teacher experience), supporting a fuller understanding of the relationship between formative assessment and motivation.

The quantitative component addressed the study's core objective of identifying how formative assessment practices influence EFL students' intrinsic and extrinsic motivation. Researchers used Likert-scale survey items to collect numerical data then analyze it statistically with descriptive statistics and correlational testing. Dörnyei (2007) states that designs that are quantitative are appropriate in language learning research in the case when researchers measure constructs that are specific and psychological such as motivation. They are appropriate too when researchers assess motivation's relationship with pedagogical practices. According to recent research (Chen & Yu, 2019), self-report surveys remain a reliable tool for affective variable investigations in second language acquisition.

Teacher interviews in a small-scale qualitative component were added for improvement of findings. These semi-structured interviews were designed in order to give more context because instructors describe how they are able to observe formative assessment influencing

student engagement and motivation. Mixed-methods research clarifies complex phenomena with different types of data working together yielding stronger perceptions as Creswell and Clark (2023) state. Recent practice in EFL motivation research aligns along this approach through exploring contextual dynamics via narrative teacher perspectives supporting survey data (Alsubaiai, 2021).

Researchers integrate qualitative input since it is useful in motivation research. Learner perceptions as well as classroom realities do often intersect there. To support the survey results and interpret them during discussion, the interviews were analyzed rather than a separate dataset. Teachers could describe the methods they use and think about classroom events in the format, so they raise tests. This additional layer with data served to help ensure that the study would capture trends reported by learners and practices experienced by teachers. This balance does contribute to the overall validity of all of the findings.

This design was developed in direct alignment with the study's research questions:

1. How do formative assessment practices influence the intrinsic and extrinsic motivation of students in English as a Foreign Language (EFL) classrooms?
2. What specific formative assessment strategies such as self-assessment, peer assessment, teacher feedback, and interactive tools are perceived as most effective in enhancing student motivation?
3. How do EFL teachers perceive the relationship between formative assessment practices and student motivation in their classrooms?

By combining quantitative breadth with qualitative depth, this research design ensures a multidimensional exploration of formative assessment and student motivation within university EFL contexts.

3.2 Participants

This study involved two participant groups: university-level students studying English as a Foreign Language (EFL), and EFL instructors teaching at the same institutional level. Both groups were selected based on their relevance to the research aim of examining the impact of formative assessment on student motivation in EFL classes.

3.2.1 Student Participants

A total of approximately 100 undergraduate students, who are between 18-23 age range, participated in the quantitative phase of the study. All participants were enrolled in general English courses at a private university in Kazakhstan. While the survey did not directly inquire about students' academic majors, it was distributed specifically through general English instructors, who were asked to share the form only with students enrolled in non-specialist English courses. Therefore, the participants are reasonably assumed to be general EFL learners rather than English language majors.

Students' proficiency levels ranged from A1 to C2 according to the Common European Framework of Reference for Languages (CEFR), as reported by their instructors or course syllabi. The duration of participants learning English as a foreign language varied from less than a year to more than six years. This variation enabled the inclusion of a wide range of learner experiences with classroom motivation and formative assessment.

The sampling method used for student participants was convenience, snowball sampling, which involves selecting participants who are readily accessible and willing to take part (Etikan et al., 2016). The survey was shared electronically by teachers with their own students and academic acquaintances to ensure broad and voluntary participation. This approach is widely

accepted in educational research, especially when targeting specific course types in a university context.

3.2.2 Teacher Participants

Five university-level EFL instructors participated in the qualitative phase of the study. These teachers were purposefully selected based on their professional experience with formative assessment practices in English teaching. Each had at least three years of teaching experience and was currently working with university students in general English programs.

Teacher participants were invited to take part in short, semi-structured interviews to explore their views on how formative assessment influences student motivation. Participation was voluntary, and informed consent was obtained prior to the interviews.

The inclusion of both student and teacher participants enabled the study to explore the research questions from multiple angles. Student surveys provided data on self-reported motivation and learning experiences, while teacher interviews offered practitioner insights that helped contextualize and interpret the quantitative findings.

3.3 Instruments

This study utilized two primary research instruments: a student survey questionnaire and a set of semi-structured interview questions for EFL instructors. Both instruments were designed in close alignment with the study's research objectives and questions, ensuring internal consistency and a strong connection between data collection and analysis. The full versions of the survey and interview questions are provided in Appendix A and Appendix B, respectively.

3.3.1 Survey Questionnaire

The survey questionnaire served as the central tool for collecting quantitative data from university-level EFL students. It was structured in a way that allowed each part to address a

specific research focus. Firstly, the items in Section A and B gathered demographic information (e.g., age, gender, proficiency level) and formative assessment experience, which helped contextualize students' classroom backgrounds. More importantly, Section C and Section D directly contributed to answering the study's first and second research questions. Section C focused on the impact of formative assessment on students' intrinsic and extrinsic motivation, while Section D examined which specific formative strategies students found most motivating or effective in their English learning experience.

Before administering the final version of the student questionnaire, a small-scale pilot study was conducted to evaluate the clarity and appropriateness of the survey items. The initial version of the questionnaire was reviewed by both the researcher's academic supervisor and scientific advisor to ensure content validity. Following this, the survey was tested with five General English students who matched the study's target population. Based on their feedback, several items were simplified for clarity, ambiguous wording was revised, and the overall layout was improved by dividing the questionnaire into thematic sections. This process helped to ensure that the instrument was both understandable and suitable for the main data collection phase.

The content of these sections was developed with clear alignment to Research Question 1 (*How do formative assessment practices influence the intrinsic and extrinsic motivation of students in EFL classrooms?*) and Research Question 2 (*What formative strategies are perceived as most effective in enhancing student motivation?*). To ensure validity, the survey questions were adapted from recognized motivation frameworks, primarily drawing on Gardner's Attitude/Motivation Test Battery (AMTB) and further supported by the self-determination theory of Ryan and Deci (2000). These theoretical foundations allowed the survey to tap into different dimensions of motivation while keeping the items relevant to the classroom assessment context.

The final version of the questionnaire consisted of Likert-scale items ranging from 1 (strongly disagree) to 5 (strongly agree), along with one multiple-response question to assess preferred formative assessment methods. After conducting pilot study brief explanations of technical terms such as "self-assessment" or "peer feedback" were added within the survey to ensure easier understanding, especially for non-English majors. This step was crucial after realization that the survey targeted general EFL students who may not have precise knowledge of assessment terminology. The questionnaire was shared and answers were collected through Google Forms and designed to be completed within 5 to 7 minutes to reduce cognitive load and response fatigue, which according to Rea and Parker (2014), is a key factor in improving reliability in survey-based research.

3.3.2 Teacher Interview

To support and contextualize the student survey results, five EFL instructors were interviewed through a short set of semi-structured questions. These interviews were specifically designed to answer Research Question 3: *How do EFL teachers perceive the relationship between formative assessment practices and student motivation in their classrooms?* Instructors offered qualitative input to help interpret patterns found in quantitative data. They provided examples from real life with understanding for professionals into responses from students to assessment practices.

The interviews were structured around five guiding questions. In their English courses, the questions regarded teacher use of formative assessment, which motivational strategies they feel work best, and common student responses to such methods. Instructors were also asked about whether they thought formative assessment motivated learners internally or externally to a greater degree, and whether they remembered particular times it effectively involved students or

caused them to work hard. These open-ended questions allowed for a balance of consistency with flexibility since they encouraged teachers to elaborate upon their personal classroom experiences.

The semi-structured format was selected to keep interview direction focused while relevant experiences were discussed by participants using their own words. According to Cohen et al. (2018), semi-structured interviews can be effective especially in educational settings when the aim is for comprehension of attitudes or perceptions within real-life classroom contexts.

The conduction for each interview was determined by the availability of the teacher which lasted for 10 to 15 minutes. Researchers selected teachers through purposive sampling because they taught general English courses as well as knew formative assessment strategies. Participation was voluntary, and all participants provided informed consent prior to the interview. The full version of the interview questions is provided in Appendix B.

These interviews were not analyzed as a separate qualitative dataset but were used to support and enrich the interpretation of student-reported survey findings, providing teacher-based perspectives on how formative assessment connects to student motivation in practice.

3.4 Data Collection Procedure

The data collection process for this study was conducted in two phases during the spring semester of 2025. The first phase involved the distribution of a student survey, and the second phase consisted of semi-structured interviews with selected EFL instructors. Both phases were carefully planned to ensure ethical conduct and alignment with the study's research aims.

In the first phase, the survey questionnaire was administered using Google Forms, an online tool that allowed for easy access and anonymity. The survey link was distributed to students through general English instructors at a private university in Kazakhstan. These

instructors were requested to share the form only with students enrolled in non-specialist English language courses. To broaden the sample size, the same link was also forwarded through academic group chats and acquaintances, following a convenience-based snowball strategy. The survey remained open for responses over a period of one week. Before accessing the questionnaire, each participant was presented with a consent statement outlining the purpose of the study, estimated completion time, and assurance of anonymity and voluntary participation (see Appendix C). Participants were informed that they could withdraw at any time or skip any question without explanation.

Following the survey phase, the second stage of data collection involved in-person, semi-structured interviews with five EFL instructors. These teachers were purposefully selected based on their experience teaching general English courses and their familiarity with formative assessment practices. The interviews were conducted in quiet, mutually agreed-upon locations on campus. Each session lasted approximately 10-15 minutes and was guided by open-ended questions designed to explore teachers' perceptions of how formative assessment affects student motivation. All interviews were audio-recorded with participants' consent and later transcribed for analysis. Interviewees were also provided with a printed consent form in advance, ensuring transparency and respect for ethical research principles.

Throughout both phases, strict attention was given to protecting participants' confidentiality and ensuring data security. Survey responses were automatically anonymized in Google Forms, and interview recordings were stored in a password-protected folder accessible only to the researcher. Transcriptions and notes were coded using pseudonyms, and no identifying information was included in the final analysis.

All procedures adhered to the ethical standards of SDU University and were approved in consultation with the research supervisor. The voluntary and non-invasive nature of both data collection instruments ensured that participants were treated respectfully and without pressure.

3.5 Data Analysis

This study applied a two-fold data analysis procedure corresponding to its mixed-methods design. The student survey responses were analyzed quantitatively using descriptive and inferential statistics, while the teacher interview responses were analyzed qualitatively through thematic description. This approach was designed to address all three research questions by identifying both patterns in student-reported data and professional insight from teachers.

The quantitative data, collected through Likert-scale and multiple-response items in the student questionnaire, were downloaded from Google Forms in Excel format and transferred to the Statistical Package for the Social Sciences (SPSS), version 27. First, descriptive statistics such as means, standard deviations, and frequency distributions were calculated to understand overall trends in motivation and formative assessment practices. These descriptive results addressed Research Question 1 (*How do formative assessment practices influence intrinsic and extrinsic motivation of students in EFL classrooms?*) and Research Question 2 (*What formative strategies are perceived as most effective in enhancing student motivation?*).

To examine relationships between students' exposure to formative assessment and their motivation levels, Pearson's correlation coefficient was used. This allowed for analysis of potential associations between variables such as teacher feedback frequency, peer/self-assessment involvement, and levels of intrinsic or extrinsic motivation. According to Benjamin (2018), Pearson's r is appropriate for interval data where assumptions of linearity and

normality are reasonably met, as is common in Likert-based survey research. Responses to the multiple-response item asking students to identify which formative assessment strategies they found most motivating were analyzed using frequency and cross-tabulation analysis. This helped clarify which techniques such as teacher feedback, peer assessment, or digital tools were most frequently associated with higher motivational ratings.

The qualitative data gathered from teacher interviews were analyzed using a basic descriptive thematic approach. Interview transcripts were read multiple times and coded manually by the researcher to identify recurring ideas and responses related to motivation. No formal coding software was used, as the number of participants was small and the purpose of the interviews was supportive rather than comparative. The themes were aligned with Research Question 3 (*How do EFL teachers perceive the relationship between formative assessment and student motivation?*) and helped to interpret and contextualize the statistical trends from the student data. The integration of datasets aligns to explanatory mixed-methods design, which seeks to improve numerical trends through contextual understanding (Creswell & Clark, 2023).

This analytic strategy ensured that meaningful as well as appropriate use was made of both learner-reported data along with teacher perceptions in addressing the research questions. The study sought to provide a thorough comprehension of how formative assessment has an influence on EFL student motivation. It integrated statistical patterns with human perceptions.

3.6 Ethical Considerations

All procedures in this study adhered to SDU University's ethical standards during their conduction. The research supervisor was consulted as well as granted ethical approval before data collection. The research did not involve any deception or any harm or any sensitive personal

information. Basic ethical principles like informed consent, voluntary participation, and data confidentiality were followed.

About the study a consent letter presented at the questionnaire's beginning clearly informed participants (see Appendix C). The purpose, duration, as well as scope were outlined in the letter. According to the letter, participation is voluntary, responses remain anonymous, and participants may withdraw at any time without consequence. For the purposes of the teacher interviews, printed consent forms were distributed and then signed prior to data collection, which ensured that participants were fully aware of their rights and the nature of the research.

Data from both phases were safely stored in digital files with password protection, which were accessible to only the researcher. They neither collected nor retained identifying information about participants, and they anonymized all interview transcripts using pseudonyms. These steps made certain data use was only academic and privacy was respected for participants.

CHAPTER 4

Results

This chapter presents the study's results using information gathered from teacher interviews and a student survey. The results are organized according to the research questions because they combine both quantitative and qualitative perceptions, with these perceptions offering a thorough comprehension of how formative assessment influences student motivation in EFL classrooms.

The chapter's first part focuses on the quantitative data through a structured questionnaire. It starts off with descriptive statistics, and these statistics give summaries of formative assessment students experience. Also, these statistics report about their levels of intrinsic and extrinsic motivation. A correlation analysis follows after this. It is going to examine just how these variables are indeed related. Lastly, student responses to the multiple-choice question about preferred formative assessment strategies are discussed and presented.

In the second part of the chapter are reported the qualitative findings from EFL instructors' semi-structured interviews. These interviews were conducted to explore the relationship of formative assessment to student motivation according to the perception of teachers in classroom experiences. Selected quotes offer support to emerging themes which deepen comprehension of survey trends.

4.1 Descriptive Statistics

This section presents the general trends within students' responses who experienced formative assessment and their motivation levels. From the analysis of 98 student responses, three composite scores were calculated: FA_Total for overall exposure to formative assessment strategies, IM_Total for intrinsic motivation, and EM_Total for extrinsic motivation. To compute

these scores responses to related Likert-scale items were averaged. Ratings ranged between 1 representing strong disagreement and 5 representing strong agreement.

Table 1 presents the descriptive statistics including the mean, standard deviation, minimum, and maximum values. The students did report a relatively high exposure to formative assessment strategies that the results do show with a mean score of 4.11 (SD = 0.673). They suggest frequent use of teacher feedback, peer assessment, and online tools in English lessons.

An even greater level was noted for intrinsic motivation (M = 4.45, SD = 0.523) showing students are driven strongly by interest, enjoyment, or satisfaction in learning English. Extrinsic motivation (M = 3.96, SD = 0.475) was a bit lower in comparison, even though it was above the mid-point. External rewards such as grades or praise can also play a role, but to a lesser extent. These findings offer a foundation and a helpful summary of student English class motivational climate for later analysis.

Table 1

Descriptive Statistics of Motivation Scores

Variable	Mean (M)	Standard Deviation (SD)	Min	Max
Formative Assessment (FA)	4.11	0.675	2.40	5.00
Intrinsic Motivation (IM)	4.45	0.523	3.00	5.00
Extrinsic Motivation (EM)	3.96	0.475	3.00	5.00

Note. FA = composite of 5 items on classroom assessment experience; IM and EM = based on 2 and 3 items respectively. Number of students (N) = 98

4.2 Correlation Results

To examine the relationship between formative assessment practices and student motivation, Pearson's correlation analysis was conducted. The aim was to identify whether students who reported higher exposure to formative assessment activities also demonstrated higher levels of intrinsic or extrinsic motivation. The results, displayed in Table 2, show a moderate positive correlation between formative assessment and intrinsic motivation ($r = 0.557$). This suggests that students who regularly engage in formative assessment, such as receiving teacher feedback, participating in peer assessment, or using self-reflection tools, are more likely to feel internally motivated to learn English. In other words, formative assessment appears to support interest, enjoyment, and a sense of personal achievement in language learning.

In contrast, the correlation between formative assessment and extrinsic motivation was very weak ($r = 0.118$), indicating little association between classroom assessment practices and students' motivation driven by rewards or external outcomes. A weak-to-moderate positive correlation was also found between intrinsic and extrinsic motivation ($r = 0.358$), suggesting that while these two types of motivation can co-exist, intrinsic factors seem to be more strongly linked with formative assessment experiences in this context. These results support the idea that formative assessment contributes more to intrinsic rather than extrinsic aspects of student motivation, aligning with prior research suggesting that feedback, reflection, and low-stakes activities foster deeper engagement.

Table 2*Pearson Correlations Between Key Variables*

Variables	FA_Total	IM_Total	EM_Total
Formative Assessment (FA)	1.000	0.557	0.118
Intrinsic Motivation (IM)	0.557	1.000	0.358
Extrinsic Motivation (EM)	0.118	0.358	1.000

Note. r values represent Pearson's correlation coefficients. All correlations are two-tailed. $N = 98$.

4.3 Preferred Formative Assessment Strategies

To address the second research question: “*Which formative assessment strategies are perceived as most effective in enhancing student motivation?*” students were asked to select all strategies they found motivating from a list of commonly used formative assessment tools. This was a multiple-response item, and the results are presented in Figure 1.

The most frequently selected strategy was teacher feedback, chosen by 87.8% of respondents. This suggests that students value direct, personal input from instructors during the learning process, particularly when it helps them understand their progress or how to improve. The second most popular response was group discussions (71.4%), indicating that collaborative and interactive environments contribute positively to student motivation.

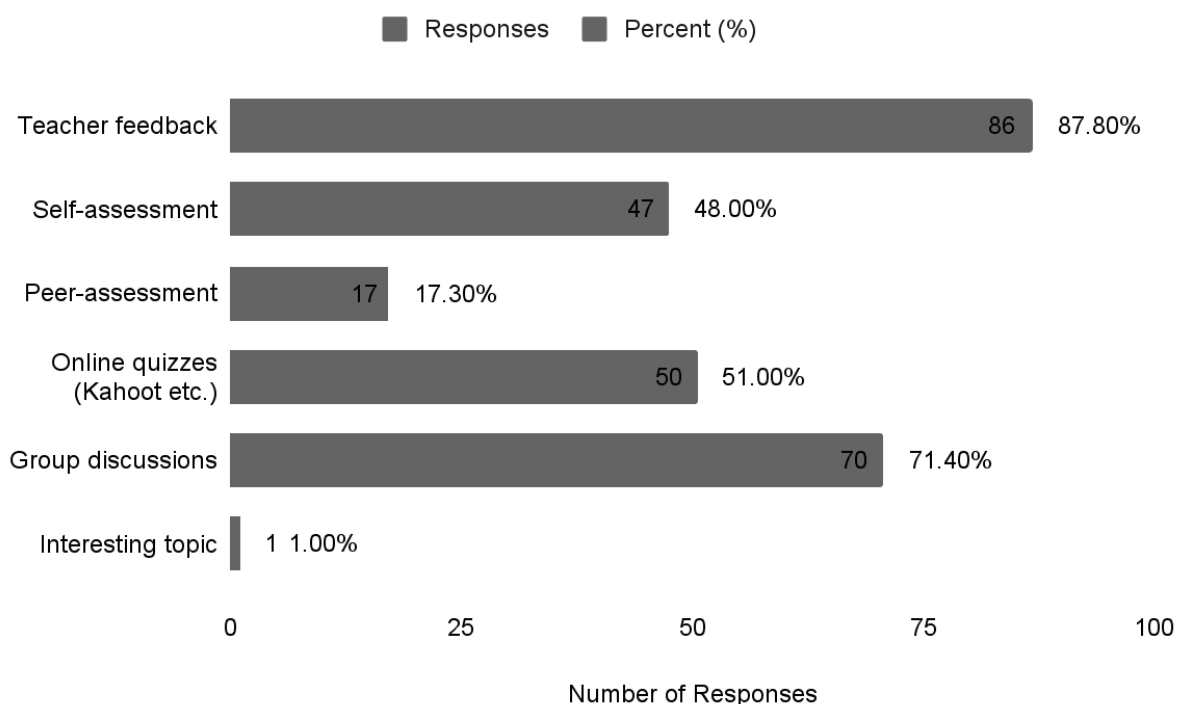
A substantial number of students also selected digital quizzes and games, such as Kahoot and Quizizz (each selected by 51.0% of respondents). These tools are widely used in EFL

classrooms and are appreciated for their low-pressure, game-based nature that allows students to review and reflect in a fun, engaging way.

In addition to these methods, self-assessment (43.9%) and peer-assessment (35.7%) were also identified by students as motivating. Although these strategies were chosen less frequently, they still reflect an emerging awareness among students of the value of reflection, autonomy, and collaborative evaluation.

Figure 1

Preferred Formative Assessment Strategies by Students



4.4 Teacher Interview Results

To complement the student survey findings and provide deeper insight into how formative assessment influences motivation from a classroom perspective, interviews were conducted with five university-level EFL instructors. Each teacher regularly applies formative

assessment techniques such as teacher feedback, peer work, and reflective activities in their general English classes. The purpose of the interviews was to explore how these practices are perceived to affect student motivation.

The responses were analyzed thematically, and three main patterns emerged: (1) formative assessment builds confidence and engagement, (2) feedback and praise serve as powerful motivational tools, and (3) interactive and peer-based activities help sustain motivation. These themes are summarized in Table 3 below and are further elaborated in the sections that follow.

Table 3

Summary of Interview Themes and Sample Quotes

Theme	Description	Sample Quote
1. FA builds engagement	Students become more active and confident when FA is used	“They start to ask more questions and improve the quality of their work.” – Teacher A, Teacher D
2. Feedback and praise motivate	Students respond positively to verbal praise or constructive feedback	“After hearing my praise, they become visibly more motivated.” – Teacher C, Teacher E
3. Interactive tasks engage students	Peer/group work and games boost participation, even for quiet learners	“She said it was the first time grammar felt fun and clear.” – Teacher B

Note. FA = formative assessment. Quotes were selected based on recurring themes in teacher interviews.

4.4.1 Formative Assessment Builds Confidence and Engagement

All five instructors emphasized that formative assessment techniques contributed to greater student engagement and confidence. Teacher A and D observed that when students received ongoing feedback, they started to “ask more questions” and “improve the quality of their work.” Even quieter learners became more involved once formative techniques were applied. Similarly, Teacher C and E noted that students seemed “visibly more motivated,” even when the tasks were not graded, suggesting that formative strategies were linked to more intrinsic motivation.

4.4.2 Feedback and Praise as Drivers of Motivation

The teachers also highlighted how constructive feedback and verbal praise helped students feel acknowledged and motivated to improve. Teacher C shared that even small gestures like personalized praise led to increased effort. Teacher D and E offered an example of how detailed feedback, rather than just giving a grade, resulted in one struggling student improving over time. These responses reinforce the strong student preference for teacher feedback observed in the survey results.

4.4.3 Interactive and Peer-Based Activities Boost Motivation

Peer-based tasks and low-pressure, game-like activities were also described as highly effective for motivating students. Teacher B recalled a case in which a normally shy student told her that a grammar game made the topic feel “fun and clear” for the first time. Both Teacher B and C agreed that group discussions and peer feedback contributed to higher engagement and more sustained motivation in their lessons.

4.4.4 Summary of Interview Insights

Overall, the interview findings supported the survey trends. Teachers observed that formative assessment practices contributed not only to better classroom engagement but also to a shift in student motivation, particularly in terms of intrinsic motivation and student-centered learning. Strategies such as feedback, interactive tools, and peer work were consistently viewed as motivating by both students and instructors, creating a strong alignment between student self-reports and teacher observations.

CHAPTER 5

Discussion

5.1 Introduction

This chapter discusses the main findings of the study in relation to the research questions and the existing literature. The aim is to interpret the results gathered through both quantitative (survey) and qualitative (interview) methods, and to explain what they suggest about the impact of formative assessment on student motivation in English as a Foreign Language (EFL) classrooms. Each research question is addressed individually, allowing for a focused analysis of how formative assessment contributes to students' intrinsic and extrinsic motivation, which strategies are perceived as most motivating, and how teachers interpret these dynamics based on their classroom experiences.

The chapter begins by discussing the findings related to the relationship between formative assessment practices and student motivation, followed by an exploration of which assessment strategies students found most effective. It then moves to the area of teacher perceptions, which gives some understanding into how teachers experience as well as interpret formative assessment instructionally. Quantitative and qualitative data are briefly integrated within the presentation. Methods also show divergence and consistency. Practical implications, limitations, as well as recommendations regarding future research conclude the chapter's discussion finally.

5.2 Relationship Between Formative Assessment and Student Motivation (RQ1)

The first research question explored the ways that teachers assess formatively and influence the intrinsic motivation and extrinsic motivation of students in English as a Foreign Language (EFL) classrooms. Participants showed both motivation types according to the student

questionnaire. However, intrinsic motivation proved to be notably stronger. As descriptive statistics showed, students reported high intrinsic motivation levels ($M = 4.45$, $SD = 0.523$) and large, slightly lower, extrinsic motivation ($M = 3.96$, $SD = 0.475$). Formative assessment was also used frequently ($M = 4.11$, $SD = 0.675$) as this then suggests that practices integrate regularly into English language instruction.

These observations were further supported through the correlation analysis. Researchers found that there was a moderate positive correlation between students being exposed to formative assessment in addition to their levels of intrinsic motivation ($r = 0.557$), while formative assessment correlated very weakly with extrinsic motivation levels ($r = 0.118$). Students' internal desires relate more intimately to formative assessment like interest, enjoyment, or growth. It does this beyond its links to external rewards, like grades or recognition.

These findings are consistent with self-determination theory stressing internal drivers for sustained learning motivation (Ryan & Deci, 2000). According to this framework, educational settings that support autonomy, competence, as well as relatedness tend to foster intrinsic motivation because well-implemented formative assessment eases all of them. The results in the current study do reinforce this very theory. They highlight that students are likely to feel more motivated when they receive feedback, reflect upon themselves, and engage meaningfully with content.

Recent studies support this connection. Kusurkar et al. (2011) found that, through helping students focus on personal growth rather than comparison with others, feedback and formative monitoring promoted internal motivation in language and medical education alike. In like manner, Xiao and Yang (2019) demonstrated that formative assessment techniques, which do

include self-assessment with structured feedback, had an important effect on learners' self-regulation with intrinsic motivation in EFL contexts.

In contrast, the weak correlation between formative assessment and extrinsic motivation observed in this study may reflect a growing shift in student mindset which shifts them away from grades and toward learning-centered goals, particularly in classrooms that adopt continuous feedback and student-centered practices. While extrinsic motivators remain relevant in educational settings, the role of formative assessment appears to lie more in nurturing internal engagement than in driving performance through external incentives.

These findings also align with the qualitative data collected from teacher interviews. Instructors consistently described student responses to formative assessment as enthusiastic and engaged, particularly when the feedback was constructive or when students were allowed to self-evaluate and participate in non-graded tasks. These professional insights further validate the statistical results and provide a classroom-level explanation for the stronger connection between formative assessment and intrinsic motivation.

Overall, this study contributes to existing research by reinforcing the motivational value of formative assessment, especially in relation to students' internal engagement with learning. By enabling students to track their own progress and receive meaningful, ongoing support, formative assessment helps build a learning environment that promotes curiosity, confidence, and autonomy.

5.3 Preferred Formative Assessment Strategies (RQ2)

The second research question aimed to identify which formative assessment strategies are perceived as most effective in enhancing student motivation. The findings from the multiple-response survey item revealed that students preferred teacher feedback above all other

strategies, with 87.8% selecting it as the most motivating tool. This was followed by group discussions (71.4%), interactive tools such as Kahoot and Quizizz (51.0%), and self- and peer-assessment, which were selected by 43.9% and 35.7% of respondents respectively.

The clear preference for teacher feedback reflects students' desire for timely, constructive, and individualized responses that guide them toward improvement. Feedback is one of the most widely recognized tools of formative assessment, and its motivational value has been emphasized in numerous studies. According to Hattie and Timperley (2007), effective feedback helps students understand not only their current level of performance, but also how to close the gap between their current and desired levels of understanding, which can strongly influence both motivation and achievement. In the current study, this role of feedback was further emphasized in teacher interviews. Instructors described how verbal encouragement, correction techniques, and written comments often led to increased participation and renewed effort, particularly among struggling students.

The popularity of group discussions and peer collaboration also highlights the social dimension of motivation. These activities were seen as motivating not only because they reduce pressure, but also because they allow students to explore ideas in a low-stakes environment. Teachers observed that even students who typically remained quiet in class became more active during group tasks and peer interactions. This aligns with formative assessment literature emphasizing that motivation often increases when learners are able to discuss and co-construct understanding with others (Carless, 2012; Wiliam, 2011).

Interestingly, more than half of the students also selected interactive quizzes and games like Kahoot and Quizizz, suggesting a preference for digital formative tools that combine feedback, fun, and instant engagement. These tools support motivation through game-like

elements and instant performance tracking, making them especially appealing in university EFL contexts where attention and participation can vary. Studies such as Plump and LaRosa (2017) have shown that digital quizzes can enhance engagement and motivation when embedded purposefully into classroom activities.

Although self and peer-assessment were selected by fewer students, their presence in the top five responses suggests a growing awareness of reflective learning. While these strategies may require more scaffolding, they are still recognized by a significant portion of learners as motivating. This aligns with the findings of Panadero and Broadbent (2018), who emphasized that learners need time and guidance to build confidence in self-regulated assessment practices, but once developed, these skills can foster deep, sustained motivation.

Overall, the results indicate that students are most motivated by strategies that involve interaction, support, and feedback, rather than solitary tasks or passive learning. The consistency between student preferences and teacher observations in the interview data reinforces the value of using formative assessment methods that are both personalized and participatory.

5.4 Teacher Perceptions of Formative Assessment and Motivation (RQ3)

The third research question explored how EFL teachers perceive the relationship between formative assessment practices and student motivation. Insights gathered through semi-structured interviews with five university-level instructors revealed strong alignment between teacher perceptions and student-reported data. Overall, teachers viewed formative assessment as a useful instrument because it fostered inner drive, grew involvement, and furthered lasting learner independence.

One of the most frequently mentioned outcomes of formative assessment was increased student engagement. Students, as the teachers observed, became much more confident as well as

proactive in their learning when formative activities were used consistently, such as group discussions, feedback sessions, or peer evaluations. Teacher A shared that students began “asking more questions as well as improving the quality of their work”. Teacher C stressed that even students with low grades became “visibly more motivated,” especially when tasks were not linked to formal grading. These examples show the ways in which formative assessment can shift the focus from an external performance toward the internal growth. The finding backs the earlier correlation of formative assessment and intrinsic motivation.

Teachers also highlighted the motivational power of constructive feedback and of verbal encouragement consistently. Teacher C noted students responded strongly to simple praise, so they stated, “After hearing my praise, they become visibly more motivated.” Teacher A also reported detailed, supportive feedback helped struggling students regain confidence and improve their performance, and grades were not the only key. That effective formative feedback promotes a sense of competence as well as self-efficacy, both foundational to intrinsic motivation (Nicol & Macfarlane-Dick, 2006; Winstone & Carless, 2019), aligns with that well-established view within literature.

As another prominent pattern, teachers valued interactive, low-pressure learning tasks. Games like peer-led reflections were examples of these valued tasks. Teacher B described a case in which a typically passive student became engaged during a grammar game because the student called it “fun and clear” for the first time. Teacher B and C both noted students interacted with peers and motivated ownership of learning unlike customary tests' usual failures. These perceptions show dialogic assessment works since it stresses people learn via interaction and shared meaning-making (Smyth et al., 2020).

Formative assessment was viewed by teachers as part of a classroom culture shift not a tool for one time. Formative practices reduce anxiety, build trust, and encourage risk-taking within learning when used consistently. Internal drive and self-control are increased by these elements.

5.5 Integration of Quantitative and Qualitative Findings

The findings from the quantitative as well as qualitative phases of this study reveal that students and teachers in EFL classrooms experience and interpret formative assessment with a high degree of consistency. This study understands more subtly how formative assessment motivates students by data combination.

Formative assessment practices are commonly used and are generally well-received according to the student survey that was conducted. Teacher feedback, group discussions, and interactive digital tools are preferred by students with high intrinsic motivation. Interviews of teachers yielded some qualitative data that do align with all of these preferences. Instructors reported such strategies engage and involve students in addition to making students more confident while motivating them long-term.

One of the strongest points of convergence between the two data sources was the perceived value of teacher feedback. While nearly 88% of students identified it as the most motivating formative strategy, teachers likewise emphasized how timely and constructive feedback contributed to noticeable improvements in student behavior, effort, and engagement. Similarly, the popularity of group-based activities and peer interaction in the survey data was reflected in the teachers' reports of how interactive and collaborative tasks supported even passive learners.

The correlation results from the quantitative data also align with teacher observations. The moderate positive relationship between formative assessment and intrinsic motivation echoes the instructors' reflections that students were more energized by learning when the focus was on improvement rather than grades. While the correlation with extrinsic motivation was weak, teachers, too, placed greater emphasis on internal engagement and self-driven learning rather than on external rewards.

This complementarity between student-reported trends and teacher perspectives strengthens the overall validity of the findings. It shows that the impact of formative assessment on motivation is not isolated to perception alone, but reflected consistently across different roles and experiences in the learning environment.

5.6 Implications for Teaching Practice

The findings of this study carry several important implications for EFL teachers and educational practitioners who aim to support student motivation through formative assessment. As both the survey responses and teacher interviews revealed, formative assessment does more than just measuring the progress. It actively contributes to building student confidence, promoting engagement, and encouraging meaningful learning.

One key implication is the importance of providing consistent, constructive feedback. Since nearly all students in the study reported teacher feedback as their most motivating formative strategy, and teachers themselves highlighted its impact on learner confidence, it becomes clear that feedback should not be limited to grades or corrections. Instead, it should focus on guiding students toward improvement, recognizing effort, and encouraging progress. Even brief comments, verbal praise, or supportive tone can make a significant difference in how students feel about their learning.

Another implication relates to the use of interactive and collaborative tasks. Students found group discussions, peer work, and digital tools like Kahoot and Quizizz motivating, and teachers observed that these methods helped bring even quiet or less confident students into the learning process. These activities promote a more relaxed and engaging atmosphere where students can express themselves, learn from each other, and take part in assessment without the fear of failure. Teachers are encouraged to integrate such tools into their lessons regularly, not just as extras but as core components of classroom practice.

Additionally, the study highlights the value of promoting student autonomy through self- and peer-assessment. Although not all students selected these as their top choices, a notable percentage did find them motivating, especially when structured and guided properly. These strategies help learners reflect upon their progress and assume ownership of improvement, which further supports motivation for the long term with self-regulated learning.

Finally, this study reinforces a very important idea. It is about the importance of motivation. It is about neither any grades nor any simply given rewards. Instructors must focus on learners' visible progress, instructors must recognize their effort, and treat mistakes as part of the adventure. If care with clarity guides implementation, formative assessment may motivate, engage, also engage students.

5.7 Limitations of the Study

While this study provides valuable insights as formative assessment impacts on student motivation in EFL contexts, some limitations affect the interpretation of all of the results. First, the researcher conducted the research from within a single university setting in Kazakhstan because it focused on the students enrolled in those general English courses and group of experienced EFL instructors from within that same institution. The findings apply to a certain

context but the results' general use in institutions or educational environments could be limited because classroom dynamics or curricular structures differ.

Second, the study used self-reported data. This data was provided by teachers and students. Self-report instruments are useful for the reason that they capture personal experiences and perceptions. However, subjective bias is always possible since participants might present themselves in a more favorable light. For instance, students may have positively rated their motivation, with teachers sharing examples reflecting their classroom's most successful moments.

Lastly, while the study used a mixed-methods approach to explore both statistical patterns and deeper classroom insights, the data represent a snapshot in time. Motivation is a complex and evolving process that can change based on numerous internal and external factors. Therefore, the findings should be interpreted as reflective of current experiences rather than long-term patterns.

Despite these limitations, the alignment between student responses and teacher observations strengthens the credibility of the findings. The study contributes meaningful evidence that formative assessment when applied thoughtfully can play a positive role in supporting student motivation in university-level English language learning.

5.8 Recommendations for Future Research

Building on the findings of this study, several directions for future research are suggested. First, similar studies could be conducted in other educational settings or across multiple institutions to explore whether the patterns observed in this research is reliable in different contexts. Expanding the sample to include students from various proficiency levels, academic programs, or regions would help validate and generalize the findings.

Future research could also explore longitudinal aspects about motivation, if it examines how students grow more motivated over time because formative assessment practices are sustained. Motivation shifts, so tracking changes during a semester or year might give understanding into formative assessment's lasting impact.

For a better comprehension of formative assessment's broader impact, researchers may wish to investigate related variables. These variables include student engagement, self-regulated learning, and academic performance. In the event that we combine these factors as well as motivate students, we would view how assessment practices shape language learning outcomes in a more holistic way.

Finally, future studies could continue using a mixed-methods approach in order to ensure that both student voices and teacher perspectives are included in the analysis for the reason that this offers a more complete picture of classroom dynamics.

CHAPTER 6

Conclusion

6.1 Overview of the Study

This study explored the motivation of students at university level English as a Foreign Language (EFL) classrooms through the impact of formative assessment. The research focused on understanding how formative assessment practices influence students' intrinsic and extrinsic motivation, which strategies learners perceive the most motivating, and how teachers view how assessment relates to motivation.

Deeper classroom-based perceptions were then provided through using qualitative data for supporting a mainly quantitative approach. Ninety-eight university students of general English provided quantitative data through a structured questionnaire. The survey examined formative assessment through questions about students' experiences. It also examined their motivation along with how motivated the students were. Qualitative data were gathered by way of semi-structured interviews of five experienced EFL instructors as a complement to this. These interviews gave more perception into formative strategies' implementation within actual teaching situations.

The study focused on three research questions:

1. How do formative assessment practices influence intrinsic and extrinsic motivation in EFL students?
2. What specific formative assessment strategies are perceived as most motivating by students?
3. How do EFL teachers perceive the relationship between formative assessment and student motivation?

By interpreting student perspectives with teacher reflections, the study aimed to provide a more well-rounded understanding of how formative assessment contributes to motivation in university-level EFL classrooms.

6.2 Summary of Key Findings

The findings within this study clearly show how formative assessment motivates students in EFL classrooms. Both of the student surveys and teacher interviews showed how formative assessment practices effectively foster learner engagement as well as encourage positive attitudes toward language learning.

In connection with the first research question, results indicated that students experienced generally high motivation, with intrinsic motivation scoring at a level higher than extrinsic. Students' exposure with formative assessment was moderately positively correlated to their intrinsic motivation. However, the link that is to extrinsic motivation was much weaker than the prior connection. Formative assessment, thus, better supports the internal motivation of students to learn. It does this through interest, enjoyment, and growth instead of motivation via external grades or rewards.

That students preferred strategies that provided constructive feedback with peer interaction also low-pressure educational settings was revealed in the survey for the second research question. Teacher feedback was identified as the most motivating formative strategy, followed by group discussions and interactive tools such as Kahoot and Quizizz. Self- and peer-assessment were also seen as motivating by a notable portion of students.

The third research question explored teacher perceptions. Interview data showed that instructors observed similar trends in their classrooms: students responded positively to ongoing feedback, classroom interaction, and informal assessment practices. Teachers confirmed that

formative assessment often led to increased confidence, greater participation, and more sustained motivation, particularly when tasks were not linked to grades.

Taken together, these findings show strong alignment between what students report and what teachers observe. Formative assessment appears to play a meaningful role in shaping motivation, especially when it is designed to support learner autonomy, encourage progress, and create a safe space for reflection and growth.

6.3 Contributions of the Study

This study contributes to the growing body of research on formative assessment and student motivation in EFL contexts, particularly in university-level general English courses. While previous studies have explored the role of assessment in language learning, this research offers a focused look at how specific formative strategies influence both intrinsic and extrinsic motivation, based on student experiences and teacher insights.

One important contribution involves the study into local relevance here. The research gathers data of EFL students also instructors in Kazakhstan adding context-specific findings for the limited literature from Central Asian settings. This helps diversify the field geographically as well as shows how people adapt global assessment practices in local classrooms.

This study gains value by checking alignment between teachers and students. By including both perspectives, the results' credibility strengthens, highlighting areas of agreement like collaborative tasks and the value of feedback. This dual perspective offers up some practical implications for both instructors and institutions if they seek for the ability to create educational settings that can genuinely support the motivation of students.

The study reinforces that formative assessment is not simply evaluative but motivational. Formative practices shape just how learners approach their studies by helping students stay

engaged, feel supported, as well as reflect on progress. This supports the shift from assessment of learning to rather assessment for learning, and encourages continued focus on how classroom strategies can impact not just what students achieve, but how they feel about learning itself.

Ultimately, this study highlights the meaningful part of formative assessment in supporting motivation, which plays a major role in how students engage with language learning. Assessment becomes a tool for learning of influence when it does involve and does encourage students. It also guides as well as measures them. According to this research, students respond in a positive way to strategies which encourage reflection, and also feedback, and even active participation in their very own progress. Teachers can also recognize these effects within their classrooms.

While motivation is complex and affected by many factors, this study offers practical evidence that well-implemented formative assessment can make a difference. Educators are hoped to be encouraged by the findings to use assessment for building confidence, fostering autonomy, and helping learners feel more connected to their goals, not simply as a requirement. Considerate practice with formative assessment supports better language learning outcomes. Formative assessment can also motivate and engage students, thus making them more self-aware of their own learning progress.

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Appendix A

Survey Questions

a. Demographic Questions

1. What is your age?

18-20

21-23

24 and above

2. What is your gender?

☐ Male

☐ Female

3. What is your current level of English?

☐ Beginner (A1–A2)

☐ Intermediate (B1–B2)

☐ Advanced (C1–C2)

4. How many years have you been learning English?

☐ Less than 1 year

☐ 1–3 years

☐ 4–6 years

☐ More than 6 years

b. Experience with Formative Assessment

(Scale: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always)

5. My teacher gives me feedback on my work to help me improve.

6. I do online quizzes or games (like Quizizz, Kahoot) during lessons.

7. I check my own work to see what I did well and what I can do better (self-assessment).
8. I work with classmates to give each other feedback (peer assessment).
9. My teacher discusses my learning progress with me.

c. Motivation Toward Learning English

(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

10. I enjoy learning English because it is interesting. (Intrinsic Motivation)
11. I feel proud when I improve my English skills. (Intrinsic Motivation)
12. I study English to get good grades. (Extrinsic Motivation)
13. I study English because it will help me in school or at work. (Extrinsic Motivation)
14. I feel more motivated when my teacher praises my work. (Extrinsic Motivation)

d. F. Motivation by Specific Activities

(Select all that apply)

15. **Which activities or feedback motivate you the most in English lessons?** (You can choose more than one.)

- Teacher feedback
- Self-assessment activities
- Peer-assessment activities
- Online quizzes or games (Kahoot, Quizizz)
- Group discussions
- Practice tests
- Other (please specify): _____

Appendix B

Interview questions:

- i. **1. Do you use formative assessment in your English classes? If yes, what types of formative assessment do you usually use?**

(e.g., self-assessment, teacher feedback, peer assessment, online tools, group reflection, etc.)

- ii. **2. When you apply these formative assessment strategies, have you noticed any changes in student motivation?**

(Do students seem more engaged, willing to participate, or confident?)

Optional follow-up:

How do you usually notice that students are motivated or more involved?

- iii. **3. Can you recall a specific example when formative assessment had a noticeable impact on a student's motivation or performance?**

(What happened, and how did the student respond?)

Appendix C

Consent Letters for Interview Participants

You are invited to participate in a research study entitled “The Impact of Formative Assessment on Motivation of Students in EFL Classes”.

The purpose of this research is to explore how formative assessment practices influence the motivation of students learning English as a Foreign Language (EFL). In particular, the study aims to understand student experiences with various assessment strategies and gather teacher perspectives to support and interpret student data.

You are being asked to participate in a short **semi-structured interview**, which should take approximately **10–15 minutes**. The interview will involve open-ended questions about your use of formative assessment in EFL classes and your observations of its impact on student motivation. Your responses will be audio-recorded (with your permission) and later transcribed. No identifying information will be included in the final report.

There are no known risks associated with participating in this research. You are free to skip any question or stop the interview at any time without explanation.

Your participation will contribute to academic research in the field of English language education and may help improve understanding of effective assessment practices for supporting student motivation.

All information you provide will be kept strictly confidential. Pseudonyms will be used in any written report or publication to ensure anonymity. Audio recordings and transcripts will be stored securely and deleted after the study is completed. While complete confidentiality cannot be absolutely guaranteed, all reasonable measures will be taken to protect your privacy.

Voluntary Nature of the Study. It is strictly voluntary as to whether to participate in this study or not. You have a right to withdraw your agreement to participate at any time.

Estimated duration of the research March-June 2025

Contacts for Additional Information:

If you have any questions about this study, please contact:

Researcher: Marziya Shaikym (Master's Student, SDU University)

Email: 231302001@sdu.edu.kz

Supervisor: Gulnara Kassymova. PhD

Statement of Consent.

I, _____, agree to participate in this study voluntarily. I have been made aware of the research purpose and objectives and clearly understand what is expected from me.

I know that it is voluntary to participate in this study and I have complete freedom to withdraw my consent at any time without providing any reasons and in this case there will be no negative consequences to me.

I understand that any personal information obtained in this study will be kept confidential.

Signature: _____ Date: _____

Researcher:

Signature: _____ Date: _____

Consent Form for Participation in Research Study

Study Title: The Impact of Formative Assessment on Motivation of Students in EFL Classes

Researcher: Marziya Shaikym, SDU University (Kazakhstan)

Dear Participant,

You are invited to participate in a research study about how different classroom assessment activities (such as teacher feedback, quizzes, and self-assessment) influence students' motivation to learn English. This study is part of a Master's research project at SDU University. Your participation is completely voluntary.

Purpose of the study is to explore **how formative assessment practices influence EFL students' intrinsic and extrinsic motivation**. Also to identify specific formative assessment strategies that are perceived as most effective in supporting student motivation. And to understand EFL teachers' perceptions regarding the role of formative assessment in motivating students.

Participant Selection. You are invited to participate if you are a university-level student learning English as a Foreign Language (EFL). The survey will take approximately **7-10 minutes to complete**. There are no right or wrong answers, please answer honestly based on your personal experiences.

Confidentiality & Data Protection. Your responses will remain anonymous (**no names or identifying information will be collected**). Data will be securely stored and used only for academic research purposes. Results will be presented in aggregate form, ensuring your privacy is protected.

Voluntary Participation & Right to Withdraw. Your participation is entirely voluntary. You may choose not to answer any question or withdraw from the study at any time without penalty. Your decision will not affect your academic standing or your relationship with SDU University.

Contact Information:

If you have any questions about this study, you may contact:

Researcher: Marziya Shaikym, BA

Scientific Supervisor: Gulnara Kassymova, PhD

Institution: SDU University, Kazakhstan

Email: 231302001@sdu.edu.kz

Office: H 304

Explanation of Important Definitions:

- **Formative Assessment:** Activities that help you learn and improve during lessons, like feedback, quizzes, or discussions.
- **Self-Assessment:** Checking your own work to find strengths and areas for improvement.
- **Peer Assessment:** Giving and receiving feedback with classmates.
- **Teacher Feedback:** Comments from the teacher about your work to help you improve.
- **Interactive Tools:** Online games or quizzes used in class, such as Kahoot or Quizizz.
- **EFL classes:** Classes where English is taught as a foreign language.