

**Exploring English Foreign Language Anxiety and Academic Motivation: A Qualitative
Case Study of Undergraduate Students' Perspectives and Experiences in Kazakhstan**

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Multilingual Education

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This letter now confirms that your research project titled **Exploring English Foreign Language Anxiety and Academic Motivation: A Qualitative Case Study of Undergraduate Students' perspectives and Experiences in Kazakhstan** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

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ABSTRACT**Exploring English Foreign Language Anxiety and Academic Motivation: Undergraduate Students' Perspectives and Experiences in Kazakhstan**

There is an increasing amount of research conducted on foreign language anxiety (FLA), yet the studies conducted in the Kazakhstani context are still very few (Duysembekova & Kurban, 2022; Myrzakulova, 2019; Plyushko, 2018). The purpose of this study was to explore the factors influencing FLA and academic motivation. By exploring the factors contributing to FLA, the qualitative study seeks to uncover the root causes and triggers of this anxiety in one English medium instruction (EMI) university in Kazakhstan. The study also aimed to understand the nuances influencing English as a foreign language (EFL) students' learning journey and academic motivation in EMI context. The findings reported that social and psychological factors impacted students' FLA and academic motivation. This including socio-environmental factors such as pedagogical, teacher- student relationship, and peer impact. Understanding the underlying causes of FLA concerning academic motivation in EFL undergraduate students is crucial for educators, educational institutions, and policymakers to develop targeted strategies and support systems that can enhance a positive learning experience.

Keywords: foreign language anxiety, EFL (English as foreign language), academic motivation.

Андатпа

**Ағылшын шет тіліндегі мазасыздық пен академиялық мотивацияны зерттеу:
Қазақстандағы бакалавриат студенттерінің көзқарастары мен тәжірибесінің сапалы
кейс зерттеуі.**

Шет тілін қолдануда мазсыздық бойынша зерттеулер саны артып келеді, дегенмен Қазақстан контекстінде жүргізілген зерттеулер саны әлі де аз (Дүйсембекова және Курбан, 2022; Мырзақұлова, 2019; Плюшко, 2018). Бұл зерттеудің мақсаты - шет тілінде оқуда пайда болатын қобалжу, мазасыздықтың және академиялық мотивацияға қандай факторлар әсер ететін зерттеу болды. Шет тілінің қобалжуына әсер ететін факторларды зерттеу арқылы сапалы зерттеу Қазақстандағы Ағылшын тілінде оқытылатын бір университетінде бұл қобалжудың негізгі себептерін және тудырушы себептерін анықтауға тырысады. Зерттеу сонымен қатар Ағылшын шет тілі студенттерінің университет контекстінде оқу жолы және академиялық мотивацияна қандай әсер ететінін түсінуге бағытталған. Зерттеу нәтижелері студенттердің шет тіліде қобалжудың және академиялық мотивациясына әсер ететін бірнеше әлеуметтік және психологиялық факторларды анықтады, мысалы, педагогикалық, мұғалім-студент қарым-қатынасы, сыныптастарының әсері қамтитынын көрсетті. Шет тілі қобалжуының академиялық мотивацияға қатысты негізгі себептерін түсіну бакалавриат студенттері үшін педагогтер, білім беру мекемелері және саясаткерлер үшін оқу тәжірибесін арттыра алатын стратегиялар мен қолдау жүйелерін дамыту үшін маңызды.

Түйін сөздер: шетел тілін үйренудегі қобалжу, Ағылшын тілі шетел тілі ретінде, академиялық мотивация

Аннотация

Исследование тревожности при изучении Английского как иностранного языка и академической мотивации: качественное исследование перспектив и опыта студентов-бакалавров в Казахстане.

Исследований тревожности при изучении иностранных языков проводится все больше, однако исследований в контексте Казахстана все еще недостаточно (Дуйсембекова и Курбан, 2022; Мырзакулова, 2019; Плюшко, 2018). Целью данного исследования было изучение факторов, влияющих на тревожность по поводу иностранного языка и академическую мотивацию. Изучая факторы, способствующие развитию тревожности при изучении и обучении на иностранном языке, качественное исследование было направлено на выявление коренных причин и триггеров этой тревожности в одном из университетов Казахстана. Исследование также было направлено на то, чтобы понять нюансы, влияющие на учебный процесс студентов и академическую мотивацию в контексте обучения на Английском языке. В ходе исследования были получены данные о социальных и психологических факторах, влияющих на тревожность при обучении на иностранном языке и академическую мотивацию студентов, факторы включая социальная среда, такие как взаимоотношения педагога и студента, влияние сверстников. Понимание причин, лежащих в основе проблем, связанных с академической мотивацией студентов имеет решающее значение для преподавателей, образовательных учреждений и политиков при разработке целенаправленных стратегий и систем поддержки, которые могут способствовать получению положительного опыта обучения.

Ключевые слова: тревожность при обучении на иностранном языке, Английский как иностранный язык, академическая мотивация.

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Chapter 1: Introduction

English, as an international language, holds significant global importance and is taught as a subject in many countries. It is also the language of international higher education (Brumfit, 2004). This global relevance of English is particularly evident in the application processes of foreign and domestic higher education institutions, where English is the medium of instruction (EMI). As the interest in pursuing Master's and PhD programs abroad and locally continues to grow, stringent English language requirements, especially in European institutions, compel prospective applicants to enhance their language proficiency (Arevalo et al., 2011).

Consequently, many prospective students turn to language schools or language clubs to improve their English proficiency in preparation for studying abroad. However, the journey toward successful degree completion is often marred by a pervasive psychological phenomenon known as foreign language anxiety (FLA). First conceptualized in the 1970s, FLA refers to feelings of apprehension, unease, and nervousness that individuals experience when they need to communicate in a language that is not their native tongue (Horwitz et al., 1986). Students' FLA often stems from fears of making mistakes, being negatively evaluated, or facing difficulties in understanding or expressing themselves in a foreign language.

For university students, FLA can profoundly impact their academic motivation, potentially hindering their drive to excel in language learning and overall educational pursuits. This is particularly significant for students who are learning English as a subject and studying other subjects through English. Numerous studies in the field of foreign language acquisition suggest that FLA can significantly undermine students' academic achievement (Horwitz et al., 1986; Horwitz, 2001; Horwitz, 2010; MacIntyre & Gardner, 1991; Tuncer & Dogan, 2015; Azher, Anwar, & Naz, 2010; Ali, & Fei, 2017). For this reason, there is an increasing interest in

FLA internationally. A majority of studies tend to be conducted in two major areas: in Asia (Liu, 2022; Myrzakulova, 2019; Plyushko, 2018; Carreira, 2006; Liu & Cheng, 2014; Liu & Huang, 2011;) and in the Middle East (Ali & Fei, 2017; Duysembekova & Kurban, 2022; Razak et al., 2017; Tuncer & Dogan, 2015). EMI programs entail students engaging in discussions, presentations, and interactions with native speakers and proficient English learners, all of which may trigger FLA (Young, 1991). In an EMI university context, students express their ideas in a non-native language, which may not accurately reflect their true abilities due to limited English proficiency, potentially exacerbating FLA (Abouzeid, 2021). Nevertheless, there is still a limited understanding of how EFL students develop the FLA and the factors associated with FLA acquisition in EMI contexts, especially in Kazakhstan. Thus, shedding light on these issues is vital, because the quality of FLA acquisition might significantly impact EMI university students' learning outcomes.

Research Context and Background

English is widely recognized as the global language of business, research and higher education. Moreover, it is well known that English has become the lingua franca of academia and the language of science worldwide (Ferguson et al., 2011). Drawing neoliberal discourse where English is associated with globalization and modernization, the Republic of Kazakhstan became the first country in the post-Soviet arena to announce the use of three languages as a medium of instruction in all levels of education, from preschool to higher education (Karabassova, 2020). The significance of employing EMI in all levels of the education system increased after implementing the policy: “Trinity of Languages” in 2007 initiated by the first president of Kazakhstan, where Kazakh was declared as the state language, Russian as the language for interethnic communication, and English as the international language for integration

into the global community (MoES, 2007; Zhunussova et al., 2023). Moreover, the Ministry of Education and Science (MoES) of Kazakhstan selected 153 mainstream schools to introduce the EMI for teaching science, technology, engineering, and mathematics (STEM) subjects (Zakon,kz, 2018).

In 2010, Kazakhstan joined the Bologna process to globalize its higher education system, resulting in EMI establishing its space in the Kazakhstani higher education system, increasing its demand for various academic degrees in universities among parents and students viewing it as vital to align with global trends and equip students with the skills and knowledge needed to thrive in an interconnected and competitive global environment (Seitzhanova et al., 2015). Currently, there are 129 higher education institutions in Kazakhstan, and the number of universities offering programs in English increased from 42 in 2015 to 70 by 2020 (Tajik et al., 2022). Therefore, proficiency in English is often considered crucial for academic and professional success for Kazakhstani students, but can increase their language anxiety.

Language anxiety has long been acknowledged as significant in SLA by language educators and researchers (Horwitz et al., 1986; Hewitt & Stephenson, 2011). MacIntyre and Gardner (1994) define FLA as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (p. 284). FLA is distinct from other forms of anxiety (Horwitz et al., 1986) and should be recognized as unique to second language use. Research indicates that FLA might lead to significant negative consequences for students. For example, Fattahi et al. (2022) critical review regarding anxiety in foreign language learning reveals the “dire consequences on the students and language learners’ academic and social achievements” (p. 21). Although FLA is a well-established topic in international academic research, there is still a limited amount of in-depth research that explores

the topic beyond quantitative data obtained from surveys (Dewaele, 2022; Duysembekova & Kurban, 2022; Plyushko, 2018; Loo & Kitjaroonchai, 2015). As such, addressing FLA remains imperative for fostering effective language learning environments and EMI university contexts to support EFL students' overall academic success and well-being, especially from qualitative perspectives (Ma et al., 2022; Tajik et al., 2022).

Even though there is an increasing amount of FLA research, the number of studies with Kazakhstani students as participants is still lagging (Duysembekova & Kurban, 2022; Myrzakulova, 2019; Plyushko, 2018). These studies focused on measuring the factors triggering FLA among university students. In Particular, there is a lack of studies investigating students' perceptions of both FLA and academic motivation in the Kazakhstani context, especially in relation to EMI contexts. This study, thereby, will attempt to contribute to the previous studies conducted in the Kazakhstani context.

The Problem Statement

Kazakhstan, as a multicultural and multilingual country, is witnessing a growing demand for English proficiency due to globalization and the increasing importance of English in various academic and professional contexts. Since proficiency in the English language is necessary for top Kazakhstani universities, the students are expected to be proficient in this language. However, a considerable number of EFL undergraduate students in Kazakhstan might face challenges related to FLA and academic motivation, and this can significantly impact their learning journey and academic performance (Amantayev, 2021; Dewaele, 2022; Duysembekova & Kurban, 2022; Myrzakulova, 2019; Omanova, 2023; Plyushko, 2018).

Given the growing emphasis on EMI in Kazakhstan universities, there is limited understanding of the psychological challenges faced by undergraduate students, particularly

regarding their FLA. In light of the findings from Tajik et al. (2022), which revealed widespread feelings of low confidence and heightened anxiety among students enrolled in Kazakhstani EMI universities, particularly regarding speaking and presenting in English. This research addresses the intricate interplay of potential factors impacting undergraduate EFL students' experiences of FLA and academic motivation. Investigating FLA's prevalence, causes, and consequences among students in this context is essential for informing effective pedagogical strategies and support systems to enhance language learning experiences and academic outcomes.

Purpose of the Study

This study will provide insights into how FLA and academic motivation are shaped in the Kazakhstani EMI university context. This research aims to delve deep into the qualitative experiences and perspectives of EFL undergraduate students at one EMI university in Astana to shed light on the factors that impact their FLA and academic motivation. For this reason, the study aims to explore factors, including their sources and triggers, and the role of classroom contexts that influence the FLA and academic motivation of EFL undergraduate students in Kazakhstan.

Research Questions

The study poses the following main research question: What factors impact EFL undergraduate students' foreign language anxiety and academic motivation?

There are also two sub-questions:

Sub-Questions:

1. What sources trigger students' foreign language anxiety?
2. How do classroom contexts impact students' FLA and academic motivation experiences?

Significance of the Study

The results of this study will be significant for several reasons. First, this study seeks to contribute valuable insights that can inform pedagogical practices, curriculum development, and student support initiatives, ultimately enhancing the overall English language learning experience for students in EMI universities of Kazakhstan and potentially offering lessons for similar contexts worldwide. Moreover, by recognizing the causes and effects of the FLA, educators can develop strategies to help learners manage their anxiety and improve their learning outcomes. The learners, in turn, might benefit from this study's results by obtaining a deeper understanding of anxiety and developing more effective learning strategies. Secondly, this study can contribute to FLA methodological approaches since it includes art-based research methods to gather valuable insights that might not be discovered using more traditional interviews. Art-based tools were instrumental in revealing students' deep-rooted emotions since the image cards can trigger participants' specific memories and experiences. Finally, understanding the interplay between anxiety and motivation is essential for educators, policymakers, and EMI institutions to design effective interventions and support systems.

Definition of Key Terms

Foreign Language Anxiety (FLA)

This is associated with a feeling of nervousness, concern, and disturbance (Spielberger, 1983 in Horwitz, 2001). Another definition of FLA states that it is the strongest emotional factor affecting language learning (Oxford, 1999). Thus, FLA is described as a set of negative emotional factors that have the potential to influence the learning process.

Language Motivation

Motivation is defined as “the production of energy required for academic works” (Bozanoğlu, 2004). According to Cüceloğlu (2005), motivation is “a general concept that includes requests, desires, needs, impulses, and interests.” In other words, motivation is a set of actions and intentions directed towards attaining specific goals.

Internal Factors of Motivation

According to Deci and Ryan (2000), intrinsic motivation is a significant factor in promoting long-term engagement and satisfaction in various contexts, including education and the workplace. Motivation is the driving force behind an individual’s actions in language learning, encompassing internal elements like effort, desire, and affect (Dörnyei, 1998). These internal factors, as outlined by Gardner (1982) and Carrió-Pastor et al. (2014), play a crucial role in shaping learners’ engagement and perseverance in their language studies.

External Factors of Motivation

As Deci and Ryan (2000) highlighted, intrinsic motivation arises from within an individual, driven by their inherent interests and values. In contrast, extrinsic motivation is influenced by external factors such as rewards or punishments. According to Williams and Burden’s (1997) model, motivation differs from individual to individual. However, it might also be “a subject to social and contextual influences” (p. 120). These individual differences in motivation include external factors such as teachers and peers, which can significantly contribute to learner motivation.

Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz et al. (1986) created the FLCAS, a questionnaire with 33 items to gauge learners’ anxiety in classroom settings. This tool is versatile, allowing adaptation to specific

contexts and research needs by adjusting the number and content of items. FLCAS covers diverse aspects of classroom anxieties, including communication apprehension, fear of negative evaluation, and test anxiety (Horwitz et al., 1986).

Affective Hypothesis Filter

Affective Filter Hypothesis suggests that lower anxiety levels improve language learning by removing a hypothetical barrier. This filter involves three factors: motivation, self-confidence, and anxiety (Krashen, 1982). Essentially, low motivation, self-doubt, and high anxiety hinder information input and language acquisition. Krashen (1982) also explains that even if learners understand the message, it may not reach the language acquisition area of the brain due to the persistent influence of this affective filter.

Arts-based Research Tools

Arts-based tools include using visual arts or images to enrich the qualitative dimension of data collection in case study research (Kara, 2015; Leavy, 2018). These creative instruments encouraged participants to express their experiences and perceptions in imaginative, non-verbal ways and were particularly valuable when investigating sensitive topics. Another definition of these tools by Leavy (2018) states that they might enable participants to convey emotions that are often challenging to articulate when using traditional interview methods.

Thesis Outline

This thesis comprises six chapters: Chapter 1 has introduced the study, presenting the research's background, purpose, and significance. Chapter 2 offers literature review. Chapter 3 outlines the study's methodology. Chapter 4 presents the research findings. Chapter 5 deliberates on the results, and Chapter 6 concludes the study, offering insights and recommendations for future researchers.

Chapter 2: Literature Review

This research explores undergraduate students' English Foreign Language Anxiety and Academic Motivation at one EMI university in Kazakhstan. The previous chapter introduced the study by providing a background and context, the research problem and purpose that underpins this research. This chapter will first provide an overview of the history of language anxiety, FLA and motivation, making connections between FLA and motivation, causes of FLA, FLA in EMI university contexts, theories and models explaining FLA and conclusion.

The study of FLA began to gain significant attention in the field of foreign language education during the past few decades when researchers started to recognize FLA as a distinct psychological phenomenon with implications for language learning and teaching (Dewaele, 2022; Loo & Kitjaroonchai, 2015; Zheng, 2008). Initial investigations into FLA emerged from broader research on anxiety and its impact on academic performance, where studies sought to understand how anxiety manifests in language learning contexts and its effects on learners' language acquisition and proficiency (Alamer & Lee, 2021; Horwitz, 2001). This growing interest led to the development of theoretical frameworks and empirical studies specifically focused on FLA, laying the foundation for further exploration and understanding in the field. For this reason, it is imperative to situate FLA in its historical context.

History of Language Anxiety

Anxiety, a complex psychological phenomenon characterized by feelings of worry, nervousness, and apprehension, has been a subject of interest in various research fields, including education (Horwitz et al., 1986). For this reason, language anxiety is the most extensively researched emotion in the process of second language acquisition, probably because it is a frequent and intense experience (MacIntyre et al., 2017). Early studies focused on identifying the

causes and manifestations of FLA, highlighting its detrimental effects on language learning and communication (Magogwe, 2010), and expanded to explore various factors contributing to FLA, including individual differences, classroom environment, teaching methods, and cultural influences (Dörnyei, 2005; Krashen, 1982; Magogwe, 2010). The field has also witnessed the development of interventions and strategies to alleviate FLA and promote more effective language learning experiences (Carreira, 2006). Today, FLA remains a significant area of inquiry in applied linguistics and language education, with ongoing research better to understand its nature and implications for language learners worldwide (MacIntyre, 2017). In light of this, it is necessary to highlight the historical development of research on language anxiety, which can be categorized according to three major approaches: 1) Confounded Approach, 2) Specialized Approach, and 3) Dynamic Approach (MacIntyre, 2017).

Phase I: The Confounded Approach

This period began in the 1970s when anxiety used to be measured by tools mainly adapted from psychology since no well-documented and described fields of science could study anxiety except for psychology at that time (Chastain, 1975). For this reason, researchers relied on the measurements applied in psychology and adapted their tools to explore anxiety within the confines of language learning (Chastain, 1975; Kleinmann, 1977). Thus, Scovel (1978, as cited in MacIntyre, 2017) explained that anxiety during this phase was observed and gauged by physiological arousal indicators, behavioral indicators of people's actions while being anxious, and self-report questionnaires aimed at personal experiences related to language anxiety. For example, early studies by Chastain (1975) and Kleinmann (1977) investigated FLA through the lens of affective factors. However, the results of these studies were inconclusive and

contradictory since there was neither a weak nor a direct link between anxiety measurement tools adapted from the field of psychology and the language learning process itself (MacIntyre, 2017).

Phase II: The Specialized Approach

Horwitz et al. (1986) strongly criticised studies conducted in the previous phase due to the lack of adequate conceptualization of language anxiety. Horwitz and colleagues considered the results of the Phase I researchers' studies and developed more conceptualized and standalone variables based on the sources of anxiety in language learners. Horwitz and her colleagues relied on the previous studies on anxiety conducted by Gardner et al. (1976) and Scovel (1978) and further developed their ideas. In other words, the previous FLA tools were taken and re-oriented to the classroom settings in particular. Horwitz et al. (1986) identified three anxieties, namely, test anxiety, communication apprehension, and fear of negative evaluation (Horwitz, 2011, 2010), but argued that these components are not fixed, proposing that Foreign Language Classroom Anxiety should be viewed a uni-dimensional construct rather than simply the combination of the three anxieties transferred to foreign language learning. Thus, given that they first introduced the FLCA construct, the anxiety studies related to and specifically clarified issues in the field of language learning are considered the Specialized Approach (MacIntyre, 2017).

Phase III: The Dynamic Approach

Studies conducted on anxiety within the Dynamic Approach involve numerous factors wherein anxiety might arise, especially those that significantly affect and determine the intensity of anxiety. For example, language skills (abilities), body reactions (physiology), self-assessments, pragmatics, interpersonal connections (relationships), particular subjects being addressed, the environment in which individuals are interacting, and so forth (MacIntyre, 2017).

Therefore, FLA research is considered under the dynamic approach as it recognizes anxiety as a multifaceted and dynamic construct that evolves and varies in different language learning situations. Consequently, unlike static perspectives that view anxiety as a fixed trait, the dynamic approach foregrounds the importance of considering the dynamic interplay between individual characteristics, situational factors, and the learning environment in understanding FLA (Luo, 2013).

Furthermore, this approach can be considered as the social turn in FLA since it emphasizes the interaction between individual factors (such as personality traits and language proficiency) and situational factors (such as classroom environment and task difficulty) in shaping the experience of anxiety (Effiong, 2016). In other words, cross-sectional studies using the dynamic approach to language anxiety research take into account various variables that might make anxiety fluctuate due to the changes. For this reason, Dynamic models of FLA highlight the fluctuating nature of anxiety levels and the influence of ongoing interactions between learners, teachers, and the learning environment. By adopting a dynamic perspective, researchers aim to capture FLA's complex and dynamic nature and its impact on language learning outcomes (Mahmoodzadeh et al., 2015). An illustrative example of this dynamic approach is found in the study by Gregersen et al. (2014), where researchers integrated heart-rate monitors and video recordings to analyze participants' presentations in a foreign language. Employing a dynamic procedure, they captured real-time fluctuations in anxiety levels throughout the presentations. Surprisingly, even participants initially believed to have low anxiety levels experienced sudden spikes of anxiety in specific contexts.

Building upon the work of Gregersen et al. (2014), MacIntyre (2017) further investigated the dynamic aspects of FLA by analyzing participants' perceptions, expectations, and

interlocutors' imagined judgments; the researchers explored how anxiety evolves and varies across different language learning contexts. This highlights the inherently dynamic nature of language anxiety, influenced by factors such as self-perception, personal expectations, and perceived expectations of others. Importantly, research in this frame began to highlight the complex relationship between anxiety, motivation, and other contextual variables. Researchers can develop targeted interventions to alleviate FLA and foster a supportive learning environment conducive to students' academic success and well-being. Given the purpose of this study to understand student's perceptions, the dynamic approach offers a lens to investigate the implications of FLA on EFL students' motivation.

Foreign Language Anxiety and Motivation

Studies investigating FLA offer various perspectives on this multifaceted phenomenon. Spielberger (1983) defines language anxiety as a subjective experience marked by “tension, apprehension, nervousness, and worry” (p. 15) linked to autonomic nervous system arousal. Meanwhile, Horwitz et al. (1986) characterize language anxiety as a complex interplay of “self-perceptions, beliefs, feelings, and behaviors” (p.128) emerging within the context of classroom language learning. Thus, anxiety is typically classified into three psychological dimensions: 1) trait anxiety, 2) state anxiety, and 3) situation-specific anxiety (Spielberger, 1983). Trait anxiety refers to a consistent inclination towards anxiety across various situations, representing a stable aspect of an individual's personality (Scovel, 1978). State anxiety is the emotional response to a perceived threat or danger in a specific situation, affecting emotions, cognition, and behavior (Spielberger, 1983). Test anxiety is a prime example, where students may experience anxiety related to a specific test. Situation-specific anxiety occurs in response to a particular situation at a specific time (MacIntyre & Gardner, 1991; Spielberger, 1983). Consequently, they offer diverse

understandings of anxiety, which are crucial considerations for my investigation into FLA among university students having to study through EMI. The following section will discuss the development of FLA research within the context of language learning.

Foreign Language Anxiety in Language Learning

Psychological perspectives on anxiety illustrate that it has a profound impact on various cognitive functions crucial to language learning. According to Tobias (1986, as cited in MacIntyre & Gardner, 1991), the learning process in classroom instruction can be divided into three stages: input, processing, and output. However, anxiety disrupts each of these stages, depleting the cognitive resources that could otherwise be utilized for effective classroom performance (MacIntyre & Gardner, 1991). In essence, individuals FLA divert their mental energy towards self-oriented concerns, inhibiting their ability to engage with language instruction fully. Similarly, Krashen (1982, as cited in Oteir & Al-Otaibi, 2019) suggests that “language anxiety acts as a barrier, impeding the flow of information to the language acquisition centers in the brain” (p. 2). Consequently, anxiety creates a “mental block,” hindering the individual’s capacity to assimilate instructional content in the classroom.

Gregersen et al. (2014) propose a nuanced and situational perspective on anxiety, suggesting that it can signify excitement about upcoming experiences, regardless of whether it is viewed positively or negatively, as learners navigate transitions between positive and negative emotional states. Even proficient bilinguals can experience anxiety when using a second or foreign language (Dawale, 2010; Toth, 2011). In second language learning, a lack of anxiety is closely linked to willingness to communicate (WTC), as evidenced by research indicating that FLA influences learners’ decisions to seek out or avoid speaking opportunities (Fushino, 2010; Peng & Woodrow, 2010; Toth, 2010). Given that the classroom serves as the primary

environment for L2 learning in most EFL contexts, understanding FLA within this social context is crucial. However, perceptions of FLA may vary among learners and teachers, as highlighted by Trang et al. (2012), who observed a discrepancy between students' and teachers' views on the prevalence and severity of FLA.

Irrespective of whether it is a psychological or situational perspective, the studies illustrate language anxiety as the most vital emotional state undermining successful language acquisition (Hufeisen & Marx, 2007). For example, studies have shown that FLA can affect learners' perception of learning courses and instructors' methods of teaching (Horwitz, 2001; Young, 1990) and the importance of teachers' awareness and consideration of FLA in their instructional practices associated with students' personalities, cultural backgrounds, past experiences, and classroom environment as critical in addressing FLA (Effiong, 2015; De Costa, 2015; MacIntyre & Gardner, 1991). Therefore, FLA is a multifaceted phenomenon that can significantly impact the language learning process, and understanding its causes can help learners overcome anxiety and achieve successful language acquisition. More importantly, language anxiety is closely tied with motivation, judging by the growing body of research in the field of language acquisition exploring the relationship between students' language anxiety and academic motivation in different contexts (Liu & Huang, 2011; Liu & Cheng, 2014; Luo et al., 2020).

The Role of Academic Motivation

Motivation is an important factor, especially in learning foreign language, as it will assist students in reaching their long-term goals in L2 and increases individual's commitment to learn (Dornyei & Schmidt, 2001). Early studies on language motivation, pioneered by Gardner and colleagues in Canada in the early 1960s, emphasized a social-psychological perspective on

motivation (Tatar, 2017). Gardner and Lambert (1959, 1972) investigated English-speaking students learning French, exploring how motivation, attitudes, language aptitude, and verbal intelligence influenced their language achievement. Gardner and Lambert (1959, 1972) found that motivation is vital in foreign language learning and critical to learners' goal attainment and engagement.

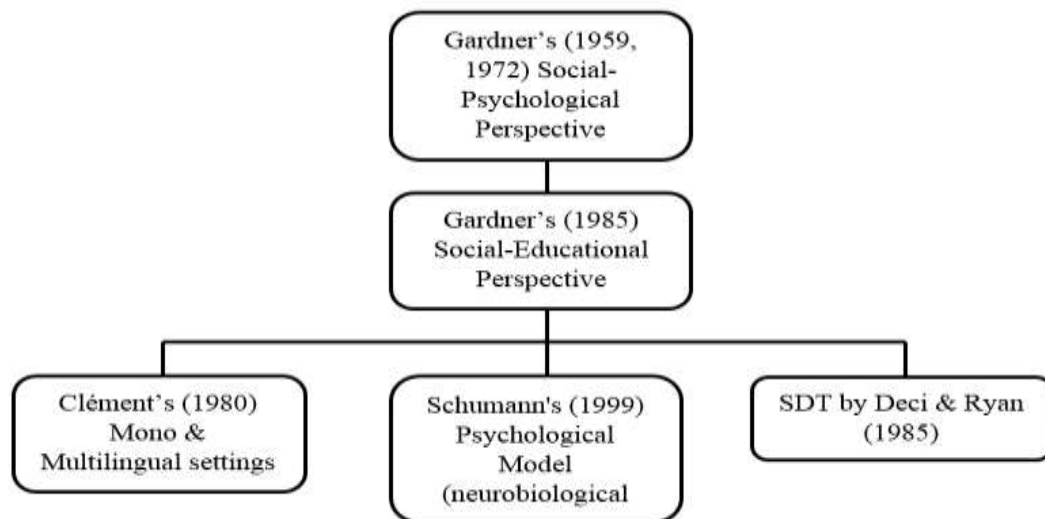
Building on their earlier research, Gardner (1985) shifted their focus from a social perspective to a socio-educational model that broadened the scope of individual characteristics, adding students' anxiety and learning strategies to their previous motivation components on language learning. This model emphasizes its socio-cultural and behavioral dimensions, foregrounding that attitudes and motivation drive language acquisition by prompting learners to seek opportunities for interaction. Gardner (1985) found that motivation can be integrative or instrumental, illustrating that integrative motivation is "a desire to understand the language and culture of another group for interaction" (Gardner et al., 1992, p. 198), whereas instrumental motivation refers to the practical reasons including enhancing one's chances of finding work, progressing professionally, or passing a required exam. (Samad et al., 2012). Gardner (2001) describes integrativeness as visible in students who eagerly engage with foreign communities, immersing themselves in learning about their culture firsthand. In contrast, instrumental motivation aligns closely with pragmatic goals, such as pursuing job opportunities abroad or seeking academic advancements overseas.

Clément (1980) introduced a distinct model of motivation, highlighting differences between monolingual and multilingual settings. In monolingual environments, factors like integrativeness and fear of assimilation drive motivation, while in multicultural contexts, learners' motivation stems from their confidence in using the language during meaningful

interactions with native speakers (Clément & Kruidenier, 1985, p. 24). Since then, various models have emerged, including Schumann's neurobiological approach, which emphasizes the brain's evaluation of stimuli from the learning environment, leading to emotional responses and behavioral outcomes (Schumann, 1999, p. 28). However, critics argue that traditional models like integrative and instrumental motivations fall short in capturing the complexities of language learning contexts.

Figure 1

Development of Perspectives on Motivation Research



In contrast, individual difference perspectives such as Deci and Ryan's (1985) Self-Determination Theory (SDT) suggests that humans are psychologically predisposed to relatedness, autonomy and competence thus advocating for the intrinsic/extrinsic motivation distinction, where intrinsically motivated individuals engage in activities out of interest, while extrinsically motivated individuals seek external rewards or avoid punishment. Research by Deci and Ryan (2000) emphasized the importance of intrinsic motivation in promoting long-term engagement and satisfaction in various contexts, including education and the workplace. Intrinsic motivation arises within individuals, driven by their inherent interests and values. In contrast,

extrinsic motivation is influenced by external factors such as rewards or punishments. In terms of a learner's task accomplishment characteristics, motivation is described as a learner's "willingness or desire to be engaged in or commit effort to complete a task" (Zhou, 2012, p. 1318). Lack of a willingness to learn can reduce self-responsibility and limited involvement in the language learning journey, eventually leading to failure. Therefore, SDT studies suggest that perceived freedom in decision-making is linked to intrinsic motivation, while perceived teacher control diminishes intrinsic motivation (Deci & Ryan, 1985). These models overlook the intricate interplay between the language learner, societal power structures, and the learner's identity (Norton, 1995, 1997), and this SDT contributed to ideas about the social turn in language learning.

Williams and Burden's (1997) model is a seminal contribution to address this critique, emphasizing that "every individual is motivated differently... However, an individual's motivation is also subject to social and contextual influences" (p. 120). Their framework argues that internal factors like self-concept, personality, and attitudes and external factors such as teachers and peers contribute to learner motivation. Ushioda's (1998, 2009) study of French learners in Ireland confirmed the interactive relationship between individuals and their surrounding language learning context.

Finally, studies on the role of motivation in language learning suggest that the field has shifted from individualistic and psychological views towards illustrating that motivation is not confined to individual experiences but extends its roots into broader social and cultural ideologies. Recognizing these intricate theories and factors is imperative for educators, managers, and policymakers striving to create environments that initiate and sustain motivation across diverse domains. Given that the study's purpose is to explore the factors that impact FLA

and academic motivation of EMI university undergraduate students in Kazakhstan, a closer look at the link between motivation and FLA is necessary.

Making Connections between FLA and Motivation

Motivation is the driving force behind an individual's actions in language learning, encompassing elements like effort, desire, and affect (Dörnyei, 1998). These internal factors, as outlined by Gardner (1982) and Carrió-Pastor et al. (2014), play a crucial role in shaping learners' engagement and perseverance in their language studies. For example, Carreira (2006) observed that students with intellectual satisfaction and practical reasons for learning English experienced lower anxiety levels. Thus, intrinsic factors such as motivation, intellectual satisfaction, and understanding of the benefits of language learning were associated with reduced levels of FLA. A study in the Iranian context by Almurshed and Aljuaythin (2019) highlighted that even though Saudi female students exhibited high levels of FLA, their motivation to learn English contributed to their coping with anxiety, thereby facilitating improved English language learning outcomes. However, it is essential to recognize that motivation is not isolated from FLA. While motivation propels learners towards their language goals, FLA may act as a barrier, hindering their progress and negatively impacting their emotional well-being during the learning process. Furthermore, most studies focus on language learning, indicating a research gap in the interplay between motivation and FLA and EFL university students' EMI learning experiences.

While motivation serves as a driving force that encourages students to engage actively in language acquisition, anxiety can act as a barrier that inhibits their willingness to participate and learn. According to Liu and Cheng (2014), learner attitude, motivational intensity, and proficiency level influence motivation in language learning. This has implications for FLA, particularly among students with varying proficiency levels. For example, higher achieving

students are often more impacted by their attitude towards learning, which can influence their levels of FLA. Conversely, students with elementary-level proficiency may experience higher levels of FLA due to lower motivational intensity stemming from perceived competence and expectations. Thus, understanding the interplay between motivation and proficiency levels can shed light on the dynamics of FLA among students learning the academic content through EMI.

In addition, research shows that motivation is intrinsically linked with cultural and contextual influences, which can significantly affect learners' attitudes towards language learning (Chirkov et al., 2003). For instance, in cultures embracing multilingualism, learners may exhibit higher motivation to acquire language. Conversely, motivation to pursue foreign language acquisition may diminish in environments with a stigma against learning languages other than one's mother tongue. This lack of motivation could potentially exacerbate FLA, as learners may feel heightened apprehension and nervousness due to reduced motivation and engagement in the language learning process. Therefore, exploring FLA amongst EMI university undergraduate students necessitates understanding the cultural and contextual factors influencing motivation, which is crucial in addressing and mitigating FLA in EMI contexts.

Furthermore, Tian (2012) argues that extrinsic motivation may depend on the following external factors, "parents, teachers, friends, or their previous learning, but most often involves subjects in a reward and punishment system" (p. 431). Parents, being primary influencers, often harbour aspirations for their children's future success, which may manifest in pressure for language learning (Paige, 2001). Teachers are pivotal in shaping students' motivation through instructional methods and encouragement. Through their attitudes and behaviors, peers can inspire motivation within the learning environment. Lastly, "students with good past learning knowledge" can significantly impact their motivation levels, with successful experiences

fostering higher motivation and potentially reducing FLA (Tuan, 2012, p. 431).

Consequently, key themes emerge from these studies, highlighting the intricate relationship between motivation and FLA in language learning. However, the focus was mainly on understanding the interplay between motivation and FLA in learning a language such as English, suggesting the need for more exploration into FLA in EMI university contexts. As a result, the causes of FLA need closer interrogation to address FLA among EMI university students in diverse educational contexts.

Causes of FLA

Various studies have explored different factors related to FLA. These investigations have examined variables such as foreign language aptitude and proficiency (Ganschow & Sparks, 1996), teachers' attitudes (Cheng et al., 1999), students' perceptions of their language skills (Dewaele et al., 2008), and self-confidence (Yamini & Tahriri, 2006) in connection with FLA. These studies encompass individual characteristics and social influences that play a critical role in FLA.

Potential Factors Causing FLA

Anxiety related to FLA is a psychological phenomenon rooted in individuals' feelings, self-esteem, and self-confidence, and is widely recognized as a significant challenge for both learners and educators (Aissaoui & Bouzaaroura, 2021; Baggour, 2015). In non-English contexts, students often hesitate to speak English in class due to fear and anxiety, fearing negative evaluation from peers and teachers (Zia & Sulan, 2015). This anxiety can stem from various factors, which can be categorized into three dimensions: student-centered, teacher and instruction-centered, and society and interaction-centered causes. Previous research has predominantly focused on individual or student-centered factors, such as fear of public speaking,

lack of confidence, and shyness, all of which contribute to speaking anxiety (Rajitha & Alamelu, 2020). Lack of motivation, learning abilities (including proficiency and vocabulary), and performance anxiety (such as test anxiety and fear of failure) have been identified as significant factors affecting language learning outcomes (Fu et al., 2023). EFL undergraduate students studying through EMI face an additional cognitive challenge; learning the language while at the same time having to make sense of subject content in a foreign language (Zarykbay & Bedeker, 2024).

Moreover, teacher and instruction-centered factors contributing to FLA include language barriers, peer pressure, and aspects of the learning environment such as its demanding nature, lack of appropriate teacher support, teaching style, and irrelevant lesson content (Fu et al., 2023; Rajitha & Alamelu, 2020; Zia & Sulan, 2015;). The literature highlights that students' relationships with peers, parents, and English teachers can negatively impact FLA, suggesting a link between teachers' behaviors, professional abilities, and student anxiety (Kráľová, 2016). For example, in China, students may refrain from speaking activities due to concerns about drawing attention or being perceived as overly confident, reflecting cultural norms and personal anxieties (Jackson, 2002). Additionally, Japanese EFL learners may experience anxiety related to teachers' age and formal appearance, affecting their comfort in the classroom (Effiong, 2016). Overall, cultural factors significantly influence FLA in Asian contexts, with socio-cultural norms and expectations shaping students' behavior (Effiong, 2016). This socio-cultural dimension plays a pivotal role in understanding FLA, with expectations of language proficiency often contributing to heightened anxiety, as observed in Tóth's (2011) study among advanced learners.

In addition, FLA is influenced by societal and interaction-centered dynamics such as cultural values and classroom expectations shaping learners' language learning experiences.

These factors encompass a range of challenges that students encounter in their interactions with language and peers, ultimately impacting their language acquisition and communication skills. Rajitha and Alamelu (2020) highlight several key elements contributing to FLA, including language barriers, concerns about grammar and pronunciation, and emotional challenges in social situations. Learners often grapple with the fear of making grammatical errors or mispronouncing words, hindering their ability to engage effectively in communication and interaction with their peers. Moreover, internal factors such as stage fright, lack of confidence, and shyness further exacerbate language-related anxiety among students (Rajitha & Alamelu, 2020). Importantly, these challenges are not solely internal but are also shaped by cultural norms and expectations within the classroom environment. Furthermore, FLA differs amongst cultural groups, and students from diverse backgrounds may have drastically different sociocultural values, habits, attitudes, and communication styles (Horwitz, 2010). For instance, as described by Woodrow (2011, as cited in Fattahi & Cuocci, 2022), Chinese students demonstrate higher levels of FLA, which is a result of the “heritage and cultural background where being quiet in the classroom and not asking many questions from the teacher are perceived as expected gestures of respect to others” (p. 15). In other words, speaking in classroom settings might cause students to experience discomfort related to the feeling of ‘showing off’ in front of their peers and instructors.

Consequently, understanding the FLA among Kazakh EFL undergraduate students in EMI university contexts is crucial for addressing the specific challenges they face in learning subjects through the English language. For example, these students have distinct cultural and linguistic background, that could contribute to anxiety, such as language barriers, fear of making

mistakes, and cultural expectations regarding classroom behavior and communication impacting their academic performance and overall well-being.

FLA in EMI University Contexts

Previous research (see sections in this chapter) provided insights into the impact of FLA on language learning. Similarly, the literature on EMI demonstrates a comparable emphasis with limited attention given to content or subject learning (Paran, 2013). For instance, a global systematic review by Macaro et al. (2018) found only four out of 83 studies measured the effects of EMI on content learning. Findings from the existing studies on content learning are varied and inconclusive, some studies (e.g., Arco-Tirado et al., 2018; Hellekjaer, 2010; Li, 2018) have reported negative impacts of EMI on content learning, others have found positive or nonsignificant effects (e.g., Dafouz et al., 2014; Guo et al., 2018; Hernández-Nanclares & Jiménez-Muñoz, 2017; Joe & Lee, 2013). However, few of these studies focus on FLA in content learning and the implications for students' academic motivation and success.

Nonetheless, EMI's rapid expansion are raising concerns about the psychological impact of engaging with academic content in a non-native language, as evidenced by studies revealing high levels of dissatisfaction and anxiety among students (Uçar & Soruç, 2018; Joe & Lee, 2013). However, the specific psychological ramifications and their implications for students' learning processes remain relatively unexplored, highlighting the necessity for additional research (Staub, 2022), especially in Central Asian countries that have relatively recently switched to EMI.

The challenges faced by first-year EFL Kazakhstani students in comprehending EMI content are interconnected with their experiences of FLA and academic motivation. As the literature suggests, students enrolled in EMI programs often grapple with language barriers (Tajik et al., 2024), hindering their engagement with course materials (Macaro et al., 2018).

These language difficulties, coupled with feelings of anxiety about language proficiency, can impede students' academic performance (Joe & Lee, 2013). Additionally, students' perceptions of their English proficiency as a barrier to effective learning echo concerns about their ability to succeed in EMI settings (Doiz et al., 2011). Studies have shown that students may prefer learning in their native language due to perceived ease and familiarity, underscoring the psychological impact of grappling with disciplinary knowledge in a foreign language (Kirkgöz, 2014; Lei & Hu, 2014).

In the context of EFL Kazakhstani students, these challenges may be further compounded by factors such as cultural differences and educational background. The transition to EMI instruction may exacerbate FLA, as students navigate unfamiliar academic settings and expectations (Myrzakulova, 2019). Moreover, the pressure to perform academically in a language they are still acquiring can heighten anxiety and diminish motivation (Duysembekova & Kurban, 2022). Thus, understanding learning content through foreign language content, FLA, and academic motivation is crucial for supporting the academic success of EFL Kazakhstani students in EMI environments.

Theories/ Models to Explain Foreign Language Anxiety

Understanding language anxiety can be facilitated by exploring models or theories of second/foreign language acquisition. These notable theories include Krashen's (1982) Affective Filter Hypothesis and Horwitz et al. (1986) Theory of FLA. These theories offer valuable insights into FLA and are helpful for my study of EMI students' perceptions towards FLA and academic motivation because they guide the conceptual frame underpinning my research.

Below, I will introduce the theories contributing to understanding FLA in this study.

Krashen: FLA Affective Filter Hypothesis

Krashen's (1982) Affective Filter Hypothesis is a cornerstone theory in second language acquisition, highlighting the crucial interplay between emotional factors and language learning. Krashen (1981) argues that when students are nervous, a "filter" is activated, making it more difficult for them to take in and process language information and that language is more successful when anxiety levels are lower. In addition, for Krashen (1981), motivation, self-confidence, and anxiety are the main three affective variables that significantly influence successful language acquisition. He argues that "motivation predicts success in second language acquisition," and the less anxious students are, the better their acquisition (Krashen, 1981, p.61). This hypothesis holds significance in EFL pedagogy because it is reframing the role of language instructors in creating a conducive learning environment with minimal anxiety, using strategies such as prioritizing message over form and refraining from premature production until students are deemed ready (Fattahi & Cuocci, 2022; Oteir & Al-Otaibi, 2019). In this way, teachers can reduce students' anxiety levels, facilitating greater engagement in classroom activities and enhancing lowered affective filters. Understanding the implications of affective factors, particularly anxiety, holds significant relevance for addressing challenges related to FLA among university students in English Medium Instruction (EMI) contexts.

Consequently, a comfortable learning environment might be a key to successful language acquisition. One of the most comfortable settings can be silent reading. Thus, studies indicate a significant development in grammar competence among EFL learners after silent reading. For instance, Ponniah (2009) claims that "reading is more effective than regular instruction in developing grammatical proficiency" in a study which involved 44 EFL learners (p. 22). In other words, students practicing silent reading showed slight improvement compared to their peers under regular instruction. As highlighted by Krashen (2003, as cited in Ponniah, 2009), "free

reading results in the acquisition of grammar; those who read more develop a subconscious feel for correctness” (p. 20). In this sense, the absence of so-called Affective filters during free reading positively affects language learning outcomes.

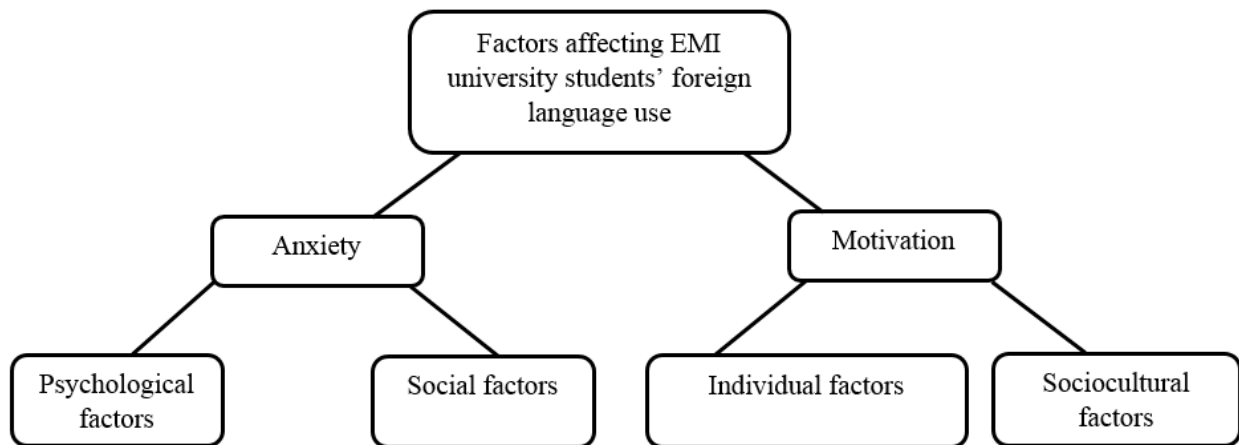
Horwitz, Horwitz, and Cope: FLA Model

The Foreign Language Classroom Anxiety (FLCA) Model, pioneered by Horwitz et al. (1986), revolutionized our comprehension of anxiety dynamics in language learning environments. Unlike earlier studies, which lacked focus on classroom settings, Horwitz et al. (1986) uniquely situated anxiety within this context. They delineated three core components: communication apprehension, fear of negative evaluation, and test anxiety. This model underscores how anxiety specific to language learning scenarios can impede learners’ performance, particularly in classroom settings. Communication apprehension, as outlined by Horwitz et al. (1986), encompasses feelings of shyness or fear when speaking publicly. Test anxiety, another facet, pertains to the dread of failure during assessments, be it quizzes or oral tests. Additionally, fear of negative evaluation encapsulates distress over how one is perceived and judged by others. In academic and language learning contexts, this anxiety often manifests as apprehension about evaluation by teachers or peers. Recognizing and addressing these anxiety types holds significant implications for both students and pedagogy (Horwitz et al., 1986).

In addition, Horwitz et al. (1986) introduced the Foreign Language Classroom Anxiety Scale (FLCAS), initially comprising 33 items, to gauge learners’ anxiety levels in classroom settings. This tool, highly adaptable to diverse research contexts, allows for modifications in both item number and content. For instance, Mohammadi et al. (2013) expanded the FLCAS to 50 items for their study with Iranian EFL learners, revealing a significant correlation between language learning strategies and anxiety. Similarly, Toghraee and Shahrokhi (2014) utilized a

34-item FLCAS, exploring various facets such as foreign language aptitude and communication strategies, uncovering a positive link between learners' beliefs about language learning and classroom anxiety. Additionally, Mohtasham and Farnia (2017) tailored the FLCAS to their study needs, adding ten items to the original 33, resulting in a 43-item questionnaire. Their investigation with Iranian EFL learners highlighted gender differences, with females exhibiting higher speaking apprehension levels. These studies showcase the FLCAS's versatility and practical utility, enabling researchers to examine anxiety's interplay with variables like language learning strategies and beliefs.

In conclusion, the FLCAS serves as a comprehensive tool for assessing language anxiety in classroom settings, covering various dimensions such as communication apprehension, fear of negative evaluation, and test anxiety (Horwitz et al., 1986). Krashen underscores the detrimental effects of anxiety on language acquisition and advocates for creating stress-free learning environments to facilitate successful language learning outcomes (Krashen, 1982). The literature review, alongside theoretical frameworks like Krashen's and the FLCA Model (Horwitz et al., 1986), provides valuable insights into the intricate nature of FLA within language learning contexts. Figure 2 illustrates how integrating insights from these models and literature offers an analytical framework to explore the FLA of EMI first-year students in Kazakhstan.

Figure 2*EMI-FLA Analytical Framework***Summary and Conclusion**

This chapter has presented the literature that underpins this research. The literature review highlighted the significance of comprehending FLA's impact on academic motivation and language learning outcomes. It identified a research gap in Kazakhstan about FLA of EFL students learning subject content through EMI, which justifies the current research study. By exploring the link between FLA and academic motivation among EFL learners in Kazakhstan, this research aims to provide valuable insights into how language anxiety affects students' content learning through English and academic outcomes in this specific context. This literature review has also demonstrated that FLA is a prevalent issue in foreign language learning and can significantly affect students' academic achievement. By recognizing the causes and effects of FLA, educators can develop strategies to help learners manage their anxiety and improve their language learning outcomes. The next chapter will describe the methodology employed in this study.

Chapter 3: Methodology

The study aims to explore factors, including their sources and triggers, and how do classroom contexts impact students' FLA and academic motivation of EFL undergraduate students in Kazakhstan. The previous chapter focused on the literature review to develop the analytical frame of this study. This chapter presents the research methodology, sampling, data collection and analysis procedures, and the ethical considerations of the study.

Research Design and Method

This study explores the factors that influence the FLA and academic motivation of English Foreign Language (EFL) undergraduate students. Therefore, the study is interested in FLA experiences and their perspectives about how their FLA impacts their academic motivation to succeed. The field of FLA research mostly foregrounds large-scale surveys or mixed methods studies that prioritize breadth over depth (Klingner & Boardman, 2011). While these studies provide valuable generalizable data, they lack the contextual depth needed to understand the unique challenges of individual students, and their experiences within specific academic environments. For this reason, this study draws on a qualitative research methodology because it offers an opportunity to address the limitations of quantitative research by providing an in-depth exploration of the phenomenon under exploration (Creswell, 2012). For example, an in-depth qualitative approach can reveal the underlying reasons, personal stories, and context-specific factors contributing to FLA and motivation among undergraduate students.

In addition, a qualitative research paradigm is suitable for exploring students' FLA because it gives centrality to students' narratives and emotions to foster a deeper connection with the participants that can ultimately lead to more meaningful insights (Clark, 2019; Creswell, 2012). Building upon the foundations of qualitative research methodology, the chosen research

design for this study is a descriptive case study design to delve deeper into the nuances of FLA and motivation among undergraduate students (Merriam, 1998; Stake, 1995; Yin, 2002). A detailed description of a specific phenomenon is provided by a descriptive case study. A case study of this kind is helpful when the researcher wishes to give a thorough explanation of the phenomenon (Swanborn, 2010).

Data Collection Instruments

Three research data collection instruments were included in this case study because they can capture diverse perspectives and enhance the credibility and validity of the data, ultimately leading to more robust and reliable findings (Merriam, 1998; Stake, 1995; Yin, 2002). First, an adapted FLA questionnaire was used to collect qualitative data to elicit rich and in-depth qualitative insights about the participants' biographical detail, a rating scale to understand their FLA triggers and open-ended questions and prompts to understand students' thoughts, experiences, and emotions regarding FLA and academic motivation (Magogwe, 2010; Mohtasham & Farnia, 2017). Consequently, the purpose of the questionnaire was not to collect quantitative data but to capture the intricate nuances of students' FLA within the specific institutional context, serving as a foundational step in the data collection process, allowing to gather detailed narratives and perspectives (See Appendix C).

To complement the questionnaire, the second data collection instrument included arts-based tools, such as visual arts or images, to further enrich the qualitative dimension of data collection in case study research (Kara, 2015; Leavy, 2018). These creative instruments encouraged participants to relate images to their FLA experiences and perceptions, particularly valuable when investigating sensitive topics like FLA, as they enabled participants to convey emotions that were often challenging to articulate when using traditional interview methods.

(Leavy, 2018). By inviting students to engage in arts-based research tools related to their language learning journey, I aimed to capture the depth and complexity of their experiences and emotions, providing a holistic understanding of FLA and academic motivation within the EMI context (see Figure 3).

Figure 3

An example of the Arts-based Research Tool



Prompt 1: Select Five Image Cards from a deck of 35 cards (See a sample of 9 image cards)

- ✓ Select five image cards from the deck. These images will serve as visual prompts to help students narrate their FLA and academic motivation.

Prompt 2: Introduce Your FLA Story

- ✓ Students will reflect on why they chose these specific images and provide an overview of their FLA and academic motivation journey.

The final data collection tool was semi-structured interviews, which were used to explore participants' personal feelings, narratives, and experiences related to their FLA and academic motivation. There were several advantages to employing semi-structured interviews. For instance, semi-structured interviews provided flexibility compared to structured interviews, so the researcher could probe for more relevant information (Creswell, 2013; Creswell & Poth, 2016). Therefore, semi-structured interviews allowed students to elaborate on their questionnaire responses and artistic creations and uncover unique narratives, contextual factors, and personal insights.

By weaving together these three qualitative data collection tools - questionnaires used qualitatively, arts-based tools, and semi-structured interviews, this case study design adopted a comprehensive and multi-dimensional approach to investigate FLA and academic motivation among undergraduate students. In addition, it contributed to the qualitative triangulation of data sources that can enhance the depth and richness of findings and contribute to a holistic understanding of FLA and academic motivation at the selected EMI university (Creswell, 2003)

Research Site and Participants

Given the purpose of this study, one EMI university in Kazakhstan was selected as the research site, given its case study design. Firstly, this approach allowed for a more in-depth exploration of the subject matter, enabling a thorough understanding of the specific challenges and opportunities faced by students within this institution. Moreover, it enhanced contextual understanding by examining the unique cultural, institutional, and contextual factors influencing FLA and academic motivation at this university. It is also logistically feasible and efficient, given resource constraints, and ensures that the research is manageable and intensive. Ultimately, the selected university possessed distinctive characteristics or experiences, such as the programs offered through EMI, which made it a compelling and unique case to explore undergraduate students' FLA and motivation to succeed.

Furthermore, case study research is a robust qualitative methodology that enables researchers to explore complex phenomena with participants in real-life contexts (Stake, 1995; Yin, 2002). According to Merriam (1998), case studies often employ purposeful or purposive sampling, where participants are selected intentionally based on their relevance to the research questions. Thus, selecting participants is a critical step that shapes the depth and richness of insights when studying topics as intricate as FLA and academic motivation among undergraduate

students (Creswell, 2012). For this reason, a purposeful sampling approach underpinned this study to explore undergraduate students' FLA and academic motivation (Creswell, 2012).

Criterion sampling was applied to select the participants because participants were chosen based on specific criteria relevant to the research objectives. For this reason, the criteria for participation were:

- EFL undergraduate students
- Kazakh or Russian-dominant students
- Students who experience FLA
- Both male and female undergraduate students.

Table 1

Participants' Profile (Undergraduate students)

Gender	Males	Females
Number of participants	5	3
Year of Study	1 year	
Russian dominant	3	1
Kazakh dominant	2	2
English Language Proficiency Level	Intermediate	

Yin (2013) proposes that three to six participants would be sufficient for case study designs. The participants in my study were six undergraduate students who dealt with the social and psychological factors associated with FLA. Finally, to gain access to participants, I contacted department heads or relevant academic authorities within the institution because these individuals were well-placed to assist in the recruitment process while upholding privacy standards (Yin, 2013). I sent them an email that provided a comprehensive explanation of the

research objectives, emphasizing the importance of the study and the expected commitment from potential participants. In this way, I ensured that academic authorities understood the research's purpose while upholding the ethical considerations to protect the identities of potential participants. Furthermore, in the email, I requested the email addresses of EFL undergraduate students to send them the recruitment letter that contained the study purpose and information and my contact details so that potential participants who fit the criteria could email me directly, thus protecting their identities from university authorities and other participants.

Data Collection Procedures

After obtaining ethical clearance from the GSE Ethics Committee to collect data for my research on FLA and academic motivation among undergraduate students in an EMI university context, I proceeded with the recruitment process. The recruitment process began by emailing the heads of departments and university authorities to request their assistance in obtaining the email addresses of potential student participants within their respective departments. After obtaining this data, I emailed prospective participants, introducing the study and providing my contact information. Interested students could then reach out to me directly. Once their interest was confirmed, I chose participants according to the established sampling criteria and contacted them individually. This approach ensured that the university departments remained unaware of those who had volunteered for the study, safeguarding participants' confidentiality as all contact was conducted through email.

Secondly, participants who indicated an interest in participating in this study received detailed information about the research through an informed consent document outlining the study's objectives, potential advantages and disadvantages, and the procedures involved in data collection. The informed consent form was accessible in three languages: English, Kazakh, and

Russian, ensuring that participants could access it in their preferred language. After the recruitment phase concluded, the data collection process was scheduled at a mutually convenient time and location that accommodated all participants.

Thirdly, once the contact details of potential participants had been secured, I initiated the data collection process by administering the questionnaire to explore students' FLA and academic motivation, with questions presented in three languages: Kazakh, Russian, and English. After completing the questionnaire, participants received a deck of image cards where they had to choose five cards (images) related to their language learning experiences that captured their thoughts, emotions, and experiences related to FLA and academic motivation in a non-verbal and imaginative manner.

Then, I requested students to indicate a convenient time and place to conduct the semi-structured interviews to share their experiences, perspectives, and narratives regarding FLA and academic motivation. Before conducting the interviews, students were reminded about the voluntary nature of participation and their right to withdraw or decline to respond to questions that made them uncomfortable or to interrupt the interview session if they encountered discomfort or unease.

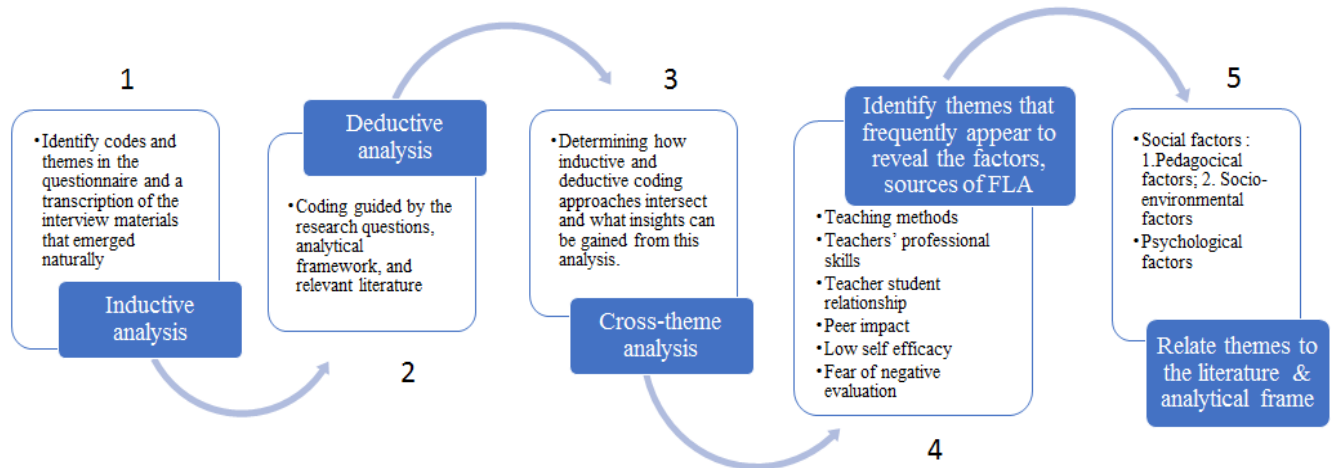
Data Analysis Procedures

In case studies, to analyze the collected data, researchers should first carefully examine the gathered information, encode it, and formulate the underlying themes (Creswell, 2014). After participants completed the questionnaire, I created a table to prepare them for the coding phase. For the semi-structured interviews, I used my mobile phone to record individuals' responses, which lasted approximately 20 minutes each. The next step was coding and identifying the key themes from all data collection tools. The results were derived through a two-

step analytical approach, an inductive analysis to identify codes and themes in the questionnaire, and transcription of the interview materials that emerged naturally. This was followed by deductive coding, cross-theme analysis to reveal the factors, triggers, sources and manifestations of FLA that affect Kazakhstani undergraduate students' FLA and motivation guided by the research questions, analytical framework, and relevant literature.

Figure 4

Analytical Framework Used for Data Analysis



Ethical Considerations

To uphold ethical standards during data collection, it is crucial to maintain the anonymity and confidentiality of both participants and sites (Creswell, 2014). While the risk to participants was minimal, I implemented various measures to ensure the protection and anonymity of their identities throughout this research endeavor.

Anonymity and Confidentiality

Anonymity and confidentiality were of utmost importance throughout every phase of my study on FLA and academic motivation. To begin with, during the recruitment process, the

protection of participants' anonymity and confidentiality was assured, as participants had the option to contact me via email. This approach guaranteed that neither the university administration nor other potential participants would know who initiated contact with the researcher.

During the data collection phase, stringent measures were implemented to maintain anonymity. The questionnaires, arts-based instruments, and interviews lacked any personal identifiers. Instead, pseudonyms shielded the participants' identities during the subsequent coding and analysis phases. During the interviews, I prioritized the protection of participants' anonymity and confidentiality, especially in studies related to sensitive topics such as FLA and academic motivation. To achieve this, I used pseudonyms or codes instead of real names, conducted interviews in private settings, and obtained informed consent that explicitly underscored the importance of maintaining privacy. These measures ensured that participants' identities remained safeguarded throughout the research process, fostering trust and ethical practice.

In the data analysis phase, audio recordings and transcribing data into written form were handled securely without including any identifying information, thereby protecting participants' identities. Therefore, the data analysis involved the removal of personal identifiers, and stringent security measures were employed to safeguard both the data and participants' personal information, with data securely stored on a password-protected device. Once the data analysis concluded, the file containing real names, emails, or any other identifying details was anonymized. As a responsible research practice, all data acquired through data collection instruments will be securely destroyed after two years, aligning with the recommended retention period for research projects (Van den Eynden et al., 2011). These comprehensive steps

underscored my unwavering commitment to preserving the anonymity and confidentiality of participants in my study on FLA and academic motivation.

Risks and Benefits

This research posed no more than minimal risk. However, in the current research project on FLA and academic motivation, several potential risks to participants and others must be acknowledged and addressed to ensure ethical conduct and participant well-being. One significant risk was participant discomfort, as discussing personal experiences related to FLA and academic motivation could evoke emotional distress. To mitigate this, participants were informed of potential emotional impacts and provided with resources for support. Privacy breaches were also a concern, even with confidentiality measures, making it crucial to use pseudonyms, conduct interviews in private settings, and employ secure data handling and storage practices. Ethical dilemmas may arise from participants sharing sensitive experiences, necessitating careful handling and support. Thus, it was essential to ensure participants fully comprehended the informed consent process and emphasizing its voluntary nature. Additionally, I ensured secure data handling and storage in a password-protected device to minimize data security issues.

Summary and Conclusion

In Chapter 3, I presented the research methodology, the methods used to collect data, and the analysis procedures. In the upcoming chapter, I will reveal the findings obtained from the blended research tools.

Chapter 4: Findings

The study aims to explore factors, including their sources and triggers, and how do classroom contexts impact students' FLA and academic motivation of EFL undergraduate students in Kazakhstan. The previous chapter presented the methodology used in this study. This chapter provides the main findings based on the research questions of this study. The main research question examined: What factors impact EFL undergraduate students' foreign language anxiety and academic motivation?

Sub-Questions

1. What sources trigger students' foreign language anxiety?
2. How do classroom contexts impact students' FLA and academic motivation experiences?

The following section presents the results derived through a two-step analytical approach: an inductive analysis to identify codes and themes that emerged naturally from the questionnaire and the interview materials. This was followed by deductive coding guided by the research questions, analytical framework, and relevant literature. Then, I conducted a cross-theme analysis to reveal the patterns that emerging from the inductive and deductive analysis related to the factors and sources of FLA that affect Kazakhstani undergraduate students' FLA and motivation. The results revealed that teachers and peers are crucial for creating supportive and effective language learning environments and can increase students' motivation, while learners' emotions, self-perception, and cognitive processes might trigger their FLA. Consequently, the study found that pedagogical factors, the socio-environment and student cognition impacted students FLA and academic motivation.

Pedagogical Factors

Pedagogical factors are related to teaching activities, methods, teachers' professional skills, supervision, and student feedback. The qualitative questionnaire results illustrated that six participants out of eight indicated that teachers' teaching style is considered one of the emotional triggers impacting their FLA. Teaching methods play a pivotal role in shaping students' motivation, attitudes, and overall success in learning. The results indicate that both positive and negative experiences with teaching methods can trigger learners' FLA and motivation.

Teaching Methods

The students highlighted that teaching methods can positively affect and facilitate motivation to study. One student mentioned that group work over mistakes was especially helpful and somehow calming and, therefore, reduced anxiety: "We were doing some exercises like listening test together, and if someone had a mistake, we used to pair up and discuss why this answer is correct or wrong, how can we avoid those mistakes next time" (P2). In other words, students were not penalized or criticized for mistakes. Instead, they were allowed to discuss them to avoid further, forming a positive attitude towards these mistakes. Moreover, P3 mentioned that overly critical approaches may diminish students' motivation to engage in their studies, further saying that it is essential for students if teachers "do not blame students for making small mistakes" (P3) and "provide constructive feedback I mean not just point to mistakes" (P2). Regarding working with mistakes and knowledge gaps, one respondent added that it is necessary to "first work with students individually, if needed maybe, analyze their problems and work with them" (P3). Thus, it was highlighted by the participants that providing constructive feedback and reflection on the performance is essential rather than pointing to and criticizing mistakes.

Three students mentioned that “creating and playing games in English lessons” (P1) positively influenced student’s learning process. The students suggested that teachers using game-based learning enhanced their English language skills, specifically speaking and expanding vocabulary. Other students also highlighted that integrating games into English lessons was a valuable method employed by teachers to foster language skills. He further commented: “We played games in English like Mafia, and also, we went outside somewhere. I think it actually helped us to be much more motivated and use the (English) language” (P3). The significance of activities that promote collaborative and open environments was mentioned by respondent. They suggest fostering a sense of community and encouraging students to express their concerns, which helps reduce anxiety: “...work in group projects or build an open and non-judgmental atmosphere for students so they can express their concerns and fears” (P3). Group projects and teachers creating a non-judgmental atmosphere can positively impact the learning environment. In addition, specific types of assignments mentioned by the participants can also facilitate learners’ motivation:

We know the language, but we do not know the academic part of the English language.

She [instructor] gave us tasks ... for example, we did descriptive analysis... we had to analyze the text; This task helped me to understand what academic English is. (P5)

Furthermore, several students mentioned that some of their English teachers’ teaching methods negatively affected their motivation to study and increased anxiety. Respondent P4 noted that the teacher’s teaching method negatively affected the participant’s desire to learn: “I did not want to study at all”, and continued “, I remember when during the courses one teacher asked me why I do not know this word in front of everyone”. In this sense, a teacher’s open criticism and comments on a student’s gaps in knowledge diminished P3’s motivation to study. Ineffective

approaches to teaching might also lead to students' negative attitudes towards a teacher's competence. As one participant mentioned it:

My mom called a teacher to teach me before the exam, but his tactic (method) of teaching and explaining was kind of nothing because he had no idea how to teach. He just gave us a paper with answers and told us to do this and this. (P2)

Another factor that might negatively affect students' motivation is a teacher's inability to adapt and change teaching methods to affect students' performance, skills, participation, and learning outcomes. One respondent noted that a teacher's "method of teaching totally ruined my motivation to learn English" (P7). This respondent commented on this further by saying:

They must understand maybe their situation or must understand their level and be ready for changing the methods for students so ... like I said before our teacher at school taught us by a book that was given to us that was boring and did not affect a learning. (P7)

The student expresses the belief that teachers should consider each student's unique situation or level of language skills and suggests that educators should always be ready to meet particular learners' needs. The participant's personal example illustrates that the teacher's method of utilizing only books in the lesson was monotonous and ineffective for learning. Teachers should know their students' requirements and use engaging, efficient teaching techniques suited to their circumstances or comprehension levels. Therefore, teaching methods are considered a crucial factor for language learners since they can motivate or increase anxiety among learners. One illustrative comment:

I mean, usually when you start learning a language, the teacher seems to you as "alien" you do not understand what he says, and when an instructor knows how to explain very

easily, then it seems to me that it is not so hard.... and you begin to understand that this is not a mountain that is impossible overcome. (P4)

This understanding gives the learner confidence and motivation, as they recognize that mastering the language is achievable with the proper guidance and approach. The metaphor of a “mountain” conveys that language learning may seem like a huge obstacle at first, but with effort and effective teaching, it can be conquered.

Thoughts shared by another participant demonstrate the importance of the effective teaching methods employed by the teacher:

In our university, I have a really cool teacher; her methods are efficient, I guess. She performed very well for the students, but some of the students did not understand what her method focused on, which is why most of the students say that she is a very hard teacher (strict) and her lessons are tough. But I totally believe that she is a good teacher, like one of the best teachers I have met before. (P7)

Thus, teaching methods can also shape students’ motivation and help them understand the importance of maintaining classroom routines. Teaching methods employed by an instructor were among the most influential factors that defined participants’ level of FLA. Since an educational process implies social interaction, inefficient or improper teaching methods can contribute to stressful situations triggering FLA, which in turn might debilitate their language acquisition process. Therefore, teaching methods employed in a classroom are directly related to a teacher’s professional skills, the influence of which is presented in the following section.

Teacher's Professional Skills

A teacher's professional skills were one of the dominant themes across the data sets that contributed to students' motivation. A teacher's content knowledge is one of the critical components of professional skills. According to participants' responses, one aspect of the educational system that influences students' FLA is the teachers' professional skills.

"Professional skills" were related to teachers' experience, knowledge and expertise. Teachers need to understand the subject matter they are teaching deeply. This trait of a teacher was explained by the respondent: "when a teacher knows what he is teaching and presents the material perfectly so that we are interested" (P5). In other words, when a teacher can demonstrate themselves as a competent professional, students might feel more motivated due to a sense of trust and admiration. This is also echoed in the comment of another participant:

When a student understands that the teacher knows the topic of the lesson well and really has experience and knowledge, this actually motivates me specifically because I understand that this person will give me a lot of knowledge and, on the contrary, I want to take [knowledge] from a teacher who has a lot of knowledge. (P6)

In this sense, an instructor's personal trait in the form of being a professional in the eyes of learners is one of the factors increasing their motivation to learn from such an exemplary person. This participant further explained that they are more likely to be motivated and positively influenced by an instructor "when students know that their professor or instructor has deep knowledge about their courses" (P6). In other words, an instructor's visible incompetence might undermine their learner's confidence and willingness to learn further.


Furthermore, one participant (P7) suggested that teachers who are actively engaged in their own professional development and share their progress with students motivate students to

learn and create a sense of “parallel” development, breaking the traditional perception that only students need to evolve in the learning process: “...not only students must develop... I mean teacher must show that he works (develops) too ...maybe winning some kind of awards and other stuff” (P7). This participant proposed that teachers demonstrate their commitment to continuous learning by possibly winning awards or showcasing personal achievements.

One participant selected the image card below, highlighting that a teacher’s professionalism is regarded as a factor defining a learner’s successful learning outcomes:

Figure 5

Participant’s Reflection

Image	Participant’s reflection
	<p><i>I think if an instructor is a professional in his field, you can achieve or gain knowledge in high quality.... like in this image, you are at the top than others, but if you do have not experienced instructor who will not give you knowledge that I have to have you will be in a low level and just stuck like these cars in traffic jam. (P2)</i></p>

Thus, the results revealed the critical role of teachers' professional skills in motivating EFL students and shaping successful learning outcomes in EMI contexts. For example, the student responses highlight that they are more motivated to learn from teachers who demonstrate competence, expertise, and a commitment to continuous learning. Moreover, teachers who actively engage in their own professional development such as winning awards or participating in professional development activities, further reinforce student motivation and confidence; professionalism of teachers emerged as a defining factor in fostering student motivation and facilitating positive learning experiences that reduces FLA.

Constructive Feedback and Motivation

In the qualitative questionnaire, six participants out of eight strongly agreed that positive feedback from teachers motivates them in their language learning path. Likewise, teachers' supervision and feedback influenced students' FLA positively. It was found that constructive feedback emphasizing the strengths of performance can support a learner's motivation: "I get really motivated when after presentation teacher first tells the positive sides of my presentation or assignment and then the things that I need to improve. Because I improve through feedback and train myself to be better" (P6). The students tended to be less anxious and more hardworking and motivated with teacher supervision. Meanwhile, a couple of students highlighted that having a "strict" teacher pushes them to learn and stay motivated. Respondents (P6) noted that:

In the first semester, I had a really strict instructor, and first of all, I think it is awful because I lost my stipend because of the grades of that instructor. She really strictly graded us, and it was really awful. But now I think she helped me improve my English because I had problems with it. Actually, I don't know ... I think I had a lower level for her classes ... But now I am really grateful for her because I want to learn English more even without a stipend. This situation motivated me to work, learn harder, and put more effort into studying. (P6)

In other words, constructive feedback from a so-called "strict" teacher positively affected this participant's academic performance despite initial negative attitudes towards these responses.

Another participant echoed this sentiment:

...we had a foreign language instructor, and she was very well known among the students for being demanding and strict. We naturally were all afraid of her at the beginning, but then during the lesson, you understand that her exactingness... at first

scares you, but then you get used to it. Your work becomes of high quality, because you already take into account each criterion and point according to which she will evaluate us. You become more competent when you write assignments. (P4)

Consequently, the results revealed that objective and constructive feedback, despite its strictness and impersonal traits, has been found to be a strong determiner of students' increased motivation. To sum up, the study found that teaching methods and the professional skills of educators have a profound impact on student motivation and anxiety in language learning. Ultimately, the students' EMI experiences revealed that combining innovative teaching methods with strong professional skills contribute to a dynamic and supportive educational experience that can significantly decrease students' FLA and increase their academic motivation. The next section will be focused more on teacher-student relationship as a factor influencing language acquisition outcomes.

Socio-Environmental Factors

The study found that socio-environmental factors such as the social and contextual conditions (teachers, peers and classrooms) contribute to students' FLA and academic motivation. According to the data, students were positively and negatively influenced by the following elements: teacher-student relationship and peer influence.

Teacher-Student Relationship

This study's findings indicated that the relationship with teachers contributed positively to students' FLA and positively affected their motivation. For example, participants highlighted, the main thing in studying with a teacher is the relationship between students and teacher "...all the teachers have had a positive impact on me. I can say that in the university, some of the teachers taught us really well because, before the university, I had a low level of English" (P1).

Moreover, teachers who shared their personal life experiences of learning languages and shared advice with students helped and motivated them to learn the language. As some of the participants commented:

I had the situation with my teacher, his name is Mr. Bolat, in Shymkent where I live... At first, when I met him, my level was pre-intermediate, so he actually tested me before entering the course, and after some hours of studying, he shared with me some lifehacks and experiences from his life ... like how I should do in challenging situations. So, I think this inspired me ... just giving me some examples from his personal life, experience, and advice motivated me. (P2)

Students feel free to express their opinions in this type of relationship since it creates classroom conditions where they “are not scared to make some mistakes. It is really helpful” (P1), and “they are telling us that if we make mistakes, it is ok; it is not the end of the world, that it is part of learning” (P2). Therefore, a supportive relationship fosters learners’ comfort and confidence and reduce FLA. As a result, a friendly atmosphere, an error free environment and encouragement from teachers were described as a strong predictor of increased academic motivation,

Teachers gave me a really big amount of motivation to learn the English language because they showed me that English is a really interesting language and after that, when I came to the university, I also had my English language course teacher who was really good at teaching. She motivated me that we do not know a lot so we have to learn more and it really motivates... (P5)

Furthermore, several students noted that building a good relationship with teachers not only in the class but also out of the class was a good strategy for teachers to create a supportive

environment for students and an overall positive atmosphere in learning. Several students mentioned that “going outside together with a group and teachers fosters a supportive environment ... [like a team building]” (P2). In addition, teachers who foster collaboration contribute to an “environment where competition is not in the first place. We just chill and learn to be a team and be supportive to each other” (P2). Besides the classroom environment, other participants mentioned the importance of having out-of-classroom activities in developing a constructive learning environment. For instance, one respondent revealed, “a teacher should be interested in the achievements of students, even if you are not in class during a break, teachers can ask at any time and listen to how the students are progressing in their studies” (P6). Another one said,

We went outside somewhere. I think it actually helped us to be much more motivated and use language [English] not only [studying] in classes but overall be less stressful and speak and interact with each other. Speak openly [in a friendly atmosphere]. (P2)

In this sense, the presence of a language in real-life everyday interactions between learners and instructors can be regarded as one of the constructive factors in developing language learning motivation and reducing anxiety.

Moreover, the study found that supportive relationships from the teachers contributed to students' English language improvement demonstrated in the extracts below,

I want to say that most of my English teachers made me feel really free and that I am on the right way. Thanks to this, I stopped being afraid of making mistakes. Because of their support, I began to speak more English. (P1)



Honestly, it sounds a little bit cliché, but I think positivity is critical here. How can I say whenever a teacher speaks English very well, it could be quite overwhelming if your

English is bad since you try to say something maybe you look stupid or dumb. I am sure a lot of people have this problem, but if the teacher is positive and supportive in general it gives a very warm atmosphere. (P8)

Another participant shared that language instructors help students navigate the complexities of EMI by providing the necessary tools, knowledge, and support to progress effectively, “Because learning [through] a foreign language feels like exploring a new planet without any map, so instructors are our navigators in a new place” (P4). In their image cards, participants expressed similar opinions about the instrumental role of teachers in guiding students through challenges, and fostering a sense of continuous progress and achievement.

Figure 6

Participants Response to Image Card

Image	Participant's reflection
	<p>“Instructors are helping me to step up the ladder of life” (P3)</p> <p>“Instructors helped with language learning, association with the fact that each time I climbed to a new level of learning with their (instructors) help and support” (P6)</p> <p>“Picking image 21, which shows a person climbing the stairs, could be a little cliché, but that's how it is. A good teacher makes sure you keep climbing the stairs and don't stop until the end” (P8)</p>
	<p>“Learning a foreign language feels like exploring a new planet without any map, so instructors are our navigators in a new place” (P4)</p>

Thus, the results emphasize the crucial role of the teacher-student relationship in reducing FLA and increasing students' academic motivation. Participants highlighted the positive impact of teachers who create supportive environments, share personal experiences, and offer advice, boosting students' confidence and enthusiasm. As a result, the study found when teachers provide support and tools for navigating EMI challenges, encourage student mistakes as learning and

foster peer collaboration, they create comfortable classroom atmospheres, which emerged as key in reducing students’ FLA.

Peer Impact

A dominant theme emerging from the data was the profound impact of peers on the participants’ motivation and anxiety levels. Almost all respondents reported that the high language proficiency of their peers raises their anxiety, “So when I see hard-working and well-performing students, it actually makes me anxious about myself” (P6), while for other students it increased their motivation, “When I see that my peer’s language skills are better, it makes me feel worried, but at the same time, I strive to be better than them. It’s kind of gives me motivation also” (P1); “Frankly speaking, when it comes to peers, I am passionate about meeting someone with good English or even better English than mine, it fires up competition on me, motivating me to go for new heights...” (P8). These multifaceted natures of peer influence are encapsulated in the image cards below.

Figure 7

Participants’ Reflection

Image	Participant’s reflection
	<p>Image 25. I always see myself as different among society and always put them above me in English language skills. When I see that my peer’s language skills better it makes feel worries but at the same time, I strive to be better than them. ... Its kind a give me motivation also... so I learn from society. Just like that apple in the image which is bitten and not full not perfect (P1)</p>
	<p>Often friends and groupmates act as support as in the image 20 as a sweet raspberry (friends) in the bitterness of life that helps to move on and not to be upset (P3)</p>
	<p>When you look to others and see that they’re giving up you think also can’t survive and cope with challenges (P4)</p>
	<p>Like in this image 15 everyone would like to be above on the top. That’s how I also want to be on the top and even in a higher level so when I see hard working and well performing students, it actually make me anxious about myself that I am not good as they are, but at the same time I become motivated to study better (P6)</p>

Therefore, the data revealed that peer impact, especially the language proficiency of groupmates was a significant factor affecting a learner's level of anxiety and self-efficacy. This factor has a negative impact when peers outperform learners and it was positively experienced because it encouraged and motivated other respondents to catch up. Thus, external factors or socio-environmental factors, such as student-teacher relationships and peer impact are important factors in facilitating positive FLA and academic motivation conditions for EFL students. The next section will present cognitive themes such as low efficacy, fear of negative evaluation, and test anxiety that affect EFL learners' FLA and motivation.

Individual Factors





The results revealed student cognition as a dominant theme in students' navigation of FLA in EMI university contexts. For example, language processing strategies, self-efficacy and self-regulation influence how they perceive, understand, and respond to English language input, as well as how they manage anxiety related to language learning tasks.

Low Self-efficacy

It was found that some participants experience anxiety because of low self-esteem. Hence, the respondent stated: "I have absolutely no confidence in myself" (P1). Another participant claimed that they often experienced frustration when they were asked a question, and they knew the answer but struggled to articulate it effectively. "I usually feel this way when I have to answer, and it is frustrating when you know the answer, but you cannot get the point across" (P7) because of "lack of confidence and uncertainty" (P2) or when "you are not good enough to handle a given task" (P5). The following responses in the Figure 8 demonstrate how learners' low self-efficacy contribute to students' motivation and confidence:

Figure 8

Self-efficacy Affecting Motivation

Image	Participants' reflection
	This picture feels for me like I am useless in big city, where citizens talk only on English language. I could have problem with society. Maybe I will not find something and I won't be able to ask them, because of my [English] language skills (P1).
	Seeing the number of new topics and grammar rules makes you think about quitting and giving up (P4).
	The image 19 reminded me of the situation when it seems that you have understand the given topic, but somehow not able to complete the task maybe because your knowledge or language skills are limited of course it negatively effects on my academic life and overall, it makes me anxious. Like you are not good enough to handle a given task. Here the tree is a "task" and a small human is me looking and thinking of how to complete that task (5).
	I am very harsh on myself when it comes to pronunciation, since I really aspire English Voice Actors/ Singers since their voice feels so free and amazing. So, it's very easy for me to start panicking once my pronunciation is getting a little weird, it's like an almost perfect apple, I feel like my English is good but there are some holes that needs to be closed (P8).

Furthermore, participants noted that they experience anxiety when they have to perform for an audience, "I have problems with self-esteem, and it was often a concern for me, especially when I had to perform and appear in front of other people" (P3). Thus, the results suggest that oral tasks such as public speaking, giving presentations, or participation in group discussions can increase students' FLA because such tasks make them the center of attention, potentially exposing their language challenges. Conversely, self-efficacy was revealed as an element of personality,

I believe confidence and passion are the keys to it, a lot of people tend to give up since they treat this more as work than a fun thing, but enjoying learning a new language could give an easy confidence that you need to go forward, and I learned to enjoy every moment of my life even if I face challenges. (P8)

Consequently, the findings illustrated the intricate interplay between FLA, academic motivation, and self-efficacy in EMI contexts. For example, the study found that students' experiences of anxiety and low self-esteem often hinder their ability to articulate themselves effectively, contributing to frustration and diminished academic motivation. Thus, self-efficacy emerged as a critical factor that can have a negative impact on students' FLA or it can be transformative when students' have a positive mindset, which mitigates FLA, enhance academic motivation, and foster a sense of self-efficacy conducive to successful learning.

Fear of Negative Evaluation



The findings from the participant responses shed light on the pervasive impact of fear of negative evaluation (FNE) on FLA. For example, the participants expressed how their fear of failure influenced their experiences with FLA, "Sometimes I worry that I will make some mistake since my language proficiency is poor; I have some anxiety. Maybe it is like a fear, to get laughs because of my skills of English" (P1). Further, Participant 4 (P4) also indicated, "I always worry about my mistakes when I speak English when I cannot explain my thoughts using rich vocabulary. I am not satisfied with how I speak" (P4). Furthermore, this fear, in turn, triggers learners' FLA when it comes to communication with foreigners: "I feel anxiety when I speak with native speakers because I worry about whether they have been able to understand my thoughts correctly or not" (P5). In other words, here is another case of "fear of being judged by others" (P4). In the classroom context, one participant explained one of the anxiety-triggering circumstances by explaining that "usually I experience FLA in group works and speaking tasks" (P3) when there is direct communication with other people takes place. Regarding the sources of this type of FLA, Participants 4 and 5 replied: "Making mistakes. When I studied in 10th grade, my English teacher always scolded me when we made mistakes, and, at that time, I lost my

motivation to study. So still, I feel anxiety because of fear to [of] making mistakes” (P4) and “severe corrections by the teacher, I have trouble writing essays (inability to maintain the structure, lack of vocabulary” (P5). Thus, negative association related to the error correction from the participants’ teachers might be one of the primary reasons for their fear of making mistakes in front of peers, native speakers, or other interlocutors.

Excerpts below demonstrate that the image of a clown is closely related to their self-representation and their fear of being negatively evaluated by others. Participant 7, however, related their anxiety to a teacher’s emotional or facial expression, which might indicate whether there is satisfaction with the student’s performance (See Figure 9).

Figure 9

Participants’ Reflections

Image	Participant’s reflection
	<p>It feels like if I am clown making repetitive mistakes over and over again and being laughed by others (P2)</p> <p>Extremely bright colors, image of clowns. Association with the fear of being ridiculed for answering incorrectly (P5)</p>
	<p>In most of the situations source of anxiety is lack of preparation so I feel empty and also while the presentation teacher is the one person who listens to you, I mean the teacher is like a focus for me when I present so I totally focused on teachers’ emotion , and I am worried about how well or how bad I presented (P7)</p>

According to the data collected, most students acknowledged feeling nervous and unpleasant when taking exams. Moreover, almost all the participants noted that test anxiety was one of the psychological factors impacting their FLA. Six participants chose to ‘agree’, expressing that they experienced nervousness before taking foreign language exams. For example, “I am worried about tests and exams” (P3) and “I am worried about the grammar. It is hard for me, so I have

anxiety before assignments” (P1). Thus, these respondents claim that the testing process triggers their FLA due to potential errors that might occur.

Consequently, the study revealed the role of individual factors in FLA and EMI is essential for developing effective pedagogical strategies and support mechanisms to enhance students’ language proficiency and overall academic success. On the other hand, pedagogical and socio-environmental factors, in turn, can also predict the individual factors emerging among students that might lead to FLA in EMI classes.

Summary of Results and Conclusion

The purpose of this study was to explore factors, including their sources and triggers, and the role of classroom contexts that influence the FLA and academic motivation of undergraduate students in Kazakhstani EMI university context. This chapter presented the results from three research tools, which were arts-based survey, questionnaire that served as a qualitative data collection tool, and interviews. The analysis of these tools revealed a complex interaction between students FLA and academic motivation among EFL undergraduates in Kazakhstan, uncovering several key insights.

1. EMI instructors’ professional knowledge and skills, pedagogy, and teaching methods significantly impacted their FLA and motivation.
2. Allowing students to make errors and game-based learning created a supportive environment, reducing anxiety and enhancing their motivation. Conversely, overly critical approaches increased anxiety and dampened motivation.
3. Socio-environment, relationships with instructors, supportive teacher interactions and peers were crucial in reducing students FLA and boosting motivation, emphasizing the importance of positive feedback.

4. Individual differences such as cognition, self-efficacy, fear of negative evaluation, and test anxiety played significant roles. Low self-confidence and fear of judgment heightened anxiety, while a positive mindset and enjoyment in learning drove motivation.

In essence, the study underscores the need for holistic pedagogical strategies that address teaching practices, interpersonal relationships, and individual cognitive processes to alleviate FLA and enhance motivation among EFL students. The next chapter will provide a discussion of the findings presented in this chapter.

Chapter 5. Discussion

The study aims to explore factors, including their sources and triggers, and how do classroom contexts impact students' FLA and academic motivation of EFL undergraduate students in Kazakhstan. This chapter discusses the main findings that emerged from data to answer the main research question; What factors impact the FLA and academic motivation of EFL undergraduate students? And the two sub-questions which were:

1. What sources trigger students' foreign language anxiety?
2. How do classroom contexts impact students' FLA and academic motivation experiences?

To address the main research question, I will first discuss the sources that trigger students' FLA and then discuss how classroom contexts impact students' FLA and motivation.

What Sources Trigger Students' Foreign Language Anxiety?

The study found several triggers, such as teachers' teaching methods, student-teacher relationships, peers' influence, and test situations that might contribute to students' FLA. First, teaching methods employed by instructors, characterized by either supportive or critical styles, play a pivotal role in shaping the educational experience. For example, participants notably favored the integration of game-based learning into lessons, as well as interactive and engaging methods such as group projects and group work on mistakes; indicating that collaborative (group work) method reduces anxiety and increases motivation, aligning with Krashen's affective filter hypothesis (1982), suggesting lower anxiety might enhance learning outcomes in EMI context. Conversely, the study also found that teaching methods in EMI contexts can also increase anxiety, which align with other research about the *fear of negative evaluation* caused by a teacher's teaching approach (Horwitz et al., 1986; Latiff Azmi, & Mohd Sham, 2018). These

findings underscore the delicate balance instructors must maintain between challenging their students and supporting their learning journey because “many of the language-based anxiety-provoking situations can be directly or indirectly caused by the teachers and instructions” (Fattahi & Cuocci, 2022, p. 12). Therefore, the results suggested that the affective filter hypothesis (Krashen, 1981) holds significance for EMI pedagogy because it increases the “psychological impacts of having to understand and articulate disciplinary knowledge in a foreign language with which one is still struggling” (Tsui & Tsheng, 2022, p. 205). Hence, the role of language instructors in creating a conducive learning environment that reduces anxiety, using strategies such as prioritizing message over form and refraining from premature production until students are deemed ready (Fattahi & Cuocci, 2022; Oteir & Al-Otaibi, 2019).

Consequently, in EMI contexts, students’ academic motivation and learning outcomes are subject to instructors’ teaching methods and styles, can trigger learners’ anxiety positively or negatively, which can ultimately impact students’ motivation to learn subject content through English (Kunter et al., 2013).

Secondly, another significant trigger from the data was the role of student-teacher relationships. The results revealed that the teacher-student relationship in EMI university contexts is paramount in reducing FLA and increasing students’ academic motivation. For example, the student-teacher relationship was a dominant theme across all three data sets, resonating with the dynamic approach to FLA that emphasizes the interplay between individual characteristics and situational factors (MacIntyre, 2017). Therefore, the results concur with Taufan and Basalamah (2021) and Kunter et al. (2013) highlighting that positive teacher-student relationships significantly impacted students’ motivation positively and reduced their anxiety. Furthermore, findings of this study about the teacher-student relationship aligns with Griffiths

(2021) results foregrounding “the quality of students’ relationships with teachers is fundamental to students’ academic engagement and achievement” (p. 2). As a result, my study found that in the EMI university contexts, supportive and positive relationships between teachers and students can reduce EFL students’ anxiety and enhance motivation (Kunter et al., 2013; Marlina et al., 2021; Taufan & Basalamah, 2021).

Thirdly, the study revealed the importance of peers in fostering “a more collaborative and participatory way to facilitate knowledge construction” contexts (Chen et al., 2022, p. 2). However, the results indicated the complex role of peer dynamics was either a source of FLA for some, or motivating for others. For example, for some students, peers with high levels of English proficiency triggered and exacerbated their fear of failure (Ifeagwazi et al., 2019). They highlighted concerns that contribute to their unwillingness to communicate (Ma et al., 2022). This finding about the role of peers as triggers of FLA confirms the results of other research about peers’ language proficiency contributing to students’ fear of making mistakes (Limeranto & Bram, 2022; Zhiping & Paramasivam, 2013). Interestingly, the results also revealed that peers’ high language proficiency also served as a source of motivation for students to comprehend EMI content and improve their own language skills, illustrating healthy competition and peer support can foster a collaborative learning environment, motivating students to strive for excellence (Qureshi et al., 2023). Hence, the findings suggest that in EMI contexts, peers can either affect EFL students’ FLA and motivation positively or negatively. Consequently, in EMI contexts instructors need to be aware of how to navigate peer interaction where “power is arguably decentralised and epistemic hierarchies flattened” (Komori-Glatz 2018, p. 288) and to find innovate strategies that encourage extended opportunities for turn-taking sequences and

functional language to scaffold content, while reducing FLA (Ballinger 2021; Kumpulainen & Wray 2002).

Finally, the results revealed that test situations such as oral exams, multiple-choice tests, and writing or speaking exams are significant FLA triggers for the participants in this study. A dominant theme across the data sets makes performance anxiety (test anxiety and fear of failure) a significant contributor to students' overall language anxiety, which could be a factor significantly affecting language learning (Fu et al., 2023; Wilang, 2022). In addition, the study found that their performance anxiety was acute during writing and speaking exams because in EMI contexts, they are not only evaluated on their English proficiency to convey content but also need the metalinguistic knowledge to negotiate meaning making of lexical dense disciplinary language (Bedecker & Gaye, 2023; Dikmen; 2021; Zarykbay & Bedeker, 2024).

To sum up, the study revealed several external and internal factors that trigger of EFL students' FLA in this EMI university context. As a result, the findings suggest that EMI instructors should understand the impact of such FLA triggers in EMI university contexts to design effective pedagogical strategies and support mechanisms to enhance students' language proficiency beyond English grammar to give them access to the powerful literacy domains associated with disciplinary speaking and writing communities of practice (Bedecker and Kerimkulova, 2024).

How Do Classroom Contexts Impact Students' FLA and Academic Motivation Experiences?

The results of this study indicated that teachers' pedagogical content knowledge emerged as a significant impact on students' FLA and motivation experiences (Marlina et al., 2021). This illustrates scaffolding and comprehensible input (Krashen, 1981) as effective pedagogical

strategies critical to reduce FLA, increase student motivation and overall academic success. Thus, my study found that in EMI content classes “teachers should construct an excellent emotional and pedagogical environment with teaching methods, supervision and feedback, and the teacher-student relationship” (Fu et al., 2023, p. 5). Therefore, this result aligns with Dörnyei (2001) who pointed out that “motivating learners should be seen as central to teaching effectiveness” (p. 116) and “the best motivational intervention is simply to improve the quality of our teaching” (p. 26). Consequently, the results indicated that EMI instructors can either increase or reduce EFL students’ FLA (Alrabai, 2014; Dewaele et al., 2019), that they need to be mindful of students’ anxiety, particularly high-anxiety students (Gregersen et al., 2017), and develop specific instructional strategies to address FLA (Guo et al., 2018).

The results suggested that in EMI university contexts, teachers’ content knowledge experience and expertise in their field were significant in reducing students’ FLA (Kopinska & Fernández-Costales, 2023). For example, students’ perspectives and experiences indicated that teachers’ deep subject knowledge and professional skills seemed to significantly impact students’ motivation to learn both the content material and language itself. Thus, the study found that teacher efficacy (including an ability to build a constructive teacher-student relationship) directly correlates with reducing students’ FLA anxiety and increasing their motivation levels (Renandya, 2013). For this reason, the results concur with Tang (2022) who argues that students’ FLA is “a situation-specific anxiety, which is caused by specific situations and events in language learning process” (p. 21). As a result, the study revealed that teachers’ professional behavior and disciplinary competence are critical in EMI university contexts to scaffold content and increasing student academic motivation (Kunter et al., 2013).

Finally, findings illustrated that instructors' and teachers' feedback in EMI contexts was pivotal in reducing students' FLA and increasing their academic motivation. This illustrates how positive reinforcement can boost motivation and reduce anxiety (Arabai, 2015; Damayanti & Listyani, 2020). Therefore, the results demonstrate that teachers and students can mutually build constructive and positive classroom atmospheres to reduce students' FLA (Huang, 2022). This means that the affective filter hypothesis is highly relevant in EMI university contexts because supportive EMI teaching practices can enhance intrinsic motivation and reduce anxiety (Krashen, 1981, 1982, 1983). Moreover, the participants highly value the teacher's role in their learning journey as they expressed similar opinions about the instrumental role of teachers in their academic life.

To conclude, classroom context plays a central role in shaping student motivation and reducing FLA in EMI university contexts. In particular, a teacher's content expertise, professional skills, and ability to create positive learning environments foster both extrinsic and intrinsic motivation, supporting successful content learning. Constructive teacher-student relationships and effective feedback mechanisms can significantly lower student anxiety, ultimately enhancing their academic outcomes. By focusing on personalized feedback and cultivating a supportive classroom atmosphere, teachers can positively impact student engagement and performance, reinforcing the importance of teacher efficacy in EMI pedagogy.

What Factors Impact EFL Undergraduate Students' FLA and Academic Motivation?

The study revealed that factors such as teaching methods, peer-impact, teacher-student relationship, and low self-efficacy affected the EFL students' FLA and academic motivation at one EMI university in Kazakhstan. For this reason, the study found that both social and psychological factors impact undergraduate students' academic motivation and FLA in EMI

contexts. Thus, the results of this study aligned with other studies illustrating how the internal and external factors have been essential in reducing or increasing students' FLA and academic motivation (Deci & Ryan, 2000; Fu et al., 2023; Li et al., 2021).

First, this study found that individual (psychological) factors such as students' feelings, self-esteem, and self-confidence impacted on the students FLA and academic motivation (Carrió-Pastor et al., 2014; Gardner, 1982; Rajitha & Alamelu, 2020). For example, students' internal or cognitive thinking emerged as a complex interplay of "self-perceptions, beliefs, feelings, and behaviors" (Horwitz et al., 1986, p. 128), which resulted in "tension, apprehension, nervousness, and worry" (Speilberger, 1983, p. 15), especially in the activities such as presenting, public speaking, and random communicative situations. Thus, findings of this study align with the results demonstrated by Kopinska and Fernández-Costales (2023) and Dewaele et al. (2023), revealing how individual factors such as low self-efficacy and fear of negative evaluation, significantly contributed to the increase of FLA and reduced students' academic motivation. However, while an English-only policy may be necessary in EMI contexts "a methodology that is suitable for one context may not be suitable at all for another context" (McKay, 2018, p. 14); to reduce FLA, instructors should probably consider translanguaging for academic purposes (Tekin, 2024). Translanguaging can contribute to educators' classroom strategies such as delivering clear instructions (Copland & Neokleous, 2011), as a scaffold for students' comprehension of academic content (Tekin & Garton, 2020), which can reduce FLA and increase students' academic motivation when their linguistic repertoires are included in EMI contexts.

In addition, other individual or psychological factors that impact EMI university students is their ought to be self (ref) which often result in them remaining silent because of fear and

anxiety when speaking English for an audience. For example, their fear of negative evaluation from their peers and teachers about their grammar, pronunciation and vocabulary, which are well aligned with the previous research by Zia and Sulan (2015) and Damayanti and Listyani (2020). Respondents of this study also expressed feeling anxious when conversing with native speakers due to their concerns about accurately conveying their thoughts in another language, their ‘communication apprehension, which is the fear of communicating with others as well as the fear of not being able to comprehend others’ speech (Horwitz et al., 1986). Similar results were found by Marzec-Stawiarska (2014), where even advanced-level English university students experience FLA when communicating with foreigners and during spontaneous conversations, also found in the studies by Kopinska and Fernández-Costales (2023), Kusmayanti et al. (2022) and Wilang (2022). Therefore, the study found that FLA is deeply intertwined with the psychological factors such as individuals' emotions, self-esteem, and confidence levels can function as invisible barriers within the mind, obstructing the language learning process (Clement, 1980; Fattahi & Cuocci, 2022; Yousefabadi et al., 2022). Given these findings on FLA in EMI settings, it is essential to develop supportive educational strategies such as structured peer feedback, increasing practice opportunities in a low-stress environment, and providing explicit instruction on coping mechanisms for anxiety to help reduce FLA and improve student confidence and language proficiency (Alsowat, 2016).

Moreover, the study uncovered a prevalent lack of self-confidence among the majority of participants. This lack of confidence stemmed from anxiety regarding their ability to articulate thoughts effectively in a foreign language. Compounded by the expectation to excel in reading and writing activities within their respective disciplines under the EMI program, students grappled with an increased fear of failure, given the language barrier (Chou, 2018). This finding

resonates with Fu et al. (2023), who correlated low motivation with students' diminished self-efficacy. Similarly, Fadlan (2020) observed that students' communication anxiety stemmed from low self-confidence. Rajitha and Alamelu (2020) emphasized the significant impact of confidence deficiency on learners' academic performance in communicative contexts. Such lack of confidence adversely affects students' intrinsic motivation, prompting them to adopt passive roles rather than actively engaging with peers and instructors. Consequently, this study aligns with existing research highlighting the critical role of self-efficacy in motivating EMI university students and underscores the necessity for initiatives aimed at fostering self-efficacy to ensure their academic success in EMI settings (Thompson et al., 2022).

Second, social factors that impact students' FLA and academic motivation identified in the study include: pedagogical factors and peer impact, and teacher student relationship (Dewaele et al., 2022; Fu et al., 2023; Marlina et al., 2021). In my research, I discovered a direct correlation between teaching methods and students' motivation to learn. Specifically, students expressed a higher level of motivation when taught by experienced and professional instructors capable of effectively managing classroom activities and engaging participants. This underscores the significance of employing effective teaching methods in EMI pedagogy, as they facilitate collaborative learning, increase student participation, and enhance comprehension of lectures (Chuang, 2015). Furthermore, the study revealed the critical role of EMI university teachers' pedagogical content knowledge in maintaining the cognitive rigor of assignments, supporting students through challenges, and encouraging both individual and group involvement (Oktaviani et al., 2021). These factors directly impact students' learning outcomes within the EMI university context.

Moreover, this study illuminated the significant influence of peer dynamics and teacher-student relationships on learners' FLA, a finding corroborated by Fu et al. (2023) and Qureshi et al. (2023). Firstly, the research uncovered that peers with higher language proficiency and academic achievement may inadvertently trigger FLA among students, thereby potentially eroding their self-efficacy. This phenomenon was exemplified in Zhu's (2021) study, where students' anxiety levels during EMI learning were closely linked to their perception of peer pressure, serving as a significant predictor of FLA and overall attitudes towards EMI learning. Furthermore, participants emphasized the pivotal role of teachers in fostering positive and constructive relationships with students, which, in turn, enhances student motivation to engage with course content. Intriguingly, a study conducted in an EMI university setting with non-native English-speaking teaching staff revealed that their primary concern did not lie in pedagogical or linguistic skills but rather in their ability to forge personal connections with students (del Carmen Santana, 2019). Remarkably, these insights align with the perceptions of both students and teachers, as highlighted in del Carmen Santana's study (2019) and echoed by Li (2024), emphasizing the paramount importance of building constructive relationships over linguistic competence in enhancing classroom engagement. Thus, while psychological factors remain a potent determinant of FLA, social interaction-related factors emerge as particularly influential, given the significant amount of learning time spent in close proximity to peers and instructors.

Additionally, beyond social influences, the significance of the learning environment emerged as a crucial factor impacting learners' FLA, also found in studies utilizing the Dynamic approach in FLA (Luo, 2013; MacIntyre, 2017). Dynamic models in FLA research emphasize the fluid nature of anxiety levels due to the continuous interactions among learners, teachers, and the learning environment. This fluid nature of FLA was also visible in the results of my study

where students' anxiety levels fluctuated due to various external variables (Gregersen et al., 2014). Therefore, this study revealed that teachers and peers can exert both negative and positive effects on participants' FLA and motivation. For example, the data illustrates how social factors and situational contexts deemed negative for some learners can bolster motivation for others. Hence, socio-environmental factors wield considerable influence on learners' motivation and FLA, contingent upon the specific characteristics of these factors and learners' traits and perceptions. As articulated by participant P4: "Supportive learning environment with groupmates who share my goals enhances my motivation," highlighting the positive impact of peers who foster a supportive, non-competitive atmosphere. Conversely, in instances of negative social influence on learners' FLA, Kruk (2018) elucidates that anxiety levels may not only fluctuate over the long term but also within a single class or from one language lesson to another. Further examination reveals that these fluctuations are often precipitated by activities such as public speaking, homework review, and performance evaluation (Kruk, 2018). This suggests that FLA may vary not only between individuals but also within different learning activities, highlighting the nuanced psycho-emotional responses of learners within EMI settings (Jiang et al., 2019).

Overall, social factors triggering students' FLA seem to be more influential in contrast to individual factors, as students have to interact with these factors on a daily basis within their EMI learning environment. From the theoretical perspective, in accordance with the Dynamic Approach in FLA studies, interpersonal connections (relationships) and the environment in which individuals are interacting play a significant role in shaping students' anxieties, because this approach recognizes anxiety as a multifaceted and dynamic construct that evolves and varies in different language learning situations (MacIntyre, 2017). The findings of this study also highlight the imperative for EMI universities and instructors to adopt a holistic approach in

addressing both psychological and social determinants of FLA and academic motivation. For EMI contexts, this means implementing pedagogical strategies that build self-efficacy and reduce anxiety, such as personalized feedback and supportive peer interactions. These insights urge EMI institutions to foster environments that not only enhance language proficiency but also cultivate a supportive learning atmosphere. Such environments can empower students, fostering a more engaged and proactive approach to language learning, ultimately enhancing overall academic outcomes in EMI settings.

Chapter 6: Conclusion, Limitations, and Recommendations

This study investigated the complex interplay between FLA and academic motivation among Kazakhstan's English Foreign Language (EFL) undergraduate students in one EMI university. The previous chapter discussed the main findings that emerged from data. A qualitative method that included three research tools, which were arts-based survey, questionnaires that served as a qualitative data collection tool, and interviews. Overall, eight participants speaking Kazakh, Russian and English majoring in IT from one EMI university were recruited for interviews. This chapter concludes the research with the key findings, the study's limitations, implications of the study and recommendations for future research. The main research question and two sub-questions were:

Main RQ: What factors impact the foreign language anxiety and academic motivation of EFL undergraduate students?

1. What sources trigger students' foreign language anxiety?
2. How do classroom contexts impact students' FLA and academic motivation experiences?

Summary of Results

The study underscores the complex interplay of social and psychological factors that trigger FLA, all of which interact to shape students' learning experiences and outcomes in EMI context. Effective pedagogical strategies, fostering supportive teacher-student relationships, and nurturing a positive classroom environment are essential in reducing FLA and enhancing student motivation. The findings from this study contribute to a deeper understanding of the dynamics at play in language learning environments and underscore the importance of holistic educational

approaches that address both the academic and emotional needs of students. The key findings emerging from the data was:

Triggers of FLA

The study found social factors such as pedagogical factors including teachers' teaching methods, feedback, teacher student relationship, peers' influence; psychological (individual) factors such as low self-confidence and fear of negative evaluation and test situations contribute to students' FLA and motivation. Teaching methods used by an instructor play a crucial role in determining the level of FLA experienced by students. If these methods are inefficient or inappropriate, they can create stressful situations that exacerbate FLA, negatively affecting the students' learning outcomes. The effective and engaging strategies employed by teachers like collaborative problem-solving, game-based learning, and personalized feedback created a positive learning environment that reduced anxiety and boosted students' engagement. The effectiveness of teaching methods is directly linked to the instructor's professional skills.

Social Environment

The findings reveal that the external factors or socio-environmental factors, such as student-teacher relationships and peer impact are important factors in facilitating FLA and academic motivation conditions for EFL students. The study found that the positive interactions (relationship) with teachers substantially reduced students FLA and boosted their motivation. Teachers who shared personal anecdotes and practical advice were particularly impactful. Effective relationships are characterized by open communication, where students feel supported, less fearful of making mistakes and express themselves. This supportive atmosphere not only increased comfort and confidence among students but also significantly enhanced their

engagement and motivation. Conversely peer influence can have mixed effects, affecting students' FLA both positively and negatively, depending on the nature of peer interactions. For example, high proficiency levels among peers might cause anxiety in certain individuals, it also serves as a motivator for others to develop their skills through healthy competition. Overall, the study underscores the importance of nurturing environments in both teacher-student dynamics and peer interactions to foster positive FLA and enhance academic motivation in language learning.

Individual differences and Academic Motivation

At the individual level, the results revealed students' self-efficacy, fear of negative evaluations, and test anxiety as prominent factors influencing their FLA. Low self-efficacy emerged as a key theme, with students expressing feelings of frustration and inadequacy when unable to effectively communicate known answers or perform in front of others. This lack of confidence often results in heightened anxiety and diminished motivation. On the other hand, developing a positive attitude and enjoying the learning process were suggested as ways to boost confidence and reduce anxiety. Fear of negative evaluation also profoundly impacts FLA, where students worry about being judged or ridiculed for their language skills. This fear is exacerbated by previous negative experiences, such as harsh corrections from teachers, which continue to influence their anxiety in current learning environments. Such fear often manifests during direct communication tasks like group work and speaking assignments. Further test anxiety was another significant factor, with many students reporting nervousness related to exams and assignments, particularly due to concerns over making mistakes or insufficient language proficiency. Overall, the study underscores the importance of addressing these individual

psychological factors to develop effective teaching strategies that can mitigate FLA and enhance learning outcomes in EMI contexts.

Limitations of the study

While the study offers insightful findings, several limitations must be acknowledged. Firstly, the research focused exclusively on one university, limiting the generalizability of the results across different educational contexts or regions within Kazakhstan. Additionally, the qualitative nature of the study, while providing in-depth insights, may not capture the broader statistical trends that a quantitative approach might reveal. Furthermore, the reliance on self-reported data might introduce biases, as participants may alter their responses based on perceived social desirability or personal introspection limits.

Implications

The findings of this study have several important implications for educators, curriculum designers, policymakers, and researchers in the field of EFL education, particularly in Kazakhstan. The interplay between FLA and academic motivation as identified in this research provides valuable insights into effective strategies for enhancing language learning experiences and outcomes.

For Educators:

1. **Pedagogical Practices:** Educators should adopt more supportive and engaging teaching methods to reduce FLA and enhance student motivation. Practices such as game-based learning, collaborative projects, and focusing on positive feedback can create a more conducive learning environment. Training programs for teachers should emphasize the development of these skills and methods.

2. Relationship Building: Teachers must be aware of the significant impact their relationships with students have on learning outcomes. Efforts should be made to build strong, positive relationships that can foster an atmosphere of trust and reduce anxiety among students.

3. Sensitivity to Individual Needs: Teachers should be trained to recognize signs of anxiety and low motivation in students and adjust their teaching strategies accordingly. Personalized feedback and tailored support can help address individual student needs effectively.

For Curriculum Designers:

1. Inclusive Curriculum Design: Curricula should be designed to include a variety of learning activities that cater to different learning styles and reduce anxiety. This includes incorporating more interactive and student-centered learning activities that can help lower the affective filter.

2. Assessment Methods: Designers should consider alternative assessment methods that focus less on high-stakes testing and more on continuous, formative assessments to alleviate test anxiety and encourage ongoing learning and engagement.

For Policymakers:

1. Policy Development: Policies that support the implementation of innovative teaching methods and continuous professional development for teachers can be crucial. Furthermore, policies should encourage the use of psychological support services in educational institutions to help students cope with anxiety.

2. Resource Allocation: Ensure that adequate resources are allocated for the training of teachers in effective anxiety-reducing strategies and for the provision of materials and technology that support interactive and engaging learning.

For Researchers:

1. Further Research: There is a need for more longitudinal studies to understand the long-term impacts of different teaching methods on FLA and motivation. Additionally, comparative studies between different educational contexts within Kazakhstan could yield insights into contextual factors affecting FLA and motivation.
2. Intervention Studies: Researchers should consider designing and testing specific interventions aimed at reducing FLA and increasing motivation among EFL learners. The effectiveness of such interventions can provide practical, evidence-based recommendations for EFL teaching.

These implications aim to contribute to the development of more effective EFL teaching and learning environments, where students can achieve better language proficiency with reduced anxiety and increased motivation.

Recommendations

Based on the findings, several recommendations can be made to enhance EFL teaching and learning. It is recommended that educational institutions prioritize the development of supportive and empathetic teaching practices that are responsive to students' needs and anxieties. Teacher training programs should include strategies for reducing classroom anxiety and fostering a motivating learning environment. Additionally, implementing peer support systems could mitigate the negative impacts of peer competition and enhance collaborative learning dynamics. Future research should expand to multiple institutions and incorporate mixed methods to provide a more comprehensive understanding of the factors influencing FLA and motivation across various educational settings.

This study underscores the intricate relationship between teaching methods, teacher-student interactions, and student psychology in shaping the EFL learning experience. As this research shows, understanding and addressing the roots of FLA can significantly enhance

students' academic motivation and proficiency in language learning, providing them with better tools to succeed in the global landscape.

Conclusion and Reflection

The study effectively reached its goal by identifying and analyzing the factors impacting FLA and academic motivation among EFL students in Kazakhstan. Conducting this study, I could observe that social factors seem to be more influential and substantial in contrast to individual factors. I noticed the critical role of teachers and teaching methodologies in shaping student experiences and outcomes. Insights from this study emphasize the necessity of adopting educational practices that not only convey knowledge but also support students' emotional and psychological well-being. Originally, I came up with the idea of writing about FLA since I have been experiencing it personally. It was concerning me as a student, because it affected my motivation, academic performance, learning outcomes and overall psychological well-being. Thus, I decided to delve deeper into this issue to potentially reveal the sources of FLA and help other language learners to overcome their fear and succeed.

As a future educator, findings of this study resonate with me deeply, reinforcing the importance of empathy, adaptability, and student-centered teaching approaches in fostering a conducive learning environment. This has broadened my perspective on the influence of educational practices on student anxiety and motivation, guiding me towards more effective and compassionate teaching strategies.

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Exploring English Foreign Language Anxiety and Academic Motivation: A Qualitative Case Study of Undergraduate Students' Perspectives and Experiences in Kazakhstan

**Appendix A
Declaration of the Use of Generative AI**

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of AI and composed this work independently (please check one):

- with the use of artificial intelligence tools, or
 without the use of artificial intelligence tools.

(If you have used AI tools as defined in the GSE policy document, please complete the rest of this form.)

During the preparation of this thesis/examination, I used Chat GPT to structure and organize the text initially written by myself and ask for tips to improve coherence.

I also declare that I

- am aware of the capabilities and limitations of AI tool(s),
 have verified that the content generated by AI systems and adopted by me is factually correct,
 am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,
 have submitted complete and accurate information about my use of AI tools in this work, and
 acknowledge that there may be disciplinary consequences if I have not followed NUGSE's guidelines regarding AI appropriate use.

Name: Aigul Kenzhetayeva

Date: 30.05.2024

Signature:

Appendix B

Informed Consent Form

Exploring English Foreign Language Anxiety and Academic Motivation: A qualitative Case Study of undergraduate students' perspectives and experiences in Kazakhstan

DESCRIPTION: You are invited to participate in a research study that aims to explore the impact of Foreign Language Anxiety (FLA) and Academic Motivation of undergraduate university students, undertaken by Aigul Kenzhetayeva, a second-year graduate student in the Multilingual Education Program at Nazarbayev University. Depending on your preference and convenience, you will be asked to participate in a questionnaire, an art-based research tool which consists of images in a deck of cards and a semi-structured interview which will be informal and will be conducted in English, Russian or Kazakh languages depending on your preference.

Purpose: The purpose of the study is to explore factors that influence the foreign language anxiety and academic motivation of English Foreign Language (EFL) undergraduate students.

Procedures: In the questionnaire, you will answer questions about your background information, academic motivation and FLA. For the art-based tool you will select 5 image cards that represent your FLA experiences and how you cope with them. Finally, in the semi-structured interview, you will describe and reflect on your personal experiences of FLA and academic motivation. With your permission, the responses will be tape-recorded, as they will be used in further analysis. In case you do not wish to be recorded, I can take notes while you answer the questions.

Your name and the name of your faculty will be anonymous during all steps of the study, including documents, electronic files, and the dissertation itself. All the data, recordings, and consent forms, will be saved on a personal USB flash drive of the researcher and kept in a secured box that will be password protected. Your participation in this study is voluntary. Although questions are not intended to be sensitive, if at any point you do not wish to answer a question, you may decline to respond. If you wish to withdraw from the project, you may do so at any time, and all the information (tapes, notes) will be deleted.

TIME INVOLVEMENT: Your participation in the study will approximately take 60 minutes to complete all the research instruments.

RISKS AND BENEFITS: This study includes minimal risk for the participants. You might feel some individual discomfort when questions are being asked about your feelings and past classroom experience, but you can withdraw from the study at any moment. There are no direct benefits for you. However, you are expected to contribute to obtaining a better understanding of how language anxiety, willingness to communicate and language proficiency might be interconnected. Whether you decide to participate in this study it will not affect your grades in your study.

SUBJECT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Researcher: Aigul Kenzhetayeva, 2nd year Master's student in M.A. in Multilingual Education.

Graduate School of Education, Nazarbayev University, Astana, Kazakhstan.

Email: aigul.kenzhetayeva@nu.edu.kz

Tel: 87477824035

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, you should ask the Master's thesis Supervisor, Michelle Bedeker, michelle.bedeker@nu.edu.kz,

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of

the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz.

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

АҚПАРАТТЫ КЕЛІСІМ ФОРМСЫ

Ағылшын шетел тіліндегі мазасыздық пен академиялық мотивацияны зерттеу:
Қазақстандағы бакалавриат студенттерінің көзқарастары мен тәжірибесінің зерттеу

СИПАТТАМАСЫ: Сізді Назарбаев университетінің Көптілді білім беру бағдарламасының екінші курс магистранты Айгүл Кенжетаева жүргізген университет студенттерінің шет тілдеріндегі алаңдаушылық және академиялық мотивациясының әсерін зерттеуге бағытталған зерттеуге қатысуға шақырамыз. Университет. Сіздің қалауыңыз бен ыңғайлылығыңызға қарай, сізден сауалнамаға қатысу сұралады, ол карталар палубасындағы суреттерден тұратын өнерге негізделген зерттеу құралы және бейресми сипатта болады. Срнымен қатар қалауыңызға қарай.ағылшын, орыс немесе қазақ тілдерінде жүргізілетін жартылай құрылымдық сұхбатқа қатысуға шақырамыз.

Зерттеудің мақсаты: Ағылшын шет тілі бакалавриат студенттерінің шет тілі мазасыздық пен академиялық мотивациясына әсер ететін психологиялық және әлеуметтік факторларды зерттеу.

Процедуралар: Сауалнамада сіз өзіңіздің негізгі ақпаратыңыз, академиялық мотивацияңыз және шет тілі туралы мазасыздық туралы сұрақтарға жауап бересіз. Өнерге негізделген құрал үшін сіз шет тілі туралы алаңдаушылық туралы тәжірибеңізді және олармен қалай күресетініңізді көрсететін 5 кескін картасын таңдайсыз. Соңында, жартылай құрылымдық сұхбатта сіз өзіңіздің инструкторыңыз бен тәлімгерлеріңіздің рөлі тұрғысынан шет тілі мазасыздық пен академиялық мотивация туралы жеке тәжірибеңізді сипаттап, ой елегінен өткізесіз. Сіздің рұқсатыңызбен жауаптар таспаға жазылады, өйткені олар әрі қарай талдауда қолданылады. Жазылуды қаламасаңыз, сұрақтарға жауап берген кезде мен жазып аламын. Құжаттар, электрондық файлдар және диссертацияның өзін қоса алғанда, оқудың барлық кезеңдерінде сіздің аты-жөніңіз және факультетіңіздің аты жасырын болады. Барлық деректер, жазбалар және келісім нысандары зерттеушінің жеке USB флэш-жадында сақталады және құпия сөзбен қорғалған қорғалған жәшікте сақталады. Сіздің осы зерттеуге қатысуыңыз ерікті. Сұрақтар сезімтал болуға арналмағанымен, кез келген уақытта сұраққа жауап бергіңіз келмесе, жауап беруден бас

тартуыңыз мүмкін. Егер сіз жобадан бас тартқыңыз келсе, мұны кез келген уақытта жасай аласыз және барлық ақпарат (таспалар, жазбалар) жойылады.

УАҚЫТТЫ ҚАТЫСУ: Сіздің зерттеуге қатысуыңыз барлық зерттеу құралдарын аяқтау үшін шамамен 60 минутты алады.

ТӘУЕКЕЛДЕР МЕН ПАЙДАЛАР: Бұл зерттеу қатысушылар үшін ең аз тәуекелді қамтиды. Сезімдеріңіз бен өткен сыныптағы тәжірибеңіз туралы сұрақтар қойылғанда, сіз жеке ыңғайсыздықты сезінуіңіз мүмкін, бірақ кез келген уақытта зерттеуден бас тарта аласыз. Сізге тікелей артықшылықтар жоқ. Дегенмен, сіз тілдегі алаңдаушылық, қарым-қатынасқа дайын болу және тілді білу өзара байланысты болуы мүмкін екенін жақсырақ түсінуге үлес қосасыз деп күтілуде. Бұл зерттеуге қатысуды шешсеңіз де, бұл сіздің оқуыңыздағы бағаларыңызға әсер етпейді.

СУБЪЕКТЕНІҢ ҚҰҚЫҚТАРЫ: Егер сіз осы нысанды оқып шыққан болсаңыз және осы жобаға қатысуға шешім қабылдасаңыз, қатысуыңыз ерікті екенін түсініңіз және сіз кез келген уақытта айыппұлсыз немесе басқаша болатын жеңілдіктерсіз өз келісіміңізден бас тартуға немесе қатысуды тоқтатуға құқығыңыз бар. құқығы бар. Балама - қатыспау. Сіз белгілі бір сұрақтарға жауап беруден бас тартуға құқылысыз. Бұл зерттеудің нәтижелері ғылыми немесе кәсіби жиналыстарда ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Ғылыми қызметкер: Айгүл Кенжетаяева, көптілді білім беру мамандығы бойынша магистратураның 2 курс студенті.

Жоғары білім беру мектебі, Назарбаев Университеті, Астана, Қазақстан.

Электрондық поштасы: aigul.kenzhetayeva@nu.edu.kz

Тел: 87477824035

Сұрақтар: Егер сізде осы зерттеу, оның процедуралары, тәуекелдері мен пайдасы туралы сұрақтарыңыз, алаңдаушылығыңыз немесе шағымдарыңыз болса, магистрлік

диссертацияның жетекшісі Мишель Бедекерге, michelle.bedeker@nu.edu.kz,

Тәуелсіз байланыс: Егер сіз осы зерттеудің қалай жүргізіліп жатқанына қанағаттанбасаңыз немесе зерттеуге немесе қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір алаңдаушылықтар, шағымдар немесе жалпы сұрақтарыңыз болса, тәуелсіз адаммен сөйлесу үшін NUGSE зерттеу комитетіне хабарласыңыз. зерттеу тобы +7 7172 709359. Сондай-ақ NUGSE зерттеу комитетіне gse_researchcommittee@nu.edu.kz электрондық поштасына хат жазуға болады.

Осы зерттеуге қатысуға келіссеңіз, осы келісім формасына қол қойыңыз.

- Мен берілген ақпаратты мұқият оқып шықтым;
- Маған зерттеудің мақсаты мен тәртібі туралы толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатынын және кез келген құпия ақпарат тек зерттеушілерге көрінетінін және ешкімге айтылмайтынын түсінемін;
- Мен кез келген уақытта себепсіз оқудан бас тарта алатынымды түсінемін;
- Жоғарыда айтылғандардың барлығын толық біле отырып, мен өз еркіммен осы зерттеуге қатысуға келісемін.

Қолы: _____

Күні: _____

Қол қойылған және күні қойылған келісім пішімінің қосымша көшірмесі сізде сақталады.

Қазақстан Республикасының заңы бойынша 18 жасқа толмаған жеке тұлға бала болып саналады. Осы санатқа жататын кез келген қатысушыға ата-ананың келісімі парағы берілуі және оған кем дегенде бір ата-анасының немесе қамқоршысының қол қоюы қажет.

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Изучение английского, иностранного языка и академической мотивации: качественное исследование перспектив и опыта студентов бакалавриата в Казахстане

ОПИСАНИЕ: Вам предлагается принять участие в исследовании, направленном на изучение влияния тревожности к иностранному языку (FLA) и академической мотивации студентов бакалавриата, которое провела Айгуль Кенжетева, аспирантка второго курса Программы многоязычного образования Назарбаева. Университет. В зависимости от ваших предпочтений и удобства вам будет предложено принять участие в анкете, инструменте исследования, основанном на искусстве, который состоит из изображений в колоде карт, и полуструктурированном интервью, которое будет неформальным и будет проводиться на английском, русском языках. или казахский язык в зависимости от ваших предпочтений.

Цель: Целью исследования является изучение психологических и социальных факторов, влияющих на тревожность иностранного языка и академическую мотивацию студентов бакалавриата по английскому иностранному языку (EFL).

Процедуры:

В анкете вы ответите на вопросы о вашей биографической информации, академической мотивации и страхе перед иностранным языком. Для художественного инструмента вы выберете 5 карточек с изображениями, которые отражают ваш опыт FLA и то, как вы с ним справляетесь. Наконец, в полуструктурированном интервью вы опишете и поразмышляете о своем личном опыте беспокойства по поводу иностранного языка и академической мотивации. С вашего разрешения ответы будут записаны на магнитофон, поскольку они будут использованы в дальнейшем анализе. Если вы не хотите, чтобы вас записывали, я могу делать пометки, пока вы отвечаете на вопросы.

Ваше имя и название вашего факультета будут анонимными на всех этапах исследования, включая документы, электронные файлы и саму диссертацию. Все данные, записи и формы согласия будут сохранены на личном USB-накопителе исследователя и в защищенном ящике, защищенном паролем. Ваше участие в этом исследовании является добровольным. Хотя вопросы не предназначены для деликатного характера, если в какой-то момент вы не захотите отвечать на вопрос, вы можете отказаться от ответа. Если вы захотите выйти из проекта, вы можете сделать это в любое время, и вся информация (кассеты, заметки) будет удалена.

ВРЕМЯ: Ваше участие в исследовании займет примерно 90 минут, чтобы использовать все инструменты исследования.

РИСКИ И ПРЕИМУЩЕСТВА: Это исследование предполагает минимальный риск для участников. Вы можете чувствовать некоторый индивидуальный дискомфорт, когда вам задают вопросы о ваших чувствах и прошлом опыте в классе, но вы можете отказаться от исследования в любой момент. Прямых выгод для вас нет. Однако от вас ожидается, что вы поможет лучше понять, как могут быть взаимосвязаны языковая тревожность, желание общаться и владение языком. Если вы решите принять участие в этом исследовании, это не повлияет на ваши оценки в учебе.

ПРАВА СУБЪЕКТА: Если вы прочитали эту форму и решили принять участие в этом проекте, пожалуйста, поймите, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время без каких-либо штрафов или потери преимуществ, которые вы получаете в противном случае. уполномоченный. Альтернатива – не участвовать. Вы имеете право отказаться отвечать на отдельные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных конференциях или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Научный сотрудник: Айгуль Кенжетаяева, студентка 2 курса магистратуры по направлению «Многоязычное образование».

Высшая школа образования, Назарбаев Университет, Астана, Казахстан.

Электронная почта: aigul.kenzhetayeva@nu.edu.kz

Тел: 87477824035

Вопросы: Если у вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, вам следует обратиться к руководителю магистерской диссертации Мишель Бедекер по адресу michelle.bedeker@nu.edu.kz,

Независимый контакт: Если вы не удовлетворены тем, как проводится это исследование, или если у вас есть какие-либо опасения, жалобы или общие вопросы относительно исследования или ваших прав как участника, пожалуйста, свяжитесь с Исследовательским комитетом НУ ВШЭ, чтобы поговорить с кем-то независимым от вас. исследовательскую группу по телефону +7 7172 709359. Вы также можете написать электронное письмо в Исследовательский комитет НУВШЭ по адресу gse_researchcommittee@nu.edu.kz.

Пожалуйста, подпишите эту форму согласия, если вы согласны участвовать в этом исследовании.

- Я внимательно прочитал предоставленную информацию;
- Мне предоставлена полная информация о цели и процедурах исследования;
- Я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта кому-либо еще;
- Я понимаю, что имею право отказаться от участия в исследовании в любое время без объяснения причин;
- При полном знании всего вышеизложенного я соглашаюсь по собственному желанию принять участие в данном исследовании.

Дата: _____

Подпись _____

Дополнительную копию этой подписанной и датированной формы согласия вы можете оставить себе.

По законодательству Республики Казахстан ребенком считается лицо, не достигшее 18-летнего возраста. Любому участнику, подпадающему под эту категорию, должна быть вручена форма согласия родителей, подписанная хотя бы одним из его/ее родителей или опекунов.

Appendix C

Exploring English Foreign Language Anxiety and Academic Motivation: A qualitative Case Study of undergraduate students' perspectives and experiences in Kazakhstan

Questionnaire

Instead of seeking quantitative responses, this structured instrument has been designed to elicit rich and in-depth qualitative insights that will consist of biographical detail, a rating scale and open-ended questions and prompts, offering students the space to express their thoughts, experiences, and emotions regarding foreign language anxiety (FLA) and academic motivation. Consequently, the questionnaire's qualitative nature aligns with the aim of capturing the intricate nuances of students' FLA phenomena within the specific institutional context and it serves as a foundational step in the data collection process, allowing me to gather detailed narratives and perspectives.

Section 1: Demographic Information

Age: _____

Gender: (Please select one)

- Male
- Female
- Non-binary/Other: _____

Year of Study: _____

Dominant Language: (Please select one)

- Kazakh

- Russian
- Other: _____

English Language Proficiency Level: (Please select one)

- Beginner
- Intermediate
- Advanced
- Fluent

Section 2: Foreign Language Anxiety (FLA)

Please rate the following statements on a scale of 1 to 5, where 1 represents “Strongly Disagree” and 5 represents “Strongly Agree.”

Strongly Disagree (1) - Disagree (2) - Neutral (3) - Agree (4) - Strongly Agree (5)

I often feel anxious when speaking or writing in a foreign language.

1 2 3 4 5

Fear of making mistakes in a foreign language affects my class participation.

1 2 3 4 5

I experience nervousness before taking foreign language exams.

1 2 3 4 5

The fear of being judged by others negatively impacts my willingness to use the foreign language.

1 2 3 4 5

Section 3: Academic Motivation

Please rate the following statements on a scale of 1 to 5, where 1 represents “Strongly Disagree” and 5 represents “Strongly Agree.”

Strongly Disagree (1) - Disagree (2) - Neutral (3) - Agree (4) - Strongly Agree (5)

I am motivated to excel academically in my foreign language studies.

1 2 3 4 5

Positive feedback from teachers and peers motivates me to continue studying the foreign language.

1 2 3 4 5

I set specific academic goals for my foreign language studies and work towards achieving them.

1 2 3 4 5

A supportive learning environment with classmates who share my goals enhances my academic motivation.

1 2 3 4 5

Section 4

Please indicate which of the following factors impact your FLA. (Check all that apply)

- Perfectionism
- Self-esteem
- Fear of failure
- Test anxiety
- Self-confidence
- Other (please specify): _____

Please indicate which of the following factors impact your FLA. (Check all that apply)

- Teacher's teaching style
- Peer interactions
- Class size
- Cultural differences
- Language proficiency of classmates
- Other (please specify): _____

Section 5: Personal experiences or anecdotes related to your FLA or academic motivation.

(Open-ended response)

1. Can you describe your experiences with FLA? What does it feel like for you, and in what situations do you typically experience it?

2. What are the sources or origins of your FLA? Are there specific factors, such as language proficiency expectations or fear of making mistakes that contribute to your anxiety?

3. Can you share any specific triggers that intensify your FLA? For example, do certain types of language tasks or classroom activities make you more anxious?

4. How does foreign language anxiety manifest itself in your academic life? Are there observable behaviors, physical symptoms, or changes in your performance that accompany your anxiety?

5. Have you developed any coping strategies or techniques to manage your FLA? If so, could you describe some of the methods that have been helpful for you?

Ағылшын шетел тіліндегі мазасыздық пен академиялық мотивацияны зерттеу: Қазақстандағы бакалавриат студенттерінің көзқарастары мен тәжірибесінің сапалы кейс зерттеуі.

Сауалнама

Сандық жауаптарды іздеудің орнына, бұл құрылымдық құрал өмірбаяндық мәліметтерден, бағалау шкаласы мен ашық сұрақтар мен нұсқаулардан тұратын ауқымды және терең сапалы түсініктерді алуға арналған, бұл студенттерге өз ойларын, тәжірибелерін, және шет тіліндегі мазасыздыққа және академиялық мотивацияға қатысты эмоцияларыме бөлісуге мүмкіндік береді. Демек, сауалнаманың сапалық сипаты студенттердің Ағылшын шетел тіліндегі алаңдаушылық құбылыстарының күрделі нюанстарын нақты институционалдық контекстте түсіру мақсатына сәйкес келеді және ол егжей-тегжейлі баяндаулар мен перспективаларды жинауға мүмкіндік беретін және деректерді жинау процесінде негізді қадам ретінде қызмет етеді.

1-бөлім: Демографиялық ақпарат

Жасы: _____

Жынысы: (Бір нұсқасын таңданыз)

- Әйел
- Ер
- Басқа: _____

Оқу жылы: _____

Басымды тіл: (Өтініш біреуін таңданыз)

- Қазақ тілі _____
- Орыс тілі _____
- Басқа: _____

Ағылшын тілін меңгеру деңгейі: (Өтініш біреуін таңданыз)

- Бастаушы _____
- Орташа _____
- Жетілдірілген _____
- Еркін _____

2-бөлім: Шет тіліндегі мазасыздық

Төмендегі мәлімдемелерді 1-ден 5-ке дейінгі шкала бойынша бағалаңыз, мұнда 1 «толық келіспеймін» және 5 «толық келісемін» дегенді білдіреді.

Толық келіспеймін (1) - Келіспеймін (2) - Бейтарап (3) - Келісемін (4) - Толық келісемін (5)

Мен шет тілінде сөйлегенде немесе жазғанда жиі мазасызданамын.

1 2 3 4 5

Шет тілінде қателесуден қорқу менің сабағыма қатысуыма әсер етеді.

1 2 3 4 5

Шет тілінен емтихан тапсырар алдында мен қобалжуды сезінемін.

1 2 3 4 5

Басқалардың сынына ұшыраудан қорқу менің шет тілін қолдануға дайындығыма кері әсерін тигізеді.

1 2 3 4 5

3-бөлім: Академиялық мотивация

Төмендегі мәлімдемелерді 1-ден 5-ке дейінгі шкала бойынша бағалаңыз, мұнда 1 «толық келіспеймін» және 5 «толық келісемін» дегенді білдіреді.

Толығымен келіспеймін (1) - келіспеймін (2) - бейтарап (3) - келісемін (4) - толықтай келісемін (5)

Мен шетел тілін оқуда академиялық жетістіктерге жетуге ынталандырады.

1 2 3 4 5

Мұғалімдер мен құрдастарымның оң пікірлері мені шет тілін оқуды жалғастыруға ынталандырады.

1 2 3 4 5

Мен шетел тілін оқуға нақты академиялық мақсаттар қоямын және оларға қол жеткізуге тырысамын.

1 2 3 4 5

Мақсаттарыммен бөлісетін сыныптастарыммен қолдау көрсететін оқу ортасы менің академиялық мотивациямды арттырады.

1 2 3 4 5

4-бөлім

Төмендегі факторлардың қайсысы сіздің шет тіліндегі мазасыздыққа әсер ететінін көрсетіңіз. (Қолданылатындардың барлығын тексеріңіз)

- Перфекционизм
- Өзін-өзі бағалау
- Сәтсіздіктен қорқу
- Тест үрейі
- Өзіне деген сенімділік
- Басқа (көрсетіңіз): _____

Төмендегі факторлардың қайсысы сіздің шетел тіліндегі мазасыздыққа әсер ететінін көрсетіңіз.

- Құрдастар арасындағы қарым-қатынас
- Сынып мөлшері
- Мәдени айырмашылықтар
- Сыныптастардың тілді меңгеруі
- Басқа (көрсетіңіз): _____

5-бөлім: Сіздің шет тіліндегі мазасыздық немесе академиялық мотивацияңызға әсер еткен факторларға қатысты жеке тәжірибелер немесе анекдоттар. (Ашық жауап)

Шет тіліндегі мазасыздықпен тәжірибеңізді сипаттай аласыз ба? Бұл сіз үшін қандай сезімде және сіз оны әдетте қандай жағдайларда сезінесіз?

Шет тіліндегі мазасыздықтың қайнар көздері немесе бастаулары қандай?
Мазасыздануыңызға ықпал ететін тілді білу деңгейін күту немесе қателесуден қорқу сияқты нақты факторлар бар ма?

Шет тіліндегі мазасыздықты күшейтетін қандай да бір нақты триггерлермен бөлісе аласыз ба? Мысалы, тілдік тапсырмалардың кейбір түрлері немесе сыныптағы іс-әрекеттер сізді көбірек алаңдата ма?

Сіздің академиялық өміріңізде шет тіліне мазасыздық қалай көрінеді? Мазасыздықпен бірге байқалатын мінез-құлық, физикалық белгілер немесе өнімділігіңіздегі өзгерістер бар ма?

Шет тіліндегі мазасыздықты жеңу үшін қандай да бір стратегияларды немесе әдістерді әзірледіңіз бе? Егер солай болса, сізге пайдалы болған әдістердің кейбірін сипаттай аласыз ба?

**Изучение английского как иностранного языка и академической мотивации:
качественное исследование перспектив и опыта студентов бакалавриата в
Казахстане**

Анкета

Вместо поиска количественных ответов этот структурированный инструмент был разработан для получения обширной и глубокой качественной информации, которая будет состоять из биографических подробностей, оценочной шкалы и открытых вопросов и подсказок, предлагая учащимся пространство для выражения своих мыслей, опыта, и эмоции, связанные с тревогой, связанная с иностранным языком и академической мотивацией. Следовательно, качественный характер анкеты соответствует цели уловить сложные нюансы явлений тревога, связанная с иностранным языком студентов в конкретном институциональном контексте, и служит основополагающим шагом в процессе сбора данных, позволяя мне собрать подробные описания и точки зрения.

Раздел 1: Демографическая информация

Возраст: _____

Пол: (Пожалуйста, выберите один)

- Мужской
- Женский
- Недвоичный/Другой: _____

Год обучения: _____

Доминирующий язык: (Пожалуйста, выберите один)

- Казахский
- Русский
- Другой: _____

Уровень владения английским языком: (Пожалуйста, выберите один)

- Новичок
- Средний
- Передовой
- Беглый

Раздел 2: Тревога, связанная с иностранным языком

Пожалуйста, оцените следующие утверждения по шкале от 1 до 5, где 1 означает «полностью не согласен», а 5 — «полностью согласен».

Совершенно не согласен (1) - Не согласен (2) - Нейтрально (3) - Согласен (4) - Полностью согласен (5)

Я часто испытываю беспокойство, когда говорю или пишу на иностранном языке.

1 2 3 4 5

Страх совершить ошибку на иностранном языке влияет на мое участие в занятиях.

1 2 3 4 5

Я испытываю нервозность перед сдачей экзаменов по иностранному языку.

1 2 3 4 5

Страх быть осужденным другими негативно влияет на мое желание использовать иностранный язык.

1 2 3 4 5

Раздел 3: Академическая мотивация

Пожалуйста, оцените следующие утверждения по шкале от 1 до 5, где 1 означает «полностью не согласен», а 5 — «полностью согласен».

Совершенно не согласен (1) - Не согласен (2) - Нейтрально (3) - Согласен (4) - Полностью согласен (5)

Я мотивирован добиться академических успехов в изучении иностранного языка.

1 2 3 4 5

Положительные отзывы преподавателей и сверстников мотивируют меня продолжать изучение иностранного языка.

1 2 3 4 5

Я ставлю конкретные академические цели для изучения иностранного языка и работаю над их достижением.

1 2 3 4 5

Поддерживающая учебная среда с одноклассниками, которые разделяют мои цели, повышает мою академическую мотивацию.

1 2 3 4 5

Раздел 4

Пожалуйста, укажите, какие из следующих факторов влияют на вашу тревожность иностранного языка. (Проверить все, что относится)

- Перфекционизм
- Самооценка
- Боязнь провала
- Тест на тревожность
- Самоуверенность
- Другое (уточните): _____

Пожалуйста, укажите, какие из следующих факторов влияют на вашу тревожность в применении иностранного языка. (Проверить все, что относится)

- Стиль преподавания учителя
- Взаимодействие со сверстниками
- Размер класса
- Культурные различия
- Знание языка одноклассников
- Другое (уточните): _____

Раздел 5: Личный опыт или анекдоты которые повлияли на вашу тревожность в применении иностранного языка или академическую мотивацию. (Открытый ответ)

Можете ли вы описать свой опыт беспокойства/тревожность по поводу применения иностранного языка? Что вы чувствуете и в каких ситуациях вы обычно это испытываете?

Каковы источники вашего беспокойства/тревожности по поводу иностранного языка? Существуют ли конкретные факторы, такие как ожидания в отношении владения языком или страх совершить ошибку, которые способствуют вашему беспокойству?

Можете ли вы рассказать о каких-либо конкретных факторах, которые усиливают ваш беспокойство/тревожность/ иностранного языка? Например, вызывают ли у вас больше беспокойства определенные виды языковых задач или занятий в классе?

Как тревога по поводу иностранного языка проявляется в вашей академической жизни? Сопровождаются ли беспокойство наблюдаемым поведением, физическими симптомами или изменениями в вашей работоспособности?

Разработали ли вы какие-либо стратегии или методы преодоления тревоги, связанной с иностранным языком? Если да, не могли бы вы описать некоторые методы, которые оказались для вас полезными?

Appendix D

Arts-based Research tool in English, Kazakh and Russian

The purpose is to understand students' FLA, including the sources, triggers, and manifestations of anxiety.



Prompt 1: Select Five Image Cards from a deck of 35 cards (See a sample of 9 image cards)

Select five image cards from the deck. These images will serve as visual prompts to help students narrate their FLA and academic motivation.

Prompt 2: Introduce Your FLA Story

Students will reflect on why they chose these specific images and provide an overview of their FLA and academic motivation journey.

Prompt 3: Coping Strategies and Support Systems

Students select an image that represents the techniques or support systems they've employed to manage FLA and maintain their academic motivation.

Prompt 4: Moments of Motivation and Academic Success

Students select an image that symbolizes times when they felt highly motivated in their language studies and how this motivation contributed to their academic achievements.

Prompt 5: Overcoming Challenges and Resilience

Students pick an image that signifies their resilience in overcoming FLA-related challenges. How have they managed to persist despite anxiety, and what lessons have they learned from these experiences?

Prompt 6: Reflection on Personal Growth

Students select a final image that encapsulates their overall growth and development in managing FLA and maintaining academic motivation. What personal insights or changes have they experienced throughout their journey?

Өнерге негізделген зерттеу құралы

Мақсаты – студенттердің шет тіліндегі мазасыздық, оның ішінде мазасыздықтың көздерін, триггерлерін және көріністерін түсіну.



1-сұрау: 35 картадан бес кескін картасын таңдаңыз (9 кескін картасының үлгісін қараңыз)

- ✓ Бес сурет картасын таңдаңыз. Бұл суреттер студенттерге өздерінің FLA және академиялық мотивациясын баяндауға көмектесетін көрнекі нұсқаулар ретінде қызмет етеді.

2-нұсқау: Шет тіліндегі мазасыздық тарихымен таныстырыңыз

- ✓ Студенттер неліктен осы нақты суреттерді таңдағандары туралы ойланады және өздерінің шет тіліндегі мазасыздық және академиялық мотивация сапарына шолу жасайды.

3-нұсқау: Күресу стратегиялары және қолдау жүйелері

- ✓ Студенттер шет тіліндегі мазасыздық басқару және академиялық мотивациясын сақтау үшін қолданған әдістерді немесе қолдау жүйелерін көрсететін кескінді таңдайды.

4-нұсқау: Мотивация және академиялық жетістік сәттері

- ✓ Студенттер өздерінің тілдік сабақтарында жоғары мотивацияны сезінген кездерін және бұл мотивация олардың оқу жетістіктеріне қалай ықпал еткенін бейнелейтін суретті таңдайды.

5-нұсқау: Қиындықтарды жеңу және төзімділік

- ✓ Студенттер шет тіліндегі алаңдаушылыққа қатысты қиындықтарды жеңудегі олардың төзімділігін білдіретін суретті таңдайды. Олар мазасыздыққа қарамастан қалай табандылық таныта алды және олар осы тәжірибелерден қандай сабақ алды?

6-нұсқау: Жеке өсу туралы рефлексия

- ✓ Студенттер шет тіліндегі мазасыздық басқаруда және академиялық мотивацияны сақтауда олардың жалпы өсуі мен дамуын қамтитын соңғы кескінді таңдайды. Олар саяхат барысында қандай жеке түсініктерді немесе өзгерістерді бастан өткерді?

Инструмент исследования, основанный на искусстве

Цель состоит в том, чтобы понять тревожность студентов, связанную с иностранным языком, включая источники, триггеры и проявления тревоги.



Подсказка 1: Выберите пять карточек с изображениями из колоды из 35 карточек (см. образец из 9 карточек с изображениями).

- ✓ Выберите из колоды пять карточек с изображениями. Эти изображения послужат визуальными подсказками, которые помогут учащимся рассказать о своей тревожности на иностранном языке и академической мотивации.

Подсказка 2: Представьте свою историю (Тревога, связанная с иностранным языком)

- ✓ Учащиеся поразмышляют, почему они выбрали именно эти изображения, и предоставят обзор своего пути связанная с иностранным языком академической мотивации.

Подсказка 3: Стратегии преодоления трудностей и системы поддержки

- ✓ Учащиеся выбирают изображение, которое представляет методы или системы поддержки, которые они использовали для управления тревогой связанная с изучением иностранного языка и поддержания своей академической мотивации.

Подсказка 4: Моменты мотивации и академических успехов

- ✓ Учащиеся выбирают изображение, которое символизирует времена, когда они чувствовали высокую мотивацию к изучению языка и то, как эта мотивация способствовала их академическим достижениям.

Подсказка 5: Преодоление трудностей и устойчивость

- ✓ Учащиеся выбирают изображение, которое показывает их способность преодолевать трудности, связанные с тревогой в изучения иностранного языка. Как им удалось справиться, несмотря на тревогу, и какие уроки они извлекли из этого опыта?

Подсказка 6: Размышления о личностном росте

- ✓ Учащиеся выбирают итоговое изображение, отражающее их общий рост и развитие в управлении и поддержании академической мотивации. Какие личные идеи или изменения они испытали на протяжении своего путешествия?

Appendix E

Semi-structured Interviews in English, Kazakh and Russian

The purpose of the interviews is to explore the role of instructors and mentors in shaping students' experiences of FLA and academic motivation

1. Can you recall specific instances where an instructor or mentor has had a significant impact on your motivation to learn a foreign language? What did they do to inspire or support you?
2. Thinking about your language instructors, have you encountered instructors whose teaching methods or behaviors increased your FLA or affected your academic motivation negatively? Could you provide examples?
3. In your opinion, what qualities or teaching approaches make an instructor effective in helping students overcome foreign language anxiety and stay motivated in their studies?
4. Have you had experiences with instructors or mentors who created a supportive and inclusive learning environment? What strategies did they employ to foster a positive atmosphere for language learning?
5. How do you think instructors and mentors can better understand and address the challenges associated with FLA, ultimately promoting students' academic motivation and success?
6. How do instructors create a supportive and inclusive learning environment that fosters motivation and reduces FLA? Are there specific classroom practices that stand out to you?

Жартылай құрылымдалған сұхбаттар

Сұхбаттың мақсаты – студенттердің шет тіліне қатысты мазасыздық және академиялық мотивация тәжірибесін қалыптастырудағы ұстаздар мен тәлімгерлердің рөлін зерттеу.

1. Инструктор немесе тәлімгер сіздің шетел тілін үйренуге деген мотивацияңызға айтарлықтай әсер еткен нақты жағдайларды еске түсіре аласыз ба? Олар сізді шабыттандыру немесе қолдау үшін не істеді?
2. Тіл үйретушілеріңіз туралы ойлай отырып, сіз оқыту әдістері немесе мінез-құлқы қобалжу деңгейін арттыратын немесе академиялық мотивацияңызға теріс әсер еткен нұсқаушыларды кездестірдіңіз бе? Мысалдар келтіре аласыз ба?
3. Сіздің ойыңызша, қандай сапалар немесе оқыту тәсілдері оқытушыны студенттерге шет тіліндегі алаңдаушылықты жеңуге және оқуға деген ынтасын сақтауға көмектесуде тиімді етеді?
4. Қолдау көрсететін және инклюзивті оқу ортасын жасаған нұсқаушылармен немесе тәлімгерлермен тәжірибеңіз болды ма? Тіл үйренуге жағымды атмосфераны қалыптастыру үшін олар қандай стратегияларды қолданды?
5. Сіздің ойыңызша, инструкторлар мен тәлімгерлер шет тіліне алаңдаушылықпен байланысты қиындықтарды қалай жақсырақ түсініп, шеше алады, сайып келгенде, студенттердің академиялық мотивациясы мен табысына ықпал ете алады?
6. Оқытушылар мотивацияны арттыратын және қобалжу деңгейін төмендететін қолдаушы және инклюзивті оқу ортасын қалай жасайды? Сіз үшін ерекше сыныптағы тәжірибелер бар ма?

Полуструктурированное интервью

Цель интервью – изучить роль преподавателей и наставников в формировании у студентов опыта тревожности по поводу иностранного языка и академической мотивации.

1. Можете ли вы вспомнить конкретные случаи, когда преподаватель или наставник оказал существенное влияние на вашу мотивацию к изучению иностранного языка? Что они сделали, чтобы вдохновить или поддержать вас?
2. Говоря о ваших преподавателях языка, встречались ли вы с преподавателями, чьи методы преподавания или поведение повысили вашу тревожность при изучении иностранного языка или отрицательно повлияли на вашу академическую мотивацию? Не могли бы вы привести примеры?
3. По вашему мнению, какие качества или подходы к обучению позволяют преподавателю эффективно помогать студентам преодолеть боязнь иностранного языка и сохранить мотивацию в учебе?
4. Был ли у вас опыт общения с инструкторами или наставниками, которые создали благоприятную и инклюзивную среду обучения? Какие стратегии они использовали, чтобы создать позитивную атмосферу для изучения языка?
5. Как, по вашему мнению, преподаватели и наставники могут лучше понять и решить проблемы, связанные с тревогой по поводу иностранного языка, что в конечном итоге повысит академическую мотивацию и успех студентов?
6. Как преподаватели создают благоприятную и инклюзивную среду обучения, которая способствует мотивации и снижает уровень тревожности при изучении иностранного языка? Есть ли какие-то конкретные практики в классе, которые вам особенно интересны?